

Documentation Center of Cambodia

Genocide Education in Cambodia The Teaching of a History of Democratic Kampuchea (1975-1979)

Awareness of Khmer Rouge's Atrocities Committed against civilian population in Koh Nhek district

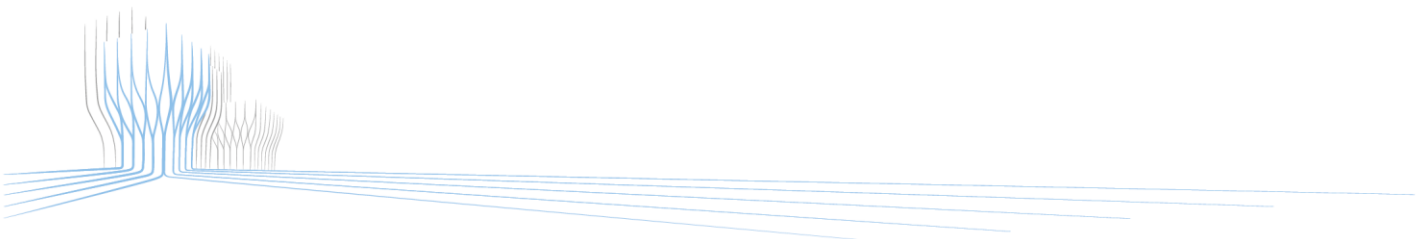
July 22, 2015

Introduction

Mondul Kiri was once a part of Chhlong Leu district in Kratie Province. In 1960, it was separated by King Norodom Sihanouk into the new province. Mondul Kiri Province is located in the northeast part of Cambodia. It is bordered to the north by Stung Treng and Rattanak Kiri, to the east and to the south by Vietnam, and to the west by Kratie.



A DCCAM's genocide education team held a Public Education Forum at Wat Reangsei, Sre Sangkum commune, Koh Nhek district on July 22, 2015.



Mondulkiri is a hilly and sparsely populated province. It occupies a total area of 14,288 sq. km and has a population of 60,811 which include 14 races; Khmer 20% and ethnic minorities 80% (Ministry of Tourism, 2009). Mondul Kiri province is enormously rich in various natural resources to be explored, such as majestic mountains, rainforest, indigenous wildlife, pine plantation, impressive waterfalls, small rivers, waterfront parks, etc. It is now the intended eco-tourism destination for the eco-tourists and the adventurous travelers.

Koh Nhek is one of five districts of Mondul Kiri province where few ethnics groups including Jarai ethnic group are settling in several locations (Schliesinger, 2011). In early 1970s, Koh Nhek district was a place where Lon Nol's soldiers executed all King Norodom Sihanouk's servants and bodyguards after the coup d'état in March 1970 (Khmerization, 2012).

In 1975, an office of region 105 was created at Phnom Kraol of Koh Nhek district. Ham and Kham Phoun were the top two leaders of the Region 105. Ham alias Laing, an ethnic Lao/Jarai, was the Secretary of Region 105 in charge of the military, and Kham



Phoun, an ethnic Lao, was the uncle of Ham's wife and was deputy secretary in charge of economy (Mapping, 2009). Chan Tauch, a former prisoner at Phnom Kraol, confirmed that the biggest prison in Koh Nhek district was Phnom Kraol (Mapping, 2009). Applying the CPK's system of identifying administrative boundaries, Phnom Kraol was located in Sector 105 (ECCC, 2015).

Mondul Kiri Killing Field Map by DCCam's Mapping Project

In November 1977, Khmer Rouge transformed an office of Region 105 into the security office of Region 105. It then came to be called Phnom Kraol Security Office (Kuk Phnom Kraol or Phnom Kraol prison). Prisoners of Phnom Kraol were divided into two groups, former Khmer Rouge cadres and ordinary people who evacuated from Prey Veng, Svay Rieng and other provinces. Currently, Phnom Kraol has been seen as a Cultural Resort where local and foreign tourists could go to visit. After 36 years of collapse of KR regime, Phnom Kraol has not taught tourists and younger generation a memory of what happened during the KR regime. At the same time, older generation who used to experience the KR regime feels ashamed to tell to children their true stories of what happened in the past, so that lots of stories have been buried.

Problem and Significance

Since the genocide education has been integrated into school curriculum in the late 1960s, the major concerns for educational leaders as well as researchers, scholars, and international community are: teacher's qualification in teaching history, and pedagogical challenges that link to the political environment, social, economic and living condition

(Chalk & Jonnasohn, 1990; Apse, 2004; Dy, 2008). With this concern, the teacher trainings and workshops about genocide education were organized years later to help teachers improve their teaching methodology and pedagogy (Apse, 2004; Bischoff, 2004). The teacher training programs for teaching KR history in Cambodia has been found since 2009. However, teachers' living conditions, political difficulties, and pedagogical challenges still are concern issues that affect the genocide education in Cambodia (Dy, 2010; 2013). Even though the genocide education in Cambodia has been moving forward to meet the goal of building peace, national reconciliation, and individual healing in society under the support from DCCAM and MoEYS, Dy (2008; 2012; 2013) said "the Cambodian education system is still facing challenges ranging from pedagogical problems to questions of teachers' capacity, teacher incentives and living conditions, efficiency in school operations, and student performance".

After 36 years of the fall of KR regime, knowledge of Khmer Rouge history has still not widely known by younger generation in Mondul Kiri's Koh Nhek district. Mr. Sraup Kanh, head of district office of education, said that he sent a history teacher to attend Dccam's teacher training workshop last two years because he expected that the teacher would gain more knowledge and know how to teach all the high school students a history of Democratic Kampuchea. Immediately after the training, the history teacher who received the training asked for transferring to live and teach at high school in Siem Reap province under reason of poor living condition. Mr. Kanh said "this problem has been affecting the everyday teaching and learning about KR history because there is not any teacher who received the training of how to teach KR history". Mr. Sraup Kanh expressed his concern by saying that the KR history might be buried with those of older generation who experienced the KR regime. In the meantime, he suggested that all people and students could be able to understand and learn some crimes committed during the KR regime and story of Phnom Kraol prison.

In addition, the team met with a group of students at Hun Sen Koh Nhek high school and asked them few questions. As a result, the team learned that KR history has not been taught and the story of Phnom Kraol has not known by all students. Moreover, their parents/grandparents have not told them about the KR history.

To understand the atrocious events during KR regime as well as Phnom Kraol, the Public Education Forum aims to bring both generations, especially younger generation, to understand three main events – forced evacuation, enemies of the Angkar, and Phnom Kraol security office – happening to people in Koh Nhek district during KR regime. At the same time, participants and the team of the forum will understand the terrible events happening in Koh Nhek district during 1975 to 1979.

Methodology

The Forum

The forum focused on three main topics; 1) force evacuation/transfer; 2) enemies of Angkar; and 3) Phnom Kraol security office (prison). Prior to the forum, the team met with officials from educational and communal sectors and group of high school students to discussed what had happened during the KR regime in Koh Nhek district. According to pre-interview, most people living in Koh Nhek district are new people who were forced to

evacuate from many places to live in Koh Nhek in 1975. The team learned that most of them were evacuated from Prey Veng, Svay Rieng and Kampong Cham. The evacuation happened between 1975 and 1977.

The evacuation has been a question for Koh Nhek’s people for 36 years after the collapse of the KR regime. In addition, some villagers complained of daily life under KR regime and lack of food while others said their lives during KR regime were better. A question from a villager “why did KR accuse people of enemy?” was asked during pre-forum discussion, and it is about the crime against humanity committed by KR regime. Moreover, the group of students did not know what happened at Phnom Kraol prison. They said they have never listened to their family, friends and teachers about Phnom Kraol prison. All concerns of villagers and students were what the team considered as a framework of the forum, and it was clearly explained.



A villager from Sre Sangkum commune attend the forum on July 22, 2015

Participants



Students and villagers (parents) attending the forum



Monks attending the forum

The forum involved villagers, students, teachers and monks. An approximately 40 villagers were selected from few villages of Sre Sangkum commune. Most of them are people who experienced during Khmer Rouge regime. Another 60 participants were students from Hun Sen Koh Nhek High School. All students were from grade 10 and 11, and had never learned about KR history since before. Four history teachers were selected to attend the forum and as coordinators in the forum. In addition, three monks were at the forum since beginning until the end to listen to some witnesses’ story during KR regime. All participants were encouraged to share, talk, discuss, connect, and learn together about KR history in order to prevent genocide in the future, build peace, reconciliation and national healing.

Procedure

The forum first of all did communication with head of provincial office of education, Mr. Choeun Saroeun, prior to the forum begins. Mr. Choeun signed an approval on the letter



and conveyed it to Mr. Sraup Kanh, head of Koh Nhek district office of education. A day later, the team arrived Koh Nhek district town and met with Mr. Sraup Kanh, then high school principal to confirm our present and to make sure that the forum has to be held at Wat Raingsei. Later on the same day, the team met with Mr. Keo Tinong, commune chief of Sre

Sangkum to discuss the location of the forum and the number of villagers who attended the forum.

On the forum's day, July 22, 2015, open remark was acknowledged by commune chief Mr. Keo Tinong at around 8:50 in the morning. Following his remark, brief of DK history, the importance of studying DK history and the importance of conducting the forum were on the stage. Last, the forum ended with group discussions, group presentations, questions and answers, and interview session.



Keo Tinong, commune chief



Interview

The team made use of a short reflection questionnaire to gather more comprehensive information on knowledge of the KR history. The interview allowed the team to learn more about the events happening during KR regime in Koh Nhek and the opinion of participants about learning, building peace and reconciliation and preventing KR regime.

Result and Discussion

Mr. Keo Tinong, on the stage to open remark for public education forum, talked about his experience during KR regime and provided a very important advice to all students by saying that the study of KR history is very unique and necessary to learn. Mr. Tinong blamed himself for carrying a huge mistake with children by keeping and hiding his life experience during KR for more than 30 years. He said he never told his story to children so that they did not know what happened to the family. Talking to a group of hundred participants, he encouraged older generation who experienced KR regime to share experiences to younger and let the younger to learn about KR history.

In accordance with his remark, a first presentation of the Forum's team member was to provide key factors of sharing comprehensively experience to next generations about bitter story that victims used to pass through and offer students advice not to follow up the old track and mistake. Second presentation was an explanation of the importance of studying KR history and conducting the public education forum, in which student and people will think and consider a way of building peace, reconciliation, healing, and preventing genocide in the future.

To begin discussion among the whole group, all participants were encouraged to take a look at Democratic Kampuchea textbook that team members delivered to. Participants felt touching with the book's content that endowed the black and white

pictures in each pages, they were absolutely thrilled to possess book in their hands and open every single page for scanning. The team shed light on the stages of the Khmer Rouge cadres who evacuated people from urban to rural areas, offered the reason KR massacred people, accused people of enemies and Phnom Kraol prison. In the preliminary phase, participants vested their full interest to the presentation; moreover, while presenting, few students got involve with facilitators to ask for further information. Surprisingly, their questions mostly were raised to commence on the KR leaders and Toul Sleng prison.

The session turned to role of participants, especially who was the KR survivor, to elaborate truth stories, feeling and thought toward what had experienced, seen and done in the KR regime. Sovanny, 54, farmer, stood up and spoke to participant his experience during KR regime. He was evacuated from Prey Veng province in 1976. Through about 10 minutes talking to the Forum, most of his experiences were family's separation, overwork, and evacuation. He said he received average of rice to eat in which he could live until the KR regime was collapsed. At the end of his speech, Sovanny encouraged all younger generation to learn this terrible history.

The forum ran into the next stage. As a plan set for the Forum, the team divided all participants into four respectively group discussions to discuss some important events and experiences that happened to older generation such as forced evacuation, execution, life under KR, enemies of Angkar, and Phnom Kraol prison. During the process of discussion, students listened carefully, noted down and shared view toward what they had heard and asked elders questions. In fact, the same tasks were given to each group. There should be one or two students to represent the whole group; went up to the stage for presenting the general and most important information or events they have gotten from group discussion. One should be a presenter and another one should be a recorder. The procedure was cleared and simple for them to implement. In each group consisted of approximately fifteen students, five to eight survivors, one teacher and one DC-Cam team for facilitating the forum and group discussion. Some survivors described their personal experiences while some of them refused to do so. Some people who were good at narrating could speak in length and then followed by other speakers. During speaking, students carefully listened and noted down what they have heard and learnt. Few of which presenting what they have gotten had to represent the group and went to the stage. With helpful assistance from each DC-Cam facilitator, the group discussion took place around 30 minutes and successfully completed. Again, those four groups were assigned to incorporate into one. Afterward, in chronological way from group one to four, each team representatives that comprised of two persons went up to the stage and began to narrate the story. Rather than focusing on wider plan of KR regime such as cause of force evacuation, illegal execution of KR to people and other harsh punishment to prisoners, students mostly presented marriage system, children life, education sphere and other marginality that happened in KR. None of them started from the geographical description of the commune, nor the story related to the some senior KR leaders.

Group One & Two



Group 1: discussing KR events in Koh Nhek



Group 2: Survivor talks to students

Group one and group two comprised of 30 and 24 students from Hun Sen Koh Nhek high school. In the group to attain some basic information for upcoming present, students were supposed to ask elders for every question they curious. Both students and elder people directly interacted with the single topic of Pol Pot regime. Some of which drew attention for questioning, students somehow felt sorrow due to survivors' bitter experience. In particular Chorn Oun and Chorn Touch who were two elder women and cousin keenly responded to students' question.

Chorn Oun narrated how she survived from the KR and her family situation. When she was the age of 15, her family was forcibly evacuated from Prey Veng to Mundulkiri province. Her parents and brothers were all taken to kill because they were former military. At that time, Oun was so panic and extremely frighten to what she had seen. Her family members were executed in front of her and she wondered why the Khmer cadres did not kill her along with her family? Until now she still bitterly imagine that cruel mass murdering whenever she think of her family.

Group Three



Group 3: a villager tell her experience during KR regime to students experiences during Pol Pot regime, elders in this group proposed students to ask whatever questions they wish. However, during the discussion, only 2 or 3 elders enthusiastically answered students' questions while the rest just sat and listened to the discussion without any comment.

Difference from group one, in overall participants within group 3 was 24 people, 10 of them were elders who were KR survivors and the rest were grade 10 and 11 students from Hun Sen Koh Nhek high school. In term of type of discussion, unlike other groups which started the discussion by a brief description of villagers'

Students asked many questions, most of which were general knowledge about KR. Yet, when Nhors Em, a grade 11 student, asked about the type of labor force during KR, Hing Sovanny, a farmer, incorporated his experience into the answer. Sovanny described to the whole group that he was forcibly evacuated to Mondul Kiri from Prey Veng when he was just 14 year old. Due to his young age, he was assigned to be the Mobile Work Brigade which he considered as the tough job because he had to do all kind of job, for example digging the canal. He further added that he was very afraid of Angkar and, in order to survive, he always performed what Angkar ordered, no matter how tough the job was. Sovanny finalized his statement by expressing his sorrow to his relatives who was killed by KR comrades without reasons.

Group Four

Group four was participated by eight elders people, eleven high school students which studied from grade 10 to 11, while grade 12 students that could not attend the forum was in the period of exam. The discussion in the preliminary phase opened with a short description of each villager in each group to present personal experiences during Khmer Rough regime. Most of them were forcedly evacuated from Svay Rieng province to Mondul Kiri.

The first speaker was Ms. Kuy Koung who narrated how her life been through KR and how lucky she was that can survive until now. She lived in Svay Rieng province during KR regime. Her family members were executed under the regime. She was assigned to complete the provided task in the short limited time such as carrying land and transplanting seedling. She had to work days and nights to avoid the reeducation from the organization.



Group 4: Students ask question to survivors.

The next speakers went on narrating her story. She said she is last survivor within her family. During the regime, she even did not dare to ask for help or help anyone though they are her family members or relatives. She continued that during nighttime, she always heard the voice “Help me, Help me, I am innocent!” and then silent after that 3 minutes. At that period of time, she felt very panic and fear that she was the next target to be killed. She strived to hide in one tiny dark place and kept crying whenever she heard those howl of anguish. That was her unforgettable memory.

Later she compared the loving story of adults and teenagers between now and during KR regime. Every single of time, teenagers were not allowed to hold hand, kiss, hug or any entice activities; otherwise, you would be reeducated. She also touched upon different aspects of the KR regime such as education, religion practice, and living condition. People lived in fear and would not dare doing something contrasting to the given rules or disciplines or KR command since their orders were law. They were alike to

animal that covered human skin or even an evil; they had no mercy or any sentiment toward the cruel act that had done to other people. Little mistakes were considered as crime which was the same to the death god that could decide on everyone faith and life. On one hand she began to describe, on another hand she shed her dropping tears. The situation was silent a while and came up with the last sentence: “That is not novel, yet a true story”.

Khmer Rouge’s Atrocity committed against people in Koh Nhek district

Figure 1 below presents the atrocities committed by KR against people in Koh Nhek district, Mondul Kiri province. Findings from the forum between older and younger generation show that Khmer Rouge began evacuating people in 1975 immediately after April 17, 1975 up to 1977. Most people were forced evacuated from Prey Veng, Svay Rieng and some parts of Kampong Cham province. Full of Khmer Rouge regime, people received different kind of foods and living conditions. For instance, few people who interviewed by Forum team said they received an average food to eat while other said they were offered a very little of rice. However, all people were ordered to work hard and more than 12 hours per day. In addition, some people were accused of enemy of the Angkar and sent to Phnom Kraol prison. Some were killed and some survived after 1979.

According to four group discussions, most survivors told a hardship experience to students such as evacuation, execution, accusation, overworks, torture, separation, and prohibition of marriage and education. Telling the stories to students, some of them expressed that they seem they are staying with fear and trauma.

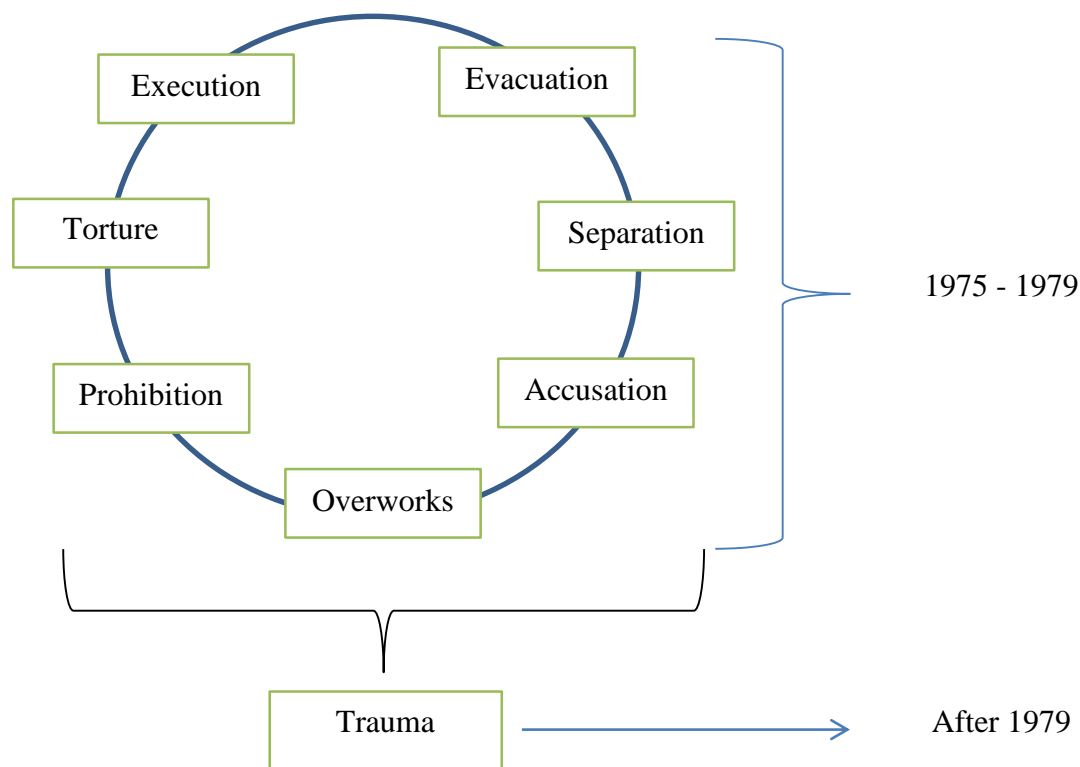


Figure 1: diagram of Crimes committed during 1975 to 1979 in Koh Nhek district

Question and Answer Session

Students were permitted to ask questions after the story briefing. A few students came up with many questions including:

- (1) How to accomplish the tasks assigned by KR in one day?
- (2) Which tasks were given during that time?
- (3) Could people plant their personal crops as today?
- (4) Did people possess of property right?
- (5) Was there any student at school?
- (6) What were the differences of teaching between now and during KR regime to the children?
- (7) How about marriage system?
- (8) How could he or she do once he or she had his or her own lover?
- (9) Why did KR conduct such cruel mass killing?
- (10) What was the purpose of genocide?
- (11) What did the term “Comrade” refer to?
- (12) Pol Pot forced people to do farming, why did people at that time still face hunger?
- (13) Who was Salot Sor?
- (14) Did UN or international community know what had Khmer Rouge done?
- (15) Where was Khmer Rouge originated from?
- (16) How many labor forces were divided at that time?
- (17) What did the term “Great Leap forward” refer to?

Impacts

An approximately 60 students from Hun Sen Koh Nhek high school received a lesson about KR history. It is a first time for them to learn about KR history. Participants felt secure to discuss and share with each other like family about genocide events at their own location. Unexpectedly, all the students were very interested in learning this history.

Below are impacts of the forum:

(1) Awareness of KR history: Three tough points were found out and thought that those were necessary for the following public forum namely i) History of Khmer Rouge, ii) The Force of Evacuation, and iii) The Enemy of the Khmer Rouge. These three points influenced villagers and students’ perception about Khmer Rouge.

(2) Development of intergenerational dialogue: participants were very active during role play as group discussion. At the same time the survivors talked their experiences, the students took note and asked question. At the end of the interaction between both generations, more benefits went to them. Students actively learned from survivors’ story and gain more knowledge about KR history. In addition, survivors stayed focus on and remind all what happened to them and then share to younger generation. Moreover, the students understood that their parents, family and other KR’s survivors stayed with fear and trauma for more than 30 years.

(3) Broadening students’ knowledge about Khmer Rouge regime: Most of the invited-students did not experience that cruel regime as the villagers did. Thus, they knew very little about this regime. Nhors Em, a grade 11A student at Hun Sen Kok Nhek high

school said that this forum was useful for him to expand knowledge because this forum taught him how Khmer Rouge came to power, the ruling power and life condition during that time. He wanted such lessons to be included in the education system so that other students could learn more about this regime.

(4) Understanding the importance of sharing victims' stories: The forum awakened participants at key points to share, tell and use victim's story as an extra teaching and learning materials at school and community. For instance, the commune chief Keo Tinong hid his experience for more than 30 years, and this issue has happened to most villagers who met with team of the forum. In opposite, most villagers have changed their perspective to share, talk, discuss, and learn from each other during the forum.

(5) Genocide education reached out to minorities: it was a second time that the team conducted two public education forums in Mondul Kiri's Koh Nhek district. However, people and students as well as government officials still want Dccam's genocide education be conducted very often at all communes of the district. Mr. Sraup Kanh, head of educational office, wanted very much to attend Dccam's teacher training workshop, but he has not invited yet. At the end of meeting at his office, he requested more document about KR history so as he could let his staff to read and discuss the history.

(6) Remembering and learning from other victims of KR: Hing Sovanny, a villager at Sre Sangkom, said that the forum help him to recall back his experience. He said "I could remember all what happened to me. It seems to be newly and I cannot forget it." Like Sovanny, few participants whom we met expressed same thing.

(7) Dealing with misconception of people/students to KR regime/history: Sovanny said that, prior to the forum, he just only knew that Khmer Rouge regime killed many people, but he did not know the reasons why they killed so many people. In addition, he only knew that only Vietnam was the enemy of the Khmer Rouge regime.



Hing Sovanny, 54, speak to the forum, July 22

Recommendations

The meeting with head of Koh Nhek district office of education was a sigh to tell us that teacher training program on teaching KR history is very important to extend not only teachers, but also non-teaching staff and all kind of government officials. According to him, he really wanted to attend and see the teacher training be conducted at his district. In addition, the Public Education Forum should be more conducted at each commune so that people who have hidden their stories under the Khmer Rouge have chance to talk to children and they could learn from others' story.

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Appendix 1: Photos:

<https://drive.google.com/folderview?id=0B0aka9kpKmTKcDBINFZOVEI6azg&usp=sharing>

Appendix 2: Interview

Kung Koeun, female, 66, Koh Nhek District, Mondul Kiri province

Koeun was a farmer that was forced days and nights to work at the rice field. She had three children that two of which were died due to starvation and disease. Her husband also passed away that she took almost all of burdens in the family. She shared her sadness and sorrow toward what KR had done upon her. In this occasion, Koeun participated in the forum to learn from the discussion about KR regime, to exchange the cruel experience among survivors and to spread the information to the younger generation. In addition, she also had intention to tell the children about the life and work condition during that time. The primary purpose is to let the children learn about starvation and how KR maltreated Cambodia people during that time so that children can understand and never repeat the same mistake.

Nevertheless, she also casted some curiosities toward the KR leaders prosecution at the ECCC, obviously based on her words, she does not feel any relieve from the painful memories or feel that justice is being done. She attempted to ignore or avoid following the news related to KR since the justice appears only on the surface.

Eventually, Koeun supposed to integrate KR relevant history and knowledge to teach and spread the awareness to the following generation so that they learned from the mistake and moved beyond the violence exertion not only in nowadays and also in the future. Furthermore, Koeun also commenced that students shall equip with the past involvement and step to the future improvement. Wide range of subjects should be included in the education system that related to KR regime namely historical background, gender partiality, marriage arrangement, forced labor, strict penalty and torture, unlawful detainment, mass killing and last but not least the reasons behind the genocide.

Hing Sovanny, male, 54, Koh Nhek District, Mondul Kiri province

Was born in Prey Veng, Sovanny, a farmer, was forcibly evacuated by Khmer Rouge to Mondul Kiri during that regime. Since then, Sovanny has been married and lived in Mondul Kiri. During Pol Pot regime, Sovanny was forced to be the Mobile Work Brigade which was the tough job for him because, according to him, regarding to this position, he had to present whenever Angkar needed -- no matter that was day or night time. Being the one who lost relatives and experienced hardship during that regime, Sovanny strongly believed that Khmer Rouge regime was brutal which their leaders committed crime publicly for fulfilling their personal emotional interest.

When asking about his feeling toward the former Khmer Rouge comrades and their children, Sovanny responded that, even though he lost his relatives during that vicious regime, he does not angry or bear any grudge with those people. He further explained that they killed people due to the command from their top leaders; thus, that is unfair and useless to bear any grudge against them.

Sovanny significantly was very happy to join this forum. Personally he thought that this forum was very useful for Cambodian people, especially for younger generation, to acknowledge and learn about Khmer Rouge regime. Sovanny further elaborated that he learnt about politics of Pol Pot regime. Although Sovanny was the one who spent his life during that regime, he knew very little about Khmer Rouge's politics, especially the Khmer Rouge's origin and their adversaries. For example, prior to the forum, Sovanny thought that only Vietnamese were the enemy of Khmer Rouge while, in fact, not only Vietnam, but CIA of USA and KGB of Russia were considered as the enemy. Such forum offered him not only the chance to learn more about Khmer Rouge, but also opportunity to disseminate his experience during Khmer Rouge regime to children who heeded less attention to this issue. Hence, he gave full supports to include KR into the national education system so that the next generation can learn and avoid such cruel regime.

Kon Phearen, 20, grade 11, HUN SEN Koh Nhek high school, Koh Nhek District

Phearen strongly believed that KR regime is really a vicious crime after listening from his parents, other survivors story briefing and through given articles, books and monthly magazine. Owing to millions of people were killed and caused of starvation and the likes, Phearen regarded that as the most awful regime ever that happened in Cambodia. Moreover, Phearen did feel sympathy for his grandparents, his parents as well as Cambodian people as a whole whom underwent such ferocious regime.

Phearen further elaborated that seldom did his parents tell him their early ages until the day he overheard the story from schoolteachers and then inquired his parents about the fact at home. To some degrees, he did concern which questions are appropriate for him to ask without touching their wound. Questions such as the big scar left on his father head and how could they survive through that wild regime.

Phearen were asked to offer answer whether he discriminates the son or daughter of the criminals. [Pause a while], Phearen avowed that the crime was nothing related to their children though he was told that that person was the criminal killing his relatives, for instance. There was nothing related to sin, as he raised one proverb mentioned that "an eye for an eye". Such proverb shed light on the fact that if one acts illegally, thus the punishment shall be applied to the criminal, but not the others. He, last but not least, touched upon the discrimination should not be conducted either to the criminals or to their relatives, as they were the victims following the command of KR senior.

Nhors Em, 18, grade 11, Hun Sen Koh Nhek high school, Koh Nhek District

Similar to the other interviewees, Em also believed that Khmer Rouge regime was a vicious regime which killed many people fiercely. He had such belief due to the fact that his parents and elder people narrate him about life during that regime and his learning at school about that regime. Also, his grandfather was killed without any reasons during KR regime.

When asking whether he hate the former KR comrades' children, Em answered that he does not discriminate against those children. Em further explained that those children are the young generation who know nothing about what his parents had done during Pol Pot regime. Thus, it is not reasonable for Em to hate or discriminate against them.

Em further elaborated that this forum is useful for him and other students. He has learnt many things from this forum such as the origin of Khmer Rouge, Forced Evacuation, and Khmer Rouge's enemy, and mass-killing. Em wants such education to be included in the national education system because it is important to let the next generation know and learnt about Khmer Rouge and to educate the next generation to avoid such malicious regime.

Savern Yan, 19, grade 12, Hun Sen Koh Nhek high school, Kok Nhek commune.

Yan strongly believe that fierce crime really existed in KR regime as his parents, grandparents, and teachers told him about life during KR regime. Plus, he watched TV broadcasted case 002 from ECCC.

Yan added that this forum is very useful for him and other students. He learnt a lot from the situations of people who in that regime and tortures of Khmer Rouge carder toward to the people. He also can know the stages of the eviction of the people from Phnom Penh.

Yan further added that this forum is very useful for him and other students. From this forum, he learnt many aspects about KR such as harsh life condition, the tortures of KR comrade on citizens, and the forced eviction of people from Phnom Penh and city to work on the rice field. **Yan** stressed about the important of including KR history into the national education system so that the next generations can acknowledge about bitterness history of Pol Pot regime.

Report by: Pheng Pong-Rasy, Morm Kulkitya, Heng Prohlux, and Yi Pheaktra

Photos: Ouch Makara

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