

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

GENOCIDE EDUCATION IN CAMBODIA

The Teaching of "A History of Democratic Kampuchea (1975-1979)"
Democratic Kampuchea Textbook Distribution and Public Education Forum between
Teachers, Students, and Parents

Third Narrative Report for the Asia Foundation

June 1-August 30, 2011



Villagers walk to the forum panel at Rumlech Pagoda's Dining Hall, Pursat Province.

Executive Summary

From 1 June to 30 August 2011, the Documentation Center of Cambodia (DC-Cam) in collaboration with the Ministry of Interior and the Ministry of Education, Youth and Sport conducted six public education forums in six provinces and the capital: Phnom Penh, Uddor Meanchey, Pailin, Preah Sihanouk, Kep and Pursat. The forums were conducted in pagoda compounds, with approximately 100 to 250 participants in each forum. Participants included villagers, teachers, and students. The one-day forums followed the same format as previous forums. The forum started with brief remarks from the local authority and DC-Cam's representative. It was followed by the pre-forum survey to learn participants' understanding and reaction toward studying Democratic Kampuchea (DK) history in the classroom. The substance of the forum was the presentation of one chapter from the DK history textbook and discussions and debates which are linked to the community's history. At the end of the forum, participants filled in the post-forum survey, which is designed to learn how the participants' knowledge and attitudes have changed over the course of the forum.

In each forum, participants received a number of different books and documents related to Khmer Rouge (KR) history and the recent development of the Khmer Rouge Tribunal (KRT). These documents included: *A History of Democratic Kampuchea (1975-1979)* textbook, magazine

Documentation Center of Cambodia

Searching for the Truth ស្វែងរកការពិត ដើម្បីការបង្កើនចំណេះដឹង និង យុត្តិធម៌

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Searching for the Truth, booklet on Case 002, detailing the biographies and crimes allegedly committed by the four suspects (Khieu Samphan, Nuon Chea, Ieng Sary and Ieng Therith). In some cases, the forum also included the new short documentary film produced by DC-Cam, “Mass Grave Near Pagoda,” about surviving family members who live in the same village as the man who killed their relatives during the KR regime. As is the case in many villages today, the perpetrator currently serves as a layman, and, poignantly, the victims now bring food to him and other monks at the pagoda as a means by which to seek healing from the past. In other cases like the one in Pursat in which international Co-Prosecutor Andrew Cayley participated, the forum invited guest speakers to present a particular topic and lead the discussions with the participants. (The presentation and discussions of Co-Prosecutor Andrew Cayley is detailed in the highlighted public education forum in Pursat below.)

The public education forum focused on the experiences of Cambodians under the KR. The purpose was to generate a dialogue between the younger and the older generations, have survivors share their life experiences, and convey the importance of genocide education. Teachers were encouraged to use the experiences of the villagers as a resource to educate youth about the history of the KR. In addition, the discussion and personal accounts were supplemented with the textbook, *A History of Democratic Kampuchea (1975-1979)*. The textbook gives a comprehensive explanation of what occurred during the KR regime. In addition, the forum is intended to complement DC-Cam’s support for formal education about KR history in Cambodian classrooms nationwide. The forum also aims to link textbook material to the particular stories of each community, allowing teachers and students to make the best use of their own resources and encourage the villagers to participate with teachers in educating the younger generations about DK.

The table below shows the date, location, and number of participants of the six forums.

Date	Location	Number of Participants
June 5	Sleng Village, Sangkat (Commune) Pong Tik, Khan (District or Quarter) Dangkoa, Phnom Penh	280
June 18	Chong Kal Village, Chong Kal Commune, Chong Kal District, Uddar Meanchey Province	250
July 10	Sala Krao District, Pailin Province	215
July 23	Veal Renh Commune, Prey Nob District, Preah Sihanouk Province	150
August 7	O Krasar Village, O Krasar Commune, Damnak Chang Aer District, Kep Province	115
August 11	Pralay Rumdeng Village, Rumlech Commune, Bakan District, Pursat Province	220
Total		1,230

Highlight of Public Education Forum in Pursat

Introduction

The Pralay Rumdeng Village education forum took place in the beautifully decorated Rumdeng Pagoda, with an ornate altar and brightly colored murals providing a welcoming background for the morning’s event. Community members began gathering at the pagoda shortly after DC-Cam’s early morning arrival, rolling out mats and filling the floor of the pagoda. International Co-Prosecutor Andrew Cayley, joined by one of his sons, assisted DC-Cam staff in passing out

educational materials to participants, and the attendees flipped through their copies of Searching for the Truth magazine and the Case 002 information booklet while waiting for the event to begin. Several monks attended the forum, and they opened the event with a chant.

Genocide Education and Outreach team leader, Ms. Sayana Ser, began by explaining the primary purposes of the forum and encouraging participants to participate and ask questions. Then, a community leader spoke on behalf of the Commune Chief, who was on a mission and unable to attend the event. He, too, emphasized that participants should feel free to ask any questions they might have and encouraged discussion.

Film: Mass Grave Near Pagoda

After the introduction, Ms. Ser introduced the film “Mass Grave Near Pagoda,” and its producer, Ratanak Leng, also in attendance. Mr. Leng provided a short introduction to the film, explaining the film’s themes of forgiveness and reconciliation, especially among those who live in the same area as the perpetrators. The audience watched with rapt attention as the film’s story unfolded, portraying the experience of a daughter mourning the loss of her father, who lived near and interacted with one of her father’s killers. The film includes touching scenes of the daughter visiting her father’s grave with her son. Both the daughter and the former KR cadre expressed that he had not perpetrated the crime of his own free will. The daughter reflected that he was ordered to do it, and the perpetrator explained that if he had not killed the father, he would have been killed himself. “I was tricked,” the man says. The film addressed themes of memory, tragedy, religion and reconciliation that had relevance to the audience at Rumlech Pagoda.

After the film’s conclusion, Ms. Ser encouraged the audience to share their feelings and discuss the film, asking how participants felt after watching the film. One participant, a student, responded that she felt goose bumps. Standing in front of the group to share her reaction, she explained that she finds the DK regime brutal and cruel. Even though she didn’t experience it herself, it shocks her to learn about what happened, especially the tragedy of those who died. She could imagine what it would feel like to be a daughter in a similar situation to the woman portrayed in the film. Next, Mr. Cayley shared his impressions, noting the grief and regret in the perpetrator’s face. He connected the DK to the terrible things that have happened and are currently taking place around the world, and thanked the producer and DC-Cam for sharing the important film which captured briefly and tragically what happened in Cambodia under the KR.



Deputy of the Rumlech Commune Mr. An Saroeun (in Khaki) and Mr. Andrew Cayley (in azure, second from right)

Next, Ms. Ser explained to participants the contents of the materials that they had been given, including a pamphlet describing the four Case 002 accused. She again encouraged participants to engage in discussion and to ask any questions that they might have.

Guest Speaker: Mr. Andrew Cayley

As the keynote speaker, Mr. Andrew Cayley described the KRT's ongoing work and recent developments.

In a brief introduction, he thanked the community for welcoming him back one year after his previous participation in an outreach forum. He noted his particular interest in the plight of the Khmer Krom, and explained that the Court was now addressing what happened to that group. He emphasized that participants should feel encouraged to ask questions and to share whatever was in their hearts or minds.

Describing the state of Case 001, Mr. Cayley explained that Duch has been convicted and sentenced to 35 years, and that the judgment on Duch's appeal is expected by the end of the year. Mr. Cayley explained that Duch did not appeal because he claimed that he did not commit the crimes, but rather that Duch argued that he was not one of those 'most responsible' for the crimes. Mr. Cayley also noted that his office had filed their own appeal, asking the judges to increase Duch's sentence. Regarding Case 002, Mr. Cayley acknowledged the many delays to the trial and explained that the judges must deal with the defendants' legal arguments before witnesses can be heard regarding the alleged crimes. Mr. Cayley emphasized that the four accused have the right to make such legal arguments, and that their ability to do so ensures that the proceedings are fair. Lastly, Mr. Cayley addressed Cases 003 and 004, noting that they are currently under investigation with the co-investigating judges. He stated that he had filed a submission asking for investigation into crimes against the Khmer Krom.

Questions and Answers with Mr. Andrew Cayley

After Mr. Cayley spoke, participants were invited to share their reflections and to ask questions. The same student who earlier described her reaction to the film asked Mr. Cayley two questions about the ongoing trials. First, she wondered if the defendants' arguments were likely to succeed. Mr. Cayley responded by providing an example of one of the defendant's arguments – explaining that Ieng Sary claimed that he could not be tried again by the Extraordinary Chambers in the Courts of Cambodia (ECCC) because he had already been tried and convicted by the Vietnamese for the same crimes in 1979. Mr.



Participants viewing the booklet of Case 002

Cayley noted that the prosecution had a response to those claims - that Ieng Sary could be tried twice because the Vietnamese trial did not follow proper legal process and Ieng Sary was never punished - but reiterated that the judges have the right to listen to the defendant's arguments. Second, the student asked what would happen if the accused died while the trial was ongoing. Mr. Cayley acknowledged that the Case 002 defendants are very old, and explained that for that very reason his office wants the trial to go as quickly as possible. Finally, the student wondered why the Khmer Krom were particularly targeted by the KR. Mr. Cayley noted that the Khmer Krom's historical and cultural links to the Vietnamese led their being particularly targeted by the KR, who exploited these links and warned "Khmer body, Vietnamese mind." Cayley connected the suffering

of the Khmer Krom to the experience of the Jews in Germany and the Muslims in Bosnia, noting that in conflicts certain minority groups tend to be singled out for particularly bad treatment.

Next, a community member asked whether there was a foreign country behind the KR regime, and, if not, why Khmer killed Khmer. Mr. Cayley responded that there were foreign nations that supported the KR, recognizing the regime long after their fall in 1979. He acknowledged that the Vietnam War affected the KR's ability to come to power, and that many foreign countries had an impact. That said, the ECCC can only try individuals, not states, and the involvement of foreign states does not excuse the actions of individual KR leaders. The community member also wanted to know whether there was a link between Case 003 and 004 and the current government. Mr. Cayley stated emphatically that although he could not publically name the accused, he could assure that audience that members of the current government are not among them and that any rumor saying otherwise was wrong.

After Mr. Cayley's response, the same community member again stood up, explaining that during the KR regime he witnessed many things. Reflecting on the film, he noted that because of what he saw during DK he is numb to certain scenes of killing. Although he is sensitized to such things, however, the younger generation is shocked by such things. He wants to tell them what he witnessed. He explained that under the KR, they had worksite meetings. After one of those meetings, while he was returning home, he saw KR cadre with guns talking about Eastern Zone people. The KR gathered Eastern Zone people, tied their hands behind their backs, led them into the jungle and killed them. The community member explained that some might have been strong enough to escape, but they were scared and traumatized so they didn't run and were killed. He was fourteen years old when he witnessed the crime, and although he saw it happen he does not know who committed it. After this participant shared his story, there was a flurry of murmuring among the crowd. People began discussing that time under the KR amongst themselves, sharing experiences and reflections with their neighbors. For example, an elder lady in attendance began describing her experiences during that time to a young person sitting near her.



The first questioner directs her curiosity about the ECCC to Mr. Cayley

Next, another student had questions for Mr. Cayley. He wanted to know who created the genocidal KR regime, and asked why the KR killed. Was there a benefit to the killing? Some of the older people in the crowd seemed to laugh in response to this question, and Ms. Ser asked them if they thought it had been a simple question. Mr. Cayley assured the student that it was not a simple question; in fact it would take two days to answer properly. His response drew laughter from the crowd. He explained that the KR was initially a political group intending to use communism to liberate the Khmer people. Ultimately, they used killing

to implement their policies, and many people also died from starvation.

While Mr. Cayley was speaking, several participants flipped through the materials that they had been provided. At one point, a woman in the audience stated in a hushed voice to others around her to look at the photos of the Case 002 accused. They are so old, she remarked. How long can

they stand a trial? She stated that perhaps they were too old to be tried, and that even a life sentence would likely only lead to one or two years in prison.

Then a man from the community, referencing the limited scope of the trials, asked whether the prosecutions were for political reasons, or if they were intended to relieve victims of their suffering. He also noted that it is hard to know whether or not current members of government are former KR leaders. He asked whether or not information saying that current members of the government are former KR is true. At this, the community leader asked that the crowd, which had begun to murmur loudly, quiet down to hear the important response. Mr. Cayley first explained that the prosecutions are about prosecuting the senior leaders and about setting a global example to other leaders to not commit similar acts. Mostly, he stated, the prosecutions are intended to give the victims a sense of justice and retribution. The people who committed the crimes will pay the price. Next, Mr. Cayley acknowledged that thousands of former KR leaders are now integrated into society, and reminded that the ECCC is only set up to try the most senior members.

Ms. Ser addressed the crowd, explaining that she noticed people engaged in discussion and inviting them to share their thoughts with the group.

Lastly, two younger members of the audience asked questions about the ECCC proceedings. First, a student asked who the senior KR leaders were who were subject to prosecutions at the ECCC, and whether the prosecutions would be continued for Case 003 and 004. Mr. Cayley reminded that the materials DC-Cam had provided had all of the information about the senior leaders under prosecution for Case 002, and then briefly stated their names and roles during the KR. As he did this, many members of the crowd flipped through the materials and discussed the four leaders amongst themselves. Mr. Cayley acknowledged the speculation in the press regarding Cases 003 and 004, and explained that both cases are still with the co-investigating judges. Despite the stated conclusion of the Case 003 investigation, Mr. Cayley noted that he had requested further investigative acts. Another student then asked why the prosecutions take so long. Mr. Cayley acknowledged that lawyers can make things difficult and complicated, but also that Case 002 is a huge and complicated case requiring a lot of time to complete.

Highlight of Public Education Forum in Pailin

The Public Education Forum in Pailin was conducted at the Samaki Kiri Samrith Pagoda, commonly known as Wat Sala Krao Thmei, attended by 30 villagers, 15 teachers, 170 primary, secondary and high school students, and several local monks. The team distributed 200 copies of the history textbooks, 200 copies of DC-Cam's *Searching for the Truth* magazine, and led a group discussion on the materials contained in the textbook.

The goals of the forum were simple, but profoundly important, particularly given the unique history of Pailin: to foster dialogue between local survivors of the KR regime and the younger generation; to collect stories from survivors, victims and cadre members, lest their memories be forgotten; and to demonstrate to teachers and students how textbook lessons about the KR can be linked to the first-hand experiences of their parents, grandparents, and village elders.

The team arrived at the Sala Krao Pagoda at 7:30 in the morning to prepare the space for the ensuing activities. Much to our surprise, a large group of young students from the local primary school had already arrived and were waiting for the event to begin, lined-up in neat rows under the watchful eyes of their teachers. Villagers and secondary school students helped roll out mats, carry boxes of books and magazines, and set up the sound



School students participating in the forum

system. Locals greeted each other, engaging in chitchat as they waited for the forum to begin; more secondary school students arrived on their motors, laughing and joking with their friends. Once everything was in place, the primary school students began filing in. And as everyone found themselves seated, Genocide Education and Outreach team leader Sayana Ser began the program by describing the work of DC-Cam and explaining the primary purposes of the forum.

The commune chief then shared a few words. He thanked DC-Cam's staff for coming to conduct the forum in Pailin; briefly described the history of the KR and the suffering endured by the population during the period of DK and emphasized the importance of education to ensure that history does not repeat itself. He concluded by thanking Hun Sen for defeating the KR and bringing peace to Cambodia; acknowledging the role the current government has played in helping Pailin to flourish again.



After the chief's statement, Sayana spoke briefly about the KR. She asked the students if they believed in their history. One boy raised his hand. "I believe," he said, "My parents told me about it. No one had enough to eat." Sayana told the younger students that when they got to secondary school, they would receive copies of the textbook, and they would study the history of the KR. She asked them if they had any questions. A young girl raised her hand: "Why did Khmer kill other Khmer?" she asked. Sayana asked the villagers to answer. An older man raised his hand. "To create a new country, to bring development," He said. A local teacher and survivor also responded. "They wanted to develop the country and create a new order," she explained.

Before letting the younger children leave, the team members distributed copies of DC-Cam's *Searching for the Truth* magazine as well as posters to all the students. As the primary school students left, the secondary and high school students, villagers and teachers poured over their copies of the magazine and the history books. Groups clustered together, pointing to pictures and sharing passages from the text. One teacher, who was looking at the textbook, asked "Is this picture real?" He was referring to an image in the frontispiece, showing workers at the January 1 dam construction project. "Yes," Sayana responded.

"I was there," he said. And then he related how he had worked on the dam project. "We didn't have enough to eat," he said, "and we worked without limit. If the moon was bright, we worked until four in the morning, with only a single bowl of rice porridge." We took down his name, deciding to talk with him later about his personal experiences under the KR regime.



Group work and discussion

Before dividing the participants into groups for a discussion of the textbook, the team distributed pre-forum surveys to gauge interest in studying KR history, and the community understanding of the KR period. Once the surveys had been completed, the participants were divided into three groups, and assigned a section of Chapter 7 of the history book. The team asked each group to read their section and to select a representative who would present the main points.

The first section dealt with the difficult conditions under which individuals had to live, as ordered by the KR regime. Interestingly, the representative from the first group decided not to simply present the historical facts and descriptions from the book; instead, he took the time to talk about his own experiences of how he had to work day and night without enough food to eat, living in constant fear. He thanked DC-Cam for coming to Pailin, for bringing the textbooks, and for creating a space where he could share his story.

The second section focused on the practice of forced marriages under the KR regime. Women and men who did not love each other were forced to live together, in an act designed to turn marriage, one of the most intimate expressions of personhood, into a utilitarian institution to serve only the interests of the State.

Finally, the third section explained the rationale for implementing policies of collectivization and communal labor, another tool for eliminating individuality and personhood, and transforming people into automatons.

After the presentations, and having confirmed that no one had any questions, Sayana thanked the audience, and passed out post-forum survey forms. Lunch and snacks were served, and people continued chatting quietly together, still flipping through the textbooks and reading their copies of *Searching for the Truth* magazine. After the surveys were handed in, the students helped roll up the mats, and carry materials back to the car.

After lunch, the Center's deputy director Vanthan P. Dara had a chance to talk with the commune chief, and Sayana spent some of her time interviewing teachers and students. Tatiana and Sharon conducted interviews at the local secondary school with two teachers, who were survivors of the genocide.

Outcomes and Impacts

Demand for more copies of the DK history textbook: The team usually brought about 250 copies of the DK history textbook for each forum as they thought that the number of participants would not exceed that number. However, the number of participants in Phnom Penh was over the estimated number. In addition to the actual number of participants, some people and monks nearby the forum site also asked for copies of the textbook as they also wanted to learn from it. For example, one monk in Phnom Penh told the team that he had one copy of the book, but the person who came to have water blessing had asked for this book from him. So the monk wanted another copy for his own document. As for students who had not received copies of the book, the team had to bring extra copies to the school from which the students came. The next day after the forum, for instance, the team delivered an extra sixty copies of the textbook to Porng Toek High School in Phnom Penh.

National Reconciliation and Sympathy toward Survivors: Some students cried when survivor Ms. Sim Keo of the Phnom Penh forum talked about her hardship and painful experiences during the KR regime. This life story will drive the students' understanding of the real life experience in the regime and will encourage sympathy in their minds for the victims as well as the perpetrators. It will also contribute to national healing and reconciliation, which starts from the individual reconciliation. The commune Chief Mr. Hakk Kuoy shared his view that the forum has brought knowledge about the KR regime and the history to the participants, especially the students as the younger generation. They have more clearly learned about Pol Pot, S-21 prison, the torture and killing of innocent people through pictures in the textbook and by hearing survivors' stories like that of Ms. Sim Keo. Mr. Chen Sophos, the school director, also said that the forum is a good way to raise the awareness of students and the community about what happened. This increased knowledge can bring solidarity, lenience, forgiveness, and reconciliation to prevent such a regime from happening again.

Capacity Building on Teaching DK History: Teacher Phau Sokha is a former student volunteer of DC-Cam's student outreach project held in 2005. He told the team he went to Banteay Meanchey in a group of five led by DC-Cam staff member Mr. Ros Sampeou to distribute ECCC-related materials and other related documents to survivors, explain the process, conduct interviews with survivors, and write reports. He has since been teaching history in Porng Toek High School for three years and also received training on how to teach DK history textbook organized by DC-Cam in April 2011. He explained that the forum as well as the book will certainly contribute to reconciliation, even if only on a small scale because he sees no points in the forum or textbook contents that provoke anger.

Enhancing Knowledge on KR History: A student, Dao Saman from Uddor Meanchey, let the team know that he never even thought that he could learn about other countries that have experienced genocide, like Germany or Rwanda. And until this forum, he had never heard about the ECCC. He would like to visit the court and see Case 002. Pean Litha is a 10th grader at Hun Sen Chong Kal. He learned about the KR division of geographical administration, divisions he had never heard of before the forum. He also said he enjoyed the part where survivors told of their experiences during the KR regime. Litha believed that the older generations who are survivors would feel relief after sharing their stories to younger generations. He wishes that a forum or event like this would be held more often so that older people could talk and the young people could understand and gain more knowledge. Pleuy Thy is an 11th grade student who shared his impression about the forum. He said that the most important part was having a discussion with survivors and people knowledgeable about the KR regime. Theary Sotheara is 18, a student of Hun Sen Chong Kal, who

thinks that the forum is good because it provides the students and villagers with a greater understanding of the KR. She especially feels that the forum could be an effective way to reduce and prevent such acts from happening again. Learning the history of the crime committed in the regime can avoid bad acts from happening again.

Challenges and Recommendations

General Forum Preparations: Pre-planning and community outreach are crucial to an effective public education forum, particularly given the sensitive nature of the topic. At a minimum, the staff should contact the commune chief and the pagoda committee leader, and ideally, other community members and teachers, earlier in advance of the forum, instead of conducting these initial meetings upon arrival in the province the day before the event. In addition, the team should also consider whether the current means of material distribution is the most effective in promoting genocide education. During the public education forum, a significant amount of time was spent on handing out booklets, which could have been allocated to fostering interactions among the villagers, students, and teachers. The team should consider implementing a longer three to five day program, allowing the team enough time to try to review the program in detail with the village chief and school director.

Organization of the Forum: In the forum in Pursat, the program did not go as planned. Given the confusion surrounding the conclusion of the event, it might be helpful at future forums, especially when the event includes a guest speaker, to remind participants throughout the event about the schedule of activities planned for the forum. For example, program facilitators could remind participants before the guest speaker's concluding remarks that, after the remarks, there will be an additional activity. That way, participants will be clear about the forum's schedule and the team will be able to facilitate all of the planned projects. Mr. Andrew Cayley's presence provided a different format for this forum, conducive to an audience with fewer students than normal. In the future, the team might want to think creatively about different ways to encourage student participation in the forums during school vacations, or might want to avoid scheduling education events during school vacations.

Participants' Arrangement: To set or limit the exact number of participants is still a challenge. In the cases of Phnom Penh and Uddor Meanchey, the team confirmed with the local authorities, school director, and teacher about the number of students who would be able to attend the forum, which can accommodate up to 180. However the team was informed at the last minute that there might be up to 200 students participating and fewer villagers since it is planting season. In the future the team will try to reconfirm the number, despite some unpredictable circumstances, to prevent and reduce any large discrepancy in numbers and engagement. The team will normally bring 200 sets of documents and materials and the surplus materials, if not much, will be distributed by the team to the school library, commune office, and people near the commune. In cases of shortage, the team will send extra materials and documents to the commune office or school for distribution.

Interactions among Students in Group Discussions: In Uddor Meanchey forum, the team went through chapter five with the students concerning the geographical split of DK into five zones. It was not easy to make the students effectively interact and summarize the sections assigned. This may be because of the more factual character of the information given. Moreover, students had previously read some chapters from the book about the KR history in school. The students were more actively engaged when the discussion turned towards the concrete daily life during the KR. The team found that the section with time for questions and answers was highly appreciated by the participants and this should be prioritized in the future as well.

Appendix: Links to the reports and photos of the forums in the six provinces

Report and photos from Phnom Penh:

http://www.d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Phnom_Penh_June_5_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Wat_Sleng_Pong_Teouk_High_school_June_5_2011/index.html

Report and photos from Uddor Meanchey:

http://www.d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Uddar_Meanchey_June_18_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Uddor_Meanchey_June_18_2011/index.html

Report and photos from Pailin:

http://www.d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Pailin_July_10_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Pailin_July_10_2011/index.html

Report and Photos from Preah Sihanouk:

http://www.d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Preah_Sihanouk_July_23_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Preah_Sihanouk_July_23_2011/index.html

Report and photos from Kep:

http://d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Kep_August_7_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Kep_August_07_2011/index.html

Report and photos from Pursat:

http://www.d.dccam.org/Projects/Genocide/pdf/GENOCIDE_EDUCATION_IN_CAMBODIA--Public_Education_Forum_in_Pursat_August_11_2011.pdf

http://www.d.dccam.org/Projects/Genocide/photos/Pursat_August_11_2011/index.html

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