

# DC-Cam 2008-2011 Impact and Challenge Report

## Overview

This report analyzes the impacts and challenges of DC-Cam's programs 2008-2011. It also includes an appendix analyzing the Center's monitoring and evaluation challenges.

DC-Cam is an independent Cambodian NGO originally created by Yale University scholars pursuant to the U.S. Cambodian Genocide Justice Act of 1994. DC-CAM is dedicated to ensuring *memory* and *justice* in Cambodia with respect to the abuses of the infamous Democratic Kampuchea (DK) regime. In accordance with its mission, DC-CAM documents and analyzes the experiences of the Cambodian people in the periods leading up to, during, and in the aftermath of the Khmer Rouge; produces a historical narrative of the Khmer Rouge regime and abuses, including rationale and motivation; and educates survivors and younger generations about Cambodian history. Since 2006 its archives have been the primary source of evidence in proceedings by the Extraordinary Chambers in the Courts of Cambodia (ECCC) against former senior DK officials. As such, the Center promotes accountability and the rule of law, holding the world's largest body of original materials from that period.

DC-Cam's primary long-term or distal objectives are memory, justice, peace, reconciliation, rule of law, and genocide prevention. DC-CAM aims to achieve successful results along these six major objectives by achieving positive results on shorter-term objectives that ultimately promote these broader, longer-term goals. For example, DC-CAM's projects encourage genocide education, seek truth (individual and collective), empower marginalized groups; aim to preserve historical memory, and promote legal accountability, as well as a democratic society; each of these factors is argued to be essential for promoting the organization's distal goals.

The primary methods that DC-CAM employs in order to achieve its proximate objectives include: providing crucial evidence and support to the ECCC; documenting human rights abuses; working with minorities, women and the youth; conducting genocide education; working with survivors (both victims and KR cadres); and disseminating data to the public. Accordingly, it is highly difficult or impossible to isolate the effect of a specific method on one or two of the proximate or distal outcomes; DC-CAM projects can simultaneously affect multiple outcomes. For example, DC-CAM's educational program can have a positive impact on justice, peace, reconciliation, rule of law and genocide prevention.

As a result, this report provides an overall discussion of DC-CAM's output from 2008-2011 along with how the project's methods and output are contributing to the Center's attainment of broader objectives. In particular, this report focuses on how the projects conducted from 2008-2011 are designed to achieve the Center's long-term goals and what the Center believes it achieved during this period in regards to the actual achievement of program goals. Put differently, this report presents a

qualitative discussion of the results achieved during this period and how these short term goals contribute to broader objectives. Also, the report highlights the challenges faced by DC-CAM, areas where DC-CAM did not achieve a significant amount of progress, and adjustments for the future.

This report does not purport to quantify DC-CAM's impact or present the *quantitative* findings of a rigorous program evaluation of the Center. A program evaluation or impact assessment of DC-CAM aims to isolate the impact of DC-CAM on proximate and distal outcomes of interest through quantitative methods. However, at present, it is not possible to conduct a rigorous program evaluation of DC-CAM. As is the case with the overwhelming majority of NGOs (in developing and developed countries), there is an absence of data that enables a rigorous program evaluation.

In particular, the scientific approach to finding the causal effect of one variable (DC-CAM projects) on another (proximate or distal outcomes of interest) is generally a controlled experiment. Such requires two population groups, labeled "treatment" and "control" that are effectively identical except for the fact that one group was involved in a DC-CAM program and the other was not. In the case of most NGOs, however, controlled experiments are not feasible. Thus, a *retrospective* analysis of the effect of DC-CAM requires additional work and more sophisticated statistical data analysis to compensate for the non-experimental implementation of the program. More specifically, an ideal retrospective evaluation design that can isolate the program effect requires, among other factors, the following: (1) a control group matched on pre-treatment data, (2) pre and post treatment measures, and (3) a significant amount of data that can be analyzed with sophisticated statistical techniques. Consequently, it is important to highlight the difficulties of isolating program effects and/or attributing causality in retrospective program evaluation designs.

Therefore, this report will not provide arbitrary quantitative assessments of the program's impact on the Cambodian population, including highly speculative estimates of the program's results in specific locales. Arguably, there is little benefit or advantage for DC-CAM or the donor agencies from noting an "X % increase or improvement" in an outcome of interest without any data or evidence to substantiate such a claim. **Indeed, it is *impossible* to make such quantitative claims about program impact without rigorous analysis techniques and substantial data collection.**

Although DC-CAM seeks to provide evidence-based reporting and programming, to date, DC-CAM does not have the capacity, resources, data or the necessary research designs in place to provide an accurate or reliable assessment of its impact. In particular, the Center does not have the funding and expertise necessary for a sophisticated monitoring and evaluation system. Moreover, although DC-CAM has collected some important survey data that can be used to discuss the program's effect in a *qualitative* sense, the staff's current workload does not afford them the time for entering and analyzing additional data. Consequently, DC-CAM should work with donors to help develop its capacity for program evaluation, as well as locate or allocate resources to hire a staff member (or to employ the help of volunteers) to help with database management for the evaluation data.

It is important to highlight the fact that DC-CAM has recently taken important steps to improve its monitoring and evaluation. As of 2012, DC-CAM will have a more sophisticated monitoring and evaluation program in place which will promote the collection of data that can be used for a more informative evaluation of the Center. In particular, the Center has been working with an impact evaluation expert at the University of Michigan’s Gerald R. Ford School of Public Policy to develop the performance metrics and evaluation plan for the Center to implement in 2012. The new monitoring and evaluation options, along with data collection instrument, have been included in this report.

Long term or distal objectives	Short-term or proximate objectives
Peace	Raise knowledge and awareness
Promote historical memory	Promote legal accountability and transparency
Reconciliation	Empower women, minorities and the youth
Justice	Preserve historical memory
Genocide prevention	
Human rights	

**Objective: DC-CAM raises knowledge and awareness across Cambodia**

In 2008 and 2010, the Human Rights Center at the University of Berkeley undertook a population-based survey on knowledge and perception of justice and the Extraordinary Chambers in the Courts of Cambodia (ECC). One of the primary objectives of the survey was to monitor changes in awareness and knowledge about the ECC from 2008-2010 in order to assess the influence of the ECC on Cambodian society. The results of the survey indicated that from the period of 2008 to 2010, the population’s awareness of the Court increased by 14% among adult Cambodians. Moreover, the survey found, that among the youth of Cambodia, there was a 17% increase in knowledge regarding the Court.

Although there is no way to link or isolate DC-CAM’s work to these survey results, it is important to highlight that, overall, the work by NGOs and the ECC to disseminate information and educate the population is having a significant positive effect. Indeed, given DC-CAM’s activities and output in the area of “knowledge and awareness”, there is a strong expectation that future results from DC-CAM program evaluations will highlight the substantial positive impact that the Center has on knowledge, awareness, and interest in the ECC and genocide education among thousands of people within Cambodia and across the World.

In particular, the Center implements eight projects that have a focused and significant influence on knowledge, awareness and genocide education in Cambodia. These are the Living Documents Project, Museum and Exhibition Project, Student Outreach, Film Projects, Magazine, Radio and Listserv, Public Information Room (PIR), PIR “road trips”, and Genocide Education. From 2008-2011, DC-CAM’s work had the potential to expose **millions of Cambodians** to information regarding the Khmer Rouge and ECC. Accordingly, DC-CAM’s teams produced a tremendous amount of output for each of these projects.

These projects are based on a program theory that emphasizes the importance of knowledge and awareness regarding Democratic Kampuchea among the survivors and youth for national healing, reconciliation and the prevention of genocide. In particular, the assumption guiding the projects is that education will help reduce hostility between victims and perpetrators by enabling people to reach a common understanding of the Khmer Rouge period. Indeed, the KR atrocities left a disastrous legacy that the Cambodian people must address. Since 1979 Cambodia has been a fragile country. The relationships among people in the country, particularly between victims and perpetrators, are still hostile to some degree. Both victims and perpetrators live in the same villages and work on the rice fields nearby each other. Their children study in the same schools. People have different views on the KR history and cannot reach common ground on various historical events happening during the KR. Some former KR cadres still believe in their leaders whom they claim did not committing any of the alleged crimes, on the one hand. On the other hand, discrimination against the former cadres and their children still exists. Through its educational work, DC-CAM seeks to provide the population with essential insights into KR history.

To begin, the Living Documents Project hosted community forums, live screenings of the ECCC's *Duch* verdict and other films in multiple provinces, ECCC tours, and legal training sessions. DC-CAM achieved important results through the Living Documents Project. More specifically, from 2006-2009, DC-CAM involved **6850** people in ECCC tours and legal training sessions, and from 2008-2011, there were approximately **5000** participants in DC-CAM's Living Documents ECCC Forum. Thus, DC-CAM's work in this program has directly impacted **almost 12,000 Cambodians** during the report period; the project has increased the awareness of participants about Democratic Kampuchea, the ECCC's jurisdiction and procedures, and biographies of persons charged by the ECCC. In addition, the forums provided an opportunity these thousands of villagers who are both victims and perpetrators to converse and collaborate with teachers in educating children about what happened during the KR.

Moreover, there is an expectation that DC-CAM's work during the Living Documents Project has had a positive impact on long-term democracy building in Cambodia by promoting civic participation in public forums and in ECCC proceedings; victim participation in the proceedings has given thousands of survivors of Democratic Kampuchea a forum within which to make their voices heard, rendering the tribunal process more democratic and legitimate. Through open and participatory discussions, DC-CAM encouraged numerous participants to become aware of their "right to know" and seek information from public authorities.

Overall, it is reasonable to assume that DC-CAM had a positive effect above and beyond this direct effect. Namely, the Living Documents Project is expected to have a positive influence on the knowledge and awareness levels of the family, friends and acquaintances of direct participants; indeed, the forums, tours and training sessions strive to generate dialogue across communities and within families. In particular, forums promoted leadership roles among local representatives who guided discussions at these events and disseminated information about the progress of the KR tribunal to their local communities. They helped their fellow community members to discuss history, the rule of law, and governmental effectiveness in promoting accountability for past human rights violations. Through these

discussions, community members are able to understand and apply more sophisticated concepts of justice, good governance, and democracy. Ultimately, community members will be able to independently judge the value of justice delivered by the tribunal and make a decision about the fate of their country. Thus, the projected influence of DC-CAM has indirect or residual effects that extend well beyond the 12,000 Cambodians directly involved in the project.

From 2008-2011, DC-CAM's Genocide Education and Student Outreach projects had the potential to increase the knowledge and awareness of **millions of Cambodian youth**. During this report period, DC-CAM expanded its activities in public education, and is currently playing a central role in Cambodian genocide education. The Genocide Education Program initiated a fundamental change in the Cambodian educational system, through its work with the Cambodian Ministry of Education to develop a crucial new genocide studies curriculum. In particular, the textbook, "A History of Democratic Kampuchea (1975-1979)",<sup>1</sup> was written, published and adopted for secondary school students starting 2010-2011. As of 2011, **500,000** copies of the book have been distributed around the country,<sup>2</sup> and 28 informal educational programs were held in remote areas of Cambodia that have little access to the textbooks and publications related to the KR history. These educational forums involved **4736** participants. In addition, DC-Cam received approval from the Ministry of Education to hang anti-genocide slogans across **all 1,700 high schools in Cambodia**.

By studying KR history, Cambodia's youth will better understand the factors that destroyed peace and allowed grave human rights violations to happen during Democratic Kampuchea. Moreover, the study of KR history is not just about violence, torture and killing; the genocide education curriculum integrates human rights discourse in its content in an effort to build peace and democracy in Cambodia. Students are being educated to have tolerance and forgiveness and being guided away from hatred, anger and revenge. The methodologies in the Teacher's Guidebook train students to learn to listen, to understand and to have sympathy toward others without discrimination; students are learning to listen with tolerance, as well as respect alternative viewpoints and human rights.

By formally including "A History of Democratic Kampuchea (1975-1979)" in school curriculum, children of both victims and perpetrators have a chance to work together toward a common view of history. Even though it has been over thirty years since the collapse of the Khmer Rouge, victims still find it uncomfortable to live side-by-side with former Khmer Rouge cadres. It is difficult for victims and former cadres to find common ground for reconciliation. However, Cambodian youth are acting as sophisticated "mediators" between victims and perpetrators. Children of both victims and perpetrators are discussing what they have learned in class with their parents at home. They then bring their parents' views back for discussion and debate in the classroom. In this way, children are becoming the channel for the victims and the perpetrators to speak indirectly and, consequently, to reconcile. Teachers are responsible for

---

<sup>1</sup> The Voice of America has posted both the text and audio versions of A History of Democratic Kampuchea (1975-1979) on its website at <http://www.voanews.com/khmer/democratic-kampuchea.cfm%20>.

<sup>2</sup> In October 2009, DK history was also formally added to the academic year 2009-2010 curriculum for all higher education institutions by the Accreditation Committee of Cambodia.

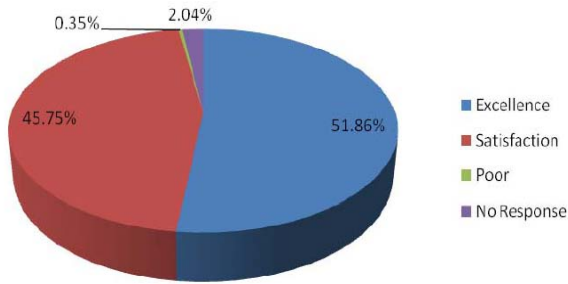
facilitating a positive environment for this discussion. Thus, the children are mediating a common ground upon which to build reconciliation, with their teacher's support and guidance. The hope is that this individual reconciliation will ultimately contribute to national reconciliation, a major step toward building peace and democracy in a post-conflict country like Cambodia.

DC-CAM has not only motivated the introduction of Khmer Rouge history as a mandatory subject in secondary schools and universities; the Center has also prompted the introduction and shift to a new teaching methodology in Cambodia that is focused on a student-centered approach. This approach is novel in Cambodia; it encourages critical thinking and debate – cornerstones of a truly democratic society - among students.

During the report period, 23 teacher trainings were held across Cambodia involving nearly **1500 teachers**. The training changes teachers' perception on education and influences the attitude of teachers greatly. Participants realize that to teach a lesson effectively, one needs to do thorough research surrounding the topic and teach it in an accurate manner pursuant to facts. Training, of course, provides knowledge on history and methodology. In line of this knowledge, the training gives the way the teachers should behave properly in the class. Though they are teachers, they need to treat students nicely; a way that positively encourages student's learning, different from the past in which students were forced to understand. The training is successful and effective despite of the fact that there are some challenges in its process. Within the seven-day period, participants conduct presentations, learn modeling lessons, receive explanations, have the opportunity to ask questions, interact and debate in the class, watch documentary films, listen to guest lectures, and also practicing teaching. With the methodologies introduced to the training and rich resources provided, participants are aware that they are able to teach DK history in a way that brings about national reconciliation and contributes to genocide prevention, which are the main goals of the training and genocide education project at large.

The summary of survey data used to evaluate the Genocide Education project's teaching training indicates that the workshops are well-received and participants are eager to continue this form of professional development. Overall, the trainings were viewed as successful and valuable to the trainees. Indeed, the trainees' overall assessment of the Genocide Education projects teacher training workshops is comparable to assessments compiled in the United States. This summary evaluation data from the workshops is presented in the pie chart below.

## Survey Results of Teacher Training



DC-CAM’s Student Outreach Project has also had a positive and focused influence on the Cambodian youth’s knowledge and awareness of the Khmer Rouge regime and ECCC. From 2008-2011 the team provided research support, outreach and genocide education tours of DC-CAM, Tuol Sleng Museum and Choeung Ek to **over 1300** students. Also, DC-CAM Director Youk Chhang met with **4000** students about the importance of learning KR history and about the ECCC. Finally, approximately **400** students were taken to see the play “Breaking the Silence.”

In addition to the Living Documents, Genocide Education and Student Outreach Projects, DC-CAM’s Public Information Room, magazine, radio, and listserv programs represent a complementary set of projects that have increased knowledge and awareness among thousands of Cambodians. First, the Public Information Room was established in 2004 to serve the Cambodian public and visitors from abroad; it receives villagers, tourists, students, researchers, members of the media, and representatives of NGOs, governments and international organizations. To date, the PIR has received over **15,000** visitors and provided over **10,000** pages of documentation to individuals and organizations.

Public Information Room “road trips” are another component of the Public Information Room. During these trips, the PIR Team shows films and holds discussions on sexual abuse during Democratic Kampuchea and the ECCC, as well as interviews survivors on their personal stories. From 2008 to 2011, fourteen “Public Information Room” road trips were completed.

In total, the PIR and PIR road trips have informed **over 15,000 Cambodians** regarding Democratic Kampuchea, the ECCC and genocide. Moreover, the documentation and research services provided through the PIR room have generated a significant body of scholarship that has reached a worldwide audience. The body of evidence collected by DC-CAM on Democratic Kampuchea represents the **primary source of evidence for the ECCC** and for **hundreds** of international academics, lawyers and graduate students who are completing research on the Khmer Rouge and related topics.

Second, DC-CAM’s magazine, radio, and listserv programs provide up-to-date information about the Khmer Rouge period and Khmer Rouge tribunal, encourage people to talk about their experiences under the KR, and build the empathy of children towards their parents as they learn more about the regime.

Widespread distribution of the magazine allows large numbers of people who have few other sources of information and often low levels of education to learn about the Khmer Rouge and the ECCC each month. DC-CAM's magazine – *Searching for the Truth* – is the only monthly publication that addresses Khmer Rouge-related topics. In particular, **each month** DC-CAM's print shop produces **7,050 copies** of the Khmer edition of DC-Cam's magazine, as well as **750** copies of the English edition each quarter. The magazine is sent by taxi to **1537** sub-districts through **19 provinces**. It is distributed to embassies, libraries, ministries, the National Assembly and Senate, NGOs, and more than **200 schools** around the country. It also acts as a tool for building trust with villagers, who know the magazine better than DC-Cam itself.

In addition to the magazine, DC-Cam's radio, film and listserv contributed to genocide education and understanding of the Khmer Rouge years for thousands of Cambodians and individuals across the globe. In particular, Radio FM 93.25 in Kampot province broadcasts *Searching for the Truth* magazine in the morning and selections from Brother Enemy in the evening. The broadcast is made seven days a week, two times a day, from 7 to 7:30 am and 7 to 7:30 pm. Also, every day DC-Cam sends out information about the Khmer Rouge and the ECCC to **4000** listserv members. Finally, DC-CAM screened films to numerous visiting researchers, students, media agencies, staff of foreign embassies, international agencies, and NGOs.

DC-CAM's Museum and Exhibition Projects have promoted awareness of, interest in and appreciation of the Khmer Rouge genocide and the ECCC among Cambodian public, students, and international visitors. The Tuol Sleng Genocide Museum, which is visited by about **300 people per day**, has provided space and support for two DC-CAM exhibitions per year for the past several years. From 2008-2011, DC-CAM hosted exhibitions including: "Reflections: Democratic Kampuchea and Beyond", "Dinner with Pol Pot," and "Cambodia: Reflections of the Khmer Rouge," and "Case 002: Who Are the Khmer Rouge Leaders to be Judged." These exhibitions raised questions about, and provide details on, Democratic Kampuchea, individual testimony, and issues surrounding justice and reconciliation. The showcase of Khmer Rouge photographs and related documents at Tuol Sleng has informed people and encouraged dialogue among the generations about KR history and their different experiences during that time. In 2011, **2009** visitors expressed their comments in a book of reflections.

In addition to the exhibits, the museum team supports performances of the play "Breaking the Silence" to increase understanding about the Khmer Rouge period among as many Cambodians as possible. "Breaking the Silence" is a play about the lives of survivors, both victim and perpetrator, told in seven stories revealing the heartache and strength of dealing with horrific experiences under the Khmer Rouge regime. Following villagers' positive reviews and continued interest from the 2009 national tour, in 2010, DC-Cam and Amrita Performing Arts brought more performances of "Breaking the Silence" to the countryside in an effort to reach out to as many Cambodians as possible. From 2009-2011, **over 4000** Cambodians attended a performance of the play. Increasing the number of performances and providing information about Case 002 was intended to ensure that as many Cambodians as possible in the countryside are informed and involved in the tribunal process. Given the significance of the trial of senior KR leaders in Case 002, DC-Cam also expanded its project to include **daily radio broadcastings** of

“Breaking the Silence” and special classroom performances with high school students. In particular, DC-Cam broadcast the play on three or four local radio stations. Voice of America/Radio Khmer re-broadcast the play each weekend, for seven weekends in a row.<sup>3</sup>

Finally, DC-CAM’s film team worked on several documentary film projects and posted eight film clips to You Tube. In particular, the team filmed the activities of Gunnar Bergstrom in order to produce a documentary film entitled, “Seeing Is Not Believing.” The team also assisted several foreign film projects. In particular, the team provided assistance to director Steven Okazaki for his film “The Conscience of Nhem En”<sup>4</sup> which was shortlisted with seven other films for an Oscar for best documentary short. Moreover, the team supported CNN’s production of an 8-hour documentary with Christiane Amampour on Cambodian history.

### **Challenges, lessons and responses**

Generally, the teacher training sessions achieved satisfactory results. The level of consistency between the trainings has increased markedly, and there is a greater quality in the level of instruction given to the participants as a result. Participants received a lot of knowledge and experiences from the training. National and provincial teachers took this opportunity to develop their own capacity for the subsequent trainings. In spite of this fact, there are some challenges, both educational and logistical, that we should address to ensure that the challenges for the subsequent training are minimized.

***Understanding the textbook, objectives and guidebook:*** Provincial teachers still need a lot of assistance from national teachers in understanding the textbook and guidebook. Provincial teachers have limited ability in conducting presentation on the textbook. There are several reasons for this obstacle: First, they have limited knowledge on the KR history. Second, they are not familiar with presentation. Third, they are nervous standing in front of too many teachers. Moreover, objectives have to be explained more clearly. Objectives are what teachers want to achieve at the end of the teaching. Some teachers do not understand the objectives. In some cases, the textbook and the guidebook do not speak to each other. There are several places in the guidebook where objectives do not response to the content in the textbook. Participants found it confusing. There should be a revision of this lesson or participants can follow the lesson on food introduced by the government’s textbook.

***Dealing with teacher's emotions and convictions:*** Many participants expressed anger with the Khmer Rouge and indicated that this may affect their ability to communicate the information in an unbiased

---

<sup>3</sup>VOA also covered the play with an article titled *Khmer Rouge Play Raises Questions on Reconciliation*. <http://www1.voanews.com/khmer-english/news/Khmer-Rouge-Play-Raises-Questions-onReconciliation-100346809.html>

<sup>4</sup> Mr. Nhem was the S-21 photographer who took most of the victim portraits that are seen today at the Tuol Sleng Genocide Museum.

manner. A possible solution may be to tell teachers that their feelings towards the Khmer Rouge regime are all valid and legitimate, but they should be objective in assessing their own feelings. If they feel their teaching is being too influenced by their emotions of anger and grief, they can turn their feelings into a lesson and have their students discussed the how and why survivors of the regime and Cambodians today feel about this history. Similarly, many teachers reported problems about inviting guest speakers from their local community to speak about their experience under the Khmer Rouge to students. These problems include: navigating school protocols, teachers not being used to inviting people from outside to class, concerns over the safety of students, and speakers not being enthusiastic about speaking in front of a class because they are either afraid of retribution from the Khmer Rouge or they hesitate to share their traumatic memories. DC-Cam staff may be able to share with teachers their institutional expertise in gaining the confidence of former survivors and perpetrators.

***Teacher-centered vs. student-centered approach:*** Some teachers do not generate enough interaction and discussion among students in the class. In some cases, teachers talk more than students' activities. Teachers should not allow students to sit quietly without any activity for too long. They should remember that students should have the opportunity to discuss and work in the group.

**Training Teams Must be More Prepared:** In many training centers, some National and Provincial Trainers were not well-prepared. It is the Training Team's responsibility to be well-prepared and knowledgeable on such issues. Such is the definition of a leader. The CGEP should encourage trainers to come to subsequent workshops better prepared and remove any Trainers who repeatedly are unprepared.

**Insist that Training Teams and Trainees Practice and Demonstrate a Variety of Methods Before Training Begins:** In all training locations, Training Teams consistently demonstrated "Actively Reading the Chapter" for their "Large Group Mock Lessons" while CLTs consistently practiced Actively Reading the Chapter in their small groups. While these lessons are most certainly comfortable (and easy), CLTs and Training Teams must move away from presenting and practicing lessons based only on this approach. There are a few ways to combat this problem. First, CGEP workshop organizers should encourage Training Teams to conduct lessons other than Actively Reading the Chapter during "Large Group Model Lessons.

**Historical Review at One Large Teacher Sessions:** One main concern is that CLTs have received inconsistent historical background on Democratic Kampuchean history. In order to ensure that CLTs receive a consistent historical background, I would recommend that, at the end of all Commune Teacher Training Sessions, the CGEP should organize an intensive three-day history seminar for all 3000 teachers in the same location. CGEP could invite International and local scholars to lecture on various historical aspects of relevant Democratic Kampuchean history, much like the first National Teacher Training Workshop in July 2009. This proposed workshop would also allow the opportunity for all teachers to ask questions to knowledgeable experts in the field and clear any confusion they may have regarding historical background.

**Ministry of Education Youth and Sport Must Improve Their Methodology for Inviting Teachers:** The Ministry of Education Youth and Sport and their various branches must do a better job to ensure that they invite all proper teachers to the training. In every regional school district, invitations were carried out either carelessly or not at all. It is recommended that The Ministry and DC-Cam communicate more frequently with the Provincial Offices before the date of the training.

**Confusion with the Guidebook:** In all twenty-three training seminars Trainees have requested that DC-Cam produce a “lesson plan guide book” apart from the Teacher’s Guidebook. CGEP may want to think about publishing a second edition of the Teacher’s Guidebook that is most useful to the Cambodian teachers, which will ensure uniformity among Cambodian teachers. A new Guidebook may also improvetraining sessions.

***Overall Ideas for Improvement:***

To improve the quality of the subsequent trainings, some structural revisions need to be made. First, the number of participants will be reduced from 50 people per large group to 30. Second, we will provide more training to the national teachers so that they can become history and methodology experts to a degree that they can manage the training well ensure its effectiveness and success. Third, we will hold a review meeting at least one week prior to each training. The purpose of the review meeting is to refresh national teachers’ knowledge of the methodology and to ensure that they know their roles and responsibility in advance so that they can start prepare their jobs. Fourth, we will distribute the teaching materials to participants in advance so that they have time to read all the materials ahead of the training to prepare them for the actual training. Finally, the films attracted a lot of attention from the participants. In the context of this teacher training, film screening has two main strengths. First, the films are good transitions to the presentation and discussion on the textbook. Second, the films help both trainers and trainees to teach and practice lessons related to the films. Thus, we should continue to integrate films into the trainings.

Coordinators could experiment with having facilitators organize small group competitions on who can deliver the most creative lesson in their respective small group. At the end of the workshop, each group elects the participant with the most creative lesson in the group and they will be the "Best Trainers" for the Provincial workshop. Presenting them with a small certificate or simply a verbal recognition at the end would be an incentive for participants to be try lessons that they are unfamiliar with. Competition would also increase the energy in the small groups.

**Objective: Promote legal accountability and transparency**

DC-CAM seeks to promote legal accountability for the surviving senior leaders of the Khmer Rouge, as well as transparency in the proceedings of the ECCC trial against these leaders. In particular, by ensuring legal accountability for Khmer Rouge leaders, the Center seeks to promote justice and reconciliation for

the Cambodian people. Moreover, DC-CAM's work in this area provides essential support to thousands of Khmer Rouge victims.

Transitional justice is seen a mechanisms to promote forgiveness and reconciliation in Cambodia. Achieving justice through trials and punishment of those most responsible for the Cambodian genocide is deemed to help victims feel less angry and more at peace. Moreover, by encouraging transparent court proceedings and improving the ECCC legal debate through legal scholarship, the Center aims to bolster the rule of law and democracy in Cambodia. Indeed, the Cambodian judiciary system has been seriously criticized by civil society and the population for convictions made on a lack of clear evidence. DC-Cam's work addresses this limitation by providing credible witness' interviews to the ECCC. Although it is currently not possible to speak of DC-CAM's causal impact on legal accountability and judicial transparency, qualitative findings and the central position played by DC-CAM in the ECCC provide evidence that DC-CAM's work has ensured the prosecution of these leaders, thereby bringing some form of justice to the Cambodian people.

The Center has six projects which have a focused and important influence on legal accountability and transparency in Cambodia. These are the Legal Response Team, Victim Participation Project, Cambodia Tribunal Website, Promoting Accountability, Living Documents Project, and DC-CAM Listserv. Primary output for each project is provided at the end of this section.

DC-Cam made great progress towards achieving its primary objective of legal accountability. DC-Cam's documentation and oral history played a fundamental role in the ability of the ECCC to conduct trials against the surviving senior leaders of the Khmer Rouge; the body of evidence gathered by DC-CAM represents an essential component of the Tribunal's case file. Co-investigative Judges have relied almost exclusively on DC-CAM documentation, especially to determine the approximate number of Cambodians killed during the Democratic Kampuchea era.<sup>5</sup> In particular, since 2006, the Legal Response team provided the court nearly 500,000 pages of documents, over 2000 DC-Cam publications, 135 CDs of photographs, 2 DVDs of films, and 123 audio CDs of interviews with KR survivors, approximately, 650 books, 1955 CDs and DVDs of films and photographs, and 524 microfilm reels, and 1571 pages of translated documents. Hence, in 2010, the ECCC Office of Administration formally recognized DC-CAM's contribution to the ECCC as an in-kind donor of documentary materials.

Through the work of the Legal Response Team, DC-CAM has provided essential documentary evidence, legal trainings for Cambodian lawyers and legal memoranda, as well as expertise and assistance to the ECCC. Since 2008, DC-Cam has hosted 50 legal associates from American and European law schools<sup>6</sup> to work on challenging and novel legal questions faced by the ECCC. Legal associates research and draft

---

<sup>5</sup> See [http://www.eccc.gov.kh/english/cabinet/courDoc/741/D140\\_1\\_1\\_Public](http://www.eccc.gov.kh/english/cabinet/courDoc/741/D140_1_1_Public) Redacted\_EN.PDF

<sup>6</sup> Please see [http://www.dccam.org/Abouts/Intern/Interns\\_2004-Present.htm](http://www.dccam.org/Abouts/Intern/Interns_2004-Present.htm) for a list of the associates, their home universities and titles of their research projects.

memoranda on issues before the ECCC for publication to Court actors and the public. In particular, their work is targeted at novel legal questions faced by the ECCC. These analyses are intended to provide a timely resource for legal briefs.

Additionally, the legal trainings conducted by DC-Cam over the past four years have addressed defendant's rights, fair trial rights and international law concepts applied at the ECCC. This work has been especially beneficial for NGO staff, young lawyers, journalists and students who apply these concepts in the workplace. Moreover, DC-CAM has helped intermediary organizations and ECCC interns search and identify supporting documents for victims' complaints and civil party applications. In particular, in 2009, DC-CAM provided training for over 150 ECCC interns on DC-CAM's archives.

Finally, as a result of the interviews conducted with former Khmer Rouge cadres during the Promoting Accountability project, the ECCC has received legally relevant facts about KR history and hierarchy. More specifically, the Promoting Accountability team interviewed 223 former Khmer Rouge cadres in provinces that were Khmer Rouge strongholds until the mid-1990s.

During the report period, the Victim Participation Assistance team helped 1,750 persons file victim information forms with the Court and 95% of the civil party applicants assisted by the VPA in Case 002 have been recognized by the ECCC (131 of 137). In addition, the VPA project delivered 1,293 letters of acknowledgement from the OCP to survivors in 21 provinces who have filed complaints.

By helping survivors of Democratic Kampuchea fill out victim participation requests, the Center is helping ordinary Cambodians participate in the process of bringing the leaders of Democratic Kampuchea to a formal legal accounting. Ultimately, the Center believes that help and support for victims, along with their participation in the legal proceedings against the senior Khmer Rouge leaders will help promote national reconciliation and healing. At present, although we do not have a quantitative assessment, most of the civil parties and complainants have expressed a sense of relief after learning that the Tribunal is seeking justice for them and their story has contributed to this process.

In addition, the Living Document's Project has provided opportunities for **over ten thousand** ordinary people in rural areas with little or no access to media, and in some cases no access to electricity, to participate in the process of the tribunal and receive up-to-date information on the trials. Through the Living Document's ECCC tours and legal training sessions, the Cambodian population has learned about the ECCC's jurisdiction, procedures and biographies of persons charged by the ECCC, as well as attended ECCC hearings. During the ECCC forums, DC-CAM conducts live verdict screenings in communities; this allows rural and ordinary citizens to receive up-to-date information on the trials and discuss their reactions. The forum and verdict screenings are an effective way to increase confidence that the ECCC can deliver justice to people. From 2008-2011, there were **approximately 5000** participants in DC-Cam's Living Documents ECCC forums and from 2006-2009, DC-Cam involved **6850** people in ECCC Tours and legal training sessions. Moreover, the verdict/film screenings and forums are intended to provide a safe space for survivors to reflect on their experiences and encourage discussion on DK history. Villagers have

expressed enthusiasm about attending the ECCC's trial proceedings after attending the Living Document's Program.

DC-CAM's Cambodian Tribunal Monitor website and listserv are other important mechanisms for ensuring the dissemination of knowledge regarding the Tribunal. On the website, DC-CAM posts footage of the all public hearings (pretrial hearings for Ieng Sary, Ieng Thirith, and Khieu Samphan), as well as the reading of the *Duch* verdict, the subsequent official and NGO press conferences, and villager reactions to the sentence in 8 provinces. DC-CAM has also conducted website trainings for approximately **3800 students** and **210 teachers and staff**. As of 2011, CTM's online presence was characterized by 205 daily visits and a total of 195,019 visits since the launch of the site. In addition, in 2011, DC-CAM distributed information about the Khmer Rouge and the ECCC to **4000** listserv members on a daily basis.

Through each of these projects, DC-CAM has helped to raise the public's confidence in the legitimacy of the proceedings and trust in the ECCC through its positive influence on knowledge, awareness and engagement with the Tribunal. DC-CAM's projects are designed to disseminate information about the ECC in such a manner as to increase public confidence in the legitimacy of the Court that the ECCC can deliver justice to people. Indeed, the survey conducted by the Human Rights Center of Berkeley, which was previously discussed, found that from 2008 to 2010, the population's perception of the ECCC remained positive and became more favorable towards the Court. Once again, there is no way to link or isolate DC-CAM's work to these survey results. Nonetheless, the NGO's projects are designed to have a positive impact on these outcomes, especially through its work in the knowledge and awareness field as discussed above. Therefore, the survey results may suggest an aggregate positive effect on legal accountability and reconciliation for NGOs and IOs dedicated to this work in Cambodia. In particular, from 2008 to 2010, the survey results indicate an 8% increase in the percentage of respondents who said that the ECCC was a neutral body, and a 12% increase in respondents' belief that ECCC judges were fair. More significantly, the survey found an increase in the percentage of respondents who believe that the ECCC will have a positive impact on Cambodian society by promoting national reconciliation, rebuilding trust and having a generally positive impact on KR victims and their families. In particular, the survey finds that, from 2008 to 2010, there was a 14% increase in the percentage of the population that said the ECCC will help promote national reconciliation. Also, there was an 11% increase in the percentage of respondents who said that the ECCC will help rebuild trust in Cambodia. Finally, there was an 8% increase in the percentage of respondents who believe that the ECC will have an overall positive effect on KR victims and their families.

### **Challenges, lessons and responses**

#### **Coordination with ECCC**

Over the last three years, the ECCC outreach program, Living Documents Project (LDP), had difficulties adjusting its schedule to the ECCC's hearing's schedule. An early issue with the project was that hearings were infrequent and constantly shifted days, making it difficult for the team to coordinate training sessions with hearing visits. Though the team dealt with this issue by improving communication with the

ECCC, there was still uncertainty from the ECCC until official announcements were issued. When the trial of *Duch* was underway, there were ECCC proceedings every week that could be attended by LDP participants, however, the team found it increasingly difficult to coordinate hearing visits and keep up with village forum follow-up sessions.

As trial dates and hearings proceed, it will become increasingly difficult to take full advantage of the Court proceedings with frequent visits. To handle this difficulty in the next program period, we will conduct our follow-up trainings and village forums with villages that have representatives visit the ECCC's hearing but have not yet conducted village forums. Also, for the trials of the four senior Khmer Rouge leaders, the project will set its hearing visits to two times per month as its highest frequency even if the ECCC's trial schedules them week in order to leave enough time for preparation and follow-up.

The ECCC has not provided clear guidance as to what is needed to be an eligible civil party. As a result, the Victim Participation Project had to meet with an individual civil party in numerous occasions to collect their story, ID card, power of attorney and additional information related the situation under investigation. Such guidance should have been provided from the beginning in order to make our effort less time consuming and more cost effective. Unfortunately, this hurdle cannot be overcome by DC-Cam as it is a challenge of the judicial process.

Experience gained in planning and executing the Victim Participation Project suggests that the Center should not look to the Court—and, in particular, the Victims Support Section—to ensure the success of the participation initiative. It is clear that the Court intends to continue its reliance upon Cambodia's active civil society to ensure the initiative's success and to provide support to survivors throughout the participation process. In planning future activities and in preparing funding proposals, the Project has learned that it should expect to shoulder responsibility for all participation-related activities.

Overall, the number of civil parties and complainants before the ECCC is small if compared to the general population of survivors from the Khmer Rouge regime. However, this number of 4000 or so civil parties and another 4000 or so complainants is very large due to the limited resources. By 2010, resources for NGO support were scaling down dramatically, providing even heavier responsibility to the Victims Unit. Given the Unit's own financial and staff constraint, any hope of providing effective communication and meaningful participation to all victims was virtually impossible. What VPA intended to achieve was provide effective and meaningful participation to the small number of civil parties it had assisted. That would mean continuous communication with civil parties, continuous information provision and efficient liaison between civil parties and their lawyers as well as with other stakeholders (which would include various offices at the ECCC), mainly ECCC's Victims Unit. Civil party lawyers were at the times heavily dependent upon resources provided by the Victims Unit and the intermediary organizations. Challenges for the lawyers were similarly tremendous, both administrative and financial. Just as the Victims Unit, the lawyers were struggling with the swelling number of their clients. Assistance from DC-Cam was critical for communication with their clients.

### **Lack of Coordination among Donors**

Due to geopolitical concerns and differing interpretations of “justice,” donor states have not coordinated their support for Khmer Rouge accountability and the work of the ECCC. Failure to speak with one voice has minimized donor impact on the process, and prevented them from acting as a counter weight to the Cambodian government. Some donors have not been sufficiently informed about and involved in the ECCC process, while others have attempted to dictate the activities and policies of certain ECCC offices, such as the Victims Support Section, as well as those of NGOs.

### **Objective: Preserve Historical Memory**

DC-Cam recorded and preserved the history of the Khmer Rouge regime for future generations by collecting oral histories. The Center has three projects that are focused on recording and preserving the oral history of the Khmer Rouge regime. These include the Victim Participation Project, Cham Muslim Oral History Project and several film projects. Through these projects, DC-CAM has captured hundreds of survivor interviews/reactions in visual and audio formats, thereby promoting village, national, and international discussion on Democratic Kampuchea and participation in truth-seeking processes.

“Truth-seeking” or “truth telling” is an important goal of DC-CAM. Truth telling is a memory practice that requires survivors to recount their stories from the Khmer Rouge period. For many this implies a need to remember and discuss violence. The assumption is that verbally remembering violence has a conciliatory and therapeutic effect and will thereby promote reconciliation and national healing for the Cambodian population. Furthermore, peace-building theory argues that the process of truth-seeking empowers victims by enabling them to re-claim their histories.

Important criticisms have been raised regarding the influence of truth-telling on reconciliation. Anthropologist Rosalind Shaw highlights the fact that “truth telling” emerges from a purely “Western culture of memory” that does not take account of cultural preferences and indigenous forms of conflict resolution in non-Western cultures (Shaw 2005, 1). Nevertheless, in Cambodia, evidence from population-based surveys highlights a large degree of popular support for truth-telling; Cambodia’s population has a strong desire to know and understand why a mass atrocity occurred during the Khmer Rouge regime. Indeed, the results of a probability survey undertaken by Berkeley’s Center for Human rights indicates that an overwhelming majority of the Cambodian population believe that truth is necessary for reconciliation and healing (Berkeley 2010, 31).

Through the encouragement of “truth-telling” practices, DC-CAM aims to give victims a voice, acknowledge crimes, and provide an accurate historical account of KR regime and mass atrocities. By having someone listen to a victim’s story, the goal is to legitimize survivors’ experiences and trauma (Smith 2001). The distal goal of truth-seeking is to ensure future generations understand what happened in their country in order to avoid the repetition of genocide or mass violence.

Over the last four years, the Victim Participation Project has collect a total of **494 in-depth interviews** from survivors throughout Cambodia. In addition, the Cham Muslim Oral History Project team collected

and transcribed hundreds of tapes of interviews of Cham Muslim women and religious leaders for a monograph on Cham Muslim women published in 2011. Furthermore, DC-CAM has several films projects which have recorded the history of Democratic Kampuchea survivors. In particular, DC CAM created two 30-minute films based on footage from forums and interviews with project participants that captures the real stories of 17 survivors, describing their experiences of starvation, forced labor, killing and loss during the Khmer Rouge regime. Also, during a 2009 internship with the Shoah Foundation,<sup>7</sup> the film team documented the testimonies of Cambodian survivors living in the Los Angeles and Long Beach Khmer communities.

Through these projects, the experiences of direct survivors are captured and archived for the future generations to study and remember the Khmer Rouge period. Additionally, the stories and views of survivors that emerge from interviews are subsequently published in English and Khmer print media and widely distributed. These articles, stories and reports help to increase interest and support for the Khmer Rouge tribunal. Analysis of the primary materials we have collected by staff, legal experts, visiting scholars, and the general public, contributed to a greater understanding of the Khmer Rouge period and beyond. This research continued DC-Cam's long-term effort to increase awareness of and research on peoples' experiences during Democratic Kampuchea—including Cham Muslims, Hill Tribes, the Chinese, and the Vietnamese—in an effort to preserve these groups' memories and cultural heritage.

### **Objective: Empower minorities, women, and the youth**

DC-Cam's projects reach out to all Cambodians, and in particular the most vulnerable groups, including the youth, ethnic minorities, women, and Khmer Rouge cadres who have not reintegrated into society. DC-CAM projects help these groups by increasing their access to information and opportunities to express their views about the past and the ongoing ECCC proceedings. This has resulted in increased grass-roots participation in and legal transparency, and concomitantly, the interest of ordinary Cambodians in the legal and political process.

DC-CAM's efforts have helped to empower minorities. Namely, through outreach activities, Cham Muslim people have received up-to-date information about the ECCC, participated in public education forums, and have been provided an opportunity to learn about KR history and to seek truth and justice through the tribunal proceedings. Oral history and outreach activities with Cham Muslims raise an awareness of an ethnic minority group about genocide, and have sought to increase leadership among Cham Muslim women.

---

<sup>7</sup> In Spring 2009, the Shoah Foundation, an organization, created by Hollywood filmmaker Steven Spielberg to film the oral histories of Holocaust survivors, hosted the film team for a quarter. The team learned techniques for interviewing survivors, including drafting a pre-interview questionnaire to use to gather specific biological information before the interview, preservation techniques, and audio and visual quality assurance during digitalization.

Engaging ethnic minority groups in the Khmer Rouge tribunal process is an important step toward democracy and upholding human rights. The Cham Muslim Oral History Project documented human rights abuse committed by the Khmer Rouge regime, empowering “history from below” (voices of the communities) through oral history, and offered them a space to reflect and express their suffering and voices. Further, it sought to understand how past regimes treated ethnic minority groups and their way of life in this contemporary period, enabling us to provide some recommendations to the government to consider the adoption of a favorable policy toward these ethnic groups today and for the future.

Our work with youth—who comprise 70% of the population—promotes greater knowledge, motivates debate and critical thinking skills, and provides opportunities for reach and public service. DC-CAM projects provide students with knowledge and skills that they can take with them when they move on to jobs at other organizations or with the government.

All our projects have empowered women by providing them the opportunity to speak up about the atrocities they experienced under the Khmer Rouge regime and take leadership in spreading information about KR history and the ECCC in their communities. Our Cham Muslim Oral History Project focuses on Cham Muslim women. In the Cham community, male-centered arrangements are even more pronounced than in Khmer society, and cause certain problems in working with women. During interviews and follow-up interviews, Cham Muslim women have revealed hidden stories that many of them have kept buried inside for decades. They have been enthusiastic about documenting their experiences and also interested in learning about the Khmer Rouge tribunal and issues of justice, reconciliation, and genocide education.

The Cham Muslim Oral History Project provided Cham women the skills and confidence to exercise leadership in their own communities. As a result, some Cham Muslim women are leading discussions about the Khmer Rouge period and other related topics. Having Cham Muslim women as the main focus of this project, which is itself created and implemented by all women, has shown the Muslim community in Cambodia that women are capable of leading and achieving a high level of education. In this way, the project has helped to change the conception of women in the Cham Muslim community.

The Oral History Project also provides a model of female leadership for the Cham Muslim community which, like Cambodian society generally, is extremely patriarchal. Most political and societal leadership positions are headed by men. Moreover, in the Muslim religion, women are not allowed to hold certain leadership positions. For example, *tuons* (religious teachers) and *hakims* (community religious leaders/judges) are all men. They are responsible for teaching the next generation about Islam and for ensuring the well-being of the community. Yet, it is women, as mothers, who spend more time with their children and provide informal education. Women also play an important role in transmitting culture; however, this tends to go unrecognized. The importance of their roles is deemphasized in Cham culture.

Therefore, our women-led teams provide a model of leadership both internally to DC-Cam and within the communities in which they work. Our Cham Muslim Oral History Project, led by Ms. Farina So, is

contributing to major reform in the Cham community as she works with the heads of all the mosques—all of whom are men. One major impact of this effort is that families have been influenced to support increased educational opportunities for their daughters.

Indeed, DC-Cam projects provide leadership skills and capacity building opportunities for our young female project staff and acts as a model of female leadership for the Cham community. Indeed, of the core leadership positions at the Center, one is filled by a female. One of three management officers is also female. Of the Center's thirteen team leaders, five are female, while staff and volunteers are approximately equally divided between male and female. This last quarter we secured university scholarships for three of our female volunteers. During the past three years, the woman-run Living Documents, Cham Muslim Oral History, and Student Outreach Projects have shown that women can successfully organize and conduct meetings and conferences, raise and engage in important social issues, carry out significant research, and work effectively with Cham Muslim leaders and Cambodian politicians. This is unique in Cambodia and unprecedented in the Cham community, where often times young girls are made to quit school before completing high school in order to help their parents earn a living or to be married off. Education is not prioritized for Cham girls. During meetings with Cham leaders and women and during field trips, project leaders and staff stress the importance of education for all Cham children and in particular Cham girls. Inspired, some of the meeting participants and parents have voiced their support for more women leaders and for equal education for girls. Further, some parents have asked us to help their daughters find educational opportunities such as interning at DC-Cam.

### **Objective: DC-CAM is a leading research center**

From 2008-2011, DC-CAM expanded its activities in documentation and research. The Center developed its role as a leading hub for genocide research in Asia, producing quality publications, expanding its large archives, enhancing its Internet resources, and hosting numerous scholarly visitors. Hundreds of researchers in Cambodia and abroad made use of our archives each year; at least a hundred researchers spent some time working at the Center with assistance from our staff. These researchers used DC-CAM's collection of primary sources for research that led to the publication of articles and books, thereby contributing to greater understanding of the Khmer Rouge period.

The expansion and increasing availability of DC-CAM documentation and research is expected to play important part in the process of closure for survivors. In particular, DC-Cam is writing and compiling a book of records of names of those who died under the Khmer Rouge regime from 1975 to 1979 and those who disappeared during that period. It will also include a section for family tracing purposes. DC-Cam already has in its database up to a million names of those who may have died under the Khmer Rouge.<sup>8</sup>By publishing names of those people who died under the Khmer Rouge and their stories in the

---

<sup>8</sup> The book of records will include basic information relating to the Khmer Rouge history, its security apparatus, its rise and its demise. It will also discuss concepts relating to disappearance and its impact on the psychological well-

“Book of Memories”, which is the focus of the Family Tracing project, the book plays many roles. It is an acknowledgement of the suffering of the individuals who died under the Khmer Rouge, in contrast to many of the nameless and faceless memorials throughout Cambodia. Moreover, it is designed to help families locate lost family members or to determine whether they are dead or alive.

The increasing availability of our documentation not only promotes family tracing and increasing knowledge about the KR period, but also serves as a model for archival genocide education/prevention efforts around the world. To provide only two examples, this year DC-Cam was included by the International Council on Archives (Human Rights Working Group) and Archivists without Borders in an online database of human rights archives world-wide. The Center is also assisting the set up of the Khmer Genocide Study and Resource Center at Cal State Long Beach, USA, intended to be a virtual museum and archive with oral histories and an electronic library aimed primarily at Cambodian-American youth.

### **Staff Development**

During the reporting period, eight members of the DC-CAM staff completed Masters degrees in American and European universities, and three staff members are nearing the completion of PhD programs in American and European universities.

## **Overall Challenges and Responses**

### **Gender Imbalance**

In the course program period, we have observed the limited nature of women’s participation in the project, owing to the traditional customs of gender imbalance and discrimination within the political system. Many women refuse to participate in our programs that require them to travel to Phnom Penh because it would require them to leave their families. The quality of their participation tends to be less even when their quantity is higher. This lack of fruitful participation prevents women from receiving full benefit from the programs and gaining access to the justice process. It is important that our projects enforce a strategy that includes more women, while at the same time strengthening their capacities after participation. Traditionally, women spend more time with their children; this means they are more likely to transfer their knowledge to their children. As a consequence of continuing gender imbalances, there is a continual need to empower women and raise men’s awareness on gender issues. There is a need to create an effective program on gender awareness among community members, providing

---

being of survivors today. These names would help in family tracing efforts. The book will be distributed free of charge to commune offices in Cambodia so that people can see the names of their lost relatives and search for those names that DC-Cam has on records. The book would then receive comments from villagers on accuracy of the information and family tracing requests.

leadership skills to women and placing them in the front to lead discussions along with men. It is critical that women participate in the political process as they will educate their children about the atrocities and connect their past experiences with the present and future. Empowering women to exercise leadership in their communities, engage in meaningful dialogue, and transfer their knowledge to their children will help future generations to better understand human right violations and contribute to preventing the KR tragedy from ever happening again.

Several specific steps DC-CAM took and will continue to take in order to address this issue:

- Directly encourage women to actively participate in our programs.
- Allow women to bring their small children along to the meeting if they feel necessary.
- Educate male participants about human rights and women's right as well as the importance of women's participation during events to raise their awareness on this issue.
- Empower women minorities (Cham, Kampuchea Krom, Vietnamese, Chinese, and hill tribes) to participate largely in DC-Cam projects, especially Cham Oral History, Living Document, and Victim Participation.
- Conduct more research and produce scholarship on women to raise people's awareness and promote discussions on the issue.
- DC-CAM organized training on gender and women's empowerment with two experts on the field from United Nations Development Program (UNDP) in 2010 and we will continue to do this in the following years.

### **Incomplete Questionnaires**

There can be a great deal of difficulty in collecting completed questionnaires during village forums, both due to time constraints and illiteracy or confusion of villagers. During the program period, teams were required to collect participants' views on issues discussed in our questionnaire by interviewing program participants about these topics. Although it was a more effective way to obtain their answers, we were not able to reach a large number of people; only 5 to 10 people were interviewed at each forum. This also made it difficult for the project to better track of its outcomes.

To solve this problem in the next program period, the teams will likely enlist the assistance of local leaders (village chiefs, commune chiefs, members of the commune council) and younger people such as villagers' children who attend school to help fill out and collect surveys. Also, the project will develop standardized survey instruments that are short, easy to complete with a greater number of multiple choice questions.

### **Participants Require More Support.**

During the grant period, the Living Documents Program found that the introductory session in Phnom Penh given before participants attended trial hearings is not sufficient to prepare them to speak at follow-up forums. Moreover, only some community leaders were able to take the initiative in organizing a follow-up forum and transferring the knowledge they received at the training to their community members. Although we could apply the ECCC model and bus large numbers of villagers in and out of

ECCC proceedings in one day without follow-up, we do not believe that this effectively teaches participants about the process or engages them in it in a meaningful way. Therefore despite the challenges, we will continue to refine our more intensive and empowering participation model.

One way to increase the dissemination of information once villagers return home is to give specific training and materials to program participants on how to hold a conversation about the ECCC. We will then provide follow-up training to these leaders and ask them to speak at forums in their home villages. Knowing that it is a challenge, we want to strengthen their abilities to explain legal aspects of the trial to villagers and to discuss their reactions to what they observe in the courtroom. The training will follow-up the introductory meeting conducted in Phnom Penh and will address what they have learned at the trials, some complicated legal concepts, and general themes such as justice and reconciliation.

### **Lack of Cooperation**

Some cadres are too old to remember all the events they faced, while a small number of them do not dare to reveal all the truth or do not want to collaborate with teams because they fear that they will be linked to crimes being prosecuted at the ECCC. Continuing efforts to reach out to cadre to explain the proceedings should help alleviate this fear, as we have seen that with more information about the scope of the prosecutions cadre are more willing to speak up.

### **Seasonal Challenges**

In certain screening locations, there were some difficulties for villagers in attending forums. Many participants could not attend due in large part to their occupation with transplanting rice seedlings and harvesting rice. This challenge was partly solved by involving more of teachers and students in the forums. Although students were not the target audience of the forum, information about the trials and KR history in general that they received at the meetings was likely disseminated to their parents. Teachers who are more educated and more respected in the village can be our messengers to disseminate information to the other villagers. Likewise, during harvesting season, teams found it difficult to approach targeted interviewees. Virtually all of them went to harvest in rice fields far away from their house. In some cases teams drove every day around 140 to 160 kilometers on the dusty and pockmarked roads to conduct interviews and then found that villagers were very busy with their farms. The teams will make additional effort when selecting villages to consider the rice season and check in advance about villagers' availability to participate in events or be interviewed. The teams will continue to work closely with local authorities well in advance of events to mobilize local villagers more effectively.

When performing the play, "Breaking the Silence," rainy weather, busy work schedules due to harvest season and poor road conditions caused occasional problems. These problems must be taken into account in scheduling, but to a certain extent are inevitable given that rainy season lasts half the year and most Cambodians are farmers.

### **Logistical and Technical Challenges**

Some former Khmer Rouge officials we sought to interview, and complainants we sought to deliver OCP notifications to, have moved or passed away. For this reason, the VPA Project plans to invite members of their family to visit the ECCC in order have a sense of justice their parents duly deserve.

Delivery of magazines from provincial offices can be delayed. DC-Cam delivers the magazine monthly to provincial town halls by taxi. Then, provincial town halls distribute them to district and commune offices. However, some issues of magazine remain in a few of the provincial offices for several months. The team either needs to work more closely with responsible person at the provincial office to make sure that he/she has the magazine sent to local areas punctually or to obtain a letter from the Ministry of Interior to direct provincial official to send the magazine out when received.

Working within the traditional way of teaching and thinking poses a big challenge for the Genocide Education Project. The KR regime destroyed almost all of the country's educational infrastructure and human resources. According to the study done by the Revolutionary People's Tribunal of the PRK regime, 85 percent of educators were killed during the KR period. Some of the remaining teachers escaped to Thai border as they could not stand living under what was called the Vietnamese-installed regime. The education system was reconstructed based on whatever resources were left after the KR atrocities. Simply put, the Cambodian education system has been on the wrong track ever since, and its legacy has constantly influenced the present education system and practices. Though the Ministry of Education of the Royal Government of Cambodia has made a lot of efforts and progress within the past three decades, there are still many challenges to introducing new methods, skills, and attitudes toward education into the national system. The on-going collaboration with the Ministry of Education is a key to solve these challenges and to reach our goals. Changing the whole education system in Cambodia in one month or one year is impossible. Working step by step to influence the educational system and affect change can succeed.

In particular, over the past three decades, many Cambodians who have been overwhelmed by daily struggles in life and their painful experiences during the KR decide to stay silent and bury their stories. Talking about their experiences during the KR is not a priority. At the national level, government officials and policymakers pay more attention to political and economic issues that discredit education. Thus, during the 1980s, genocide education was simply a political propaganda tool serving state policies and political purposes. Later, the small amount of information about KR history disappeared from the school curriculum. In addition, many books covering the history of KR atrocities are written in foreign languages and are mostly read by foreigners, not ordinary Cambodian people, most of whom are peasants in the countryside. Together, these factors contribute to little awareness about KR history and genocide prevention in Cambodia.

Last but not least, Cambodians do not have much access to information about mass atrocities in other parts of the world, including the Holocaust and genocide in Rwanda. DC-Cam continues to broaden its activities related to genocide education, genocide prevention and genocide awareness. Within the past few years, there has been a big change in the attitude of the Cambodian government toward genocide education. The government has made the teaching of KR history as mandatory for all secondary schools and the foundation year of all higher education institutions nationwide. DC-Cam will continue to work both with Cambodian government and ordinary citizens to spread the importance of genocide education and the content of the KR history itself and histories of other genocides in the world.

### **Corruption**

While we have good relations with the high-level staff at the Ministry of Education, it is sometimes a challenge to work with lower-level staff in implementing the project. They always demand a small amount of money and when refused the schedule is delayed or we must drop some teachers in some locations. We have informed the Minister, and measures have been taken by the Ministry; we hope these will lessen this problem in the future.

### **Emotional/Mental Health Challenges**

Reluctance to teach KR history to students still exists to some degree among both teachers who are victims and teachers who are former perpetrators. Moreover, over a large percentage of KR survivors have developed mental problems without adequate treatment for more than thirty years. Cambodia as a whole has around 25 psychiatrists, not enough to treat thousands of people with mental illness. Programs to cope up with this issue are small compared to the scope of the problem. DC-Cam will continue to provide training and teaching materials to all levels of schools, ensuring that teaching will effect national reconciliation. DC-Cam's Genocide Education Project will also conduct education activities in an informal way through its public education forums, which disseminates materials and information to villagers and students in the most remote areas of Cambodia.

### **Survivors Are Passing Away**

The KR atrocities happened over thirty years ago. Many witnesses have passed away one after another taking important pieces of history with them. Holocaust survivor Elie Wiesel said, "One survivor death is like a library burned down." Moreover, memories may fade away over time if the stories are not recorded. Many surviving histories in various Cambodian communities have not yet been recorded. There is an urgent need to preserve the memory of the KR. An oral history project in a national scale should be established as soon as possible. DC-Cam as a whole has conducted tens of thousands of interviews that need to be converted and properly preserved, including the audio voice recordings, interview logs, and consent form.

### **Conflicting Views of Justice**

Justice sometimes means jailing perpetrators, which could jeopardize peace and national reconciliation. In other cases, justice means searching for the whole truth, which may have different meanings to different people. Some people still believe that the KR leaders were agents of Cambodian genocide but not the masterminds. This group of people claims that the KR genocide was the trick of the Vietnamese or the Chinese, who wanted to swallow Cambodian land. To challenge such controversies, open debates and discussions should be encouraged. Students should not be restricted to one set of information. This problem shows the importance of the new methodologies of critical thinking and self-learning being taught by the Genocide Education Program.

### **Internal Management**

Formal internal policies and procedures are now being developed. It is also finalizing the transition work plan for the Sleuk Rith Institute. Additionally, Deputy Directors have been given increased responsibility

for day-to-day activities of running the Center so that all authority is not concentrated in the Director.

### **Training**

Several members of the film team staff have not received extensive training regarding camera use and they lack the necessary skills to keep up with the ever growing demand for survivor interviews. Additional psychosocial and gender training and support has been provided to the staff.

### **Perception of Lack of Effective Coordination with NGOs**

There is a wide perception that DC-Cam does not effectively coordinate with NGOs. DC-Cam staff are currently making more efforts to participate and contribute to activities at other non-governmental organizations where decision making takes place. However, it is also true that DC-Cam has continuously and actively participated in other NGOs' project activities, including taking part in radio talk shows, inviting staff members and project participants from Youth for Peace and other NGOs, Royal University of Phnom Penh students and other organizations to visit DC-Cam. DC-Cam has also sent team leaders to participate in conferences and workshops, including meetings. DC-Cam has conducted training for NGOs working with victims on how to use DC-Cam's database to gather documents to support their complaints/civil party applications. DC-Cam has also consistently participated in OSJI/CIJ ECCC NGO update meetings and civil party meetings organized by CHRAC. DC-Cam regularly welcomes NGO leaders and researchers who seek help on research on KR history and tribunal-related topics. Notably, in our recent Case 002 booklet, in response to NGO requests DC-Cam included a page of NGO logos that people could refer to in cases where they need help regarding the ECCC. DC-Cam has also regularly provided financial and technical support to other NGOs, which although recognized in inter-office e-mail correspondence has not been referenced in these organizations public reporting. The Center is making more of an effort to report on these activities.

Finally, DC-Cam has refrained itself from participating in certain NGO coalition efforts when it has had concerns regarding these coalitions political orientation. DC-Cam's objective is the study of the Khmer Rouge period and advancing awareness of such atrocities in today's Cambodian society across political communities is not compatible with involvement in intra-Cambodian politics. Taking parts in political activities could jeopardize DC-Cam's ability to advance its own objectives and jeopardize its ability to work with the government on initiatives such as the Genocide Education project. Moreover, DC-Cam believes it should stay neutral on certain issues due to its role as an archive assisting all parties working with the ECCC. Instead of taking a public stand on many issues, the Center speaks to all parties involved in private discussions and seeks to promote an appropriate outcome from behind the scenes.

### **Goals unmet**

DC-Cam planned to assist 10,000 victims and petitioners in filing application (either criminal complaints or civil party application) with the ECCC. We view this activity as helping ordinary Cambodians to participate in the process of bringing the leaders of Democratic Kampuchea to a formal legal accounting, and equally important, as reactivating the informal "**truth commission**" that was begun during the early 1980s with the signing of the Renakse petitions. Nevertheless, thus far we have assisted about 5,000

petitioners and victims with their complaint forms. Although we could not collect all the 10,000, the team will continue to reach out to petitioners over the next several years. Furthermore, DC-CAM is pleased with the help that it was provided to such a variety of population groups including Khmer, Cham, Chinese, Vietnamese, Hill tribes, and Khmer Krom.

## APPENDIX

### DC-CAM Monitoring and Evaluation Challenges

Similar to the overwhelming majority of NGOs, for DC-CAM monitoring and evaluation (M & E) represents a significant challenge. There are several reasons for this. First, rigorous evaluations are the only way to conduct an evidence-based assessment of a program's impact; however, rigorous evaluation work is a highly technical task. The staff of DC-CAM does not have the training, education, and human capacity, as well as technical and financial resources to conduct a sophisticated program evaluation. Furthermore, it will not be possible for the DC-CAM staff to achieve the knowledge necessary for sophisticated evaluations over the course of several workshops/trainings; if donors require evidence-based results, they will have to sponsor evaluation efforts. Second, DC-CAM's fundamental objectives include peace, reconciliation, genocide prevention and democratic participation; these are **very** difficult — or impossible goals to operationalize and measure. By “operationalize”, we mean the process of transforming abstract or nebulous concepts into standardized “measurable” concepts that are agreed upon by a wide audience.

Therefore, a more “qualitative” or “suggestive” monitoring and evaluation plan may be the most feasible and desirable option for DC-CAM and their donors. By informative or suggestive, we mean results that are **not** based on rigorous methodologies and therefore **cannot** be used to isolate the program effect. Accordingly, these results should not be referred to as “impacts,” “effects” or “causes” without explicit qualifications. Consequently, this report will include ideas for “rigorous” evaluation, as well as ideas for “informative” or “suggestive” studies of DC-CAM's influence.

I would like to provide a very basic and simplified discussion of what constitutes a legitimate program evaluation, as well as an assessment of the work/tasks that DC-CAM must complete in order to improve its M & E. Overall, this discussion should highlight two related issues: (1) the difficulty inherent in rigorous program assessments and (2) DC-CAM's need for training, support and resources in order to gather the data required for evidence-based programming. Indeed, this author's assessment is that while DC-CAM's M & E system can be improved, a rigorous impact evaluation will only be possible with donor support and the use of outside experts.

To begin, when the goal is to assess the “impact” of a program, we seek to answer the following question: *what would have happened to the outcomes of interest if the program had never existed?* To answer that question in a convincing manner, we need several things:

Requirement 1- Instrument for data collection: First, we need to be very clear about our outcomes of interest and the program theory that links each of these outcomes to DC-CAM's work. Some outcomes are easier to “measure” and collect data on, including knowledge, participation levels and attitudes. On the other hand, the program seeks to have a positive influence on very broad or long-term outcomes,

such as peace, reconciliation and genocide prevention. For this second class of outcomes, it may be best to measure shorter-term indicators of the longer-term outcomes. Once we have determined the outcomes of interest, we need to come up with creative ways to operationalize and measure those outcomes. Given DC-CAM's work, surveys represent the most logical instruments for data collection.

At present, DC-CAM is capable of fulfilling this first essential requirement. The NGO has a clear sense of its mission, objectives and the underlying theory linking its day-to-day work to key goals. *Furthermore, DC-CAM has developed a survey instrument template for measuring key proximate objectives.* This template will serve as a basis or guide for future data collection efforts and is applicable for most of DC-CAM's outreach projects. DC-CAM teams can pull questions from the template in order to develop a survey instrument that is tailored to specific projects. This survey template is located at the end of this M & E plan.

Requirement 2-Data collection: For a "rigorous" program evaluation, we need measures *before* the program was implemented and then measures *after* the program was implemented. Generally, these are referred to as pre and post "test" measures. For a relatively informative - though not rigorous - assessment of DC-CAM's results, we need "post-test" measures.

Currently, DC-CAM cannot fulfill this second requirement for a rigorous program evaluation. Given a lack of training, instruction and preparation in this area, DC-CAM did not have a standardized survey instrument prior to the end of 2011 and did not collect pre and post test measures that can be used to assess program influence for most of its project. Moreover, there is a lack of sufficient staff members for data entry and data analysis. This means that data has not yet been entered into a database for analysis in the several projects where DC-CAM did collect data that can be used to assess the program's influence.

In the future, for each project, DC-CAM teams should distribute an identical questionnaire to participants **before** and **after** a program. The questionnaire should be short and easy to complete with mostly multiple choice questions. After collecting this data, DC-CAM should have staff members enter the *coded* results into an appropriate software program that can be used for analysis.

Requirement 3-Determining a reference or control group: Next, for applicable projects, DC-CAM should identify reference or control groups, in order to have appropriate comparison groups. In particular, for each project, DC-CAM should find communities/groups/villages/schools where DC-CAM did *not* implement its projects that are *very similar* to areas where DC-CAM did implement its projects. By comparing outcomes in areas where DC-CAM worked to areas where DC-CAM did not work, we are able to make a much stronger argument about the results of the program. This implies the need to collect data on outcomes from a "control" group using the exact same questionnaires given to individuals involved in the program.

Requirement 4-probabilistic methods of data collection: Finally, for a truly rigorous assessment of the DC-CAM's work, the survey-data collection must be completed as part of a *probabilistic* survey project.

This means that statistical sampling methods must be applied to the “treatment” and “control” respondents involved in the survey. Thus, this requires individuals with an expertise in statistics and survey sampling, which requires an advanced graduate degree. Consequently, it is not possible for DC-CAM’s current staff to achieve the level of expertise needed for a sophisticated program evaluation through the course of several “trainings” or workshops.

For the remainder of this section, a range of evaluation ideas for applicable projects are discussed. I also outline the general steps that would need to be taken for each idea. An important note on terminology: “treatment” refers to groups or individuals involved in DC-CAM projects and “control” refers to groups or individuals **not** involved in DC-CAM projects. Additionally, although I refer to “DC-CAM” as completing all of the evaluation steps, this is meant to also encompass anyone who may be helping DC-CAM to complete the evaluation.

### **Genocide Education Evaluation Options**

Option 1: Post-test survey research in treatment **and** control schools. DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation.

*Step 1- Survey instrument:* DC-CAM would develop a survey instrument that could be distributed to treatment and control schools. DC-CAM could use previous survey questions along with questions selected from the survey instrument template below. DC-CAM should make sure that the survey instrument (1) measures outcomes that can be used to determine program influence (i.e. knowledge) (2) includes mostly multiple choice questions with only a few “open-ended” questions (3) is relatively short (30-45 minutes) and (4) does not include ambiguous or “loaded” questions.

*Step 2-Identify control groups:* DC-CAM would identify “control” universities or schools where textbooks have not yet been distributed and/or teachers have not been trained.

- For a rigorous evaluation, it would be necessary to use sophisticated matching procedures in order to match “treatment” and “control” groups; this would require data collection from the Ministry of Education about important characteristics of the schools. In particular, a “matching” database would be created from census data and data from the Ministry of Education. Statistical techniques would be applied to the data for the purposes of “matching” treatment schools to control schools.
- For an informative/suggestive evaluation, DC-CAM could informally select “control” groups based on some observable characteristics of the schools.

*Step 3-School selection:* DC-CAM would select the schools for the survey project.

- For a rigorous evaluation, DC-CAM would need to employ the help of statisticians for help with determining the pairs of schools to be included in the evaluation, as well as with the selection of the specific classrooms which would receive the survey. This “sampling” process is highly technical and represents an essential component of rigorous program evaluations; it requires the help of individuals with expertise in statistical sampling.
- For an informative/suggestive evaluation, DC-CAM could informally select several pairs of treatment and control schools and classrooms for the survey research. This selection could be based on budget concerns and/or certain factors that DC-CAM wants to focus on including, areas with minority groups, areas with certain income characteristics, etc.

*Step 4 – Data collection:* The survey would be administered to students.

*Step 5-Data entry and analysis:* Survey data would be coded into numerical responses<sup>9</sup> and entered into a database that can be used for analysis.

- For a rigorous program evaluation, if steps 2-3 above had also been completed for the rigorous evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.
- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between control and treatment respondents. DC-CAM staff could be trained in this type of data analysis.

Option 2: Analyzing results of year-end national exam in treatment versus control schools. Several questions have been added to the year-end national exam regarding DK history. It would be useful to assess the results achieved by students who received the DC-CAM textbook and/or students who had teachers involved in DC-CAM teacher training workshops. DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation.

*Step 1-Data collection:* DC-CAM would need to collect information from the Ministry of Education

- For a rigorous program evaluation, DC-CAM would need exam results for treatment and control schools.\*\*\*If this data is accessible and available nation-wide from the Ministry of Education, DC-CAM should plan to collect this yearly. It represents a wonderful data source and method for evaluating DC-CAM. \*\*\*

---

<sup>9</sup> By “numerical coding”, I simply mean that you would assign a number to a response category. For example, if respondents are asked a “yes” or “no” question, you might code the ‘yes’ responses as ‘1s’ and the ‘no’ responses as “0s.”

- For an informative/suggestive evaluation, DC-CAM could gather a limited amount of data from a specific set of schools that are easy to collect data from. Also, it would be more useful if data from a “control” set of schools could also be collected.

*Step 2-Data entry and database creation:* The data would need to be entered into a database for data analysis.

*Step 3-Data analysis:*

- For a rigorous program evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.
- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between control and treatment respondents. DC-CAM staff could be trained in this type of data analysis.

Option 3: Analyze pre and post test survey data **only** for treatment groups DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation. Since this option involves a “pre-test,” it is restricted to “**new**” schools where DC-CAM will begin working in 2012.

*Step 1- Survey instrument:* DC-CAM would develop a survey instrument that could be distributed to treatment schools. DC-CAM could use previous survey questions along with questions selected from the survey instrument template below. DC-CAM should make sure that the survey instrument (1) measures outcomes that can be used to determine program influence (i.e. knowledge) (2) includes mostly multiple choice questions with only a few “open-ended” questions (3) is relatively short (30-45 minutes) and (4) does not include ambiguous or “loaded” questions.

*Step 2-Survey distribution **before** the program begins:*

- For a rigorous evaluation, DC-CAM would either need to (1) have all students who are affected by DC-CAM’s 2012 work complete a survey or (2) hire a statistician to select a random sample of classrooms from the total population of classrooms that will be affected by DC-CAM’s work. While the first option is time and labor intensive, the second alternative requires hiring an individual or group with the technical expertise necessary for survey sampling.
- For an informative/suggestive evaluation, DC-CAM could informally select classrooms for the survey research. This selection could be based on budget concerns and/or certain factors that DC-CAM wants to focus on including, areas with minority groups, areas with certain income characteristics, etc.

*Step 3 – Data entry:* The data would need to be coded and entered into a database.

*Step 4 – Survey distribution **after** the program had ended:* Depending on which alternative had been chosen in Step 2, DC-CAM would repeat the exact same procedure. In both cases – the rigorous and informative – DC-CAM would seek to ensure that the same people were surveyed for both the pre and post test surveys.

*Step 5-Data entry and analysis:* Survey data would be coded into numerical responses and entered into a database that can be used for analysis.

- For a rigorous program evaluation, if steps 2 and 4 above had been completed for the rigorous evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.
- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between treatment respondents. DC-CAM staff could be trained in this type of data analysis.

*Option 4: For a retrospective analysis of DC-CAM’s work to-date, the organization should analyze pre and post test survey data that has already been collected.* This option represents an informative/suggestive evaluation. In particular, during the public education forums, DC-CAM staff collected pre and post forum survey results. An analysis of this survey data will provide some useful insights into the influence of the Genocide Education Project. Unfortunately, the data has not yet been entered into a database and coded due to a lack of staff capacity. Thus, for evaluation purposes, this data should be entered and analyzed in the near future.

Specifically, the following pre and post forum questions will be useful for providing a suggestive evaluation of the program’s influence.

- Do you believe that mass atrocities occurred during the DK regime? (yes/no) Explain why or why not.
- Do you believe the DK regime was as horrible as the stories you’ve heard or read about? (yes/no) Explain why or why not.
- What question(s) about the DK regime do you feel uncomfortable asking?
- If one of your friends is a son/daughter of a perpetrator, would you discriminate against him/her? Why or why not?
- If someone asked you, “Why did people commit horrible acts during the DK period?” How would you respond to this question?
- Should the history of DK be taught in schools? (yes or no)
- What topic(s) in the DK period do you think must be taught in schools?
- If someone asked you, “What did you learn from this training?” How would you respond to this question?

*Step One-Data coding and entry:* The DC-CAM staff needs to develop a coding rubric for the following questions and enter the data into a database. For example, for the first questions, a “yes” response can be coded as a “1” and a “no” response can be coded as a “0”. You will need to develop a specific unique rubric to code responses for the second part of the question which asks people to “explain why or why

not.” For example, if a group of respondents replied “yes, because my parents told me” and another group of respondents replied “yes, because I lived through the regime,” you could code the first group as a “1” and the second group as a “2.” Basically, we need to have only numbers in the database in order to develop frequency tables or analyze the data.

*Step Two- Data Analysis:* For this informative/suggestive evaluation, we will simply be looking at average responses for the “pre” questions versus average responses for the “post” questions; frequency tables will be used for each question to determine the percentage of answers that fall into each response category.

### **Living Documents Project**

Option 1: Post-test survey research in treatment **and** control villages. DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation.

*Step 1- Survey instrument:* DC-CAM would develop a survey instrument that could be distributed to respondents within treatment and control villages. DC-CAM could use previous survey questions along with questions selected from the survey instrument template below. DC-CAM should make sure that the survey instrument (1) measures outcomes that can be used to determine program influence (i.e. knowledge, attitudes about peace, reconciliation and justice) (2) includes mostly multiple choice questions with only a few “open-ended” questions (3) is relatively short (30-45 minutes) and (4) does not include ambiguous or “loaded” questions.

*Step 2-Identify control groups:* DC-CAM would identify "control" villages where the Living Documents Project has not been implemented.

- For a rigorous evaluation, it would be necessary to use sophisticated matching procedures in order to match “treatment” and “control” villages; this would require village level Census data which DC-CAM has already acquired. In particular, a “matching” database would be created from census data. Statistical techniques would be applied to the data for the purposes of “matching” treatment villages to control villages.
- For an informative/suggestive evaluation, DC-CAM could informally select “control” groups based on some observable characteristics of the villages which make them similar to areas where DC-CAM works.

*Step 3-Respondent selection:* DC-CAM would select the specific respondents for the survey project.

- For a rigorous evaluation, DC-CAM would need to employ the help of statisticians for help with determining the pairs of villages to be included in the evaluation. This “sampling” process is highly technical and represents an essential component of rigorous program evaluations; it requires the help of individuals with expertise in statistical sampling. Furthermore, the

statisticians would also have to help determine a household sampling plan for the selection of individual survey respondents.

- For an informative/suggestive evaluation, DC-CAM could informally select several pairs of villages for the survey research. This selection could be based on budget concerns and/or certain factors that DC-CAM wants to focus on including, areas with minority groups, areas with certain income characteristics, etc. Next, DC-CAM would distribute surveys to participants in the Living Documents Project.

*Step 4 – Data collection:* The survey would be administered to villagers.

*Step 5-Data entry and analysis:* Survey data would be coded into numerical responses and entered into a database that can be used for analysis.

- For a rigorous program evaluation, if steps 2-3 above had also been completed for the rigorous evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.
- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between control and treatment respondents. DC-CAM staff could be trained in this type of data analysis.

Option 3: Analyze pre and post test survey data **only** for treatment groups DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation. Since this option involves a “pre-test,” it is restricted to “**new**” villages where DC-CAM will begin working in 2012.

*Step 1- Survey instrument:* DC-CAM would develop a survey instrument that could be distributed to treatment villages. DC-CAM could use previous survey questions along with questions selected from the survey instrument template below. DC-CAM should make sure that the survey instrument (1) measures outcomes that can be used to determine program influence (i.e. knowledge, attitudes about peace, reconciliation and justice) (2) includes mostly multiple choice questions with only a few “open-ended” questions (3) is relatively short (30-45 minutes) and (4) does not include ambiguous or “loaded” questions.

*Step 2-Survey distribution **before** the program begins:*

- For a rigorous evaluation, DC-CAM would either need to (1) have all villagers involved in DC-CAM’s 2012 Living Documents’ forums complete a survey or (2) hire a statistician to select a random sample of villagers from the total population of villagers that will be affected by DC-CAM’s work. Next, statisticians would also have to develop a plan for selecting the individual households where the survey would be distributed. While the first option is time and labor intensive, the second alternative requires hiring an individual or group with the technical expertise necessary for survey sampling.

- For an informative/suggestive evaluation, DC-CAM could informally select villages for the survey research. This selection could be based on budget concerns and/or certain factors that DC-CAM wants to focus on including, areas with minority groups, areas with certain income characteristics, etc. Next, DC-CAM would distribute surveys to participants in the Living Documents Project.

*Step 3 – Data entry:* The data would need to be coded and entered into a database.

*Step 4 – Survey distribution **after** the program had ended:* Depending on which alternative had been chosen in Step 2, DC-CAM would repeat the exact same procedure. In both cases – the rigorous and informative – DC-CAM would seek to ensure that the same people were surveyed for the pre and post test.

*Step 5-Data entry and analysis:* Survey data would be coded into numerical responses and entered into a database that can be used for analysis.

- For a rigorous program evaluation, if steps 2 and 4 above had been completed for the rigorous evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.
- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between treatment respondents. DC-CAM staff could be trained in this type of data analysis.

### **Cham Muslim Oral History**

A rigorous evaluation is most likely not possible for this project, as it is an interview/oral history project. However, one outcome that could be examined is the “therapeutic” nature of oral history. In particular, respondents are asked three questions during the interview that seek to understand how the interview and discussion of KR history has made them feel or altered their mood.<sup>10</sup> These questions are as follows<sup>11</sup>:

- How is your feeling when someone like me talked with you about your relative loss and sufferings during the Khmer Rouge regime?
- How did you feel now?
- How did you feel before interview?

*Step 1-Data entry and coding:* The Cham Muslim Oral History team needs to code and enter the responses for these three questions into a database.

---

<sup>10</sup> Of course, one potential problem is that the benefits from the interview may not be apparent in the short term.

<sup>11</sup> The team may consider adding some additional or more specific questions to help gather data on this outcome.

*Step 2-Data analysis:* For this informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between treatment respondents. DC-CAM staff could be trained in this type of data analysis.

### **Victim Participation Project**

Analyze pre and post test survey data **only** for treatment respondents DC-CAM would need to collect data for this evaluation option. This option could be conducted as a rigorous evaluation or simply as an informative/suggestive evaluation. Since this option involves a “pre-test,” it is restricted to “**new**” victims that DC-CAM will be working with in 2012.

*Step 1- Survey instrument:* DC-CAM would develop a survey instrument that could be distributed to respondents. DC-CAM could use previous survey questions along with questions selected from the survey instrument template below. DC-CAM should make sure that the survey instrument (1) measures outcomes that can be used to determine program influence (i.e. knowledge, attitudes about peace, reconciliation and justice) (2) includes mostly multiple choice questions with only a few “open-ended” questions (3) is relatively short (30-45 minutes) and (4) does not include ambiguous or “loaded” questions.

*Step 2-Survey distribution **before** the program begins:*

- For a rigorous evaluation, DC-CAM would probably either need to (1) have all individuals involved in the VPP complete a survey or (2) hire a statistician to select a random sample of respondents from the total population of individuals that will be affected by DC-CAM’s VPP work.
- For an informative/suggestive evaluation, DC-CAM could informally select respondents or certain groups of respondents for the survey research.

*Step 3 – Data entry:* The data would need to be coded and entered into a database.

*Step 4 – Survey distribution **after** the program had ended:* Depending on which alternative had been chosen in Step 2, DC-CAM would repeat the exact same procedure. In both cases – the rigorous and informative – DC-CAM would seek to ensure that the same people were surveyed for the pre and post test.

*Step 5-Data entry and analysis:* Survey data would be coded into numerical responses and entered into a database that can be used for analysis.

- For a rigorous program evaluation, if steps 2 and 4 above had been completed for the rigorous evaluation, DC-CAM would need to hire someone to analyze the survey results using a statistical technique known as regression analysis.

- For an informative/suggestive evaluation, we would simply be looking at frequency tables and percentage differences between treatment respondents. DC-CAM staff could be trained in this type of data analysis.

### **Legal Response Team**

The evaluation options presented in this section represent informative/suggestive evaluations.

Option 1: If possible, DC-CAM should determine the percentage of ECCC evidence/documentation from DC-CAM. Moreover, DC-CAM should keep track of the number of citations in ECCC reports/memos/documents that are from the memos produced by your legal associations or other documents and reports provided by DC-CAM. The list of publications by foreign law associates effectively communicates the research produced by DC-CAM; however, it would be more effective if DC-CAM had documentation/citations about when/how frequently these were used. If DC-CAM has a list of legal briefs published or available to date, we can draw a representative sample from that list and then we can determine the proportion of DC-CAM citations. These approaches will enable DC-CAM to speak much more convincingly about their influence on the court proceedings.

Option 2: If the citations are not feasible, DC-CAM may encourage ECCC parties to complete a very brief survey about their use of DC-CAM's work.

Option 3 - Cambodian Law student training pre and post knowledge test: In the future, DC-CAM can highlight the knowledge gained by students in its legal training sessions. DC-CAM should have students complete a focused knowledge test of topics to be covered during the training session. The test should be distributed before and after the training session.

### **Public Information Room/ Family Tracing**

The evaluation options presented in this section represent informative/suggestive evaluations.

DC-CAM should develop a very short electronic survey for visitors of the Public Information Room. The survey might include questions about the purpose of the visit, materials used and several direct questions about how useful the PIR and its resources are for visitors. Also, DC-CAM may be able to integrate feedback about the Family Tracing book and some of the other smaller projects with an evaluation system linked to the PIR. More specifically, PIR visitors who use the Family Tracing Book can comment on its impact, etc.