

GENOCIDE EDUCATION IN CAMBODIA

**The Teaching of *A History of Democratic Kampuchea (1975-1979)*
Democratic Kampuchea Textbook Distribution:**

A Public Education Forum between Teachers, Students and Parents

REPORT FROM UDDAR MEANCHEY

June 18, 2011 -- By Sayana Ser, Anna Mumford and Lise Reuss



Shoes of the children of Khmer Rouge victims and perpetrators



Shoes of the Khmer Rouge perpetrators and footprints of the Khmer Rouge victims

On Saturday, June 18th, 2011, the Documentation Center of Cambodia's (DC-Cam) Genocide Education Project conducted a public education forum in Chong Kal village, Chong Kal Commune, Chong Kal District, Uddar Meanchey Province. The forum was conducted at a compound of Chey Oudom Chong Kal pagoda. There were approximately 250 participants in attendance, comprising of villagers, students and teachers.

The public education forum focused on the experiences of Cambodians under the Khmer Rouge. The purpose was to generate a dialogue between the younger and the older generations, have survivors share their life experiences, and convey the importance of genocide education. Teachers were encouraged to use the experiences of the villagers as a resource to educate youths about the history of the KR. In addition, the discussion and personal accounts were supplemented with the textbook, *A History of Democratic Kampuchea (1975-1979)*. The textbook gives a comprehensive explanation of what occurred during the KR regime. A chapter explaining the administrative divisions of the Democratic Kampuchea was taught by Sayana Ser during the forum.

The forum was coordinated by a team of eight DC-Cam staff members. They were responsible for distributing to the participants copies of the history textbook, the magazine

Searching for the Truth, Anti-Genocide slogan posters, and booklets on the Khmer Rouge tribunal Cases 001 and 002. The team member's activities during the forum included teaching a chapter from the textbook, leading question and answer sessions, photographing and recording the forum, and conducting interviews.

GENERAL OVERVIEW OF THE FORUM



Participants observing the faces of the four suspects of Case 002

The forum began with a brief introduction by DC-Cam staff member Sayana Ser who introduced the DC-Cam team members, the local participants, and the DC-Cam mission. After the introduction, Mr. Kuy Vanna, the commune chief, delivered opening remarks regarding the atrocities that occurred during the KR regime and stressed the importance of studying the DK history. Following these prefatory remarks, surveys were distributed to each participant to gauge the general knowledge and attitude of the students and villagers concerning the KR. In response to inquiries raised by students and villagers, Ms. Ser clarified one of the survey questions. In addition, the team members and volunteer students helped the illiterate villagers complete the survey.

After all the surveys were collected, students were asked to share their knowledge of what happened during the years 1975-1979. One student spoke about his parent's hardships and the stories they told him about life during the KR. Another student addressed particular torture methods and the lack of adequate clothing.

Following this discussion, Ms. Ser invited Mr. Chhoeung to speak about his experience during the KR regime. Mr. Chhoeung described to the participants how he was detained for seven months in O Chi village and chained to other prisoners when not working. Then Ms. Ser provided a presentation on Chapter 5, "Administrative Division of Democratic Kampuchea," of the history textbook. This was followed by questions and answers with the author, Mr. Kamboly Dy, and DC-Cam director Youk Chhang.

The forum concluded with the distribution of a post-forum survey and evaluation form, as well as the anti-genocide slogan poster, Case 002 booklets, and the magazine *Searching for the Truth*. In the afternoon, DC-Cam team members conducted seven interviews with the villagers, commune chief, teachers and students to document their experiences during the KR and to learn about their interests in studying KR history.

BACKGROUND AND GEOGRAPHICAL DESCRIPTION



One of three artillery guns displayed at Independent Monument park in Uddar Meanchey provincial town

Uddar Meanchey is a province in the northern part of Cambodia, located near the border of Thailand. The capital is Samraong town. Uddar Meanchey has five districts along the Dangrek Mountains: Samrong, Chong Kal, Banteay Ampil, Trapeang Prasat and Anlong Veng. The mountainous and forested area of Uddar Meanchey was once used as a base by the Khmer Rouge when they fought against the Khmer Republic under General Lon Nol (1970-1975). The Khmer Rouge rebuilt their former base in the Dangrek mountain range, neighboring the border of Thailand, and made Anlong Veng their main "capital" from 1989 till 1997. Uddar Meanchey is one of the most landmine-ridden areas in Cambodia.

According to Mr. Sem Chamnan, a teacher at Chong Kal high school, the name of Chong Kal derived from the words Chong Kam. Chong means end or tip, Kal means stuck or block, and Kam means karma. The name was given to the village since before Sangkum Reastr Niyum. Formerly the area was a dense forest jungle. There was no road and when war broke out from the internal movement, fleeing people were stuck in the area. This caused much hardship and more difficulties than other places in Cambodia because of its proximity to the border, the harshness of the jungle, and the presence of countless enemies.

PREPARATION FOR THE PUBLIC FORUM

One day prior to the public education forum, the team traveled to the site to prepare the ground work and meet with the commune Chief.

Arriving in Chong Kal, the project team members visited the house of the provincial teacher, Mr. Chuon Kang, for a discussion on logistics and administrative works with local authorities. Mr. Kang had arranged a group of six students to assist in preparing



the forum. He then escorted the team to Chey Oudom Chong Kal pagoda, the forum site, so that the team could ask the head monk for permission to conduct the forum the next day. The team met the head monk who warmly welcomed the forum and assured them that he would help prepare the meeting hall and set up the microphone and the electricity. After the meeting, the teacher and the team went to meet the commune chief. The team explained the purpose for holding a forum and discussed with the commune chief the participants, the agenda of the forum, and the history of the commune in connection to the KR regime.

After checking on the site and meeting with the teacher and commune chief, the team traveled to the provincial town Samraong, about 25 kilometers from the forum site to find a guesthouse and prepare for the following day.

HIGHLIGHT OF PROGRAM ACTIVITIES FROM THE PUBLIC FORUM

1. Opening Remarks

Ms. Ser started the forum by thanking the commune chief, Mr. Kuy Vanna, the provincial teacher, Mr. Chuon Kang, other teachers, the villagers, and students for participating in the forum. She informed the audience of the forum's purpose of distributing the textbook, *A History of Democratic Kampuchea (1975-1979)*, and discussing its content. She also told the participants that the textbook had been accepted by the Ministry of Education and now was a mandatory reading assignment for all secondary and university students nationwide.

After the introduction, Ms. Ser invited Mr. Kuy Vanna, the commune chief, to give a brief welcome talk to the group. Mr. Kuy gave his welcome remarks to all the participants and he thanked DC-Cam for choosing Chong Kal as a location to conduct the public education forum. The commune chief stated that the students have only briefly heard about the KR and they have no idea how or why people suffered. At the end of his welcoming remarks, he announced the formal opening of the forum.



DC-Cam's summer legal associates Anna and Lise talking to the participants

2. Distributing DK history book and Pre-forum survey

After the remarks by the commune chief, Ms. Ser discussed the schedule of the forum, which would be conducted from 8:00 to 11:00 AM. Then she asked the group to complete a pre-forum survey to gauge their prior understanding of the KR. Following the survey, the team, commune chief, and teachers handed out the DK history textbook to each participant.

Ms. Ser gave further explanation about some of the survey questions. The team members and a group of six volunteer students assisted villagers in completing the survey who did not know how to read and write. Upon collection of the completed surveys, the forum transitioned to the guest speaker's portion.

3. Guest Speaker

After the participants turned in their completed surveys, Ms. Ser asked students to share their knowledge of what happened during the years 1975-1979. A few students spoke about their parent's hardships and the stories their older relatives told them about life during the KR.

Following this discussion, Ms. Ser invited Mr. Chhoeung to share his experiences during the KR regime. He mentioned that his life during the KR was terrible. Every day and night he suffered while being forced to work under the hot sun and rain without rest and never enough sleep. He was assigned to dig out the land of four square meters and carry the soil.

He slept with mosquitos and sometimes in the rain. He was put in security (prison) for seven months in O Chi village without knowing the reason of being accused. Both his hands and ankles were chained while in prison, alongside the other prisoners. During this regime, he lost his wife and a two month old son.

At the end of the speech, Ms. Ser asked the group if they had any questions to Mr. Chhoeung and if they believed what he was telling them. The group answered they did believe. In fact, one female student said she believed in what Mr. Chhoeung said because he was telling about his own life which he directly experienced during the regime.

Then Ms. Ser provided a presentation on Chapter 5, "Administrative Division of Democratic Kampuchea." This was followed by questions and answers with the textbook author, Mr. Khamboly Dy, and DC-Cam director Youk Chhang.

4. The Presentation of Chapter Five "Administrative Division of Democratic Kampuchea"

Ms. Ser gave the presentation on chapter five from the textbook. She asked all the participants to open the book and turn to page 28. Ms. Ser then introduced the objectives of her presentation, with the goals of describing the administrative division of DK, comparing the differences between the zones and regions, and analyzing how it is different from today's geographical divisions. Ms. Ser emphasized the importance of reading the entire textbook even though the forum that day would only go over chapter five. She also spoke about how learning about genocide can open dialogues between villagers, teachers and students. When reading the textbook, Ms. Ser explained to the students that they should listen, note, and analyze the contents.

The lesson began by having one student read aloud the first paragraph from the chapter of the book. Then, a volunteer was asked to give a brief summary of what that first student read. After this, the participants were divided into four groups, each with the responsibility of reading one of the remaining paragraphs from the chapter, discussing that paragraph, and taking notes on the three to five most important points from that reading. Each group selected a representative to address the whole forum and give a summary of their reading section.

- Group one read and discussed on the Eastern zone;
- Group two worked on the Southwest zone;
- Group three worked on the North and the Northwest zone;
- Group four worked on the West and the Northeast zone.

The participants were given between ten to 15 minutes to read and discuss their respective topics. After reading, a representative from each group shared to the rest of the forum their understanding of each reading point. Ms. Ser briefly summarized the points after all the representatives shared their thoughts. She said that *"In 1976, during DK regime, Cambodia was divided into six zones and 32 regions. A zone was a combination of two or more provinces*

or covered parts of provinces. The KR named each district and province with code numbers. The regions were divided into districts, communes and cooperatives."

After this summary, Ms. Ser asked some comprehensive questions to gauge the understanding of the participants. One question was: "What are the differences between administrative divisions in DK and that of the present regime?" A male villager answered, saying "The KR did not divide or call those areas a province, but rather a zone and region. They used code numbers to name the provinces and districts while the present regime uses names such as Uddar Meanchey province or Chong Kal district." Another question asked, "Were the KR administrative divisions easier than the present division?" This time a male student answered, "The present regime is much easier because Pol Pot used code numbers which I found difficult to remember." Throughout this question and answer session, Ms. Ser encouraged all participants, especially the villagers and the teachers, to participate in answering the questions in order to share their knowledge.



Student participants during group work and presentations

5. Questions from participants

After the presentation and discussion on Chapter 5, Ms. Ser opened the question and answer session. Mr. Khamboly Dy, DC-Cam staff member and author of the textbook, led the Q&A session with the participants concerning KR policies, rules and the ECCC. Anna Mumford and Lise Reuss, DC-Cam summer legal associates, and Youk Chhang, DC-Cam director, all helped answer questions posed by students and led a discussion about KR and KRT. The questions were as follows:

1. Why did all the people in the Khmer Rouge regime wear black clothes?
2. Why are most of the photos in the textbook only black and white? Who took those pictures? How did DC-Cam get the photos?
3. How did the Khmer Rouge come to power?
4. What is the definition of senior leaders and most responsible person?
5. What zone or region was Phnom Penh divided into during the KR?
6. If the former senior KR leaders were found as the high ranking officials in the present government, will the KRT dare sentence the person?
7. Which region among the six regions of the Khmer Rouge suffered the most killings?
8. Why was the Khmer Rouge created? For what purpose?
9. How many people survived the Tuol Sleng prison and how many are still alive today?

6. Distributing the ECCC-related materials, Post-Forum Survey and Evaluation Form

Following the question and answer period, the team passed out a post-forum survey and evaluation form as well as anti-genocide slogan posters, the Case 002 booklet, and the magazine *Searching for the Truth*. Ms. Ser gave a brief explanation about the survey and the form.

The forum concluded after collecting the surveys and evaluation forms. Ms. Ser thanked the group for their participation and for the assistance and cooperation from the commune chief, the provincial teacher, head monk of the pagoda, students, and villagers.

OUTCOMES, OBSERVATIONS AND IMPACTS



The commune chief was very co-operative and agreed to open the forum with a few remarks. He spoke about the importance of studying the Khmer Rouge era in order to prevent anything similar from happening in the future. He also made some comments about his own

experience during the Khmer Rouge and encouraged the villagers to share their stories with the students. The speech made a very good introduction to the forum since it presented a good example for the villagers and specified the importance of the students to pay attention. The team finds a good collaboration with the commune chief advantageous and very desirable.

A student, Dao Saman, let the team know that he never even thought that he could learn about other countries that have experienced genocide, like Germany or Rwanda. And until this forum, he had never heard about the Extraordinary Chambers in the Courts of Cambodia. He'd like to visit the court and see Case 002.

Pean Litha is a 10th grader at Hun Sen Chong Kal. He learned about the KR division of geographical administration, divisions he had never heard of before the forum. He also said he enjoyed the part where survivors told of their experiences during the KR regime. Litha believed that the older generations who are survivors would feel relief after sharing their stories to younger generations. He wishes that a forum or event like this would be held more often so that older people could talk and the young people could understand and gain more knowledge.



An artillery gun and Independent Monument in Uddar Meanchey

Pleuy Thy is a grade 11th student who shared his impression about the forum. He said that the most important part was having a discussion with survivors and people knowledgeable about the KR regime.

Theary Sotheara is 18, a student of Hun Sen Chong Kal, who thinks that the forum is good because it provides the students and villagers with a greater understanding of the KR. She especially feels that the forum could be an effective way to reduce and prevent such acts from happening again. Learning the history of the crime committed in the regime can avoid bad acts from happening again.

CHALLENGES AND LESSONS LEARNED

As has been the case before, the team found some difficulties in engaging the villagers in the forum. About 40 villagers showed up to this event, which was more than expected. Before the actual beginning of the forum, many of the villagers were willing to share their stories during the Khmer Rouge period with the team. However, only two of them shared personal stories during the forum, both primarily concerning their time spent in prison. The students welcomed the stories and in a following interview, a student expressed how these survivor stories were a great support to the material about the Khmer Rouge. Although the material is informative, real-life stories are more compelling and trustworthy.

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

During the forum, a student asked about the ECCC, primarily concerning Case 002. This generated many additional questions about the Court. Only a few of those present knew about the ECCC and hardly any could explain anything more than a headline or two about the existence of the Tribunal. Despite this, the apparent interest in the subject demonstrates a greater need for more information sharing about the work of the ECCC.



A group of students helped prepare logistics for the forum



The Public Education Forum team at Prum Kel temple in Chong Kal

The forum was held in cooperation with the Ministry of Interior and the Ministry of Education, Youth and Sport and funded by The Asia Foundation (TAF) (Phnom Penh, Cambodia) with the core support from the United States Agency for International Development (USAID) and the Swedish International Agency for Development (Sida).

TEAM MEMBERS:

Ser Sayana
Dy Khamboly
Tat Leakhena
Anna Mumford
Lise Reuss
Phat Piseth
Sim Sopheak
Youk Chhang

APPENDIX

Interview Summary

Kuy Vanna, 57, Chong Kal commune chief, living in Banteay Chas sub-district, Chong Kal district, Uddar Meanchey province.

Translated by Leakhena Tat

Mr. Kuy's hometown was in Daun Sok sub-district, Srey Snam district, Siem Reap province. After the Khmer Rouge collapsed in 1979, he returned to live in Sramor village. He was selected to be a village chief because people loved and supported him. In 1981, Vanna was elected to be a commune chief by corn. He said that all 9 of the candidates had capacity, including 3 females. The election was conducted at Chong Kal pagoda, controlled by the National Election Committee. Once he won the election, Vanna was in charge of culture. As commune chief he is in charge of educating the people, encouraging them to join the soldiers and defend the border, and prevent the Khmer Rouge atrocities from happening again.

In 1982, the government broadcasted a voice over the radio (voice calling) in order to persuade Para soldier and the Khmer Rouge cadres to come back home and unite. This was called the "lose way movement" under the directorate of the "lose way movement committee." Vanna joined a part of the movement, calling for Para solders and former Khmer Rouge cadres to come back. He added that the voice calling not only was broadcasted over the radio, but it was also communicated to residents of the village or commune. The voice calling said "relatives, who lived in the jungle and was separated from their family, please return home."



Many of the former Khmer Rouge cadres returned home after hearing the voice calling. They then joined the new government and were rewarded with some money and rice. Some of the returning cadres brought with them guns, bullets, or bombs to hand over to the authority. These cadres were rewarded differently. The voice calling provided huge benefits, such as erasing killings, conflicts, and revenges. Vanna added that these cadres took a serious risk returning home because if their leaders knew that they were traitors, they would be killed.

In 1985, the authority established the group K-5 to defend the village. Vanna did not know the reason behind the K-5, but people who served in this group were required to transport bullets and rice, and to cut jungle at Kork Khpos village, Kork Khpos sub-district,

Banteay Ampil district, Uddar Meanchey province. He remembered that the governor of Siem Reap province held a meeting with the people about joining the K-5. There were no specific principles regarding how many people could join the K-5 because it depended on the situation. Vanna added that before people went there, they had to pack a knife, axe, and food to take with them during that time. Once he arrived there, his group was assigned to work in a place located 3 or 4 kilometers from his residence which was defended by soldiers. He recalled that 5 of his members died because of a bomb by the Khmer Rouge soldiers. Since it was always dangerous, all the people were trained to ignite and detonate a bomb.

Vanna understood how important the goals of the K-5 were—to defend people so they can live peacefully—because he had worked as one.



Commune chief Kuy Vanna at his house

Rin Somara, 24, teacher, living in Banteay Chas village, Banteay Chas sub-district, Chong Kal district, Uddar Meanchey province. Somara was born in Phnom Penh. He is a teacher at Chong Kal high school. He said that he pursued teaching because he has been interested in this career since grade 8. Thus, once he finished high school, Somara applied to study teaching and then was assigned to work here. He added that although he never taught history class, he always told his students about the regime and bought Khmer Rouge CDs to play in class.

Somara understands how important the forum is and was sad that it had to be so short. He thinks the most important part of genocide education is to learn about the suffering of people and ask for questions. Moreover, he feels the forum could help prevent genocide.

Finally, Somara added that although he thinks there is no means to prevent the genocide from happening again, he believes the DC-Cam forum is a good thing.

Sen Chamnan, 45, teacher, living in Banteay Chas village, Banteay Chas sub-district, Chong Kal district, Uddar Meanchey province. Chamnan has 7 siblings (5 males and 2 females). He is a teacher. When he teaches students, he always tells them about Khmer Rouge regime. He said that some of the younger generations do not believe the Khmer Rouge killed people because they did not actually experience the regime. Therefore, he has some difficulties communicating with them.

Chamnan feels the genocide education forum is a good thing because he never saw any organization holding discussion about the Khmer Rouge regime since 1979. A forum helps people to understand the regime and know about people's experiences during that time. Therefore, to prevent it from happening, people have to tolerant each other.

Saman Dao, 19, male student.

Interviewed by Anna Mumford and Lise Reuss

Translations by Sopheak Sim

Three years ago, Saman was told in school about the textbook, *A History of Democratic Kampuchea*. Before that, he had only heard about the Khmer Rouge through his parents. They had told him about their experience under the KR regime. Dao knew his parents wouldn't lie to him, especially about something so horrific. He found it very hard to understand, but he believed them anyways.

Dao said that "just to know" about the Khmer Rouge was the most important benefit of attending the Genocide Education Forum in Uddar Meanchey. He said that hearing a prisoner and a survivor speak of that time had a great impact on him. Although he felt sorry for both of them, he admired them for surviving. Dao planned on returning home after the forum to speak with his parents about what he had heard. He wants to tell them about the four suspects in Case 002. He also wants to ask them about the forced labor on the farms and construction sites.

Dao doesn't know who the former Khmer Rouge cadres are in his village. He probably wouldn't care if he attends school with any of their children. He likes going to school and he is excited to learn about the history of the Khmer Rouge. He never even thought that he could learn about other countries that have experienced genocide, like Germany or Rwanda. This is important to learn, he said, but Cambodia has other problems that need to be addressed first, like land conflicts. When he finishes school, Dao would be interested in practicing law. Until this forum, he had never heard about the Extraordinary Chambers in the Courts of Cambodia. He'd like to visit the court and see Case 002. However, he doesn't see any way he could get there. When asked if he would watch a documentary about the trials, Dao said that he would like that very much.

Pleuy Thy, 18, male student.

Interviewed by Anna Mumford and Lise Reuss.

Translations by Sopheak Sim

Pleuy Thy was born in 1993. He is 18 years old and in 11th grade at school. When he was 16, Thy's mother told him about the Khmer Rouge. She told him she worked as a farmer in the rice fields and at the construction sites. She said that if you were not on time for work, then you would be killed. Unfortunately, Thy has never felt comfortable talking to his father about the Khmer Rouge. His father has never mentioned what it was like at that time and Thy is too afraid to ask. Tonight when he is home, he will tell only his mother about what he learned at the Genocide Education Forum in Uddar Meanchey.

The forum was the first time that Thy had ever seen the textbook, *A History of Democratic Kampuchea*. He thinks that he might have heard a bit about the Khmer Rouge in school, but he has now forgotten. Thy hopes that in school he will discuss what he has learned with his friends and his teacher, all who have attended the forum. He doesn't know if any of his friends are children of a former Khmer Rouge cadre. Yet, if he did know, he would never discriminate against them. He is friendly to all of his classmates.

Thy feels that genocide education is important for reconciliation and prevention. To him, reconciliation means peace. He feels that the most important part of the forum was having a discussion with survivors and people knowledgeable about the KR regime. Thy now knows about torture and the six zones of the Khmer Rouge. However, he could only remember three of the zone names. Thy plans on studying the textbook because he is worried that there will be questions on this subject on the final exam. He wants to teach literature when he finishes school. He says that he will teach his students about the Khmer Rouge.

គ្រូរតែស្ថាបនាមន្ទីរពេទ្យបំប៉ន-ស្ថានីយ៍ដឹកដីម្សីនាញភ្នំរំនៅទស្សនាសិបសក្ការៈប្រាសាទប្រហ្មកិល

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តមកពីទីពីរ 81

គ្រូរតែស្ថាបនា...

ប្រាង្គ ឬ បាយក្រៀម និងថ្មភក់ ប្រាសាទនេះ បានផុសឡើងប៉ប្រះចុង ឈើ ។ ទោះជាមេឃបិទស្រទុំ និងបន្ទាប់ មកភ្លៀងបានចាប់ផ្តើមធ្លាក់ក្តី ក៏ភ្ញៀវ ចំណាយពេលប្រមាណ២៥នាទីដែរ ដើម្បីទស្សនា និងថតភ្លឺតាមកម្រិត ប្រាសាទដ៏ល្បី និងជាទិសក្នុងនេះ ។

ពួកគេចាប់អារម្មណ៍នឹងចម្លាក់ ក្រពុំផ្កាឈូកនៅក៏ពួលបំបែកប្រាង្គ ដែលមានតែមួយគត់នៃប្រាសាទប្រហ្ម- កិល តែបានសោកស្តាយនឹងការបាក់ បែកនិងការនៅគ្រងគ្រោះ ។ ពួក- គេចង់ឱ្យមានការកសាង ផ្លូវ ស្ពាន និង រៀបចំតំបន់ប្រាសាទ ដែលនៅជាប់ក្រុម ស្ពានអូរដឹកជាស្ពានថ្មបុរាណដ៏វែងជាង គេនៅកម្ពុជានេះ ដើម្បីងាយស្រួលដល់ ភ្ញៀវទេសចរ និងបួជុនិយស (អ្នកធ្វើ

ធម្មជាតិ ឬ អ្នកគោរពសក្ការៈ) អាច ធ្វើដំណើរដោយស្រួលទៅប្រាសាទនេះ ។

លោក ហុង យ៉ឺន ប្រធានមន្ទីរ វប្បធម៌និងវិចិត្រសិល្បៈខេត្តឧត្តរមាន ជ័យប្រាប់ស្តីកម្ពុជាថ្ងៃទី ២២ មិថុនាថា មន្ទីរនិងក្រសួងវប្បធម៌ ក្រុមទាំងអាជ្ញា- ធរដែនដីបានកំណត់ផ្ទៃបរិវេណប្រាសាទ ប្រហ្មកិល ទំហំ១៥០ម៉ែត្រ គុណ១៥០ ម៉ែត្រ ។ ផ្ទៃប្រាសាទ ទំហំ៤០ម៉ែត្រ គុណ៤០ម៉ែត្រ ។ ឆ្នាំ២០០៩-១០ មន្ទីរបានកសាងស្ពានសព្វា២ផ្ទាំង បង្ហាញទិសប្រាសាទ ដែលកសាង- ឡើងនៅសតវត្សរ៍ទី១២ រដ្ឋកាល- ព្រះបាទជ័យវរ្ម័នទី៧ ។ មន្ទីរក៏បានប្រើ ប្រាក់ទិរអេស្តារ៉ាទិរសម្រួលផ្លូវដីប្រវែង ១.០០០ម៉ែត្រ ភ្ជាប់ពី ផ្លូវ ស្ពាន អូរដឹក ទៅទិសខាងលិចនិងភ្ជាប់នឹងប្រាសាទ ដែរ តែកម្រិតស្ថាបនានោះ បានខូចខាត ទៅវិញ ។ ភ្ញៀវអាចទៅទស្សនាប្រាសាទ ដោយដើរតាមផ្លូវថ្មី រំដឹង និងផ្លូវ-



ប្រាសាទប្រហ្មកិល នៅក្រុងបំប៉ន ខេត្តឧត្តរមានជ័យ (ស្ថានីយ៍ដឹកដីម្សីនាញភ្នំរំនៅទស្សនាសិបសក្ការៈប្រាសាទប្រហ្មកិល)

រទេះ ។ តែបើរទេះប្រាំងគេអាចបើកយាន យន្តទៅដល់ជិតប្រាសាទបានដែរ ។

លោកប្រធានមន្ទីរ និងមន្ត្រី អាជ្ញាធរឃុំរំដឹងខៀន ស្រុកចុងកាល់ និងនាយក ជំនាញនិងអាជ្ញាធរ បានស្នើ ទៅមន្ទីរអភិវឌ្ឍន៍ជនបទ ដើម្បីកសាង ផ្លូវ ស្ពាន ប្រវែង១.០០០ម៉ែត្រគ្រោះ- តែមន្ទីរថា គម្រោងស្ថាបនាអាចធ្វើបាន តែសម្រាប់ភ្ជាប់ទៅភូមិអ្នកស្រុកមាន

ចំនួនពី២០០គ្រួសារឡើងទៅ ។ ឯ- គម្រោងមូលនិធិឃុំ ក៏ស្នើសម្រាប់ធ្វើផ្លូវ ពុំបានដែរ ។

មន្ទីរវប្បធម៌ស្នើថវិកាទៅ ក្រសួង វប្បធម៌ដែរ សម្រាប់ស្ថាបនាផ្លូវ តែ- ជំនាញនេះ មានសិទ្ធិគ្នាទិរតែលើការ ថែរក្សា អភិរក្សប្រាសាទបុរាណស្ថានតែ ប៉ុណ្ណោះ ។

ពុំស្នាយ

Local new (Reasmei Kampuchea) on the visit of DC-Cam to the area

END.