

កម្ពុជាធិបតេយ្យ  
រាជរដ្ឋាភិបាល

DOCUMENTATION CENTER OF CAMBODIA  
Phnom Penh, Cambodia

**DC-Cam Quarterly Report: April-June, 2018**

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A Cham colonel named Les Kosem of the Khmer Republic, 1970-1975.  
(Les Kosem Collection/Documentation Center of Cambodia Archives)

## Executive Summary

This is the third quarterly report covering the period from April to June of 2018. The continuous and core support from the United States Agency for International Development (USAID) enables DC-Cam to implement the four objectives below, successfully. The four objectives are:

- ❖ Augment and maintain a publicly accessible historical record of the Khmer Rouge period,
- ❖ Promote justice through support to the Khmer Rouge tribunal process,
- ❖ Increase the Cambodian public's knowledge of the Khmer Rouge period, and
- ❖ Promote human rights, democracy and the rule of law in Cambodia and the region.

Along with USAID, DC-Cam maintains vigorous collaboration with the Ministry of Education, Youth and Sport for genocide research and education in Cambodia, the Ministry of Tourism for the Anlong Veng Peace Center and the Ministry of Culture and Fine Arts for the support of Genocide Museum's research.

DC-Cam does not stop there. DC-Cam engages other donors who wish to support projects that collectively support the objectives above. So far, DC-Cam has received project awards from Switzerland, Sweden, Canada, the European Union, Howard Unger & Caryn Stoll via the US Holocaust Museum of Memory, Queen Belfast University, University of Leeds and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Some of these awards remain in effect today.

As a result, DC-Cam continues to make considerable progress toward the above listed objectives. This quarter, DC-Cam met the following targets: 6,985 pages of new documents plus 458 pages of new interview transcripts collected; 52 commune teachers trained; 107 students trained; 278 pages of new publications; 16 teachers and students toured the Anlong Veng Peace Center; and 12 requests for documents scanned, equal to 2,613 pages, plus 10 requests for reading a total of 986 pages of documents at DC-Cam.

As always, we are deeply indebted to USAID, Switzerland, Canada, the European Union, Howard Unger & Caryn Stoll via US Holocaust Museum of Memory, GIZ and other donors, and the Cambodia Ministry of Education, Youth and Sport and the Ministry of Tourism, for their support financially and institutionally. Without this support, DC-Cam would not be able to achieve its goals.

## Table of Contents

|   |    |
|---|----|
| Executive Summary .....   | 2  |
| Table of Contents .....   | 3  |
| Acronyms .....  | 3  |
| I. Progressive Achievement in Detail .....  | 4  |
| OBJECTIVE 1: Augment and Maintain a Publicly Accessible Historical Record of the<br>Khmer Rouge Regime..... | 4  |
| Output 1: New Documentation (Oral and Text).....  | 4  |
| Output 2: Public access to Archives.....  | 6  |
| (*) Anlong Veng Peace Center .....  | 7  |
| Output 3: Sustainability of DC-Cam.....   | 8  |
| A. Fundraising, e.g., Grant Applications, Awards .....  | 8  |
| B. New Agreements, Opportunities for Collaboration .....  | 8  |
| OBJECTIVE 2: Promote Justice through Support to the Khmer Rouge Tribunal Process<br>.....                   | 14 |
| OBJECTIVE 3: Increase the Cambodian Public’s Knowledge of the KR Period .....                               | 15 |
| Output 1: Teachers trained in the Teaching of DK History .....  | 15 |
| Output 2: Students Educated on the DK History .....   | 17 |
| Output 3: Public Outreach, Media Productions, Scholarship .....   | 19 |
| Searching for the Truth Magazine .....  | 19 |
| Research Assistance .....   | 21 |
| OBJECTIVE 4: To Promote Human Rights, Democracy, and the Rule of Law.....                                   | 21 |
| II. Conclusion .....  | 22 |
| III. Appendix .....   | 23 |
| Appendix 1: Genocide Education Q&A.....   | 23 |
| Appendix 2: RULE’s Student Group Assignments .....  | 26 |
| Appendix 3: DMC’s Student Assignment.....   | 37 |
| Appendix 4: Phare Ponleu Selpak’s Visual and Applied Arts School .....                                      | 48 |

## Acronyms

|        |   |
|--------|---|
| AJAR   | Asia Justice and Rights                                     |
| DC-Cam | Documentation Center of Cambodia                            |
| DK     | Democratic Kampuchea  |
| ECCC   | Extraordinary Chambers in the Courts of Cambodia            |
| EU     | European Union  |
| FAFG   | Guatemala Anthropology Forensic Foundation                  |
| ICSC   | International Coalition of Sites of Conscience              |
| KAS    | Konrad Adenauer Stiftung                                    |
| KR     | Khmer Rouge   |
| KRT    | Khmer Rouge Tribunal  |
| GIZ    | The Deutsche Gesellschaft für Internationale Zusammenarbeit |
| MMC    | Mapping Memories Cambodia                                   |
| PA     | Promoting Accountability Project                            |
| PIR    | Public Information Room                                     |
| UNPAZ  | Universidade Nacional de José C. Paz                        |
| UNOPS  | United Nations Office for Project Services                  |

|       |  |
|-------|--|
| UNTL  | Universidade Nacional Timor Lorosa'e               |
| USAID | United States Agency for International Development |
| VPA   | Victim Participation Assistance Project            |

## I. Progressive Achievement in Detail

Detailed below are some of the achievements and impacts DC-Cam has had this quarter.

Group 1: students from the Royal University of Phnom Penh's Department of Media and Communications came to DC-Cam to do their school work as a small project. They were given the chance to talk to DC-Cam members, use DC-Cam's archives for free and consult databases online. After their completion, they wrote a letter expressing their feelings of appreciation. They said, *"The thing that we love about DC-Cam is DC-Cam team always gives a fast response to us. We are impressed about it. We always get the documents from DC-Cam on time whenever we ask for it."*

Group 2: *"All in all, DC-Cam is the only place that can give us this much support and help so far. We really appreciate their help and exceptional hard work to gather information about Khmer Rouge as an extra help for other researchers as well. Our project could not be done without their support. We recommend that DC-Cam is a fruitful information resource where you can find what you look for."*

Group 3: *"During the process of doing our MMC project, from the beginning and until the very end of our project, we owed a lot of great idea, guide and materials (archive video) from DC-Cam, especially Pou Youk, as he is always available for us despite his busy schedule... We really appreciate Pou Youk's time spending with us and sometimes with one of our team members."*

Group 4: *"It was truly awe inspiring to see the work of Documentation Center of Cambodia. Their efforts in bringing memories to life for educating and reconnecting with younger generation [are] truly mesmerizing. It made me realize that I still have much to learn about this historical chapter of my nation as there are still many things that I do not even know that I do not know. This history is a part of our identity and will shape us into we will be in the future."*

### **OBJECTIVE 1: Augment and Maintain a Publicly Accessible Historical Record of the Khmer Rouge Regime**

The continuation of the 5-year work plan of DC-Cam regarding augmenting and maintaining a publicly accessible historical record of the Khmer Rouge regime remains an important performance. DC-Cam works to achieve the following outputs which include (1) New documentation (oral and text), (2) Public access of archives, and (3) Sustainability of archives/DC-Cam in general.

#### **Output 1: New Documentation (Oral and Text)**

DC-Cam acquired, on 23 March, 2018, 3 new documents related to the root causes of conflict with Vietnam that the Khmer Rouge experienced since 1954. It is equal to 490

pages in the Khmer language acquired from Anlong Veng district, the last stronghold of the Khmer Rouge, that makes the last 'D' record collection reach D75425.



DC-Cam also received a huge store of personal documents that belonged to Les Kosem from his wife, Madame Nataya on 4<sup>th</sup> May 2018. Les Kosem was a prominent Cham Colonel of the Khmer Republic, or Lon Nol regime, who fought against Vietnam's take-over of the land of Champa. Due to the specification of the documents, DC-Cam named it as the Les Kosem collection. See more photos at: <https://photos.app.goo.gl/YqcDLQY4enWXuS1G7>

Related story: <https://www.voacambodia.com/a/archive-of-fulro-colonel-kosem-to-shed-new-light-on-insurgency/4390161.html>

| Date of hand-over        | # of Doc.     | # of Page                                       |
|--------------------------|---------------|---|
| Last quarter (Jan.-Mar.) | 670 records   | 6,748 pages                                     |
| This quarter (Apr.-Jun.) | 2,244 records | 6,985 pages (Les Kosem collection of 6,495 pgs) |
|                          | 3,885 photos  | Les Kosem collection                            |
|                          | 19 books      | Les Kosem collection                            |
|                          | 84 booklets   | Les Kosem collection                            |

Table below summaries Les Kosem collection:

- Photos 3573
- Photos in album 312
- Paper documents 2241 records equal 6495 pages
- Books 19 copies
- Booklets 84 copies

As always, PA work provides additional primary records to documentary amount holding at DC-Cam's archive. For instance, during this quarter, the PA team conducted 3 field trips and conducted interviews with 15 people, including 1 Vietnamese journalist, 6 former KR members, and 8 surviving victims. The PA team also did transcriptions of 20 interviews which are equal to 458 pages and filed them all for possible research. PA team is still continuing their work on summarizing interview content for the specific PA database to serve legal and historical research purposes. They completed a summary of 157 interviews equal to 134 pages in the Khmer language. Please see a summary of achievement in the table below.

| Doc. Category   | # of Doc.     | # of Page |
|-----------------|---------------|-----------|
| New interview   | 15            | n/a       |
| New transcripts | 20 interviews | 458 pages |
| New summary     | 157           | 134 pages |

The PA team assisted other teams and visitors including student researchers, for instance, students from Royal University of Phnom Penh's Department of Media and Communication, POW/MIA officer, and 'Searching for the Truth' magazine team.

## Output 2: Public access to Archives

The documentation team continued their tasks ranging from step 1 to 7 of database process plus digitizing and hosting documentary access list on the website. For this quarter, the team made an additional record of 3 equal to 490 pages of KR documents for public access. For detailed achievement, please see the table below describing the result of each step of database processing:

| Type of Work  | # of Records                                     | # of Pages | Notes          |
|---|--|------------|----------------|
| Photocopy new documents (step 1 of database)            | 3 records equal to 490 pages (D75423-D75425)     |            |                |
| Numbering new documents (step 2 of database)            | 3 records  | 490 pages  | D75423-D75425  |
| Filling in worksheets (step 3 and 4 of database)        | 218 records equal to 1,999 pages (D75208-D75425) |            |                |
| Key data into CBIB database system (Step 5 of database) | Nothing significant to report                    |            |                |
| Listing Documents                                       | 218 records equal to 1,999 pages (D75208-D75425) |            |                |
| Printing out (step 6)                                   | 6,606 records                                    |            |                |
| Checking spelling (step 7)                              | 6,600 records                                    | 16,580 pgs | N/A            |
| Digitize Documents (scanning work)                      | 1544 records of 'R'                              | 11,532 pgs | R01109-R02652  |
| Documents online  | 360 records equal to 2,270 pages (D75067-D75425) |            |                |
| Materials distributed                                   | 432 records<br>71 photos                         | 2,613 pgs  | 12 requests(*) |
| Public Access to KR documents                           | 69 records                                       | 986 pgs    | 10 request     |

(\*) DC-Cam shared with the state-run Tuol Sleng genocide museum one set of Kraing Ta Chan documents. Kraing Ta Chan was the second secret prison of the Khmer Rouge located in Tram Kak, Takeo province. As DC-Cam has held the photocopied Kraing Ta Chan documents, Tuol Sleng museum requested a copy to be placed over there for the public to access. These documents consist of 196 records equal to 748 pages depicting among other things the arrest and execution orders from KR cadres.

DC-Cam provides space for all to come read and do research on the Khmer Rouge regime. At least, a hundred of visitors came to the Public Information Room including local university students and from universities abroad.

For this quarter, DC-Cam has received the following number of visitors to its physical facilities and online websites:

| Visitor Location | # Visitors | Notes |
|------------------|------------|-------|
|------------------|------------|-------|

|                              |       |   |
|------------------------------|-------|---|
| DC-Cam PIR                   | 100   |   |
| Anlong Veng Peace Center (*) | 16    | Not include participants from peace tour. |
| DC-Cam websites              | 6,023 |   |

### (\* ) Anlong Veng Peace Center

The Anlong Veng Peace & Human Rights Tour provides “an opportunity for the students to engage in an inter-generation dialogue with residents for the sake of promoting ‘memory, peace and reconciliation’”. Dr. Ly Sok-Kheang, Director of Anlong Veng Peace Center.

From April 18-21, 2018, Twelve participants (4 females) from Regional Teacher Training Center-Takeo province and Anlong Veng High School were specifically selected to meet for interviews with villagers in Anlong Veng. Individual stories are, as always, the key focus for the participants of the Anlong Veng Peace & Human Rights Study Tour. It is also an opportunity for the students to engage in an inter-generational dialogue with residents for the sake of promoting “memory, peace and reconciliation.” All students actively participated in the 4-day program and found it rewarding and enriching. The enthusiasm that the students displayed in conducting their film interviews yielded superb results. This product is expected to be of use as part of their educational careers soon after the eight pre-service teachers from Regional Teacher Training Center in Takeo province are set to take up their teaching positions at the end of this academic year of 2018. The brief training and quick practice still made it possible for the participants to do the job effectively.

Report:

[http://www.dccam.org/Projects/AVPC/pdf/Putting\\_Individual\\_Story\\_into\\_Perspective.pdf](http://www.dccam.org/Projects/AVPC/pdf/Putting_Individual_Story_into_Perspective.pdf)



“All students agreed that physically being able to visit the historical sites and speak to residents added much more depth to their understanding of the KR time period”. Dr. Ly Sok-Kheang, Director of Anlong Veng Peace Center.

On the evening of Friday, June 8th, twenty university students gathered in Anlong Veng to participate in the Anlong Veng Peace and Human Rights Tour led by Ly Sok-Kheang.

Fifteen students traveled from Kampong Cham Province while the other five were local to Anlong Veng. Supporting team members were Phat Bora, Sout Vechet, Keo Theasrun, and Emmeline Eao from DC-Cam’s Phnom Penh offices, as well as myself. Laignee Barron, journalist from Time Magazine also joined us for the majority of the tour. This was the largest tour group to date. Overall, the intensive time in Anlong Veng was an incredibly rich and valuable experience for all who were involved. The trip allowed the

students to connect their knowledge of Anlong Veng and the Khmer Rouge with tangible reference points. All of the students agreed that physically being able to visit the historical sites and speak to residents added much more depth to their understanding of the KR time period. The variation of information and techniques used in the tour are invaluable for future Cambodian educators. It is to note that Mr. Kheang was put into contact with a former Peace Tour participant that was so inspired by what was being done in Anlong Veng that he returned to contribute his own skills to the community. The young man was studying agriculture at the Royal University of Agriculture when he attended the tour and since graduating has moved to Anlong Veng to begin forest protective work. He met with Mr. Kheang to express his interest in assisting with future projects. The meeting was an unexpected success story and proves the great impact the Anlong Veng Peace Center and DC-Cam can have on future generations.

Related Story:

<https://m.phnompenhpost.com/national-post-depth/twenty-years-after-pol-pot-died-broken-man-his-memory-looms-large>

During this quarter, sixteen visitors (6 foreigners) came to the library of Anlong Veng Peace Center. Outstanding visits were paid by Head of UNICEF-Cambodia and Head of UNICEF Security and also Ou Ya Dav district governor and his deputy from Ratanak Kiri province. All expressed their strong interest in learning about the history of Anlong Veng community and also of the KR.

The Anlong Veng Peace Center received a donation of more than 600 plants so that as of June 26<sup>th</sup>, 2018, a “Garden for Healing” is being setting up with the support of Dr. Hok Lyda and his colleague at the Royal University of Agriculture. The Master plan was designed and hundreds of trees are being planted. Our goal is to use the site as a model of how a garden at each household would help the local residents in many ways. The residents may find it useful to consume it. It’s expected that Dr. Lyda will be working closely with the Anlong Veng Peace Center under generous support from USAID. Within a six-month timeframe, the garden would be turned into one of the most attractive places where the local residents could treat it as a model to help them economically and mentally.

### **Output 3: Sustainability of DC-Cam**

DC-Cam is working to maintain its archive, give support to ECCC, and other activities through fundraising activities, partnerships, and strategic planning. DC-Cam performed the following activities to support sustainability.

#### **A. Fundraising, e.g., Grant Applications, Awards**

To be reported in the next quarter as Grant Officer took maternity leave.

#### **B. New Agreements, Opportunities for Collaboration**

DC-Cam’s Outreach and collaboration inspire the effectiveness and competency and promote progressiveness of the civil society in Cambodia. DC-Cam has launched national and international workshops in an attempt not only to build ties between the



bilateral institutes, but to engage in connections with various bodies of civil society. In addition to advancing and inspiring extensive collaboration, DC-Cam has continued its vision and mission dedicated to Memory and Reconciliation, initiating the outreach program of 90 students to critically learn about the Khmer Rouge, build a dialogue and research the history, and continue with other existing educational activities.

### **B.1. National/International Cooperation**

The Documentation Center of Cambodia has continually cemented its collaboration at all national and international levels. In collaboration with the Cambodia-based NGO Women Peace Makers, between 29th and 30th of April 2018, Peace Mask Demonstration Workshop and Open Dialogue on Identities was launched and hosted by the Sleuk Rith Contemporary Art Gallery. DC-Cam encourages and engages Cambodian younger generations to self-reflect on identities in Cambodia through the opened-up intergenerational dialogue and the Mask Peace Exhibition of 15 Peace Masks of Cambodians from diverse backgrounds. Artist, peace practitioners, civil society, students and the public participated in the opening of the workshop and exhibition.



Beside this, DC-Cam seeks additional collaborations with international NGOs and partners. Currently, on June 18<sup>th</sup> – 22<sup>nd</sup> 2018, Human Rights Documentation Training Workshop organized by Transitional Justice Working Group (TJWG) was opened and hosted in DC-Cam's Sleuk Rith Contemporary Art Gallery. 6 Philippines' Human Rights activists, journalists and peace practitioners participated. It built upon an

extensive-but-intensive program allowing the participants to exchange experience and absorb knowledge from various guest speakers and experts. This international workshop opened up strong ties between the two groups through mutual collaboration in documentation development by means of exchanged perspectives and capacity building.

Additionally, DC-Cam has continued its collaboration with the *Israeli Embassy to Thailand's Bangkok* to initiate and create the educational-based program on the screening of the Holocaust movie. It aims not only to bring an awareness of the human history of the Holocaust to Cambodian participants, especially the younger generations of Cambodia that experienced such a man-made disaster, but also to allow them to build on their knowledge of world history.

### **B.2. Educational-based Outreach Program: 90 students from Royal University of Law and Economics (RULE) & Screening Lecture on the Khmer Rouge History in Sleuk Rith Contemporary Art Gallery**



*Royal University of Law and Economic students join in the Documentation & Research Documentation, Youk Chhang Director of Documentation Center of Cambodia (front right) on 14 June 2018*

In this three-month-period, a variety of groups and visitors in Cambodia from the United States, Australia and Germany visited not only to understand Cambodia's history but to learn about the center's work on building Memory and Reconciliation in Cambodia.

On April 19, 2018, DC-Cam's Sleuk Rith Contemporary Art Gallery had a special visitor, Nhem Sreyvin, a singer and a song composer who aspired to explore and learn about the Khmer Rouge history. Having witnessed the destruction and survival of Cambodia's art and music after the Khmer Rouge genocide, Sreyvin has a passion for

preserving Khmer old songs as demonstrated by her being a Cambodia Idol contestant; she brought the lost Khmer songs to the stage.

The Documentation Center of Cambodia, in collaboration with the Royal University of Law and Economic (RULE), has initiated and designed the educational-based outreach program meeting students and provoking the discussion of the Khmer Rouge, aiming not only to inspire the learning about the history and legacy of the Khmer Rouge but to encourage the searching for pieces of the truth in the history. On April 30 and May 25, 2018, DC-Cam's team designed the educational programs on learning the history which included the Khmer Rouge history orientation, the screening of documentary film of "Don't think I've forgotten: Cambodia's lost Rock and Roll," the talk with Youk Chhang, Director of the Documentation Center of Cambodia and initiative to inspire the students to conduct their own research on the Khmer Rouge history. This academic research is led by Professor Chea Seavmey under the supervision by DC-Cam's team. In inspiring and increasing the research work, DC-Cam opened Research & Documentation Training, participated by 90 students in Law and Administration of the Royal University of Law and Economic (RULE). In this Research & Documentation Training, Youk Chhang, Director of the Documentation Center of Cambodia, played a key role in explaining and representing the research methodology and resources of the documents of the Khmer Rouge history, focusing on three important areas: 1] How to find and shape the specific topic of events that happened during the Khmer Rouge regime, 2] Diversity of primary sources & documents of the Khmer Rouge regime of the Documentation Center of Cambodia and 3] Some important ideas explaining the implications between the past history that continuously affects the present and the future of the younger generations. The purpose is to critically explore the roots of the Khmer Rouge genocide in Cambodia. See Appendix 2. And Appendix 3 explains the work with students from DMC.

In addition to this, on May 07, 2018, VOICE Cambodia, a non-profit organization, dedicated to Helping People in Crisis in Cambodia, met here in an attempt to increase their knowledge and understanding of the Khmer Rouge. It marked not only the collaboration with the local organization but also an effort to inspire learning about the Khmer Rouge history to promote healing and reconciliation in Cambodia.



Utah State University Student Delegation in front of the Pagoda Wall on May 28, 2018. (Photo: Documentation center of Cambodia)

In the meantime, the Sleuk Rith Contemporary Art Gallery showed growth in attracting institutes/universities from the US, Austria and Germany that visited the Documentation Center of Cambodia in an attempt to understand Cambodia's history and culture and the center's work. The groups were first guided to the gallery in which the offered programs took place. They attended the presentation of artworks and exhibitions in the room, explaining how they function as educational tools as a resource for the understanding of the past. Then, they watched the screening of a documentary film "Don't think I've

forgotten: Cambodia's lost Rock and Roll" shining the spotlight on the brief era in the country's history when Cambodia's art and music excelled, then was destroyed during time of genocide in the country. The groups had a dialogue with Youk Chhang, Director of the Documentation Center of Cambodia on the initiative of producing such a moving documentary film, the Khmer Rouge history and the center's work, particularly on various aspects of challenges on documenting all voices of the history. When the visit ended, participants thanked the Documentation Center of Cambodia's team for organizing the meaningful and inspiring programs, and particularly appreciated the meeting with Youk Chhang.

Below is the breakdown of the 179 visitors to the Documentation Center of Cambodia's Sleuk Rith Institute Contemporary Art Gallery, within this quarterly period:

| No | Names of University/ Colleges                         | Number of Participants | Purpose     | Date            |
|----|---|------------------------|-------------|-----------------|
| 1  | Central Queensland University (CQU), Australia        | 17                     | Study Visit | April 04, 2018  |
| 2  | Australian Catholic University (ACU), Australia       | 11                     | Study Visit | April 12, 2018  |
| 3  | Young Cambodian Artist in singing                     | 1                      | Visit       | April 19, 2018  |
| 4  | Australian Catholic University (ACU), Australia       | 10                     | Study Visit | May 02, 2018    |
| 5  | VOICE – Helping People in Crisis in Cambodia          | 6                      | Study Visit | May 07, 2018    |
| 6  | Royal University of Law and Economics, Law and Admin. | 90                     | Study Visit | May 21, 2018    |
| 7  | WAUBONESEE Community College                          | 8                      | Study Visit | May 22-30, 2018 |

|       |                                  |     |             |               |
|-------|----------------------------------|-----|-------------|---------------|
| 8     | Pilgrimage of German Journalists | 10  | Visit       | May 28, 2018  |
| 9     | Utah State University            | 21  | Study Visit | May 28, 2018  |
| 10    | Operation Groundswell            | 5   | Visit       | June 25, 2018 |
| Total |                                  | 179 |             |               |

### B.3. Incoming Exhibition of Phare Ponleu Selpak’s Visual and Applied Arts School



*Phare Ponleu Selpak’s Visual and Applied Arts School team (Photo: Srey Bandol, Phare Ponleu Selpak)*

After the visit of Phare Ponleu Selpak’s *Visual and Applied Arts School* pilgrimage under the full support of Documentation Center of Cambodia, the team has made efforts to develop and accelerate the design work. The Artwork exhibition by the group of 12 freshmen students of the *Phare Ponleu Selpak’s Visual and Applied Arts School* and its leader Srey Bandol, supervised by Youk Chhang and the team, aims at not only inspiring the learning of the Khmer Rouge history and its legacy,

but to embrace Cambodia’s Art and Culture. See Appendix 4.

### B.4. Public Response in SRI Gallery

The Sleuk Rith Contemporary Art Gallery, Documentation Center of Cambodia, aims to encourage Cambodia’s Cultural Heritage and Artistic Development, as a mean of rebuilding Memory, Healing and Reconciliation as it has linked the past, present and future. To educate and learn about the history of Khmer Rouge, Art performs a powerful role in softly allowing it to be absorbed; therefore, during this three-month period, more than 200 visitors, both local and international, arrived in the gallery with a number of different purposes. Some of the visitors came to explore the Khmer Rouge history as some were just seeing it for the first time. Nonetheless, all were welcomed by the gallery curator, who designed the programs as 1] "Unfinished" & "War Remnant" Curating, 2] Documentary Screening and 3] Meeting with the history expert.

### B.6. Prey Veng Documentation Center: Khmer Rouge Eastern Zone Archives



Prey Veng Documentation Center of Cambodia: Khmer Rouge Eastern Zone Archives, created by DC-Cam in collaboration with the Ministry of Education Youth and Sport (MoEYS), done under the support of the European Union (EU) through the United Nation Office for Project Services (UNOPS) and the United

States Agency for International Development (USAID) has made significant progress. More photos of activity are available at: <https://photos.app.goo.gl/HFJcoYBrQyZq8Ssa9>

### **B.7. Workshop on Village History to Strengthen Research Capacity**

The Village History Project progressed considerably during this quarter. The team expanded the work by assisting legal associates who are currently researching a topic about culture heritage Looting. The team also conducted the field visits to six provinces including Kandal, Takeo, Kampong Cham, Kampong Chhnang, Svay Rieng and Battambang provinces, aiming at following up with and assisting sixteen teachers so that they understand village history research. The team also assisted them with both material and technical help on researching and interviewing techniques.

*Photos of Activities:* <https://photos.app.goo.gl/5GahwzEhMsb7nEID2>

Working closely with teachers and assisted by the Genocide Education team, DC-Cam has successfully produced six documentary films which include:

1. Crime site in my village: Healing the Landscape – was the idea of Mr. Seng Lyranak who is a national trainer on DK history. The film is based on the life stories of two survivors of the KR regime.
2. Living library: Khmer Rouge Legacy in my Village – was the idea of Mr. Sam Vicheth who is a national trainer on DK history. The film focused on teaching KR history in the classroom and the discussion between children and parents about KR history.
3. Prison Without Wall – was the idea Mr. Siv Thuon who also is a national trainer. The film focused on the former KR prison at Braseth Mountain.
4. Role Play: Understand the Khmer Rouge History in my Village – was the idea of Mr. Oum Thara who is another national trainer. The film focused on students' role playing of victims and perpetrators of the KR regime.
5. Strength – is the story of the Teacher Mol Samphos and her mother. It focused on the daughter interviewing her mother about life during the DK regime.
6. Father in Heaven – is the life story of teacher Ros Chanthon that describes her father.

All films above are expected to be used in the classroom when teaching KR history.

### **B.8. International Educator Workshop in Dili, Timore-Leste**



Genocide Research and Education team of DC-Cam and four national trainers participated in the International Educator Workshop on Strengthening the Capacity for Education on History and Violence Prevention on 25 – 28 June in Dili, Timore-Leste. The workshop was a continuation of the workshop which was conducted in Cambodia, January 2018 and was a part of the joint program between the DC-Cam,

the Forensic Anthropology Foundation of Guatemala (FAFG) and Asia Justice and Rights (AJAR). The workshops were conducted at the Centro Nacional Chega! (CNC) office, which was a former prison and torture center called Comarca Balide in Dili. This workshop aims to bring together educators from Cambodia, Timor-Leste, and Guatemala to improve the effectiveness, efficiency, sustainability, and to share experiences of each participating country and organization about the education on the history of conflict and atrocity. There were approximately 20 participants – seven from Cambodia, six from Guatemala, and eight from Timor-Leste. During the workshop, there was an educator from Kosovo who shared his experience in documenting, and the history in Kosovo.

In Timor-Leste, educators have the role to adopt “Chega!, the report of the Commission of Reception, Truth and Reconciliation (CAVR) into the educational system. Together, Centro Nacional Chega! (CNC), AJAR, UNTL, and UNPAZ have the roles to disseminate and develop a curriculum for history and memory teaching for University students. Furthermore, educators from ACbit are strengthening community history by developing and integrating the intergenerational dialogue.

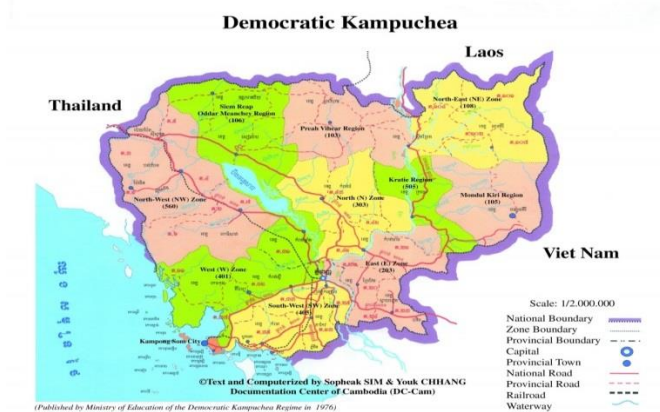
In Cambodia, the four educators are developing their own unique projects based on the Village History Project. The initiative includes a Living Library of Khmer Rouge History, Documentary film on Crime Sites in My Village: Landscape of Healing, Prison without Wall, and Classroom of History: Teaching Khmer Rouge History through Role Playing. These activities focus on the high school students, parents, and community. These activities increase the intergenerational dialogue in the community.

In Guatemala, Educators, and high school teachers created and adopted various methodologies in teaching histories and memory, including a Guidebook and multimedia platform “I-witness” tools to highlight the specific case of human rights violations for use in the classroom. Their activities also involve creating a comic book on atrocities and human rights violations in post conflict countries and theatre as a mean of dialogue and reconciliation.

The workshop also included a field visit to the prison during the Portuguese Colonization, the museum of resistant, the Cristo Rei Statue, and meetings with survivors of the Santa Cruz November massacre and the Liquica massacre. Finally, participants visited the CNC office, which was a former prison in Dili.

## **OBJECTIVE 2: Promote Justice through Support to the Khmer Rouge Tribunal Process**

Despite the fact that the Khmer Rouge Tribunal is planning to phase out its operations in the near future, DC-Cam’s work in supporting it remains important. DC-Cam still continues to respond to any request for evidentiary documents needed by the Tribunal. For instance, a Trial Chamber’s case management team member has requested a high resolution of the KR map in color. The map was texted and computerized by DC-Cam with English translation of the KR zones. Here is the map.



In late June, 2018, the donor group of countries of the Khmer Rouge Tribunal from New York came to Cambodia to learn more about KRT’s work and its progress. Following this visit, two events occurred:

1. The announcement of the European Union (EU) about allocating EUR 3.5 million to support the ECCC's 2018 Budget, of which EUR 2.25 million will be allocated for the international component and EUR 1.25 million for the national component of the ECCC.
2. The Pre-Trial Chamber has issued a decision concerning the International Co-Prosecutor’s appeal against the Co-Investigating Judges’ closing order that dismissed the case against Im Chem, one of suspects in Case 004.

### **OBJECTIVE 3: Increase the Cambodian Public’s Knowledge of the KR Period**

There are 3 outputs DC-Cam has designed to achieve this objective: They are (1) Teachers trained in DK history, (2) Students educated in DK or KR history, and (3) Public outreach, media publications, and scholarship. The ultimate goal of this work is to preserve the memory of the Khmer Rouge genocide by educating the younger generations about this.

#### **Output 1: Teachers trained in the Teaching of DK History**

##### **Commune Teacher Training at Prey Veng Regional Teacher Training Center (April 2-7, 2018)**

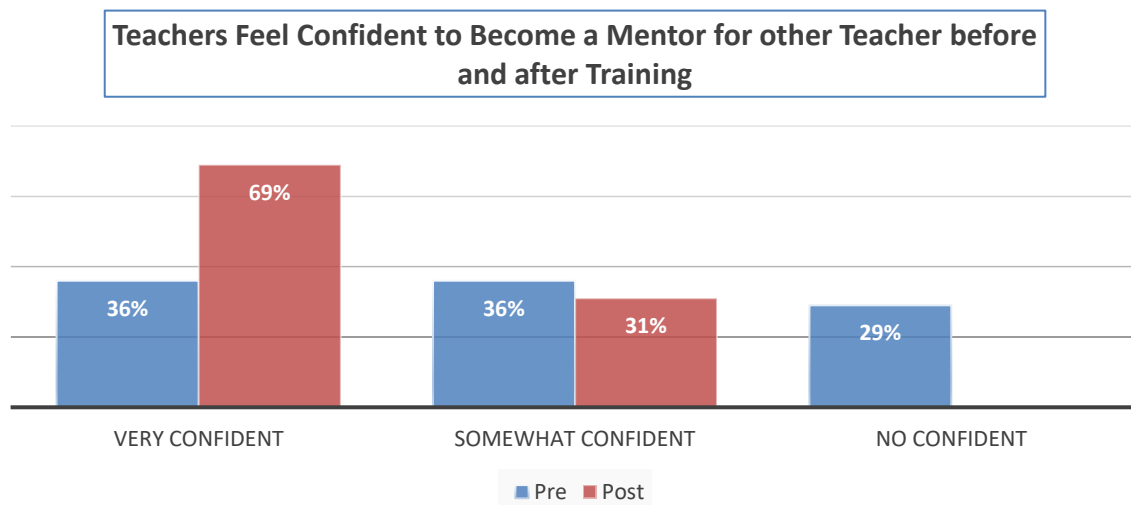


The Genocide Education in Cambodia Program conducted commune teacher training on teaching of the history of Democratic Kampuchea (1975-1979) with 52 teachers, who are currently teaching history, from Prey Veng and Svay Rieng Provinces. The training was aimed to enhance the ability of Cambodian teachers majoring in history, with dual focus of developing the teachers’

understanding of the KR history and facilitating their capacity in student-centered learning approaches. The main teaching materials used in the training included ‘A History of Democratic Kampuchea (1975-1979)’ and ‘The Teacher’s Guidebook: The Teaching of A History of Democratic Kampuchea (1975-1979)’. This commune teacher training is part of the KR victim reparations, recognized by the Extraordinary Chambers in the Courts of Cambodia, or Khmer Rouge Tribunal, and funded by the European Union via UNOPS. The training is always endorsed by the Cambodian Ministry of Education, Youth and Sport as evident by the presence of Her Excellency Chumteav Ton Sa-Im, Undersecretary of State of the Ministry, who provided the opening speeches for the training.

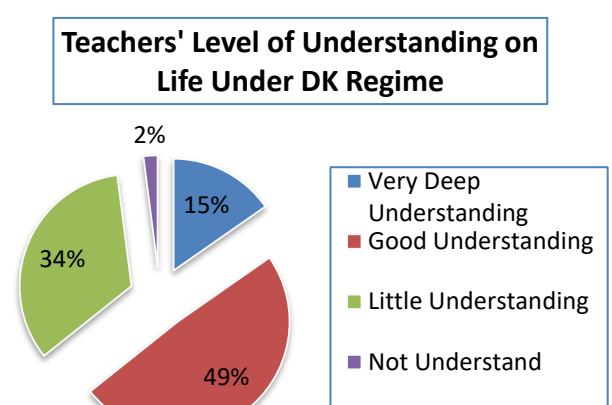
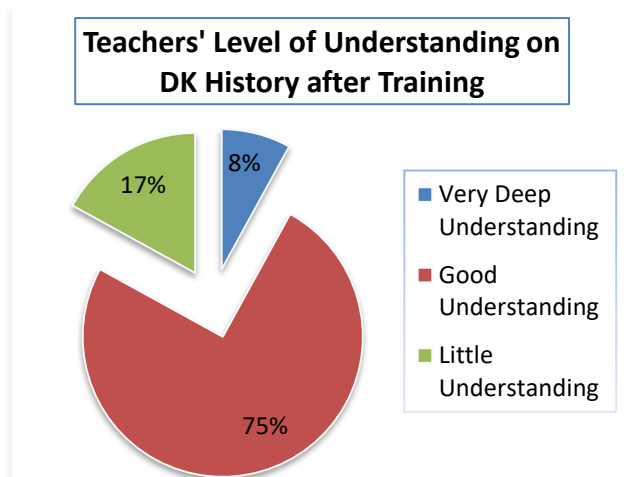
The six-day training encompassed lectures, group discussions, practical sessions with emphasis on having the teachers practice their use/delivery of the DK history educational materials with their peers. The training also integrated documentary films screening, life stories by civil parties and the presentation of international guest speakers, specializing in holocaust study from the Sweden Embassy in Phnom Penh.

To ensure the quality and long-term engagement, DC-Cam invited 4 national trainers to work with 52 teachers. Teachers were divided into classes with gender balance. On the final day of training, DC-Cam’s team conducted post-assessments to identify the teachers’ knowledge and their opinion of the trainers and training. The result of the survey is below:



As the results between the pre- and post-assessment for teachers indicate, we were able to make the following observations as it pertains to the impact our training has had on the teachers. There is a large increase, 30 percent, in teachers’ confidence in mentoring other teachers in teaching DK history. The score in the post-assessment moderately increased by 2 points in the teachers’ actual understanding of DK history. The teachers described their knowledge of DK History after attended training as 8% - Very deep understanding, 75% - Good understanding, and 17% - Little understanding. The teachers gained actual understanding of life during DK regime through lectures and the civil parties’ session can be described as 15% - Very deep understanding, 48% - Good understanding, and 17% - Little understanding.





Photos of Activity: <https://photos.app.goo.gl/1tG2lKvl21G7Dzil2>

## Output 2: Students Educated on the DK History

### 2 Classroom Forums with High School Students in Phnom Penh Were Conducted.

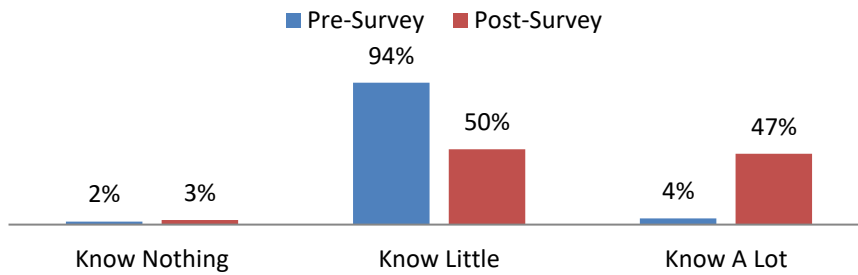


In 2018, from April through June, the Genocide Education team of DC-Cam conducted two classroom forums on the Importance of Studying the History of Democratic Kampuchea (1975-1979) with high school students in Phnom Penh: Hun Sen Borei 100 Khnang (May 8, 2018) and Hun Sen Phnom Penh Thmey high school (Jun 5, 2018). The objectives of this classroom forum are (1) to provide students the opportunity to share and

express their personal knowledge on what happened during the KR regime; (2) to encourage students to think critically on the transitional consequences of this KR legacy to the current Cambodia society; (3) to encourage the discussion on the KR period with families and communities; and (4) to distribute the History of Democratic Kampuchea (1975-1979) textbook to students. The forum encompassed pre-and-post surveys, a documentary film, K-W-L chart, lecture of DK history, and Q&A session. There were approximately 107 (57 female) who attended the forums.

After participating in the two hour classroom forum, students significantly gained knowledge of the DK history. Based on the figures below, the majority of students already have a basic knowledge of DK history. After the forum, the percentage of students who gained a lot of knowledge about DK history increased by 43%.

## Knowledge of Students Before and After Classroom Forum



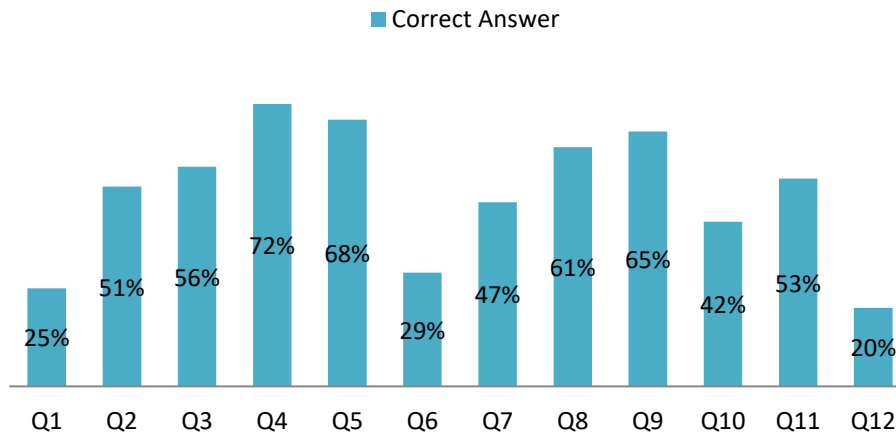
After attending the forum, 94% of students believed that study of the DK history is important. The majority of students (85%) disagreed with the discrimination against children of perpetrators, while 15% were still uncertain on this issue. 91% of students believe that the forums were good and helped to develop their knowledge of DK history. By attending the classroom forum, students also agreed that the study of DK history helps them to think of building peace (88%), healing (62%), reconciliation (80%), and preventing the genocide (93%).

## Students' Opinions



In order to promote human rights and genocide prevention, team also integrated twelve questions (appendix) that related to human rights and genocide knowledge in the survey. The questions were in the form of multiple choice questions. There were approximately 49% of students able to get the right answers.

### Students' Answers on Genocide And Human Rights Questions



Photos of Activities: <https://photos.app.goo.gl/ZaTfYXi0oycLl2ly2>  
<https://photos.app.goo.gl/bz53RPA9bQeYWTrc9>

Please find the questionnaires and answers in Appendix I.

#### Quick Fact:

| Target population | Activity   | # of days | # of Part. | Female to Male ratio |
|-------------------|------------|-----------|------------|----------------------|
| Teachers          | 1 training | 6 days    | 52         | 50%                  |
| Students          | 2 forums   | 2 days    | 107        | 57                   |

### Output 3: Public Outreach, Media Productions, Scholarship

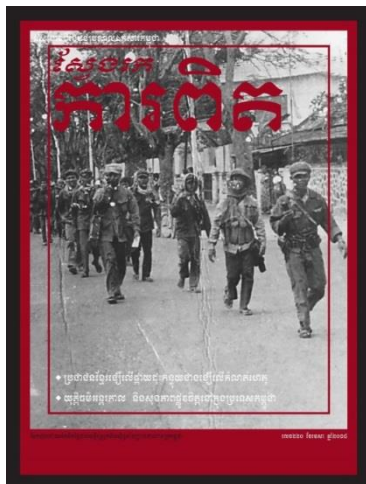
Devon Pawloski, Int'l Legal Associate of Documentation Center of Cambodia, conducted a field trip to an ancient Funan site of Phnom Da in Angkor Borei District, Takeo Province, on July 02-06, 2018, with her interest of cultural heritage looting which occurred in Cambodia. From her view, she said *"this prevents looting through promoting awareness about the consequences of cultural heritage destruction under both Cambodian and international law. It will encourage increasing education available to students about their country's heritage and their village history. The ultimate goal is to raise awareness about the importance of knowing where we come from and protecting our cultural heritage to allow Cambodia to continue to heal from the Khmer Rouge era by rallying around Cambodia's rich heritage."* Photos at: <https://photos.app.goo.gl/KbNpP7y2Lunm2MAZ9>

### Searching for the Truth Magazine

During this quarter, the magazine team put their efforts both into their writing capacity and fund raising, in order to get the magazine into print, while maintaining the production of 3 volumes of the Searching for the Truth monthly magazine, totaling 180 pages in Khmer per quarter. The April-2018 Issue focuses on experiences of people who were evacuated from capital cities on 17 April, 1975 by the Khmer Rouge. The May

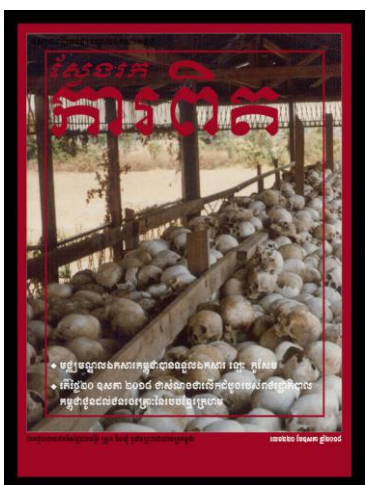
2018 Issue features a history of Remembrance Day and the June 2018 Issue deals with child abuses in the Khmer Rouge regime.

Once again, it is considered to be the only magazine about the history of the Khmer Rouge regime and Khmer Rouge-related issues, including the process of delivering justice for victims through the ECCC, debates on law and genocide, and family tracing. It is now on the PDF format that is posted on and available at the website: [www.truthcambodia.com](http://www.truthcambodia.com). At least, 2,528 users hit this website per quarter.

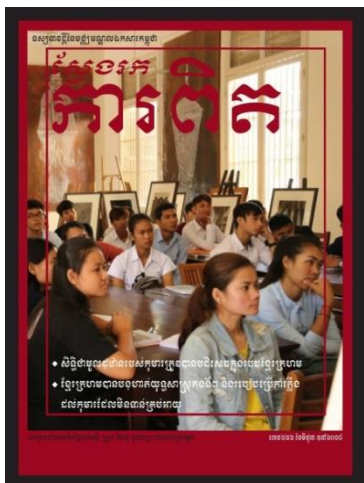


**April-2018 Issue:** Evacuated Day of the Khmer Rouge was considered the start of genocidal crimes in Cambodia, the event that many genocide survivors still remember. The magazine team conducted interviews with evacuees who were witnesses to that crime. Among those, for instance, was Hang Yan, who stated that the Khmer Rouge soldiers initially requested that she leave her home for only three days, but that after those three days, she was not permitted to return. The Khmer Rouge evacuated her to Siem Reap province where she was assigned to do work and did not receive enough food. She found she had lost many relatives after the Khmer Rouge collapsed in 1979. Men Doen was

just a child when the Khmer Rouge's soldiers took Phnom Penh in 1975. Doeun said that his family was evacuated from Kampong Cham provincial town to Batheay district. Along the evacuation route, he stated that he saw Khmer Rouge soldiers gather and lead Lon Nol soldiers away. He assumed that they were all killed by the Khmer Rouge soldiers. Chheng Veng, who was 11 years old in 1975, said that the Khmer Rouge evacuated his family from Russey Keo, Phnom Penh city to Chamka Leu district, Kampong Cham province. When he reached Prek Kdam, he saw many corpses in an old building. He recognized those corpses as Lon Nol's soldiers who had fought against the Khmer Rouge.



**May-2018 Issue:** Every year, the Royal Government of Cambodia celebrates Remembrance Day, a day dedicated to all the innocent Cambodian people killed by the Khmer Rouge. This Remembrance Day was recognized and adopted as a sub-decree by the Government in accordance with the request from ECCC. 20<sup>th</sup> May is a national holiday for all Cambodian people. The 20<sup>th</sup> of May has been a controversial day among Cambodian politicians. The opposition party accused the ruling party of taking advantage of this day. However, the 20<sup>th</sup> of May was a historic day, which the Cambodian people remember. The 20<sup>th</sup> of May was first celebrated in 1984 as The Day of Anger.



**June-2018 Issue:** International Children’s Day has been observed across the world ever since it was instituted in the 1950s to pay tribute to the children killed in France and the Czech Republic by Nazis during World War II. International Children’s Day, which was created by a United Nations convention, was entirely rejected by the Khmer Rouge during their rule between 1975 and 1979. The Khmer Rouge forced children to work in labor camps. All of those children were separated from their parents. Those children lived in bad conditions; they did not have enough food, adequate health care services, or proper schooling. The Khmer Rouge even encouraged children to serve as militiamen, and sent them to fight against Vietnamese troops. As a result, many children who were not prepared or experienced died on the battlefield. Among those who survived the regime was Sophai, who said that he was assigned to serve as a Khmer Rouge soldier in Battambang province from the age of 12. Four years later, he was sent to fight against Vietnamese troops on the border but was lucky, and managed to survive.

**Articles:** In addition, DC-Cam published 33 articles totaling 98 pages out of the 3 Issues above in the local Reaksmei Kampuchea newspaper. These articles were published online by this newspaper as well.

| Media Productions & Scholarship | #           | Notes   |
|---------------------------------|-------------|---|
| Online/journal publications     | 98 of pages | Articles written by students and DC-Cam’s staff about/related to KR History |

### Research Assistance

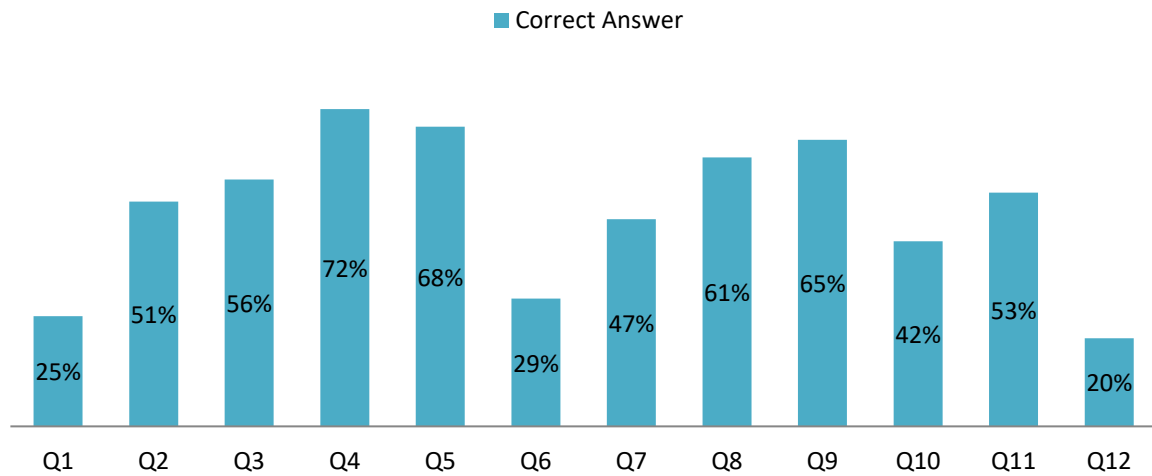
To be reported in the next quarter as Research Director took maternity leave.

### OBJECTIVE 4: To Promote Human Rights, Democracy, and the Rule of Law

**The seed of Human Rights was planted in classroom. The result can be seen below.**

For the purpose of promoting human rights and genocide prevention, DC-Cam has integrated 12 questions (see in Appendix I) to gauge student’s understanding of human rights in the survey. The type of questions is in multiple choice Q&A form. The students’ answers are reflected in the chart below:

## Students' Answers on Genocide And Human Rights Questions



### **Victim Participation Assistance Project or VPA was reactivated and victims are getting benefit from DC-Cam's work.**

Following the trips of last quarter to Takeo, Kampot, Kampong Chhnang and Siem Reap provinces, DC-Cam traveled to three more provinces during this quarter, including Pursat (9-13 April), Battambang and Banteay Meanchey (21-25 May). DC-Cam team members attempted to meet with 63 KR victims who had engaged with ECCC as complainants by using the questionnaires designed to primarily gauge their health condition and their opinion about participating, engaging and discussing the historical testimony at the Khmer Rouge Tribunal by Khmer Rouge leaders, Witnesses, Experts and Civil Parties. At the end of these trips, DC-Cam found that:

- a) 1 woman is carrying breast cancer that needs to be operated on, according to Dr. Demy Reyes.
- b) 11 people passed way before seeing justice done.
- c) 3 moved to live in Phnom Penh.
- d) 1 civil case in Poay Pet, Banteay Meanchey, concerning land dispute, was given legal consultation for free by DC-Cam attorney-at-law Dara Vanthan.
- e) Contacts and addresses were updated in order to communicate with them in the future.
- f) DC-Cam staff was told by these people that staff's continued interest in them was an important part of the healing process for them, more important to them than reparations the ECCC plans to provide for the victims.

All interview transcripts from these field trips were made and filed for individual files so that they will serve many purposes for future research.

## **II. Conclusion**

DC-Cam's projects are on track and continue to make steady progress. Each team member has learned from each other through staff meetings conducted almost every week, and have learned to help each other as much as possible. Although we have made progress in our work, we are still facing challenges when arranging schedules for project activities which sometimes overlap each other's schedule, due to the

requirements from DC-Cam’s partners, including governmental ministries. Finally, DC-Cam continues to move confidently ahead.

### III. Appendix

#### Appendix 1: Genocide Education Q&A

##### Questions of Genocide and Human Rights Knowledge

**1. Which response below is the best definition of genocide as stated in the Convention on the Prevention and Punishment of the Crime of Genocide?**

- a. Killing members of a political group with the intent to destroy the entire group because of their political agenda.
- b. Arresting leaders of a religious group with the intent to undermine the practice of religion.
- c. *Deliberately starving an ethnic group with the intent to destroy the people.*
- d. Killing enemy soldiers who are shooting at your soldiers during a war.

**2. Which response below reflects circumstances that support violence and possibly future genocide in a community?**

- a. Students engaged in peaceful protest against a school policy.
- b. *Local leader’s requirement to force members of a religious group to live separate from the rest of the community.*
- c. Police arresting persons who trespass on government property.
- d. Immigrants from another country seeking to settle in a community.

**3. Which response below reflects circumstances that support violence and possibly future genocide in a country?**

- a. *Religious leaders who describe members of another religion as “sub-human” and “worthy of death.”*
- b. Religious leaders who encourage their members to pray for members of another religion.
- c. Political leaders who encourage everyone to vote.
- d. Individuals who petition their government leaders to adopt a policy.

**4. Which response below is the best description of the impact of genocide on individuals?**

- a. Individuals suffer as a result of lower wages and job growth.
- b. *Individuals mourn the loss of family and friends who were tortured and/or killed.*
- c. Individuals are not impacted by genocide. Genocide only affects groups of people.
- d. Only children are impacted by genocide by the loss of parents.

**5. Which response below is the best description of the impact of genocide on families and communities?**

- a. Individuals suffer during genocide but generally families and communities are unharmed.
- b. Only poor families ever suffer during genocide. Rich families never suffer during genocide.
- c. *Genocide can impact families and communities in many ways for generations.*
- d. Genocide impacts communities but families can always escape by fleeing to another country.

**6. Which response below is the best description of the impact of genocide on countries?**

- a. Countries are not impacted by genocide.

- b. Countries can be impacted by genocide but the world is too big to be impacted.
- c. Countries suffer from genocide only when it is occurring. They can rebuild quickly.
- d. Countries can be impacted by genocide for generations.**

**7. Which response below is the best description of an important strategy that individuals can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

- a. Individuals can ignore violence when it occurs because there is nothing they can do.
- b. Individuals can prevent violence by attacking their enemies before they are attacked.
- c. Individuals can prevent violence by staying quiet and not criticizing violence.
- d. Individuals can prevent violence by speaking against such violence.**

**8. Which response below is the best description of another important strategy that individuals can do to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

- a. Individuals can encourage violence against their enemies.
- b. Individuals can encourage victims to be silent because speaking out against violence will only encourage more violence.
- c. Individuals can denounce violence and encourage peaceful solutions to conflicts.**
- d. Individuals can encourage perpetrators to commit their violence without public attention, which only aggravates the situation.

**9. Which response below is the best description of an important strategy that communities can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

- a. Communities can protect the individual rights of all community members, regardless of religion, nationality, gender, sexual orientation, ethnicity, political opinion or other characteristics.**
- b. Communities can protect the individual rights of the majority group at the expense of minorities in order to preserve peace, order and stability.
- c. Communities do not need to protect individual rights; rather, they must always seek to maintain peace, order and stability.
- d. Communities do not need to protect individual rights because this is always a state responsibility.

**10. Which response below is the best description of another important strategy that communities can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

- a. Communities can prevent violence by identifying minorities and requiring them to live separate from the rest of the community.
- b. Communities can prevent violence by teaching youth to appreciate human diversity through education about different cultures, religions, and communities.**
- c. Communities can prevent violence by teaching youth to appreciate their own culture and identify ways to protect it from outside influence.
- d. Communities can prevent violence by teaching youth how to protect themselves and their communities through self-defense training.

**11. Which response below reflects an important strategy that countries can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

- a. Countries can prevent violence by censoring information and news.
- b. Countries can prevent violence by attacking enemies before they are attacked.
- c. Countries can never prevent violence but they can assist in peaceful resolution.
- d. Countries can prevent violence through education and diplomacy.**



**12. Which response below reflects another important strategy that countries can implement to prevent and avoid circumstances that are supportive to violence and possibly future genocide?**

**a. *Countries can identify and publicly denounce circumstances that support genocide.***

**b. Countries should never denounce other countries because it will weaken future diplomacy.**

**c. Countries should only denounce enemies that support violence or genocide. Countries should never denounce allies involved in genocide because they are allies.**

**d. Countries should only help people who deserve to be helped. Some genocides are necessary to preserve peace and order.**

# មជ្ឈមណ្ឌលឯកសារកម្ពុជា

## Appendix 2: RULE's Student Group Assignments

### ស្វែងរកបំណែកនៃការពិត

ការសិក្សាស្រាវជ្រាវអំពីអ្វីដែលបានកើតឡើងនៅក្នុងរបបខ្មែរក្រហម (១៩៧៥-១៩៧៩)

ដឹកនាំការស្រាវជ្រាវដោយសាស្ត្រាចារ្យបណ្ឌិត ជា សៀវម៉ី

សាស្ត្រាចារ្យនៃសាកលវិទ្យាល័យនីតិសាស្ត្រ និងវិទ្យាសាស្ត្រសេដ្ឋកិច្ច

សហការជាមួយ

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

| ក្រុម                              | ឈ្មោះ                                       | ប្រធានបទ                              | ឯកសារដើម   | វត្ថុតាង ឬទីតាំង                         | រូបថត  | ខ្សែភាយន្ត  | បទសម្ភាសន៍  | កាលវិភាគស្រាវជ្រាវ |
|------------------------------------|---|---------------------------------------|--|--|--|---|---|--------------------|
| <b>និស្សិតមហាវិទ្យាល័យនីតិរដ្ឋ</b> |   |                                       |  |  |  |   |   |                    |
| ក្រុមទី១                           | ឈឿន កញ្ញា<br>រី ថានី<br>ទូច ច័ន្ទសុជាតាទេវី | ក្រុមភ្នំនៅមន្ទីរ<br>សន្តិសុខ ស-២១    | - សម្លេងពីមន្ទីរ<br>ស-២១<br>- ចម្លើយសារភាព<br>របស់ ណែន ណាន<br>- ស្រាវជ្រាវ<br>តាមប្រព័ន្ធកំព្យូទ័រ | - គុកទូលស្តែង<br>- ខ្លោះដៃ<br>- ខ្លោះជើង | - ណែន ណាន<br>- ហ៊ឹម ហ៊ុយ<br>- សួស ធី<br>- ប្រាក់ ខន<br>- ឯកសាររូបថត<br>រៀបរយមកនៅ<br>មន្ទីរស-២១ | - ម៉ាស៊ីនសម្លាប់<br>មនុស្ស<br>- នៅក្រោយមន្ទីរ<br>ស-២១ | កម្រងសំណួរ<br>សម្រាប់សម្ភាសន៍<br>ជាមួយ:<br>- ហ៊ឹម ហ៊ុយ<br>- សួស ធី<br>- ប្រាក់ ខន |                    |
| ក្រុមទី២                           | ឈួន ចំប៉ី<br>រិន ម៉ាលីន<br>ខាន់ សុវិច្ឆិកា  | មនោគមវិជ្ជារបស់<br>មេដឹកនាំខ្មែរក្រហម | សៀវភៅ<br>ទង់បដិវត្តន៍  | រោងពុម្ព<br>បោះផ្សាយ                     | អំពើប្រល័យពូជ<br>សាសន៍ និង ប្រជា<br>ធិបតេយ្យនៅកម្ពុជា<br>ទំព័រ១៣                               | ការអបអរសាទរ របស់<br>រៀបរយ ខែឧសភា<br>ឆ្នាំ១៩៧៥         | - ស្នង ស៊ីគឿន<br>- ទេព យុនណាល់  |                    |

|          |  |  |  |              |  |   |                   |  |
|----------|--|--|--|--------------|--|---|-------------------|--|
| ក្រុមទី៣ | សួស មីលី ( ចូលក្រុម ទី៩ )<br>ខន មុំឧត្តម<br>សូរិយារតនាទេពី<br>បូរ័ត្ន សុផានីកា(ផ្លាស់<br>សាលារៀន ) | ភាពខុសគ្នានៃការ<br>គ្រប់គ្រងរបស់<br>កម្មាភិបាល<br>ខ្មែរក្រហម |  |              |  |   |                   |  |
| ក្រុមទី៤ | តាំង ប៊ុនអាំង<br>ហាំង វិទូសិដ្ឋាន<br>ដួវ យាង   | រោងបាយរួមនៅ<br>សហករណ៍  | - ចម្លើយសារភាព<br>ប្រធានសហករណ៍<br>- សៀវភៅអានឆ្នាំ<br>១៩៨០  | បឹងតាព្រាម   | រូបថតឆ្នាំ១៩៧៨<br>និងផ្សេងទៀត  | - ផ្លូវទៅកាន់ការអប់រំ<br>- ខ្សែភាពខ្មែរក្រហម                                    |                   |  |
| ក្រុមទី៥ | ស៊ឹម វ៉ា<br>សាំង ធី<br>ហិន ពៀន   | កងទ័ពក្នុងតំបន់<br>រំដោះ                                     | - ទស្សនាវដ្តីប៉ែកកាំង<br>ឆ្នាំ១៩៧៣<br>- កំណត់ហេតុកម្មា<br>ភិបាលខ្មែរក្រហម<br>ឆ្នាំ១៩៧៣<br>- ស្រណោះព្រលឹង<br>ខ្មែរឆ្នាំ១៩៧៣ |              | - រូបថតផ្លូវលំហូរដី<br>មិញឆ្នាំ១៩៧៣<br>- រូបថតកម្មាភិបាល<br>ខ្មែរក្រហម | - ខ្សែភាពយន្តឯកសារ<br>តំបន់រំដោះឆ្នាំ<br>១៩៧៣<br>- ទម្លាក់គ្រាំបែកឆ្នាំ<br>១៩៧៣ |                   |  |
| ក្រុមទី៦ | គាត វិសុទ្ធ<br>អៀន វិះ<br>ហ៊ឹម រុទ្ធី  | ការគ្រប់គ្រងរដ្ឋបាល<br>នៅក្នុងរបបខ្មែរ<br>ក្រហម              | - ឯកសារសកាខ្មែរ<br>ក្រហមឆ្នាំ១៩៧៥<br>- រដ្ឋធម្មនុញ្ញខ្មែរ<br>ក្រហម<br>- សន្ទរកថានួន ជា<br>និងខៀវ សំផន                      | ចតុមុខ       | រូបថតកម្មាភិបាល<br>ខ្មែរក្រហម  | - ប៉ុល ពត<br>- ខៀវ សំផន   |                   |  |
| ក្រុមទី៧ | ដុង សំណាងមាស   | ទីតាំងឃ្នាំងគ្រាប់   | - សៀវភៅ  | - ផ្ទះតាម៉ុក | រូបថតកងទ័ព   | - សមរក្សិ   | - ប្រជាជនមូលដ្ឋាន |  |

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|-----------|---|--|--|---|--|---|--|--|
|           | ដីប សត្តារី<br>ឆៀន ស្រីម៉ុ  | របស់តាម៉ុក នៅ<br>ស្រុកអន្លង់វែង        | ប្រវត្តិសាស្ត្រ<br>សហគមន៍អន្លង់វែង<br>- ឯកសារ តាម៉ុក<br>- បទសម្ភាសន៍ ជា<br>មួយប្អូនស្រីតាម៉ុក<br>- សៀវភៅ<br>អាវុធកងទ័ព | - ឃ្នាំងគ្រាប់តាម៉ុក<br>- សារៈមន្ទីរកង<br>ទ័ពនៅខេត្ត<br>សៀមរាប<br>- សារៈមន្ទីរមីននៅ<br>ខេត្តសៀមរាប<br>- ចម្រូង                                  |  | ភូមិភាគបូព៌ា<br>- កិច្ចសម្ភាសន៍ជាមួយ<br>តាម៉ុក មុនពេលចាប់<br>ខ្លួន    | ដែលធ្វើចម្រូង                              |  |
| ក្រុមទី៨  | ទួន រក្សា<br>ឆើយ សុលីនណា<br>អ៊ុង រូចនា  | សម្លៀកបំពាក់ខ្មៅ<br>របស់ខ្មែរក្រហម     | - សៀវភៅកំណត់<br>ហេតុកម្មភិបាល<br>ខ្មែរក្រហម ចំនួន៦   | - ហាងលក់<br>សម្លៀកបំពាក់ នៅ<br>ជិត គុកទួលស្ងែង<br>- ឯកសណ្ឋាន<br>ខ្មែរក្រហមៈ<br>ក្រមា ស្បែកជើង<br>មួក សម្គាល់ពី តួ<br>នាទីក្នុងរបបខ្មែរ<br>ក្រហម | - ទស្សនាវដ្តីកម្ពុជា<br>ប្រជាធិបតេយ្យ<br>- សៀវភៅរូបថត<br>សម័យខ្មែរក្រហម<br>- រូបថតខ្មែរក្រហម | - វីដេអូឯកសារ<br>ឆ្នាំ១៩៧៨  | - ជាងកាត់ដេរ<br>សម្លៀកបំពាក់<br>ខ្មែរក្រហម |  |
| ក្រុមទី៩  | សេន គឹមឡាង<br>សៀ គឹមចេង<br>សេង ឈុនថៃ<br>សួស មីលី<br>ខន មុំឧត្តមសុរិយា<br>រតនាទេពី | ការអប់រំកុមារីនៅក្នុង<br>របបខ្មែរក្រហម | - ឯកសារកុមារ<br>- ឯកសារចម្លើយ<br>សារភាពរបស់<br>មេកងកុមារ<br>- សៀវភៅសិក្សា<br>សម្រាប់កុមារ                              | ភ្នំពេញ ខេត្តតាកែវ<br>ឬ ខេត្តកំពត យក<br>ទីតាំងចេញពី<br>រូបថត  | ស្រាវជ្រាវតាម<br>ប្រព័ន្ធភូមិសាស្ត្រ   | - វាលស្រែ<br>- អ្នកស្រែ<br>- រាត្រីមួយក្រោយ<br>ពេលសង្គ្រាម<br>- កុមារ |  |  |
| ក្រុមទី១០ | វ៉េត ម៉េងហៃ<br>ខុម គឹមវ៉ា   | ក្រុមចោរព្រៃ                           | - សៀវភៅ<br>"ដែលនៅមានជីវិត"   | ឯកសារតំបន់ ៤<br>និង តំបន់៥  | គំនូរតាមរយៈ<br>ការពិពណ៌នា  | - កុមារកំព្រាកម្ពុជា<br>- ម៉ុមចង្ក្រាន                                |  |  |

|  |   |   |   |   |  |  |                                     |  |
|--|---|---|---|---|--|--|-------------------------------------|--|
|  | យឹម សុផា  |   | - ប្រព័ន្ធទូរលេខ<br>សម្ងាត់របស់<br>ខ្មែរក្រហម   |   | របស់ជនរងគ្រោះ<br>ដែលគេចខ្លួនចូល<br>ក្នុងព្រៃ     | អសន្តិសុខ<br>- ការមកដល់របស់<br>កងទ័ពវៀតណាម នៅ<br>ឆ្នាំ១៩៧៩<br>- ទិដ្ឋភាពនៅតាមជំរុំ<br>ជនភៀសខ្លួនកម្ពុជា<br>ឆ្នាំ១៩៧៩ |                                     |  |
| ក្រុមទី១១                                | មាស ប៊ុនយុទ្ធបញ្ញា<br>ធឿង ពិសិដ្ឋ<br>យុន សុភក្រ             | គោលនយោបាយ<br>សេដ្ឋកិច្ចខ្មែរក្រហម             | ឯកសារ<br>ពាណិជ្ជកម្ម<br>ខ្មែរក្រហម  | - ផ្សារថ្មី ដែលជា<br>ឃ្លាំងរដ្ឋក្នុងរបប<br>ខ្មែរក្រហម | - ផ្សារថ្មី<br>- ផែសមុទ្រ ក្នុង<br>របបខ្មែរក្រហម | ការទទួលស្វាគមន៍<br>របស់ប៉ុល ពត   | ស្តាប់បទសម្ភាសន៍<br>របស់ វ៉ាន់ វិទូ |  |
| ក្រុមទី១២                                | រ៉័ម កក្រា<br>វង្ស កក្កដា<br>អៀង ច័ន្ទកិរម្យ                | អវត្តមាន                                      |   |   |  |  |                                     |  |
| ក្រុមទី១៣                                | ម៉ា ហ្គីចឡាង<br>គល់ ជាសុចេង<br>ម៉ក់ បូរ៉ា<br>ឈិន វនាថវឌ្ឍនៈ | សមាសភាពខ្មែរ<br>ក្រហមនៅក្នុងរបប<br>ខ្មែរក្រហម | - បញ្ជីរាយនាម<br>គណៈអចិន្ត្រៃយ៍<br>- គណៈបញ្ជាការ<br>ទ័ព កម្មាភិបាល<br>ជាន់ខ្ពស់<br>- ប្រវត្តិសមមិត្តគង់<br>- ៥ឆ្នាំឆ្ងាយហួសពី<br>ជើងមេឃ |   | គណៈប្រតិភូ ចិន<br>ភូមា និងវៀតណាម                 | ប៉ុល ពត  |                                     |  |
| <b>និស្សិតមហាវិទ្យាល័យរដ្ឋបាលសាធារណៈ</b> |   |   |   |   |  |  |                                     |  |
| ក្រុមទី១                                 | សៅ ចរណែ   | យាយអាពត                                       | - ឯកសារក្រាំង   | វាលពិឃាត  | រូបថតទីតាំងវាល                                   | នរក៩ជាន់   | បទសម្ភាសន៍ជាមួយ                     |  |

|          | សៅ ស្រីរដ្ឋ<br>គួន គឹមថេង               |              | តាចាន់<br>- ឯកសារប្រវត្តិរូប<br>អ្នកទោសភូមិភាគ<br>និរតី   | ជើងឯក   | ពិឃាតនៅភូមិភាគ<br>និរតី   |  | យាយ រី   |  |
|----------|---|--------------|---|---|---|--|--|--|
| ក្រុមទី២ | រឹម សុខខេង<br>ប៉ោក ចាន់រ៉ា<br>ទឹម ពន្លឺ | កុមារកងឈ្នួប | <p>- សៀវភៅសិក្សា<br/>សម្រាប់កុមារ<br/>(សៀវភៅរៀនអក្សរ<br/>ថ្នាក់ទី២ )</p> <p>- ឯកសារបទ<br/>សម្ភាសន៍ ជាមួយ<br/>ខ្មែរក្រហម ក្រោម<br/>អាយុ១៨ឆ្នាំ (ត្រូវ<br/>តែឆ្លើយតបនឹងទី<br/>តាំង ក្នុងតំបន់<br/>រំដោះ ឆ្នាំ១៩៧២<br/>និង ឆ្នាំ១៩៧៣<br/>តាមរយៈឯកសារ<br/>ផែនទីកងទ័ពរំដោះ<br/>ឆ្នាំ១៩៧២ និង ឆ្នាំ<br/>១៩៧៣ )</p> <p>- ឯកសារចម្លើយ<br/>សារភាពរបស់ កង<br/>ឈ្នួប ក្រោម អាយុ<br/>១៨ឆ្នាំ ដែលត្រូវ</p> | ឯកសារផែនទី<br>កងទ័ពរំដោះ ឆ្នាំ<br>១៩៧២ និងឆ្នាំ<br>១៩៧៣ | ស្រាវជ្រាវរូបថតកង<br>ឈ្នួបកុមារ៖<br>- ដែលមានឈ្មោះ<br>- អាយុក្រោម១៨ឆ្នាំ | រឿងអង្គឯកសារ ប្រភព<br>មកពីសាមន្តីហ្វូឡូខ<br>សសហរដ្ឋអាមេរិក | <p>- អានឯកសារប្រវត្តិ<br/>រូបK ដោយភ្ជាប់<br/>ជាមួយរូបថត ដែល<br/>ជាខ្មែរក្រហម ឬ ជន<br/>រងគ្រោះ ត្រូវបាន<br/>សម្លាប់<br/>- កម្រងសំណួរ<br/>សម្រាប់ធ្វើបទ<br/>សម្ភាសន៍</p> |  |

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|----------|--|-----------------------------|--|---|---|--|--|--|
|          |  |                             | បានសម្លាប់ក្នុងរបប<br>ខ្មែរក្រហម   |   |   |  |  |  |
| ក្រុមទី៣ | អ៊ុង អង្គរ<br>នីម សារិន<br>ពៅ សុធាវិទូ     | មិនទាន់ច្បាស់               |  |   |   |  |  |  |
| ក្រុមទី៤ | យួន សោភា<br>ម៉ែងហៀង លីនណា<br>ខុន ស្រីណែត   | ការសម្លាប់មនុស្ស<br>កើតយ៉ូង | - កំណត់ហេតុ<br>កម្មាភិបាលពេទ្យ<br>- ចម្លើយសារភាព<br>កម្មាភិបាលពេទ្យ<br>- ប្រវត្តិ អៀង ធីរិទ្ធ<br>- វេជ្ជបណ្ឌិត<br>នៅខេត្តក្រចេះ  |   | រូបថតឆ្នាំ១៩៧៩<br>ថតដោយរៀត<br>ណាម និងរូបថត<br>ទូទៅរូបថត អៀង<br>ធីរិទ្ធ និងគណៈ<br>ប្រតិភូបរទេស<br>( ពី៤-១០សន្លឹក )   | អៀង ធីរិទ្ធ  |  |  |
| ក្រុមទី៥ | សៀន ចាន់ថេង<br>ពេញ ឈុននី<br>ពេជ្រ ស្រីលក្ខ | - ប្រជាជនភូមិភាគ<br>បូព៌ា   | - ឯកសារ សោ ភឹម<br>- ឯកសារកំណត់<br>ហេតុប្រជុំគណៈ<br>មជ្ឈឹមបក្សកុម្មុយ<br>និស្តកម្ពុជា ក្នុងការ<br>បែងចែកប្រភេទ<br>ខ្លាំង<br>- ឯកសារប្រវត្តិរូប I<br>( ស្វែងរកប្រវត្តិរូប<br>ភូមិភាគបូព៌ា ភ្ជាប់<br>ជាមួយរូបថត )<br>ចំនួន២ | ស្វែងរកទីតាំង<br>តាមរយៈឯកសារ<br>ដែលត្រូវអាន<br>ភូមិភាគបូព៌ាៈ<br>ព្រៃវែង,<br>ស្វាយរៀង,<br>កំពង់ចាម និង<br>ក្រចេះ | - ការរត់ភៀសខ្លួន<br>របស់កម្មាភិបាល<br>ខ្មែរក្រហម និង<br>ប្រជាជននៅភូមិ<br>ភាគបូព៌ា ទៅ<br>ប្រទេសរៀតណាម<br>នៅឆ្នាំ១៩៧៧<br>- រូបថតក្នុងសម័យ<br>ខ្មែរក្រហម<br>- ការស្វែងរកទីតាំង<br>នីមួយៗ តាមរយៈ<br>ការប្រើប្រាស់ប្រព័ន្ធ | - វីដេអូឯកសារ<br>ប៉ុល ពត<br>- វីដេអូឯកសារ<br>យោសនារបស់<br>ខ្មែរក្រហម | - កំណត់ទីតាំង<br>ស្រាវជ្រាវជាក់លាក់<br>- កម្រងសំណួរ<br>សម្រាប់ធ្វើបទ<br>សម្ភាសន៍ |  |

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|          |                                    |             |  |   | ភូមិគោល   |   |   |  |
| ក្រុមទី៦ | មុត ចំនួនណាហាក់ ស្រីពៅ គន់ ម៉េងហួត | ល្ខោននិយាយ  | <ul style="list-style-type: none"> <li>- រឿងល្ខោនទង់បដិវត្តន៍ឆ្នាំ១៩៧៨</li> <li>- "ដាំ ផេង" រឿងប្រលោមលោក ខ្មែរក្រហម</li> <li>- ឯកសារចម្លើយសារភាពសិល្បៈករខ្មែរក្រហម ៣នាក់ ដែលត្រូវបានសម្លាប់ក្នុងរបបខ្មែរក្រហម</li> </ul>                   | (អាន ឬ ស្តាប់) បទសម្ភាសន៍ជាមួយសិល្បៈករ ៩រូប ដែលបានរស់រានមានជីវិតពីរបបខ្មែរក្រហម ក្នុងការស្វែងរកព័ត៌មានទាក់ទងនឹងទីតាំងសម្តែងល្ខោន ក្នុងរបបខ្មែរក្រហម | ស្រាវជ្រាវរូបថត ចំនួន១០សន្លឹក តាមប្រព័ន្ធកុំព្យូទ័រ | <ul style="list-style-type: none"> <li>- វីដេអូឯកសារខ្មែរក្រហម ឆ្នាំ១៩៧៥ ដល់ឆ្នាំ១៩៧៨ (ចំនួន៤)</li> <li>- ល្ខោននិយាយរឿង "ទម្លាយភាពស្ងប់ស្ងាត់"</li> </ul> | កម្រងសំណួរសម្រាប់ធ្វើបទសម្ភាសន៍ជាមួយប្រជាជនមូលដ្ឋានដឹងពីទីតាំងសម្តែងល្ខោន |  |
| ក្រុមទី៧ | តុប ចំនួនតនាស៊ីម គឹមហាវ តុន តាំជេន | កងទ័ពមជ្ឈឹម | <ul style="list-style-type: none"> <li>- ចម្លើយសារភាពកងពល៧០៣</li> <li>- សារចរណ៍ណែនាំរបស់អង្គការក្នុងការប្រើប្រាស់ពាក្យបក្ស</li> <li>- សមមិត្ត ណាត</li> <li>- បញ្ជីឈ្មោះ និងបទសម្ភាសន៍ របស់កងទ័ពកងពល៧០៣ ដែលនៅរស់ ចំនួន៩ (ស្តាប់)</li> </ul> | ទីតាំងនិងត្រូវបានកំណត់ បន្ទាប់ពីការអាន, ការពិនិត្យ និងការស្រង់ទិន្នន័យពីឯកសារដើម  | រូបថតកងទ័ពមជ្ឈឹម និងភូមិភាគ ចំនួន២០សន្លឹក           | <ul style="list-style-type: none"> <li>- វីដេអូឯកសារ កងទ័ពមជ្ឈឹម នៅជាមួយប៉ុល ពត</li> <li>- វីដេអូឯកសារខ្មែរក្រហម</li> </ul>                               | កម្រងសំណួរសម្រាប់ធ្វើបទសម្ភាសន៍   |  |



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|-----------------|--|--|--|---|--|--|---|--|
| <p>ក្រុមទី៨</p> | <p>វត្តា សុខដារីន<br/>ហោង ណារត្នី<br/>សារ៉េន ស្រីលីន</p> | <p>ការរស់នៅប្រចាំថ្ងៃ<br/>របស់ស្ត្រី</p> | <ul style="list-style-type: none"> <li>- ឯកសារចម្លើយសារភាពទាក់ទងស្ត្រីចំនួន១២៖ជនដៃដល់ ចំនួន៤ ជនរងគ្រោះចំនួន៨</li> <li>- ឯកសារសុខា ភិបាល</li> <li>- ឯកសារ អៀង ធីរិទ្ធ</li> <li>- អត្ថបទ មន្ទីរពេទ្យបដិវត្តន៍ ដោយ អែម សុខយឹម</li> </ul>                | <p>ទីតាំងនិងត្រូវបានកំណត់ បន្ទាប់ពីការអាន, ការពិនិត្យ និងការស្រង់ទិន្នន័យពីឯកសារដើម</p>   | <p>ស្រាវជ្រាវរករូបថតនៃការរើលត្រឡប់មកវិញរបស់ប្រជាជនកម្ពុជា បន្ទាប់ពីការដួលរលំរបបខ្មែរក្រហម៖</p> <ul style="list-style-type: none"> <li>- ពិនិត្យមើលឈ្មោះ និង ភេទ ?</li> <li>- រូបថត ដែលចាប់អារម្មណ៍បំផុត</li> </ul> | <p>រឿងអូឯកសារ<br/>ឆ្នាំ១៩៧៩</p>                      | <ul style="list-style-type: none"> <li>- អានឯកសារ និងស្រាវជ្រាវរូបថតដើម្បីកំណត់ទីតាំងស្រាវជ្រាវ</li> <li>- កម្រងសំណួរសម្រាប់ធ្វើបទសម្ភាសន៍</li> </ul> |  |
| <p>ក្រុមទី៩</p> | <p>ឈាន សុពណ៍<br/>ម៉ូរ លាងហូ<br/>កែវ សៀងតុង</p>           | <p>គណៈស្រុកសម័យ<br/>ខ្មែរក្រហម</p>       | <ul style="list-style-type: none"> <li>- ទស្សនាវដ្តីកម្ពុជាប្រជាធិបតេយ្យ</li> <li>- ឯកសារទង់ក្រហម ចំនួន៣ (តំបន់ឈានមុខ)</li> <li>- សៀវភៅខ្មៅខ្មែរក្រហម (ឯកសារសម្ងាត់កាគ្រប់គ្រងភូមិសាស្ត្ររបស់ខ្មែរក្រហម)</li> <li>- ឯកសារចម្លើយសារភាពរបស់</li> </ul> | <ul style="list-style-type: none"> <li>- ឯកសារផែនទីខ្មែរក្រហម ឆ្នាំ១៩៧២, ឆ្នាំ១៩៧៣ និងឆ្នាំ១៩៧៦</li> <li>- សៀវភៅភូមិសាស្ត្រកម្ពុជាប្រជាធិបតេយ្យ</li> <li>- ការស្វែងរកទីតាំងនីមួយៗតាមរយៈការប្រើប្រាស់ប្រព័ន្ធភូមិ</li> </ul> | <p>ស្រាវជ្រាវរូបថតកម្មាភិបាលខ្មែរក្រហម</p>   | <p>រឿងអូឯកសារពណ៌<br/>ឆ្នាំ១៩៧៧ និងឆ្នាំ<br/>១៩៧៨</p> | <ul style="list-style-type: none"> <li>- ស្តាប់បទសម្ភាសន៍គណៈស្រុកខ្មែរក្រហម ដែលនៅរស់ចំនួន៦</li> <li>- កម្រងសំណួរសម្រាប់ធ្វើបទសម្ភាសន៍</li> </ul>      |  |

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|-----------|---|------------------------------------|---|---|--|-------------------------------|---|--|
|           |   |                                    | គណៈស្រុកខ្មែរ<br>ក្រហម ចំនួន៣<br>- ឯកសារកំណត់<br>ហេតុប្រជុំគណៈ<br>មជ្ឈឹមបក្សកុម្មុយ<br>និស្តកម្ពុជា   | គោល   |  |                               |   |  |
| ក្រុមទី១០ | ពៅ ដេយវីន<br>យ៉ាង សម្បត្តិ<br>មុត សុគន្ធាឬទ្ធីស័ក | ជោគជ័យរបស់ជន<br>រងគ្រោះម្នាក់      | - កំណត់ហេតុ<br>លាង<br>- កំណត់ហេតុប៉ូច<br>យួនលី<br>- ឯកសារ សំបុត្រ<br>ឆ្លើយឆ្លង នៅឆ្នាំ<br>១៩៧៨<br>- ឯកសារ<br>សំណុំរឿង០០២<br>- សៀវភៅ<br>"ផេះផង់ធូលី"<br>- សៀវភៅ<br>"ដែលនៅមានជីវិត" | កំណត់ទីតាំង<br>បន្ទាប់ពីការអាន,<br>ការពិនិត្យ និង<br>ការស្រង់ទិន្នន័យ<br>ពីឯកសារដើម | ស្រាវជ្រាវរករូបថត<br>ជនរងគ្រោះ<br>ចំនួន២សន្លឹក | វីដេអូឯកសារក្រោយ<br>ឆ្នាំ១៩៧៩ | កម្រងសំណួរ<br>សម្រាប់ធ្វើបទ<br>សម្ភាសន៍         |  |
| ក្រុមទី១១ | អែម ចំនួនរិទ្ធិរតនៈ<br>ជា តូនីតា<br>ថៃ ស្រីវី     | ចម្រៀងអំពីជនរង<br>គ្រោះ និងជនដៃដល់ | - ចម្រៀងខ្មែរ<br>ក្រហម៣០បទ<br>- ចម្លើយសារភាព<br>កុយ ធួន   | ភូមិភាគ និងតំបន់<br>ទាំង១០  | រូបថតអ្នកសិល្បៈ<br>និងមេអង្គភាព<br>សិល្បៈ      | ខ្សែភាពយន្តសិល្បៈ             | បទសម្ភាសន៍ជាមួយ<br>អតីតអ្នកសិល្បៈខ្មែរ<br>ក្រហម |  |
| ក្រុមទី១២ | សូរ សុកត្រា                                       | សម្ព័ន្ធមិត្ត                      | - ចម្លើយសារភាព  | ទល់ដែនកម្ពុជា   | - រូបថតអ្នកទោស                                 | ខ្សែភាពយន្តសង្គ្រាម           |   |  |

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|           | សេង មុន្នីខត្តម<br>ព្រំ គិតម៉ាន់       | រៀតណាម និងខ្មែរ<br>ក្រហម                      | អ្នកទោសរៀត<br>ណាម<br>- ចម្លើយសារភាព<br>អ្នកទោសខ្មែរ<br>ក្រហម ដែលចាប់<br>បានដោយរៀត<br>ណាម<br>- បញ្ជីអ្នកទោស<br>រៀតណាម                 | រៀតណាម   | រៀតណាម<br>- រូបថតឈ្លើយសឹក<br>ខ្មែរក្រហម                              | ថតដោយរៀតណាម  |   |  |
| ក្រុមទី១៣ | យន បុរីវីគ្លនៈ<br>ចេង វីរៈ<br>ទាង មកកា | ការអនុវត្តច្បាប់នៅ<br>ក្នុងសម័យ<br>ខ្មែរក្រហម | - បញ្ជីឧបករណ៍ធ្វើ<br>ទារុណកម្ម<br>- សុន្ទរកថារបស់<br>ប៉ុល ពត<br>- កំណត់ហេតុ<br>អចិន្ត្រៃយ៍នៃគណៈ<br>មជ្ឈឹមបក្សកុម្មុយ<br>និស្តកម្ពុជា | - ដំណើរស្រាវ<br>ជ្រាវទៅកាន់ភូមិ១<br>នៃស្រុកព្រះ<br>នេត្យព្រះ ខេត្ត<br>បន្ទាយមានជ័យ<br>ស្វែងរកទីតាំង<br>សម្លាប់ជនរង<br>គ្រោះ២នាក់<br>ដោយ តុលាការ<br>ខ្មែរក្រហមចោទពី<br>បទ ខុសសីលធម៌ | រូបថត២០សន្លឹក<br>ទាក់ទងនឹងការធ្វើ<br>ទារុណកម្មក្នុងរបប<br>ខ្មែរក្រហម | វីដេអូឯកសារ៖<br>- អង្គការ<br>- មន្ទីរសន្តិសុខ<br>ខេត្តព្រៃវែង<br>- មន្ទីរសន្តិសុខ<br>ភ្នំបាសិត<br>- មន្ទីរសន្តិសុខ<br>ស-២១ | - ស្តាប់បទសម្ភាសន៍<br>ជាមួយកម្មាភិបាល<br>ខ្មែរក្រហមចំនួន៣០<br>- កម្រងសំណួរ<br>សម្រាប់<br>បទសម្ភាសន៍ជាមួយ<br>កម្មាភិបាលខ្មែរ<br>ក្រហម ដូចជា<br>មេភូមិ គណៈឃុំ ឬ<br>គណៈស្រុក |  |
| ក្រុមទី១៤ | ជឿន ជាវុទ្ធ<br>ថា ប៊ុនថង               | អវត្តមាន                                      |  |  |  |  |   |  |
| ក្រុមទី១៥ | ឡុង គឹមហួយ<br>ស្រី ពេញចិត្ត            | ការជម្លៀសប្រជា<br>ជនតាម                       | - ឯកសារការ<br>ជម្លៀសដោយបង្ខំ   | ស្ថានីយរថភ្លើង<br>ខេត្តកំពត  | - អ្នកបើករថភ្លើង<br>- អ្នកជិះរថភ្លើង                                 | - វីដេអូឯកសារ ឆ្នាំ<br>១៩៧៨  | បទសម្ភាសន៍៖<br>- អាន ឬ ស្តាប់ បទ  |  |

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|           | ចេង ជេស្ឋរតនៈ                                | រថភ្លើងពីភូមិមួយនៅ<br>ខេត្តកំពត                   | - ឯកសារការវាយ<br>រំដោះទីក្រុងភ្នំពេញ<br>- ឯកសារចម្លើយ<br>សារភាពកម្មករ<br>រថភ្លើងចំនួន៤<br>- ឯកសារបទ<br>សម្ភាសន៍ទាក់ទង<br>នឹងខេត្តកំពត |          | - កម្មាភិបាលខ្មែរ<br>ក្រហម ជាមួយ<br>រថភ្លើង                            | - វីដេអូឯកសារខ្មែរ<br>ក្រហមផ្សេងទៀត | សម្ភាសន៍ទាក់ទង<br>នឹងខេត្តកំពត<br>ចំនួន១០<br>- ជ្រើសរើសយក បទ<br>សម្ភាសន៍ចំនួន២<br>មកប្រើប្រាស់<br>- កម្រងសំណួរ<br>សម្រាប់ធ្វើបទ<br>សម្ភាសន៍                        |  |
| ក្រុមទី១៦ | ផាត សុផាន់<br>សារ៉េត វ៉ាន់ថៃ<br>ដូង សុខវាសនា | ការផ្លាស់ប្តូរការ<br>គ្រប់គ្រងពីកងទ័ព<br>ទៅស៊ីវិល | - ឯកសារ កែវ ពក,<br>តា ម៉ុក និង សុន<br>សេន<br>- ឯកសារ កងទ័ព<br>និង ពាណិជ្ជកម្ម   | អង្គវត្ត | - រូបថតជំនាញការ<br>ចិន<br>- រូបថតជំនាញការ<br>វៀតណាម<br>ចំនួន ១០ សន្លឹក | ខ្សែភាពយន្ត<br>វៀតណាម<br>ចំនួន៣     | - ស្វែងរកបុគ្គល<br>ដែលធ្លាប់ទទួល<br>ជំនាញការចិន និង<br>វៀតណាម ដូចជា<br>អ្នកបើកឡាន ឬមគ្គុ<br>ទេសក៍ដឹកនាំគណៈ<br>ប្រតិភូ<br>- កម្រងសំណួរ<br>សម្រាប់ធ្វើបទ<br>សម្ភាសន៍ |  |

### Appendix 3: DMC's Student Assignment

#### Mapping Memories Cambodia (MMC) Project List of Students' Production Project

##### I. STUDENT BATCH 15 (Academic year 2017 - 2018)

| No.           | Producer name  | Radio Production – Individual Project  | Video Production – Group Project  |
|---------------|----------------|--|---|
| <b>Team 1</b> |                |  |   |
| 1             | Kouch Masy     | No Project   | <b>Producers:</b><br>1- <b>Kouch Masy</b><br>2- <b>Chhun Bunlong</b><br>3- <b>Yama Socheata</b><br><br><b>Koh Tang</b> – Located about 50 km from the coast of Preah Sihanouk Province, Koh Tang (Tang Island) held a crucial history as a military base of Cambodian navy soldier. Forty-three years ago, during the Khmer Rouge regime, an accident torn the island with raindrop of bomb and gun fired between Khmer Rouge military unit and the US. Navy soldiers. The incident lasted 3 days and killed dozens of people. Despite many documents are written about the battle from American perspective, three Khmer Rouge soldiers were interviewed in the documentary to analyze the incident, which was the last battle of Vietnam War. |
| 2             | Chhun Bunchhai | <b>Khmer Rouge's Propaganda Song</b> – The arts of song performance had been one of key elements which Khmer Rouge used to engage and influence the population, which partially brought them to success and rule the regime. The regime using song to promote their regime agendas, principle, and celebration.  |   |
| 3             | Yama Socheata  | <b>Le Royal Hotel</b> – Phnom Penh was emptied on April 17, 1979. Ordinary life commenced and farming became the profession of every Cambodian. With most public and private buildings ceasing operations, Le Royal Hotel, today known as Raffles Hotel Le Royal, was one among a few buildings to remain functioning during the regime. Behind the luxuries, elegance and beautiful structure, the hotel witnessed and stood through the turning of many pages of Cambodian history. One of the KR officials recalls what happened at the hotel during the KR regime. |   |
| <b>Team 2</b> |                |  |   |
| 4             | Mao Theany     | <b>Defrocked Monk</b> - Buddhism is the most practiced religions in Cambodia. However, when the Khmer Rouge came into power; it was determined to eliminate all existing religions. Religious followers abandoned their beliefs. Buddhist monks were forced to defrock and to do manual work instead. A monk before KR regime, Mak Yen who was 18 years old at that time, recalled his life during the Khmer Rouge regime.   | <b>Producers:</b><br>1- <b>Mao Theany</b><br>2- <b>Heng Joly</b><br><br><b>Where I can't forget</b> - A former monk, Kak Sokhorn, defrocked himself and left Samrong Knong pagoda as he feared a close invasion of the Khmer Rouge military in Battambang province. The pagoda was turned into  |
| 5             | Heng Joly      | <b>Rape Survivor</b> – Chan Pay, 66 years old, was forcedly  |   |

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|               |                     | marriage to a Khmer Rouge Cadre, a man who ordered the killing of her former husband to be with her. Chan Pay denied the marriage. She was imprisoned and raped. She survived the regime with trauma. Pay recalls her remarkable journey to healing.  | security center during the Khmer Rouge regime. The documentary features his life and his courage to go back to visit the pagoda after more than 40 years.  |
| <b>Team 3</b> |                     |   |  |
| 6             | Bun Saosopheakneath | <b>Speak- Out</b> - Freedom of speech is a right for Cambodians. Yet, it was restricted during the Khmer Rouge regime which lasted from 1975 to 1979. People dared not to speak freely, and they used the words “dam doeum kor” to alert others to stop talking and to save them from danger. “Dam doeum kor” was a phrase used metaphorically during the Khmer Rouge regime. It meant, “be silent”. The following feature addresses the restriction on social interaction, the insistence on silence, during the KR regime.  | <b>Producers:</b><br>1- Bun Saosopheakneath<br>2- Seng Solydeth<br><br><b>P'ka Kamping Puoy</b> - Kamping Puoy dam was a forest until thousands of people were forced into hard labor to build it. It was one of the biggest irrigation projects during the Khmer Rouge regime. Meng Chhorn, one of the workers at the dam, was not only forced to work exhaustively but also to marriage, which resulted in separation and death of her child. The documentary shows how she coped with her unforgettable memories and how she ended up returning to the reservoir to start a new life. |
| 7             | Seng Solydeth       | <b>Forced Marriage</b> - Since the victory of the Khmer Rouge in 1975, many people were forced to marry each other. One of the aims of this policy is to increase the population for the revolution. Po Dina, one of KR survivor refused to marry the man that Angkar arranged for her, so she was severely punished. She filed the complaint against the highest Khmer Rouge leaders in the Extraordinary in the Court of Chamber of Cambodia (ECCC) in 2013. Dina This story explores how she survived the regime and how she deals with her mental health today. |  |

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| <b>Team 4</b> |                 |  |  |
| <b>8</b>      | Nov Sina        | No Project   | <b>Producers:</b><br><b>1- Nov Sina</b><br><b>2- Ravy Sophearath</b><br><br><b>Ang Trapang Thmar</b> – Prominent as a tourism site, the history of Ang Trapang Thmar during the Khmer Rouge regime is less known. The water reservoir is one of the major irrigation system built during the Khmer Rouge regime. Thousand lives were lost due to extreme labor, starvation and disease in the process to complete the project. The site is one of the legacy of the Khmer Rouge regime that give fruits to nearby villagers currently. Survivors of the site face tough question of whether to forgive or cherish the project. |
| <b>9</b>      | Ravy Sophearoth | No Project   |  |
| <b>Team 5</b> |                 |  |  |
| <b>10</b>     | Ty Kanha        | <b>Mobile Work Unit</b> - Seak Chanthy and her family left Phnom Penh on foot for Kampong Thom province after Khmer Rouge soldiers took control of the country in 1975. Like many other Cambodians, she was forced to work in the countryside to support the regime’s ambitions to turn Cambodia to an agrarian society. Due to extreme hard work, Seak fell terribly sick. While her whole family was killed, Seak’s illness turned out to have saved her life. Seak recalls the story. | <b>Producers:</b><br><b>1- Ty Kanha</b><br><b>2- Meng Sokhouy</b><br><b>3- Hing Socheata</b><br><br><b>The silence of Angkor Wat Temple</b> – In recent years, Angkor Wat - the world heritage site - plays a significant  |

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| 11            | Meng Sokhouy       | <p><b>Dark Prison</b> - Back to 1975 until 1979, the Khmer Rouge had transformed many buildings including school, hospital, pagoda, and house into prison and killing site. Khmer Rouge prisons were in almost all communes all over Cambodia. Currently, there are 197 prisons have been found by Document Center of Cambodia (DC-Cam). Only two prisons have been well-preserved for the next generation, while others have lost its identity and almost lost its story behind. Dark prison in Takeo province is one example.</p> | <p>role in the growth of tourism and economics sector in the country as well as brings Cambodia to fame. However, during the Khmer Rouge regime, which is notorious in mass killing, destroying all forms of art and culture, Angkor Wat was not only been protected but also became the most important place to be visited by foreign delegations after the meeting with Khmer Rouge higher officials in Phnom Penh. Sor Sarin, former driver, describes the visiting and scenery at Angkor Wat temple at that time. While Soung Sikoeun, former leng Sari's assistant, explains the reasons behind this issue.</p> |
| 12            | Hing Socheata      | <p><b>Flute Artist</b> – Keo Malis, a flute artist, used his only handmade flute to play during that regime to survive. After the regime ended in 1979, he gathers other artists to perform and teach Khmer traditional dance to next generation. In 1981, he became a director of Department of Performing Arts, known today as Royal University of Fine Arts (RUFA). He retired in 2005 from his role as the director of RUFA, but his passion for art did not.</p>   |  |
| <b>Team 6</b> |                    |   |  |
| 13            | Ham SovanPidor     | <p><b>Mask Dance</b> - Before the arrival of the Khmer Rouge, Lakhaon Khorl or the Cambodia Mask Dance in Lavea Em district was the only team that occupied most of the stages in the Royal Palace, which made it very prominent. Performance of Mask Dance was banned during the KR regime. Many of the artists were killed. After the KR, survivor dancers gather at Wat Svay Andeth to restore the tradition. The elder dancers and the locals are working together tirelessly to ensure that the dance is on a safe ground.</p> | <p><b>Producers:</b><br/> <b>1- Ham Sovanpidor</b><br/> <b>2- Tann Kimchanvesna</b><br/> <b>3- Paundria Dwijastuti</b></p> <p><b>The Truth behind the wall</b> – The story of former prisoner, SOY SEN survived and witness the routines of the prison, recalling what happened at the pagoda.</p>   |
| 14            | Tann Kimchanveasna | <p><b>Reproduction Machine</b> - Forced marriage was intended to increase the population of Cambodia. This meant that not only were men and women forced to marry at that time, but also they were forced to consummate their marriage to produce children. Rape and forced marriage was included in the proceedings of the Extraordinary Chambers in the Court of Cambodia (Khmer Rouge Tribunal) case 002/02 against the highest Khmer Rouge leaders; however, forced</p>   |  |



|               |                     |  |   |
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|               |                     | pregnancy was not. One Khmer Rouge survivor, Soum Vorn, was forcedly to marry in 1977, and was pressured to carry the baby that resulted from that marriage. Vorn shares her story.  |   |
| 15            | Paundria Dwijastuti | No Project   |   |
| <b>Team 7</b> |                     |  |   |
| 16            | Rithy Kimheng       | <b>The Khmer Arts Theatre</b> – The Khmer Arts Theatre is a place where Khmer Classical dance is painstakingly preserved. During the reign of the Khmer Rouge regime (1975-1979), Khmer dance was banned. Most of its practitioners were killed or died due to forced labor or starvation. In the aftermath, the few surviving artists in Phnom Penh struggle to rebuild the tradition. Sophiline Cheam Shapiro, a founder and artistic director of the Khmer Arts Academy, is also a Khmer Rouge survivor, an experience that influences her work in many ways. | <b>Producers</b><br>1- Rithy Kimheng<br>2- Meng Neardey<br><br><b>Expensive Salt</b> – The Story of female KR survivor working as salt producer in Kampot province  |
| 17            | Meng Neradey        | <b>Return Home</b> – When Khmer Rouge conquered Lon Nol regime, Phnom Penh residents were deported to provinces. After the collapse of Khmer Rouge, some people did not manage to go back to their former houses, but Kouy Sivleng was willing to pay for the residence to get back her home. Khmer Rouge ruined her family, at the end, she came back alone since all her family members died during Khmer Rouge regime.  |   |
| <b>Team 8</b> |                     |  |   |
| 18            | Rithy Odom          | No Project   | <b>Producers:</b><br>1- Rithy Oudom<br>2- Hor Singho<br>3- Try Sunghy<br><br><b>First January Dam</b> - Many have heard and landed in 1st January Dam in Kampong Thom Province as a tourist destination place. But not much are aware of what is the story behind of this dam back in Khmer |
| 19            | Hor Singhuo         | No Project   |   |
| 20            | Try Sunghy          | <b>Forgotten Singer</b> - When the Khmer Rouge came into power, singers were a target for eradication. Golden Voice Emperor Sin Sisamuath, Ros Serey Sothea and many other famous singers were killed. Against all odds, Keo Setha, one of the top singers of the time, survived the regime. 5 of her 10 children, her husband, and her fame, however, did not. At the ages of 81, Setha speaks of her memories of the time.   |   |

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|                  |                   |  | Rouge. Two survivors, among 20,000 deaths, from the dam will share their personal experiences through on tragedy they have lived through.  |
| <b>Team Nine</b> |                   |  |  |
| 21               | Um Chanraksa      | <b>Chapey Artist</b> - Kong Nai, age 72, is one of the fifteen artists of the Chapey Dong Veng art form to survive the Khmer Rouge regime. From 1975 to 1979, the Khmer Rouge executed almost 90 percent of Cambodian artists, writers and intellectuals. While expected to be target for execution, he was recruited to use Chapey to sing “propaganda” songs for the regime. He survived to preserve the Chapey Dong Veng art form. He recalls the journey.  | <b>Producers:</b><br><b>1- Um Chanraksa</b><br><b>2- Heng Puthyrak</b><br><b>3- Khoun Kemsonita</b><br><br><b>Net the Life</b> - Differ from those living on land, people whose life started off on Tonle Sap were forced to do work that benefit from fish during the Democratic Kampuchea. Within Prek Toal floating village, most men had to fish while women made food supply which stayed under command of Khmer Rouge Cadre. |
| 22               | Heng Puthyrak     | <b>Khmer Rouge Propaganda’s Film</b> - When the Khmer Rouge came to power, popular films were banned. Many actors and actresses were killed over four years of KR’s rule. Khmer Rouge replaced popular films with propaganda films. The regime produced 78 propaganda films with support of the Chinese film experts. The films show idealistic vision of the country and gives a triumphal vision of the regime: Large scale public works, agriculture industry, happy lives of the children. Behind this scene, millions of Cambodians suffered extreme hard work; starvation and death. |  |
| 23               | Khoun KemSonita   | <b>Trading in Khmer Rouge Regime</b> - As an employer at Royal Air Cambodge, a 69-year-old Tan Phally could secure herself from being interrogated and tortured in Khmer Rouge regime while some people similar to her position could be investigated and killed. Otherwise, she had a better living than some others.   |  |
| <b>Team 10</b>   |                   |  |  |
| 24               | Heang Sokuntheary | <b>Child Solider-</b> In Cambodia, as in other countries, children were used to carry out a communist revolution. The Khmer Rouge used many strategies to attract children and young people to become their followers. Recruiting children to work for and fight in the revolution was a method that Pol Pot adapted from China’s Mao Zedong’s during Mao’s “Great   | <b>Producers:</b><br><b>1- Chhun Bunlong</b><br><b>2- Heang Sokuntheary</b><br><b>3- Thim Rachna</b><br><br><b>Koh Sla Dam</b> – Koh Sla Dam is one of the four  |

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|                |                       | Leap Forward” campaign which preceded the country’s Cultural Revolution. Kong Son, who was recruited to be a Khmer Rouge soldier and later became a child Unit Leader, discusses his experience before and during the Khmer Rouge regime.  | strategic dams of Khmer Rouge. The project started in 1973 but it malfunctioned since 1979. Even if the dam cannot be used until today, it is a significant historical place, which was built on the expense of thousands deaths, and embedded with sorrowful memories of the survivors.  |
| 25             | Thim Rachna           | <b>The Unseen Scribbles of Toul Sleng</b> - Details about the journey of unveiling the hidden stories on the walls of S-21, and what it means to the younger generation.   |   |
| 26             | Chun Bunlong          | No Project   |   |
| <b>Team 11</b> |                       |  |   |
| 27             | Chhum Chanrachana     | <b>Female Soldier of the Khmer Rouge</b> - Before coming to power in 1975, Khmer Rouge movement actively recruited people from different areas into its forces. Among those, a large number of people from the Southwestern part joined the soldiers. Many women from Kandal province had become the Khmer Rouge soldiers, and some of them were recruited to be the red female soldiers. From 1970 to 1975, any forms of Khmer tradition and culture were forbidden by the regime and women were required to carry gun instead.                             | <b>Producers:</b><br><b>1- Chhum Chanrachna</b><br><b>2- Thanh Chansotheary</b><br><b>3- Vann Chansopheakvatey</b><br><br><b>Beng Mealea temple</b> - Beng Mealea temple is a Hindu temple that can be dated back to the 12th century. Located in Siem Reap it's not far from the world-renowned Angkor Wat. The cultural heritage Beng Mealea gained strategic importance also for the Khmer Rouge regime - even after the regime collapsed. |
| 28             | Thanh Chansotheary    | <b>The KR disrupts my education</b> - The Democratic Kampuchea regime came into power in 1975. The Khmer Rouge, as they were known, placed no value on education. None of the universities, schools or other educational institutions functioned at that time. Intellectuals, former government officials, were regarded as enemies of the regime. The Khmer Rouge did not think that education is important. What is important are work and revolution. This ideology destroyed many people’s dreams of having a high education. My mother was one of them. |   |
| 29             | Vann C. Sopheak Vatey | <b>That Women</b> - Peng Phan, now 65 year-olds, was a former national radio broadcaster and film actress during the Lon Nol regime. In 1979, she survived the secret prison of the Khmer Rouge Regime. During her detention at Champus Kaek Pagoda, she witnessed prisoners being mistreated and tortured. Almost four decades later, she still speaks  |   |

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|                |               | eloquently about what happened at the detention center. Having survived that experience, she now devotes her life to protecting children through an organization she founded.  |  |
| <b>Team 12</b> |               |  |  |
| <b>30</b>      | Seng Socheata | <b>French Embassy</b> - At the Franch embassy, scenes of rescue but also scenes of tragedy took place in 1975. Cambodian and French nationals in the embassy considered staying in Cambodia or leaving the country. One who experienced this tragedy and his own rescue is the 56-year-old French-Cambodian artist, Phouser Ing. His artwork shows a lifelong struggle to deal with the incidents that happened at that time, at that place. | <b>Producers:</b><br><b>1- Seng Socheata</b><br><b>2- Sous Sakal</b><br><b>3- Zahron Sokry</b><br><br><b>S-21 Museum</b> - The area of central security center of the KR regime is commonly known as having the size of the current museum. But, records show that the area of S-21 were larger than its actual size of the museum now. The story show the actual borders of S-21 in KR regime through the story of former S-21 guard and interrogation officer. |
| <b>31</b>      | Sours Sakal   | No Project   |  |
| <b>32</b>      | Zahron Sokry  | <b>Hidden worship</b> - The worship of Allah is one of the five main pillars of Islam, and every Muslim has to pray five times a day. However, Cambodian Cham Muslims could not fulfill this religious obligation during the Khmer Rouge regime since every religion was prohibited. Ke Tiveou and Sos Mohammad Nour, Cham Muslims in Khpob II village in what is now Tboung Khmum Province, risked praying despite that prohibition.        |  |

II. STUDENT BATCH 16 (Academic Year 2017- 2018)

| No. | Student name | Photo-story/ Photo-series – Individual Project   | Details  |
|-----|--------------|--|--|
| 1   | Or Sreypich  | <b>Khmer Rouge Security Center</b> - The current Chey Chumneas Referral Hospital had been formerly known as Prek Thnaot Psychiatric Hospital before Khmer Rouge took power in Ta Kamoia city, Kandal province in January 15, 1975. The hospital was well-known to specialize in mental illness. However, the hospital was closed during for Khmer Rouge regime, and it was turned into a detention center till the liberation day of January 7, 1979, based on a report of DC-CAM by Pheng Pong-Rasy, entitled “Khmer Rouge Security Center at Former Prek Thnoat Psychiatric Hospital Ta Khmao District, Kandal | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |

|   |               |  |  |
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|   |               | Province". The report also stated that most victims were handicapped people who were gathered from Phnom Penh and other place. They were executed after being tortured. The dead bodies of the victims were buried at the compound of the hospital where the Khmer Rouge planted the coconut trees on the site in the belief that the corpses would provide good fertilizer. There are around 130 coconut trees planted there during the Khmer Rouge regime.   |  |
| 2 | Song Seakleng | <b>Champuh Ka-ek as secret prsion of the Khmer Rouge regime</b> - Champuh Ka-ek pagoda located in Kien Svay district, Kandal province has historical records related to Khmer Rouge regime. According to DC-Cam, Champuh Ka-ek pagoda was used as a killing field during Khmer Rouge regime which a lot mass graves are all around the compound of pagoda. A lot of people were killed and there were more than 1500 skulls are found at a large brick and tile memorial. The document of DC-Cam also addressed that people were brought to this place in 1976 and killed. And many other people were loaded on the boats from this pagoda and brought along Bassac river to kill in Koh Por and Koh Thmey island.   | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 3 | Try Socheata  | <b>Baray Choin Dek as Memorial Site</b> - Baray Choin Dek is the name of a pagoda located in Tros Village, Ballang Commune, Baray District, Kompong Thom Province. The place has particular relevance to the Cambodian history during Khmer Rouge regime. According to the residents over there, there were many dead bodies of Khmer Rouge's victims buried in the compound of the pagoda during Khmer Rouge regime. After the Khmer Rouge regime ended, the victims' bones were collect and kept at the pagoda. And later, the people and NGOs with supported from International fund built the memorial stupa in the pagoda to keep all the victims' bone who died during Khmer Rouge regime.   | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 4 | Oung Dane     | <b>Securirty Center of Khmer Roue Regime</b> - Boeng Trabek high school located in Khan Chamkarmon, Sangkat Tonle Basak, Preah Monivong Blvd (st 93), and Phnom Penh were inaugurated as anti-genocide memorial by Documentation Center of Cambodia (DC-Cam) on February 19, 2011. In Democratic Kampuchea (1975-1979), the place was served as the center for detaining and torturing approximately one hundred intellectuals from abroad, according to the documentation of DC-Cam. The document also stated that during that regime, the campus of the high school was also used for cropping and raising animals while the prisoners were assigned to transplant rice, harvest crop, gather edible flower, build dams and other agricultural work. And the prison's intellectual group members who raise comments or concerns, any criticism direct at Angkar Revolution would result in disappearance, and presumably death. After Khmer rouge regime, the place resumed as high school, and old building was abandoned in 2016, according to the high school security guard. | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 5 | Pheng         | <b>Sngoun Pich Pagoda turn into prison</b> - Sngoun Pich pagoda located in Konthok commune, Ang  | - 5 to 10 photos   |

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|    | Sopheaneath        | Snoul district, Kandal province was known as the security center in Khmer Rouge regime. According to the magazine of DC-Cam, entitled "Searching for the Truth" published in 2010, the Khmer Rouge, in 1976, created a security center in the compound of Sngoun Pich pagoda which the prisoners were arrested from all communes of Ang Snuol district and included Chinese and Cham minorities, being accused of being White Khmer, CIA, KGB, former old society officers, and base people who disobeyed Angkar's regulation and did not serve the revolution well. Currently, a compound of this pagoda is used as a memorial site called as "Wat Snguon Pich Memorial" in order to remember the suffering during the regime and to dedicate with respects to the people who died in the Khmer Rouge regime. | - Teasers + Captions<br>(in Khmer and English)                     |
| 6  | Chhum Chaivattanak | <b>Chhroy ChanVar Bridge</b> - Chhroy ChanVar Bridge is the main transportation in Phnom Penh the capital city of Cambodia since 1966 until the present. Back in the history during Khmer Rouge regime Chahroy ChangVar bridge was exploded by the Khmer Rouge military, it made Khmer people could not use it at all. Therefore, during the war this bridge was abandoned.  | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 7  | Hong Thollysonit   | <b>Wat Ang Tonleap Pagoda of Takeo Province</b> - It's a burial site and a prison used during the Khmer Rouge Regime. As it is not very well known to the public about the grueling killing and buried site, it is also one of the many place that Khmer Rouge used. There are no record documents about this pagoda but my grandfather was killed and buried here during the time, acoording to my father and my uncle. The pond in the pagoda was speculated to be where they buried people and the school near the pagoda was where they kept the prisoners.  | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 8  | Leng Mary          | <b>Olympic Stadium</b> - When Lon Nol's solider invaded Phnom Penh City, the football match field of stadium became a place for foreign airplane evacuation their people back to their home country. When Lon Nol controlled the whole city, their solider paraded and congratulated to their success. Then the Olympic Stadium became a place for their meeting, doing exercise, and execution field.   | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 9  | Thon Phallavatthey | <b>S-21 Museum</b> - The Tuol Sleng Genocide Museum is a former high school turned into a notorious Security Prison 21 (S-21) by the Khmer Rouge regime from its rise to power in 1975 to its fall in 1979. The site is one of the Khmer Rouge's torture, interrogation and execution center. The site has four main buildings, known as Building A, B, C, and D. Building A holds the large cells in which the bodies of the last victims were discovered. Building B holds galleries of photographs. Building C holds the rooms sub-divided into small cells for prisoners. Building D holds other memorabilia including instruments of torture.   | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 10 | Ty Aulissa         | <b>Svay Andet Pagoda</b> - Svay Andet Pagoda is located in Kandal province. According to   | - 5 to 10 photos   |

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|    |               | one of the monk residing in the pagoda, during Khmer Rouge regime, the temple was used as prison center. That temple is around 60 years old.   | - Teasers + Captions<br>(in Khmer and English)                     |
| 11 | Heung Sattya  | <b>Head Quarter of Democratic Kampuchea</b> - Ministry of Religion and Culture used to belong old location of Headquarters of People's Republic of Democratic of Kampuchea also known as the Khmer Rouge Regime. The site remained the head quarter of the the regime towards the end of 1979. During this regime, there was only one election, which took place on 20th March.  | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 12 | Tann Somethea | <b>Sauphy Pagoda</b> - Sauphy Pagoda, also known as Ka Koh Pagoda, is located in Tonle Bati District, Takeo Province. It takes around 60 minutes by motorbike to from Phnom Penh to arrive at the pagoda. During Khmer Rouge regime, Ka Koh Pagoda was used as a detention center/prison, according to the document at the DC-Cam. Approximately 20,000 people were killed. Two big ponds in the pagoda is believed to be used as burial sites during the regime. In the east of the pagoda, a memorial stupa was built to mourn the death. Some of the buildings in Ka Koh pagoda are now abandoned because the new one is built.   | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |
| 13 | Lim Sonita    | <b>Wat Phnom</b> - According to legend, Wat Phnom (Mountain Pagoda) is the heart of the Phnom Penh capital. The site was built in 1373 for religious respects which currently located on Wat Phnom street, Wat Phnom commune, Daun Penh district, Phnom Penh. During the Khmer Rouge regime, the place was abandoned. The Khmer Rouge regime banned the practice of any religion. Most Buddha's statues were destroyed, except the big Buddha of Wat Phnom, according to the archive at Bophana, entitled "Cambodia: A Country to Be Redone", produced by French TV1 in 1979. After Khmer Rouge, the place was resumed as the pagoda, and some parts were renovated. Today, the pagoda is believed as a sacred place where people come to pray for good luck and success in study or business. | - 5 to 10 photos<br>- Teasers + Captions<br>(in Khmer and English) |

**Appendix 4: Phare Ponleu Selpak's Visual and Applied Arts School**















































