

ACHIEVEMENTS, SINCE 2004

After three decades of relative silence on this history in Cambodia's schools, Documentation Center of Cambodian (DC-CAM), in collaboration with the Ministry of Education, Youth and Sports has educated Cambodian youth in every province and district of Cambodia. DC-CAM has implemented activities including:

- Community public education forums in rural areas of Cambodia for more than 5,000 adults and local youth.
- Preparation, publication and distribution of 1,000,000 copies of the textbook, History of Democratic Kampuchea 1975–1979 to over 1,700 secondary schools in Cambodia.
- Teacher training workshops for the training of over 5,000 history, Khmer literature, Geography, Citizen Morality and ethics teachers in content and methods for teaching the history of Democratic Kampuchea.
- Genocide education memorials in over a dozen communities and exhibits in a number of provincial museums detailing the history of Democratic Kampuchea.
- Teacher Workshop-working group on reclaiming Cambodian history with over 200 history, Citizen Morality, Khmer Study and Geography teachers.
- Classroom Forum for 950 high school students from Phnom Penh Capital on the Importance of Studying a History of Democratic Kampuchea (1975-1979).

FOCUS, 2017

The Documentation Center of Cambodian (DC-CAM) in collaboration with Ministry of Education, Youth and Sports, supported by the United States Agency for International Development (USAID) will implement 2017's activities including:

- Four commune teacher trainings in Battambang and Kampong Cham provinces.*
- Nine Classroom Forum for High School students in Phnom Penh Capital.
- Public Education Forum for Youths on Khmer Rouge Related Media Online and Application developed by DC-CAM and DW Akademie.
- Four Genocide Education Memorials in most remote high schools in Cambodia.
- Six Pre-service Teacher Training at six Pedagogical Regional Training Centers.

*Two commune teacher trainings are funded by European Union (EU) in Phnom Penh through United Nation Office for Project Service (UNOPS).



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GENOCIDE EDUCATION EDUCATION ON THE KHMER ROUGE HISTORY IN CAMBODIA (1975-1979)



With the future of the Khmer Rouge Tribunal limited to a small number of high profile leaders, and a modern Cambodian population of which some 70% of the population was born after the worst of the Khmer Rouge genocide, Cambodia is facing a turning point. On the one hand, Cambodians run a real risk of losing a firm grip on understanding, memorializing and ultimately accepting a difficult past. On the other hand, a rapidly globalizing Cambodia must take on new challenges of sustainable growth, democratic integrity and human rights.

‘I WANT TO KNOW
WHY THE KHMER ROUGE KILLED SO MANY OF THEIR OWN PEOPLE’

Cover Photo: Democracy does not always spring forth from town halls, parliamentary buildings, and street corners. Democracy can begin in the classroom as well. Education, and in particular student-centered learning, possesses an inherent tension between the need for change and the need for stability. This tension generates the dialectic that post-conflict societies must aspire to if they are to break from their historic cycles of close-mindedness, repression, and violence. Education, in this sense, can be the channel for a new birth of freedom. The picture shows a group of grade 12 students from Arun Vortey high school—one of the fifteen (15) high schools in Phnom Penh. The students are waiting to receive instruction from DC-CAM staff on the history of Democratic Kampuchea (DK), and their personal copy of the DK history textbook. Textbooks are given to each student during DC-CAM's classroom forums.
Photo: Makara OUCH | Caption: Pheng Pong-Rasy

PROGRAM OVERVIEW

Genocide education is crucial to preserving the memory of Cambodians who perished under Khmer Rouge brutality, particularly in the minds of successive generations of young people. Such education is essential if Cambodians are to understand why and how the genocide happened, appreciate the effects of the tragedy, and address the many continuing challenges that flow from the genocide.

Since 2004, the United States Agency for International Development (USAID) has been a key supporter of the Documentation Center of Cambodia (DC-CAM), which is investigating and preserving records of the Khmer Rouge period, and promoting understanding and awareness among today's young Cambodians.

DC-CAM holds the world's largest Khmer Rouge archive, and with USAID support, DCCam continues to collect and maintain the documentation, ensuring that it is available to the public.

DC-CAM was integral in the establishment of the Extraordinary Chambers in the Courts of Cambodia (ECCC), and the organization continues to serve as a key source of documentary evidence to the ECCC.

To raise public awareness about the Khmer Rouge period, DC-CAM has succeeded in incorporating genocide studies in the high school curriculum, as well as a variety of other social institutions ranging from museums, universities, and the officer academies of the police and army. DC-CAM continues to educate Cambodia's younger generations about what happened in their country through public education outreach that reinforces and enhances the ECCC's work.

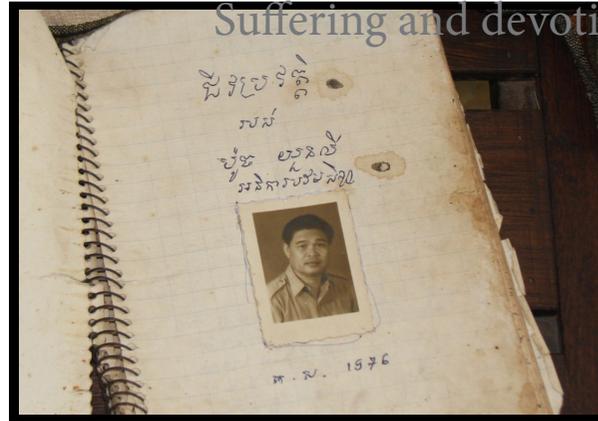
A student riding his bicycle on the way home from school, Tram Kak District, Takeo Province. This way directs to Kraing Ta Chan memorial site where thousands of people, who were accused of traitors of the Angkar, were imprisoned and killed during Khmer Rouge regime.

Photo: Makara OUCH | Caption: Pheng Pong-Rasy



THE LAST WORD

Suffering and devotion under the Khmer Rouge



Poch Younly was working as a school inspector and raising a family of 10 when the Khmer Rouge seized Cambodia in 1975. Under a regime where writing was punishable by death, Younly risked everything to document his final days for his children. Made public for the first time last year, his diary remains an intimate glimpse at a father's devotion during one of history's darkest chapters. (AP/Todd Pitman)

<http://hosted.ap.org/interactives/2014/cambodia-diary/>

Forwarded by Professor Um Khatharya

On May 31, 2013, following a documentary screening, a middle-aged man quietly approached the Director of the Documentation Center of Cambodia, Mr. Youk Chhang. In his hand was a spiral notebook, yellowed with age—a surviving “journal” of one of the victims of the Khmer Rouge genocide that his daughter and son-in-law hope to entrust to the Center's safekeeping. Such findings are rare. Though some personal writings done during the Khmer Rouge period did survive, most were in the form of notebooks that cadres had kept of their study sessions. Under a regime that associated writing punitively with the educated, hence politically suspect, few would risk their lives and the lives of their loved ones for the sake of documentation. In fact, the journal's author, Mr. Poch Younly, a primary school inspector, was arrested and subsequently died in prison, because of some personal photographs the Khmer Rouge discovered that exposed his class background. This written account, as such, was a voice from history that defied erasure. That may have been the very reason why Mr. Poch Younly struggled under the utmost dire conditions, and at grave risk to himself and his family, to document his life. The account, in essence, contains the memories that he knew he would not live to transmit to posterity.

Describing his life as “one of education,” Mr. Younly dedicated much of the journal to constructing his family genealogy and charting his educational and professional journey spanned the twilight of colonial Cambodia through the two decades after independence before the onslaught of war and revolution. He wrote of the struggles against poverty and of his accomplishments, his wedding to his fifteen-year old bride, and the construction of the family home, providing glimpses of life in pre-war Cambodia that were rich in their ordinariness. Born into a modest farming family in the village of Phnom Dil in Taing Krang commune, Cheung Prey district in Kampong Cham province, Younly was one of three children. Like many Cambodian boys of that generation, and struggling with poverty, he spent his early childhood as a temple boy after leaving his native village to attend school in the capital before going on to complete the teacher training program, specializing in physical education. He joined the Ministry of Education in 1943 and went on study tours to the Philippines in 1957 and to the United States in 1961.

In 1945, he married Som Seng Ieth, a native of Sangkat Baray, in the Baray district, in Kampong Thom province. They had 10 children, namely 1) Poch Sanity 2) Poch Siveanea 3) Poch Soriya (deceased) 4) Poch Sonimith 5) Poch Soreaksmeay 6) Poch Sovicheth 7) Poch Visethneary 8) Poch Vadhaneakar 9) Poch Sochendamony and 10) Poch Vibolcheat. It was his daughter Visidhneary who brought the journal to light over 35 years after his disappearance. Mr. Poch Younly began documenting his personal experiences after Khmer Rouge forces relocated his family from Kampong Chhang to Phum Chumteav Chreng. On August 1, 1976 he was summoned by Angkar to go help lift a palm tree that had fallen on the paddy, and disappeared. In his accounts, first written on 9th February, 1976 in Phum Chumteav Chreng and addressed to his “beloved and dearly missed Sanity and Siveanea,” followed by two additional entries dated February 29th and August 1st, 1976, Younly wrote of his separation from his two children and of the family's losses and sufferings under the Khmer Rouge.

