

PROCEEDINGS



TRAINING ON MEDIA REPORTING ON DEMOCRATIC GOVERNANCE

May 25 – 26, 2010
Angkor Saphir Hotel
Siem Reap City, Cambodia

Cambodian Center for Independent Media
#14A, Street 392, Boeung Kengkang I
Chamkarmon, Phnom Penh
Kingdom of Cambodia

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INTRODUCTION

The Training on Media Reporting on Democratic Governance is one of the three series of trainings organized by the Cambodian Center for Independent Media (CCIM). A total of 30 participants were chosen from among those who submitted applications to join the trainings. The applicants were coming from various journalists' associations, media institutions (such as radio stations, television and print media), media NGOs and freelance journalists.

The objective of the training is to contribute in upgrading the quality of media reporting of Cambodian journalists in terms of skills and proper understanding on the role of media in the Cambodian society. The trainings are one of the components of the project of CCIM in promoting independent media in Cambodia. The other components include the media reporting through radio programs and the organizing of Cambodian journalists for them to work together to improve their professionalism.

Since 2009, CCIM has organized three conferences of Cambodian journalists which tackled the issues and problems affecting the media and the journalists in Cambodia. One of the resolutions agreed during the first conference was the standardization of the code of ethics for Cambodian journalists. In the second conference, Oct 27, 2009, the journalists approved the common code of ethics for Cambodian journalists. On May 4, 2010, during the celebration of the World Press Freedom Day, the Cambodian journalists agreed to bind themselves together as the Committee for the Strengthening of the Code of Ethics of Journalists and selected a Technical Team to work on the recommendations related to the promotion, implementation, and monitoring of the code of ethics. The Committee is composed of representatives and individuals representing the journalists' associations, media institutions, media NGOs, and freelance journalists.

The trainings and the rest of the activities of the project on promoting independent media are supported by the British Embassy in Cambodia and the Delegation of the European Union to the Kingdom of Cambodia. The United Nation's Office of the High Commissioner for Human Rights – Cambodia Office has also extended its generous support to some of the activities of the project.

For this training, a trainer from the Philippines, Mr. Karlon Rama, a journalist who is a member of the Peace and Conflict Journalism Network (PECOJON), was invited as the main resource person of the training. Mr. Rama was in Cambodia during the last quarter of 2009 conducting assessment on media in Cambodia as part of PECOJON's activities. With this, he has a grasp of the situation of the media in Cambodia and the journalists. Mr. Rama was assisted by a friend of his, Mr. Stephen James Taylaran, who is also from the Philippines and an experienced training facilitator.

PROCEEDINGS OF THE TRAINING

Day One (May 25, 2010)

Welcome Address

The first session of the first day began at 8:30 a.m. and Mr. Pa Nguon Teang, Director of CCIM, welcomed the participants and explained the background and the reasons of conducting the training (see Introduction).



Introduction of participants, expectation settings and ground rules

After the welcome remarks of Mr. Pa Nguon Teang, the trainers took over and began with an activity of introducing the participants to one another. The activity was a one-on-one interview among the participants, which one participant will go around and interview his/her co-participants. After the interview, each participant was asked to report his/her findings.



The trainers presented the schedule of the two-day training. The first day of the training will focus on understanding the concept “democratic governance” and the anti-thesis of this concept. The second day will focus on the role of the journalists in reporting issues related to democratic governance.



The trainers informed the participants that a number of activities will be introduced to reinforce the understanding of the concepts that will be discussed in the training. The training will include actual participation to the activities and the processing of experience and learning from the activities.

Module 1: Reporting on Democracy, Governance & Accountability

Module Objective

At the end of this module, the participants will gain learning on how democracy is founded on the pillars of freedom of speech, equal rights and an efficient system of doing things and how media has a very important role in the development of that.

Group Activity: House of Cards

The participants were divided into three groups and each was supplied with one deck of playing cards. The groups were instructed to use the cards to build a tower which will be called Cambodia. The group that can make the highest tower wins.

In a few minutes, each group was able to build their temple. Each group has its own style and techniques in building the temple. The first group won the contest. They built their temple by connecting the cards vertically one after another with horizontally positioned cards to support building upwards.

Discussion: Processing of experience and learning

After the activity, the participants were asked what they experienced during the activity and what they learned from it. They were asked what made them able to build the temple. The following were noted in the discussion:

- Everyone in the group enjoyed working together constructing the temple.
- The group discussed the strategy first on how to build temple using cards and agreed on a plan on how to construct.
- Comparing the three groups, it is clear that each group has their own way of building the card temple.



Follow up activity

After the processing, the trainer removed one card from the winning tower. The tower fell down. The participants were asked again: What is the value of one card to the rest of the deck? What is the value of one person in a social whole?

Discussion

One participant commented that one person does not affect democracy, in contrast to how one card affects the whole stack.

Facilitator observation:

When asked to share their experience, some of the participants immediately made references to how the government works and how there was a need for people to obey the government. The immediate reaction is to be expected, given that this was the opening activity and that, at the time of the reaction, no input yet was given or discussed. The comment, which seems to have been shared by other participants as well, is an indicator of how media sees itself in the context of government and the

people.

Input

Utilizing examples drawn from the experiences of the group, the facilitator explained about democracy and governance.

"Democracy is a system of rule that permits citizens to play a significant part in the governmental process," according to "American Government" by Theodore Lowi and Benjamin Ginsberg.

Substantive notions of democracy place a strong emphasis on concepts of a healthy, vibrant public sphere. In this notion of democracy, the role of media goes beyond informing the public of the issues that shape their lives but also to provide spaces for an informed and inclusive public debate and an outlet for the voices and perspectives of citizens, including marginalized ones.

Journalism is all about providing readers comprehensive information on events that are significant in their lives to allow them to make informed decisions on significant issues which affect their living.

The session ended for a lunch break.

Module 2: Public Office is a Public Trust

Module Objective

At the end of this module the participants will have a direct experience in the importance of the rule of law in a democratic society.

Activity: The System Game

The game is a structured learning activity on creating systems and the importance of the rule of law. The participants were asked to form a circle. The facilitator instructed the participants that a ball will be passed to one participant and the participant will have to pass the ball to another participant but not to the one to his/her immediate left or right. The ball will have to be passed only once to a participant until the ball is passed to all the participants and it returned back to the facilitator. Every time they will fail such as if the ball will fall down, the game will have to be played again. The game is played until the participants are successful.



During the first round of the game, the participants were confused where to pass the ball and some of them received the more than once and others were not able to receive. In some instances the ball fell down and the game was repeated a number of times. And finally the participants were able to set up a system how to pass the ball and successfully returned the ball to the facilitator. After being successful after a few rounds, the facilitator challenged them to pass the ball faster and faster. In another rounds, the facilitator added one more balls to be passed around, creating confusion among the participants. However, the participants were able to do it after a few rounds.

Discussion

After the game, the facilitator processed the activity by asking the participants to recount their experience about the difficulty they encountered at the start and the evolution of the system they adopted to successfully play the game. They were also asked if the task became easier once a system evolved and if the system that evolved would still have worked if people didn't adhere to it.



The participants acknowledged that without agreeing on a system to play the game they will not be successful. The participants easily came up with a system but applying the system was a little bit difficult because some of the participants were not able follow perfectly the system.

Facilitator's observation:

Many of the participants came in late. This resulted in adjustments being made which, in turn, resulted in the prolonging of the activity. Subsequently, efforts should be made to have participants come to the seminar on time.

Input

The facilitator summarized experience and learning with emphasis on the importance of adhering to the rule of law.

The session ended and took a break.

Module 3: The Betrayal of Public Trust

Module Objective

At the end of this module, the participants will experience how corruption is detrimental to democracy because it puts forward the selfish interests of one person or group over that of everybody else.

Activity: X and Y Game

The participants were divided into four groups representing as four tribes composing one kingdom. In this game the king ordered the tribes to earn as much money to buy food for the kingdom. To earn money, the tribes will have to play a game called X and Y.



The instruction of the game is: each group is given two cardboards marked with "X" and another one with "Y." Each group will raise either the cardboard with X or Y sign upon the command of the facilitator. The scoring of the game is:

- If all the tribes hold X = all the tribes win 2 gold bars;
- If all the tribes hold Y = all the tribes win 5 gold bars;
- If 1 tribe holds X and the 3 tribes hold Y = the one with X earns 10 gold bars and all those with Y earn 1 gold bar;
- If 1 tribe holds Y and the 3 tribes hold X = the one with Y earns 8 gold bars and all those with X earns 2 gold bars;
- If 2 tribes hold X and the other 2 tribes hold Y = the one with X earns 5 and and those with Y earns 3

Tribe with the highest score wins.

After five tries, the facilitator computed the scores. The group with the lowest score was told that they will not likely survive the famine. The facilitator told them that, as one country, they must meet and discuss what to do. In response to the challenge, the groups with lowest scores negotiated with the other groups to play the game that would allow them to gain more scores. After negotiations, the game continued. However, the group with the lowest score still was not able to gain more scores and the group with highest score remained leading the game.

Discussion

The facilitator asked the participants about their experience and learning in playing the game. The group with the lowest score said that they were not happy of not increasing their score because the group it negotiated did not follow their agreement that they will be given a chance to add score in the game. When asked about why the other group did not follow the agreement, they reasoned out that their concern was with the members of their group and not with other groups.

Facilitator observation:

There was good impact from the activity as indicated by how participants kept discussing the game even during break time. The processing would have been made more meaningful if the facilitator was not hampered by the language challenge. Direct feed backing methods could have been used between the group that lost the activity and the group that caused the loss by deviating from the agreement. Instead, the facilitator had to rely on translator and did not have any capacity to verify if meaningful issues were lost in the translation. Still, as observed above, the activity was successful in the sense that it sent the participants into a non-structured discussion.

Input

The facilitator summarized the experience and the learning of the participants.

The session ended around 5:00 p.m.

Module 4: Dinner (The Scarcity Meal)

Module Objective

At the end of this module, the participants will develop a sense of sensitivity to social issues and learn that for media to be effective, it has to be sensitive so it can bring the goings-on to the awareness of society as a whole.

Activity: (The Scarcity Meal)

At around 6:30 p.m., the participants were called back to the training room for dinner. Before they entered the training room, the facilitators gave them instructions to keep absolutely quiet, no talking and no communications using signs and body language. The participants were not informed about the food servings.

At the training room, meals were served in three different servings. In the middle, a table for two persons was served with plenty of food complete with plates, spoon and fork, and glasses for water. On one side of the training room, a big table with eight chairs was served with rice and one kind of food. It has plates, spoon and fork but no glasses for water. The rest of the participants sat in three separate tables served with a bowl of porridge. The tables had only soup bowls but no spoons. The servings were covered.

The participants entered the room as instructed and tried to find their seats. When everyone was sitting, they were told to open the covered food and began eating silently. After a few minutes, the participants were asked to stop eating. The participants were astonished looking at their food for dinner and when they were told to eat without filled yet their stomach. But the participants felt relaxed when they were told that is was only an activity as part of the training and the real dinner will happen in another place after processing the activity.



Discussion

The participants were asked to give feedback on their experience and what they learned. The facilitator then asked the participants why nobody from the table with plenty of food tried to share some of the food to the tables with less food. The participants from the tables with less food were also asked how they felt when none from the table with much food shared some of the food.

The participants were immediately able to draw parallels from the activity and reality. There was discussion of a great divide between sectors of people.

Facilitator's Observation:

There was much discounting from the participants, manifested in nervous laughter and attempts and making jokes. When asked to share their experience, complaints raised by those from the "poor table" consisted of how there were no spoons. When the discussion went to the level of feelings, many participants stood up to take photos, detaching themselves from the seminar momentarily to take on the role of "journalists" making documentation. This lead the facilitator to believe that there was definitely some negative emotions underneath and that the activity indeed touched a chord which the

participants just did not want to acknowledge. It is respectfully recommended to CCIM that follow-up activities be held which will touch on self-awareness.

Input

The facilitator explained that media best serves the people and democracy in general if it is sensitive to the needs of the public and brings this need to the awareness of society as a whole. The facilitator also focused the discussion on how quality journalism is the type journalism that makes people aware. The facilitator also explained while media has to be sensitive to the needs of the public it does not have to be advocates of certain causes.

Before the session ended for dinner, the facilitator gave an assignment to the participants. They were given copies of media reports and asked to study them and prepare comments on the report for sharing on the next day.

Day Two (May 26, 2010)

Module 4: Covering Corruption

Module Objective

At the end of this day-long module, the participants will learn specific reporting skills that can help them in covering issues of good governance and the accountability of public officials.

Activity: (Group Work)

The participants were divided into four groups and each group was given with a selected corruption story as reading material (handed out the night before with instructions to read carefully). Each group will then discuss the material and give a summary on what the story is about and what type of corruption was committed. They were asked to point out the process the reporter/writer followed in order to obtain the story and the steps the reporter undertook. They were also asked if the issues discussed in the reading material also happens in Cambodia and, if they are to cover the incident, how they would do it. The small group discussion took for one hour.



Reporting/Discussion

The first group reported in the morning. After lunch, the reporting by other groups resumed until around 4:00 p.m. The materials pre-selected for this module included:

- 1) Corruption in the Department of Agriculture <which used interviews from an insider and reactions from officials concerned>
- 2) The appointment of a logging businessman as environment chief <essentially a corruption prevention story>
- 3) Corruption in the Supreme Court <which used an off the record interview with a private lawyer and then substantiated with interviews>
- 4) A story on congressmen who legislate laws that support their businesses <which utilized a paper-trail method>

Inputs

A round-up and summary of the inputs shared by the participants which included information sourcing methods like:

- interviews
- paper chase
- process observation and description

Also discussed was the need to substantiate and verify information, especially those given off the record (example the bidding story reported by group 3).

Special emphasis was given on how, other than reporting events, journalists can also take on a proactive role by reporting gaps in certain processes.

The groups also discussed corruption among media practitioners, a subject that surfaced rather spontaneously.

There were a lot of questions on whether or not gifts given to public officials after a contract was

secured to say “thank you” was considered corruption.

The facilitator, not conversant on Cambodian laws, shared pertinent provisions of the Philippines’ Republic Act (RA) 6713 and 3019, the code of conduct and ethical standards for public officials and the anti-graft and corrupt practices act instead.

Inquiries were made as to whether or not similar laws covering public accountability in Cambodia. The participants were not able to answer but assumed that the laws were “same-same.” The facilitator recommended that journalists familiarize themselves with the provisions of the law, if there was one.

The examples and points used by the participants themselves were used in the input to highlight that the training participants already had the foundation needed for quality reporting.

In interacting with the participants, the facilitator made references to points raised on the first day of the seminar and how people’s involvement in governance is the key to a substantive democracy.

Module 5: The Tarp Flip

Module Objective

At the end of this module the participants will feel empowered towards change.

Activity: (The Tarp Flip)

The participants were asked to stand on a 5x6 foot cloth (instead of a tarpaulin) and, while on top of the material, to flip it downside up without stepping or falling out. They were asked to set the time they would need to finish the activity and each time somebody stepped out of the cloth they were asked to begin the exercise again.

The participants tried a few times to accomplish the mission but were unsuccessful. On the last try, some of the older journalists refused to join the activity and justified it by saying they were sacrificing for the group and that their non-participation was to lessen the number of people occupying the limited space. With the lesser number of people on the cloth, the participants were able to finally flip downside up the clothe. The participants cheered happily as they accomplished the mission.



Input

The facilitator explained that the activity is an example of how difficult to change a situation. The clothe represents the situation and changing the situation is to flip the cloth on its other side. Flipping the cloth without stepping on it can very easy, but it is very much difficult if the people are stepping on it. This means that it's hard to change the "current situation" from the inside but it can be done.



The session ended and the facilitators concluded the training.

Closing Remarks

Mr. Pa Nguon Teang, CCIM Director, formally closed the training after expressing his thanks to the participants joining the training.

Distribution of Certificates

The training was ended with the distribution of certificates to the participants.

APPENDIX

Notes from the Powerpoint Presentation of the Training Facilitator

1. Reporting on Democracy, Governance & Accountability

Democracy defined:

- "Democracy is a system of rule that permits citizens to play a significant part in the governmental process". (Theodore Lowi and Benjamin Ginsberg)
- It comes from the two Greek words Δῆμος (Demos) and κράτος (Kratos) - power belongs to the people
- Substantive notions of democracy place a strong emphasis on concepts of a healthy, vibrant public sphere.
- "Government of the people, by the people, for the people" (Abraham Lincoln; 1809-1865)

Key Elements of Democracy:

- The people chooses its leaders
- They can participate in decision making
- Human rights of all citizens are guaranteed.
- Laws and procedures apply equally to all citizens
- The "majority rule" is a characteristic of democracy. But so must also be protection of individual liberties
- Why? To prevent "tyranny of the majority"

What is the role of media in a democracy?

- "Conversation, debate, and dialogue lie at the heart of a democracy." (John Dewey: October 20, 1859 – June 1, 1952)
- The role of media goes beyond informing the public of the issues that shape their lives but also to provide spaces for an informed and inclusive public debate as well as serve as an outlet for the voices and perspectives of citizens.

2. Public Office is a Public Trust

Corruption defined:

- The abuse of public office for private gain. (Transparency International and the World Bank)

Types of corruption:

- Public sector corruption
- Private sector corruption
- Political corruption

Public sector corruption:

- occurs in civil service, among state officials and employees who run the day-to-day affairs of government.
- may involve low-level employees who are given small amounts as "grease" to speed up transactions, such as applications for licenses or permits.
- may involve higher-level officials who get substantial cuts or commissions for awarding government contracts to favored firms.

Political corruption:

- committed by an elected public official and involves the harassment of political opponents or the preferential treatment of friends and allies.
- may involve the use of influence to get appointments, tax incentives, behest loans and

other concessions for friends and allies from the government

Types of corrupt action or behavior:

- bribery
- theft of state assets
- patronage
- cronyism
- nepotism
- rent-seeking

Bribery:

- giving anything of value – either cash or otherwise – to a public official in exchange for an act or an omission of that official’s public function.
- it is given to get a benefit like a procurement contract; to avoid the costs of complying with regulations such as taxes, or; to secure positions.

Theft of state assets:

- when properties or the state are misappropriated for personal use.
- committed when paymasters steal payroll money; when collectors fail to remit collections; when officials make cash advances from the treasury and fails to liquidate them, or; when ghost employees collect pay

Patronage:

- when government projects or positions are awarded to allies, leaders or followers in exchange for their previous support or to insure their continued backing.
- committed, among others, when public officials give jobs only to people who supported them during the last election; awards contracts to companies who contributed to the election budget.

Cronyism:

- when personal relationships become the main reason for state-policy-making and in the allocation of public resources.
- committed, among others, when laws are made specifically to cater to the interest of close friends and allies.

Nepotism:

- when public office is used to secure positions for family members.
- committed, among others, when a public official appoints family members to lucrative positions.

Rent-seeking:

- when government withholds access to the market in favor of existing monopolies with the intent of asking subsequent favors.
- usually happens in the utilities sector – power telecommunications and transportation; where regulations prevent other players from competing with existing firms; the monopoly is protected because officials enjoy favors from them from time to time.

Effects of corruption:

- impedes economic growth and hinders the flow of investments
- worsens the effects of poverty because basic services are not delivered
- damages political legitimacy and stunts democracy. It shatters the faith of citizens
- endangers public order and safety because shortcuts are allowed in processes
- results in inefficiency and demoralization because people no longer trust the system and its laws

3. Covering the Betrayal of Public Trust

The Journalist's Task

- ... is to give people orientation on the ongoing discussions in society. Thereby, journalists allow the people to participate in social and political processes. (Carsten Brosda, Discursive Journalism)
- The press may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about. (Bernard C. Cohen, 1963)
- CNN is the 16th member of the Security Council [of the UN]. (Boutros Boutros-Ghali: United Nations Secretary General 1992 – 1997)

The CNN effect



Facilitator of communication, dialogue, debate

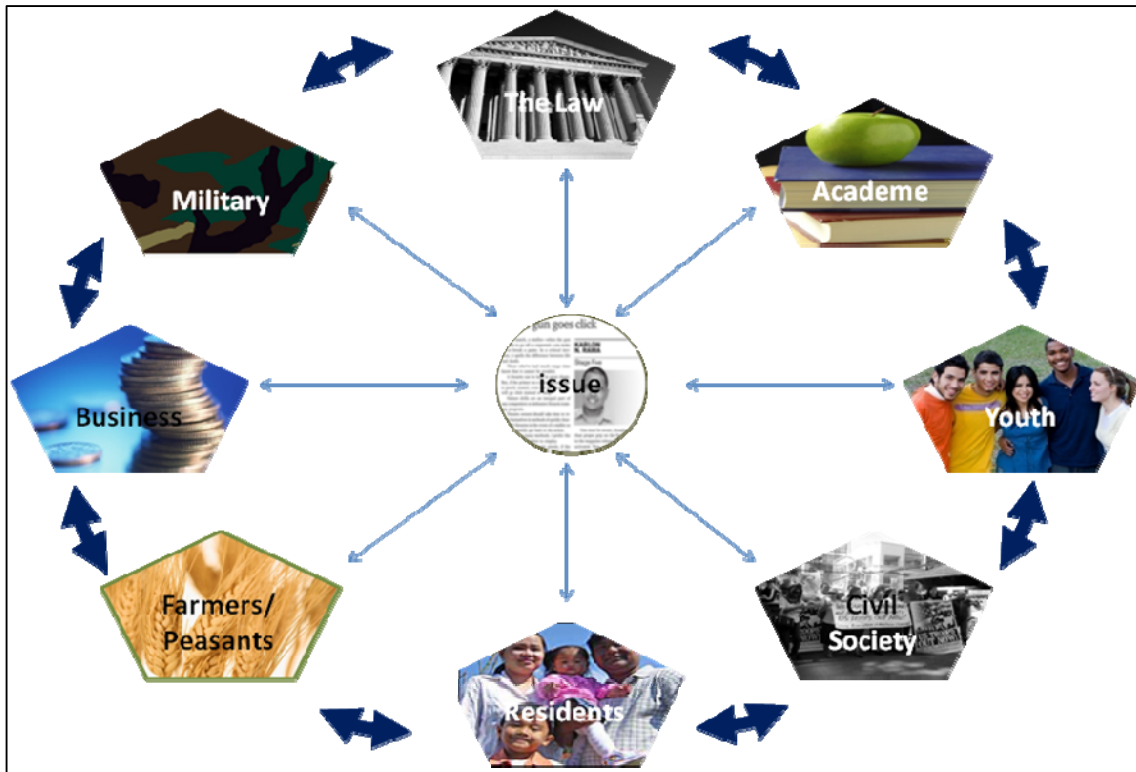
Journalist:

- Active
- Independent
- Selects what news to give
- Explains events and their context
- Enables the flow of communication
- Gives space to all stakeholders
- Takes responsibility for the impact of a report
- Believes in its readers

Reader:

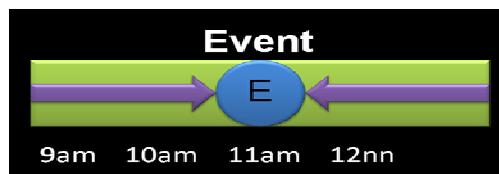
- Not mere news consumers
- Active players in society
- Can interact with media

- Can criticize media
- Can impact the news
- Can impact government
- Can influence change



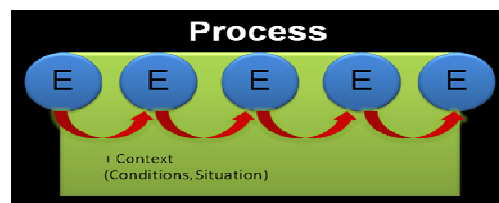
4. Framing and Context

Event Orientation



- Stories are reported inside the arena with closed time and space only focusing on the immediate actors and happenings

Process Orientation



- Stories embed events in their context including conditions and the larger picture, reporting with open time and space. This includes the history and previous events which have led to the current situation
- Event oriented reporting only allows events to be explained by the immediate happenings.

This oversimplifies and leads to wrong conclusions and blaming.

- Process oriented reporting includes:
 - o History of events
 - o Context
 - o Conditionsand thereby presents the larger picture which allows the reader to understand why the event happens.

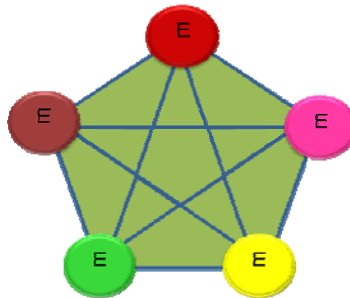
5. Shape of the Story

2 - Party Geometry



- The event is seen as a duality, with two contrasting sides. In the case of a corruption story, it is perhaps the public official in question and his alleged violation of anti-graft laws. But this is simplistic and treats the incident of corruption as a single event which is not connected with anything else.

Round Table Geometry



- Reporters identify all stakeholders, explore their interests behind their positions and see each of their contributions and needs as equally important. By presenting all stakeholders views and needs media reports become channel for communication among the various actors in the situation.
- It involves the reader because it explains the complexity of the situation and solicits their views.

Pursuing simple corruption stories:

- interview victims or eyewitnesses especially for TV, catching wrongdoers in the act going through the process

Pursuing complex corruption stories:

- go beyond the obvious: find out how far the corruption goes; who holds the power, who gets the money and who else benefits
- what does the law say
- analyze the process and identify the gaps
- involve other government agencies, non-government organizations and the civil society
- highlight how much is lost as a consequence of corruption
- go to the field

Investigating officials:

- check the lifestyle

- look for assets
- examine conflict of interest
- look for patterns
- look into the official's friends, relatives and associates

Participants

Name	Media Institution/Organization	Position
1. Ms. Bun Ratha	Kampuchea Thmei (newspaper)	Reporter
2. Ms. Chea Samphors	WMC/ FM 102 MHz	Radio Scriptwriter
3. Ms. Chhy Ratha	Equal Access (NGO)	Radio Scriptwriter
4. Mr. Doung Darasy	Koh Kong Thmei (newspaper)	Publisher
5. Mr. Hai Sina	Boeung Tonle Sap (newspaper)	Reporter
6. Mr. Hen Phearin	Sereipheap Thmei (newspaper)	Publisher
7. Mr. Kang Channchomrong	Samleung Satepheap (newspaper)	Publisher
8. Mr. Khuon Sopheak	Sarika FM 95.5MHz	Program Manager
9. Mr. Kim Sarom	Chivatkamsan (newspaper)	Asst. Editor in Chief
10. Mr. Kong Sovann	Anachak Khmer (newspaper)	Publisher
11. Mr. Lao Sampor	Doeum Appil Media Center (DAP)	Reporter
12. Mr. Lee Philips	Kampuche Kgmom (newspaper)	Reporter
13. Ms. Lem Ngoun	Samleung Nitirath (newspaper)	Reporter
14. Mr. Mak Chanden	Cambodian Center for Independent Media (CCIM)	Project Coordinator
15. Mr. Mao Bophamakara	Doeum Appil Media Center (DAP)	Reporter
16. Mr. Meun Sothy	Cambodia News	Reporter
17. Mr. Min Pov	Voice of Democracy (VOD) (radio)	Reporter
18. Mr. Morm Moniroth	Sarika FM 95.5MHz	Reporter
19. Mr. Nou Narith	Voice of Democracy (VOD) (radio)	Reporter
20. Mr. Pa Nguon Teang	Cambodian Center for Independent Media (CCIM)	Director
21. Ms. Pech Sotheary	Voice of Democracy (VOD) (radio)	Reporter
22. Mr. Peng Sophea	TV9/Radio FM 107 MHz	Reporter
23. Mr. Phon Benphor	League of Journalists for Democracy (LJD)	Assistant
24. Ms. Phorn Veasna	National Radio	Reporter
25. Mr. Sek Sokhom	Reaksmey Kampuchea (newspaper)	Reporter
26. Mr. Seng Kimlean	Cambodian Center for Independent Media (CCIM)	Project Officer
27. Ms. Sim Sovannry	Sarika FM 95.5MHz	Radio Presenter
28. Mr. Sin Ravy	Cambodia Watch of Journalists Association (CWJA)	Deputy Director
29. Ms. Sok Chea	Sarika FM 95.5MHz	Radio Presenter
30. Mr. Sok Hong	Organization Press Council of Cambodia (OPCC)	Member
31. Mr. Sou Choeurn	Koh Santepheap (newspaper)	Reporter
32. Mr. Van Kosal	Cambodia Watch of Journalists Association (CWJA)/Yutethor (newspaper)	Publisher