A GUIDE ON
COMMUNICATION PLANNING
For Community-Based Development

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Preface

This Guide on Communication Planning for Community-Based Development is a handy reference on how to prepare an Information, Education, and Communication (IEC) local action plan.

Users of the Guide

The Guide is intended for WATSAN Council/Team Members consisting of local information officers, local planning officers, officers of water users associations, or any other individuals who may be involved in planning, implementing, and monitoring and evaluating communication programs at the community level for any development program.

Scope of the Guide

As part of the Tool Kit developed under the MDGF 1919 Programme, this Guide addresses the distinct requirements of MDGF 1919 at the local level, but may also apply to other development programs. It highlights the IEC planning process as consistent with the Human Rights-Based Approach (HRBA) to development and the active participation of rights holders in the planning process, recognizing diversities in gender, culture, socioeconomic background, ability/disability, age and location. It includes standards to be followed in implementing IEC strategies, such as goal setting, message development, selecting channels, and monitoring and evaluation.

Contents of the Guide

The Guide consists of four chapters: Chapter 1 explains the basic principle of communication as a process. Chapter 2 describes communication for development as a framework for communication planning. Chapter 3 shows the steps in communication planning. Chapter 4 discusses the importance of a communication unit dedicated to the implementation of a communication plan and shows how a communication unit could be organized.

List of Acronyms

BWSA	–	Barangay Water and Sanitation Association
BCC	–	Behavior change communication
C4D	–	Communication for development
DILG	–	Department of the Interior and Local Government
IEC	–	Information, education and communication
IPC	–	Interpersonal communication
LGU	–	Local government unit
MDGF	–	Millennium Development Goal Fund
MTPDP	–	Medium Term Philippine Development Plan
NGO	–	Non-governmental organization
P3W	–	President's Priority Program on Water
WATSAN	–	Water and sanitation
WSP	–	Water Service Provider
UNICEF	–	United Nations Children's Fund

Chapter 1

WHAT IS COMMUNICATION?

Communication is the process of exchanging ideas and sharing meanings through dialogue. It is the process of creating commonness between persons, where the greater the area of common understanding, the more effective the communication is.

As a process, communication has no beginning and no ending. It has elements that are continually changing, dynamic, and interactive. These elements include the participants themselves who are engaged in the dialogue and their response, the message or the content of the dialogue and the means through which the messages are exchanged. Communication between participants goes on and on until mutual understanding of the message or the needed action happens.

Attributes of communication	As applied to MDGF 1919
• Problem-oriented	• Reduction of morbidity and deaths from water-borne diseases • Low coverage of safe water
• Result-based	• Action – availability of safe water at household and family levels • Behavior – daily use of safe water by families and communities
• People-centered	• Participants – communities and families, LGUs, water service providers • Learners
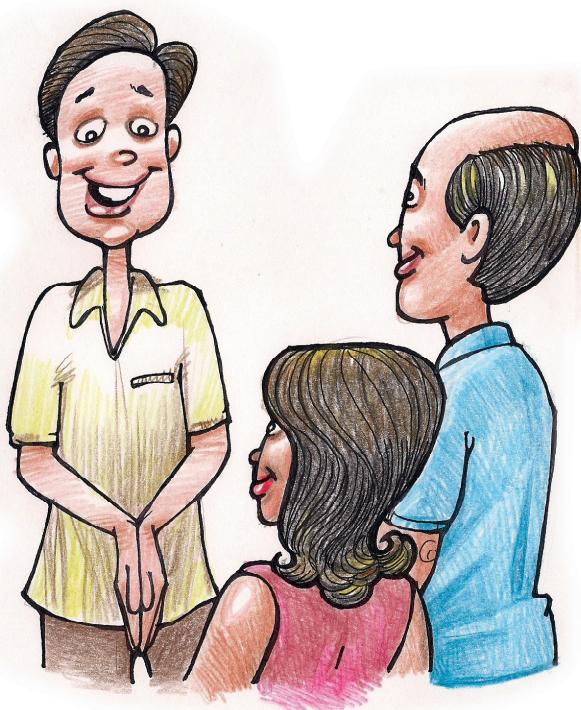
Chapter 2

WHAT IS COMMUNICATION FOR DEVELOPMENT?
A Framework for Communication Planning

A.   Communication for Development

Communication for Development or C4D is a process of communication where the community and project participants dialogue with implementers on the best way to implement and conduct development initiatives. C4D moves beyond the traditional approach of looking into people's awareness, knowledge, and attitude. Instead, it focuses on practice, examines people's behavior, and finds ways towards change because problems are always rooted in or associated with what people do and what they fail to do.

Being systematic and planned and based on evidence, C4D uses consultation with children, families, communities, and networks in identifying and addressing problems. It involves the conscious and active participation of the people at every stage of the development process, thus leading to change in attitudes and behavior.

Three key strategies in C4D:

1. Behavior Change Communication (BCC)
   • Uses social marketing (selling of ideas to influence social behaviors) and participatory communication, to help inform, influence and support households, community groups and opinion leaders for the adoption and sustained practice of desired behaviors.

2. Social Mobilization
   • Engages and motivates civic society (NGOs, community- and faith-based organizations / networks, etc.) around a common cause, to educate and provide support to communities and families.

3. Advocacy
   • Helps develop mechanisms to ensure that the perspectives, concerns and voices of children, women and men from marginalized groups are reflected in upstream policy dialogue and decision making.
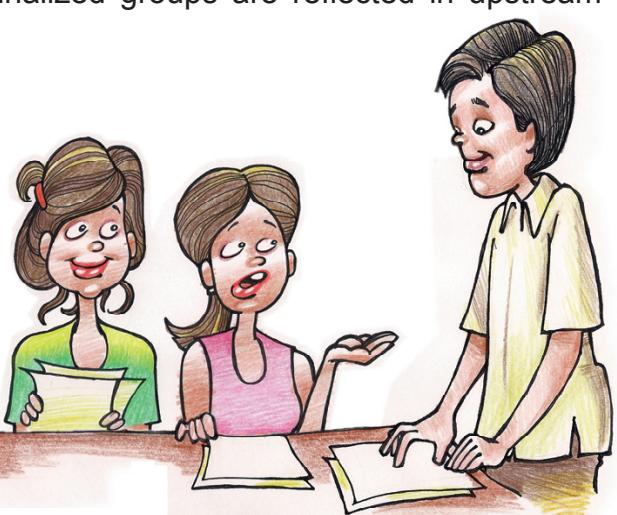
Barangay San Vicente says, "Let's keep on talking!"

"Water is a natural resource. Everyone has the right to water," Manong Junior said. Discussion was starting to heat up one Sunday morning during a small gathering at the Barangay San Vicente hall . Two days ago, the BWSA started to find out among users the best way to collect water consumption fee.

"Yes, I agree with you, Pareng Junior. We all have the right to water. But you know…," Manang Ely said, her voice trailing off as Manang Isabel cut in.

"Kaya nga, Ely, that is why water should be free," Manang Isabel said.

"If water is free, can we make sure we can take responsibility if something goes wrong? For example, if our water source dries up; or if we get sick from the water we drink; or the pipes break down," Kagawad Johnny asked.

"What can we do?" others asked. Reactions were varied but all wanted to know what could be done. The entire barangay had waited a long time for a water system to get to the area while suffering from frequent diarrhea outbreaks and other diseases.

"What will happen if we pay for the water we consume? What do we get in return?" Manong Junior wanted to know.

"Siguro, we can discuss this with our families and relatives. Let us keep the discussion going and note down the benefits and disadvantages," Manang Isabel proposed.

After one month of discussion and dialogue, water service users came to a unanimous decision: Let's pay for the water we use.

"It is really simple," explained Manong Junior who echoed the sentiments of all those who were against the payment of water fees. "By paying a fee, we feel we own the water service. We have a new right – the right to watch over it and make sure we sustain the service with the fee we pay."

"Pero, there are still a few pasaway," Manang Isabel sighed.

"Okey lang, as long as we continue to talk about it," Manang Ely said.

"As long as we talk, we can solve our problems!" Manang Isabel said. It has become the barangay's unofficial motto.

And thus Barangay San Vicente continues to talk, argue, explain, agree, and talk some more, be it on water services, children's education or health. Indeed, communication is a process. And it never ends.

B.   The Behavior Change Framework

Why do people behave as they do and don't? The answer to this question relates to how strategies for change are selected. The key is to look for the problem issue or behavior that has to be addressed, monitored and evaluated.

The Stages of Change Theory presents a behavior change continuum that locates a person or group in the stages or process of change. The theory describes the process of change one goes through in practicing a recommended behavior.

A person might skip one or two stages or might need reinforcement of information or a more active dialogue to move up to the next stage or to continually and consistently maintain a behavior. People progress through these stages at varying rates, can move back and forth along the continuum a number of times before attaining the goal of maintenance.

This model has been useful in determining the communication information needs or requirements of a person at each stage. With the C4D concept, the model has been useful in designing communication strategies at each stage that will engage the participation of a person or groups. Also, C4D allows attention to issues that might influence an individual, family or community to practice a particular behavior. Figure 1 presents the stages of behavior change model.
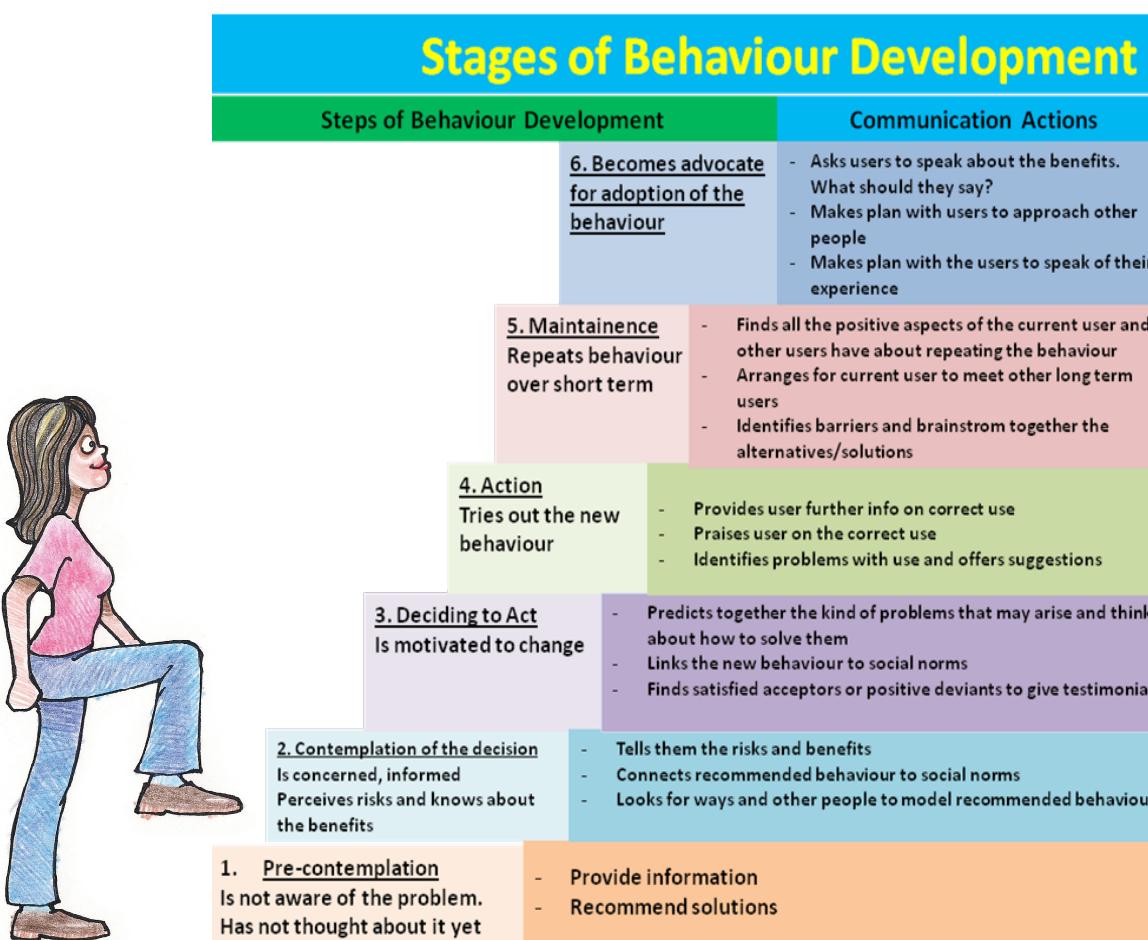
Figure 1. Stages of Behavior Development (Adopted from UNICEF)

C.   The ACADA Planning and Implementation Process

This model stresses the process of using systematically-gathered data in informing the development of a communication strategy.

- •   A – Assessment of the program issues

- •   CA – Communication Analysis. This looks at the behaviors or practices affecting the program, the identification of participants who can bring about and maintain the practice of desired behaviors, and the characteristics of available channels of communication.

- •   D – Design of the strategy plan.
  - •   This involves the three key strategies of advocacy, social mobilization and behavior development communication.
  - •   The activities, roles and responsibilities of partners are defined together with matching channels with identified participants.
  - •   Information materials are developed defining the approach, appeal and tone appropriate to the participants. Materials pretesting is an important element of this process.
  - •   Capability development is key to the use of these materials as well as the conduct of selected activities.
  - •   A monitoring and evaluation plan is a vital element of the design of the strategy.

- •   A – Action. A well planned strategy complemented by clear implementing details will flow into action.

Evaluation is the final stage in the planning process. This will inform on the extent to which the communication objectives are achieved and in turn help determine the role of communication in achieving program impact.

All the stages require various forms of research and constant monitoring of progress to ensure that objectives are attained. Figure 2 illustrates the different stages in the ACADA communication planning process.

Figure 2. The ACADA Communication Planning and Implementation Process
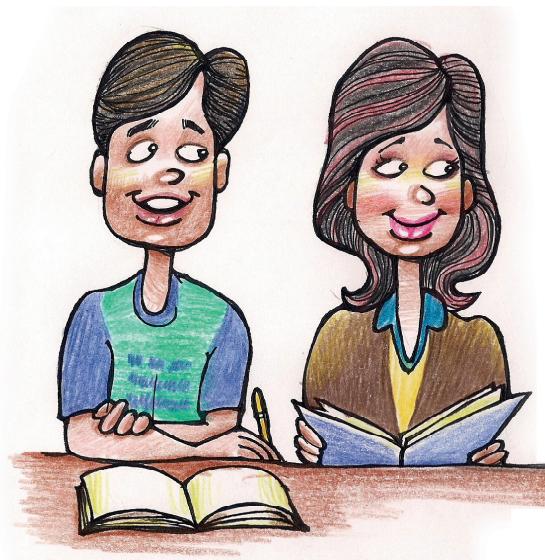
C4D at Work

Three men and five women huddled in a corner near the tap stand in what seemed like a morning gathering to share the news of the day. But voices were kept low although the men appeared irritated.
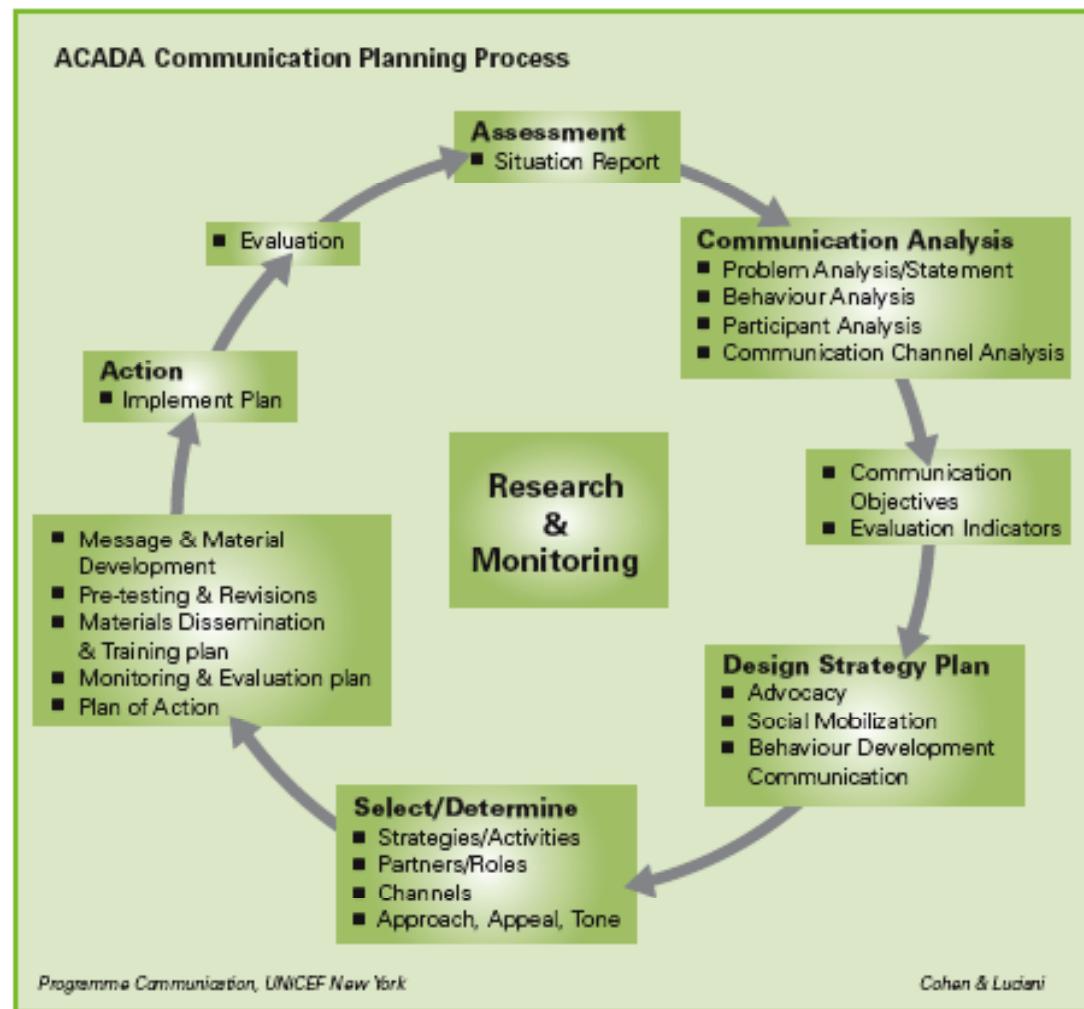
"Good morning! What's the latest news?" Punong Barangay (Kap) Felipe asked from behind.

"May problema, Kap!" Francisco muttered.

"Huh?" Kap said in surprise.

"For the past seven days, Pareng Edgar noticed that a hose is attached to the tap stand and goes all the way to the house of Gusting," Mona declared.

"Ay, naku! That is not right! We should have a meeting on this," Kap said.

In an hour, almost all water service users in Barangay Sto. Nino gathered at the barangay hall. Punong Barangay Felipe presented the problem. Reactions were negative, others were angry.

"This should not happen. We all agreed and put it in our rules and regulations that there should be no connection from the tap stand to a household," Lolo Ignacio said. Everyone talked at the same time, each one expressing his/her opinion.

" Silence, please. Let us talk about this. Each one will be given the opportunity to talk and react to the idea of others. Now, what do you want to do to address this problem? How do you want to address the problem?" Punong Barangay Felipe asked. The group of men and women agreed that Kap Felipe should guide the dialogue.

Each water service user expressed his/her ideas. Ideas were either supported or explained. Main points, issues, and proposals were written on the blackboard.

"Do you think we can now summarize all issues, main points, and agreements?" the Punong Barangay asked.

Punong Barangay Felipe proceeded to present that the water service users of Barangay Sto. Nino agreed to make it a policy to: 1) increase the penalty for violators from P200 to P400, and 2) a Ronda Team composed of three barangay officers and three household representatives will make the rounds of the barangay from 9 pm to 4 am to ensure no connection from the tap stand to a household will happen.

While Kap Felipe called the meeting and acted as referee during the discussion/dialogue, the water service users themselves identified the problem and how the problem should be addressed, and made a majority decision on rules and regulations to be adopted to address the problem.

Chapter 3

WHAT IS A COMMUNICATION PLAN?

A Communication Plan is a document that guides organizations and project workers in managing and implementing communication efforts to reach desired goals. It is like a road map that provides a common direction for people working on a project so that limited resources are maximized and communication interventions are managed well.

It is a written document that describes

- what needs to be accomplished (goals and objectives)
- who needs to be influenced (participants)
- what they need to know (message)
- how the goals and objectives can be accomplished (strategies, channels, tools)
- how progress and the results of communication efforts will be measured (monitoring and evaluation)

Importance of a Communication Plan

Communication is a basic function of a development manager or worker. The key to raising awareness, changing people's attitude, getting them involved, making them participate, and changing their behavior towards accepting an idea or adopting a practice lies in effective communication.

A Communication Plan

- provides a clear direction for the implementing team on where to go and how to get there;
- considers the best options and strategies before implementing a project;
- ensures that communication efforts like activities do not overlap, thus, avoiding a waste of resources;
- creates a schedule of activities strategically, keeping the implementer organized and gives a sense of order and control;
- anticipates and prepares solutions to possible problems;
- allocates resources more effectively and strategically by setting priorities and identifying opportunities; and
- serves as justification for fund/budget allocation request.

Following is a sample outline for a Communication Plan:

Component	Description
I. Introduction	Gives a short background about the communication plan, its importance and purpose.
II. Situation Analysis	Presents the Program / Project Situation and Communication Situation.
III. Communication Plan Framework	Presents the guiding principles that the communication plan is anchored on.
IV. Participants	Identifies the participants or the individuals, groups, sectors involved in the success of the program / project; describes each participant group in terms of their characterisitcs and behavior.
V. Communication Goals and Objectives	Presents the overall communication goal as well as specific objectives based on communication gaps identified.
VI. Messages	Presents the messages designed for specific participant groups in order to achieve desired behavior.
VII. Strategies, Approaches and Activities	Identifies the various approaches and channels to be used based on the strategies defined under C4D a. Advocacy b. Social mobilization c. Behavior change communication
VIII. Monitoring and Evaluation	Identifies indicators to measure whether planned activities and expected results are met.
IX. Budget	Provides a cost estimate of expense items that will be incurred in the execution of strategies and implementation of activities.
X. Operational Matrix	Shows at a glance the summary of objectives, participants, messages, strategies and measures for monitoring implementation and success of the communication initiatives as well as budgetary requirements (See Table 1).
XI. Organization and Management	Presents suggested mechanisms on how to put the plan into action to be led by an implementing unit; presents recommendations on how to sustain communication initiatives even after the project life ends.

The Operational Matrix

The components of a Communication Plan will be reflected in the various elements of an Operational Matrix. The matrix is not the plan, but it is a tool to guide communication planners in visualizing the overall thrust of the plan. (See Table 1 for the Operational Matrix.)

Table 1. Operational Matrix

Participant	Objective	Message	Channel/ Activity	Responsibility Center	Time Frame	M & E Indicator	Budget

The Planning Process

What are the steps in planning?

The following steps will help produce the needed information in developing the communication plan. By answering the question for each step, the communication plan will evolve.
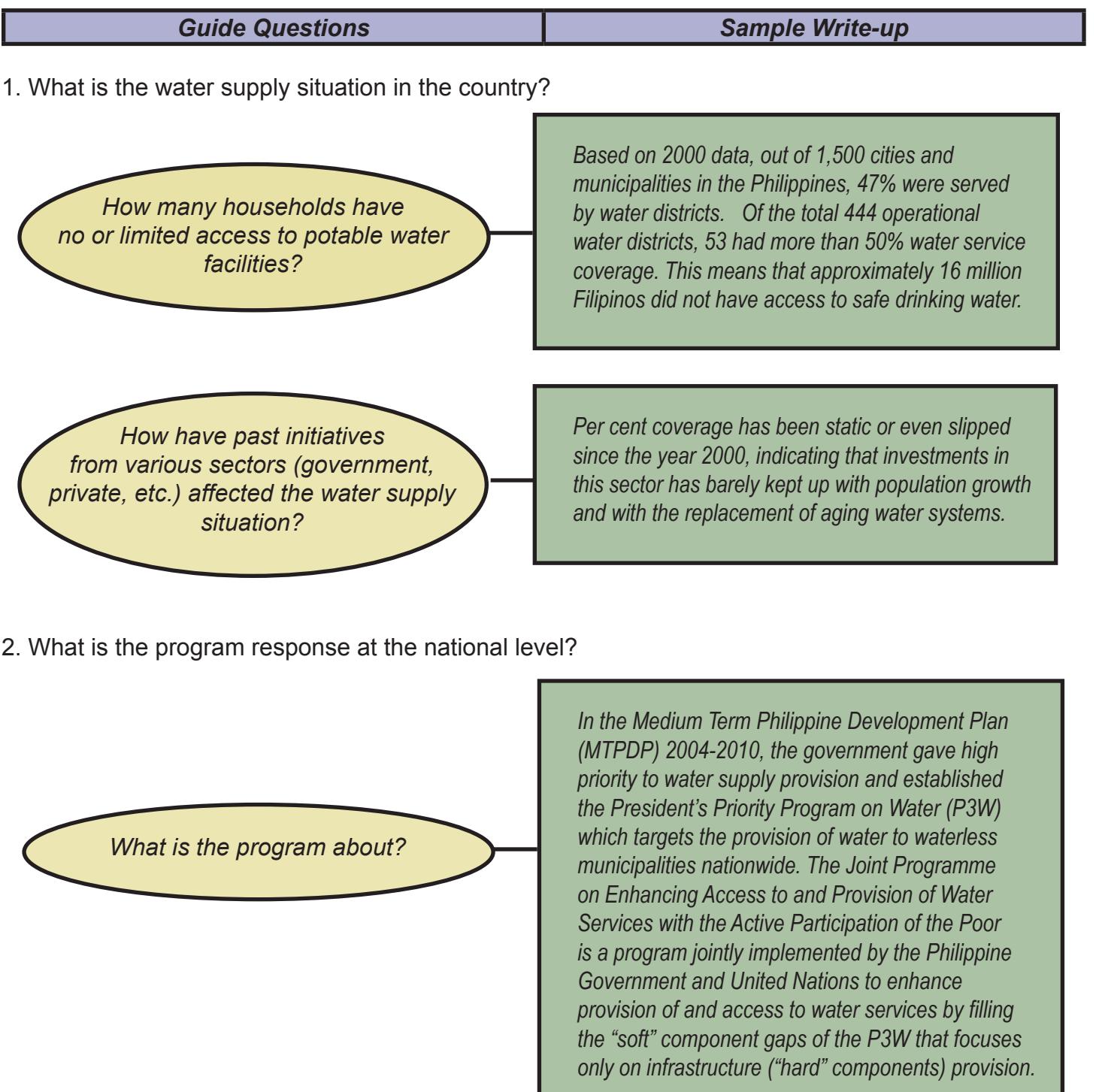
Step 1. Assess and analyze the situation: What is the current program/project situation?

- Begin with the particular problem which the project or program is addressing.
- Describe briefly what has been the national response to address the problem.
- Describe the contribution of government, donors, NGOs, other major initiatives and role of the private sector.
- Identify the program goals and objectives.
- Describe the program structure and implementing partners and activities.
  - Identify stakeholders involved at various levels (national, subnational and community).
  - Describe the extent to which existing service delivery is available and used.
  - Examine resource mobilization.
  - Review supply and delivery issues.

Information regarding the program situation can be gathered from existing document reports /research papers, and through conduct of research, i.e., survey, focus group discussion, key informant interviews, among others. The situation analysis should be no more than two pages.

Using the MDGF 1919 as example, here are some questions to guide the preparation of the situation analysis.

Guide Questions	Sample Write-up

1. What is the water supply situation in the country?

How many households have no or limited access to potable water facilities?

Based on 2000 data, out of 1,500 cities and municipalities in the Philippines, 47% were served by water districts. Of the total 444 operational water districts, 53 had more than 50% water service coverage. This means that approximately 16 million Filipinos did not have access to safe drinking water.

How have past initiatives from various sectors (government, private, etc.) affected the water supply situation?

Per cent coverage has been static or even slipped since the year 2000, indicating that investments in this sector has barely kept up with population growth and with the replacement of aging water systems.

2. What is the program response at the national level?

What is the program about?

In the Medium Term Philippine Development Plan (MTPDP) 2004-2010, the government gave high priority to water supply provision and established the President's Priority Program on Water (P3W) which targets the provision of water to waterless municipalities nationwide. The Joint Programme on Enhancing Access to and Provision of Water Services with the Active Participation of the Poor is a program jointly implemented by the Philippine Government and United Nations to enhance provision of and access to water services by filling the "soft" component gaps of the P3W that focuses only on infrastructure ("hard" components) provision.

Who are the key initiators and implementers?

What are the goals/objectives of the program?

What are the program components?

Bringing together the NEDA, DILG, and the NWRB, with UNDP and UNICEF as UN Partners over a three-year period (starting May 2009), the Joint Programme specifically aims to contribute in partially addressing issues in low investments and low capacities by 1) establishing investment support mechanisms to improve efficiency, access, affordability and quality of water; and 2) enhancing capacities at the local level to develop, operate and manage water utilities, to benefit 122,000 households in 36 municipalities in Regions 2, 5, 9, 10, and 13.

What is the extent to which existing water service delivery is available?

Based on initial findings of the baseline survey, 63% of households of the target 36 municipalities remain unserved/or do not have access to water, and resort to open sources which are not guaranteed to be safe.

What is (are) the role(s) and work of water service delivery agents such as the WATSAN Council and the BWSA?

Water and Sanitation (WATSAN) councils and water users associations were created. There are 662 water service providers (WSPs) categorized into different typologies.

WORKSHEET 1. *What is the current water and program situation in your locality – province – municipality - barangay.*

1. What is the project situation at the local level?

What are the existing and potential water sources/ water facilities in the community? Categorize into Levels I, II, and III based on functionality.

How many households have access to each level of water facility?

What are the problems identified as a result of not having access to water facilities?

What interventions are being done to address problems?

Who are involved in the implementation of the project? What are their roles?

Step 2.   **Define the communication situation:**
             What are the communication-related gaps or problems?

It is very important to identify and/or differentiate communication problems from general issues because the communication plan can only address communication- related problems. Communication gaps or problems are those caused or affected by the following:

- •   Level of openness to change
- •   Level of knowledge or awareness
- •   Level of access or exposure to information
- •   Level of access to communication channel
- •   Level of interest or acceptance/adoption
- •   Lack of determination to adopt a product service, skill or desired behavior
- •   Level of participation or mobilization
- •   Direction of public perception (on image, identity and positioning)

To identify the communication problem(s), analyze the behavior of specific participants. The problem analysis answers the following:

1. What is happening (are people doing/not doing) that is causing a problem?
2. Where and when does it usually take place?
3. Whom does it affect?
4. What are the primary effects of the problem?
5. What are the possible causes?
6. Who and how many would easily adopt new ideas and practices?
7. Who and how many would take time to adopt new ideas and practices?

An example of a problem analysis:

Problem:	Sixty-three percent of households of the target 36 municipalities remain unserved/ or do not have access to safe water
Manifestation:	Households are at risk of acquiring water-borne diseases

Level of causality	Behavioral Causes (what people are doing/ not doing that cause the problem)	Non-behavioral causes (factors in the environment beyond the control of participants that influence their behavior	Sources of information
Immediate causes *may include program structure, lack of information, lack of capacity, and may include problems of supply distribution	Household owners do not upgrade their water facilities Low capacity of WSPs Low institutional capacity of Municipal WATSAN councils	Cost of fees for Levels II and III facilities limits access of poor households	Baseline survey
Underlying causes *usually at the level of government policy and practices	Low prioritization of water among LGUs	Lack of clearly defined plan of action on developing partnership with NGOs, development partners and other water service providers such as the private sector and cooperatives.	Baseline survey
Basic causes *sociocultural, political, and economic factors	Low allocation of funds for the water sector		Baseline survey

Behaviors, what people do or fail, to do ultimately impacts program success.

To do a behavioral analysis, look at the list of identified behaviors. Prioritize behaviors according to importance and changeability. Out of the important and changeable behaviors, select one to three behaviors to address.

Also, consider the following questions:

- To what extent will the access to safe water change if the behavior is adopted?
- Does the behavior produce perceivable or obvious benefits?
- How complex is the behavior? Does it have many steps?
- What is the frequency of the behavior?
- What is the cost of engaging in the behavior?
- For how long must one do it?
- Is it compatible with existing practices?
- Can it be observed?

WORKSHEET 2. *In the previous example, look for communication gaps among local officials, among WATSAN council members, among WSPs like BWSA, and among users and non-users.*

Participant	Priority Behaviors
LGU	
WATSAN council members	
WSPs (e.g., BWSA)	
Household users	
Non-users	

Step 3.   Analyze the program/project participants:
Who are the intended program/project participants?

The participants are members of the community who are to be involved in program activities to achieve program objectives. They can be grouped as follows:

Primary – person whose behavior is the main indicator of program success

Secondary – people whose behavior or actions strongly influence the primary participant's behavior

Tertiary – people whose actions indirectly help or hinder the behaviors of other participants

What do we need to know about the participants?

Knowing the participants' profile is important because it helps identify what appeals to them, the best channel to reach them, and their sphere of influence, among others. Here are the basic questions about them we need to answer.

Who are they? Know their demographic, sociographic, and psychographic profile as well as their working condition and communication behavior.

ELEMENT	VARIABLE
Demographic	Age, household size, sex, civil status, educational level, individual and family income and expenses, physical location (residence)
Sociographic	Religion, ethnic group, language spoken, leisure activities, community organization membership
Psychographic	Value system, customs and beliefs, aspirations, expectations
Working Condition	Employment or occupation, work schedule and habits, other sources of income
Communication Behavior	Access to mass media, listening and viewing habits, media preferences, format preferences

WORKSHEET 3. *In the case of the MDGF 1919 Programme, group the following participants into primary, secondary, and tertiary:*

- *Families and households*
- *LGUs (local chief executives, development planners, etc.)*
- *WATSAN Team*
- *Community organizers*
- *Water users associations, e.g., BWSA*
- *Donors*
- *Private sector partners*

Primary	Secondary	Tertiary

Step 4. Identify existing and potential channels of communication: How do families and communities communicate with each other and with others outside of their community?

A communication channel is simply the method or mechanism used to convey communication. Channels must be selected to fit the participant, the communication task, and the message.

The following are some criteria in selecting channels and activities:
   • Preference and use by participants
   • Availability and accessibility of channel/mechanism
   • Affordability of the channel/mechanism
   • Project capability to produce/use channel (internal or outsourcing)
   • Availability and adequacy of resources (funds) to use channel
   • Sustainability of using channel (i.e. airing of broadcast plugs) /mechanisms

Remember,
   • Select channels that reflect the patterns of use of the specific participant group and that reach the group with the greatest degree of frequency, effectiveness, and credibility.
   • Different channels play different roles.
   • Using different channels at the same time increases the impact of communication messages.
   • Select channels that are accessible and appropriate.

The characteristics of different channels of communication are summarized in Annex A.

WORKSHEET 4. *In your locality, identify existing and potential communication channels.*

Step 5. Develop the strategy: How is the communication strategy designed?

A strategy is a short statement or phrase that indicates the general methodology to be used to achieve a stated objective.

a. Define the Objectives: What are the expected behavioral results in which group of participants?

Based on the communication gaps identified, define the communication objectives for each participant. An objective is a statement of desired end result. It should

   • indicate the expected practice (behaviors) related to the development problem in the participant groups as an end result of the communication program
   • not be confused with a program outcome but reflect only what communication can achieve
   • should not describe an activity but should express outcome of activities

A good objective should be SMART.

S	*Specific*
M	*Measurable*
A	*Action-oriented*
R	*Results-focused*
T	*Time-bound*

For example,

To increase the number of households availing of improved water facility from 47% to 65% by the end of 2012.

Communication objectives are derived from the behavioral problem and behaviors to promote.

Using the MDGF 1919 example, here are sample communication objectives for the different participant groups.

WORKSHEET 5. *Convert the following sample objectives into smart objectives.*

Participant	Communication Objective
LGUs, WATSAN Team	To increase investments and resource allocation for water in waterless communities SMART OBJECTIVE:
Private sector partners, donors	To increase investment and resource allocation for water in waterless communities SMART OBJECTIVE:
WSPs like BWSA	To use the Localized Customer Service Code in planning, managing, operating and maintaining water facilities SMART OBJECTIVE:
Families and Communities	To increase access to safe water and use of improved water services through a clear understanding of every person's right to affordable, clean and safe water and of their responsibilities in water resource utilization. SMART OBJECTIVE:

b. Choose the strategy or combination of strategies: Which strategy/strategies will best respond to the communication gap or problem?

    1. Components: Advocacy, Social Mobilization, and Behavior Change Communication

Advocacy
- Targets leadership to take action to support program objectives
- NOT mass awareness
- Should inform and motivate leaders to create a supportive environment for the program such as
  - changing policies
  - allocating resources
  - speaking out on critical issues
  - initiating public discussion
- Based on data analysis and community input
- Interventions lead to
  - legal reform, or enactment of new law(s), or rules of business
  - policy decisions, formulation of new policies and/or reform
  - administrative directives, rules, and
  - resource mobilization, financial allocation

Social Mobilization
- Harnesses selected partners to raise demand for or sustain progress toward a development objective
- Enlists participation of institutions, community networks and social and religious groups to use their membership and other resources to strengthen participation in activities at the grassroots level
- Based on a combination of data, participant and behavioral analyses, and community input
- Examples of groups that may get involved include school teachers and students, religious groups, farmers cooperatives, micro-credit groups, civil society organizations, professional associations, women's groups and youth associations
- Usually used in a campaign mode, materials to support the work of social mobilizers include something to identify their role in the campaign
- Strategy is best used when:
- behavior being promoted or messages to disseminate are simple
- people are generally aware of an issue but there is need for boosting of participation

Behavior Change Communication
- Involves face-to-face dialogue with individuals or groups to inform, motivate, plan or solve problem, to promote a change in behavior
- Based on a combination of data, participant and behavioral analyses and community input

Some issues to consider in planning the behavior change component in the communication strategy are:
- Which communication objectives need individualized information and problem-solving to be achieved?
- Who are the most appropriate individuals to conduct interpersonal communication (IPC)?
- How will chosen communicators use IPC?
- What is the capacity to undertake IPC?
- How can the IPC activities be sustained?
- Have appropriate materials and messages been developed?

Communication Strategy Matrix

Put together the three components to address objectives per participant.

WORKSHEET 6. *Following the example below, identify activities under the three components in designing a strategy for the succeeding sample objectives.*

Objective	Participant Group	Advocacy	Social Mobilization	Behavior Change Communication
To increase investment and resource allocation for water in waterless communities	LGU – Local chief executives / Sangguniang Panlalawigan/ Sangguniang Baranggay, investors	Meeting/dialogue with investors (using Information Brief for investors, PowerPoint presentation of Mayor for investors)		
To use the localized customer service code in planning, managing, operating and maintaining water facilities				Strengthening BWSA by explaining rights and responsibilities of members (using popular version of Localized Customer Service Code and wall chart on rights and responsibilities)
To increase access to and use of water services through a clear understanding of every person's right to affordable, clean and safe water and of their responsibilities in water resource utilization.			Community organizing (using flip chart on Salintubig Program to motivate membership in BWSA/water users associations)	

c. Craft Messages

In crafting messages, consider

1. Desired change in behavior
    • Is It to encourage participation in water users associations?
    • Is it to convince them to avail of improved water facility?
    • Is it to motivate them to invest?

2. The characteristics of the participants. These characteristics determine the way they understand and act or fail to act on the message.

Selecting the content of messages depends on:

• Needs of participant groups and their interest
• What they already know
• What their practices are
• Age, sex, education
• Motivations and aspirations

In crafting messages, use the following message appeals:

• Rational

    - Economic (profit) appeal highlights the economic gains one may achieve like higher profit, savings, return on investments, etc.
    e.g., Guaranteed Return on Investment (ROI) in 24 months when you invest in improved water facility!

• Persuasive appeal highlights rewards and incentives and tends to be most effective if the perceived benefits far outweigh the cost.
e.g., Regularly pay your water bill on time and enjoy clean and safe water for the whole family.

• Motivational appeal touches a person's higher level of emotions like love of God and country.
e.g., Help your community enjoy their rights. Conduct human rights training and education, particularly on the right to water and sanitation.

• Emotional appeal evokes positive or negative emotions or feelings. In Filipino, these are best described by the phrase, *"may kurot sa puso at damdamin"* (tug at the heart).
e.g., Child afflicted with water-borne disease: "Why did you let this happen to me?"

• Values appeal seeks to arouse the audience's sense of fairness and justice – as to what is right or proper.
e.g., Access to clean and safe water is your basic human right. Exercise it!

- Political appeal encourages the audience to act or behave in a particular manner with the prospect of gain or a reward such as popularity among constituents and a greater chance of being re-elected.
  e.g., A healthy, disease-free community assures you of happy, thankful families. Give them clean and safe water.

- Fear may refer to the use of threat and a negative scenario.
  e.g., Your supply of clean and safe water will stop after 7 days of unpaid water charges.

Characteristics of effective messages are:

1. Believable (credible, can be easily verified)
2. Understandable (clear, simple, uses language appropriate and preferred by message recipient)
3. Memorable (has an element of recall)
4. Actionable (doable, tells the message recipient what he/she should do)
5. Relevant (highlights importance of subject matter to everyday living, realizing aspirations, and avoiding possible consequences)

WORKSHEET 7. *Based on the following participants and objectives, craft sample messages.*

d. Plan Activities

Activities give strategies greater definition and break them into individual units that can be implemented. These activities must be scheduled and budgeted. The planner should know the barriers to implementation of activities and identify who will carry out the specific activities.

Example of activities:

- Conduct of dialogues (e.g., community meeting, courtesy call, etc.)
- Conduct of capacity-building (e.g., training, seminar, orientation)
- Production and distribution of IEC and advocacy materials
- Conduct of special events (e.g., exhibit, info caravan, contest, etc.)
- Conduct of information awareness campaign through mass media (TV, radio, newspaper), traditional or folk media (e.g., festivals, sarzuela, balagtasan, traditional dances, etc.), and new media (internet, SMS, etc.)

e. Prepare Funding and Budget Design

Resources should be allocated for these major areas and the planned activities under each one.

- Communication research
- Monitoring and evaluation
- Training/capacity-building
- Development, production, and distribution of IEC materials
- Special events

Implementing Mechanism: Budgeting

There are two major cost items to consider in preparing your Communication Plan budget, e.g., operational and administrative costs.

Administrative expenses refer to fixed costs incurred in the management of the communication plan such as salaries of administrative personnel, utilities, supplies and materials, office equipment (including ICT), etc.

Operational expenses refer to costs incurred in implementing or carrying out communication activities such as professional fees, equipment rentals, transportation and travel, printing, among others.

Operational cost estimates in undertaking selected activities are presented in Annex B. The activities are for the following:

- Video documentary (12-15 minutes running time)
- Radio plug (30 seconds)
- Poster (18 x 24)
- Information wall sheet/tarpaulin (24x 36)
- Brochure/Flyer (8.5 x 11)
- Training (3 days)
- Special Event

Note that the operational cost estimates are from low- to high-end. The variables in determining low or high are length of service, specialization, experience and other factors concerning professional fees. Quality of material for print materials, equipment to be used for audiovisual productions, distance involved in shooting, and other factors are considered.

Step 6.   Research, Monitoring and Evaluation:
What evidence-based data and information are needed?

Data and information generated from research, monitoring and evaluation are critical inputs to planning, making adjustments in the program and activities, and resource allocation.

a. Research

Formative Research
• Conducted during the program development
• Helps one decide on and describe the target audience, understand the factors which influence their behavior, and determine the best ways to reach them.
• Looks at behaviors, attitudes and practices of target groups
• Involves exploring behavioral determinants

Baseline Study
• Studies the pre-program condition to set the outcome and impact indicators
• Forms the basis for a "before and after" assessment or a "change over time" assessment

Pretesting
• Field testing of communication materials to intended participants before they are produced or printed to save time and other resources
• Finds out whether the message or idea, picture/illustration and the design/layout of the material convey the intended meanings or not
• Gathering of reactions/feedback to the messages and materials before they are produced in the final form to know the possible revision and improvement to the communication efforts.
• Measures the following:

☐ Attraction - the interest, appeal, attention, and enjoyment that our message stimulates in the audience.

☐ Comprehension - the level of readability listenability, viewability, and understandability of our message as perceived by our audience.

☐ Acceptability - consists of our message's credibility and believability, and the extent to which our audiences can identify with and be subjected to repeated exposures to our message.

☐ Self-involvement - the degree to which our audience finds our message personally involving. This means that they feel our message is for them, and that it encourages their participation.

☐ Recall - the degree to which our audience can remember our message when asked or when such idea can be invoked in a given situation.

☐ Persuasiveness - the level to which our audience is convinced to follow our message's behavioral and/or attitudinal suggestions.

☐ Practicality - the level of "doability" of our message or material.

☐ Usefulness – the level of "usability" of our message or material

Please see Annex C for Guidelines in Pretesting.

b. Monitoring

• Finds out what is and what is not happening in accordance to the plan
• Provides information on why planned activities might not be taking place
• Helps identify, prevent, lessen and solve gaps or problems
• Contributes to accountability, responsibility and effective management
• Involves checking and observing activities
• Designed to collect information on a regular basis
• Used for making decisions or improving program implementation

Some monitoring methods/tools:

Methods
• Spot check
• Site visit/observation
• Monthly/quarterly reports
• Telephone calls
• Regular meetings

Tools
• Questionnaire
• Reporting
• Record book
• Reports

c. Evaluation

• Process for measuring the impact or outcomes of the IEC strategy and activities
• Determines the contribution of the communication component in terms of the set goals and targets of MDGF 1919
• Undertaken after the program has been carried out for a certain length of time

Process evaluation gives feedback on:
• Extent and quality of planned activities
• Efficiency of work processes such as joint planning or supervision
• Changes in the program, if any
• Interaction between and among communication target participants and how this affects communication program achievements

Impact evaluation looks at:

• Short-term or medium-term change in behavior or practice
• Whether or not such change is attributable to the communication intervention
• Factors that affect program achievements

Questions evaluation should answer:

1. What change has occurred? What behaviors have been changed?
2. How did the changes occur?
3. What aspects of communication interventions contributed to these changes?
4. What aspects of communication intervention should be changed to improve the results?
5. How cost effective was the communication intervention?

Please see Annex D for a comparison of monitoring and evaluation.

d. Monitoring and Evaluation (M&E) Indicators

Indicators
• Measures of the progress achieved in planning and managing a program/project
• Should be based on program/project objectives
• Can be either outputs or outcomes

Output indicators are tangible, quantitative and measurable.
Examples:

☐ Number of advocacy materials (posters, brochures, leaflets, broadcast plugs) produced
☐ Number of individuals who have gained access to materials
☐ Frequency of airing of radio or TV plug in broadcast stations
☐ Number of training participants

Outcomes are qualitative in nature and include measures of values, attitudes, behaviors.
Examples:

☐ Changes in public attitudes and behavior towards water and sanitation
☐ Level of participation of training participants in capacity-building programs

Chapter 4

WHO WILL MANAGE AND IMPLEMENT THE COMMUNICATION PLAN?

Organization and Management

Preparing a Communication Plan (or C4D Plan) can be a challenging task. But making sure that our strategies and activities are put into action to pursue our objectives can be more daunting. Many plans fail because we do not identify who is responsible and accountable for specific activities and for the entire plan.

The designation of a focal point to initiate, coordinate and orchestrate the proposed C4D strategies and activities will ensure effectiveness and efficiency in the eventual planning, managing, and monitoring and evaluation of the proposed Plan.

We must highlight the "coordination" function because in many cases, communication activities require different individuals and groups working on related projects or activities either simultaneously or at different time frame. Orchestration leads to harmony and greater impact.

An Empowered WATSAN Team as C4D Focal Group

In the case of the MDGF 1919 Programme and the Salintubig Program, a strengthened WATSAN Council/WATSAN Team is most ideal to remain as the focal point or lead for C4D activities. This means WATSAN members are provided opportunities to upgrade their skills and competencies in doing communication work and adequate resources (e.g., financial, equipment and facilities) to do their job.

The role of the local information officer in the WATSAN Council or Team is crucial because of his/her training and/or experience in communication work. The information officer, therefore, is expected to anchor the team in the management of communication activities.

The C4D Group for Community-Based Development Programs

All community-based development programs and projects must designate their respective focal person/group.

The advantages of a distinct Communication/C4D Group are:

• It institutionalizes C4D initiatives and therefore ensures sustainability of communication programs, projects and activities.
• Center of accountability and responsibility is well-defined.
• Resources (funds, equipment and facilities, etc.) can be mobilized and generated and used in sustained and expanded C4D programs and projects.
• Lessons and experiences (best practices) gained can be replicated in other development initiatives.

The ideal composition of a local communication group is:

- Municipal Planning and Development Coordinator
- Local Public Information Officer
- NGO/PO representative
- Program/project representative(s)

The program/project representative may refer to a specialist such as public health worker in the case of a health project, school head or teacher for an education project, and social welfare officer for social development programs, among others.

What are some of the primary functions of the local communication group?

- Prepare (update) communication/C4D Plan
- Develop (or conceptualize) communication materials using various formats
- Conduct regular dialogue/consultations with program or project stakeholders
- Conduct communication training for local stakeholders
- Oversee implementation of major communication activities
- Establish good media relations to ensure sustained (positive) media coverage
- Establish partnership or networking with relevant agencies/organizations
- Mobilize resources for communication projects and activities
- Monitor and evaluate communication projects and activities
- Prepare and submit accomplishment reports

Working Together With Diverse Organizations

Some development programs or projects are implemented by various organizations or agencies. In this setup, a coordinating body or network for communication or C4D work is advisable.

The following are some of the advantages of networking:

- Ensure complementarity and reinforcement of messages and avoid or remove conflicting messages,
- Maximize information exchange necessary in message development,
- Identify "territory" in project sites to avoid unnecessary duplication,
- Promote spirit of teamwork and lessen inter- and intra-agency competition,
- Promote resource-sharing and exchange (resources can include experts, funds, equipment and facilities, among others),
- Maximize reach through complementary programs/projects, and
- Strengthen advocacy, negotiation and bargaining power.

For assistance in media networking, please refer to Annex E, Resource Assistance/Help Desk.

REFERENCES

1. Advocacy for Immunization: How to Generate and Maintain Support for Vaccination Programs (GAVI, The Global Fund)

2. Communication Guide Book for Health Workers in Bhutan, Department of Health, Ministry of Health and Education, 2002

3. Communication Handbook: Polio Eradication Routine EPI (UNICEF)

4. Development of Communication Plans/Strategy and IEC Tools fore MDGF 1919

5. Inception Report (Asian Institute of Journalism and Communication)

6. Introduction to Development Communication (Ongkiko, Flor)

7. Handbook for Frontline Advocates of Children's Rights (Tuazon, Dy)

8. Handbook on IEC Planning and Research (AIJC)

9. Writing a Communication Strategy for Development Programmes: A Guideline for Programme Managers and Communication Officers (UNICEF)

10. MDGF 1919 Strategic Communications Plan

Annex A
Channel Characteristics

Channel Type	Reach	Type of Message (simple/complex)	Adaptability	Cost	Possibility for interactive use
Television	Can reach very large audiences simultaneously if electricity and sets are available and reception is adequate. Reach differ between government and private channels, terrestrial and satellite channels. Availability of electricity key factor.	Because of broad scope primarily used to provide general information/ news/ entertainment to nationwide audiences. Simple message preferable for spots PSAs. Relatively more complex messages can be sent through drama, infotainment and talk show formats.	Caters to commonality of wide ranging dispersed audiences. Difficult to adapt to smaller and specific cultures, languages, etc. Immediate audience feedback not available except phone-in shows, quizzes, letters, etc.	Production facilities expensive to install/ operate. Production cost can be high. Buying airtime to place contents can be prohibitive. At user's end, buying and running TV sets is costly in low income societies but watching often is free.	Quite high. Documentaries. Community-based programmes, live call-in shows, discussions participated by cross sector of audiences are some of the possibilities.
Radio	Can reach very large audiences simultaneously if sets and batteries are available. Also depend on electricity. Radio is cheaper than TV. Availability of electricity key factor.	Primarily general information/ news/ entertainment as above. Information can be more focused where multiple bands, local FM band and regional or community radio stations exist.	Same as TV except regional radio broadcast may cater to native issues in local language. Audience feedback available only through phone in programmes, letters, etc.	Prices for radio sets are low but still considered an investment beyond everyday necessities for poor rural population. Buying batteries is a problem. Listeners' Club can lower costs.	Quite high. Through phone in programmes, community based participatory programmes, discussion programmes, reading and answering listeners letters, etc.
Film	Can reach medium-sized audiences depending on availability of projection facilities (cinema halls, audio-visual mobile vans). Availability of electricity key factor.	Can be used/ made for general or specialized audiences. General or very specific topics. Complex messages and scenarios can be depicted.	Once produced, not adaptable. Delayed audience feedback can be available. But with technological advancement, changing, editing, adaptation is easier.	Lengthy, costly production process. Viewing is reasonably produced through buying tickets to movie halls. DVDs relatively cheaper for middle, upper class audiences.	Variable. Generate discussion following screening. Q and A may be built into the programme.

Channel Type	Reach	Type of Message (simple/complex)	Adaptability	Cost	Possibility for interactive use
Video/ DVD	Can be used for broadcast or "home" viewing. Appropriate for both small and large audiences.	Can be used/ made for general or specialized audiences. General or very specific topics. Complex messages and scenarios can be depicted.	Once produced, not adaptable. But with technological advancement, changing, editing, adaptation is easier.	Initial outlay variable according to quality of production desired. Copies of videos cheap to reproduce.	Quite high. Generate discussion after screening. Organize informal community viewing with dialogue. Q&A may be built into the programme.
Slides	Can be used effectively in interaction situation discussion groups, etc. not suitable for rural and remote settings.	General or specific topics with small scale reach. Good advocacy tool for focused messages.	Audience and feedback available in small group settings. Easy to adapt.	Relatively inexpensive to produce with access to computer and accessories.	Quite high. Use of slides can make discussion points visible.
Newspaper	Can reach broad literate audiences rapidly.	Specific technical information/ news/ information.	Once printed, not adaptable. But changes daily and web editions update constantly and are read by large numbers.	High publishing cost. Advertisements expensive. But information/ news materials may be placed free.	Medium. Discussion of big news stories naturally takes place in the market etc. Reader's forum.
Magazine	Can specifically target literate segments of public.	Can explain more complex issues, behaviours.	Once printed, not adaptable.	Similar as newspaper.	Similar as newspaper.
Poster	Can have a good reach depending on numbers dissimilated and placement.	Suitable for short and focused message. Do not convey complex messages effectively.	Once printed. Not adaptable.	Good design and graphic may be expensive. Usually reasonable prices	May be used to generate discussion on a topic.
Leaflet, flyer, brochure	Depends on number and distribution.	Can explain more complex health issues, behaviours.	Once printed, not adaptable.	Similar as poster.	May be used to generate discussion on a topic.

Channel Type	Reach	Type of Message (simple/complex)	Adaptability	Cost	Possibility for interactive use
Billboard, wall painting	Depends on placement.	Cannot convey complex messages effectively.	Once printed, not adaptable.	Inexpensive. Could be expensive if billboard needs to be installed.	Limited.
Interpersonal Communication (IPC)	Groups or other individuals.	Good for specific, complex intimate information exchange.	Generally interactive with immediate feedback.	Cost factors include training, equipment, transportation, etc.	Highly interactive if not made top down.

Cost Estimates
for Producing Information, Education and Communication Materials

AUDIOVISUAL MATERIALS

1. *Video documentary*
    Running time: 12-15 minutes

	LOW	HIGH
Director	10,000.00	20,000.00
Videographer / Cameraman	10,000.00	20,000.00
Scriptwriter	8,000.00	15,000.00
Narrator	5,000.00	10,000.00
Editor	10,000.00	15,000.00
Graphic Artist	5,000.00	10,000.00
Production Assistant / Transcriber	5,000.00	8,000.00
Camera rental	10,000.00	20,000.00
Digital editing workstation including audio editing	10,000.00	15,000.00
Food during Editing	1,000.00	2,000.00
Communication during travels	500.00	1,000.00
Transport rental	3,000.00	10,000.00
Contingencies	1,500.00	5,000.00
Out-of-Town shoot (for 3 pax)		
Airfare	15,000.00	20,000.00
Meals and Accommodation	15,000.00	30,000.00
Transport rental	30,000.00	50,000.00
TOTAL	**139,000.00**	**251,000.00**

2. *Radio plug*
    Running time: 30 seconds

	LOW	HIGH
Director for Audio Recording and Editing	3,000.00	10,000.00
Editor	7,000.00	15,000.00
Voice Over Talents	5,000.00	10,000.00
Use of digital editing workstation for audio editing and music	5,000.00	10,000.00
TOTAL	**20,000.00**	**45,000.00**

PRINT MATERIALS

1. Poster
   Size: 18 x 24 inches
   Color: Full color
   Paper: C2s 120 with UV lamination

	LOW	HIGH
Writer-researcher	2,000.00	10,000.00
Layout artist/illustrator	3,000.00	10,000.00
Pretesting	2,000.00	8,000.00
Production cost for 1,000 copies	30,000.00	80,000.00
TOTAL	37,000.00	108,000.00

2. Information wall sheet/tarpaulin
   Size: 24 x 36 inches
   Color: Full color

	LOW	HIGH
Writer-researcher	2,000.00	10,000.00
Layout artist/illustrator	3,000.00	10,000.00
Pretesting	2,000.00	8,000.00
Production cost for 1,000 copies	150,000.00	200,000.00
TOTAL	157,000.00	228,000.00

3. Brochure / flyer (one page)
   (81/2 x 11 inches, accordion type)

	LOW	HIGH
Writer-researcher	3,000.00	10,000.00
Layout artist/illustrator	3,000.00	10,000.00
Pretesting	2,000.00	8,000.00
Production cost for 1,000 copies	20,000.00	30,000.00
Translation	5,000.00	10,000.00
TOTAL	33,000.00	68,000.00

CONDUCT OF TRAINING AND SPECIAL EVENTS

1. Training (3 days)

Live-Out	LOW	HIGH
Facilitator	1,000.00	3,000.00
Resource Persons (3)	15,000.00	30,000.00
Venue and meals (for 25 pax)	18,750.00	30,000.00
Transportation	2,000.00	5,000.00
Supplies and materials	3,000.00	5,000.00
Communication	500.00	1,000.00
SUB-TOTAL	40,250.00	74,000.00

Live-In		
Accommodations for 25 pax	50,000.00	100,000.00
TOTAL	90,250.00	174,000.00

2. Special Event (One day)

	LOW	HIGH
Event organizer	5,000.00	10,000.00
Meals and venue for 100	20,000.00	40,000.00
Promotional items	10,000.00	20,000.00
Transportation	3,000.00	6,000.00
Communication	2,000.00	4,000.00
Supplies and materials	5,000.00	10,000.00
TOTAL	45,000.00	90,000.00

Annex C
Guidelines in Pretesting

1. *Establish rapport. Introduce yourself and explain what you are planning to do.*
2. *Explain to the respondent how important his/her comments are to make the message/material effective*
3. *Interview only one at a time.*
4. *For several messages, pretest each one separately.*
5. *Ask open-ended and neutral questions.*
6. *Ask probing questions to get detailed responses.*
7. *Don't ask leading questions.*
8. *Don't make the respondent feel inadequate or unintelligent.*
9. *Don't argue or contradict what the respondent says.*
10. *Don' let the respondent feel that he/she has said something wrong.*

Annex D
Comparison of Monitoring and Evaluation

PARAMETERS	MONITORING	EVALUATION
1. Purpose	To determine project inputs, activities and outputs	To determine project effects and/or impacts
2. Data to gather	Primarily quantitative data	Primarily qualitative data
3. Source of data	Project staff	Project beneficiaries
4. Tool for gathering data	Generally short monitoring form	Generally long questionnaire or interview schedule
5. Time for gathering data	During implementation	Generally after implementation
6. Frequency for gathering data	More frequently and routinely done	Less frequent and periodic
7. Personnel to gather and analyze data	Monitoring staff of the project	Hired enumerators and researchers not involved in the project
8. Use of data	Primarily for decision-making during project implementation	Primarily for planning

KAPISANAN NG MGA BRODKASTER NG PILIPINAS (KBP)
MEMBER DIRECTORY
BROADCASTING COMPANIES AND STATIONS

Aemilianum Broadcasting Center
Ai Compound, Piot, Sorsogon, Sorsogon
Tel: 056-211-4497; Fax: 056-211-2330
E-mail: aemilianum@yahoo.com

ABC Development Corporation
762 Quirino Highway, Brgy. San Bartolome, Novaliches, Quezon City
Telephone: 938-5837 TF
E-mail: rbasilio@zbc.com.ph

ABS-CBN Broadcasting Corporation
Mother Ignacia St. Corner Sgt. Esguerra Avenue, Quezon City
Tel: 924-4101 TO 22; Fax: 416-3567

Agusan Communication Foundation Inc.
Broadcast Park, San Isidro, San Francisco, Agusan Del Sur
Telephone: 085-343-9386 TF
E-mail: v96dxfm@yahoo.com

Agusan Del Sur Broadcasting Service
Government Center, Patin-Ay, Properidad, Agusan Del Sur
Tel: 085-343-7927; Fax: 085-343-7369 TF
E-mail: knock_dxda@yahoo.com

Aklan State University of Agriculture
Banga, Aklan
Tel: 036-267-5981; Fax: 036-267-6847
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Andres Bonifacio College Broadcasting System, Inc.
3F AB Amatong Civic Center College Park, Dipolog City
Tel: 065-2124884; Fax: 065-2127817

Angeles University Foundation
McArthur Hi-Way, Angeles City 2009
Tel: 625-2888/045-625-2888 LOC. 741; Fax: 888-6000
E-mail: dwaufm@yahoo.com

Baganian Broadcasting Corporation
Bana Street, Sta. Maria District, Pagadian City
Tel: 062-214-4344; Fax: 062-214-4355

Banwag Broadcasting System
Fortich St., Malaybaylay, Bukidnon
Tel: 088-841-2102
E-mail: butchcanoy@yahoo.com

Bohol Chronicle Radio
56 B. Inting St. Tagbilaran City
Tel: 038-411-3100 / 411-3400 / 235-3333; Fax: 038-411-3100
E-mail: bohol-rd@mozcom.com

Cadiz Radio & TV Network, Inc.
Avila, Brgy Daga, Cadiz City, Negros Occidental
Tel: 034-493-1155; Fax: 034-493-0287

Calbayog Community Broadcasting Corporation
Rosales Blvd. Corner Pajarito St., Calbayog City
Tel: 055-209-1732

Cebu Broadcasting Company
Star City Complex, Vicente Sotto St., Roxal Blvd., Pasay City
Tel: 832-6134; Fax: 832-6133
E-mail: ed_montilla@hotmail.com

Consolidated Broadcasting System, Inc.
Bombo Radyo Phils., Inc. 2406 Edison Cor. Nobel Sts., Makati City
Tel: 843-0116 TO 22 LOC. 155; Fax: 843-0116 TO 22
E-mail: jjdemorito@yahoo.com

Far East Broadcasting Company (Phils), Inc.
FEBC Compound, 62 Karuhatan Road, Valenzuela
Tel: 2921152 / 2921351; Fax: 2925790 TF
E-mail: info@febc.org.ph

First Love Broadcasting Network
141 Rizal Avenue, 7100 Dipolog City
Tel: 893-7962; Fax: 065-212-2876
E-mail: dxfl889@yahoo.com

Franciscan Broadcasting Corporation
DYWC Broadcast Center, Sibulan, Negros Oriental
Tel: 035-419-8726; Fax: TF 035-226-6137
E-mail: dywc80@yahoo.com

Golden Broadcast Professionals, Inc.
22 CAMPANER ST., ZAMBOANGA CITY
Tel: 062-991-2971 / 062-9932794; Fax: 062-9932794
E-mail: gbpill@hotmail.com

Goldlabel Broadcasting System
Dy Chiao Kiao Bldg. Gov. M. Perdices St., Dumaguete City
Tel: 035 -225-3882/ 035-225-3883; Fax: 035-225-7625

Good News Sorsogon Foundation, Inc.
Rizal St., Sorsogon, Sorsogon
Tel: 056-2111408
E-mail: dzgn@yahoo.com

Hypersonic Broadcasting Center, Inc.
Hbc Bldg., Penaranda St. Iraya. Brgy. 33, Legaspi City
Tel: 052-480-2856

Iddes Broadcast Group, Inc.
3/F, Kingsheen Bldg., Don Mariano Marcos Avenue, Roxas, Isabela
Tel: 078-642-7784; Fax: 433-1018

Ipil Broadcasting News Network
Gomburza St., Ipil, Zamboanga Del Sur
Tel: 062-333-2253 / 062-33-2340; Fax: 062-333-2221

Mt. Apo Broadcasting System
UMBN Broadcast Center, Cor. Ponciano Reyes And Palma Gil Sts. Davao City
Tel: 082-221-7824; Fax: 082-221-7824

Masawa Broadcasting Corporation
Mezzanine Floor, DBP Bldg., Butuan City
Tel: 214-28190

Masbate Community Broadcasting Company, Inc.
No. 420, Prince Plaza, Dela Rosa Cor Gallardo Sts. Legaspi Vill., Makati
Tel: 8402058; Fax: 8930304

MountainView College(Adventist Radio Network)
College Heights, Valencia, Bukidnon
Tel: 088-222-5519 (INFORMATION)

Mountain Province Broadcasting Corporation
102 Bonifacio St. Baguio City
Tel: 074-442-9350 / 074-442-2582; Fax: 074-442-6520
E-mail: dzwtwr@hotmail.com

Muslim Development Multi-Purpose Cooperative
Marcos Blvd., Saduc, Marawi City
Tel: 063-352-0578; Fax: 063-352-0390

Muslim Mindanao Broadcasting Company
Quezon Avenue, Marawi City

Nation Broadcasting Corporation
3rd, 8th & 9th Floors, Jacinta Bldg. II EDSA, Guadalupe, Makati City
Tel: 882-1622 TO 29; Fax: 882-1400

Negros Broadcasting and Publishing Corporation
Negros Chronicle Bldg. 54 E. J. Blanco Drive , Dumaguete City
Tel: 035-225-4760/ 035-442-5977; Fax: 035-225-4760
E-mail: elydejaresco@yahoo.com

Newsounds Broadcasting Network, Inc.
Bombo Radyo Phils., Inc., 2406 Edison Cor. Nobel Sts., Makati City
Tel: 843-0116 TO 22; Fax: 843-0116 TO 22

Northeastern Broadcasting Service
Isabela Hotel, Minante I, Cauayan, Isabela
Tel: 078-6522047

Northern Mindanao Broadcasting System, Inc.
5F, SJIT Bldg., Montilla Blvd, Butuan City
Tel: 085-815-1023/ 085-342-9571; Fax: 085- 342-5694
E-mail: nicolesalas77@gmail.com

Notre Dame Broadcasting Corporation
NDBC – Central Office, DXND Bldg Daang Maharlika, Kidapawan City, Cotabato Province
Tel: 064-288-1557 TF
E-mail: ndbc@mozcom.com

Oriental Mindoro Management Resources Corporation (OMARCO)
DRS. 4 & 5 RJ Homes Bldg., Legaspi St., Davao City
Tel: 082-224-5061 TF; Fax: 082-225-8109

Ormoc Broadcasting Company
Bantigue, Ormoc City
Tel: TF 053-255-2495

PEC Broadcasting Corporation
PECBC Complex, Imadejas Subdivision, Butuan City
Tel: 085-815-2499 / 085-225-3070; Fax: 085-341-5882

Pacific Broadcasting System , Inc.
Star City Complex, Vicente Sotto St., Roxas Blvd., Manila
Tel: 832-6142; Fax: 832-6143

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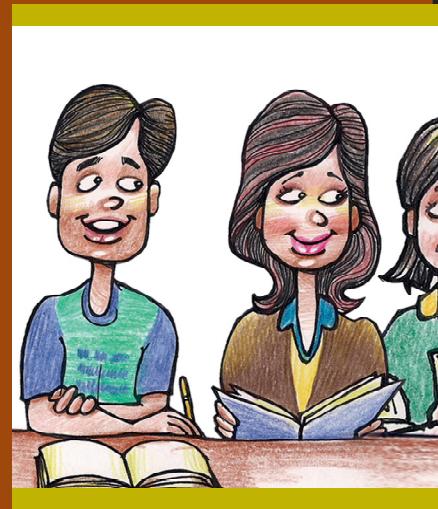
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