



**COMMUNICATION FOR DEVELOPMENT (C4D):  
STUDYING UNFPA TURKIYE'S INSTAGRAM**

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Thesis for the Master's Program in Media and Communication Studies

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**COMMUNICATION FOR DEVELOPMENT (C4D):  
STUDYING UNFPA TURKIYE'S INSTAGRAM**

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## **ETHICAL DECLARATION**

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

# ABSTRACT

## COMMUNICATION FOR DEVELOPMENT (C4D): STUDYING UNFPA TURKIYE'S INSTAGRAM

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Master's Program in Media and Communication Studies

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Communication for Development (C4D), also known as Social and Behavior Change Communication (SBCC), is an interdisciplinary approach that aims for behavior and social change that is used mainly by United Nations (UN) agencies in development interventions. C4D benefits from various tools and methods including social media. This study aims to highlight the differences between C4D and other forms of communication used by development organizations and to investigate the use of social media for C4D purposes. The literature review gives an overview of past and current development theories as well as theories and tools that feed the C4D approach. The case study analyzes UNFPA Türkiye's Instagram posts from a 6-month period between January and June 2022 with a qualitative method. Categorization criteria are detailed and the potential of social media as a tool for C4D interventions is discussed in the research background chapter to set the basis for the findings. The research



findings highlight the differences between posts communicating “for” and “of” development, then identifies the prominent C4D goals and methods within the sample.

Keywords: C4D, SBCC, Communication for Development, Social and Behavior Change Communication, Social Media, Instagram.



# ÖZET

## KALKINMA AMAÇLI İLETİŞİM: UNFPA TÜRKİYE’NİN INSTAGRAM HESABINA İLİŞKİN BİR ÇALIŞMA

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Sosyal ve Davranış Değişikliği İletişimi (SBCC) olarak da bilinen Kalkınma amaçlı İletişim (C4D), kalkınma müdahalelerinde esas olarak Birleşmiş Milletler (BM) kuruluşları tarafından kullanılan davranış ve sosyal değişimi amaçlayan disiplinler arası bir yaklaşımdır. C4D, sosyal medya da dahil olmak üzere çeşitli araç ve yöntemlerden yararlanır. Bu çalışma, C4D ile kalkınma kuruluşları tarafından kullanılan diğer iletişim biçimleri arasındaki farkları vurgulamayı ve sosyal medyanın C4D amaçları için kullanımını incelemeyi amaçlamaktadır. Literatür taraması, C4D müdahalelerini besleyen teoriler ve araçların yanı sıra geçmiş ve mevcut geliştirme teorilerine genel bir bakış sunar. Araştırma, nitel bir yöntemle analiz edilmek üzere UNFPA Türkiye'nin Ocak ve Haziran 2022 arasındaki 6 aylık dönemdeki Instagram gönderilerini örneklemektedir. Bir sonraki bölümde sunulan bulguların temelini oluşturmak için, sınıflandırma kriterlerinin tanımları ortaya konulmakta ve C4D müdahaleleri için bir araç olarak sosyal medyanın potansiyeli araştırma arka planında tartışılmaktadır. Bulgular “kalkınma amaçlı” ve “kalkınma hakkında” iletişim kurmayı

hedefleyen gönderiler arasındaki farkları vurgulamakta ve örneklem içinde öne çıkan C4D hedeflerini ve yöntemlerini tanımlamaktadır.

Anahtar Kelimeler: C4D, Kalkınma Amaçlı İletişim, Kalkınma İletişimi, Sosyal Medya, Davranış Değişikliği, Toplumsal Dönüşüm, Instagram.



## ACKNOWLEDGEMENTS

I have learned so much more than just media and communication theories during these past couple of years of studying for this degree. While the world as we know it suddenly shattered with a pandemic, I simultaneously went into a process of reconsidering what I really want to do in this life and making changes to leave behind anything that no longer served me. It hasn't been easy, but it helped me connect with my true being.

I would like to thank my supportive family and friends for baring with me through it all; my dear thesis advisor, Mr. Akın, for always supporting me and leading me in the right direction whenever I felt lost; the beloved teachers of our department for helping me see the world from a whole new perspective; and my furry housemate İrmik for never leaving my side while I study. If there are any typos in the text, İrmik is the one to blame for constantly stepping on the keyboard.

A pandemic and many personal challenges later, I am so happy and proud to finally be presenting my thesis. I'm sure the 8-year-old Öykü, who introduced herself as an amateur researcher, would also be proud.

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## **LIST OF ABBREVIATIONS**

C4D:	Communication for Development
EE:	Entertainment Education
FGM:	Female Genital Mutilation
GCDL:	Global Change Data Lab
CEFM:	Child, Early and Forced Marriage
GDI:	Gender Development Index
GEM:	Gender Empowerment Measure
GII:	Gender Inequality Index
HDI:	Human Development Index
HDR:	Human Development Report
ICT:	Information Communications Technology
MDGs :	Millennium Development Goals
SBCC:	Social and Behavior Change Communication
SDGs:	Sustainable Development Goals
UN:	United Nations
UNCED:	United Nations Conference on Environment and Development
UNICEF:	United Nations International Children's Emergency Fund
UNDP:	United Nations Development Programme
UNFPA:	United Nations Population Fund
WCED:	The World Commission on Environment and Development

## CHAPTER 1: INTRODUCTION

My interest in the field of Communication for Development roots back to when I first started questioning what “development” means as a concept. What makes a country “developed”? Cities full of skyscrapers caressing the clouds? Expanded highways that welcome citizens traveling in luxury vehicles? A high rate of annual exports? Or is it having a rich historical background? I concluded that the criteria for development should include so much more than just economic indicators. Is it fair to label a country developed if there are beggars on the streets of wealthy districts? Is it fair to label a country developed if it has advanced industrial zones but no precautions against industry-related air pollution? What is a newly constructed school building good for if the classes taught do not help students discover their full potential?

Many scholars have dwelled on the hypocrisy of evaluating development with material indicators and emphasized the importance of considering the human and environmental aspects. Amartya Sen described development as the removal of various types of

*“unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency”* (Sen, 1999).

The World Commission on Environment and Development (WCED) chaired by Gro Harlem Brundtland underlined that development should meet

*“the needs of the present without compromising the ability of future generations to meet their own needs”* (Brundtland, 1987).

My definition of development is a combination of these two perspectives, human-centered with a high emphasis on the preservation of natural resources. I believe that development should be a process that provides people with equal access to services, resources and opportunities to help them lead a life in good health, with dignity and freedom; to support them pursue their full potential and self-fulfillment as well as happiness; while protecting all kinds of living beings and natural resources by adopting sustainability as the guiding approach to achieving economic growth and social

welfare.

But how can we achieve this? This question has met with different answers throughout centuries of trial and error. While the search still continues, 17 Sustainable Development Goals (SDGs) laid out by the United Nations (UN) provide the current blueprint that guides the pursuit to leave no one behind as we design the future, and communication is highlighted as one of the main tools to succeed. Development requires changing the status quo and change is only possible with willingness, courage and the right tools. Communication is key in providing all three at all levels of the social cycle, from the individuals to the governing bodies and the Communication for Development (C4D) approach outlines a comprehensive method of doing so.

C4D is a method to design and implement communicative efforts for behavior change and social transformation that is fed by social, behavioral and communication sciences (Akın, 2020). With this thesis, I primarily want to provide an understanding of the main objectives of C4D and underline differentiating aspects from other uses of communication by development organizations. Having worked for a governmental development organization for more than 5 years, I had the opportunity to make observations about the design and implementation processes of development interventions as an insider while I coordinated external communication operations. Therefore, the distinctions between “communicating *for* development” and “communicating *of* development” became very clear to me. I wanted to design a case study to highlight this distinction by presenting clear examples and then further investigate C4D tools.

I should note that C4D is also referred to as “Social and Behavior Change Communication” (SBCC) and both terms are used interchangeably. Although there has been a recent terminology shift within some UN institutions to SBCC, I decided to stick with using C4D, as I think the “development” concept already implies social and behavior change and “*for*” is a significant proposition for the case study. In addition, there is no corresponding term for C4D or SBCC in the Turkish language and “Kalkınma İletişimi” is used to refer to all communication approaches concerning development. However, as a leading scholar in the field, Akın (2021) translates C4D as “Kalkınma Amaçlı İletişim” and UNICEF (United Nations International Children’s

Emergency Fund) Türkiye translates it as “Kalkınma İçin İletişim” with a word for word approach. As a translation and interpreting major, I will also be using “Kalkınma Amaçlı İletişim”.

I wanted to pick a case study that I would enjoy working on related to SDG 5 about gender equality and women’s empowerment. I’ve been an outspoken advocate for gender equality since the day I had to start a petition to make our high school administration change the uniform regulations because girls were not allowed to opt for pants and were forced to wear skirts during cold winter days. My interest later expanded to menstruation and human rights, period poverty and reproductive health as I learned more about the outdated social norms, taboos as well as laws and policies that hinder women in many aspects of life both by reading about them and, unfortunately, personally experiencing them. Hence, I choose United Nations Population Fund (UNFPA) Türkiye among the UN agencies that adopt C4D principles as the research case since UNFPA is mainly concerned with gender equality and women’s empowerment, sexual and reproductive health, menstrual dignity and population dynamics.

I also wanted to incorporate new media within the study since there have been many pieces of research conducted on mass media communication within the development literature while new media tools are relatively new and their link with C4D remains mostly unexplored. As social media platforms have redefined entertainment with sophisticated algorithms yet to be disclosed, why not use this opportunity to seek new ways of initiating change? My training and work experience in digital marketing and strategic social media management has made me curious about the power and potential these tools hold for development research, intervention process, and output evaluation with the advanced data analysis and targeting systems they provide. Therefore, I decided to direct the research focus on UNFPA Türkiye’s social media and examine how the agency uses it as a development organization that communicates both “for” and “of” development.

While the underlying hypothesis of the research is “*social media is a useful tool for C4D*”, I constructed two research questions to lead it: “*What are the differentiating characteristics of C4D and External Communication?*” and “*How does UNFPA*

*Türkiye utilize Instagram for its C4D interventions?*”. To set the basis for the case study, I first conducted a literature review. The review starts with a historical overview of the development theory for a better understanding of the timeline that currently arrives at the sustainable development paradigm. After expanding on the SDGs, the link between communication and development is discussed. The next section elaborates on the C4D approach, detailing the theories and tools that construct it. The third chapter presents the research background, elaborating on the potential use of social media for C4D and detailing the distinction between C4D and External Communication while expanding on UNFPA Türkiye and its work. Driven by the information provided thus far, Chapter 4 discusses the research outputs. A final discussion and further research suggestions are presented in the concluding chapter.



## **CHAPTER 2: LITERATURE REVIEW**

### ***2.1. The Concept of Development***

The Cambridge dictionary describes the word “development” as “the process of growing, changing, or becoming more advanced” (Chong et al., 2022). The concept of “development,” in relation to nations, societies, and countries, therefore, implies a process of change from the status quo to a more “advanced” state, and development theories are about understanding how this process of change unfolds. (Harris, 2014). Throughout history, various development theories have discussed how to determine “what is advanced” and “what needs to change”. While earlier theories measured development based on economic indicators, in time, the criteria for development have evolved to include social and individual welfare indicators as well, which consequently have transformed the role of communication as a tool for development interventions.

#### ***2.1.1. Earlier Theories of Development***

The first prominent theory of development, the Modernization Theory, emerged in the 1950s after the Second World War. During this time, the United States became a superpower, while Europe was severely war-torn. European colonial empires disintegrated into newly established Third World states that ignited the search for a model of development that could help improve their economy and establish political independence (Reyes, 2001a). Modernization theory provided a unidirectional approach to development by favoring the pattern in the United States and Europe. It assumed that there exists a common path to development all countries should follow. It undermined the values and traditions of the Third World countries, deeming Western countries “modern” and Third World countries “traditional”.

The Dependency Theory emerged as a response to the Modernization Theory in the 1960s. It suggested that in order to include underdeveloped Third World countries in the world system, a flow of resources such as cheap labor, raw material and agricultural land from these “peripheral” impoverished countries to the “core” developed ones had to be ensured; which only made the states in need more “dependent” to wealthy ones (Farny, 2016). The theory holds that peripheral states are underdeveloped because of this dependency on the core states which should be eliminated. Developed by Immanuel

Wallerstein in the 1970s, the World Systems theory also asserted an unequal system with not only the core and peripheral states but also semi-peripheral ones. Wallerstein (1974) described the system as a unit with a single division of labor and multiple cultural systems. However, Wallerstein refused that industrialized states exploit the underdeveloped, and defended that exploitation of labor is not limited to the peripheral countries but exists everywhere in the capitalist global economy. He stated that what is transferred between core and peripheral states is surplus value.

The fourth main theory of development, Globalization, aims to include the interpretation of the current events in the international sphere in terms of economic conditions, social scenarios, as well as political and cultural influences. One of the prominent characteristics of the Globalization Theory is its emphasis on cultural aspects and their worldwide communication. According to globalization scholars, the main modern elements for development interpretation are the cultural links among nations rather than the economic, financial, and political ones. It also emphasizes the increasing flexibility of technology and its facilitating role in connecting people around the world and providing cultural communication (Reyes, 2001b). See Figure 1 on the next page for a summary of the main dimensions of each theory.



Dimension	Modernisation	Dependency	World Systems	Globalisation
Definition & background	Development as a systematic process.	Elements of neo-Marxist theory.	Capitalism as the dominant system.	Greater global integration of economic transactions.
Model	US & Europe-centric. A normative model.	Revolution of under-developed nations	World-centric.	US & Europe-centric, a positive model.
Focus	Political; Cultural changes; Imposition of western values and policies.	Totality of society. Social system periphery.	Relations between countries.	Communications and international ties
Main direction	Institutional structure. A phased process.	Differences between countries.	Culture.	Cultural and economic factors; communication; technology.
Problem of underdevelopment identified	Un-industrialized.	First World and Imperialism.	Social changes.	Communication systems need to adopt western-centric forms.
Key points in explaining inequality	Differing value systems and ideas. Immaturity of systems.	Regions and structural conditions.	Culture and the role of the state.	Cultural and economic factors
Scope-unit of analysis	Nation-State.	Nation-State.	International Connections.	Global Connection.

Figure 1. Comparison Between Four Main Theories of Development (Source: Shareia, 2015, p. 80)

### ***2.1.2. Critical Theories of Development***

The Critical Development Theories of the 1990s and 2000s tend to emphasize the importance of creating multi-directional communication methods that promote participation and a thorough understanding of the cultural and social features of nations. A leading one, the Post-development Theory, emerged in the early 1990s as a comprehensive criticism of the previous ones. Wolfgang Sachs wrote the article “Development: A Guide to the Ruins” in 1992, stating that he perceived the idea of development as a ruin in the intellectual landscape; an outdated monument to an immodest era (Sachs, 1992). Sachs underlined that development theories applied so far have been exhausting natural resources and ignoring green alternatives. According to Sachs, authoritarian leaders of the world still believe in the concept of development but attribute it to conducting large construction projects, mass purchasing power, and growing corporations. Their concept of development, Sachs notes, is not orientated to the future, but rather to the past (Sachs, 2020).

Sachs’ approach takes after anti-colonial political thinkers like Michel Foucault, Mahatma Gandhi, Ivan Illich, and Frantz Fanon, who have emphasized that there is a link between power and discourse (GPN ICDD Network, 2021). This rethinking of development claims that development is an ideology and underdevelopment is an invention. It is a method to reinforce the global capitalist world order, ensuring the flow of resources from southern countries to the northern ones. Therefore, post-development theorists indicated that since development is more than just a series of policies and practices, the failure of development ultimately would mean the failure of an idea. (Matthews, 2010)

Post-development theorists can be referred to as the defenders of the “local”. The likes of Estava and Prakash were opposed to thinking and acting “big”. They argued against the popular slogan “think global, act local”, stating that it is preferable to both act and think locally since insisting to apply global thinking to diverse local problems is impossible due to social diversity. Their argument does not promote radical localism that seeks no contact outside the immediate locality, but it is a position that both favors the local and is rather suspicious of big, far-ranging approaches (Matthews, 2010).

A feminist perspective and a gender-based approach to development were also voiced by various post-development theorists. Maria Mies and Vandana Shiva argued that the uni-directional development path previously suggested lacked a gender perspective. They also stated that GNP and GDP-based development indicators lacked female representation due to the patriarchal-capitalist sexual division of labor, according to which women's household labor is defined as non-productive or as non-work and is omitted from calculations, making women the internal colony of this system. The colonial relationship between affluent and poor countries, Man and Nature, and urban and rural areas also exists between Men and Women. Just like peripheral states having to accept and apply the lifestyle, culture, and development path of the core ones, in this equation men as the colonizers devalue women's work through propaganda, educational programs, and laws. After a while, the colonized accept and internalize this as the natural state of affairs, leading them to lose their own identity. (Mies and Shiva, 1993).

*“To survive, the colonized must oppress the colonization. And to become a true human being he /she, him/herself, must oppress the colonized which, within themselves, they have become. This means that he/she must overcome the fascination exerted by the colonizer and his lifestyle and re-evaluate what he/she is and does.”* (Mies and Shiva, 1993).

However, the post-development theory attracted its own criticisms. It was criticized for rejecting Western modernization completely and deeming the locals as pure and noble, rejecting a need for change. This depiction of traditional societies as being pure, in possession of local, and having superior knowledge resembles the earlier perceptions of colonial people as being unsophisticated and in an unchanging state of communion with nature, which mirrors the position of the colonizing discourse itself (Puhakka, nd).

### ***2.1.3. Human-Centered Development***

The most significant shift in the development paradigm came with the concept of Human Development, coined by the Nobel Prize-winning scholar Amartya Sen. Sen (1999) described development as a process of expanding the real freedoms that people enjoy. Sen's human-centered capability approach to development focuses on providing people with the resources and abilities they need to lead the life they desire. Sen

underlined that while the growth of GNP or of individual incomes is very important as means of expanding the freedoms enjoyed by the members of the society, freedoms also depend on other determinants such as social and economic arrangements, as well as political and civil rights (Sen, 1999). Sen’s work also influenced the creation of the United Nations Development Programme’s (UNDP) Human Development Index (HDI). UNDP defines human development as expanding the richness of human life, rather than simply the richness of the economy as well as an approach that is focused on people and their opportunities and choices (UNDP HDR,2022a).

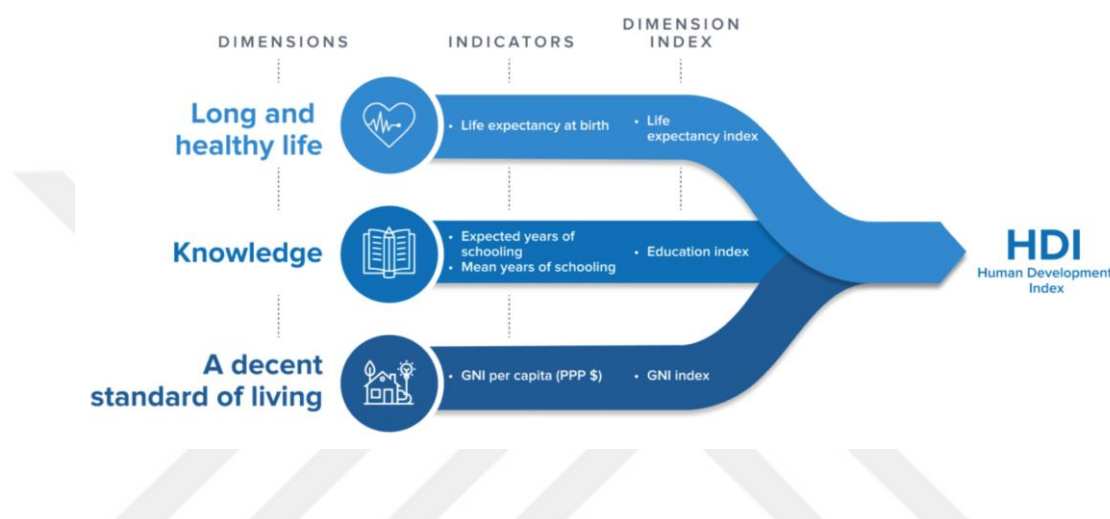


Figure 2. HDI Dimensions and Indicators (Source: UNDP HDR, 2022b)

The HDI was created in 1990 to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. (UNDP HDR, 2022c). The Index examines human development in three dimensions: long and healthy life, knowledge, and a decent standard of living.

*“The health dimension is assessed by life expectancy at birth, the education dimension is measured by the mean of years of schooling for adults aged 25 years and more and expected years of schooling for children of school entering age. The standard of living dimension is measured by gross national income per capita. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using the geometric mean.”* (UNDP HDR, 2022b)

The addition of the gender aspect in development indicators came a few years later with the introduction of the Gender Development Index (GDI) and the Gender Empowerment Measure (GEM) in the 1995 edition of the HDI. However, they were both criticized for their faulty methodology and limitations. In 2010, UNDP celebrated the 20th anniversary of HDI by introducing a variety of new indexes, the Gender Inequality Index (GII) being one. GII was developed to provide a better assessment and complete the shortcomings of its predecessors. Different than the three dimensions HDI utilizes, GII assesses gender equality by using reproductive health, empowerment, and the labor market as dimensions. The Index shows the opportunity cost in human development due to inequality between female and male achievements (UNDP HDR, 2022).

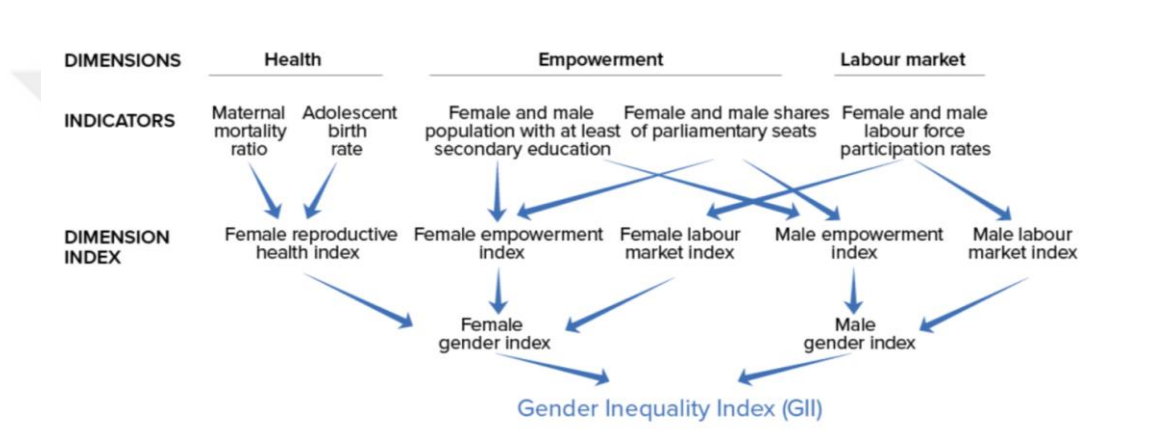


Figure 3. GII Dimensions and Indicators (Source: UNDP HDR, 2022c)

#### 2.1.4. Sustainable Development and The Sustainable Development Goals

Today’s leading concept in development discourse is Sustainable Development. The concept of sustainable development combines the need for economic development and the urgency of protecting the ecosystem (Wefering et al., 2000). It recognizes that one cannot be complete without the other to ensure long-term results that preserve natural resources while expanding economically. It envisions a balance between the environment and human uses (Brink, 1991). The World Commission on Environment and Development, chaired by former president of Norway Gro Harlem Brundtland, renewed the call for sustainable development in 1987 with a report titled “Our Common Future” (Mensah, 2019). The report underlined the significance of taking environmental cautions to sustain a cleaner world for generations to come in a world with finite resources.

Following this report, Sustainable Development was brought to the world's agenda when the UN held the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil to encourage global unity and establish an international network of civil society, public institutions and other related actors to disseminate development interventions that take the environment into consideration. A global plan of action emphasizing climate change, Agenda 21, was adopted by more than 178 governments. Agenda 21 addressed the crucial problems of the time and also aimed at preparing the world for the challenges of the next century. The Agenda displayed a pioneering approach for unity to disseminate development interventions stating:

*“Humanity stands at a defining moment in history. We are confronted with a perpetuation of disparities between and within nations, a worsening of poverty, hunger, ill health and illiteracy, and the continuing deterioration of the ecosystems on which we depend for our well-being. However, the integration of environment and development concerns and greater attention to them will lead to the fulfillment of basic needs, improved living standards for all, better protected and managed ecosystems and a safer, more prosperous future. No nation can achieve this on its own; but together we can - in a global partnership for sustainable development.” (UNCED, 1993, chapter 1, 1.1.)*

Following the Millennium Summit held in 2000 at the UN Headquarters in New York, the Millennium Declaration was signed by the leaders of 189 countries. This declaration proposed a blueprint of goals that focuses on sustainability and expanding human capability titled The Millennium Development Goals (MDGs). The 8 MDGs measured by 18 targets and aimed to be achieved between 2000-2015 were as listed (UN, 2015a):

1. *Eradicate extreme poverty and hunger*
2. *Achieve universal primary education*
3. *Promote gender equality and empower women*
4. *Reduce child mortality*
5. *Improve maternal health*
6. *Combat HIV/Aids, malaria and other diseases*
7. *Ensure environmental sustainability*
8. *Develop a global partnership for development*

The MDGs provided an effective framework for international cooperation toward tackling significant global social priorities. The MDGs helped promote worldwide awareness, political accountability, improved metrics, and social feedback by packaging these priorities into an easily understandable set of eight goals, as well as by establishing measurable and time-bound objectives (Sachs, 2012).

In 2002, the Millennium Campaign was established with the slogan “End poverty by 2015” to encourage countries to follow up with their promise to work towards achieving the MDGs. In the same year, the Millennium Project was initiated as an independent advisory body commissioned by the UN Secretary-General to propose the best strategies for achieving the MDGs (UN Millennium Project, 2005). Their final report titled “*Investing in development: a practical plan to achieve the Millennium Development Goals*” was presented to the UN Secretary-General in 2005.

Although not all of the 8 Goals and 18 Targets were successfully achieved, the MDGs were a huge step forward in global unity on a regional, national and international level. According to data from Global Change Data Lab (GCDL) (Ritchie and Roser, 2018), 3 and a half of the 14 targets, out of the overall 18, which can be quantitatively assessed were achieved during this 15-year period:

- MDG 1 - Target A - halving the share of the world population living in extreme poverty
- MDG 3 - Target A - eliminate gender disparity at all educational levels
- MDG 6 - Target C - cease and start the reversal of the incidence of malaria and other major diseases
- MDG 7 - Target C - halve the proportion of the universal population without sustainable access to clean and safe drinking water (with the exception of sustainable access to sanitation)

In his foreword to the 2015 MDGs Report, the former UN Secretary-General Ban Ki-Moon expressed that the global mobilization behind the MDGs had produced the most successful anti-poverty movement in history, while also acknowledging that there is more to do to integrate the economic, social and environmental dimensions of sustainable development for future progress, announcing that the post-MDGs agenda

strives to build on the lessons and achievements of the MDGs towards a more sustainable and equitable world (UN, 2015b).

Following the MDG period, The Sustainable Development Goals (SDGs) were established as a successor to continue the global partnership and effort toward eliminating poverty, providing equity and preserving natural resources between 2015 to 2030. At the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012, it was agreed by the Member States to initiate a process in order to develop a set of goals that will succeed the MDGs. Accordingly, a 30-member Open Working Group was established to prepare the proposal for what is going to be the Sustainable Development Goals. The Member States utilized an innovative, constituency-based system of representation in the Open Working Group and most of the seats were shared by several countries. (UN, 2022a) Türkiye was represented in the Western European and Others Group, sharing a seat with Italy and Spain. With a core principle to “Leave No One Behind”, the 17 SDGs and 169 targets were announced, declaring:

*“We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities.” (UN, 2015c, Article 3)*



Table 1. The Sustainable Development Goals (Source: UN, 2022b)

<b>SDG</b>	<b>GOAL</b>	<b>NUMBER OF TARGETS</b>
1- No Poverty	End poverty in all its forms everywhere.	7
2- Zero Hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	8
3- Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages.	13
4- Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	10
5- Gender Equality	Achieve gender equality and empower all women and girls.	9
6- Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all.	8
7- Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all.	5
8- Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	12
9- Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.	8
10- Reduced Inequality	Reduce inequality within and among countries.	10

Table 1. (continued) The Sustainable Development Goals (Source: UN, 2022b)

<b>SDG</b>	<b>GOAL</b>	<b>NUMBER OF TARGETS</b>
12- Responsible Consumption and Production	Ensure sustainable consumption and production patterns.	11
13- Climate Action	Take urgent action to combat climate change and its impacts.	5
14- Life Below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.	10
15- Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	12
16- Peace and Justice Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	12
17- Partnerships to achieve the Goal	Strengthen the means of implementation and revitalize the global partnership for sustainable development.	19

Each of the goals is integrated with one another, overseeing that progress in one area will stimulate development in others, and affirming that development must balance social, economic and environmental sustainability (UNDP SDG Accelerator, 2022). The SDGs are categorized into “5Ps”: People, Planet, Prosperity, Peace and Partnership, underlining that achieving sustainable development requires equal consideration of all these aspects.



Figure 4. The Sustainable Development Goals (Source: UN, 2022b)

The SDGs provide a transnational guide to lead a global network of change-makers. Calling all countries to take action for global partnership, these 17 goals provide a global, transdisciplinary vision for the future. And the achievement of these goals is only possible through a global network of public actors and policymakers.

## ***2.2. Communication and Development***

Communication has always been an integral part of the development field as well as development programs. A well-designed strategy that incorporates interpersonal, traditional, and technological communication tools can boost the chances of a development program succeeding by facilitating the transmission of information and the participation of target communities.

As communication studies established itself as a science and academic discipline during the 1950s, the field of development communication had also grown into a field in communication on its own. Earlier in history, while Modernization Theory was the

dominant approach, development communication was perceived as a top-down, one-way method of improving societies. One of the prominent modernization theorists Daniel Lerner acknowledged that mass media growth was one of the three phases of democratic political development in his book, *The Passing of the Traditional Society* (Moemeka, 1994). However, Lerner perceived modernization and progress solely as Westernization, therefore, Lerner's approach to development communication is perceived as a limited one (Charamba, 2015).

With rapid technological advancement and social change, communication for development has evolved as a tool, an approach, and a scientific sub-discipline of communication that is concerned with debates and issues relating to development and change in society (Hemer, 2005). As the approach to development evolved from an economy-focused one into one that also takes sustainability and human capability into consideration, so did the approach to development communication. The qualifier of development shifted from "economic" to others like "participatory", "sustainable" and "equitable" (Quebral, 2006). Thereon, a participatory approach has become increasingly important for the development communication processes.

Tufte and Mefalopulos (2009) define participatory communication as,

*"an approach based on dialogue, which allows the sharing of information, perceptions and opinions among the various stakeholders and thereby facilitates their empowerment."*

In the developmental context, this translates into creating more space for the societies intervened to participate in the processes rather than staying merely as recipients for more applicable and long-term results. Quebral (2006) defines it as,

*"the art and science of human communication linked to a society's planned transformation from a state of poverty to one of dynamic socio-economic growth that makes for greater equity and the larger unfolding of individual potential".*

Quebral's definition brings attention to the human aspect of development and its interdisciplinary nature by referring to it as art and science. Despite its multiple

definitions and different terminology, development communication is used as an umbrella term to refer to the research and interventions that aim to improve the conditions of disadvantaged people (Waisbord, 2000).

Media is a significant aspect of development communication. Traditional theories of development perceived mass media as a means to reinforce a preset Western path to development. With the shift in the understanding of development as an audience-specific, participatory process, media has too evolved into a tool that contributes to achieving effective interventions based on participation and dialogue. Media outlets can help bring attention to issues halting the development process, raise awareness and provide information on significant topics and advocate for change. When used democratically media can be a powerful tool. As Sen states:

*“No famine has ever occurred in a country with free press”*. (Sen, 1999).

Earlier perception of the effect of mass media on the audience was described with concepts like “Hypothermic Needle” or “Magic Bullet”, considering the audience as passive receivers of information that are immediately influenced by media messages. Later theories pointing to the limited effect of media such as Two-Step-Flow was uncovered which highlighted the active role of the audience in the perception. After another phase of rediscovering the strong effect of media, today’s new media landscape points to a preference-based effect model with Information Communications Technology (ICT) and social media use on the rise. Digital media algorithms now match people with content that they would be interested in by analyzing their previous actions. While personalized search engine results and AI-curated social media feeds provide a tailor-made experience for users, echo chambers can result in people being stuck within a self-selected set of content, preventing access to new perspectives.

Today, as we get closer to the target date for the achievement of the SDGs, the efficient use of communication is vital. Wilson, Warnock and Schomaker (2007) suggest that one of the main reasons that the progress toward achieving the MDGs as the failure to incorporate inclusive and participatory communication strategies for successful outcomes. Mc Donnell (2016) too discusses the shortcomings in the communication strategy for the MDGs in failing to be country-specific and involve civil society.

Building on the lessons learned from the MDGs process, the communication strategy for the SDGs was designed to make a more effective contribution to the achievement of the goals. With the increasing understanding of the positive impact of media, communication, and information technology tools on development interventions, C4D has gained traction as a more comprehensive approach to development communication for the SDG era.

### ***2.3. Communication for Development (C4D)***

C4D is an interdisciplinary approach used mainly by UN agencies that benefit from various theories and methods to achieve sustainable behavior and social change. The approach recognizes the necessity of taking action in multiple levels of society and influencing different actors and stakeholders to be able to achieve the intended result of a development intervention. By bringing together social and behavior change theories with marketing concepts, communication methods and media tools, C4D interventions are developed with the combination of science and creativity in customizing effective messages to address a target group.

C4D was defined by the World Congress of Communication for Development (WCCD) held in Rome in 2006 as,

*“A social process based on dialog using a broad range of tools and methods. It is also about seeking change at different levels, including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful social change”* (World Bank, 2007)

As emphasized by this definition, participation and dialogue are among the key elements of the C4D approach. Implementers do not only speak to the target group but also listen to them; they do not just share knowledge but also learn from them, ensuring interaction at each step of the program cycle. This interaction helps the intervention to be designed and implemented customized for the characteristics of the target group. One method used and succeeded in a previous intervention may not work for the next one. Each program should be redesigned and customized for the target community it addresses.

C4D combines multiple platforms to use interpersonal engagement, community activities and media together to create more impact with a 360-degree approach, rather

than sticking to a single-channel strategy. Three main engagement platforms for C4D are service-delivery platforms, community-based platforms, mass and digital media platforms. Interpersonal activities like peer education and counseling, home visits, support groups, engaging community leaders and participative artistic creation are supported with print material, TV and radio broadcasts, online platforms and social media and by increasing the capacity of service providers and training frontline workers.

C4D interventions aim to induce change in the target audience's behavior, knowledge, perceptions and attitudes. However, change is not an easy process for people despite its ultimate benefits for they have to cope with the replacement of their usual patterns with new ones (Yarrow, et al., 1958, p. 60). Therefore, understanding the barriers to change by examining the social, cultural and economical structure of the target group; designing custom-made interventions; and including the target audience in the intervention process not only as receivers but also contributors is helpful. Accordingly, C4D interventions make it an integral part to understand the building blocks of the target group rather than approaches that perceive development as a unidirectional process that can be reapplied in each state. Below are some examples of C4D interventions from the past years.

1. **Year:** 2019

**Name:** Back to Learning

**Location:** Syrian Arab Republic

**Agency:** UNICEF

**Goals:** Encouraging families to send their kids to school

**Activities:** door-to-door visits, awareness sessions; TV, radio, billboard and social media use. Activities promoted the importance of education and eliminating the discriminating behavior against girls and disabled children.

**Outcomes:** Out of the 4,848 children reached, 1,200 returned to school.

2. **Year:** 2018-2020

**Name:** Promoting Demand for Immunization

**Location:** Kyrgyzstan

**Agency:** UNICEF

**Goals:** Increasing immunization rates.

**Activities:** Health providers were trained in interpersonal communication skills. Religious authorities and health activists were consulted about how to promote immunization within religious circles. Imams preached the importance of immunization and warned the community about myths during Friday prayers. Social mobilization activities were conducted such as household visits, flash mobs, and contests.

**Outcomes:** 21% of children reached were immunized.

3. **Year:** 2008

**Name:** Tobacco Free Initiative

**Location:** Global

**Agency:** WHO

**Goals:** Decreasing tobacco use

**Activities:** Advocacy and lobbying efforts were conducted. Media and public relations campaigns were conducted to change social norms.

**Outcomes:** 85% of participating countries have established coordination teams for tobacco control and nearly 80% banned tobacco sales to minors.

4. **Year:** 2007

**Name:** Call 2015

**Location:** Philippines

**Agency:** UNDP

**Goals:** Improving governance and service delivery through citizen engagement

**Activities:** Citizen-government dialogue was increased. MDG Integrity Circles were established to facilitate participation. City governments trained their staff on local governance while also conducting workshops on government procurement systems for members of the Integrity Circles.

**Outcomes:** The project brought higher education institutions and grass-roots organizations together to develop information exchange systems and strengthen accountability mechanisms.

5. **Year:** 2004

**Name:** Rural and Agricultural Development Communication Network

**Location:** Egypt



**Agency:** FAO

**Goals:** Supplying ICTs to improve farmers' livelihoods

**Activities:** Community facilitators were selected to act as role models. A media campaign was conducted to raise awareness. Capacity-building workshops were conducted for stakeholders.

**Outcomes:** The project helped improve ICT literacy in rural zones. The facilitators served as information mediators and helped rural people access ICTs and apply the information provided within their communities.

C4D interventions follow a program that includes identification, implementation and evaluation all of which contribute to a cycle of research and participation.

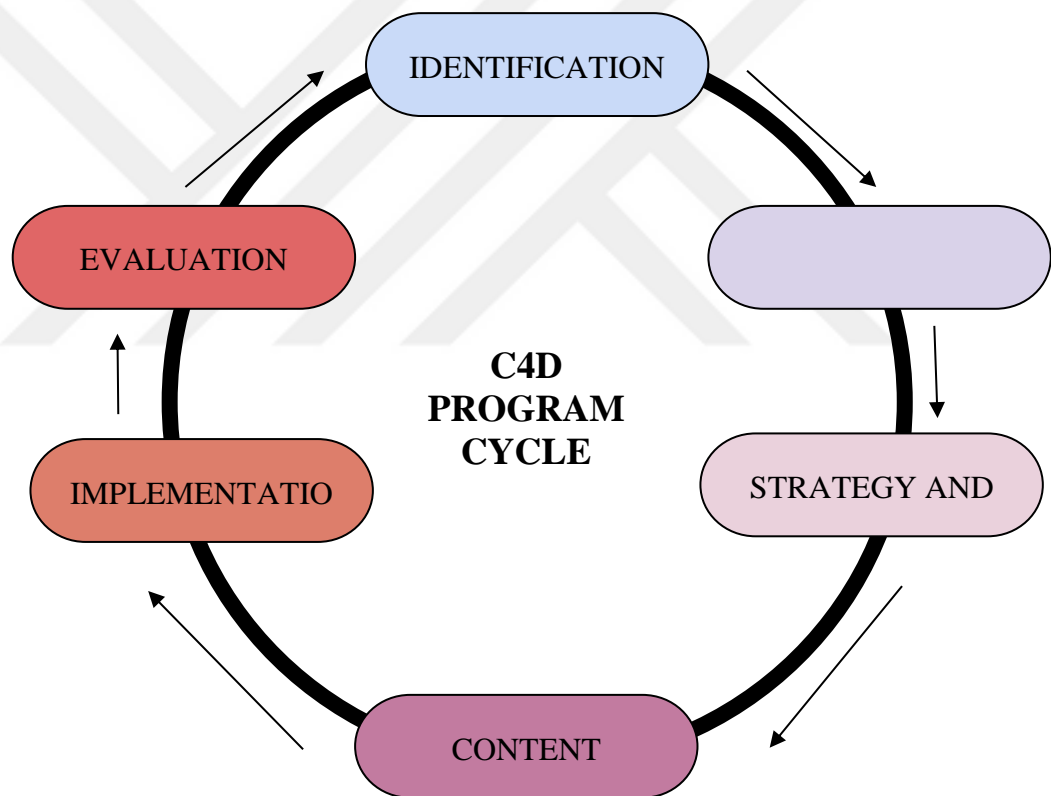


Figure 5. C4D Program Cycle

1. Identification: Identify the issue or problem behavior, the target population; clarify the purpose; determine goals, short and long-term outcomes and the time frame.
2. Research And Analysis: Get familiar with the target group and socio-cultural patterns; investigate the root causes for the issue and possible barriers for change; analyze the network to identify key influencers and stakeholders

3. **Strategy and Planning:** Identify the tactics, tools and methods to be utilized for each level of SEM; pick engagement platforms and determine markers for monitoring and evaluation.
4. **Content Creation:** create the key messages; design and produce the appropriate material; pre-test on a sample group.
5. **Implementation and Monitoring:** disseminate the material and services and conduct monitoring activities.
6. **Evaluation:** assess the progress toward the goals and objectives set.

### ***2.3.1. Tools and Theories Within C4D***

#### ***2.3.1.1. The SEM Model and Levels of Change***

To be able to achieve impact on different levels of society, the C4D approach is developed based on the Socio-Ecological Model (SEM). UNICEF (2018) defines SEM as:

*“a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviors, and for identifying behavioral and organizational leverage points and intermediaries for social and behavioral change within organizations.”*

Also utilized by the Centers for Disease Control and Prevention (CDC), SEM considers the sophisticated interaction between the individual, community, and societal factors, allowing us to understand how they overlap. (CDC, 2022)

The SEM model is derived from the Ecological Systems Theory the American psychologist Urie Bronfenbrenner put forward for human development in 1980. This theory uses the terms “ecology” and “ecosystem” metaphorically to refer to the environments where learning takes place (Chong, Isaacs and McKinley, 2022). Bronfenbrenner’s theory suggests that to understand the development process of an individual, we must examine not only the individual himself/herself and their immediate environment and expand to broader layers which he named as Microsystem, Mesosystem, Exosystem and Macrosystem (Bronfenbrenner, 1981). The first layer Microsystem consists of the immediate circle of the individual such as family and

school. Mesosystem is the connection of the individual's microsystem to a broader structure, such as the interaction of a child's parents and their school administration. The Exosystems do not involve the individual as an active participant, but the individual is affected by its members. Social services, laws and healthcare are within this exosystem. The Macrosystem consists of all influences on the individual such as economy, national aspects, cultural features and historical contexts. According to Bronfenbrenner's theory, human development can only be understood when all four of these systems are taken into consideration.

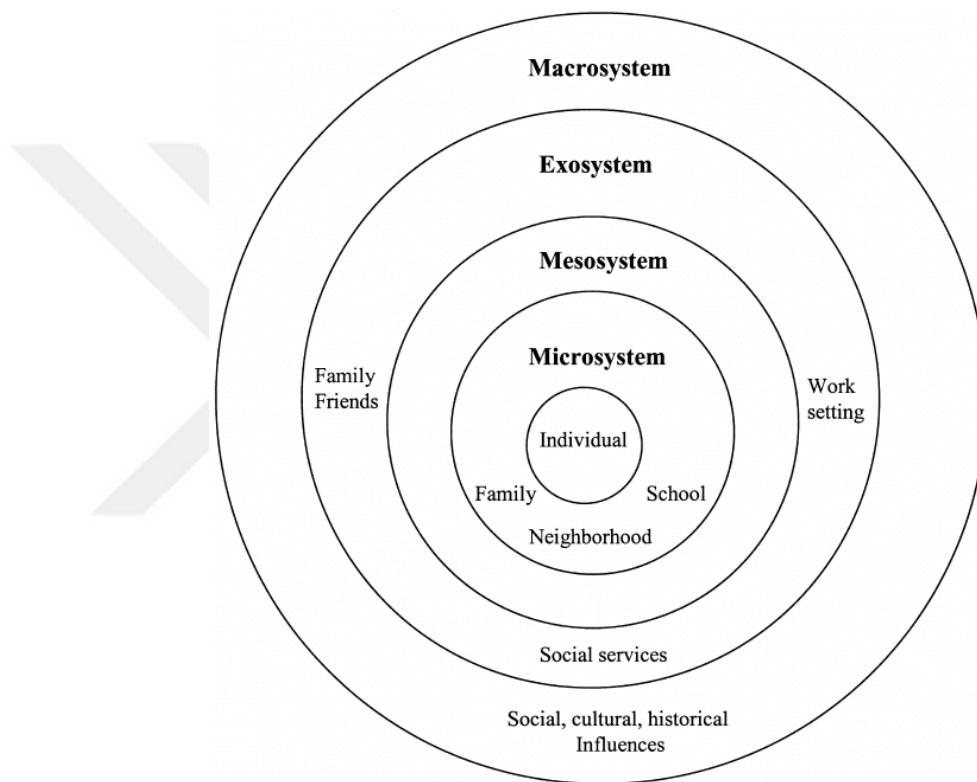


Figure 6. The Layers of the Ecological Systems Theory. (Source: Swanson et al., 2003)

Aligned to Bronfenbrenner's theory, the work in C4D is modeled in five levels:

1. Individual
2. Interpersonal
3. Community
4. Organizational
5. Policy/Enabling Environment

Each level of work in C4D benefits from a variety of theories and tools which together create a comprehensive approach. Theories related to change at each level are used in conjunction with each other.

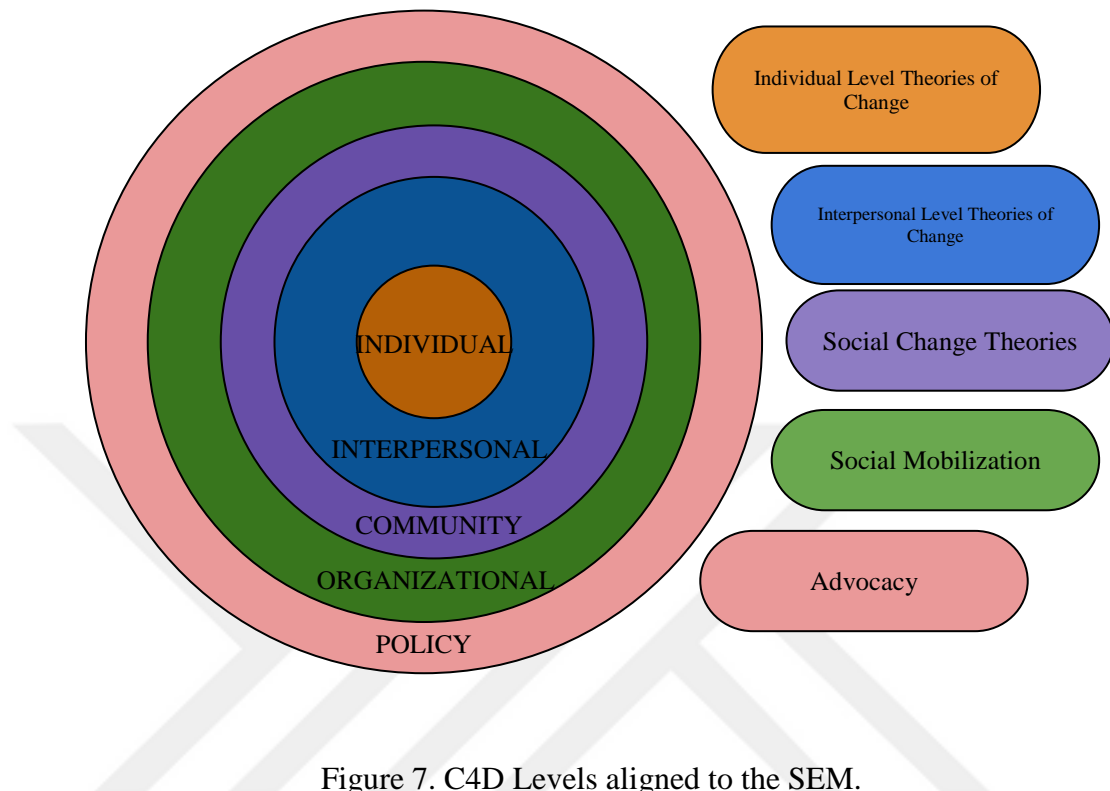


Figure 7. C4D Levels aligned to the SEM.

### ***2.3.1.2. Theories of Behavior and Social Change***

C4D benefits from various behavioral and social change theories and models to induce change on all SEM levels starting from individual level. Maslow’s Theory of Human Motivation (1943) provides an understanding of the hierarchical structure of human needs. Maslow suggests that the appearance of one need rests on the prior satisfaction of a more pre-potent one (Maslow, 1943). Food, water, security and safety are among the basic, most potent, needs of the individual. Without the satisfaction of these basic needs, individuals may not be willing to make changes in behavior like brushing their teeth regularly. In this case, C4D interventions are designed to communicate the potential health risks and demonstrate to the individual that some behaviors have life-saving consequences, such as washing hands with soap to prevent deadly diseases, thus meeting a basic need.

Developed in the 1950s The Health Belief Model (HBM) is another tool for C4D at the individual level. The HBM suggests that an individual will adopt a health-related

behavior if they feel the risky condition is avoidable and if they believe that they can successfully adopt the recommended behavior (The University of Twente, 2022). A recent example is the campaigns to encourage people to wear masks and wash hands regularly to avoid coronavirus. Communicating to people that the virus is avoidable by taking such simple measures has been crucial to halting the pandemic.

The Theory of Planned Behavior (TPB) is an individual-level change theory that originated from the Theory of Reasoned Action. Just as in the original theory, a central factor in TPB is the individual's intention to perform a behavior. According to the theory, the stronger the intention of the individual to perform a behavior, the higher the chances of them actually performing the behavior. The formation of the intention occurs through a combination of three aspects: behavioral beliefs, normative beliefs and control beliefs (Ajzen, 1991). Understanding these beliefs which control the subjective norm helps remove the barriers in the formation of the intention. Behavioral beliefs produce positive or negative attitudes which take both the positive and the negative outcomes of performing a certain behavior. Normative beliefs are influenced by perceived social pressure or subjective norm. The individual questions the expectations of society and how he/she will be perceived if a certain behavior is performed. Control beliefs are related to the individual's perception of their performance and skills to be able to perform the behavior in question. If the individual has positive beliefs in these three aspects, they are likely to produce an intention to perform the behavior. Detecting the areas that present the most barriers to behavior change is crucial for the design of a C4D intervention.

The Transtheoretical Model of Behavior Change, developed by Dr. Prochaska and a group of scholars, is based on an intentional change that focuses on individual decision-making. Many health behavior change interventions have benefitted from this model. The main base of the model is the Stages of Change. The five stages are:

1. Precontemplation: At this stage, the individual is either unaware of the problem or does not understand the extent of the problem. This stage does not include any intention for behavior change.
2. Contemplation: at this stage, the individual is aware of and willing to solve a problem.

3. Preparation: the individual intends to take action soon and may have a previous unsuccessful attempt to do so.
4. Action: The individual modifies their behaviors and actions to overcome the problem.
5. Maintenance: this stage is where the individual needs to work on sustaining the changed behavior and preventing relapse. (The University of Rhode Island, 2022)

Another foundational dimension of the Transtheoretical Model is the Process of Change. The process of change involves the covert and overt activities people use to progress through the stages of change, which provide important guides for the design of intervention programs. (Glanz et al., 2008). The process consists of ten steps:

1. The consciousness Raising process increases an individual's awareness of the problem behavior. Interventions in this process include feedback, confrontation and media campaigns.
2. Dramatic Relief increases emotional experiences by encouraging the individual to express feelings about the problem behavior as well as potential solutions. Psychodrama, role-playing and personal testimonies are among the intervention methods at this process.
3. Self-reevaluation provides an assessment of the individual's self-image both with and without problem behavior. Intervention methods at this stage are value clarification, setting role models and imagery.
4. Environmental reevaluation considers the effects of one's problem behavior on others in society. Empathy training, documentary watching and family interventions are methods for reassessment.
5. Self-liberation is the process when the individual decides to change the problem behavior and commits to doing so, with a strong belief in their ability to change.
6. Social liberation requires alternatives and social opportunities to be provided to facilitate the change in the problem behavior, especially for the disadvantaged. Empowerment, advocacy and policy-making can help urge these opportunities to be provided.

7. Counterconditioning is adopting different behaviors that can replace the problem behavior. / Opting for salad as a side dish instead of fries in a buffet.
8. Stimulus control removes triggers for the problem behaviors and habits to prevent relapse. Environmental re-engineering and self-help groups are interventions that may help prevent relapse. / Parks and recreation to install exercise areas in parks, joining a trekking group to become more active.
9. Contingency management requires an awarding system when the individual makes progress in overcoming problem behavior / adopting desired behavior.
10. Helping Relationships require a caring, safe, and encouraging environment while the individual works on changing problem behavior. Therapy groups, counselor calls and buddy systems may provide the related resources (The University of Rhode Island, 2022).

The other two elements of the Transtheoretical Model are decisional balance and self-efficacy. Decisional balance is assessed by writing down the pros and cons of changing a certain behavior, considering the ways the change will affect the individual positively and negatively. Understanding the costs and benefits of making the change will impact the decision process. Making the individual aware of the comparative harms and benefits of smoking, for example, will provide them with an objective look at their addiction. Finally, self-efficacy estimates the individual's resilience to outside temptations sustainably without going back to the problem behavior. A recovering alcohol addict may get triggered by being in a bar, or at a restaurant that serves drinks and therefore might need to avoid these circumstances.

The Information Deficit Model, coined in the 1980s, emphasizes the importance of making information more accessible to establish a change in attitudes, beliefs and behaviors of individuals. The model suggests that the knowledge gap between the public and scientists should be eliminated in order to boost social change.

The C4D work at the interpersonal level emphasizes interactive dialogue and acknowledges its impact on behavior change. The Social Cognitive Theory and Diffusion of Innovations are two interpersonal-level theories of change that are utilized within C4D interventions.

The Social Cognitive Theory (SCT), also referred to as Social Learning Theory, was developed by Albert Bandura. Bandura suggests that

*“people are neither driven by inner forces nor buffeted by environmental stimuli. Rather, psychological functioning is explained in terms of a continuous reciprocal interaction of personal and environmental determinants.”* (1977, p. 11-12)

According to SCT, people do not come to earth with an integrated set of behaviors but they later learn them by direct experience or observation (Bandura, 1977, p. 16). Two major concepts of the theory are “observational learning” and “behavioral reinforcement”.

Conducted in 1961, Bandura’s Bobo Doll Experiment revealed that children are likely to adopt modeled aggressive adult behavior. The research was conducted among preschool children observed within three groups; one group observed adults being aggressive toward the Bobo Doll which is an inflatable plastic toy that bounces back up when knocked over to the ground, and the second group observed adults displaying non-aggressive behavior towards the doll as well as a control group that was not exposed to any adult models. Half of the children observed adults of the same sex and the other half observed adults of the opposite sex. Children from all groups’ behavior when they are left alone with the doll was then observed for imitative aggressive behavior (Artino, 2007). The research revealed that the children in the aggression condition mostly imitated the physically and verbally aggressive behavior resembling that of the model adults, and those in the nonaggressive and control groups exhibited virtually no imitative aggression (Bandura, et al., 1961).

Another revelation of the Bobo Doll experiment was that the children are more likely to adopt modeled behavior when it results in punishing effects. (Bandura, 1977, p. 28) The behavioral reinforcement concept indicates that both positive and negative responses to a behavior affect the individual’s choice of adopting or quitting it. The children in the Bobo Doll experiment were exposed to adults being aggressive toward the Bobo Doll getting punished by another adult while another group of children observed the aggressive adult getting praised. The group exposed to punishment ended up avoiding aggressive behavior toward the Doll.



The SCT is a breakthrough in psychology that influences the current discussion on the effect of violent movies and video games on children's behavior. The theory is also used in C4D initiatives. Mass media campaigns are designed to implement entertainment education. For example, to challenge discrimination against women and tackle deep-rooted social issues like child marriage, early pregnancies, and sex selection in Indian society, the Population Foundation of India (PFI) created the Indian family drama series *Main Kuch Bhi Kar Sakti Hoon* (I, a Woman, Can Achieve Anything). This Entertainment-Education (EE) series is an effort to increase women's agency, enhance knowledge, and change perceptions and attitudes on social determinants of health as well as contribute to improving demand, access, and quality of reproductive health services in India. The baseline and endline surveys conducted for the first season of the show indicate an increase in knowledge around the adverse consequences of early marriage, and a positive attitudinal shift towards the ideal age for a woman to have her first child from 38% to 46% (Bouman, et al., 2017).

Diffusion of innovations is a theory of change that explores how new ideas, inventions and innovations spread among the general public. In his 1962 book "The Diffusion of Innovations", Everett Rogers describes diffusion as

*"the process by which an innovation is communicated through certain channels over time among the members of a social system; a special type of communication, in that the messages are concerned with new ideas."* (Rogers, 1962, pg. 5).

The four main elements of the theory are "innovation", "communication channels", "time", and "the social system" (Rogers, 1962). The model emphasizes the significance of interpersonal networks and opinion leaders during the diffusion process of a certain behavior or innovation. It defines the lack of information as a barrier to development and behavior change and encourages information transfer.

On the community level, change requires a shift in deeply rooted collective patterns. As members of society, we each have social roles we conform to. One may have the role of being a mother, a teacher and a daughter all at the same time. With each role comes a different set of expected behaviors called norms (McLeod, 2008). Social norms are informal rules that govern behavior in groups and societies (Bicchieri et al., 2018).

According to the theory, individuals adjust their behavior in line with these commonly accepted rules that set the basis for what is “normal”. Hence, community-level interventions aim to modify perceptions of what behavior is normative to be able to influence change in behavior (Johnson, 2012).

For instance, female genital mutilation/cutting (FGM) is an ongoing tradition in 31 countries. The World Health Organization (WHO) describes (2008) FGM as “all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs for non-medical reasons” and estimates that between 100 and 140 million girls and women worldwide have been subjected to the procedure. FGM is mostly performed on girls between the ages of 0 to 15 as well as on adult women. The procedure is one of the most harmful representations of gender inequality and efforts to control women that perpetuate normative gender roles. In communities where FGM is common, both genders support the practice without question since anyone departing from the norm may be condemned by their community, therefore it is significantly difficult for families to quit the procedure without a community-wide decision. Accordingly, C4D-based interventions to end FGM adopt social norms change approach. UNICEF has been working on shifting attitudes and behaviors within local communities through community-level discussions, expressional art practices and house-visiting campaigns in order to encourage a social movement for the abandonment of this dangerous practice. Once a critical mass of people is engaged, communities can replace the practice with positive norms that promote gender equality. 2016-2018 data indicate that 61.6% of the respondents from the surveyed regions in Eritrea have made a collective decision to abandon FGM as a result of the ongoing efforts. (UNICEF Eritrea, 2020).

### ***2.3.1.3. Social Movements***

Social Movements are large-scale collective actions and behaviors to promote change in social norms, values as well as policies and laws. These movements combine different forms of action such as campaigns that demand specific changes, political action and Worthiness, Unity, Numbers, and Commitment (WUNC) displays (Greiner and Obregon, 2011).

#### ***2.3.1.4. Social Mobilization***

Also called community mobilization, social mobilization is the process of resource organization and assembling all potential stakeholders, partners and allies to participate in development interventions (Regional Committee for Africa, 2001). By being included in the design and implementation of development interventions, community members feel a sense of ownership and empowerment, contributing to the sustainability of the outcomes. By engaging community members and leaders with activities like town meetings and public gatherings, a sense of unity and motivation for collective action is generated.

#### ***2.3.1.5. Social Marketing***

Social Marketing is a strategy to persuade the audience about the benefits of a product or a service. C4D suggests that behaviors can be marketed just like products and services. Concepts derived from the Health Belief Model are used to design social marketing campaigns such as perceived benefits, perceived barriers and call to action (Greiner and Obregon, 2011). Social marketing campaigns strive to portray desired behaviors as beneficial and appealing while underlining the consequences of negative behaviors on individuals and their environment. Public service announcements broadcasted on TV underlining the negative impacts of smoking on individuals as well as their loved ones are well-known examples to social marketing.

#### ***2.3.1.6. Advocacy***

Advocacy is the act of championing for a cause to initiate change in existing social systems, laws and political regulations. Advocacy aims to influence the decisions of leaders and policy-makers on a given issue (Greiner, 2017). While every individual can become an advocate, celebrities and other public figures with high influence as well as organizations or companies also conduct advocacy. Advocates make a cause visible to more people, promote certain actions and encourage followers to join in.

UN Agencies give artists, celebrities, influencers and other public figures the honorary title of “Goodwill Ambassador” for them to use their influence to advocate for target causes. Leonardo DiCaprio, Nicole Kidman and Emma Watson are among the ambassadors advocating for UN Agencies.

Brockington (2014) lists “experiential authority” and “affinity” among the requirements for authentic advocacy. Experiential authority comes from previous experiences that provide insight and understanding of other people’s situations. Affinity is having a similar position in society like living in the same neighborhood or being a student. Since authenticity makes advocacy more effective, representatives from the community that members perceive as peers can have more of an impact on their advocacy.



## CHAPTER 3: RESEARCH DESIGN

### 3.1. Research Motivation and Objectives

C4D is an approach that is yet to be comprehensively studied. Only a limited number of publications are available in Turkish literature. The National Thesis Center lists one Master's (*A website content analysis of development organizations in Zimbabwe by Charamba*) and one PhD thesis (*Films for social change: Sustainable development and documentaries by Ünal*) related to C4D. Additionally, Akın's 2021 paper "*Interdisciplinary framework for Communication Interventions for Behaviour Change and Social Change: Communication for Development or C4D*" provides a comprehensive overview of the C4D approach. Akın's other work in the field includes the 2021 paper titled "*Marshall Plan Films and Documentaries: A Meditation on Origin of Communication for Development in Türkiye*" which discusses the modernization paradigm-dominated period of C4D in Türkiye. Despite opting to use SBCC instead of C4D, Akın and Doğu's 2022 paper "*Social and behavior change communication for sustainable development: An analysis on the ecology-related communicative practices of local authorities in Türkiye.*" presented at European Communication Research A offers a discussion on SDG communication on social media.

Due to its interdisciplinary nature, a C4D-based communication approach can contribute to many different fields of work. More research on the field will enhance the understanding of its potential. This study aims to contribute to the literature by highlighting the differences of the C4D approach from External Communication to help underline its prominent characteristics. This study also strives to initiate a discussion about the opportunities social media, the main source of both entertainment and information of our age, has to offer as a tool for C4D, while taking its possible disadvantages into consideration. The hypothesis "*Social media platforms provide useful tools for C4D interventions.*" helps guide the research.

To establish a framework and limit the sample for the research, one UN Agency in Türkiye that adopts the C4D approach was selected as the research focus and case study. The motivation to pick UNFPA Türkiye rather than the other UN Agencies in Türkiye mainly relies on the researcher's personal academic and intellectual interest in the work conducted on UNFPA Türkiye's key strategic focus areas: Sexual and reproductive

health, Gender equality and women's empowerment, and Population dynamics. Another motivation for the decision is the Agency's active use of social media which facilitates observation. Accordingly, UNFPA Türkiye supports the achievement SDG Goal 3 on Health, Goal 4 on Education, Goal 5 on Gender Equality, Goal 10 on Reduced Inequalities Goal 17 on Partnership for the Goals as well as contributing to many of the remaining SDGs. Sexual and reproductive health is among one of the most taboo topics in Türkiye. The lack of dialogue and education about the subject causes young people to face preventable physical and mental health issues. Gender-based discrimination is another prominent problem in the country. Women's rights are ignored in social and professional spheres. Practices like Child, Early and Forced Marriage (CEFM) results in women falling behind in education and experiencing health problems. Shifting social norms and breaking stigmas are vital for behavior and social change in these aspects and UNFPA Türkiye is among the very few institutions in the country that strive to do so.

### ***3.2. Research Background***

#### ***3.2.1. C4D vs. External Communication***

Development institutions not only use their communication channels for C4D purposes but also for external communication. While C4D interventions aim to promote social and behavior change, external communication activities aim to communicate the vision, mission and values of the institution and to inform the public about institutional activities. External communication is performed to elevate institutional image, increase institutional visibility and establish public relations. Although there are overlapping features, external communication is mainly concerned with the audience's perception of the institution rather than of behaviors and norms.

Mefalopulos (2008, p. 5) lists four types of communication conducted by development institutions, noting that they are highly complementary while differing in purpose and function.

Type	Purpose/Definition	Main Functions
Corporate communication	Communicate the mission and activities of the organization, mostly for external audiences.	Use media outputs and products to promote the mission and values of the institution; inform selected audiences about relevant activities.
Internal communication	Facilitate the flow of information within an institution/project. Sometimes this area can be included in corporate communication.	Ensure timely and effective sharing of relevant information within the staff and institution units. It enhances synergies and avoids duplication.
Advocacy communication	Influence change at the public or policy level and promote issues related to development.	Raise awareness on hot development issues; use communication methods and media to influence specific audiences and support the intended change.
Development communication	Support sustainable change in development operations by engaging key stakeholders.	Establish conducive environments for assessing risks and opportunities; disseminate information; induce behavior and social change.

Figure 8. Types of Communication in Development Organizations (Source: Mefalopulos, 2008, p. 5)

The Swiss Agency for Development and Cooperation (SDC) (2016) makes distinction into two categories: Institutional Communication and C4D. SDC underlines that institutional communication is essential for institutional image and visibility to establish public recognition as an effective body for development while defining C4D as a tool for social and political transformation.

	INSTITUTIONAL COMMUNICATION	COMMUNICATION FOR DEVELOPMENT
<b>Model</b>	Vertical, top-down,	Horizontal
<b>Direction</b>	One-way	Two-way/Multidirectional
<b>Approach</b>	Products	Processes
<b>Contents</b>	Information, cognitive/intellectual messages	Information and emotion, sensory messages
<b>Main focus</b>	Institutional image	Social and political incidence
<b>Channels</b>	Printed matter, web, e-newsletters, conferences	Public events, community media, social media/multimedia
<b>Responsibilities</b>	Communicators, heads of cooperation	Task shared between development experts and communicators

Figure 9. Institutional Communication and Communication for Development according to SDC. (Source: SDC, 2016)

Enghel puts forwards two concepts in a 2018 article, “doing good” and “looking good”. While analyzing the Videoleters project she mentions how it shifted from social change in recipient countries to public relations at home for a donor state (Enghel and Turner, 2018). We can adapt these concepts to explain the differentiating characteristics of C4D and External Communication. Simply, C4D interventions aim to “do good” while External Communications efforts promote this “good-doing” to “look good”. This does not imply that External Communication is conducted with malice or a hidden agenda, in fact, it contributes to the credibility and visibility of the Institution which boosts the public support for the causes it advocates for while strengthening partnerships, as intended with SDG 17. UNFPA’s current Strategic plan also highlights the importance of External Communication in article 113, under the “Organizational effectiveness and efficiency” chapter and underlines the significance of external communication activities to better position the agency in order to enhance partnership and support by stating:

*“Communication is critical to accelerating the achievement of the three transformative results. During the four years of the strategic plan, UNFPA will scale up the implementation of its new communication strategy to better position the UNFPA brand to engage stakeholders and key audiences and encourage them to advocate on behalf of UNFPA. This “audience-first” approach seeks to shape the communication environment through greater influence and expanded communication partnerships that stimulate dialogue and drive change on the ground in humanitarian and development contexts.”*

The UNFPA Public Information and Communications Policy objective is stated as,

*“to ensure that UNFPA speaks with one voice and is clear, consistent and unified in its external communications; project and protect the UNFPA brand as a thought leader and catalyst for action; and help protect the reputation and integrity of the UNFPA and the United Nations as a whole.”* (UNFPA, 2019)

emphasizing on the significance of conducting External Communication activities.

With the guidance of the literature review and the background research, the prominent key features of both uses of communication are presented on the following table.



Table 2. C4D vs External Communication

Key Features of C4D	Key Features of External Communication
Doing good Communication “for” development Initiate social and behavior change Mobilize individuals and communities Raise awareness Make information accessible Encourage participation Create Dialogue Provide Inspiration and Motivation	Looking good Communication “of” development Elevate institutional image Establish public relations Communicate institutional vision and mission Inform the public about institutional activities Increase institutional visibility

Enghel’s article also underlines the “hybridity” of these two forms of communication. While we are underlining the differences between these two concepts in order to provide a better understanding of the C4D approach within this study, defining the two as polar opposites would be a false dichotomy. Enghel states that hybridity should be considered in the use of communication and media for development beyond strict categorizations (Enghel and Turner, 2018). A public relations campaign that promotes the outcomes of a successful intervention in gender equality could also include messages to empower women. A development organization sure “looks good” while “doing good”, this study aims to put forward the distinctive criteria to be able to tell these two intentions apart in order to investigate how the “doing good” aspect can be achieved with the C4D approach using social media.

### ***3.2.2. Social Media as a Tool for C4D***

Choudhury (2011) suggests that development communication can be successful with the integration of a few key elements: allowing feedback, being responsive, innovative, creative as well as sustainable and continuous. Based on these criteria, social media platforms have immense potential to aid C4D interventions with the features they provide.

Table 3. Characteristics of Social Media

<b>Characteristics of Social Media</b>
Accessible
Non-hierarchical
Cost-effective
Enhances social networking
Enhances visibility and reach
Combines entertainment and education
Enables participation
Enables dialogue
Removes geographical barriers
Allows immediate feedback
Provides tools to target a specific audience
Provides data about the target audience

Accessibility is one of the most significant features of social media. Anyone of age can sign up for platforms like Instagram, Facebook, or Twitter free of charge and without any prerequisites. This makes social media accessible to almost everyone with access to the internet and a technological device. In fact, even people who lack access to these two main things can benefit from public libraries or similar opportunities provided for the public by the government and municipalities. While the “digital divide” remains a problem, it is reported that there are 4.73 billion social media users as of 2022, which equates to 59.3% of the World population while the number of internet users has increased to 5.07 billion people, making the 63.5% of the people in the globe connected. (Data Reportal, 2022) These numbers also indicate that social media is a popular source of entertainment that can be utilized to make an impact on people. With the integration of specially curated content, social media platforms can be a new tool for entertainment education.

Manuel Castells (2002) suggests that social change occurs due to networks boosted by developing communication technologies. Technology removes geographical barriers

and allows people all over the world to join any community they relate to. These networks are non-hierarchical in nature. Social media networks are also non-hierarchical; an everyday person has the same opportunity to voice their opinion with the prime minister of a country. Both Governments and Non-Governmental Organizations (NGOs), executives and employees, teachers and students can all access the same platform and the same features. One can technically speak to the President via “tagging” their account handle in a “Tweet” while another way of engaging in interpersonal communication offline is very unlikely to be established for an ordinary person.

Social media have proven to facilitate collective action and social movements. Gerbaudo (2012) indicates that collective action is always structured by the forms of communication responsible for setting the scene for its display. Considering that digital media has become the primary form of communication, it is no surprise that we have been witnessing an era of online networking and social media movements such as The Gezi Park, Black Lives Matter and Me Too that seek social change. The Me Too movement has become one of the most prominent gender equality-oriented social movements of the last decades that was initiated through social media. The movement aims to address both the lack of resources for survivors of sexual violence and to build a community of advocates driven by survivors to create solutions to end sexual violence in their communities. Me Too works to initiate change in society and generate public action to encourage policy changes by connecting survivors of sexual violence and their allies to resources, offering community organizing resources and pursuing a policy platform. (Me Too Movement, 2019) As Tufekci (2017) suggests, the strength of social movements resides in their capacity to set the narrative, influence electoral or constitutional change, and disrupt the status quo; the Me Too Movement seems to have achieved just that.

Social media platforms provide various forms of feedback and interaction to users. Some platforms allow “liking” or “favoriting” a post while some others have even more features like “disliking” or leaving an emoji reaction. Leaving an angry emoji on a post about animal abuse would help a person express their reaction while traditional media outlets like TV, Radio or Newspapers do not provide an option for instant feedback - other than helplessly shouting at the screen.

The comment feature is another tool to receive or leave feedback and engage in dialogue with users. For instance, a development organization can invite their followers to share their opinions on a certain subject by posting a question on their account. The organization can ask for opinions on a current project or collect demands for upcoming ones. There is even the opportunity to use advertisement tools that provides the organization with the option to show their post to a specific type of audience. Advertisement tools provide users with the opportunity to target a specific audience by filtering location, interests, age, gender even the brand of device they view the post on. These features and linked data analysis tools can be integrated into C4D interventions. An example is a study in India that aims to test the impact of edutainment material delivered through social media was introduced at a World Bank panel titled “*Should We Use Entertainment Media to Shape Norms and Behaviors at Scale?*”. The project conducted to change attitudes and behaviors around violence against women targeted and then recruited participants through Facebook Ads and conducted interventions and data collection through WhatsApp (World Bank Live, 2019).

Shirky (2011) underlines that the internet not only helps spread media consumption but also media production, allowing people to voice their opinions and respond to the messages directed at themselves (Shirky, 2011). As coined by Alvin Toffler in 1980, “prosumer” refers to an individual who both consumes and produces. Prosumption has been boosted by the rise of social media platforms now that everyone has an outlet to share their creations while also consuming others’. As prosumers, social media users are not merely receivers of messages but also have the tools to respond.

Shirky also points how social media can help change people’s minds by pointing at the “two-step-flow of communication” theory of Katz and Lazarsfeld. The duo discovered that the process of achieving opinion change happens in two steps; first, the information flows from the media to opinion leaders and is then disseminated within personal networks. The opinion change occurs in the second step (Shirky, 2011). The theory suggests that interpersonal communication is more effective than the media as opposed to previous theories like Direct Effects or Hypodermic Needle, which considered media consumers as passive receivers of information. As a new form of the public sphere, social media can enhance these both steps. Opinion leaders can share information, raise awareness, call to action or advocate for a cause on their social media accounts to reach

their followers. In this context, opinion leaders are not limited to political, academic or entertainment figures but also include celebrities, digital creators with a large following called “influencers” as well as online activists. The followers can then re-share the message to their own account or with their online network, making it reach to even more people and with more credibility than a regular media outlet.

Cost-effectiveness is another advantage of social media. Information campaigns within C4D interventions can be conducted through social media platforms with much less of a cost and much more of a speed than traditional media tools with high production costs. The latest example has been the Covid-19 pandemic which required development institutions to utilize their social media platforms to swiftly convey the latest information about the prevention methods and measures to be taken as new research were conducted.

### **3.2.3. UNFPA Türkiye**

The United Nations Population Fund (UNFPA) was founded in 1969 originally as the “United Nations Fund for Population Activities” and was renamed in 1987. UN Secretary-General Antonio Guterres appointed Dr. Natalia Kanem as the Executive Director of UNFPA on October 3rd, 2017. Kanem is the 5th person to have had the role since UNFPA’s founding. The Agency currently operates in more than 150 countries and states its mission as “*delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled.*” (UNFPA, 2018). Headquartered in New York, UNFPA has regional, sub-regional, representational, country and territorial offices worldwide, including one in İstanbul.

As listed on its official website UNFPA supports,

- Reproductive health care for women and youth
- The health of pregnant women
- Access to modern contraceptives
- Expanding the skills of health workers
- Prevention of gender-based violence
- Abolishing female genital mutilation
- Preventing teenage pregnancies

- Ending child marriage
- Delivery of safe birth supplies, dignity kits and other essential materials to survivors of conflict or natural disaster
- Data collection and research for development planning (UNFPA, 2018)

UNFPA continues operations to achieve three main results since 2018 with the ambition of changing the world for every man, woman and young person: to end the unmet need for family planning, to end preventable maternal death and to end gender-based violence and harmful practices. The Agency currently applies its 2022 - 2025 Strategic Plan which was launched in September 2021. Overall work of the Agency mainly supports the achievement of SDGs 3, 4, 5, 10 and 17 while also contributing to the rest.

UNFPA Türkiye started working with the Turkish Government in 1971 and initially conducted project-based activities. The 1988-92 programme was the first country programme ran in Türkiye and the 7th one is currently being applied. Hasan Mohtashami is the current country representative for Türkiye.

In line with the overall objectives of UNFPA, the areas focused within the 7th Country Programme for Türkiye are:

- Sexual and reproductive health
- Unmet need for family planning
- Modern contraceptive prevalence
- Maternal mortality
- Gender equality and women's empowerment
- Gender-based violence against women and girls
- Child, early and forced marriages
- Population dynamics (UNFPA Türkiye, 2022)

The 7th Country Programme for Türkiye declares three main outcome areas:

1. Sexual and reproductive health
2. Gender equality and women's empowerment
3. Population dynamics

The Agency collaborates with state institutions, NGOs, the private sector as well as universities to conduct various projects and campaigns to achieve the target outcomes with a C4D approach as also mentioned in the 32nd article of the 7th Country Programme for Türkiye: “*Use of communication for development and promotion of positive behavior will be done widely*” (UNFPA, 2020).

Both UNFPA and UNFPA Türkiye use social media very actively. While both are on various social media platforms the research focuses on Instagram. As of September 2022, UNFPA has 173 K followers while UNFPA Türkiye has 27,6K. UNFPA joined Instagram on May 2013 and UNFPA Türkiye on May 2015. The official UNFPA account features an “e-mail” button while UNFPA does not. Both accounts allow direct messaging.

### **3.3. Research Questions**

The main concern of this study is to highlight the difference between C4D and more traditional communication approaches while exploring the use of social media as a tool for C4D interventions. The first phase of the research seeks to answer *RQ1* “*What are the differentiating characteristics of C4D and External Communication?*” by grouping the data sample into two categories, analyzing them and explaining the rationale in reference to the literature.

To further explore how social media platforms operate as tools for C4D, the second phase of the research seeks to answer *RQ2* “*How does UNFPA Türkiye utilize Instagram for its C4D interventions?*” by a further analysis of the sample grouped under the C4D category.

### **3.4. Research Methodology**

In order to a) underline and present the differences between C4D and External Communication and b) explore how social media operates as a tool for C4D in a detailed manner in relation to the RQs, as well as to question the underlying hypothesis of the thesis, a qualitative content analysis method was adopted for the research. Quality refers to the “what, how, when, where, and why” of things and points to the characteristics, concepts, definitions, symbols and descriptions of them (Berg and Lune, 2017). As this

research aims to point out “how” C4D is different from External Communication, “what” are the differentiating characteristics, and “how” it is applied on social media platforms by observing the prominent recurring features of both concepts within the sample, it makes more sense to examine the “quality” of the sample rather than its quantity.

Hsieh and Shannon (2005), describe qualitative content analysis as the subjective interpretation of the data through the systematic classification process of coding and identifying themes and patterns and suggest that there are three different types of content analysis; conventional, directed and summative. This distinction is derived from the different methods of developing the initial codes. In the conventional method, the researcher gains a deeper understanding of the concept in question and develops the categories during the analysis itself. In the summative method, the frequency of certain words or content in the sample is examined to later be further interpreted. This research benefits from a directed content analysis approach. The direct approach develops initial codes based on an existing theoretical framework in order to validate it or conceptually extend it (Hsieh and Shannon, 2005). The research categorizes the sample by making a distinction based on the characteristics of the existing C4D and External Communication concepts. Further investigation for the RQ2 is built on this dual categorization. The research aims to make an initial distinction between C4D and External Communication by grouping the sample into two categories to provide an answer to RQ1, then conduct a further examination within the C4D category to provide an answer to RQ2. Although the thesis is not directly designed to test the hypothesis it follows, *-Social media is a useful tool for C4D-* the analysis provides outputs that enable interpretations.

Confirmability of a qualitative analysis conducted by a single researcher may raise questions, however, Master’s Degree theses are expected to be written by the student independently, therefore, Master’s theses with similar methodology are conducted individually. In their 2018 thesis titled *“Representation Of Woman's Body On Instagram: Qualitative Content Analysis of the year 2018 posts of top fitness influencer Michelle Lewin”* Belinska from Örebro University analyzes 31 Instagram posts; Eberts analyzes 144 posts in their 2016 thesis titled *“A Content Analysis of the Dallas Farmers Market Instagram”*; and Ryhänen analyzes 61 posts in their 2019 thesis titled



*“Analysing Instagram Posts and Consumer Engagement”* as previous examples relevant to the methodology of this thesis.

It was observed that UNFPA Türkiye shares the same content on its accounts on Instagram, Twitter and Facebook simultaneously with a close follower count on each, therefore it was decided to collect the research sample from only one platform to prevent repetition. Upon further evaluation, Instagram was selected for the sample collection due to its features and popularity. Instagram is one of the most-used social media platforms with over 2 billion users worldwide, while Türkiye ranks 5th among the countries with the most Instagram users with 52 million (World Population Review, 2022). UNFPA Türkiye currently -October 2022- has 27K Instagram followers.

To obtain a sufficient but processable amount of data, the sample was limited to posts shared between January 1st, 2022 to June 31st, 2022. The timeframe was selected in order to keep the sampled content recent and relevant as well as to avoid the era when the pandemic was the dominant content on most accounts. 105 Instagram Posts shared between these dates were saved and downloaded in case of removal.

A sampled Instagram post includes the visual and the caption it is shared with. Each post on the UNFPA Türkiye Instagram account includes an English version of the visual -if it has text or subtitles- as well as the English translation of the caption; however, the research only takes the Turkish versions into consideration as the content is identical in both languages. Although the visual content is the main expressive feature of Instagram, the caption is also taken into consideration since it aids in communicating the message. Instagram also allows users to add location, tag other accounts and add sound to posts; however, these features were not considered within this research due to irrelevancy.

Although there are very few research conducted about the link between C4D and social media use, a 2015 master’s thesis examining the website content of non-governmental organizations and civil society organizations in Zimbabwe provided an example while designing the research outline. The research examines the internet features frequently used by these organizations in order to understand the aspects of interactivity, information provision and creativeness as well as participatory communication. It also

underlines the engagement opportunities the internet provides (Charamba, 2015). Charamba points out 6 different functions within the content: Providing Information, Engagement and Dialogue, Sharing Content, Creative Expression, Raising Donations and Taking Action. These functions provided this research with an idea about what to look for while analyzing the sample. Another relevant example for the analysis process and categorization was “A qualitative content analysis on the portrayal of children by UNICEF on Instagram” master’s thesis from the University of Utrecht. Tafesse and Wien’s (2017) research on categorizing social media posts provided an outlook on categorization approaches, sampling decisions and presentation methods. The Malmö University in Sweden offers a Master’s program on C4D that produces various theses and research on the field. Studies published by this university such as “*An analysis of elements of Communications for Development (C4D) incorporated into The Community Consultation Mechanism of the Myanmar Peace Support Initiative*” by Andersson (2018), “*Towards a more inclusive development communication: C4D and the case of UNICEF*” by Rizzi (2022) and “*A Communication Analysis for UNICEF Lebanon: A media landscape of Lebanon, media consumption habits of Syrian refugees and potential C4D interventions to promote social inclusion and child/youth protection for Syrian children and youths in Lebanon*” by Leffler and Yap (2017) were valuable resources. Overall, reviewing different studies that focus on C4D, social media content and the two together helped shape what can and should be examined within this research.

Finally, the definitions and criteria for categorization are laid out in detail in order to first, minimize bias and prevent the researcher from searching for what she wants to find and rather conduct the analysis objectively; second, to facilitate possible related future research and help researchers understand the approach and the mindset. The literature review is also structured to include related information about concepts, theories, and approaches in question in order to provide the necessary background knowledge to justify research decisions.

### ***3.5. Research Limitations***

The lack of C4D-focused academic research was the main limitation of this study. Designing the research structure with little to no preceding examples to follow almost led to creating a framework from scratch.

Due to the nature of qualitative research, the sample size was relatively small. Since each post from the sample required individual and repeated examination to ensure the analysis, the research had to be conducted on a smaller sample than that of quantitative research for time management and a compact presentation of the output. In addition, since the studied sample is from only one UN institution, possible other different uses of the C4D approach by other UN institutions remain unexplored. A wider sample would enhance the data.

Also, it should be noted that qualitative research does not provide measurable and confirmable data. The information obtained through qualitative content analysis is subjective and influenced by the researcher's personal experiences, ideologies and beliefs. However, methodologic precautions laid out in the previous section were taken to minimize this possibility.

## CHAPTER 4: RESEARCH FINDINGS AND ANALYSIS

### *4.1. The First Phase of the Research*

#### *4.1.1. Definitions and Criteria*

The first phase of the research was conducted to group the sampled posts into two categories of functions in order to set the basis to seek an answer to RQ1 (*What are the differentiating characteristics of C4D and External Communication?*). The categorization criteria consider the main goal of the post to find out if it functions for C4D or External Communication purposes.

As detailed in the literature review, external communication is conducted in order to; elevate the image of the institution, communicate the vision and mission of the institution, share news about the institution, make announcements or make invitations. Posts created for these purposes are categorized within the External Communication Function.

Also detailed in the literature review, C4D is conducted to generate societal and behavioral change using a wide range of interdisciplinary tools and approaches. As the current most popular source of entertainment, social media provides C4D interventions with an opportunity to utilize entertainment education, generate two-way dialogue and encourage participation, which aids sustainable social change. Posts created for these purposes are categorized within the C4D function.

For each post, the following questions were asked for appropriate categorization:

- What is the primary goal of communication in the post?
- Does the post intend to induce change in the audience's behaviors/beliefs/accepted norms/knowledge and/or encourage action?
- Does the post intend to elevate the image of or share news about the institution?

The sample was examined three times; the first time for an initial categorization, the second time for the definite categorization and the third time for assurance. The posts with the overall intention of generating a shift in the audience's perception/behaviors/beliefs/accepted norms/knowledge were categorized as posts with

a C4D function. The posts with the overall intention of elevating the image of or sharing news about the institution were categorized as posts with an external communication function.

Here, it should be noted that the distinction between C4D and External Communication is not sharply distinct. In some cases, a post can include features of both categories; a video that promotes UNFPA Türkiye may also work towards stimulating change in the audience's perception, however, in order to maintain the duality of the categorization the dominant function of the message was considered for the final categorization. Related examples are provided in the next section.

#### ***4.1.2. Communication Goals: C4D and External Communication***

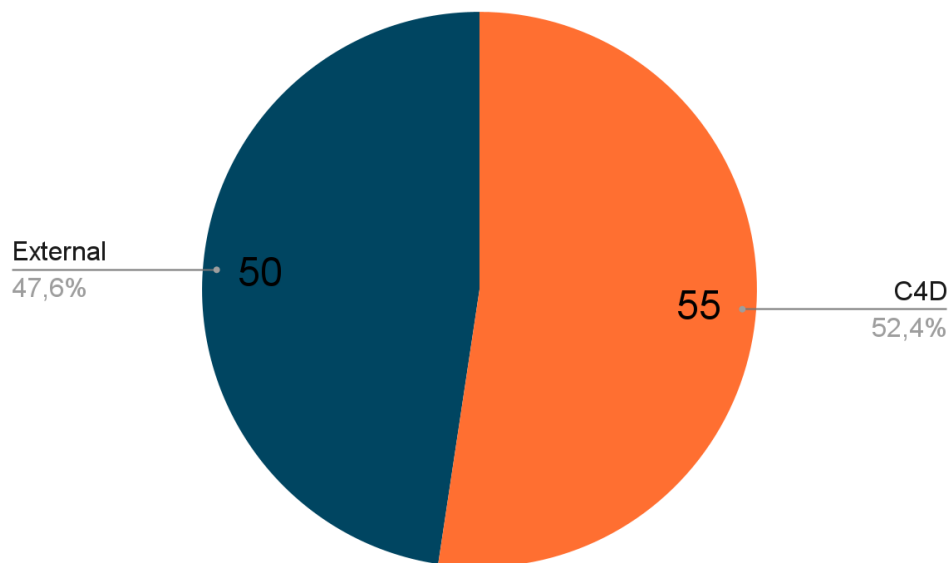


Figure 10. Communication Goals

As the result of the thorough analysis, 52,4% of the 105 posts examined for the research were categorized under C4D while 47,6% were categorized under External Communication. This ratio reveals that UNFPA Türkiye utilizes Instagram not only to execute external communication activities but also for C4D purposes. The Agency seemingly considers Instagram as a tool to support its strategic goals. Rather than just sharing news about the institution, elevating public image, or collecting donations, UNFPA Türkiye benefits from Instagram's features as a part of achieving its development objectives.

Below are samples from the post to provide examples for both categories. When the question “*What is the primary goal of communication*” is directed to each post, the ones categorized under C4D point to the key features of C4D while the ones categorized under External Communication point to the key features of External Communication.

Examples of posts both categorized as C4D and as External Communication are presented in the following pages with the answers to analysis questions.

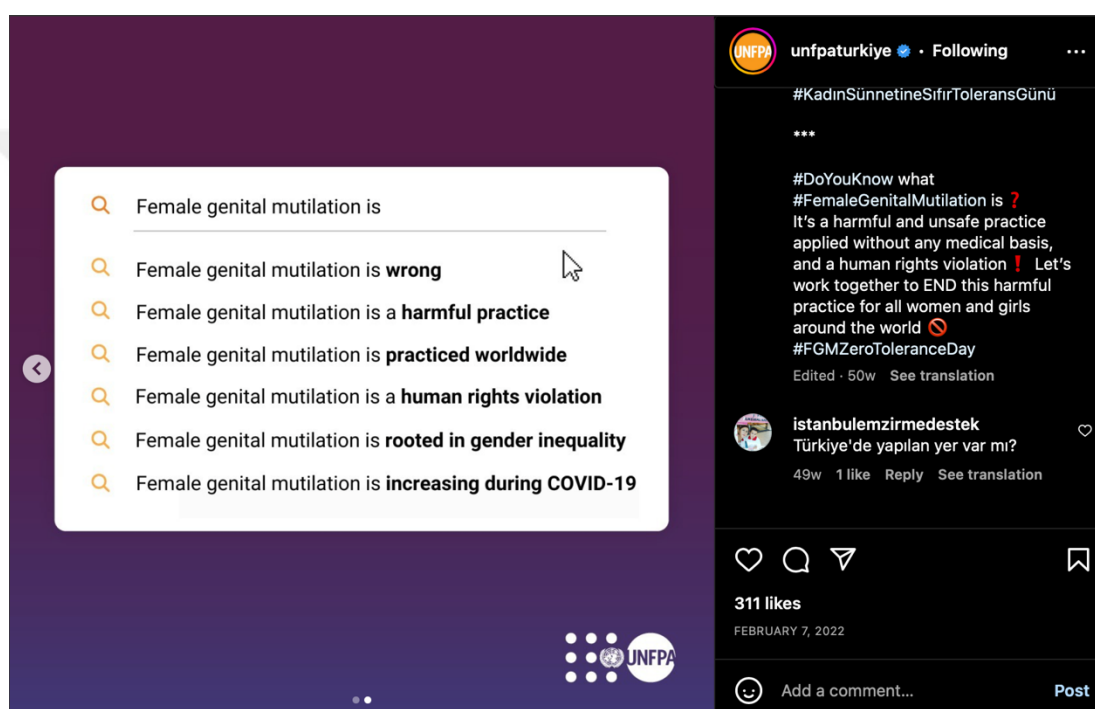


Figure 11. Post 1

- *What is the main goal of communication in the post?*  
This post aims to raise the audience’s awareness about the existence and the negative impact of Female Genital Mutilation (FGM) to initiate change in attitudes and beliefs toward the practice.
- *Does the post intend to induce change in the audience’s behaviors/beliefs/accepted norms/knowledge and/or encourage action?*  
The post intends to induce change in the audience’s perception of FGM by making them aware of its serious negative consequences and emphasizing the harm the practice causes.

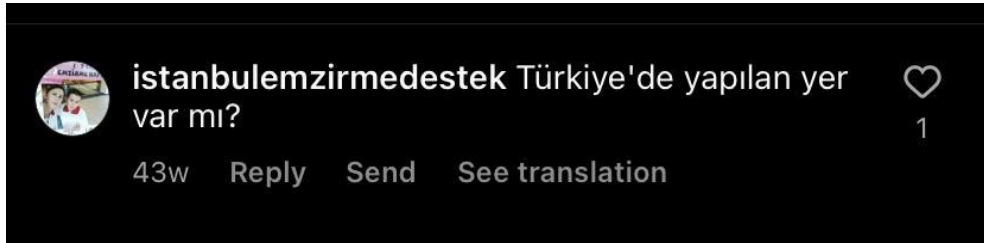


Figure 12. Unreplied Comment

In one comment left on this post, the user asks if FGM is practiced in Türkiye. This is an indication of the success of the post in generating curiosity and making FGM a topic of debate. However, the account does not reply back to the user with an answer. This can be considered as a lost opportunity to use Instagram's comment feature to initiate dialogue with the interested audience. In a scenario where the user is answered with additional information or resources, the impact could be multiplied and the possibility of behavior adaptation or perception change would increase.

- *Does the post intend to elevate the image of or share news about the institution?*

The post does not emphasize UNFPA Türkiye's efforts to end FGM or any other related work and rather focuses on the concept itself. It is without a doubt that one can infer that UNFPA works toward eliminating FGM, however, the main message is beyond institutional and more focused on the cause itself.

Post 1 categorized under: C4D

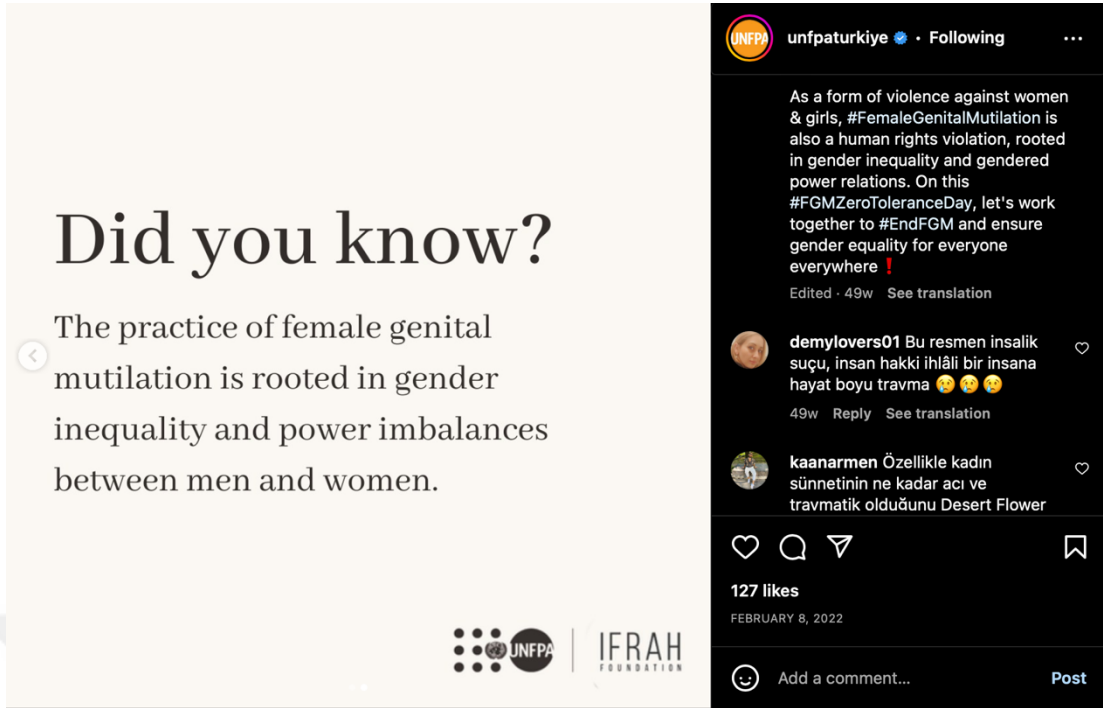


Figure 13. Post 2

- *What is the main goal of communication in the post?*  
This post aims to share information about the cause of FGM with the audience in a simple and understandable manner.
- *Does the post intend to induce change in the audience's behaviors/beliefs/accepted norms/knowledge and/or encourage action?*  
By informing the audience about the root causes of FGM, the post intends for the audience to question accepted social norms and potentially take action against the practice.
- *Does the post intend to elevate the image of or share news about the institution?*  
The post does not emphasize UNFPA Türkiye's efforts to end FGM or promote any other related work and rather focuses on the issue itself.

Post 2 categorized under: C4D



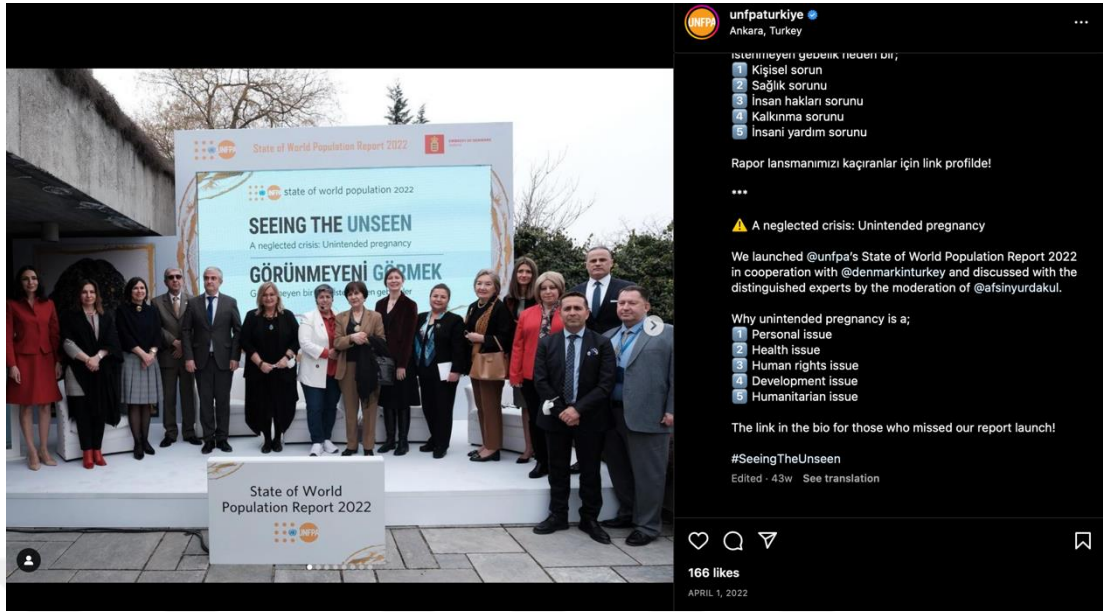


Figure 14. Post 3

- *What is the primary goal of communication in the post?*  
This post mainly aims to inform the audience about institutional activities and promotes a recently released report.

- *Does the post intend to induce change in the audience's behaviors/beliefs/accepted norms/knowledge and/or encourage action?*

The main intention of the post is to give information about an institutional event and the content of a newly released report while encouraging people to read it.

- *Does the post intend to elevate the image of or share news about the institution?*

By sharing photos from an institutional event, emphasizing the involvement of experts and mentioning a collaboration with an important institution, the post intends to increase UNFPA's credibility and visibility while informing the public about institutional news.

Post 3 categorized under: External Communication



Figure 15. Post 4

- *What is the primary goal of communication in the post?*  
This post mainly aims to inform the public about institutional activities and encourage participation to an institutional event.
- *Does the post intend to induce change in the audience's behaviors/beliefs/accepted norms/knowledge and/or encourage action?*  
The post does not aim for behavior and social change.
- *Does the post intend to elevate the image of or share news about the institution?*  
The post intends to increase participation to an upcoming event by sharing a visual invitation.

Post 4 Categorized Under: External Communication

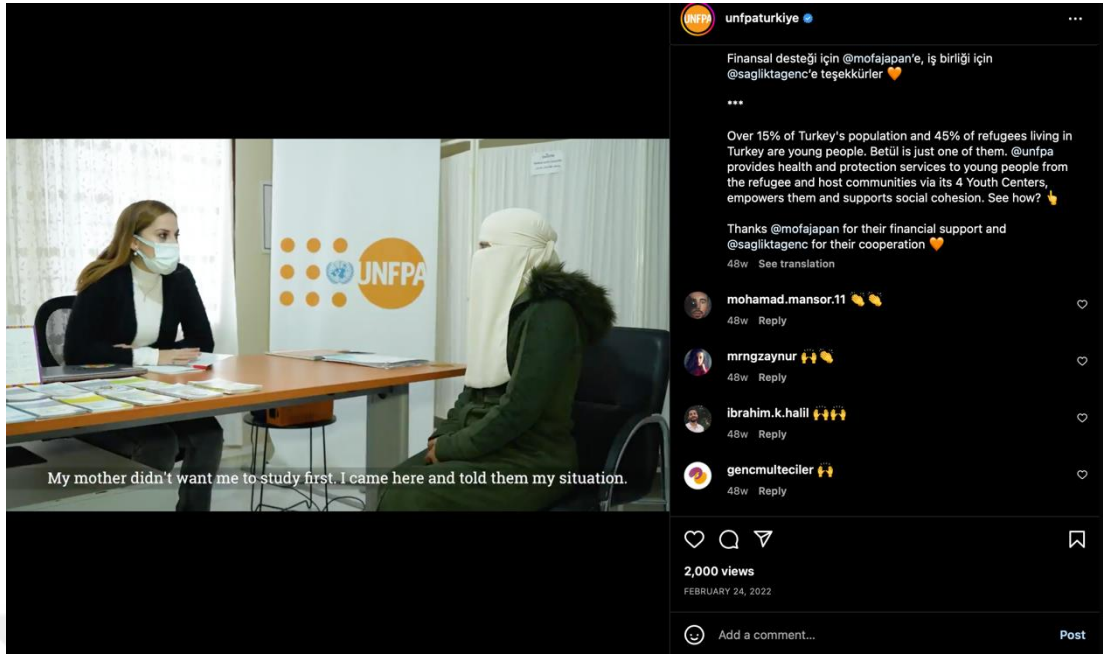


Figure 16. Post 5

- *What is the primary goal of communication in the post?*  
The post primarily aims to promote institutional achievements to elevate the public image.
- *Does the post intend to induce change in the audience's behaviors/beliefs/accepted norms/knowledge and/or encourage action?*  
The post includes information about the youth population in Türkiye, however, does not make it the main message.
- *Does the post intend to elevate the image of or share news about the institution?*  
The post intends to elevate the institutional image and increase visibility by informing the public about achievements and including a beneficiary testimonial. The placement of visibility items, frequently utilized in corporate communication, such as print material and posters are placed visibly throughout the video.

Categorized Under: External Communication

### *4.1.3. Visual Forms*

Instagram was originally launched in October 2010 as an image-sharing platform. Later in 2015, the app was updated with the ability to post videos as well. With the rise of apps like Snapchat and TikTok, short-form videos have gained more popularity among forms of content. Accordingly, Instagram has been evolving into a video-focused platform as well. The algorithm of the app favors video content over still images. Videos are reported to generate more engagement and appear as a great tool for Instagram users to reach a wider audience.

When the accounts of other similar global and national institutions are examined such as the World Bank, The UN or the White House it is apparent that institutions are aware of the importance of presenting information in an entertaining way to keep the followers interested. Long gone are the days of only sharing photographs of institutional officials to make announcements or posting official documents that an average person cannot fully comprehend or care to pay attention to, public institutions benefit from different design features to maintain followers' attention as well as to make the message easier to understand.

9 different forms of visuals were detected within the sample: Photograph, Video, Graphic, Textual Infographic, Infographic, Illustration, Animation, Animated Graphic, and Photograph with Text.

The distinction between visual forms could be as simple as dividing the posts into two groups of Still Images and Moving Images, however, to investigate the potential impact of different visual forms, a further distinction was made according to the following criteria:

#### *Still Images:*

- Graphic: The general term for visuals that include design elements.
- Textual Infographic: Text-focused or text-only infographics that facilitate reading and understanding.
- Infographic: Graphics that present information in a visually appealing way in order to make it easier to understand.
- Photograph: A picture taken by a camera, usually of individuals.

- Photograph with Text: A picture taken by a camera, usually of individuals, with text digitally added afterward.

*Moving Images:*

- Video: recorded with a video camera.
- Animated Graphic: Graphics with more than one frame of movement that is not long enough to be considered as a video.
- Illustration: Digital visualization of reality, made by an artist.
- Animation: Videos made with cartoon-style moving drawings.

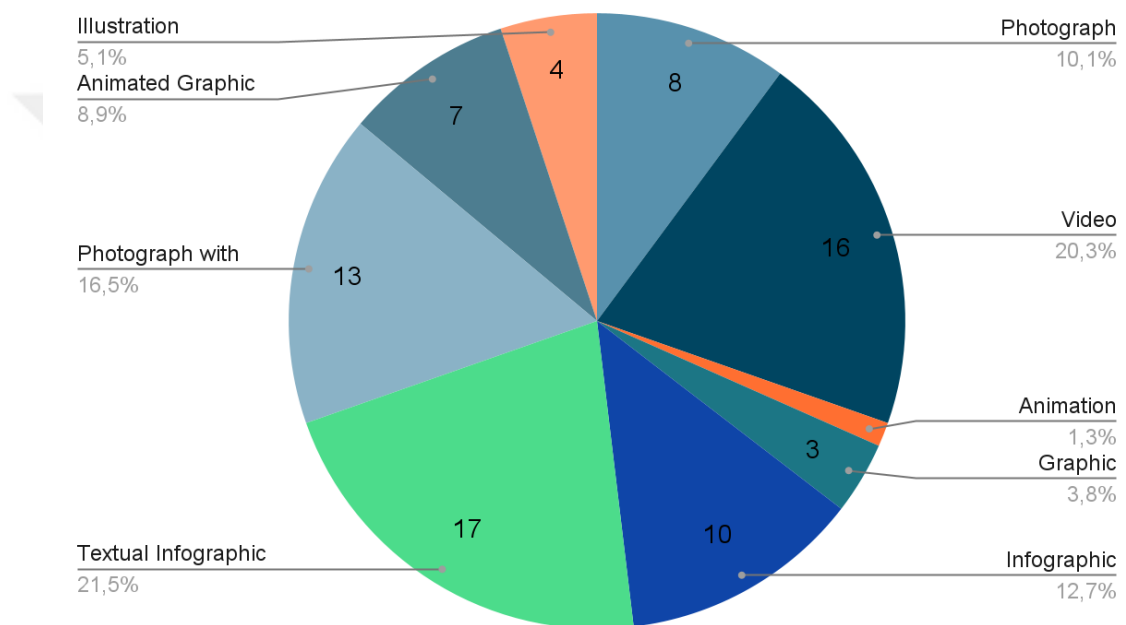


Figure 17. Visual Forms

The analysis indicates that 30,5% of the sampled posts are moving images and 69,5% are still images. 24,3% of the C4D posts include videos while x% of the External Communication posts include videos. The high percentage of video use is beneficial for the Agency as creating more posts with videos is required to catch up with the current trends in social media and to cater to Instagram’s algorithm in order to reach a wider audience. However, this only applies to the limited sample examined and does not allow for generalization.

The versatility of visual forms used indicates that the Agency does not limit itself to certain types of posts, making the account more appealing to followers. The versatility keeps the audience interested and engaged.

## **4.2. The Second Phase of the Research**

### **4.2.1. Definitions and Criteria**

After the categorization of posts according to their functions, the second phase of the research was initiated for further examination of the RQ2 (*How does UNFPA Türkiye utilize Instagram for its C4D interventions?*).

During this phase, only the 55 posts with a C4D function were evaluated in order to categorize them into themes in relation to;

- UNFPA Türkiye’s key operational areas and related SDGs
- Communicative goals
- Methods to achieve the communicative goal
- Visual form of the post

The research focused on observing the dominant themes in the posts, recurring goal and method pairs as well as dominant visual forms utilized for each goal and method.

The following questions were directed to each sample for evaluation:

- 1) What is the communicative goal?
- 2) What is the theme?
- 3) How is the message communicated (method)?
- 4) What form of visual is used?

A sentence with a four-part structure was formed for each post in the C4D category ie. “The post **aims to** raise awareness (A)/ **about** digital violence against women (B)/ **by using** Visualization (C)/ **with** an infographic. (D)”.

A, B, C, and D were accordingly coded into a table to interpret the data.

Table 4. C4D Sample Analysis Sheet

<b>COMMUNICATIVE GOAL (A)</b>	<b>THEME (B)</b>	<b>METHOD (C)</b>	<b>VISUAL FORM (D)</b>
<p>To Raise Awareness</p> <p>To Share Information</p> <p>To Call to Action</p> <p>To Inspire</p>	<p>Sexual and Reproductive Health</p> <p>Gender Equality and Women's Empowerment</p> <p>Population Dynamics</p> <p>Other</p>	<p>Visualization</p> <p>Celebrity Advocacy</p> <p>Peer Advocacy</p> <p>Evoking Empathy</p> <p>Artistic Expression</p>	<p>Textual Infographic</p> <p>Infographic</p> <p>Graphic</p> <p>Photograph</p> <p>Photograph with Text</p> <p>Illustration</p> <p>Video</p> <p>Animated Graphic</p> <p>Animation</p>
<b>TOTAL POSTS: 55</b>			

**4.2.1.1. Communicative Goals**

C4D interventions aim to generate a shift in behavior. As a source of entertainment and education, social media provides a platform for C4D interventions. As the result of the research 4 main C4D based communication goals were recorded within the sample and the posts were grouped accordingly: To Raise Awareness, To Inspire, To Share Information, and To Call to Action. 2 samples from each group are analyzed in

detail in the next section to explain the criteria.

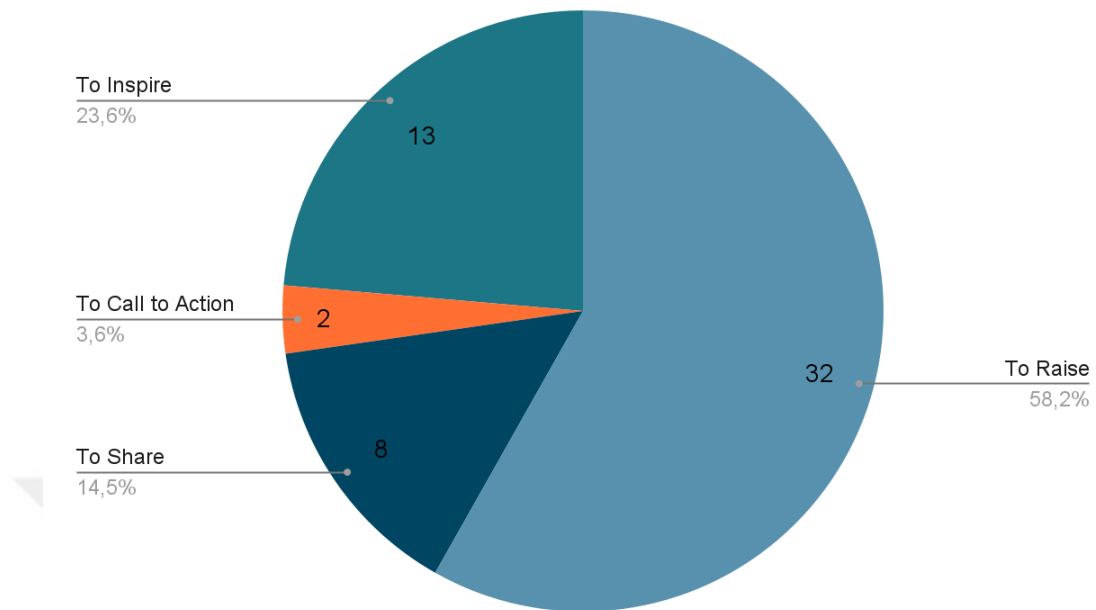


Figure 18. Communicative Goals

The most frequent communicative goal results to be To Raise Awareness with 32 posts, followed by To Inspire with 13 posts, To Share Information with 8 posts and To Call to Action with 2 posts. This distribution indicates that UNFPA Türkiye utilizes its Instagram to raise awareness about target subjects to stimulate social and behavior change. The Agency also seems to be aware of the significance of providing the audience with inspiration

#### ***4.2.1.2. To Raise Awareness***

The category includes posts that,

- provide the audience with significant information to make them aware of an ongoing issue and/or a need for change

As detailed in the literature review, The Transtheoretical Model of Behavior Change suggests that behavior change relies on individual decision-making and conscious intention. The Model holds that the five stages of behavior change start with pre-contemplation and contemplation and the content that aims to raise awareness among the audience aim to cater to these stages. At the precontemplation stage, the individual is unaware of the extent of the issue or is completely unaware of it. The post that



highlights the number of women killed by the preventable disease of cervical cancer in 2020, as shown below, can make the individual become aware of the existence of the disease and its preventability (stage of pre-contemplation). The individual may then start considering taking necessary action (contemplation), do further research on the topic to find out about prevention methods and even make an appointment with a doctor or clinic (stage of preparation), and take the related actions such as adopting preventative behavior like getting a vaccine or attending a screening. (stage of action). The five stages are completed if the individual makes it a habit to attend regular screenings and perform preventative measures (stage of maintenance).

As the foundational dimension of The Transtheoretical Model, The Process of Change suggests that individuals progress through these five stages in ten steps detailed in the literature review. The post mainly contributes to the first step of consciousness-raising. The Self liberation step is achieved if the individual commits to the intended behavior change.

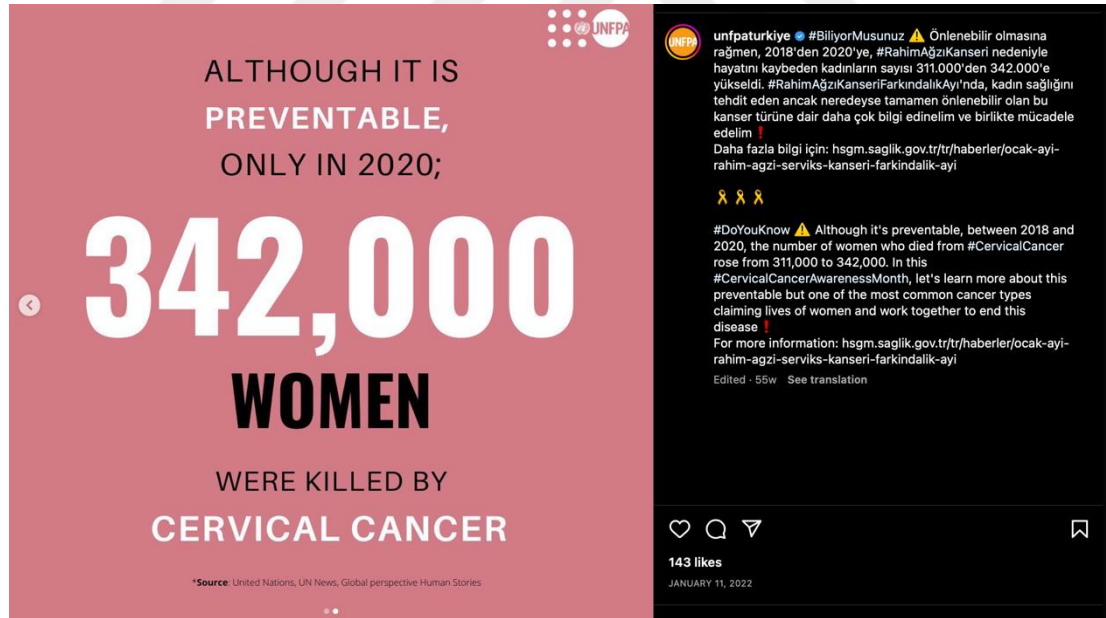


Figure 19. Post 6

This post is an example of the use of Visualization to Raise Awareness. The information is presented using a colorful design and bold typology, making it more attention-grabbing.

Thanks to the features Instagram provides to its users, the individual can share this

post with their own network of Instagram followers using the Stories or Direct Messaging features. This helps the message to reach a wider audience. Receiving this message from someone they know and trust can increase its credibility by benefiting from the impact of interpersonal interaction. If the post is shared by a celebrity on their story, its reach and impact may increase even more.

The post also provides the audience with the opportunity to access more content related to the topic by checking the hashtags in the caption. The comment feature provides the audience with the ability to join in on the conversation by sharing their views or asking questions, enabling two-way communication while the like feature enables the receiver to give immediate feedback or reaction to the message.



Figure 20. Post 7

Post 7 aims to raise awareness about equal parental responsibility through creative expression with an illustration. Generating a shift in social norms is vital for achieving change, by exposing the audience to a less common concept, a man sharing the responsibility of childcare, it intends to get people to question dominant gender norms as well as the shortcomings of the current policies adopted by companies. The illustration expresses creatively a scenario rarely observed in real life from the artist's

point of view and draws the audience in with bright colors and exaggerated bodily features.

#### 4.2.1.3. To Share Information

The category includes posts that,

- share information about preventative behavior to adopt against certain issues.
- explain the meaning of a concept or verb to familiarize the audience with it.

The information deficit model argues that the lack of understanding of scientific data and factual information is a barrier to development. The diffusion of innovations model also associates the unsuccessful diffusion of an innovation or behavior with a lack of information about it. Communicating information in a digestible format is a way to reach a wider audience.

Social media is currently considered as the most popular source of entertainment which makes it a tool for entertainment education. While traditional applications of entertainment-education is implemented through traditional mass media tools like movies and tv shows, social media platforms provide various tools to create quicker and more cost-effective options.

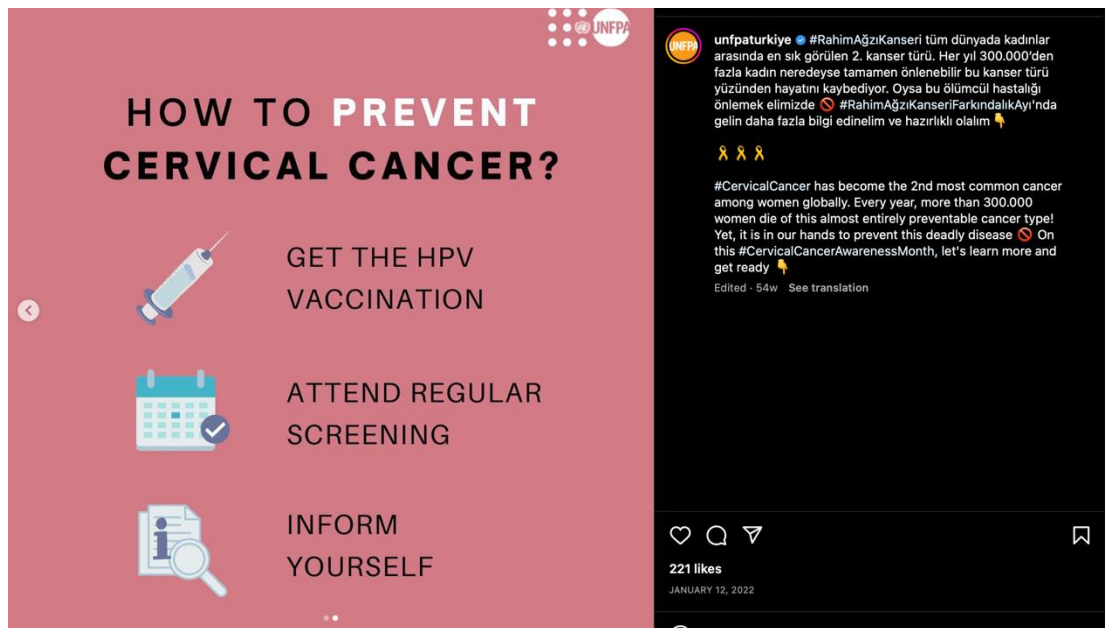


Figure 21. Post 8

The post aims to share information about prevention methods for cervical cancer in a simplified manner through a textual infographic. The post can encourage the audience to adopt the mentioned behavior by informing them about the preventability of the situation according to The Health Belief Model, which suggests that individuals tend to adopt new health-related behavior if they believe it helps prevent a certain disease.

#### 4.2.1.4. To Call to Action

The category includes posts that,

- encourage the audience to take action or raise their voice about an issue.

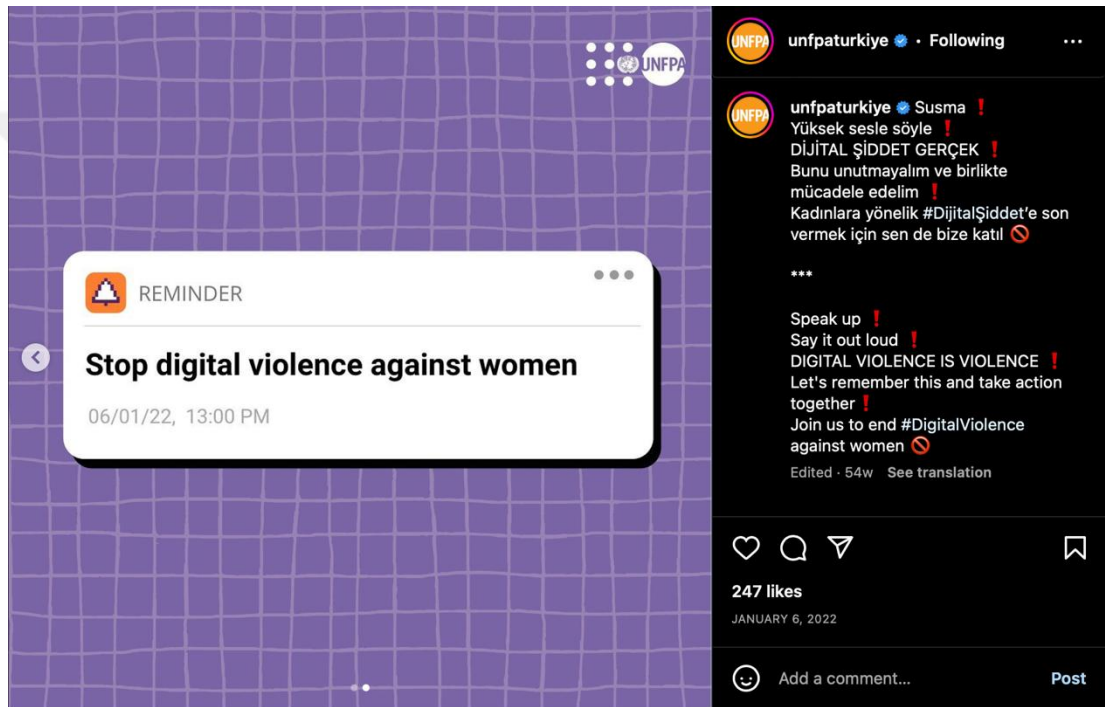


Figure 22. Post 9

This post aims to encourage the audience to take action toward ending violence against women. By motivating the audience to raise their voice and join a movement, the post operates as a tool to initiate social mobilization. By resharing the post on their story, profile or through private messages users can help spread the call to their network which could amplify its effect as people tend to accept a new attitude when it is proposed by someone they know.

#### 4.2.1.5. To Inspire

The category includes posts that,

- provide a role model,

- share a beneficiary’s experience from their point of view to inspire peer audience in similar circumstances to change norms and behaviors,
- give voice to a survivor of abuse/violence to inspire peers to take caution and set a positive example.

As detailed in chapter one, the social cognitive theory is among the interpersonal-level theories of change utilized for C4D interventions. The theory suggests that people tend to adopt modeled behavior therefore aiming to inspire the target audience by providing them with a role model who has achieved success with behavior change can potentially encourage the audience to consider adopting similar behavior.

The World Bank expresses that people are biologically wired to remember and relate to experiential stories much more than abstract concepts as supported by impact evaluations that indicate their high impact on shifting social norms and behaviors compared to less emotive and relatable content (World Bank, 2022). No young girl wants to be the first to insist on studying rather than getting married or no father wants to be the first one to initiate a conversation with his daughter about her period with the fear of alienation from their community for breaking social norms. Therefore, hearing a peer’s experience who displayed the courage to change can be inspiring for people to take a step toward behavior change.

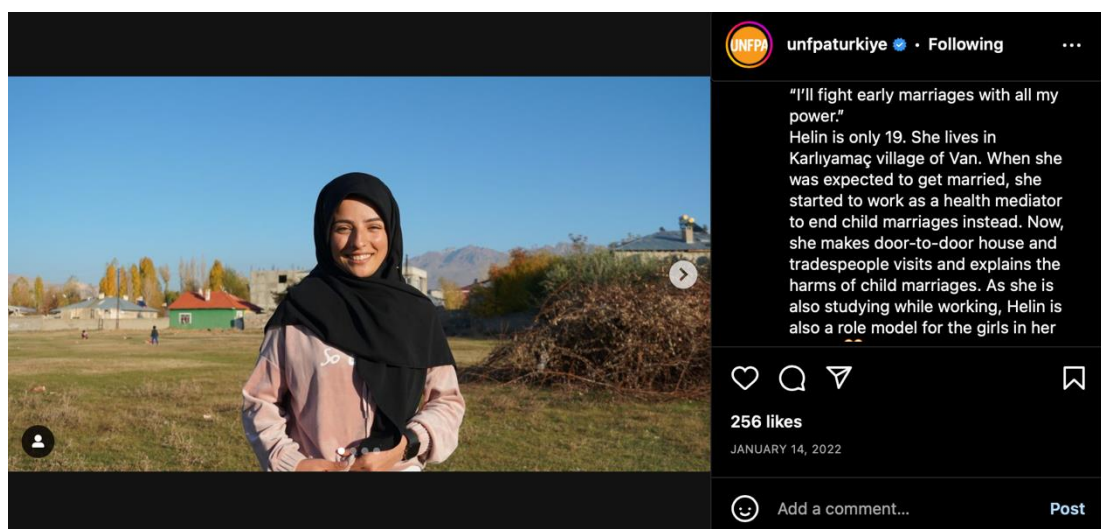


Figure 23. Post 10

This post features a young girl who refused early marriage and instead chose to study to have a profession. She now advocates ending CEFM in her community as a Helth



Mediator for UNFPA Türkiye. By sharing Helin’s story and giving her a voice the post aims to provide the younger audience with a peer advocate to inspire them to adopt similar behavior while also inspiring the elder audience by presenting the positive results of shifting social norms. Using a photograph as the visual form makes the message more genuine and personable than a graphic would. The use of photography as the visual form helps strengthens the message.

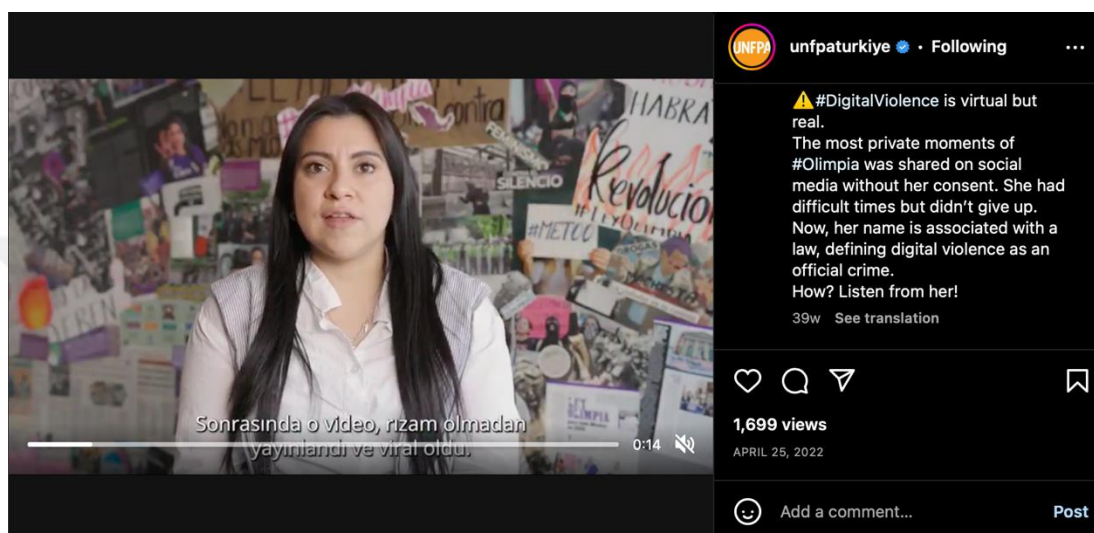


Figure 24. Post 11

This post gives voice to a survivor of violence to inspire peers to take action when faced with a similar situation, to learn from their experience and adopt necessary preventative behavior. The survivor’s testimonial can also impact change in victim-blaming attitudes and question government policies, or the lack thereof.

#### 4.2.1.6. Themes and SDGs

As detailed in Chapter 3.1.1., UNFPA is currently implementing its 7th programme for Türkiye. The three key strategic outcome areas determined in the 5-year Country programme document for Türkiye are Sexual and Reproductive Health, Gender Equality and Women’s Empowerment and Population Dynamics. The main SDGs the programme contributes to the achievement of are SDGs 3,4,5,10 and 17 through efforts for the reduction of maternal health risks, sexually transmitted infections (STIs) and unintended pregnancies as well as violence faced by vulnerable groups (UNFPA, 2020). Accordingly, the sample was categorized into three main themes in line with these outcomes to determine the share of each theme within the sample, as well as the

related SDGs. While some posts were found to reference more than one theme, some posts did not fall into any of the three categories and was categorized under the group “Other”.

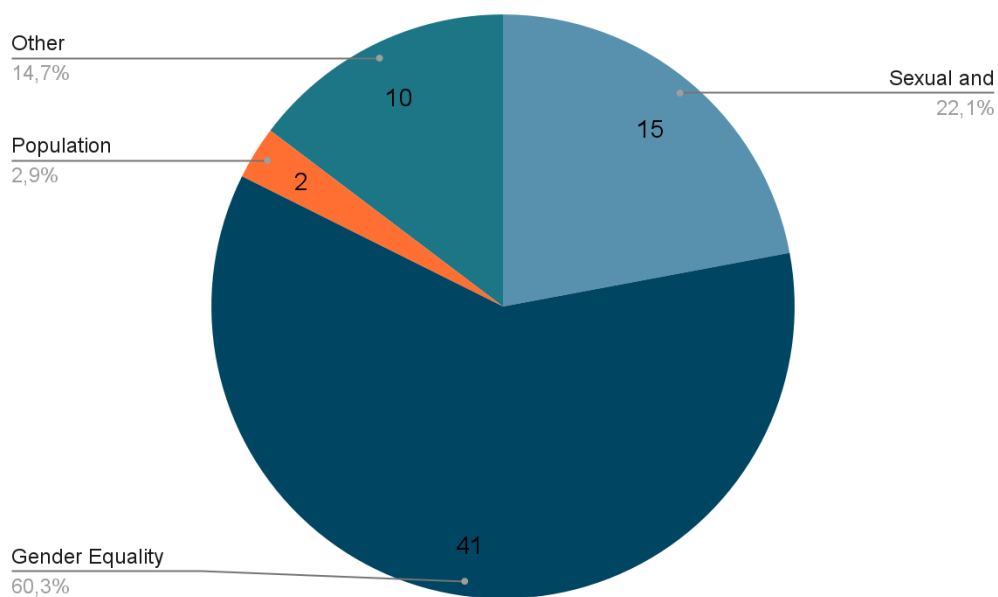


Figure 25. Content Themes

Table 5. Content Theme and Related SDGs

<b>CONTENT THEME</b>	<b>RELATED SDGs</b>	<b>NO OF POSTS</b>
Sexual and Reproductive Health	3	15
Gender Equality and Women’s Empowerment	5 - 4	41
Population Dynamics	10 - 4	2
Other	17	10
<b>TOTAL POSTS</b>		<b>55</b>

The analysis indicates that Gender Equality and Women’s Empowerment is the dominating theme with the largest share within the sampled content, which also indicates that SDG 5 is the goal most communicated about. Since most of the posts about the Sexual and Reproductive Health theme are about women, the two themes are highly cross-cutting.

#### 4.2.1.7. Methods

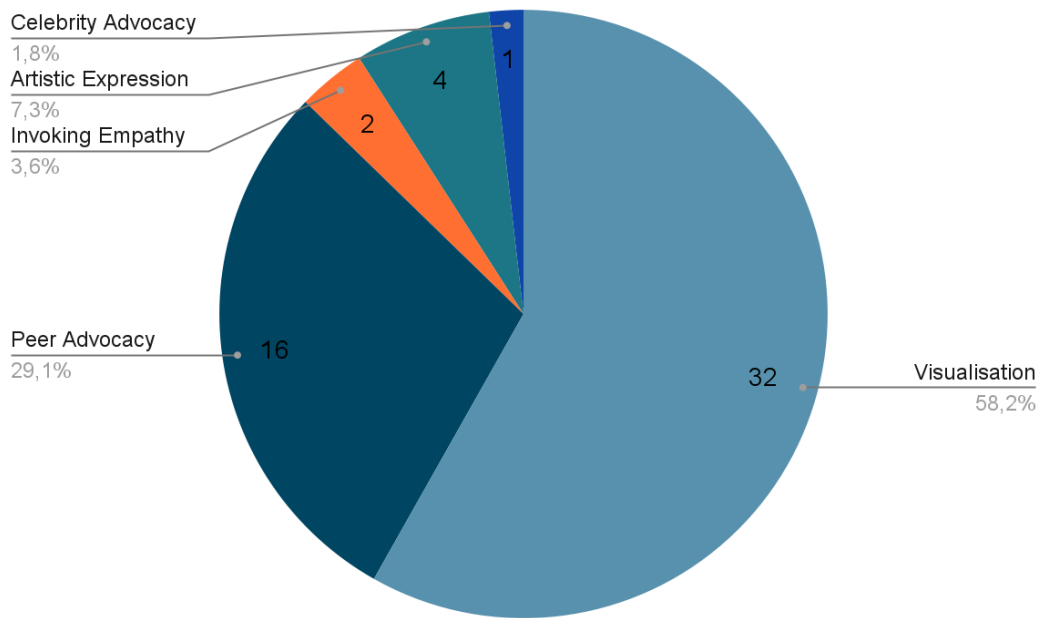


Figure 26. Methods

Visualization comes forward as the most frequently used method with 58,2% while Peer Advocacy follows with 29,1%. This underlines the importance given to the Visualisation of the messages with design elements in an appealing manner for increased effect. The high number of posts that feature peer advocates, especially compared to the low number of posts that feature celebrity advocates, is an indicator of the understanding of the effectiveness of messages coming from an individual’s social circle or someone they can relate to rather than a celebrity that feels superior and dictating.



#### 4.2.1.8. Visualization

The category includes posts that,

- Present information, text, data or messages in a creative manner using Visualization elements like color, typography and shapes to make the message easier to understand, more appealing and attention-grabbing.

As the world keeps evolving into a digital sphere full of stimulants, keeping the audience interested in content is getting increasingly more difficult, therefore presenting a message in a visually appealing way is very crucial. Instead of sharing a traditional report to present data and information, visualizing it in a simplified and attractive way facilitates conveying the message to a wider audience. Appealing visuals may also have more potential to be shared with contacts or as an Instagram story.



Figure 27. Post 12

Figure 27 aims to raise awareness about menstruation and human rights by visualization. The use of menstruation cups and tampon images contributes to normalizing menstruation-related conversation. The large, upper case typography as well as the textures and colors used emphasizes the message.



Figure 28. Post 13

Figure 28 shares information by visualizing it. Rather than presenting the definition of unwanted pregnancy with plain text, it is visualized using graphic design elements. This makes the information more digestible and less dull.

#### ***4.2.1.9. Peer Advocacy***

The category includes posts that aim to achieve the communicative goal by,

- giving voice to peers of the target audience,
- giving voice to survivors advocating for social change.

Using representatives from the public can be an effective tool to modify the behaviors, perceptions and attitudes of the audience. Hearing a peer advocate for or against a behavior can influence the audience's perception of it. Social norms change with major shifts in normative behavior and peer advocacy can initiate it.



Figure 29. Post 14

This post gives voice to an everyday person from the public who advocates for eliminating CEFM. Çetin Karaduman, a tailor, states that he does not sell wedding dresses for underage girls nor does he sell wedding suits for underage boys. This statement from a peer that the audience can relate to, sets an example of someone who defies social norms and therefore can influence their perception and attitude toward the practice.

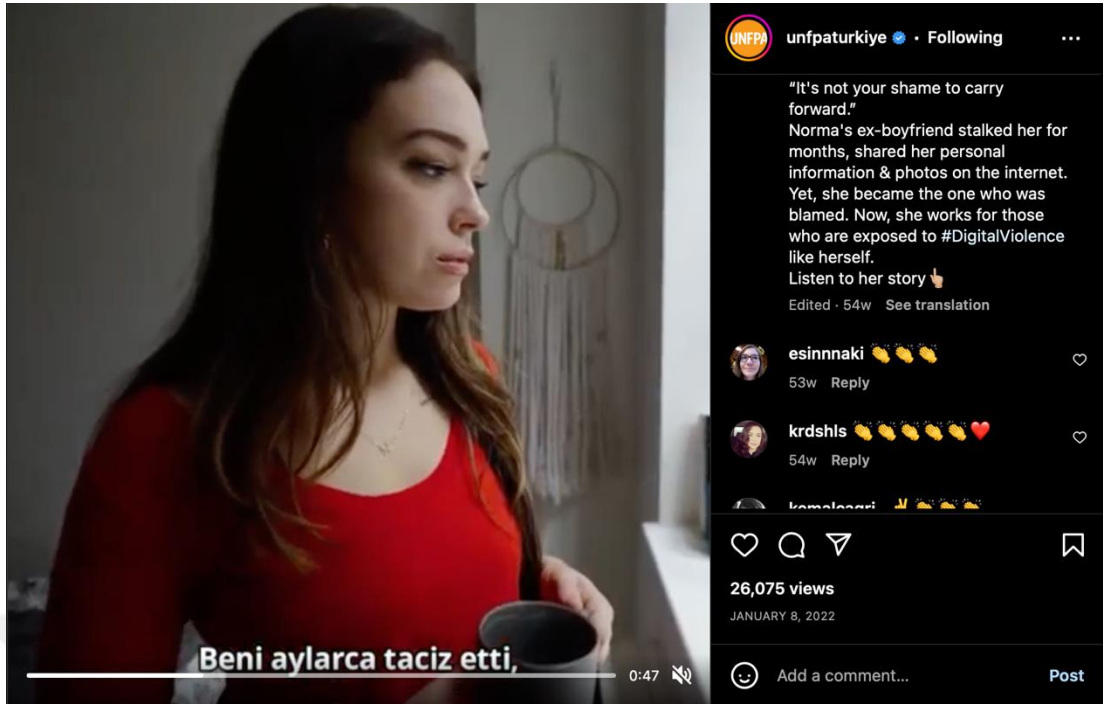


Figure 30. Post 15

This post aims to raise awareness about digital violence toward women through peer advocacy. Hearing from a survivor could be encouraging for women who went through a similar experience but kept quiet to avoid alienation from their community for defying social norms. By presenting the experience of a peer advocate the post benefits from relatability.



Figure 31. Post 15 Comments

While the post has a high interaction rate, positive and supportive the comments left are dominantly positive and supportive.

#### ***4.2.1.10. Celebrity Advocacy***

This category includes posts that,

- Feature celebrities advocating for a cause,

UNFPA Türkiye benefits from the likeness of actors, artists or other public figures by naming them goodwill ambassadors. Actress Hazal Kaya, singer Edis, and actress Songül Öden are among these celebrity ambassadors. By advocating for a cause, celebrities make it more visible and help disseminate the message to a wider audience through their fanbase and the high number of followers.



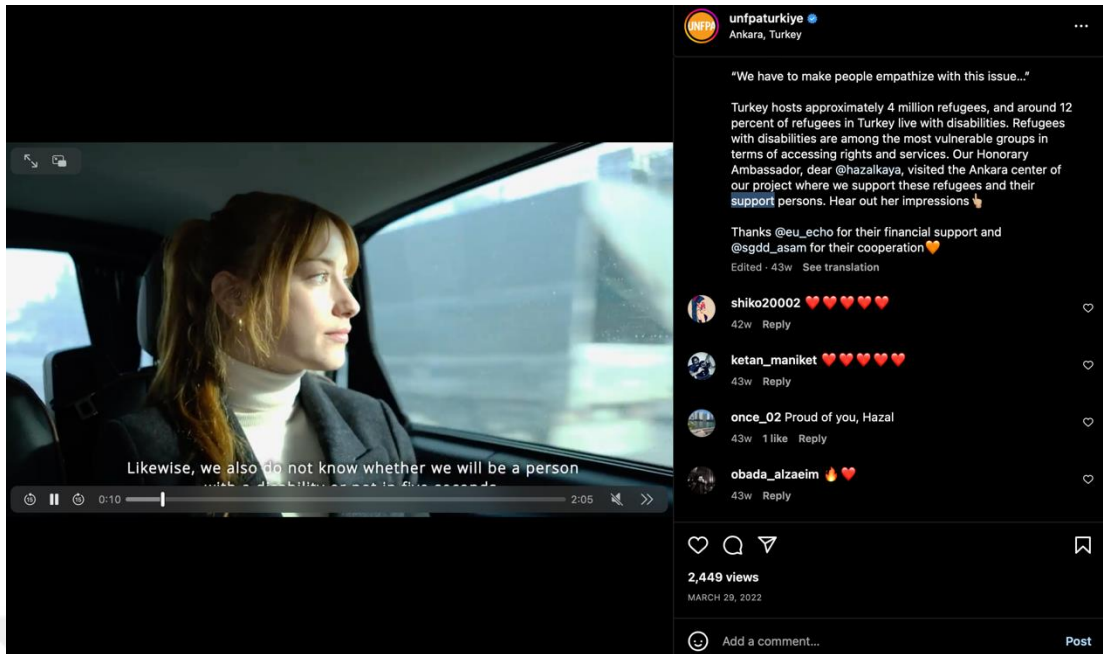


Figure 32. Post 16

This post features actress Hazal Kaya and her statements about the need to emphasize disabled refugees in Türkiye. Her advocacy can potentially make her followers, fans and admirers aware of the issue and encourage them to take necessary actions to help overcome it. Note that celebrity use is also a method of social marketing.



Figure 33. Post 16 Comments

As seen in Figure 33. the comment section of the post is heavily supportive. Not only the post has a high amount of comments compared to other posts on the account, but

also the view count and the number of likes are similarly high, indicating that the actress' influence helps reach the content to more people

#### 4.2.1.11. *Evoking Empathy*

The category includes posts that,

- Display people in distress to emphasize the severity of an issue to invoke empathy among the audience.

A 2021 study found that empathy is directly associated with donation intentions which suggests that an emotional response to personalized news stories and portrayals of suffering may promote prosocial intentions (Wald et al., 2021). Another study suggests that narrative-formatted news stories generate compassion for the people involved, more favorable attitudes toward them, more beneficial behavioral intentions, as well as more information-seeking behavior (Oliver et al., 2012). Posts that feature people in distress, such as war survivors and violence victims or suffering child brides can similarly make the audience aware of the negative effects of a situation, encourage to advocate against it, and mobilize to take necessary action.

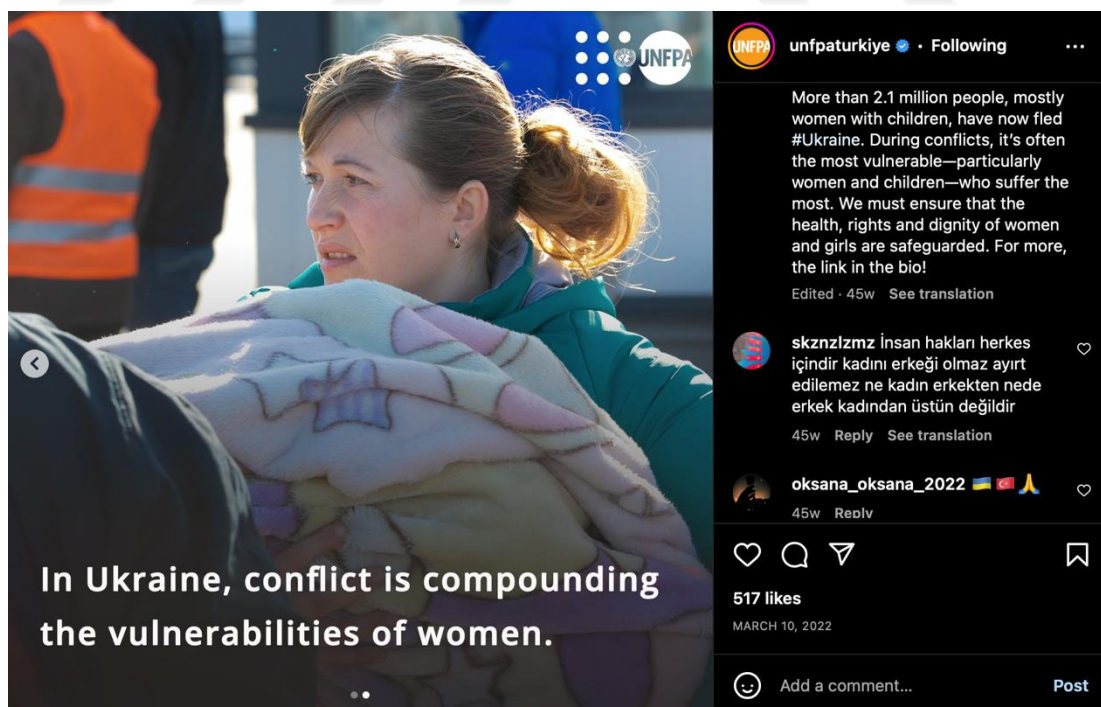


Figure 34. Post 17

Figure 34 includes a video interview with a war survivor in distress to raise awareness about the negative impact of wars and about the need for global peace.

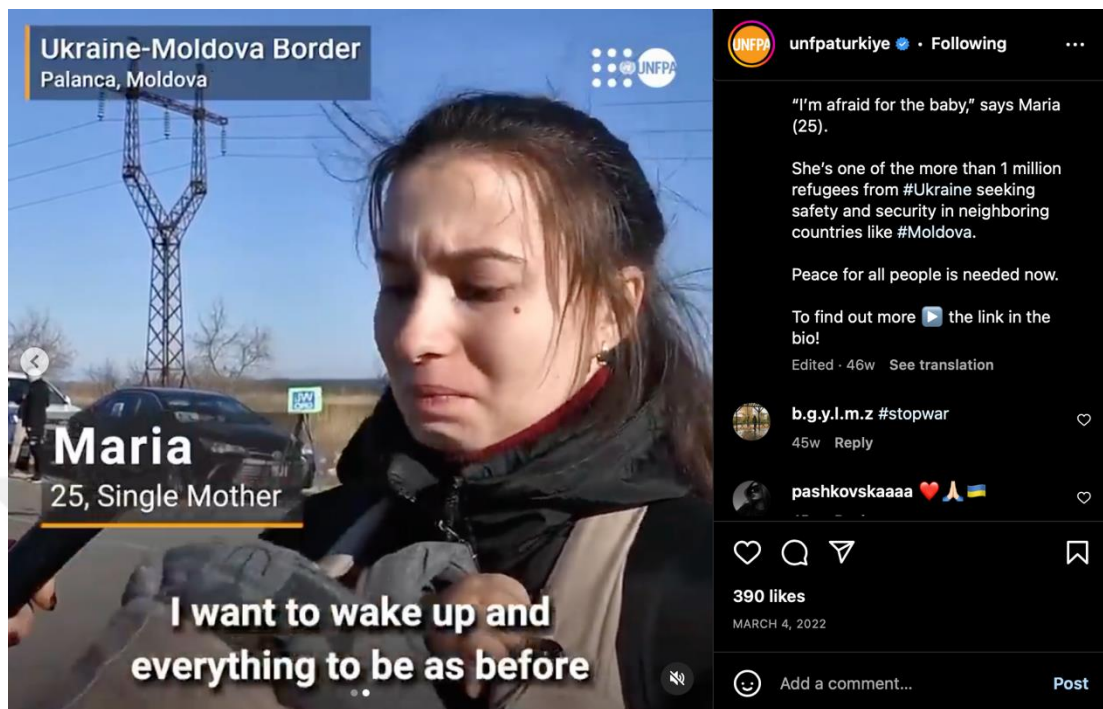


Figure 35. Post 18

Figure 35 features another war-torn woman and emphasizes the devastating impact of war on women and kids in particular. The viewer may empathize with the women in both posts and may feel inclined to take action or voice solidarity. The comments display compassion expressed by the audience.



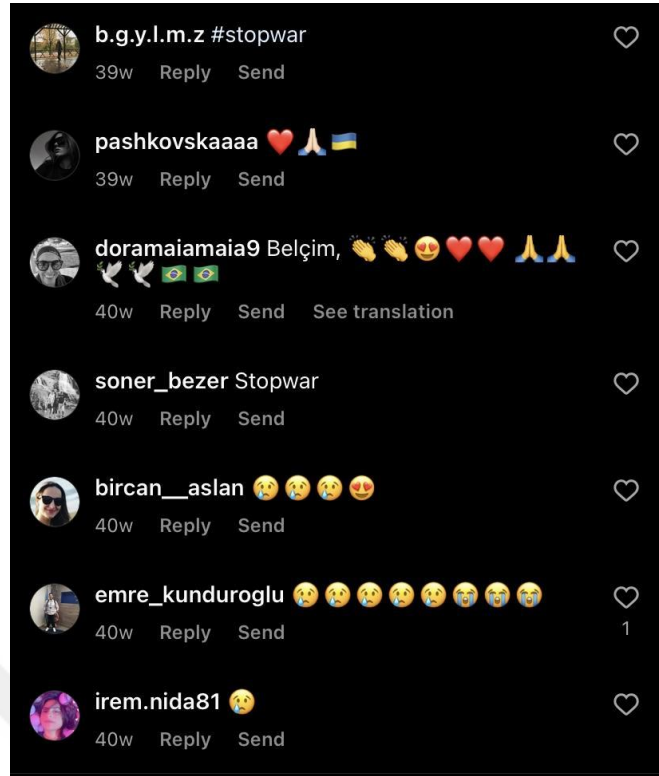


Figure 36. Post 18 Comments

#### *4.2.1.12. Artistic Expression*

This category includes posts that,

- Feature an artistic creation to achieve the intended communicative goal.

Art provides an outlet for expressing ideas and emotions, telling stories, or conveying emotions. Art can also be a tool for simplifying rather complex messages to make them understandable to more people.



Figure 37. Post 19

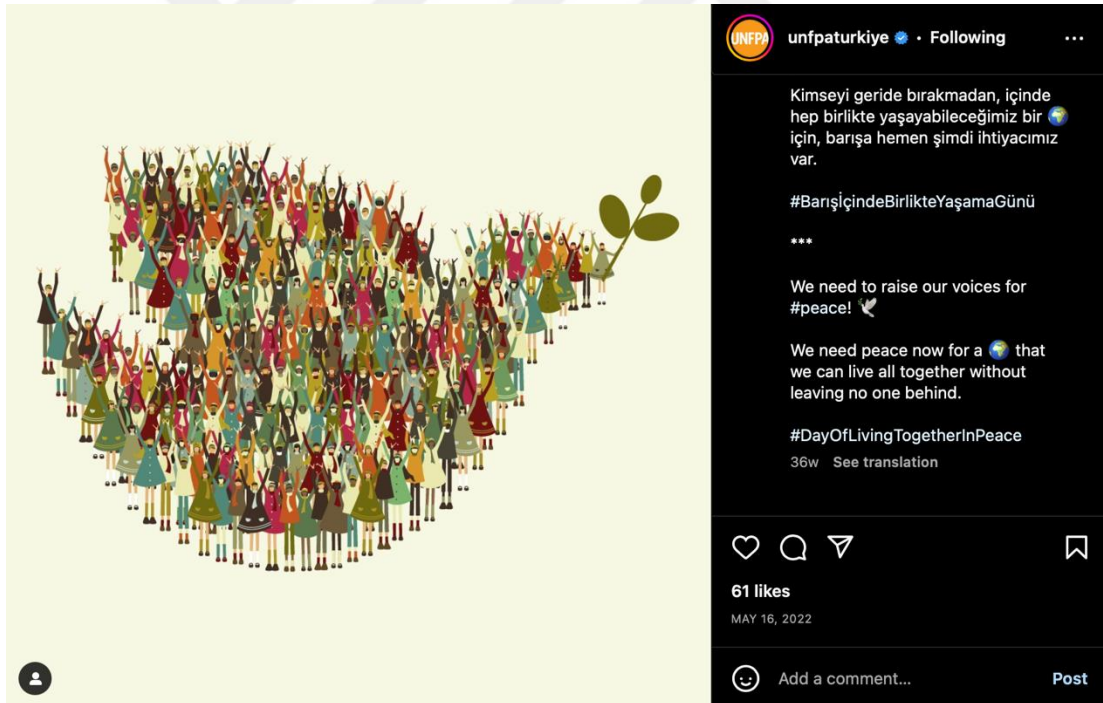


Figure 38. Post 20

Posts 19 and 20 feature illustrations that represent certain ideas creatively. Figure 37 depicts a breastfeeding woman at work to raise awareness about workplace policies regarding breastfeeding. As public breastfeeding is still a taboo issue, art provides an imaginative way of depicting the situation without requiring the use of real-life

photography. Figure 38 is another example of a concept expressed through artistic creation. The illustration represents global unity and peace with cartoon figures that all together create the shape of a dove, the bird that metaphorically represents peace and love.

#### 4.2.1.13. Communicative Goals and Methods

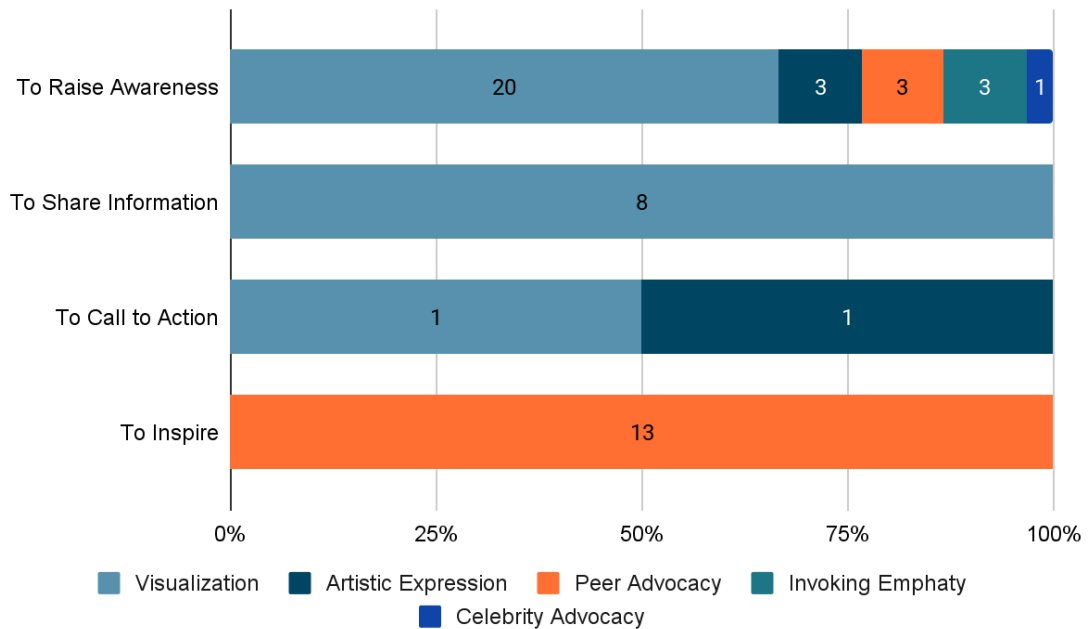


Figure 39. Communicative Goals and Methods

While there are no strict matches between communication goals and utilized methods, the data indicates that Peer Advocacy is heavily used for posts aiming to inspire the audience. 100% of the posts that aim to share information utilize Visualization.

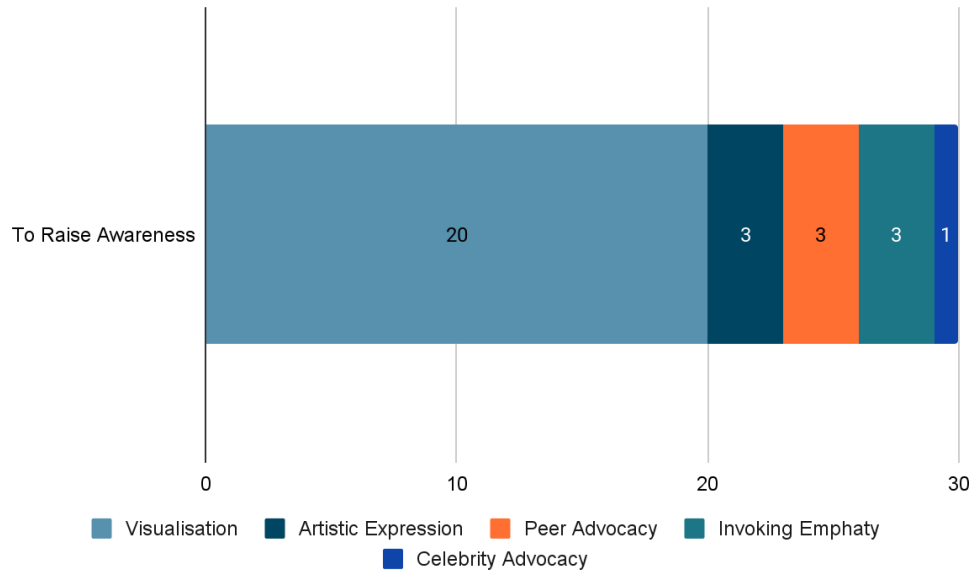


Figure 40. Methods used To Raise Awareness

The communicative goal of raising awareness is one that utilizes the most types of methods, with visualization in the lead.

#### 4.2.1.14. Visual Forms

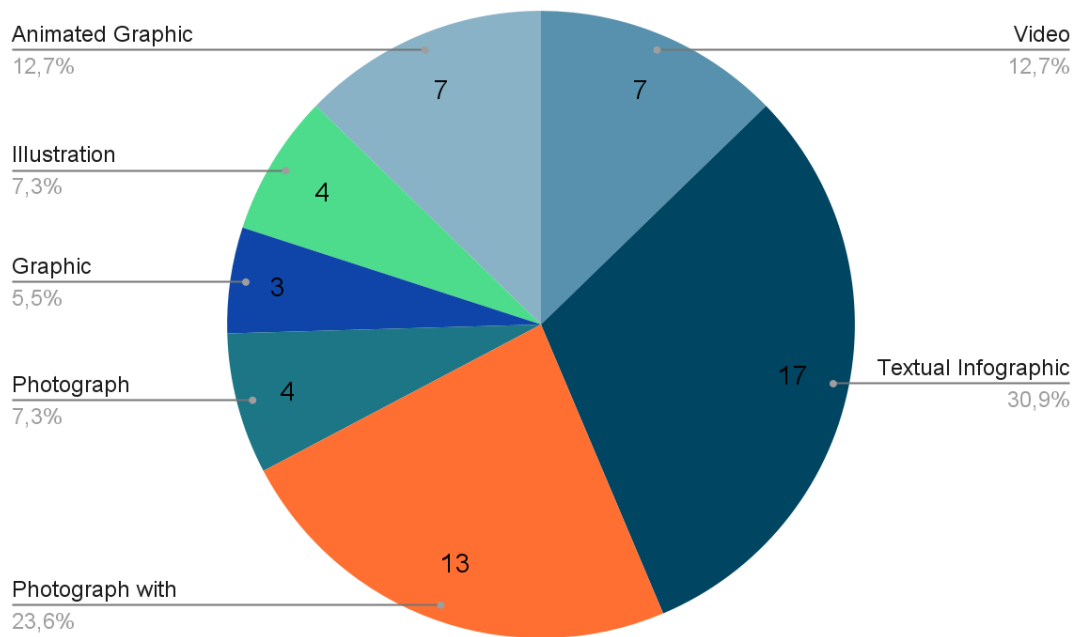


Figure 41. Visual Forms

Textual infographics and photographs with text are the leading still image types used within the C4D posts. This points to the frequent use of text within visuals. While photographs of real-life individuals enhance the credibility of the text placed on them, texts that are created with design elements increase may attract more people and facilitate readability.



## CHAPTER 5: CONCLUSION

This study initially aimed to paint an overall picture of C4D as an approach that differs from other communication uses while also investigating the use of social media as a tool for C4D interventions. Setting the basis for the discussion by reviewing the timeline of development theories that have brought us to the current sustainable development paradigm and then looking into the theories and methods that support the C4D approach, the literature review introduced the reader to decades of background before expanding the exploration into the use of social media. I, for one, learned so much more than I expected while reading and writing for this research and partly had to limit the variety of topics I present to keep this study at an optimal length and framework.

The case study helped conduct the investigation for RQ1 and RQ2 on tangible examples. First, the distinctive characteristics between C4D and External Communication were explored and presented through the findings of the content analysis. The primary C4D goals of initiating change in the behaviors, attitudes and perceptions of individuals for social transformation was emphasized by making a comparison between the use of external communication for conducting the institutional promotion and establishing public and intersectoral relations. It must again be underlined that the two are not utterly different and exist on a continuum, the research mainly aimed to highlight the differences. The second phase of the research shed light on the current use of social media as a tool by UNFPA Türkiye and investigated the repeating practices within their content. While the analysis provided a peek into the current use of social media for C4D purposes, it also helped to discover new options for utilizing it.

52,4% of the content UNFPA Türkiye posted on Instagram in a 6-month period between January 2022 and July 2022 was categorized as C4D while 47,6% was categorized as external communication according to the developed criteria, indicating that the agency uses social media as a tool to support C4D interventions. Among the sample categorized as C4D, 5 communicative goals were observed: to raise awareness, to share information, to call to action and to inspire. Posts with these goals were found to match the theories of change and methods that C4D interventions rely upon. The concepts in the transtheoretical model of change, social cognitive theory, health belief model as well as the information deficit model were related to the communicative goals within the sample. 5 methods were found to be utilized for the achievement of these goals:

visualization, celebrity advocacy, peer advocacy, evoking empathy and artistic expression. Visual forms of the posts were also examined to observe how different types of visuals support the method and help convey the message given. The use of photography and photography with text that features real people was observed as a tool that increases the relatability and credibility of the message while visualization is heavily used to present information with the help of design elements in a creative manner. I would like to mention one additional type of content on the account outside of research categories, an AR filter titled the “Butterfly Effect”. By using the filter users can choose one of the messages among 8 about UNFPA Türkiye’s key focus areas to post a picture or a video showing their support for the cause, which is another creative way of increasing participation, mobilization and advocacy through a social media tool.

Although the analysis reveals that UNFPA Türkiye uses social media for C4D purposes actively, it appears that there is still room to tap into the unused potential. The Instagram account may serve as a platform for more efficient dialogue if user comments are replied to in real-time by related staff. Additionally, instead of posting the same content on all social media platforms, a varying type of content can be created for each platform to benefit from the different kinds of tools offered by each. The “Guide” option of Instagram can be utilized to create more content from existing posts that bring together similar themes. The “Stories” feature may also be used more actively to post polls that followers can participate in, Q&A tabs that people can submit questions on as well as quizzes which would enable more participation and two-way interaction.

I started this study with lots of questions in my mind along with a desire to seek answers that would contribute to the literature. While this research helped me uncover some of the unknown, there is still a lot to be discovered. The link between C4D and social media provides a wide range of research topics. To start off, several different topics can be derived from the aforementioned limitations of this very research. A larger sample, preferably picked from more than one institution, can be analyzed for enhanced output. The effects of social media tools in stimulating change in individual behavior as well as social norms can also be questioned. Later, the research conducted in this field can evolve into examining the individual effectiveness of different social media platforms. The use of paid promotion tools to reach the target audience of a C4D intervention is another research topic to be considered. Further exploration of the potential use of

advertisement tools, I believe, will not only help improve C4D interventions but also methods of data collection and analysis for academic studies.

This study originally intended to feature semi-structured interviews with C4D officials from UN Agencies in Turkey to provide more insight, however, the candidates contacted declined the invitation to participate in an interview due to confidentiality concerns. If required authorization is provided at a later date, designing a research that includes interviews with the related UN officials would unlock a more comprehensive understanding of the C4D approaches of these institutions.

While the debate on whether participation in social media translates into real-life action continues, it is observed that social media platforms can aid C4D interventions by providing various tools to make the target audience become aware, informed, inspired and encouraged to take action as we have observed within this case study. They help the audience realize the need for change, access the necessary information to do so, draw inspiration to achieve it and find encouragement to take necessary action. All in all, social media platforms may not be the ultimate tools for C4D interventions to achieve behavior and social change, but the opportunities they provide should not be overlooked while designing, planning, implementing, monitoring and evaluating interventions. MacKinnon states the following, and I agree:

*“It is time to stop debating whether the Internet is an effective tool for political expression and instead to address the much more urgent question of how digital technology can be structured, governed, and used to maximize the good and minimize the evil.” (MacKinnon, 2012)*



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## APPENDICES

### Appendix A – C4D Sample

1.

UNFPA

REMINDER

Stop digital violence against women

06/01/22, 13:00 PM

unfpaturkiye • Following

unfpaturkiye • Susma !  
Yüksek sesle söyle !  
DİJİTAL ŞİDDET GERÇEK !  
Bunu unutmayalım ve birlikte mücadele edelim !  
Kadınlara yönelik #DijitalŞiddet'e son vermek için sen de bize katıl !

Speak up !  
Say it out loud !  
DIGITAL VIOLENCE IS VIOLENCE !  
Let's remember this and take action together !  
Join us to end #DigitalViolence against women !

247 likes

JANUARY 6, 2022

Add a comment... Post

2.

Online impersonation

(n.) Creating a fake profile and assuming someone's identity for nefarious purposes, including destroying someone's reputation or threatening her safety by soliciting sexual advances.

unfpaturkiye • Following

unfpaturkiye • her 100 kadından 85'i dijital şiddete maruz kalıyor veya buna tanık oluyor. Dijital ortamda sahte kimlik oluşturmak kadınların dijital ortamda karşılaştığı pek çok şiddet türünden sadece biri! Bu bir insan hakları ihlali ve suç! Gelin, kadınlara yönelik #DijitalŞiddet'i sona erdirmek için birlikte mücadele edelim !

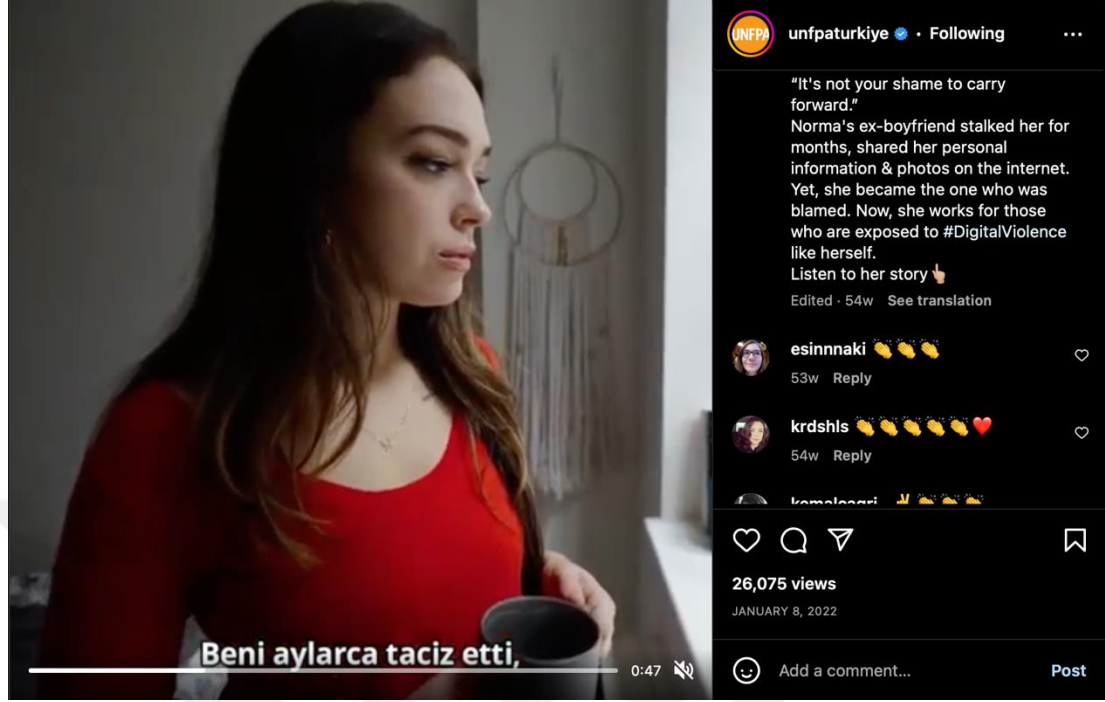
⚠ Globally, 85 in every 100 women either are exposed to or witness to digital violence. Online impersonation is one of many forms that women face. This is a violation of human rights and a crime! Let's unite our efforts to end #DigitalViolence against women !

253 likes

JANUARY 7, 2022

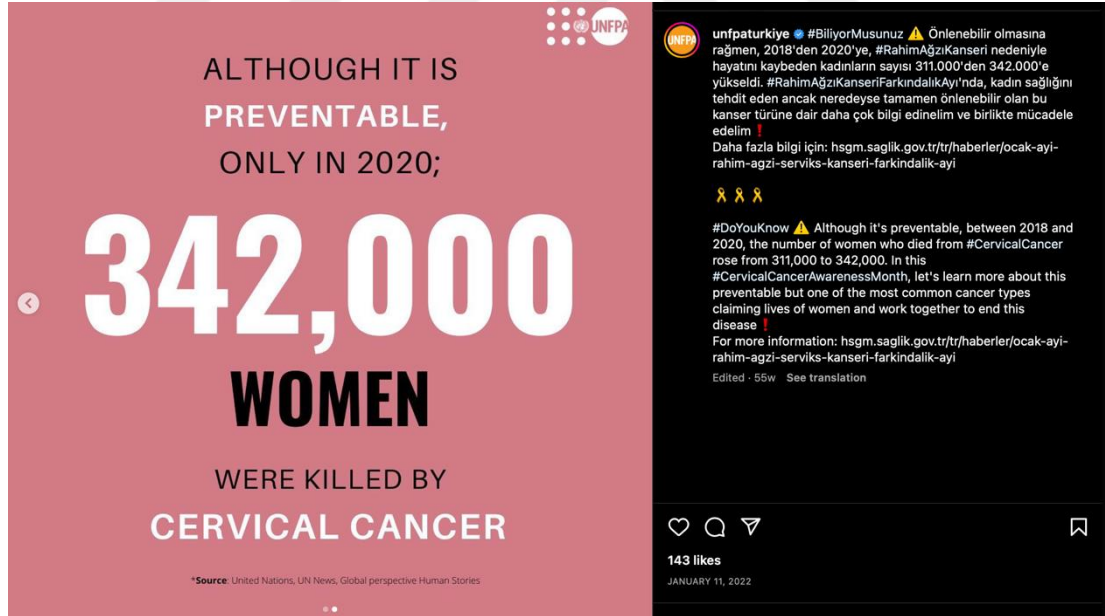
Add a comment... Post

3.



Instagram post by unfpaturkiye. The post features a video player showing a woman in a red top. The video has a subtitle that reads "Beni aylarca taciz etti". The post includes a caption in Turkish: "It's not your shame to carry forward." Norma's ex-boyfriend stalked her for months, shared her personal information & photos on the internet. Yet, she became the one who was blamed. Now, she works for those who are exposed to #DigitalViolence like herself. Listen to her story. The post has 26,075 views and was posted on January 8, 2022. There are several comments from users like esinnnaki and krdshls.

4.



Instagram post by unfpaturkiye. The post features a pink infographic with the text: "ALTHOUGH IT IS PREVENTABLE, ONLY IN 2020; 342,000 WOMEN WERE KILLED BY CERVICAL CANCER". The infographic also includes a source: "\*Source: United Nations, UN News, Global perspective Human Stories". The post includes a caption in Turkish: "#BiliyorMusunuz Önlenebilir olmasına rağmen, 2018'den 2020'ye, #RahimAğzıKanseri nedeniyle hayatını kaybeden kadınların sayısı 311.000'den 342.000'e yükseldi. #RahimAğzıKanseriFarkındalıkAyı'nda, kadın sağlığını tehdit eden ancak neredeyse tamamen önlenebilir olan bu kanser türüne dair daha çok bilgi edinelim ve birlikte mücadele edelim! Daha fazla bilgi için: hsgm.saglik.gov.tr/tr/haberler/ocak-ay-rahim-agzi-serviks-kanseri-farkindalik-ay". The post has 143 likes and was posted on January 11, 2022. There are several comments from users like esinnnaki and krdshls.

5.

**HOW TO PREVENT CERVICAL CANCER?**

- GET THE HPV VACCINATION
- ATTEND REGULAR SCREENING
- INFORM YOURSELF

**unfpaturkiye** • #RahimAğzıKanseri tüm dünyada kadınlar arasında en sık görülen 2. kanser türü. Her yıl 300.000'den fazla kadın neredeyse tamamen önlenemez bu kanser türü yüzünden hayatını kaybediyor. Oysa bu ölümcül hastalığı önlemek elimizde 🙋 #RahimAğzıKanseriFarkındalıkAyi'nda gelin daha fazla bilgi edinelim ve hazırlıklı olalım 🙋

🙋 🙋 🙋

#CervicalCancer has become the 2nd most common cancer among women globally. Every year, more than 300,000 women die of this almost entirely preventable cancer type! Yet, it is in our hands to prevent this deadly disease 🙋 On this #CervicalCancerAwarenessMonth, let's learn more and get ready 🙋

Edited · 54w · See translation

221 likes  
JANUARY 12, 2022

6.

**unfpaturkiye** • Following

"I'll fight early marriages with all my power."  
Helin is only 19. She lives in Karliyamaç village of Van. When she was expected to get married, she started to work as a health mediator to end child marriages instead. Now, she makes door-to-door house and tradespeople visits and explains the harms of child marriages. As she is also studying while working, Helin is also a role model for the girls in her

256 likes  
JANUARY 14, 2022

Add a comment... Post



7.



**UNFPA** unfpaturkiye • Following ...

#DoYouKnow: According to #UN data, only 39% of surveyed businesses offer breastfeeding support to their employees. Family-friendly #breastfeeding policies are vital for children to grow healthy & reach their full potential so it is important to support breastfeeding parents. Every parent should have a safe place to feed and pump milk in their workplace !!

Via @unfpaecaro

👤: Anna Ivanenko (@anaivan)

Kaynak / Source: UNICEF, Family-friendly Policies, A Global Survey of Business Policy (2020)

52w See translation

130 likes

JANUARY 19, 2022

Add a comment... Post

8.



**UNFPA** unfpaturkiye • Following ...

⚠️ It's not only women's job to take care of babies.  
Q: But, what can employers do to support gender equality at the workplace?  
A: Companies should adopt policies which facilitate men to take responsibility for and support their partners in taking care of their babies !

Via @unfpaecaro

👤: Anna Ivanenko (@anaivan)

Edited · 52w See translation

**bergamaililibabalardernegi** 🍌 🍌 🍌

52w Reply

158 likes

JANUARY 20, 2022

Add a comment... Post

9.



UNFPA unfpaturkiye • Following

sorumluluklarını yerine getirmek için kullanabileceği, temiz, güvenli ve erişilebilir alanlar sağlamaya çağırıyoruz.

\*\*\*

📢 We call all companies to make sure that their employees have paid breaks and a clean, safe and accessible places, which are open to use of all caregivers, regardless of gender and other differences, to meet their responsibilities including #breastfeeding.

Via @unfpaecaro  
👤: Anna Ivanenko (@anaivan)

52w See translation

135 likes  
JANUARY 21, 2022

Add a comment... Post

10.




UNFPA unfpaturkiye • Following

On this #InternationalDayOfEducation, let us introduce you to Azize. Azize was 10 years old when this photo was taken. Like millions of children all around the world who have difficulties in accessing education, Azize's life was not easy either when our paths crossed in 2016. She did not want to get married at child age and her biggest dream was to study 📖 Do you think Azize has achieved to realize her biggest dream? Stay

100 likes  
JANUARY 24, 2022

Add a comment... Post

11.




UNFPA unfpaturkiye • Following

You met 10-year-old Azize yesterday. Her biggest dream was to study. Azize is now 15 years old, she still has a difficult life, but her biggest dream has not changed. She wants to study, have a job and a more equal world. Stay tuned to hear Azize's dreams from her ! #InternationalDayOfEducation Edited · 51w See translation

131 likes  
JANUARY 25, 2022

Add a comment... Post

12.



EN BÜYÜK HAYALİ OKUMAKTI

Her biggest dream was to study. 0:08

UNFPA unfpaturkiye • Following

UNFPA unfpaturkiye • Tanıştığımızda 10 yaşındaydı Azize. Bugün 15 yaşında. Azize bir yandan mevsimlik tarım işçiliği yapan ailesine destek olurken, bir yandan da en büyük hayalini gerçekleştirmek için çalışıyor. O, erken yaşta evlenmek değil; okumak ve bir meslek sahibi olmak istiyor 🍷 Azize'nin hayali, onun yaşlarındaki milyonlarca kız çocuğunun da hayali...

4,976 views  
JANUARY 26, 2022

Add a comment... Post



13.

Female genital mutilation is

- Female genital mutilation is **wrong**
- Female genital mutilation is a **harmful practice**
- Female genital mutilation is **practiced worldwide**
- Female genital mutilation is a **human rights violation**
- Female genital mutilation is **rooted in gender inequality**
- Female genital mutilation is **increasing during COVID-19**

#KadınSünnetineSıfırToleransGünü

\*\*\*

#DoYouKnow what  
#FemaleGenitalMutilation is ?  
It's a harmful and unsafe practice applied without any medical basis, and a human rights violation ! Let's work together to END this harmful practice for all women and girls around the world  
#FGMZeroToleranceDay

Edited · 50w See translation

istanbulemzirmedestek  
Türkiye'de yapılan yer var mı?

49w 1 like Reply See translation

311 likes  
FEBRUARY 7, 2022

Add a comment... Post

14.

Did you know?

The practice of female genital mutilation is rooted in gender inequality and power imbalances between men and women.

As a form of violence against women & girls, #FemaleGenitalMutilation is also a human rights violation, rooted in gender inequality and gendered power relations. On this #FGMZeroToleranceDay, let's work together to #EndFGM and ensure gender equality for everyone everywhere !

Edited · 49w See translation

demylovers01 Bu resmen insalilik suçu, insan hakkı ihlâli bir insana hayat boyu travma 🙄🙄🙄

49w Reply See translation

kaanarmen Özellikle kadın sünnetinin ne kadar acı ve travmatik olduğunu Desert Flower

127 likes  
FEBRUARY 8, 2022

Add a comment... Post

15.

The infographic features a large circle containing the text: "4.2 million number of girls around the world who are at risk of undergoing female genital mutilation in 2022". Below the circle are the UNFPA and IFRAH FOUNDATION logos. The Instagram post shows the UNFPA Turkey profile with a caption in Turkish: "yeni bir zara uygulamalara son vermek için birlikte çalışalım! #KadinSunnetineSifirToleransGunu". The post includes a translation: "Scary. Painful. Traumatizing. That's how women exposed to female genital mutilation (FGM) describe their experiences. Today and every day, let's work together to #EndFGM and all harmful practices against women and girls! #FGMZeroToleranceDay". It has 87 likes and is dated February 9, 2022.

16.

The Instagram post features a pink background with a quote: "The girls realize that they have rights, that early marriages cause harm and their parents begin to think that it would be better not to do this to their children." attributed to Helin, 19, Turkey. The hashtag #EndChildMarriage is visible. The post includes a photo of Helin, a young woman wearing a hijab. The Instagram post shows the UNFPA Turkey profile with a caption: "Helin refused to get married at an early age. Instead, she started working to #EndChildMarriages and support girls to make their own choices and realize their dreams. Let's be a part of this action, hear Helin's story from herself! The link in the bio". It includes the hashtag #ValentinesDay and has 142 likes, dated February 11, 2022.

17.

Facts you should know about **child marriage**

**1 CHILD MARRIAGE ALMOST UNIVERSALLY BANNED YET IT TAKES PLACE ALL AROUND THE WORLD.**

#EndChildMarriage

UNFPA

unfpaturkiye • Following

unfpaturkiye Her gün, binlerce kız çocuğu, çocuk yaşta evliliğe "EVET" demeye zorlanıyor. "HAYIR" deme haklarını talep etmeleri için güçlenmelerine yardımcı olabiliriz. Siz de @unfpa'e katılın, #ÇocukYaştaEvliliğeSON vermek için daha çok kişiye ulaşalım!

\*\*\*

Every day, thousands of girls are forced to say "I DO" to get married at a child age. We can help them empower to claim their right to say #IDONT. Join @UNFPA to #EndChildMarriage and take action today ▶ unf.pa/vday

Edited · 48w See translation

130 likes

FEBRUARY 15, 2022

Add a comment... Post

18.

Facts you should know about **child marriage**

**2 CHILD MARRIAGE OFTEN RISES IN HUMANITARIAN SETTINGS.**

#EndChildMarriage

UNFPA

unfpaturkiye • Following

demeye zorlanabılır. Tüm dünyada, tüm kız çocuklarının "HAYIR" deme hakkı için mücadele ediyoruz. #ÇocukYaştaEvliliğeSON vermek için siz de bize katılın!

\*\*\*

📌 Conflicts, pandemic and climate crisis; all leads to an increase in harmful practices against women and girls. Due to the #COVID19 pandemic alone, 13 million girls may be forced to say "I DO" to early marriage. All over the world, we work for the right of all girls to say "#IDONT". Join us to #EndChildMarriage.

48w See translation

122 likes

FEBRUARY 16, 2022

Add a comment... Post

19.

Ukraine-Moldova Border  
Palanca, Moldova

UNFPA

UNFPA unfpaturkiye • Following

"I'm afraid for the baby," says Maria (25).

She's one of the more than 1 million refugees from #Ukraine seeking safety and security in neighboring countries like #Moldova.

Peace for all people is needed now.

To find out more [▶](#) the link in the bio!

Edited · 46w See translation

b.g.y.l.m.z #stopwar 45w Reply

pashkovskaaaa 🇷🇺 🇺🇦 🇵🇸 45w Reply

390 likes  
MARCH 4, 2022

Add a comment... Post

20.

UNFPA

UNFPA unfpaturkiye • Following

More than 2.1 million people, mostly women with children, have now fled #Ukraine. During conflicts, it's often the most vulnerable—particularly women and children—who suffer the most. We must ensure that the health, rights and dignity of women and girls are safeguarded. For more, the link in the bio!

Edited · 45w See translation

skznzlmz İnsan hakları herkes içindir kadını erkeği olmaz ayırt edilemez ne kadın erkekten nede erkek kadından üstün değildir 45w Reply See translation

oksana\_oksana\_2022 🇺🇦 🇵🇸 🇷🇺 45w Reply

517 likes  
MARCH 10, 2022

Add a comment... Post



21.



**DID YOU KNOW?**

During conflicts, pregnant women risk life-threatening complications without access to maternal health care.

UNFPA

unfpaturkiye • Following

We have seen the photographs of women giving birth in underground metro stations in #Ukraine. The estimated 80,000 pregnant women who will give birth in the next 3 months could find themselves in the same situation. It is vital to access maternal health care for all women in conflicts. For more, the link in the bio.

Edited · 45w See translation

ozlemkosker1923 Birleşmiş Milletler'in görevi , kuruluş amacı nedir?  
42w Reply See translation

ozlemkosker1923 Biz biliyoruz elbette. Kaçırılan çocuklar var

75 likes  
MARCH 11, 2022

Add a comment... Post

22.



UNFPA

In Syria, over a decade of conflict is exacting a toll on women.

unfpaturkiye • Following

unfpaturkiye Çatışma ve yerinden edilmeleri tecrübe eden kadınların ve kız çocuklarının toplumsal cinsiyete dayalı cinsel ve fiziksel şiddete maruz kalma oranı çok daha yüksek. Tüm insanlar için tüm dünyada acilen barışa ihtiyacımız var. Daha fazla bilgi için link profile!

Women and girls who are experienced the conflicts and displacements have greater risk of sexual and physical gender-based violence. Peace for all people all over the world is needed now. For more, the link in the bio!

Edited · 45w See translation

97 likes  
MARCH 13, 2022

Add a comment... Post

23.



for bombs to fly there and hit you.

UNFPA unfpaturkiye • Following

unfpaturkiye tarihinde doğmamak üzereyim ve etrafta bombalar uçururken oturup beklemek imkansız..." Daria, bebek beklerken Ukrayna'daki savaştan kaçıp Moldova'ya sığınan binlerce mülteçiden yalnızca biri. Hikayesini ondan dinleyin.

\*\*\*

"I'm about to give birth, so it was impossible to sit and wait for bombs to hit you..." Daria is one of the thousands of refugee women in #Moldova who are fleeing the war in #Ukraine while expecting a baby. See her story.

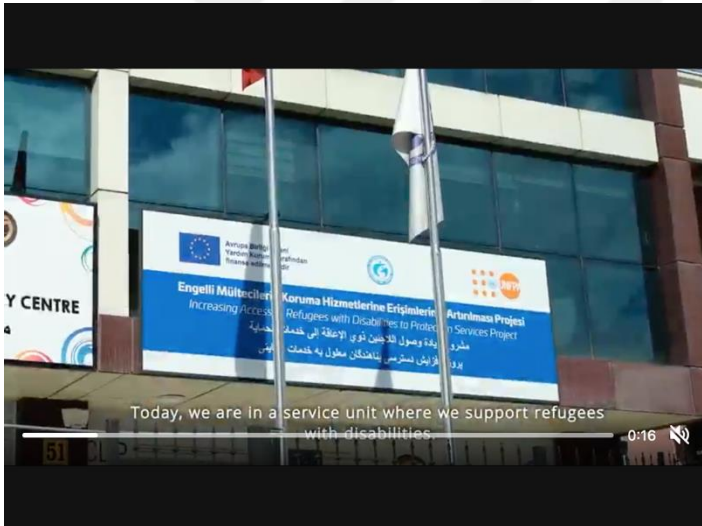
Edited · 44w See translation

141 likes

MARCH 16, 2022

Add a comment... Post

24.



Today, we are in a service unit where we support refugees with disabilities.

UNFPA unfpaturkiye • Following

Ankara, Turkey

"We have to make people empathize with this issue..."

Turkey hosts approximately 4 million refugees, and around 12 percent of refugees in Turkey live with disabilities. Refugees with disabilities are among the most vulnerable groups in terms of accessing rights and services. Our Honorary Ambassador, dear @hazalkaya, visited the Ankara

2,448 views

MARCH 29, 2022

Add a comment... Post

25.

**Globally,  
nearly half**

Pregnant ⊕  
Not Pregnant ⊖

**of all pregnancies  
are unintended.**

UNFPA

UNFPA unfpaturkiye • Following

yaşamıyor.  
#GörünmeyeniGörmek için vakit geldi.  
Daha fazlası için @UNFPA'in 2022 Dünya Nüfus Raporu'na göz atın! Link profilde 📌

\*\*\*

📌 121 million unintended pregnancies happen each year throughout the world. Many of them happen despite a woman's best efforts.  
It's time to start #SeeingTheUnseen. For more check out @UNFPA's new State of World Population Report! The link in the bio 📌

Edited · 42w See translation

331 likes  
APRIL 4, 2022

Add a comment... Post

26.

**Un·in·tend·ed  
preg·nan·cy**

noun

A pregnancy that occurs to a woman who was not planning to have any (more) children, or that was mistimed, occurring earlier than desired.

UNFPA

UNFPA unfpaturkiye • Following

gençlere ulaşmaya çalışıyoruz için @UNFPA'e katılın!  
Daha fazlası için bio'daki linke göz atın!

\*\*\*

#UnintendedPregnancy has been an invisible crisis for too long. The most life-altering reproductive choice is no choice at all for millions of women.  
Start #SeeingTheUnseen and join @UNFPA to call on policy makers and global leaders to expand choices for women and girls. For more, check out the link in the bio!

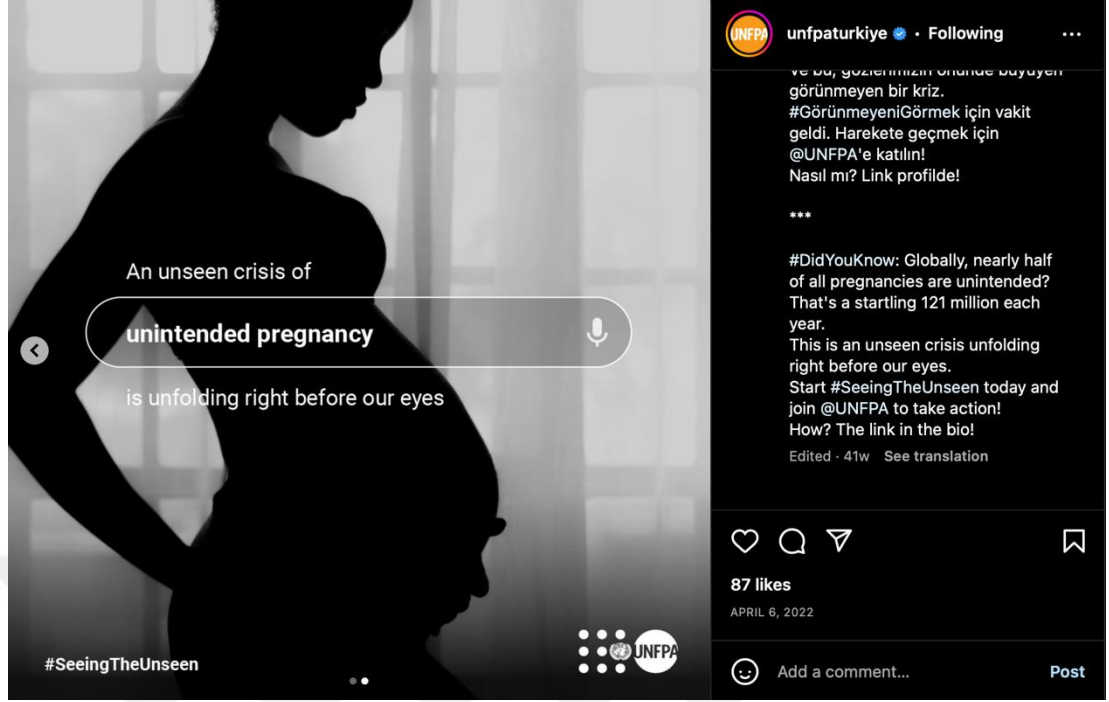
Edited · 41w See translation

92 likes  
APRIL 5, 2022

Add a comment... Post



27.



An unseen crisis of  
**unintended pregnancy**  
is unfolding right before our eyes

#SeeingTheUnseen

UNFPA

unfpaturkiye • Following

ve bu, gözümüzün önünde büyüyen görünmeyen bir kriz. #GörünmeyeniGörmek için vakit geldi. Harekete geçmek için @UNFPA'e katılın! Nasıl mı? Link profilde!

\*\*\*

#DidYouKnow: Globally, nearly half of all pregnancies are unintended? That's a startling 121 million each year. This is an unseen crisis unfolding right before our eyes. Start #SeeingTheUnseen today and join @UNFPA to take action! How? The link in the bio!

Edited · 41w See translation

87 likes

APRIL 6, 2022

Add a comment... Post

28.



İstenmeyen gebelik  
bir sağlık konusudur.

Unintended pregnancy  
is a health issue.

UNFPA

unfpaturkiye • Following

121 million pregnancies are unintended each year.  
Over 60 per cent of them end in abortion.  
45 per cent of all abortions are unsafe and they cost an estimated \$553 million of treatment per year.

Join @UNFPA to start #SeeingTheUnseen!  
⚠️ The link in the bio!

Edited · 41w See translation

patilesene @annebebekeniyiler  
Sanırım hayata karşı toy'sunuz, zira böyle konularda ne büyük konuşulur ne de keskin fikirler sunulur. Hayat bu... Bizim şu an aklımıza gelemeyecek senaryolarla karşılaşabiliriz. En masum an basit

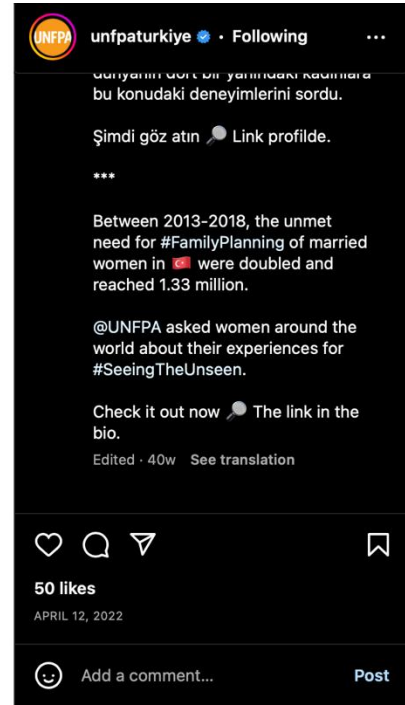
935 likes

APRIL 11, 2022

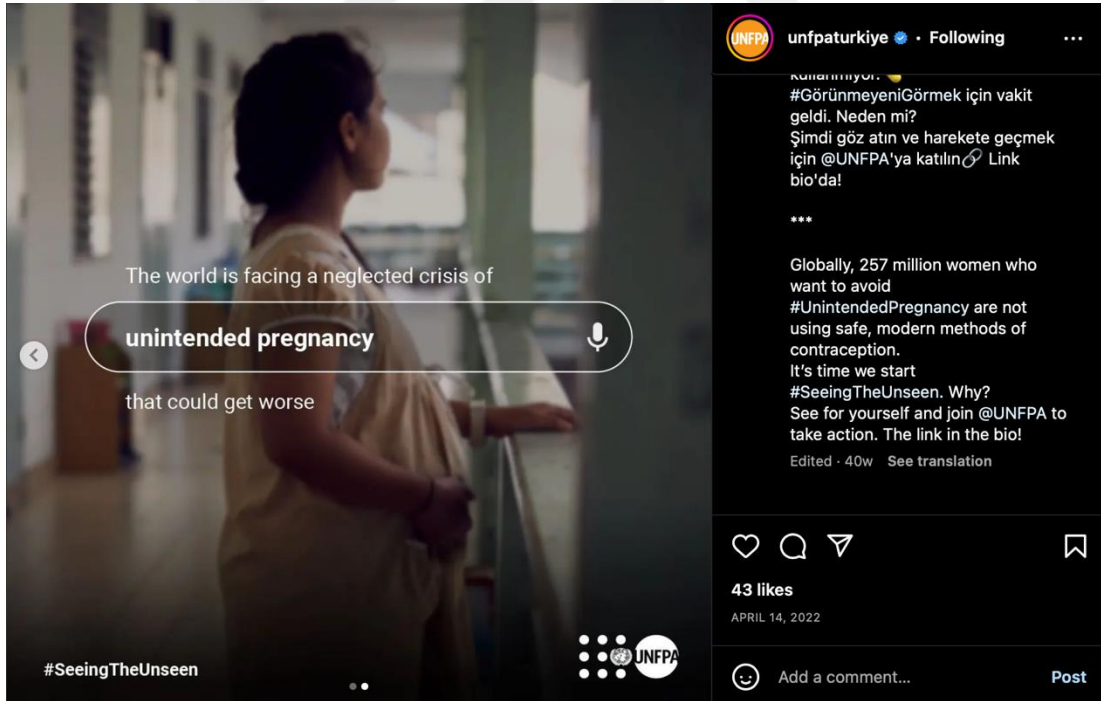
Add a comment... Post



29.



30.



31.



32.



33.



UNFPA unfpaturkiye • Following  
Van, Turkey

Every 1 in 5 women got married at early ages.

We need to fight against #ChildMarriage together with families, tradespeople and decision-makers. With the support of @SabanciVakfi and cooperation of @yaka\_koop, the tradespeople in #Van are with us.

See how, the link is in the bio!  
Edited · 39w See translation

eliffgulsahin Evlendirildi, daha doğru olur  
39w 1 like Reply See translation

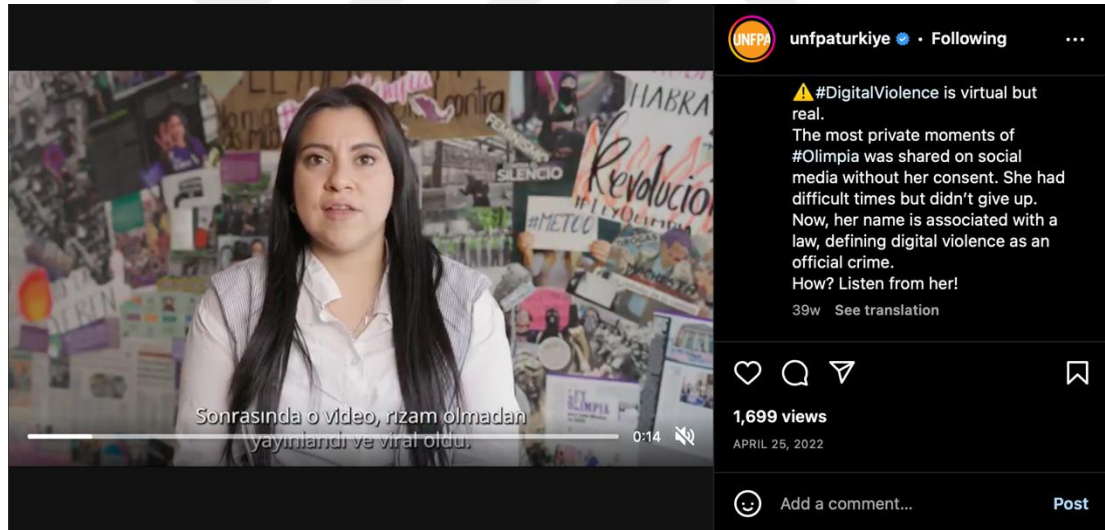
Like Comment Share Bookmark

Liked by nefinpera and 532 others  
APRIL 22, 2022

Add a comment... Post

**“ We do not brush bride's hair in child marriages.**  
- Hanife Nayan, Hairdresser

34.



UNFPA unfpaturkiye • Following

⚠️ #DigitalViolence is virtual but real.  
The most private moments of #Olimpia was shared on social media without her consent. She had difficult times but didn't give up. Now, her name is associated with a law, defining digital violence as an official crime. How? Listen from her!

39w See translation

Like Comment Share Bookmark

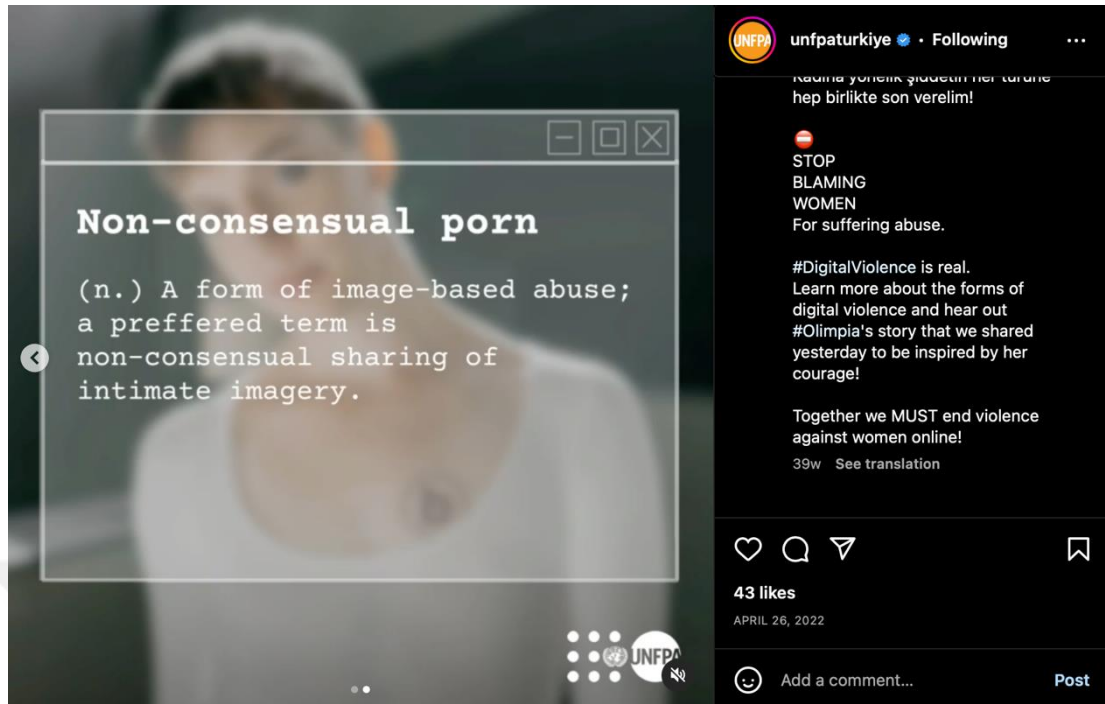
1,699 views  
APRIL 25, 2022

Add a comment... Post

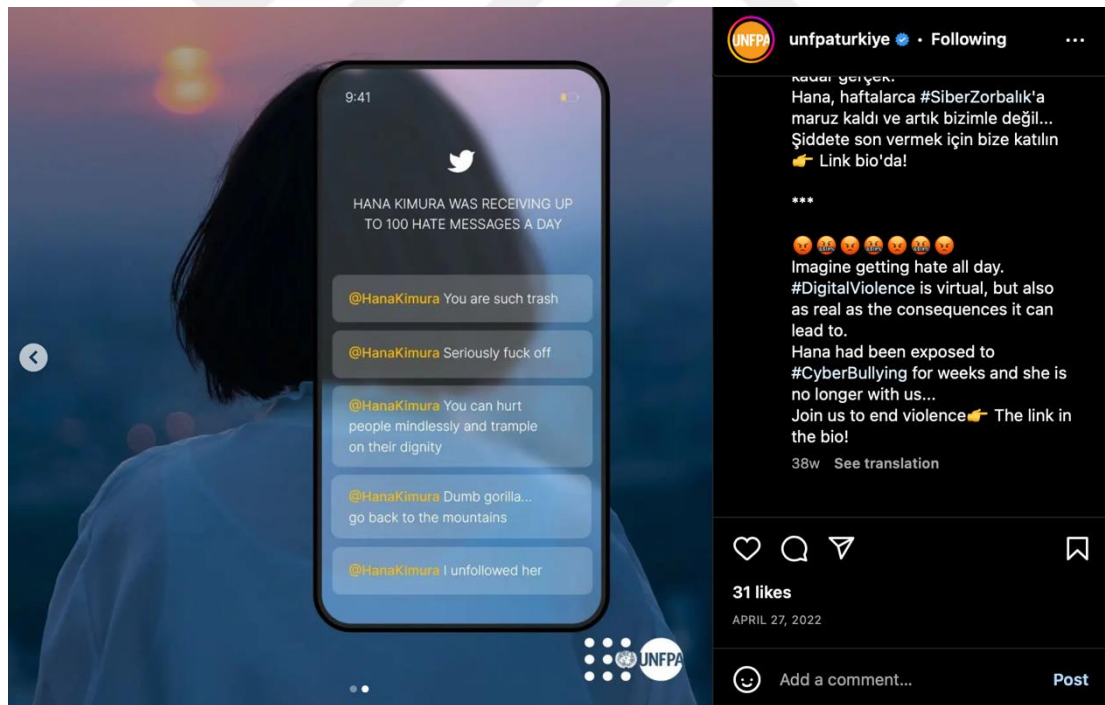
Sonrasında o Video, rızam olmadan yayımlandı ve viral oldu.



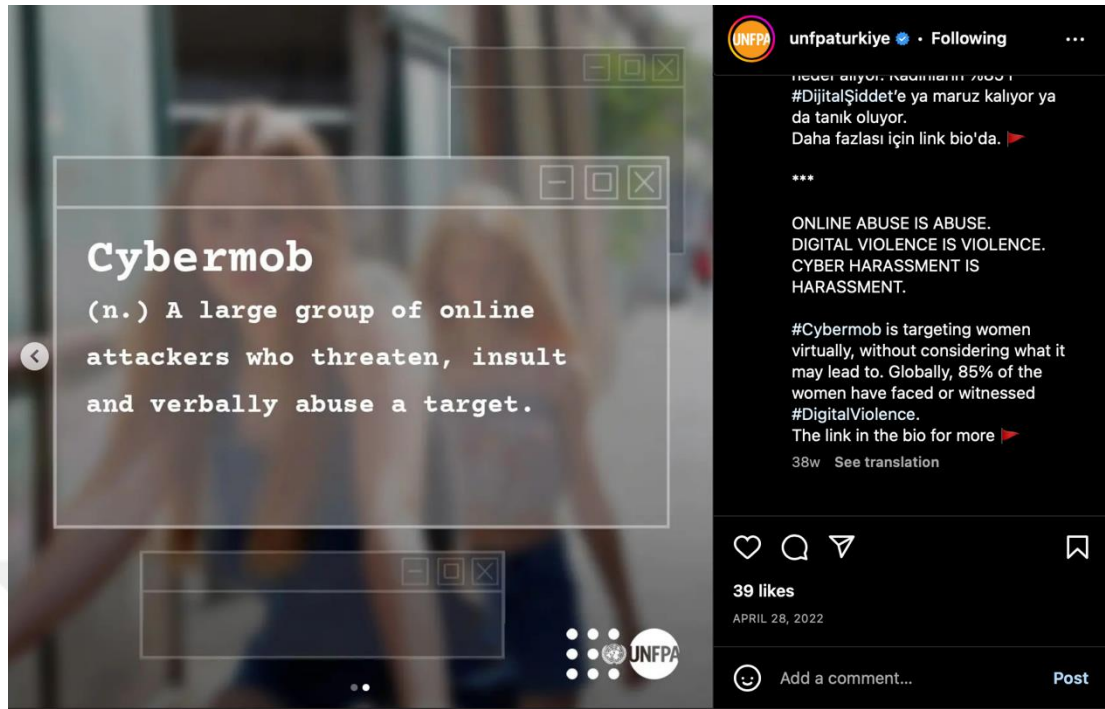
35.



36.



37.



**Cybermob**  
(n.) A large group of online attackers who threaten, insult and verbally abuse a target.

UNFPA

unfpaturkiye • Following

neer anıyor. kaunmanı 2000 r  
#DijitalŞiddet'e ya maruz kalıyor ya da tanık oluyor.  
Daha fazlası için link bio'da. ▶

\*\*\*

ONLINE ABUSE IS ABUSE.  
DIGITAL VIOLENCE IS VIOLENCE.  
CYBER HARASSMENT IS HARASSMENT.

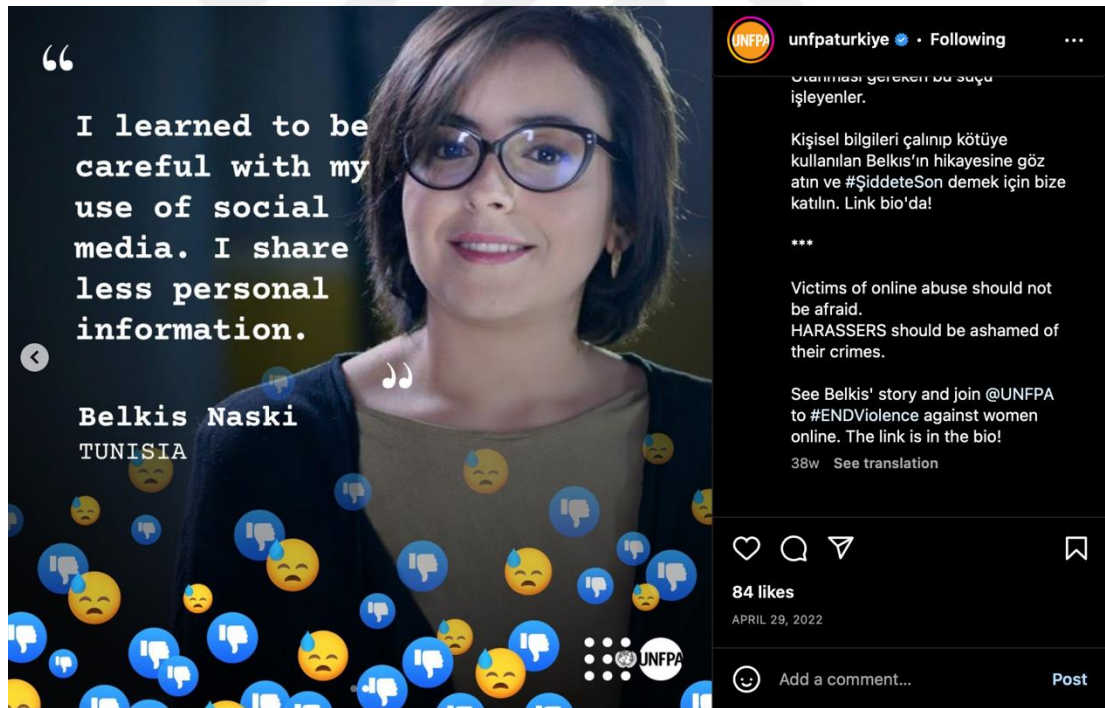
#Cybermob is targeting women virtually, without considering what it may lead to. Globally, 85% of the women have faced or witnessed #DigitalViolence. The link in the bio for more ▶

38w See translation

39 likes  
APRIL 28, 2022

Add a comment... Post

38.



“  
I learned to be careful with my use of social media. I share less personal information.”

Belkis Naski  
TUNISIA

UNFPA

unfpaturkiye • Following

Oranması gereken bu suçlu işleyenler.

Kişisel bilgileri çalınıp kötüye kullanılan Belkis'in hikayesine göz atın ve #ŞiddeteSon demek için bize katılın. Link bio'da!

\*\*\*

Victims of online abuse should not be afraid.  
HARASSERS should be ashamed of their crimes.

See Belkis' story and join @UNFPA to #ENDViolence against women online. The link is in the bio!

38w See translation

84 likes  
APRIL 29, 2022

Add a comment... Post

39.



Midwives would save a projected **4.3 million** lives per year by 2035.

UNFPA

unfpaturkiye • Following

onurlandırmak için bize katılın!

\*\*\*

*Thank you* to all the midwives! For;  
♥ Saving millions of mothers & newborns  
♥ Increasing safe access to sexual & reproductive health care  
♥ Contributing to women's empowerment & #GenderEquality  
On #MidwivesDay, join @UNFPA to honour their work. Link in the bio!

Edited · 37w · See translation

290 likes  
MAY 5, 2022

Add a comment... Post

40.



Midwives can provide **up to 90%** of essential sexual and reproductive health services.

UNFPA

unfpaturkiye • Following

unfpaturkiye • #Ebeler bizim kahramanlarımız ♥

Anneliği daha güvenli kılarlar. Dünyaya yeni hayatlar getirirler. #AilePlanlaması hizmetlerini desteklerler. Kadın haklarına ve seçimlerine katkı sağlarlar.

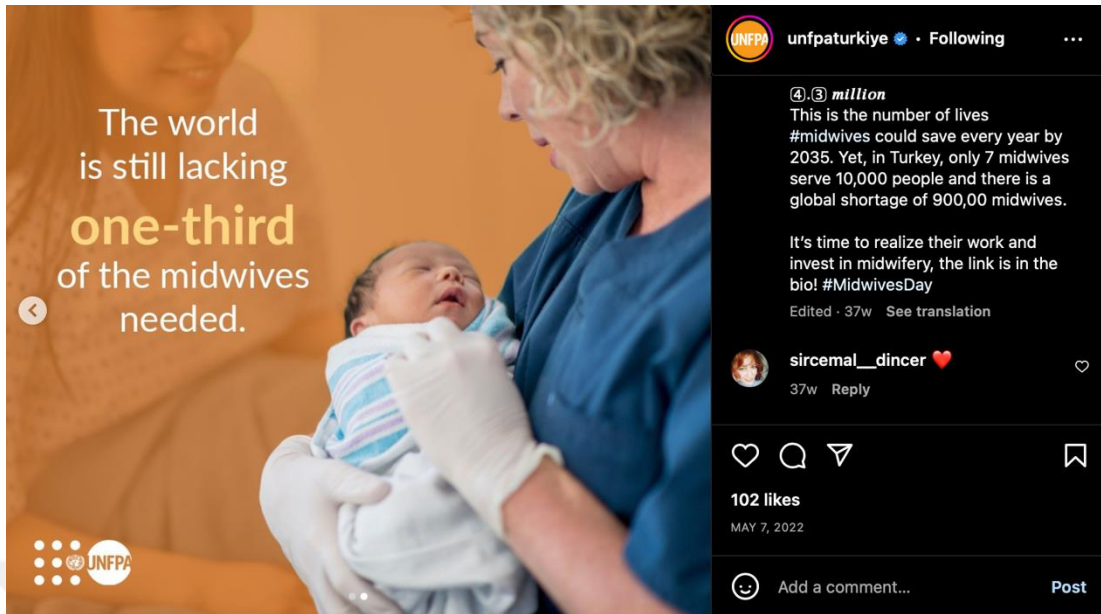
Ebelerin bu hayati görevlerini onurlandırmak için bize katılın, link bio'da!

\*\*\*

137 likes  
MAY 6, 2022

Add a comment... Post

41.



The world is still lacking **one-third** of the midwives needed.

UNFPA

unfpaturkiye • Following

4.3 million  
This is the number of lives #midwives could save every year by 2035. Yet, in Turkey, only 7 midwives serve 10,000 people and there is a global shortage of 900,00 midwives.

It's time to realize their work and invest in midwifery, the link is in the bio! #MidwivesDay

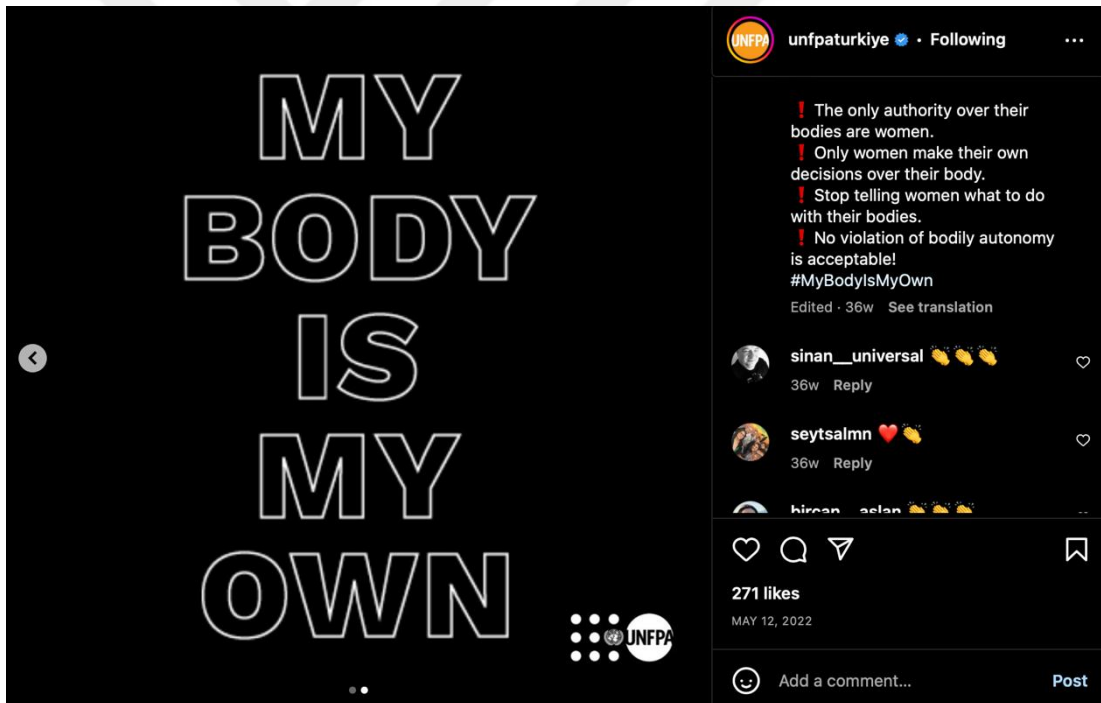
Edited · 37w See translation

sircemal\_dincer  
37w Reply

102 likes  
MAY 7, 2022

Add a comment... Post

42.



MY  
BODY  
IS  
MY  
OWN

UNFPA

unfpaturkiye • Following

! The only authority over their bodies are women.  
! Only women make their own decisions over their body.  
! Stop telling women what to do with their bodies.  
! No violation of bodily autonomy is acceptable!  
#MyBodyIsMyOwn

Edited · 36w See translation

sinan\_universal  
36w Reply

seytsalmn  
36w Reply


hiran\_ozkan

271 likes  
MAY 12, 2022

Add a comment... Post



43.



**“ Women have to choose between buying one pound of rice or a pack of sanitary pads. Claudia (Panamá)**

UNFPA

unfpaturkiye • Following

ve bu seçim zorunluğunu ortadan kaldırmak elimizde!

\*\*\*

No one should have to choose between two basic needs !!

Humanitarian and health crises deepen existing vulnerabilities. Yet, it is in our hands to make #MenstrualHygiene products accessible for all and end this trade-off!

36w See translation

dr\_aydin\_itimat 🙌🙌🙌🙌🙌🙌


36w Reply

61 likes

MAY 12, 2022

Add a comment... Post

44.



**“ It's normal for a father to discuss with his daughter about menstruation. Alexandru (Moldova)**

UNFPA

unfpaturkiye • Following

mesela bu babam, tamiri ve bunu yapıyor. 🙌 Hikayesine bio'muzdaki linkten şimdi göz atın! #KonumuzAdet

\*\*\*

Menses. Cycle. Periods. Call it what you want as long as we can all agree that it should not be a taboo topic.

Join us to help end the stigma around menstruation 🩸

That's what this dad is doing. 🙌 Read his story now via the link in our bio! #SubjectPeriod

36w See translation


64 likes

MAY 14, 2022

Add a comment... Post



45.



UNFPA unfpaturkiye • Following

Kimseyi geride bırakmadan, içinde hep birlikte yaşayabileceğimiz bir için, barışa hemen şimdi ihtiyacımız var.

#BarışÇindeBirlikteYaşamaGünü

\*\*\*

We need to raise our voices for #peace! 🗣️

We need peace now for a that we can live all together without leaving no one behind.

#DayOfLivingTogetherInPeace  
36w See translation

61 likes  
MAY 16, 2022

Add a comment... Post

46.



UNFPA unfpaturkiye • Following

Herkesin eşit şartlarda geçirebilmesi için birlikte mücadele edelim!

#KonumuzAdet

\*\*\*

It's #MenstrualHygieneDay 🌸

Every day, more than 800 million women and girls have periods. However, millions of them cannot access essential resources for healthy and safe periods. Join us to ensure that every person has equal opportunities during their periods!

#SubjectPeriod  
Edited · 34w See translation

295 likes  
MAY 28, 2022

Add a comment... Post

47.



**UNFPA** unfpaturkiye • Following

Women have periods for almost 7 years in total during their lifetime. Millions of women are stigmatized and excluded during their periods. #Menstruation is a natural process. It's not something to be stigmatized, shamed or hidden. Period.

#SubjectPeriod  
34w See translation

nurdinc1991 Ya ben anlamıyorm hayır bunda utanılacak ne var Allaktan gelen birdy bu yani neden böyle saçma salak şeylere takılıyoz ya aklım almıyor yetti artık  
34w Reply See translation

dunyahalidunyamali Ortalama

2,081 views  
MAY 29, 2022

Add a comment... Post

48.



**UNFPA** unfpaturkiye • Following

asia ozur cıleme

\*\*\*

Whether it's mental, physical or emotional, menstruation may hit hard.

#Menstruation is a natural process and it is not something to hide or be ashamed of.

Just listen to your body and emotions and never apologize for being on your period.

34w See translation

zighann Totally!  
33w Reply

398 likes  
MAY 31, 2022

Add a comment... Post

49.



**unfpaturkiye** • Following

gerçekleştirilmeleri için birlikte çalışalım !!  
#ÇocukİşçiliğineSON

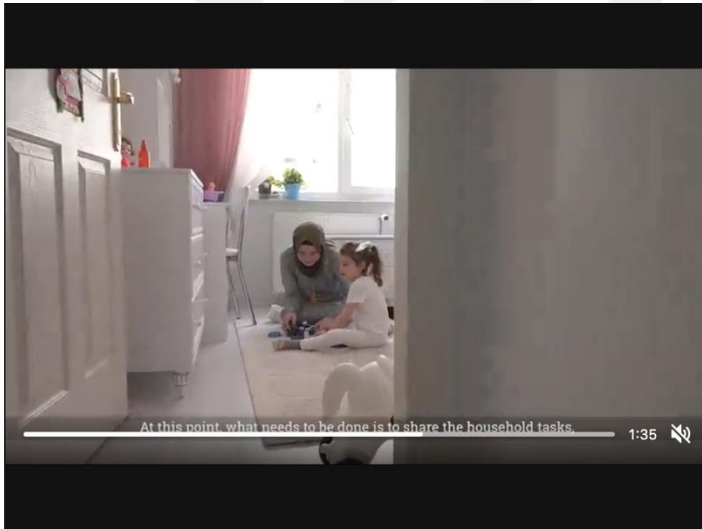
...  
Today, there are 160 million children in #ChildLabour. If we do not act now, the number will rise by 8.9 million by the end of 2022. We need to work together to ensure that all children and young people realize their potential and dreams !!  
#EndChildLabour  
Edited · 32w See translation

**belcimbilgincom**  
32w 4 likes Reply

95 likes  
JUNE 12, 2022

Add a comment... Post

50.



**unfpaturkiye** • Following  
Ankara, Turkey

Ceylan family lives with visual impairment. It is not very easy, yet despite all the difficulties, their disabilities are no barrier to a healthy and happy life. The key is an equal division of tasks.

On this #FathersDay, let's witness the Ceylan family's daily routine together! ❤️  
Edited · 30w See translation

1,804 views  
JUNE 19, 2022

At this point, what needs to be done is to share the household tasks. 1:35

Add a comment... Post



51.



UNFPA unfpaturkiye • Following

yapıyor. Değişimci ayrenlere daha yakından ve daha dikkatli bakalım!

\*\*\*

Words can be weapons and #HateSpeech can lead to devastating consequences in real life !!

By saying #NoToHate ! , we need to take a closer and deeper look at the underlying discriminating expressions in our language, stereotyped norms and popular trends!

@unitednations  
30w See translation

128 likes  
JUNE 24, 2022

Add a comment... Post

52.



UNFPA unfpaturkiye • Following

Sosyal medyada nem de gerçek dünyada dilinizi nefretten arındırın

•

⚠ Words can be as powerful, hurtful and even deadly as weapons.

The Holocaust didn't start with gas chambers. It started with #HateSpeech.

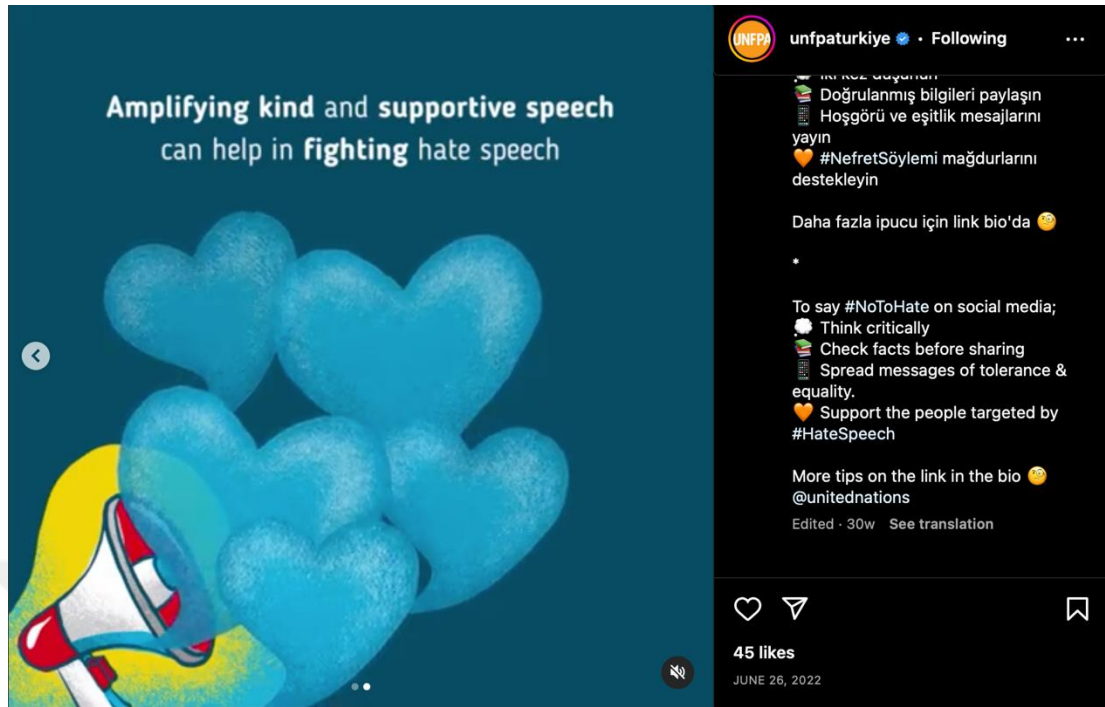
Say #NoToHate by making your social feeds - and real life - a no hate zone 🚫

@unitednations  
30w See translation

47 likes  
JUNE 25, 2022

Add a comment... Post

53.



54.





## Appendix B – C4D Sample Analysis

NO	COMMUNICATIVE GOAL	THEME	METHOD	MAIN VISUAL FORM	VISUAL FORM	LINK
1. Jan 6	To Call to Action	Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CYYjfFlgkBd/">https://www.instagram.com/p/CYYjfFlgkBd/</a>
2. Jan 7	To Share Information	Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CYbJhnptjDL/">https://www.instagram.com/p/CYbJhnptjDL/</a>
3. Jan 8	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Video	Video	<a href="https://www.instagram.com/p/CYdtZx-rBOS/">https://www.instagram.com/p/CYdtZx-rBOS/</a>
4. Jan 11	To Raise awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CYIV9zdIEDM/">https://www.instagram.com/p/CYIV9zdIEDM/</a>
5. Jan 12	To Share Information	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CYn2VO-ghFA/">https://www.instagram.com/p/CYn2VO-ghFA/</a>
6. Jan 14	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph	<a href="https://www.instagram.com/p/CYs-J7iNSAI/">https://www.instagram.com/p/CYs-J7iNSAI/</a>
7. Jan 19	To Raise Awareness	Gender Equality and Women's Empowerment	Artistic Expression	Still Image	Illustration	<a href="https://www.instagram.com/p/CY54YmYtnzo/">https://www.instagram.com/p/CY54YmYtnzo/</a>

8. Jan 20	To Raise Awareness	Gender Equality and Women's Empowerment	Artistic Expression	Still Image	Illustration	<a href="https://www.instagram.com/p/CY8avUMtX9U/">https://www.instagram.com/p/CY8avUMtX9U/</a>
9. Jan 21	To Raise Awareness	Gender Equality and Women's Empowerment	Artistic Expression	Still Image	Illustration	<a href="https://www.instagram.com/p/CY-4ACXt6AV/">https://www.instagram.com/p/CY-4ACXt6AV/</a>
10. Jan 24	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph	<a href="https://www.instagram.com/p/CZG6-hDNn1P/">https://www.instagram.com/p/CZG6-hDNn1P/</a>
11. Jan 25	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph	<a href="https://www.instagram.com/p/CZJSNUmNAME/">https://www.instagram.com/p/CZJSNUmNAME/</a>
12. Jan 26	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Video	Video	<a href="https://www.instagram.com/p/CZMXzo-ND0X/">https://www.instagram.com/p/CZMXzo-ND0X/</a>
13. Feb 7	To Raise Awareness	Gender Equality and Women's Empowerment	Visualization	Still Image	Graphic	<a href="https://www.instagram.com/p/CZrFc2YNLVc/">https://www.instagram.com/p/CZrFc2YNLVc/</a>
14. Feb 8	To Share Information	Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CZtUjRct1L/">https://www.instagram.com/p/CZtUjRct1L/</a>
15. Feb 9	To Raise Awareness	Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CZvw66IAMDx/">https://www.instagram.com/p/CZvw66IAMDx/</a>
16. Feb 11	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CZ1FKHyNsDL/">https://www.instagram.com/p/CZ1FKHyNsDL/</a>
17. Feb 15	To Raise awareness	Gender Equality and Women's Empowerment	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CZ_g-Jbt4NP/">https://www.instagram.com/p/CZ_g-Jbt4NP/</a>



18.	to Raise awareness	Gender Equality and Women's Empowerment	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CaB3gDTtraf/">https://www.instagram.com/p/CaB3gDTtraf/</a>
19.	to raise awareness	Humanitarian Aid	Evoking Empathy	Video	Video	<a href="https://www.instagram.com/p/CarRNfZAO8X/">https://www.instagram.com/p/CarRNfZAO8X/</a>
20.	to raise awareness	Humanitarian Aid	Evoking Empathy	Still Image	photograph with text	<a href="https://www.instagram.com/p/Ca62FzxNTFC/">https://www.instagram.com/p/Ca62FzxNTFC/</a>
21.	to raise awareness	Humanitarian Aid	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/Ca9SIEOtna9/">https://www.instagram.com/p/Ca9SIEOtna9/</a>
22.	to raise awareness	Humanitarian Aid	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CbCcQVKN0_L/">https://www.instagram.com/p/CbCcQVKN0_L/</a>
23.	to raise awareness	Humanitarian Aid	Peer Advocacy	Video	Video	<a href="https://www.instagram.com/p/CbKBhuWghH-/">https://www.instagram.com/p/CbKBhuWghH-/</a>
24.	To Raise Awareness	Other: Reduced Inequalities- Goal 10	Celebrity Advocacy	Video	Video	<a href="https://www.instagram.com/p/Cbrq3AZgRoK/">https://www.instagram.com/p/Cbrq3AZgRoK/</a>
25.	To Raise Awareness	Sexual and Reproductive Health Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/Cb7eYIYtfNM/">https://www.instagram.com/p/Cb7eYIYtfNM/</a>
26.	To Share Information	Sexual and Reproductive Health Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/Cb97HSmt6uf/">https://www.instagram.com/p/Cb97HSmt6uf/</a>

27. April 6	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CcARl9dtQKJ/">https://www.instagram.com/p/CcARl9dtQKJ/</a>
28. April 11	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CcNbFSsIeM/">https://www.instagram.com/p/CcNbFSsIeM/</a>
29. April 12	To Share Information	Sexual and Reproductive Health  Population Dynamics	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CcP79tyoYw9/">https://www.instagram.com/p/CcP79tyoYw9/</a>
30. April 14	To Raise Awareness	Sexual and Reproductive Health  Population Dynamics	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CcU220XoAjR/">https://www.instagram.com/p/CcU220XoAjR/</a>
31. April 15	To Share Information	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CcXawuXOI04/">https://www.instagram.com/p/CcXawuXOI04/</a>
32. April 21	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CcnKS9ItQCq/">https://www.instagram.com/p/CcnKS9ItQCq/</a>
33. April 22	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CcpPq5AI3sG/">https://www.instagram.com/p/CcpPq5AI3sG/</a>

34.	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Video	Video	<a href="https://www.instagram.com/p/Ccw-8naIZrF/">https://www.instagram.com/p/Ccw-8naIZrF/</a>
April 25						
35.	To Share Information	Gender Equality and Women's Empowerment	Visualization	Video	Animated Graphic	<a href="https://www.instagram.com/p/Ccz0wqJIWb/">https://www.instagram.com/p/Ccz0wqJIWb/</a>
April 26						
36.	To Raise Awareness	Gender Equality and Women's Empowerment	Visualization	Still Image	Graphic	<a href="https://www.instagram.com/p/Cc2cSfFoU_0/">https://www.instagram.com/p/Cc2cSfFoU_0/</a>
April 27						
37.	To Share Information	Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/Cc4n1pLoTAw/">https://www.instagram.com/p/Cc4n1pLoTAw/</a>
April 28						
38.	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/Cc7LgK0Nanc/">https://www.instagram.com/p/Cc7LgK0Nanc/</a>
April 29						
39.	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CdK4UYXNN1z/">https://www.instagram.com/p/CdK4UYXNN1z/</a>
May 5						
40.	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CdNNgb5tecy/">https://www.instagram.com/p/CdNNgb5tecy/</a>
May 6						
41.	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CdP7BnENvRY/">https://www.instagram.com/p/CdP7BnENvRY/</a>
May 7						

42. May 12	To Raise Awareness	Gender Equality and Women's Empowerment	Visualization?	Still Image	Graphic	<a href="https://www.instagram.com/p/CdeILzKNaH0/">https://www.instagram.com/p/CdeILzKNaH0/</a>
43. May 12	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Peer Advocacy	Video	Animated Graphic	<a href="https://www.instagram.com/p/CddAb-8tM18/">https://www.instagram.com/p/CddAb-8tM18/</a>
44. May 14	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Peer Advocacy	Video	Animated Graphic	<a href="https://www.instagram.com/p/CdiFE8DtXjn/">https://www.instagram.com/p/CdiFE8DtXjn/</a>
45. May 16	To Call to Action	Other: Peace and Justice Strong institutions	Artistic Expression	Still Image	Illustration	<a href="https://www.instagram.com/p/CdnPoPNy_s/">https://www.instagram.com/p/CdnPoPNy_s/</a>
46. May 28	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CeGDC3-t6wt/">https://www.instagram.com/p/CeGDC3-t6wt/</a>
47. May 29	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Video	Animated Graphic	<a href="https://www.instagram.com/p/CeIpnJCAS4A/">https://www.instagram.com/p/CeIpnJCAS4A/</a>
48. May 31	To Raise Awareness	Sexual and Reproductive Health  Gender Equality and Women's Empowerment	Visualization	Still Image	Textual Infographic	<a href="https://www.instagram.com/p/CeOP2CEA5HC/">https://www.instagram.com/p/CeOP2CEA5HC/</a>

49. June 12	To Raise Awareness	Other: Decent Work and Economic Growth 8.7	Evoking Empathy	Still Image	Photograph	<a href="https://www.instagram.com/p/Cesv3Q_tZ4G/">https://www.instagram.com/p/Cesv3Q_tZ4G/</a>
50. June 19	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Video	Video	<a href="https://www.instagram.com/p/Ce_XXTVtCow/">https://www.instagram.com/p/Ce_XXTVtCow/</a>
51. June 24	To Raise Awareness	Other: Quality Education 4  Peace, Justice and Strong Institutions 16	Visualization	Still Image	Animated Graphic	<a href="https://www.instagram.com/p/CfLyBPYN3BZ/">https://www.instagram.com/p/CfLyBPYN3BZ/</a>
52. June 25	To Raise Awareness	Other: Quality Education 4  Peace, Justice and Strong Institutions 16	Visualization	Video	Animated Graphic	<a href="https://www.instagram.com/p/CfOZL1uNRZa/">https://www.instagram.com/p/CfOZL1uNRZa/</a>
53. June 26	To Raise Awareness	Other: Quality Education 4  Peace, Justice and Strong Institutions 16	Visualization	Still Image	Animated Graphic	<a href="https://www.instagram.com/p/CfQv6ErNc1M/">https://www.instagram.com/p/CfQv6ErNc1M/</a>
54. June 28	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CfVyAcFgf4Q/">https://www.instagram.com/p/CfVyAcFgf4Q/</a>
55. June 29	To Inspire	Gender Equality and Women's Empowerment	Peer Advocacy	Still Image	Photograph with Text	<a href="https://www.instagram.com/p/CfYYCsPgN4l/">https://www.instagram.com/p/CfYYCsPgN4l/</a>