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# PUBLIC ADVOCACY FOR CHILDREN'S RIGHTS: A Step-by-Step Guide for Preparing an Action Plan



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## ABBREVIATIONS

<b>EU</b>	European Union
<b>MoFSS</b>	Ministry of Family and Social Services
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nations Convention of the Rights of the Child
<b>CCISD</b>	Communication, Coordination and Information Sharing Document
<b>MoLSS</b>	Ministry of Family and Social Services
<b>WHO</b>	World Health Organization
<b>SCIU</b>	International Save the Children Union
<b>CSO</b>	Civil Society Organization
<b>UNICEF</b>	United Nations Children's Fund

## PREFACE



The Ministry of Family and Social Services (MoFSS) and the Ministry of Labour and Social Security (MoLSS) are pleased to present this **Step-by-Step Guide to Public Advocacy Planning**, designed to support and strengthen public awareness of children's rights in Türkiye, especially awareness regarding child protection, child labour, access to education, early marriage, child abuse and violence.

With responsibility for leading Türkiye's alignment with the United Nations Convention on the Rights of the Child (UNCRC), the MoFSS has intensified efforts to foster greater public-civil society cooperation between public authorities and civil society organisations (CSOs) within the scope of the "**Technical Assistance for the Support for Children's Rights in Türkiye**" Project. The project adopts a child-centred, rights-based and inclusive approach to improve standards of care services for children and combat child labour in the child's best interests. The project also supports the MoFSS and MoLSS to implement holistic rights-based policies for the benefit of children in Türkiye in line with the national children's rights strategy and action plan, the UNCRC, and the EU Guidelines for the Promotion and Protection of the Rights of the Child.

The project aims to enhance the public advocacy and awareness-raising capacity of the MoFSS and MoLSS, and support CSOs to strengthen their own. In addition, it aims to strengthen the MoFSS' relationship and foster cooperation with CSOs specialising in children's rights.

This guide is designed to contribute to building the capacity of CSO to raise public awareness, monitor protection and care services for children under vulnerable conditions, and advocate for children's rights with relevant public institutions. It is a tool all organisations and institutions can use to plan public advocacy campaigns. It offers a systematic, evidence-based, result-oriented and context-adopted approach to public advocacy planning. The Guide provides detailed steps and tools for developing and implementing advocacy and awareness-raising activities. It discusses cross-cutting needs, such as monitoring and evaluation, knowledge management, risk management, relationship and partnership building, and working with children and young people.


The second part of this guide includes an awareness-raising strategy. This strategy is a roadmap for the design and implementation of communication activities in the scope of the project with a view on improving its stakeholders' capacities in advocacy, coordination, collaboration and information sharing. The awareness raising strategy is based on the principles of behavioural change and social transformation.



It provides an outline of persuasive, evidence based, solution-oriented and measurable interventions that would lead to positive behavioural change among target groups including decision-makers, CSOs and the general public.

This guide as well as the awareness-raising strategy is also interlinked with the “Communication, Coordination and Information Sharing Document” (CCISD) prepared in the scope of the project. The CCISD offers essential recommendations to strengthen the inter-and intra-institutional coordination, communication and information sharing in the four focus areas of children's rights and, thus, to contribute to the more efficient implementation of children's rights in Türkiye. The practical tools in this guide and the communication strategy are prepared in line with CCISD and address communication, coordination and collaboration in a single framework.

Last but not least, the Step-by-Step Guide to Public Advocacy Planning and the awareness raising strategy are both dynamic documents. They will be used for different purposes of the project in project events and printed and audio-visual tools produced in the scope of the project within the life cycle of the project. They will accordingly be subject to revision and/or updates as needed.



Ensuring the welfare of children in Türkiye depends on the heightened awareness of citizens, organisations and institutions. The MoFSS and MoLSS believe that increased cooperation between CSOs and public authorities is essential to addressing the challenges faced by children in Türkiye.

We hope this Guide facilitates more effective information exchange, consultation and joint initiatives for public advocacy on children's rights.





## BACKGROUND


### Global History of Children's Rights Advocacy

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The Children's Rights Movement, which began in the early part of the last century and continues to the present day, is a collaborative effort of international bodies, governments, civil society organisations (CSO), academics, lawyers, lawmakers and judges to ensure the protection and rights of children.

The movement began in response to the employment of children during the Industrial Revolution. Social reformers mounted vigorous public advocacy campaigns against this practice that resulted in changes in laws and protections for children.

The concept of children having certain rights is relatively new. The first formal Charter to set out children's rights was drafted by British social reformer Eglantyne Jebb, founder of Save the Children. Her efforts led to the adoption of a manifesto called the World Child Welfare Charter, adopted by the International Save the Children Union (SCIU) and endorsed by the League of Nations General Assembly in 1924.



The SCIU persuaded the United Nations (UN) to support an expanded version of this Charter in 1959 called the Declaration of the Rights of the Child. In 1990 the UN Convention on the Rights of the Child (UNCRC) was adopted as a human rights treaty setting out children's civil, political, economic, social, health and cultural rights. One hundred and ninety-six countries are party to the Convention, including every member of the UN except the United States. The UN has since adopted three optional protocols restricting the involvement of children in military conflicts; prohibiting the sale of children, child prostitution and child pornography; and the communication of complaints. Additional optional protocols have been introduced to protect children from marketing tobacco, alcohol, formula milk, sugar-sweetened beverages, gambling, potentially damaging social media, the inappropriate use of personal data, and the right to education.

Civil society organisations played a critical role in the development and passage of UNCRC. Beginning in 1978, CSO efforts led to the establishment of the Non-Governmental Organization (NGO) Ad Hoc Group. CSOs presented testimony and joined task forces of the Commission on Human Rights, the body established to draft the Convention by the UN's Economic and Social Council. The UNCRC became the first international treaty to include civil society in its legal provisions. Through the reporting process to the Committee on the Rights of the Child, CSOs coalitions have prepared alternative reports on UNCRC implementation and monitored the implementation of the Committee's recommendations.

## Working for the implementation of children's rights in Türkiye

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Türkiye ratified the UNCRC in 1994, thus committing itself to adopting required legal and administrative measures to protect all children's rights. It became a party to the three optional protocols in 2002, 2003 and 2017, respectively. Türkiye's Constitution stipulates that every child has the right to protection and care and maintain a personal and direct relationship with their mother and father unless contrary to their interests. Furthermore, the Constitution calls for positive discrimination for the welfare of children and other at-risk groups.

Türkiye updated its Civil Code in 2002 and adopted the Child Protection Law in 2005 in line with the UNCRC. Parliament passed new laws on criminal procedure, social services, protection of the family, and prevention of violence against women. The Presidency, MoFSS and MoLSS and other agencies have adopted Action Plans articulating policies and measures for the promotion of children's rights in such areas as child labour, combatting child, early and forced marriage and protection of children, significantly girls. Collectively these actions have helped lead Türkiye towards complete alignment.

### Outlook

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Worldwide and in Türkiye, CSOs are working to strengthen the implementation of children's rights, improve preventive and protection services, and advocate for better laws regulations, policies and practices related to child labour, victims of all forms of violence including sexual abuse, and exploitation, children with disabilities, early marriage, migrant and refugee children, children in conflicts and wars. CSOs are building organisational and human resource capacities to provide front-line support, raise public awareness, mobilise volunteers, collect data, build partnerships, and lead research and monitoring. Collaborations between CSOs, public authorities and the private sector are increasing.

## WHAT IS PUBLIC ADVOCACY?

**Public advocacy is an organised effort to increase the public's knowledge and understanding of chronic social or economic problems in ways that influence their attitudes and motivate them to action.** Such an organised effort is called a campaign – a coordinated series of activities implemented within a particular time frame to **create a change in awareness.**

Public advocacy campaigns enlighten, inspire and empower. They draw attention to harmful conditions that impact health, welfare, safety and rights. They reveal injustice, give voice to grievances, and help people make informed decisions to protect themselves and their loved ones. They fill gaps in information and knowledge in ways that engender empathy and recognition of everyday challenges. Campaigns promote solutions, viable pathways for mitigating risks and improving conditions that encourage people to get involved. Campaigns allow people and institutions to work together, often forming enduring partnerships and networks. In this way, campaigns help mainstream new ideas and lead to changes in law, policy, services and practices.

CSOs, private sector companies, international bodies and public authorities lead public advocacy campaigns that take different forms and involve diverse activities. While there is no one-size-fits-all formula, all campaigns need thoughtful planning.

The following chapters provide step-by-step instructions for preparing a public advocacy campaign action plan.



- The process begins by assessing the CSO's readiness for campaigning in terms of organisational capacity.
- Next, the CSO makes critical decisions on the main building blocks of the campaign's structure: a subject for public awareness, target audience, goal and communication activities.
- The design or construction of the campaign in phases follows.
- The final steps include determining financial and human resource needs, assessing risks, designing a monitoring mechanism and preparing a written plan document.

## STEP ONE: ADVOCACY CAPACITY SELF-ASSESSMENT

Public advocacy planning should begin with an assessment of organisational capacity; in other words, the readiness of the CSO to implement an effective campaign. Its credibility, trustworthiness and core competencies all influence the campaign's scope and characteristics. A CSO that understands its capacity is in a stronger position to design a realistic and impactful campaign.

The capacity areas that most influence an organisation's readiness include:

- **Clear Mission and Strategy.** Does the CSO present a clear mission statement? Does the CSO specialise in a specific area of children's rights? Does it offer a viable strategy, a rational, logical and realistic pathway for improving the lives and rights of children under vulnerable conditions?
- **Public Perception.** How well is the CSO regarded? How is it perceived by stakeholders, potential target audiences and the general public? Is the organisation transparent about its aims, leadership, finances, funding sources, programmes and activities? Is this information posted on the CSO's website or other social media channels?
- **Leadership.** Who are the members of the board of directors and senior staff? Does the CSO's website list their names, provide background information, and describe their roles, responsibilities, and areas of knowledge or expertise?
- **Accomplishments.** When was the CSO established? What progress has it made toward achieving its mission? In what ways has it contributed to improving the rights of children? Can the public access this information through the website or social media?
- **Experience and Know How.** Does the CSO have the experience and know-how to carry out its mission? Does it have the skill set and competencies to carry out an awareness advocacy campaign? Has the organisation conducted similar campaigns in the past? Did the campaign succeed? Do experts advise the organisation on strategy, programming, services and activities? Who are they? Are they volunteer advisors, paid consultants or partners? How are they involved?
- **Human Resources.** How many people does the organisation employ in programme and administrative positions? Who are they, and what are their roles and responsibilities? Do they have the experience and skills to carry out public awareness activities?



How many staff specialise or work exclusively on public advocacy functions such as communications, content development, social media management and activity organisation?

- **Financial Resources.** What is the CSO's annual budget? How much of the budget is dedicated to communications, social media, advocacy and awareness raising? How much can the organisation commit to the proposed awareness advocacy campaign? Who funds the CSO? Can additional funds be secured in time if needed?
- **Rights-Based Approach.** Does the CSO carry out activities with a rights-based approach? Do children play an active role in the planning and implementation of activities? Is the organisation accountable to stakeholders? Does it have policies to ensure equal treatment and non-discrimination? Is the CSO current with all legal obligations? Does the organisation have a conflict of interest policy?
- **Quality.** Are programmes and activities implemented to a good standard of quality? Does the CSO share accurate and objective information? Does it have a system for setting performance standards, monitoring progress and evaluating results?
- **Communication Platforms.** What channels does the CSO use to communicate with volunteers, members, donors, beneficiaries and other stakeholders, and the public? Does the organisation have a strong presence on social media? On which channels? How many people does it reach and engage monthly? What is the size of its social media following? How many people visit the CSO's website? When they visit the site, how long do they stay?
- **Community Reach.** How many people can the organisation communicate with through email, SMS, WhatsApp or other similar channels? Does the CSO maintain a database of names and contact information for members, volunteers, donors, activity participants, newsletters recipients, media and others? How many people are on the database? Is the contact information current? How many volunteers does the CSO regularly mobilise? What is the frequency of communication with people on the database?
- **Networks and Partnerships.** Is the CSO a member of local, national, regional or global networks? If so, which ones? Does it actively participate? Does it serve on any working committees or hold leadership positions? Does the CSO partner or collaborate with other organisations and institutions to implement its programmes? If so, with whom and for what purpose?

- **Inclusion and participation of children and youth.** How many volunteers are supporting the work of the CSO? Are there children and young people involved in membership, leadership, decision-making process etc.?
- **Child safeguarding.** Are there child safeguarding policies in place and is training and supervision provided for all those working in the organisation and/or participating in any related activities? A child-right based advocacy includes the awareness-raising activity about safeguarding. Safeguarding is fundamental to and promoting the welfare and well-being of every child. CSOs working on the implementation of child rights and advocacy should also provide during their activities modeling of good practices, ensuring that everyone working directly or indirectly with children are aware of their duties concerning safeguarding, providing the needed protection for children both in their own activities and as part of their advocacy activities. This includes the incorporation of safeguarding policy, preparation and ongoing support to all working in the organisation and by signing the safeguarding policy acknowledging it and be accountable.

## Exercise

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Form a **Campaign Planning Committee** consisting of board members, professional staff, essential volunteers and members, partners and advisors or others vital to the planning process. Conduct a capacity self-assessment by following the steps below and recording the results in the **Capacity Self-Assessment Worksheet**:

1. Assess each capacity area by answering the questions listed above. Examine your strengths and weaknesses. Identify opportunities and threats. In column 1 of the Capacity Self-Assessment Worksheet, briefly describe the **current status** of each capacity area.
2. Based on the current status, **rate your capacity** as low, medium or high in column 2.
3. **Discuss ways you can leverage high-capacity areas** in support of the campaign. Insert conclusions in column 3.
4. **Explore ways you can improve medium-ranked areas** before launching the campaign. Insert conclusions in column 4.
5. Now discuss **low-capacity areas**. What can you do to **strengthen** them before launching the campaign? If no change is possible in the short term, assess the risks to the campaign. What actions can you take to mitigate the risks? Insert conclusions in column 5.

6. Now discuss these findings until you agree on the organisation’s overall readiness. List the actions you will take to enhance capacity before starting the campaign, assign responsibility and set deadlines.

Capacity Self-Assessment Worksheet					
Capacity Areas for Public Advocacy	Description of current capacity	Capacity Rating: Low, Medium or High	Ways to Leverage High-Capacity Areas	Actions for Improving Capacity before Campaign Start	Risks and Mitigating Actions for Low Capacity Areas
Mission & Strategy					
Public Perception					
Leadership					
Accomplishments					
Experience and Know How					
Human Resources					
Financial Resources					
Rights-Based Approach					
Quality					
Communication Platforms					
Database					
Networks & Platforms					

## STEP TWO: DETERMINE THE SUBJECT FOR PUBLIC ADVOCACY

Advocacy campaigns should not be confused with public relations or promotional campaigns. The subject of public awareness advocacy is not the CSO or its mission. The issue is the problem or need preventing children from realising their rights, hopes and dreams. The CSO is the organiser of the campaign, not its focus.

**Three factors determine the design of a public advocacy campaign and its activities:**

### Subject

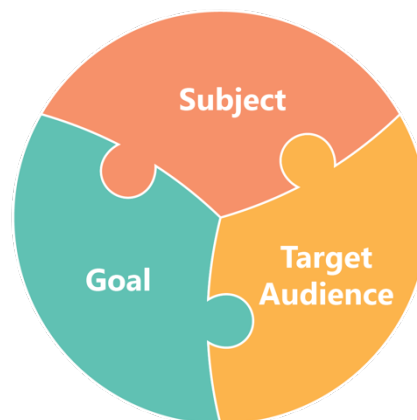
What is the subject of the public advocacy campaign? In other words, what is the problem or need that requires more public awareness?

### Target Audience

Who is the target audience for public advocacy? In other words, whose awareness needs improving?

### Goal

What is the goal of the campaign? In other words, what change in the target audience's awareness will the campaign create?



**This chapter includes an exercise on how to define the campaign's subject.** Later chapters discuss how to determine the target audience and goal.

**The campaign subject should be a narrowly defined problem or need.**

Topics such as protecting children's rights, fighting child labour or preventing child marriage are too broad, complex and impractical for a local or national level organisation to manage.

**Focus on a single aspect of a larger problem or need, a root cause, misinformation, new development or imminent threat.** The more narrow the focus, the more likely the campaign will succeed in raising awareness.



## Exercise

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Reconvene your **Campaign Planning Committee**. Follow these steps to determine the subject of your public awareness advocacy campaign.

*Materials needed for this exercise: Different post-its, markers and a White Board.*

1. Ask committee members to **brainstorm a list of possible subjects**. Instruct each member to identify three topics (one per Post-It). Invite members to present their ideas at the WhiteBoard and discuss the rationale for proposing these topics.
2. Once everyone has presented, discuss each idea. **Why is it necessary to raise awareness on these topics now? How is this topic important to our organisation's mission?** Review the advantages and disadvantages of each until members reach an agreement on the ideal subject for the campaign.
3. **Now work to narrow the subject**. Break down the issue into different parts. Examine them from different perspectives and dimensions. Given the current social, economic and political context and the particular challenges children face, which aspect of the subject is most relevant or urgent? **Reach consensus on a one-sentence definition of the subject**. If you find this difficult, look for ways to narrow the subject further.
4. The next step is to **investigate the subject by researching and consulting with experts**. Collect information and data you can use to answer the following questions:
  - How will increasing awareness improve children's welfare and their rights?
  - What are the risks of not raising awareness?
  - What does the public already know? What does the public not know?
  - Whose awareness needs to be raised?
5. When you have pulled together this background information and data, reconvene the Planning Committee. Discuss the findings and reach a consensus on the answers to the questions above. Present these answers in a **Public Advocacy Subject Brief**, as shown below. A brief is a 1-2 page internal document describing the topic and rationale for public advocacy. You will use this document to define the target audience, goal and communication activities.

“

**Public Advocacy Subject Brief *Template***

Subject of the Campaign

Public Perceptions of the Subject

Current Level of Awareness of this Subject and Needs for Improvement

Impact of Raising Awareness of the Subject on the Welfare of Children and their Rights

Risks of Not Raising Awareness of the Subject

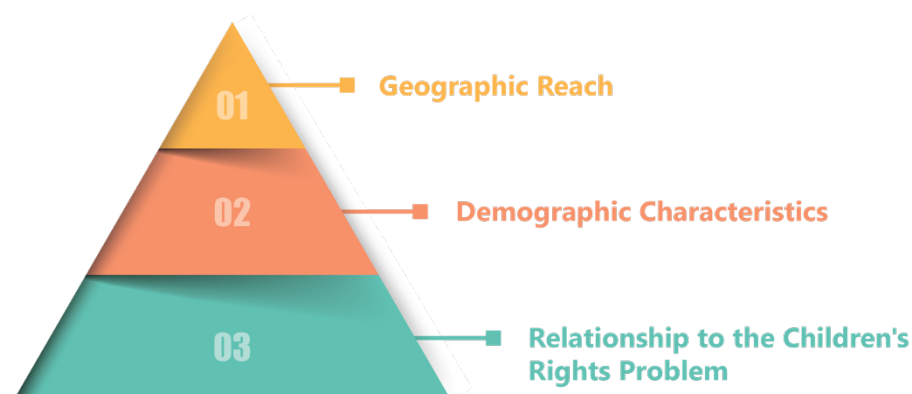
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## STEP THREE: DEFINE THE CAMPAIGN'S TARGET AUDIENCE

**A target audience for public advocacy is a group of people with shared demographics, characteristics or behaviours whose awareness the campaign aims to improve.**

When children are healthy and vibrant, and their rights are respected and protected, everyone in society gains. So it's fair to argue that all of society is the potential target audience for a public advocacy campaign on children's rights. Since CSOs have limited resources and capacity, raising the awareness of millions of people in a single drive is unrealistic. **CSOs with limited advocacy capacity and experience should focus on one well-defined group.** As experience is gained, multiple audiences can be the target of future campaigns.

**Consider these three factors when defining the target audience.**



### Geographic Reach

Does the CSO's organisational capacity allow it to reach audiences beyond the immediate neighbourhood, city, province, region or national border?

### Demographics

What demographic characteristics are common to the potential target audience: gender, age, occupation, education level, background and political perspectives? Do they share a common space – for example, a workplace, apartment building, university or school, sports centre, etc.? Or a shared set of interests such as music, sports or hobbies?

## Receptivity

The more directly the target audience is affected by the campaign's subject, and the more directly they benefit if the problem is solved, the more receptive they will be to awareness raising. On the other hand, groups that cause or contribute to the issue directly or indirectly are more likely to resist.

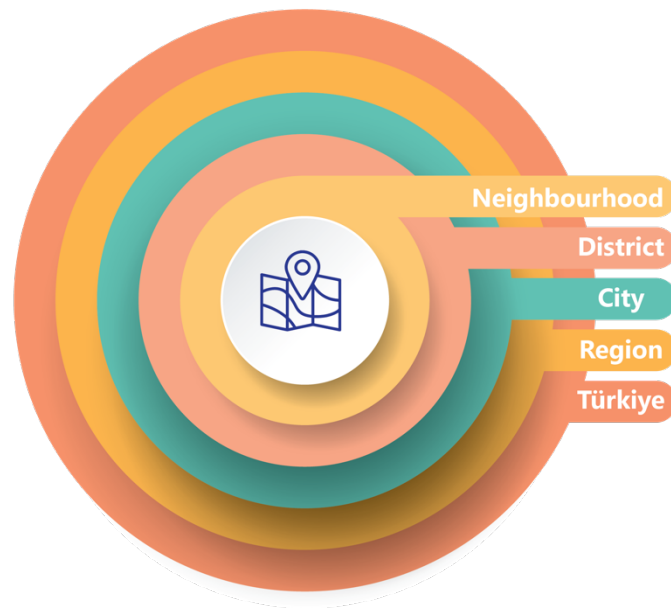
## Exercise

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**Pull together your Campaign Planning Committee** and follow these steps.

*Materials needed for this exercise: WhiteBoard or flip-chart and markers.*

- 1. Determine the geographic scope of your campaign.** Do you have the capacity to reach target audiences beyond the immediate neighbourhood, district, city, region and at national level? Select the geographic scope that best matches your financial and human resources status, membership size, social media presence, etc.



2. Based on the Public Advocacy Subject you prepared in the previous chapter, **brainstorm a list of groups whose awareness you want to raise.**
3. Prepare a **profile of each group** by answering the following questions:
  - What **characteristics** do these groups share, such as demographics, occupation, work, interests, space or other qualities?
  - How **many people** are in the group within the selected geographic scope?
  - What is the group's **relationship** to the campaign subject? To what extent are they directly impacted? In what ways?
  - Will they be **receptive or resistant** to awareness-raising?
  - Why is it **essential** to raise their awareness?
  - How will raising their awareness **impact** the larger problem?
4. Carefully review and discuss each profile. Consider the **advantages and disadvantages of each group**. Select the group everyone on the Committee agrees is **the ideal target audience for the campaign**. Prepare a **one-sentence description**, using the sidebar to the right as a guide.
5. Finally, **research the target audience** to understand them better and avoid making assumptions that could lead you astray. Use your contacts in the community to reach group members and help you gather information. Invite group members for informal discussions over tea or send a survey through an email or WhatsApp group. Consider conducting in-depth interviews. Pursue these lines of inquiry:
  - What is the target audience's current level of awareness? In other words, what is the campaign's starting point?

### Target Audience Example Description:

“ **Poor:** Youth in Türkiye

**Better:** Youth living in Ordu

**Much Better:** Students studying at Ordu University ”

**Best:** 1,231 students majoring in psychology at Ordu University

- What does the target audience understand about the subject? What are their perceptions? What do and don't they know? In other words, what is the public awareness deficit you need to close?
  - What are their interests, questions and concerns about the subject? How would their lives improve by solving the problem? In what ways would they benefit?
  - What change do you want to create in their understanding of the problem?
  - What are the target audience's communication preferences – are they viewers or readers? Do they like television, radio, newspapers, podcasts, social media, events or direct contact? If they use social media, what platforms do they use, and how active are they?
  - What is their perception of your organisation? Have you had any previous contact? If so, was it positive or negative? Do you have working relationships with influential peers within the group? If so, who?
6. Use the results of exercise steps 3-5 in this chapter to prepare a one to two-page **Target Audience Brief**.

“

### Public Advocacy Campaign Target Audience Brief Template

Target Audience

Reasons for Selection

Change in Awareness

Target Audiences Needs and Incentives

Communication Preferences and Habits

Social Media Preferences and Habits

”

## STEP FOUR: DEFINE THE CAMPAIGN GOAL

A public advocacy goal describes an idea of the future or the desired result the CSO commits to achieve by a specific date through the campaign.

Goals bring focus and provide the means to measure the campaign's progress against a fixed endpoint or benchmark. When achieved, goals are rewarding and motivate organisations to do more and better. Achieved goals attract supporters, funders, partners and media coverage and strengthen the CSO's credibility and trustworthiness.

Goals that produce these benefits are called SMART goals<sup>1</sup>. A SMART goal is:



<sup>1</sup> SMART is a method for defining a goal developed by George T. Doran, a consultant and Former Director of Corporate Planning for Washington Water Power Company in the United States. The acronym SMART stands for Specific, Measurable, Achievable, Relevant, Time Bound.

The table below shows how to craft a strong goal statement using SMART guidelines.

Weak Goal Statement Example	SMART Guidelines		Strong Goal Statement Example
We will raise the awareness of young people in Ordu.	Specific	We will raise the awareness of students studying psychology at Ordu University.	In twelve months, from May 2023 to April 2024, We will increase the awareness of 35 per cent of psychology students at Ordu University on ways they can detect potential cases through workshops, videos and Clubhouse events. This effort will contribute to preparing the next generation of therapists to protect at-risk children.
	Measurable	We will raise the awareness of 35 per cent of students majoring in psychology at Ordu University.	
	Achievable	We will make 35 per cent of psychology students aware of ways to detect child abuse through workshops, videos and Clubhouse events.	
	Relevant	Raising the awareness of future therapists will enable them to intervene in at-risk cases.	
	Time-bound	The campaign will run for 12 months, from May 2023 to April 2024	

## Exercise

Convene the Advocacy Planning Committee and follow these steps to define your campaign's goal:

*Materials needed for this exercise: White Board or flipchart, markers and Post-its.*

1. Write your **subject and the target audience** at the top of a flip chart or White Board.
2. Brainstorm a list of **changes you want to create in the target audience's awareness**. Discuss each idea and explore the advantages and disadvantages. Assess how much time and effort it will take to succeed. Reach consensus and **prepare the first draft of your goal statement**.
3. Determine whether the first draft is SMART. Use the table below to identify ways to strengthen the statement.



**Draft Goal Statement:**

SMART Criteria	Proposed Revisions
Is the goal precise with no room for interpretation? If not, how can we make it more specific?	
Is it quantifiable, allowing for tracking and measuring progress? If not, what improvements are needed?	
Is the goal achievable, given our resources and capacity? If not, how can increase we make the goal more realistic?	
Does the statement explain how achieving the goal will improve children’s welfare and rights?	
Does the goal statement time-bound? If not, what are the start and end dates of the public awareness campaign?	
<b>Final Goal Statement:</b>	

## STEP FIVE: MASS COMMUNICATION ACTIVITIES

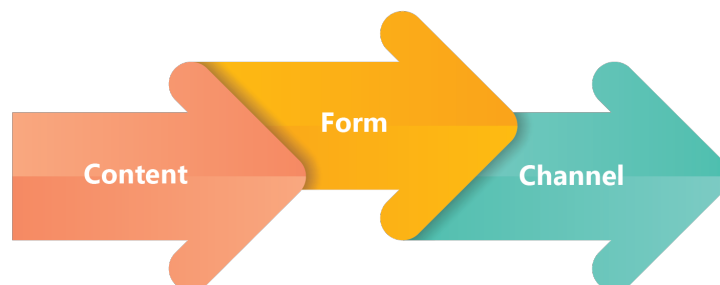
Advocacy campaigns use a variety of communication activities to improve the target audience's awareness, including:

- Mass communication activities
- Person-to-person outreach activities
- Involvement activities

This chapter covers mass communication activities.

**Mass communication activities transmit information and knowledge in various forms using delivery channels that reach many people.** This type of communication activity is considered "impersonal" because communications are directed at the target audience as a group, not customised to individual members.

Through mass communication, a CSO can reach many people simultaneously. Three components comprise mass communication activities: content, form and delivery channel.



**Content is information and knowledge presented in facts and figures, ideas and opinions, symbols, visuals and messages.** Content stimulates the process of understanding through thought, experience and the senses.

- **Information is structured, organised and processed data presented within a context.** Context makes the information relevant and valuable to the target audience. Data are raw facts and figures concerning people, places or other topics, expressed in numbers, letters or symbols.
- **Knowledge is familiarity and awareness of a person, place, events, ideas, issues, or ways of doing things.** The target audience acquires this knowledge through activities that foster learning, perception or discovery.

- **Symbols, visuals, and messages incentivise and motivate the target audience.** They bring the problem to life and speak to the audience's unique needs and interests. They trigger rational and emotional reactions that help connect the target group to the subject or problem.

**Content is designed and produced in various forms or outputs and distributed through mass channels.**

#### Content Forms

Graphic or text posts, reels, film and videos, brochures, reports, books, flyers, posters, advertisements, cartoons, drawings and illustrations, articles, blog posts, email messages, newsletters, presentations and slides, photos, song lyrics, games, memes, infographics, infotainment, GIFs and much more.

#### Delivery Channels

Social media, television and radio, signage, billboards, newspapers, websites, blogs, podcasts, streaming channels, applications like SMS WhatsApp, Zoom and Mailchimp among many others.

**To get started, consider these best practices for content creation and production.**

- **Customise.** What works for university students may not work for older people. Information suited to owners of large companies may not serve small business owners. Match the content to the target audience's interests, preferences and habits.
- **Let content determine form and delivery channels.** Different channels suit different kinds of content. For example, Instagram is ideal for high-quality photos or reels but not for lengthy reports. Research findings are best suited for a long report or documentary film.
- **Be original.** Produce uniquely useful, interesting, appealing, entertaining or emotionally evocative content. Look for ways to address the subject through a new angle or unique perspective. Be thought-provoking. Bring value to the target audience's understanding of the issue.
- **Be concise.** Create content that is simple and easy to follow. Use plain language. Speak in an active voice and avoid jargon. When publishing a detailed report, remember that people skim headlines and read the executive summary and conclusion, not the whole report.

Use simple sentence structures, strong headlines and bullet points with lots of white space. Create lists, tables and other graphics to make complex information understandable. If it's a video, keep it under three minutes.

If it's a blog, shoot for 400-1000 words. If it's a tweet, use a limited number of hashtags and include an image or preview.

- **Produce to a high-quality standard.** Think through the design and rely on experts, including copywriters, videographers, photographers and graphic designers. Ensure images are clear and colours are radiant.

Use correct spelling, punctuation, and grammar for text. Write and speak with an active voice. Make sure the content is accurate and sourced.

- **Curate and choreograph.** Pace the delivery of content. Avoid delivering all the content at once. Produce information in different formats that complement and lead one to the next. Not all content needs to be shared everywhere. And not all content is suitable for every social media platform.
- **Emotional content outperforms purely factual content.** It's human to be interested in other humans. Content that evokes emotion is generally more impactful because it is more memorable. Share stories and feature real people. Put a face on the issue. Help the target audience connect to deeper issues and go beyond telling to showing.
- **More visuals, less text.** Visuals are stimulating and help people absorb information. Consider the tactics of today's leading social media channels. Tweets that include visual content are three times more likely to get engagement<sup>2</sup>. LinkedIn posts with images have a 98% higher comment rate on average<sup>3</sup>. Facebook photos get more engagement than links, videos or text-based updates; they account for 93% of the most engaging posts<sup>4</sup>. Reels receive 22% more engagement than regular Instagram video posts on Instagram<sup>5</sup>.



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<sup>2</sup> <https://business.twitter.com/en/blog/7-tips-creating-engaging-content-every-day.html#:~:text=People%20are%20three%20times%20more,feed%20and%20encourages%20deeper%20engagem>



<sup>3</sup> [https://business.linkedin.com/content/dam/business/marketing-solutions/global/en\\_US/site/subsites/content-marketing/pdf/linkedin-15-tips-company-updates-infographic\\_us\\_en\\_130612.pdf](https://business.linkedin.com/content/dam/business/marketing-solutions/global/en_US/site/subsites/content-marketing/pdf/linkedin-15-tips-company-updates-infographic_us_en_130612.pdf)

<sup>4</sup> on Facebook. [best. fastcompany.com/3022301/7-powerful-facebook-statistics-you-should-know-about#:~:text=Not%20only%20do%20photo%20posts,links%20than%20text-based%20post](https://www.fastcompany.com/3022301/7-powerful-facebook-statistics-you-should-know-about#:~:text=Not%20only%20do%20photo%20posts,links%20than%20text-based%20post)

<sup>5</sup> [Influencermarketinghub.com/instagram-reels-stats/#:~:text=Instagram%20Reels%20has%20gotten%20NBA,their%20TikTok%20content%20on%20Reels.](https://influencermarketinghub.com/instagram-reels-stats/#:~:text=Instagram%20Reels%20has%20gotten%20NBA,their%20TikTok%20content%20on%20Reels.)



Before planning or launching activities, learn as much as possible about producing good quality, impactful content. Be sure to familiarise yourself with each delivery channel's trends and technical requirements, especially social media. Social media activities require considerable technical knowledge, expertise, and significant human resources to constantly feed channels with content, meet standards, arrange paid advertising, monitor performance, and comply with privacy laws. It's crucial to follow global and in-country trends to stay relevant. Links to resources for mastering social media channels are available at the end of this guidebook, along with resources on preparing videos, infographics and other content forms.



## STEP SIX: PERSON-TO-PERSON OUTREACH ACTIVITIES

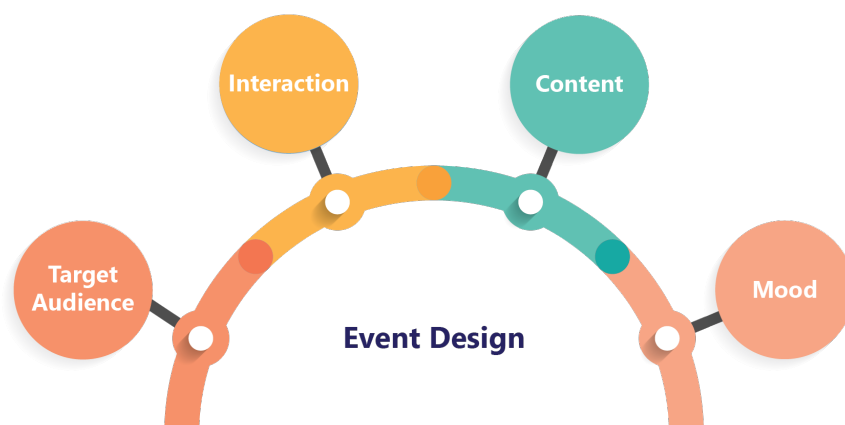
Although social media and other mass forms of communication dominate how information is shared and received in today's world, person-to-person activities are also impactful ways of sharing information and knowledge. CSOs should incorporate mass and person-to-person activities in campaign plans, including events and face-to-face contact.

### Events

**Events are a means of bringing people together at a specific time for a particular purpose in a physical, virtual or hybrid space.** Events can take different forms, including roundtable discussions, panels, seminars, workshops, conferences, street fairs, concerts, and art exhibitions. They can vary in size from accommodating small or large groups of people.

Events should entice the target audience to attend. The benefits of participating should be apparent and widely promoted; for example, the opportunity to learn something new, gain insight, listen to a famous speaker, make new connections, celebrate, create or experience something new or different. While mass communication activities address the entire target audience, events allow for tailored communications with smaller group segments, for example, younger members or particular organisations or leaders from within the audience.

**Here are the four factors that influence event design: target audience, content, mood and level of participant interaction.**



- **Target audiences are attracted to different types of events.** Always consider the audience's interests, habits and preferences when selecting the event type.

- **Events are delivery mechanisms for face-to-face communications.** Different events suit different content. For example, a one-hour briefing event is ideal for communicating facts and figures related to new development. If the aim is to help teachers identify at-risk children, a workshop event will serve the purpose. A gala event celebrating change makers and featuring videos is an excellent way to share success stories.
- **Events can rouse different moods and experiences.** Event branding, colour scheme, venue selection, staging, seating arrangements, speakers and presenters, activities, visuals, and audio are props used to create a tone and mood that is inspiring, sad, serious, intense, alarming, celebratory, intense, joyful or fun.
- **Interactive events encourage face-to-face contact among participants.** Interaction facilitates exploration, exchanging of ideas, networking and human connection – all critical features of how people experience, learn, absorb and remember. – all critical features of how people experience, learn, absorb and remember. Incorporate elements that enable interaction, for example, break-out rooms, exercises and games.

**Events should be thoughtfully choreographed and carefully produced with great attention to detail and logistics no matter their purpose, type or size.** Here are some of the factors to consider:

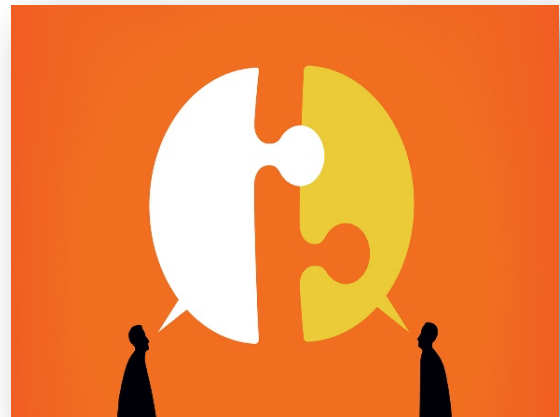
- **Promotion.** Implement appropriate promotional activities and use different invitation methods to attract the target audience.
- **Technology.** Determine what technology support is needed. Virtual or hybrid events require extensive support, know-how and software applications.
- **Budget.** Events can be costly, especially if they involve travel, overnight accommodations and food and beverage service. Before securing venues and speakers or announcing event plans, prepare a detailed and realistic budget
- **Access, Health and Safety.** Plans should ensure the event complies with public health and safety regulations and is accessible to people with disabilities.

- **Human Resources.** Event production requires many people with precise assignments. Human resources are needed to support planning and budgeting, program design, speaker recruitment and preparation, production of visibility materials, distribution of invitations, tracking RSVPs, securing and preparing a venue, participant registration, travel, hotel and food and beverage arrangements, technical support and so on. Determine whether sufficient human resources can be mobilised before making public commitments.

## Face-to-Face Contact



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Face-to-face contact is a means of approaching people where they work, study, live or recreate. The purpose is to engage target group members in a one-on-one or small group conversation about the issue, share information and convey messages that raise awareness. Here are some examples:




- A private visit with a target audience member in their home or office
- Meeting up at a campus student centre or park
- Having coffee or tea at a local café or sharing a meal at a local restaurant
- Touring a gallery together or watching children play at the local park
- Meeting after a lecture
- Visiting at a place of business or university where they teach
- Taking a walk
- A small gathering of neighbours or co-workers in a familiar location such as a living room, garden or office conference room





While purposeful and intentional, contact in this format is typically less structured, designed to stimulate experience sharing, storytelling and the free flow of opinions and ideas in more casual and familiar settings. Face-to-face conversations allow for more personal exchanges and discussion of how the problem impacts them and their loved ones. When leading these conversations:

- Be personable but not invasive
- Ask questions without being overbearing.
- Be persuasive but not overconfident
- Let the audience member do most of the talking
- Listen intently and respond to questions thoroughly
- Come prepared with information that speaks to their needs
- Communicate about the importance of their involvement and how they can make a difference.



Face-to-face contact is particularly effective for reaching out to target group members who are:

- Influential with other members of the target audience; for example, a popular figure, a community leader, the chair of an organisation
- Able to bring credibility or expertise to the campaign
- Exceptionally skilled and persuasive leaders with extensive networks of contacts.

Other ways to have face-to-face contact include:

- Hosting a table or booth at a fair, festival, or other events the target audience will attend. Eye-catching displays, backdrops and banners attract people and create opportunities for conversation and sharing of information.
- Networking at events attended by the target audience and where it's possible to mingle and converse.

## STEP SEVEN: INVOLVING THE TARGET AUDIENCE





**Campaigns can multiply their reach and impact by involving target audience members directly in campaign activities.** Because people are more trusting of and receptive to the ideas of people they know and respect, target audience members are potential ambassadors to friends, family, work colleagues and networks. This is why many social media channels call on users to like, share and post their content. They do so to leverage an individual's viral impact.

**Most people are unaware of how they can contribute to solving or eliminating challenges to children's rights.** People are busy managing their lives with limited opportunities to think deeply about the issues or get involved in civil society. Yet, every day, when relatives, friends, colleagues or neighbours are in need, people rush to help one another. People come together when disasters strike their communities, schools, farmland, sacred sites, parks, forests, streams and coastlines. They inform each other and organise themselves to protect what they value.

People today are generally more aware of chronic social and economic challenges than ever because of the abundance of information sources in today's social media-driven landscape. Decades of efforts to strengthen children's rights by international bodies, governments, global and local civil society organisations, celebrities and media outlets have helped to raise awareness of people in Türkiye and across the globe. **A CSO that wishes to conduct a public advocacy campaign on children's rights today starts with a head start.**

**With this advantage comes an opportunity to involve people whose awareness is already heightened.** Nearly every leading global children's rights organisation uses its websites and social media channels to invite citizens to participate. Following their lead, local, regional or national level CSOs in Türkiye can call on people to take action in many different ways, such as:

- Hanging a poster in a store window
- Wearing a pin or button
- Re-posting reports and infographics
- Hosting a gathering of friends
- Signing a petition
- Sending a communication to an elected official

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- Donating money or supplies
  - Organising a fundraising activity
  - Volunteering at a field office
  - Running a marathon
  - Joining a viral event and much more.

## STEP EIGHT: CONSTRUCTING THE CAMPAIGN

**Public advocacy campaigns can lead target audiences on an inspiring public awareness journey planned from beginning to end.** Where does the journey start, and where does it end? How long will it last? What will the target audience discover, learn and experience along the way? What are the milestones? What will motivate them to stay on the path until the journey ends?

A campaign's length depends on the CSO's goal, available resources, level of effort and organisational capacity. Whether the campaign journey is 12 weeks or 12 months long, CSOs are advised to structure campaigns in phases across a specific time frame, with each stage constructed for a particular objective.

There are many ways to construct the stages of a campaign – one way is inspired by AIDA<sup>6</sup>, a communications model used by campaigners and advocates worldwide. Under this model, each campaign phase is constructed to impact the target audience in a particular way.



### Attention Phase

In the first phase, the campaign aims to **grab the target audience's notice and spark curiosity** by introducing the problem (subject of the campaign) in a compelling way that leaves a positive impression.

### Interest Phase

Next, the campaign intensifies the target audience's interest with in-depth information and thought-provoking content that explains the problem's causes and impacts. Here, the objective is to paint a clear picture of the risks and consequences of not solving the problem.

<sup>6</sup> <https://www.communicationtheory.org/aida-model/>. The acronym AIDA stands for Attention, Interest, Desire and Action.

## Desire Phase

In the third phase, the campaign fosters a shift in the target audience from a rational perspective on the issue to an emotional reaction. Campaign communications produce shock, concern, worry, anxiety and empathy. The target audience realises how deeply the problem affects themselves and society. They begin to ask: What can be done? What is the solution? What can I do? The campaign's response elicits hope, belief in change, and the desire to get involved.

## Action Phase




Finally, the campaign helps empower the target audience, presenting multiple ways they can participate. They evolve from observing the problem to becoming the CSO's partner.

## Exercise


Bring together the members of your Campaign Planning Committee. Utilising the results of previous chapter exercises, follow the steps below.

*Materials needed for this exercise: large pieces of flip-chart paper, glue, coloured markers and post-its, paints and other drawing materials, old magazines and newspapers, pieces of cloth, and a large table.*

1. Start constructing your campaign by **determining the time frame in months with a specific start and end date**. Divide the time frame into four parts or phases, designating the objectives as attract, interest, desire and action. Each phase's length depends on how much time you need to implement the activities.
2. Lay out a large piece of blank paper that extends the length and width of your table (or as close as possible). Use this paper to create a mood board -- a type of visual presentation or 'collage' consisting of images, text, and samples of objects in a composition. Draw a line across the paper's length marking the campaign's beginning and end dates and that of each phase. **Include the campaign's subject, target audience and goal at the top.**
3. Instruct committee members to describe each phase's **ideal mindset, mood and tone** using keywords, coloured paper, images, paint and other materials. Invite members to present their ideas.

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4. Discuss, exchange thoughts, ask questions and challenge each until the group has **defined an objective for each phase**. Prepare a final mood board covering all stages to reflect this decision.
  5. Keeping in mind the campaign subject, target audience, goal and mood board, brainstorm a **list of potential names and slogans for the campaign**. Discuss the advantages and disadvantages of each idea and agree on the one you all feel captures the campaign's essence.
  6. Divide into four groups and assign a different phase to each group. Have each group answer the following questions:
    - What specific information and knowledge should we communicate to the target audience during this **phase**?
    - What **mass communication activities** should we organise to communicate this information and knowledge? Provide specifics on content, form, delivery channels and messaging.
    - What **kinds of events and face-to-face activities** should we organise? Provide details for each.
    - **In what ways can we** involve the target audience **during this phase**?
- 

Invite each group to present their ideas. Exchange thoughts, ask questions, and weigh the disadvantages and advantages until you agree on the activities for each phase.



7. Based on these decisions, prepare an **Activity Blueprint** using the template below. This document will form the foundation of your campaign plan.

**Public Advocacy Campaign Blueprint**

**Campaign Subject:**

**Campaign Target Audience:**

**Campaign Goal:**

**Campaign Dates:**

**Campaign Name:**

**Campaign Slogan:**

Phases	Start-End Dates	Mood	Information and Knowledge to Share	Mass communication activities		Person-to-person Communication Activities		Involvement Events
				Content, Form & Channels	Message	Activity Types	Message	
<b>Attention</b>								
<b>Interest</b>								
<b>Desire</b>								
<b>Action</b>								

8. Create an **Activity Production Schedule** using Excel or similar software, as shown in the example template below. In the far left-hand column, list each phase's activities and main tasks. Create columns covering each month of the campaign. Indicate how months are needed to complete each task.

Activity Production Schedule Template					
Campaign Phases	Month 1	Month 2	Month 3	Month 4	Month 5
Phase 1					
Activity					
Tasks					
Phase II					
Activity					
Tasks					
Phase III					
Activity					
Tasks					
Phase IV					
Activity					
Tasks					



## STEP NINE: HUMAN RESOURCES

Following completion of the campaign's overall structure, attention should turn to questions of human resources, budget, risks and monitoring. This chapter focuses on human resources.

**Campaigns are implemented by a team of people with specific roles and responsibilities.**

Typically, the team consists of professional staff. The team may consist of existing employees from within a single organisational department or employees drawn from different departments. Staff may be assigned to work exclusively on the campaign, setting aside their regular duties or part-time. Often specialist consultants or vendors are retained to provide support; for example, a videographer, graphic designer, an advertising agency or an event organising company.

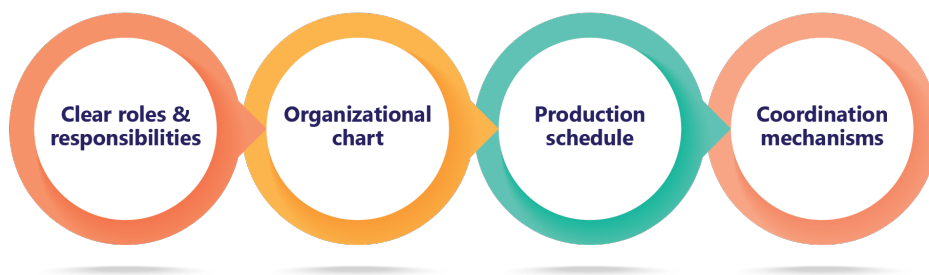
**The core functions of the campaign team include:**



The number of people needed to fulfil each function depends on the campaign's duration, intensity and the number and location of activities.

Each team member needs a clear definition of roles and responsibilities. Roles refer to the person's position on the team; for example, a coordinator, assistant or budget manager. Responsibilities refer to specific tasks and duties related to a particular function. Formulating and communicating this information helps team members know what is expected.

Team members also need to know their place within the team, who they report to and how their role and responsibilities relate to other team members. This can be achieved by presenting the team structure in an organisational chart. The team also needs a production schedule to work closely to complete activities on time. Finally, team members need mechanisms and tools for troubleshooting, adjusting plans and communicating with each other; for example, regular all-team meetings (physical or virtual) and office applications such as Google Calendar, Microsoft Teams, Google docs and many others.





## Exercise

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Convene your Planning Committee. Use the **Activity Production Schedule** you prepared in the previous chapter to determine human resource needs, including professional and administrative staff, consultants and specialist services.

1. Organise the activity tasks itemised in the Production Schedule into **clusters corresponding to the list of functions** above (e.g. Logistics, Content Development, Activity implementation). **Assess the volume of work required.** Determine what roles and responsibilities are needed to fulfil each function. Determine what skills and qualifications are necessary to perform these functions. **Estimate the number of positions you need for each functional area.**
2. **Now create a list of staff positions** you need. Separately, **make a list of consultants and specialist services.**
3. Now place these positions on a **team organisational chart** showing how positions relate to one another and reporting lines.

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4. Now consider the **current structure of your CSO** in terms of departments, employees, skills and qualifications. Assess current workload and assignments. Determine whether one department will assume responsibility for running the campaign or whether you will build a team crossing all departments. Can current employees handle campaign assignments while carrying out regular duties? Do they possess the needed skills and qualifications? Will you need to hire additional staff? How much of this work can be farmed out to consultants or specialist agencies? **Make a list of proposed assignments and needs for new employees.**

## STEP TEN: CAMPAIGN BUDGET

**Every campaign needs an activity-based budget to project and manage expenditures.**

This kind of budget is typically constructed in four parts:

- **Human Resources:** Detailing salary, benefits and taxes for each staff position.
- **Activities:** Itemising costs by expense item per activity, including the cost of a relevant consultant and specialist agencies.
- **Equipment:** Listing equipment needs and costs of each.
- **Overhead:** Indicating share of office rent, utilities, etc.

Use Excel or other spreadsheet software to prepare the budget. These programmes automatically calculate costs and any change in unit prices or quantity. Next to projected costs, add columns to track expenditures showing amounts spent and the balance remaining. Update the spreadsheet regularly to review the status of the budget and adjust as.

### Exercise

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Follow these steps with members of the Planning Committee:

1. Use the inventory of activities in the **Activity Production Schedule** to **detail expense items under each activity**, being specific as to unit numbers and price per unit. Set up an Excel spreadsheet to calculate total activity costs.
2. **Using the organisational chart from the human resources exercise**, insert each staff position in the Excel spreadsheet and itemise salaries, benefits and taxes. Create a section of the spreadsheet to itemise equipment needs and other costs **not covered under activities** and human resources. Finally, create a section itemising **overhead costs**. **Calculate the total.**
3. **Review your current and future financial status.** Determine whether you have the resources to implement the campaign. If not, explore whether it is possible to raise additional funding in time. If not, scale back the budget and/or campaign plans.

## STEP ELEVEN: RISK ASSESSMENT

**Campaign plans should be undertaken with careful consideration of the possible risks.**

A risk assessment is a process for identifying potential hazards that could negatively impact the campaign's implementation or the organisation. It details what measures will be taken to minimise risks and potential impacts.

### Exercise

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Together with the Planning Committee, follow these steps:

1. Make a list of **potential threats, vulnerabilities or perils** you may encounter while implementing the campaign.
2. Next, **determine what and who is at risk**. Explore the ways each risk could impede implementation and impact individuals.
3. Now discuss ways to **mitigate these risks and impacts**. What specific measures or precautions can you take? What control mechanisms can you establish?
4. **Create a document listing the actions determined by the committee**. Assign tasks and set deadlines. Monitor the environment and add risks and mitigations as needed.

## STEP TWELVE: MONITORING PROGRESS

Every campaign should create a mechanism for determining progress towards achieving the goal. Monitoring is done regularly throughout implementation to allow for adjustments to improve performance.

Critical decisions for monitoring a campaign's progress include:

- Defining a SMART overall goal
- Defining SMART objectives for each campaign phase
- A clear definition of the target audience
- Indicators for measuring the change in the target audience's awareness
- Progress indicators for each phase include the number of activities, types and content, number of followers on social media, etc.
- Sources, instruments or tools for collecting data from event participant lists, analytics provided by social media channels, event evaluations, etc.

### Exercise

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Bring together your planning committee and follow these steps:

1. Determine **which indicators you will use to measure progress**: the number of activities, people reached, content produced? What indicators will help you gauge whether or not the target audience's awareness has changed? What will indicate that activities have contributed to making this change?
2. **For each indicator, determine what data you need and the sources from which you will collect this data.**
3. Create an **excel document** to capture all of this information in a matrix.
4. Determine how and in what format you will **present monitoring results**. With whom will you review the results? At what intervals will you monitor and report?
5. **Begin collecting data from the first day of the campaign**—benchmark where you start tracking changes and overall progress.

## STEP THIRTEEN: PREPARE CAMPAIGN ACTION PLAN

**An action plan describes all the operational steps and details of the proposed campaign. Such a plan is essential to work effectively, use resources efficiently, anticipate obstacles and risks, motivate staff and volunteers, and measure progress.**

There is no one-size-fits-all plan or format. Each plan is customised, dependent on specific answers to the questions below:



- What is the **subject of the public advocacy campaign**? Why this subject? Why now?
- Who is the **target audience for public advocacy**? Why this target audience? Include all relevant details about the target audience, such as common characteristics, awareness deficit, relationship to the problem, motivations and incentives.
- What is the campaign's goal?
- **What is the campaign's duration**, and how will it roll out? **Provide the start and end date and details** about each campaign phase.
- What **activities** will be organised to realise the campaign's goal? **Provide a precise and quantifiable description of each activity and output.** Include details about when these activities will occur, who will be responsible for their implementation and whether or not expert support is required.
- What are the **human resources** needed to implement the campaign? The answer should describe the structure of the campaign team with details about roles and responsibilities. It should include information about the role and responsibilities of board members and advisors.
- What is the **campaign's budget**? Provide a budget summary and attach details.
- What are the **risks associated with the campaign**, and what are the mitigations?
- How will campaign activities and results be **monitored and progress measured**?



## Exercise

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Together with the Planning Committee, follow these steps:

1. Create a document with chapters corresponding to each set of questions listed above.
  2. Answer the questions **using the exercise results from the previous chapters (Steps 1-9)**.
  3. Prepare a **first draft of the plan**. Circulate it to committee members, your board, staff and others whose opinions you value. **Based on the feedback, prepare the final plan document**.
  4. **Submit the plan for approval by your board of directors**. Once the board approves, bring together staff members, advisors, funders and others for an in-depth briefing. Use it to create excitement and gain the support of key actors.
  5. **Start implementation**.
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## CONCLUSION

The MoFSS and MoLSS intend to build advocacy capacity for the CSOs active in the four focus areas of children's rights by means of this document. It is also intended to increase cooperation and communication between public institutions, social partners and CSOs.

The Step-by-Step Guide for Public Advocacy Planning and the Awareness Raising Strategy were prepared in the context of the project's public awareness strategy. Both were prepared after conducting in-depth interviews and meetings with CSOs to understand their needs and capacities. Participating CSOs included those working on child protection and child care services, prevention of child labour, including protection of refugees and children under vulnerable conditions, including victims of child abuse and children in the streets and prevention of early marriages.

The guide book and awareness raising strategy provides the framework for identifying all issues related to the needs of children and enhancing the efforts made to implement child rights the greatest extent possible. They offer specific guidance for designing and implementing advocacy and awareness raising interventions. In addition, this document identifies how to strengthen the capacity of national and local media bodies to provide accurate and effective coverage of major issues in the fields of child protection and child rights too.



The MoFSS and MoLSS intend to increase coordination, collaboration and communication among and between public institutions and CSOs through the "Communication, Coordination and Information Sharing Document (CCISD)". The document was prepared in line with the CCISD with the hope to encourage more public advocacy in support of children's rights, especially by civil society organisations. Campaigns conducted by CSOs, the private sector and public institutions government in the months and years to come have the potential to create significant increases in public awareness and improvements in the welfare of children.

The MoFSS and MoLSS look forward to supporting and participating in these campaigns in the spirit of public-CSO cooperation.

## RESOURCES

**Below are links to many valuable resources for CSOs in Türkiye planning public advocacy and wanting to increase their understanding of the process.**

- Free online courses and guidebooks are available through the European Union Civil Düşün Programme, the Civil Society Development Center and the EU Technical Assistance for Civil Society on communications, creating impact, advocacy, social media and rights-based approach.

<https://www.sivildusun.net/>

<https://www.stgm.org.tr/>

<https://tacso.eu/>

- Guidebooks specific to advocacy and raising awareness on children's rights are available through UNICEF, Civicus, Girls Not Brides, the International Cocoa Initiative.

<https://www.unicef.org/eca/media/15321/file>

<https://www.girlsnotbrides.org/learning-resources/child-marriage-atlas/Resources>

<https://www.civicus.org/documents/ProtectingCivicSpaceForAndWithChildren.pdf>

<https://www.cocoainitiative.org/knowledge-hub/resources/ici-awareness-raising-kit>

- A wide range of resources related to civil society organising, campaigning and participation are available through the Commons Library

<https://commonslibrary.org/>

- Social media companies offer free courses, online videos and other resources specifically designed to support civil society's use of digital communications channels. Some of these are listed below. CSOs must sign on identifying themselves as a "non-profit organisation" to gain access.

Facebook Fundraising

YouTube's Nonprofits Program

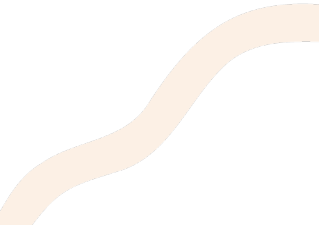





TikTok For Good

Pinterest Academy

Facebook Blueprint Free Online Training

Nonprofit Marketing

Nonprofits on Facebook



YouTube Creator Academy  
Activate Your Nonprofit on YouTube  
Twitter's Flight School  
Campaigning on Twitter Handbook  
Twitter Nonprofits  
Get Started with LinkedIn  
LinkedIn Nonprofit Consultant  
LinkedIn Nonprofit Webinars  
Creative Best Practices for Advertising on Snapchat

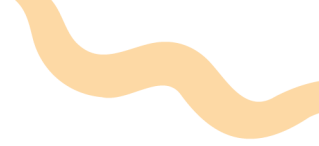
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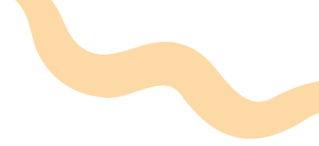
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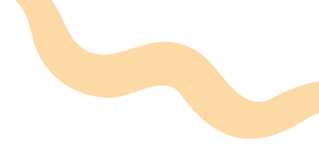
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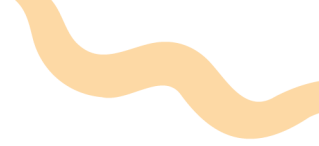
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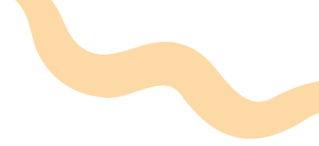
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