



# Global Alliance Communications and Advocacy TOOLKIT





## Acknowledgement

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Cover photo:

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Cristina (L) and Graca (R) are both members of the Maivene savings and nutrition group for women living with HIV in Inhambane, Mozambique and benefit enormously from the support, HIV-related information, and referrals and linkages provided by the mentor mothers.



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# Introduction

## The Global Alliance to End AIDS in Children:

UNAIDS, UNICEF and the WHO, together with networks of people living with HIV, and technical partners, PEPFAR and The Global Fund, have formed a Global Alliance to End AIDS in Children by 2030.

The work of the alliance is aligned to four pillars:

1. Early testing and optimized comprehensive, high quality treatment and care for infants, children, and adolescents living with HIV, and children exposed to HIV.
2. Closing the treatment gap for pregnant and breastfeeding women living with HIV and optimizing continuity of treatment towards the goal of elimination of vertical transmission.
3. Preventing and detecting new HIV infections among pregnant and breastfeeding adolescents and women.
4. Addressing rights, gender equality, and the social and structural barriers that hinder access to services.

**Stigma, discrimination, violence, punitive laws and policies, and entrenched societal and gender inequalities hinder access to care for women, adolescents and children.**

**In 2022, four in ten infants with HIV missed out on a timely diagnosis and almost half of the 1.5 million children living with HIV were still not getting ARVs.**

Global Alliance

Global Alliance Key Messages

## The Global Alliance Communication and Advocacy (GACA) Strategy:

Communication and advocacy are integral to the success of the Global Alliance at country, regional and global levels to:

### **Drive a high-level advocacy-initiative.**

- Achieve political ownership and commitment of the 12 Heads of State and Ministers to the Global Alliance, including investments to tackle inequalities experienced by children, adolescents, and pregnant and breastfeeding women, especially those who are marginalized.

### **Reinforce and foster community leadership, advocacy and accountability mechanisms.**

- Inspire networks of women and children living with and affected by HIV. Strengthen their leadership, actions and ability to influence others to strengthen services to impact results for children.

### **Activate engagement across multiple online and social platforms.**

- Increase the visibility of the Global Alliance by engaging a mass audience of individuals and governments. Partner with communities, influencers, champions, and senior UN leaders and stakeholders within the Global Alliance, to drive more action and investment across online and social media platforms.

A key principle of the Alliance is to focus on activities that best respond to the needs identified by in-country communities and partners.

This toolkit has been designed to support you to think through, design, develop and implement communication and advocacy activities at a community, national, regional and global level.

## WHAT IS ADVOCACY?

Advocacy is about making voices heard to create change. This toolkit will help you:

1. Identify what needs to change and develop a plan to get there.
2. Understand who has the power to make the change, and how we can convince them to do that.
3. Design communication assets to make sure as many people as possible know about the problem, so that they can also influence change.



## The vision for this toolkit

This toolkit is designed to assist you systematically in developing a communication and advocacy strategy ensuring the success of the Global Alliance Country Action plans.

The best way to use this toolkit is to work through each stage, thinking through the questions and gathering input from communities, partners, other team members and stakeholders.

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**Part one** has tools for setting objectives, carrying out stakeholder mapping, analyzing different audiences, planning activities, developing measurable targets, and setting out roles and responsibilities, for clear accountability.

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**Part two** looks at developing creative, compelling and impactful communication and advocacy assets, with a focus on digital assets.

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**Part three** has links for further follow up and support.

## Key ingredients for success

A communications and advocacy strategy is an ongoing process, not a product. This toolkit is intended to be nimble and adaptable, providing suggested activities, tips, examples and inspiration to support you to create the best strategy for the context in which you work.

Perhaps you want to build political ownership, help to influence laws and policies that are barriers to care, mobilize communities, or engage networks of PLHIV. Wherever you focus your advocacy efforts, there are some principles that are helpful to keep in mind when developing your strategy:

### Prioritization

Identify the key themes that would benefit from integrated advocacy strategies, and the specific, measurable, achievable, realistic and time-bound (SMART) opportunities within these.

### Genuine collaboration and integration

Gather diverse input from different specialisms, backgrounds, and perspectives to enable us to challenge our assumptions, identify the most creative tactics, and secure buy-in.

### Clear roles and responsibilities

Define clear roles and responsibilities with stakeholders across the countries and agencies. The roles must be substantive, and form a core part of a colleague's work, not an additional burden.

### Support from leadership

Action is only possible with leadership that supports prioritizing communications and advocacy in their day-to-day work.



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In their remote home situated in Panga, Mozambique, Zita, a mother living with HIV, and her two children, one of whom is also living with HIV, are busy preparing a meal in the kitchen.



KUSINGATA

Niweti

Niweti  
Comercio por todos

GATA



The image features a white background with several large, overlapping, abstract shapes in green, red, and blue. A prominent green shape on the left resembles a stylized leaf or a large circle. To its right, a red shape is curved and open, with a smaller red circle inside it. Further right, a blue shape is also curved and open, with a smaller blue circle inside it. The word "Toolkit" is written in a bold, dark grey, sans-serif font in the upper right quadrant. The overall composition is dynamic and colorful, suggesting a theme of growth, community, or a collection of tools.

# Toolkit



PART ONE

# Developing your GACA strategy

# Getting Started:

In this section you will:

Develop your vision.

Explore the problem.

Define your outcomes.

## Develop your vision:

The vision of the Global Alliance is:

*“An end to AIDS in children, achieved through a strong, strategic, and action-oriented alliance of multisectoral stakeholders at national, regional, and global levels that works with women children and adolescents living with HIV, national governments, and partners to mobilize leadership, funding, and action to end AIDS in children by 2030.”*

A vision should be clear, ambitious and inspirational. Try to describe in one sentence the long-term change you want to see for children, adolescents and pregnant and breastfeeding women living with HIV, through your communication and advocacy work.

**For example:** To eliminate vertical transmission of HIV in Mozambique, ensuring the country becomes a trailblazer for quality treatment for pregnant women living with HIV.

► Write your vision here:

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► How will this vision spark action for the wider Global Alliance?

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## Explore the problem: what needs to change to achieve your vision?

- ▶ Use these questions to flesh out a specific problem(s) in as much detail as possible:

<p><b>What do we want to change?</b></p> <p><i>Try to define this in terms of needs, not solutions; for example: we need to close the treatment gap, addressing the current inequality between children and adults.</i></p>	
<p><b>How is the problem manifesting itself?</b></p>	
<p><b>Why is it a problem?</b></p>	
<p><b>Who is it a problem for?</b></p> <p><i>Is everyone affected, or just certain groups?</i></p>	
<p><b>When is it a problem?</b></p> <p><i>Is it a new problem, or a longstanding one?</i></p>	
<p><b>Where is it a problem?</b></p> <p><i>Is it universal, or specific to an area?</i></p>	

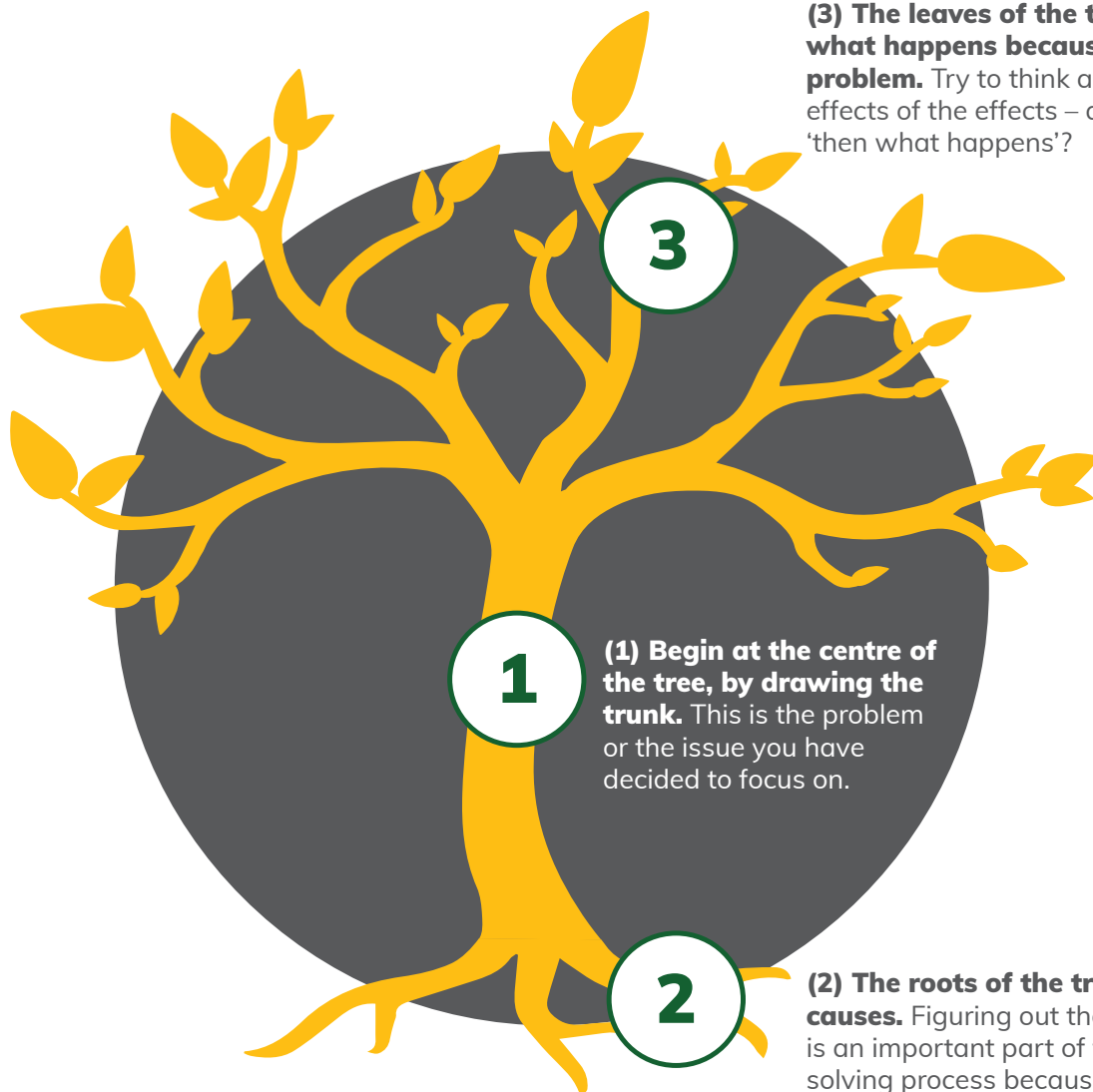


**Challenge yourself to repeatedly answer: ‘but why...?’ to drill down to the root cause.**



## ACTIVITY:

Draw a problem tree to help you figure out the root causes of your problem and the results.



**(3) The leaves of the tree represent what happens because of the problem.** Try to think about the effects of the effects – ask yourself ‘then what happens’?

**(1) Begin at the centre of the tree, by drawing the trunk.** This is the problem or the issue you have decided to focus on.

**(2) The roots of the tree are the causes.** Figuring out the root causes is an important part of the problem-solving process because it helps you understand why the problem has developed in the first place.

- Now you have captured the problems, use these questions to think through the ways in which communication and advocacy activities can create change.

<p><b>What is the country already doing to address this problem?</b></p> <p><i>What key programmes/services/policies are there? What conversations are you having with government? What progress have you seen?</i></p>	
<p><b>What major barriers do we face?</b></p> <p><i>e.g., lack of accountability for driving this agenda across government.</i></p>	
<p><b>What might success look like?</b></p> <p><i>e.g., reduced treatment gaps; locating and testing children; better community awareness of the importance of testing children; improved access to services and ARVs; retaining children in care.</i></p>	
<p><b>What upcoming opportunities are there to make a difference?</b></p> <p><i>e.g., Elections, campaign moments for new commitments, roll-out of the Alliance Country Action Plans etc...</i></p>	
<p><b>How is the Global Alliance Country Action Plans are well positioned to create change through communication and advocacy activities?</b></p> <p><i>e.g., existing knowledge, relationships with government, valued partnerships for children.</i></p>	



### ACTIVITY:

You might want to go back and turn your problem tree into a solutions tree. Write your vision at the centre of the tree. The roots of the tree can be turned into solutions. The leaves of the tree are the results. What are the long-term effects of solving the problem?

## Define your objectives – what do you hope to achieve with your communication and advocacy strategy?

Your outcomes should be SMART and focus on policy, practice and legislative change.



For example:

**Not SMART:** *Secure greater public investment in the Global Alliance Country Action Plan*

**SMART:** *Parliament approves an increase this year in funding for child treatment.*

### ► Think about:

**WHO** will act?

**WHAT** will they do (and is this measurable)?

**WHERE** will it have impact or WHO will it benefit?

**WHEN** will it take effect (and is this realistic and within our strategy period)?

When you are defining your outcomes, try to be realistic, but don't be afraid to aim high. You may not achieve all your outcomes, but you may start a conversation that will lead to success in the long-term.



**ACTIVITY:**

A SWOT analysis can support you to analyze the internal and external environment and your strengths and weaknesses. If you have lots of objectives, this can help to narrow them down to the areas where your communication and advocacy will have the greatest impact.

## SWOT analysis

	Helpful to achieving the objective	Harmful to achieving the objective
Internal	<b>S</b> Strengths	<b>W</b> Weaknesses
External	<b>O</b> Opportunities	<b>T</b> Threats



# Identifying target audiences

In this section you will:

## Think about your target audience:

Who are the individuals or groups who can deliver on your objectives?

What do you know about them?

How will you engage them?

## Identifying your target(s):

Now you need to identify and prioritize the individuals or groups who have influence or power to deliver on your SMART objectives. These people could be strong supporters of your desired outcomes – or they could block them. In this section, you need to identify who your stakeholders are and how you will win them over.

Start by brainstorming all your key targets or stakeholders. These can be both organizations and people, but ultimately you must communicate with people, so you need to identify the correct individuals within an organization. Your list might include:

- Academics/ researchers Political leaders
- Business/civic leaders
- Community leaders
- Donors
- Educators
- News media
- Political leaders
- Private sector
- Program managers at partner organizations
- Religious leaders
- Social influencers
- Women's groups
- Youth groups



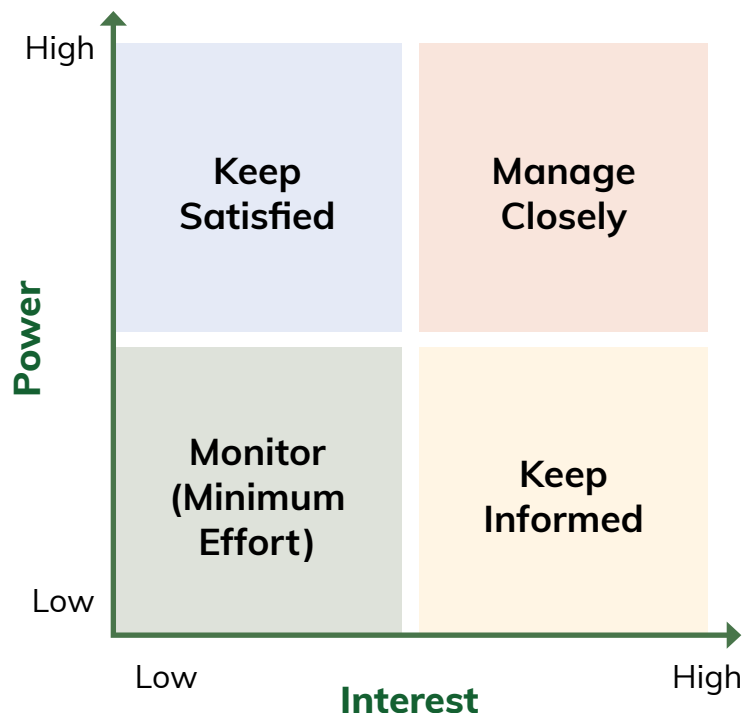
**Gathering the opinions of your most powerful stakeholders at an early stage, for example - to help define your advocacy outcomes, might make it more likely they will support you later.**

- ▶ You can use this table to take a deeper look at where various stakeholders currently are and start to analyze where you want to move them to:

	Political leaders	Partners	Community groups	Influencers	Media
Taking action					
Willing to take action					
Aware of your advocacy effort					
Unaware of your advocacy effort					

## Prioritize your stakeholders.

- ▶ Using the list of people and organizations you have created, try mapping them according to their power over your work and their interest in it.



**High power, highly interested people (Manage closely):** fully engage these people and make the greatest efforts to satisfy them.

**High power, less interested people (Keep satisfied):** put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

**Low power, highly interested people (Keep informed):** adequately inform these people and talk to them to ensure that no major issues are arising. People in this category can often be very helpful with the detail of your project.

**Low power, less interested people (Monitor):** again, monitor these people, but don't bore them with excessive communication.



**Identify Champions - People who have a high level of interest and influence when it comes to eradicating HIV in children can act as champions. You will return to this list of people later, when thinking about developing communication and advocacy assets**

## Understanding your key targets/ stakeholders:

Focusing on the individuals you have identified with high levels of power/ influence, you can use this section to capture how their current beliefs and behaviours need to shift to meet your GACA vision and outcomes.

These questions might help you think through how best to engage and communicate with your stakeholders:

- What financial or emotional interest do your stakeholders have in achieving your outcomes? Is it a positive or negative influence?
- What motivates them most of all?
- What information do they want from you, and what is the best way of communicating with them?
- What is their current opinion of your work? Is it based on accurate information?
- Who influences their opinions generally? Are these influencers important stakeholders in their own right?
- If they aren't likely to be positive, what or who might win them over?

Stakeholders	Current belief/ behaviour	Future belief/ behaviour
Decision makers		
Influencers		
Partners/ allies		
Media		
Public		
Opponents		



**Set up Google alerts for your key targets to help you anticipate and predict their reactions to your advocacy goals.**

# Key Messages – What do you want your key stakeholders to know, feel and do?

In this section you will:

Explore the existing GACA Key Messages and tailor them to your own work

Explore channels for reaching your different targets with your messages

## HEAD

What do you want people to know?



Facts and statistics are important! But you should also try to tell a story about what can change

## HEART

Why should they care?



Think about how you want them to feel and remember to link back to what your targets care about - appeal to their specific interests and emotions

## HANDS

What do you want them to do?



Keep in mind what they can do and what they have power over

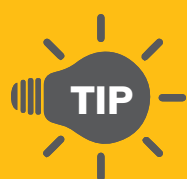
## The Global Alliance Key Messages

Please find a set of relevant **HIV and AIDS key messages** for the Global Alliance.

These key messages were used to activate engagement by increasing visibility and creating a global conversation with policy makers, donors and HIV programme implementers.

- ▶ Use this messaging framework to help you adapt some of the key messages for the different target audiences you outlined in the previous section.

Target audience	Objective / desired outcome	Key message(s)	Call to action	Data points



People in your key target's network will influence their decisions so some of the key messages need to target people around them to create a sustainable impact.

## Getting your message across

Communication channels are the ways in which you deliver your messages to your stakeholders.

- Written channels include emails, reports, newsletters, memos and blogs.
- Verbal channels include phone calls, meetings, webinars, podcasts and presentations.
- Visual channels include charts, graphs, diagrams, photos, videos and infographics.
- Consider the advantages and disadvantages of each channel, such as cost, speed, reach, feedback, clarity and engagement.

The carrier of the message can be as important as the message itself. They need to be trusted and respected by your key targets, particularly if you are working to combat HIV stigma and discrimination.

You may want to use a combination of messengers, who all have different roles to play. For example:

- **A community champion/ activist** (e.g., a young mother living with HIV could provide insight into their experience and help shift people's hearts, as well as minds)
- **A respected peer** (could be a senior UN representative, government minister or senior government advisor)
- **A technical expert** (can provide technical information that's credible and trustworthy)
- **A health worker or teacher** (gives informed account of what's happening at a community level)
- **An influencer** (respected and persuasive, can help to reach a wide audience through their channels)

- ▶ Return to your list of key targets and think about which channels would be best for engaging them. You can capture your ideas [here](#).

Key target	Communication channel	Messenger

*At this point, it's a good idea to go back and quickly review your strategy so far before moving on to the next section.*

# Taking Action

In this section you will:

Plan your key activities

Identify what resources you'll need for your communication and advocacy activities

Set our clear roles and responsibilities

Identify risks and ways of mitigating them

## Planning your key activities

The previous section might have sparked some ideas for engaging your key targets. You can now start to flesh out your plans in the table below.

When deciding on your engagement tactics, it can be helpful to work through these questions:

**Is this easy to do?**

**Can we use the skills and resources we already have?**

**Has anyone else tried this?  
How did it work? Was it successful?  
If not, why not?**

► Here are some examples:

Timeline	Communication objective	Engagement tactics (activities/ inputs)	Target audience	Desired outcome
	Policy change	Share evidence with national leaders about how HIV stigma is impacting treatment outcomes for children living with HIV.	Policymakers	Policymakers will understand why policy change is necessary and what actions they can take.
	Community strengthening		Community and Partner organizations	Consensus among stakeholders about the gaps in the current policy and changes needed.
	Awareness raising	Support journalists to better understand the impact of stigma towards children living with HIV, by providing opportunities for them to meet families – as well as practical training for writing about HIV.	Media and public	Improved quality and quantity of reporting around HIV stigma towards children



## Identifying resources

Here you can set out clear roles and responsibilities to drive, review and implement the strategy and agree a process for regular progress checks (e.g., the bi-weekly GACA).

Some key advocacy roles that you might want to consider identifying are:

- **High-level advocacy** Senior leaders at UNAIDS, UNICEF and WHO are accountable for advocacy at the highest levels.

- **Strategic Lead** (UNAIDS, UNICEF and WHO HIV Chiefs)
- **Content/ Technical Lead**
- **Community, influencers and partners**

Area of work	Responsible	Accountable	Supported	Consulted	Informed

- Now you will identify any assets, tools, or information needed to support and deliver GACA advocacy activities (e.g., digital content, data or evidence), and plan to ensure resources are available.

Types of resource	Current resource	What do you still need?	Potential sources
Funds	Do you have a dedicated comms and advocacy budget?		Are their existing communications assets that you could re-purpose at low cost?
People		Are there any gaps in experience or skills missing that would be needed to reach objectives?	
Partners		What other partners should be involved?	
Influencers		Are there other potential influencers who could help the campaign?	
Information			Are you missing any information/stories that could be useful?
Assets	What communication assets do you already have?	Film/ photography / templates for social media campaigns	Are there communication assets from other GACA countries/ globally that could be repurposed?



**It's important to allocate an advocacy and communications budget at the beginning of your planning. You may want to set it as a percentage of your total budget or review what budgets have been allocated to similar advocacy activities that have made an impact in your country or community.**

## Risks and Mitigation

- ▶ Now think about and outline the risks anticipated and what can be put in place to mitigate them.

Risks	Mitigation



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Olympia, Breakthrough Partnership community health worker, facilitates a group at Community dialogues in Nhabondo Mozambique. Olympia runs role-play sessions to enhance skills to address stigma and culturally expected gender roles that create challenges to reaching health services for mothers and children.



© UNICEF/UNI423736/Schermbrucker  
Zita, a mother living with HIV, and her children  
(of which only one out of five is living with HIV)  
receive a home visit from mentor mother Luisa in  
their remote home located in Panga, Mozambique.

# Measuring success

In this section you will:

Develop a results framework

Decide how you will monitor your GACA activities

## Developing a results framework

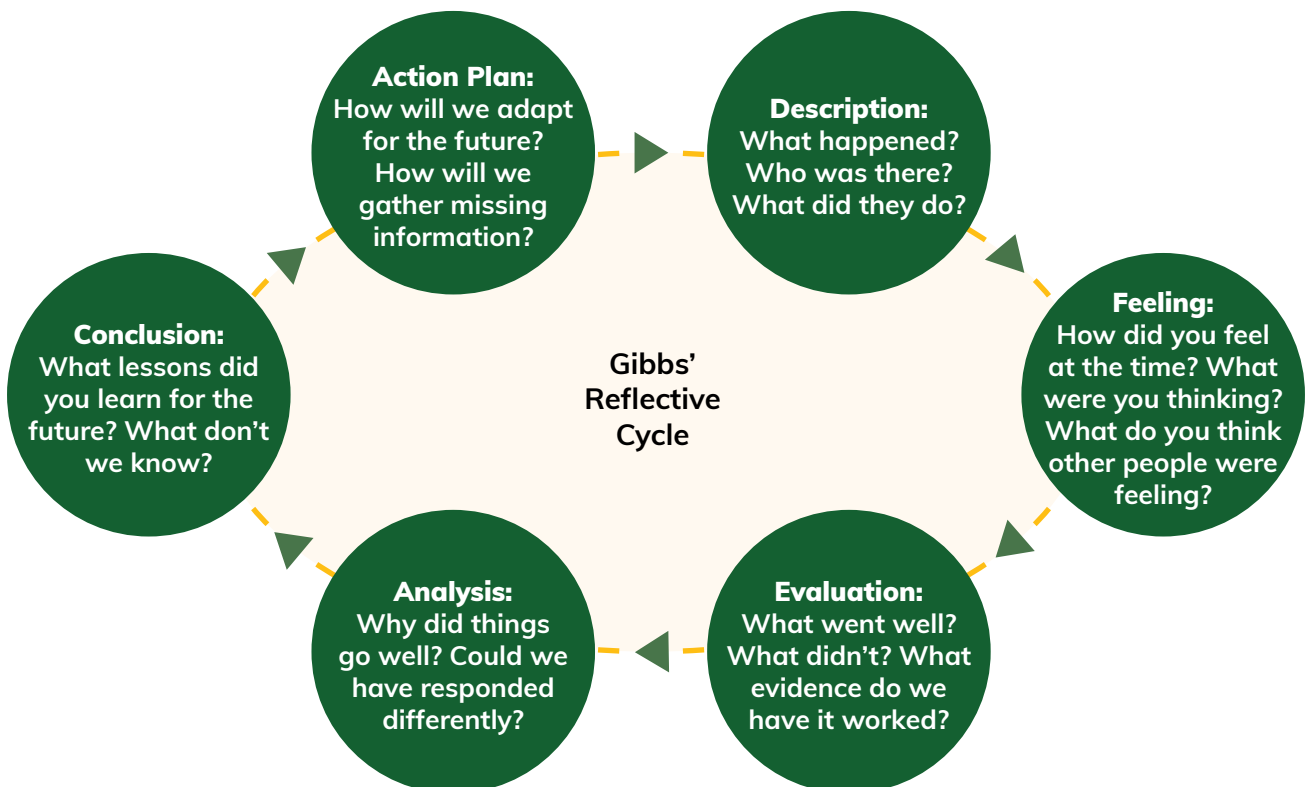
When evaluating your communication and advocacy activities you will look at your country action plans to see what communication and advocacy indicators are in your plans – or how your GACA strategy can advance your outcomes.

To facilitate progress, monitoring and increased accountability to the paediatric, adolescent and vertical transmission targets of the new global AIDS Strategy, a dashboard will be developed by the Global Alliance to capture key data points to track the success of the Alliance.

There are many different options around how evaluations are designed. Your chosen approach will reflect your objectives and the overall Global Alliance strategy. You will also want to think about what you intend to do with the results, and with whom you will need to share the findings.

## Gibbs' Reflective Cycle

Shifting hearts and minds through communication and advocacy takes time. Monitoring activities and being prepared to adapt or change tactics when things aren't working is vital for success. It might be helpful to use Gibbs' Reflective Cycle to better understand and learn from experience:



- ▶ Below you can capture your agreed milestones and interim results/ outcomes that will indicate whether you are on track. It might be helpful to think through these questions as you complete the table.

Objectives:	
Key milestone	Interim results/ outcomes
	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>



PART TWO

# Developing your communication and advocacy assets

Storytelling is vital when it comes to swaying opinion and persuading people to take action. Co-creating communications assets with community members living with or affected by HIV is an important principle of the GACA strategy. Their individual stories can be particularly effective at shifting hearts and minds.

This part of the toolkit has been designed to support you to develop creative, compelling and impactful communication and advocacy assets, with a focus on co-creation and digital assets.

## Ingredients for a compelling story

In this section you will explore:

The principles of creating engaging content

Co-creating content with communities, youth activists and champions

### The building blocks of engaging storytelling

Keeping the following steps in mind can help you pull together talking points for an important meeting, develop a script for a short film, or write a compelling picture story for social media.

**Frame the issue.**

Make the story relevant to your target and hook them in, so that they want to hear more.

**Make it personal.**

Share individual stories of children and their families, rather than just the broad data.

**Keep it simple.**

Avoid using too much jargon – basic, heartfelt language can be much more powerful.

**Back your stories with data.**

Using data will connect your stories to the wider issues nationally and globally.

**End on a call to action.**

When calls to action are directly connected to stories, people will feel more compelled to support them.

**Date hooks:** Creating a hook, like World AIDS Day on December 1st, can help create a sense of accountability and urgency, by demonstrating that time is passing, and action is still not being taken.

**Signposting:** Including a link to more data or information, a website, or an online petition. Always ensure you are signposting people to credible and trusted sources of further information.



► Here is an example story that follows the above structure:

**Frame (using a date hook in this case):**

This World AIDS day marks another year of complete stagnation of global AIDS results for children. Mozambique has an opportunity to be a world leader in improving access to lifesaving HIV services, by tackling HIV stigma and discrimination.

**Personalise (case study):** Meet Fatima, an 11-year-old girl facing frequent health challenges while living with HIV. Fatima's mother, Mariam, also lives with HIV, adding to her concerns about her daughter's health. Despite her worries, Mariam hesitates to discuss the possibility of Fatima having the virus, especially since her husband is unaware of Mariam's own HIV status.

Enter Paulina, a peer mentor dedicated to supporting individuals living with HIV. Recognizing Fatima's health struggles, Paulina visits their home and encourages Mariam to bring Fatima to the healthcare centre for an HIV test. Mariam is initially reluctant, but eventually agrees.

The test results confirm Fatima is HIV-positive and she immediately begins antiretroviral (ARV) treatment.

Paulina created a safe space for open dialogue about HIV. Her approach was one of understanding and compassion. By encouraging Mariam to seek testing for Fatima, Paulina broke down barriers associated with stigma and fear.

Paulina not only supported Mariam to address Fatima's health needs, but also opened the door for her to speak openly about HIV with her family.

But how many other Fatima's are not receiving treatment because of fear of stigma?

**Data:** In 2021, the annual number of new vertical HIV infections in children (0–14 years) fell by more than 75% since 2000. And half as many (53%) adolescent girls and young women acquired HIV as in 2010.

Coverage of HIV testing and treatment for infants has improved dramatically, new testing tools are more widely accessible, and effective paediatric antiretroviral formulations are finally in wide use.

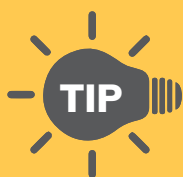
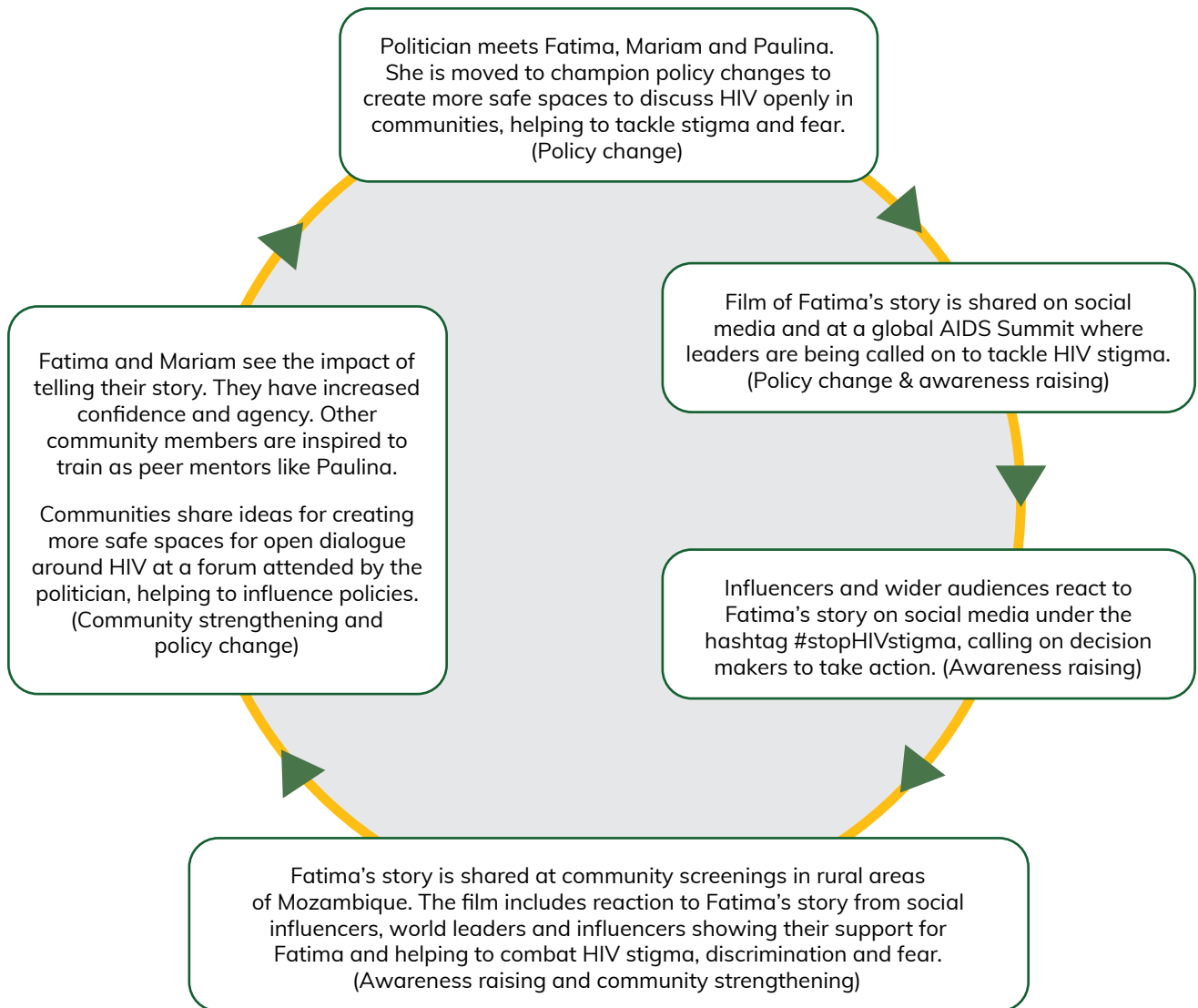
But troubling gaps remain and progress is stalling:

- In 2022, four out of ten infants with HIV missed out on a timely diagnosis
- Children accounted for 13% of AIDS-related deaths in 2022, even though they comprise only about 4% of people living with HIV
- Children and adolescents living with HIV fare much worse than adults in accessing lifesaving treatment and face comparatively higher rates of AIDS-related deaths
- Adolescent girls and young women in sub-Saharan Africa continue to be at disproportionately high risk of HIV

**Call to action:** Please take action today by **(insert relevant action - e.g., implementing a policy change)**, so that all girls like Fatima can access lifesaving HIV services.

**Signposting:** Find out more about the work the Global Alliance is doing to end AIDS in children by 2030. **(Link to website or social media page).**

- Imagine that an MP in Mozambique met Mariam, Fatima and Paulina to hear more about their story. This could be used as an opportunity to create a series of communication assets to speak to different audiences, in different ways, on different platforms - creating a ripple effect.



**Look for opportunities to build the confidence and agency of people living with HIV and their families and communities, through your communication activities.**

## Co-creating with communities, youth activists and champions or influencers:

Children, adolescents, young mothers and their communities, will be at the heart of your GACA strategy.

- Empower young people to take ownership of the project. Encourage them to make decisions about what stories to tell and how to tell them.
  - Create an open and safe space for communication so participants can share their thoughts and ideas freely, solve problems and take the lead.
  - Define what you want to achieve and make sure everyone understands the expected outcome but be flexible in your approach. Allow room for experimentation and adaptation and remember that processes may need to change as new ideas and insights emerge.
- Establish feedback mechanisms to gather input and opinions.
  - Think about what they will get out of the project. Providing mentorship and support from technical experts can be a big incentive.
  - Allocate the necessary resources.
  - Unless there is a reason not to identify them, always make sure you credit the individuals/organizations you are co-creating/collaborating with.

### ► Here are a few ideas for co-creating communication assets. What will you do?

<p>Young activists interview a decision maker, putting their questions about the gaps in HIV treatment to those in power and creating a podcast.</p>	<p>A photo story with images taken by a young person that captures their concerns, hopes and dreams for the future.</p>	<p>A song or piece of music composed by a young musician that calls for an end to HIV by 2030 and becomes a trending 'sound' on social media.</p>
<p>A creative writing event where people living with HIV are supported to express their thoughts and feelings through writing or poetry, that can be turned into a film for social media.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Using Digital Channels

In this section you will look at:

Tactics for creating impact on social media

Working with social influencers

Creating visual templates, graphics and infographics

Measuring the impact of your digital assets

## Tips for creating impact on social media.

**X (formerly Twitter) has lots of advice for increasing reach and engagement. These same principles apply across other social platforms such as Facebook or Instagram.**

1. Share relevant and useful content, keep it short.
2. Post visual content: 97% of people focus on visuals, so adding media to your posts can really help them stand out.
3. Post regularly and consistently, create a content calendar to plan out your ideas. Try to post several times a week.
4. Interact and collaborate with others, don't just post and leave it at that. Follow community groups, your key targets, re-post influencers, engage with thought leaders, and reply to mentions and customers to build engagement and connections.
5. Promote your @name everywhere you can and use hashtags. Make sure the content you post is branded with the Global Alliance logo to increase visibility.

Source: <https://business.twitter.com/en/blog/how-to-increase-twitter-followers.html>

### X Spaces

A new feature for hosting podcast-style live audio conversations to further amplify or clarify messages to audiences. A practical example of an X Space event could feature an

interview conducted by a young person with a senior leader on the importance of the Global Alliance followed by an audience Q&A. Click [here](#) for more information on X Spaces.

### Live Chats

Social media chats are most successful when they focus on a specific interest or theme. The more targeted, the better. Like an in-person meeting, a Facebook, Instagram or X chat

should have a planned start and end time, relevant agenda, and clear operations plans. Find out more about X Chats [here](#).

## Instagram Creators

On Instagram, you can convert your personal or business account into a public creator account to access features that make it easier to control your online presence, understand your growth and manage your messages. Learn more about the creator account on Instagram [here](#).

As an Instagram creator, you can create a broadcast channel to share messages such as announcements, behind-the-scenes content and event details, or upcoming collaborations with your followers.

## Boosting content

Facebook and Instagram call it boosting a post. X calls it promoting. It means the same thing: paying to amplify the reach of your content so that it appears to a wider range of your target audience, beyond those who

already follow your page/ account. It's a good idea to allocate some resource to boosting/ promoting content. You can find out more about promoting on X [here](#). And boosting on Facebook [here](#).



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Mentor Mother Paulina with her peers facilitates the saving group for women living with HIV at the Maivene health facility in Inhambane, Mozambique.

## Collaborating with influencers

A social media influencer is someone who already has a high number of followers on a social media platform(s). Collaborating with influencers can be a powerful way to reach a wider audience, have your message heard, or grab the attention of a key target.

**Set clear objectives for the collaboration:** are you hoping to reach more people with your message? Or do you want to influence a particular person or group of people?

**Allow creative freedom:** Influencers know their audience best, so trust them to create content that resonates with their followers.

**Be authentic:** Influencers who are genuine champions of the Global Alliance's work will be more likely to create compelling content

and help break down HIV stigma and discrimination. Your power/ interest mapping can help with this. It's also more likely that you'll be able to build a long-term relationship, if they're passionate about improving the lives of children living with HIV.

**Encourage User-Generated Content:** This is a great way of creating a trusted community online. Your Influencer might encourage other people to join a movement by posting content using a particular hashtag or taking part in a 'challenge' to raise awareness.

**Do your due diligence:** Make sure that the Influencer with whom you want to work hasn't said or done anything in the past that would undermine your partnership with them.

## Designing your content

Making content look good on social media doesn't have to be time consuming or expensive. Most social media posts have a very short lifecycle, so you don't want to spend hours and hours creating them.

There is a lot you can achieve now in the apps themselves – editing a reel together, adding music and effects, using emojis or stickers, will all help to bring your content to life. Depending on your audience, people may be more likely to engage with you if your content feels authentic, rather than overly polished.

Here are two simple, free online design tools that can help you stand out, without taking up too much time:

[Canva](#) is a simple-to-use, template-based free design app. There are over a million templates, graphics, and photos you can use as part of the free plan.

[Pablo](#) is tool for placing text over the top of images. It's very straightforward to use. If you want to post a strong image with a quote that really stands out – try this.

## Measuring the impact of your digital assets

There are several tools to help you track your efforts and regularly review the number of followers, updates, re-posts, and mentions on social media platforms.

[X activity dashboard](#) shows the total number of times a post has been viewed and will appear next to the analytics icon on each post in your timeline. More information is available [here](#).

[Google Analytics](#) allows you to track increases in website traffic from X by measuring how many followers click through from X links back to your site. They offer several free online courses to help use their tools.

[Facebook Insights](#) and [Instagram Insights](#) enable you to learn more about your account's followers and performance. You can also view insights on your audience's engagement with specific posts, stories, videos, reels and live videos.



PART THREE

# Further support

## Glossary of terms

**Analytics:** the process of collecting, measuring, analyzing, and interpreting online/ social media data to gain insights and make informed decisions – for example, the number of people who see a social media post (reach) or how many seconds of a video they watch (engagement).

**Boosting:** Paying to promote or advertise a piece of content to a wider audience. This is often done on platforms like Facebook and Instagram to increase reach/visibility.

**Brand Guidelines:** Also known as brand style guides, are a set of rules and recommendations that define how a brand should be presented. They include guidelines on logo usage, colour schemes, font and messaging to ensure brand consistency.

**Call to Action:** An instruction designed to encourage the audience to take a specific action. This could be clicking a link, signing up for a newsletter, or making a pledge.

**Channels:** The various platforms used to communicate with an audience. This can include websites, social media, email, print, television, and more.

**Communication Assets:** The elements and resources used for communication, such as images, videos, graphics, text, and other materials that help convey a message.

**Editorial Guidelines:** A set of rules and standards for creating and publishing content, typically used by media organizations, publishers, and content creators. They ensure consistency in tone, style, and quality.

**Engagement:** Engagement measures how actively and positively an audience interacts with content, such as likes, shares, comments and clicks. It is an important metric in social media and digital marketing.

**Format:** The structure or layout of content. It can include text, images, videos, and the arrangement of elements within a piece of content.

**Hook:** An attention-grabbing line at the beginning of a piece of content, intended to capture the audience's interest and keep them engaged.

**Look and Feel:** Look and feel describe the visual and sensory aspects of a brand or design. It includes elements like colours, typography, imagery, and overall aesthetics that create a distinct impression.

**Platforms:** The specific channels or tools used to deliver content or services. Examples include social media platforms (Facebook, X), operating systems (iOS, Android), and publishing platforms (WordPress).

**Promoting a post:** (see Boosting). It makes the post appear to a larger and more targeted audience.

**Reel:** In social media, a reel is a short video clip, usually lasting up to 60 seconds, used for sharing engaging and dynamic content.

**Signpost:** A clear and concise signal or indicator that guides the audience and helps them understand the structure or direction of the content.

**Targets / Target Audience:** The specific group of people or demographic that a message, product, or service is designed for and intended to reach.

**Tone and Style:** Tone refers to the attitude or emotion conveyed in written or spoken communication. Style relates to the way content is presented, including language choices and formatting.



# Appendix

# Time is running out.

Let's come together to reimagine the blueprint for HIV response in children and adolescents.

## 1. We must end glaring prevention and treatment inequalities faced by children, adolescents and pregnant and breastfeeding women living with or at risk of HIV.

**1.1** Interventions to address HIV in pregnant women, children and adolescents must be informed by data to improve resource allocation and address the bottlenecks that are responsible for persistent gaps in coverage.

**1.2** Interventions to eliminate vertical transmission of HIV from mother to child must address key sources of new HIV infections in children, based on data and in consultation with the women and communities being served.

Pregnant women living with HIV must be provided with antiretroviral treatment (ART) early and supported to remain in care during pregnancy, delivery, and throughout the breastfeeding period to keep them virally suppressed.

Pregnant women in high-prevalence countries who test negative for HIV should receive self-test kits and comprehensive support to stay in care throughout pregnancy, delivery, and the breastfeeding period.

**1.3** Services for children and adolescents must be delivered across a continuum of care. Knowing when, how, and why HIV infection in children and adolescents is occurring, can improve prevention efforts and ensure far more children and adolescents living with HIV are receiving treatment.

**1.4** Building and strengthening both self and index family-based testing initiatives should be a priority. Peer-driven approaches to HIV testing – especially when delivered by trained people living with HIV – have proven to be game changers in combatting stigma, improving ART coverage, and finding and linking undiagnosed children (and spouses and other adult partners). Careful consideration should always be given to safeguarding confidentiality and the right to refuse participation, at all stages of this process.

**1.5** All HIV prevention interventions must be designed to end prevention inequalities for children, adolescents, young women and young key populations. We need bold leadership and programmes built on human rights principles and science. It is essential that data analytics, including qualitative information, guide prevention interventions to develop strategies that are nuanced and targeted to need. Countries must introduce supportive policies and an uninterrupted supply chain of novel and existing biomedical prevention tools. The prevention agenda must be multi-level and all-encompassing, prioritizing person-centred and tailored service delivery formats and channels.

**1.6** Advancing the right to health in primary prevention of HIV requires a combination of multisectoral interventions that go beyond

the health sector. This includes: school-based interventions, such as comprehensive sexuality education and removing gender based biases and discrimination in schools; social protection support, to minimise HIV vulnerability and improve access to HIV and other related services; and protecting adolescents and young people from harmful practices and gender-based violence.

The prevention agenda continues to be an area of diverse opinion, often rooted in cultural and moral values. This makes it challenging to achieve universal access to even the most basic preventive measures. The 'right to health' concept is an important guiding principle in the face of cultural, social, political and other barriers.

## **2. We must address deeply rooted, intersecting forms of stigma, discrimination, marginalization and exclusion to ensure adolescents and young key populations can access lifesaving HIV services.**

All interventions to end AIDS must effectively challenge inequality, including but not limited to legal, economic, cultural and gender dimensions. The COVID-19 pandemic has exacerbated the impact of stigma on vulnerable populations, widened existing

gaps, and deepened inequalities in accessing health and HIV services. Inequalities can be reduced by fully implementing human rights-based policies and laws, engaging communities, and scaling up proven interventions.

## **3. Join the Global Alliance to end AIDS in children by 2030, a renewed and action-oriented initiative that places communities at the heart of the HIV response and reenergizes valued partnerships and resources.**

Together with global networks of people living with HIV, UNAIDS, UNICEF, WHO, the Global Fund and PEPFAR, are calling on all governments and partners to join together in collective action. We must reenergize

political commitment to drive innovative and integrated HIV programming that sustains gains and catalyses action to end AIDS in children by 2030.

## Call to Action

### 1. Travel the last mile of eliminating vertical transmission of HIV from mother to child.

**Inspired by clause 62 (a and b) in the 2021 Political Declaration, fully implement the 'last mile' to eliminate vertical transmission of HIV from mother to child**, using the Strategic Last Mile Framework developed jointly by UNICEF, WHO, PEPFAR and UNAIDS. The Framework calls on programmes to reach all pregnant women and adolescent girls living with HIV with antiretroviral treatment and improve systems for retaining them in care. The Framework also has specific focus on provision of primary HIV prevention services during antenatal and postnatal periods to keep all pregnant and lactating women and adolescent girls negative.

**Inspired by clause 62 (e) in the 2021 Political Declaration, identify and treat undiagnosed older children and adolescents**, and provide all children and adolescents living with HIV with a continuum of developmentally appropriate care and social protection proven to improve health and psychosocial outcomes as they grow and progress through youth and into adulthood.

**Expand the use of different data sources**, particularly at decentralized levels and within facilities and communities, to understand the micro-landscape of HIV risk and vulnerabilities of children, adolescents and young people to optimize planning by identifying geographies, programme areas and populations with persistent gaps.

**Empower adolescents and young mothers** by creating an environment that provides them protection, resources, space and confidence to be independent agents of change and take charge of their own health. This includes dedicated efforts to invest in their development, such as keeping girls in school, supporting them with cash transfers and providing other social protection services.

**Inspired by clause 60 (g) in the Political Declaration, accelerate efforts to scale up scientifically accurate, age-appropriate comprehensive sexuality education** that provides culturally appropriate sexuality information to adolescent girls and boys and young women and men, in and out of school.

**Ensure implementation of youth-led holistic well-being programmes** delivered through trusted platforms for young key populations, including the new toolkit (ayKP) created by youth-led organizations in partnership with UNICEF, UNAIDS, UNDP, and UNFPA.

**Ensure rapid implementation and scale-up of new potential game-changers** across the prevention to treatment continuum, including novel testing technologies such as point-of-care and self-testing platforms, youth-centred programming and interventions designed and delivered by young people.

**Advocate for a more conducive, non-discriminatory legal environment**, by reviewing, reforming, repealing and amending harmful laws and policies to ensure safety and dignity in seeking HIV prevention and treatment services.

**Inspired by clause 55 in the Political Declaration, address the stagnation and decline in international resources for the HIV response**, reaffirming the importance of international public finance as a complement to domestic resources and reiterating the fulfilment of all official development assistance targets.

**Integrate HIV responses with relevant sectors and deliver through extended primary health care.** HIV interventions must be integrated with sexual and reproductive health services, antenatal and postnatal care,


mental health services, and social protection programmes including cash transfers or other economic incentive schemes. It is critical to deliver HIV prevention and treatment services through primary health care platforms for sustainability.

**Support community-led responses, including community-led monitoring and quality improvement activities** and harness communities as partners to build resilience across all services for HIV prevention and treatment among pregnant women and adolescent girls. These cost-effective approaches will maximize health and social protection outcomes, given the critical role played by communities in ensuring service continuity in the face of disruptions related to COVID-19.

For further information about the  
Alliance, please click on the  
**link** or scan the **QR code** below.



[www.childrenandaids.org/  
global-alliance](http://www.childrenandaids.org/global-alliance)



Page 2 Photo:

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A mother with her child walking to a community dialogue session in Nhabondo, Mozambique.

Page 6 Photo:

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Mentor mothers Arabella (left) and Arnaldo (right) – mentor mothers – on their way to home visits in Inhambane, Mozambique.

Page 8 Photo:

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In their home in the remote region of Panga, Mozambique, here is a photo of Zita's 11-year-old daughter. The picture was captured after the visit of a mentor mother who is dedicated to enhancing her health and well-being.

Page 28 Photo:

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Mentor Mother Paulina, taking a moment for a portrait leading the savings group, overseeing lunch preparation, and conducting a nutrition education talk at the Maivene savings group for women living with HIV in Inhambane, Mozambique.

Page 36 Photo:

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Isilda, a dedicated health worker, performs routine checks on infants, including measurements of height, weight, and MUAC, during the postnatal clinic at the Morrumbene health facility in Mozambique.

