



DESCRIPTION	AMOUNT ALLOCATED	AMOUNT SPENT
Phepha uFunde	R 1 200 000	R 1 200 000

01

CITIZENS IN SOLIDARITY CAMPAIGN MANDATE

The Solidarity Fund was created on 23 March 2020 to respond to the COVID-19 crisis in South Africa. It is a platform for the general public, civil society and the public and private sector to contribute to the consolidated effort to fund various initiatives.

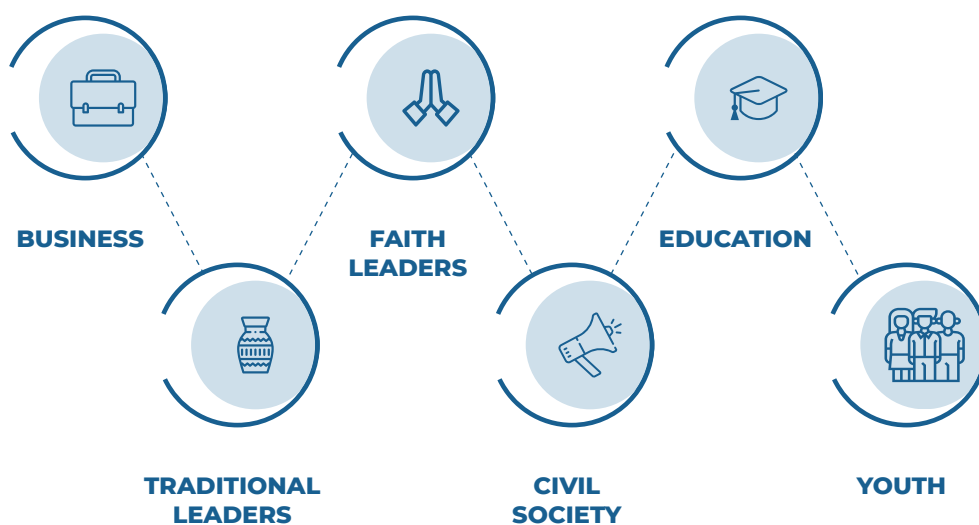
The Citizens in Solidarity campaign (CIS), which is part of the overall communication campaign of the Fund, aims to lower the spread of COVID-19 through strengthening the Fund's objectives of prevention, detection and care. Our message is to invite all South Africans to become Citizens in Solidarity. Being a Citizen in Solidarity is easy. The campaign is an opportunity for every South African to play their part in preventing the spread of the virus. The message is that a few simple changes in behaviour saves lives.

The key message of the campaign is straightforward and easy to do:
“Wash your hands to protect your neighbours; wear a mask to protect your friends; keep a safe distance to protect your family; and just be kind.”

A growing sense of fear, anxiety, mistrust and grief spread through communities as COVID-19 cases increased. The mandate of the CIS campaign is to leverage networks across key sectors of society to change simple personal behaviours that could significantly spread the rate of infection.

CITIZENS IN SOLIDARITY CAMPAIGN: PHASE 1

During the first phase of the campaign, the Fund established partnerships and programmes within the following sectors:



- **Business** – through partnering with the Return to Work Campaign, Business for SA (B4SA) and the Public-Private Growth Initiative (PPGI)
- **Traditional leaders** – through the National House of Traditional Leaders
- **Faith leaders** – through the South African Council of Churches, and other interfaith leaders
- **Civil society** – through networks in the Eastern Cape hotspot
- **Education** – through a programme supporting school-management teams and school-governing bodies
- **Youth** – through the Six Million in Six Weeks campaign.

Why Phepha uFunde?

According to the United Nations the COVID-19 pandemic has created the largest disruption of education systems in history, with more than 1.6 billion learners in more than 190 countries across all continents being affected by its impact.

Through a partnership between the Solidarity Fund and the Zenex Foundation, the Phepha uFunde campaign was conceptualised within and for the South African context as a direct response to the challenging schooling environment. Focused on educators, learners and school-governing bodies, the goal of the campaign was to ensure that schools were opened safely and that learning would be fostered in a safe environment.

Carefully selected platforms were used to deliver the campaign goals and objectives, including a dedicated website, a 10-part radio broadcast, social media platforms and a webinar. Additionally, a survey was conducted within the education sector to help determine the overall reach of the campaign.

PRINCIPLES THAT GUIDED BEHAVIOUR CHANGE EFFORTS



Speed

All ideas needed to be executed quickly in order for networks to be built across key sectors prior to – and to reduce – the peak, and to flatten the curve.



Targeted hotspots

Phase 1 adopted a hotspot strategy to plan how the energy and resources of various sectors would be harnessed in the fight against COVID-19. We initially started in the Eastern Cape due to the rapid spread of the coronavirus in the province at the time, with the intention to expand to Gauteng and KwaZulu-Natal.



Resource efficiency

The project management office set up for this campaign was tasked with ensuring the effective delivery of contract requirements to enable maximum reach and impact.



Inclusion

The Fund aimed to reach vulnerable households through a wide variety of partners across civil society, private sector and government. Partners included faith and traditional leaders, nongovernmental organisations, care institutions and partners in business.



Safety

The Fund ensured that its partners adhered to social distancing and safety measures while engaging with citizens on the ground.



Building a large network

A large network of Citizens in Solidarity was built through harnessing the support among prominent sectors of society, such as business, faith leaders, the youth, education and civil society. A campaign was crafted to relay key behaviour change messages and activities.

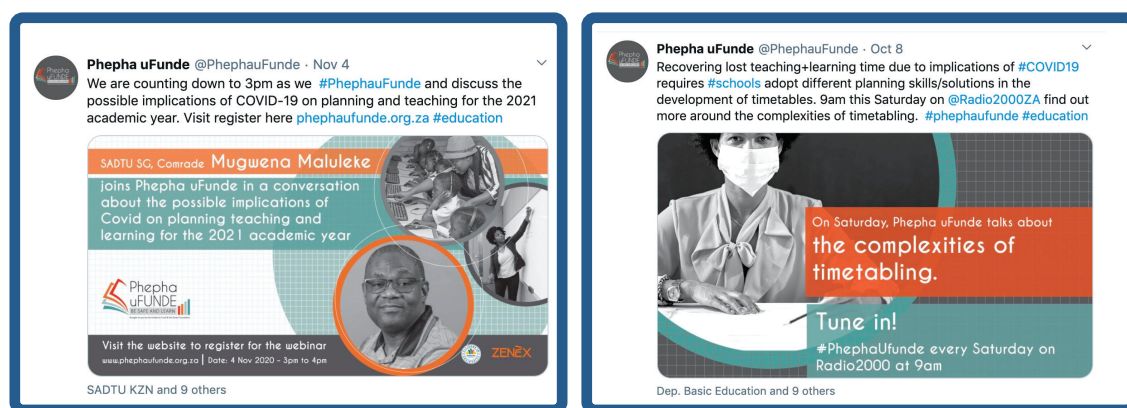
PROGRESS AND IMPACT

Phepha uFunde – The Zenex Foundation

Objectives

The target audience of the campaign comprised educators, learners and general society. The objectives of the campaign were to:

- Develop a website that would unpack and clearly set out what the various regulations and protocols entailed for schools, and which could be accessed easily by all schools, their school-management teams and school-governing bodies. Participation and solution-sharing was actively promoted via the website.
- Broadcast a 10-part radio series on Radio 2000. Listeners were directed to the 09h00-10h00 slot by means of targeted communications issued by the education system and teacher unions.
- Complement the website and radio programme with active social media platforms.
- Address challenges and impacts through a solutions-oriented approach.



Programme description

The campaign made use of four major platforms, namely: aimed at achieving the outlined goal and objectives. The carefully chosen platforms included:

- **Campaign website:** Intended to serve as a repository of information that users are able to access at any given time, even beyond the life of the Campaign.
- **Radio broadcast:** The 10-part radio broadcast was intended to broaden the conversation surrounding key challenges being experienced by the target population, while employing a solutions-oriented approach. This, in turn, provided a dedicated platform for educators to communicate with each other.
- **Webinar:** With five chosen panellists (all of whom had previously appeared on particular radio broadcasts), discussing content within their relevant areas of expertise, the webinar was intended to facilitate the sharing of knowledge, ideas and updates, while also presenting content that was engaging, relevant and informative.
- **Social media platforms:** The social media strategy was primarily aimed at supporting the website and the radio broadcast through:
 - Re-directing users to the website.
 - Building traction for the website and broadcast through engagement and participation.
 - Creating platforms where users were able to share their stories and ask questions.

Programme delivery

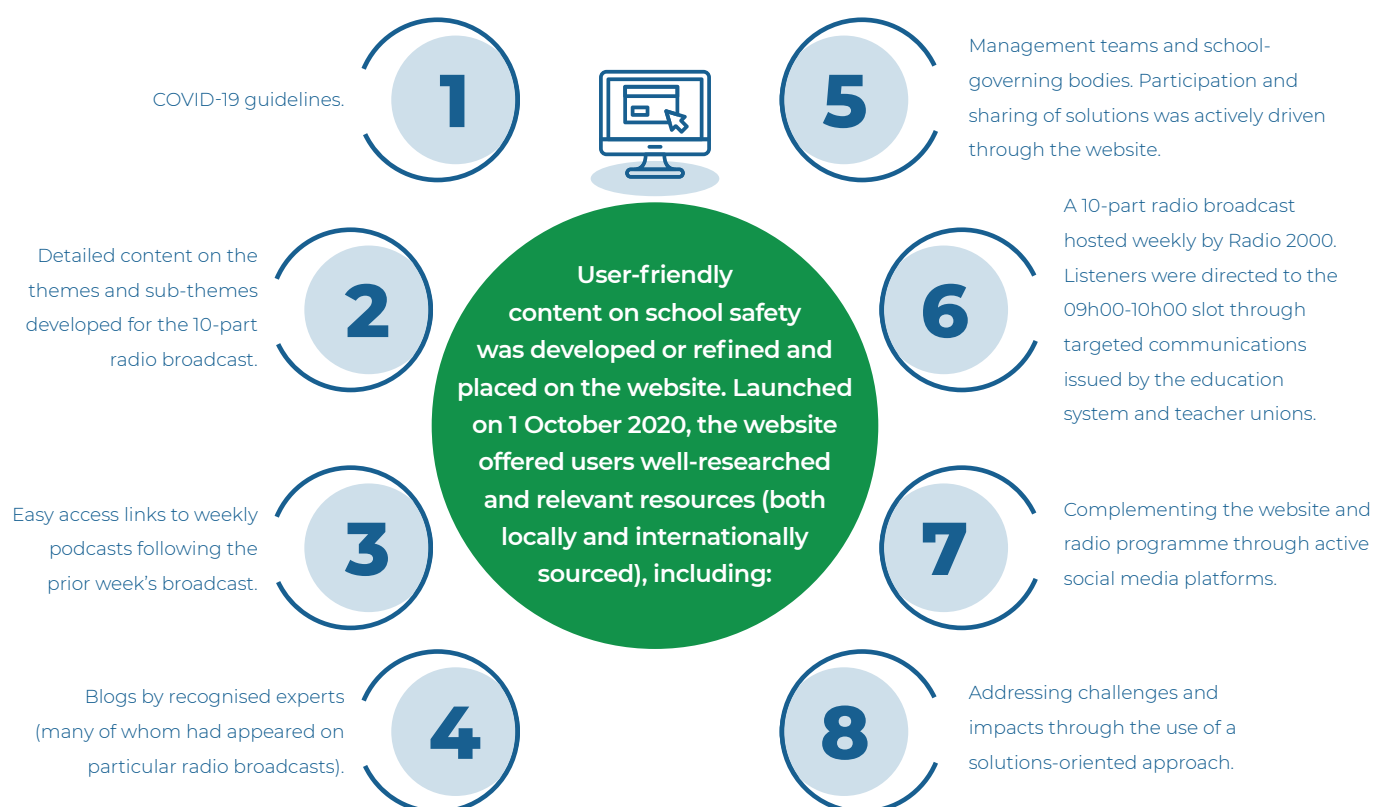


An hour-long interactive radio talk show was developed, produced and broadcast on Radio 2000 at 9am from Saturday 5 September 2020 and every Saturday thereafter until (and including) 7 November 2020. The programme was aimed at engaging teachers, school-management teams and officials who support schools around the health and safety protocols that schools were required to follow in terms of the regulations and directives published under the section 27(2) of the Disaster Management Act, 2002 (DMA) and to build a community of practice.

The talk show was hosted by Reggie Philander and co-hosted by Mary Metcalfe, and allowed school leaders to share success stories of solutions to the many challenges brought about by the pandemic. The show also provided a platform where school management felt heard, without the broadcast turning into a venting session. Rather, it was an opportunity for schools to hear that they were not alone in the challenges they faced, and that solutions were being found by colleagues across the country.

Message	Date of broadcast	Panellists
1. Leading in uncertainty	5 September	Dr Al Witten Mr Mugwena Maluleka Mr Basil Manual Voices of Education leaders consisting of: <ul style="list-style-type: none"> • National Teachers Union leaders • School leaders • Professional educational associations
2. Leading in a context of anxiety	12 September	Dr Nonhle Nako – psychosocial specialist Voices of Education leaders
3. Learning from science to make sure schools are safe	19 September	Prof Shabir Mahdi Prof Nandi Siegfried National Teachers Union leaders
4. Leadership and managing challenges in implementing standard operating procedures	26 September	School leaders
5. Learner attendance	3 October	Dr Lori Lake School leaders
6. Teacher co-morbidities, attendance, supply, utilisation and timetabling	10 October	Dr Portia Mutevedzi Voices of Education leaders
7. Timetabling	17 October	Voices of Education leaders
8. Planning teaching and assessment	24 October	Voices of Education leaders
9. Supporting learning at home	31 October	Voices of Education leaders
10. Communicating effectively (link back to episodes 1 and 2)	7 November	Voices of Education leaders

Website and curated content



Social media platforms

The social media campaign made use of Facebook, WhatsApp and other platforms to further support and stimulate discussion on topics covered in the radio talk show. This was intended to further expand the reach of the campaign. The Facebook page went live on 1 September 2020, and served as a tool to foster communication based on the weekly theme and sub-themes. It also provided information about the expert panellists. Twitter offered a conversational space in real time and was positioned as an engagement platform. The Twitter account went live on 1 October 2020. The platform offered the unique opportunity for users to access experts and for experts to participate in the ongoing conversations.

Webinar

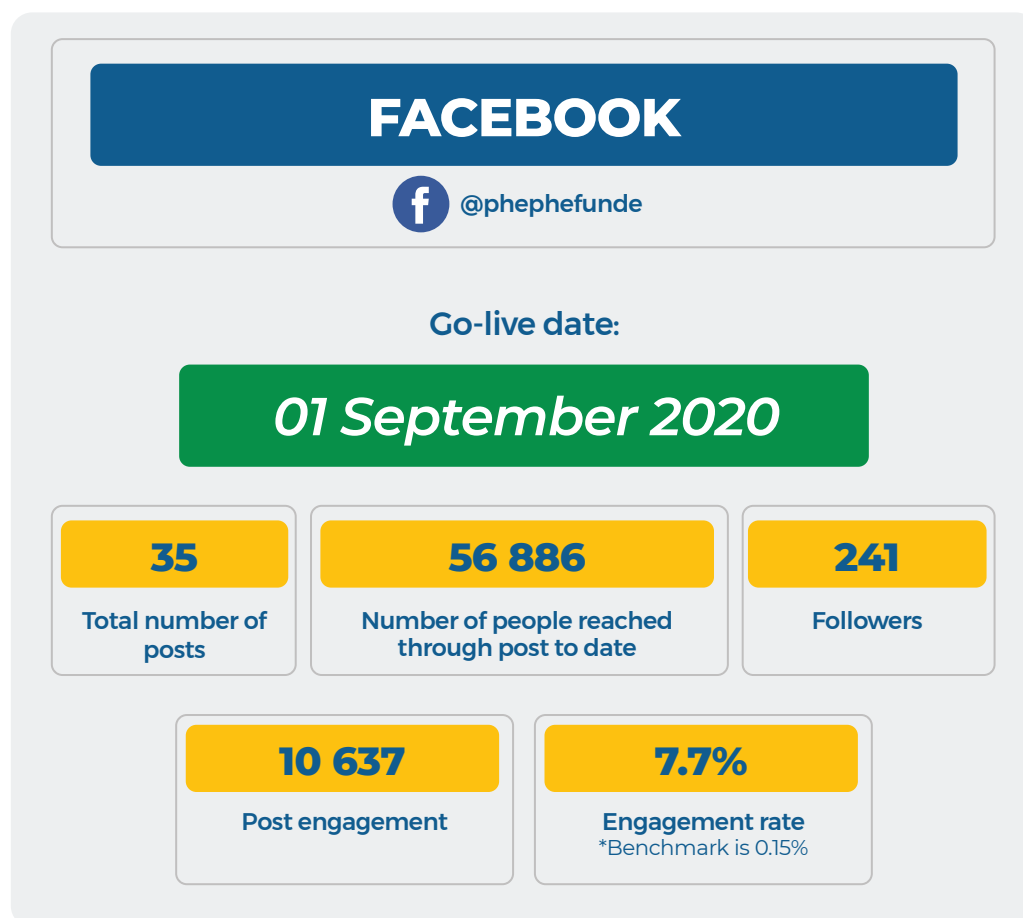
The webinar took place on 4 November 2020 and was hosted by Grounded Media. Tshepo Motsepe, Programme Manager for the Zenex Foundation, chaired the session. The webinar marked the formal closing of the project using the developed themes and sub-themes as a basis for discussion. The performance of the webinar was tracked using analytics data, which ensured that outcomes were tangible and measurable. A live poll and detailed reporting resulted in analysis that yielded valuable insights.

Targets and impact

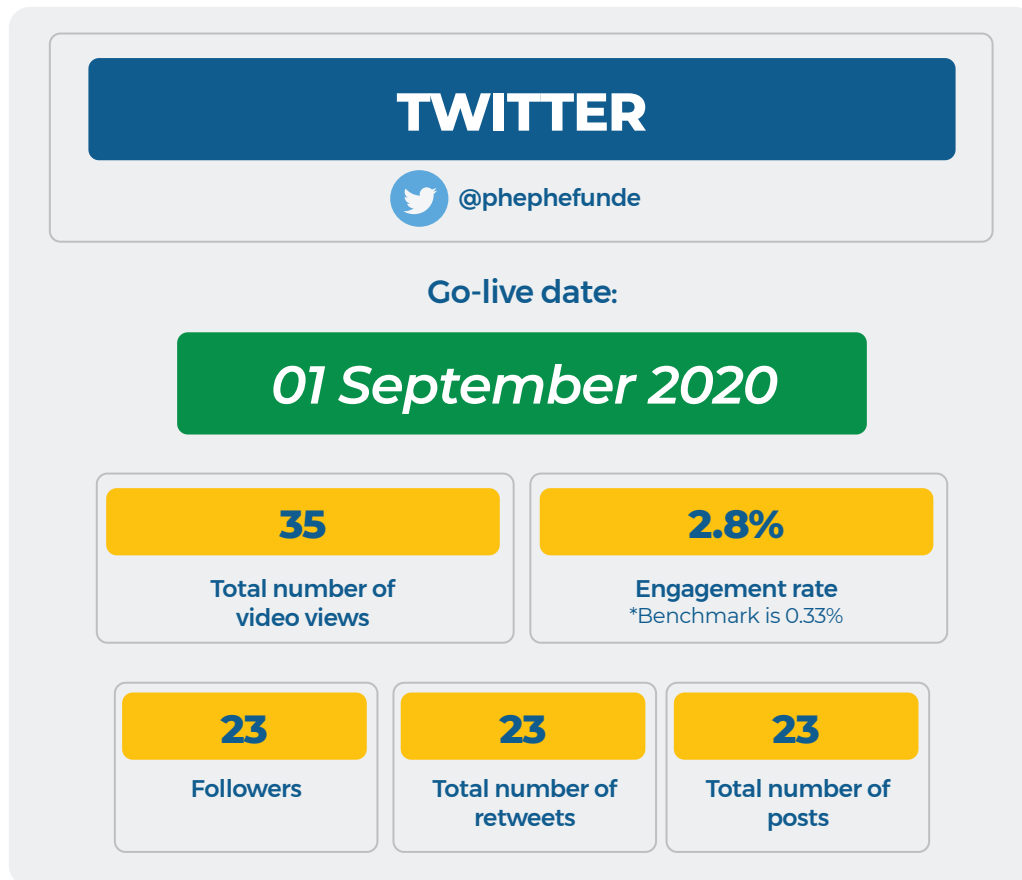
Various methods were used to drive traffic to the three major social media platforms and to reach the target audience of educators, learners and general society. The social media strategy was aimed primarily at supporting the website, and the radio broadcast through:



The Facebook page went live in the week leading up to the first radio broadcast and fostered communication around the weekly theme and sub-themes. It also provided information about the expert radio-show panellists.



Twitter offered a real-time conversational space as well as a unique opportunity for users to access experts and for experts to participate in the ongoing discussion.



SUMMARY OF THE IMPACT OF THE CAMPAIGN

The campaign provided opportunities for learning and development among the target audience through the use of various platforms, and to create lasting behavioural change, aligned to the campaign's goal and objectives.

The pandemic has provided an opportunity stakeholders to show renewed commitment to progress in the country's education systems. The campaign highlighted the need to think differently about delivering quality education, while providing a safe environment to support the target audience. The current crisis has certainly tested the ability of the country's education systems to deal with large-scale disruption, and consequently has led to a need to build as its legacy a more resilient education sector.

Robust debate and discussion

The campaign sparked robust discussions and debates around themes. Such interactions remained largely positive and ensured that teams remained committed to the delivery of quality outputs, while supporting the goal and objectives of the campaign.

Main recipients

The main recipients, namely educators, were complimentary about the campaign, and contended that campaign resources supported them amid the challenging environment of the pandemic. Engagement with the Department of Education also gave the campaign a boost. Furthermore, it illustrated that it is possible for government and civil society to collaborate in the interest of the citizens of the country.

Financial investment

The financial investment in the campaign ensured that, for the first time during the pandemic, educators were given a voice. Educators who participated in and contributed to focus groups were able to listen to common concerns, fears and anxieties, while benefiting from solutions shared by other educators.

Team collaboration

Teams worked collaboratively to support the campaign goal and objectives. The overall aim of achieving the common objective of success remained at the forefront, where success was defined as effective collaboration between individuals, both in their capacity as representatives of their respective organisations, but also as collective representatives of the campaign.

Participation of key supporters

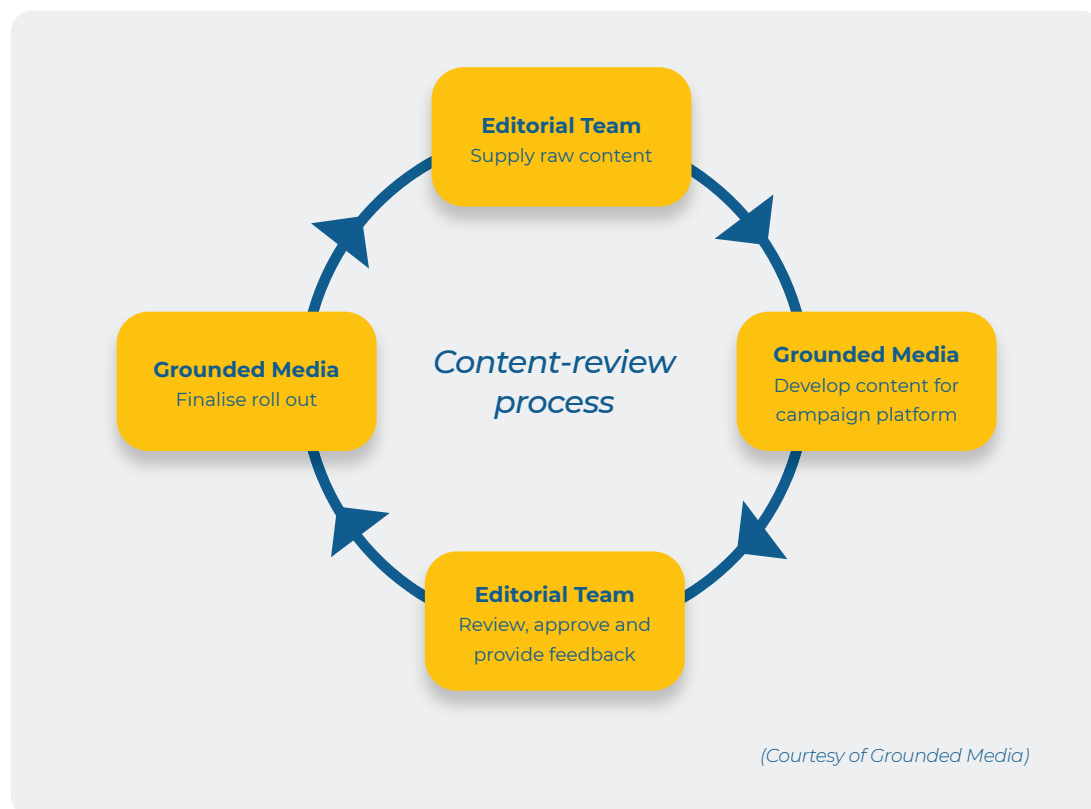
A key success of the campaign was its ability to rally various stakeholders to collaborate towards a common goal. The number of solutions that were provided by educators continued to grow, with teams constantly seeking new avenues to improve engagement and participation across campaign platforms.

CHALLENGES AND LEARNINGS

This was an extremely successful project. However, some of the challenges include:

Content-review process

Due to the rapid pace of the campaign, the content-review process was challenging, with delays often experienced in the review of website, social media and infographic video content. This caused delays in production and roll out. Teams worked to improve relationship management and workflow mechanisms to streamline this process. This was achieved through establishing firm deadlines, sending reminders and following up on outstanding deliverables.



Website

- The website was intended to be a repository of clear information. Ideally it should have been up and running by the time of the first radio interview.
- The delay in setting up the website meant that there was no place to activate the resources emanating from the radio programme.
- However, the delay was addressed and the website was subsequently launched.
- Teams worked hard to develop and refine content for the website during the delay, to include locally and internationally produced resources and blogs.
- The programme recovered from this initial challenge.

Converting an audience for the radio broadcast

- DJ Reggie's show is a dedicated music programme. Listeners ordinarily tune in to be entertained and were not expecting engagement around challenges being experienced within the education sector.
- The hosts had to be clear enough for the general listener to continue listening, but also needed to be sufficiently specialised enough depth for educators to find the programme meaningful. To overcome this, detailed scripts were drafted to suit Reggie's personality, profile and the format of the show. In addition, the voice notes of real educators describing their challenges brought a feeling of authenticity that any listener could relate to.
- DJ Reggie was able to come across naturally and relate to his regular listeners, while attracting new listeners who would not ordinarily be listening to the broadcast at that time.

Number of experts

- The first broadcast clearly demonstrated the challenge of having too many experts in one slot. Listeners lost track of who was talking, experts repeated what the other had already said, and time constraints became evident. Following the first broadcast, the number of experts was limited and scripts were drafted to feature experts at different segments of the broadcast.

Webinar

- The webinar was hosted at the end of the campaign, as the opportunity to support engagement and participation across campaign platforms was not maximised.
- This serves as guidance for the future campaigns. Reach and engagement may be maximised if a series of webinars was planned for the beginning, middle and end of the campaign.

Social media platforms

- Crafting optimal content for social media platforms was not always achievable. Teams worked at improving relationship management and workflow mechanisms to streamline the process. This was achieved through establishing firm deadlines.
- Users did not respond to or share content as anticipated. Relatable posts (usually driven by emotion) were used to improve engagement and participation. These posts yielded a positive outcome.