



# Evaluating the Impact of the HEAIDS Future Beats Programme on Student Radio Listeners

**END LINE RESEARCH REPORT** SEPTEMBER 2017

# FOREWORD



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**WHEN THE GERMAN** Government, through the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), approached HEAIDS in 2013 (to discuss funding opportunities for the implementation of a pilot project using radio and social media to change behaviour of students regarding sexual health), I was immediately excited by the idea of empowering young people to become agents of social change in our sector.

We knew that in order to change behaviour and get students to talk about issues around sex, sexuality, health and HIV, which are still taboo in our society, we need to meet our youth on their terms and give them the chance to voice their concerns and opinions in a way that speaks to them. So we took the chance to implement a pilot programme on seven radio stations in three provinces of South Africa. Through an extensive capacity development component, HEAIDS Future Beats offers young journalists, radio DJs and radio managers the opportunity to understand HIV and social drivers of the pandemic, and to create their own radio programmes that address these issues in an entertaining way and get young people talking.

Evaluating Social and Behaviour Change Communication (SBCC) programmes is not an easy task. Proving that SBCC programmes contribute to increasing knowledge and eventually changing perceptions and behaviour around sexual health, will forever be a challenge for HIV prevention programmes that work through channels of communication.

When we decided to launch the Future Beats pilot programme, we knew that we were taking a risk. Would we get buy-in from the sector for this innovative programme? Could we convince our students of the important role they have to play to become agents of social change? Would we ultimately be able to show the success

of this programme and convince funders to invest in it? These were risks we took, because we believed in the concept of the programme, and we believed in the young people that make this programme happen on a daily basis.

Four years after we started working on Future Beats, the programme airs on 14 radio channels across six provinces of South Africa, currently reaching 720 000 young radio listeners. We are excited about the results of years of hard work and an innovative, unique research design that are able to show that we did not only contribute to an increase in knowledge among our student community, but also created dialogues about sexual taboo issues and contributed to an increase in the uptake of health services, specifically regarding contraception.

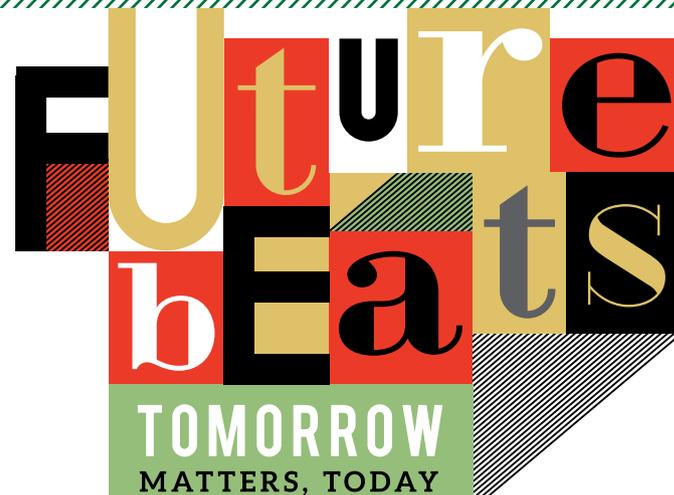
Although we know that a lot of work still needs to be done to achieve the '90-90-90 strategy' of the Joint United Nations Programme on HIV/AIDS, we believe that the HEAIDS Future Beats programme makes a valuable contribution to reaching our goals.

At the HEAIDS National Youth Conference in June 2017 it became ever clear to us that there will be no more programmes for our youth, without our youth. This programme is for you and is implemented by you.

We would like to acknowledge all the enthusiastic young radio journalists from our Future Beats radio stations, who have taken on the role as agents of social change in this country. You all make a difference. We also salute all HIV units at our universities and TVET colleges that support this programme and that have contributed to making it a success. And last, but not least, we would like to thank the German government for its support and courage to tackle this challenge with us. 



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## ACRONYMS & ABBREVIATIONS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>DHET</b>	Department of Higher Education and Training
<b>GBV</b>	Gender-Based Violence
<b>HCT</b>	HIV Counselling and Testing
<b>HEAIDS</b>	Higher Education and Training HIV/AIDS Programme
<b>HEI</b>	Higher Education Institution
<b>HIV</b>	Human Immunodeficiency Virus
<b>HREC</b>	Human Research Ethics Committee
<b>IC</b>	Informed Consent
<b>LGBTI</b>	Lesbian, Gay, Bisexual, Transsexual and Intersexual
<b>MMC</b>	Medical Male Circumcision
<b>NGO</b>	Non-Governmental Organisation
<b>NSP</b>	National Strategic Plan
<b>RAMS</b>	Radio Audience Measurement Survey
<b>SBCC</b>	Social Behaviour Change Communication
<b>SRHR</b>	Sexual and Reproductive Health and Rights
<b>TVET</b>	Technical and Vocational Education and Training Colleges
<b>VCT</b>	Voluntary HIV Counselling and Testing
<b>UNAIDS</b>	United Nations Programme on HIV and AIDS

## ACKNOWLEDGEMENTS

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- 🕒 All radio station staff from the following radio stations who participated in the focus group discussions: Barberton Community Radio, Emalahleni FM, FORTE FM, PUK FM, UJ FM, UNIVEN RADIO, UNISA Radio, Rhodes Music Radio, VOW FM.
- 🕒 All HIV unit staff at the following universities and colleges that participated in the research interviews: Ehlanzeni TVET college (Barberton), North-West University, Rhodes University, University of Fort Hare, University of Johannesburg, University of South Africa, University of Venda, Witbank TVET college, Wits University
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THE HIGHER EDUCATION and Training HIV/AIDS Programme (HEAIDS) is a national facility to develop and support the HIV mitigation programmes at South Africa's public Higher Education Institutions (HEIs) and Technical and Vocational Education and Training Colleges (TVETs). The HEAIDS Programme supports HEIs in responding to the HIV pandemic through its core functions of teaching and learning; research and innovation, and community engagement.

# EXECUTIVE SUMMARY

Behaviour change in the area of HIV prevention is complex and challenging, especially in a diverse South African context that is influenced by a number of social drivers of the pandemic. Behaviour change is unlikely to occur without an integrated programme which addresses the social determinants of health<sup>1</sup>. In co-operation with the German International Cooperation (GIZ,) HEAIDS invented a programme that uses radio and social media as tools to promote HIV prevention – Future Beats.

The Future Beats project creates radio and social media programmes at university and community radio stations in South Africa to create greater awareness concerning HIV and AIDS, and social drivers related to the pandemic, for example, human rights and social justice, social transformation, poverty, youth unemployment, alcohol and drug abuse. The content is produced and discussed by young radio journalists – most of them students at higher education institutions – and is created in an entertaining way that allows youth to engage with the issue without feeling ‘HIV fatigued’. Accordingly, radio programme managers and young journalists are trained to use different and innovative radio and social media formats, while focusing on a range of topics related to HIV and AIDS.

## The project's objectives are to:

- 🕒 make a substantial and sustainable contribution to establishing regular (weekly) reporting on HIV-related topics at South African campus and community radio stations;
- 🕒 increase the knowledge of campus and community radio journalists, programme managers, presenters, as well as listeners of the radio programmes, regarding HIV-related topics;

- 🔗 **strengthen the quality of content concerning these issues, while building co-operation between campus and community radio stations, and HIV units and NGOs, clinics and health care workers in the higher education sector and beyond;**
- 🔗 **tackle taboo issues, stimulate dialogue and create awareness of HIV-related topics in the higher education student and staff community, as well as in nearby communities listening to the radio programme;**
- 🔗 **reduce the stigma surrounding HIV and AIDS;**
- 🔗 **reduce risky sexual behaviour among students, and**
- 🔗 **establish a campus and community radio network exchanging ideas and best practice of HIV reporting.**

This research documents the findings of the quantitative aspect, which was undertaken amongst student listeners of four radio stations in the Eastern Cape and Mpumalanga, which was supported by the Future Beats programme, and the qualitative component that was undertaken amongst radio station personnel and HIV unit managers at nine

higher education institutions in South Africa.

### **The research project is based on:**

- 🔗 **evaluating the knowledge, attitude and behaviour of students listening to the radio stations;**
- 🔗 **determining how the capacity development initiatives conducted by the Future Beats Programme increased the delivery of innovative programming addressing HIV and AIDS;**
- 🔗 **evaluating whether the Future Beats Programme contributed to an increase and uptake of health services amongst the listenership.**

Two universities that host their own campus radio stations (Rhodes University and University of Fort Hare), and two TVET colleges that have students who listen to a community radio station close to their institution (Witbank TVET College and Ehlanzeni TVET college), were conveniently selected to participate in the research. The sample size has been determined according to the budget available. A convenience sampling of 500 students per site was surveyed. The total number

of students who participated in the research was 2 000. The radio stations that supported the above-mentioned campuses were Emalahleni FM (Mpumalanga), Rhodes Music Radio (Eastern Cape), Barberton Community Radio (Mpumalanga), and Forte FM (Eastern Cape).

At the end line, each student who completed the survey was contacted telephonically, using either of two contact numbers that were provided during informed consent. If a student could not be contacted after three attempts, the student was regarded as lost to follow up. For this study, the rate of lost to follow up was 5.3%. The students were asked the same questions that were asked at the baseline survey. The project research protocol was submitted to the Human Research Ethics Committee at the University of the Witwatersrand in Johannesburg. Statistical analysis was conducted on the data collected from the 2 000 students over four institutions, where students listened to the relevant campus or community radio for the baseline survey. At end line the data for 1 907 students was analysed.

## DEMOGRAPHICS

At both baseline and end line, students who participated in the survey comprised 65% females and 35% males. Forty-nine per cent indicated siSwati as their mother tongue, whilst 28% indicated isiXhosa. All students were asked to provide their age, of which 88% indicated they were aged between 18–25 years, with 12% indicating an age of over 25 years. The data shows that many students lived in student accommodation, such as residences, made available to them by the university or TVE/T college (49%), although there is still a relatively significant number of students who listened to the radio, who lived with their family (30%).

## USE OF RADIO AND SOCIAL MEDIA AMONG STUDENT RADIO LISTENERS

Social media use amongst the student listeners was relatively high. Eighty-eight per cent of student listeners reported using social media every day. Student listeners were asked to provide an indication of how often they listened to the radio. Overall, student listenership varied among

the four stations. While 71% of students listening to Emalahleni FM and 73% of students listening to Barberton Community Radio indicated at end line that they tuned into the radio station on a daily basis, only 19% of students listening to Rhodes Music Radio and 54% of students listening to Forte FM tuned into their local campus station every day of the week. Nevertheless, student listenership was still high at Rhodes Music Radio, as well as Forte FM, taking into consideration that 24% of listeners of Rhodes Music Radio and 29% of students at Forte FM indicated listening to the station at least two to three times a week. All radio stations therefore reached a large percentage of the young student population.

## CONTENT AREAS COVERED AS PART OF THE FUTURE BEATS PROGRAMME

The Future Beats Programme worked with radio stations to develop messages under different categories of content, namely sexuality, relationships, gender-based violence (GBV), reproductive health, LGBTI, HIV, health, stigma

and discrimination. These content areas were defined to students as indicated in Table 1 on page 13. Students were asked to state which of the programme areas they heard on the radio, which programme areas captured their attention, which content they would like to hear more about, as well as programme areas that they now know more about.

Content relating to ‘HIV’ (73%) and ‘relationships’ (74%) were listened to most by students who participated in the survey, at both baseline and end line, while issues on LGBTI, stigma and discrimination, as well as reproductive health were listened to less by the students participating in the survey. This might indicate that the radio stations participating in the survey regarded these issues as less important than addressing the topics of ‘HIV’ and ‘relationships’. Generally, there was an increase amongst all content areas that students listened to at the time of the end line. But it is interesting to note that at end line, a much higher number of student listeners (60%) reported listening to radio programmes that aired content

relating to 'GBV' than was reported at baseline (35%). The reason for this increase could probably be attributed to the increased number of reported cases of gender-based violence on campuses across South Africa between August and December 2017, which resulted in a nationwide increase in media coverage of GBV.

All students surveyed were asked to provide the programme areas that they would like to hear more of on the radio stations they listened to. The content areas students had listened to on the radio channels were similar to the content areas about which the radio listeners would like to hear more. Again, 'HIV' (57%), 'health' (56%) and 'relationships' (71%), were topics students were most interested in hearing more about, while 'LGBTI', 'reproductive health' and 'stigma and discrimination' were defined as content areas in which students were less interested. In conclusion, this could mean that, knowing their target communities well, the radio stations did indeed cater to the interest of their radio listeners, even though the Future Beats Programme aimed to be inclusive of content covering the LGBTI community, issues on reproductive health, as well as stigma and discrimination of people living with HIV.

It is noticeable that at the time the end line research was conducted, a smaller percentage of listeners of Forte FM and Rhodes Music Radio stated that they would like to hear more on issues of GBV. A potential explanation for this could be that in the six months prior to the end line survey, there was mass media coverage on GBV, especially on university campuses. Student listeners could possibly be experiencing content fatigue relating to GBV.



CONTENT  
RELATING TO  
'HIV' (73%) AND  
'RELATIONSHIPS'  
(74%) WERE  
LISTENED TO  
MOST

## INCREASED KNOWLEDGE AMONG STUDENT RADIO LISTENERS

Students were asked to indicate which content areas they now knew more about after listening to their respective radio stations. 'Relationships' (74%), 'HIV' (70%) and 'GBV' (60%) were content areas that students felt they knew more about after listening to the Future Beats Programmes. To test the increase in knowledge among student radio listeners, five standard questions, which were used in the 'South African National HIV Prevalence, Incidence and Behaviour Survey 2012' on assessing knowledge around HIV, were asked. Results of the survey show that the knowledge of student radio listeners regarding the questions was already high at baseline, but a small increase in the percentage of radio listeners that answered the questions on HIV knowledge correctly could be measured.

## HOW CONTENT HEARD ON THE RADIO STATIONS SPARKED DEBATE IN THE COMMUNITY

At baseline, many respondents indicated that they did not speak to

other people about any information they heard on the radio, with only a significant number of students listening to Rhodes Music Radio indicating that they spoke to other people, such as friends and family about content they heard on the radio (40%). At end line, there was a substantial increase in the number of students who reported that they spoke to other people about the content they heard on the radio. At Emalahleni FM and Barberton Community Radio, only 9% and 8% of student listeners respectively reported to speaking to others about the content they heard at baseline; however, at end line 22% and 21% of student listeners respectively reported the same. Similar increases could be noted for Rhodes Music Radio and Forte FM. This is an indicator that the content produced by all four surveyed radio stations resonated with the students and sparked debates about issues among student radio listeners and their families and friends.

## ACCESSING INFORMATION ON HEALTH AND HIV PREVENTION

An objective of the Future Beats Programme was also to refer

AFTER THE EXPOSURE TO RADIO AND SOCIAL MEDIA CONTENT, THE NUMBER OF STUDENTS ACCESSING HEALTH SERVICES INCREASED TO 52%

students to sources of information on health issues and to make them aware of the opportunities for finding relevant educational material and services to guarantee their health and wellbeing. The majority of student listeners surveyed (98%) indicated that they knew where to access information around health and HIV prevention. While the internet (97%) and TV (88%) are the main sources of information on sexual and reproductive health for students, other sources of information that are relevant to the student

population are friends (49%) and newspapers (23%). Only a small percentage of students regarded family members (14%) and the local campus and community clinics (14%) as important sources of information. This suggests that more work needs to be done to strengthen the trust and relationships between the students and their local clinics.

## HIV KNOWLEDGE AMONGST STUDENT LISTENERS

**To assess their knowledge on HIV and related social drivers of the pandemic, student listeners were asked to provide their responses for the following questions, which are aligned to the South African National HIV Prevalence, Incidence and Behaviour Survey, 2012:**

- 🔊 Do you know how HIV is transmitted?
- 🔊 Can a person reduce the risk of contracting HIV by using a condom every time he/she has sex?
- 🔊 Can a person reduce the risk of contracting HIV by having fewer sexual partners?
- 🔊 Can AIDS be cured?

🔊 **Can a healthy-looking person have HIV?**

🔊 **Can a person contract HIV by sharing food with someone who is infected?**

According to the HSRC Report (2012), as well as UNAIDS, comprehensive knowledge is assessed using the above questions, which are a combined measure of responses to three prompted questions that are related to HIV transmission and prevention, and three questions on myths and/or misconceptions about the transmission of the disease<sup>2,3</sup>. This was used to assess the extent to which the study's population was knowledgeable about HIV transmission and prevention. Based on the survey questions, it was found that students had a very high knowledge around HIV at baseline (96%), but still succeeded in increasing their knowledge at end line (98%).

## BEHAVIOUR CHANGE

At baseline, 49% of students had visited their local clinic or campus clinic to access health services. After the exposure of student listeners to the content on radio

and social media, the total number of students accessing health services had increased to 52%.

To be able to verify the number of students accessing health services, the heads of clinical services at the campus clinics at the University of Fort Hare and Rhodes University were asked to provide statistics on the students accessing their services. The campus clinics were provided with the statistics for the indicator, 'Number of Students who Accessed HIV, Counselling and Testing (HCT),' for the year 2016. Table 2 on page 15 provides an indication that at Rhodes University and University of Fort Hare, the number of students accessing HCT services increased substantially after March 2016, with a decrease during the months when the universities were closed. In comparison to the survey responses, the data was consistent as an increased number of students indicated accessing the clinic, not only for HCT but for contraception and other health screening services. 

SOUTH AFRICA HAS made great efforts to mitigate the HIV epidemic with a number of national prevention and treatment programmes<sup>4</sup>, but HIV prevalence in the country remains high<sup>5</sup>. Young people between the ages of 15 and 24 years comprise the group with the highest rate of new infections and, additionally, make up half of new HIV infections annually<sup>6</sup>.

# CHAPTER ONE

## INTRODUCTION

### BACKGROUND

In 2012, the United Nations Programme on HIV and AIDS (UNAIDS) reported that youth were at the centre of preventing the progression of HIV and Acquired Immune Deficiency Syndrome (AIDS) pandemics<sup>7</sup>. The HIV Prevalence and Related Factors, Higher Education Sector Study, South Africa, (2008–2009) found that 54% of students had never had an HIV test. Fear of stigma and rejection, and a lack of understanding about living positively with HIV, contributed to the low levels of HIV testing. Students feared the outcome of testing and subsequently delayed taking an HIV test. They reported to prefer waiting until their university studies are over, when they decide to marry, or if they begin feeling sick<sup>8</sup>.

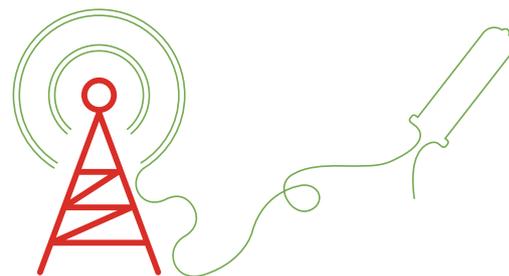
The multi-sectoral National Strategic Plan (NSP) for HIV, AIDS, TB and STIs 2012–2016, as well as the new National Strategic Plan on HIV, STIs and TB 2017–2022 prioritise prevention, especially when it targets the South African youth<sup>9</sup>. The students at HEIs constitute an important population group, as they are the future leaders of the country<sup>10</sup>. It is in this light that the Higher Education and Training HIV/AIDS Programme (HEAIDS) has adopted the Future Beats Programme, which capacitates young campus and community radio journalists to address issues around HIV and social drivers of the pandemic in an entertaining way that speaks to the student community.

Research has shown that behaviour change is unlikely to occur without an integrated programme that addresses the social determinants of health (such as gender inequality, human rights and social justice, social transformation, harmful norms and cultural practices, stigma and discrimination), and provides accurate information on HIV and AIDS, and health services for the target population<sup>11</sup>. Therefore, the Future Beats Programme was integrated into the general strategy of the HEAIDS programme, which includes HIV counselling and testing through its First Things First Programme, as well as focused programmes on men's health, women's health, alcohol and drug abuse, LGBTI and curriculum development.

Radio and social media play an important role for youth consumption of information on HIV and AIDS. Research has shown that most young South Africans believe that broadcast media has an important role to play in HIV prevention, with nearly a third of sexually active youth reporting that they were tested for HIV after what they learned from a media programme.

Eight in ten believe that there should be more HIV /AIDS messaging and programming on radio and TV, which should also be culturally relevant<sup>12</sup>. New media, such as the internet, and social networking sites, such as Facebook, Twitter and blogs, are regarded as 'user-controlled' media where 'the audience chooses when and what they would like to access, allowing users a platform to air their views'<sup>14</sup>.

According to the Radio Audience Measurement Research Survey (RAMS), in South Africa, approximately 76% of people listen to the radio on a daily basis, and 93% of people reported listening to the radio on a weekly basis<sup>15</sup>. Other research conducted by HEAIDS shows that 73% of young people indicated listening to the radio, and approximately 70% of students' reported using social media several times a week<sup>16</sup>. A study to determine the media usage of traditional versus new media, made up of 1 298 students aged 18–24 at a large South African residential university, found that young adult consumers use new media even more frequently than traditional media<sup>17</sup>.



## ABOUT FUTURE BEATS

'HEAIDS Future Beats' creates radio and social media programmes aired at university and youth community radio stations in South Africa, to create greater awareness concerning HIV and AIDS and issues related to the pandemic in South Africa, for example, human rights and social justice, social transformation, poverty, youth unemployment, alcohol and drug abuse. The content is intended to be produced and discussed by the target group (students at HEI institutions, aged 18–25) in an entertaining way that allows them to engage with the issue without feeling 'HIV fatigued'. Accordingly, radio programme managers and young journalists are trained to use different and innovative radio and social media formats, while focusing on a range of issues that relate to HIV and AIDS.

### **The project's objectives are to:**

- 🕒 make a sustainable contribution to establishing regular (weekly) reporting on HIV-related issues at South African campus and youth community radio stations;
- 🕒 increase the knowledge of campus and community radio journalists, programme managers, presenters, as well as listeners of the radio programmes about HIV-related topics;
- 🕒 strengthen the quality of content concerning these issues, while building cooperation between campus and community radio stations, and HIV units and NGOs, clinics and health care workers in the higher education sector and beyond;
- 🕒 tackle taboo issues, stimulate dialogue and create awareness of HIV-related topics in the higher education student and staff community, as well as in nearby communities listening to the radio programme;
- 🕒 reduce the stigma surrounding HIV and AIDS;
- 🕒 reduce risky sexual behaviour among students, and
- 🕒 establish a campus and community radio network exchanging ideas and best practice of HIV reporting.

## **OBJECTIVES AND STUDY DESIGN OF THE RESEARCH PROJECT**

### **The research project aimed to:**

- 🕒 evaluate the knowledge, attitude and behaviour of students listening to the radio stations, and determining how far the 'Future Beats' radio and social media programmes contribute to a change of knowledge, attitudes and behaviour with regards to HIV and related issues on the side of the listeners of the radio programmes
- 🕒 determine the impact of the capacity development component of the 'Future Beats Programme' on campus and community radio station staff to enable them to deliver innovative programming addressing HIV and AIDS, and cross-cutting issues, such as gender, human rights, alcohol and drug abuse, among others
- 🕒 evaluate if the Future Beats Programme contributed to an increase and uptake of health services amongst the listenership.

**To be able to meet the objectives of the research, the following mixed-method design was chosen:**

### **A. QUANTITATIVE COMPONENT**

Two universities that host their own campus radio stations (Rhodes University and University of Fort Hare), and two TVET colleges that have students who listen to a community radio station close to their institutions (Witbank TVET College and Ehlanzeni TVET college), were conveniently selected to participate in the research. The four sites were chosen taking into consideration the focus areas of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), as well as the inclusion of sites with different demographics. The sample size has been determined according to the budget available. A convenience sampling of 500 students per site was surveyed. The total number of students who participated in the research was 2 000.

### **Student listeners of the following four radio stations took part in the survey:**

#### **Emalahleni FM**

Emalahleni FM is a youth community radio station within proximity to the Witbank TVET College. It is located in the semi-urban area of Emalahleni, in the district of Nkangala in

A CONVENIENCE SAMPLING OF 500 STUDENTS PER SITE WAS SURVEYED, WITH THE TOTAL NUMBER OF PARTICIPATING STUDENTS 2 000

Mpumalanga, comprising mostly young, black South Africans. According to the Radio Audience Measurement Survey (RAMS), the radio station has a listenership of 99 000<sup>19</sup>.

#### Rhodes Music Radio

Rhodes Music Radio broadcasts from the campus of Rhodes University in Grahamstown, targeting listeners aged 16 to 28 years. It is an urban, higher education institution situated in the Cacadu District in the Eastern Cape, with a racially-mixed student population<sup>20</sup>. The radio station has a listenership of 8 000 (according to RAMS)<sup>21</sup>.

#### Barberton Community Radio

Barberton Community Radio is a community radio station within proximity to the Ehlanzeni TVET College. It is a community radio station with a listenership profile of mostly black African youth, aged 16 to 39. It is located in the peri-urban area of the Ehlanzeni district in the province of Mpumalanga<sup>22</sup>. Barberton Community Radio has a reported listenership of 18 000<sup>23</sup>.

#### Forte FM

Forte FM broadcasts from the University of Fort Hare, based in the rural district of Amathole in the Eastern Cape province. It has a predominantly black South African student demographic profile and serves the surrounding rural communities<sup>24</sup>. RAMS has reported the listenership to be 151 000<sup>25</sup>.

Table 1 provides a description of the radio stations and higher education institutions that participated in the survey, as well as their location.

**TABLE 1: Study questionnaire administered at the following campuses**

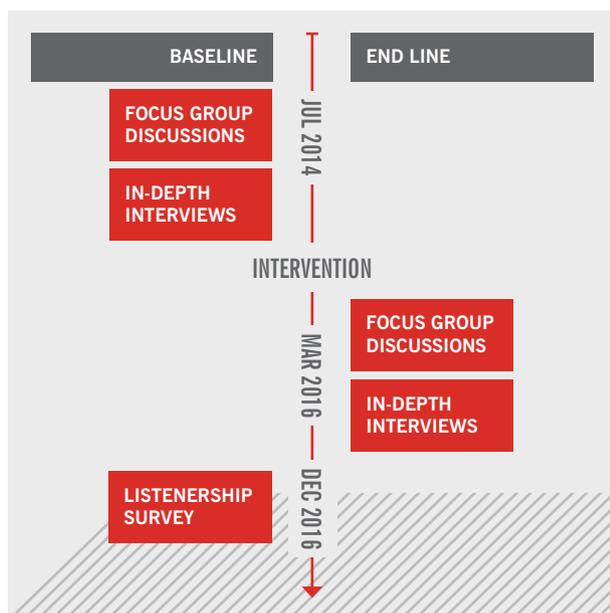
RADIO STATION	UNIVERSITY/ TVET COLLEGE	DISTRICT	PROVINCE
Emalahleni FM	Witbank TVET College	Nkangala	Mpumalanga
Rhodes Music Radio	Rhodes University	Cacadu	Eastern Cape
Barberton Community Radio	Ehlanzeni TVET College	Ehlanzeni	Mpumalanga
Forte FM	University of Fort Hare	Amathole	Eastern Cape

All four radio stations started airing HIV prevention programmes in September 2015. Student listeners were exposed to radio content for six months at the time of baseline in March 2016. The end line of the research was conducted in December 2016, at which point student listeners were exposed to the radio content for 14 months.

### A. QUALITATIVE COMPONENT

For the qualitative component, baseline data was already collected during the pilot project phase of the Future Beats Programme, therefore, the baseline took place in July 2014 and the end line took place in March 2016. Figure 1 below provides a diagrammatic presentation of the research design.

**FIGURE 1: Research design of the Future Beats evaluation**



## ETHICS

The project research protocol was submitted to the Human Research Ethics Committee (HREC) at the University of the Witwatersrand in Johannesburg. The HREC was provided with ethics clearance in December 2015. Participants provided written Informed Consent (IC) by signing an informed consent form.

## ELIGIBILITY CRITERIA

At each campus, students were approached randomly and provided with information on the study by the researchers. Interested students had to complete the informed consent form in order to proceed with the completion of the research question. As part of the eligibility criteria, participants had to:

- 👤 be students,
- 👤 be 18 years or older,
- 👤 listen to the relevant campus/community radio,
- 👤 agree to be contacted again by the researcher in six months after completing the questionnaire, and
- 👤 sign the Informed Consent (IC) (Appendix A)

If these criteria were met, the research questionnaire was administered by experienced and trained fieldworkers. Table 2 provides an indication of the number of students who were approached to participate in the study and the number of students who were ineligible to participate in the study, as they did not listen to the radio.

Once 500 questionnaires for each campus were completed, and the questionnaires were checked to ensure that all students who completed the form did

**TABLE 2: Number of students who completed the questionnaire**

UNIVERSITY/TVET COLLEGE	STUDENTS APPROACHED TO PARTICIPATE IN THE STUDY	STUDENTS WHO DO NOT LISTEN TO THE RADIO STATION SURVEYED	STUDENTS WHO DO LISTEN TO THE CAMPUS OR COMMUNITY RADIO AND COMPLETED THE BASELINE SURVEY	STUDENTS WHO DO LISTEN TO THE CAMPUS OR COMMUNITY RADIO AND COMPLETED THE END LINE SURVEY	STUDENTS WHO COULD NOT BE CONTACTED AT THE TIME OF THE END LINE SURVEY
Witbank TVET College	540	38 (7%)	502	472	30
Rhodes University	1 098	598 (54%)	500	487	13
Ehlanzeni TVET College	580	72 (12%)	508	475	37
University of Fort Hare	549	49 (10%)	500	473	26

in fact listen to the radio. For this study, the sample size of 500 completed questionnaires were required to be achieved. Potential research participants were approached on various campuses. Students who did not listen to the radio were ineligible.

According to Table 2, the radio coverage at the TVET colleges, as well as the University of Fort Hare, was high as most students listened to the radio and therefore became eligible to participate in the study. However, at Rhodes University, there was a significantly higher number of students who did not listen to the

campus radio station at all. At this institution, it was more difficult to attain the target of 500 completed questionnaires, as more than 50% of the student population indicated that they did not listen to the radio and therefore were not eligible to complete the research questionnaire.

The end line survey took place eight months after the baseline survey, and after which the students were exposed to the intervention for 14 months. At end line, each student who completed the survey was contacted telephonically, using either of the two contact numbers

that were provided during informed consent. If a student could not be contacted after three attempts, the student was regarded as lost to follow up. For this study, the rate of lost to follow up was 5.3%.

The students were asked the same questions at end line, which were asked at the baseline survey. Statistical analysis was conducted on the data collected from 2 000 students over four institutions where students listened to the relevant campus or community radio for the baseline survey, and at end line the data for 1 907 students was analysed. □

AT BASELINE AND end line respondents indicated that contraception, HIV testing and general health screening tests were services most used by the student listeners. Using the campus or community clinic for contraception or family planning services had increased significantly between baseline and end line. While 31.8% of students made use of services regarding contraception at baseline, 49% of students stated having made use of these services at the time of endline.

## CHAPTER TWO

# RESULTS OF THE QUANTITATIVE COMPONENT

## DEMOGRAPHICS

At both baseline and end line, students that participated in the survey comprised 65% females and 35% males. Forty-nine per cent indicated siSwati as their mother tongue, whilst 28% indicated isiXhosa.

For this survey we used the same category of data variables as that of the HEAIDS Prevalence study 2008-2009. Under 18 year olds were excluded from the study. All students were asked to provide their age, 88% of which indicated that they were aged between 18–25 years, with 12% indicating they were older than 25. The demographics data collected for this research included gender, age, language and place of residence, whilst studying at the higher education institution.

The data collected at baseline and end line indicated that 65% of females completed the survey undertaken at all radio stations, with the highest representation of female students listening to Fort FM (70%), and the lowest representation emanating from Rhodes Music Radio (55%).

Students had to indicate their first language. Forty-nine per cent of all students were siSwati-speaking, 28% spoke isiXhosa and 10% isiZulu. Student listenership at Rhodes Music Radio comprised the highest number of students (46% at baseline), who indicated that English was their first language.

Students were required to select from the following categories to provide an indication of their age:

- 🕒 **Under 18 years**
- 🕒 **18–25 years**
- 🕒 **Older than 25 years**

Most student listeners who participated in the survey (88%) were between 18–25 years old, only a small percentage (12%) of listeners were older than 25.

Students were asked to provide an indication of where they resided whilst studying at the HEI. They had to choose from the following categories:

- 🕒 **At a university residence**
- 🕒 **With family**
- 🕒 **In other accommodation**

The data indicates that a large number of students lived at accommodation made available to them by the university or TVET College (49%), although the data shows that there is still a relatively significant number of students who listened to the radio who still lived with their family (30%). Twenty-one per cent of student listeners reported that they stayed in ‘other accommodation’.

## **KNOWLEDGE OF SOMEONE WITH HIV AND ATTENDING THE FUNERAL OF SOMEONE WHO PASSED AWAY FROM AN AIDS-RELATED ILLNESS**

The survey collected data from students to determine whether they personally knew anyone living with HIV. The purpose of asking this question was to determine whether students were affected by anyone in their social circle (family, friends or peers) who is HIV positive. According to the South African National HIV Prevalence, Incidence and Behaviour Survey, 2012, playing a role in people’s perceptions about the seriousness of HIV is said to come from knowing or talking to someone with HIV, and that knowing someone who died from AIDS was more significant in shifting the perceptions of people. The South African National HIV Prevalence, Incidence and Behaviour Survey, 2012 indicates that participants aged 15–24 years had high rates of knowing someone who had HIV (13.4%) and attended a funeral

of someone who had died of an AIDS-related illness (14.8%).

Data collected from students aged 18–24 years that participated in this research indicated that they knew someone who had HIV (49% at end line) and had attended a funeral of someone who had died from an AIDS related disease (43% at end line).

THE DEMOGRAPHICS DATA COLLECTED FOR THIS RESEARCH INCLUDED GENDER, AGE, LANGUAGE AND PLACE OF RESIDENCE, WHILST STUDYING AT THE HIGHER EDUCATION INSTITUTION

Table 4 provides the distribution of data amongst the student listeners of the different radio stations, for both the baseline and end line surveys.

**TABLE 3: Demographics**

RADIO STATION →	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
	N=500	N=472	N=500	N=487	N=500	N=475	N=500	N=473	N=2 000	N=1 907
<b>GENDER</b>										
Male	39%	37%	45%	43%	33%	32%	30%	30%	35%	35%
Female	61%	63%	55%	57%	69%	70%	70%	70%	65%	65%
<b>LANGUAGE</b>										
English	2%	2%	46%	43%	2%	1%	1%	1%	8%	7%
isiXhosa	2%	2%	0%	0%	0%	0%	88%	88%	28%	28%
isiZulu	24%	24%	7%	6%	0%	0%	2%	2%	10%	10%
Sepedi	27%	27%	8%	6%	0%	0%	0%	0%	3%	3%
Sesotho	3%	2%	8%	6%	9%	7%	2%	2%	1%	1%
siSwati	16%	16%	2%	1%	82%	80%	1%	1%	49%	48%
<b>AGE</b>										
18–25 years	92%	90%	89%	86%	91%	93%	85%	83%	88%	88%
Older than 25 years	8%	10%	11%	14%	9%	7%	15%	17%	12%	12%
<b>ACCOMMODATION</b>										
At university/ TVET residence	51%	50%	71%	71%	53%	51%	45%	43%	49%	49%
With my family	49%	50%	10%	10%	27%	29%	27%	26%	30%	30%
In other accommodation	0%	0%	19%	19%	20%	20%	28%	31%	21%	21%

**TABLE 4: Students who know someone living with HIV**

PERCEPTION INDICATORS ABOUT THE SERIOUSNESS OF HIV	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Know a person living with HIV	58%	57%	43%	43%	46%	44%	53%	52%	50%	49%
Attended a funeral of a person who died of an AIDS-related disease	42%	42%	40%	40%	48%	47%	43%	41%	43%	43%

A comparison between the baseline and end line data shows no significant increases or decreases in the students' responses.

### STUDENT LISTENERSHIP TO CAMPUS OR COMMUNITY RADIO AND SOCIAL MEDIA HABITS

One of the objectives of the research survey was to determine whether students listened to their campus or community radio station, and if they did listen, whether they listened to programmes around health and HIV prevention. The survey also looked into the social media habits of the student community.

#### SOCIAL MEDIA USE

All students who listened to the

radio and participated in the survey were asked how regularly they used social media. Table 5 on page 20 provides data that was collected from student listeners regarding the use of social media.

Daily use of social media among the student listeners was high. A significant number of the student listeners (84% at baseline and end line) indicated that they use social media every day, with the highest number of daily social media users at Rhodes University (99% at baseline). The data revealed that at end line, student listeners use of social media every day decreased (although not significantly), but the use of social media once a week increased. A potential reason for this could be that during the latter half of the academic

year, students embarked on the #FeesMustFall protest, which led to the suspension of academic classes and students being on campus less often to be able to use the institutions' Wi-Fi connections.

#### RADIO LISTENING HABITS OF THE STUDENT COMMUNITY

Generally speaking, the majority of students who answered the questionnaire listened to the campus and community radio station either on a daily basis (54% at end line) or at least two to three times a week (27% at end line). This finding is in line with the HEAIDS 'HIV Prevalence and Related Factors: Higher Education Sector Study South Africa 2008–2009,' which found that 73% of students listened to campus radio two days a week or more.

**TABLE 5: Determining the use of social media amongst student listeners**

HOW OFTEN DO YOU USE SOCIAL MEDIA? ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
	N=500	N=472	N=500	N=487	N=500	N=475	N=500	N=473	N=2 000	N=1 907
Every day	70%	73%	99%	95%	78%	80%	89%	88%	84%	84%
Once a week	10%	16%	1%	4%	13%	16%	%	9%	7%	11%
Less than once a week	10%	11%	0%	1%	6%	4%	3%	3%	5%	5%
Never	10%	0%	0%	0%	4%	0%	0	0%	4%	0%
No response	0.50%	0%	0%	0%	0.20%	0%	0.30%	0%	0%	0%

Looking at the radio stations individually, there are some differences in listenership patterns among the student community. While the community radio stations Emalahleni FM and Barberton Community Radio have a high listenership of over 70% in the TVET college community at end line, only 19% of students at Rhodes University tune into their campus station on a daily basis at end line, compared to 54%

of students who stated listening to Forte FM at the University of Fort Hare every day. Nevertheless, looking at the combined figures of students listening to the two surveyed campus radio stations, 24% of listeners of Rhodes Music Radio and 29% of listeners of Forte FM tune it at least two to three times a week, meaning that the campus radio stations still reach a large majority of students on their campuses on a regular basis.

## STUDENT LISTENERSHIP OF RADIO CONTENT

One of the aims of the Future Beats Programme was to develop radio content that addresses risky sexual behaviour of students, inspires them to protect themselves from becoming infected with HIV, and to take care of their health by taking up health services at their campus clinics and local clinics. Therefore, messages aired on

**TABLE 6: Use of radio amongst students**

HOW OFTEN DO YOU LISTEN TO THE RADIO? ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
	N=500	N=472	N=500	N=487	N=500	N=475	N=500	N=473	N=2 000	N=1 907
Daily	69%	71%	20%	19%	70%	73%	55%	54%	54%	54%
2 – 3 times weekly	29%	29%	23%	24%	28%	29%	25%	29%	26%	27%
Weekly	1%	0%	27%	25%	12%	8%	12%	11%	10%	9%
Less than once a week	0%	0%	30%	32%	0%	0%	8%	6%	10%	10%

the radio stations and published on the radio stations' social media platforms were aimed at questioning students' attitudes and behaviours with regards to:

- 🔊 sexuality
- 🔊 relationships
- 🔊 gender-based violence (GBV)
- 🔊 reproductive health
- 🔊 LGBTI
- 🔊 HIV
- 🔊 health
- 🔊 stigma and discrimination.



**TABLE 7: Radio content areas that were included in the Future Beats Programme**

PROGRAMME AREA	DEFINITION
<b>SEXUALITY</b>	Radio and social media programme around an individual's sexual orientation, their sexual preference or sexual activity
<b>RELATIONSHIPS</b>	Radio and social media programmes on romantic relationships between two people, including communication, challenges and conflicts in relationships, and roles of men and women in romantic relationships
<b>GENDER-BASED VIOLENCE (GBV)</b>	Radio and social media programmes that discuss any form of sexual or other violence against women or transgender persons, including sexual harassment and rape, domestic abuse, physical and verbal violence
<b>REPRODUCTIVE HEALTH</b>	Radio and social media programmes that deal with sexual health of men and women, including issues of contraceptives and family planning
<b>STIGMA AND DISCRIMINATION</b>	Radio and social media programmes that address any form of stigma and discrimination around sexuality, gender or HIV status
<b>HEALTH</b>	Radio and social media programmes that provide information on and discuss activities relating to general wellbeing of an individual, including health testing and screening, sports and nutrition
<b>HIV</b>	Radio and social media programmes around HIV inclusive of testing, treatment and prevention
<b>LESBIAN, GAY, BISEXUAL AND TRANSGENDER INTERSEXUALITY (LGBTI)</b>	Radio and social media programmes that explore issues around sexual orientation, specifically experiences of the LGBTI community

All Future Beats content was centred around these programmatic areas. The radio stations received a content schedule on a monthly basis from the HEAIDS Future Beats team, which provided guidance on current issues regarding the above-mentioned content areas. Table 7 provides an indication on how the different programmatic areas were categorised.

In this research survey, students had to indicate which of the top three content areas the radio stations programmes they had listened to had covered, and which content areas captured their attention the most. Students were also asked what kind of content they would like to hear more about and in which of the content areas they felt they had increased their knowledge.

#### **CONTENT AREAS THAT STUDENTS LISTENED TO**

The majority of young listeners from all four of the radio stations that formed part of this evaluation indicated that they had mostly listened to programmes on 'relationships' (74%), 'HIV' (73%) and 'health' (60%) at end line.

While the top three content areas remained the same at baseline and end line for listeners of Emalahleni FM and Barberton Community Radio, students listening to Rhodes Music Radio and Forte FM indicated ‘HIV’, ‘health’, ‘relationships’ as the top main three content areas that they had listened to at baseline; however, at end line, ‘HIV’, ‘GBV’ and

‘relationships’ were programme content areas that they had listened to most. As previously noted, a possible explanation for the fact that student listeners had heard more GBV content at the time the end line data was collected, could be attributed to the large number of student protests against sexual violence that took place at several universities

(including Rhodes University and the University of Fort Hare). This might have increased the awareness of radio station staff to the issue of GBV, as a result of the increased media coverage on the issue, which in turn had an impact on the radio listeners.

The figure below illustrates the total responses per category

**TABLE 8: Number of students who listened to the different content aired on the radio**

LISTENED TO PROGRAMME RELATED TO ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
	N=500	N=472	N=500	N=487	N=500	N=475	N=500	N=473	N=2 000	N=1 907
Sexuality	45%	50%	43%	45%	45%	48%	47%	55%	45%	50%
Relationships	74%	80%	62%	64%	66%	71%	71%	82%	68%	74%
GBV	30%	46%	29%	71%	37%	54%	44%	68%	35%	60%
Reproductive health	48%	12%	10%	11%	12%	15%	11%	16%	20%	14%
LGBTI	1%	3%	3%	4%	3%	49%	4%	7%	3%	16%
HIV	55%	64%	68%	72%	70%	75%	71%	80%	66%	73%
Health	54%	60%	63%	66%	57%	60%	49%	53%	56%	60%
Stigma and discrimination	13%	16%	9%	11%	15%	12%	27%	29%	16%	17%

of content area that students reported listening to on all the radio stations surveyed.

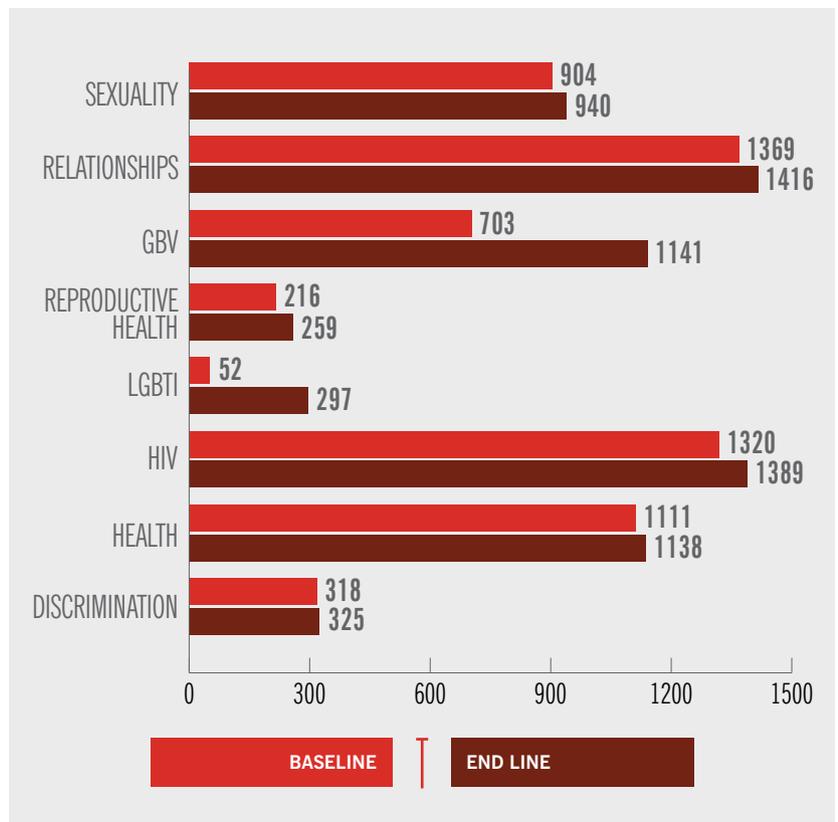
of content area that students reported listening to on all the radio stations surveyed.

The figure below illustrates the total responses per category

In comparison to the other content areas, radio programmes listened

to by the student community hardly included content on issues of LGBTI, stigma and discrimination and reproductive health, the HEAIDS Future Beats team should consider further capacity development in these areas to strengthen content around the important issues.

**FIGURE 2: Number of students who listen to the different types of radio content**



It should also be noted that at end line, there was an increase of students stating that they had heard content on the topics for each content category that was aired amongst the four radio stations. This could be an indicator that radio stations made a continuous effort to increase the content that forms part of the Future Beats Programme.

**CONTENT THAT CAPTURED THE ATTENTION OF THE STUDENT LISTENERS**

Students were asked to select the three content areas (covered as part of the Future Beats Programme), which captured their attention the most. The aim of this question was to find out which content resonated most with the young target audience of the radio stations.

**TABLE 9: Number of students who indicated the content areas that gained their attention**

CONTENT THAT GAINED THE MOST ATTENTION ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	N=500	N=472	N=500	N=487	N=500	N=475	N=500	N=473	N=2 000	N=1 907
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Sexuality	45%	49%	43%	46%	45%	49%	47%	56%	45%	50%
Relationships	69%	78%	61%	63%	66%	75%	69%	82%	66%	75%
GBV	30%	51%	28%	79%	29%	43%	44%	63%	33%	59%
HIV	52%	57%	68%	71%	60%	65%	63%	68%	61%	65%
Health	54%	50%	56%	57%	51%	55%	47%	51%	51%	53%
Reproductive health	46%	51%	42%	44%	45%	46%	40%	43%	43%	46%
Stigma and discrimination	40%	41%	48%	48%	38%	39%	38%	40%	41%	42%
LGBTI	12%	13%	29%	30%	8%	9%	15%	16%	16%	17%

Table 9 provides an indication of the programme areas that most captured students' attention from the four radio stations.

The data of content that captured the attention of students the most was very much aligned to the content areas that students had listened to. At baseline, 'relationships' (75%), 'HIV' (65%) and 'Health' (53%) are the three

content areas that captured students' attention the most.

While these three content areas remain the top three content areas that captured the attention of listeners of Emalahleni FM and Barberton Community Radio, at end line students listening to Emalahleni FM and Rhodes Music Radio indicated 'relationships', 'GBV' and 'HIV' as content that they listened to that gained their

attention. The fact that the data on content that students had listened to most was in line with the data on content that captured the students' attention the most suggests that radio station staff aired content that was aligned to the interests of their audience.

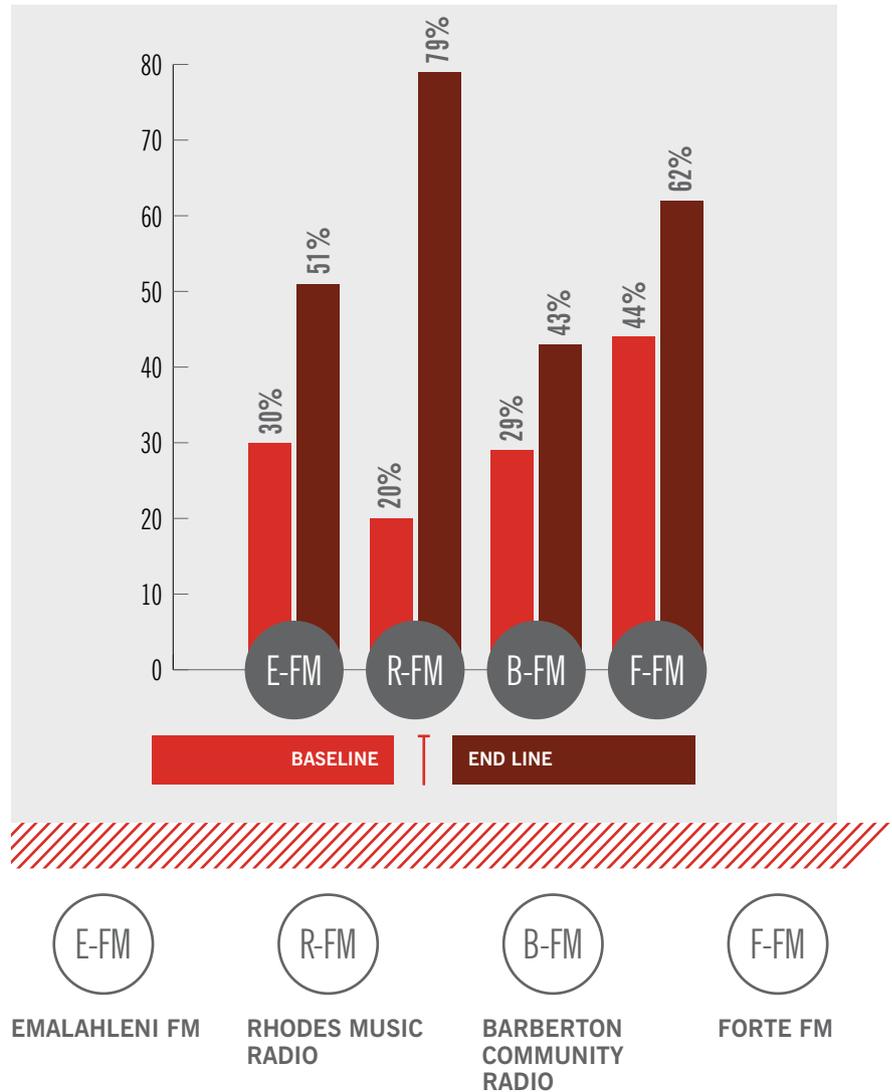
Comparing baseline and end line results, the above data also shows that there was an increase of students reporting

that content aired by the radio stations and published on the radio stations' social media platforms had captured their attention throughout all content areas. This also strengthens the theory that the more students are exposed to radio and social media content on a particular issue, the more attention they give to the content. In a nutshell, one could conclude that students 'get used' to dealing with issues around relationships, sex, HIV and social drivers of the pandemic as part of their radio station programming.

The following figure compares the number of student listeners of the four radio stations that reported on 'GBV' as being content that captured their attention at baseline and at end line. The 'GBV' content was reported by student listeners as the content area that received an increased level of attention at end line amongst all radio stations.

As mentioned earlier in the report, a possible explanation for the increased attention regarding issues of GBV might be the nationwide student protests on issues of sexual violence at South African campuses in the second half of 2016.

**FIGURE 3: Percentage of students who indicated GBV as content that captured their attention**



### STUDENTS WOULD LIKE TO KNOW MORE ABOUT...

All students surveyed were asked to provide three programme areas that they would like to hear more about on the radio stations that they listened to.

Not all students provided with three choices. Table 10 provides with an indication of the number of choices that students indicated at baseline and at end line.

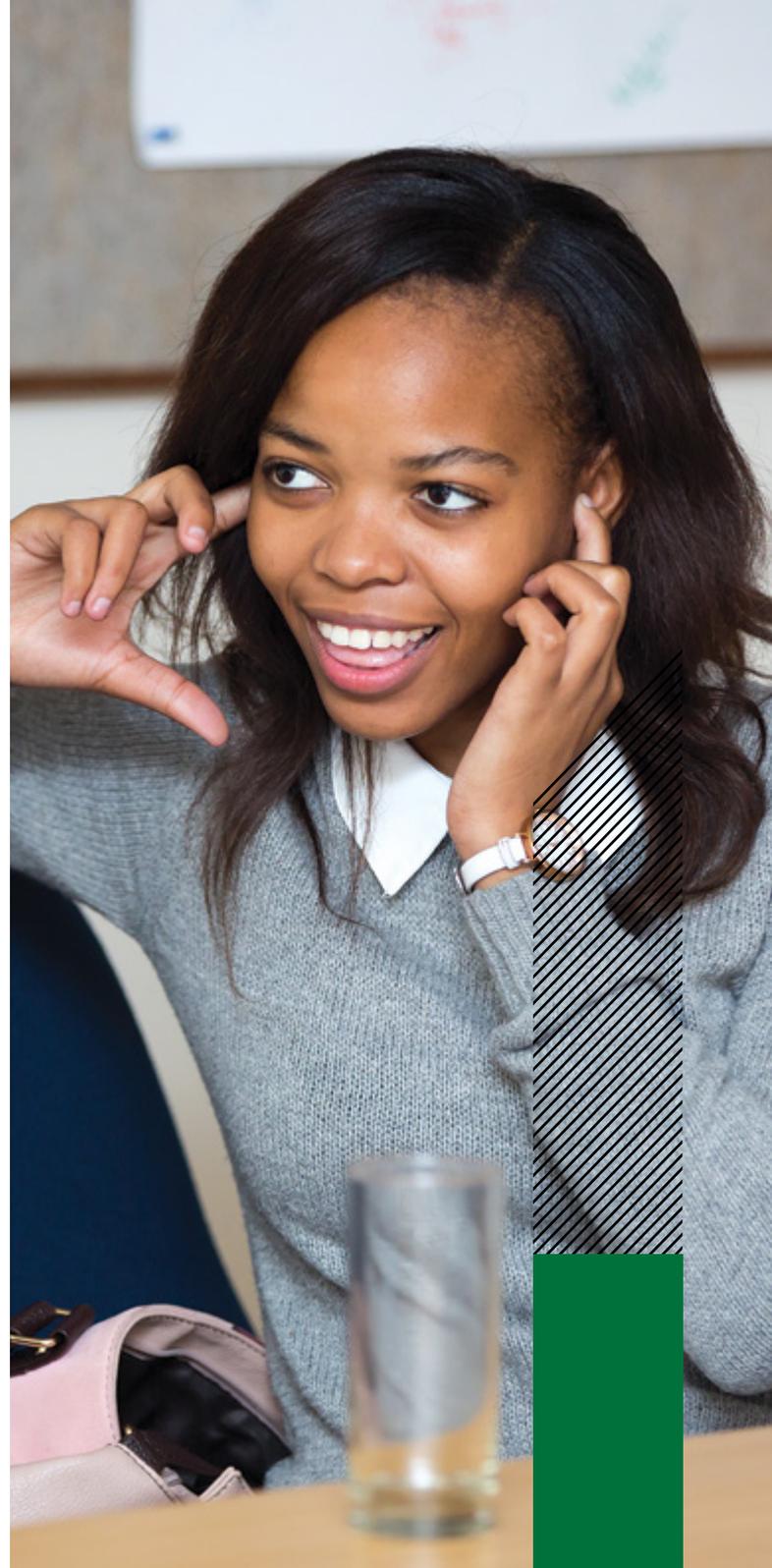


**TABLE 10:** Number of content areas students would like to hear more about

CHOICES STUDENTS INDICATED	BASELINE	END LINE
Students selected three categories of content areas	1 410 (70.5%)	1 389 (73%)
Students selected two categories of content areas	510 (25.5%)	498 (26%)
Students selected one category of content area	80 (4%)	20 (1%)
Students selected no category of content area	0	0

Table 11 provides an indication of the responses from students who selected three programme areas when responding to the survey question at baseline and at end line.

Students listening to Rhodes Music Radio, Barberton Community Radio and Forte FM indicated that the top content area they would like to hear more about was programming related to ‘HIV’ at baseline;



**TABLE 11: Programme areas that student listeners would like to hear more about**

LIKE TO KNOW MORE ABOUT ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Sexuality	40%	38%	48%	59%	40%	46%	39%	47%	42%	48%
Relationships	54%	76%	50%	72%	53%	69%	54%	67%	53%	71%
GBV	35%	43%	30%	21%	31%	40%	45%	40%	35%	36%
Reproductive health	26%	33%	17%	18%	20%	37%	33%	33%	24%	30%
LGBTI	10%	10%	7%	8%	9%	8%	9%	10%	9%	9%
HIV	44%	48%	62%	64%	58%	59%	55%	57%	55%	57%
Health	54%	57%	55%	59%	50%	52%	51%	55%	53%	56%
Stigma and discrimination	19%	17%	15%	15%	18%	14%	33%	26%	21%	18%

however, at end line ‘relationships’ was the top category of content that student listeners indicated wanting to hear more about. Listeners of Emalahleni FM chose ‘relationships’ as the top content area they wanted to hear more about at baseline, as well as at end line.

Although content areas, such as ‘LGBTI’ (9% at end line), ‘reproductive health’ (30%

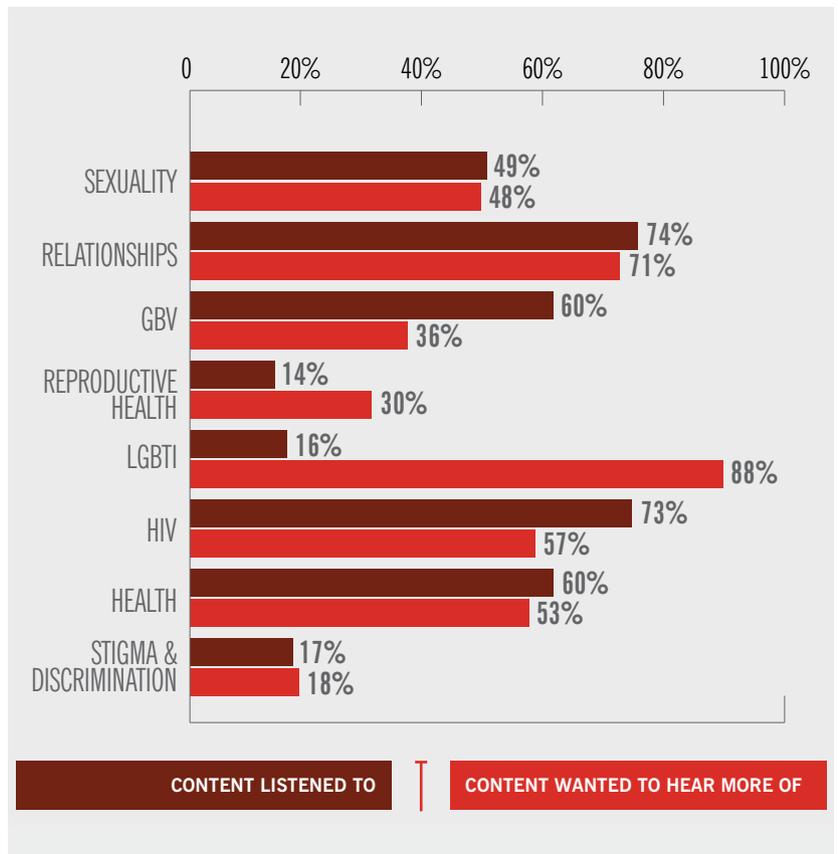
at end line) and ‘stigma and discrimination’ (18% at end line) were indicated by students as content they would like to hear more about, these were low in comparison to ‘HIV’ (57% at end line), ‘health’ (56% at end line) and ‘relationships’ (71% at end line).

There seemed to be a significant interest ( $P=0.05$ ) in the area relating to ‘GBV’ (60% at baseline, however at end line, fewer student

listeners (36%) reported as wanting to hear about it. A potential explanation for this could be that in the six months prior to the end line survey, there was mass media coverage on issues of gender-based violence at universities, which also involved advocacy and mobilisation initiatives addressing the issue of sexual violence at HEIs. Student listeners could possibly be experiencing ‘content fatigue’ relating to GBV.

Figure 4 below shows a comparison of what student listeners reported listening to and the content areas that they would like to hear more about as reported at end line. Although students had listened to a lot of content on 'HIV' and 'relationships' between baseline and end line, they still felt that they wanted to know more about these content areas.

 **FIGURE 4: Content listened to versus content that students want to hear more of**



**SIGNIFICANCE OF RADIO AND SOCIAL MEDIA AS TOOLS FOR HIV PREVENTION AMONG THE STUDENT COMMUNITY**

Students were asked whether they would continue listening to the Future Beats programmes and whether they spoke to others about the programme content they had heard on the different radio channels. They were also asked to rate the importance of radio and social media to address issues of sexuality, relationships, reproductive health, stigma, HIV, health and LGBTI.

One of the main objectives of the Future Beats Programme is to spark discussion and dialogues about issues of sex, sexuality and HIV. Therefore, the question of whether students had spoken to anyone about the content they had heard on the radio as part of the Future Beats Programme, was asked to determine if the content produced by the radio stations resonated with the student community in a way that they felt the need to share their thoughts with family or peers.

At baseline, many respondents indicated that they did not speak to other people about the information

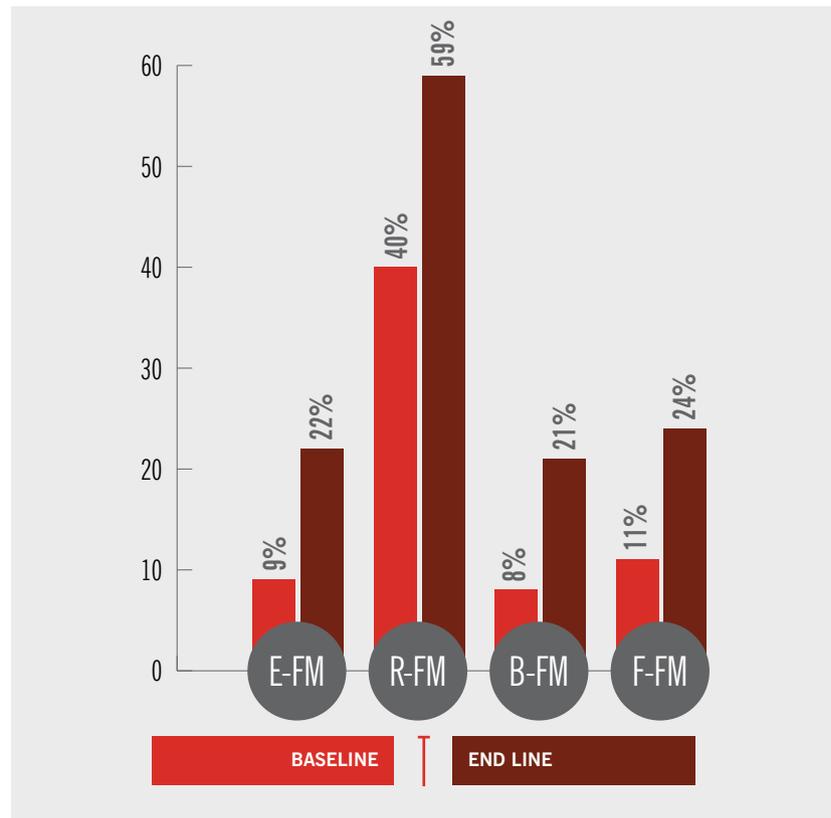
## THE NUMBER OF STUDENT RADIO LISTENERS WHO DISCUSSED TOPICS THEY HAD HEARD ON THE RADIO WAS SIGNIFICANTLY HIGHER AT RHODES MUSIC RADIO THAN ANY OTHER STATION

they heard on the radio, with only a significant number of students listening to Rhodes Music Radio, indicating that they spoke to other people, such as friends and family, about the content they heard on the radio (40%).

At end line, there was an increase in the number of students who reported that they spoke to other people about the content they heard on the radio. However, student listeners of Rhodes Music Radio continued to show more of an increase (19%) at end line in comparison to listenership at other radio stations.

Figure 5 illustrates the distribution of respondents that indicated they did speak about the content they had heard on the radio.

**FIGURE 5:** Students who spoke to other people about information heard on the radio



The graph shows an increase in the percentage of students who spoke to other people about the content they had heard between baseline and end line at all four radio stations. It is noteworthy that the number of

student radio listeners who discussed topics they had heard on the radio with peers or family members, was significantly higher at Rhodes Music Radio than any other radio station – both at baseline (40%) and end line (59%). This suggests that although Rhodes Music Radio has a lower listenership than other radio stations, their listeners are very ‘active’ listeners who like to engage with the content that is presented to them on the radio channel.

### IMPORTANCE OF RADIO AND SOCIAL MEDIA

Forty-four per cent of students indicated that radio was very important in addressing issues of sexual and reproductive health and rights, compared to 51% of students who thought social media was very important in addressing these issues.

Table 12 shows how student listeners perceived the importance of radio and social media in dealing with issues of HIV and related topics.

Generally, students felt that radio and social media were

**TABLE 12: Importance of radio and social media to address SRH issues (a comparison between baseline and end line (total figures))**

A	IMPORTANCE OF RADIO IN ADDRESSING SRH ISSUES	BASELINE (N=2 000)	END LINE (N=1 907)
	Very important	879 (44%)	1004 (53%)
	Not so important	779 (39%)	834 (44%)
	Less important	342 (17%)	69 (4%)
B	IMPORTANCE OF SOCIAL MEDIA IN ADDRESSING SRH ISSUES		
	Very important	1 026 (51%)	1 056 (55%)
	Not so important	812 (41%)	756 (40%)
	Less important	162 (8%)	95 (5%)

important tools to address issues of sexual and reproductive health. At end line the majority of students interviewed (53%) rated radio as a very important medium to create awareness on these topics, while 47% thought it was not so important or less important.

A slightly larger number of students (55%) thought that social media is a good tool to deal with sexual and reproductive health issues. The fact that there is an increase of students who felt radio and social media are important tools to address these topics might

indicate that the content produced by the radio stations on their radio and social media platforms resonated with the student community. This could mean they now feel that these forms of media are indeed valuable tools to discuss their needs for information on sexual and reproductive health.

There were some differences in how the radio listeners of the four radio stations rated the importance of radio and social media to discuss the above mentioned issues at end line – as indicated in the table on the next page.

**TABLE 13: Importance of radio and social media to address SRH issues per station at end line**

<b>IMPORTANCE OF RADIO AND SOCIAL MEDIA IN ADDRESSING SRH</b>	<b>EMALAHLENI FM (N=472)</b>	<b>RHODES MUSIC RADIO (N=487)</b>	<b>BARBERTON COMMUNITY RADIO (N=475)</b>	<b>FORTE FM (N=473)</b>
<b>IMPORTANCE OF RADIO IN ADDRESSING SRH ISSUES</b>				
Very important	289 (61%)	117 (24%)	299 (63%)	216 (46%)
Not so important	156 (33%)	267 (55%)	152 (32%)	192 (41%)
Less important	27 (6%)	103 (21%)	24 (5%)	65 (14%)
<b>IMPORTANCE OF SOCIAL MEDIA IN ADDRESSING SRH ISSUES</b>				
Very important	208 (44%)	318 (65%)	230 (48%)	313 (66%)
Not so important	259 (55%)	145 (30%)	189 (40%)	121 (26%)
Less important	5 (1%)	24(5%)	56 (12%)	39 (85%)

It is interesting to note that a much larger percentage of student listeners of Emalahleni FM (61%) and Barberton Community Radio (63%) found radio to be a very important tool to address issues of sexual and reproductive health, while less than a third of the radio listeners of Rhodes Music Radio (24%) and less than half of listeners of Forte FM (46%) thought that radio is a very important tool to address these topics. These findings show that TVET college students value their local community radio stations in providing important information on issues of SRH.

University students on the other hand value social media higher when it comes to providing information on issues that are covered by the Future Beats Programme. While university students at Rhodes University and University of Fort Hare rated the importance of social media to talk about issues of SRH above 60%, TVET college students listening to Barberton Community Radio and Emalahleni FM rated social media less important (below 50%). A targeted choice of media tools to address issues around sex, sexuality and other themes in various areas with different

demographics is therefore recommended as students' preferences with regards to media tools vary. It was interesting to note that student listenership at Rhodes Music Radio indicated that radio itself was not important in addressing these issues; however, a significant number of respondents indicated social media to be 'very important' (56%) in addressing SRH issues. Students listening to Rhodes Music Radio and Forte FM – the two campus radio stations that participated in the survey – indicated that social media is more important in addressing HIV than radio.

The collative data shows that for student listeners both radio and social media was an important tool to acquire information and knowledge.

## ACCESSING HIV AND HEALTH INFORMATION

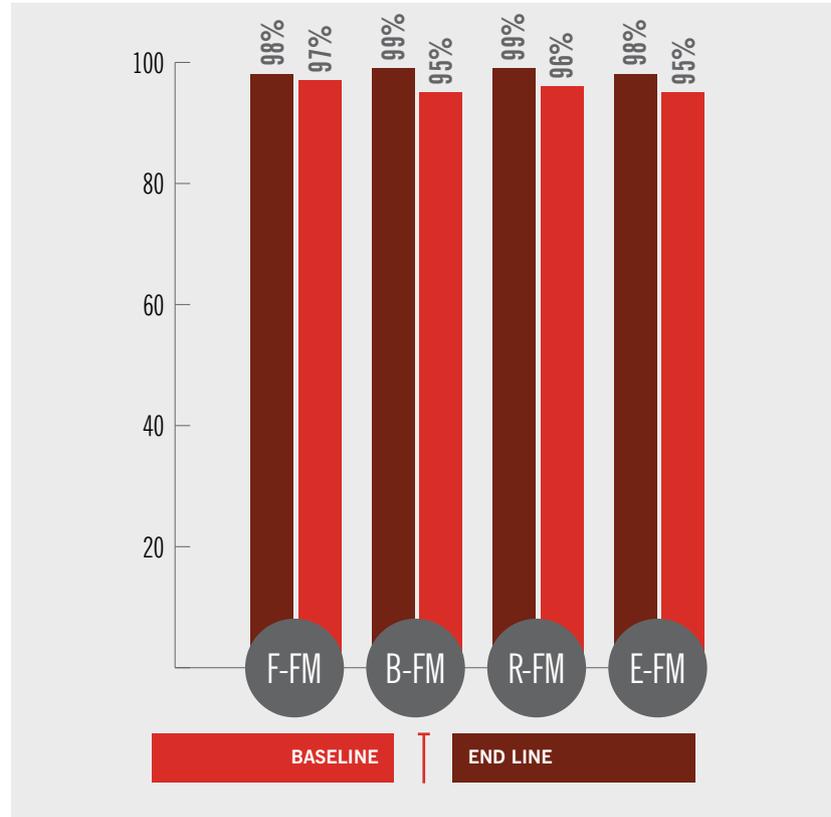
Student radio listeners were asked where they access information on HIV prevention and related health issues.

Students that participated in the research survey had a high level of knowledge regarding information on accessing HIV and health information, both at baseline and at end line. The majority of student listeners (98%) surveyed indicated that they knew where to access information around health and HIV prevention.

Figure 6 illustrates the responses from the student listeners from each radio station.

Ninety-nine per cent of student listeners from both Barberton Community Radio and Rhodes Music Radio indicated that they knew where to access HIV and health information at end line,

**FIGURE 6: Knowledge of accessing HIV and health information**



compared to 98% of listeners at Forte FM and Emalahleni FM. There was a slight increase in students that stated that they knew where to access information on HIV and health issues between baseline and end line, which

could be due to the radio stations making an effort to provide their listeners with useful information on available health services in their communities.

**TABLE 14: Sources of SRH information**

SOURCES OF INFORMATION ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
TV	89%	97%	70%	76%	87%	94%	86%	85%	83%	88%
Newspaper	40%	41%	4%	6%	7%	8%	40%	35%	23%	23%
Campus/community clinic	4%	7%	4%	9%	12%	14%	25%	27%	11%	14%
Family members	8%	10%	8%	8%	9%	11%	23%	25%	12%	14%
Internet	79%	92%	97%	100%	90%	97%	92%	100%	90%	97%
Friends	47%	52%	35%	39%	45%	54%	43%	50%	43%	49%
Other (nurse, school, priest/pastor)	4%	5%	9%	10%	5%	8%	7%	9%	6%	8%

## SOURCES OF SEXUAL REPRODUCTIVE HEALTH (SRH) INFORMATION

Students were asked to provide three options of where they received information on sexual and reproductive health other than radio or social media. Table 14 provides an indication of students' responses at baseline and at end line to what their source of SRH information was, apart from the radio and the Future Beats Programme. At end line the top three sources of information mentioned by students regarding

sexual and reproductive health issues, apart from radio and social media, were:

- 📶 Internet (97%)
- 📺 TV (88%)
- 👤 Friends (49%)

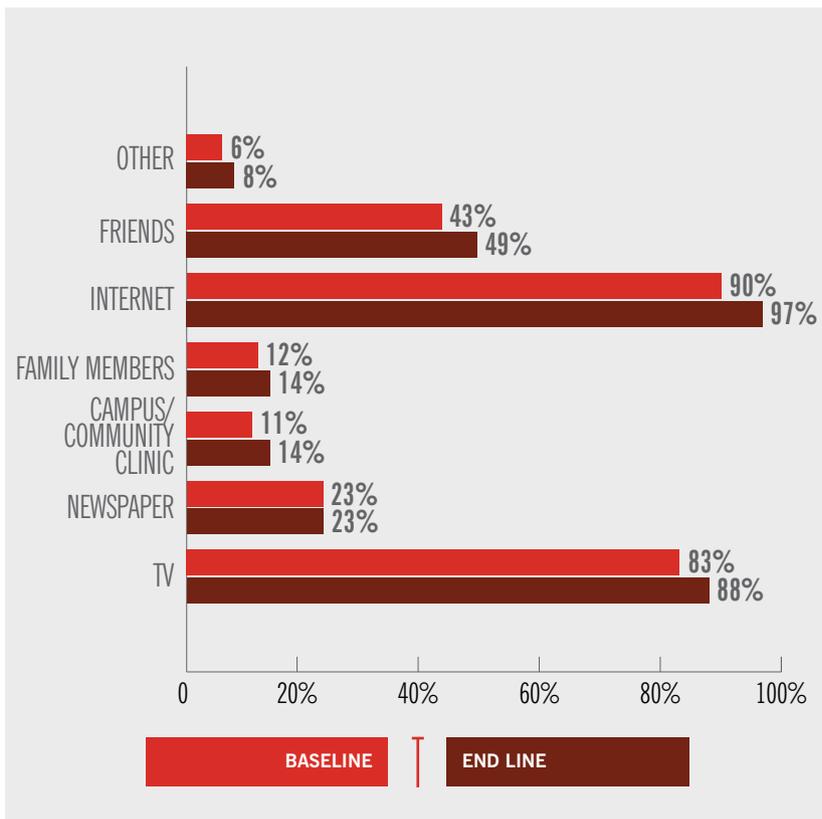
## HIV KNOWLEDGE AMONG STUDENT RADIO LISTENERS

To assess their knowledge on HIV and related social drivers of the pandemic, student listeners were asked to provide their responses for the following, which are aligned to the National South African HIV Prevalence Survey 2012:

- 📶 Do you know how HIV is transmitted?
- 📶 Can a person reduce the risk of contracting HIV by using a condom every time he/she has sex?
- 📶 Can a person reduce the risk of contracting HIV by having fewer sexual partners?
- 📶 Can AIDS be cured?
- 📶 Can a healthy-looking person have HIV?
- 📶 Can a person contract HIV by sharing food with someone who is infected?



**FIGURE 7: Sources of SRH information**



**STUDENT LISTENERS FOR ALL RADIO STATIONS REPORTED AN INCREASE IN USING THE CAMPUS OR COMMUNITY CLINIC AS A SOURCE OF SRH INFORMATION**

Table 15 below shows the number of students who answered the questions correctly.

At both time points of the research a large number of students answered the knowledge questions on HIV correctly, but it is important to note that after students had been exposed to the Future Beats content, levels of knowledge still increased for some of the questions. The statistical significance was calculated for each of the knowledge questions

to determine whether there was significant change reported between baseline and end line. The data analysis revealed that there was an increase in knowledge amongst students who reported ‘knowing how HIV is transmitted’ and knowing that ‘having fewer sexual partners reduces the risk of HIV’ – this increase was statistically significant (p=0.01).

**STUDENTS NOW KNOW MORE ABOUT...**

Students were also asked to state

how they would rate their own increase in knowledge with regards to the different content areas that were covered by the Future Beats Programme. ‘Relationships’ (74%), ‘HIV’ (70%) and ‘GBV’ (60%) were content areas that students felt they knew more about after listening to the Future Beats programmes. Content areas featuring ‘reproductive health’ (20%), ‘stigma and discrimination’ (20%) and ‘LGBTI’ (7%) were low in comparison to other programme areas with ‘LGBTI’ having very

**TABLE 15: HIV knowledge among student radio listeners**

KNOWLEDGE AROUND HIV ↓	EMAL AHL-ENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Do you know how HIV is transmitted?	96%	99%	95%	96%	96%	96%	95%	98%	96%	97%
Can a person reduce the risk of contracting HIV by using a condom every time he/she has sex?	72%	79%	89%	94%	79%	89%	78%	90%	80%	88%
Can a person reduce the risk of contracting HIV by having fewer sexual partners?	96%	99%	96%	98%	98%	98%	98%	98%	97%	98%
Can AIDS be cured?	79%	85%	90%	94%	79%	88%	83%	89%	83%	89%
Can a healthy-looking person have HIV?	79%	79%	89%	94%	79%	85%	84%	91%	83%	87%
Can a person contract HIV by sharing food with someone who is infected?	82%	89%	90%	93%	80%	94%	86%	90%	85%	92%

**TABLE 16:** Students indicating an increase in knowledge after listening to different content areas

INCREASE KNOWLEDGE IN ↓	EMALAHLENI FM N=472	RHODES MUSIC RADIO N=487	BARBERTON COMMUNITY RADIO N=475	FORTE FM N=473	TOTAL N=1 907
Sexuality	42%	47%	59%	60%	49%
Relationships	82%	62%	72%	80%	74%
GBV	69%	80%	40%	52%	60%
Reproductive health	14%	17%	21%	28%	20%
LGBTI	6%	8%	4%	8%	7%
HIV	75%	41%	80%	85%	70%
Health	64%	25%	63%	59%	53%
Stigma and discrimination	15%	15%	19%	32%	20%



little impact on student listenership in terms of an increase in knowledge. There was a significant number of students who now know more about HIV than reported at baseline ( $p=0.05$ ).

Table 16 shows the percentage of students that indicated having increased knowledge in the content areas of the Future Beats Programme at end line.

## BEHAVIOUR

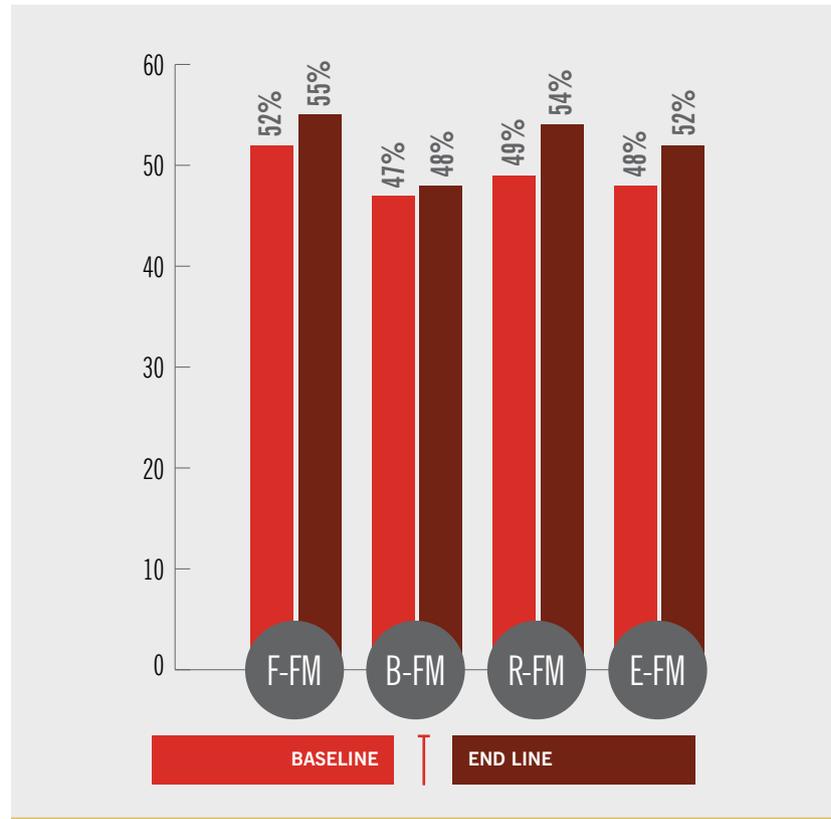
### VISITING THE CAMPUS OR COMMUNITY CLINIC

Students were asked to provide information on whether they had visited their campus or local clinic and which services they had used. About half of the student listeners of the four different radio stations of the four different radio stations had used their campus clinic or local community clinic for health services.

Figure 8 provides an illustration of the percentage of student listeners who indicated that they visited the campus or community clinic.

It is interesting to note that the number of students who have visited their campus clinic or local community clinic does not vary significantly among the radio listeners of the different stations. It is nevertheless important to note that there is an increase of student listeners of all four radio stations who made use of services at their local clinics between baseline and end line. This might be an indication that the radio programmes did indeed inspire students to take action for their health.

**FIGURE 8:** Student listeners who visited the campus/ community clinic



**THERE IS AN INCREASE OF STUDENT LISTENERS OF ALL FOUR RADIO STATIONS WHO MADE USE OF SERVICES AT THEIR LOCAL CLINICS BETWEEN BASELINE AND END LINE**

## SERVICES USED AT THE CAMPUS OR COMMUNITY CLINIC

Of the 49% student listeners who indicated that they visited their local clinic, 88% of respondents at baseline and 94% of respondents at end line provided information about the services that they used. Students had to indicate which services they had used, including:

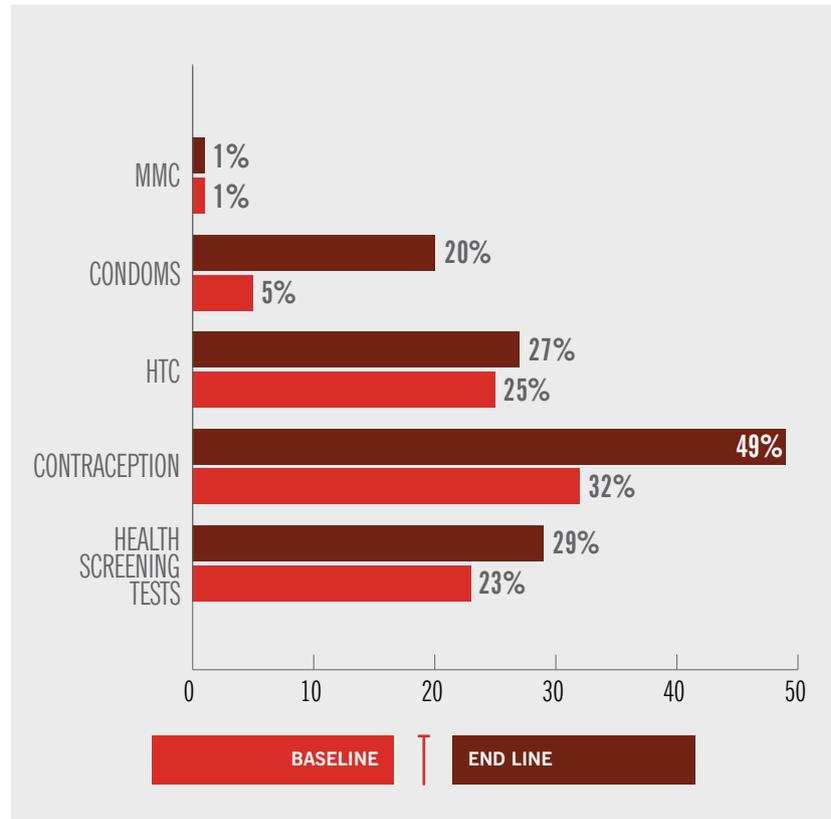
- 👉 **contraception**
- 👉 **condoms**
- 👉 **HIV testing**
- 👉 **medical male circumcision (MMC)**
- 👉 **health screening tests.**

Figure 9 provides a diagram showing the services that were used by the student listeners that participated in the research.

Table 17 shows the health services that were used by radio listeners of the four different radio stations.

At baseline and end line respondents indicated that contraception, HIV testing and general health screening tests were services most used by the student listeners. Using the campus or community clinic for contraception or family planning services had increased significantly between

**FIGURE 9:** Services used by student listeners at the campus or community clinic



baseline and end line. While 31.8% of students made use of services regarding contraception at baseline, 49% of students stated having made use of these services above show that MMC services

were low in demand amongst students that were surveyed. At end line, students who listened to Emalahleni FM indicated that they used the community clinic mainly for contraception services (46%), followed by receiving

**TABLE 17: Students indicating services accessed**

SERVICES ACCESSED ↓	EMALAHLENI FM		BARBERTON COMMUNITY RADIO		RHODES MUSIC RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Health screening tests	19%	26%	18%	25%	34%	37%	22%	29%	23%	29%
Contraception	39%	46%	35%	36%	19%	58%	33%	56%	32%	49%
HCT	12%	15%	16%	19%	42%	44%	30%	31%	25%	27%
Condoms	27%	30%	24%	26%	14%	16%	9%	11%	19%	20%
MMC	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%

condoms (30%). Student listeners of Rhodes Music Radio indicated that they used the campus clinic mainly for HIV testing (44%), for health screening tests (37%) and to receive condoms (16%).

There was no increase in the use of medical male circumcision services. A review of the 2016 clinic

data showed that 344 students received HIV Counselling and Testing (HCT) services at Rhodes University, as well as 400 students at the University of Forte Hare. Looking at the monthly HCT data of the two institutions, one can see that the monthly visits of students at the campus clinics increased substantially between March 2016

and October 2016, after students had been exposed to the Future Beats radio content. The fact that HCT numbers are going down again in November of the same year can be linked to the fact that universities conclude their exam period in October or early November, so that students leave the campus and return to their homes.

**TABLE 18: Number of students accessing campus clinics for HCT services between March and December 2016**

Institution	Mar	Apr	May	Jun*	Jul	Aug	Sept	Oct	Nov*	Dec*
Rhodes University	13	36	33	8	38	52	65	37	13	4
University of Forte Hare	16	43	39	13	40	52	40	46	58	0

\* Low numbers reported as campus closed during these periods and for Rhodes University most students had completed exams in mid-November and therefore had left campus residences.

## SEXUAL BEHAVIOUR

Research has shown that there are several drivers of the HIV pandemic among the youth in South Africa, such as engaging in sex with multiple concurrent partners, as well as inconsistent condom use. To evaluate the behaviour among young student radio listeners, the study participants were asked about having intercourse with multiple concurrent partners, as well as their use of condoms. The results were compared at baseline and end line to find out whether the Future Beats radio and social media programmes have made an impact

on the students to question their sexual behaviour and use condoms more consistently.

### SEXUAL PARTNERSHIPS

For this survey, student listeners were asked about their sexual partners in the last three months. Respondents had to indicate whether they had:

- 🔄 no sexual partner
- 🔄 one sexual partner
- 🔄 two or more sexual partners

in the last three months. Concurrent or multiple partners amongst student listeners is evident as 21% had indicated having had two or more partners in the last three months.

30% OF ALL STUDENT LISTENERS WITH 1 SEXUAL PARTNER IN THE LAST 3 MONTHS... WERE ENCOURAGED TO USE A CONDOM AFTER LISTENING TO THE PROGRAMME

Table 18 shows the type of sexual partnerships that were disclosed by student listeners at each of the radio stations.

**TABLE 19: Sexual partnerships amongst student listeners**

BEHAVIOUR AROUND HEALTH AND HIV PREVENTION ↓	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B) N= 500	(E) N= 472	(B) N= 500	(E) N= 487	(B) N= 500	(E) N= 475	(B) N= 500	(E) N= 473	(B) N= 2 000	(E) N= 1 907
Had no sexual partner	4%	3%	11%	9%	5%	2%	5%	2%	6%	4%
Had one sexual partner in the last three months	74%	61%	78%	74%	71%	69%	71%	70%	74%	69%
Had two or more sexual partners in the last three months	21%	36%	11%	17%	24%	28%	28%	29%	21%	28%

At baseline (74%) and end line (69%), the majority of student listeners disclosed that they had one sexual partner in the last three months. However, there was a significant number of students who disclosed that they had two or more sexual partners in the last three months (28% at end line). There was a significant number of students who listened to Forte FM (29%), Barberton Community Radio (28%), and Emalahleni FM (36%), who disclosed that they had had two or more partners in the last three months at end line. There were student listeners that indicated that they did not have

any sexual partner in the last three months and this ranged between four and six percent.

The data does not show a direct relation between the airing of the Future Beats programmes and listeners' behaviour regarding multiple concurrent sexual partners.

### CONDOM USE

Thirty per cent of all student listeners who had one sexual partner in the last three months indicated that they were encouraged to use a condom after listening to the programmes on the radio. Results below in

Table 20 also show that condom use amongst those who had two or more sexual partners in the last month was low. At end line, student listeners reported an increase in condom use.

The data shows that condom use had increased among listeners of all four radio stations that participated in the survey. The increase in condom use could be confirmed for students who indicated having only one sexual partner in the last three months, as well as for students who had two or more sexual partners over the same time period. 

 **TABLE 20:** Condom use amongst student listeners

ENCOURAGED TO USE CONDOMS	EMALAHLENI FM		RHODES MUSIC RADIO		BARBERTON COMMUNITY RADIO		FORTE FM		TOTAL	
	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)	(B)	(E)
Condom use amongst those who indicated having one sexual partner in the last three months. N=1 450 at baseline N=1 310 at end line	31%	34%	30%	34%	31%	35%	29%	34%	30%	34%
Condom use amongst those that indicated having two or more partners. N=422 at baseline N=520 at end line	14%	16%	6%	8%	11%	15%	13%	18%	11%	14%

# CHAPTER THREE

## QUALITATIVE COMPONENT

### FOCUS GROUP DISCUSSIONS AND IN-DEPTH INTERVIEWS

Focus group discussions took place at nine radio stations that had joined the Future Beats Programme in either 2014 or in 2015. Although the total number of radio stations that formed part of the Future Beats Programme in 2015 were eleven stations, two radio stations (Radio TUT and TUKS FM) decided not to participate in the research component. The baseline data for the focus groups with the radio station staff was collected in 2014 and focused on the impact of the Future Beats Programme on radio station staff. Between three and six participants who were either radio station managers, programme managers, radio producers or radio presenters participated in the study. Interviews followed the same structure (Appendix 3) as that in the baseline. All FGDs were audio recorded and data was analysed using 'Nvivo'.

To evaluate the impact of the Future Beats Programme on the staff working in the HIV units and HIV clinics at the universities and TVET colleges, in-depth interviews were implemented with staff members responsible to oversee the Future Beats Programme.

The table on the next page shows the radio stations and institutions of higher learning that took part in the research. The objective of the in-depth interview (Appendix 4) was to determine the extent of HIV programming at each institution, level of engagement between the radio stations and the campus HIV units, and to determine whether the engagement between the

**TABLE 21: FGDs and IDIs conducted at selected universities and TVET colleges**

RADIO STATION	UNIVERSITY/TVET COLLEGE	PROVINCE
PUK FM	North West University	North West
UJ FM	University of Johannesburg	Gauteng
UNIVEN Radio	University of Venda	Limpopo
Forte FM	University of Fort Hare	Eastern Cape
UNISA Radio	University of South Africa	Gauteng
Barberton Community Radio	Ehlanzeni TVET College	Mpumalanga
Emalahleni FM	Witbank TVET College	Mpumalanga
VOW FM	Wits University	Gauteng
Rhodes Music Radio	Rhodes University	Eastern Cape

radio stations and the campus HIV units and campus clinics could be strengthened through the Future Beats Programme.

## HIV PROGRAMMING AND RADIO STAFF

### AWARENESS OF HIV-RELATED ACTIVITIES AND STAKEHOLDER ENGAGEMENT

For all radio stations, the research participants indicated that they were aware of the HIV or health-related activities that took place

on campus. Many of the radio station staff were positive about the relationships they shared with stakeholders that conducted HIV prevention related activities on campus and could name the activities that took place regularly. Some radio stations even indicated an all-year programme with the HIV units at their university where activities were scheduled during all academic months.

*“Sometimes, a department will host an HIV awareness event and would approach us to promote*

*the event, or sometimes a campus society will host an event around a specific topic such as LGBTI; they will engage us and we will interview the organisers and use the radio to create a hype. If an event is happening on campus, most times we are aware of it.”*  
[Female 1, VOW FM]

*“Most times, we would like to engage with the HIV unit on any related activity. In fact, any department at university that conducts HIV advocacy work – we make sure we know as much as possible about the event and support the event or activity.”*  
[Male 3, Rhodes Music Radio Staff member]

Some radio station staff indicated that they were rarely informed about any activities relating to HIV prevention on their campus and that the flow of communication between the HIV unit and the radio station was disjointed and not regular. This was because of newly-appointed staff either at the HIV units or at the radio station.

Analysis of the data revealed that all the radio stations worked with their respective HIV units or engaged with their community clinics in promoting issues around

health and HIV prevention. However, the level of engagement was higher at some radio stations as opposed to others. Radio stations, such as VOW FM, UJ FM, PUK FM and Rhodes Music Radio indicated a higher level of engagement with their HIV units as opposed to other radio stations. Barberton Community Radio and Emalahleni FM indicated that they engaged with their local community clinics; however, this was minimal (i.e. as little as twice a year). All radio staff based at tertiary institutions indicated that HIV prevention programmes were

communicated to them by their respective HIV units. Additionally, radio stations welcomed the engagement and collaboration with the HIV coordinators and the campus clinic staff.

#### HOW RADIO STATIONS FELT ABOUT HIV PREVENTION PROGRAMMING

All radio station staff interviewed felt that HIV prevention was very important and that radio was an important medium to use in featuring HIV prevention messaging to increase student's and young people's HIV knowledge and awareness.

*"We aim to contribute to the way students adjust to campus life and we also want young people to know the dangers out there, many young people come to these tertiary institutions and they (the students) know nothing about life and relationships. The shows we air on the radio serves these young people by bringing them the information they need."* [Male 2, Barberton Community Radio Staff]

*"Sometimes, we like to be controversial, but we know this is how we want to engage our listeners, and by discussing issues relating to HIV prevention makes us controversial then so be it,*

*because at the end of the day, we know that someone has received the message – that is the power of the radio."* [Male 1, Rhodes Music Radio Staff]

All radio station staff also indicated that currently they had a huge responsibility to their listenership to continue airing programme content related to HIV prevention.

*"The radio station is there to serve the community, young people are a big part of our community, but more importantly they are our future. We know young people listen to this radio station and it is our responsibility to air programmes that will benefit our young people positively."* [Female 1, Emalahleni FM Staff]

*"We know that if we do not bring this information to our young people, they will not get it from anywhere else. We are responsible in bring these important messages to them and it is our responsibility to think of different ways in which we can air our programmes."* [Male 3, Barberton Community Radio Staff]

Compared to the baseline data that was collected in 2014, radio station staff remained committed to the Future Beats Programme.

ALL RADIO STATION  
STAFF INTERVIEWED  
FELT THAT HIV  
PREVENTION WAS  
VERY IMPORTANT  
AND THAT RADIO  
WAS AN IMPORTANT  
MEDIUM

Radio station staff strongly expressed their responsibility and motivation to contribute to educating young people and creating awareness.

### IMPACT OF THE FUTURE BEATS CAPACITY DEVELOPMENT COMPONENT

All radio station staff indicated that they had created programming around HIV and AIDS. Most radio station staff were positive about the programming and mentioned that their skills in the area of radio content production on health and issues of social transformation was strengthened mainly due to the Future Beats project.

Prior to being exposed to the Future Beats project, many radio stations had not explored programming content related to HIV and AIDS, but felt comfortable and enjoyed being part of a project dedicated to the health of young people. Additionally, there was an indication that the HEAIDS Future Beats staff members were the 'experts' at assisting radio staff pertaining to issues relating to HIV. Many staff indicated being motivated and excited about the Future Beats capacity development

component and looked forward to attending the workshops.

*"This team is competent in presenting issues around HIV, our programming content has been developed within our team and Future Beats has helped us with this. We know the content areas to explore and we did not think of these areas before."* [Male 2, Emalahleni FM Staff]

*"We stick to a schedule of programming and we document the topic areas we covered and send this to the project leader at Future Beats, this schedule keeps us on track and we review it often to look at what areas related to HIV prevention we can tackle."* [Male 2, Forte FM Staff]

All radio station staff who participated in the research indicated that they were comfortable with all aspects of HIV programming and displayed high levels of confidence in exploring, developing and presenting issues pertaining to HIV.

*"I now know more about HIV, health and relationships. And if I do not know, I know how to get the information and I know the experts I would have to engage with to provide more information on the topics we want to air."* [Male 1,

Forte FM Staff]

*"HIV and related issues, such as family planning and safe sex, multiple partners are so relevant to the students, especially the first-year students. When you know, a certain topic should be addressed, you prepare and you run with it."* [Female 1, VoW FM Staff]

However, most radio station staff (Barberton Community Radio, Emalahleni FM, Forte FM, UNIVEN Radio, Rhodes Music Radio and UNISA Radio) followed an informal process whereby the programmer determined the topics, identified the format in which the show would be presented, conducted the research and then engaged with the presenters. At end line, radio station staff continued to feel positive and motivated about the different areas around HIV prevention, which was provided during the Future Beats Capacity Development Programme.

Radio staff indicated that the Future Beats Project was instrumental in allowing them to structure a programme around HIV prevention and other health-related issues. There were specific issues that the participants reported, such as sustainability and exploring social media integration.

*“We feel it is our responsibility to air content that affects young peoples’ lives, the Future Beats project has trained us to this relevant issue to our audiences. The continuous engagement we have with the project allows us to air the content. We communicate with the project staff, we meet at workshops to discuss our concerns but more importantly the engagement is almost a catalyst to think outside the box when it comes to content related to HIV.”* [Male 2, VoW FM Staff]

*“I love the workshops we attended, issues raised were individual to each radio station, but it got us thinking about our own situation as well. I feel the workshops should extend further to teach us more on how to use social media within our environment, which comes with limitations.”* [Male 2, Emalahleni FM Staff]

*“The important thing for me is sustainability, we need to learn how to pass the relevant skills over or what if the support discontinues... we need to learn how to continue with airing such content, a good idea perhaps is to include it as part of the course work we have to undertake.”* [Male 1, UJ FM Staff]

Radio staff indicated that since

airing the HIV-related content on air they were more aware about HIV-related issues than they were prior to working on the programme content and attending the Future Beats workshops. Although some radio staff had limited exposure to working on the show, they also indicated that they are aware of the necessity of bringing information to their audiences. It was in this light, that the radio staff who participated in the study confirmed how they benefitted from the information or the content on which they presented.

Content areas, from which radio staff indicated as having benefitted, relate to HIV prevention, relationships, health and gender-based violence. Radio staff indicated that they have learnt about the importance of HIV prevention and transmission. Family planning was also mentioned as one of the areas radio staff had increased knowledge in after participating in the Future Beats workshops. The launch of the new scented ‘Max’ condoms, by the South African Department of Health in the higher education sector, was mentioned as a major new development in the field of HIV prevention, which radio

station staff was excited about.

Radio staff indicated that they have become knowledgeable in the area of LGBTI. In most campuses, this was seen as a taboo issue that is hardly ever discussed in public forums; however, by engaging with the different experts in the field, radio staff felt comfortable to discuss issues freely. Radio station staff who had undergone the Future Beats Capacity Development workshops stated that after the training they felt comfortable addressing different types of sexual orientation.

Radio staff also indicated that due to participating in the HEAIDS Future Beats Programme, they became aware of the different health screening tests that could be undertaken as part of the mobile testing services of the HEAIDS ‘First Things First’ Programme. Staff indicated that they were involved in promoting health-screening activities on campus and also made use of the services and therefore lead by example.

Although no radio staff had indicated undergoing a MMC procedure, staff indicated that they had acquired knowledge about this prevention method and



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ON THE ISSUE

were able to talk about it on air.

All radio station staff from all institutions reported that their knowledge around HIV and AIDS had increased and because of the Future Beats Programme they were also able to keep up-to-date with news and current information on HIV:

*“When we prepare for our shows, we have to do some research on the content and during this process we get to know about the current statistics and trends pertaining to that topic, statistics on vulnerable people, treatment or about the number of people who have been infected by HIV. This has definitely been an eye-opener for me. We knew this disease was there and that it was big, but putting the numbers to it, I for one see it in a different light.”* [Male 4, Forte FM Staff]

*“... I know I am more empowered because of all my accumulated knowledge around HIV; I am more outspoken and am able to take a stand regarding how women should be treated, especially in a relationship; this comes through in the shows I present as well.”* [Female 1, VoW FM Staff]

*“When you talk the talk, you have to walk the walk as well... if we speak about one partner and being faithful, of course, then I would obviously want to practise what I preach.”* [Male 2, Barberton Community Radio Staff]

*“I am more empowered, and it’s not in just how I speak, it is in what I say... I can give advice pertaining to relationships, HIV prevention and testing on air or off air and that is because I have presented on these topics.”* [Female 1, Emalahleni FM Staff]

Each of the radio stations indicated that their audiences was different and the Future Beats Capacity Development Programme assisted them in

identifying content areas that were relevant to their listening community:

*“Most of our students come from the rural areas, we have to provide them with information that will be relevant to them, especially as now most of them live on campus. I make sure that I present content that is relevant to this listenership.”*  
[Male 4, Forte FM Staff]

*“We have young people [who] come to this huge campus and some of them have not even travelled outside their villages or districts, they know nothing about city life... they have no one to talk to... on the other hand you have the street-smart kid who has been exposed to everything. In presenting sensitive content around relationships and sex, you have to find the balance. I think this is one of the most important things I learnt from the Future Beats Programme. To be brave, to be controversial and yet be on the side of the ‘underdog’.”*  
[Female 1, VOW FM Staff]

## TOPICS AND MESSAGES TO INCLUDE IN PROGRAMMING ABOUT HIV AND AIDS

Study participants were asked to provide insight on the type of messaging related to HIV

prevention that they would include in their programming, keeping in mind content that they felt were more relevant to the student listeners. The following themes were regarded as the most important issues to focus on:

- 🔊 **transactional sex**
- 🔊 **HIV prevention**
- 🔊 **relationships.**

### Transactional sex:

VoW FM, UJFM, Emalahleni FM and Barberton Community Radio indicated that their radio programming and social media content should focus on this issue. They felt that transactional sex was highly prevalent amongst their listenership:

*“More direct messaging is required and messaging should be focused on females – on how they use condoms and are able to negotiate condom use.”* [Female 2, VoW FM Staff]

*“It is happening on our campus, we know it, everyone knows it but we are not successful in addressing it.”* [Male 1, UJ FM Staff]

### HIV prevention:

Most stations indicated that although HIV has continuously been in the media, it is still vital

to continue with messaging on the issue, as the HIV prevalence is still high:

*“I do not think we are successful in our messaging, because pregnancy still happens and that means condom use is not taking place... therefore prevention is still an issue we need to address.”*  
[Female 1, VoW FM Staff]

*“We have been giving the same message, people have been hearing the same message, but they are still becoming HIV positive... maybe we should now be speaking about abstaining.”* [Male 3, Forte FM Staff]

*“Programmes around condom use should be integrated into the programming and the programming format, it is not clear in our programming – maybe this is an area we need to work on...”*  
[Female 1, VoW FM Staff]

### Relationships:

All radio station personnel indicated that the radio programming should air more content relating to relationships between men and women. The community radio stations indicated that they were responsible for airing vital information to young people in dealing with

relationships, whether it is based on an emotional, psychological or physical basis.

*“Girls and boys come out from school and are in a world where they can explore different relationships. Messages need to be focused around relationships and support students through the different peer pressures they encounter.”* [Female 1, VoW FM Staff]

*“Messages relating to relationships and how not to lose yourself in a relationship. To know who you are and be focused on why you are on campus.”* [Female 1, PUK FM Staff]

As compared to the baseline, radio staff provided with more insight and specific messaging to include in the programming. Staff were highly engaged with the learner population and were able to identify issues specific to the student population on their campus.

## **RADIO FORMATS USED AS PART OF THE ‘FUTURE BEATS’ PROGRAMME**

### **EXPERTS AND PANEL DISCUSSIONS**

One of the main aims of the Future Beats Programme is to inspire the radio stations to use interesting

radio formats that engage their listeners in debates, so that the youth feels motivated to engage with issues of health and social transformation. Radio managers, producers and presenters were therefore trained to explore different radio and social media formats to create awareness on HIV.

The most common radio format used to convey information around HIV was to engage experts who visited the stations and participated in the on-air programmes, and these were most often the head of the HIV unit or the head of the campus clinic. In the case of Barberton Community Radio and Emalahleni FM the nurse from the community clinic, or an expert from within the community, was invited to participate. Radio station staff additionally indicated that talk shows with experts also provided a platform for themselves to increase their knowledge on certain issues relating to HIV.

*“When there is a new topic to cover, such as gender-based violence, the expert will come into the talk show with a prepared list of where listeners can seek help. This also helps us and increases*

*our knowledge.”* [Female 1, Emalahleni FM Staff]

*“Having the nurse or community health worker come into the studio helps us... talking with them helps us supplement the information that we already have. Speaking to the expert provides with more information and builds on the research we had done when preparing for the show.”* [Male 2, Barberton Community Radio Staff]

Most radio staff indicated that using stories, engaging with an HIV ‘champion’ from the community, and using social media, were innovative ways in which to engage their audiences. Radio station staff also communicated that at times they would use controversial arguments to engage students on what their views were:

*“It is important to engage with listeners on controversial issues relating to HIV and illicit their raw emotions... to get them to think seriously about that issue. This promotes listenership and listener engagement.”* [Male 1, Rhodes Music Radio]

At baseline, radio staff engaged on what they thought were interesting platforms to bring HIV-prevention messages to students and the feedback was more

‘exploratory’ on ‘what possible scenarios’ would work best. It was interesting to note that now at end line, radio staff were more confident about radio formatting and they felt that they now had the experience and knowledge to determine what works for their stations to engage listeners.

## **RADIO DRAMAS AND RADIO STORYTELLING**

Most radio presenters indicated that radio dramas and storytelling (such as radio documentaries and radio features), were the best radio formats to convey messages. There was an indication that radio presenters enjoyed preparing programming that included a script, and using their skills and creativity to develop messaging that used storytelling:

*“Sometimes using stories and creating real-life scenario dramas to convey messages have more of an impact. It gains the listeners attention and they (the listeners) can relate to the situation. In this way, the message we are trying to convey reaches the listeners.”* [Female 1, VoW FM Staff]

*“We have to bring the information, messaging and knowledge about HIV in the form*

*that our young people can best relate to... it is boring to use the same old format. Stories and dramas make it more interesting.”*

[Male 4, Barberton Community Radio Staff]

*“We wish we had more resources to do radio dramas... just like how the local soapies have a following on TV, creating radio soapies would be a great way to gain a following. A lot of work would go into this, and having a dedicated person to assist with programming the content may help pull it all together.”* [Male 4, Barberton Community Radio Staff]

*“I know storytelling and dramas are great ways to keep audiences interested, and it is also interesting for us, but finding the right balance to produce our show and also take care of all our responsibilities at the station is difficult if you are expected to produce radio dramas. It would be terrific if we could produce more radio dramas, maybe we need to find ways in which we could do this.”* [Male 1, Forte FM Staff]

*“Dramas are also a fantastic way in which we could engage our audiences. Using dramas and storytelling are a sure win to convey messages relating to HIV.”* [Female 2, VOW FM Staff]

It seemed that at baseline and end line, radio staff felt that stories and dramas were the best ways to engage listeners. Radio staff believed that radio drama was key to making an impact on audiences by not only gaining their attention but also in conveying the relevant messages.

More than half of the radio station staff that participated in the focus groups indicated creating radio dramas provided with a platform to innovatively convey HIV-related messages. Radio station staff felt that one could be creative, and storytelling and dramas provided an opportunity to present something different, as opposed to presenting a traditional talk-show programme. All radio staff expressed that radio dramas and a storytelling format engaged with listeners and increased listenership as well.

Talk shows with local HIV champions or celebrities were seen as being innovative for some stations, such as Barberton Community Radio and Emalahleni FM. Additionally, talk shows were seen as programming formats that were most often used as it is easier and more convenient.



### THE IMPORTANCE OF INTEGRATING SOCIAL MEDIA INTO THE RADIO PROGRAMMES

Using social media tools, such as Facebook, Twitter and YouTube, as well as mobile media, such as WhatsApp, were indicated as platforms that engaged listeners, particularly first-year students. Radio staff from VoW FM, Rhodes Music Radio, PUK FM, UNISA Radio and UJ FM placed emphasis on experimenting on the social media platforms with innovative content.

*“It is important that we explore different social media tools, we know that many of our students use their cell phones to listen to our radio station, that means they also have access to social media, but it means we have to find*

*reliable ways to engage on those platforms.”* [Female 2, VOW FM Staff]

*“Sometimes, it is finding ways that work to engage with listeners that use social media platforms, such as Facebook and Twitter. We do have those accounts but unless we create a certain energy... a certain vibe, we are not going to get listeners to log onto those platforms... we then have to engage our staff to be creative and to create that energy that will increase traffic to our sites.”* [Male 1, Rhodes Music Radio]

Stations used their social media sites to drive traffic to their broadcasts. While just over half the social media posts were linked to radio programmes, the reverse was not true: there were few

invitations on radio for audiences to engage on social media. Stations did try to engage their audiences with HIV and related content on social media, by means of discussion forums and polls.

### RADIO STATION STAFF AS AGENTS OF SOCIAL CHANGE

All radio staff indicated that they were in favour of radio and social media being a tool to convey messages around HIV and AIDS. Many radio staff emphatically agreed that radio was a tool that students heavily relied on when it came to receiving information.

Additionally, radio station staff indicated that radio served as an agent of social change as audiences looked up to radio presenters as their role models and therefore engaged with the messages that were conveyed through their shows.

*“Young people look up to us and as such, our views are respected, conveying important health information through our shows and knowing that in some way we are responsible for young people’s positive attitude and behaviour when it comes to HIV prevention is a good feeling.”* [Female 1, VoW FM Staff]

*“In our community, not only students or young people listen to us, we bring information to a whole community, therefore radio is so important in conveying information around HIV and AIDS, as for many people in this community, radio is their only means of getting information.”*  
[Male 2, Forte FM Staff]

*“Many, many people young and old – not only the students – depend on the radio to provide up-to-date information, the community is dependent on this radio station, therefore radio becomes very important as we provide information on a disease that has affected our people. It is our responsibility to address issues pertaining to the disease.”* [Male 2, Barberton Community Radio]

## **AWARENESS AND PLANNING OF HIV ACTIVITIES AT HEIS**

### **HIV- AND AIDS-RELATED ACTIVITIES ON CAMPUS AND LINKAGE TO THE RADIO STATION PROGRAMMES**

All HIV unit staff at the universities included special student programmes and campaigns into the academic calendar. Some institutions were

able to indicate far more activities, which occurred concurrently with other departments within their institutions, as they rolled out these activities jointly, for example, the HIV coordinator at the University of Witwatersrand indicated working with the Sexual and Gender Unit on GBV-related issues, Rhodes University and North West University indicated working with the Psychology Department and the Drama Department respectively.

Services, such as peer support and counselling, and theatre and drama productions, were mediums used to disseminate information around HIV-related issues.

*“We do not want to work in silos and we are always encouraging collaboration and networking with other departments on campus. When this happens, there are cross-cutting issues that are evident and together, the activity undertaken becomes effective.”* [Male, University of Witwatersrand HIV Unit Staff]

*“The University has a plan that addresses HIV and this plan outlines objectives... all activities undertaken speak to the objectives. Activities include roadshows, dramas, voluntary testing and*

*counselling, media communication and a general dissemination of information. This plan is approved and activities are scheduled at the beginning of the academic year.”*  
[Male, North West University HIV Unit Staff]

The student support services at the tertiary institutions in Mpumalanga provided information on the types of activities undertaken. At these institutions, the focus is on the health days such as ‘World TB Day’, ‘16 Days of Activism against Child and Women Abuse’ and ‘World AIDS Day’.

Advocacy and information dissemination around HIV-related issues was not an objective; rather, the peer support is their main function, with a dedicated person serving as a ‘Peer Support Counsellor’ at both Barberton Community Radio and Emalahleni FM.

It seems that there are links between the radio stations and the HIV units, and the interviews suggest that the links were strengthened over time as compared to the baseline, when engaging with the units was just a thought and not in fact actioned.

*“We have been more engaged now... in the last six months... I*

AT CAMPUS CLINICS... THERE WAS A HIGH DEMAND FOR FAMILY-PLANNING SERVICES AND A LOW DEMAND FOR HIV COUNSELLING AND TESTING (HCT)

*have been interviewed and have even presented on the show... I know the radio... and the Future Beats Programme is a forum that can be used to advocate for any health activities that we plan."*

[Male, Rhodes University, HIV Unit Staff]

*"I have always waited for the radio station to contact me, should they need any information or want to talk about health-related issues. Now I plan around any activities to include them ... especially in promoting those activities."*

[Female, University of Fort Hare, HIV Unit Staff]

### CAMPUS CLINIC SERVICES

All HIV unit and HIV clinic staff interviewed indicated that the main services they provided were family planning, condom distribution and HIV testing. There was a high demand for family-planning services, whilst there was a low demand for HIV counselling and testing (HCT). The participants indicated that demand for HCT increased during mass advocacy and mobilisation campaigns around HIV.

Additionally, at all institutions, a larger percentage of female students accessed services. Although one of the aims of the campus clinic is to disseminate information regarding health screening tests and related information, participants indicated that there was a low response amongst students to seek out health information from the campus clinics.

*"The campus clinic is an essential medium to provide clinical services, yet, the demand for services and foot traffic through the clinic happened when there was an awareness campaign taking place."* [Male, Rhodes University HIV Unit Staff]

Although, there has been an

increase in HCT, staff were unable to attribute this increase to any particular advocacy programme, yet they strongly felt that the Future Beats Programme was an important and relevant contributor to the increase in HCT at campus clinics, and that after advocacy and mobilisation programmes aired on radio, this led to a direct increase in HCT.

### SOCIAL MEDIA

The HIV unit and HIV clinic staff were asked whether they had heard the Future Beats Programmes on the campus or community radio station or seen HIV related content on their social media pages.

Only a few participants indicated that they view the campus radio Facebook/ social media page; however, all participants indicated that they engage with the campus or community radio station. All participants who were HIV coordinators at the campus clinics or HIV units, at the universities and colleges, indicated that they engage regularly with the local radio station.

Most HIV unit staff interviewed had been invited to speak on

the radio stations' programmes by the staff of the campus or community radio stations. The level of engagement, however, varied from campus to campus, depending on the topics or content aired, and the HIV activities taking place on campus.

The participants from Ehlanzeni TVET College (Barberton) and Witbank TVET College (Emalahleni) indicated that they do not engage with the radio station to deliver health focused messages to the students. Students use the counselling support services and visit the community clinic for clinical treatment and management.

#### **USING RADIO TO PROMOTE CLINIC SERVICES**

All HIV unit and HIV clinic staff interviewed indicated that they would use their local campus or community radio station to promote the HIV unit/campus clinic's activities and voiced that the radio stations allowed them to market their events through the radio channels.

The campus managers at Ehlanzeni and Witbank TVET colleges reported that they did not collaborate with the local radio stations and indicated that this was not done as the services provided at the institutions were primarily focused around counselling and peer support. They rather referred students to the local community clinic. 



# LIMITATIONS

FOR THIS STUDY, several limitations were noted:

- 🕒 The sample size was limiting. The Future Beats Programme airs at 14 campus and community radio stations across South Africa. For the quantitative component of the research, a convenience sample of student listenership (from two community and two campus radio stations) participated in the research. Whilst data was collected to inform programming at these stations, it is with caution that one makes inferences from all other stations that air the Future Beats Programme.
- 🕒 All HEIs across the country were exposed to GBV content due to several student protests and therefore attribution to the GBV content may be reflective of the advocacy and mobilisation of other activities. The Future Beats Programme was not the only project implementing GBV activities during the research period.
- 🕒 Although the HIV coordinators at the universities and colleges were provided with a wealth of information regarding programming, it was difficult to establish whether Future Beats

was directly responsible for contributing to an increase of the uptake of services.

- 🕒 Due to a delay in ethics clearance to initiate the study, student listeners were already exposed to the radio content six months prior to the completion of the baseline survey.
- 🕒 Student listeners were not able to directly categorise the content they had listened to. For example, if students listened to a programme on 'sexuality', they would categorise the content as 'relationships'. Some students also referred to 'health' rather than 'HIV' when listening to content related to condom use. 📌

# RECOMMEN- DATIONS

## CONTINUATION OF THE FUTURE BEATS PROGRAMME

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This evaluation of the HEAIDS Future Beats Programme clearly showed that the innovative project made an impact with regards to an increase in knowledge, as well as an increase in the use of health services among student radio listeners over a broadcasting period of eight months. It is therefore recommended that the programme should continue and should ideally be measured the impact of the programme on radio listeners over an extended period of time.

## **STRENGTHENING THE USE OF SOCIAL MEDIA PLATFORMS**

Student listeners indicated that one of their main sources of information on HIV was the internet. Additionally, the data revealed that there was high usage of social media platforms. Radio station staff also believed that social media platforms could be an important avenue to access information. The Future Beats Programme should invest further in strengthening the social media component, as it can potentially become a platform that may be used more widely than radio among students.

## **INCREASING AWARENESS AROUND OTHER SERVICES OFFERED BY THE CAMPUS/ COMMUNITY CLINIC**

Students mostly accessed the campus clinic for HCT services, as well as contraception. Potentially, content that included awareness around other health services could lead to an increase in students accessing campus/ community health services. Such services include medical male circumcision, providing condoms and health screening tests for non-communicable diseases or cancer prevention.

## **AIRING RADIO CONTENT THAT IS RELEVANT**

Although radio stations aired content that covered the programme areas that were part of the Future Beats Programme, it seemed like stations mostly focused on discussing issues that they were comfortable with, such as HIV, health and relationships. Student listeners themselves indicated that these were content areas

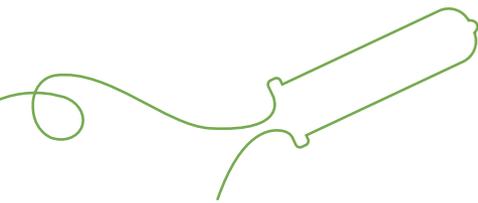
they were engaged in and would also like to hear more about. A possible recommendation would therefore be to integrate other content areas that were given less airtime on the radio station – such as LGBTI, GBV and stigma and discrimination – into the programmes that were well received by the student listeners.

## **ISSUES AROUND RELATIONSHIPS AND SEXUAL PARTNERSHIPS**

Students indicated that they valued the radio programmes they heard around content relating to ‘relationships’. This is a potential content area that could be used to integrate issues around sexual partnerships – as a relatively high number of students indicated being involved with one or more sexual partners in the last three months. Additionally, condom use and safe sex practices could be another important issue that could be integrated with content related to ‘Relationships’.

## **STRENGTHENING THE COMMUNICATION BETWEEN THE HIV UNITS AND THE RADIO STATION STAFF**

Although communication between the employees of the university HIV units and the radio stations take place, staff turnover on both sides does not always guarantee sustainable partnerships within the university environment. The HEIs should consider developing a structure of regular meetings between the campus radio stations and the HIV units to ensure a fruitful partnership. This eliminates the disconnect in communication that occurs when staff leave the institution or organisation.



## CREATING A SUSTAINABLE FUTURE BEATS CAPACITY- BUILDING MODEL

All radio station staff indicated value in participating in the capacity development programme undertaken by Future Beats. They were able to cite the benefits and indicated much excitement and motivation around being skilled to air content that was relevant to their audiences. They appreciated and looked forward to the Future Beats Capacity Development component. HEAIDS should therefore consider a national rollout of the Future Beats Capacity Building component to campus and community radio stations across the country. 

# CONCLUSION

**THE DATA FROM** this research has shown that campus and community radio stations, and their related social media channels, are important tools to provide information related to HIV prevention to the student communities at universities and TVET colleges.

Student listeners showed an increase in knowledge after listening to HIV-prevention related information and increasingly made use of the HIV clinic services after being exposed to the Future Beats content.

Additionally, students actively engaged and internalised the Future Beats content, as a significant number of listeners interviewed indicated that they spoke to other people about the content they heard on the radio.

The Future Beats Programme is further valued by the staff of the HIV units and adds to an increase in the use of services at the campus clinics.

Since the programme made a significant impact on changing knowledge and behaviour around HIV among a student audience, it should be promoted widely as a best practice in the field of HIV prevention. 

# APPENDIX 1

## INFORMED CONSENT: STUDENT LISTENERS

### 1. INTRODUCTION

You are being invited to participate in the research, monitoring and evaluation of 'Youth Development and HIV Prevention through Campus Radio and Social Media Project known as Future Beats'. This is a project of the Higher Education and Training HIV/AIDS Programme (HEAIDS).

Your participation in the research is important to us, as you are a registered student at the university and because you are a campus radio listener. Participation in this study is voluntary and it is important that you read and understand the purpose of the study, the study procedures, benefits, risks, and your right to withdraw from the study at any time

This information is provided to help you decide if you would like to participate in this research study. You should fully understand what is involved before you agree to take part in this study. If you have any questions, do not hesitate to contact me using the email address or the telephone number provided on page 60. Should you want to take some time to think about or discuss your involvement in this study with your family, you may do so before making your decision.

If you agree to take part in this study,

we will ask you to tick the box on page 60 to show that you want to take part. We will give you a copy of this form to keep/save.

**It is important that you understand the following:**

- Participation in this study is voluntary.
- You may refuse to take part in this study or leave it at any time.

### 2. PURPOSE OF THE STUDY

The purpose of the study is to evaluate the role of campus radio and social media in HIV prevention amongst students on selected campuses in Gauteng, the North-West, Eastern Cape, Mpumalanga and Limpopo Provinces. The study will take place in two phases. The baseline will take place before the new radio programming is aired on campuses and the evaluation will take place six months after implementation.

At baseline, we are interested in hearing about your current knowledge, attitudes and perceptions on HIV prevention, treatment and related topics. This phase of the study will take place between April and May 2016. After being exposed to the radio programming content we are interested in finding out if your knowledge, attitude and perceptions have changed. Your contributions will provide us with information on whether this pilot programme should be rolled out nationally. The second phase of the study will take place in November and December 2016.

This study is taking place on ten campuses with radio stations; however, four campus institutions have been logistically selected to participate in the survey. The survey will take no longer than 20 minutes.

### 3. STUDY PROCEDURES

If you agree to participate in this study, you will complete the survey by completing all the questions in the research questionnaire.

### 4. WILL ANY OF THESE STUDY PROCEDURES RESULT IN DISCOMFORT OR INCONVENIENCE?

The questions may be of a sensitive nature and may make you feel uncomfortable. You may discontinue completing the survey at any point. There may be other risks and discomforts that are not known at this time.

### 5. BENEFITS

Information gathered from this study may help us to learn more about HIV prevention using radio and social media among youth on South African campuses.

### 6. COSTS AND REIMBURSEMENT

There is no cost to you for being a part of this study.

### 7. RIGHTS AS A PARTICIPANT IN THIS STUDY

Participating in the study is your choice. If you decide to take part, you can always change your mind.

## 8. ETHICAL APPROVAL

This study protocol has been submitted to the University of the Witwatersrand's Human Research Ethics Department.

## 9. CONFIDENTIALITY

Anything you share in the survey will be kept confidential in the following ways:

- We will use a code instead of your cell number.
- All information obtained during the course of this study, including personal data and research data, will be kept strictly confidential.
- Data that may be reported in official reports or academic publications will not include any information that identifies you as a participant in this study.
- This information will be reviewed by authorised representatives of the study's Task Team.
- The information may also be inspected by the University's Ethics Committee.

## 10. SOURCES OF ADDITIONAL INFORMATION

If you have any questions about this study, you may contact Ravikanthi Rapiti (Tel: 084 792 6835; email: ravikanthirapiti@gmail.com).

If you have questions about your rights as a participant, you may contact the Wits Research Ethics Committee.

### Contact details:

Prof. P Cleaton-Jones

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email peter.cleaton-jones1@wits.ac.za  
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Rhulani.mkansi@wits.ac.za; and  
Lebo.moeng@wits.ac.za

I hereby confirm that I have been informed by the study staff ( \_\_\_\_\_ ) about the nature, conduct, benefits and risks of the HEAIDS Research Monitoring and Evaluation study.

I have also received, read and understood the above written information (Participant Information Leaflet and Informed Consent) regarding the study. I am also aware that confidentiality cannot be guaranteed in focus group discussions.

I am aware that the results of the study, including any personal details, such as those regarding my name or job title, will be anonymously processed into a study report.

I agree that the data collected during this study can be processed in a computerised system by study staff or on their behalf.

I may, at any stage, without prejudice, withdraw my consent and participation in the study.

I have had sufficient opportunity to ask questions and (of my own free will)

declare myself prepared to participate in the study.

## PARTICIPANT

Printed name:

-----  
Signature:

-----  
Date and time:

-----  
I,

-----  
herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

## STUDY STAFF

Printed name:

-----  
Signature:

-----  
Date and time:

# APPENDIX 2

## RESEARCH QUESTIONNAIRE

### DEMOGRAPHICS

1. Are you a student

- Yes  No

2. Are you

- Male  Female

3. What is your mother  
tongue

- Afrikaans  
 English  
 isiNdebele  
 isiXhosa  
 isiZulu  
 Sepedi  
 Sesotho  
 Setswana  
 siSwati  
 Tshivenda  
 Xitsonga  
 Other

4. How old are you?

- Under 18 years  
 18–25 years  
 Older than 25 years

5. Where do you live while  
attending university?

- At university residence  
 With my family  
 In other accommodation

6. Do you personally know  
anyone with HIV?

- Yes  No

7. Have you attended a  
funeral of a person who  
has died of an AIDS-  
related disease?

- Yes  No

### KNOWLEDGE, ATTITUDE AND PERCEPTIONS OF HIV

1. How often do you use  
social media?

- Every day  
 Once a week  
 Less than once a week  
 Never

2. Which radio station do you  
listen to?

- Forte FM  
 Rhodes Music Radio  
 BCR  
 Emalahleni FM

3. How often you listen to the  
radio?

- Daily  
 Two to three times a week

- Weekly  
 Less than once a week

4. Have you listened to radio  
programmes related to  
(three choices)?

- Sexuality  
 Relationships  
 Gender-based violence  
 Reproductive health  
 LGBTI  
 HIV  
 Health  
 Stigma and discrimination

5. Which content aired on the  
radio station most captured  
your attention (three  
choices)?

- Sexuality  
 Relationships  
 Gender-based violence  
 Reproductive health  
 LGBTI  
 HIV  
 Health  
 Stigma and discrimination

6. Which content would you  
like to hear more of (three  
choices)?

- Sexuality  
 Relationships  
 Gender-based violence  
 Reproductive health

- LGBTI  
 HIV  
 Health  
 Stigma and discrimination

7. Would you say that by  
listening to the radio HIV  
programming, that you  
know more about (three  
choices)?

- Sexuality  
 Relationships  
 Gender-based violence  
 Reproductive health  
 LGBTI  
 HIV  
 Health  
 Stigma and discrimination

8. Have you spoken to other  
people, such as friends  
and family, about what  
you heard during the radio  
programmes?

- Yes  No

9. Would you say that you  
may continue to listen  
to the radio programmes  
covering sexuality,  
relationships, reproductive  
health (contraception),  
stigma, HIV, health,  
LGBTI?

- Yes  No

10. How important do you think radio is to address these issues?

- Very important  
 Not so important  
 Less important

11. How important do you think social media is to address the issues?

- Very important  
 Not so important  
 Less important

12. Do you know where to access information around health or HIV prevention?

- Yes  No

13. Do you know how HIV is transmitted?

- Yes  No

14. After listening to the radio programmes and using social media, do you now feel different around issues of HIV and sex?

- Yes  No

15. Can a person reduce the risk of contracting HIV by using a condom every time he/she has sex?

- Yes  No

16. Can a person reduce the risk of contracting HIV by having fewer sexual partners?

- Yes  No

17. Can AIDS be cured?

- Yes  No

18. Can a healthy-looking person have HIV?

- Yes  No

19. Can a person contract HIV by sharing food with someone who is infected?

- Yes  No

## BEHAVIOUR

1. Have you ever visited the campus or community clinic?

- Yes  No

2. Where did you hear about the campus or community clinic services?

- HIV programming on social media and campus or community radio  
 Friends  
 Posters  
 Other

3. What services did you use at the campus or community clinic?

- Contraceptives  
 Condoms  
 HIV testing  
 MMC  
 Health screening tests

4. How many people have you had sex with in the last three months?

- One  
 Two  
 More than two

5. Has the programme inspired you to take action for your health?

- Yes  No

6. Did what you hear encourage you to use a condom when having sexual intercourse?

- Yes  No

7. Where do you receive your Sexual Reproductive Health information (if you do not receive it from Future Beats/Campus Radio or from campus health)? Indicate three options.

-----  
-----  
-----



## APPENDIX 3

### FOCUS GROUP DISCUSSION: RADIO STATION MANAGERS

- 1. Please confirm your position at this radio station and how long you've been in this position.**
- 2. Tell us about HIV and AIDS-related activities on campus**  
Probe – How should HIV and AIDS feature on campuses?
- 3. What programming have you done on the campus radio around HIV and AIDS, if anything at all?**  
Probe – Did you engage with the HIV units or the HIV unit head?  
Probe – What scope do programmers and presenters have to give input or plan their own programmes?
- 4. If you were to come up with programming about HIV and AIDS to appeal to students here, what do you think the messages should be?**
- 5. If you were to come up with programming about HIV and AIDS to appeal to students here, what format do you think would be most appealing?**  
Probe – Stories, talkback, experts, other innovative ideas?  
Probe – How would you link the programming with other HIV/AIDS activities on campus?
- 6. What do you think about programming on HIV and AIDS using campus radio and social media (e.g. Facebook, Twitter)?**  
Probe – How do you feel as a radio station head promoting social change and healthy behaviours (i.e. as a change agent)?
- 7. Do you believe your radio station can make a difference to people's knowledge, attitudes and perceptions around HIV/AIDS?**
- 8. Do you think that you directly benefitted from the content of the HIV programming?**  
Probe – The types of benefits?

## APPENDIX 4

### IN-DEPTH INTERVIEW GUIDE: HIV CARE PROVIDERS

- 1. Tell us about HIV and AIDS-related activities on campus.**
- 2. Please tell us about usage of the HIV clinic services on your campus.**  
Probe – Number of students, gender break-down, age break-down.  
Probe – Spikes or dips (monthly, and/or related to HIV/AIDS activities on campus or elsewhere).
- 3. What have you heard on the campus radio or seen on its Facebook page about HIV and AIDS, if anything at all?**
- 4. If you were to come up with programming about HIV and AIDS to appeal to students here, what do you think the messages should be?**
- 5. If you were to come up with programming about HIV and AIDS to appeal to students here, what channels and format do you think would be most appealing?**  
Probe – Radio and social media.  
Probe – Format for radio, e.g. stories, talkback, experts.
- 6. How have you, or would you, consider using campus radio to promote your unit's services?**
- 7. Do you feel that you directly benefited from the HIV content presented during the radio programming?**  
Probe – Types of benefits.
- 8. Did the clinic see an uptake in services when HIV programmes were aired?**  
Probe – Which services?

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