



ACC Mates & Dates – Presentation of Key Survey Findings 2018

Key insights and ideas for the monitoring and evaluation dashboard

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SYNERGIA

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Overview



The ACC Mates & Dates School Based programme aims to teach young people how to:

- Identify unhealthy relationships
- Have healthy relationships based on respect, negotiation and consent
- Identify inappropriate behavior
- Get help if they, or someone they know, are in an unhealthy relationship
- Safely intervene in situations that could lead to harm

Recently, Synergia has been analysing student survey responses to the Mates & Dates post survey disseminated to students after completing the course.

This report presents the results of this student post survey in a proposed structure for the monitoring dashboard for ACC and its providers. Feedback from ACC on this report will help to further define the features and information presented on the online dashboard of survey findings for the ACC programme manager and providers delivering this course to schools.

What is Mates & Dates?

The ACC Mates & Dates School Based programme aims to teach young people how to:

- Identify unhealthy relationships
- Have healthy relationships based on respect, negotiation and consent
- Identify inappropriate behavior
- Get help if they, or someone they know, are in an unhealthy relationship
- Safely intervene in situations that could lead to harm



Who took part in the Mates & Dates post course student survey?

Overall, **1849** students took part in the survey

- Students from the Wellington and Auckland regions made up to 79% of survey respondents (n=1800)
- Female students had a larger survey response rate (n=1300, 57%) compared to male students (n=910, 40%)
- 48% NZ Europeans (n=1115) made up close to half of the student responses
- 44% Year 9 and 42% year 10 students made up most of the student responses
- Around 57% of survey respondents were from school deciles 8-10.

Students' attitudes and behaviours across the five topics covered in the course

Consent

74% of students had a better understanding of finding out if someone had consented to taking part in a sexual activity with them.

- Students were generally able to identify consensual interactions
- 89% of Māori students were confident about stopping a sexual activity if they wanted to
- Pasifika students were least likely to feel confident (44%) about stopping a sexual activity.

Bystander Attitudes

79% of students had a better idea of whether or not they should get involved if they saw a friend in a harmful situation, and 81% knew what to do if they got involved

- 17% of students reported witnessing their friends being in a violent and harmful situation in the last 12 months
- 42% of these students knew whether or not they should get involved; and
- 44% of students knew what they should do to help

Gender roles and expectations

55% of students reported that the course changed how they view men and women should act

- Pasifika and Māori students were 5-10% more likely to have traditional gender stereotypes of men and women
- 23% of Pasifika and 14% Māori students agreed that men should take control in relationships
- 22% of Pasifika and 15% of Māori students agreed that women should be responsible for raising children and doing the housework

Gender identities

51% of students reported that the course had changed their views about gender and sexual identities

- Pasifika students were most likely to report that the course had changed their views about how men and women should act 'a lot'
- 72% of year 13 students reported that the course had changed their views a little and/or a lot
- Year 12 students were the least likely to report that the course had changed their views (24%).

Healthy relationships

61% of students reported that the course helped them know more about how to treat a partner

Pasifika students were more likely to suggest that they would engage in unhealthy behaviours in a relationship including:

- Yell at someone to do what they wanted them to do (yes and/or probably (15%, n=45))
- Picture (yes and/or probably (16%, n=46))

How is the course doing?



Overall, the Mates & Dates survey results suggest high school students are learning more about healthy behaviors and value the course:

- 62% rated the course good and excellent
- 61% disagreed that the course was a waste of time
- 40% reported that the course changed the way they think about some things; and
- 26% said that the course will change the way they think about things.

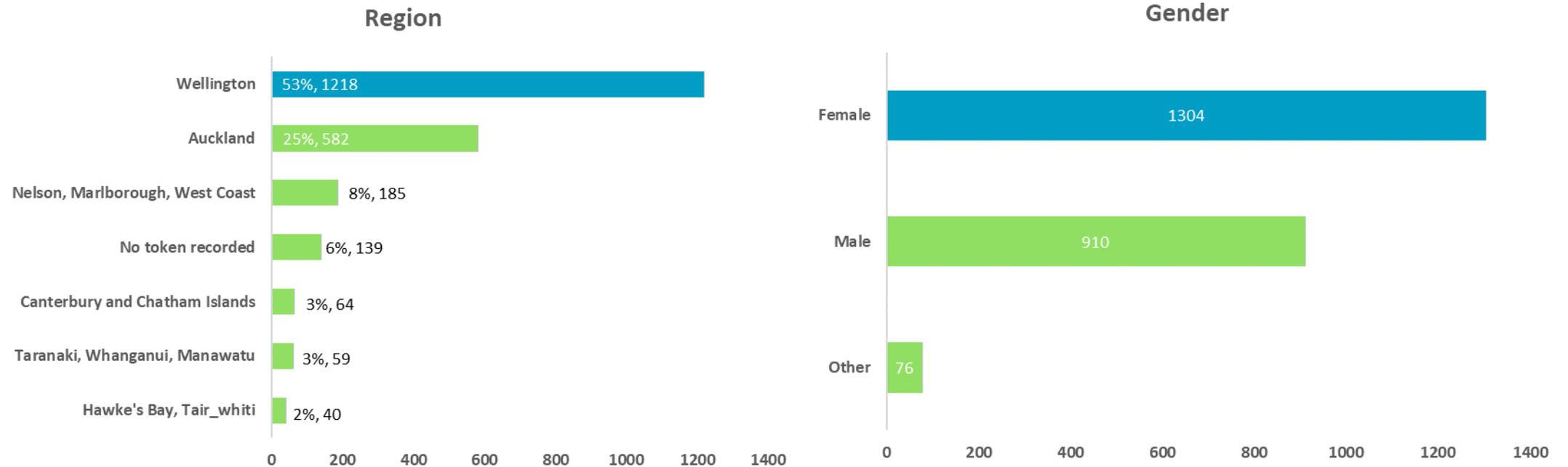
- 48% of the student reported that the course activities and materials worked well for them
- 60% of the students found the facilitators easy to understand
- Year 11 and 13 students found the facilitators easiest to understand (Yr 11 = 75% n=69, and Yr 13 = 76% n=32)
- Māori were least likely to agree that the facilitators were easy to understand



Snapshot of Survey Respondents

This sections of the report presents the demographics of students who took part in this survey

Who took part in the survey?

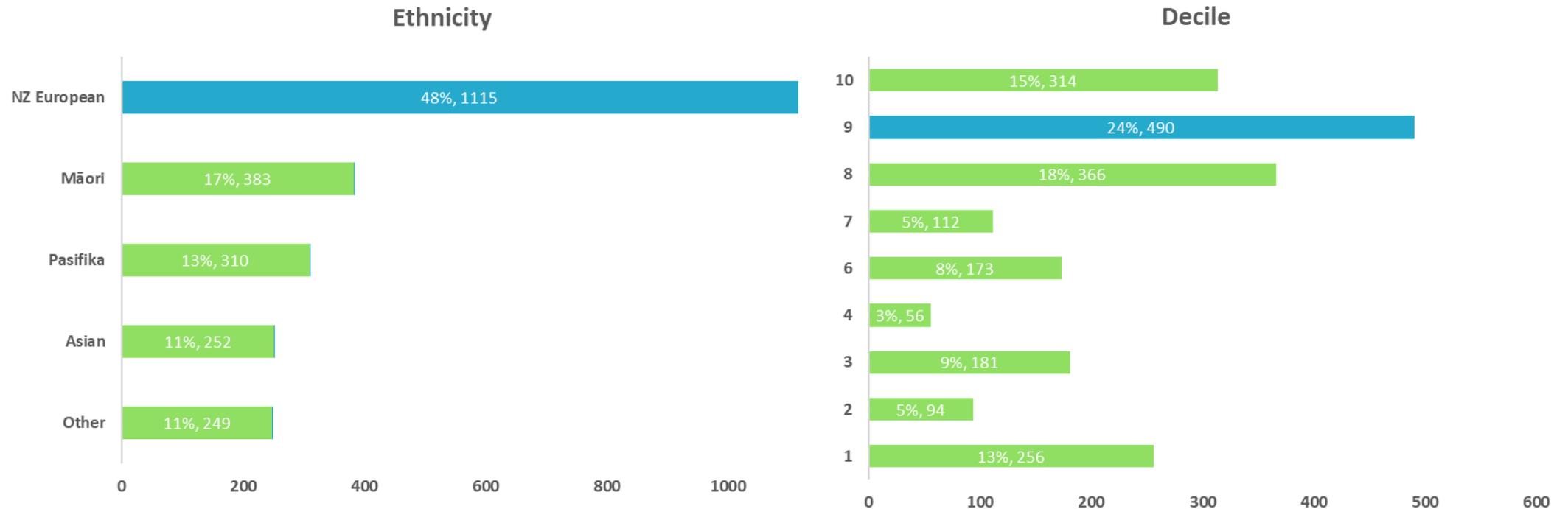


Overall, 1849 students took part in the survey.

Students from the Wellington and Auckland regions made up to 79% of survey respondents (n=1800).

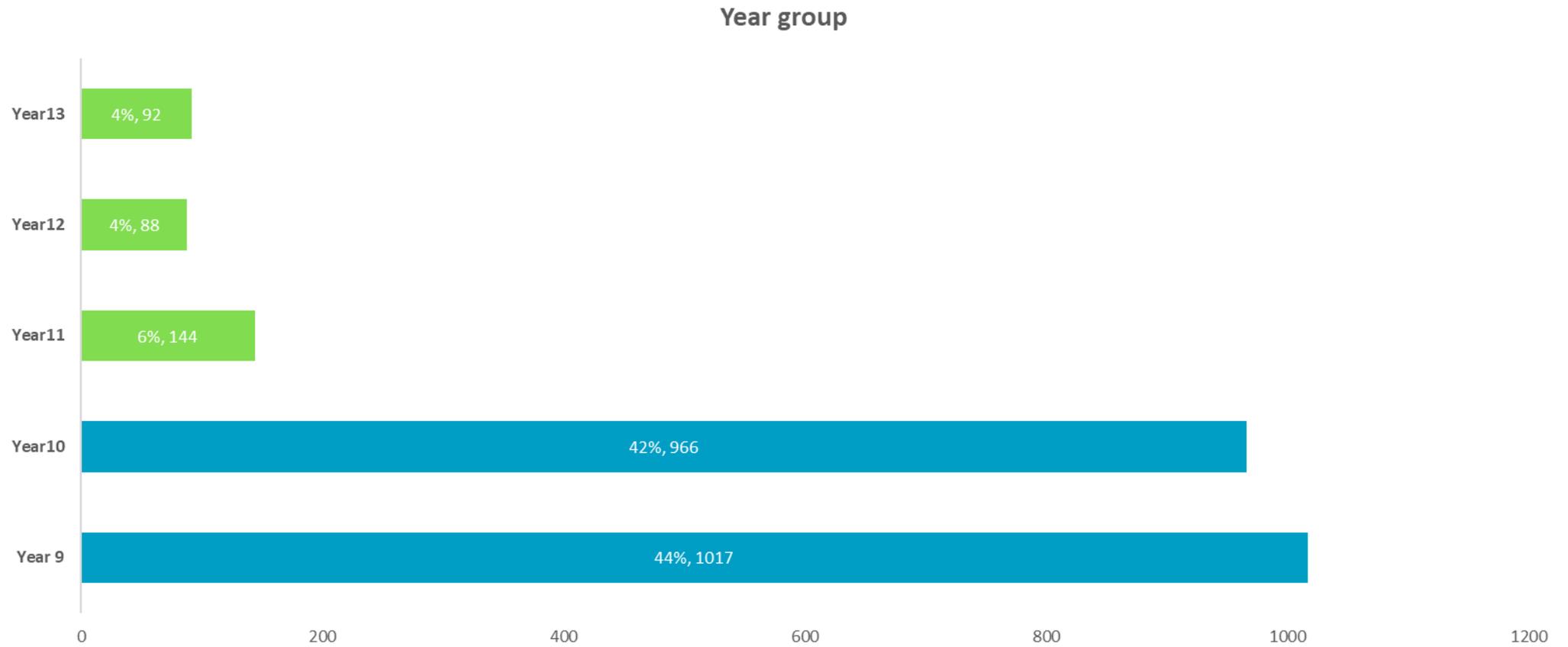
Female students had a larger survey response rate (n=1300, 57%) compared to male students (n=910, 40%).

Who took part in the survey?



48% NZ Europeans (n=1115) made up close to half of the student responses. Around 57% of survey respondents were from school deciles 8-10.

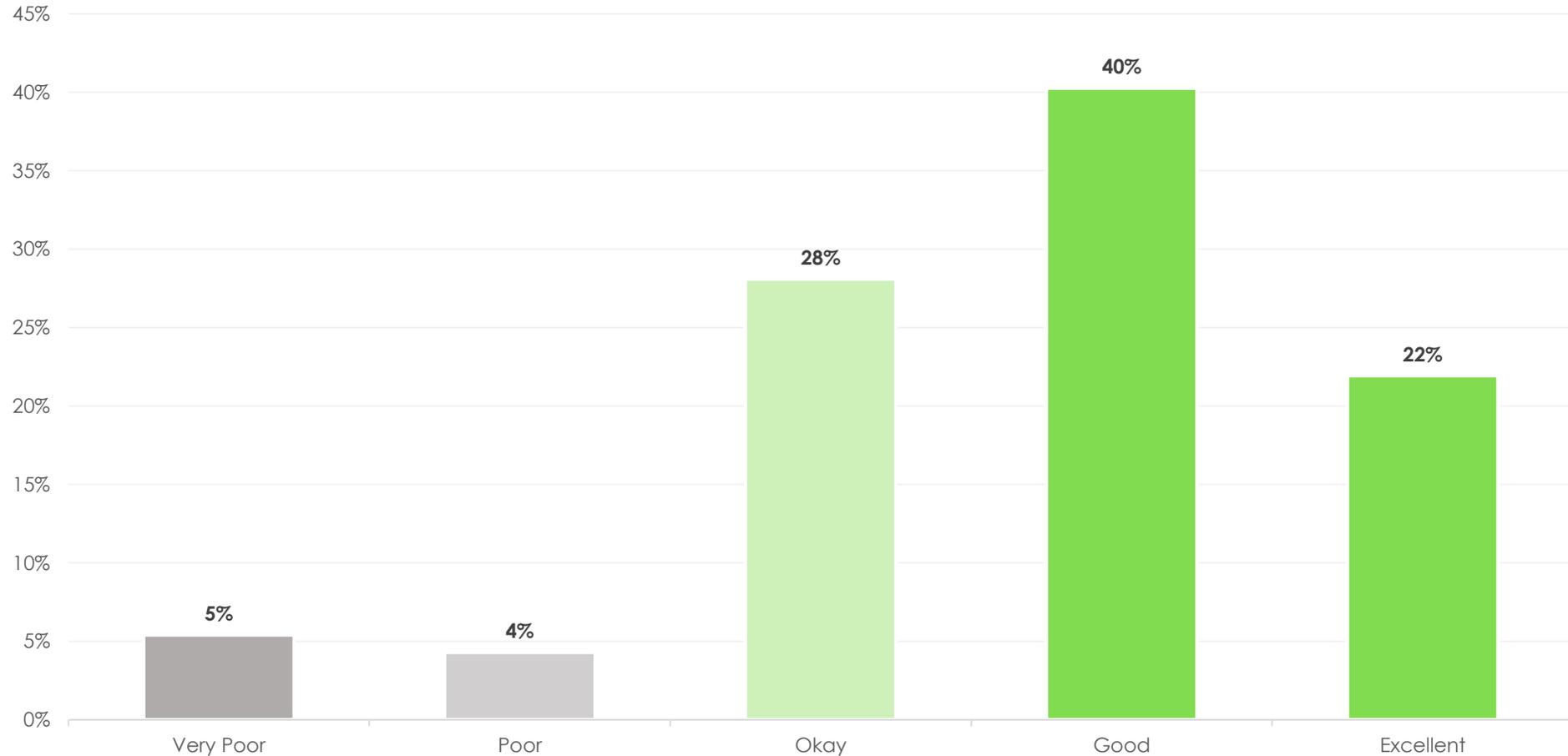
Who took part in the survey?



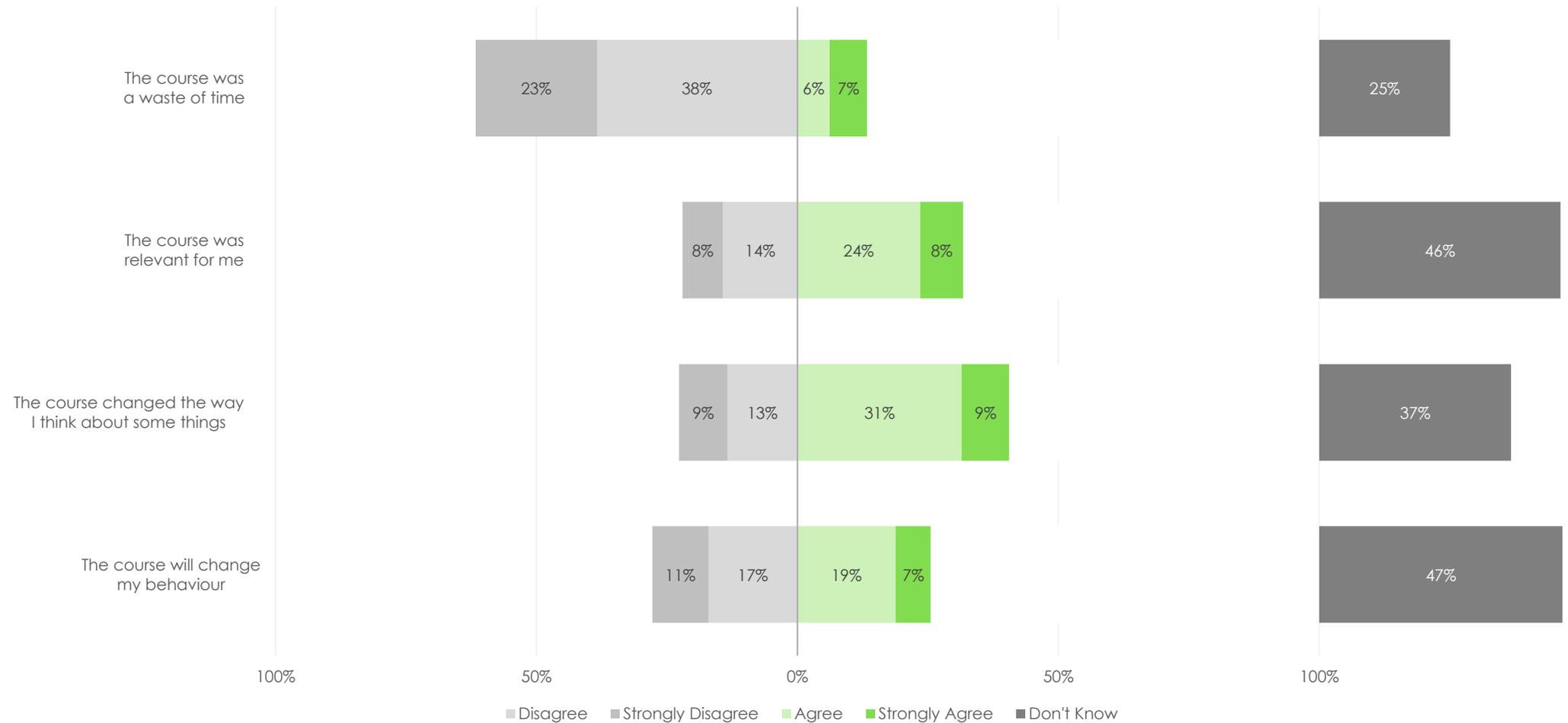
How is the course doing?

This section of the report outlines student responses to questions about the quality of the course and its delivery

Overall, how would you (student) rate the Mates & Dates course?



How did students find the course?



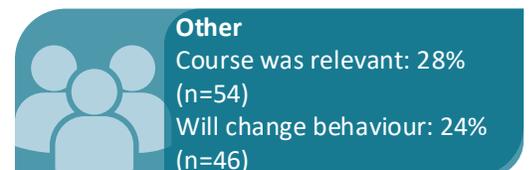
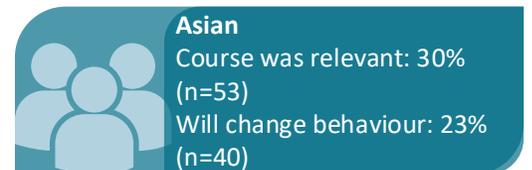
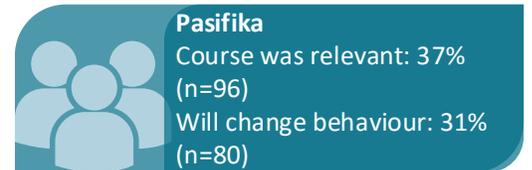
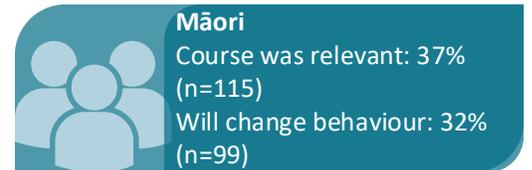
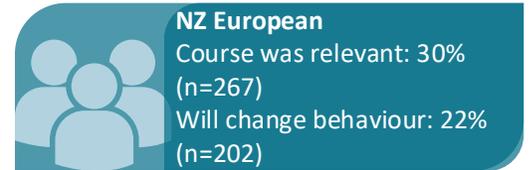
Demographic Differences – Gender and Ethnicity

Females were more likely to report that the course was a good use of time.

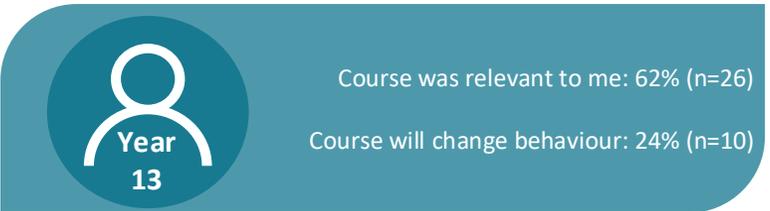
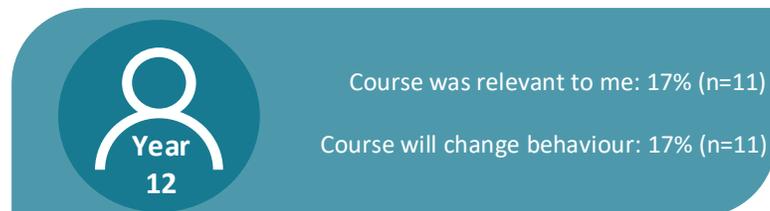
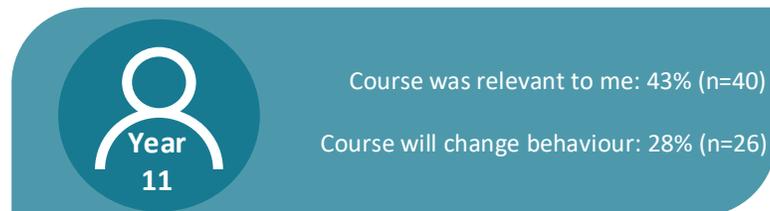
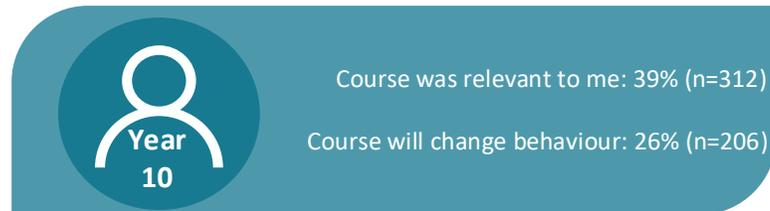
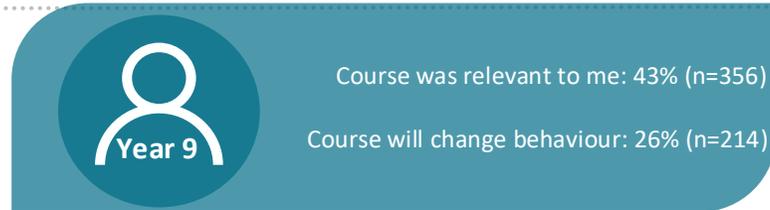


Roughly a third of all students indicated that the course was relevant to them.

Māori and Pasifika students were most likely to report that the course would change their behaviors.



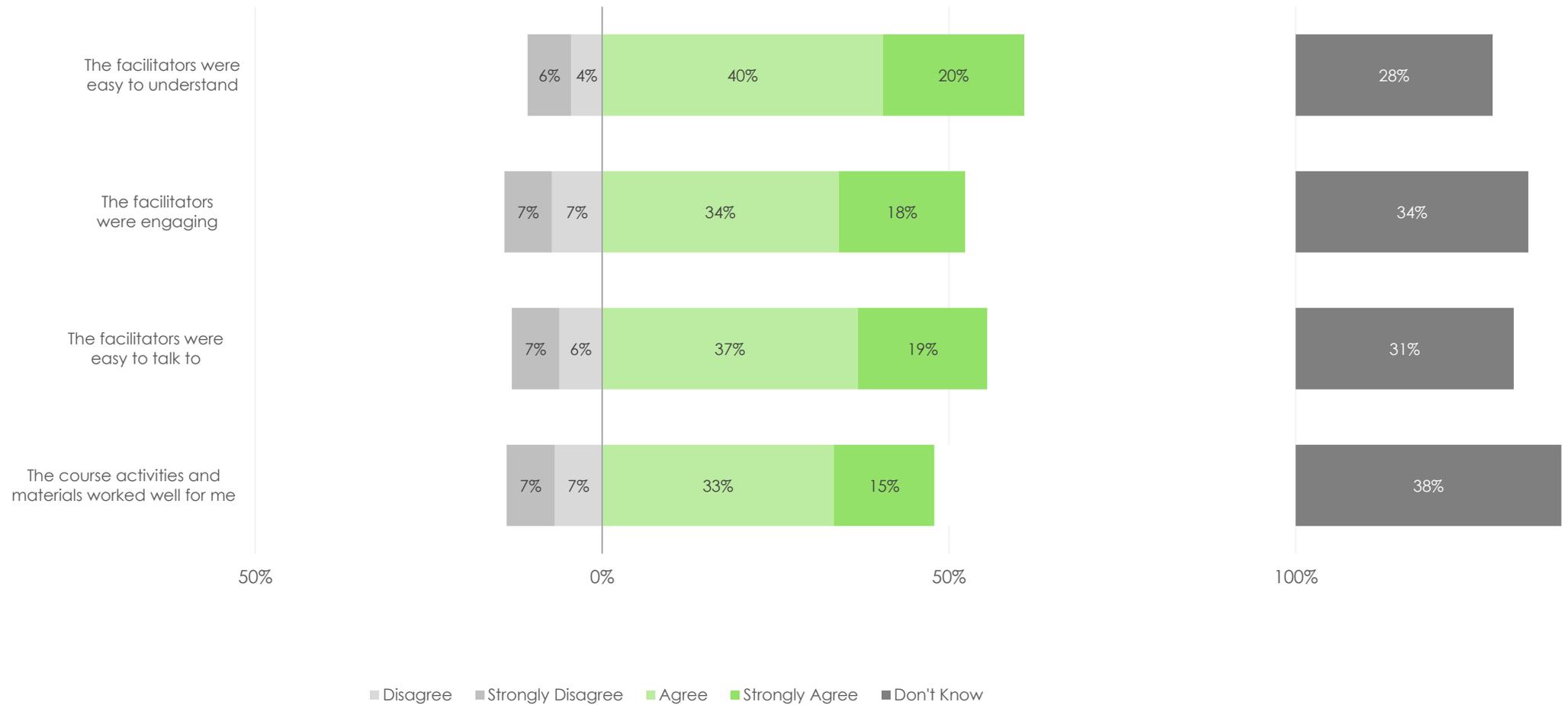
Demographic Differences – Year Group



Year 9 students reported positively across the options in this question i.e. the course changed the way I think about somethings and the course will change my behavior.

Approximately a quarter of the other year groups also indicated that the course would change their behavior.

The Facilitators



The Facilitators – Year Level Differences

Year 9, Year 11 and Year 13 students were most likely among the year groups to find the facilitators easy to understand.

The facilitators were easy to understand:

Year Group	Number	Percentage (Agreed)
Year 9	519	62%
Year 10	477	59%
Year 11	69	75%
Year 12	30	48%
Year 13	32	76%

The Facilitators – Ethnicity Differences

Most students found the facilitators easy to understand and engage with.

Māori students were slightly less likely to agree that the facilitators were easy to understand.

Students under the “other” ethnicity group also found the facilitators hard to understand. This finding should be further explored.

Ethnicity	Number	Percentage (agreeing and strongly agreeing)	Number	Percentage (disagreeing and strongly disagreeing)
Asian	121	69%	15	9%
Māori	173	55%	37	12%
NZ European	594	66%	77	9%
Pasifika	119	62%	22	11%
Other	120	47%	49%	19%

Student feedback on opportunities for improvement

Students appeared to value the questions component to the course sessions.

Suggestions included:

- Answering more questions during the sessions and/or asking more students questions (n=26)
- Make sessions more interactive and engaged (n=45)
- Suggestion of making it more fun (n=61)
- Comments on facilitators level of knowledge and/or skill level (n=8)
- One student suggested that the course could provide more practical advice on handling discussions around sexuality.

“A little bit more engaging, talk more about the importance of acceptance and how it can affect people.”

“Be more engaged and have like some interactive stuff we can do like a game or something.” (n=2)

“Ask the people who don’t answer as much instead of the same people each time” (n=1)

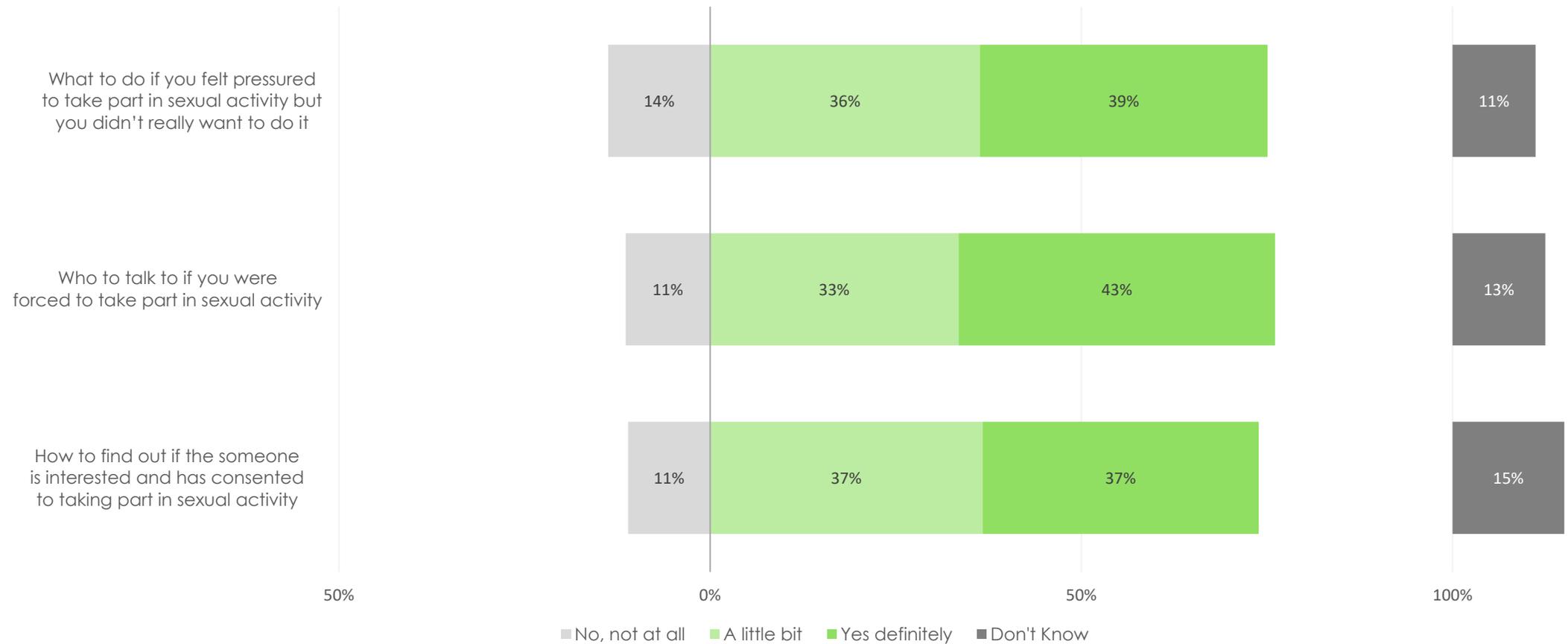
“A lot of it was stating things that i could reason by myself (difference between, gender, sexuality, etc.), so maybe being prepared for how to handle the situations (like what to do if you're rejected by your peers because of your sexuality) would be useful.”

How is the course working across the domains?

This part of the report presents the student responses to the five topics covered in the course.

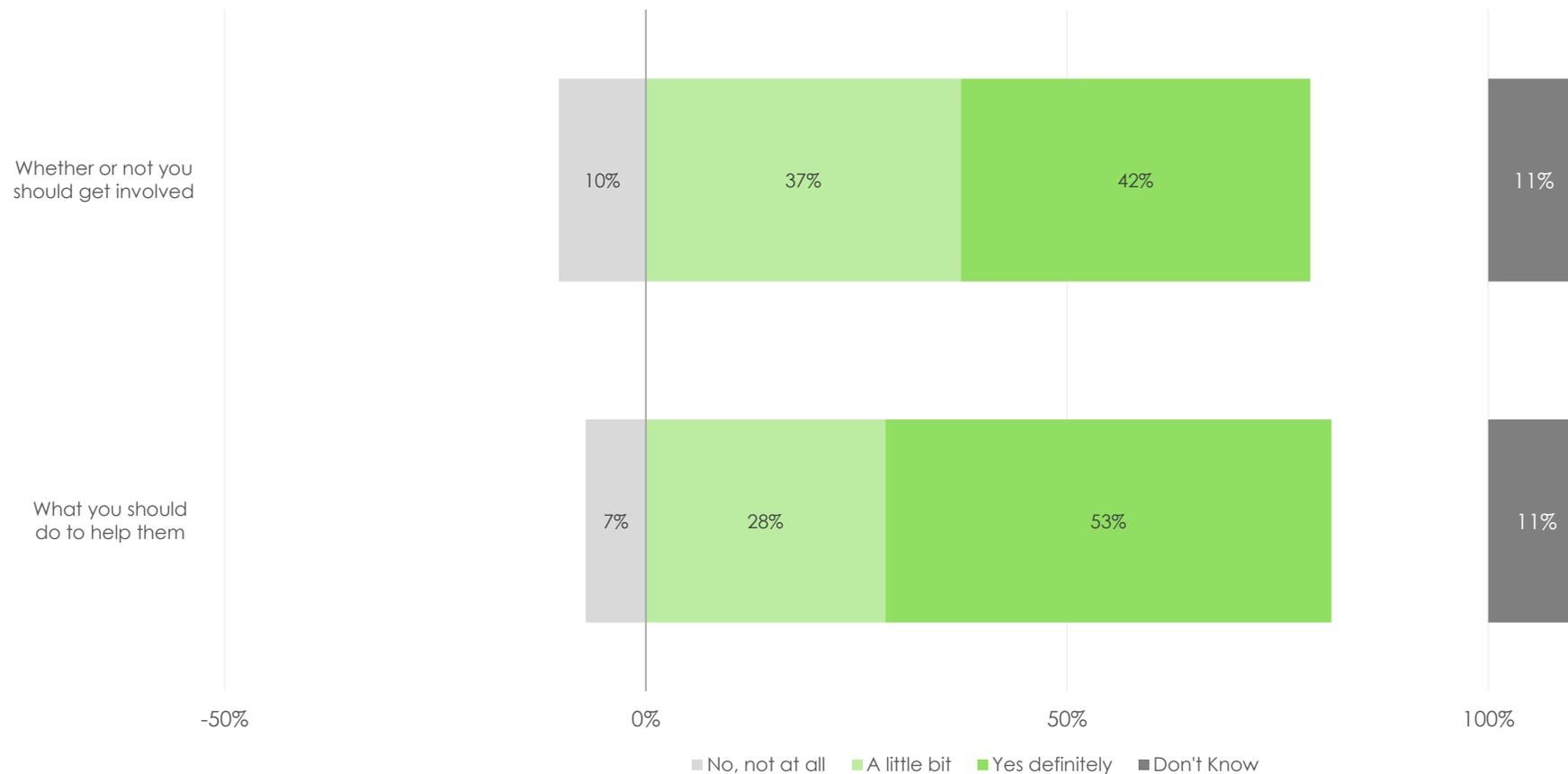
Consent

NOW YOU HAVE DONE THIS COURSE, WOULD YOU SAY YOU HAVE A BETTER UNDERSTANDING OF...



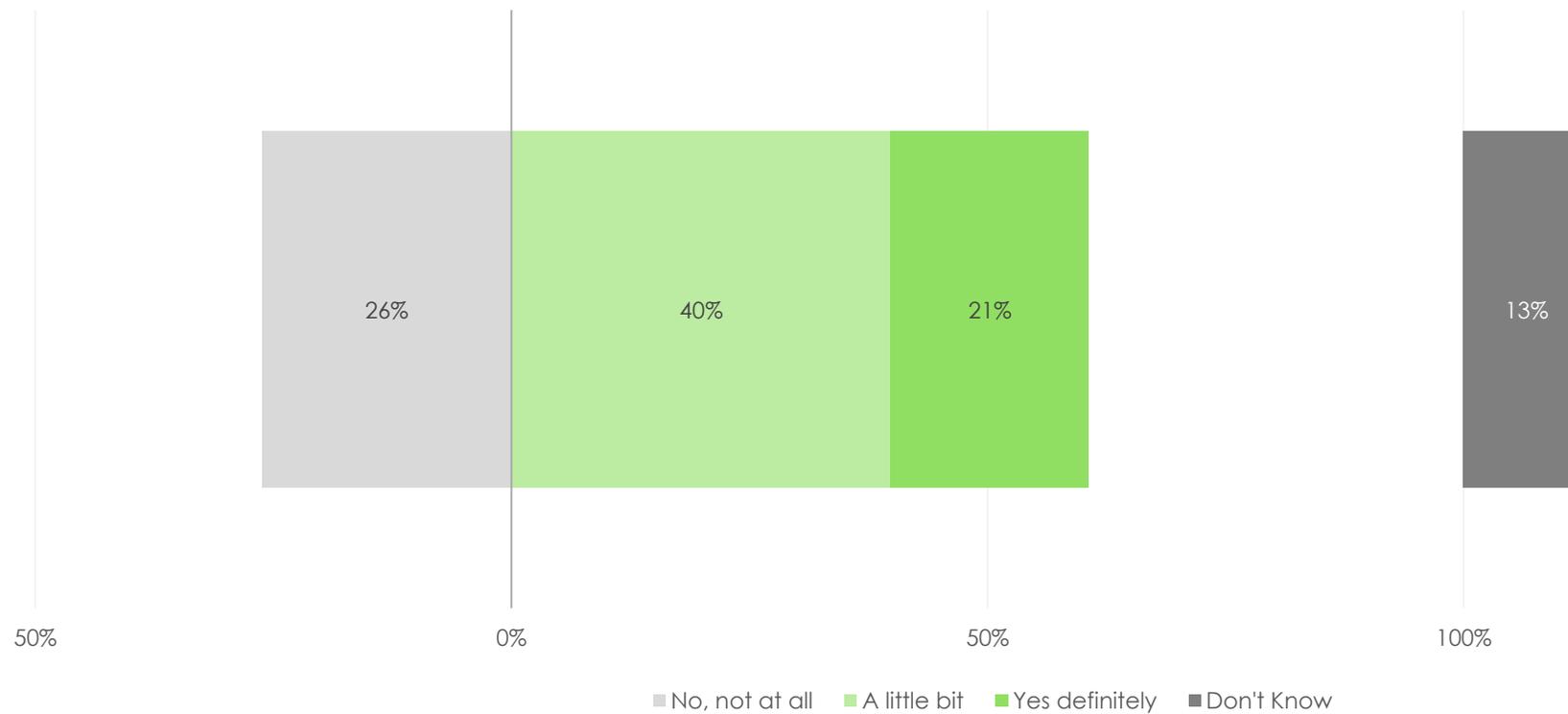
Bystander behaviour

NOW THAT YOU HAVE DONE THIS COURSE, IF YOUR FRIEND WAS IN A HARMFUL (VIOLENT OR ABUSIVE) SITUATION, DO YOU NOW HAVE A BETTER IDEA OF....



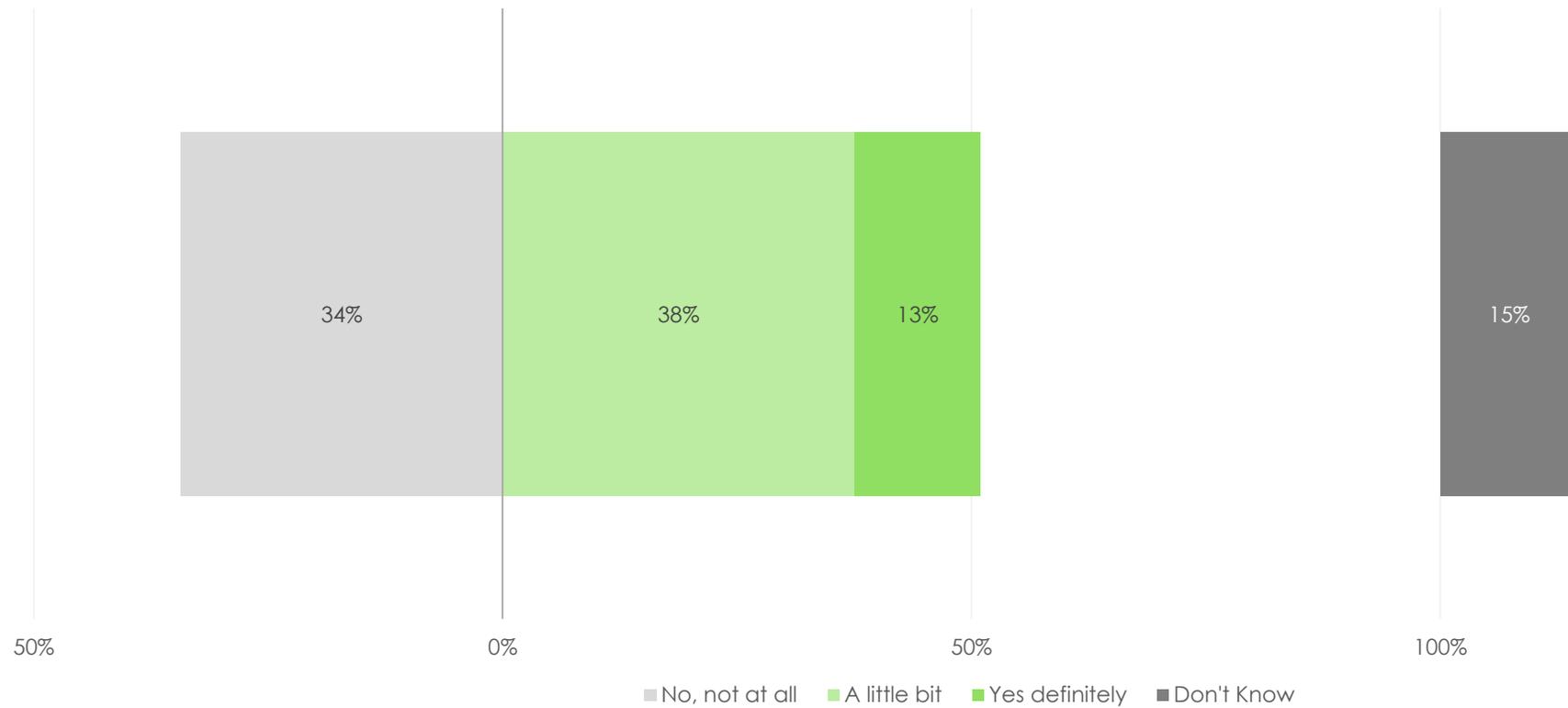
Healthy Relationships

HAS MATES & DATES HELPED YOU TO KNOW MORE ABOUT HOW YOU SHOULD TREAT A BOYFRIEND OR GIRLFRIEND?



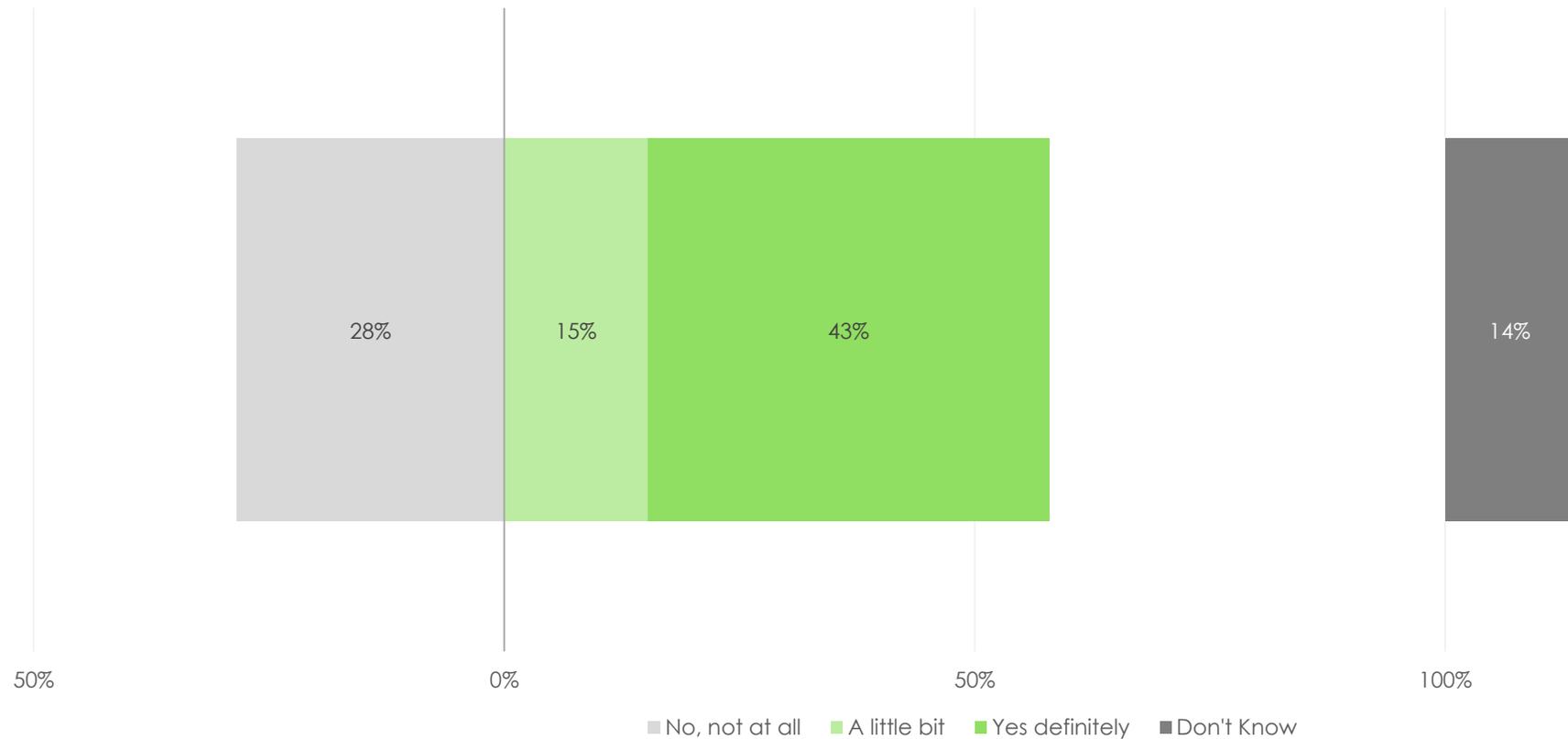
Gender stereotypes and identities

HAS MATES & DATES CHANGED YOUR VIEWS ABOUT PEOPLE'S GENDER AND SEXUAL IDENTITIES?



Gender roles and expectations

HAS MATES & DATES CHANGED THE VIEW YOU THINK MEN AND WOMEN SHOULD ACT?



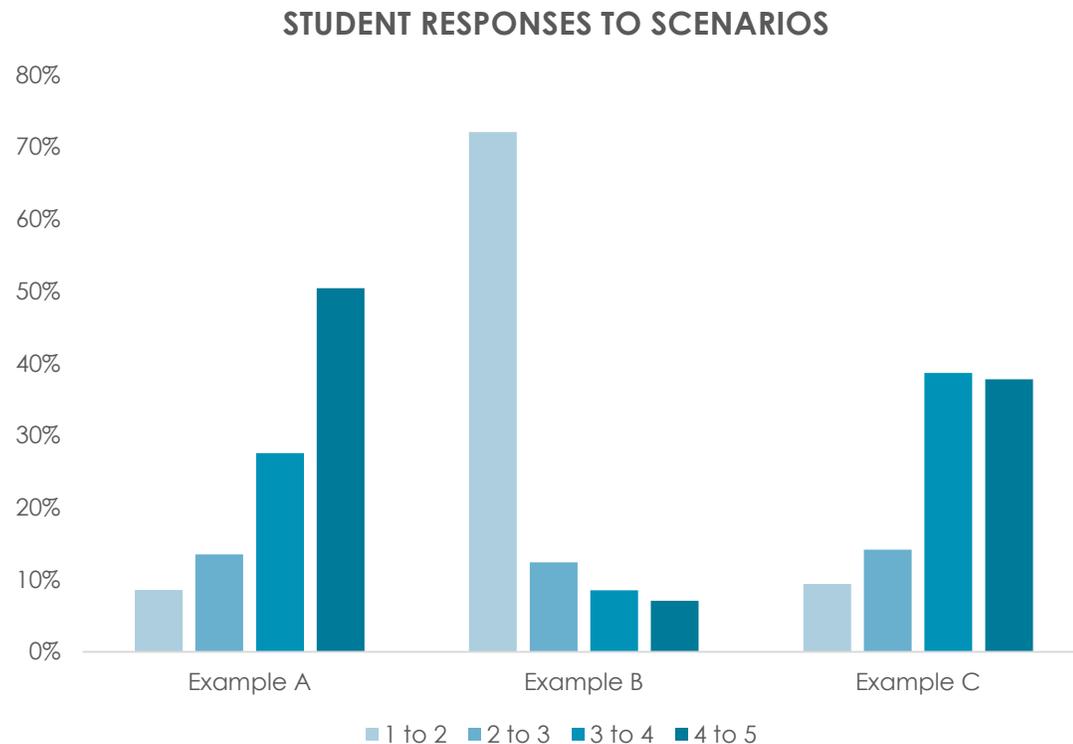
Student attitudes and behaviours

This section of the report outlines student attitudes and perceptions across the five main domains of the Mates & Dates course including consent, healthy relationships, gender roles and expectations, gender stereotypes and bystander attitudes

Consent

Student perceptions and knowledge
about identifying consent and seeking
help if needed

Identifying consensual interactions



Students were provided with 3 examples of consent scenarios which they were asked to rate on a scale of 1 (consensual sex) to 5 (rape).

- Students overall were more likely to distinguish a consensual scenario (Example B – both parties agreed to sex).
- Example A (consensual but alcohol involved) and example C (consent unclear) were both non-consensual however a greater proportion of students were unsure about example C.

Gender differences to identifying consent

Based on the answers to the following [three consent examples](#) it appeared that [females](#) had a better understanding of consensual sex than male students.

Scenarios	Female	Male
Scenario A was not consensual and involved alcohol	81% (n=935)	74% (n=5586)
Scenario B was consensual as both parties agreed	87% (n=842)	83% (n=639)
Scenario C was not consensual as consent was unclear	80% (n=903)	73% (n=580)

Student confidence with seeking help

Question 15 of the survey asked students how confident they felt about stopping a sexual activity if they wanted to and telling someone about it (friend or adult).

Female students reported a slightly higher level of confidence (somewhat confident or very confident) in:

Activity	Females	Males
Stopping a sexual activity if they did not want to take part in it	90% (n=1021)	88% (n=683)
Speaking up about it to their peers if needed	79% (n=900)	69% (n=538)

Differences in Ethnicity

Question 15 of the survey also asked students how confident they felt about stopping a sexual activity if they wanted to and telling someone about it (friend or adult).

Ethnicity	A little bit	Not at all	Yes
Māori	13% (n=12)	11% (n=10)	76% (n=69)
Pasifika	28% (n=15)	17% (n=9)	55% (n=29)
NZ European	11% (n=19)	6% (n=4)	82% (n=130)
Asian	21% (n=9)	14% (n=4)	66% (n=19)
Other	24% (n=9)	18% (n=4)	58% (n=19)

Based on the table above, **Māori students** were confident about stopping a sexual activity if they wanted to and telling someone about it.

Pasifika students were least likely to feel confident about stopping sexual activity and telling someone about it.

Bystander Attitudes

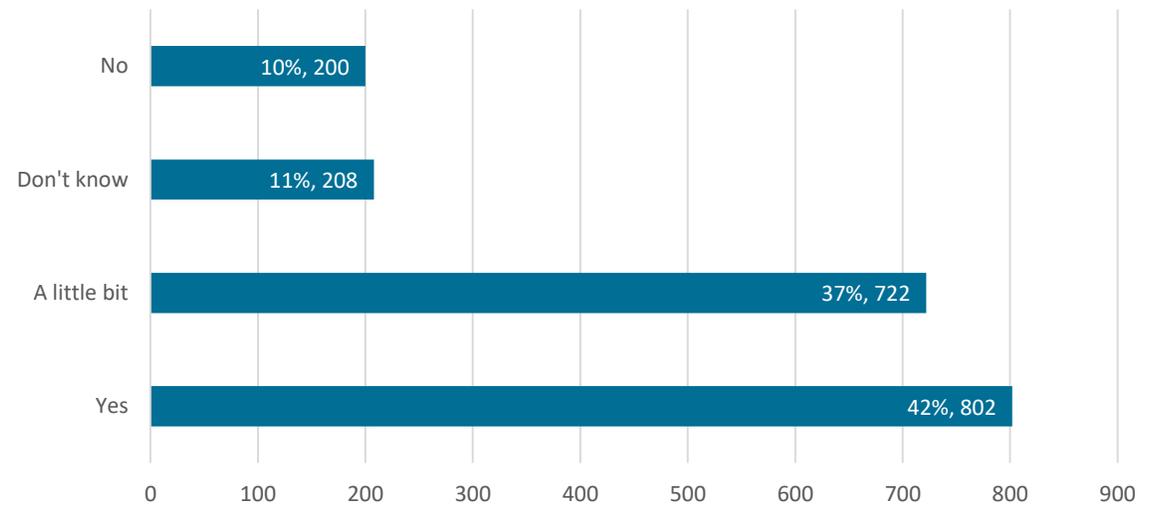
Student perceptions towards bystander attitudes

Bystander attitudes

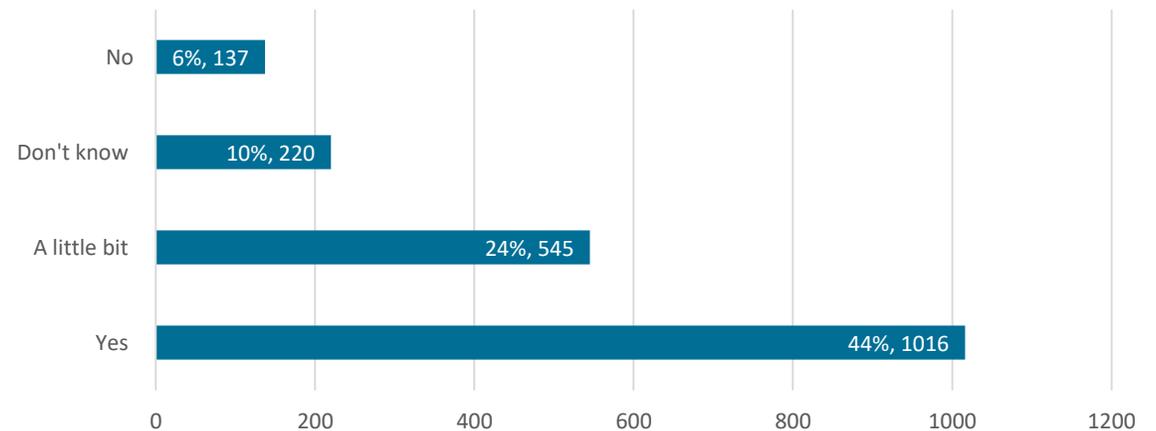
Question 19 of the survey asked students if they had been in a violent and harmful situation in the last 12 months. 17% Students answered yes to having friends being in a violent or abusive situation in the last 12 months. 51% answered no and 31% answered don't know.

The two bar graphs on the right hand side indicate that majority (42% and 44%) of the students who answered yes to this question knew whether or not they should get involved and how to get help

Did students know whether or not they should get involved?



Did students know what they should do to help?

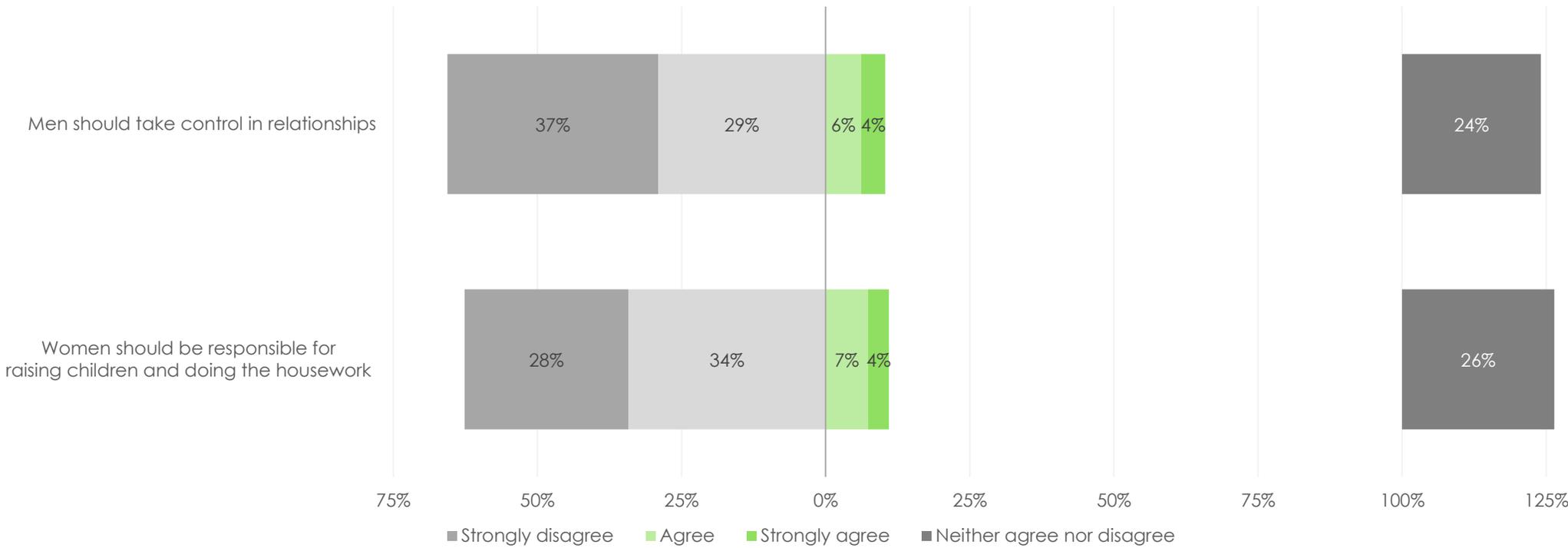


Gender roles and expectations

Student perceptions towards gender roles
and expectations

Gender roles and expectations

Students were asked how they felt about traditional gender role expectations including men taking control in relationships and women looking after the children. Overall, 66% of students disagreed with the expectation that men should take control in relationships, and 62% disagreed with the expectation that women should raise the children and do the housework.



Key demographic differences

Pasifika students were most likely to report that Mates & Dates changed their views ‘a lot’ about how men and women should act (25%).

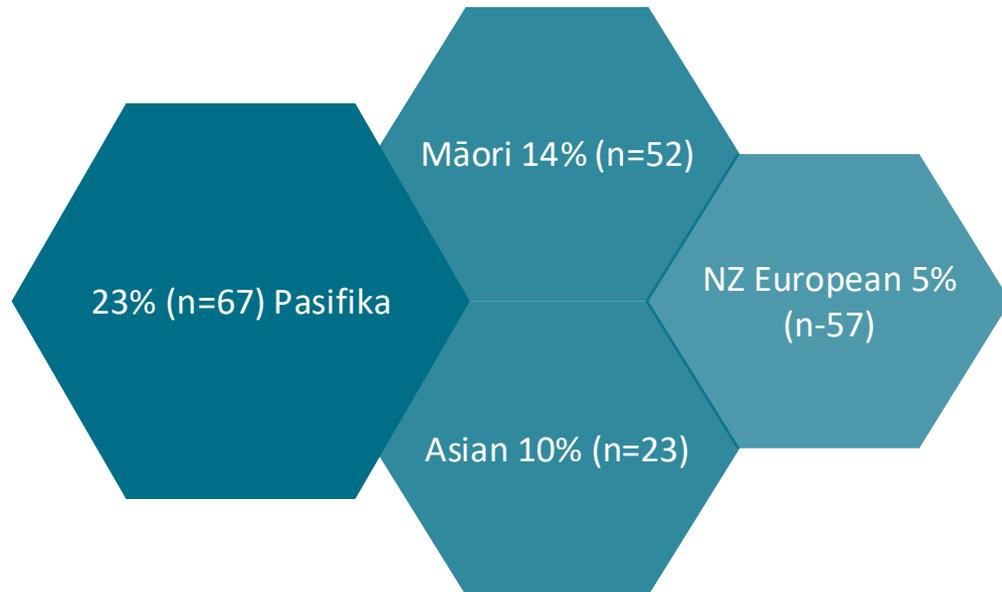
Ethnicity	Number	Percentage reporting “a lot”
NZ European	103	9%
Pasifika	75	25%
Māori	66	18%
Asian	32	13%
Other	31	13%

Other demographic differences:

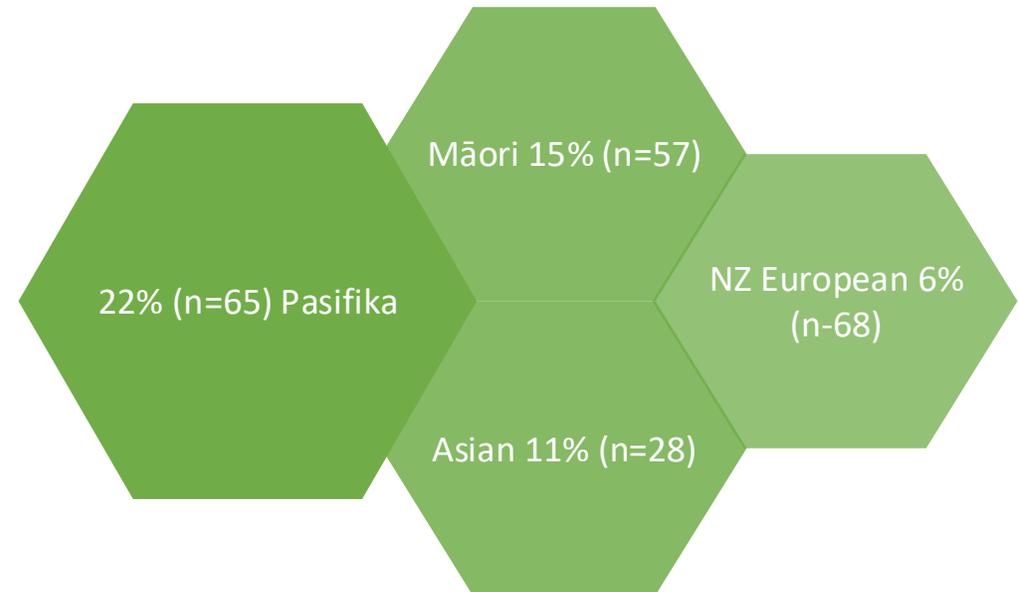
- Year 13 students had the highest number of students reporting that the course changed their views a little bit and/or a lot (72%, n = 63) compared to the other year groups.
- Year 12 students had the largest portion of students report that the course did not at all change their views (54%). This is compared to 24% year 13 students and 32% year 11 students.
- There were no significant differences (more than 5%) between genders.

Differences in demographics - Ethnicity

Agreed that men should take control in relationships:



Agreed that women should be responsible for raising children and doing the housework:

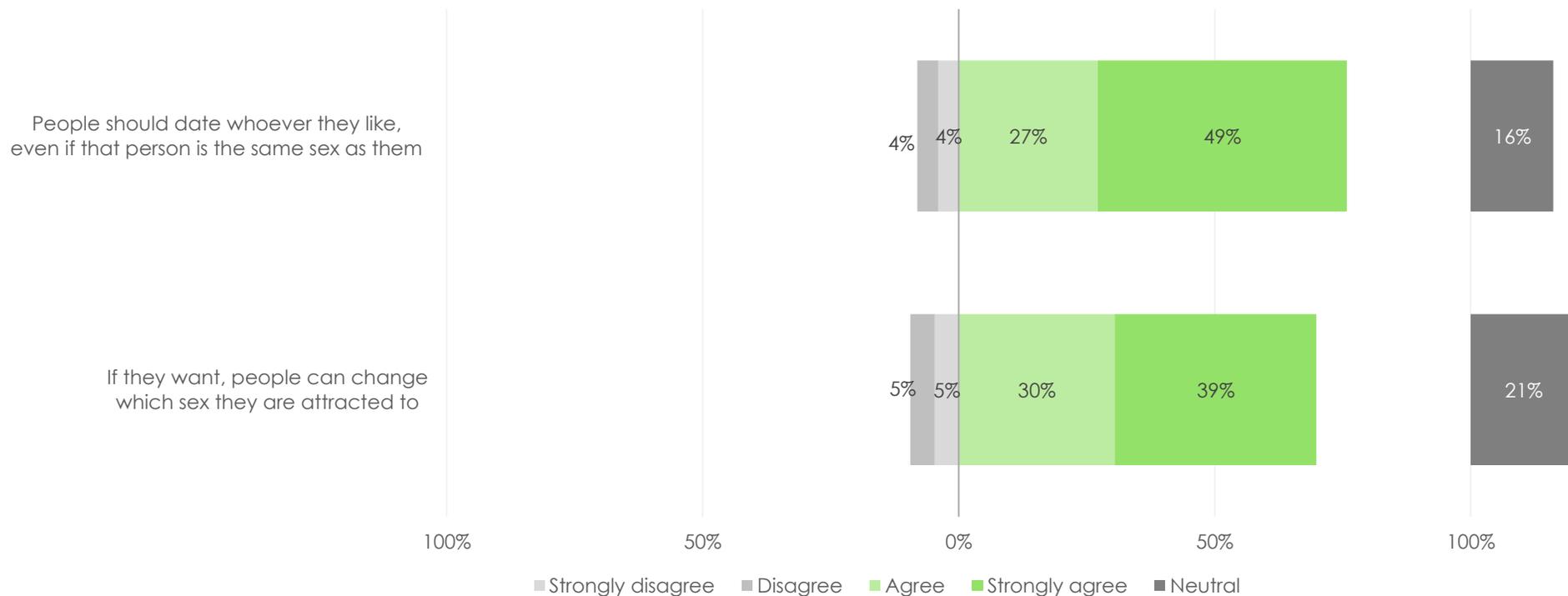


Gender stereotypes

Student perceptions and attitudes

Gender stereotypes and identities

The following graph outlines students' perceptions towards gender stereotypes and identities. Overall, students felt that people should date whoever they like (76%) and people can change which gender they are attracted to 69%.

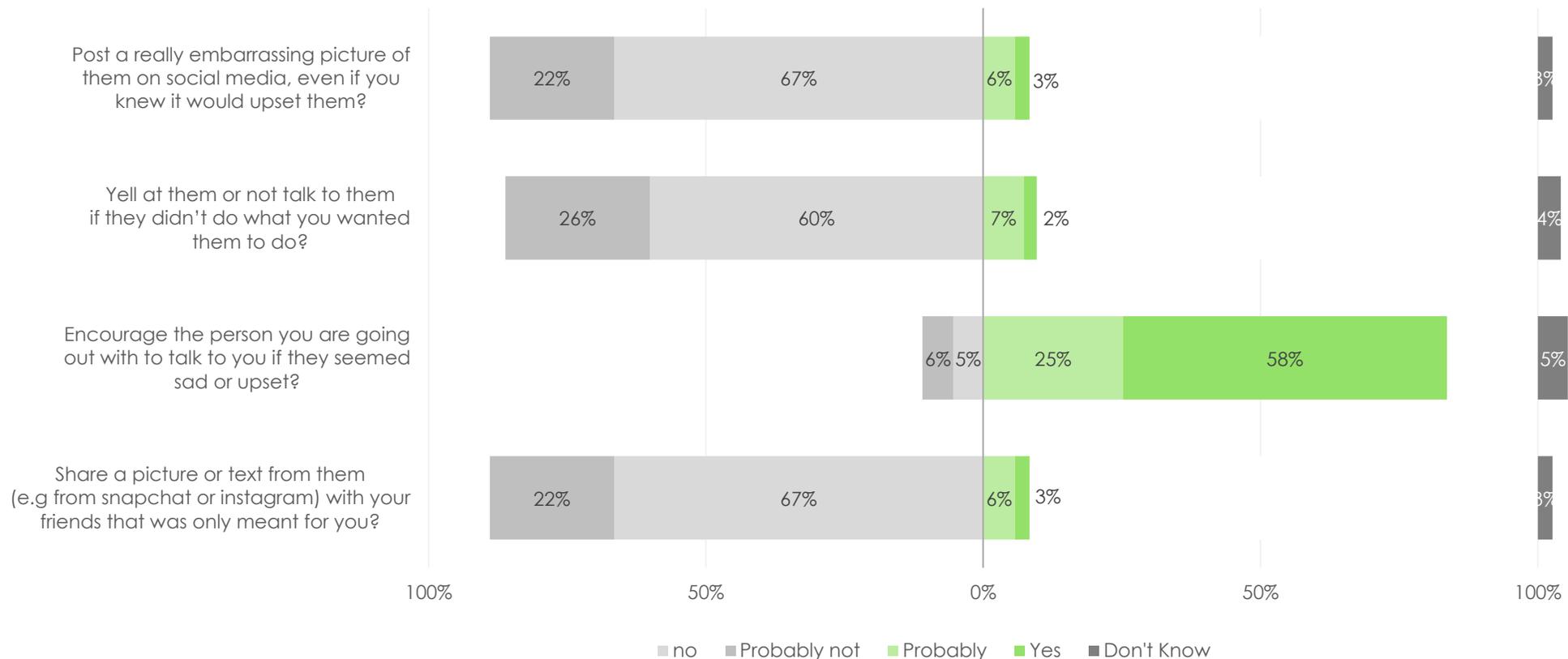


Healthy relationships

Student perceptions and attitudes

Student perceptions of how to behave in a relationship

The following graph outlines student responses to whether students think certain behaviours are a part of healthy relationships. Overall, students are likely to identify that certain behaviours such as posting embarrassing pictures of someone online and yelling at someone are not characteristic of healthy behaviours.



Key demographic differences

Pasifika students were more likely to suggest that they would engage in unhealthy behaviours in a relationship such as; post an embarrassing picture of them on social media and yell at a person if they didn't do what they wanted them to do.

- Yell at someone to do what they wanted them to do (yes and/or probably (15%, n =45))
- Picture (yes and/or probably (16%, n = 46))

Māori (63%, n = 229) and Pasifika (70%, n = 199) were more likely than the other ethnicities (59% Asian and 58% NZ European) to report that they learnt a little bit and/or a lot about how to treat a boyfriend or girlfriend after doing this course.

Conclusion

Overall, the Mates & Dates survey results suggest high school students are learning more about healthy behaviours and value the course:

- 62% rated the course good and excellent
- 61% disagreed that the course was a waste of time
- 40% reported that the course changed the way they think about some things; and
- 26% said that the course will change the way they think about things.

61% of students reported that the course helped them know more about how to treat a partner

51% of students reported that the course had changed their views about gender and sexual identities

55% of students reported that the course changed how they view men and women should act

74% of students had a better understanding of finding out if someone had consented to taking part in a sexual activity with them

79% of students had a better idea of whether or not they should get involved if they saw a friend in a harmful situation, and 81% knew what to do if they got involved