REPORT ON THE 2016 MATES & DATES SURVEY

Report for the Violence Prevention Portfolio at ACC

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EXECUTIVE SUMMARY

This report presents the findings from an online survey of New Zealand high school students who participated in Mates & Dates between 2015 and 2016. Mates & Dates is a school-based programme designed to teach young people skills to support healthy relationships, and prevent sexual and dating violence. The programme is currently delivered by 14 providers to 57 schools across Aotearoa New Zealand.

In December 2016, Synergia was commissioned by ACC to conduct a process and outcome evaluation of the Mates & Dates programme. To support this work, Synergia has analysed the results of the 2015-2016 online survey, which was designed and implemented by another research provider. Drawing on the analysis of the survey data, this summary provides an overview of students’ knowledge, attitudes and experiences after participating in the course and the level of change in knowledge reported by students after taking part in Mates & Dates. This analysis is then used to identify ideas for improving the programme, as well as aspects to further understand through future evaluation efforts.

Students’ knowledge, attitude and experiences

This section identifies students’ knowledge, attitudes and experiences relating to the key content areas of Mates & Dates. It also identifies areas where students feel that their knowledge and attitudes have improved through their participation in the course. Aspects of the course that are working well are identified in the infographics throughout the summary. This is followed by an overview of ideas for programme improvements.

Overall, students feel that the course has improved their knowledge across the key content areas explored in the programme.

Gender stereotypes

- Most students did not hold gender stereotyped views.
  - Pacific students and male students were more likely to hold gender stereotyped views than other students.
- Students were more likely to be ok with females engaging in traditionally male behaviours or roles than males engaging in traditionally female behaviours or roles, such as wearing nail polish.

Healthy relationships

- Students generally said they would engage in healthy relationship behaviours.
- Māori, Pacific, female and Year 11 to 13 students were more likely to say that they would engage in healthy relationship behaviours than other students.
• A substantial proportion of students indicated that they would ‘probably’ or ‘probably not’ engage in healthy relationship behaviours, indicating a level of uncertainty about how they would behave amongst students.
• This was particularly evident for younger, Māori, Pacific and male students.

Consent
• Most students had a good understanding of when it was okay to engage in sexual activity.
• However, we feel that the examples used in the original survey design do not reflect some of the more complex situations that young people might experience. There is potential therefore, that consent is an even more important issue than suggested here.
• During their last sexual experience, approximately a third of students said they lacked confidence about whether they really wanted to participate, whether their partner wanted to participate and whether they could stop or change their mind if they wanted to.
  o Pacific, Asian, male and younger students were less confident about consent during their last sexual experience than other students.
• Furthermore, 19% of students indicated that they felt pressured into their last sexual activity.
  o Pacific students were twice as likely as other students to report feeling pressured into sexual activity.

Bystander attitudes
• Students’ reported learning more about bystander intervention than any other course content area.
  o This benefit was greater for female students than male students.
• Although most students felt they had learnt more about bystander intervention, many students were still a little bit or definitely unsure about how to support friends in harmful situations.

The course and the facilitators
• Approximately two thirds (64%) of students thought the course was good (n=2838). Only 18% said the course was not a good use of their time.
  o Māori and female students were most likely to say that the course was good.
• The facilitators were rated positively by most students.
• Pacific students and male students rated the facilitators less positively than others.

Opportunities for improvement
• Developing students’ knowledge and confidence about consent
  o The survey has highlighted the importance of continuing to support students to understand and navigate consent, particularly Pacific and Asian students.
It is also important to explore how to better support males to understand healthy sexual relationships, and how to identify their consent and that of their partners.

- **Equipping students with the skills and strategies to act as positive bystanders**
  - Bystander intervention is an important opportunity to create a culture of healthy relationships. Mates & Dates appears to be supporting students to develop some ideas and strategies to achieve this. It will be important to track this data over time to identify any shifts in bystander behaviour.
  - Some students remain uncertain about what to do to support their friend in a (potentially) harmful, abusive or violent situation. This highlights the importance of continuing to teach students the skills and strategies to act as positive bystanders.

- **Reinforcing messages relating to healthy and unhealthy relationship behaviours**;
  - particularly for male, Pacific, Asian and younger students.

- **Reviewing content and facilitation to reach males and Pacific students**
  - Strategies and techniques to engage Pacific students are important. Engaging Pacific expertise to inform the course content and/or a Pacific facilitator warrants exploration.
  - Improving the value of the course for male students across all content areas is also important.
  - The full process and outcome evaluation will provide deeper insight into what this could mean or look like for Mates & Dates.

- **Ensuring that the course delivers content that meets the needs of older students**
  - Although older students generally had better knowledge of the course content areas, they were less likely to say that their knowledge improved through the course.
  - It is important to explore how the course could be strengthened to continue to support students as they grow and develop.

- **The course and the facilitators: student suggestions for improvement**
  - Improving classroom management and ensuring that the course is taken seriously.
  - Include a focus on male rape and abuse, and enhance relevance for the LBGT community.
  - Use younger facilitators. This warrants further exploration and consideration in the full evaluation, as the facilitators were generally well rated.
  - Ensuring that the course content and materials are relevant to students today.

**Next steps**

To further understand the findings from this survey, ACC has commissioned Synergia to undertake some deep dives at a selection of schools. For example, the deep dives could be used to understand more about Pacific students’ views and experiences of the programme, as well as some of the differences in learning reported by male and female students. This evidence will contribute to an overall process and outcome evaluation that will also draw on the results of the redesigned student survey, surveys with providers, and any relevant national and/or ACC data, such as claims and the Youth ‘12 Survey.
1. **INTRODUCTION**

This report presents the findings from an online survey completed by New Zealand high school students who participated in Mates & Dates between 2015 and 2016. Mates & Dates is a school-based programme designed to teach young people skills to support healthy relationships, and prevent sexual and dating violence. Mates & Dates was introduced in 2014 as part of the Accident Compensation Corporation’s (ACC’s) Integrated Strategy for Violence Prevention. The programme is currently delivered to 57 schools by 14 providers across Aotearoa, New Zealand.

The Mates & Dates programme sessions target the underlying risk and resilience factors relating to sexual violence amongst young people. The content of these sessions is clustered around five sessions that cover skills and knowledge relating to healthy relationships, skills and consent, identity gender and sexuality, abusive relationships and seeking help and support. Through teaching young people these key skills, the programme intends to create a culture that does not tolerate sexual violence, embraces norms that support healthy relationships and increases reporting and intervention.

The key outcomes that the programme aims to achieve include:

1. Changes in students’ experiences of sexual violence
2. Changes in social norms, including lower social tolerance for sexual violence and increased help seeking and reporting
3. Increase in students’ awareness, knowledge and behaviour relating to:
   a. Healthy relationships
   b. Gender stereotypes
   c. Respecting different gender and sexuality identities
   d. Understanding/having the confidence to be/being an ethical bystander
   e. Consent
   f. Help-seeking
4. Changes to school policies and initiatives to promote healthy and safe relationships

To understand the influence of Mates & Dates on students, ACC commissioned a researcher provider to design and implement an online survey. The survey currently focuses on outcome three (see above) to identify any changes in students’ awareness, knowledge and behaviour. To further build on this work, Synergia was commissioned by ACC to conduct a process and outcome evaluation in December 2016. This will involve a re-design of the initial online survey, surveys with teachers and providers, as well as qualitative interviews and focus groups to understand more about the value of Mates & Dates and how it can be improved.

To support this work, Synergia analysed the online student survey from 2016 implemented by the previous provider. This report presents the findings from this survey. A summary of the key findings has already been provided to ACC.

Synergia has redesigned the student survey and the updated survey will be used in the next phase of the evaluation. It is important to note that this report represents one
component of the programme evaluation being undertaken by Synergia. The final evaluation report will draw on the results of the redesigned student survey, surveys with providers and engagement with students, teachers and providers, and any relevant national and/or ACC data, such as claims and the Youth '12 Survey.

1.1 Report structure
This introduction is followed by a summary of the methods used to analyse the pre-existing survey and the associated limitations. The report then identifies the results of the survey across its four key content areas; gender stereotypes, healthy relationships, consent, and bystander attitudes. This is followed by a summary of the students' perceptions of the course and the facilitators. Finally, the report identifies key conclusions and opportunities for improvement to support the future development of Mates & Dates.
2. METHODS AND SURVEY PARTICIPANTS

This section presents the methods for the analysis of the student online survey data provided to Synergia at the end of February 2017. The survey was administered to students who participated in Mates & Dates between August 2015 and December 2016. Synergia did not have a role in the design or administration of the previous survey.

We understand that the previous provider administered the survey through distributing personalised URL survey links to schools. The previous provider asked schools to arrange for students to complete the survey in a classroom setting within three weeks of completion of the course. The survey was administered using school computers, as the survey was not accessible through a mobile device. Since this time, the survey has been re-designed in collaboration with ACC and Synergia, and will be accessible using a mobile device.

2.1 Survey design

The survey mainly used closed questions to explore the following areas:

- Students’ attitudes, views and experiences relating to the four Mates & Dates course content areas: gender stereotypes, healthy relationships, consent and bystander attitudes.
- Changes in students’ knowledge related to the four content areas because of participating in Mates & Dates
- Students’ perceptions of the course and the facilitators, how well the course is working and how it could be improved

2.1.1 Data analysis

Both descriptive and inferential statistics were produced to analyse the quantitative data survey data provided to Synergia:

- Descriptive statistics were used to summarise the results of the survey for all students.
- Chi-square tests were carried out to identify if statistically significant differences existed between students of different ethnic groups, genders and different school year groups. Please refer to Appendix 1 for further detail on the requirements and assumptions of the Chi-square test.

The survey also included an open-ended question where students could provide suggestions for how Mates & Dates could be improved. These were analysed to identify key themes, and are presented in the section on the course and the facilitators.
2.2 Participating schools

Students from 39 different high schools participated in the survey, giving a 68% school response rate. Schools who participated in the survey were from a range of regions across New Zealand (Table 1). Regions with the highest number of participating schools were Wellington, Northland, and Auckland.

Table 1 Number of schools participating in the survey from each region

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of schools participating in the survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellington Region</td>
<td>10</td>
</tr>
<tr>
<td>Northland Region</td>
<td>9</td>
</tr>
<tr>
<td>Auckland Region</td>
<td>5</td>
</tr>
<tr>
<td>Waikato Region</td>
<td>4</td>
</tr>
<tr>
<td>Hawkes Bay Region</td>
<td>3</td>
</tr>
<tr>
<td>Tasman Region</td>
<td>3</td>
</tr>
<tr>
<td>Manawatu-Wanganui Region</td>
<td>2</td>
</tr>
<tr>
<td>Nelson Region</td>
<td>2</td>
</tr>
<tr>
<td>Otago Region</td>
<td>1</td>
</tr>
</tbody>
</table>

Approximately half (51%) of participating schools were decile four to seven schools, 21% were decile one to three schools and 28% were decile eight to ten schools (n=39).
The distribution of participants across school deciles and geographic locations is broadly reflective of where the programme is being delivered.
Table 2). However, compared to where the programme is being delivered, Decile 1 to 3 schools and Northland schools were slightly underrepresented amongst schools participating in the survey.
### Table 2: Delivery of Mates & Dates, school and student participation in the survey by geographic region and decile

<table>
<thead>
<tr>
<th>Geographic region</th>
<th>Schools delivered to (%)</th>
<th>Schools who participated in the survey (%)</th>
<th>Students who participated in the surveyed (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellington</td>
<td>28%</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Northland</td>
<td>16%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Auckland</td>
<td>14%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>Waikato</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Nelson and Tasman</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Hawkes Bay</td>
<td>9%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Manawatu-Wanganui</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Otago</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School decile</th>
<th>Schools delivered to (%)</th>
<th>Schools who participated in the survey (%)</th>
<th>Students who participated in the surveyed (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>32%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>4-7</td>
<td>46%</td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td>8-10</td>
<td>25%</td>
<td>28%</td>
<td>41%</td>
</tr>
</tbody>
</table>

It would be good to explore ideas for boosting completion of the survey at lower decile schools. We anticipate that the accessibility of the survey through mobile electronic devices and engaging the programme facilitators in implementing the survey will support this.

It is important to note that while 13% of the schools who participated in Mates & Dates were from Auckland, only 5% of the survey respondents indicated that they were from this region.
3. **STUDENTS’ VIEWS ON GENDER STEREOTYPES**

Overall, most students thought that it was okay for both men and women to have interchangeable roles or behaviours, that are stereotypically thought of as “male only” or “female only” (n=3225; Error! Reference source not found.). Students were less likely to be okay with:

- Boys wearing nail polish (45% said it was a bit weird or wrong)
- Men earning more money than women (28% said it was a bit weird or wrong)
- Male cheerleaders (25% said it was weird or a bit wrong)
- Women earning more money than men (24% said it was weird or a bit wrong).  

When analysing the data it was evident that female students were indicating that both men or women earning more than one another was wrong. It would have been helpful for the survey design to enable students to indicate equal pay as being okay.

Most students said boy racers and female cheerleaders were okay/great (98% and 97% respectively).

**Figure 1** Students’ views on males and females with interchangeable gender roles or behaviours

- **Males with stereotypically 'female' roles or behaviours**
  - Boys wearing nail polish
  - Male cheerleaders
  - College/High School boys playing netball
  - Men staying at home and looking after the kids while their partner works
  - Male hairdressers, male nurses etc.

- **Females with stereotypically 'male' roles or behaviours**
  - Women earning more money than men
  - Girls with really short hair (buzz cuts)
  - Girl racers
  - Female mechanics, female builders, female plumbers, etc.
  - College/High School girls playing rugby
Generally, students were more positive about women having “male” roles or behaviours than they were about men having “female” roles or behaviours.

3.1 Historical gender roles

Most students (77%-88%) felt it was okay for both men and women to hold gender roles historically thought of as “male only” or “female only” (n=3195; Figure 2). Students were most likely to assign a specific gender to the following roles:

- **Changing the tyre on the car if one of them goes flat**: 36% of students said that men should have this role and only 2% said women should have this role.
- **Driving the car if the whole family is going on an outing**: 19% of students said that men should have this role and only 2% said that women should have this role.
- **Staying home and looking after the kids**: 18% of students said that women should have this role and only 4% said that men should have this role.

Figure 2 Students’ views on who should hold historically ‘male only’ or ‘female only’ roles

Responses were analysed to identify any key demographic differences, including differences based on ethnicity, gender and school year group. The analysis presented in the following sections identifies any demographic differences in the data. No comment is made in the analysis if there were no demographic differences in the data.
3.2 **Key demographic differences: Pacific students**

Pacific students (n=242) were more likely than non-Pacific students (n=2953) to say that men and women should have specific roles. Table 3 below summarises the responses of Pacific and non-Pacific students, with statistically significant differences highlighted in blue.

- Pacific students were significantly more likely to say that women, rather than men, should have roles related to housework and childcare (p ≤ 0.001).
  - The largest difference was observed for staying at home and looking after the kids: 29% of Pacific students thought women should do this, compared to 17% of non-Pacific students.
- Pacific students were significantly more likely to say that men should have stereotypically “male” roles (p ≤ 0.01).
  - The largest difference was observed for changing the tyre on a car; 53% of Pacific students said that men should do this, compared to 34% of non-Pacific students.

<table>
<thead>
<tr>
<th>Type of role</th>
<th>Pacific</th>
<th>Non-Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>&quot;Female&quot; roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do most (or all) of the cooking</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>Stay home and look after the kids</td>
<td>29%</td>
<td>1%</td>
</tr>
<tr>
<td>Decide whether or not the kids are allowed to go to a sleepover</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Do the vacuuming</td>
<td>25%</td>
<td>2%</td>
</tr>
<tr>
<td>&quot;Male&quot; roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive the car if the whole family is going on an outing</td>
<td>2%</td>
<td>26%</td>
</tr>
<tr>
<td>Decide what everyone is going to watch on television</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Change the tyre on the car if one of them goes flat</td>
<td>2%</td>
<td>53%</td>
</tr>
</tbody>
</table>

3.3 **Key demographic differences: Male students**

Male students (n=1242) were less okay than female students (n=1830) with men and women having interchangeable gender roles. These differences were statistically significant (p=0.000). Table 4 summarises these differences between male and female students, with statistically significant differences highlighted in blue.

- The greatest difference was observed for boys wearing nail polish: 20% of male students said this was wrong, compared to 7% of female students.
Male students (n=1226) were also more likely than female students (n=1820) to say that men and women should have gender specific roles. Table 5 below summarises the responses of male and female students, with statistically significant differences highlighted in blue (p=0.000). The greatest differences were observed for:

- **Changing the tyre on the car if one of them goes flat:** 43% of male students thought men should do this, compared to 30% of female students.
- **Staying home and looking after the kids:** 23% of male students thought women should do this, compared to 13% of female students.

### Table 4 Interchangeable gender roles, female and male students

<table>
<thead>
<tr>
<th>Role or behaviour</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male cheerleaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s wrong</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>Boys wearing nail polish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s wrong</td>
<td>7%</td>
<td>20%</td>
</tr>
<tr>
<td>Women earning more money than men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s wrong</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>Men earning more money than women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s wrong</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Girls with really short hair (buzz cuts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s wrong</td>
<td>2%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Table 5 Gender specific roles, female and male students

<table>
<thead>
<tr>
<th>Type of role</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>&quot;Female&quot; roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do most (or all) of the cooking</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>1%</td>
</tr>
<tr>
<td>Stay home and look after the kids</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>1%</td>
</tr>
<tr>
<td>Decide whether or not the kids are allowed to go to a</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>sleepover</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Do the vacuuming</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>&quot;Male&quot; roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive the car if the whole family is going on an outing</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>22%</td>
</tr>
<tr>
<td>Decide what everyone is going to watch on television</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Change the tyre on the car if one of them goes flat</td>
<td>0%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>43%</td>
</tr>
</tbody>
</table>
3.4 Changes in gender stereotyped views

The course is influencing students’ views on how men and women should act, with 66% of students saying it changed their views at least a little bit (n=3174; Figure 3):

- 27% of students saying it changed their views a lot
- 39% saying it changed their views a little bit.

Figure 3 Changes in students’ views about how men and women should act because of Mates & Dates

Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. No comment is made in the analysis if there were no demographic differences in the data.

3.4.1 Differences between ethnic groups

The course is working particularly well for Māori, Pacific and Asian students, who were more likely to say the course had changed their views about how men and women should act “a lot.” The differences between Māori, Pacific and Asian students and other students were statistically significant (p ≤ 0.05))

- 42% of Pacific students (n=239) said their views had changed a lot, compared to 26% of non-Pacific students (n=2935; Figure 4).
- 36% of Māori students (n=676) said their views had changed a lot, compared to 24% of non-Māori students (n=2498; Figure 5).
- 34% of Asian students (n=284) said their views had changed a lot, compared to 26% of non-Asian students (n=2890; Figure 6).

Figure 4 Changes in students’ views about how men and women should act because of Mates & Dates, Pacific and non-Pacific students
3.4.2 Differences between male and female students

Male were significantly more likely to say the course hadn’t changed their views at all (p=0.000):

- **31% of male students** (n=1217) said their views had not changed at all, compared to 24% of female students (n=1809).

This finding was consistent across ethnic groups, with Māori (n=413) and Pacific girls (n=136) reporting greater changes in their views relating to gender stereotypes than other girls.

3.4.3 Differences between older and younger students

Younger students were significantly more likely to suggest that the course had changed their views than older students (p=0.000):

- **36% of Year 11 to 13 students** (n=818) said their views had not changed at all, compared to 26% of Year 9 and 10 students (n=2356).
4. STUDENTS’ VIEWS ON HEALTHY RELATIONSHIPS

4.1 Engaging in healthy relationship behaviours

Most students said they would engage in healthy relationship behaviours (n=3114; Table 6):

- Students were most confident that they would “definitely” encourage their partner to talk to them if they seemed a bit sad or upset, with 55% of students saying they would definitely do this.
- Just under a third said they would definitely:
  - Tell them honestly how they felt if they had said something to upset them (31%)
  - Be nicer to their parents if their partner asked them to (31%)

Table 6 Students’ engagement with healthy relationship behaviours

<table>
<thead>
<tr>
<th>Healthy relationship behaviours</th>
<th>No, definitely not</th>
<th>Probably not</th>
<th>Probably</th>
<th>Yes, definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>If they seemed a bit sad or upset, would you encourage them to talk to you about it?</td>
<td>3%</td>
<td>4%</td>
<td>36%</td>
<td>55%</td>
</tr>
<tr>
<td>If they said something to you that upset you, would you tell them honestly how you felt?</td>
<td>2%</td>
<td>13%</td>
<td>50%</td>
<td>31%</td>
</tr>
<tr>
<td>If they told you that you should be nicer to your parents would you listen to them?</td>
<td>3%</td>
<td>12%</td>
<td>48%</td>
<td>31%</td>
</tr>
</tbody>
</table>
4.2 Engaging in unhealthy relationship behaviours

A very small percentage of students (5% or less) said they would “definitely” engage in the unhealthy relationship behaviours identified in the survey (n=3114; Table 7). This suggests that students generally have a good understanding of how to conduct themselves to have a healthy relationship with a boyfriend or girlfriend. This finding was consistent for students across different ethnicities, genders and year groups.

Table 7 Students’ engagement in unhealthy relationship behaviours

<table>
<thead>
<tr>
<th>Unhealthy relationship behaviours</th>
<th>Yes definitely</th>
<th>Probably</th>
<th>No, definitely not</th>
<th>Probably not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you post a really embarrassing picture of them on social media even if you knew it would upset them?</td>
<td>4%</td>
<td>7%</td>
<td>66%</td>
<td>22%</td>
</tr>
<tr>
<td>Would you get angry and yell at them (or not talk to them) if they didn’t do what you wanted them to do?</td>
<td>6%</td>
<td>9%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Would you want them to stop hanging out with their friends so they can spend all of their time with you?</td>
<td>3%</td>
<td>6%</td>
<td>59%</td>
<td>29%</td>
</tr>
<tr>
<td>If they wanted you to change the way you dress or the type of clothes you wear, would you do it?</td>
<td>2%</td>
<td>12%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>If they asked you to wag school so the two of you could spend the day together, would you do it?</td>
<td>6%</td>
<td>14%</td>
<td>46%</td>
<td>30%</td>
</tr>
<tr>
<td>Would you put them down in front of your friends if they said something stupid?</td>
<td>4%</td>
<td>9%</td>
<td>53%</td>
<td>29%</td>
</tr>
</tbody>
</table>

A substantial proportion of students said they would “probably” engage in healthy behaviours (30-50%) and “probably not” engage in unhealthy relationship behaviours (29-40%). This indicates that there is still some uncertainty amongst students about how they will behave in certain contexts and/or what types of behaviours are okay in a healthy relationship.

Students were most likely to be unsure (answer “probably not” rather than “definitely not”) about the following unhealthy behaviours:

- Change the way they dressed or the type of clothes they wear if their partner wanted them to (40% said they probably wouldn’t do this)
- Get angry and yell or not talk to someone if they didn’t do what they asked them to do (39% said they probably wouldn’t do this)
- Wag school if someone asked them to do it so that they could spend the day together (30% said they probably wouldn’t do this).
Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. The analysis presented in the following sections identifies any demographic differences in the data. No comment is made in the analysis if there were no demographic differences in the data.

4.3 Key demographic differences: Healthy relationships

In general, Māori students, Pacific students, female students and Year 11 to 13 students were more likely to say that they would engage in healthy relationship behaviours than other students.

4.3.1 Telling their partner how they felt

Māori students, Pacific students, female students and Year 11 to 13 students were significantly more likely to say they would “definitely” tell their partner honestly how they felt, if they had said something to upset them (p ≤ 0.001). These differences are summarised in Table 8 with statistically significant differences highlighted in blue.

Table 8 Ethnic, gender and year group differences in students’ intention to tell their partners how they felt

<table>
<thead>
<tr>
<th>If your partner said something to you that upset you, would you tell them honestly how you felt?</th>
<th>No, definitely not</th>
<th>Probably not</th>
<th>Probably</th>
<th>Yes definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student group</strong></td>
<td>Māori (n=665)</td>
<td>2%</td>
<td>12%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Non- Māori (n=2449)</td>
<td>2%</td>
<td>13%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Pacific (n=233)</td>
<td>4%</td>
<td>17%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Non-Pacific (n=2880)</td>
<td>2%</td>
<td>13%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>Māori (n=665)</td>
<td>2%</td>
<td>12%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Non- Māori (n=2449)</td>
<td>2%</td>
<td>13%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Pacific (n=233)</td>
<td>4%</td>
<td>17%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Non-Pacific (n=2880)</td>
<td>2%</td>
<td>13%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Year group</strong></td>
<td>Year 9 and 10 (n=2312)</td>
<td>2%</td>
<td>14%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Year 11 to 13 (n=802)</td>
<td>2%</td>
<td>11%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Gender**

| Gender | Female (n=1794) | 1% | 11% | 51% | 34% |
| Male (n=1177) | 2% | 16% | 51% | 26% |

**Year group**

| Year group | Year 9 and 10 (n=2312) | 2% | 14% | 52% | 28% |
| Year 11 to 13 (n=802) | 2% | 11% | 45% | 39% |
4.3.2 Encouraging their partner to talk if they were upset

Female students and Year 11 to 13 students were significantly more likely to say that they would “definitely” encourage their partner to talk about it if they seemed sad or upset \((p \leq 0.05)\).

- 59% of female students \((n=1794)\) said they would definitely do this, compared to 49% of male students \((n=1177)\).
- 62% of Year 11 to 13 students \((n=802)\) said they would definitely do this, compared to 52% of Year 9 and 10 students \((n=2312)\).

Male students were much more likely to say they definitely would be nicer to their parents if their partner told them to \((40\%)\) compared to female students \((26\%)\). This difference was statistically significant \((p=0.000)\).

Pacific students \((n=234)\) were also more likely to say they would definitely be nicer to their parents if their partner told them to \((41\%)\) compared to non-Pacific students \((30\%, \ n=2880)\). This difference was also statistically significant \((p=0.000)\).

4.3.3 Healthy relationship behaviours and Asian students

Asian students \((n=282)\) were also significantly more likely to say they “definitely” would be nicer to their parents if their partner told them to \((39\%)\) compared to non-Asian students \((30\%, \ n=2831)\). This difference was statistically significant \((p=0.032)\).

Asian students were significantly less likely than non-Asian students to engage in the other healthy behaviours explored in the survey:

- Telling their partner honestly how they felt, if they had said something to upset them:
  - 24% of Asian students said they would definitely do this, compared to 31% of non-Asian students \((p=0.002)\).
- Encouraging their partner to talk about it if they seemed a bit sad or upset:
  - 48% of Asian students said they would definitely do this, compared to 55% of non-Asian students \((p=0.024)\).

4.4 Key demographic differences: Unhealthy relationship behaviours

There were some differences between ethnic groups, genders and year groups in the percentage of students who said they would “definitely not” engage in unhealthy relationship behaviours. This suggests that there is a need to improve the confidence of some students in understanding which behaviours are not healthy. Specific areas for improvement are summarised below.
4.4.1 Posting an embarrassing picture of their partners on social media

Pacific, Māori and Asian students were significantly less likely to suggest that they would “definitely not” post a really embarrassing picture of their partner on social media (p ≤ 0.05). Table 9 summarises these findings, with statistically significant differences highlighted in blue.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No, definitely not</th>
<th>Probably not</th>
<th>Probably</th>
<th>Yes definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori (n=665)</td>
<td>61%</td>
<td>24%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Non- Māori (n=2449)</td>
<td>67%</td>
<td>21%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Pacific (n=233)</td>
<td>57%</td>
<td>24%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Pacific (n=2880)</td>
<td>66%</td>
<td>22%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian (n=282)</td>
<td>60%</td>
<td>26%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Asian (n=2831)</td>
<td>66%</td>
<td>22%</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>

4.4.2 Getting angry or yelling at their partner

Most students suggested that they would not get angry with their partner if they did not do what they wanted them to do. However, Māori students (n=665) were more likely than non-Māori students (n=2449) to say they would “probably” get angry and yell at their partner/not talk to them if they didn’t do what they wanted them to do:

- 14% of Māori students said they would probably do this, compared to 8% of non-Māori students. This difference was statistically significant (p=0.000).

4.4.3 Telling their partner to stop hanging out with their friends

Most students indicated that they would “definitely not” tell their partner to stop hanging out with their friends (so they can spend all of their time with them). There were however, some students were less likely to suggest that they would “definitely not” do this. This included Māori students, Pacific students, Asian students, male students and Year 9 and 10 students. These differences were also statistically significant (p ≤ 0.01). Table 10 on the following page summarises these findings, with statistically significant differences highlighted in blue.
Table 10 Ethnic, gender and year group differences for student intentions to tell their partner to stop hanging out with their friends

<table>
<thead>
<tr>
<th>Student group</th>
<th>No, definitely not</th>
<th>Probably not</th>
<th>Probably</th>
<th>Yes definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori (n=665)</td>
<td>53%</td>
<td>33%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Non-Māori (n=2449)</td>
<td>61%</td>
<td>28%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Pacific (n=234)</td>
<td>49%</td>
<td>30%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Non-Pacific (n=2880)</td>
<td>60%</td>
<td>29%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian (n=282)</td>
<td>50%</td>
<td>34%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Asian (n=2831)</td>
<td>60%</td>
<td>29%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (n=1794)</td>
<td>65%</td>
<td>27%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Male (n=1177)</td>
<td>53%</td>
<td>33%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Year group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 and 10 (n=2312)</td>
<td>58%</td>
<td>31%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Year 11 to 13 (n=802)</td>
<td>64%</td>
<td>24%</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

4.4.4 Change the way that they dress

Pacific students, Asian students and male students were significantly more likely to say they would “probably” change the way they dressed or the type of clothes they wore if their partner asked them to (p < 0.05):

- 18% of Pacific students (n=234) said they would probably do this, compared to 11% of non-Pacific students (n=2880).
- 19% of Asian students (n=282) said they would probably do this, compared to 11% of non-Asian students (n=2831).
• 19% of male students (n=1177) said they would probably do this, compared to 7% of female students. (n=1794)

4.4.5 Wagging school to spend the day with their partner
Māori students and male students were significantly more likely to say they would “probably” wag school to spend the day with their partner if they asked them to (p=0.000).

• 21% of Māori students (n=665) said they would probably do this, compared to 12% of non-Māori students (n=2449).
• 18% of male students (n=1177) said they would probably do this, compared to 11% of female students (n=1749).

Year 11 to 13 students (n=802) were significantly less likely to say that they would “definitely not” wag school to spend the day with their partner (39% answered “no, definitely not”) compared to Year 9 and 10 students (n=2312; 48% answered “no, definitely not”) (p=0.000).

4.4.6 Putting their partner down in front of their friends
Pacific students (n=234) were more likely to say the would “probably” put their partner down in front of their friends if they said something stupid (16%), compared to non-Pacific students (n=2880, 9%). This difference was statistically significant (p=0.006)

Asian students and male students were also significantly less likely to say they would “definitely not” put their partner down in front of friends in comparison to other students (p < 0.05):

• 45% of Asian students said they definitely would not put their partner down, compared to 53% of non-Asian students.
• 50% of male students said they definitely would not put their partner down, compared to 56% of female students.

4.5 Changes in students' knowledge of healthy relationships
Over three quarters of students (77%) said that Mates & Dates had helped improve their understanding of healthy relationships (n=3098; Figure 7):

• 39% of students said that the course had improved their understanding “a lot”.
• 38% of students said that the course had improved their understanding “a little bit”.

Figure 7 Has the course helped you understand how you should treat other people and how you would like them to treat you?
Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. Māori students, Pacific students, female students and Year 9 and 10 students are benefiting more from the course than other students:

Māori and Pacific students were significantly more likely to report positive changes in changes in their understanding of healthy relationships than other students (Figure 8 and Figure 9; p < 0.01).
- 50% of Māori students (n=662) said the course had changed their views “a lot”, compared to 36% of non-Māori students (n=2436).
- 49% of Pacific students (n=233) said the course had changed their views “a lot”, compared to 38% of non-Pacific students (n=2865).

Female students (n=1786) were significantly more likely to report positive changes in their views on healthy relationships than males (n=1169):
- 42% of female students said the course had changed their views “a lot”, compared to 36% of male students (p=0.000).
- The differences in outcomes between male and female students were also evident in Māori and Pacific students, although the differences between Pacific boys (n=84) and girls (n=135) was smaller.
- The difference in outcomes between male and female students was not observed for Asian students.

- Year 9 and 10 students (n=2302) were significantly more likely to say the course had changed their views “a lot” (41%) than Year 11 to 13 students (34%, n=796; p=0.000).
5. **STUDENTS’ VIEWS AND EXPERIENCES OF CONSENT**

Overall, students had a good understanding of when not to engage in sexual activity with someone, with most students appropriately saying “it’s never okay” for most of the situations given (n=3226; Figure 10).

However, students were less sure about whether it was ok if:

- someone was sad or started crying (32% said it’s okay sometimes or all the time),
- when they don’t really like them, but know their friends will be impressed (18% said it’s okay sometimes or all the time), and
- when someone has authority over them (16% said it’s okay sometimes or all the time).

Figure 10 In your opinion, in which of these situations is it **OK** to engage in sexual activity with someone?
5.1 Consent during their last sexual experience

Of those students who had engaged in any sexual activity\(^1\) in the last 12 months (n=1450), approximately a third were “not at all” confident that they wanted to participate (31%), that they could change their mind or stop if they wanted to (30%) and that the other person really wanted to do it (29%; Figure 11).

In fact, only half (approximately) of all the students who had participated in a sexual activity in the past 12 months were “definitely” confident about the consent of their partner, themselves and their ability to stop if they wanted to.

Figure 11 Students’ confidence about consent during their last sexual experience

<table>
<thead>
<tr>
<th>Confident that you really wanted to do it</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not at all</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>A little bit</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>Yes, definitely</td>
<td>29%</td>
<td>17%</td>
</tr>
</tbody>
</table>

5.2 Feeling pressured into taking part in sexual activity

Worryingly, 19% of students said they were “definitely pressured” (8%) or “a little bit pressured” (11%) into taking part in sexual activity (n=3063, Figure 12). This was greater than the percentage of students who reported being pressured into taking drugs and/or smoking tobacco.

Figure 12 Feeling pressured into taking part in different activities in the last 12 months, including sexual activity

<table>
<thead>
<tr>
<th>Confident that you really wanted to do it</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not at all</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>A little bit</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>Yes, definitely</td>
<td>29%</td>
<td>17%</td>
</tr>
</tbody>
</table>

\(^1\) In the Mates & Dates student survey designed by another provider, the term sexual activity was defined as “kissing, touching, sexting, having sex with someone, etc.”
If they were being pressured into sexual activity in the future (n=2999):

- 85% of students were at least somewhat confident that they would be able to tell the person or people (seriously) that they don’t want to do it, with 49% of these students saying they were very confident. Only 3% of students said they were not at all confident they would do this.
- 80% of students were at least somewhat confident that they would tell one of their friends what happened, with 42% of these students saying they were very confident. Only 8% of students said they were not at all confident they would do this.

However, around a fifth of students said that if this happened again in the future, they were not at all confident that they could tell an adult, teacher, counsellor, etc. what happened (23%) or an adult family member (20%).

Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. The analysis presented in the following sections identifies any demographic differences in the data. No comment is made in the analysis if there were no demographic differences in the data.

5.3 Key demographic differences: Understanding consent

5.3.1 Understanding when it is okay and not okay to engage in sexual activity

Female students (n=1723) were significantly more likely than male students (n=1104) to say that it was “never okay” to engage in sexual activity in the following situations (p=0.000):

- **When they you don’t really like them but you think your friends will be impressed**: 86% of female students said it was never okay, compared to 66% of male students.
- **When they have authority over you**: 87% of female students said it was never okay, compared to 68% of male students.

These differences in understanding consent warrant consideration by Mates & Dates, and provide an insight into the culture and norms relating to males understanding of when it is appropriate to engage in sexual activity.

5.3.2 Consent during their last sexual experience

Pacific students, Asian students, male students and Year 9 and 10 students were less confident than other students about consent during their last sexual experience.

5.3.2.1 Consent during their last sexual experience: Pacific students

Pacific students (n=144) were less confident than non-Pacific students (n=1307) that they and their partner really wanted to engage in their last sexual experience (Figure 13). These differences were statistically significant (p ≤ 0.05). Specifically:
• 41% of Pacific students said they were “definitely” confident the other person really wanted to do it, compared to 55% of non-Pacific students.
• 40% of Pacific students said they were “not at all” confident they really wanted to do it, compared to 30% of non-Pacific students.

Figure 13 Pacific and non-Pacific students’ confidence about consent during their last sexual experience

Consent during their last sexual experience: Asian students

Asian students (n=129) were less confident than non-Asian students (n=1321) about whether the other person wanted to do it and whether they could stop or change their mind (Figure 14). The differences between Asian and non-Asian students were statistically significant for students’ confidence that the other person really wanted to do it, and that they could change their mind or stop if they wanted to (p ≤ 0.05).
Consent during their last sexual experience: Male students

Male students (n=603) were significantly less confident than female students (n=744) about whether the other person wanted to do it and whether they could stop or change their mind (p ≤ 0.05). Differences between male and female students were as follows:

- 48% of male students were “definitely” confident that the other person really wanted to do it, compared to 58% of female students.
- 49% of male students were “definitely” confident that they could stop or change their mind, compared to 56% of female students.

Consent during their last sexual experience: Older students

Year 11 to 13 students (n=471) were much more confident about consent during their last sexual experience than Year 9 and 10 students (n=981; Figure 15). These differences were statistically significant (p=0.000).
Figure 15 Students’ confidence about consent during their last sexual experience, by year group

Confident that the other person really wanted to do it

<table>
<thead>
<tr>
<th>Year 11 to 13</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>72%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Confident that you really wanted to do it

<table>
<thead>
<tr>
<th>Year 11 to 13</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>37%</td>
</tr>
<tr>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>65%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Confident that you could change their mind or stop if you wanted to

<table>
<thead>
<tr>
<th>Year 11 to 13</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>42%</td>
<td>22%</td>
</tr>
<tr>
<td>58%</td>
<td>39%</td>
</tr>
</tbody>
</table>

5.3.3 Feeling pressured into sexual activity

Pacific students (n=233) were significantly more likely than non-Pacific students (n=2828) to say they had “definitely” been pressured into sexual activity (Figure 16; p=0.001).

Figure 16 Being pressured into sexual activity: Pacific and non-Pacific students

<table>
<thead>
<tr>
<th>Pacific</th>
<th>Non-Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>70%</td>
<td>78%</td>
</tr>
</tbody>
</table>

While Asian students (n=271) were not more likely to say that they felt pressured to take part in a sexual activity, they were less likely than non-Asian students (n=2727) to suggest they would talk to an adult if this happened in the future. Specifically:
31% of Asian students said they were “not at all confident” they could tell an adult family member what happened, compared to 21% of non-Asian students.

5.4 Changes in students’ knowledge of consent

Importantly, most students (84%) said Mates & Dates had improved their understanding of consent, with over half of all students (57%) saying it improved their understanding “a lot” (n=2950; Figure 17). This is an important finding considering the number of students who were unsure whether they or their partner had fully consented during recent sexual activity.

Figure 17 Has this course helped you understand the importance of consent and when it is ok or not ok to engage in sexual activity with someone?

Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. Māori students, Asian students and female students were slightly more likely to say the course had helped them “a lot.” Specifically:

- **61% of Māori students** (n=625) said the course had helped them a lot, compared to 56% of non-Māori students (n=2325). This difference was statistically significant (p=0.001).
- **62% of Asian students** (n=264) said the course had helped them a lot, compared to 56% of non-Asian students (n=2686).
- **61% of female students** (n=1717) said the course had helped them a lot, compared to 54% of male students (n=1095). This difference was statistically significant (p=0.000).

5.4.1 Knowledge of what actions to take if pressured into sexual activity

Over half of all students said that the course had “definitely” given them a better idea of what actions to take if pressured into sexual activity (n=3001; Figure 18). Specifically, if pressured into sexual activity in the future:

- 59% of students said that the course had definitely given them a better understanding of who to talk to, or who to go to for help and support
- 55% said the course had definitely given them a better idea of what to do if pressured into sexual activity
53% said the course had definitely given them a better idea of what to say to someone who wanted them to take part in sexual activity that they did not want to participate in.

Figure 18 Changes in students’ knowledge of what actions to take if they were pressured into sexual activity in the future

<table>
<thead>
<tr>
<th>Action</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>... what to say to someone if they wanted you to take part in sexual activity but you didn’t really want to do it</td>
<td>12%</td>
<td>59%</td>
</tr>
<tr>
<td>... what to do if you felt pressured to take part in sexual activity but you didn’t really want to do it</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>…. who to talk to, or who to go to for help and support if this did happen to you</td>
<td>10%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Differences in understanding for male and female students

Male students (n=1121) were significantly less likely than female students (n=1739) to say that the course had “definitely” given them a better understanding of what to do, say or who to talk to if they were pressured into sexual activity in the future (p=0.000). These differences are summarised in Table 11 on the following page, with significant differences highlighted in blue.

Table 11 Changes in students’ knowledge of what actions to take if pressured into sexual activity in the future, male and female students

The benefits for Māori girls were similar to those for non-Māori girls. However, the benefits for female students in knowing what to do or say if pressured into sexual activity were
smaller for Pacific girls (n=135) than other girls. Unlike non-Pacific students, Pacific girls did not have a better understanding than Pacific boys (n= 83 for Pacific boys) of who to go to for help and support if they were pressured into sexual activity. This is an important finding to note, as Pacific students were more likely to report being pressured into sexual activity.
6. **Bystander Attitudes**

6.1 **Students with friends who had been pressured into sexual activity**

Students (21%) indicated that over the last 12 months, their friends had “definitely” (8%) or “maybe” (13%) been pressured into sexual activity even if they did not really want to do it (n=2928; Figure 19). This was higher than the percentage of students who said their friends had been pressured into taking drugs and/or smoking tobacco. Students were also more likely to suggest that their friends had been pressured into drinking alcohol (25%). This finding warrants consideration, as there is evidence linking alcohol use and risky sexual behaviour.²

![Figure 19](image)

**Figure 19** Students with friends who have been pressured into different activities in the last 12 months, including sexual activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes, definitely</th>
<th>Maybe/I think so</th>
<th>I don’t think so</th>
<th>No, definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoke tobacco</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Drink alcohol</td>
<td>10%</td>
<td>15%</td>
<td>22%</td>
<td>52%</td>
</tr>
<tr>
<td>Take part in any sexual activity</td>
<td>8%</td>
<td>13%</td>
<td>26%</td>
<td>53%</td>
</tr>
<tr>
<td>Take drugs</td>
<td>7%</td>
<td>11%</td>
<td>22%</td>
<td>60%</td>
</tr>
<tr>
<td>Smoke tobacco</td>
<td>7%</td>
<td>10%</td>
<td>23%</td>
<td>60%</td>
</tr>
</tbody>
</table>

6.2 **Students with friends who were in harmful, violent or abusive situations**

Concerningly, 14% of students said their friends had been in a harmful, violent or abusive situation or a situation that could have become harmful, violent or abusive (n=2912). Note: 39% of students did not know if their friends had been in these situations.

Many students who said their friends had been in these types of situations said they were “a little bit unsure” or “definitely unsure” about what to do to help their friend (59%), whether to get involved (59%) or what to say to them (54%; n=407; Figure 20).

Figure 20 During any of the times your friends were in a harmful, violent or abusive situation (or about to be), were you...

Unsure about what you should do to help them
Unsure about whether to get involved
Unsure about what to say to your friend

<table>
<thead>
<tr>
<th></th>
<th>Yes, definitely</th>
<th>A little bit</th>
<th>No, definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure about what you should do to help them</td>
<td>25%</td>
<td>34%</td>
<td>41%</td>
</tr>
<tr>
<td>Unsure about whether to get involved</td>
<td>19%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Unsure about what to say to your friend</td>
<td>17%</td>
<td>37%</td>
<td>46%</td>
</tr>
</tbody>
</table>

6.3 Key demographic differences

6.3.1 Students with friends who had been pressured into sexual activity

Pacific students were significantly more likely than non-Pacific students to say their friends have “definitely” been pressured into sexual activity in the last 12 months:

- 15% of Pacific students (n=226) said this had definitely happened to one of their friends, compared to 8% of non-Pacific students (n=2701; p=0.001).

Year 9 and 10 students were significantly more likely than Year 11 to 13 students to say that their friends had “definitely not” been pressured into sexual activity in the last 12 months.

- 57% of Year 9 and 10 students (n=2179) said that their friends had “definitely not” been pressured into sexual activity, compared to 41% of Year 11 to 13 students (n=748; p=0.000).

6.3.2 Students with friends in harmful, violent or abusive situations

Note: the following question was only asked of students who said their friends had experienced a harmful, abusive or violent situation. Due to the small number of students who answered this question, differences between students have only been analysed for Māori and non-Māori students, by gender and by year group as there were reasonable sample sizes across each of these groups. None of the differences were statistically significant.

Māori students (n=111) were more confident about getting involved and what to say to their friend than non-Māori students (n=296). However, they were less confident than non-Māori students about what to do to help their friend:

- 31% of Māori students said they were “definitely” unsure about what to do, compared to 23% of non-Māori students.

Female students and Year 11 to 13 students were more confident about what to do to help a friend:
- 36% of female students (n=217) said they were “not at all” unsure about what to do to help a friend, compared to 46% of male students (n=149). However, this difference was not statistically significant.
- 35% of Year 11 to 13 students (n=108) said they were “not at all” unsure about what to do to help their friend, compared to 43% of Year 9 and 10 students (n=299).

### 6.4 Changes in student knowledge of bystander intervention

Most students (83-86%) felt that Mates & Dates had given them a better understanding of what to say, what to do to help and whether to get involved if a friend is in a harmful, violent or abusive situation (n=2895; Figure 21).

- 86% of students felt the course had either definitely improved their understanding of what to do to help their friend (63%) or had improved it a little bit (23%).
- 85% of students felt the course had either definitely improved their understanding of what to say to their friend (61%) or had improved it a little bit (24%).
- 83% of students felt the course had either definitely improved their understanding of what to do to help their friend (59%) or had improved it a little bit (24%).

**Figure 21.** 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 as to...

<table>
<thead>
<tr>
<th></th>
<th>No, not at all</th>
<th>A little bit</th>
<th>Yes definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you should do to help them</strong></td>
<td>9%</td>
<td>23%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>What to say to your friend</strong></td>
<td>9%</td>
<td>24%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Whether or not you should get involved</strong></td>
<td>11%</td>
<td>24%</td>
<td>59%</td>
</tr>
</tbody>
</table>

### 6.4.1 Changes in student knowledge of bystander intervention: Males and females

Table 12 shows that female students (n=1695) learnt more about bystander intervention from the course than male students (n=1066). These differences were statistically significant (p < 0.005). The biggest difference was observed for changes to students’ knowledge of what to do to help a friend. Female students were 11% more likely than male students to say the course had “definitely” improved their understanding of what to do.
Table 12 Changes to students’ understanding of how to support a friend in a harmful situation, male and female students

<table>
<thead>
<tr>
<th>Action</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, not at all</td>
<td>Yes, definitely</td>
</tr>
<tr>
<td>Whether or not you should get involved</td>
<td>9%</td>
<td>62%</td>
</tr>
<tr>
<td>What to say to your friend</td>
<td>7%</td>
<td>66%</td>
</tr>
<tr>
<td>What you should do to help them</td>
<td>7%</td>
<td>68%</td>
</tr>
</tbody>
</table>

6.4.2 Changes in student knowledge of bystander intervention: Differences between ethnic groups and year groups

Slight differences were observed for changes to students’ understanding of whether to get involved by ethnic and year groups. These differences were not statistically significant.

- Asian students and Year 11 to 13 students more likely to say that they “definitely” had a better understanding of bystander intervention because of Mates & Dates.
  - 63% of Asian students (n=260) said they definitely had a better understanding, compared to 58% of non-Asian students (n=2635)
  - 63% of Year 11 to 13 students (n=739) said they definitely had a better understanding, compared to 57% of Year 9 and 10 students (n=2156).

- Pacific students were less likely to say that they definitely had a better understanding of whether to get involved (53%, n=221) compared to non-Pacific students (59%, n=2674).

- Asian students were also more likely to say the course had definitely improved their understanding of what to do to help their friends (67%) compared to non-Asian students (62%).

6.4.3 Changes in students’ confidence to help friends in potentially harmful situations: Year 12 and 13 students

Year 12 and 13 students were asked about whether the knowledge they had gained through the course had improved their confidence in helping friends in potentially harmful situations.
Figure 22 shows that most Year 12 and 13 students (83-86%, n=330) indicated that they were more confident (“definitely” or “maybe”) about helping others in the following situations after completing the course.

**Figure 22 Changes to students’ confidence in helping people in potentially harmful situations**

- A girl sitting outside by herself crying: 11%, 18%, 66%
- A girl walking home by herself after the party: 11%, 18%, 66%
- A drunk girl being led into the bathroom by a couple of guys: 9%, 20%, 65%
- A guy pushing his girlfriend around: 9%, 21%, 65%
- Someone being pressured into taking drugs when they obviously don’t want to: 11%, 19%, 65%
- A guy getting put down because he said he’d had enough to drink: 10%, 22%, 61%
6.4.4 Changes in students’ confidence to help friends in potentially harmful situations: Māori students

Māori Year 12 and 13 students (n=66) felt more confident about helping peers than non-Māori Year 12 and 13 students (n=264) in all of the situations given (Table 13). Note: Most of these differences were not statistically significant, however caution needs to be taken when interpreting statistical significance due to the small sample sizes. Non-significant differences are in black bolded text while significant differences are in blue.

- This difference was greatest for a guy pushing his girlfriend around; 76% of Māori students said the course had “definitely” improved their understanding of how to help a peer in this situation, compared to 62% of non-Māori students.

Table 13 Students’ confidence in helping peers in situations that appear to be harmful, Māori and non-Māori students

<table>
<thead>
<tr>
<th>Situation</th>
<th>Māori</th>
<th>Non-Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, definitely not</td>
<td>Yes, definitely</td>
<td>No, definitely not</td>
</tr>
<tr>
<td>A drunk girl being led into the bathroom by a couple of guys</td>
<td>3%</td>
<td>74%</td>
</tr>
<tr>
<td>Someone being pressured into taking drugs when they obviously don’t want to</td>
<td>3%</td>
<td>74%</td>
</tr>
<tr>
<td>A guy getting put down because he said he’d had enough to drink</td>
<td>3%</td>
<td>70%</td>
</tr>
<tr>
<td>A girl sitting outside by herself crying</td>
<td>6%</td>
<td>74%</td>
</tr>
<tr>
<td>A girl walking home by herself after the party</td>
<td>5%</td>
<td>74%</td>
</tr>
<tr>
<td>A guy pushing his girlfriend around</td>
<td>3%</td>
<td>76%</td>
</tr>
</tbody>
</table>
6.4.5 Changes in students’ confidence to help friends in potentially harmful situations: Female students

Female Year 12 and 13 students (n=186) felt more confident about helping peers than male Year 12 and 13 students (n=125) in five of the six situations given.

Table 14 summarises these differences between male and female students. Non-statistically significant differences are in black bolded text while significant differences are in blue.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, definitely not</td>
<td>Yes definitely</td>
<td>No, definitely not</td>
<td>Yes definitely</td>
</tr>
<tr>
<td>A drunk girl being led into the bathroom by a couple of guys</td>
<td>3%</td>
<td>72%</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td>Someone being pressured into taking drugs when they obviously don’t want to</td>
<td>4%</td>
<td>72%</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>A guy getting put down because he said he’d had enough to drink</td>
<td>5%</td>
<td>67%</td>
<td>11%</td>
<td>58%</td>
</tr>
<tr>
<td>A girl sitting outside by herself crying</td>
<td>5%</td>
<td>75%</td>
<td>14%</td>
<td>58%</td>
</tr>
<tr>
<td>A girl walking home by herself after the party</td>
<td>5%</td>
<td>74%</td>
<td>12%</td>
<td>61%</td>
</tr>
<tr>
<td>A guy pushing his girlfriend around</td>
<td>5%</td>
<td>68%</td>
<td>10%</td>
<td>66%</td>
</tr>
</tbody>
</table>

The difference was greatest for a girl sitting outside by herself crying; 75% of female students said the course had “definitely” given them a better understanding of how to help in this situation, compared to 58% of male students. This difference was statistically significant (p=0.002).
7. COURSE DELIVERY AND FACILITATION

7.1 Perceived value of course

Nearly two thirds of students (64%) thought that the Mates & Dates course was good. Note: the remaining students provided a 'neutral' response.

| A girl walking home by herself after the party | 5% | 74% | 12% | 61% |
| A guy pushing his girlfriend around | 5% | 68% | 10% | 66% |

Table 14 Students' confidence in helping peers in situations that appear to be harmful, male and female students

7.1.1 Differences based on ethnic groups and gender

Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group:

Māori students (n=602) were more likely to say the course was good (68%) than non-Māori students (n=2236, 62%). This difference was statistically significant (p=0.000).
Female students (n=1665) were more likely to say the course was good (68%) compared to male students (n=1043; 60%). This difference was statistically significant (p=0.007).

### 7.2 Student perceptions of the course

While 41% of students agreed that they got a lot out of the course, 30% disagreed and 29% were neutral (n=2843; Figure 23).

Importantly, few students felt the course made them upset or worried (10%) and that the course was a waste of time because no one took it seriously (19%).

**Figure 23 Student perceptions of the course**

### 7.3 Student perceptions of the facilitators

Students generally had positive perceptions of the facilitators (n=2862; Figure 24).

- Two thirds of students agreed that the facilitators were easy to understand.
- Approximately half of all students agreed that the facilitators were easy to talk (55%) and good at keeping the class under control (54%).
- Half of all students also thought the course activities and materials were working well for them.

“I loved it! Our presenters were very approachable and considerate, overall it was so good and easy to learn about”.

**Figure 24 Students’ perceptions of the facilitators**
Responses were analysed to identify any differences between key demographic groups, including ethnicity, gender and school year group. The analysis presented in the following sections identifies any demographic differences in the data. No comment is made in the analysis if there were no demographic differences in the data.

7.3.1 Student perceptions of the facilitators: differences by ethnic group

Pacific students (n=217) rated the facilitators less positively than non-Pacific students (n=2645; Figure 25). There was a statistically significant difference for the statements indicating that the facilitators were easy to understand and that they were easy to talk to (p=0.000), with Pacific students reporting that the facilitators were harder to understand and talk to.

Māori students (n=605) were also less likely to agree that the facilitators were easy to understand than non-Māori students (n=2257):
60% of Māori students (n=605) agreed the facilitators were easy to understand, compared to 67% of non-Māori students.

7.3.2 Student perceptions of the facilitators: differences by gender and year group
There were also some differences in students’ rating of the course and the facilitators between students of different year groups and genders.

- **Year 9 and 10 students** (n=2862) were less likely than **Year 11 to 13 students** (n=729) to agree the facilitators were good at keeping the class under control and were easy to talk to.
  - 50% of Year 9 and 10 students agreed with this statement, compared to 65% of Year 11 to 13 students.

- **Male students** (n=1051) were less likely than **female students** (n=1679) to say the facilitators were good at keeping the class under control.
  - 49% of male students agreed with this statement, compared to 59% of female students.

7.4 Seeking support on the issues covered in Mates & Dates

7.4.1 Support seeking: differences between ethnic groups
**Pacific students** and **Asian students** were significantly less confident about who to talk to than other students (p < 0.05). Specifically:

- 64% of Pacific students (n=209) said they were confident about who to talk to, compared to 73% of non-Pacific students (n=2612).
- 65% of Asian students (n=253) said they were confident about who to talk to, compared to 73% of non-Asian students (n=2568)

7.4.2 Support seeking: differences between male and females
**Male students were also significantly less confident about who to talk to:**
67% of male students (n=1041) said they were confident about who to talk to, compared to 77% of female students (n=1654; p=0.000).

The difference in confidence between boys and girls was greater for Māori and Pacific students than other students, as Māori (n=375) and Pacific (n=121) girls were much more confident than Māori (n=211) and Pacific (n=75) boys about who to talk to about the issues covered in the course.

8. STUDENT SUGGESTIONS FOR IMPROVEMENTS

Roughly a third of the students made recommendations to improve the course (n=925). For this report, student recommendations have been summarised into four key areas: skills and characteristics of the facilitators, teaching methods, the course content, and course scheduling and length.

8.1 Skills and characteristics of facilitators

Students suggested that the facilitators’ confidence, ability to relate to young people and control the class were important for supporting student engagement in the course. Classroom management was particularly important for managing classroom discussions and facilitating student engagement and learning.

“The course could be improved if maybe the facilitators had a bit more control over everyone. Otherwise it was really interesting and helped a lot.”

The age of the facilitators and their ability to understand and relate to young people was important to students. For this reason, some students would have preferred younger facilitators and discussions that better related to young people.

“Have younger people that understand our situations better. Talk about different stuff that will apply to younger people.”

“Get more energetic instructors/facilitators, probably young ones who knew people who were in the situation you guys teach, I find it really makes you think.”
8.2 Teaching methods

Students highlighted three key teaching methods that they found valuable and which they would like to be used more often. These were the facilitators’ use of interactive activities, the question box and using videos to support some of the lessons.

The interactive activities were highly valued as they enabled students to have input into the class discussions. Some students suggested that increasing the number of interactive activities would also improve student concentration during the course:

“I think that there should be more activities that get the students involved, because that would mean that the students would pay more attention, they would take in more, and also it would be more fun.”

Many students liked the question box and the opportunity to ask the facilitators questions. Students felt that the question box could be improved by:
- Allowing more time to review and answer all the questions
- Managing ‘silly’ questions that students put in a joke to ensure that there is enough time for the serious questions
- Providing an online question forum where students could ask questions anonymously.

Students enjoyed the videos in class and felt that these should be used more often. However, students noted the importance of ensuring that the videos were up to date and relevant to the experiences of young people today.

8.3 Course content

When reflecting on the content of the course, the students identified the following considerations:

- Ensuring that that course content is more relevant to the experiences of young people today, such as rape and male abuse against males.
- More information on specific topics such as safe sex, mental health and alcohol abuse.
- Three students highlighted the importance of the course being able to relate to the needs of a more diverse range of students, including having a greater focus on supporting the LGBT community.

While this was not a specific improvement, we feel it is important to note that a few students did not think that the statistics around abuse and sexual assault were real. This is an important finding given some of the attitudes and behaviours that the course is seeking to change and influence.

Some of the students who had previously been involved in Mates & Dates suggested that they already knew the information being presented in the subsequent year.
Some Year 9 and 10 students felt that they did not have the experiences to be able to relate to some parts of the course (such as going to parties or having a romantic relationship). These students thought that the course could be improved by having a greater focus on having positive friendships.

8.4 Course scheduling and length

A small number of Year 12 and 13 students described the challenges of attending the course when studying for their final exams. These students felt that the course should be made optional for senior class levels.

There were a few students who felt that the course should have been delivered over a longer period or should include more sessions.

9. Key Considerations

This section summarises which aspects of the Mates & Dates programme are working well and where there are opportunities for improvement.

What’s working well?

- Overall, Mates & Dates is working well. It has improved students’ understanding across all the course content areas.
- Most of the students did not hold stereotyped views and intended to engage in healthy relationships behaviours.

Key outcomes by ethnicity, gender and year group

- The course is generally working well for female students; they had a better level of understanding of the course content areas and reported greater changes to their views than male students.
- The course is also working well for Māori students; they generally reported a good level of understanding of the course content areas and reported greater changes to their views across several content areas.
- Pacific students reported greater changes to their views relating to gender stereotypes and healthy relationships than other areas of the programme.
- Pacific students were more likely to say they would engage in healthy relationship behaviours than other students.
• Younger students (Year 9 and 10) generally reported greater changes to their views than older (Year 11 to 13) students. However, older students generally had a better understanding of the course content areas.

The course and the facilitators
• Students generally had positive perceptions of the course and the facilitators.
• Providing the programme in a school-based environment appears to be working well.
• Students were generally confident about who to talk to about the material covered during the course.

Opportunities for improvement
In general, Mates & Dates appears to have improved students’ understanding of the course content areas, with the greatest improvements observed for students’ understanding of bystander intervention and consent. The survey sample size was also large enough to test for statistically significant differences between different population groups. This enabled us to identify aspects of the programme that are working well, any differences in the experiences of specific groups of students, as well as where improvements could be made to make the programme more effective. These ideas for improvements are summarised in the following sections, and will be explored further through the on-going process and outcome evaluation.

Developing students’ knowledge and confidence about consent
• A third of students were unsure of the consent of themselves and their partner during their last sexual experience. These finding was more evident for Pacific students and male students.
• Ideas for improvement include reviewing the relevance of the course material when covering this issue. Specifically, ensuring issues such as male rape or abuse, and issues relevant to the LBGT community are included.
• The situations of consent explored in the survey also do not reflect the complexity of some of the situations experienced by students today. Therefore, consent may be even more of an issue for young people than identified in the survey data.

Changing stereotypes towards males
• Students were less positive about males holding traditionally female roles, than female students holding traditionally male roles. It is important for Mates & Dates to consider how to reinforce the acceptance of males engaging in traditionally female roles or behaviours.
Improving the value of the course for Pacific students, Asian students, male students and older students

Pacific students

- Pacific students were twice as likely to report that they and their friends had been pressured into sexual activity in the last 12 months. Pacific students were also less confident about consent during their last sexual experience and reported smaller changes to their confidence about consent.
- Pacific students were also more likely to hold gender stereotyped views than other students, were less likely to say they would avoid unhealthy relationship behaviours and reported smaller changes to their views around bystander intervention than other students. They also rated the course and the facilitators less positively than others students.

These findings indicate a need to strengthen the value of the course for Pacific students. This could involve engaging Pacific expertise to inform the course content and/or engaging Pacific providers.

Asian students

The findings for Asian students also highlight the importance of supporting these students with understanding what a healthy relationship is and issues of consent.

Male students

- Male students were more likely to hold gender stereotyped views, less likely to say they would engage in healthy relationship behaviours and less confident about bystander intervention. They were also less likely to report changes in their knowledge as a result of the programme.
- There is a need to identify how the course can better facilitate male students’ learning, particularly in relation to their views about males, healthy relationships and their confidence about what consent looks like in healthy sexual relationships.
- The qualitative feedback from students suggests that addressing male abuse and situations where males feel pressured into sexual activity is important.

Older students

- Year 11 and 13 students were less likely to say that the course had improved their knowledge than younger students. The current survey data does not allow us to explore if this is due to previous engagement with Mates & Dates. The version used for the full evaluation will.
  The relevance of the course content for Year 12 and 13 students should be reviewed to ensure that the material covered during the course continues to support students as they progress and their experiences change. This area could also be explored in the deep dives for the full evaluation.
Based on this analysis, we suggest that the deep dives planned for the next phase of evaluation are used to deepen our understanding of the experiences of male, Pacific and Asian students.

**Strengthening students’ knowledge of bystander intervention**

- A substantial proportion of students were unsure about what to do when their friend was in a (potentially) harmful, abusive or violent situation. This highlights the importance of teaching students the skills and strategies to act as positive bystanders.
- Mates & Dates appears to be supporting students to achieve this with reported increases in this knowledge, although many remain unsure so continuing to include and build on this content of the course is important.
- The evaluation will also track these trends over time to identify any shifts in bystander behaviour.

**Strengthening students’ knowledge of relationships**

- Many students indicated that they would only “probably” (rather than definitely) engage in healthy behaviours and avoid unhealthy behaviours, indicating that there is still some uncertainty amongst students about healthy relationship behaviours.
- Male students, Pacific students, Asian students and younger students were more uncertain than other students.
- Ways of reinforcing messages relating to healthy behaviours, particularly for male, Pacific, Asian and younger students, and greater exploration of healthy relationships with students in class should be considered.

**The course and the facilitators**

- Māori students, like Pacific students, were less likely say the facilitators were easy to talk to. However, Māori students still learnt a lot from the course. This warrants exploration through the process and outcome evaluation being conducted by Synergia.
- The ability of facilitators to maintain class control, their confidence and skill in engaging young people are important for supporting student engagement.
- There were also specific teaching methods that students found particularly valuable, including interactive activities, the question box and the use of videos. Refining these methods and expanding their use will be important for student engagement.
- Students’ suggestion around having younger facilitators warrants further exploration and consideration, as the facilitators are generally well rated.

Overall, there is a need to ensure that course content is relevant to young people’s experiences today and is inclusive of the experiences of different students, particularly male students and the LGBT community. Students also wanted to learn more about safe sex, mental health and alcohol abuse.
APPENDIX 1: THE CHI-SQUARE TEST

The following requirements and assumptions have to hold in order to perform a chi-square test:

- Both variables have to be categorical.
- The data has to be displayed in a two-by-two table (or a contingency table), where the count in each cell is no less than five. If a count is less than five, non-relevant categories are aggregated.
- The two variables are independent i.e. answers provided by students on in questions should be independent of students’ characteristics such as gender, ethnicity.

It is also hard to detect an association between two variables if sample sizes are too small. This occurred for some survey questions when comparing subgroups of students e.g. by ethnicity or gender.

Conversely, if the overall sample is too large it is hard to detect differences as most differences will be significant. Fortunately, the overall sample for the Mates & Dates survey was of a good size to enable differences to be detected.