

2019 Gender Attitudes Survey



Foreword

As noted in the 2017 Gender Attitudes Survey Report, it was over 125 years ago that Kate Sheppard, founding president of the National Council of Women of New Zealand, Te Kaunihera Wahine o Aotearoa, set the bold vision “All that separates, whether of race, class, creed, or sex is inhuman and must be overcome”

The National Council of Women of New Zealand [NCWNZ] wants all New Zealanders to have freedom and opportunity to determine their own future.

So, based on consultation and analysis of where New Zealand stood in terms of Gender Equality, in 2017 we launched the Gender Equal NZ campaign and worked with Research New Zealand to undertake the first gender attitudes survey this country had ever undertaken.

That survey gave us a snapshot of New Zealander’s thoughts about gender at home, in the workplace and in their community. The results showed that most New Zealanders recognised gender equality as a fundamental right for all, however there was also a pocket of New Zealanders with outdated and old fashioned views about gender stereotypes.

In 2019 we wanted to see if attitudes had shifted and so this follow up survey was undertaken by Research New Zealand with generous support from the Ministry of Women, J R McKenzie Trust, volunteers who shared their stories, the NCWNZ team and our members. Without such support this important research would not have been possible.

Surprisingly, the 2019 results have not produced the outcome we anticipated. We thought we would see a positive shift in the public’s attitude on gender. Despite recent global events like #MeToo and the #TimesUp movement, this attitudinal progress and shift in focus on gender equality is not reflected in the recent survey results.

Most New Zealanders do believe gender equality to be a fundamental human right for all. Importantly though, there still exists a minority with outdated beliefs and/or attitudes that keep the status quo of gender inequality in place.

We have come some way towards meeting Kate Sheppard’s challenge. But clearly there is still a long way to go when it comes to gender equality. So, the challenge remains with us all.

We are positive and hopeful and acknowledge the areas that have yet to be improved. This will require us all to be part of the change in culture and we welcome your interest in working with us to achieve a Gender Equal NZ.



Mauri ora,
Lisa Lawrence
President
National Council of Women of New Zealand

2019 Gender Attitudes Survey

ISSN 2703-3899 (Print)
ISSN 2703-3902 (Online)

Contents

page 2	Foreword
page 4	Background and objectives
page 5	Methodology
page 6	1 Main findings and conclusions
page 12	2 Opinions about New Zealand's gender equity record
page 23	3 New Zealanders' beliefs about the impact of achieving gender equality
page 29	4 Promoting gender equality between men and women
page 54	5 New Zealanders' agreement with rape myths
page 58	6 New Zealanders' understanding and beliefs about gender & sexual diversity
page 74	Appendices

Background and objectives

This report provides the results for the 2019 Gender Equality Survey. This survey was undertaken in order to update the baseline 2017 survey. Comparisons between the 2019 and 2017 results are made where possible.

The specific objectives were to measure:

- Agreement with the following key statements:
- Gender equality in New Zealand is a fundamental right.
- Agreement with the statement, Gender equality has already been achieved for the most part in New Zealand.
- Opinions about New Zealand's gender equality record in a range of different domains (e.g. in the home, the workplace, the education system, the justice system, etc.).
- Opinions about the impact of achieving gender equality in the future.
- Beliefs which promote gender equality between men and women.
- Beliefs about boys' and girls' gender roles.
- Beliefs about whether a range of household chores should be shared equally between genders.

In addition, the purpose of this survey was to identify whether there had been significant changes in beliefs between the 2017 and 2019 surveys.

“Gender equality is where both genders are treated, paid and considered the same. There is no bias or favouritism towards a certain gender.”

Methodology

The survey was completed between 29th July and 13th August 2019, as an online survey, with a nationally representative sample of n=1,000 New Zealanders aged 18 years and over. Interviews with an additional 'booster' sample of n=276 Māori and Pacific Island respondents were completed, so that a final sample of n=402 Māori and Pacific Island combined was interviewed.

The survey data has been weighted in order to adjust for this oversampling and to ensure that any result based on the total sample is representative of the New Zealand adult population.

Results based on the weighted sample of n=1,276 are subject to a maximum margin of error of +/- 3.0% (at the 95% confidence level). This means that had we found 50%

of respondents agreeing with the statement, 'Gender equality in New Zealand is a fundamental right', we could be 95% sure that this is the result we would have got had we interviewed every eligible person in the population – give or take 3.0%.

The primary analysis variable used to analyse the report results of this year's survey is age. Results are based on three age groups:

Respondents aged 18-34

35-54, and;

Respondents aged 55+.

A profile of the sample interviewed can be found in the Appendix.

“ I think every group is disadvantaged in a certain regard - just in different ways. ”

Main findings and conclusions

1



Key findings

The key findings of the 2019 survey are as follows:

1 The large majority of New Zealanders (80%) agree that 'gender equality is a fundamental right'.

Three percent of respondents disagreed with this statement and 13% gave a neutral response.

The percentage agreeing is almost the same percentage as in 2017 when 79% agreed that gender equality is a fundamental right. The difference is not statistically significant.

2 Less than one-half of New Zealanders (42%) agree that 'gender equality has been achieved for the most part in New Zealand'.

Thirty percent of respondents disagreed with this statement and 22% provided a neutral response.

The percentage agreeing is significantly fewer than in 2017 (30%). Therefore, more respondents agreed this year with the statements compared to the situation two years ago.

3 Notwithstanding the fact that more New Zealanders this year believe 'gender equality has been achieved for the most part in New Zealand', New Zealand's gender equality record in specific domains is similar to 2017.

- Of the 13 listed domains, 50% or more of respondents considered that New Zealand was 'doing well' with respect to gender equality in only three areas :
 - » The New Zealand Parliament (56% felt New Zealand was 'doing well').
 - » Mass media (50%).
 - » The health system (50%).

- In contrast, the three areas in which the smallest percentage of respondents considered that New Zealand was 'doing well' with respect to gender equality were:

- » Senior management (31% felt New Zealand was 'doing well').

- » The armed forces (35%)

- » The welfare system (36%).

- Most results are the same as those in 2017, with significant changes recorded in only two areas:

- » More respondents this year considered New Zealand was doing well with respect to gender equality in the New Zealand Parliament (56% in 2019 and 48% in 2017).

- » Fewer respondents this year considered New Zealand was 'doing well' with respect to gender equality in relation to the justice system, the welfare system, sports, and senior management. In terms of senior management, for example, 34% felt New Zealand was 'doing well' in 2017 compared with 31% in 2019.

4 Many New Zealanders believe that women generally are the most disadvantaged by gender inequality, as are specific groups of women.

- When asked which groups are disadvantaged by gender inequality, 'women in general' were most frequently mentioned by respondents (36%), while 20% named specific groups of women (e.g. women of different ethnicities, lesbian and bisexual women, transsexual and transgender women, and women in the workplace).

- In addition, 26% thought people with non-binary gender were a group disadvantaged by gender inequality.
- Fewer respondents felt that ‘men in general’ were disadvantaged by gender inequality (12%), but a similar percentage of respondents as those who identified specific groups of women thought that specific groups of men were disadvantaged (18%).
- It is also of significance that 16% of respondents specifically stated that no group of people was disadvantaged by gender inequality, while 28% didn’t know.
- This year’s results are similar to those recorded in 2017.

5 New Zealanders believe that achieving gender equality would potentially have the most positive impact on achieving pay parity.

- The impact of achieving gender equality was evaluated in relation to 16 areas. Over fifty percent or more of respondents agreed that were gender equality to be achieved it would have a positive impact in 11 of the 16 possible areas.
- Most frequently, respondents agreed that achieving gender equality would have a positive impact in terms of:
 - » ‘Women in employment receiving the same pay as men’ (79%).
 - » ‘Women having improved job opportunities’ (73%).
 - » ‘More equal sharing of childcare responsibilities between men and women’ (70%).
 - » ‘More equal sharing of household chores

between men and women’ (69%).

» ‘More women in senior management positions’ (also 69%).

- In contrast, fewer respondents agreed that achieving gender equality would have a positive impact in terms of:
 - » ‘Reducing rates of domestic violence’ (44%).
 - » ‘Reducing rates of sexual violence’ (41%).
 - » ‘Reducing the suicide rate’ (35%).
 - » ‘Reducing alcohol and drug abuse’ (30%).

6 Most New Zealanders believe girls should have the same freedom as boys.

- The large majority of respondents agreed that, ‘girls should have the same freedom as boys’ (86%), ‘it’s alright for a girl to ask a boy out on a date’ (84%), ‘it’s alright for a girl to play rough sports like rugby’ (82%), and ‘it’s okay for boys to play netball’ (78%).
- While 84% agreed that ‘girls are as smart as boys’, 10% agreed that, ‘boys are better leaders than girls’.
- These results are similar to those recorded in 2017.

7 Most New Zealanders believe all genders are suited to all academic subjects.

- With the exception of materials technology and fashion and textiles technology, all listed academic subjects were considered to be ‘suitable for all genders’ by 88% or more respondents. This includes mathematics and science subjects.
- These results are similar to those recorded in 2017.

8 Most New Zealanders consider all genders are suited to all occupations.

- With the exception of some occupations that are associated with specific genders, over 50% or more of respondents agreed that each listed occupation is suited to all genders.
- For example, 40% of respondents felt that being a builder was more suited to men, and 25% stated that being a farmer was also better suited to men.
- Contrasting this, 23% felt that being a nurse was more suited to women, for example.
- These results are similar to those recorded in 2017.

9 Most New Zealanders believe both genders should share home responsibilities.

- Relatively speaking, New Zealanders hold pro-equality beliefs between men and women in terms of roles within the home. Most respondents indicated that the range of household chores were best shared between all genders in the home; for example, 'disciplining the children' (90%), 'looking after the children' (89%), and 'bringing in the household income' (87%).
- However, there are some notable differences of opinion when it comes to traditionally perceived gender roles. Twelve percent of respondents felt that girls and women should be responsible for 'cooking meals', 14% for 'shopping for food', and 13% for 'cleaning the bathroom'.
- On the other hand, 34% felt that boys and men should be responsible for mowing the

lawn', 21% for 'putting the rubbish out', 19% for 'fixing internet problems' (19%), and 15% for 'driving for family outings'.

- The results for 2019 are similar to those for 2017.

10 Most New Zealanders feel that certain personal traits are either important for all genders or not important for any gender.

- There are, however, some personality traits which are perceived to be more important for women; for example, 20% of respondents considered that, 'being physically attractive' is more important for women, as is being 'able to cry in front of friends' (18%), and being 'caring' (16%).
- Contrasting this, having a 'position of power' and 'being in charge' (both 16%), as well as being 'sporty' (14%) were considered to be more important for men.
- There are some significant differences between the results for 2017 and 2019; for example, more respondents in 2017 felt that a 'well-paying job' is important for all genders than respondents in 2019 (66% and 62% respectively).

11 Most respondents felt that women should have abortion rights.

- This year, a significantly greater percentage of respondents agreed that, a 'woman should have the right to choose whether or not she has an abortion' than those in 2017 (72% compared with 66%). This may be connected to the recent campaigning and attention to the Abortion Law Reform in mid-2019.

12 Many New Zealanders feel that false rape accusations are common.

- Generally, over 50% of respondents disagreed with most of the rape myths.
- However, 35% of this year's respondents believed that, 'false rape accusations are common', a statistically significant increase from the 29% who agreed with this statement in 2017.
- More positively, eight in every ten respondents disagreed that, 'you can't really call it rape if someone doesn't physically fight back' (82%).

13 Most New Zealanders are comfortable with gay men and lesbian women.

- Most respondents stated they understood the terms, 'gay men' (83%), 'lesbian women' (83%), 'bisexual' (79%), and 'transgender' (63%). Significantly fewer stated they understood the terms, 'non-binary' (24%) and 'cisgender' (15%).
- Against this background, most respondents stated that they would be comfortable with gay and bisexual men and lesbian and bisexual women being part of their immediate family, one of their friends, a work colleague, their doctor, their teacher, etc. For example, as part of their immediate family (79% for gay and bisexual men and 81% for lesbian and bisexual women).
- Fewer respondents said they would be comfortable with trans women and trans men in most of the situations. Between 59% and 69% of respondents said this. Non-binary gender people were between these two extremes.

14 Most New Zealanders believe there should be lessons in gender diversity in primary schools, as well as lessons on healthy relationships and consent.

- Most respondents (85%) stated that school lessons should include education on healthy relationships and consent. Most agreed that it would be appropriate to include these lessons from years 7-8 onwards. This is a similar result to 2017 (90%).
- In terms of when school lessons on gender diversity should be introduced, results show a similar pattern as for healthy relationships and consent. Seventy-seven percent of respondents stated that school lessons should include education on gender diversity. However, higher levels of respondents stated that no such information should be included (11%) and an additional 13% didn't know. That is, almost one quarter of respondents either disagreed with or were unsure of educating on gender diversity in schools.

Conclusions

We have now completed two surveys, two years apart, and have recorded in both that the large majority of New Zealanders believe gender equality is a fundamental right. However, in both surveys, the same percentage of respondents have disagreed with this point of view and at 20%, the percentage cannot be regarded as an insignificant percentage of the population. This is a concerning result which requires attention because it drives the core beliefs that underpin gender inequality.

Nevertheless, at a high level, this year's survey recorded a significant shift in the percentage of New Zealanders believing that gender equality has for the most part been achieved. However, looking at this in greater detail would suggest that little is considered to have been achieved in the range of specific areas covered by the survey. Therefore, this result is clearly based on a perception, possibly driven by events which have occurred in the interim (e.g. the #MeToo movement).

For the first time ever, this year's survey recorded New Zealanders' expectations in terms of the impacts and outcomes that would result were gender equality to be achieved. It appears that most would impact the workforce and the workplace, and especially benefit women in general. This would, in turn, have a spin-off effect in other areas.

As such, gender equality is a goal worthy of continuing to aspire to achieve.

Opinions about New Zealand's gender equity record

2



‘Gender equality’ was most frequently defined as ‘equal rights, responsibilities and opportunities’

Respondents were asked to define, in their own words, what was meant by ‘gender equality’.

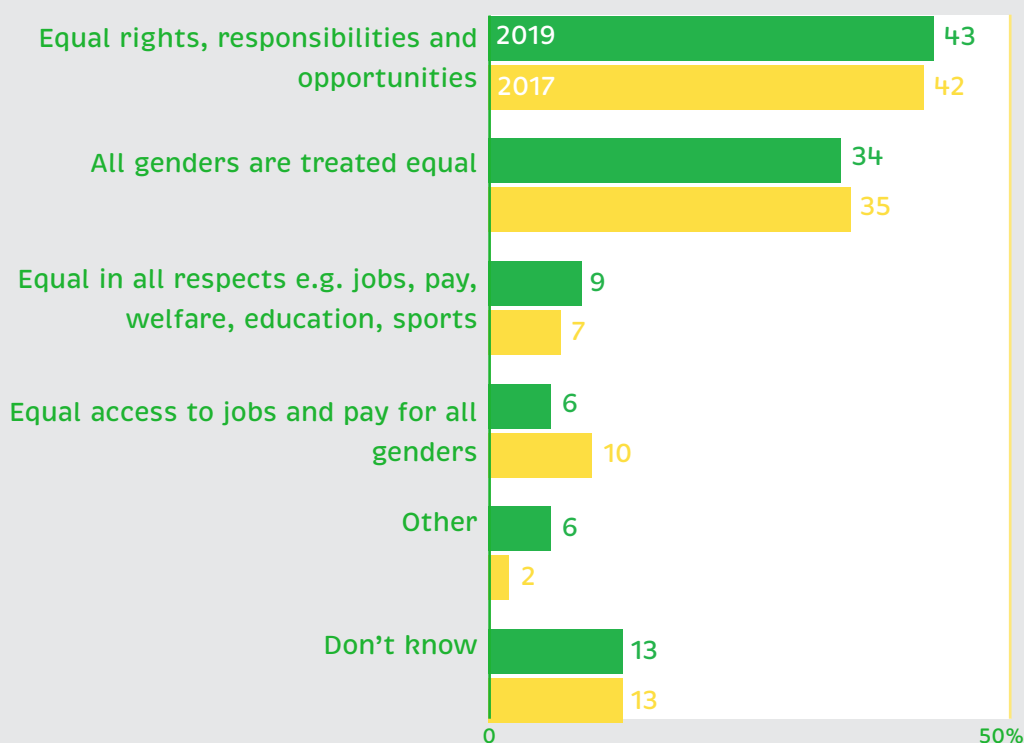
The graphic below shows that most frequently respondents defined the term as ‘equal rights, responsibilities and opportunities’ (43%).

About one-third of respondents (34%) defined the term more generally as, ‘all genders are treated equal’. At the other

extreme, some respondents provided a very specific definition such as that the term referred to, ‘equality in all respects such as jobs, pay, welfare, education, sports’ (9%).

The word cloud on the facing page is based on the response to this question. The larger the word, the more frequently it was mentioned by respondents.

The results between 2017 and 2019 are similar.



More respondents this year agreed that gender equality has been achieved

Having invited respondents to define what they meant by gender equality, they were then advised that it meant, 'that people of any gender are equal in all possible respects'.

The graph to the right shows that the same percentage of respondents this year as in 2017 agreed that 'gender equality in New Zealand is a fundamental right' (79% in 2017 and 80% in 2019).

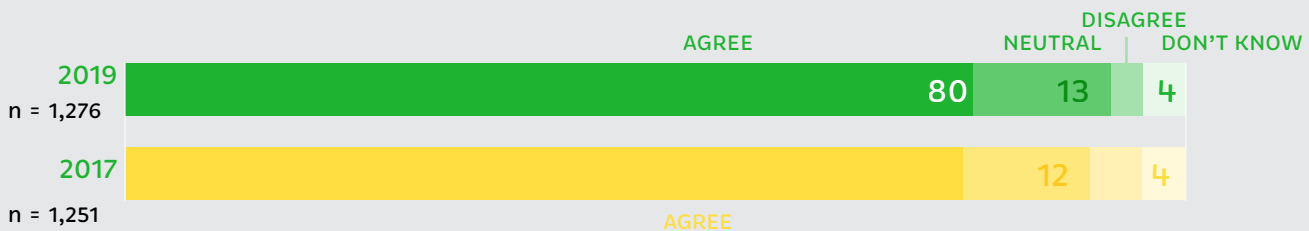
However, the graph also shows that compared to 2017, a greater percentage of

respondents agreed that 'gender equality has already been achieved for the most part in New Zealand' (30% in 2017 and 42% in 2019).

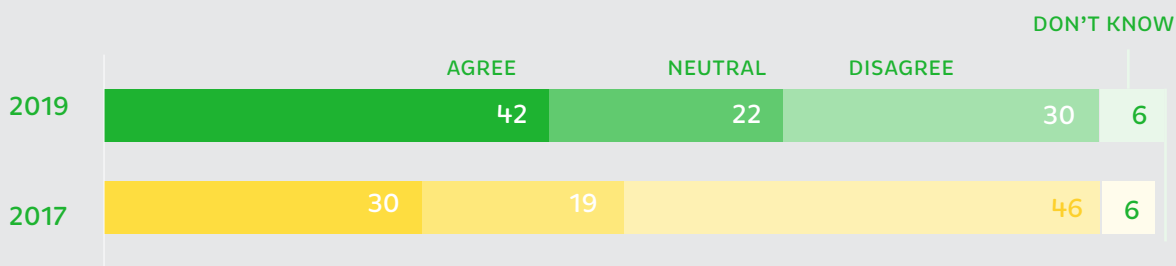
Notwithstanding the significantly greater percentage of respondents agreeing, most respondents either disagreed (30%) or gave a neutral response (22%). That is, over one-half did not agree with the statement.

The results between 2017 and 2019 are similar.

Gender equality in New Zealand is a fundamental right



Gender equality has been achieved for the most part in New Zealand

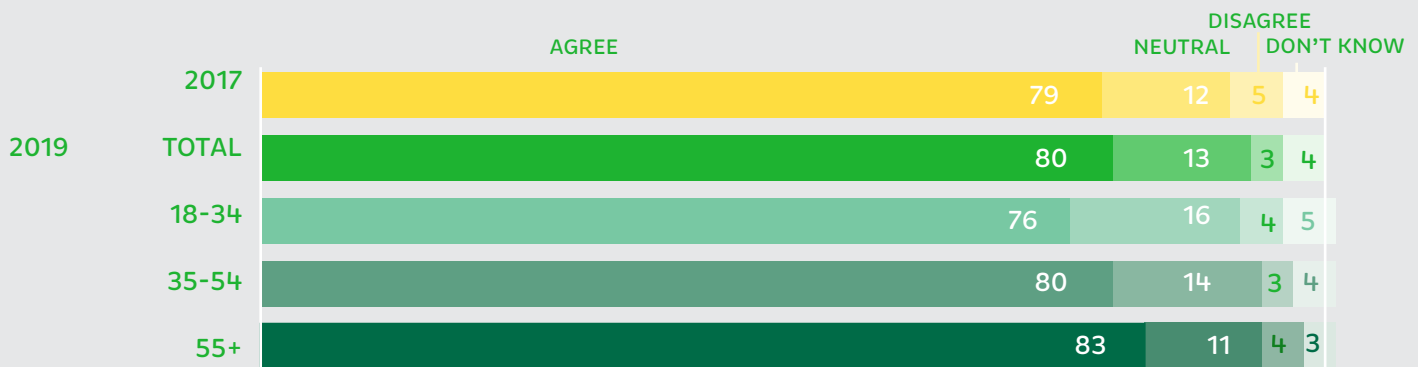


Older respondents were more likely to agree that gender equality is a fundamental right, but less likely to state it has been achieved

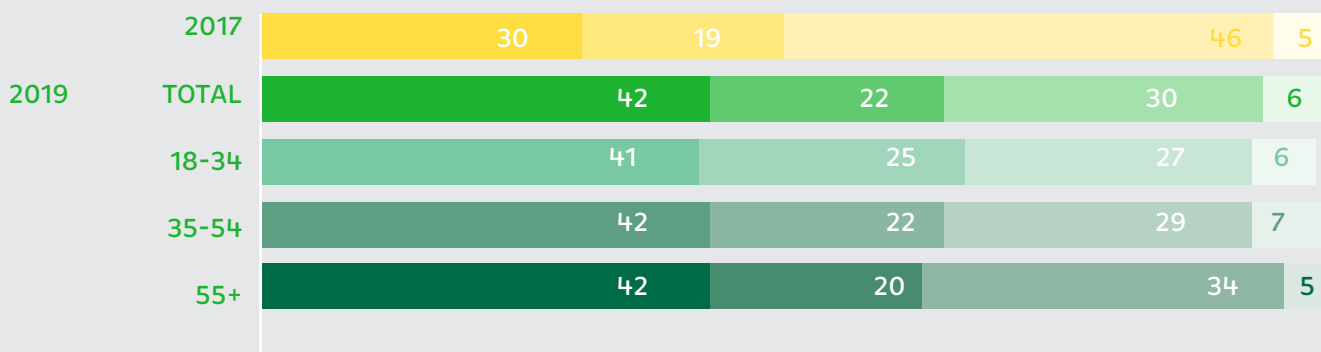
The graph below examines levels of agreement – disagreement with the two statements, and shows the following:

- The older age group (55+) was more likely to agree that ‘gender equality in New Zealand is a fundamental right’ compared with the younger age group (18-34) (83% and 76% respectively).
- While levels of agreement across the three age groups are similar in terms of whether gender equality has already been achieved, note that the older age group was more likely to disagree that this is the case compared with the younger age group (34% and 27% respectively).

Gender equality in New Zealand is a fundamental right



Gender equality has been achieved for the most part in New Zealand



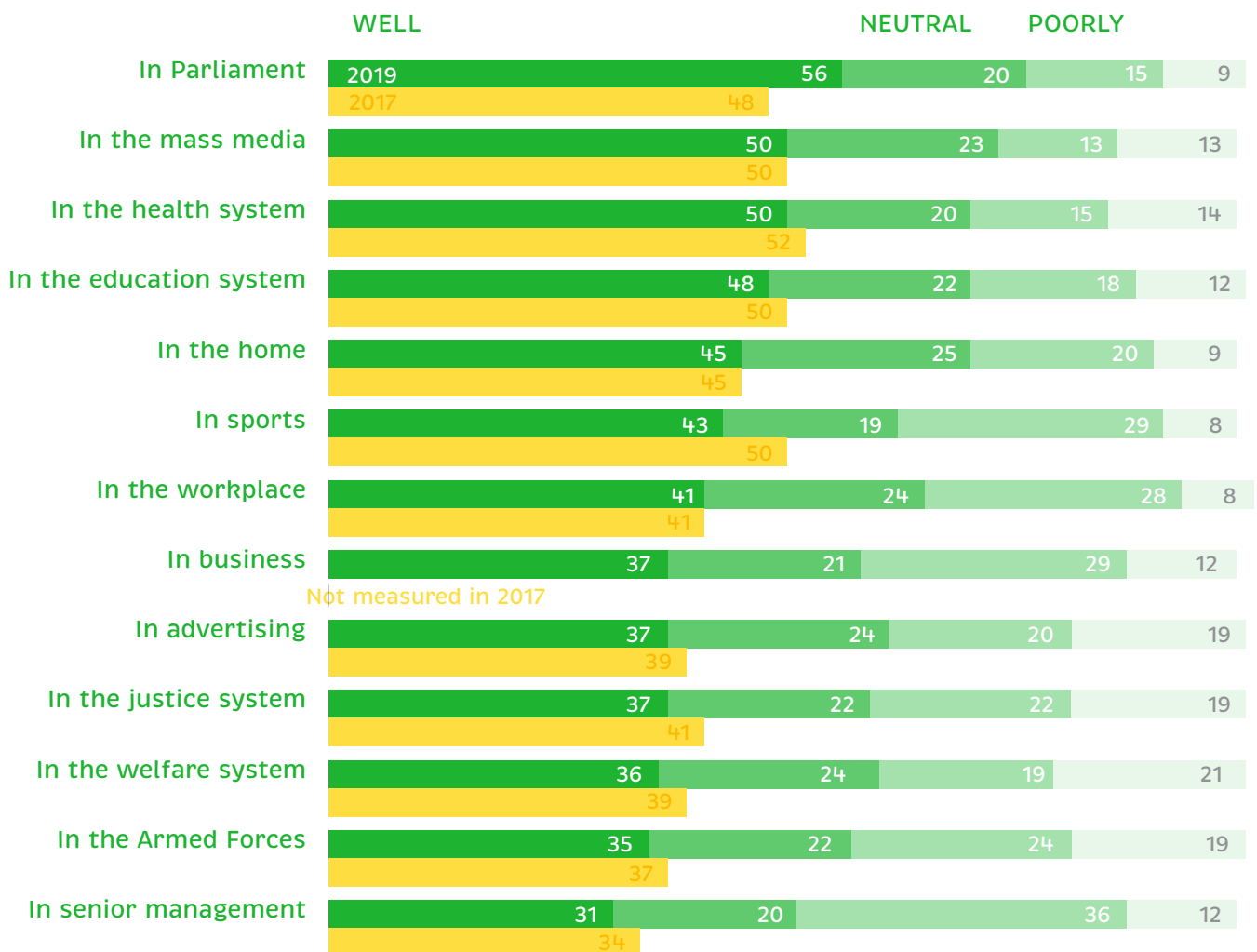
In terms of the extent to which gender equality has been achieved in specific domains, Parliament was the domain most frequently mentioned

Respondents were asked how they thought New Zealand was doing in terms of gender equality in various domains.

At 56%, Parliament was most frequently mentioned as the domain in which gender equality was doing well. This represents a statistically significant increase compared

with the result for 2017 (48%).

Contrasting this, New Zealand's gender equality record in senior management was the least frequently mentioned (31%). In fact, over one-third of respondents rated the gender equality record in senior management as poor (36%).



Younger respondents, aged 18-34, were less likely to rate New Zealand as doing well in every domain

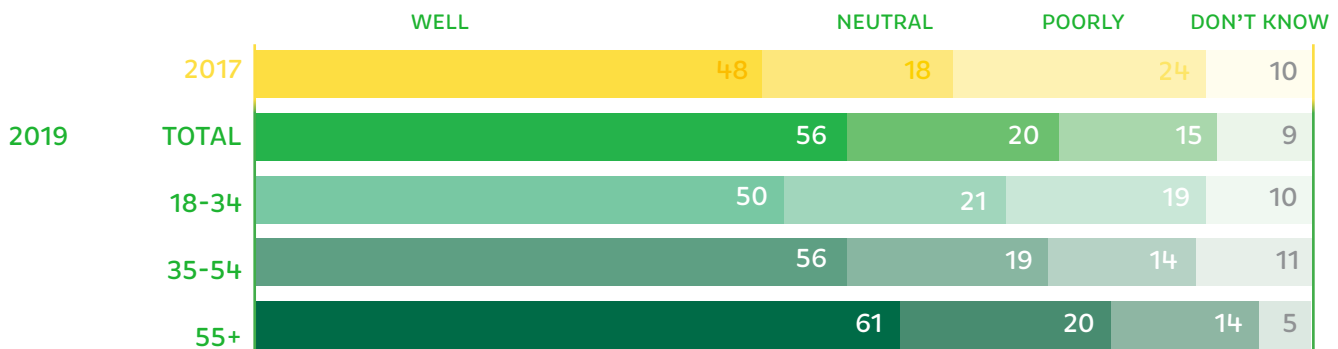
The graphic below shows that overall, younger respondents (aged 18-34) were less likely than the other age groups to state that New Zealand was doing well in each of the domains. For example:

- Significantly fewer respondents aged 18-34 felt that New Zealand was doing well in terms of gender equality in Parliament

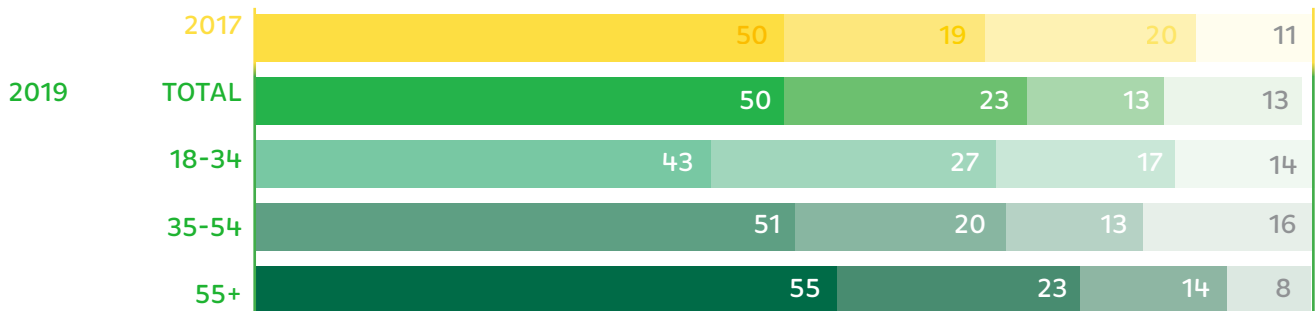
those aged 55+ (50% and 61% respectively).

- Thirty-five percent of those aged 18-34 felt that New Zealand's gender equality record in sport was doing well (35% compared with 53% of respondents aged 55+).

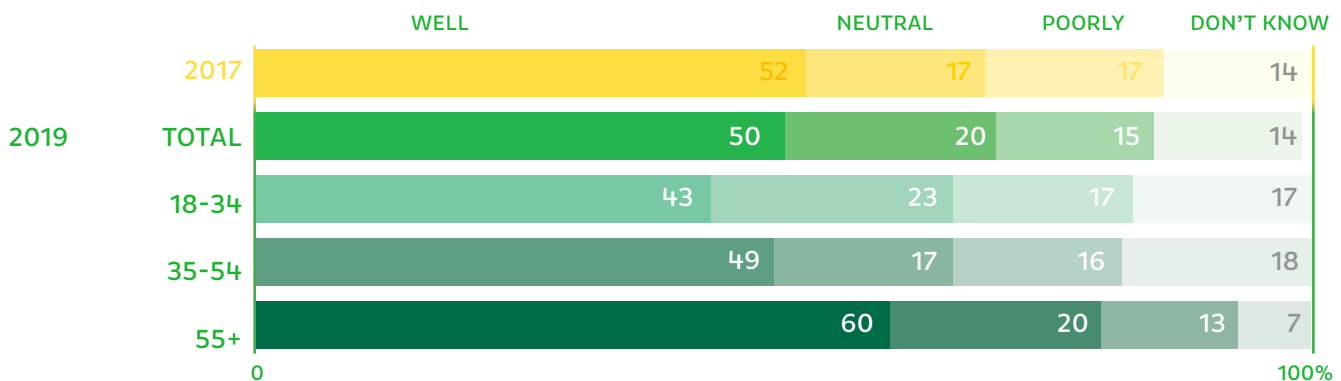
New Zealand is doing well in Parliament



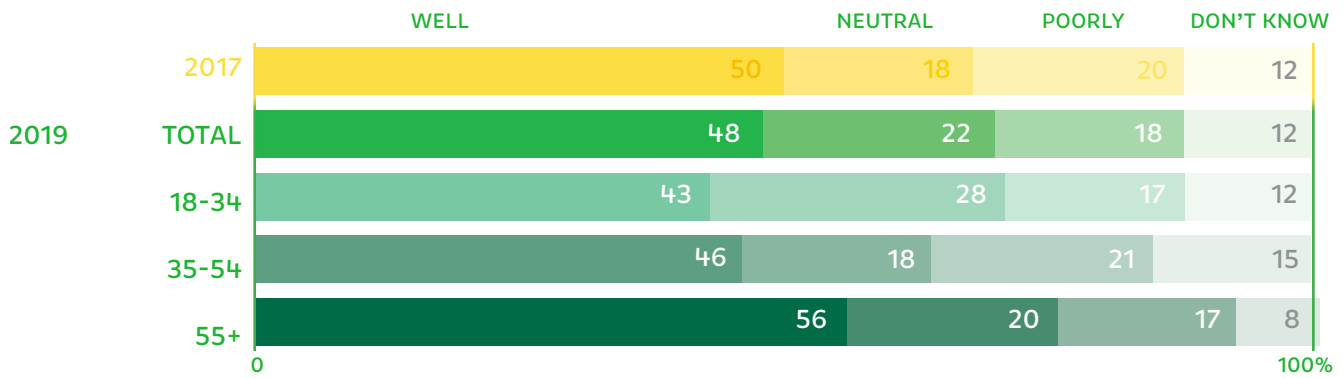
New Zealand is doing well in the mass media



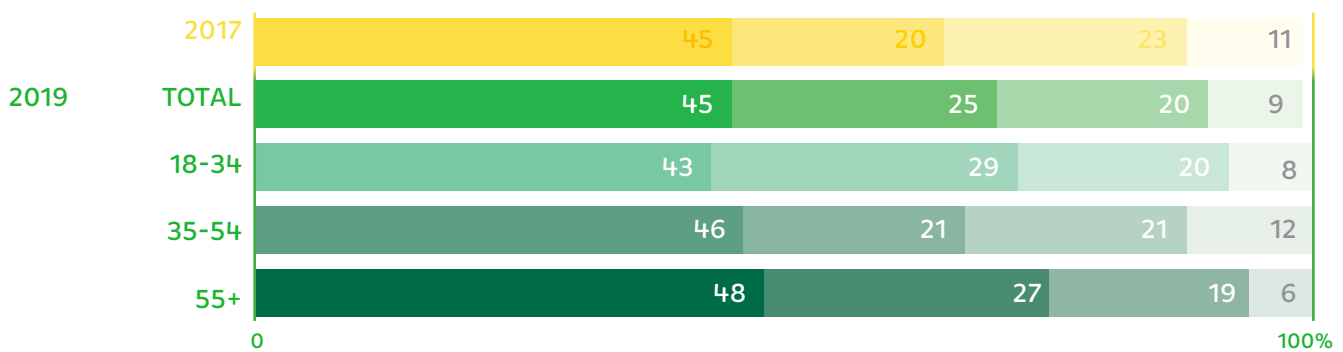
New Zealand is doing well in the health system



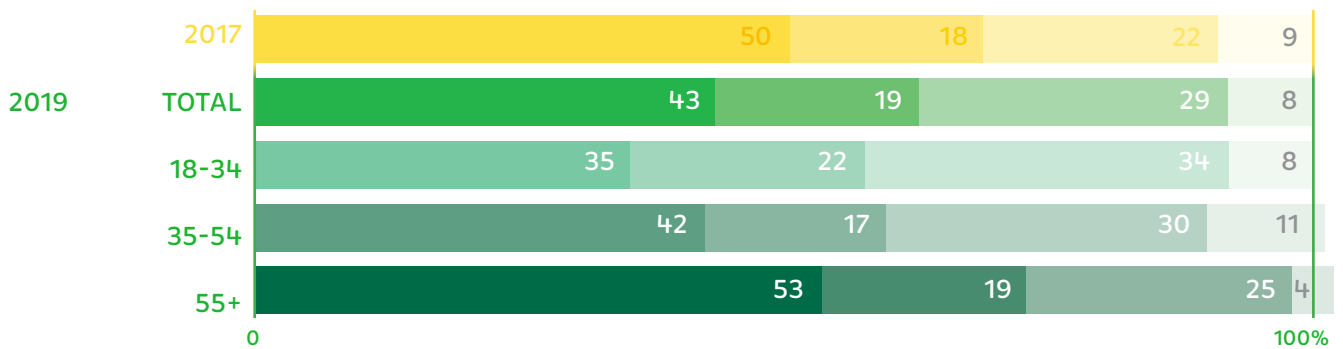
New Zealand is doing well in the education system



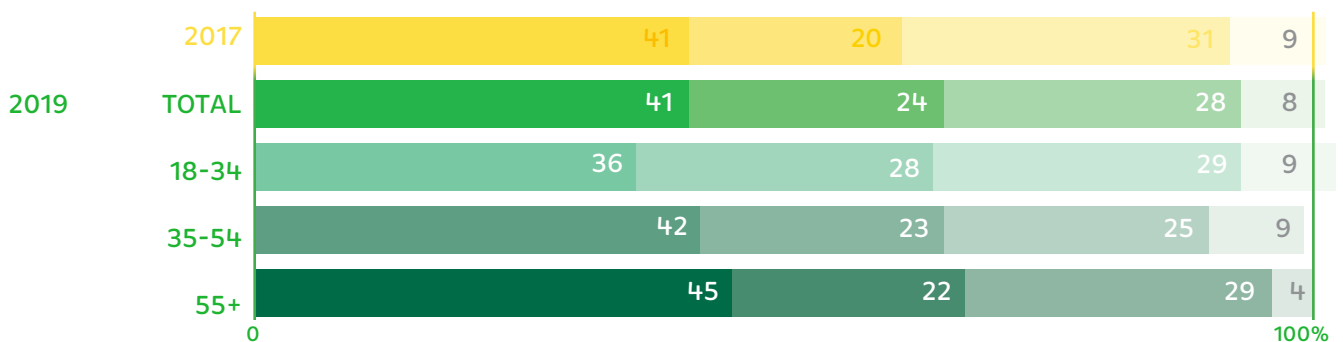
New Zealand is doing well in the home



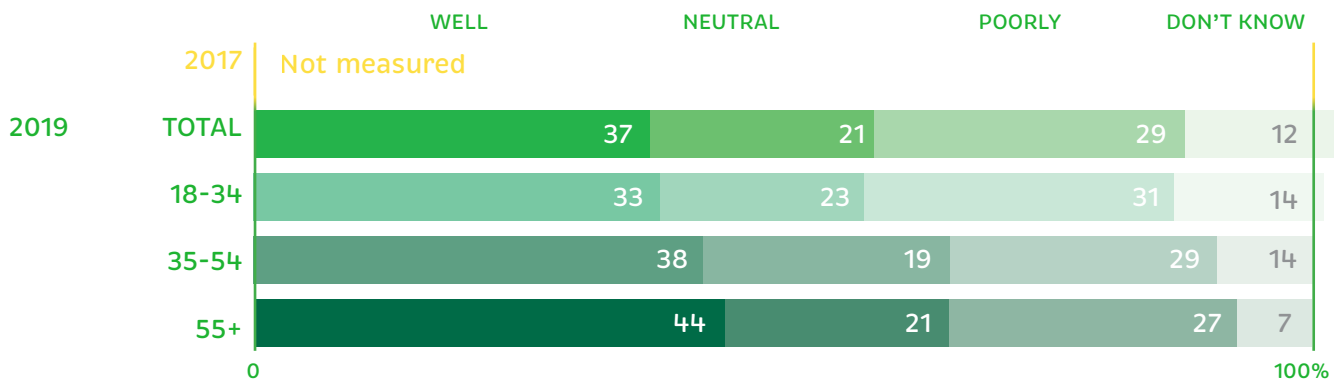
New Zealand is doing well in sports



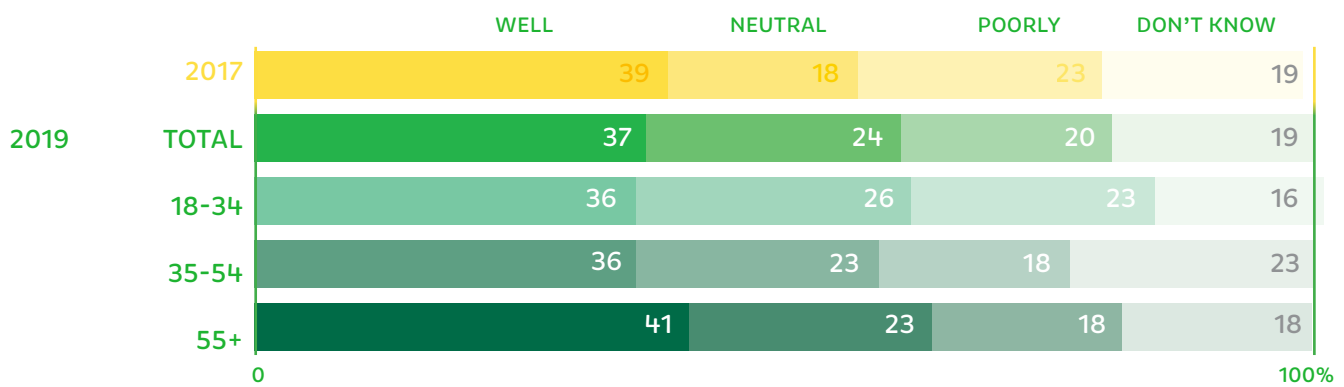
New Zealand is doing well in the workplace



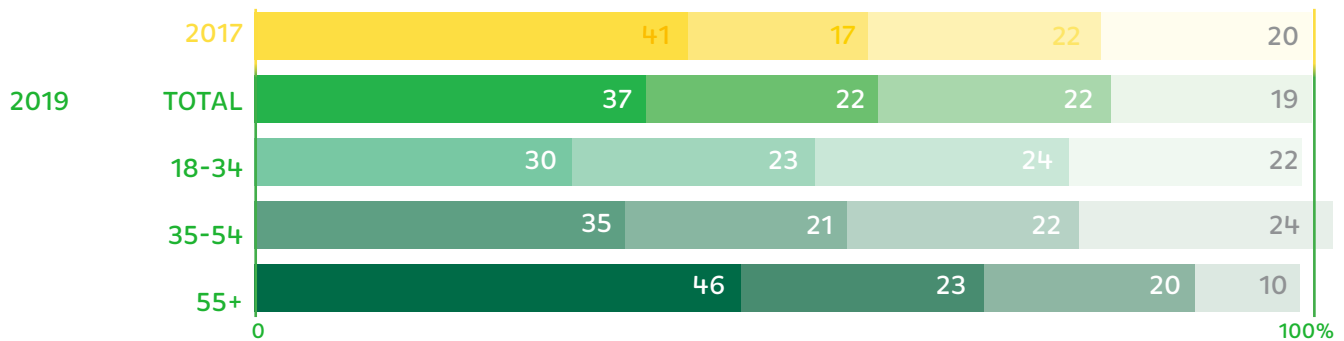
New Zealand is doing well in business



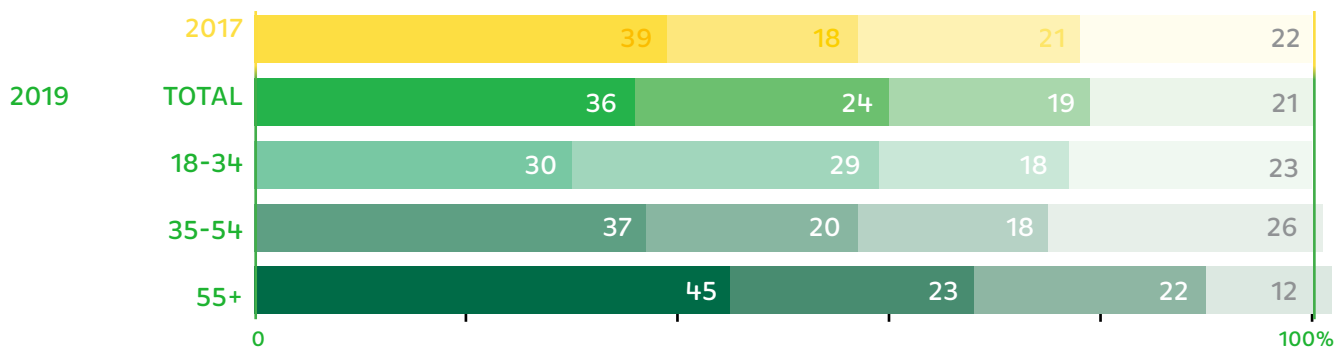
New Zealand is doing well in advertising



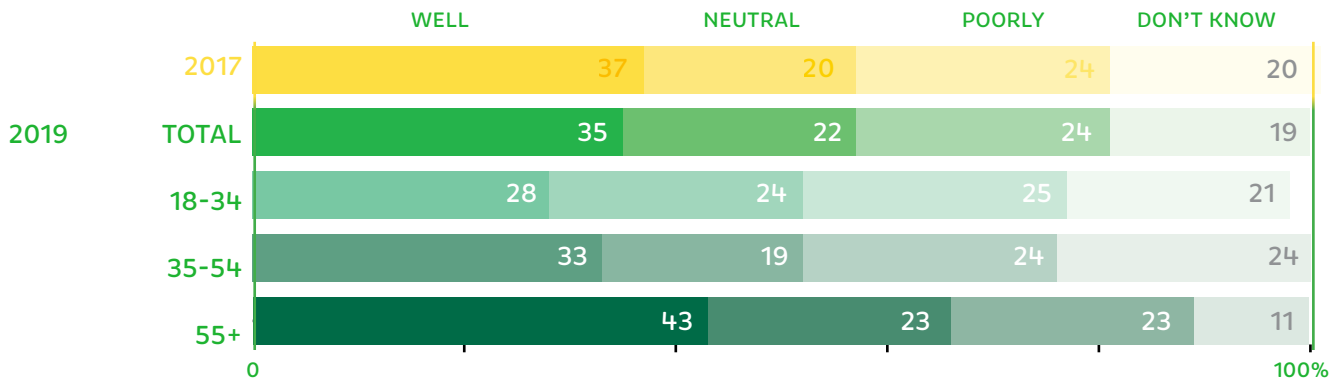
New Zealand is doing well in the justice system



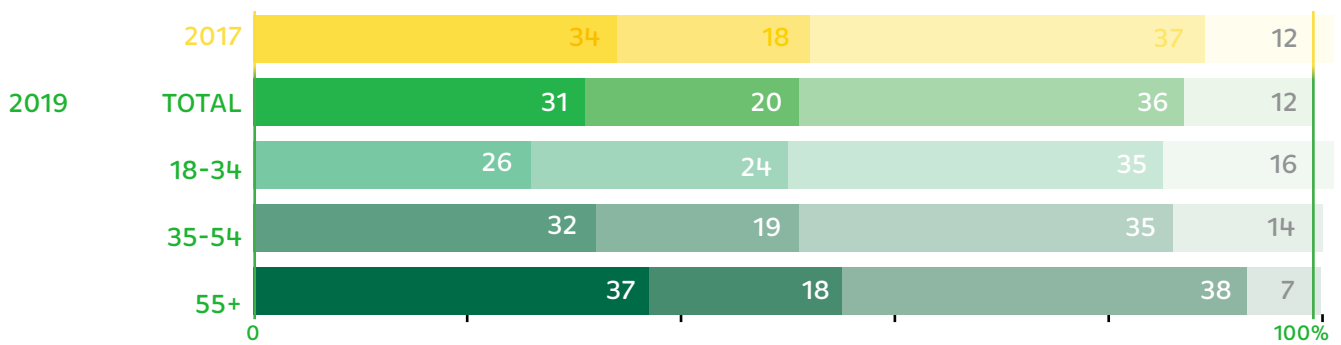
New Zealand is doing well in the welfare system



New Zealand is doing well in the Armed Forces



New Zealand is doing well in senior management



Women were the group most frequently identified as disadvantaged by gender inequality

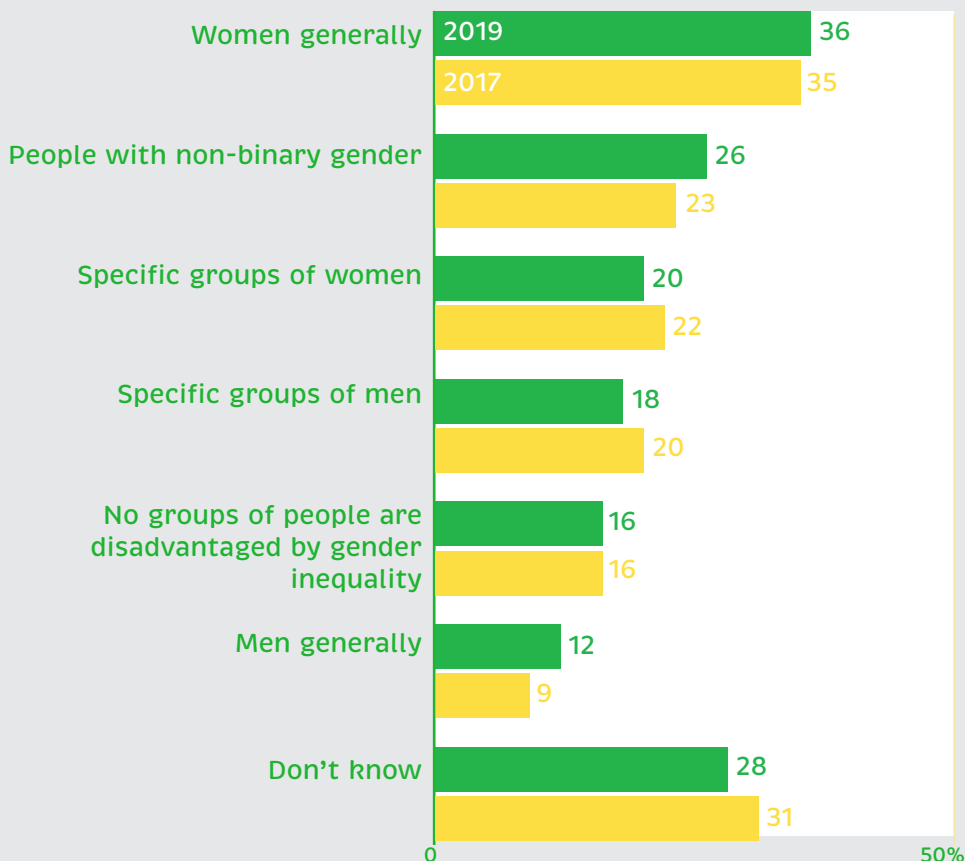
Respondents were asked which groups of people in New Zealand are disadvantaged because of gender inequality. The figure below shows respondents' views in relation to this question.

It is significant to note that over one-quarter of respondents (28% in 2019) did not know which groups were disadvantaged. This is similar to the 2017 result of 31%.

In addition, 16% in 2019 stated that 'no groups of people are disadvantaged by gender inequality'. This is exactly the same as it was in 2017.

Notwithstanding this, the group most frequently mentioned as disadvantaged was women generally (36% in 2019 and a similar percentage in 2017 of 35%).

Many respondents also specifically mentioned particular groups of women (20% in 2019). These included women of different ethnicities (21% of respondents who thought specific groups of women were disadvantaged identified this group), lesbian and bisexual women (20%), transsexual and transgender women (11%), and women in the workplace (9%).



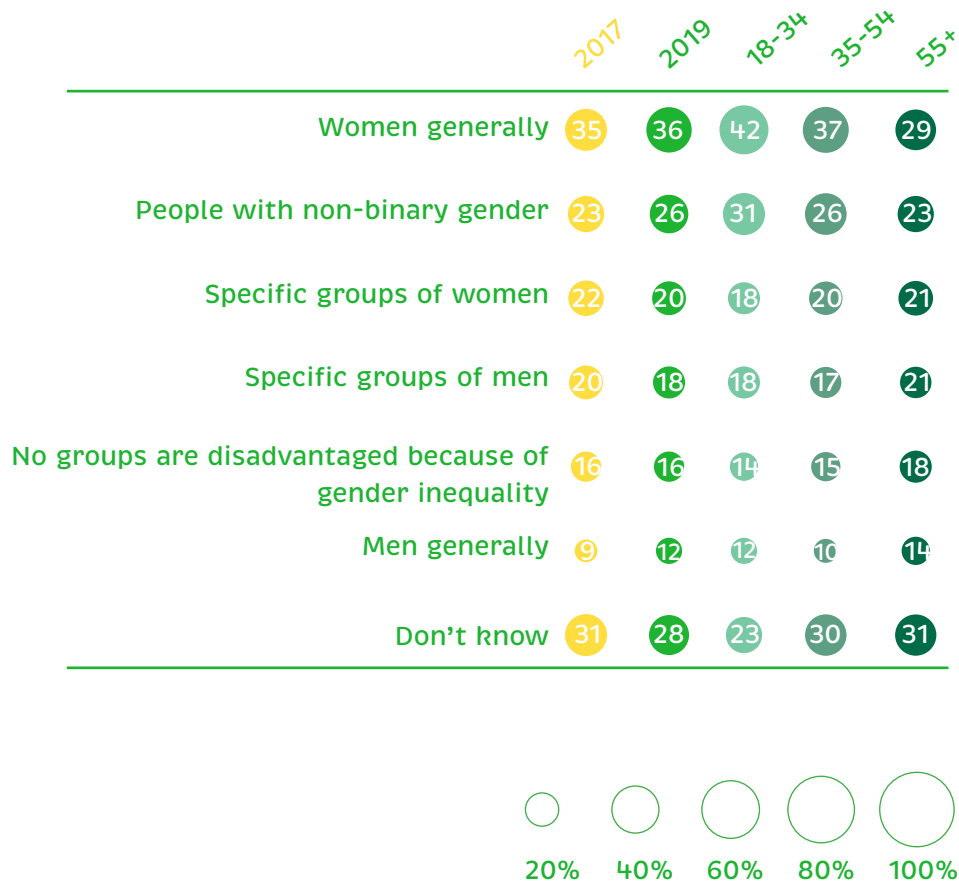
Groups which respondents believed to be disadvantaged by gender inequality in NZ

Younger respondents were more likely to believe women generally were disadvantaged

The table below shows that respondents aged 18-34 were most likely to state that they believed women generally are disadvantaged by gender inequality in New Zealand (42%). This is significantly more than those aged 55+ (29%).

Respondents from this group were also significantly more likely than those aged 55+ to believe that people with non-binary gender are disadvantaged by gender inequality (31% and 23% respectively).

Groups which respondents believed to be disadvantaged by gender inequality in NZ



New Zealanders' beliefs about the impact of achieving gender equality

3



Opinions about the impact of achieving gender equality

The following tables show the impact respondents believed gender equality would have if it was achieved in New Zealand. This was examined in relation to 16 possible areas of impact.

We do not have comparable results for 2017 as this is a new question.

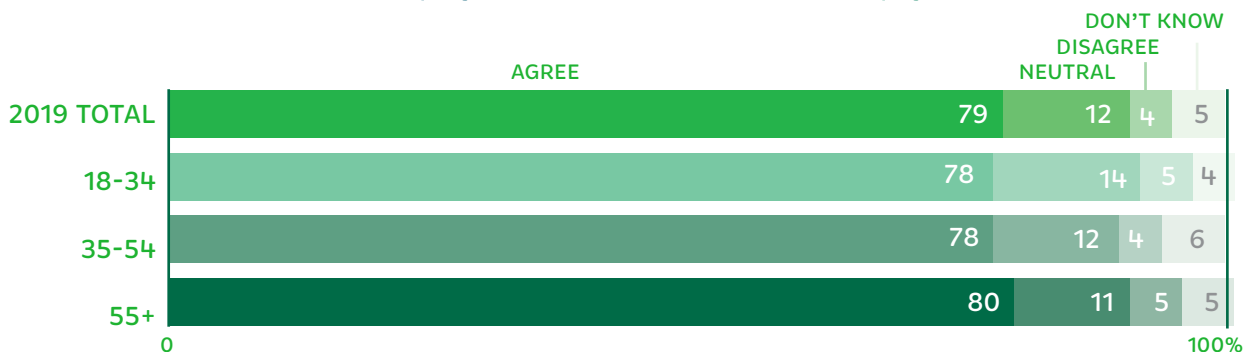
Over fifty percent of respondents agreed that were gender equality to be achieved it would have a positive impact in 11 of the 16 possible areas.

Most frequently, respondents agreed that achieving gender equality would have a positive impact in terms of ‘women in employment receiving the same pay as men’ (79%), ‘women having improved job

opportunities’ (73%), ‘more equal sharing of childcare responsibilities between men and women’ (70%), ‘more equal sharing of household chores between men and women’ (69%), and ‘more women in senior management positions’ (also 69%).

In contrast, fewer respondents agreed that achieving gender equality would have a positive impact in ‘reducing rates of domestic violence’ (44%), ‘reducing rates of sexual violence’ (41%), ‘reducing the suicide rate’ (35%), and ‘reducing alcohol and drug abuse’ (30%).

Women in employment would receive the same pay as men



Women would have improved job/career opportunities



There would be more equal sharing of childcare responsibilities between men & women



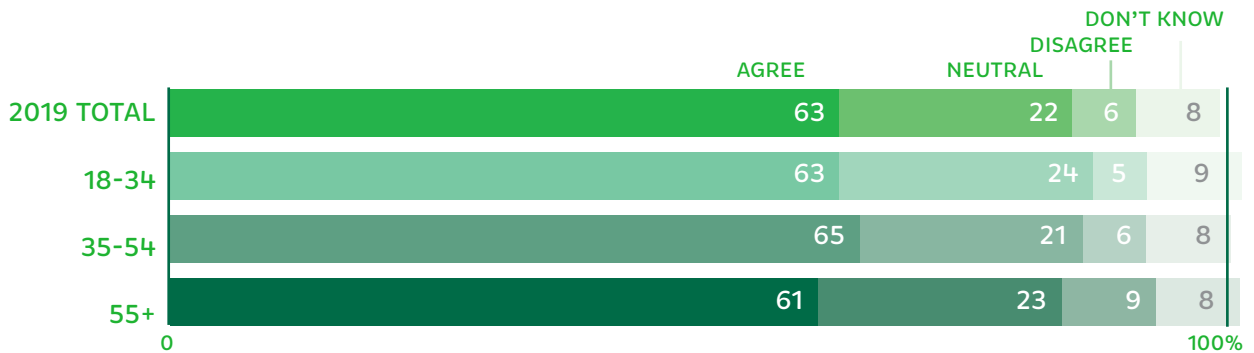
There would be more equal sharing of household chores between men & women



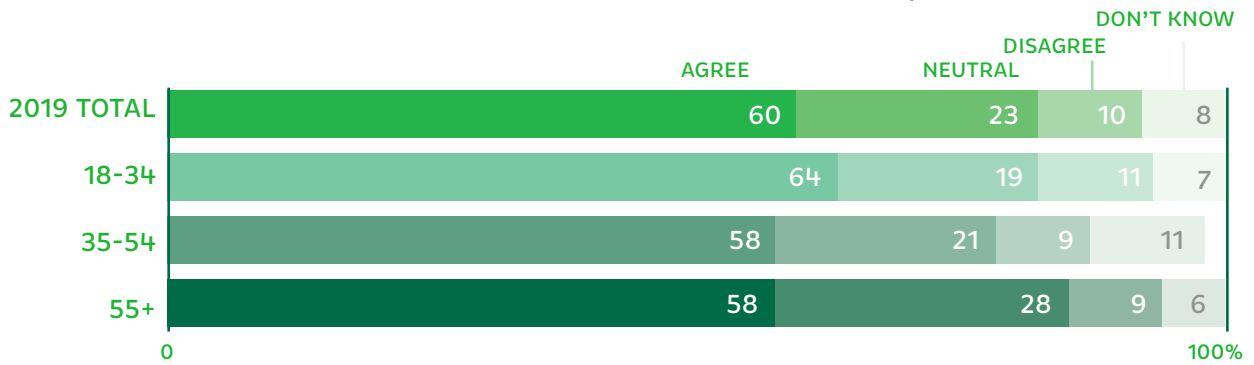
There would be more women in senior management positions



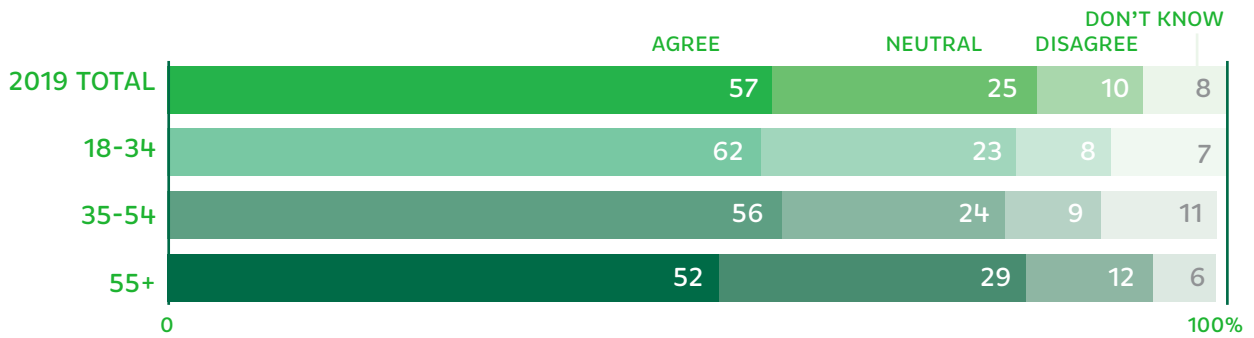
There would be more women running their own businesses



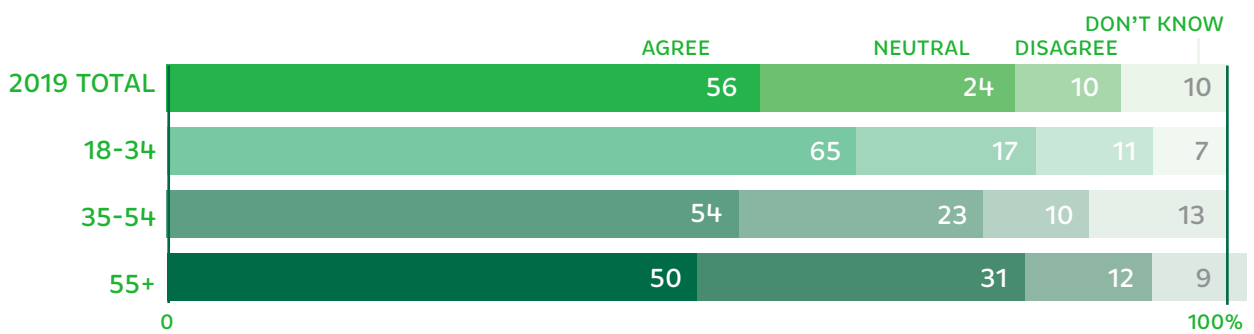
There would be more stories about women's sports



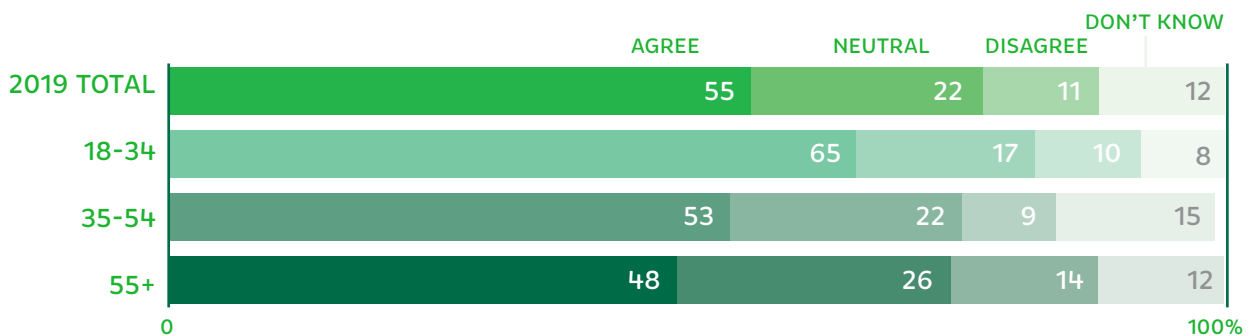
There would be more women in Parliament



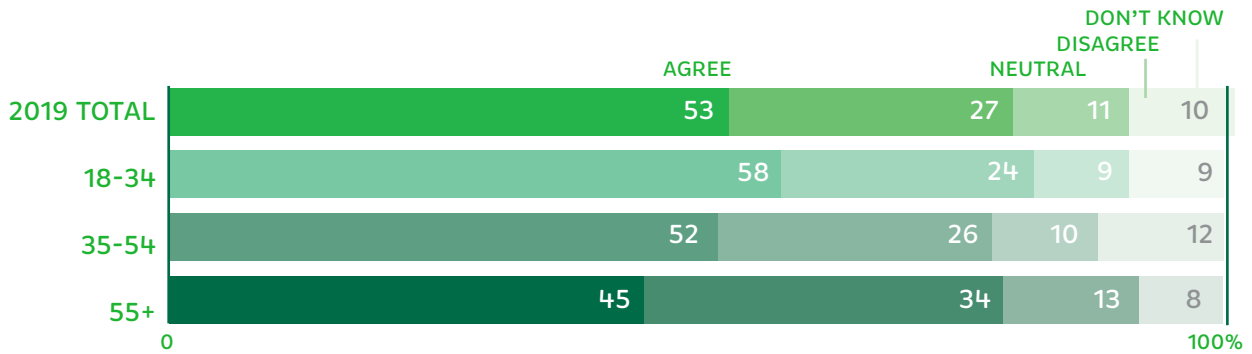
There would be less gender stereotyping in the media



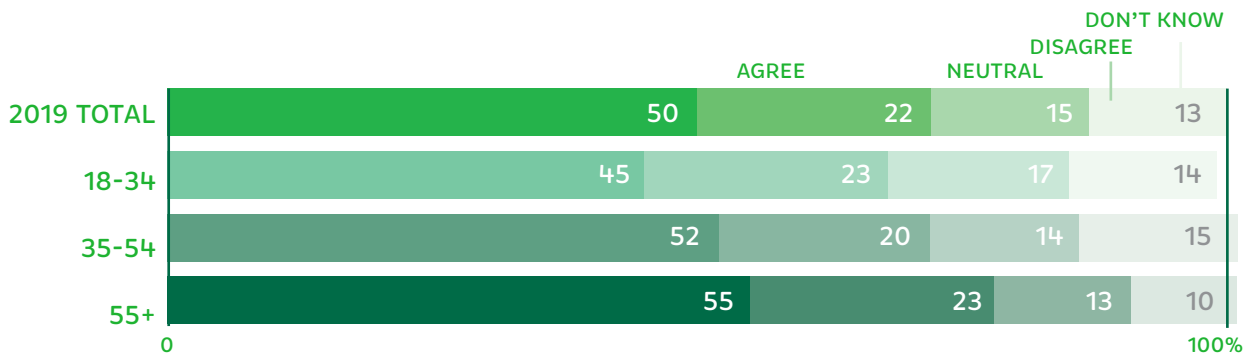
Women would have improved access to abortion services



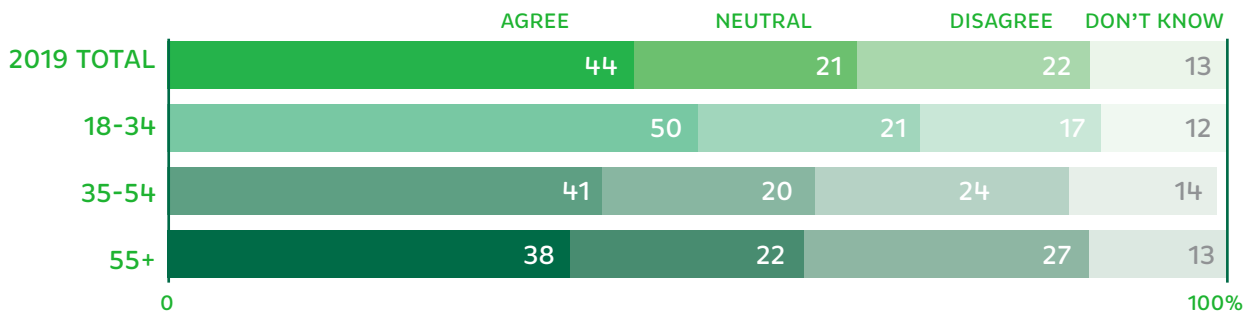
Women would have improved access to healthcare services



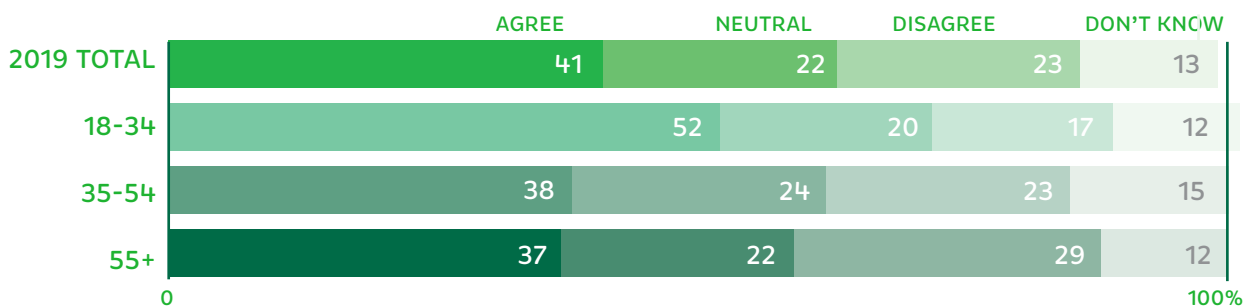
New Zealanders would value unpaid work more highly



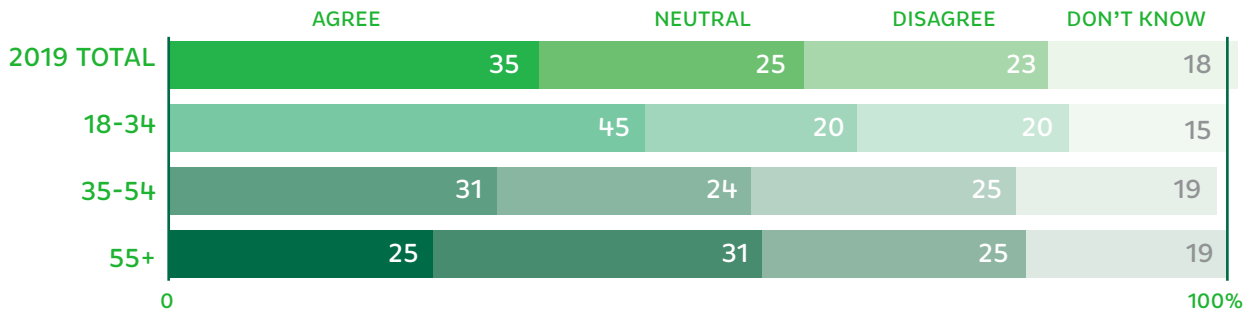
There would be a reduction in the rates of domestic violence



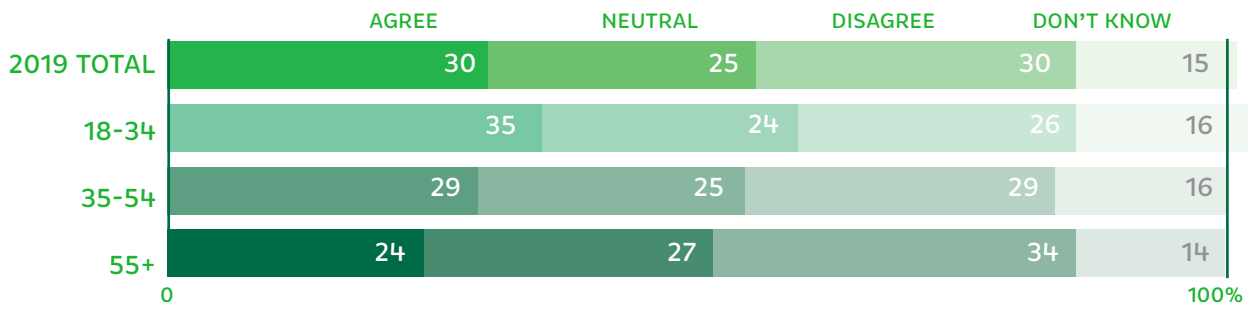
There would be a reduction in the rates of sexual violence



There would be a reduction in the suicide rate



There would be a reduction in alcohol and drug abuse



4

Promoting gender equality between men and women



Most academic subjects were considered suitable for all genders

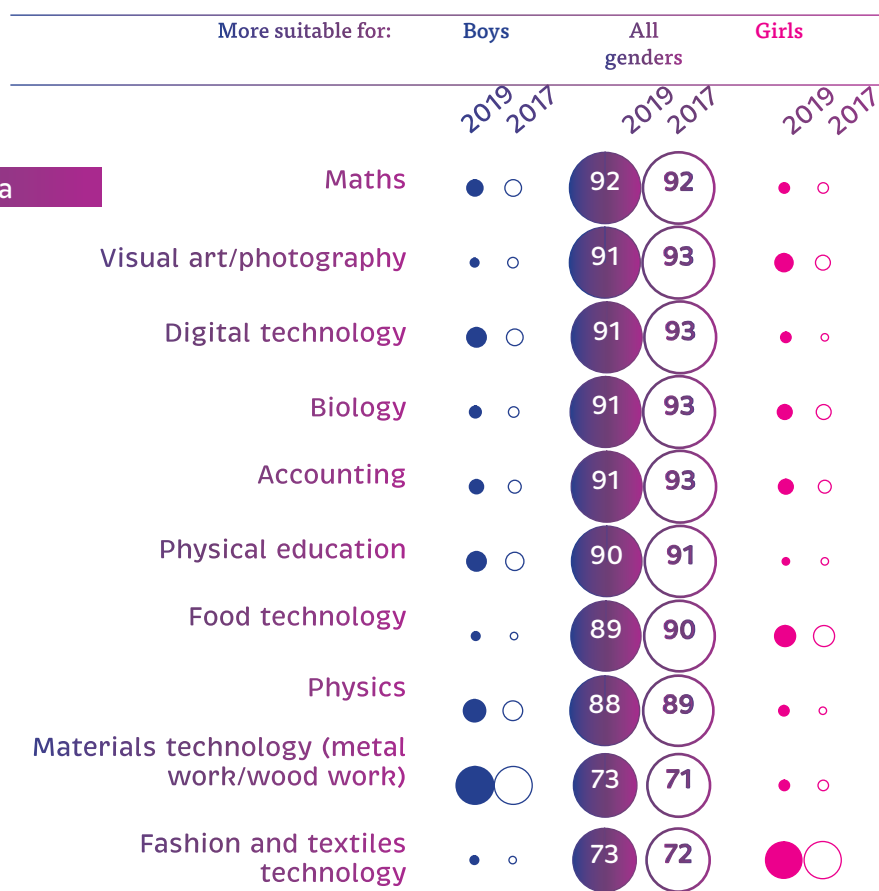
New Zealanders' opinions about gender equality are, to an extent, based on their perceptions of gender roles. With this in mind, respondents were asked a series of questions in order to establish their perceptions of gender roles.

The graph below shows the results to a question which asked respondents to comment on whether a range of academic subjects were 'more suitable for boys', 'more suitable for girls', or 'suitable for all genders'.

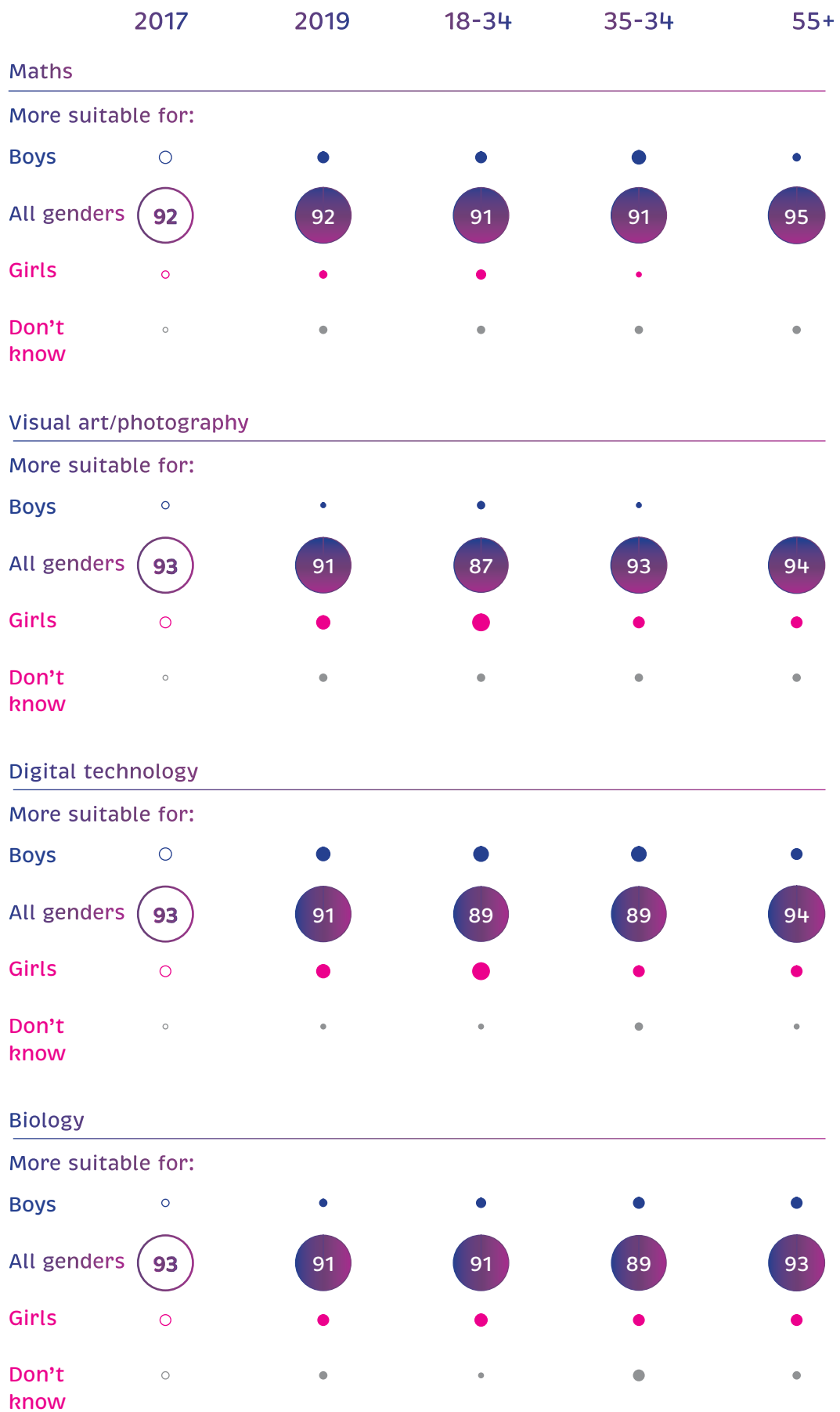
With the exception of materials technology and fashion and textiles technology, all academic subjects were considered to be 'suitable for all genders' by 88% or more respondents. This includes mathematics and science subjects.

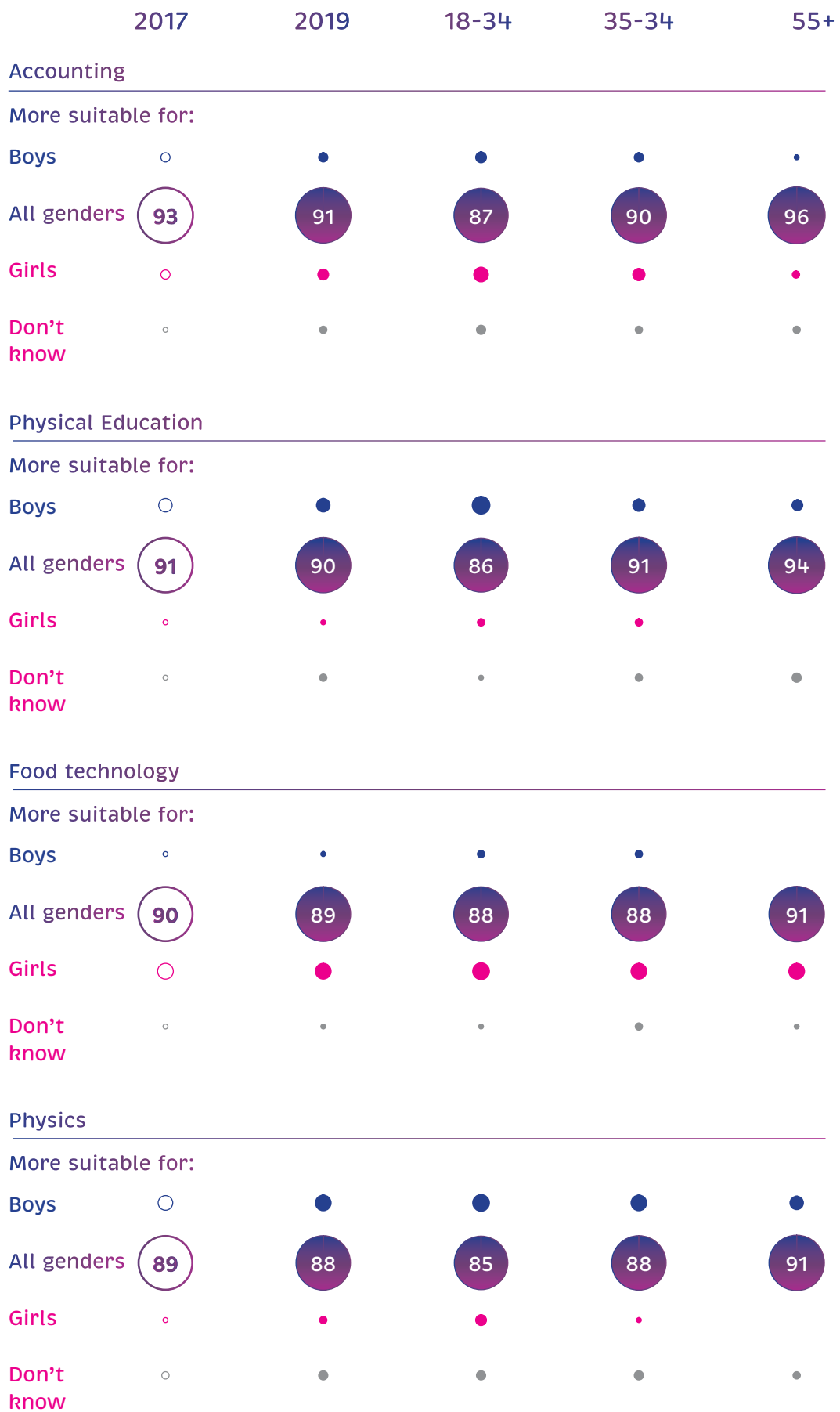
While this was also the case for the majority of respondents in relation to materials technology, 24% of respondents felt that this subject was 'more suitable for boys'. Similarly, while the majority of respondents agreed that fashion and textiles technology was suitable for all genders (73%), 24% felt the subject was 'more suitable for girls'.

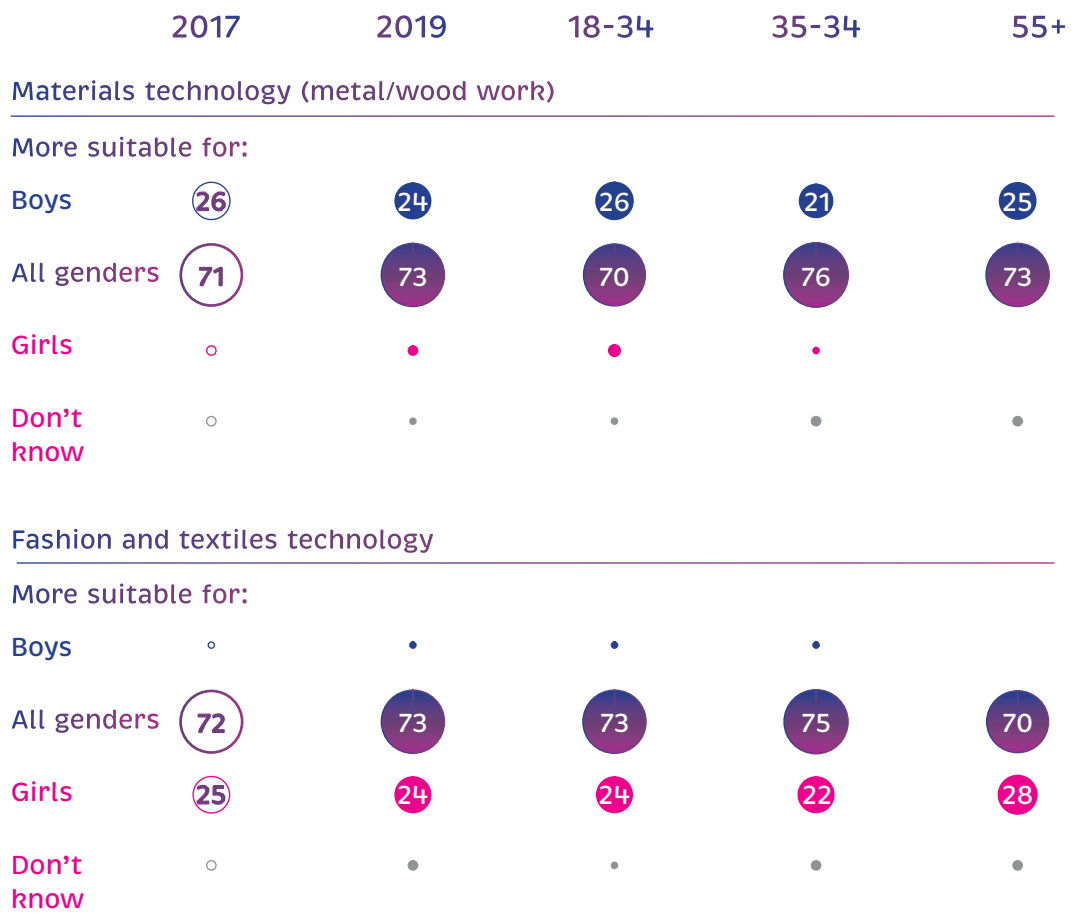
The results for 2019 are similar to those for 2017.



2019 base n=1,276 respondents
 2017 base n=1,251 respondents
 Total may not sum to 100% due to rounding







Girls should have the same freedom as boys

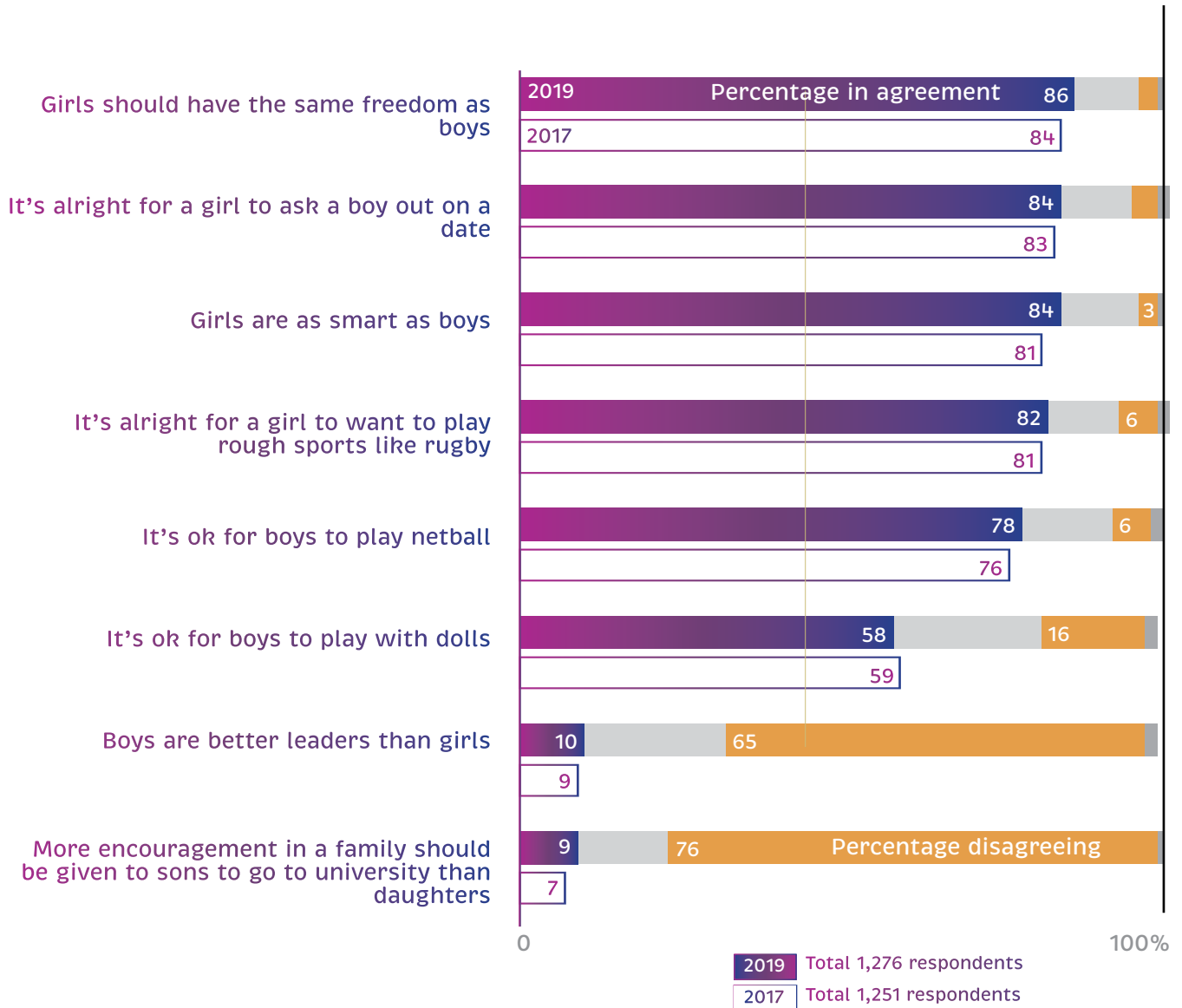
Respondents were also asked to agree or disagree with a series of statements about gendered expectations for boys and girls.

The large majority of respondents agreed that, 'girls should have the same freedom as boys' (86%), 'it's alright for a girl to ask a boy out on a date' (84%), 'it's alright for a girl to play rough sports like rugby' (82%), and 'it's okay for boys to play netball' (78%).

While 84% agreed that 'girls are as smart as boys', 10% agreed that, 'boys are better leaders than girls'.

Against this backdrop, a relatively lower percentage of respondents agreed that, 'it's okay for boys to play with dolls' (58%). In fact, this statement recorded the highest level of negative disagreement at 16%.

The results for 2019 are similar to those for 2017.



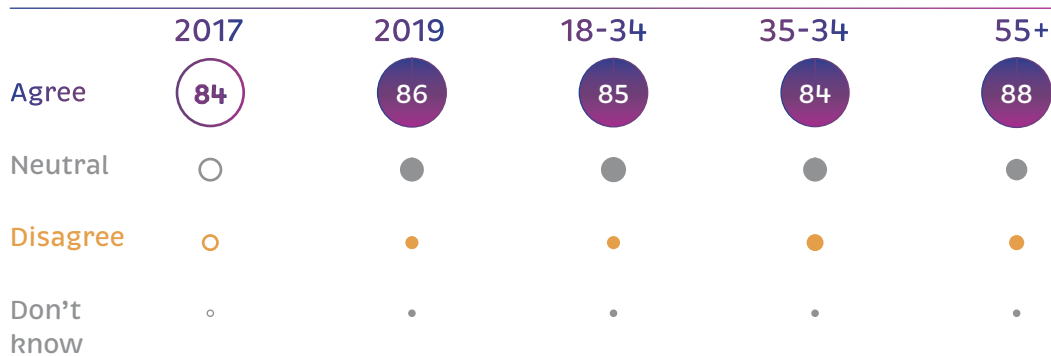
There are few differences by age, although older respondents were less likely to agree that, 'it's ok for boys to play with dolls'

The following tables examine this year's results by the three age groups, and shows there are significant differences in relation to two statements:

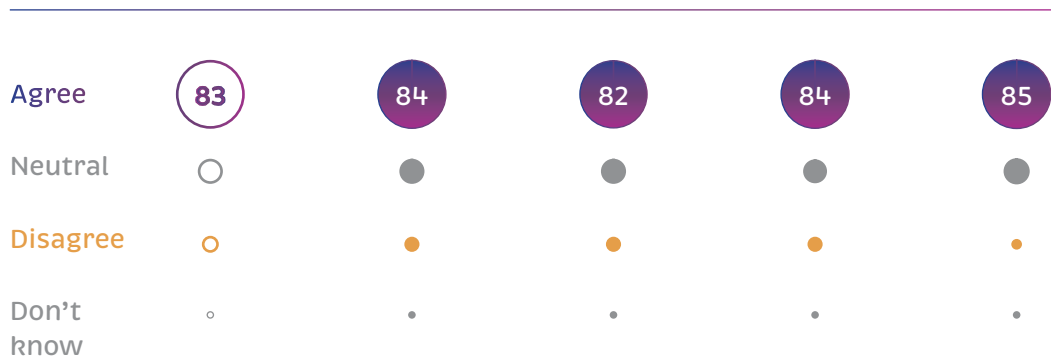
- Older respondents (55+) were less likely to agree that, 'it's okay for boys to play with dolls' (49% compared with 66% for 18-34 year olds, for example).
- Younger respondents (18-34) were less

likely to disagree that, 'sons should be encouraged to go to university over daughters' (73% compared with 83% of respondents 55+). Almost twice as many 18-34 year olds agreed with this statement compared with 55+ (11% and 6% respectively).

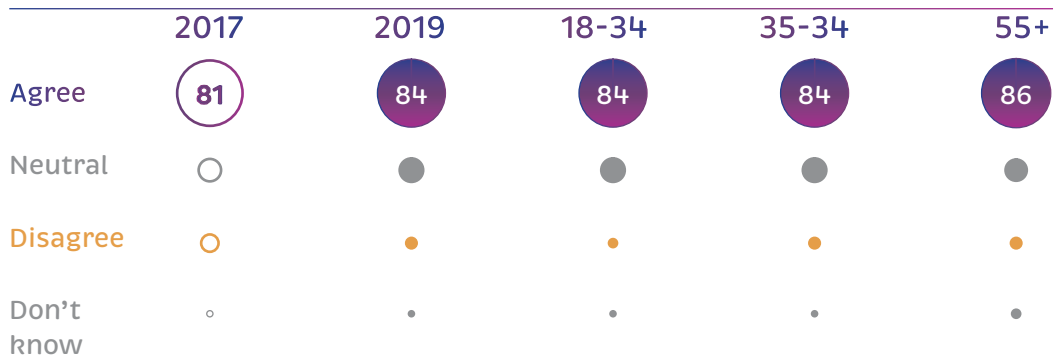
Girls should have the same freedom as boys



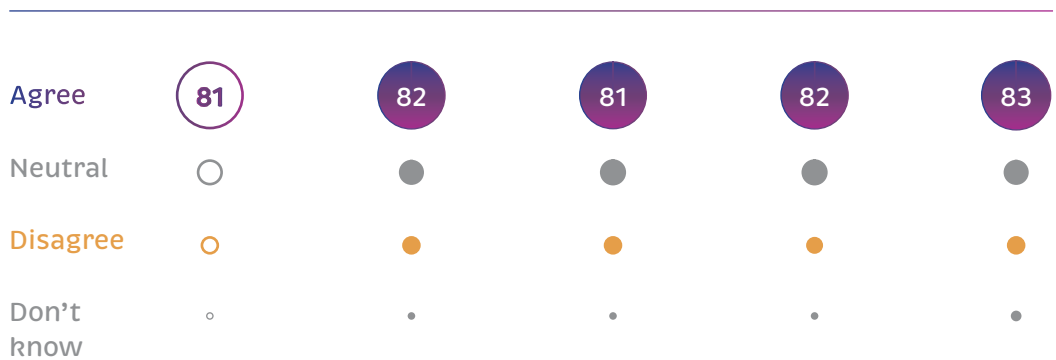
It's alright for a girl to ask a boy out on a date



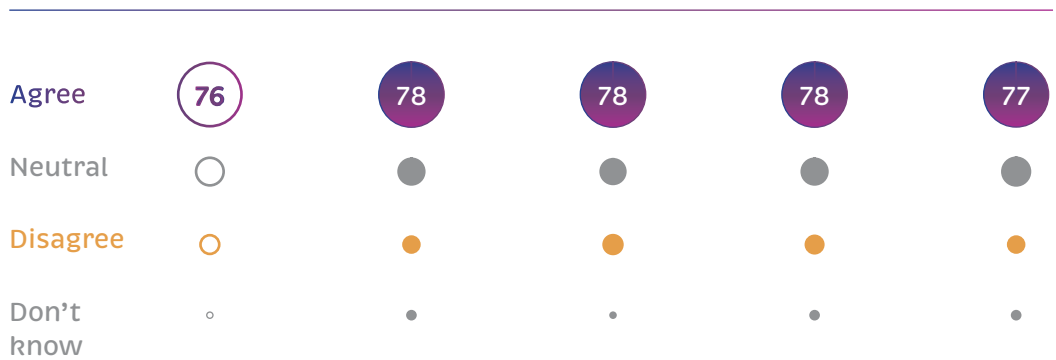
Girls are as smart as boys



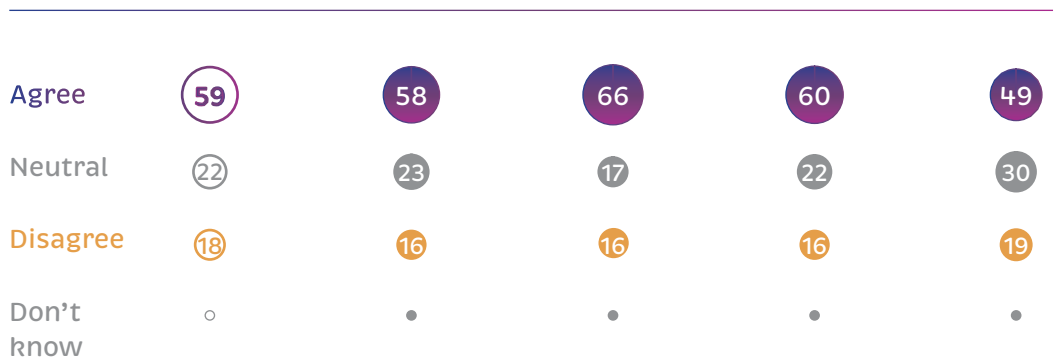
It's alright for a girl to want to play rough sports like rugby



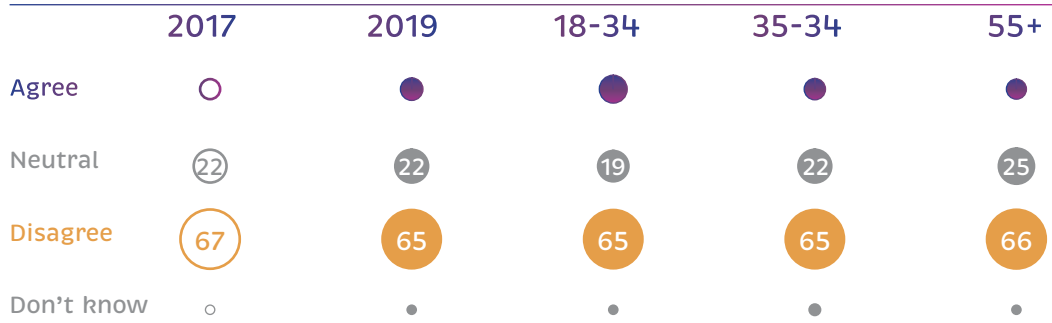
It's ok for boys to play netball



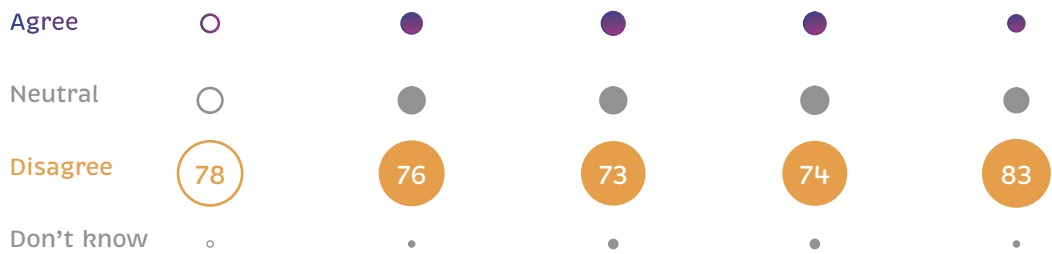
It's ok for boys to play with dolls



Boys are better leaders than girls



More encouragement in a family should be given to sons to go to university than daughters



Most household responsibilities should be shared

Relatively speaking, New Zealanders hold pro-equality beliefs between men and women in terms of roles within the home.

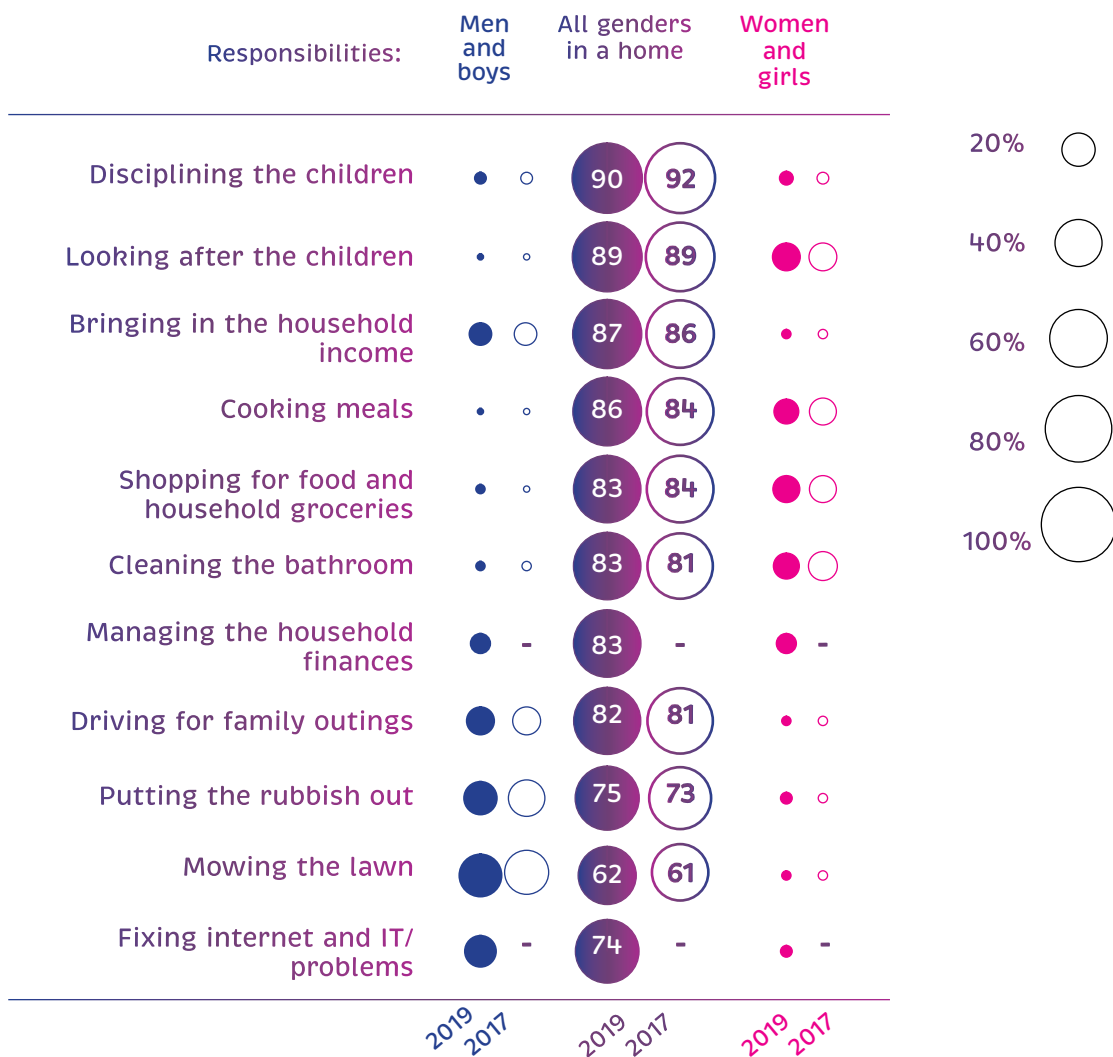
Most respondents believed the range of household chores were best shared between all genders in the home; for example, 'disciplining the children' (90%), 'looking after the children' (89%), and 'bringing in the household income' (87%).

However, there are some notable results when it comes to traditionally perceived gender roles. This is shown in the graph below when looking at the percentage of

respondents who believed that girls and women should be responsible for, 'cooking meals' (12%), 'shopping for food' (14%), and 'cleaning the bathroom' (13%).

Also reflecting these gendered beliefs is the fact that respondents felt that boys and men in a home should be responsible for, 'mowing the lawn' (34%), 'putting the rubbish out' (21%), 'fixing internet problems' (19%) and 'driving for family outings' (15%).

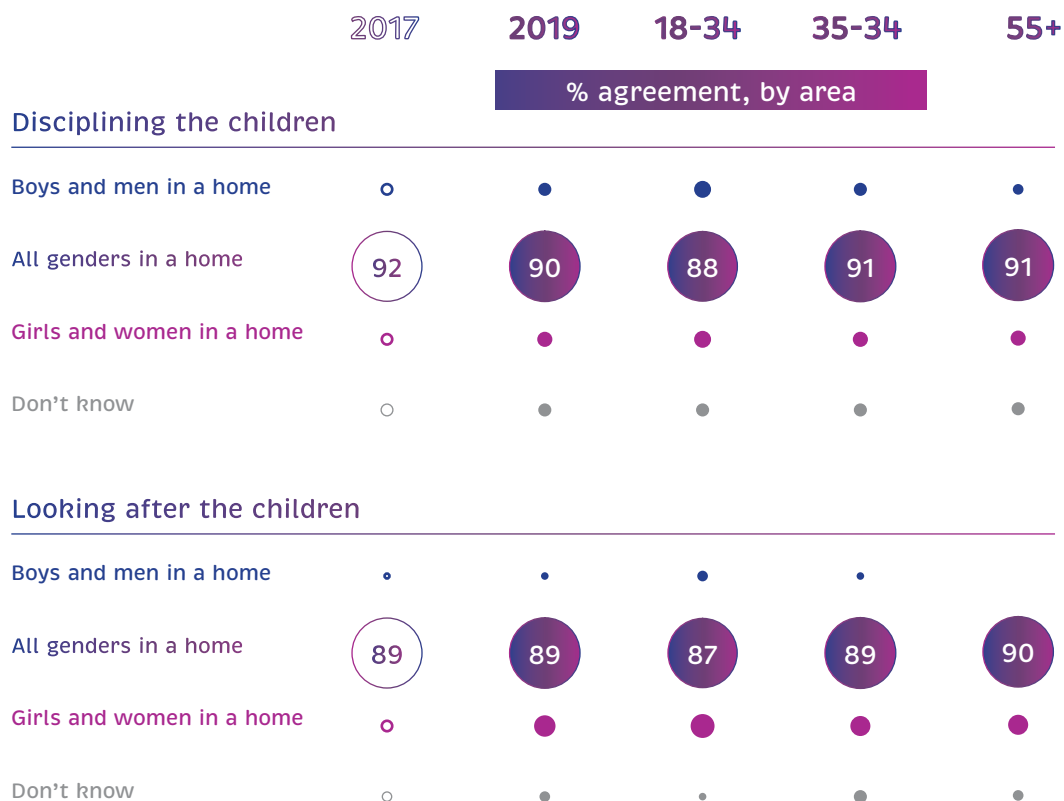
The results for 2019 are similar to those for 2017



There are few differences by age, with the exception of traditionally perceived gender roles

There are some significant differences by age, such as:

- Fewer respondents from the 18-24 age group believed that all genders should be responsible for, 'shopping for food/ groceries' than those in the older age group (55+) (79% and 89% respectively). This is also reflected in the fact the younger age group (18-24) believed girls and women should be responsible for this role - double what the older age group stated (18% and 9% respectively).
- However, one third of the older age group (55+) believed that boys and men should, 'put the rubbish out', compared with about one fifth of younger respondents (18-24) (30% and 19% respectively).
- Whilst over one third (38%) of the older age group (55+) believed that boys and men should be responsible for, 'mowing the lawn', none of this group specifically indicated the same should be the case for girls and women (although 60% stated that all genders should be responsible for this). Compounding this, the older age group were also statistically significantly more likely than those aged 35-54 to associate this role with boys and men (38% of 55+ compared with 31% of 35-54).







Building and farming were more frequently associated with men

Respondents were also asked whether certain occupations were better suited to men or women.

Although over 50% of respondents agreed that each occupation is suited to all genders, there are some noteworthy associations of occupations with specific genders, such as:

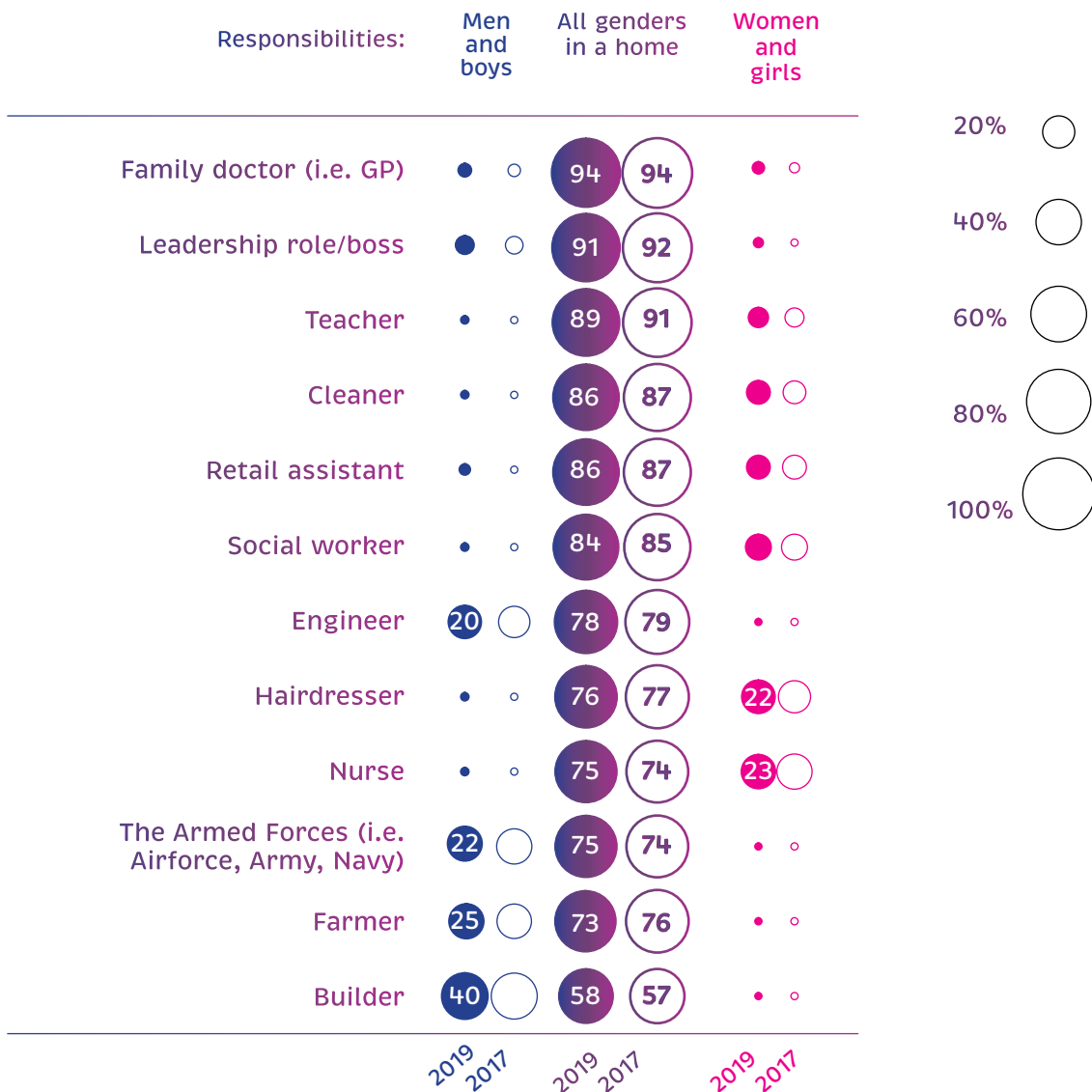
- Forty percent of respondents felt that being a builder was more suited to men, and 25% stated that being a farmer was also better suited in this way.
- Twenty-two percent also stated that the Armed Forces were better suited to men, as well as 20% believing the same for

engineering roles.

Contrasting this, some occupations were identified by respondents as more suitable for women, such as:

- Almost one quarter (23%) felt that being a nurse was more suited to women.
- Twenty-two percent of respondents also perceived women to be better suited to hairdressing.

The results for 2019 are similar to those for 2017.



Older respondents were more likely to consider leadership roles as suited to all genders

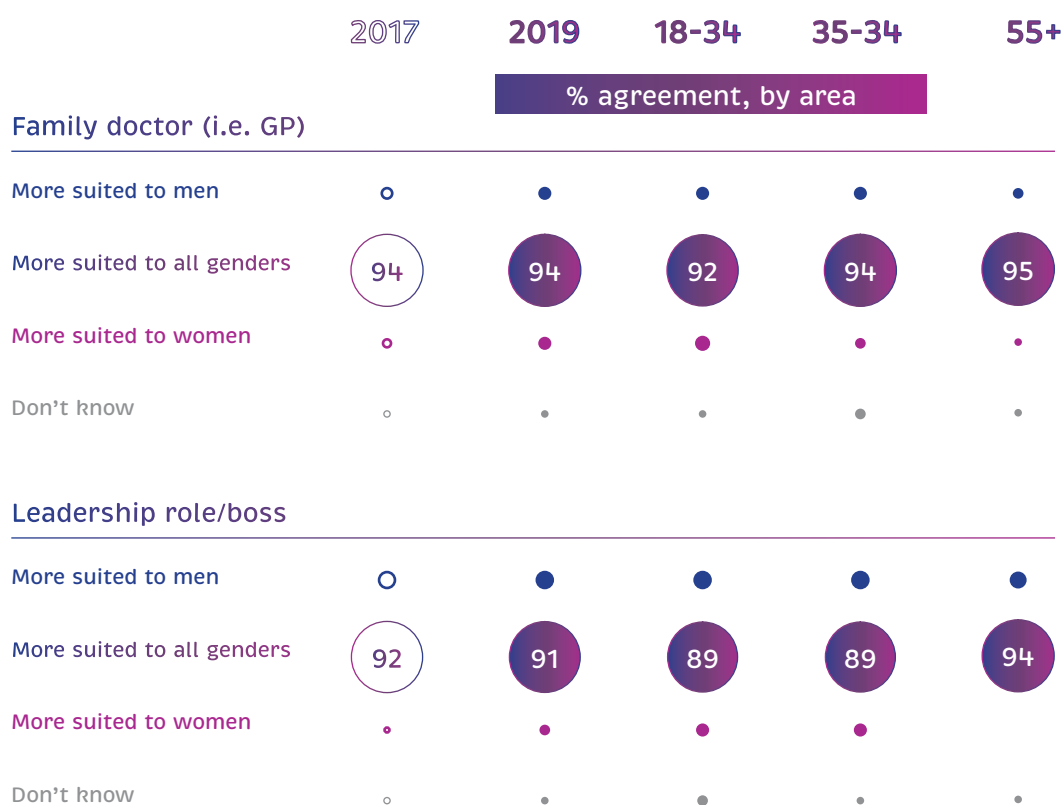
The following infographic presents the results by age groups with some significant differences:

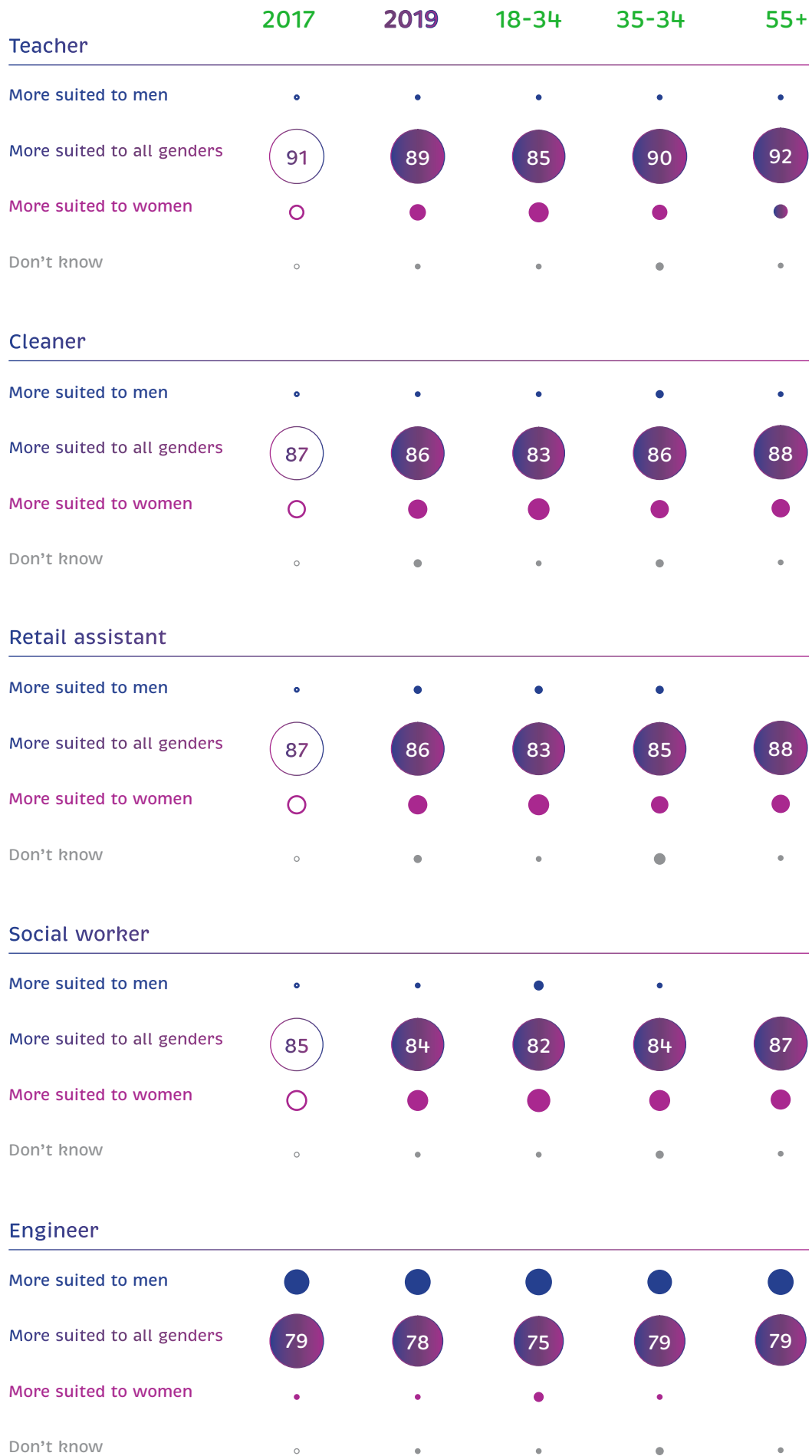
- Significantly more respondents from the older age group (55+) felt that leadership roles were suited to all genders, compared with respondents from the other two age groups (94% of respondents aged 55+ and 89% for both 18-34 and 35-54 aged respondents).
- 18-34 year olds were significantly more likely to feel that hairdressing is more suited to women, than those aged 55+ (27% and 21% respectively).

Perhaps surprisingly, some of the 18-34 year

old group's beliefs in terms of the suitability of occupations were more gendered than those of the older age group's.

- Significantly fewer 18-34 year old respondents felt that being a farmer was suited to all genders, than those in the older age group (55+) (68% and 76% respectively). In fact, 29% of 18-34 year olds felt this was more suited to men, compared with 23% of respondents aged 35-54 and 55+ (this result is statistically significant).
- In addition to this, significantly fewer 18-34 year olds believed that being a builder was suited to all genders than those aged 55+ (55% and 61% respectively).





	2017	2019	18-34	35-34	55+
Hairdresser					
More suited to men	•	•	•	•	
More suited to all genders	77	76	71	78	78
More suited to women	20	22	27	18	21
Don't know	•	•	•	•	•
Nurse					
More suited to men	•	•		•	•
More suited to all genders	74	75	74	78	74
More suited to women	24	23	26	19	24
Don't know	•	•		•	•
The Armed Forces (i.e. Airforce, Army, Navy)					
More suited to men	24	22	25	20	23
More suited to all genders	74	75	71	78	76
More suited to women	•	•	•		
Don't know	•	•	•	•	•
Farmer					
More suited to men	23	25	29	23	23
More suited to all genders	76	73	68	74	76
More suited to women	•	•	•		
Don't know	•	•	•	•	•
Builder					
More suited to men	41	40	43	38	39
More suited to all genders	57	58	55	58	61
More suited to women	•	•	•	•	
Don't know	•	•	•	•	•

Over three-quarters of respondents felt it was important that all genders should be able to stand up for themselves

Keeping in theme with the previous results, most respondents felt that certain personal traits were either important for all genders or not important for any gender. However, some personality traits were considered to be more important for women, such as:

- One-fifth (20%) of respondents considered that, 'being physically attractive' is more important for women.
- Almost the same percentage (18%) considered that, being 'able to cry in front of friends' is also more important for women.
- Sixteen percent feel it is more important for women to be 'caring'.

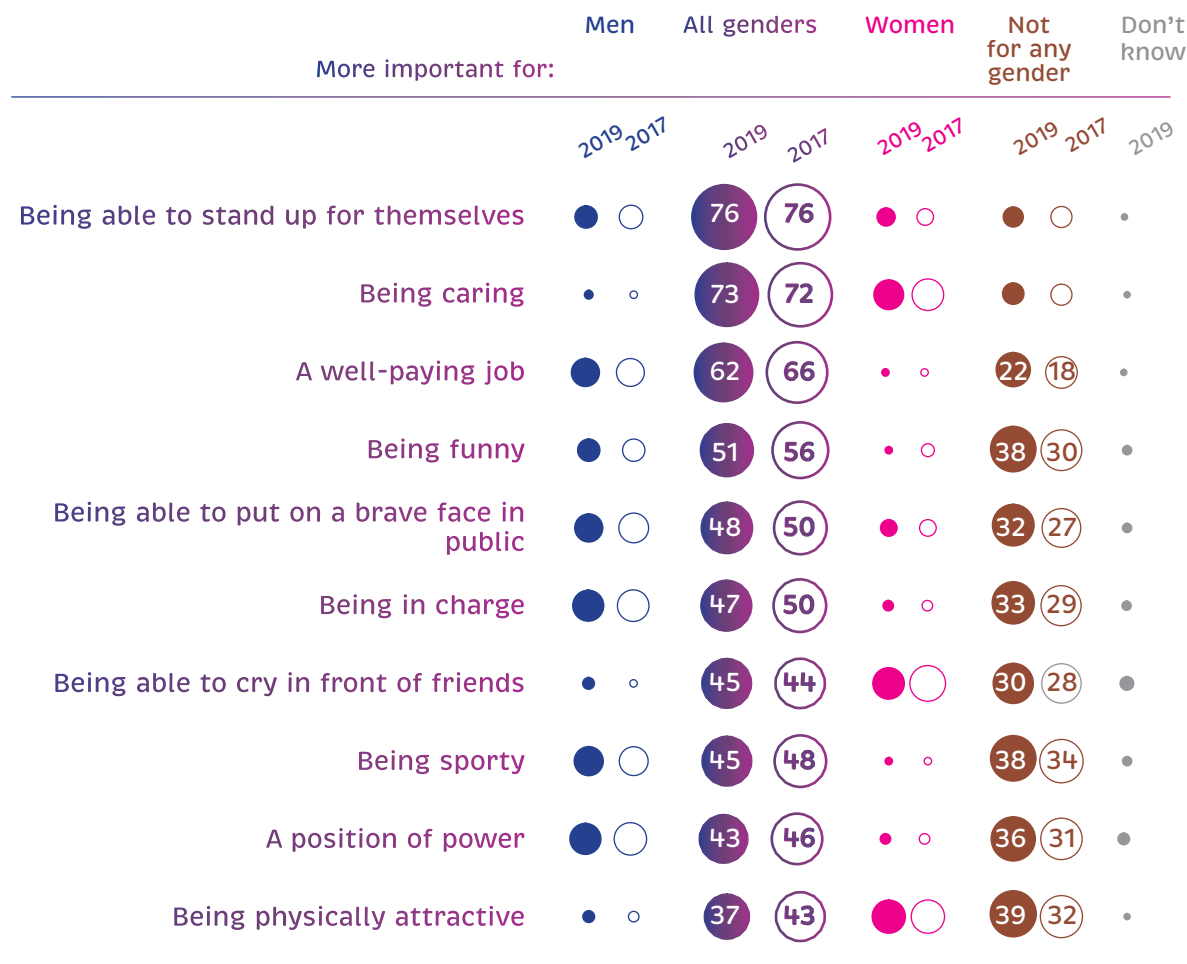
Contrasting this, certain traits were considered to be more important for men,

such as:

- Having a 'position of power' and 'being in charge' (both 16%).
- 14% of respondents felt that 'being sporty' is also more important for men.

There are some significant differences between the results for 2017 and 2019; for example:

- Significantly more respondents in 2017 felt that, a 'well-paying job' was important for all genders than respondents in 2019 (66% and 62% respectively).
- Significantly more respondents in 2017 felt that, 'being physically attractive' was important for all genders than those in 2019 (43% and 37%).

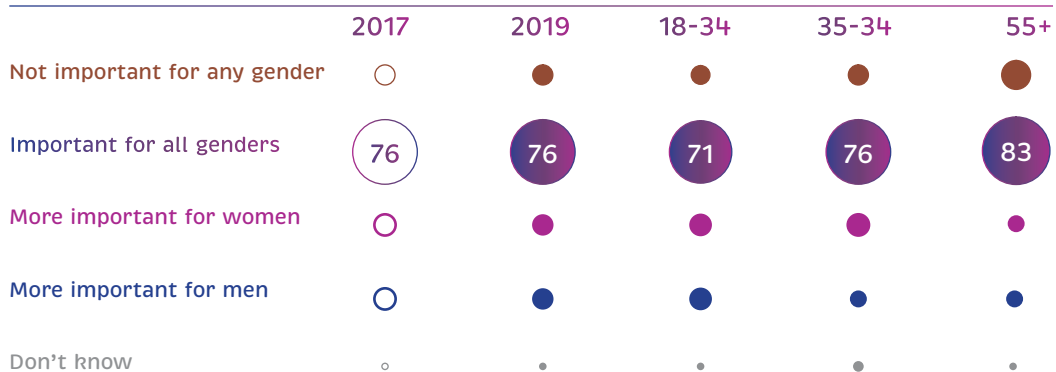


Younger respondents more frequently considered it important that women should stand up for themselves

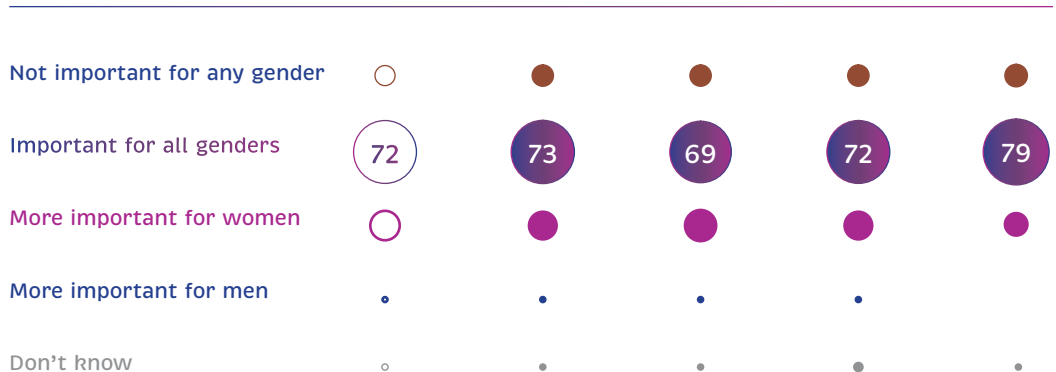
There are some significant differences when looking at the results by age, as shown in the following infographics.

- Twelve percent of respondents aged 18-34 felt that, it is more important for women to 'be able to stand up for themselves' compared with only 4% of the middle-aged group (35-54) and 2% of respondents aged 55+.
- Significantly more respondents from the younger age group felt that, it is more important for men to have a 'well-paying job' than those in the older age group (17% and 9% respectively).
- Similar percentages of those aged 18-34 felt it was more important for men to 'be able to put on a brave face in public' (17% compared with 7% of those aged 55+).

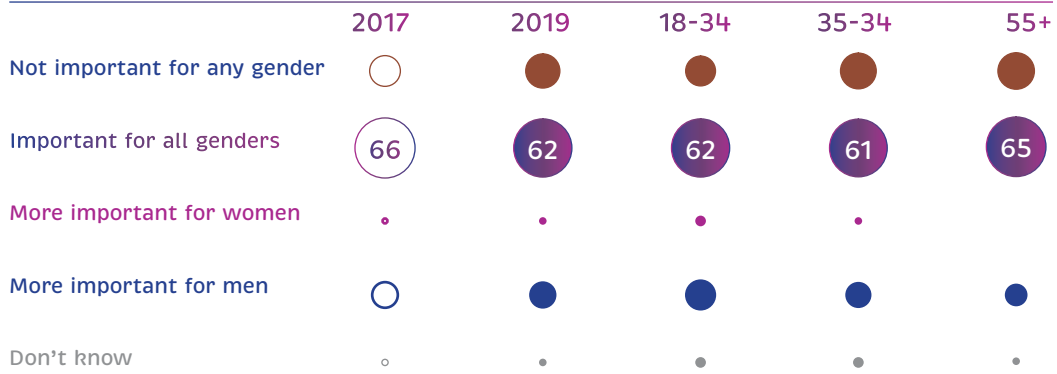
Being able to stand up for themselves



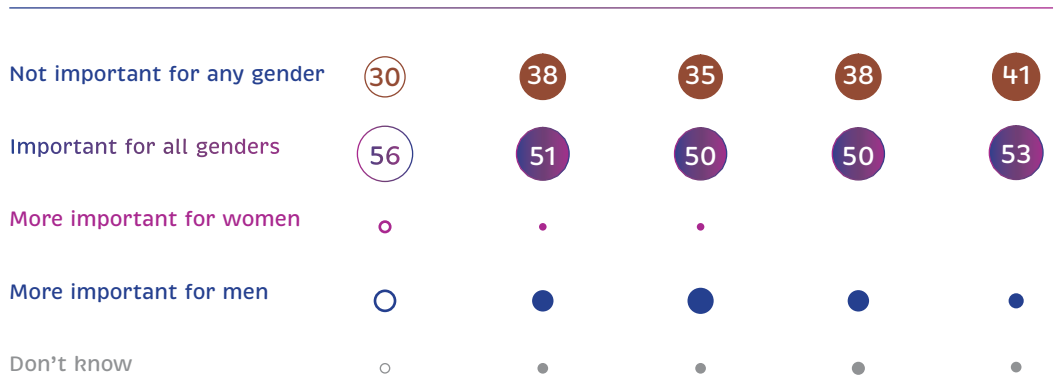
Being caring



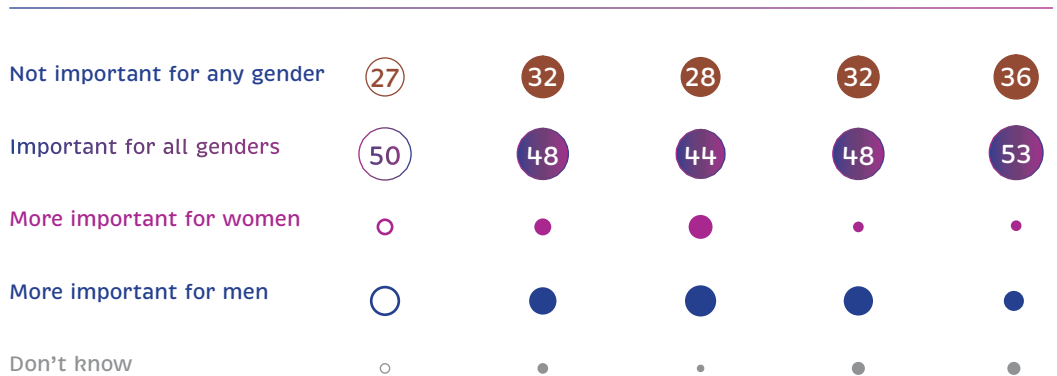
A well-paying job



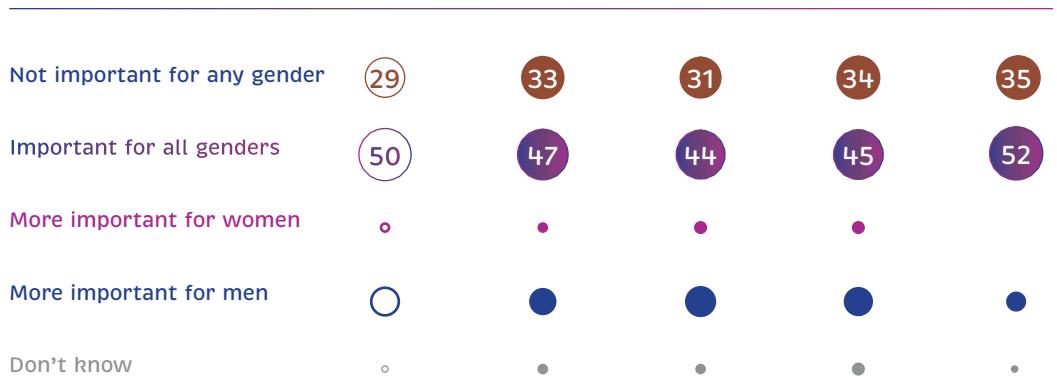
Being funny



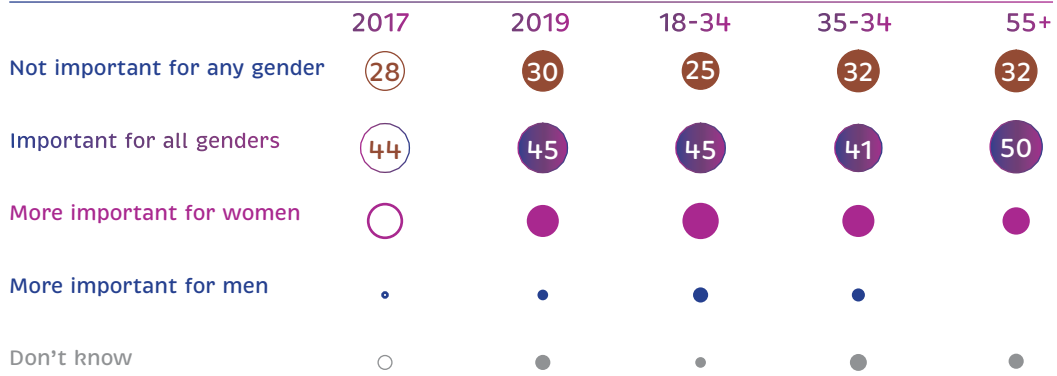
Being able to put on a brave face in public



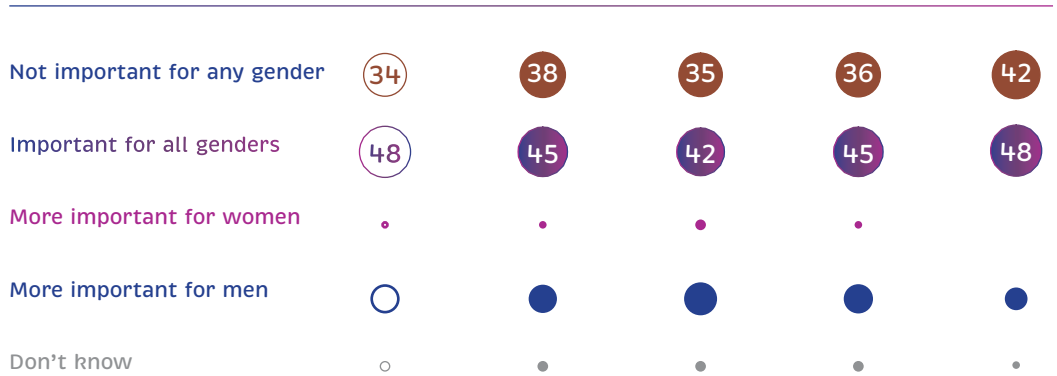
Being in charge



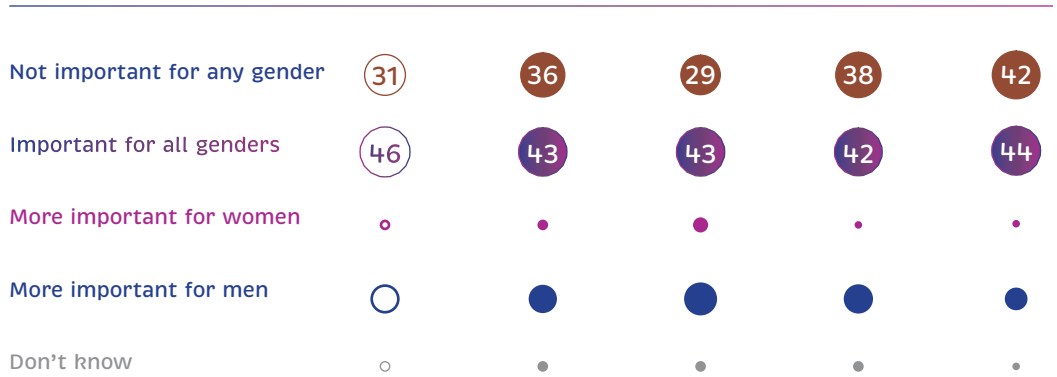
Being able to cry in front of friends



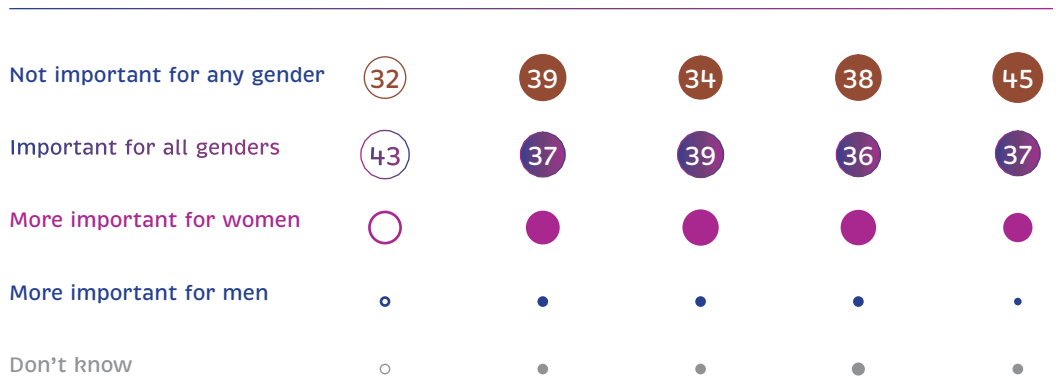
Being sporty



A position of power



Being physically attractive



This year, more respondents agreed that women should have the right to choose whether or not to have an abortion

In this year's survey, respondents generally demonstrated gender equality-supportive attitudes.

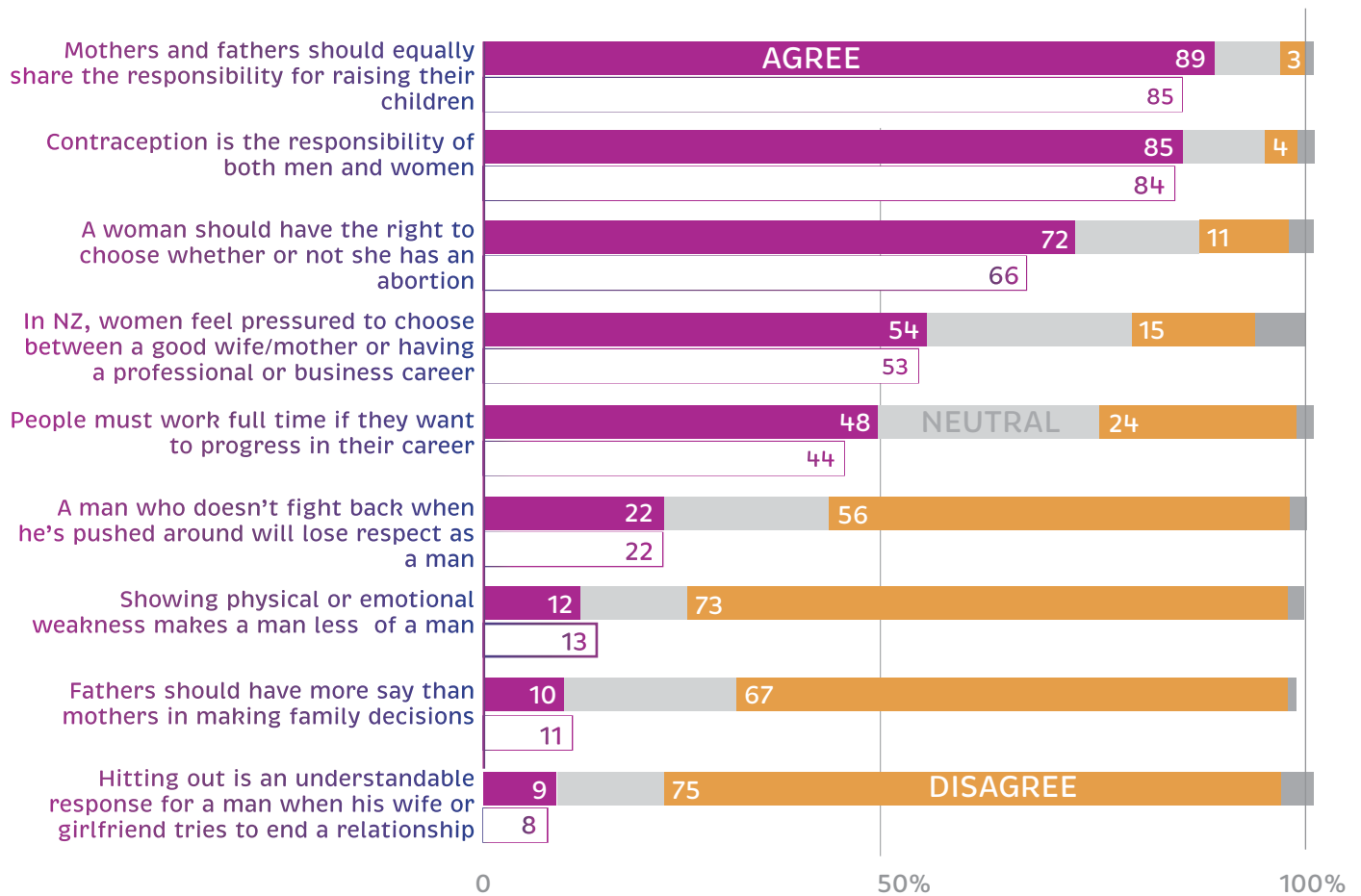
In comparison with 2017's results:

- A significantly greater percentage of respondents in 2019 agreed that, a 'woman should have the right to choose whether or not she has an abortion' than those in 2017 (72% compared with 66%). This may be connected to the recent campaigning and attention to the Abortion Law Reform in mid-2019.
- Significantly fewer respondents in 2017 agreed that, 'mothers and fathers should

equally share the responsibility for raising their child' than those in 2019 (85% and 89% respectively). However, this statement still had the highest percentage of agreement in both years' surveys.

In addition, the following interesting results should be noted:

- Almost one-quarter of respondents (22%) agreed with the statement, 'a man who doesn't fight back when he's pushed around will lose respect as a man'.
- Almost one half of respondents (48%) agreed that, 'people must work full time if they want to progress in their career'.



2019 Total 1,276 respondents
2017 Total 1,251 respondents

Younger respondents were more likely to agree that women are pressured to choose between being a wife/mother and having a career

The following infographics show some significant differences by age, such as:

- Significantly more respondents from the younger age group (18-34) felt that, 'women feel pressured to choose between being a good wife/mother or having a professional/business career' than those in the older age group (55+) (61% and 46% respectively).
- One quarter (25%) of the older age group agreed that, 'a man who doesn't fight back

if he's pushed around will lose respect as a man', compared with 18% of the younger age group. This difference is statistically significant.

- Finally, almost nine in ten (89%) of respondents from the older age group agreed that, 'contraception is the responsibility of both men and women', compared with 81% of those aged 18-34.

Mothers and fathers should equally share the responsibility for raising their children



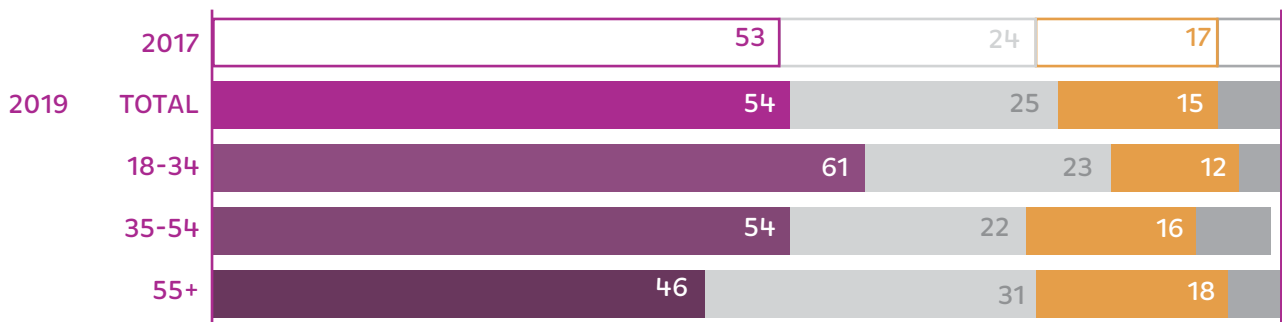
Contraception is the responsibility of both men and women



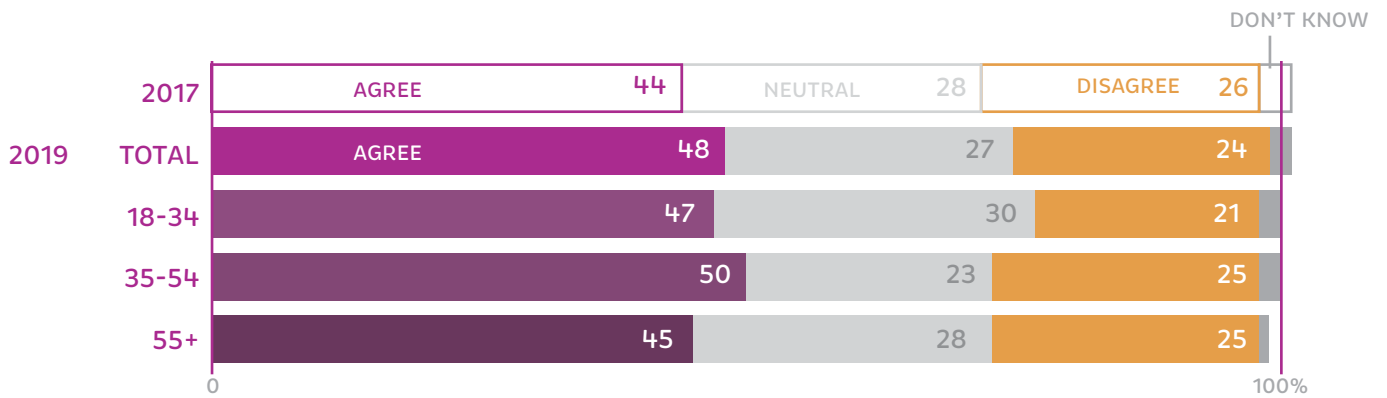
A woman should have the right to choose whether or not she has an abortion



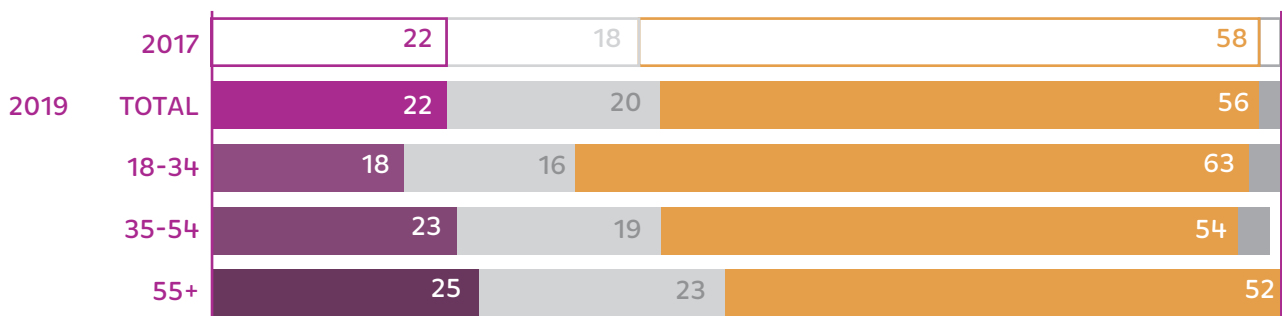
In NZ, women feel pressured to choose between a good wife/mother or having a professional or business career



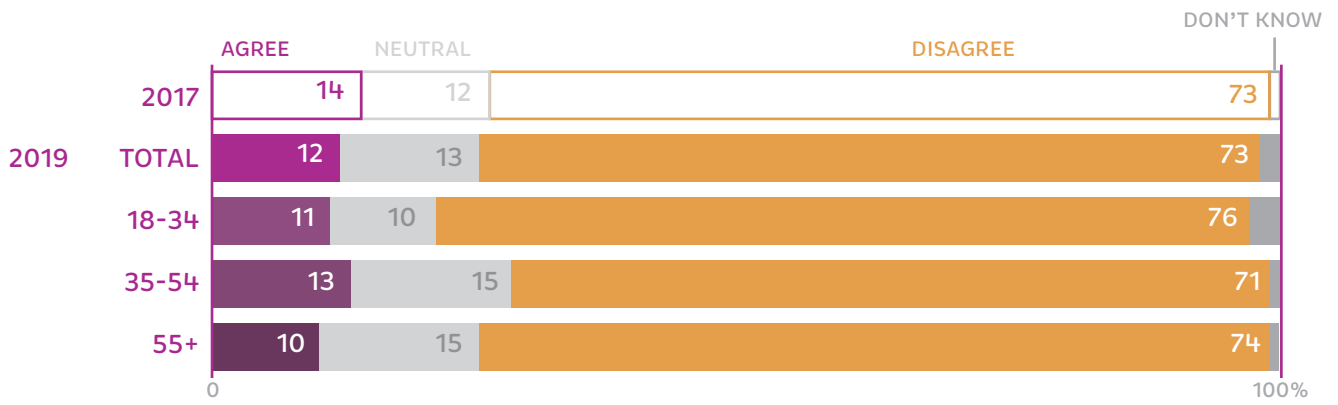
People must work full time if they want to progress in their career



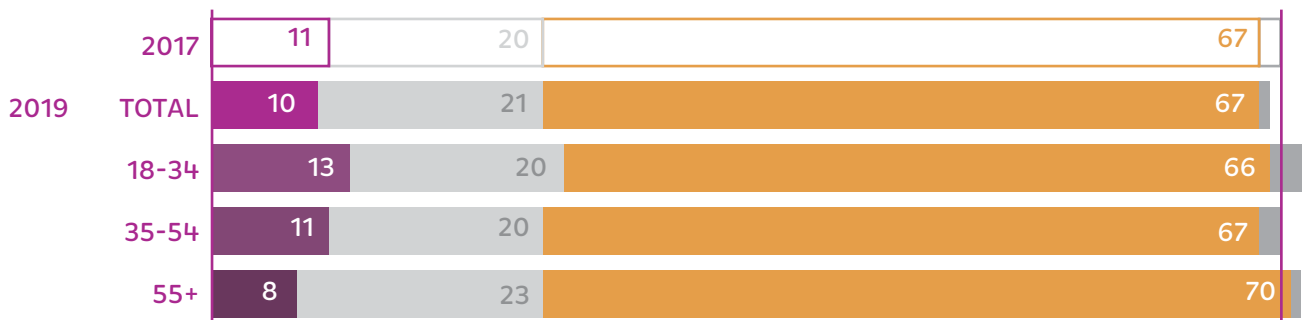
A man who doesn't fight back when he's pushed around will lose respect as a man



Showing physical or emotional weakness makes a man less of a man



Fathers should have more say than mothers in making family decisions



Hitting out is an understandable response for a man when his wife or girlfriend tries to end a relationship



New Zealanders' agreement with rape myths

5



Over one-third of respondents considered false rape accusations to be common

Despite more than 50% of respondents disagreeing with three of the five rape myth statements (which is a positive result), the results for two statements are notable:

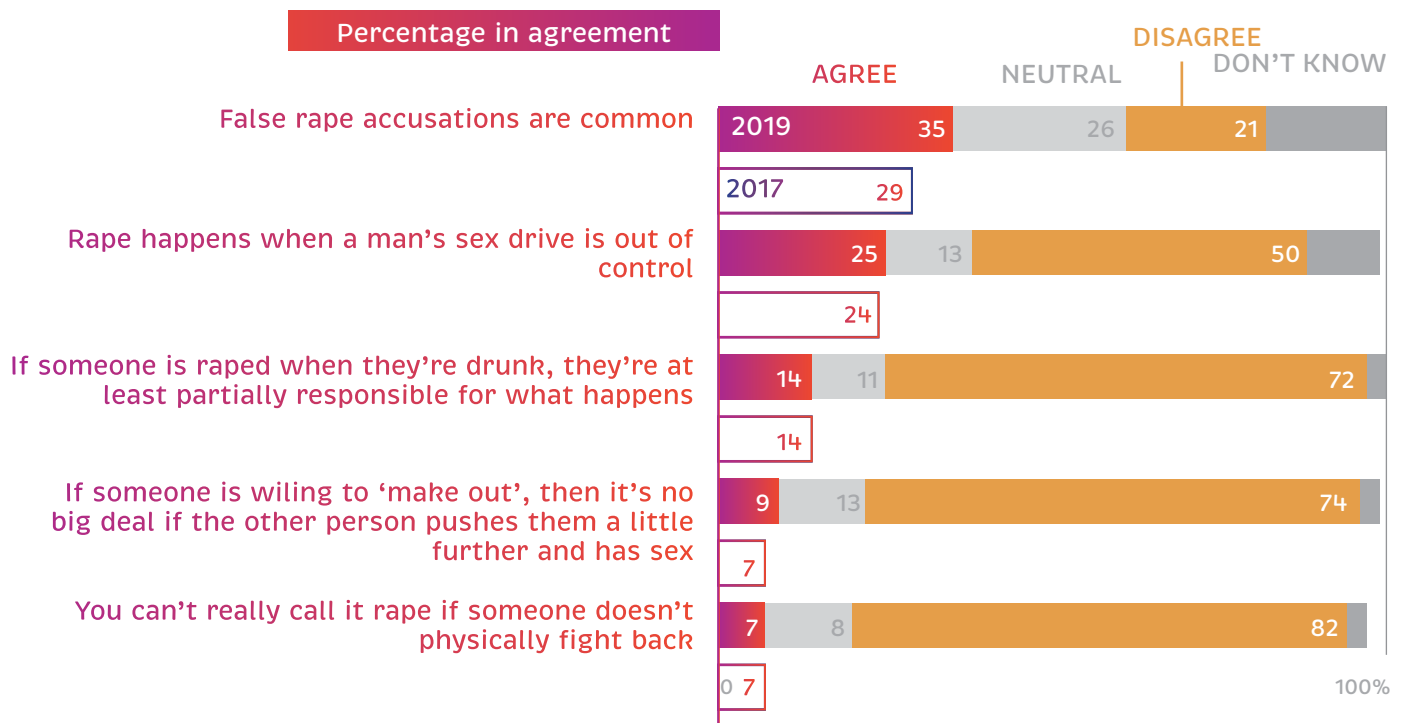
- Thirty-five percent of respondents agreed that ‘false rape accusations are common’. Almost one fifth didn’t know (18%).
- One-quarter (25%) of all respondents agreed that ‘rape happens when a man’s sex drive is out of control’.

On a positive note, eight in ten respondents disagreed that, ‘you can’t really call it rape if someone doesn’t physically fight back’ (82%).

Almost three quarters (74%) also disagreed that, ‘if someone is willing to “make out”, then it’s no big deal if the other person pushes them a little further and has sex’.

Comparing the 2017 with the 2019 results:

- Significantly more respondents in this year’s survey agreed that, ‘false rape accusations are common’ (35%) compared with 29% in 2017.



2019 Total 1,276 respondents

2017 Total 1,251 respondents

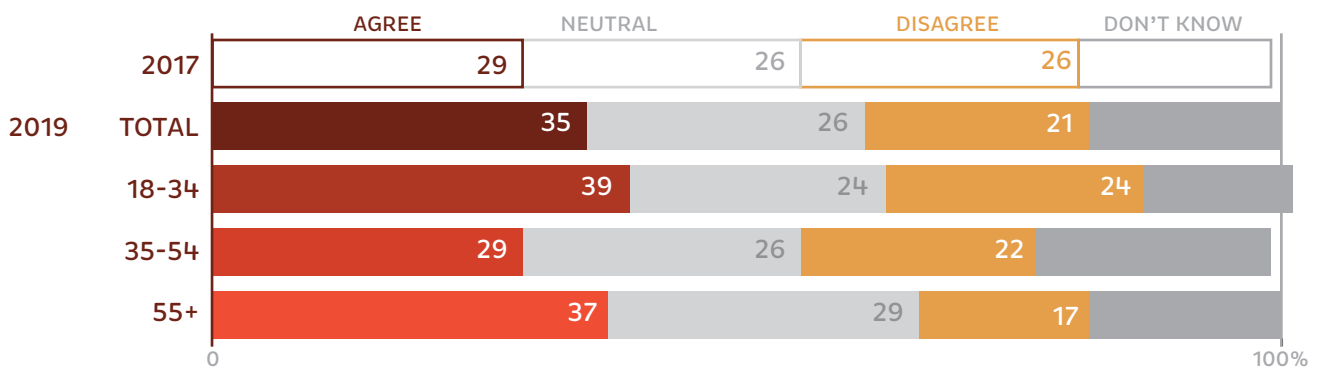
Younger respondents were more likely to agree that false rape accusations are common

When looking at the results by age, there are some significant differences. For example:

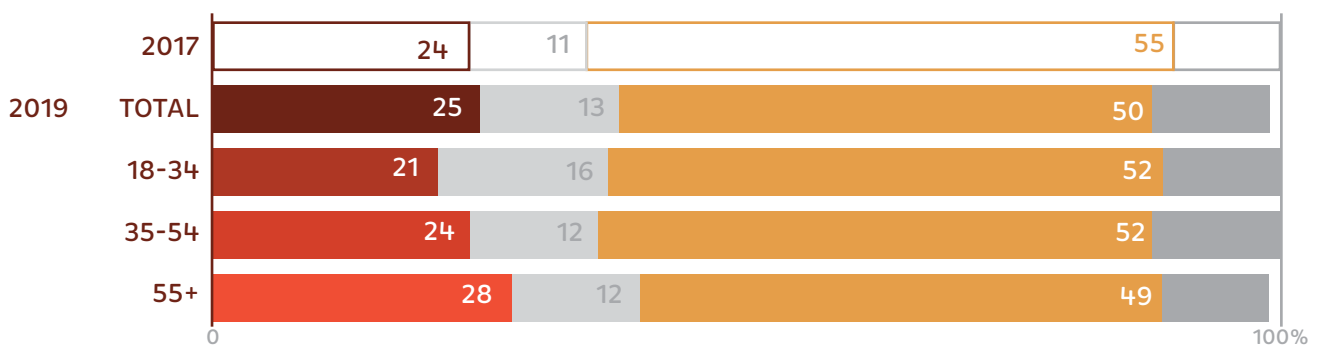
- Thirty-nine percent of respondents aged 18-34 agreed that 'false rape accusations are common', compared with 29% of those aged 35-54.
- Significantly more respondents aged 55+ agreed that, 'rape happens when a man's sex drive is out of control' (28%), compared with 21% of those aged 18-34.

- However, 88% of respondents from the older age group (55+) disagreed that, 'you can't really call it rape if someone doesn't physically fight back', compared with 77% of those aged 18-34.

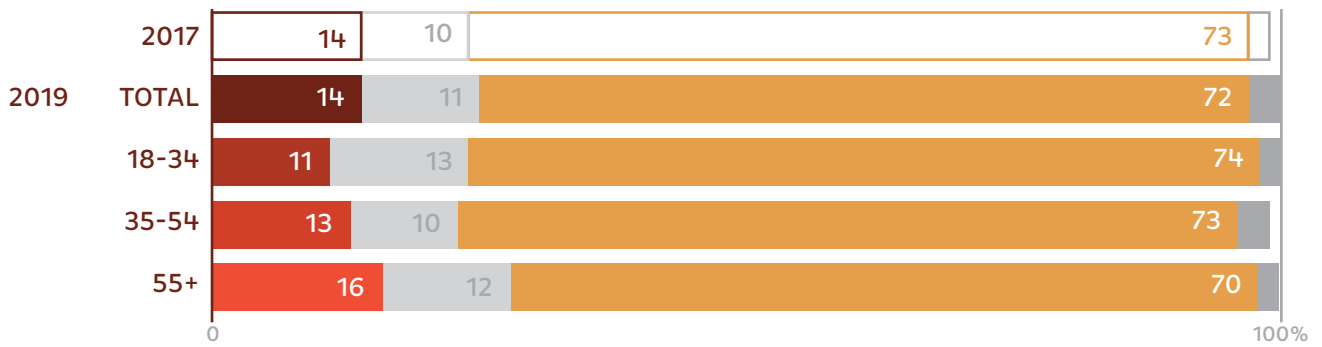
False rape accusations are common



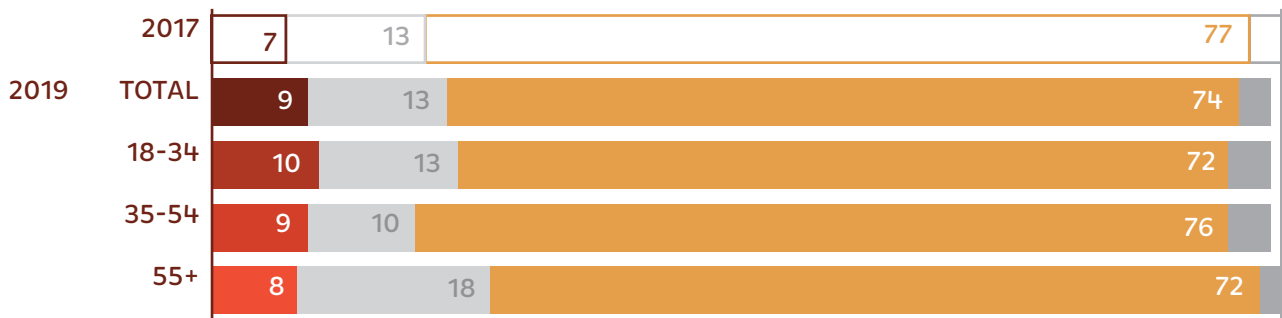
Rape happens when a man's sex drive is out of control



If someone is raped when they're drunk, they're at least partly responsible for what happens



If someone is willing to 'make out', then it's no big deal if the other person pushes them a little further and has sex



You can't really call it rape if someone doesn't physically fight back



New Zealanders' understanding and beliefs about gender & sexual diversity

6



This year, fewer respondents stated they knew the meaning of gender and sexuality identity terms

Most respondents stated they knew what was meant by the terms ‘gay men’, ‘lesbian women’, ‘bisexual’, and ‘transgender’ this year as they did in 2017.

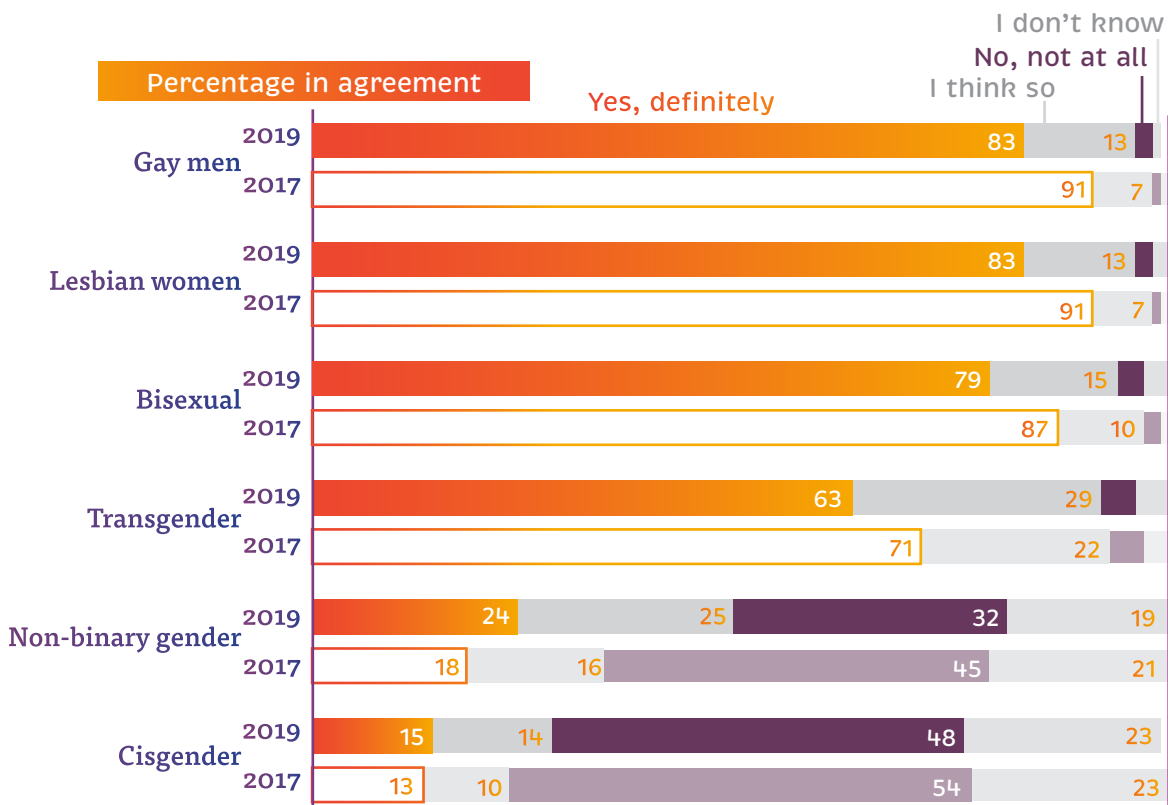
However, significantly fewer respondents this year stated that they definitely knew the meaning of each gender and sexuality identity than those in 2017. For example, 91% in 2017 felt they definitely knew what the term ‘gay men’ meant, compared with 83% of those in 2019.

The meaning of ‘cisgender’ and ‘non-binary gender’ was significantly less known. For example, knowledge of ‘cisgender’ was at

13% (2017) and 15% (2019).

The percentage of respondents who stated they had no knowledge of what ‘cisgender’ means is almost one-half (48%) in 2019.

However, significantly fewer respondents in 2019 stated they had no knowledge of ‘non-binary gender’, than those in 2017 (32% and 45% respectively). This may be reflected in the greater percentage of respondents who thought they might know what non-binary gender meant (25%).



There are no differences by age

There are no significant differences by age in terms of respondents' understandings of the first three terms.

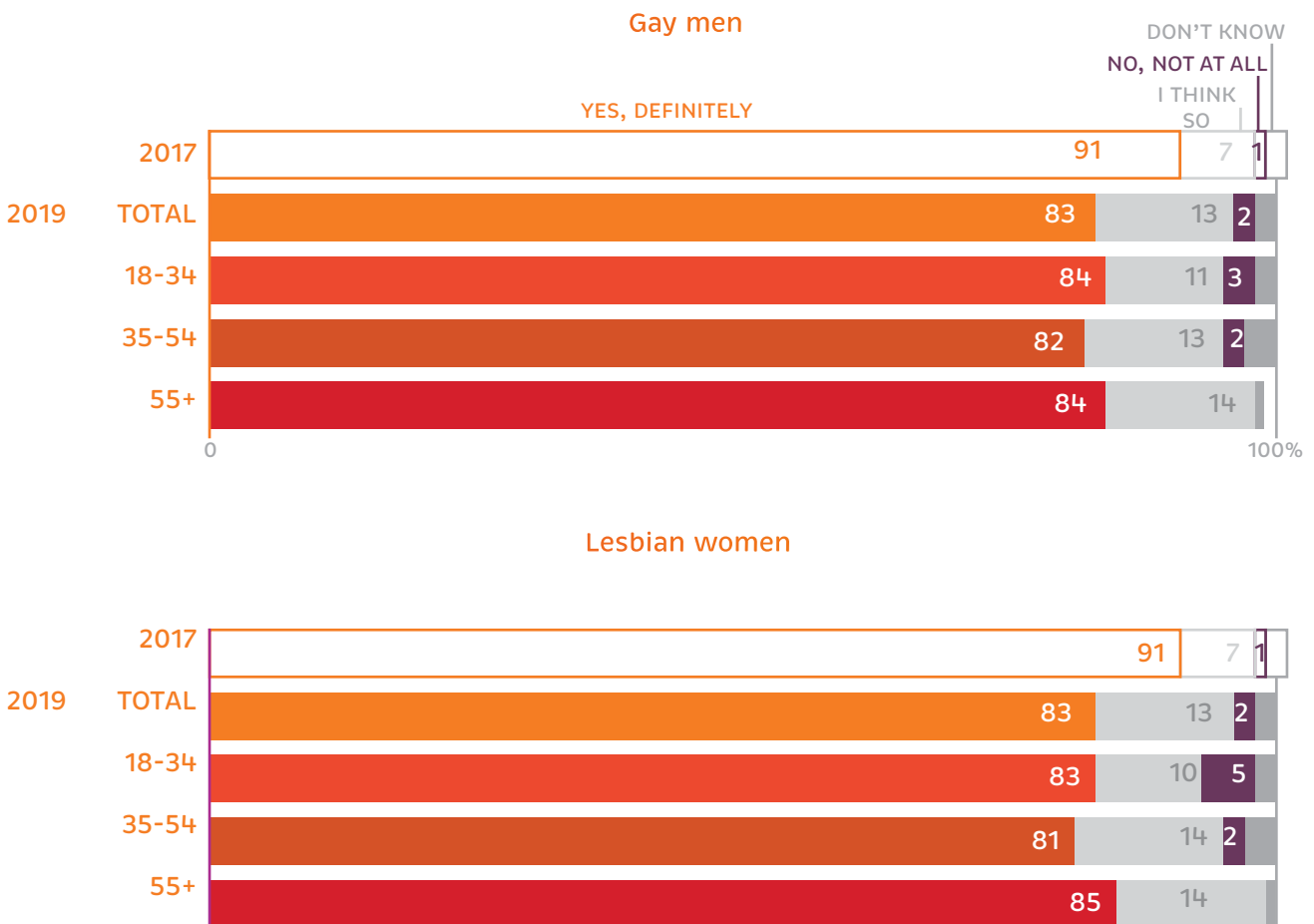
However, significantly more respondents from the younger age group (18-34) definitely knew the meaning of 'transgender' (71%) compared with 60% of the 35-54 year olds and 57% of the 55+ group.

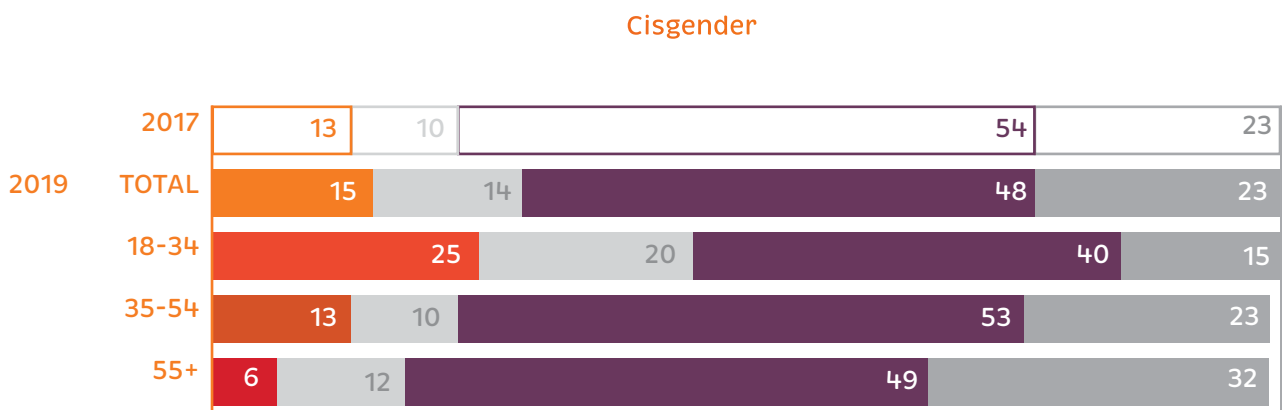
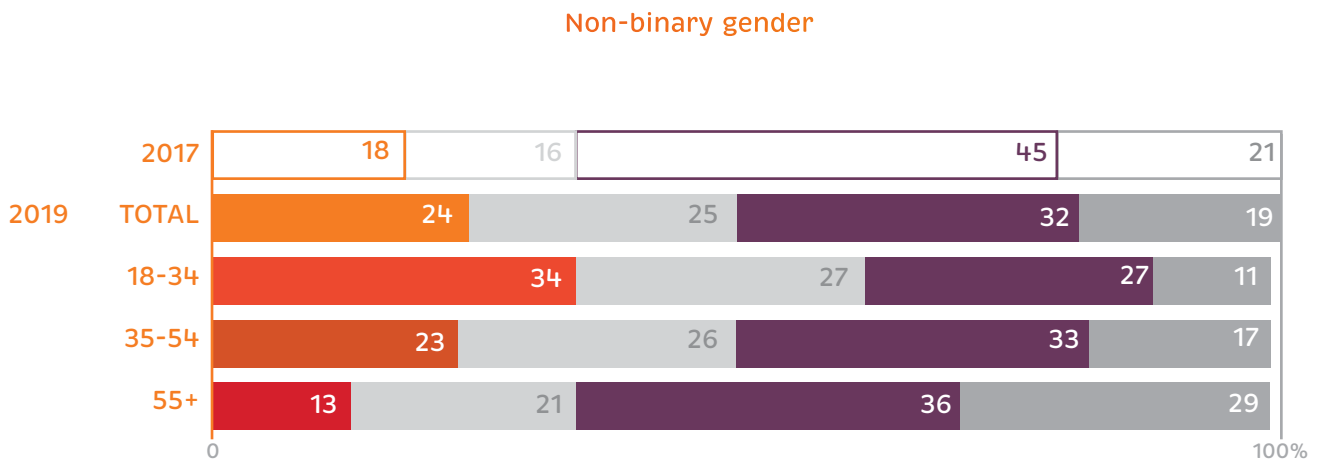
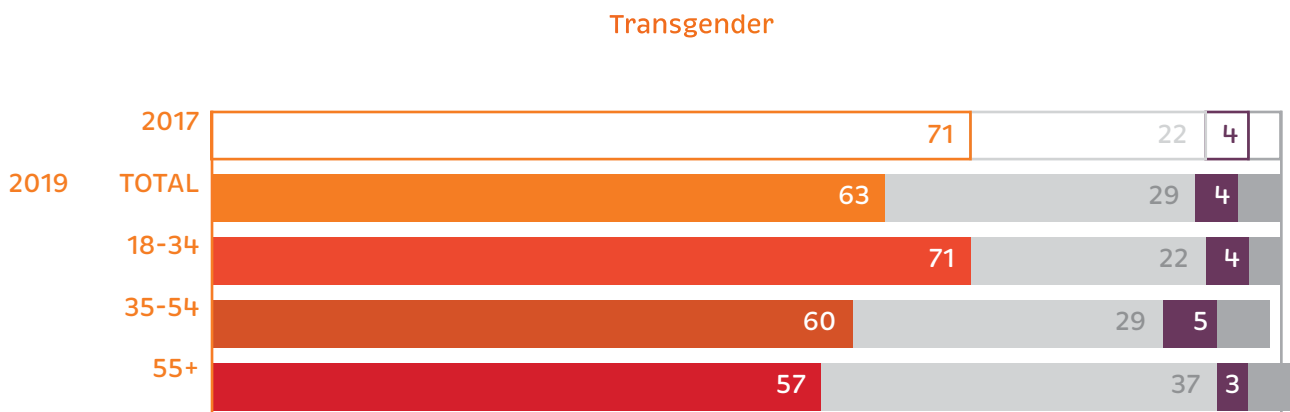
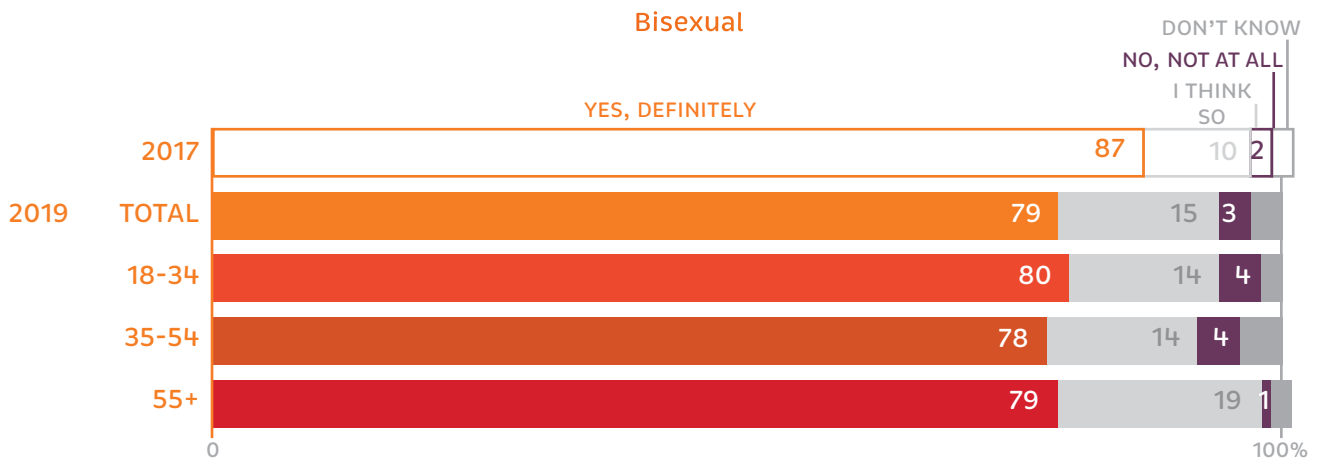
A similar result was found regarding knowledge of 'non-binary gender' and

'cisgender'.

About one third of those aged 55+ were unsure if they knew what 'non-binary gender' means (29%), and 36% stated said they did not know at all.

Similar percentages of those aged 35-54 and 55+ did not know at all what 'cisgender' meant (53% and 49% respectively).





Respondents stated they would be the most comfortable with gay men and lesbian women

Immediately following the question which asked if respondents knew the meaning of each term, respondents were provided with these definitions:

Gay – A person who is sexually attracted to people of the same sex or gender. More commonly used in relation to males.

Lesbian – A women who is sexually attracted to people of the same sex or gender.

Bisexual – A person who is sexually attracted to more than one sex or gender, including their own.

Trans woman – A transgender individual who, although assigned male at birth, currently identifies as a female (Grant et al., 2011 as cited in Statistics NZ, 2015). For example, a male-to-female transgender person (MtF).

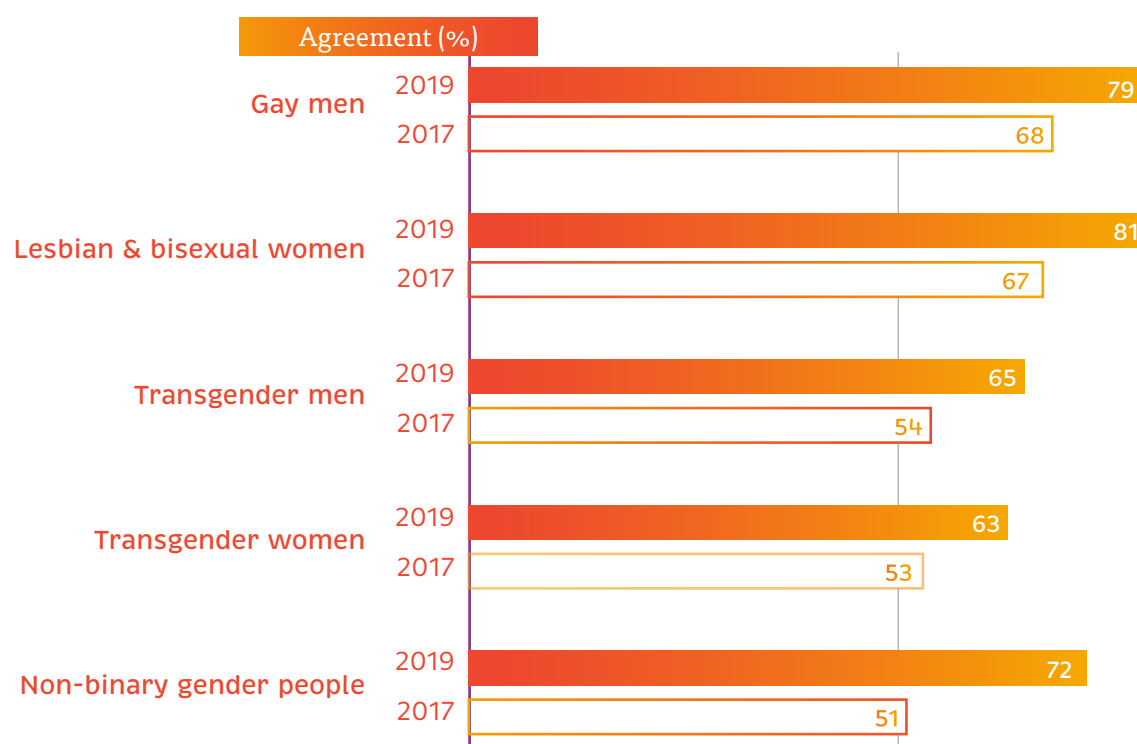
Trans man – A transgender individual who, although assigned female at birth, currently identifies as a male (Grant et al., 2011 as cited in Statistics NZ, 2015). For example, a female-to-male transgender person (FtM).

Cisgender – Individuals who have a match between the gender they were recorded at birth, their bodies, and their personal identity (adapted from Schilt & Westbrook, 2009 as cited in Statistics NZ, 2015).

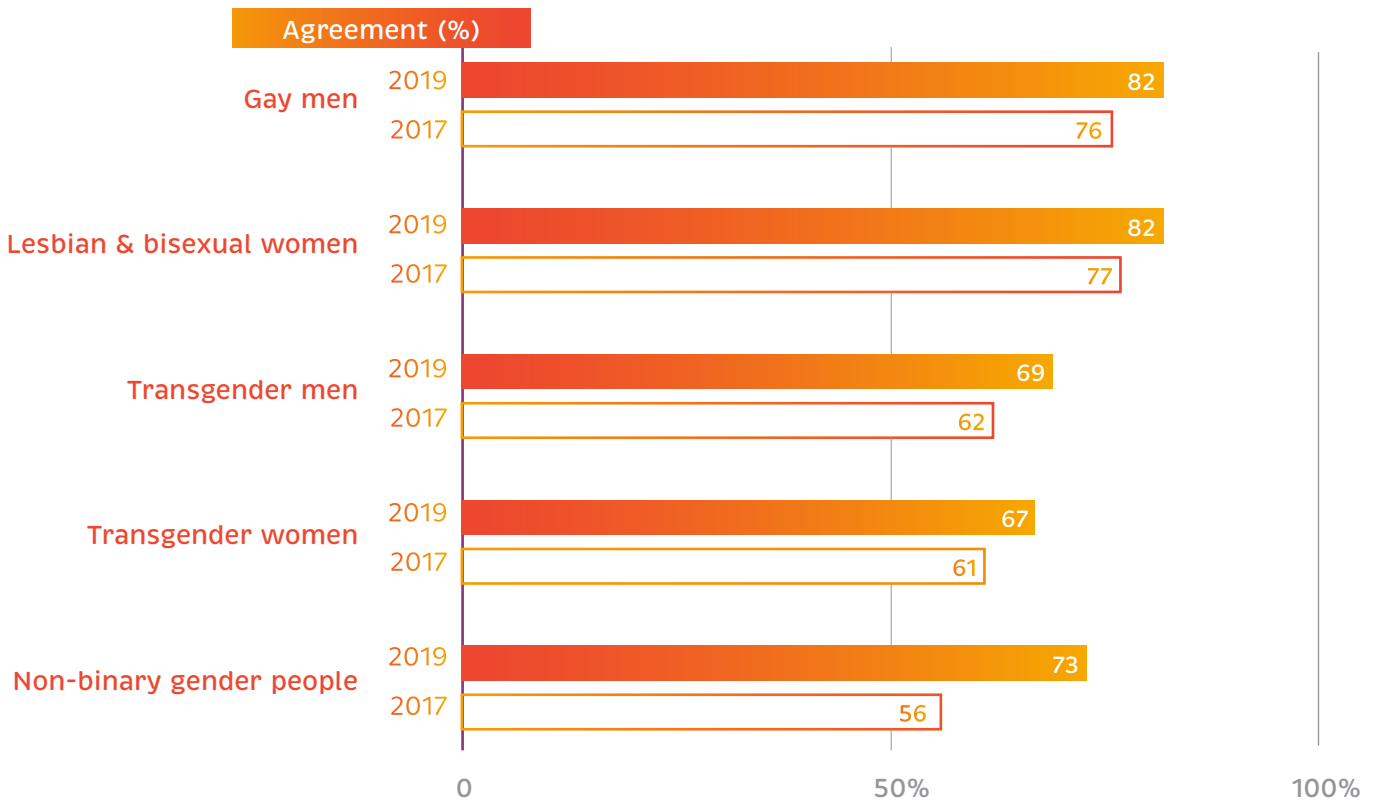
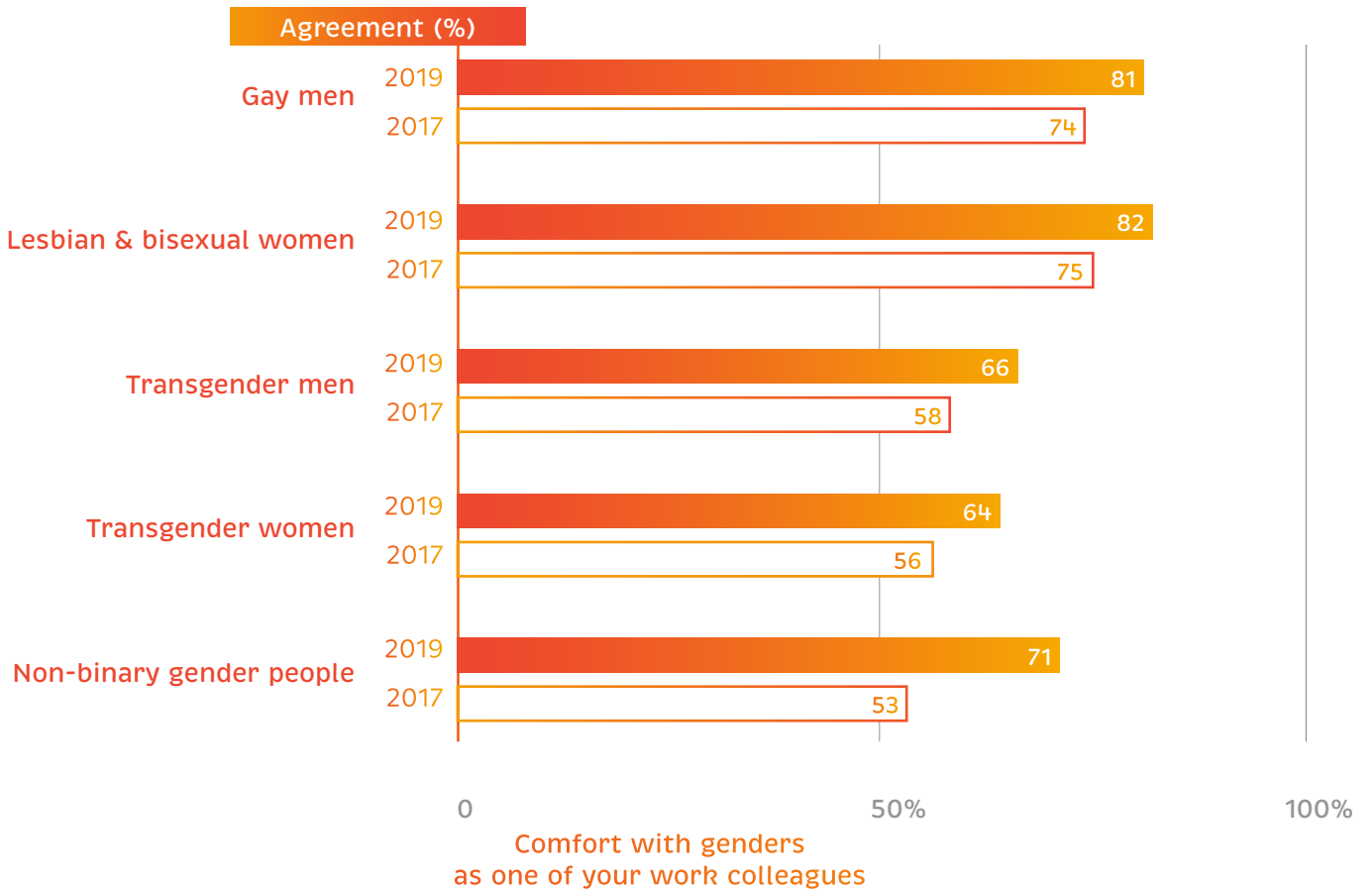
Non-binary gender – An umbrella term for all genders other than female/male or woman/man (Gender Minorities Aotearoa, 2017).

Respondents were then asked what gender and sexual identity groups they would be comfortable with in specific situations.

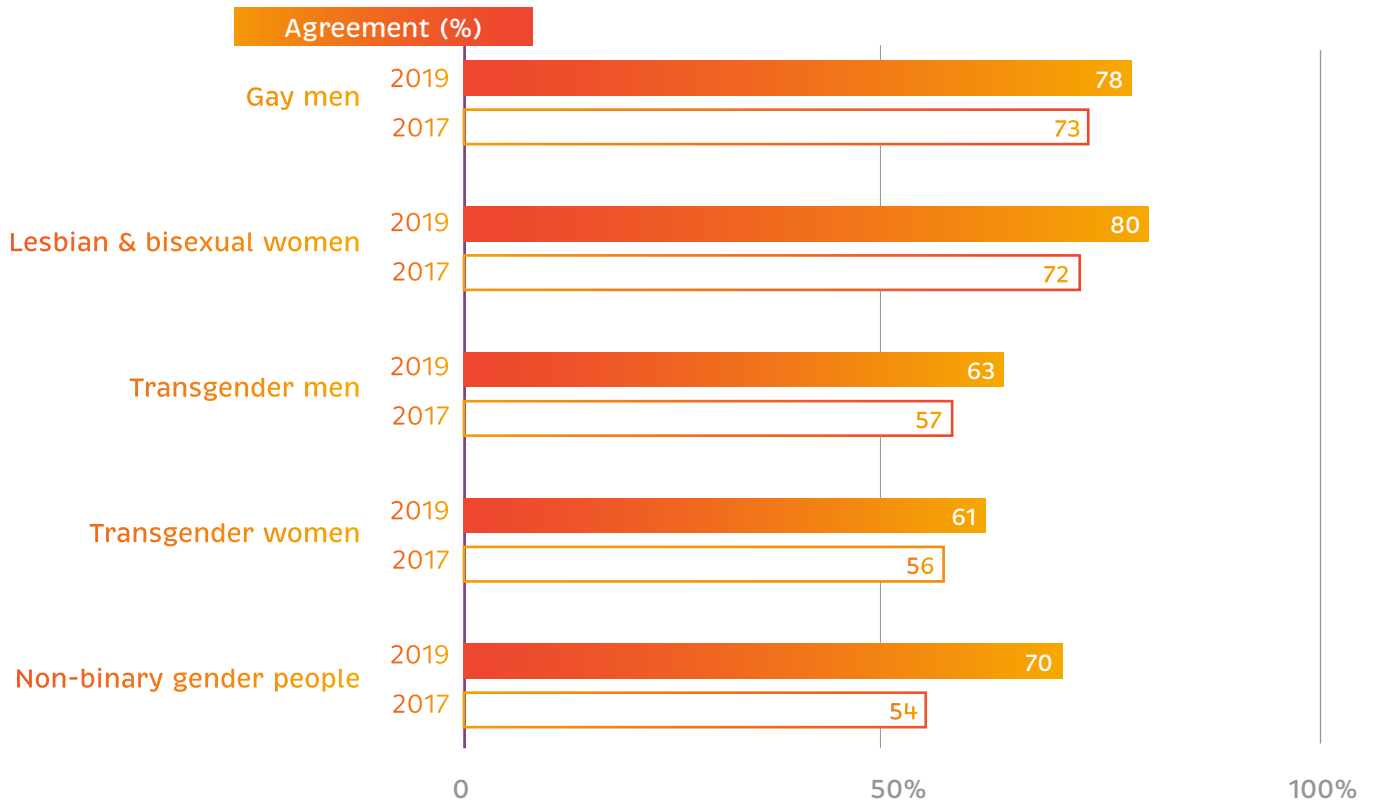
Comfort with genders
as part of your immediate family



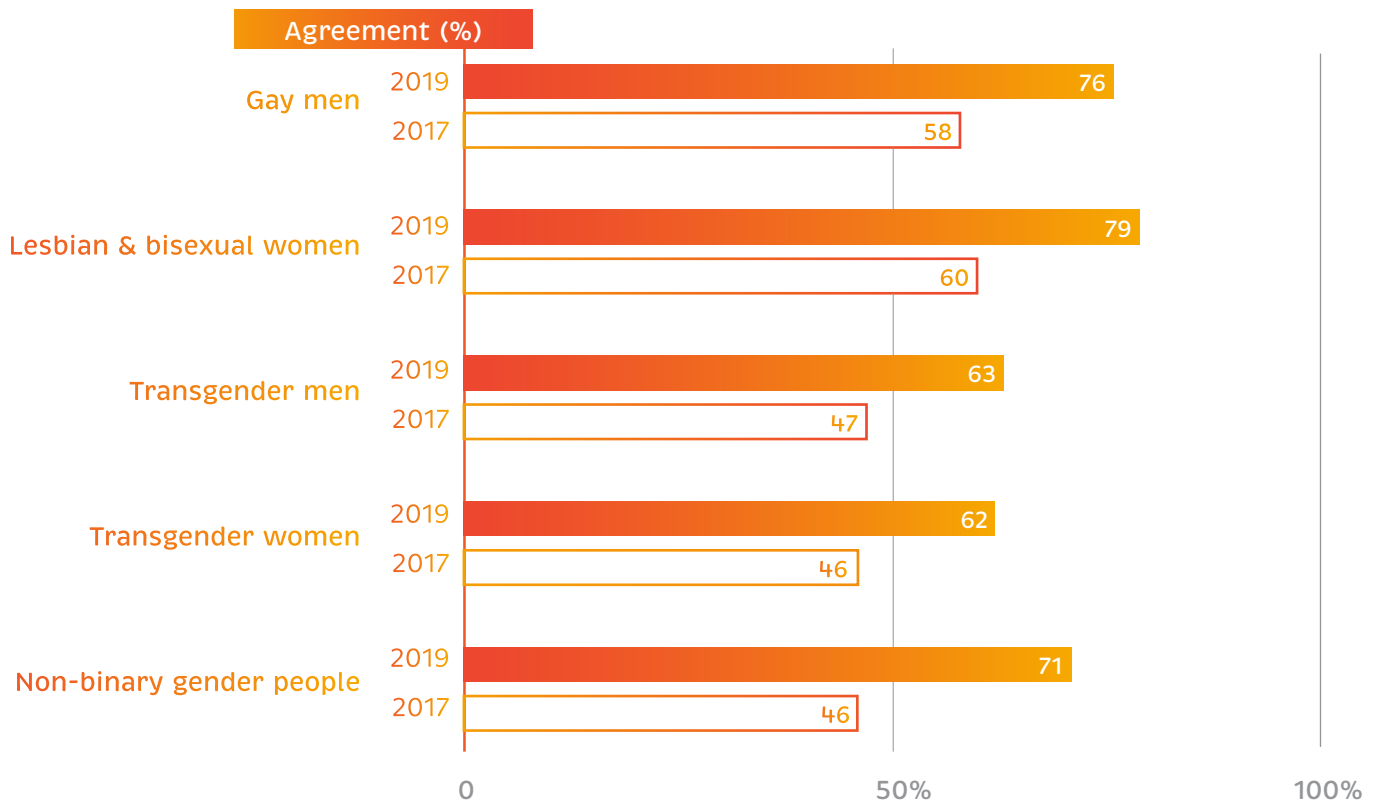
Comfort with genders as one of your friends



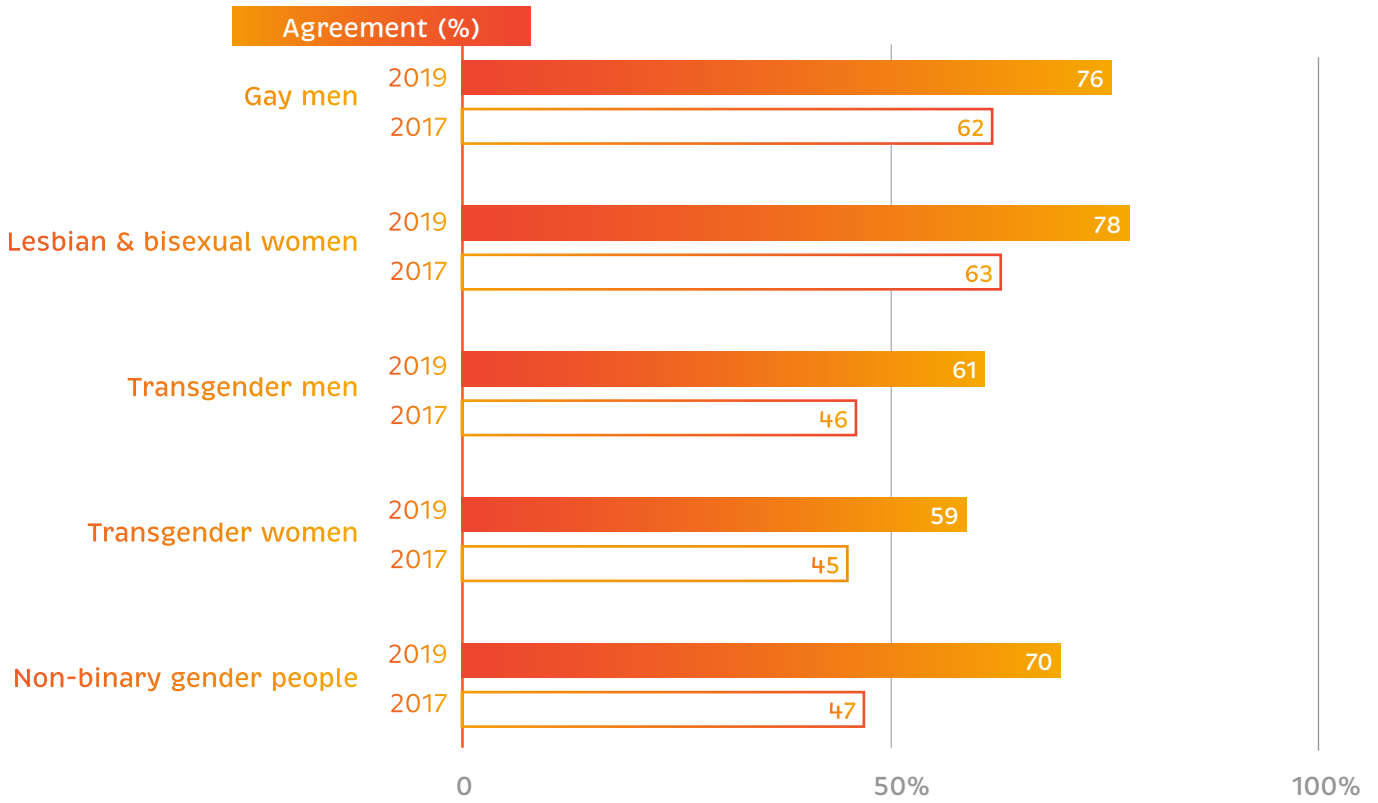
Comfort with genders
as one of the people you play sport with



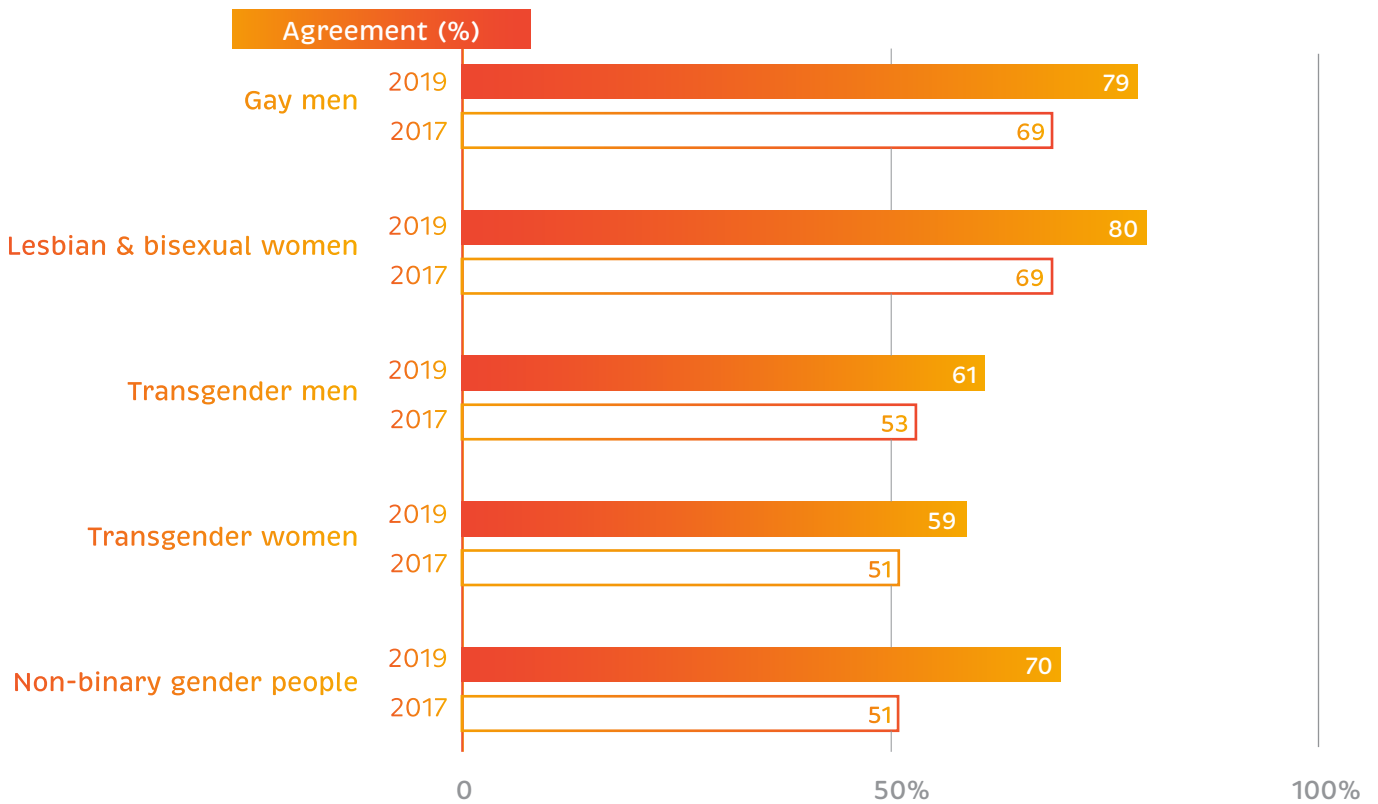
Comfort with genders
becoming parents



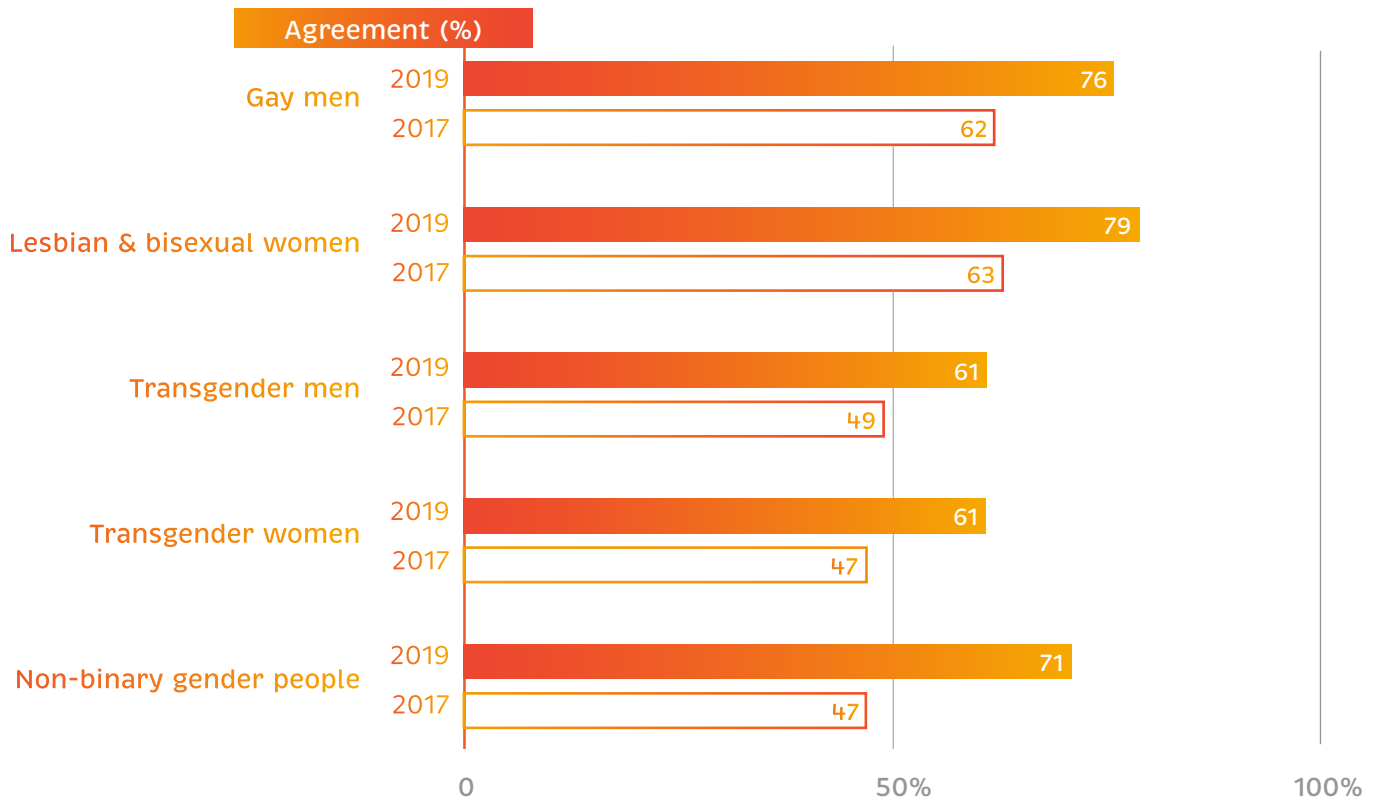
Comfort with genders as your doctor



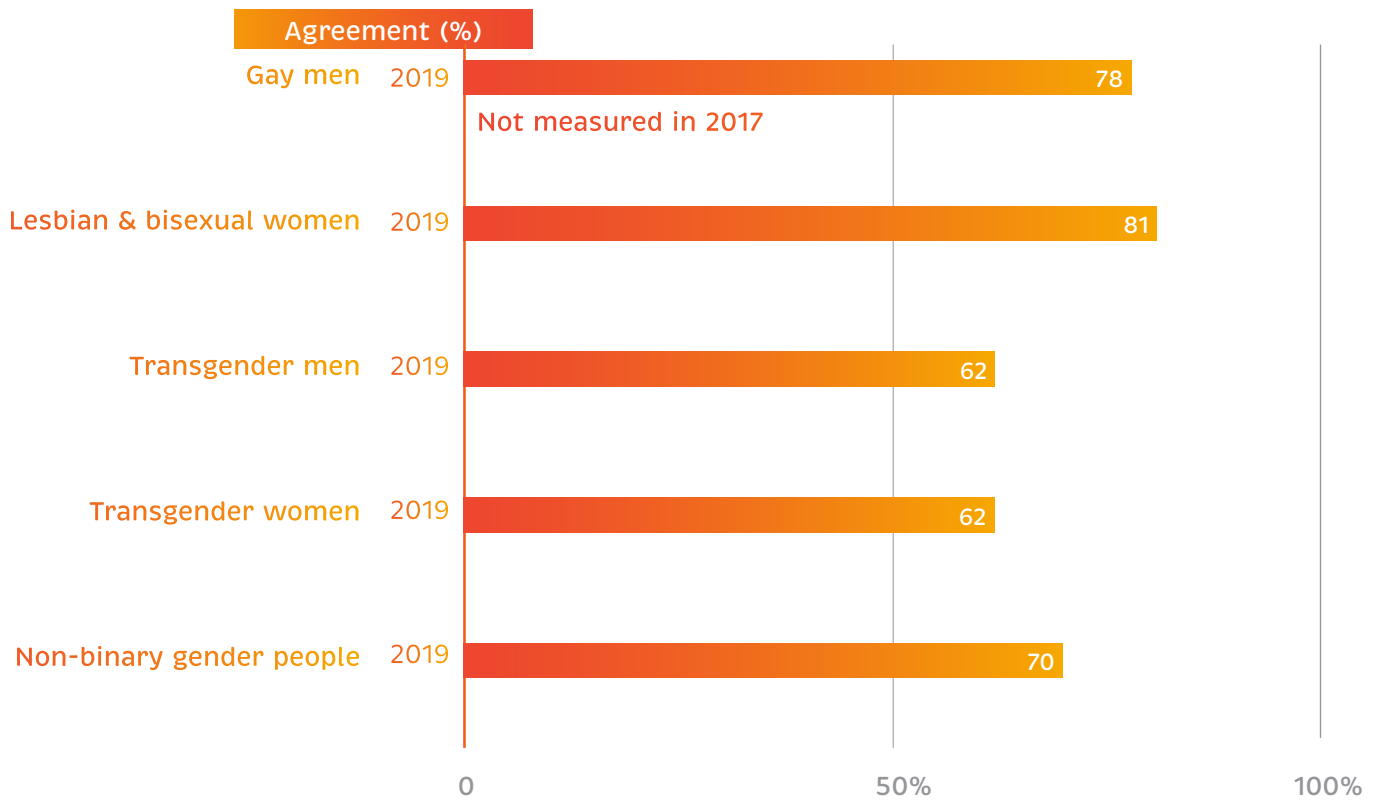
Comfort with genders as captain of a NZ sports team



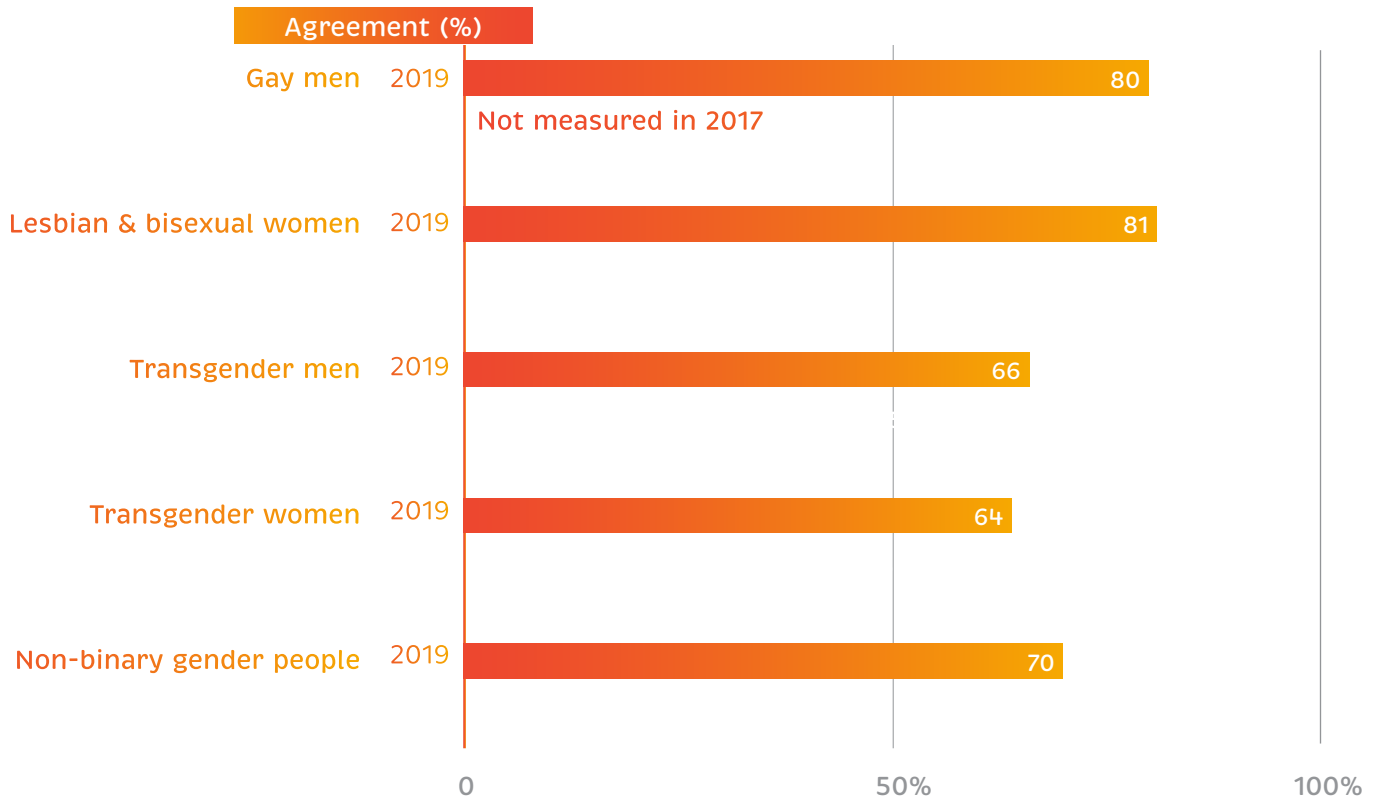
Comfort with genders
as the Prime Minister of New Zealand



Comfort with genders
as your teacher



Comfort with genders as your manager



There are few differences by age

Whereas there are few significant differences by age between the acceptance of gay men and lesbian women, there are some for trans men, trans women, and non-binary gender people.

For example, 66% of those aged 55+ said they would be comfortable with a non-binary gender person as a work colleague, compared with 78% of 18-34. This difference is statistically significant.

In addition to this, significantly fewer respondents aged 55+ stated they would be comfortable with a trans man as a friend, than those aged 18-34 (56% and 73% respectively).

[Note that the sub-samples are based on those who stated that they knew what each gender and sexuality identity meant.]

As part of your immediate family

	2017	2019	18-34	35-34	55
Gay men	68	79	80	77	81
Lesbian & bisexual women	67	81	83	81	79
Transgender men	54	65	72	68	53
Transgender women	53	63	70	65	53
Non-binary gender people	51	72	76	74	64

As part of your friends

	2017	2019	18-34	35-34	55
Gay men	74	81	80	80	82
Lesbian & bisexual women	75	82	83	82	81
Transgender men	58	66	73	69	56
Transgender women	56	64	68	65	55
Non-binary gender people	53	71	72	74	65

As one of your work colleagues

	2017	2019	18-34	35-34	55
Gay men	76	82	81	81	84
Lesbian & bisexual women	77	82	81	84	81
Transgender men	62	69	76	70	60
Transgender women	61	67	74	67	59
Non-binary gender people	56	73	78	74	66

As one of the people you play sport with

	2017	2019	18-34	35-34	55
Gay men	73	78	77	76	82
Lesbian & bisexual women	72	80	80	82	76
Transgender men	57	63	69	65	54
Transgender women	56	61	67	63	53
Non-binary gender people	54	70	74	71	64

Becoming parents

	2017	2019	18-34	35-34	55
Gay men	58	76	79	76	72
Lesbian & bisexual women	60	79	81	78	77
Transgender men	47	63	72	64	51
Transgender women	46	62	70	63	51
Non-binary gender people	46	71	73	75	64

As your doctor

	2017	2019	18-34	35-34	55
Gay men	62	76	77	74	77
Lesbian & bisexual women	63	78	80	77	76
Transgender men	46	61	70	62	50
Transgender women	45	59	68	59	50
Non-binary gender people	47	70	73	73	64

As captain of a New Zealand sports team

	2017	2019	18-34	35-34	55
Gay men	69	79	77	79	80
Lesbian & bisexual women	69	80	81	79	81
Transgender men	53	61	65	62	53
Transgender women	51	59	64	60	53
Non-binary gender people	51	70	71	73	64

As the Prime Minister of New Zealand

	2017	2019	18-34	35-34	55
Gay men	62	76	76	75	77
Lesbian & bisexual women	63	79	81	78	77
Transgender men	49	61	66	63	52
Transgender women	47	61	68	61	52
Non-binary gender people	47	71	72	74	66

As your teacher

	2017	2019	18-34	35-34	55
Gay men	NM	78	79	77	80
Lesbian & bisexual women	NM	81	83	80	80
Transgender men	NM	62	70	62	54
Transgender women	NM	62	72	60	53
Non-binary gender people	NM	70	72	73	64

As your manager

	2017	2019	18-34	35-34	55
Gay men	NM	80	80	80	81
Lesbian & bisexual women	NM	81	83	80	81
Transgender men	NM	66	75	65	56
Transgender women	NM	64	71	63	55
Non-binary gender people	NM	70	73	71	65

Most respondents agreed that primary-level school classes should be given lessons in healthy relationships and consent

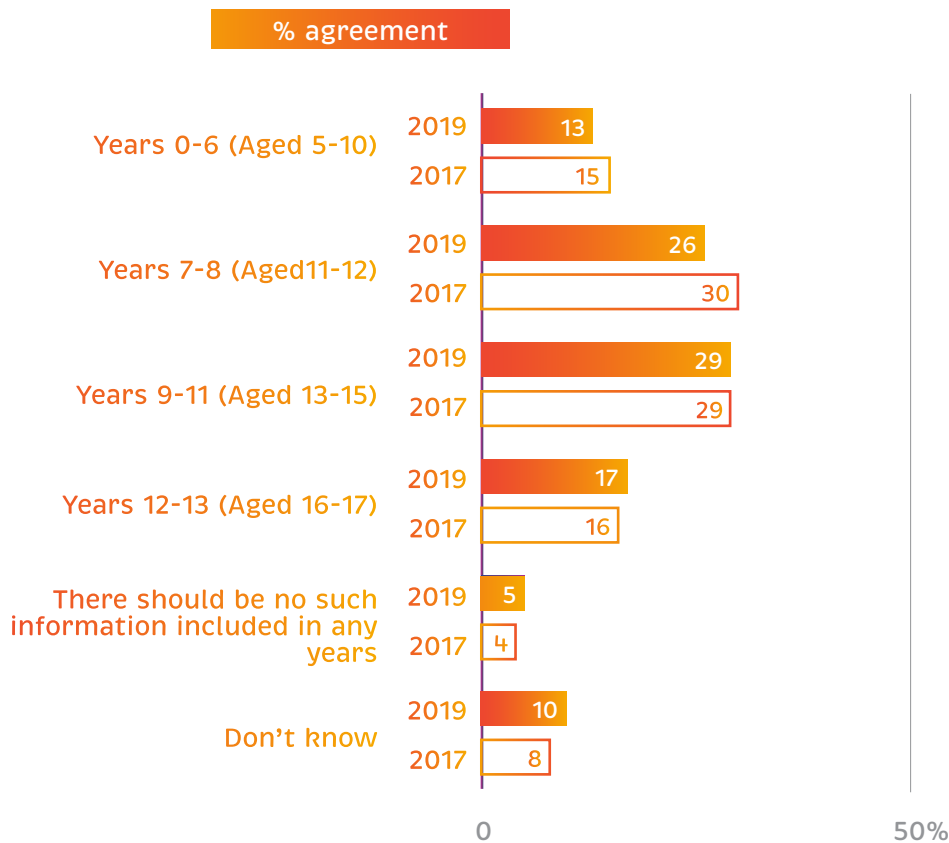
The final question before the closing demographic section of the survey asked respondents to indicate at what school year, if any, should age-appropriate information on healthy relationships, including consent, and gender diversity be introduced.

The figure below shows this year, most respondents (85%) stated that school lessons should include education on healthy relationships and consent. This is a similar result to 2017 (90%).

Most respondents agreed it would be appropriate to include these lessons from years 7-8 onwards.

However, about 10% of respondents did not know when such lessons should be introduced, a similar result to 2017. Five percent stated that no such information should be included at any year (also a similar result to 2017).

When to introduce school lessons and materials, including age-appropriate information:
A. Healthy relationships



Respondents also considered that lessons should cover gender diversity

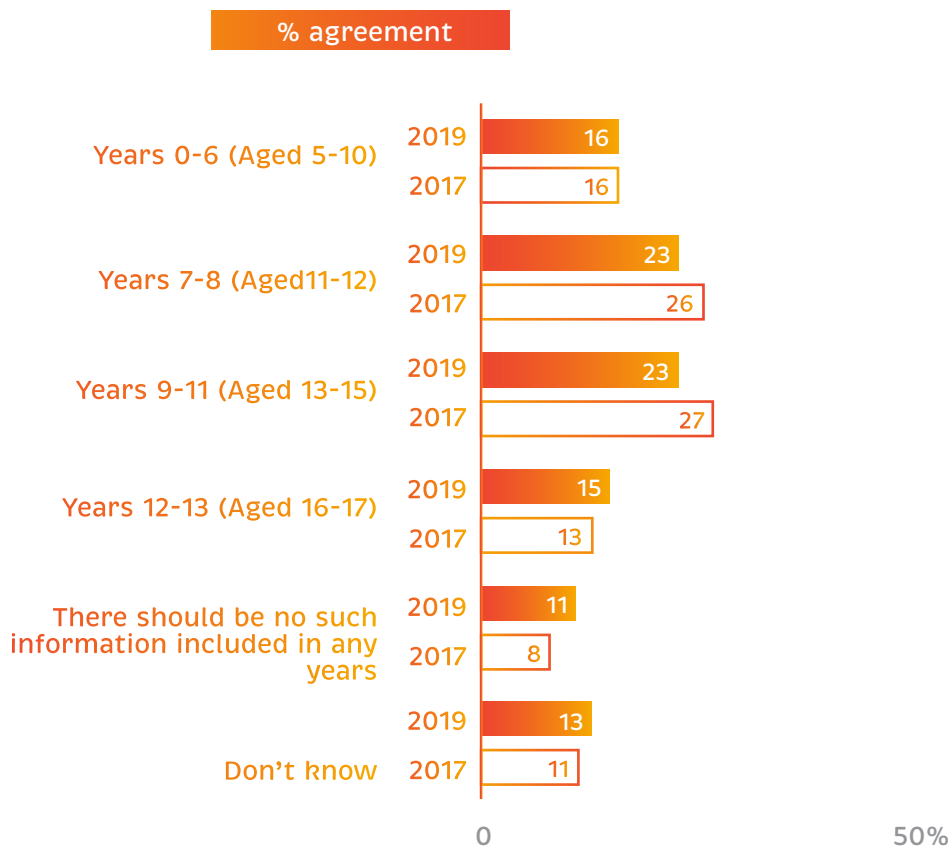
In terms of when school lessons on gender diversity should be introduced, the results show a similar pattern to those relating to healthy relationships and consent education.

However, there are higher levels of respondents stating that no such information should be included (11%) and an additional 13% didn't know. This is, almost one quarter

of respondents either disagreed with or were unsure of educating on gender diversity in schools.

In addition to this, significantly fewer respondents this year stated that gender diversity should be taught from years 9-11, than those in 2017 (23% and 27% respectively).

B. Gender diversity



Older respondents were less certain when lessons on gender diversity should be introduced

Most of the support for introducing education on healthy relationships and gender diversity was for this to be included in the intermediate and early college years of schooling (Years 7-8 and 9-11).

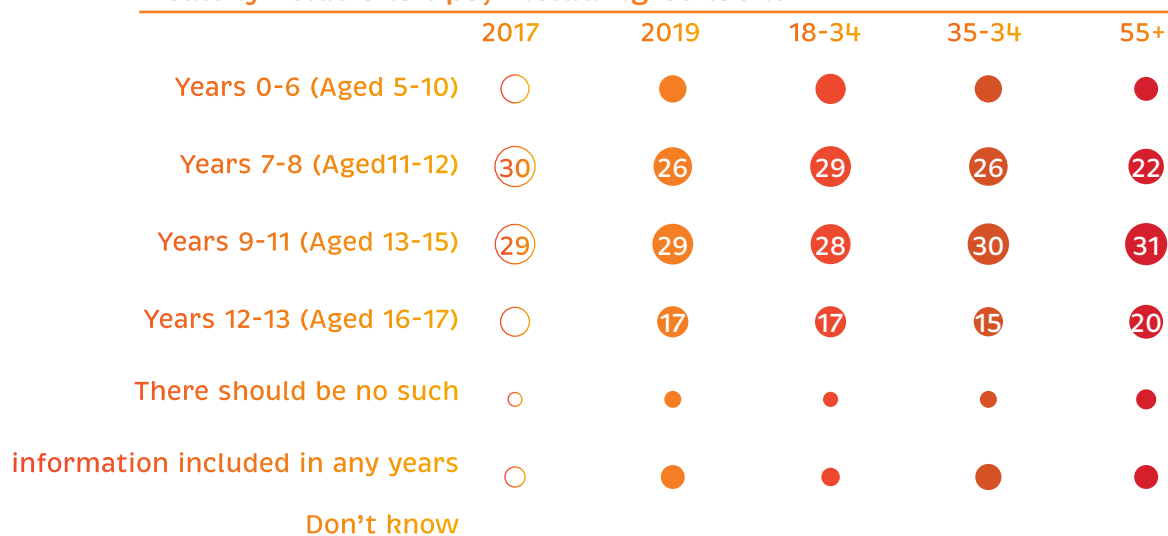
Over one half (57%) of respondents aged 18-34 stated that school years 7-11 should include age appropriate information about healthy relationships.

Education on healthy relationships, including consent, had the lowest percentages of respondents stating they

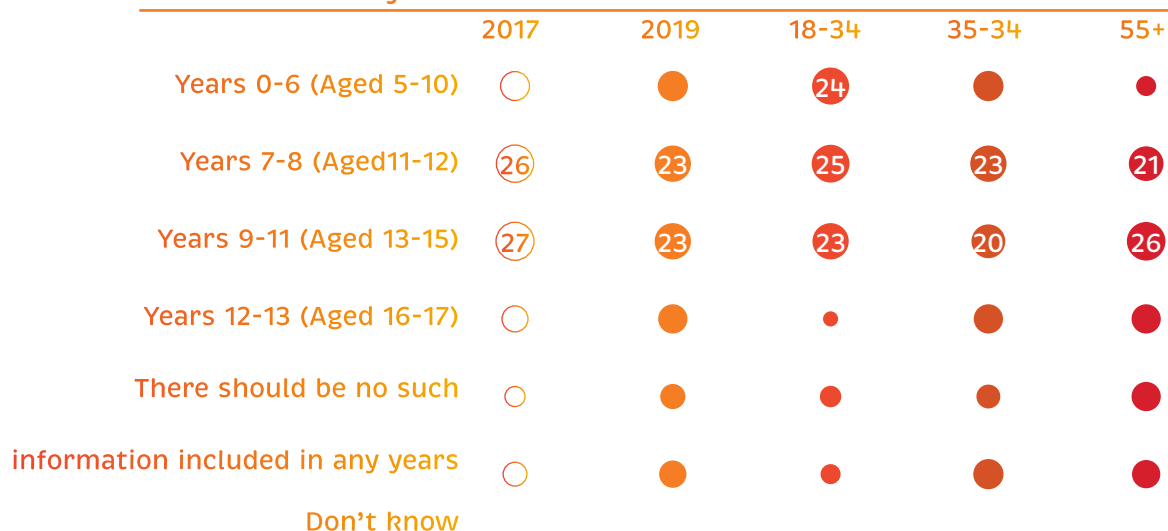
did not know or that there should be no education of this at all.

On the other hand, gender diversity education had higher percentages of respondents stating they did not know or that there should be no education of this kind. Specifically, almost one third of respondents aged 55+ felt this way about gender diversity education (29%), as did just over one quarter of those aged 35-54 (26%). This is in contrast to only 15% of younger respondents aged 18-34 stating this.

Healthy relationships, including consent



Gender diversity



Appendix A

Respondent Profile

Q1. Which one of the following age groups do you come into?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
18-24	13
25-34	19
35-44	19
45-54	19
55-64	14
65-74	11
75 and over	5
Total	100

Total may not sum to 100% due to rounding.

Q3. Which ethnic group do you belong to?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
NZ European (or Pākehā)	69
Māori	12
Pacific	5
Asian	14
Middle Eastern/ Latin American/ African	2
Another ethnic group? (please specify)	6
Total	100

Total may exceed 100% because of multiple responses.

Q26. What is your gender?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
Male	47
Female	52
Nonbinary (i.e. I do not identify as either male or female, but both, neither, or a combination)	1
Not listed (please specify)	0
Don't know	0
Refused	0
Total	100

Total may not sum to 100% due to rounding.

Q2. Which one of the following best describes the part of the country that you currently live in?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
An employer	3
Self-employed	35
A full-time salary or wage earner	8
A part-time wage earner	7
Retired	1
A full-time home-maker	3
A student	2
A volunteer	6
Unemployed	10
Other beneficiary	1
Would rather not say	1
Marlborough	1
West Coast	1
Canterbury	14
Otago	5
Southland	1
Total	100

Total may not sum to 100% due to rounding.

Q4. Which of the following best describes you?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
An employer	2
Self-employed	8
A full-time salary or wage earner	38
A part-time wage earner	13
Retired	16
A full-time home-maker	9
A student	7
A volunteer	2
Unemployed	5
Other beneficiary	5
Would rather not say	1

Total may exceed 100% because of multiple responses.

Q25. Do you live in a mainly urban or rural area of the country?

	Total
	Unweighted base = 1276
	Weighted base =1276
	%
Mainly urban	80
Mainly rural	13
Neither mainly urban or mainly rural area	7
Total	100

Total may exceed 100% because of multiple responses.

Appendix B

2019 Gender Equality Survey

Section 1: About you

NEW PAGE

First of all, we would like to ask you some questions about yourself...

1. Which **one** of the following age groups do you come into?

Please select one option

- 1.... 17 and below [TERMINATE]
- 2.... 18-24
- 3.... 25-34
- 4.... 35-44
- 5.... 45-54
- 6.... 55-64
- 7.... 65-74
- 8.... 75 and over

2. Which **one** of the following best describes the part of the country that you currently live in?

Please select one option

- 1 Northland
- 2 Auckland
- 3 Waikato
- 4 Bay of Plenty
- 5 Gisborne
- 6 Hawke's Bay
- 7 Taranaki
- 8 Manawatu-Wanganui
- 9 Wellington-Wairarapa
- 10 Tasman
- 11 Nelson
- 12 Marlborough
- 13 West Coast
- 14 Canterbury
- 15 Otago
- 16 Southland

3. Which ethnic group do you belong to? You can belong to more than one.

Please select as many options as apply

- 1 New Zealand European/Pakeha
- 2 Maori
- 3 Pacific
- 4 Asian
- 5 Middle Eastern/Latin American/African
- 96 Other *Please specify:* _____

4. Which of the following best describes you? Are you ... ?

Please select as many options as apply

- 1....An employer
- 2.... Self-employed
- 3.... A full-time salary or wage earner
- 4.... A part-time wage earner
- 5.... Retired
- 6.... A full-time home-maker
- 7.... A student
- 8.... A volunteer
- 9.... Unemployed
- 10.. Other beneficiary
- 99.. Would rather not say

5. Which **one** of the following best describes your current living situation?

Please select one option

- 1.... One-person household
- 2.... Couple only
- 3.... Couple with child(ren)
- 4.... One parent with child(ren)
- 5.... Other multi-person household (e.g. flat)
- 6.... Other *Please specify:* _____
- 99.. Would rather not say

[Q6 and Q7 removed]

Section 2: Gender roles

8. In your opinion, who do you **think should** be mainly responsible for the following in families with children?
 Please tick one answer for each activity from the options across the top of the table

ROTATE	The boys & men in a home	The girls & women in a home	All genders in a home	Don't know
a) Cooking meals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
b) Shopping for food and household groceries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
c) Bringing in the household income	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
d) Looking after the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
e) Disciplining the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
f) Cleaning the bathroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
g) Mowing the lawn	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
h) Driving for family outings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
i) Putting the rubbish out	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
j) Fixing internet and IT problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
k) Managing the household finances	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈

9. Are the following academic subjects **more suitable** for boys or girls?

Please tick one answer for each subject from the options across the top of the table

ROTATE	More suitable for boys	More suitable for girls	Suitable for all genders	Don't know
a. Accounting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
b. Biology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
c. Digital technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
d. Fashion and textiles technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
e. Food technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
f. Materials technology (metal work/wood work)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
g. Maths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
h. Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
i. Physics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
j. Visual art/ photography	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈

NEW PAGE

10. Are the following **jobs and roles** **more suited** to men or women?

Please tick one answer for each job from the options across the top of the table

ROTATE	More suited to men	More suited to women	Suited to all genders	Don't know
a. Cleaner	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
b. Engineer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
c. Family doctor (i.e. GP)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
d. Farmer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
e. Hairdresser	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
g. Leadership roles/bosses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
h. Nurse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
l. Retail assistant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
m. Social worker	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
o. Teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
p. The Armed Forces (i.e. Airforce, Army, Navy)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
q. Builder	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈

11. Are the following **characteristics** seen as being **more important** for men or women in New Zealand society?

Please tick one answer for each characteristic from the options across the top of the table

ROTATE	More important for men	More important for women	Important for all genders	Not necessarily important for any gender	Don't know
b. A well-paying job	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
c. A position of power	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
e. Being able to stand up for themselves	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
f. Being caring	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
h. Being funny	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
i. Being in charge	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
j. Being able to put on a brave face in public	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
k. Being able to cry in front of friends	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
l. Being sporty	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98
m. Being physically attractive	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _98

NEW PAGE

The following questions could be of a sensitive nature for some. We provide contact details for support organisations at the end of the survey, if you feel you would like to talk to someone about the topics raised.

SPACE

12. How much do you **agree or disagree** with each of the following statements?

Please tick the answer you wish to give from the options across the top of the table

ROTATE	Strongly disagree				Strongly agree	Don't know		
a. Mothers and fathers should equally share the responsibility for raising their children	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
b. People must work full time if they want to progress in their career	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
c. Fathers should have more say than mothers in making family decisions	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
d. Hitting out is an understandable response for a man when his wife or girlfriend tries to end a relationship	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
e. In NZ, women feel pressured to choose between being a good wife/mother or having a professional or business career	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
f. Contraception is the responsibility of both men and women	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
g. A woman should have the right to choose whether or not she has an abortion	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
h. A man who doesn't fight back when he's pushed around will lose respect as a man	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
i. Showing physical or emotional weakness makes a man less of a man	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98

13. How much do you **agree or disagree** with each of the following statements?
Please tick the answer you wish to give from the options across the top of the table

ROTATE	Strongly disagree					Strongly agree	Don't know	
a. It's alright for a girl to want to play rough sports like rugby	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
b. It's alright for a girl to ask a boy out on a date	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
c. Boys are better leaders than girls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
d. Girls are as smart as boys	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
e. Girls should have the same freedom as boys	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
f. It's ok for boys to play netball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
g. It's ok for boys to play with dolls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
h. More encouragement in a family should be given to sons to go to university than daughters	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈

14. And how much do you **agree or disagree** with each of the following statements?
Please tick the answer you wish to give from the options across the top of the table

ROTATE	Strongly disagree				Strongly agree	Don't know		
a. You can't really call it rape if someone doesn't physically fight back	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
b. False rape accusations are common	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
c. Rape happens when a man's sex drive is out of control	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
d. If someone is raped when they're drunk, they're at least partly responsible for what happens	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
e. If someone is willing to 'make out', then it's no big deal if the other person pushes them a little further and has sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈

Section 3: Gender equality and inequality in New Zealand

15. In your own words, please explain what is meant by the term, 'gender equality'.

Please write your answer here

1.... Comment
98.. Don't know

16. By 'gender equality', we mean that people of any gender are equal in all possible respects. Please answer the rest of the questions in this section with this definition in mind. First of all, how **important** is gender equality in New Zealand? Please tell us by **agreeing or disagreeing** with these statements.

Please tick the answer you wish to give from the options across the top of the table

	Strongly disagree				Strongly agree	Don't know		
a. Gender equality in New Zealand is a fundamental right	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98
b. Gender equality has already been achieved for the most part in New Zealand	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _98

[Q17 removed, statement moved to Q16]

NEW PAGE

18. How is New Zealand doing in terms of gender equality in each of the following?

Please tick the answer you wish to give from the options across the top of the table

ROTATE	Very poorly					Very well	Don't know
a. In the home	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
b. In the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
c. In the education system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
d. In the justice system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
e. In the health system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
f. In the mass media (e.g. newspaper, TV, radio)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
g. In advertising	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
h. In sports	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
i. In the Armed Forces (i.e. Airforce, Army, Navy)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
j. In the welfare system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
k. In senior management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
l. In Parliament	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈
m. In business	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₉₈

[Q19 and Q19b removed]

19c If gender equality was achieved in New Zealand, how much do you agree or disagree that each of the following would happen?

Please tick the answer you wish to give from the options across the top of the table

	Strongly disagree			Neutral			Strongly agree	Don't know
a. There would be more equal sharing of childcare responsibilities between men and women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
b. There would be a more equal sharing of household chores between men and women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
c. Women would have improved job/career opportunities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
d. Women would have improved access to healthcare services	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
e. Women would have improved access to abortion services	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
f. There would be more women in Parliament	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
g. There would be more women in senior management positions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
h. Women in employment would receive the same pay as men	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
i. New Zealanders would value unpaid work more highly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
j. There would be more women running their own businesses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈

19d And how much do you agree or disagree that each of the following would happen?

Please tick the answer you wish to give from the options across the top of the table

	Strongly disagree			Neutral			Strongly agree	Don't know
a. A reduction in the rates of domestic violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
b. A reduction in the rates of sexual violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
c. A reduction in the suicide rate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
d. A reduction in alcohol and drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
e. More stories about women's sports	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈
f. Less gender stereotyping in the media	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₉₈

NEW PAGE

Section 4: Gender and sexual diversity

20. Do you know the meaning of each of the following terms?

Please tick the answer you wish to give from the options across the top of the table

	Yes definitely	I think so	No, not at all	Don't know
b. Gay men	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
c. Lesbian women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
d. Bisexual	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
e. Cisgender	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
f. Transgender	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈
g. Non-binary gender	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₉₈

20a. Here are some commonly-used definitions of these terms:

Gay - A person who is sexually attracted to people of the same sex or gender. More commonly used in relation to males.

Lesbian - A woman who is sexually attracted to people of the same sex or gender.

Bisexual - A person who is sexually attracted to more than one sex or gender, including their own.

Trans woman - A transgender individual who, although assigned male at birth, currently identifies as a female (Grant et al, 2011 as cited in Statistics NZ, 2015), for example, a male-to-female transgender person (MtF).

Trans man - A transgender individual who, although assigned female at birth, currently identifies as a male (Grant et al, 2011 as cited in Statistics NZ, 2015). For example, a female-to-male transgender person (FtM).

Cisgender - Individuals who have a match between the gender they were recorded at birth, their bodies, and their personal identity (adapted from Schilt & Westbrook, 2009 as cited in Statistics NZ, 2015).

Non-binary gender – An umbrella term for all genders other than female/male or woman/man (Gender Minorities Aotearoa, 2017).

NEW PAGE

21. Would you be **comfortable** with gay and bisexual men, lesbian and bisexual women, transgender men, transgender women and people with non-binary gender in each of the following situations? Please hover over the column labels for a definition of each

‘From the groups listed across the top of the table, please tick which groups (if any) you would be comfortable with for each of the following situations.

ROTATE	Gay & bisexual men	Lesbian & bisexual women	Transgender men	Transgender women	Non-binary gender people
a. As part of your immediate family	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b. As one of your friends	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
c. As one of your work colleagues	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
d. As one of the people you play sport with	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
e. Becoming parents	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
f. As your doctor	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆
h. As captain of a NZ sports team	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈
i. As the Prime Minister of New Zealand	<input type="checkbox"/> ₉	<input type="checkbox"/> ₉	<input type="checkbox"/> ₉	<input type="checkbox"/> ₉	<input type="checkbox"/> ₉
j. As your teacher	<input type="checkbox"/> ₁₀	<input type="checkbox"/> ₁₀	<input type="checkbox"/> ₁₀	<input type="checkbox"/> ₁₀	<input type="checkbox"/> ₁₀
k. As your manager	<input type="checkbox"/> ₁₁	<input type="checkbox"/> ₁₁	<input type="checkbox"/> ₁₁	<input type="checkbox"/> ₁₁	<input type="checkbox"/> ₁₁

Gay - A person who is sexually attracted to people of the same sex or gender. More commonly used in relation to males.

Lesbian - A woman who is sexually attracted to people of the same sex or gender.

Bisexual - A person who is sexually attracted to more than one sex or gender, including their own.

Trans woman - A transgender individual who, although assigned male at birth, currently identifies as a female. (Grant, et al, 2011 as cited in Statistics NZ, 2015), for example, a male-to-female transgender person (MtF).

Trans man - A transgender individual who, although assigned female at birth, currently identifies as a male. (Grant, et al, 2011 as cited in Statistics NZ, 2015). For example, a female-to-male transgender person (FtM).

Cisgender - Individuals who have a match between the gender they were recorded at birth, their bodies, and their personal identity. (adapted from Schilt & Westbrook, 2009 as cited in Statistics NZ, 2015).

Non-binary gender – An umbrella term for all genders other than female/male or woman/man. (Gender Minorities Aotearoa, 2017).

Statistics NZ (2015). Statistical standard for gender identity. Available from www.stats.govt.nz

22. Which of the following groups of people do you believe are **disadvantaged** because of gender inequality in New Zealand society, if any? Please hover your mouse over 'people with non-binary gender' to see this definition again.

Please tick all that apply.

	Disadvantaged groups
a. Men generally	<input type="checkbox"/> _1
b. Specific groups of men	<input type="checkbox"/> _2
c. Women generally	<input type="checkbox"/> _3
d. Specific groups of women	<input type="checkbox"/> _4
e. People with non-binary gender	<input type="checkbox"/> _5
f. No groups of people are disadvantaged by gender inequality	<input type="checkbox"/> _6
g. Don't know	<input type="checkbox"/> _98

For all selected at Q22: You said that [insert Q22] are disadvantaged. Please explain your reasoning below.

23. **When** do you think school lessons and materials including **age-appropriate information** on healthy relationships and gender diversity, should be introduced?

Please tick at which school year groups, if any, you think these lessons should be introduced

	Years 0-6 (Aged 5-10)	Years 7-8 (Aged 11-12)	Years 9-11 (Aged 13-15)	Years 12-13 (Aged 16-17)	There should be <u>no</u> such information included in any years	Don't know
a. Healthy relationships, including consent	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
b. Gender diversity	<input type="checkbox"/> _2	<input type="checkbox"/> _2	<input type="checkbox"/> _2	<input type="checkbox"/> _2	<input type="checkbox"/> _2	<input type="checkbox"/> _2

Section 5: Final questions

Thank you for completing our survey. Before closing your browser, please answer our final questions.

[Q24 removed]

25. Do you live in a mainly urban or rural area of the country?

Please select one option

- 1.... Mainly urban
- 2.... Mainly rural
- 3.... Neither mainly urban or mainly rural area

26. What is your gender?

Please select one option

- 1.... Male
- 2.... Female
- 3... Nonbinary (i.e. I do not identify as either male or female, but both, neither, or a combination)
- 96... Not listed, please state: _____

27. Are you transgender? (That is, is your gender different from your assigned gender at birth?)

Please select one option

- 1.... No, I am not transgender
- 2.... Yes, I am transgender
- 3.... I am unsure about my gender
- 4.... I don't understand this question
- 99.. Prefer not to say

Thank you.

If you feel you would like to talk to someone about the topics raised in this survey, here are some organisations that you may wish to contact.

OUTlineNZ: This confidential service has been provided to the LGBTQI+ community, their friends and families since 1972.

Call on 0800 688 5463 or visit the website <http://www.outline.org.nz/>

Rape Crisis: The 24 hour helpline number is 0800 88 33 00. Website for sexual violence agencies all over the country at www.toah-nnest.org.nz

Family Violence information line 0800 456 450 or visit www.areyouok.nz for information and help.

Youthline - 24 hour helpline for young people 0800 37 66 33

Lifeline - 24 hour telephone counselling - 0800 543 354

You may now submit your survey and close your browser.

SUBMIT SURVEY

