

**ACTIVE\***  
**CONSENT**

**ACTIVE\***  
**CONSENT FOR**  
**HIGHER EDUCATION**  
**AND THE FURTHER**  
**EDUCATION &**  
**TRAINING SECTOR:**

RECENT HIGHLIGHTS AND GOALS FOR 2024-25



OLLSCOIL NA GAILLIMHÉ  
UNIVERSITY OF GALWAY

# ACTIVE\* CONSENT FOR HIGHER EDUCATION AND THE FURTHER EDUCATION & TRAINING SECTOR:

## RECENT HIGHLIGHTS AND GOALS FOR 2024-25

From 2019, the programme has been supported by Lifes2good Foundation, a Galway-based philanthropic foundation which has enabled us to scale up our approach into a research-informed model for education and outreach.

Further support has come from the Department of Further & Higher Education, Research, Innovation & Science (DFHERIS), the Department of Justice, Cuan, the Dormant Accounts Fund, the Irish Research Council, Rethink Ireland, the University of Galway, and the Higher Education Authority.

We wish to thank all of the students, learners and staff members who have taken part in our awareness raising, education, and training over the past year – and all of the supporters across the country who have enabled this programming to reach those who have taken part.

**Authors:**  
 Pádraig MacNeela  
 Gavin Friel  
 Emer Lyons  
 Liam McBrearty  
 Eve McDowell  
 Eva O'Byrne  
 Paul O'Reilly  
 Rebecca Connolly  
 Charlotte McIvor  
 Kate Dawson  
 Gemma MacNally  
 Siobhán O'Higgins  
 Michelle Palmer  
 Amy Staudt  
 Sinead McGrath

The Active\* Consent programme is hosted by:  
 School of Psychology  
 College of Arts, Social Sciences, & Celtic Studies  
 University of Galway

### SUPPORTED BY:



### RETHINK IRELAND

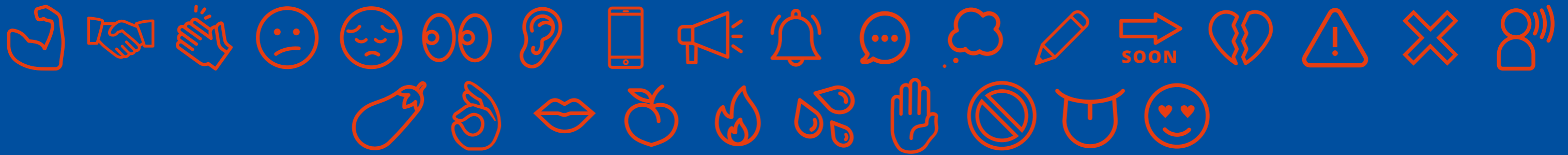


## ACTIVE\* CONSENT

**CONTACT US:**  
 CONSENT HUB: [HTTPS://WWW.CONSENTHUB.IE/CONTACT](https://www.consenthub.ie/contact)  
 ACTIVECONSENT@UNIVERSITYOFGALWAY.IE  
 ACTIVECONSENT

# TABLE OF CONTENTS

INTRODUCTION	6
BEYOND FURTHER AND HIGHER EDUCATION: ACTIVE* CONSENT ACHIEVEMENTS IN POST-PRIMARY AND COMMUNITY SETTINGS	8
WORKSHOPS, ORIENTATIONS AND ELEARNING FOR HIGHER AND FURTHER EDUCATION	10
'CONSENT IS FOR EVERYONE'	11
IN-PERSON ACTIVE* CONSENT WORKSHOP FOR THE HE AND FET SECTORS	14
ELEARNING INTERACTIVE LEARNING RESOURCE	16
ACTIVE* CONSENT CAMPUS CAMPAIGN RESOURCES	18
LEADING ON STANDARDS AND PRACTICE DEVELOPMENT	23
LEVEL 9 MICRO CREDENTIAL MODULE	24
THE COSHARE NORTH-SOUTH NETWORK	26
SPOTLIGHT ON NEW INITIATIVES	28
PEER EDUCATION	
FIRST POINT OF CONTACT TRAINING	32
ACTIVE* CONSENT FOR THE FURTHER EDUCATION & TRAINING SECTOR	34
ACTIVE* CONSENT FOR FET: RESOURCES, AWARENESS RAISING AND TRAINING, CONSULTATIONS, AND RESEARCH	36
CONSENT EDUCATION PROGRAMMING RESOURCES	
AWARENESS RAISING AND TRAINING	37
STAKEHOLDER CONSULTATIONS AND BRIEFINGS	38
STUDENT REACTIONS TO STORIES ABOUT SEXUAL VIOLENCE AND HARASSMENT	40
STORY 1: SEXIST HARASSMENT	41
STORY 2: SEXUAL HARASSMENT	42
STORY 3: BYSTANDER INTERVENTION ON ONLINE HARASSMENT	43
STORY 4: DISCLOSURE OF SEXUAL COERCION	44
STORY 5: SEXUAL CONSENT	45
CONCLUSION	46





# INTRODUCTION

**BASED AT THE UNIVERSITY OF GALWAY, THE ACTIVE\* CONSENT PROGRAMME HAS PIONEERED SEXUAL CONSENT EDUCATION AND RESEARCH WITH YOUNG PEOPLE THROUGHOUT IRELAND SINCE 2013. ACTIVE\* CONSENT HAS GROWN INTO A NATIONAL PROGRAMME, SUPPORTING EDUCATIONAL INSTITUTIONS WITH INNOVATIVE METHODS THAT SUPPORT HEALTHY RELATIONSHIPS AND THE PREVENTION OF SEXUAL VIOLENCE AND HARASSMENT.**

The programme ethos is that consent is Ongoing, Mutual, and Freely Given – for all relationships, genders and orientations. Consent is for everyone and for everything. It's for each type of intimacy, if or when someone chooses to become intimate. While this positive goal guides our programming, we also address the sexual violence and harassment still commonly experienced by young people in Ireland today. For instance, the research conducted by Active\* Consent has extended our understanding of this problem through groundbreaking surveys of students and staff in post-primary and Higher Education.

Our team members bring expertise from disciplines including psychology, health promotion, social work, theatre and drama, nursing, and psychotherapy. Working with partners including Galway Rape Crisis Centre, our initiatives are organised in a tiered, spiral model, taking a learning community from brief messaging through social media and posters, to workshops and arts-based interventions, and on to specialised training for staff members and community leaders.

This report on Active\* Consent programming describes our work with the Higher Education and the Further Education & Training (FET) sectors during the academic year 2023–24, our learning and next steps. Over this period, we engaged institutions across the country through research and evaluation, consent education for students and learners, staff awareness raising and training, workshops, theatre, and information campaigns.

The programme enhancements we are introducing for 2024–25 include redesigning the orientation resource we offer, with the goal of reaching over 25,000 students and learners. Highlights of our plans for Higher Education and the FET sector this year include:

- Releasing separate research reports on First Point of Contact disclosure skills training, drama-based methods of engagement, and Higher Education staff experiences of sexual violence and harassment – making recommendations for innovation and development
- Conducting new research with students that updates our understanding of current issues and enables us to design new research-based consent education resources
- Increasing stakeholder input to our programme using advisory groups
- Promoting student leadership through the Active\* Champion peer education project
- Expanding access to in-person workshops on digital intimacy and for the postgraduate student community
- Internationalising the Active\* Consent programme by working with North American universities, including reciprocal knowledge transfer and increasing Irish educators' access to international experts through seminars and training
- Increasing uptake of consent education in the Further Education & Training sector, across learners on Post Leaving Certificate programmes, apprenticeships, community training courses, and adult learning across the country



Alongside this ambitious mission, we are asking the Higher Education and FET sectors to scale up the adoption of consent education. Targets should be set, such as: Having at least 80% of incoming students and learners engage in orientation programming; Building multiple points of consent education into the student experience; Freeing up time for staff members to take part in awareness raising or more intensive training – using an 'all, some, and few' model. For sustainability, these actions need to be supported by being included in operational plans, institutional strategies and policies.

There has been considerable progress made in actions that change the culture of Irish Higher Education toward consent, sexual violence and harassment, not least through the recent appointment of Sexual Violence & Harassment Prevention & Response Managers. However, unacceptable levels of violence and harassment are still occurring, along with the attitudes, behaviours, and cultural issues that perpetuate them.

As the Higher Education sector sets out to develop a new Implementation Plan and revise the 'Consent Framework' first established in 2019, the expectation should be that every student and staff member is adequately prepared on consent, sexual violence and harassment. The Further Education & Training sector is at an earlier stage of adopting consent education and preparation for learners and staff members. A framework and strategy should be agreed for the FET sector that provides a clear pathway for FET colleges and centres.

The efforts of our Higher Education institutions and the HEA have put Ireland at the forefront of this work internationally. Now the next steps, collaborations, and strategic commitment must take place to achieve the goal that Taoiseach Simon Harris articulated when launching the national five-year Active\* Consent programme in June 2023, in his remark that "It is one of my top priorities to ensure that we create campus cultures which are safe, respectful, and supportive for all staff and students.

# BEYOND FURTHER AND HIGHER EDUCATION: ACTIVE\* CONSENT ACHIEVEMENTS IN POST-PRIMARY AND COMMUNITY SETTINGS

---

The Active\* Consent programme works across other areas and settings as well as the Higher Education and the FET sector. In the past year, we have toured our school drama 'How I learned about consent', with feedback from over one thousand post-primary school pupils on their understanding of sexual consent and of survivors of sexual violence, confidence in supporting those who experience sexual violence, and awareness of social norms related to consent.

The Active\* Consent drama resource will be adapted in 2024-25 to support teacher-led classroom learning and group activities. This complements our existing consent workshops for post-primary school pupils that have been available since 2021, and parent information seminars, supported by workshop facilitation training delivered to more than a thousand teachers nationwide. Our commitment to innovation with the post-primary sector extends to our plans to develop programming relevant to healthy, positive masculinity and whole-school consent education strategies.

We have provided consent programming over the past year to a range of other community groups and sectors. Among others, we work with Rugby Players Ireland to provide programming to rugby academy players each summer, making available our programming to trainee Gardaí at the Garda College, engaging in collaboration with intellectual disability services, providing training to new Student Union officers through the Union of Students in Ireland, delivering in-person consent workshops to students at Teagasc agricultural colleges throughout the country, supporting several universities in the UK with consent education programming, and contributing to initiatives to address the issues for consent, sexual violence and harassment posed by the night time economy.



# WORKSHOPS, ORIENTATIONS AND ELEARNING FOR HIGHER AND FURTHER EDUCATION

The Active\* Consent programme has responded to the call for students and learners in Higher Education and the Further Education & Training sector to have access to rights-based consent education that is engaging and research-informed. We have done this by designing resources, offering training and guidance on implementation, and responding to feedback.

These resources have been made available without cost to the Higher Education and Further Education & Training sectors nationally. In this section, we describe the impact that these resources have had in the past year – with a focus on the Active\* Consent orientation resource, 1-hour in-person workshop, eLearning resource on consent, sexual violence and harassment, and our campus campaign materials.



## 'CONSENT IS FOR EVERYONE': ACTIVE\* CONSENT ORIENTATION RESOURCE

The Active\* Consent orientation resource comprises video, interactive elements, and facilitated discussion of consent. Lasting for approximately 20 minutes, and typically delivered in a session on campus, the resource is introduced during orientation or induction to ensure that students are familiar with the meaning of consent and sexual violence, the legal rights and responsibilities associated with these issues, practical ways to communicate consent and non-consent, and support services that are available to them.

The wider goal of the orientation resource is to express the educational institution's commitment to a culture of respect and care. From an awareness raising and programming perspective, it provides a foundation for running campus information campaigns and more in-depth consent education during the academic year.

Staff members and student leaders are responsible for rolling out the orientation resource at participating institutions, supported by training that Active\* Consent provides at the start of the academic year.

Learning outcomes for the 'Consent is for everyone' orientation resource:

- EMPOWERED WITH LANGUAGE TO ACTIVELY COMMUNICATE ABOUT CONSENSUAL INTIMACY
- REALISE THE IMPORTANCE OF PERSONAL CHOICE AND EVERYONE'S RIGHT TO CHOOSE
- AWARENESS OF LAWS REGARDING CONSENSUAL INTIMACY
- UNDERSTAND HOW PERCEPTIONS OF SOCIAL NORMS AND INTERNALISED PEER PERCEPTIONS MAY IMPACT BEHAVIOUR
- REFLECT ON WHAT CONSENT AND NON-CONSENT SOUND LIKE IN REAL LIFE SITUATIONS
- REMEMBER CONSENT IS ONGOING, MUTUAL AND FREELY GIVEN (OMFG)
- KNOW WHAT SUPPORT SERVICES ARE AVAILABLE WITHIN THEIR INSTITUTION AND NATIONALLY

**ALMOST 25,000 FIRST YEAR STUDENTS ENGAGED WITH THE ORIENTATION RESOURCE DURING THE ACADEMIC YEAR 2023-24.**

**1/3 OF STUDENTS WHO TAKE PART IN THIS ORIENTATION SESSION SCAN A QR CODE TO TAKE AN ONLINE FEEDBACK SURVEY ON THEIR EXPERIENCE.**

# 8,338

## HIGHER EDUCATION STUDENTS AND FURTHER EDUCATION & TRAINING SECTOR LEARNERS TOOK THE SURVEY IN 2023-24

### SURVEY PARTICIPANTS

**60% FEMALE**  
**36% MALE**  
**4%** IDENTIFIED AS TRANSGENDER MALE OR FEMALE, GENDER VARIANT/NON-CONFORMING, A GENDER THAT WASN'T LISTED, OR PREFERRED NOT TO SAY

**34%** WERE IN A RELATIONSHIP  
**90%** AGED BETWEEN 17 AND 23

### FEEDBACK

**80%** AGREED THAT THEY LEARNED SOMETHING USEFUL FROM THE ACTIVE\* CONSENT ORIENTATION RESOURCE  
**79%** AGREED THAT THE RESOURCE WAS RELEVANT TO THEM

**91%** AGREED THAT THEY WOULD RECOMMEND IT TO A FRIEND

### HIGHLIGHTS

"VERY CLEARLY EXPLAINED AND THE PRESENTATION FORMAT IS VERY EASY TO UNDERSTAND"  
 (FEMALE, 44)

"HAVING A WORKSHOP ACTS AS A GATEWAY FOR OTHERS TO OPEN UP AND FEEL COMFORTABLE TALKING ABOUT THESE TOPICS"  
 (MALE, 19)

"THE WORKSHOP WAS COLOURFUL AND MEMORABLE, AND GAINS PEOPLE'S ATTENTION. IT IS ABSOLUTELY A GOOD IDEA TO INFORM PEOPLE OF INFO LIKE THIS IN THIS WAY"  
 (TRANSGENDER FEMALE, 18)

"I THINK IT IS WONDERFUL TO BE ABLE TO LEARN OF THESE THINGS BECAUSE IT IS NEEDED FOR EVERY SITUATION IN LIFE TO LEARN HOW, WHY AND WHEN ARE WE GIVING CONSENT"  
 (FEMALE, 19)

"I'M GLAD THE PEOPLE AROUND ME ON CAMPUS WILL HAVE A BETTER UNDERSTANDING OF CONSENT, I THINK IT MAKES EVERYONE FEEL SAFER"  
 (GENDER VARIANT / NON-CONFORMING STUDENT, 18)

ACTIVE\* CONSENT IS **OMFG**

**O** = ONGOING

**M** = MUTUAL

**F** = FREELY

**G** = GIVEN



# IN-PERSON ACTIVE\* CONSENT WORKSHOP FOR THE HE AND FET SECTORS

The in-person Active\* Consent workshop brings together up to 25 students at a time in an interactive, discussion-based session led by two trained facilitators. Typically lasting one hour, with scope to extend the discussion if time permits, the workshop is designed as an empowering, positive opportunity for learning. Facilitators encourage participants to share their knowledge and views on consent as it takes place in online and offline situations. Comfort and safety are top priorities in delivering the workshop. Participants are not asked to share personal experiences, while a group agreement is made to confirm that everyone's voice is welcomed, valued and respected.

Participants first work together to achieve a shared understanding of consent in their own words, which the facilitators subsequently relate to definitions and legal perspectives on consent. Having established a consensus on consent, the facilitators then use realistic stories to challenge the participants' understanding through consideration of contextual factors that regularly arise in real-life situations.

Collaborating in small groups, the students work through dilemmas that are posed following the presentation of realistic stories featuring consent to intimacy. Students are aided in this discussion by the definitions of consent and legal responsibilities shared with them. The story method gets groups to consider how to apply their understanding of consent when contextual factors such as alcohol use, earlier intimacy, relationship status, and gender also feature. These factors are frequently embedded in our sexual scripts and assumptions. They can affect the interpretations and judgements made concerning consent behaviours displayed in the stories – such as verbal statements and non-verbal actions.

The workshop introduces different verbal strategies and phrases that people typically use to express when they want to – or don't want to – take part in intimacy of any kind. It also introduces a broader context for the consent choices that we make – the social norms and expectations that we have about our peers and community. The workshop concludes with provision of information on supports and resources available to them in their college and locally.

Learning outcomes for the in-person workshop:

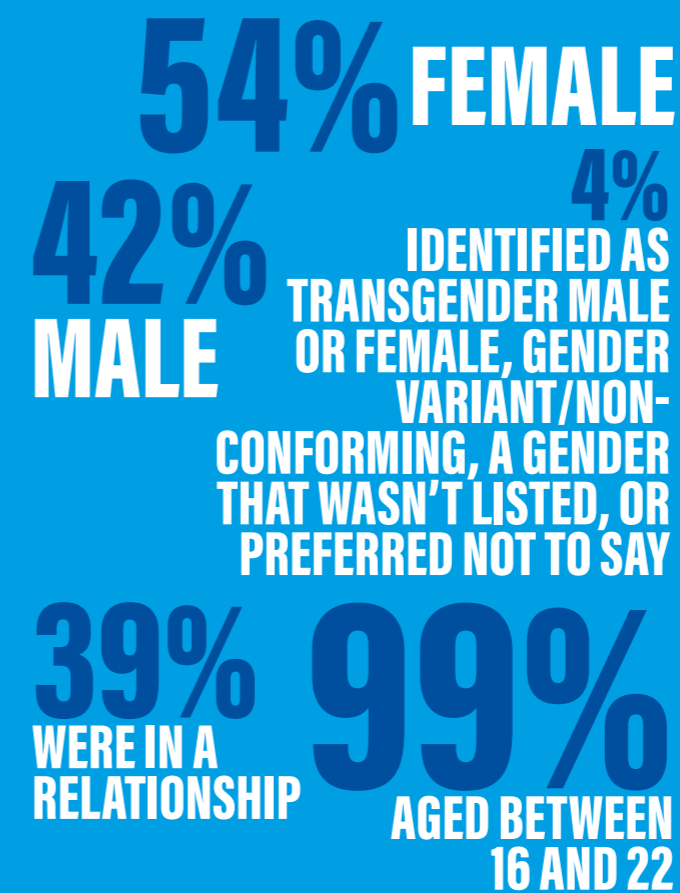
- To understand definitions of consent and relate to their own understanding, including what helps and hinders communication about consent
- Relate consent agreements in everyday life to consent in intimate situations, including the right to say 'no'
- Understand that consent has a legal basis in personal rights and responsibilities
- To recall that consent is ongoing, mutual and freely given (OMFG), for all relationships, genders and sexual orientations
- Be able to reflect on how they will use verbal and non-verbal communication in consent
- Be aware of internalised peer pressure and social norms related to consent, and how these might impact on personal decisions and choices
- Understand the impact that social and contextual factors have on beliefs about consent
- Be aware of support services available to themselves or peers following a negative sexual experience

A range of innovative and effective implementation strategies have been used by HEIs and FET centres to roll out the workshop. Examples of these include:

- Integration of the workshop within course curricula to support sustainable delivery of workshops. For example, the consent workshop has been included in undergraduate degrees in Medicine, Occupational Therapy, and Speech & Language Therapy at the University of Galway
- The Active\* Champion peer educators project has been piloted at the University of Limerick, Atlantic Technological University, National College of Ireland, and University of Galway. This initiative addresses the resourcing challenge of delivering workshops by involving student leaders in workshop facilitation, while fostering meaningful student-staff partnerships
- The in-person Active\* Consent workshop has been integrated with introductory training for student-led societies, sports clubs, and student volunteer activities. For example, the University of Galway Kayak Club requires all members to have completed this workshop before going on overnight trips

Following completion of the Active\* Consent workshop, participants are invited to access a brief survey using a QR code. The feedback and responses that students provide are part of the programme's research process, helping to ensure that the workshop content continues to be relevant and effective. Not all participants complete the post-workshop survey. In 2023-24 a total of 1,187 students and learners from Higher Education, FET colleges/centres, and Teagasc Agricultural Colleges responded to the survey invitation.

## SURVEY PARTICIPANTS



Feedback from survey participants:

- 94% felt that they learned something useful from the workshop
- 81% felt that the resource was relevant to them
- 90% said that they would recommend it to a friend
- 71% said that they gained information on new skills in the workshop

## HIGHLIGHTS

**“LEARNING THAT IT’S OK TO STOP WHEN YOU WANT TO”** (FEMALE, 18, TEAGASC)

**“USING PLAUSIBLE REAL LIFE SCENARIOS TO ILLUSTRATE THE TOPICS DISCUSSED”** (MALE, 21, HIGHER EDUCATION)

**“THE STATISTICS SHOWING HOW MOST PEOPLE THINK OTHERS DON’T VALUE CONSENT AS MUCH AS THEY (THE INDIVIDUAL) DO, WHEN IN FACT MOST PEOPLE HIGHLY VALUE CONSENT”** (TRANSGENDER FEMALE, 18, HIGHER EDUCATION)

**“THE GROUP ACTIVITIES TO ENCOURAGE ACTIVE COMMUNICATION WITHIN THE CLASS”** (FEMALE, 20, FURTHER EDUCATION & TRAINING)

**“CONSENT AND HOW SIGNALS CAN BE RECEIVED”** (MALE, 17, TEAGASC)



## ELEARNING INTERACTIVE LEARNING RESOURCE: 'SEXUAL VIOLENCE AND HARASSMENT: HOW TO SUPPORT YOURSELF AND YOUR PEERS'

Since its launch in 2020, the Active\* Consent eLearning interactive learning resource has been completed by thousands of students, learners, and staff members in Ireland and the UK. This resource, titled 'Sexual violence and harassment: How to support yourself and your peers' is designed with young adults in mind. Typically requiring 45 minutes for completion, the resource uses game-based learning techniques to introduce knowledge and build confidence in consent skills. It also provides participants with practical strategies to support friends who disclose negative sexual experiences, and demonstrates how to safely intervene as a bystander.

HEIs and ETBs have reported a variety of implementation techniques to encourage students to engage with this resource. For instance, the Institute of Art, Design and Technology in Dún Laoghaire requires all student societies and clubs are to have at least two committee members complete it. Meanwhile, institutes such as Dublin City University, Munster Technological University, and the University of Bath have embedded the eLearning resource into institutional Virtual Learning Environments, making it available to all students.

The eLearning resource was updated in 2023 to include new research, up-to-date legal information, and more detail on topics that participants had requested in the feedback survey.

The new version covers the following topics:

- Irish laws on consent, sexual violence and harassment
- The nature of sexual violence
- What is meant by harassment
- The role of alcohol, drug use, and intoxication in sexual violence
- The pros and cons of digital intimacy
- What you can do to listen to and support a friend affected by sexual violence or harassment
- Active\* Bystander skills

A LINK TO AN ONLINE SURVEY IS PROVIDED AT THE END OF THE ELEARNING RESOURCE. DURING THE 2023-24 ACADEMIC YEAR, 758 PARTICIPANTS DECIDED TO GO ON TO THE ONLINE SURVEY



- Students, learners, and staff were represented from 28 Higher Education Institutions and Further Education Centres across Ireland and the UK
- 58% were First Year undergraduate students, 22% were undergraduate students at another point of their studies, 11% were postgraduate students
- 4% were academic, research or support staff, 6% selected "other" – including learners on a Further Education & Training programme, along with teachers and Students' Union representatives
- Most participants (84%) found out about the eLearning resource through their college or academic programme
- 6% heard through their Students' Union, 3% through social media, and 7% heard about it through other channels

Feedback from survey participants:

- 93% would recommend the eLearning resource to other students
- 96% were well informed about sexual consent after taking part
- 86% agreed that their knowledge or understanding of sexual assault and rape had increased
- 87% agreed that it would help them to intervene in problematic situations involving their peers
- 90% said that it would help them support their peers if they have a negative sexual experience
- 89% agreed it showed them ways for good mutual communication with a partner
- 89% said it would inform how they deal with sexual consent
- 92% agreed that the module represented situations that students might encounter

## HIGHLIGHTS

Examples of responses to the question: 'What was the most interesting part of the resource?'

**"HOW TO BE AN ACTIVE BYSTANDER, RECOGNISING THE NEGATIVE IMPLICATIONS OF SOCIAL NORMS, EXPECTATIONS AND STEREOTYPES SURROUNDING SEX"** (FEMALE, AGE 19, HIGHER EDUCATION)

**"BROADENED MY KNOWLEDGE"** (MALE, AGE 19, FET SECTOR LEARNER)

**"LEARNING ABOUT SPIKING, INFLUENCE OF DRUGS AND ALCOHOL, CONSENT BEING DEFINED AS OMFG - ONGOING, MUTUAL AND FREELY GIVEN. ALSO, THAT YOU CAN CHANGE YOUR MIND ABOUT CONSENT DURING THE ACT AND THAT THE OTHER PERSON MUST RESPECT THAT"** (FEMALE, AGE 21, HIGHER EDUCATION)

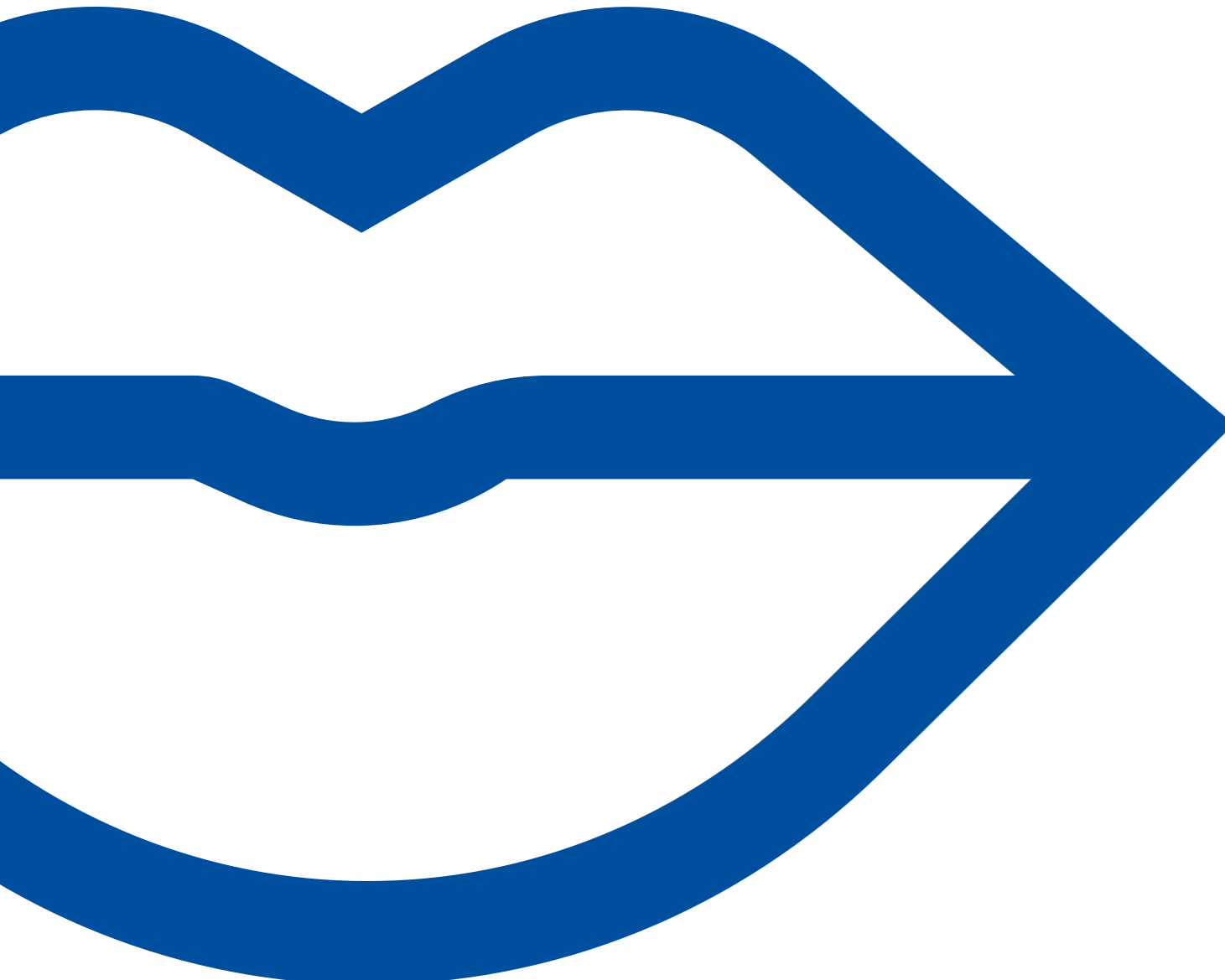
**"WOULD LIKE TO KNOW WHEN THIS COURSE WILL BE ROLLED OUT TO ALL FURTHER ED AND UNIVERSITIES AS THIS IS INVALUABLE TO ALL"** (FEMALE, AGE 54, FET SECTOR STAFF MEMBER)

# ACTIVE\* CONSENT CAMPUS CAMPAIGN RESOURCES

The Active\* Consent programme has designed a range of digital and soft copy materials to support awareness raising campaigns to campus communities. Such resources are an important strategy to impart important information on consent, and to enable an educational institution to make a bold statement about its commitment to culture change.

Partner institutions can access the social media library that we have designed to use in their campaigns, and sets of campaign materials such as the 'Start Here' awareness raising resource on supporting a peer who discloses an experience of sexual violence or harassment. We provide ideas and resources for on-campus actions such as information stalls, including the 'Green Flags' activity where students are invited to add their positive consent statement to a collage of contributions from their peers.

Posters that promote consent education are one of the most visible parts of this suite of resources. These provide information on topics from consent communication tips to Irish laws. The posters were developed from key Active\* Consent messaging and research findings. They are available to print from our website, [ConsentHub.ie](http://ConsentHub.ie). In 2023-24, we carried out an online survey of over 800 students at the University of Galway to obtain feedback and explore the impact of seven of the Active\* Consent posters.



The survey drew on a review of research on the use of posters and infographics for educational purposes. The survey questions invited participants to rate each poster on a 5-point scale in terms of message clarity, visual attention, and the effectiveness of the posters, using three statements as prompts:

1. The poster is easy to understand.
2. The poster is visually appealing and holds my attention.
3. I think the poster would be helpful for others who aren't familiar with the topic.



Poster 1 - Consent is OMFG

**ACTIVE\* CONSENT IS OMFG**

**O = ONGOING**  
**M = MUTUAL**  
**F = FREELY**  
**G = GIVEN**

JOIN THE CONVERSATION @ACTIVECONSENT

f t i

ACTIVE\* CONSENT

Poster 2 - Consent is for everyone

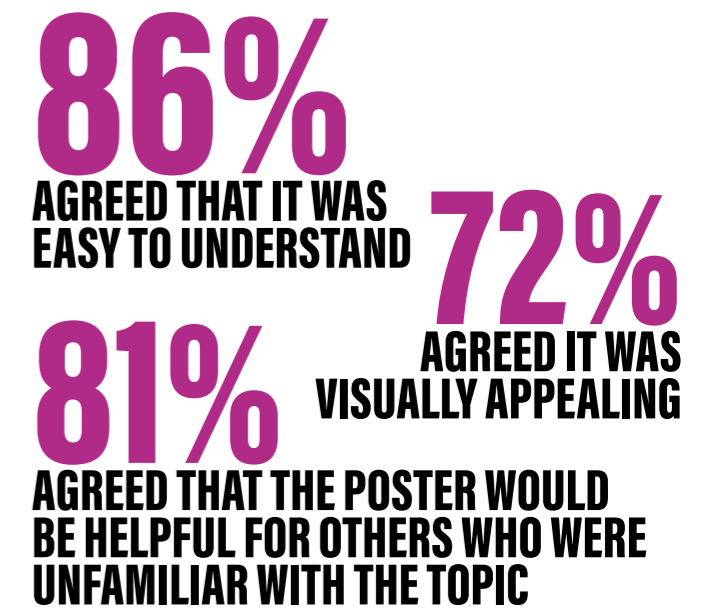
**CONSENT IS FOR EVERYONE**

FOR ALL RELATIONSHIPS, GENDERS AND ORIENTATIONS. LEARN MORE ABOUT CONSENT, WHAT IT IS (AND WHAT IT ISN'T) ON [CONSENTHUB.IE](http://CONSENTHUB.IE)

**DIVE IN**

f t i @ACTIVECONSENT

ACTIVE\* CONSENT



Poster 3 – Consent is for everything

**CONSENT IS FOR EVERYTHING**

**FROM ONE NIGHT STANDS AND SITUATIONSHIPS, TO FRIENDS-WITH-BENEFITS AND LONG-TERM RELATIONSHIPS.**

**LEARN MORE AT CONSENTHUB.IE**

f    @ACTIVECONSENT

ACTIVE\* CONSENT



**92%**  
 AGREED THAT IT WAS EASY TO UNDERSTAND

**91%**  
 AGREED THAT THE POSTER WOULD BE HELPFUL FOR OTHERS WHO WERE UNFAMILIAR WITH THE TOPIC

**81%**  
 AGREED IT WAS VISUALLY APPEALING

Poster 4 – Image-based sexual abuse

**FACT**

SHARING INTIMATE IMAGES OF SOMEONE WITHOUT THEIR CONSENT IS IMAGE-BASED SEXUAL ABUSE, AND IT IS ILLEGAL IN IRELAND.

HARASSMENT, HARMFUL COMMUNICATIONS AND RELATED OFFENCES ACT 2020

JOIN THE CONVERSATION @ACTIVECONSENT

f  

ACTIVE\* CONSENT



**95%**  
 AGREED THAT IT WAS EASY TO UNDERSTAND

**86%**  
 AGREED IT WAS VISUALLY APPEALING

**94%**  
 AGREED THAT THE POSTER WOULD BE HELPFUL FOR OTHERS WHO WERE UNFAMILIAR WITH THE TOPIC

Poster 5 – Consent communication examples

**74%**  
 AGREED THAT IT WAS EASY TO UNDERSTAND

**61%**  
 AGREED IT WAS VISUALLY APPEALING

**77%**  
 AGREED THAT THE POSTER WOULD BE HELPFUL FOR OTHERS WHO WERE UNFAMILIAR WITH THE TOPIC

**HOW DO WE COMMUNICATE CONSENT?**

ARE YOU INTO THIS? DOES THAT FEEL GOOD?  
 DO YOU WANT ME TO GRAB A CONDOM?  
 CAN I KISS YOU? DOES THIS TURN YOU ON?  
 I'M REALLY INTO THIS! MAYBE LATER?  
 WANNA TRY THIS? I LOVE IT WHEN YOU DO THAT!  
 I THINK I NEED A BREAK. YES! I DON'T THINK SO..  
 IF YOU WANT TO STOP, WE CAN STOP WHENEVER.  
 I DON'T THINK I'M READY YET. NOT RIGHT NOW.  
 I'M NOT REALLY INTO THAT... CAN WE PAUSE?  
 HAVE YOU EVER TRIED THIS BEFORE? STOP!  
 THAT FEELS AMAZING! I'M KIND OF TIRED...

JOIN THE CONVERSATION @ACTIVECONSENT

f  

ACTIVE\* CONSENT



**95%**  
 AGREED THAT IT WAS  
 EASY TO UNDERSTAND

**93%**  
 AGREED IT WAS VISUALLY  
 APPEALING

**94%**  
 AGREED THAT THE POSTER  
 WOULD BE HELPFUL FOR OTHERS  
 WHO WERE UNFAMILIAR  
 WITH THE TOPIC

Poster 6 - Communicating a 'no'

**NO MEANS NO,  
 BUT SO DOES...**

*EH...* *NOT RIGHT NOW*

*I DON'T KNOW* *I'M NOT SURE*

*I'M REALLY TIRED* *WAIT*

*CAN WE PAUSE?*

*I DON'T WANT TO* *THAT HURTS*

JOIN THE CONVERSATION @ACTIVECONSENT

f t i

ACTIVE\*  
 CONSENT

Poster 7 - It is ok to talk

**OVER**  
**80%**  
 OF YOUNG PEOPLE  
 SAY IT IS  
 IMPORTANT  
 TO TALK  
 ABOUT  
 SEXUAL  
 CONSENT\*

\*STATISTICS FROM ACTIVE\* CONSENT PROGRAMME DATA

**JOIN THE CONVERSATION:**

t @ACTIVECONSENT  
 i @ACTIVECONSENT  
 f ACTIVE CONSENT AT NUI GALWAY

ACTIVE\*  
 CONSENT

**90%**  
 AGREED THAT IT WAS  
 EASY TO UNDERSTAND

**84%**  
 AGREED IT WAS  
 VISUALLY APPEALING

**76%**  
 AGREED THAT THE POSTER  
 WOULD BE HELPFUL FOR OTHERS WHO  
 WERE UNFAMILIAR  
 WITH THE TOPIC

Feedback from students and the research findings indicate that the Active\* Consent posters are effective in communicating important consent promotion messages to an audience of students by being easy to understand, visually appealing, and helpful to others. After calculating an overall evaluation score by totalling the three ratings made of each poster, we identified Poster 6 and Poster 4 as the two most effective posters.

## LEADING ON STANDARDS AND PRACTICE DEVELOPMENT: ACTIVE\* CONSENT TRAINING ACTIVITIES AND NETWORK DEVELOPMENT

The Active\* Consent programme has consistently promoted knowledge exchange and professional development. Our first train-the-trainers initiative for consent workshop facilitators was provided to students and staff at Trinity College Dublin in 2016. We have trained close to two thousand consent workshop facilitators throughout the post-primary, Further Education & Training and Higher Education sectors in Ireland since then. The continuing commitment and innovation of the Active\* Consent programme, often working in partnership with institutions and NGOs such as Galway Rape Crisis Centre, is demonstrated by the training projects described here.



## LEVEL 9 MICRO CREDENTIAL MODULE: 'CONSENT, SEXUAL VIOLENCE AND HARASSMENT: PRACTITIONER SKILLS AND PRACTICE'

The MicroCred module 'Consent, sexual violence and harassment: Practitioner skills and practice' is a one-semester Level 9 module that results in a 10 ECTS award from the University of Galway. Designed as a continuous professional development opportunity for professionals working in a relevant area and for student leaders, the first intake of the module took place in 2020. The sixth cohort completed the module in 2023-24, bringing the total number of participants since it began to 133. The module is delivered using a hybrid model, combining online sessions with in-person attendance on campus. Module learning strategies include practice-based assignments, reflective journaling, seminars, experiential learning sessions, and assigned readings.

The module equips practitioners and advocates with the skills to design and support the implementation of consent education and prevention programmes, respond effectively to disclosures, and to develop a critical perspective on how organisations can respond to their responsibilities concerning consent, sexual violence and harassment.

Participants on the module have come from professional backgrounds such as sexual violence prevention and response support services, Higher Education and Further Education, An Garda Síochána, the Defence Forces, retail management, youth work, and student leadership. Graduates have been instrumental in creating and changing their institutions' policies and practices, as well as rolling out consent education interventions. Some module graduates have been appointed to specialist posts in the area of consent, sexual violence and harassment.

### HIGHLIGHTS

**"A GREAT ENERGY, ENTHUSIASM AND A SENSE OF BEING PART OF PROGRESSION AND UNITY IN ONE GOAL TO MAKE LIFE A BIT BETTER FOR ALL AND HOPEFULLY ONE DAY FREE OF SEXUAL VIOLENCE" (MODULE PARTICIPANT, FET SECTOR, 2024)**

**"MY COLLEAGUES AND I ... FOUND IT TO BE VERY BENEFICIAL. THE CONTENT IS RELEVANT, INTERESTING AND ENGAGING AND I CAN SEE HOW IT COULD BE USED ACROSS MANY SETTINGS. I THOROUGHLY ENJOYED THE SESSIONS WITH THE RAPE CRISIS CENTRE WHICH ALLOWED FOR REFLECTION AND SKILL-BUILDING AROUND MANAGING A DISCLOSURE. THE GROUP DISCUSSIONS FELT SAFE AND CONTAINED AND I LEARNED SO MUCH. I HAVE RECOMMENDED THIS COURSE TO OTHER COLLEAGUES" (MODULE PARTICIPANT, DEFENCE FORCES, 2021)**

Module graduates' Active\* Alumni network: The Active\* Consent programme values network creation and development. With six cohorts of our CPD module now completed, we created the 'Active\* Alumni Network' this year for module graduates and for individuals who take First Point of Contact disclosure management training.

Approximately 50 practitioners attended the inaugural networking event on campus at the University of Galway. Attendees included specialists in sexual violence prevention and EDI, academic staff, mental health professionals, sex educators, PhD researchers, and student leaders. The event featured presentations, poster sessions, and a panel discussion focused on sharing how participants have been utilising Active\* Consent resources. We discussed creating Active\* Champion peer education opportunities, policies that will support a culture of consent, and organising First Point of Contact training for colleagues. The Active\* Alumni network also advised on future plans for Alumni events.

Participants gave positive feedback about the in-person meeting, highlighting:

**THE IMPORTANCE OF NETWORKING AND MEETING OTHERS WORKING IN THE AREA**

**GETTING INSPIRATION FOR PROJECTS TO IMPLEMENT AT THEIR OWN INSTITUTION**

**COLLABORATING, SUPPORTING AND LEARNING FROM EACH OTHER**



## THE COSHARE NORTH-SOUTH NETWORK

The HEA North-South Research Programme has funded the COSHARE project over two years from 2022. Pádraig MacNeela (Active\* Consent programme) and Susan Lagdon (Senior Lecturer in Psychology, Ulster University) lead the two work packages that comprise COSHARE (Consent, Sexual violence and Harassment in Higher Education). We designed and deployed a survey tool on consent, sexual violence and harassment for staff members in Higher Education, and created an all-island network of academics, practitioners, policy makers and research students from across the island of Ireland.

The COSHARE network has been fostered using quarterly newsletters, online meetings, and in-person events featuring training with international experts. We hosted a two-day conference of the COSHARE network at the University of Galway in March 2024 with the theme of 'Elevating voices, eliminating violence'. Over eighty colleagues from the Republic of Ireland, Northern Ireland, Scotland and the US learned about the COSHARE staff survey, exchanged ideas in group discussions, made recommendations on developing consent education and SVH practice, and heard from experts in institutional responses and best practice guidelines. Fiona Drouet and Kara Stewart from EmilyTest in Scotland spoke on the charter-based approach to institutional culture change and policy improvement. Sandra Cox, Ombudsperson at Northern Illinois University spoke on peer education and Title IX Office responses to sexual violence in US universities.

One key message from the conference was the need to agree standards that will guide consent education, bystander intervention, and disclosure management. This discussion has fed into a HEA-funded project led by the University of Galway, Maynooth University, TU Dublin, Mary Immaculate College, and Atlantic Technological University to achieve consensus on the content of these standards and the supports that institutions need to provide in order to achieve them.





# SPOTLIGHT ON NEW INITIATIVES:

## PEER EDUCATION: THE ACTIVE\* CHAMPIONS PROJECT

The Active\* Champions project was launched in 2023 to create a peer education programme for Irish Higher Education, with future potential to offer similar development opportunities to pupils in post-primary education. The Active\* Champion project was piloted at the University of Limerick, Atlantic Technological University, National College of Ireland, and the University of Galway.

By inspiring cohorts of Active\* Champions to lead out on culture change, Higher Education institutions build additional capacity to engage the campus community – while also ensuring that the student voice shapes new initiatives. In turn, mobilising students at this level works toward Active\* Consent programme goals, including meaningful partnership with students as agents of culture change in their community.

**THE GOAL OF THE ACTIVE\* CHAMPIONS PROJECT IS TO ENABLE STUDENT LEADERS TO TAKE UP ROLES THAT WILL HELP TO ACHIEVE A CONSENT CULTURE ON CAMPUS, EMPOWERED BY APPROPRIATE TRAINING AND ONGOING SUPPORT DURING THE YEAR. DEPENDING ON THEIR INTERESTS AND SKILLS, CHAMPIONS MAY HAVE THE OPPORTUNITY TO CONTRIBUTE TO PEER-TO-PEER EDUCATION, CONSENT TRAINING AND CREATIVE INITIATIVES, AWARENESS RAISING CAMPAIGNS, RESEARCH PROJECTS, AND TO INPUT TO NEW EDUCATION RESOURCES THROUGH CO-CREATION AND ADVISORY ROLES.**

In its first year at the University of Galway, the Active\* Champions project was delivered through collaboration with the Sexual Violence and Harassment Prevention & Response team at the Office of the Vice President for Equality, Diversity, & Inclusion. The actions involved in the pilot year included:

- **Recruitment and participation:** Sign-ups took place using online and in-person strategies at the start of the academic year, with 33 students subsequently completing the mandatory initial training session.
- **Workshops and training:** Active\* Champions took part in a mandatory start-up session on consent, sexual violence and harassment, and later had opportunities to take part in training on bystander intervention, workshop facilitator training, and Galway Rape Crisis Centre student disclosure training.
- **Community engagement:** Active\* Champions contributed to more than 30 initiatives and events during the 2023-24 academic year, including:
  - Delivery of consent workshops, contributing to consent promotion initiatives with students on campus.
  - Hosting information stalls and social events to promote consent education.
  - Participation in community art projects designed to enhance the visibility of consent using creative expression, including the 'What are your consent Green Flags?' exhibition and creation of a campus consent mural.
  - Taking part in a working group to revise the university sexual violence and harassment policy.
- **Support and evaluation:** The University of Galway SVHPR Coordinator provided ongoing support during the year to the Active\* Champions. The University hosted formal recognition events to celebrate the contributions of the Champions and evaluated their impact.

Feedback from Champions led us to identify enhancements to Active\* Champions project for our 2024-25 roll out. An Active\* Champion graduate joined us as a paid researcher to review research on peer education in sexual health, sexual violence prevention, and sexual consent promotion. We also consulted with managers of well-established peer education programmes at universities in the USA, Canada, and the UK to ask their advice on key success factors. Meetings with our collaborators in Irish HEIs enabled us to discuss initial challenges to setting up the project, how Active\* Consent can best support staff members, and the future potential for peer education in Higher Education. Future enhancements will focus on recruitment and screening, enhanced training opportunities, guidance on managing the Active\* Champion project at institutional level, support offered from the Active\* Consent programme to HEIs, and outcome evaluation.

## HIGHLIGHTS

- **TRAINING AND SUPPORT MANUAL TO PROVIDE GUIDANCE TO STAFF MEMBERS ROLLING OUT THE ACTIVE\* CHAMPIONS PROGRAMME.**
- **SUPPORT FOR ACTIVE\* CHAMPIONS THROUGH STRUCTURED CHECK-IN SESSIONS.**
- **ENHANCING RECRUITMENT AND RECOGNITION THROUGH AWARDS AND DIGITAL BADGES.**
- **ENABLING PARTICIPATION IN THE FACE OF THE FINANCIAL PRESSURES THAT STUDENTS EXPERIENCE BY PILOTING COMPENSATION FOR ACTIVE\* CHAMPIONS.**
- **CONTINUITY FROM ONE YEAR TO THE NEXT BY RETAINING ACTIVE\* CHAMPIONS TO MENTOR NEW PARTICIPANTS.**
- **GREATER COVERAGE OF INTERSECTIONALITY, SELF- AND COMMUNITY-CARE IN CHAMPION TRAINING.**
- **INTEGRATING DISCLOSURE TRAINING INTO INITIAL ACTIVE\* CHAMPION TRAINING AND PREPARATION.**
- **PROVIDE SPECIALISED PREPARATION TO CHAMPIONS INTERESTED IN PARTICULAR CHANNELS SUCH AS COMMUNICATION, CREATIVITY, WORKSHOP FACILITATION, OR ADVOCACY.**





#### Active\* Artists as Champions:

Student leadership at the University of Galway extended to the Active\* Artists mural project in 2023-24. This was a creative arts outreach initiative that engaged students in art activism to promote the importance of consent in all relationships. The project demonstrated how art can be a powerful tool for activism and education, fostering a deeper understanding of important social issues.

The Active\* Artists project was carried out through collaboration of student volunteers, Active\* Consent, the Sexual Violence & Harassment Prevention and Response Coordinator, and the Active\* Champions project. We worked together to create a mural to express the university's commitment to a culture of consent and respect on campus. Planning and content were further supported by the National Youth Council of Ireland's Certificate in Youth Arts Programme.

The mural was designed to highlight important components of consent and its role in healthy interpersonal relationships. Student participants planned the mural following workshops that incorporated youth work, psychology and art activism. Completion of the mural was marked by an opening event attended by the Students' Union full-time officers, the Office of the Vice President for Equality, Diversity & Inclusion, the Active\* Consent team, and Student Services.

#### Participant feedback and learning:

The participants in the Active\* Artists project provided reflections on the benefits of being involved in the mural project. They enjoyed meeting new people who shared their interest in art and activism, the satisfaction of completing the mural successfully, and engaging with diversity of ideas and fellow participants. The other benefits they wrote about included:

- **Increased critical knowledge:** Awareness of oppressive behaviour and expressions, a better understanding of sexual identity including asexuality, and of respectful and clear communication.
- **Practical skills:** These included communication skills such as communicating complex ideas, the ability to work in a team by valuing diversity and different viewpoints, and the problem-solving skills of establishing a shared vision to create the mural.
- **Visual arts skills:** Participants expanded their visual arts knowledge through exposure to different artistic techniques and the ability to create and critique visual content.

## HIGHLIGHTS

**"I HADN'T REALISED THE ROLE ART HAS PLAYED IN POLITICAL JUSTICE AND IT WAS VERY INTERESTING SEEING THAT AND BEING PART OF IT"**

**"I WAS SURPRISED BY THE BREADTH AND DEPTH OF CREATIVITY DISPLAYED BY THE PARTICIPANTS. THE INNOVATIVE APPROACHES AND UNIQUE PERSPECTIVES THEY BROUGHT TO THE PROJECT WERE TRULY INSPIRING AND EXPANDED MY OWN UNDERSTANDING OF WHAT IS POSSIBLE IN THE REALM OF VISUAL ARTS"**

**"THE PROJECT SIGNIFICANTLY CONTRIBUTED TO MY UNDERSTANDING OF SEXUAL CONSENT, DISCUSSIONS DURING OUR MEETINGS DEEPENED MY AWARENESS OF THE IMPORTANCE OF CLEAR COMMUNICATION, MUTUAL RESPECT, AND UNDERSTANDING BOUNDARIES IN INTIMATE RELATIONSHIPS"**



# FIRST POINT OF CONTACT TRAINING

The Active\* Consent team collaborated with Galway Rape Crisis Centre (GRCC) to adapt the GRCC model of disclosure management skills training to the Further and Higher Education setting which we titled 'First Point of Contact'. This 12-hour therapist-led training takes place over four sessions, facilitated in-person, online or using a hybrid model. In addition to offering First Point of Contact training (FPOC) as a standalone training, we incorporate it as a component of our Level 9 CPD module for professionals and student leaders. Active\* Consent and GRCC were successful in winning an Irish Research Council New Foundations award to evaluate the FPOC programme. The full evaluation report will be published by the end of 2024.

Our goal in working together to provide FPOC training is to successfully embed the capacity to receive disclosures throughout educational institutions. Disclosure management training for non-specialists is subject to wide variation in duration. As a result, consistency is lacking in what it means to be sufficiently prepared to receive a disclosure and signpost an individual to further supports or complaints procedures. Active\* Consent and GRCC have collaborated to establish a relatively high expectation – reflected in 12 hours duration of training, the potential for assessment of proficiency using reflection exercises, and the scope for ongoing supervision and peer group meetings.

The success of this partnership is exemplified by the roll out of FPOC training at the University of Galway over a three-year period. Nearly 200 staff members and students at the university have completed FPOC training since 2021, building a significant capacity throughout the organisation. This initiative has been made possible by input from GRCC, the University of Galway Student Counselling Service, and the Office of the Vice President for Equality, Diversity & Inclusion.

By taking FPOC training, participants gain the skills needed to support someone who discloses an incident of sexual violence or harassment. The topics and skills covered in the training include:

- Understanding consent, sexual violence, and harassment
- Disclosure experiences and responses
- Helpful and unhelpful responses when receiving a disclosure
- Myths and beliefs concerning rape and sexual violence
- Experiential learning including role play
- Trauma: Neurobiology and vicarious trauma
- Self-care and sustainability of being a First Point of Contact
- Culture change and organisational initiatives
- Policy and procedures on SVH

Overview of the First Point of Contact evaluation findings:  
Our New Foundations evaluation project documents 154 FPOC participants who responded to an online survey and took part in focus groups.

**OVER 90% RATED THE TRAINING AS EFFECTIVE AND WELL DELIVERED**

**24% AGED UNDER 30,  
46% AGED BETWEEN 30-49,  
30% AGED 50 OR OLDER**

**45% IN SUPPORT SERVICES,  
28% FROM AN ACADEMIC,  
RESEARCH OR TEACHING  
BACKGROUND, 9% STUDENT  
LEADERS OR ADVOCATES,  
AND 18% FROM A  
DIFFERENT BACKGROUND**

**THE VAST MAJORITY (85%)  
WERE FEMALE**

The participants varied in their previous exposure to education or training on sexual violence and harassment (39% had minimal experience, for example, while 29% were in a professional role where disclosures could take place as part of their job).

## HIGHLIGHTS

**“I FOUND THE TRAINING INCREDIBLY WELL DONE AND INFORMATIVE. I WAS CONCERNED IT WOULD BE TRIGGERING FOR ME, BUT THE FACILITATORS AND THE GROUP WERE EXTREMELY SUPPORTIVE. I WOULD HIGHLY RECOMMEND THIS TO ANYONE, FOR BOTH PROFESSIONAL AND PERSONAL LEARNING” (ACADEMIC OR RESEARCH STAFF, 30S, FEMALE)**

**“THIS IS VERY IMPORTANT WORK AND I FEEL THAT THE MORE PEOPLE THAT HAVE THIS TYPE OF TRAINING, THE MORE LIKELY THEY WILL BE ABLE TO SPOT SIGNS AND ASSIST THOSE IN NEED” (UNSPECIFIED PROFESSION, 40S, FEMALE)**





# ACTIVE\* CONSENT FOR THE FURTHER EDUCATION & TRAINING SECTOR

Since 2022, the Active\* Consent programme has worked with Education & Training Boards Ireland (ETBI) and Solas in a national collaboration that extends across the 16 ETB areas that comprise the Further Education & Training (FET) sector. This project is supported by Cuan, the Department of Justice, DFHERIS, the Dormant Accounts Fund, and Rethink Ireland. The Active\* Consent for the FET sector project is organised around four main activities:

1. Partnership with stakeholders to produce a model of consent education for the FET sector
2. Designing the education and training resources that meet the needs of learners and staff across the sector
3. Direct implementation and outreach on awareness raising, education, and training
4. Research and evaluation to study the sector's needs and review project impact

Partnership through consultation and network development is essential to establish consent education in a complex, national sector such as FET. We have devised a model over the past two years to roll out consent education across different regions and communities, programme types, and diversity of learner needs. This has been supported by research with staff and learners in the FET sector.

To date, over 2,000 staff members have received training in consent education across 42 Post-Leaving Certificate Colleges, 88 Youthreach Centres, and Community Training Centres, Adult Education, Apprenticeship programmes, Learner Support, and units responsible for Active Inclusion, Development and Support, and Quality Assurance.

There is an encouraging uptake among FET colleges for incorporating consent education during 2024-25 that builds on the staff capacity building achieved to date. Learner and staff engagement is also promoted through awareness raising social media campaigns, such as #FETisStartingHere, increasing the visibility of the sector's commitment to address consent, sexual violence and harassment.

Next steps for FET sector strategy:

The key sectoral challenge is to achieve equity of access in consent education between learners in the FET sector and their peers in Higher Education. Our learning from project delivery leads us to identify and advocate for three interrelated actions, with the goal of a sustainable approach to scaling up to meet that challenge:

- **Coordination, leadership and team development:** The designation of an ETB-specific consent education function, with responsibility given to a coordinator or team. This level of coordination will enable delivery of staff training and continued CPD, support for FET centres locally in leading awareness raising campaigns on consent, rolling out consent education for learners, reporting on staff / learner numbers reached, and evaluating impact
- **Implementation systems locally:** Agreement of implementation plans by FE college and centre management, including the commitment to mainstreaming consent education for learners and designating protected time for staff so they can achieve a level of professional development appropriate to their role
- **Strategic national framework:** Inclusion of consent education in strategic planning for the FET sector, including a national 'Call to Action' statement to reflect the commitment of key stakeholders in ETBs, Government departments, and statutory agencies, along with a 'Consent Framework' similar to strategy that has enabled transformative change in Higher Education, devised by an expert and stakeholder group and operationalised through annual action planning



**WHILE SYSTEMS FOR MONITORING AND RECORDING ARE STILL IN DEVELOPMENT, AT LEAST 3,700 LEARNERS HAVE BEEN CONFIRMED AS HAVING ENGAGED WITH ACTIVE\* CONSENT WORKSHOPS AND TRAINING SO FAR**

# ACTIVE\* CONSENT FOR FET: RESOURCES, AWARENESS RAISING AND TRAINING, CONSULTATIONS, AND RESEARCH

## ACTIVE\* CONSENT FOR FET: CONSENT EDUCATION PROGRAMMING RESOURCES

Support pack for consent workshop facilitators  
The support pack enables staff trained in workshop delivery to implement the workshop and support awareness raising. It includes:

- Manuals, PowerPoints, and support information for workshop delivery
- Certificate of completion for learners
- Poster pack, including 12 posters with messaging on consent is for everyone, consent is ongoing, mutual, and freely given, skills for direct verbal consent communication, and Seachtain na Gaeilge
- Poster templates for local consent events
- Social media library comprising posts on a range of consent-related topics
- The 'Start Here' campaign kit to promote the safety and supportive nature of disclosures
- Group activities such as the Green Flag exercise in positive consent promotion

## SOCIAL MEDIA CAMPAIGN TOOLS

The Active\* Consent social media library comprises posts that promote uptake of training and engagement in events. This resource can be used in conjunction with campaigns such as #FETisStartingHere / #InternationalDayofConsent via ETBI platforms. It includes two promotional videos on consent engagement in FET that feature staff and learners from Drogheda Institute of Further Education, Dunboyne College of Further Education, and Priory Youthreach Tallaght.

## ONLINE LEARNING HUB: CONSENTHUB.JE

Consenthub is the national online learning hub on consent. It covers areas including the background to the Active\* Consent programme, 'Consent is for everyone' educator resources, staff awareness raising videos, self-completion eLearning resource ('Sexual violence and harassment: How to support yourself and your peers'), the social media content library, youth-oriented video animations on consent, research reports, and support services for sexual violence and harassment.

## ACTIVE\* CONSENT FOR FET: AWARENESS RAISING AND TRAINING

### STAFF AWARENESS RAISING SESSION

We have presented and tabled at FET events including FET Forums and Symposiums, annual planning sessions, the ETBI Conference, and FET Directors and Principals meetings. We have also designed an Active\* Consent awareness raising briefing session on consent, sexual violence and harassment, which over one thousand FET staff members (n=1,101) have taken part in so far. Forty-five of these 2-hour trainings have been provided during ETBI events or as standalone events, attended by staff across a range of backgrounds.

The briefing session learning outcomes are for participants to be able to:

- Understand the goals of the Active\* Consent programme
- Be informed about consent, sexual violence and harassment
- Be able to place consent in a broader societal context of influencing factors
- Awareness of the consent education opportunities open to staff
- Reflect on the benefits of consent education for students and learners

### DISCLOSURE TRAINING

Sixty-four FET staff members have been trained in First Point of Contact disclosure management skills by psychotherapists and specialists from Galway Rape Crisis Centre and Active\* Consent. Over 90% of participants see it as a valuable and informative training experience.

**"IT WAS A GREAT AND VERY VALUABLE EXPERIENCE. INCREASED MY CONFIDENCE IN MY ABILITY TO DEAL WITH DISCLOSURES"**

### CONSENT WORKSHOP FACILITATOR TRAINING

Consent workshop facilitator training  
Over seven hundred FET staff (n=732) have been trained as consent workshop facilitators across 56 training sessions provided nationally. Participating staff members are attached to PLC courses, Youthreach centres, Adult Education, Back to Education, community partnerships, Community Training Centres, Apprenticeships, and Vocational Training Opportunities Schemes. In some cases, learners have been trained as facilitators alongside staff members.

The facilitator training learning outcomes are for participants to:

- Understand definitions and the context of consent, sexual violence and harassment
- Develop the capacity to deliver a consent workshop
- Plan a safe experience for learners and feel confident responding to learner queries
- Engage colleagues to promote workshop implementation

So far, there are confirmed numbers of 2,620 learners completing the consent workshop in a Further Education setting along with 681 learners in Youthreach centres – however as yet the systems for fully monitoring and recording participation are still in development.

**"EXCELLENT TRAINING AND WELL WORTH ROLLING OUT. IT HAS GIVEN ME A GREATER AWARENESS AND MORE MOTIVATION TO SPREAD THE WORD"**



## ACTIVE\* CONSENT FOR FET: STAKEHOLDER CONSULTATIONS AND BRIEFINGS

### STAKEHOLDER MEETINGS AND BRIEFING SESSIONS

Seventy-eight senior managers and administrators in the FET sector have taken part in a meeting format designed specifically for them. Management stakeholders are key agents in achieving culture change. We speak to them about their role as decision makers and systems planners who are gatekeepers and enablers of change who can help us achieve the goal of embedding consent education in the staff and learner experience.

Two-way discussion helps to identify the challenges involved in incorporating consent education within the complex nature of the FET sector. By the end of the session, the stakeholders have been briefed on issues related to consent, sexual violence and harassment and provided with a model to engage their units or organisations in sustainable programming and initiatives.

### EXPORT ADVISORY GROUP

Following the initial development in 2023 of a national FET sector network, we set up a National Advisory Group in 2024 to provide partnership in learning from project delivery, feedback on the suitability of Active\* Consent resources, and to help guide the national rollout of consent education in the FET sector. Meeting on a quarterly basis, the group has begun with an initial group of over 20 staff members representing the roles and responsibilities critical to achieving sustainable consent education in the sector. These include FET Directors, Professional Learning & Development Coordinators, Tutors, Vice Principals, Guidance Counsellors, Youthreach teachers, Quality Assurance staff, and Active Inclusion team members.

### RESEARCH WITH STAFF MEMBERS AND LEARNERS

Adaptation of the Active\* Consent programme to the FET sector requires engagement with learners and staff members. We have carried out interviews and focus groups with staff and learners to ensure input from staff and learner perspectives and feedback.

Two focus groups were held with students (Drogheda Institute of Education, Priory Youthreach Tallaght), while six focus groups were held with staff (Crumlin Youthreach, Dunboyne College of Further Education, Ballymun Youthreach, Cabra Youthreach, Drogheda Institute of Further Education). Six interviews were held with Professional Learning & Development Coordinators and managers. The research has provided feedback and insights on Active\* Consent training, learner experiences, support from management, the impact of engagement, and opportunities for engagement.

Kerry ETB has collaborated with Active\* Consent since 2021, building up capacity so that 410 students participated in an Active\* Consent workshop in 2023. This collaboration featured in the ETBI newsletter, while staff from Kerry College have gone on to contribute to the Active\* Consent National Advisory Group.

## HIGHLIGHTS

**“THE LONGER THE DISCUSSION GOES ON YOU KEEP ADDING MORE AND MORE THINGS BECAUSE THE MORE WE LEARNED ABOUT IT THE MORE THINGS WE FIND OUT AND THEN WE SAY MORE AND MORE THINGS” (LEARNER FEEDBACK)**

**“THAT THIS SUBJECT IS SO IMPORTANT TO HAVE AS A MANDATORY PART OF ALL OUR FET PILLARS. WE HAVE AN OPPORTUNITY TO REACH AN AUDIENCE THAT MAYBE WOULD NOT HAVE HAD AN OPPORTUNITY TO DISCUSS THIS” (STAFF FEEDBACK)**

**“WITH THE SUPPORT OF PRINCIPAL, STEPHEN GOULDING, ACTIVE\* CONSENT HAS GONE FROM STRENGTH TO STRENGTH. SINÉAD MCGRATH HAS DELIVERED ENERGETIC AND WELL RECEIVED WORKSHOPS TO OVER 60 KERRY COLLEGE TEACHERS AND TUTORS. AN EXCITING NEW DEVELOPMENT IN 2023 WAS THE PILOTING OF THE 1.5 HOUR IN PERSON ACTIVE\* CONSENT WORKSHOP. TRAINING WAS PROVIDED TO TEACHERS AND INTERESTED STAFF PILOTTED THE WORKSHOP AT THE BEGINNING OF THE ACADEMIC YEAR. THE STUDENTS - AND FACILITATORS' - FEEDBACK WAS OVERWHELMINGLY POSITIVE” (ANNE DOYLE, GUIDANCE COUNSELLOR AT KERRY COLLEGE)**

# STUDENT REACTIONS TO STORIES ABOUT SEXUAL VIOLENCE AND HARASSMENT

The Active\* Consent programme team carry out research regularly, updating our understanding of consent, sexual violence and harassment and using research findings to incorporate in evidence-based consent education.

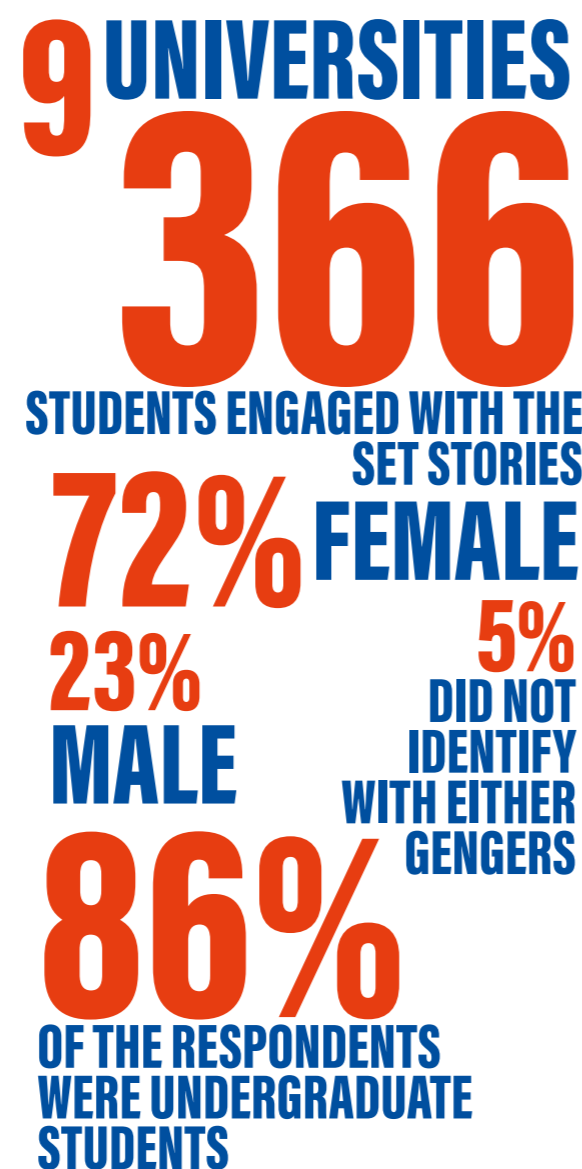
This summary describes a recent exploratory online survey of Higher Education students carried out in 2022.

The goal was to explore the perception of the stories from an applied perspective, including topics such as:

- Student judgements about consent, sexual violence and harassment
- Opinions on the options that story characters had to make a complaint
- Social norm perceptions of peer reactions to bystander and disclosure situations
- Personal comfort with taking action to intervene and support their peers

**AS PART OF THE SURVEY, THE STUDENTS RESPONDED TO FIVE SHORT NARRATIVES THAT FEATURED DIFFERENT FORMS OF SEXUAL VIOLENCE AND HARASSMENT – SEXIST HARASSMENT, SEXUAL HOSTILITY, ONLINE HARASSMENT, SEXUAL COERCION, AND SEXUAL CONSENT. STUDENTS RATED THEIR AGREEMENT WITH A SET OF STATEMENTS THAT FOLLOWED EACH STORY.**

## SURVEY PARTICIPANTS



Students also provided background information such as exposure to education and awareness raising. All of the students are included in the descriptive analysis presented below. Non-binary students are not included in comparisons based on gender identity due to relatively low numbers of students in this group.

## STORY 1: SEXIST HARASSMENT

**SUMMARY: IN THIS STORY, DAN IS SHARING A VIDEO THAT PORTRAYS WOMEN NEGATIVELY WITH RESPECT TO LEADERSHIP CAPACITY AND STEREOTYPED CHARACTERISTICS. JILL SPEAKS UP TO EXPRESS HER DISCOMFORT AT DAN'S BEHAVIOUR AS AN ACTIVE BYSTANDER.**

*A group of five First Year students were on a study break having coffee during exam week. They were all on the same course. The students were feeling tired, stressed, and ready for a chat on their break. They started joking and enjoying themselves. The three male students shared some Tik Toks. Everyone found them funny.*

*Then Dan said he had to show them this video he found funny – 'worst women bosses', which said that women couldn't be good managers because of female characteristics and concerns with appearance. Dan had shown videos like this before. Two of the other students smiled at the video and two didn't. One of the two students, Jill, said she didn't want to see videos like that. Dan said he was just having some fun.*

Prompt questions for Story 1. Students were asked to indicate their agreement with the following statements on a 5-point scale from 'Strongly disagree' to 'Strongly agree':

Statement	% of students who agreed
Jill did the right thing saying that she didn't want to see the video	89
It is likely that the other students would have felt uncomfortable with Dan showing the video	76
If I was in the same position, I would say to Dan that it is wrong to show people a video like that	71
Dan showing the video on this occasion is an example of sexist harassment	57
Dan has a point in saying he was just having some fun	15

There was an encouraging pattern of responses to Story 1. A large majority of students agreed with Jill's proactive response to Dan, and could see themselves making a similar response too. There was a recognition that other students would be uncomfortable with Dan's behaviour. The idea that Dan was simply having fun did not receive much approval. However, 57% of students were prepared to say that Dan's behaviour was sexist harassment, indicating divergent judgements as to whether the term was warranted.

Several ratings differed according to the participants' gender. Male students were less likely than females to agree that they would speak up in telling Dan it is wrong to show sexist videos (Agreement rate: Males: 49%; Females: 75%), to agree that other students would have been uncomfortable with the videos (Males: 62%; Females: 82%), or that Dan's behaviour constituted sexist harassment (Males: 50%; Females: 60%).

Students who indicated in the demographics section that they had discussed consent, sexual violence and harassment with peers or friends were more likely to say that they would speak up to Dan (Agreement rate: Had not discussed consent / SVH: 57%; Had discussed consent / SVH: 78%). In addition, students who had received information on how to prevent sexual violence and harassment since coming to college were more likely to see Dan's behaviour as sexist harassment (Agreement rate: Had not received information on how to prevent SVH: 53%; Had received information on how to prevent SVH: 70%).



## STORY 2: SEXUAL HARASSMENT

**SUMMARY: THIS STORY DESCRIBES ONE STUDENT, SEÁN, WHO BROUGHT UP SEXUAL MATTERS ON TWO OCCASIONS WITH ANOTHER STUDENT, JANE, WHILE MEETING WITH HER ONLINE TO PREPARE A COLLEGE ASSIGNMENT. JANE CLEARLY TELLS SEÁN THAT HE SHOULD STOP.**

*As part of their course Jane and Seán were part of a group of students who had to do a team assignment. The group divided up the work. Jane and Seán didn't know each other before but volunteered to work together on one part of the project. They met over Zoom and made good progress. They also started chatting together.*

*At the end of their second project meeting they were talking about things they had missed during the Covid lockdowns. Seán said he had missed having sex and asked if she had as well. Jane was uncomfortable at this question. She told him to mind his own business. They were chatting after their third project meeting when Seán told Jane a joke about different sexual positions that people like. Jane said she wasn't into Seán's jokes and he should cut it out.*

Statement	% of students who agreed
Jane's responses to Seán were appropriate	90
If they knew what he said to Jane, the other group members are likely to say that Seán was out of line	74
If I was one of the other group members, I would talk to Seán about his behaviour	74
Seán probably thought his behaviour was ok in the meetings with Jane	62
Seán's references to sex were sexual harassment of Jane	47
Jane should complain to the college about Seán's comments	43

Nearly all of the students (90%) agreed that Jane was entitled to tell Seán to cut out his behaviour. Three quarters of students agreed that they would say something to Seán about his behaviour and that peers would think that the behaviour was unacceptable. These findings suggest a preparedness to intervene.

However, less than half (47%) of the students agreed that Seán's behaviour met their criteria for sexual harassment or that Jane should make a complaint to her college about his comments (43%). Thus, the behaviour was unacceptable, but for many students did not meet their own criteria for harassment or making a complaint. On this occasion there was no gender difference in agreement levels.

There were some differences in ratings linked to having discussed SVH with friends and previously receiving information on preventing violence.

Students who had discussed consent, sexual violence and harassment were more likely to agree that they would talk to Seán about his behaviour (Agreement rate: Had not discussed consent / SVH: 67%; Had discussed consent / SVH: 79%).

Students who had received information on how to prevent sexual violence and harassment were more likely to agree that Jane should complain about Seán's comments (Agreement rate: Had not received information on how to prevent SVH: 40%; Had received information on how to prevent SVH: 50%).

## STORY 3: BYSTANDER INTERVENTION ON ONLINE HARASSMENT

**SUMMARY: IN THIS STORY, TOM IS FACED WITH A DILEMMA ARISING FROM HIS FRIEND DEAN'S INTENTIONS TO MAKE DEROGATORY AND SHAMING ONLINE COMMENTS TOWARD AN EX-GIRLFRIEND. MOREOVER, DEAN TALKS ABOUT INVOLVING THEIR MUTUAL FRIENDS, WHICH CONCERNS TOM BECAUSE THIS IS WRONG.**

*Two friends, Tom and Dean, were chatting on Instagram. Dean said he wasn't happy with recent posts by his ex-girlfriend Caroline. Dean said he was going to call Caroline out on her selfies, that she was looking 'easy' and up for sex with anyone.*

*Dean said the other lads in their group would join in with him. He asked Tom to back him up too. Tom thought this was wrong. He wasn't sure what to do, but wanted to stop this from happening. Dean was a strong personality, Tom had seen him convince or bully the other lads to go along with things before.*

Statement	% of students who agreed
If Dean went ahead with his plan that would be online harassment of Caroline	92
This is a difficult situation to manage for Tom	81
If I was in Tom's position, I would feel confident about challenging someone like Dean if I thought they were wrong	71
Tom is likely to talk to the other lads in the group to prevent this from happening	56
Tom is likely to talk to Dean to prevent him going ahead with his plan	35
Tom should let Dean make his own decisions about what he says or does online	16

Few students (16%) thought that Tom should opt out by letting Dean act on his intentions. While a large majority (81%) recognised that Tom was placed in a difficult situation, there was less certainty about what bystander actions he would take. Only 35% agreed that Tom was likely to intervene directly with Dean, while just over half agreed that he would intervene indirectly through their shared peer group.

Far more students (71%) agreed that, faced with a similar situation, they would themselves challenge Dean, which is again a positive sign of willingness for proactive engagement. Nearly all of the students (92%) agreed that, if Dean acted on his intentions, it would constitute online harassment of his ex-girlfriend Caroline.

There were some gender differences in agreement ratings. Male students were more likely to agree that Tom should simply let Dean make his own decisions about what he says or does online (Agreement rate: Males: 28%; Females: 13%), yet males were also more likely to say that they were confident in challenging someone like Dean if they thought he was wrong (Males: 80%; Females: 69%). Males were somewhat less likely to agree that the behaviour Dean had in mind would represent online harassment (Males: 85%; Females: 94%).

## STORY 4: DISCLOSURE OF SEXUAL COERCION

**THIS STORY INCORPORATES TWO ISSUES. FIONA IS SEXUALLY INTIMATE WITH JANE ON ONE OCCASION, AND LIKES HER, BUT DOES NOT WANT TO BE INTIMATE AGAIN. JANE VERBALLY COERCES FIONA INTO GETTING TOGETHER AGAIN. LATER, FIONA REACHES OUT TO HER FRIEND FOR SUPPORT.**

*Fiona and Jane were members of the same friendship group. They have got together twice in the past month. They engaged in kissing, touching, and mutual oral sex. Fiona liked Jane, but after the first time Fiona decided that she did not want to do anything sexual with Jane anymore.*

*However on the second occasion Jane kept persisting in asking Fiona to do it. Fiona went ahead in getting together with Jane but did not want to. Later Fiona felt bad about herself for getting together with Jane. She told her friend Cora what had happened, she felt that she needed help from a friend.*

Statement	% of students who agreed
Jane's behaviour toward Fiona is an example of sexual coercion	90
I would feel comfortable talking to someone in a situation where they need support such as Fiona does	74
Fiona could make a complaint about what Jane did when she persisted asking Fiona to get together with her	74
I would feel well prepared knowing what supports and services are available to Fiona in this situation	62
Most people I know would feel comfortable talking to someone in this situation like Fiona	47
Cora is likely to feel well prepared to support Fiona with a disclosure of a distressing sexual situation	43

The statements linked to this story explored perceptions of disclosure management skills and personal preparedness. Only one third (33%) of students expected that Cora will feel well prepared to support Fiona. This increased slightly (to 40%) when the students were asked about whether their peers would be comfortable receiving a disclosure.

There were some gender differences in the responses to this story. Male students were less likely than females to agree that Fiona could make a complaint (**Agreement rate:** Males: 56%; Females: 76%), that Jane's behaviour reflected sexual coercion (Males: 80%; Females: 93%), or that their peers would feel comfortable talking to someone in this situation (Males: 28%; Females: 43%).

These findings suggest that a perception that peers may not feel able to respond effectively. However, when thinking of their own capacity, 76% of the respondents agreed that they would feel comfortable with a disclosure themselves.

There were also some differences in the responses made to statements linked to whether students had received information on SVH prevention and how to get help. More students who had received information on preventing SVH and on where to go to get help agreed that they would feel well prepared knowing what supports and services are available to Fiona:

- **% Who agreed that they know what supports and services are available:** Students who had not received information on how to prevent SVH: 41%; Students who had received information on how to prevent SVH: 57%
- **% Who agreed that they know what supports and services are available:** Students who not received information on where you can go to get help: 31%; Students who had received information on where to go to get help: 64%

Those students who had discussed consent, sexual violence and harassment with peers were more likely to agree that Fiona could make a complaint, compared with students who had not discussed these issues (**Agreement rate:** Had not discussed consent / SVH: 58%; Had discussed consent / SVH: 81%).

## STORY 5: SEXUAL CONSENT

**SUMMARY: IN THIS STORY, MARTIN AND AOIFE MEET FOR THE FIRST TIME ON A NIGHT OUT WITH COLLEGE FRIENDS. INITIALLY, THE LANGUAGE IS MUTUAL ("THEY STARTED KISSING ... THEY STARTED KISSING AGAIN AND TOUCHING ONE ANOTHER"), BUT FURTHER ON THERE IS A CHANGE IN ROLES, AS MARTIN BECOMES THE INITIATOR - "MARTIN TOOK AOIFE BY THE HAND ... MARTIN TOOK A CONDOM OUT OF HIS DRAWER". AOIFE'S SMILE IS THE ONLY REACTION WE HAVE FROM HER BEFORE HE HAS SEX WITH HER.**

*Aoife and Martin were Second Year students at the same college. They didn't know each other but had mutual friends. One evening their friend groups met up while they were in town enjoying the good weather and having a few cans of beer. Aoife and Martin got along well. They ended up spending a lot of time talking and they started kissing.*

*Around midnight some of the friends came back to Martin's apartment. Aoife and Martin each drank a naggin of vodka (200ml of vodka) at the apartment. They started kissing again for a while and touching one another.*

*Then Martin took Aoife by the hand and brought her to his bedroom. They continued being intimate for another 15 minutes. Then Martin took a condom out of his drawer and put it on. Aoife smiled, then Martin had sex with her.*

Statement	% of students who agreed
Verbal consent would have made this situation clearer	93
The amount of alcohol they consumed made them less able to give consent	78
Communication in this story seems to be mutual and equal	49
Based on what I've read, Aoife seems to have consented to have sex with Martin in his room	42
Aoife's smile is a clear signal of consent to sex	17
Because they had been intimate, Aoife's consent to sex was implied	13

There are several positive findings from responses to this story. Nearly all students (93%) agreed that verbal consent would have made the situation clearer, while 78% recognised that alcohol reduced Aoife and Martin's capacity to consent. Relatively few students accepted Aoife's smile as a clear signal of consent (17%), or that Aoife consented to sex because of intimacy that took place earlier (13%).

There were gender differences in how the story was viewed. Male students were more likely to agree that communication was mutual and equal (**Agreement rate:** Males: 57%; Females: 46%), and that Aoife's smile was a clear signal of consent to sex (Males: 29%; Females: 12%). There was a greater gender difference as to whether the alcohol consumed had made the story characters less able to give consent (Males: 60%; Females: 83%). Finally, male students were often agreed that Aoife had consented to sex (Males: 48%; Females: 39%).

However, there was divergence between students in judgements of communication in the story. Half of the students agreed that communication was mutual and equal (49%). Meanwhile, over forty per-cent of students agreed that Aoife consented to sex (42%), indicating mixed views on whether a smile was sufficient to indicate her consent.

We also found differences associated with whether students had previously attended a consent workshop. Seventy per-cent of students who had not attended a consent workshop agreed that Aoife and Martin's capacity to consent had been affected by their alcohol consumption. By comparison, nearly all (91%) of students who had attended a consent workshop agreed that the alcohol intake could have affected their capacity. Students who had not attended a workshop were also more likely to agree that Aoife's smile was a clear signal of consent to sex (**Agreement rate:** No consent workshop: 29%; Attended a consent workshop: 12%).



## CONCLUSIONS

### TWO OF THE STORIES PROMPTED A HIGH LEVEL OF RECOGNITION OF SEXUAL VIOLENCE AND HARASSMENT AMONG STUDENTS.

---

Nearly all students considered it online harassment to call out an ex-partner online by making disparaging sexual comments and inciting their friends to join them in doing so. Similarly, students agreed that it was sexual coercion if someone persistently asked another person for sexual intimacy when that person did not want to be intimate.

There was less consistency in student responses concerning harassment. Approximately half of the students considered it sexist harassment for someone to show a video mocking women to a group of peers, or that it was sexual harassment to ask questions about someone's sex life during work meetings to complete a college assignment.

Finally, four in ten of the students considered sexual consent to have taken place when a female character smiled in response to a male partner who took her to his room and took on a condom.

The findings did provide encouraging signs that students felt confident to respond, either as active bystanders who witness harassment taking place, or in feeling prepared to support a peer who makes a disclosure about sexual violence.

However, lower levels of confidence were apparent in knowing what supports and services on sexual violence are available. Confidence was also lower with respect to peer perceptions. Fewer students agreed that peers were prepared to receive a disclosure or would react as active bystanders if they saw something happening – a social norm gap that might act as a barrier to action.

This exploratory study found a number of gender differences in reactions to the stories. Where these differences were noted, male students were less likely to see the issues included in the stories as problematic or requiring action. There were also differences associated with whether students had engaged with messaging or workshops since beginning college. These differences suggest a positive association between taking part in educational programming and intentions to make proactive responses to consent, sexual violence and harassment. A greater sense of confidence to act was also apparent among students who had previously discussed consent, sexual violence and harassment with their peers.

Further work is required to develop this method of eliciting story-based judgements and applying it to enhance educational and awareness raising resources. For instance, a wider range of examples of consent, harassment, and violence could be presented to construct a more robust and nuanced perspective on students' ability to recognise problematic issues. The stories themselves are a useful tool to prompt reflective and critical thinking, and will be incorporated in educational programming on the topics that they address.



# ACTIVE\* CONSENT

CONTACT US:

CONSENT HUB:

[HTTPS://WWW.CONSENTHUB.IE/CONTACT](https://www.consenthub.ie/contact)  
[ACTIVECONSENT@UNIVERSITYOF GALWAY.IE](mailto:ACTIVECONSENT@UNIVERSITYOF GALWAY.IE)



ACTIVECONSENT