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Consent Ed Final Evaluation Report

This final project evaluation report provides a comprehensive analysis of the Consent Ed initiative, which is funded by the European Union and implemented through strategic partnerships between Tusla, Galway Rape Crisis Centre, and Pavee Point Traveller and Roma Centre. The primary objective of Consent Ed is to cultivate a culture of awareness and prevention of sexual violence among junior and senior cycle students in Irish secondary schools, equipping them with the knowledge and skills necessary to navigate healthy relationships and combat the various nuances of sexual violence. The project also recognises the significance of extending these efforts to include the Traveller community, acknowledging the particular barriers to accessing information on sexual violence and accessing relevant services and supports. With a strong commitment to intersectionality, inclusivity, and equity, Consent Ed aims to promote these values within its scope.

In order to foster deep and lasting learning experiences, the Consent Ed initiative integrated several supplementary components into its framework. These additional deliverables were designed to enhance the integration and application of acquired knowledge, and they played a pivotal role during the pilot phase of the initiative. The project sets out to prevent gender-based violence through the development, integration, and delivery of specialised consent education for young people aged 12 to 20 years in Irish secondary schools, as well as in the Traveller community. The project also focuses on capacity building in the education sector to ensure the sustainable delivery of consent education and the integration of this education within a broader relationships and sexuality education (RSE) framework.

This report aims to provide a comprehensive evaluation of the Consent Ed project, synthesising the findings from various reports, meetings, trainings, and activities carried out during the implementation period. The report covers the progress made, the outcomes achieved, and the impact of the initiative on different target groups. It also presents recommendations for further improvement and sustainability of the project.

The evaluation encompasses a range of tangible outputs, including the development of age-appropriate evidence-based resources for consent education, enhanced knowledge and skills of teachers to deliver sexual violence prevention education, increased awareness and empowerment of young people, strengthened capacity of partner organisations, integration of consent education into the national curriculum, and improved linkages with specialist services.

Throughout the report, the evaluation findings are supported by quantitative monitoring tools, pre- and post-testing instruments, qualitative focus groups, and individual feedback



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questionnaires. These instruments provide valuable insights into the effectiveness and impact of Consent Ed in achieving its objectives.

The report also highlights the collaborative efforts involved in the project, including advisory group meetings, coordination meetings, and the establishment of Communities of Practice for teachers. These initiatives facilitated knowledge exchange, peer support, and networking among stakeholders, enhancing the overall impact and sustainability of the project.

This final evaluation presents a comprehensive assessment of the Consent Ed initiative, its achievements, challenges, and recommendations. The findings and insights presented here will contribute to the ongoing efforts in promoting sexual violence prevention, consent education, and the creation of a safe and inclusive environment for young people in Ireland.

Senior Cycle Quantitative Evaluation

The Consent Ed Senior Cycle programme was evaluated quantitatively using pre- and post-programme questionnaires. The aim was to analyse and summarise the questionnaire responses to identify any changes in participants' attitudes and knowledge.

The report presents findings from an evaluation of the Consent Ed programme, based on data collected from almost 800 questionnaires completed by young people who participated in the programme. The majority of respondents were 16 years old, with an age range from 15 to 18+. The gender distribution was approximately equal between males and females, with a small number of non-binary participants. Three-quarters of the participants who completed the pre-Consent Ed questionnaire also completed the post-Consent Ed questionnaire.

The evaluation focused on different aspects of the programme using two versions of a 1-page questionnaire and a longer pre/post-Consent Ed questionnaire. The main findings are as follows:

1. Sexual consent: Participants showed a significant positive change in attitudes and behavioural intentions related to consent literacy. There was an increase in confidence in asking for consent and a higher perception of useful and supportive education on consent.
2. Sexual violence: Participants demonstrated a significant improvement in awareness and help-seeking confidence regarding sexual violence. They reported increased skills to talk about sexual violence and perceived the education on sexual violence as useful and supportive.
3. Rape myths: While there was a smaller overall change in rape myth beliefs, female participants showed a significant decrease in agreement with certain rape myth statements. Male participants did not show significant changes in their beliefs.
4. Bystander intentions: Female students exhibited a small but significant increase in their behavioural intentions to intervene as bystanders. There was no significant change for male students or the group as a whole.



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5. Sexting and pornography: The group as a whole showed significant changes in attitudes towards sexting and pornography. Participants disagreed more strongly with statements such as "sexting is no big deal." However, there was limited room for improvement in attitudes towards sending nudes without permission.

The questionnaire assured confidentiality and emphasised that participants would not be asked about their sexual history or experiences. The questions used a 1-5 scale to measure agreement with statements related to sexual consent and behaviours.

The results showed significant improvements in participants' attitudes towards sexual consent after completing the Consent Ed programme. The mean scores on the 1-5 scale increased from 3.80 in the pre-programme ratings to 4.39 in the post-programme ratings. This increase was observed across all participants and both genders, except for one item. Female participants showed a larger increase in overall consent attitude ratings compared to males.

Regarding consent-related behaviours, participants showed a significant positive change in their willingness to use verbal consent and a decrease in the endorsement of non-verbal consent. Female participants exhibited a larger positive change in their consent behaviour ratings compared to males.

Participants also demonstrated increased knowledge and awareness of sexual violence after the programme. The mean scores on statements related to knowledge, skills, and help-seeking concerning sexual violence showed a significant improvement from pre- to post-programme questionnaires. Female participants showed a higher increase in these scores compared to males.

The evaluation also assessed participants' beliefs in rape myths. While there was a significant decrease in the overall endorsement of rape myths among all participants, this change was primarily driven by female participants. Male participants did not show significant changes in their ratings of rape myth statements.

The Pre and Post questionnaires examined participants' intentions for bystander action. The results indicated a baseline level of positive attitudes towards bystander intervention, with minimal changes observed after the programme. As a result of this realisation during the pilot phase of the project, significant efforts were dedicated within the redevelopment of materials to a primary focus on fostering bystander intervention attitudes. The revised materials not only highlight safe methods for carrying out interventions but also address key factors that support this learning process, including empathy and the influential role of a collective voice.

The feedback on the Consent Ed programme was highly positive. Participants rated the information, delivery, and activities of the programme favourably. They also felt safe, well-supported, and listened to by the facilitators. The lack of barriers to participation, excellent facilitation by the programme leaders, positive learning experiences, and engaging discussions were emphasised within analysis. Qualitative feedback highlighted consent, sexual violence, and laws/responsibilities related to sexting as key learning points. However,



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a smaller group of participants found the topic uncomfortable and expressed discomfort with discussing sexual violence or rape and some participants suggested incorporating more activities and videos into the programme.

As part of the aforementioned review process, following evaluation of the learning materials, a comprehensive overhaul was undertaken to refine the senior cycle materials, with a primary focus on enhancing interactivity and fostering an enjoyable learning experience for students. Notably, a conscious effort was made to mitigate any explicit or graphic discussion, ensuring that the content remained sensitive to the diverse comfort levels of the students. To facilitate a seamless assimilation of knowledge, a deliberate approach was adopted, gradually introducing subject areas in a gentle manner. The instructional design prioritized establishing a foundation rooted in understanding interpersonal relationships, with due consideration given to emotional well-being. Subsequently, the curriculum progressed towards addressing positive sexual behaviours and the crucial topic of consent, thus building upon the initial groundwork. Gradually expanding the scope, the educational materials further delved into aspects concerning the prevention of sexual violence, both in online and offline contexts. By methodically structuring the learning trajectory, students were afforded a gradual progression of knowledge acquisition, ensuring a cohesive and comfortable flow of information throughout their educational journey.

The findings from the 1-page questionnaires aligned with the longer questionnaire results, with a large majority of participants providing positive feedback on the programme. Participants enjoyed the activities, felt they understood consent, and had the necessary negotiation skills.

In conclusion, the Consent Ed Project was highly regarded by young people, who found it relevant, engaging, and informative. The evaluation identified significant positive changes in attitudes towards consent, knowledge about sexual violence, and views on sexting and pornography. The report suggests potential actions, such as reviewing programme content, incorporating indicators of positive facilitation for teachers, balancing activity preferences with discomfort around certain topics, and continuously reviewing videos for relevance. The report also highlights the importance of considering existing baseline attitudes and gender differences in future evaluations of the programme.

Junior Cycle Quantitative Evaluation

The Consent Ed Junior Cycle material consist of four sessions for second year pupils aligning with the SPHE (Social, Personal and Health Education) Learning Outcomes. The programme aims to engage students through 60-90 minute activity-based learning sessions. The four sessions of the Consent Ed programme for Junior Cycle students covered various topics related to nuances aspects of sexual violence prevention:

- Session 1 focuses on exploring healthy and unhealthy sexual expression, and the link between unhealthy expression and sexual harassment.



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- Session 2 examines the positives and negatives of online interactions, online sexual harassment, and ways to stay safe online.
- Session 3 delves into the legal aspects of sexting and sexual image sharing, emphasising harm prevention.
- Session 4 addressed different forms of sexually abusive and intimidating behaviour, both online and offline, and provided guidance on seeking support. During the programme design phase, special attention was given to understanding the characteristics and needs of young people.

The design of the Consent Ed programme was supported by consultations with teachers through various methods, including informal conversations, training days, and formal interviews. Teachers highlighted the distinct characteristics of the targeted pupil cohort, which had experienced isolation and disrupted development due to the Covid-19 pandemic. Teachers recommended keeping the language simple, incorporating activity-based learning, providing learning aids like worksheets, and seeking information about the social media platforms used by students. They also expressed concerns about students not seeking support for sexual violence or harassment.

During these consultations with teachers and during piloting it came to the attention of the project workers that sexual harassment was very prevalent in secondary schools in Ireland. Teachers spoke to project workers about witnessing the harassment occurring in schools amongst all age groups. Research into the prevalence of sexual harassment in schools, titled "Storm and Stress" by Dr. Michelle Walsh was released in August 2021. The main findings of this research were that in a 12 month period, 80% of adolescents stated that they were subjected to some form of sexual harassment. 24% of adolescents disclosed that they were subjected to physical or extreme forms of sexual harassment. 47% of adolescents did not know how to report sexual harassment within their school. Due to the findings of this report and the desire on the ground from teachers to challenge the prevalence of sexual harassment amongst students. Consent Ed materials for second years were developed with sexual harassment as key focus. Session one and two of the second-year sessions delves into the relationship between healthy sexual expression and sexual harassment and explores the trend of harassment online. Both sessions give students an opportunity to explore the cause and effect of sexual harassment, along with direction to support structures.

The Junior Cycle programme went through two phases of piloting, allowing for review, amendments, and further testing. The Consent Ed Project acknowledged the need for proper preparation and guidance when introducing potentially harmful terms and topics to young people, particularly in the Junior Cycle, including within the design of evaluation. A pre-programme survey was not utilised due to concerns about raising sensitive issues before students had a sufficient knowledge base to understand the concepts. Nevertheless, extensive efforts were utilised to create interactive activities carried out at the beginning of each session that allowed project workers to gauge the relevant baseline knowledge of the class group and record this. The evaluation included a post-programme survey completed by 438 Second Year pupils across two pilot phases. The survey assessed the students' enjoyment



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of the programme, awareness of support services, and understanding of consent, sexual harassment, pornography, and online harm.

The evaluation results indicate that a significant majority of Second Year pupils enjoyed the Consent Ed programme. Out of the respondents, 50.61% stated that they enjoyed the program, while 28.22% enjoyed most of it, and 16.26% enjoyed part of it. Only 3.99% of the pupils did not enjoy the programme, and 0.92% responded as not applicable.

When specifically assessing the activities and exercises included in the programme, a large majority of pupils (84.40%) expressed enjoyment, while 12.54% did not enjoy them, and 3.06% responded as not applicable.

The evaluation also examined the impact of the programme on pupils' awareness and understanding. The results revealed that the vast majority of pupils became more aware of support services after participating in the Consent Ed programme, with 92.07% indicating increased awareness. Similarly, a high percentage of students reported understanding the meaning of consent (96.05%), different types of sexual harassment (96.05%), pornography (96.65%), and online sexual harm (94.17%). The number of students who chose not to respond to these items ranged from 0.83% to 3.04%.

The evaluation results demonstrate a positive response from Second Year pupils regarding their enjoyment of the programme and their increased awareness and understanding of relevant topics. The majority of pupils expressed satisfaction with the activities and exercises included in the programme, indicating that they found them engaging and beneficial. Furthermore, a significant proportion of students demonstrated enhanced knowledge and awareness of support services, consent, sexual harassment, pornography, and online sexual harm. These findings highlight the effectiveness of the Consent Ed programme in addressing important issues and promoting positive learning outcomes among Second Year students.

In open-ended survey responses, students expressed enjoyment of the programme's session design, videos, activities, and coverage of topics such as consent, harassment, sexual violence, and pornography. Some students suggested more time and engagement, while others mentioned group dynamics and the preference for choosing groups. A small percentage of students reported not enjoying certain activities, expressing boredom or a lack of learning. Some students mentioned discomfort with content that pushed their comfort levels.

The programme effectively addressed relevant topics such as consent, sexual violence, harassment, online harm, pornography, and sexting. The students reported increased knowledge and understanding in these areas, as well as a greater awareness of support services available to them.

The programme successfully engaged the students through well planned and supported activities, fostering a comfortable environment for discussions about sexuality and sensitive topics. The students expressed enjoyment of the programme and appreciated the opportunity to learn about important issues and acquire practical skills. The programme was



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particularly effective in preparing the students for future experiences related to consent and online safety.

However, it is important to note that some students experienced discomfort or awkwardness during certain parts of the programme. This discomfort could be addressed by allowing students to choose their own discussion groups and ensuring suitable means to check in with them throughout the sessions. Further research and exploration are needed to address sensitive issues inclusively without disrupting the overall engagement reported by the majority of the students.

The evaluation suggests that there is room for further enhancement of the programme, particularly in achieving a stronger balance between knowledge acquisition and immediate outcomes for skills and behaviours. This could involve providing greater depth on the multi-faceted concept of consent, emphasising positive experiences of intimacy, and integrating additional skills-building components into the session content.

Overall, the Consent Ed pilot programme demonstrated its effectiveness in engaging Junior Cycle students and equipping them with important knowledge, understanding, and practical skills related to sexual violence prevention. The findings of this evaluation support the continuation and expansion of the programme, considering the individual needs and comfort levels of the students and further enhancing the delivery of the sessions. By doing so, the programme can continue to empower young people in Ireland to navigate healthy relationships, online interactions, and consent in a safe and informed manner.

Pavee Point Quantitative Evaluation

Evaluation of the Consent Ed Pavee Point Healthy Relationship Programme was conducted with a total of 56 participants, consisting of predominantly female individuals with a mean age of 29.7 years. The evaluation aimed to assess the impact of the programme on participants' knowledge, communication skills, relationships, and online safety. The evaluation employed a pre- and post-programme survey form, consisting of 12 items grouped into four sub-scales.

The analysis of survey responses indicated a significant positive impact resulting from participation in the Consent Ed Healthy Relationships Programme. The mean scores on pre-programme survey items related to knowledge were relatively high (3.55), while the mean scores on the other sub-scales were closer to the neutral rating (3.00-3.06). However, the post-programme ratings showed substantial improvements across all sub-scales, with mean scores ranging from 4.29 to 4.60. The difference between pre- and post-programme mean scores on the sub-scales indicated positive changes ranging from 1.05 to 1.32.

Specifically, the analysis of individual survey items revealed notable improvements. On the Knowledge sub-scale, participants' mean scores increased from 3.48-3.65 in the pre-programme survey to 4.56-4.62 in the post-programme survey. Communication skills also



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showed significant enhancement, with participants' mean scores rising from 3.61 to 4.65 for the item related to discussing healthy relationships. Additionally, participants felt more comfortable leading discussions on unhealthy relationships, as indicated by an increase from 2.76 to 4.29 in the pre- and post-programme surveys.

Regarding relationship management and online safety, participants' mean scores improved from the mid-point of the rating scale in the pre-programme survey to above 4.00 in the post-programme survey. Similar positive changes were observed for items related to personal boundaries in relationships, gender roles in relationships, power and control in relationships, good communication in relationships, image-based sexual abuse, and being safe online.

The impact of the programme was observed across different age groups, although younger participants exhibited lower changes in scores, potentially due to their perceived limitations in facilitating and leading group discussions. However, further research is needed to explore this observation due to the limited sample size within each age group.

Based on the evaluation findings, several recommendations are proposed for the Consent Ed/Pavee Point Healthy Relationship programme. Firstly, facilitation and discussion skills should be adequately supported, recognising that not all participants may wish to engage in delivering sessions or leading discussions. Secondly, the programme should cater to age-related and developmental needs by tailoring content to the strengths and interests of each age group. Thirdly, follow-up support and exploration with participants should be prioritised to assess post-programme goals and experiences, and additional training and support should be provided based on participants' needs.

Overall, the evaluation demonstrates the programme's positive impact, indicating increased knowledge, improved communication skills, enhanced relationship management, and greater awareness of online safety. The recommendations aim to further strengthen the programme's effectiveness and address specific needs of Traveller participants in Ireland.

Focus groups with Junior and Senior Cycle Consent Ed participants

The Consent Ed Project was subject to a thorough qualitative evaluation to assess its impact on the knowledge base and awareness of young participants regarding consent, sexual harassment, and online sexual harm. The evaluation aimed to determine the effectiveness of the project in enhancing the participants' understanding of consent, identifying behaviours contributing to sexual harassment, and equipping them with the knowledge to access support services when needed. Additionally, it sought to gauge the participants' overall satisfaction with the programme and their desire for further education on consent, online sexual harm, and societal contributions to sexual violence prevention. During qualitative evaluation it became evident that the project achieved its objectives by equipping the participating young people with a solid understanding of consent and empowering them to make informed decisions in various situations. Moreover, the participants displayed enthusiasm and



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eagerness to engage in open discussions about healthy sexual expression, thus indicating a desire for further education on consent and related topics.

Four focus groups were conducted with second-year and fifth-year students who had completed or were currently participating in the Consent Ed programme. The participants comprised 17 males and 11 females, with a total of 28 individuals. The discussions held during these focus groups consistently demonstrated that the Consent Ed programme was regarded as an essential and valuable part of young people's education. The content was deemed crucial, with some participants even suggesting that it should be included in the curriculum of all schools nationwide. Students recognised the importance of acquiring knowledge about consent before they venture into the world, as it not only safeguards against potential legal consequences but also fosters healthy relationships.

The sessions themselves were described as engaging and interactive, effectively capturing the attention of the participants. Students expressed their satisfaction with the programme, emphasising that the activities were enjoyable and provided them with new and valuable information. The opportunity to discuss sensitive issues within a safe and controlled environment, particularly among peers, was appreciated by the students. However, it should be noted that a few participants mentioned feeling a degree of discomfort when broaching certain topics, acknowledging the inherent awkwardness associated with discussing matters related to consent and sexual expression.

The programme's success can be attributed to its active and participatory nature. The scenarios and exercises introduced during the sessions were considered thought-provoking and relevant, allowing participants to develop empathy and gain a deeper understanding of different perspectives. Activities such as the Bingo game, walking debate, and sticky note exercises were particularly well-received. The elbow bump exercise, aimed at interpreting non-verbal cues, was mentioned as an effective tool. Similarly, the exercise that explored healthy and unhealthy behaviours fostered insightful discussions on societal expectations and personal boundaries.

The content of the Consent Ed programme was perceived as highly relevant, especially regarding sexual expression, online sexual harm, and intimate image sharing. Participants acknowledged the importance of learning about these topics early on to prepare themselves for potential future experiences. The Second Year of post-primary school was deemed an appropriate time to cover these subjects, as students believed they were mature enough to engage in such discussions while also benefiting from increased preparedness.

Participants reported gaining a deeper understanding of sexual harassment, recognising its manifestations and the harm it can cause. Sexual violence emerged as a critical topic, with students highlighting its significance within the Consent Ed programme. It was noted that prior to participating in the programme, many students had not been exposed to discussions about sexual violence, leaving them ill-equipped to understand and address this issue. Consequently, the programme not only raised awareness but also provided students with the confidence to report instances of sexual violence and seek support when needed.



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Before engaging in the Consent Ed programme, many students did not possess a comprehensive understanding of consent. However, the sessions facilitated a clearer understanding of consent, emphasising the importance of obtaining permission without exerting pressure. Students recognised the relevance of consent in various contexts, including relationships and friendships, as well as online interactions. Some participants suggested that the programme could benefit from more explicit coverage of the concept of consent at the outset.

The programme's exploration of online consent and image sharing was considered a strong feature of the programme. Participants reported a shift in their views on sexting, now recognising the legal implications and potential for blackmail associated with such activities. The discussion of grooming was also highlighted as essential, as it provided insights into how easily someone can become a victim. The programme's emphasis on discussing whom to trust in case of unsafe situations was particularly valuable for the participants.

The Consent Ed programme also played a crucial role in increasing participants' awareness of support services available to individuals affected by sexual violence or harassment. Many participants were previously unaware of these resources, and the programme empowered them with the knowledge to access and utilise support if needed.

The evaluation conclusively demonstrates the project's success in achieving its objectives of raising awareness and enhancing understanding of consent, sexual violence prevention, and related topics. The feedback obtained from focus groups and surveys provides compelling evidence of the programme's significant impact on its participants.

The evaluation reveals that attendees of the Consent Ed Project emerged with a heightened comprehension of consent and a deeper understanding of the profound effects of sexual violence, harassment, and abuse, both on themselves and their peers. The programme effectively equipped young individuals with the knowledge to recognise and address sexual harassment and violence, empowering them to seek help when needed and providing them with information on available support services.

The young participants expressed positive evaluations of each of the main topics covered in the programme. They reported acquiring crucial insights into healthy sexuality and relationships, consent, sexual violence, harassment, online harm, pornography, sexting, grooming, and support services. These subject areas were deemed highly relevant and provided a comprehensive education on crucial aspects of sexual violence prevention.

Furthermore, the level of engagement described by the pupils aligns closely with the intended ethos and delivery style of the Consent Ed team. The programme successfully fostered a safe and interactive learning environment, encouraging active participation and facilitating meaningful discussions among the participants.

The qualitative evaluation underscores the effectiveness of the Consent Ed Project in achieving its educational goals. The programme has positively impacted young individuals, equipping them with essential knowledge, empowering them to recognise and address sexual



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violence, and providing them with valuable resources and support. The findings highlight the programme's success in promoting a culture of consent, fostering healthy relationships, and contributing to the prevention of sexual violence in the target groups.

Quotes from focus group participants:

"It was fun and we learned new things"

"I didn't know that Rape Crisis Centre's existed, never mind that there was one in Galway"

"Consent is connected to boundaries, if you have good boundaries, you will understand that consent is important for a lot of stuff"

"I enjoyed all the things we learned in this module"

"Was a good laugh"

Focus Group with Traveller Programme Participants

The Healthy Relationship Programme conducted a focus group on 3rd April 2023, consisting of four participants. The purpose of the discussion was to qualitatively evaluate the Healthy Relationship Programme from the participants' perspective. The discussion provided an opportunity to listen and learn from the individuals about their experiences with the programme, including its receptiveness, outcomes, and appropriateness for their community. The participants unanimously reported an increased understanding of the issues covered in the course material and its practical application within their communities.

Participant Profile: The focus group comprised four Traveller women from different regions of Ireland, representing the geographical diversity achieved by the Healthy Relationships Programme throughout the project's duration. Two participants were from Co. Galway, while one each hailed from Co. Wicklow and Co. Dublin.

Focus Group Questions: Participants were asked six questions to evaluate their experience with the Healthy Relationship Programme:

1. How did you find the Healthy Relationship Programme overall? What did you learn, and what would you have liked to learn more about?
2. In what ways did the programme relate to the Traveller/Roma community?
3. What were some of the useful insights gained from the programme?
4. What aspects did you find challenging or difficult to understand?
5. If the programme were to be delivered again, what should remain unchanged? What should be modified?
6. Is there any additional information that we need to know?



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Focus Group Findings: All participants found the Healthy Relationship Programme to be highly informative, highlighting their limited prior knowledge of consent. They unanimously acknowledged that the programme's content introduced them to new information, such as the Criminal Law (Sexual Offences) Act 2017, which outlines the concept of consent, the age of consent, and the Proximity of Age (Romeo and Juliet Defence). Participants also expressed increased awareness regarding intimate image abuse and the Harassment, Harmful Communications and Related Offences Act 2022. As online abuse, particularly intimate image abuse, has impacted young Travellers in the community, participants felt more informed about the relevant legislation, reporting mechanisms, and available support for victims/survivors.

The delivery of the programme was highly praised by participants, who expressed feeling comfortable and at ease with the facilitators. The programme's utilisation of mixed methods aided participants' learning process by breaking down complex topics, which would have otherwise posed difficulties, especially for those with limited literacy skills due to discontinued education. Some participants suggested the opportunity to participate in the programme again to further enhance their knowledge, skills, and confidence on the subject. While the programme's delivery was generally clear and concise, participants felt that certain topics, identified as challenging, could benefit from additional time and in-depth exploration.

Participants unanimously agreed that the Healthy Relationship Programme was highly relevant to young Travellers and the broader community. They noted that each session's content was developed with Travellers at the forefront, reflecting an understanding of the community's concerns and the information that is crucial for young people, including Traveller parents. Consequently, participants felt that the programme adequately addressed the issues impacting their community, and the exercises were tailored and relevant to their context. The facilitators' use of accessible language was appreciated, creating a safe and comfortable environment for participants. All participants believed that the programme was particularly valuable for young Traveller girls and boys who seldom engage in conversations about consent, setting boundaries, and healthy and unhealthy relationships, providing them with the knowledge, confidence, and skills necessary to engage in such discussions with their friends, family, and partners.

While acknowledging the clear and concise delivery of the programme, participants mentioned that the pace of delivery at times made it challenging for them to fully grasp and process new information. It was suggested that breaking up the sessions more could help bridge this understanding gap.

Regarding the relevance and inclusivity of the training material, most participants agreed that the content was relevant and easy to comprehend. However, one out of the four participants found a specific video to be excessively graphic and, therefore, inappropriate. Overall, the video titled "Be a lady" was seen as conveying an important message on gender standards, which all participants acknowledged as a crucial aspect of the Consent and Healthy Relationships training.



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Furthermore, participants made observations regarding the appropriateness of the language used. They found that verbose language or modern references were occasionally lost on older participants or those with varying levels of literacy. Incorporating more videos, which have proven to be effective tools for facilitating conversations and learning, could have a dual benefit: addressing literacy and language issues while encouraging participants from minority backgrounds to engage in these discussions.

Finally, when asked for suggestions on what should be retained, included, or changed in future deliveries of the programme, participants emphasised the need for increased focus on sexual assault within marriage to raise awareness in the community. They also recommended strengthening the programme's coverage of legal aspects. Overall, participants unanimously agreed that the Healthy Relationship Programme had been highly informative and useful, effectively addressing the current needs of their respective communities.

Teacher Training Evaluation Summary

The first phase of teacher training for the Consent Ed programme was conducted over a period spanning from May 2022 to February 2023. The training took place in three regional locations across Ireland and consisted of nine sessions. A total of 89 teachers participated in these training sessions, which were aimed at evaluating the efficacy of the training in preparing teachers to deliver the Consent Ed programme. The evaluation process included the use of a post-training survey that comprised seven quantitative items and six open-ended items.

The quantitative feedback from teachers focused on various aspects of the training. Participants were asked to rate the usefulness of the training and indicate their comfort level with the programme material and dealing with disclosures. They were also asked to rate the clarity of the training objectives, the appropriateness of the course length, and the helpfulness and relevance of the exercises and roleplays. Additionally, participants were asked if they had previously undergone disclosure training.

The results of the quantitative feedback revealed that almost all teachers found the training to be very helpful. Specifically, 97.59% of the teachers rated the training as "Very helpful" on a three-point scale. Furthermore, the majority of teachers indicated increased comfort with the programme material (67.47%) and dealing with disclosures (67.47%). The feedback also showed that the objectives of the training were clearly defined according to 86.75% of the participants, and the course length was deemed appropriate by 66.27% of the teachers.

Additionally, the exercises and roleplays were considered helpful and relevant by 84.34% of the participants. It was found that 74.7% of the teachers had not received disclosure training before, with the remainder having undergone training through various organizations.

The qualitative feedback from teachers focused on their perceptions and understanding of sexual violence and the training process. When asked about the helpfulness of the Sexual Violence Disclosure Training, many teachers responded positively, expressing that it was very



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helpful and provided them with important skills and knowledge to handle sensitive situations. Teachers also stated that their understanding of issues related to sexual violence had been enhanced, with some acknowledging that while their understanding had not fundamentally changed, they had gained a deeper perspective and expanded their knowledge in specific areas. Participants appreciated the training for providing them with new insights, clarifying terminology and definitions, and highlighting the broader impacts of sexual violence.

Teachers mentioned that the training had improved their preparedness to respond to disclosures of sexual violence and had increased their confidence in delivering the Consent Ed programme. They valued the training sessions for their interactive nature, including roleplays, discussions, and practical activities that could be directly applied in the classroom. Teachers also praised the facilitators for their expertise and the effectiveness of the training, acknowledging their clear communication, provision of resources, and overall facilitation style.

In terms of areas for improvement and further support, teachers suggested the provision of additional resources, particularly detailed procedural and implementation guides, to assist them in delivering the Consent Ed programme. They also highlighted the importance of continued support and opportunities for discussion, peer learning, and sharing experiences among facilitators. Some teachers recommended expanding the training to include more practical exercises and providing additional guidance on specific topics within the programme.

Overall, the feedback from teachers indicated a high level of satisfaction with the Consent Ed teacher training programme. The training was found to be valuable in enhancing teachers' knowledge, skills, and comfort levels in addressing issues related to sexual violence. The training was praised for its interactive and practical approach, as well as the expertise of the facilitators. Teachers provided constructive feedback for further enhancing the training and support provided to facilitators, emphasising the need for comprehensive resources and ongoing opportunities for collaboration and learning among facilitators.

Teachers reported increased readiness and willingness to engage in leading Consent Ed sessions, citing valuable skills gained from the training. The professionalism and skill of the Consent Ed team members providing the training were highly commended. The training effectively covered areas such as disclosure skills, sexual violence education, practical skills, experiential learning, and familiarity with Consent Ed resources and activities. The open-ended questions prompted teachers to provide suggestions for enhancing the training and supporting successful implementation of Consent Ed sessions.

Recommendations: Based on the evaluation process, the following recommendations are made to further improve the teacher training for the Consent Ed programme:

1. Enhancing the Training Programme:



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- Review and enhance practical skills training, including organizing and planning sessions, refining facilitation skills, and increasing familiarity with session materials.
- Consider the feasibility of increasing the training duration or offering an optional extra day's training to those available to attend.
- Critically review the level of detail and procedural guidelines in the Consent Ed session materials, considering additional lesson plans and resources for activities.
- Review and potentially expand the available resources to support and extend Consent Ed sessions, such as film recommendations and optional class activities.

2. Ensuring Long-term Sustainability:

- Provide guidelines to teachers on ongoing professional development to maintain proficiency in workshop facilitation, including recommendations for the level and frequency of training.
- Facilitate networking opportunities among teachers involved in Consent Ed programme delivery, such as email newsletters, regional meetups, top-up training, an annual conference, and sharing of best practices.
- Offer support from the Consent Ed team for school-level implementation, such as briefings with colleagues or the Board of Management, school visits for programme organization advice, and annual online check-in meetings to promote a whole-school ethos.

While implementing these recommendations, it is important to consider resource implications and ongoing in-house reviews conducted by the Consent Ed team. These recommendations aim to build on the effectiveness of the training programme, enhance practical skills, provide additional resources, support ongoing professional development, foster networking opportunities, and ensure the long-term sustainability of the Consent Ed programme in schools.

Pavee Point Training of Trainers

The Healthy Relationship Programme Train-the-Trainer workshops were successfully conducted on the 20th and 27th of April 2023, each session lasting for 4 hours, resulting in a total of 8 hours of training. This report provides a comprehensive overview of the content covered and the key areas addressed during these workshops.



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The primary objective of the Train-the-Trainer workshops was to establish a network of competent, knowledgeable, and motivated Healthy Relationships trainers and facilitators in Ireland. The aim was to equip this group with the necessary skills, expertise, and capabilities to effectively deliver the Healthy Relationship Programme within their respective communities.

The workshops saw the participation of nine Traveller women from various regions across Ireland. This diverse representation reflected the extensive geographical reach achieved by the Healthy Relationships Programme throughout the project's duration. The participants were selected as follows: two from Co. Galway, two from Co. Donegal, two from Co. Cork, and one each from Co. Carlow, Co. Wicklow, and Co. Dublin.

Overall, the participants expressed their satisfaction with the Healthy Relationship Programme, stating that it had enhanced their confidence and comfort in delivering the modules during future sessions. The evaluation process, along with the direct feedback received from both trainers and participants, was deemed highly beneficial. The participants also appreciated the variety of materials and digital resources provided to them in preparation for the training. In terms of future improvements, the Traveller Women Awareness Workers suggested the inclusion of more age-specific materials, such as badges, pins, or wristbands, to effectively engage younger groups.

Participants were given the opportunity to provide qualitative feedback through responses to the following questions:

1. How did you find the Healthy Relationship Programme overall?
2. What did you learn from the programme?
3. What areas would you have liked to explore further?

While the participants expressed their appreciation for the support, guidance, and direct interaction with the trainers, they also suggested several ways to enhance their understanding of the topics covered and offered practical recommendations regarding the training structure.

The participants found the practical knowledge and information provided on referral pathways and structures highly valuable. They specifically mentioned understanding the cyclical structure of Sexual Assault Treatment Units and the availability of regional/national Rape Crisis Centre helplines.

The guidance and reassurance provided by the trainers were particularly commended, as well as the interactive nature of the Training of Trainers. This interactive format allowed participants to seek clarification, ask questions, and receive advice, thereby fostering a sense of comfort and confidence in their individual training delivery.

Regarding areas for improvement, the participants collectively agreed on the need for more visual materials, such as video clips, images, and charts, to enhance the effectiveness of the



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training. They also suggested the utilisation of youth-friendly and alternative promotional materials like wristbands, bookmarks, and pins to better engage their future training sessions.

Furthermore, the participants expressed the desire for a refresher session, particularly during the first part of the two-part training. This refresher session would focus on aspects related to consent, including its definition, consent age, and the general legal framework surrounding consent in Ireland, such as Coco's Law, the 'Proximity of Age' defence, and Image Based Sexual Abuse.

To optimise the training experience, some participants recommended the inclusion of an additional transitional session between Session 1 and Session 2. This additional session would serve as a buffer and enable participants to better anticipate the content and presentation of the final session.

Lastly, the group emphasised the importance of including more tips and guidance specifically tailored to youth or co-ed groups. This additional information would equip the trainers with the necessary tools and confidence to deliver effective training to younger or mixed gender groups.

In conclusion, the Train-the-Trainer workshops for the Healthy Relationship Programme were successful in achieving the goal of establishing a network of skilled trainers and facilitators. The participants expressed overall satisfaction with the programme and provided valuable feedback and recommendations for further improvement. Implementing the suggested enhancements, such as incorporating visual materials, providing refresher sessions, and addressing specific needs of youth and co-ed groups, will further enhance the delivery and effectiveness of future training sessions.

Community of Practice

The Consent Ed Community of Practice (CoP) was established as part of the Consent Ed Programme with the aim of providing ongoing support to Irish secondary school teachers and education professionals involved in delivering the programme. The CoP consisted of approximately sixty teachers and professionals who engaged in learning, networking workshops, and webinars to enhance their knowledge and skills in sexual violence awareness and prevention education. The theoretical framework for the CoP was based on Lave and Wenger's definition of a community of practice, focusing on the domains, communities, and practices relevant to Consent Ed.

The CoP followed a structured approach, with initial intensive sessions held over six weeks, including learning and networking workshops with specialists from the sexual violence service sector. The topics for these sessions were based on the interests and needs of the teachers identified during their training days. The sessions were conducted primarily in the evenings to accommodate teachers' schedules, with repeat sessions and recorded videos made available to ensure broader participation. The evaluation of the CoP involved qualitative and



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quantitative methods, including Zoom evaluation polls administered after each session to gather feedback on the structure, content, and delivery of the Community of Practice.

The evaluation aimed to inform future iterations of the CoP and the Consent Ed Programme. It focused on assessing the effectiveness of the CoP in terms of sharing knowledge, relevance to teachers and students, and the overall stewardship and delivery of the sessions. Attendees were encouraged to provide constructive criticism, and their feedback would contribute to improving the CoP in the future.

The findings of the attendees' feedback questionnaires, both quantitative and qualitative, have been thoroughly examined. Additional insights from the Consent Ed team have been included to complement the findings.

For the purpose of analysing the results, each teacher is considered to have attended all sessions if they participated in at least four sessions. As two sessions were repeated, no teacher attended both versions of the same session. Over the course of six CoP sessions conducted during the specified period, a total of 41 attendances were recorded, involving 21 teachers. Out of these 21 teachers, only 1 (5%) was male, while 95% were female.

Hence, active engagement in the live CoP sessions was observed from 25% of the total teachers within the Community of Practice network. Additionally, there were additional participants who engaged on the online CoP forum via email and Facebook. Many expressed their interest in attending live sessions but cited scheduling conflicts. Furthermore, several participants accessed the recorded sessions online.

Among the teachers who attended the live sessions, 9 attended one session, 6 attended two sessions, 4 attended three sessions, and 2 attended all four sessions. Therefore, 57% of the teachers who attended the live sessions participated in more than one session.

Out of the 41 attendances to the CoP, 30 feedback questionnaires were received. The following results are based on the feedback received from these questionnaires:

Quantitative Data - Feedback on quality of sessions and delivery:

The first question in this section of the feedback polls sought information on the overall structure and delivery of the CoP and how it facilitated information sharing. Out of the 30 respondents who were asked to rate the overall quality of the sessions on a scale of 1 (Poor) to 5 (Excellent), all 30 responded positively. The majority of the responses were highly positive, with 80% (24 respondents) rating the sessions as Excellent, 13% (4 respondents) rating them very good, and 7% (2 respondents) rating them fair.

The second quantitative question asked in each feedback poll focused on the content of the sessions and how well it addressed the learning needs of the participants. In response to the statement "The information in this session was relevant to my practice and students," 27 respondents strongly agreed, 2 agreed, and 1 was neutral. Thus, 97% of the respondents felt that the information covered in the sessions they attended was relevant to their practice and their students, with 90% considering it highly relevant.



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The final quantitative question pertained to the effectiveness of the CoP's stewardship, specifically how well the learning was guided by the chosen facilitators and speakers. When asked to respond to the statement "The facilitator was knowledgeable on the topic" on a scale of 1 (Strongly disagree) to 5 (Strongly agree), 29 respondents strongly agreed, and 1 agreed. As a result, 100% of the respondents felt that the various speakers were knowledgeable about the topics they presented, with 97% considering them highly knowledgeable.

Qualitative Data: Feedback on learning and knowledge exchange, aid to practice, etc.

The qualitative data gathered from the CoP feedback provided additional insights that complemented the quantitative findings. The questions in this section aimed to gather data on the actual learning that took place within the CoP, assessing whether the goal of creating a platform for exchange and improvement of practice was achieved. Respondents highlighted key areas in which their overall knowledge had improved, such as healthy and unhealthy relationships, sexual harassment among adolescents, online sexual harm, disclosures, and the counselling process.

The utilisation of statistics and information served as a crucial backdrop in the discussions, allowing participants to grasp the scope of various issues and areas of interest. In the first session on 'Healthy and Unhealthy Relationships,' Women's Aid statistics were presented and significantly contributed to the participants' understanding of the prevalence of online abuse.

Similarly, attendees of sessions focusing on sexual harassment and violence among adolescents, featuring Dr. Walsh's research findings, expressed that the statistical background and research results provided a deeper comprehension of the pervasive nature of the issue. These insights helped participants realise the gravity of the problem.

Teachers highlighted the value of acquiring information and frameworks to enhance their practice, stay updated on relevant topics, and effectively convey complex concepts to their students. Notably, the 'Power & Control Wheel' and information on vulnerabilities of young people to different forms of abuse were identified as valuable new knowledge by participants.

Several teachers also reported gaining concrete knowledge on topics such as age of consent laws, vulnerabilities of the LGBT+ community to sexual harassment, and available support resources. This information equipped them to address these subjects more effectively with their students.

The availability of resources and support for both adults and young people emerged as a significant point of interest for teachers. Websites and resources recommended in the presentations were highly appreciated, particularly those related to services for sexual violence survivors.

Teachers emphasised the practicality of sharing tips, suggestions, and teaching methods within the Community of Practice (CoP). They found it helpful to learn about the most effective and supportive approaches when assisting a young person who has disclosed a



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sensitive experience. Additionally, they appreciated the discussions on responding to individuals under or over the age of eighteen.

The CoP sessions facilitated a substantial amount of new learning among the participants, as evidenced by the positive feedback and engaging discussions within the cohort.

Regarding discussions with students following their learning, 81% of respondents from the surveyed attendees felt more confident and equipped to broach the subject matter in their classrooms. They expressed that the sessions provided valuable resources and video materials that engaged students in meaningful discussions. Some teachers believed these discussions would be particularly helpful in letting students know they are not alone in their experiences, especially for LGBTQ+ students.

Also highlighted was the session's improvement in equipping them with information and awareness of supports but felt the sensitive nature of the topics required further personal preparation and reading before teaching the subjects.

Attendees' feedback on the CoP sessions was overwhelmingly positive, with minimal suggestions for changes to the format. The teachers greatly appreciated the guidance and discussions with sexual violence prevention experts who were invited as speakers. The use of Zoom as an online platform was effective, providing familiarity, breakout room features, and effective polling and reporting capabilities. The team aims to continue hosting online events in the future while also considering in-person events.

In terms of overall feedback on the CoP, participants reported significant learning, sharing of best practices, and increased confidence to address consent and sexual violence prevention with their students. The positive feedback showcases sustainable interest in consent education among teachers, indicating the CoP's success in reinforcing learning from the Consent Ed Programme.

The content selection for the CoP sessions was based on teacher suggestions and identified gaps in their knowledge. Feedback from teachers highlighted the need for discussing statistics on issues like image-based sexual abuse and harassment among adolescents, reinforcing legal guidelines, and highlighting support services. Creating a comprehensive approach to Relationship and Sexual Education (RSE) instils confidence in teachers and contributes to a comfortable learning environment for students. The quality of delivery was enhanced by inviting speakers with expertise in sexual violence prevention, teachers appreciated their contributions, which prompted in-depth learning.

Overall, the Consent Ed Community of Practice provided a valuable platform for educators to enhance their understanding of sexual violence prevention and awareness. The structured sessions, collaboration with specialists, and the inclusion of teachers' interests and needs contributed to a meaningful and supportive learning environment. The evaluation process ensured continuous improvement and sustainability of the CoP for the benefit of educators and the successful delivery of the Consent Ed Programme.



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Whole School Approach

The Consent Ed Project implemented a comprehensive whole school approach, consisting of two primary components. The first component focuses on organising an information event for parents/caregivers, teachers, and staff members of the school. The second component involves an awareness raising campaign led by a selected group of students, aiming to influence students across all grade levels. A whole school approach is most effective when it involves the active participation of school bodies such as boards of management, parents' councils, student councils, student bodies, and other relevant organizations or clubs. By engaging the entire school community, this approach promotes collaboration, encourages change, and enhances the prevention of sexual violence within school communities. We anticipate a top-down approach led by school management and principals, as well as a bottom-up campaign driven by passionate students leading their chosen initiatives.

Gorey Community College in Wexford and Boyne Community School in Meath participated in the Whole School Approach. These schools were chosen based on their high level of interest and engagement in other aspects of the Consent Ed Project's "Model of Delivery." Both schools had teachers who attended training sessions, co-facilitated the programme, and subsequently led programme delivery as lead facilitators. Additionally, the schools had a significant number of enrolled students, providing a larger target audience and a broader reach within the whole-school community. Both schools agreed to participate in the Whole School Approach, and the respective Project Workers worked closely with them throughout the process.

Component 1: Parents' Events

As part of the whole school approach, Consent Ed thought it essential to facilitate Parents' Information Events in both schools. These events were conducted online to ensure accessibility and encourage maximum parent participation. Feedback from schools indicated that more parents preferred attending online events for various reasons. The Consent Ed Project Workers in Meath and Wexford respectively facilitated these events, focusing on the topic of online sexual harm, a key theme addressed in both the junior and senior programmes. In today's digital age, as the online world continues to expand and more aspects of young people's lives become digitalised, it is crucial to support parents to identify and prevent harm and be aware of the available support in cases of online sexual harm, sexual harassment online, or exposure to sexual violence online.

Component 2: Awareness Raising Campaigns

The participating schools engaged in an awareness raising campaign as part of the Consent Ed Project Whole School Approach. This component was based on the belief that schools have the capacity to create and foster awareness and discussions on sexual violence



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in any context. The specific campaign brief varied for each school, tailored to their unique personality and ethos. Student involvement played a central role in driving the campaign forward, with the support of a designated lead teacher within the school and guidance from the Project Worker.

Gorey Community School, Wexford: The school organised a Parents' Event as part of their Wellbeing Week in March 2023, focusing on online harm prevention and awareness for parents/caregivers. The event aimed to provide baseline information on the topic and signpost support services. The school received support from the Wexford Rape Crisis Centre for the event. Additionally, the school conducted an Awareness Raising Campaign led by second-year students, creating posters related to sexual violence awareness and prevention, with the intention of fostering informed conversations around consent and boundaries.

Boyne Community School, Meath: The school organised a Parents' Information Event, introducing parents to the topics covered in the Consent Ed programme and providing practical information on supporting conversations around online safety and consent at home. The school also conducted an Awareness Raising Campaign, where senior cycle students devised a sexual harassment policy based on the Consent Ed programme's definition. The policy aimed to reflect students' opinions and hopes for a healthy school environment and would be disseminated throughout the school community.

The Consent Ed Programme's Whole School Approach successfully targeted two schools, with the objective of enhancing the overall quality of education and standards throughout the entire school community. These schools have demonstrated high levels of engagement with the Consent Ed programme for a period of eighteen months. They actively participated in piloting the Consent Ed materials, and numerous teachers have undergone teacher training, enabling them to implement the programme with their own students.

The Parent's Information Evenings were conducted via Zoom by Project Workers, addressing online sexual harm awareness and prevention. These sessions closely aligned with the topics covered in the Junior and Senior Cycle programme, aiming to empower parents to support their children's learning by fostering awareness and facilitating discussions on these important subjects within the home environment.

The Awareness Campaigns conducted in both schools followed distinct formats. In Gorey Community School, the campaign entailed a student-led poster initiative that highlighted positive indicators of consent and available support services for students. Meanwhile, in Boyne Community School, students were actively involved in designing a draft Sexual Harassment policy intended for future adoption by the school. These projects served as tangible demonstrations of the knowledge and understanding gained by students throughout their participation in the Consent Ed programme, showcasing their commitment to promoting the significance of enthusiastic consent and their heightened awareness of the ramifications of sexual harassment.



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Both schools have made firm commitments to the continued implementation of the Consent Ed programme under the guidance of their trained teachers. The positive response from students underscores the effectiveness of the programme and its ability to foster a culture of respect and understanding within the school community.

Moving forward, the Consent Ed Programme's Whole School Approach will continue to be integrated into the curriculum of these schools, ensuring the sustained delivery of comprehensive education on consent and sexual violence prevention. By actively engaging teachers, students, and parents, these schools have demonstrated their dedication to cultivating a safe and inclusive learning environment that prioritises the principles advocated by the Consent Ed initiative.

Phase 2 of Teacher Training

The Consent Ed teacher training initiative expanded to a nationwide audience in October 2023 with 25 sessions being delivered until May 2024. A total of 487 participants received training and the Consent Ed session materials for delivery to young people.

The evaluation showed that the training significantly increased teachers' awareness and understanding of sexual violence. 89.4% of teachers reported an enhanced understanding of the spectrum of sexual violence, including various types and specific terminology. Teachers appreciated the practical aspects of the training, such as disclosure workshops and role-playing activities, which prepared them to respond effectively to disclosures of sexual violence. Comments from teachers highlighted their increased confidence and preparedness to handle disclosures, improved understanding of sexual violence, and an increased understanding of related laws and terminology.

Teachers shared numerous positive insights about the training, such as:

"I am now more aware of the various types of sexual violence."

"The disclosure workshops and the statements were great—shows how much more you can do with your group around consent."

"I think I will be comfortable teaching this."

"It has given a better insight into how I can approach these topics with my students as well as bringing staff on board to this topic."

Teachers found various aspects of the training useful, with disclosure skills and a breakout room methodology being particularly appreciated as well as the practical application of the training content. These elements allowed teachers to practice handling real life scenarios, discuss issues, share experiences, and gain insights from their peers, enhancing their understanding and preparedness. Many teachers highlighted the importance of learning how to handle disclosures, with positive feedback on the practical advice and specific phrases provided during the training. This aspect of the training was crucial for helping teachers feel



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more confident and equipped to support students who may disclose experiences of sexual violence during sexual violence prevention education.

Teachers suggested areas for to expand the training, including more scenarios, activities, and content tailored to specific age groups or cohorts (e.g. LGBTQ+ students, students on the ASD spectrum). Some teachers requested more coverage on topics like pornography and gender identity which underscores the need for continued development and expansion of the training content to meet diverse needs and contexts.

The wide reaching teacher training led to the successful implementation of the Consent Ed programme of learning with teachers indicating the numbers of students they would be delivering to accumulating to over 30,000 young people. This demonstrates the project's significant impact and the crucial role of well-prepared teachers in delivering effective sexual violence prevention education.

In conclusion, the Consent Ed project has proven to be a highly effective and impactful initiative in preparing young people and teachers to address sexual violence and promote its prevention. The project's transition to a nationwide teacher training model, and the integration of wide spread communications, has been crucial in sustaining engagement and establishing strategic partnerships for delivery.

Throughout the project, teacher and facilitator trainings have evolved to meet the needs of practitioners, with a focus on providing additional support regarding disclosures. This informed the development of materials and training to ensure teachers felt both informed and supported. The success of both the Senior and Junior Programmes has been widely acknowledged, receiving positive feedback from stakeholders, and paving the way for their continuous review, expansion, and progression.

The curriculum aligned sessions have been highly valued by both students and teachers, as it not only remains relevant but also engages and entertains young people while effectively raising awareness about sexual violence prevention. The project has been well received and praised by educational stakeholders, including the NCCA and Oide, as well as non-educational stakeholders such as Rape Crisis Centres and alternative youth education centres.

The collaboration with Pavee Point and its working relationship with the Traveller community has strengthened inclusivity and diversity within the project. This partnership has fostered a sense of unity and co-operation among groups striving for positive change.

Valuable lessons have been derived from the project's Community of Practice, which provided an effective platform for practitioners to reflect on the benefits of the programme handbooks and adapt them to suit the specific needs of their school communities. The Community of Practice also offers more opportunities for various staff types to attend and participate, including SNA's, Teaching Assistants, Principals, Deputy Principals, Chaplains, and Career Guidance personnel.



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Focus groups have played a vital role in gathering positive feedback, directing future development of the programme handbooks, and understanding what aspects have worked well. Both the Senior and Junior Programmes have been verified by numerous sources and key players, being commended for their interactive, engaging, and adaptable nature. Young people have shown a strong desire to engage and actively participate in the programmes. The process for the Junior Programme, in particular, has highlighted the need for robust research to inform the creation and expansion of the Second Year programme, ensuring developmentally appropriate content and methodologies.

The Whole School Approach has provided valuable insights into the evolution of the project, acknowledging that a universal model may not be suitable for all schools. The involvement of parents in the project is essential for its sustainability, necessitating diversity, flexibility, and adaptability to cater to different school contexts. It should serve as an optional but prescriptive "add-on" element to the Consent Ed model, allowing schools to choose the approach that best suits their needs.

To sustain an ongoing presence in sexual violence prevention and awareness, the upscaling of the Teacher/Facilitator training model is crucial. Feedback from various forums throughout the pilot phase has provided valuable insight into the scaling up process, aligning with the consensus within the team. A measured and informed approach to expansion has supported the careful tracking, review, evaluation, and amendment of the Consent Ed model into a structured baseline template. Refresher workshops and co-facilitation support have been identified as beneficial elements to ensure continuous upskilling and support for practitioners.

Establishing and maintaining relationships with key stakeholders, particularly the NCCA, is critical for the progression, development, and longevity of Consent Ed. The partnership with the NCCA has led to Consent Ed materials becoming a recommended 'Toolkit for teachers' which is an endorsement by the Department of Education. The collaborative approach has informed the expansion of the Junior Cycle Programme, introducing spiral learning-based programmes for first and third year students, which will complement the existing second year programme. These developments have been supported by preliminary research conducted by Consent Ed, along with the important feedback from teachers and students.

The Consent Ed project has achieved a remarkable and sustainable reach to young people in Ireland through its comprehensive and progressive approach to preparing young people and teachers for conversations around sexual violence and prevention. The project's ability to adapt, engage stakeholders, and build strong partnerships ensures its continuous growth and impact. By incorporating feedback, embracing emerging trends, and fostering inclusivity, Consent Ed is poised to make a lasting difference in the lives of young people and contribute to the broader movement against sexual violence.