

National Report

SPEAK OUT
ONLINE ANONYMOUS REPORTING TOOL

LABHAIR AMACH
UIRLIS TUAIRISCITHE ANAITHNID AR LÍNE

1 September 2024
— 31 August 2025



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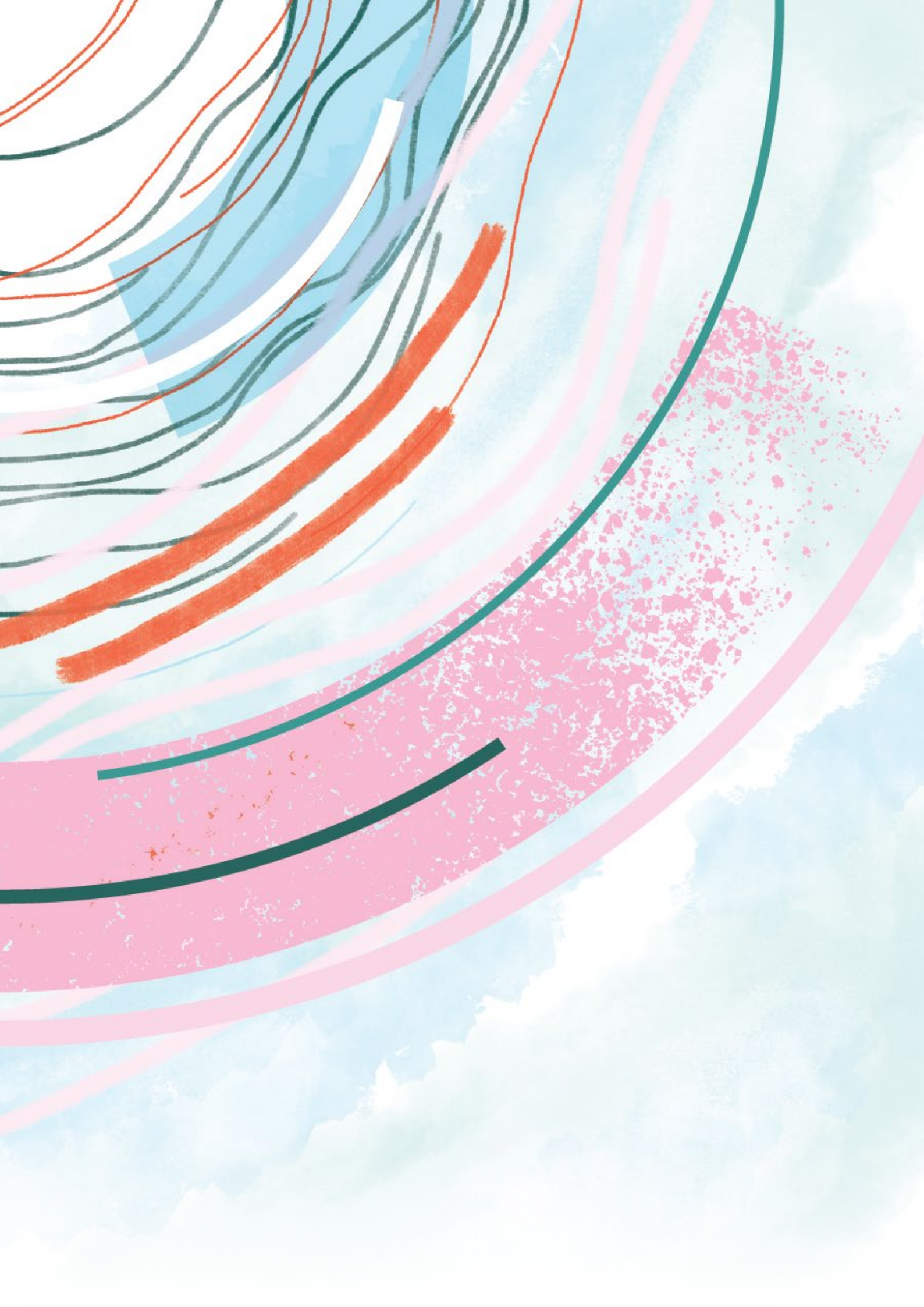
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An Roinn Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education, Research, Innovation and Science

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

HEA An tÚdarás um Ard-Oideachas
The Higher Education Authority

For more information: SpeakOut@tcd.ie
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Higher Education Institutions using Speak Out

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

DCU Ollscoil Chathair Bhaile Átha Cliath
Dublin City University

SETU Ollscoil Teicneolaíochta an Oirdheiscirt
South East Technological University

MTU Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Ollscoil na Gaillimhe
University of Galway

TU DUBLIN
Ollscoil Teicneolaíochta Bhaile Átha Cliath
Technological University Dublin

NCI Coláiste Náisiúnta hÉireann
National College of Ireland

Institute of Art, Design + Technology Dún Laoghaire

Maynooth University
National University of Ireland Maynooth

Coláiste Náisiúnta Ealaíne is Deartha
National College of Art & Design

University of Limerick
Ollscoil Luimnigh

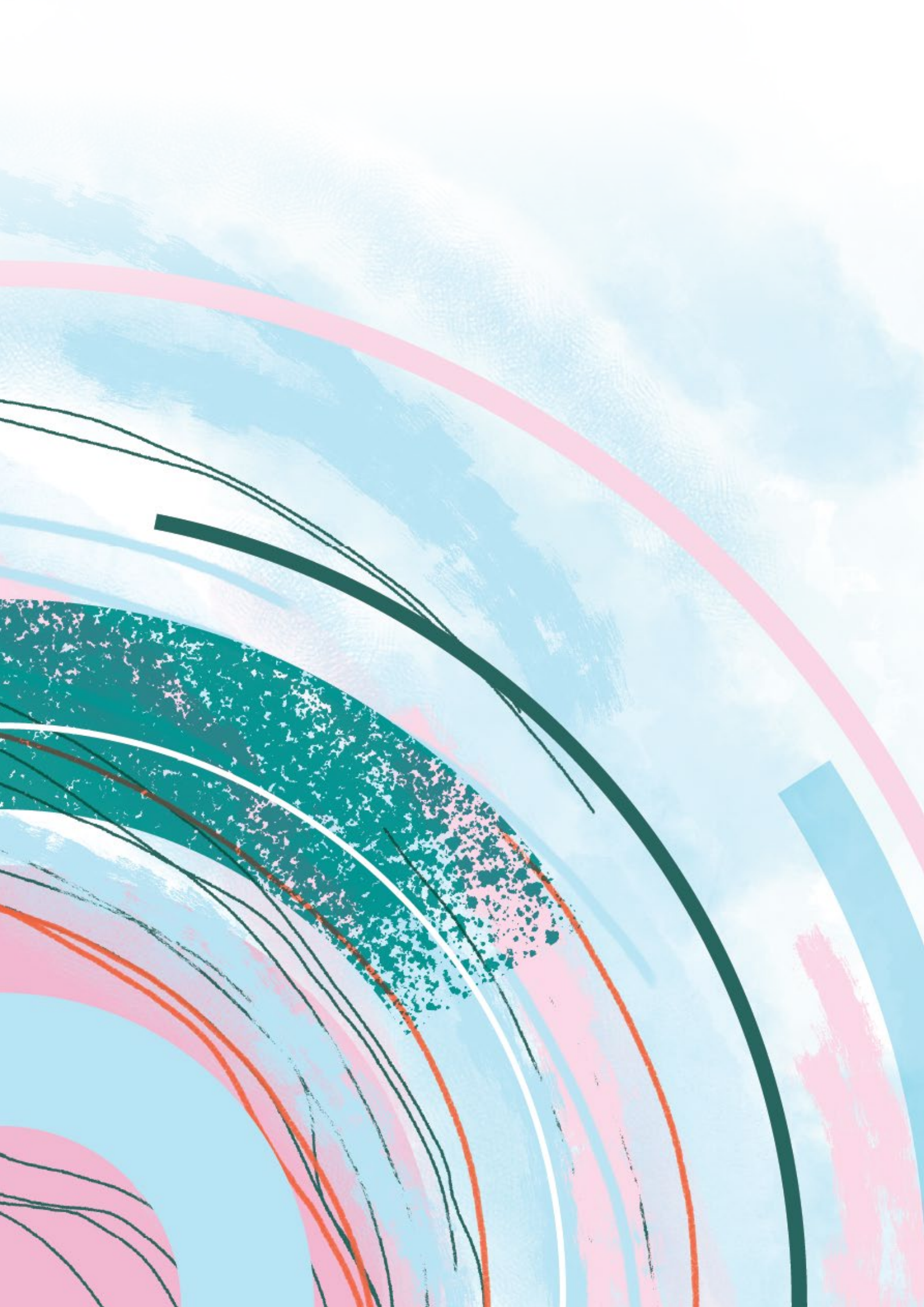
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

TUS
Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir
Technological University of the Shannon:
Midlands Midwest

MIC
Mary Immaculate College
Coláiste Mhuire Gan Smál

RCSI University of Medicine and Health Sciences



Chairperson's Foreword

This National Speak Out Report marks an important milestone in the continued development of a shared, sector-wide approach to addressing bullying, harassment, sexual violence and sexual harassment within Higher Education. It reflects the collective commitment across the sector to fostering safe, respectful and inclusive learning and working environments where all members of the higher education community are treated with dignity and where harmful behaviours are neither tolerated nor ignored.

Since the establishment of the National Speak Out Office at Trinity College Dublin in March 2025, funded by the Higher Education Authority and supported by the Department of Further and Higher Education, Research, Innovation and Science, significant progress has been made in building awareness, understanding and engagement with the Speak Out platform. Over a relatively short period, Speak Out has become an increasingly important component of the sector's efforts to strengthen accountability, encourage reporting and support evidence-informed approaches to prevention and response.

Over the past year, the National Speak Out Office has undertaken extensive engagement with Higher Education Institutions (HEIs), working closely with institutional leaders, staff, students and key stakeholders. This engagement has strengthened understanding of Speak Out's role within broader institutional frameworks for responding to disclosures and reports of harmful behaviours. It has also demonstrated the value of collaboration, transparency and shared learning in driving meaningful and sustainable cultural change across the sector.

The continued development and success of Speak Out is made possible through the leadership, commitment and active participation of HEIs nationwide. Through a coordinated and collaborative approach, institutions are working together to promote awareness, encourage reporting, enhance trauma-informed responses, and ensure that policies, procedures and practices continue to evolve in response to emerging evidence and the lived experiences of students and staff. This collective endeavour reflects a shared determination to build a culture of zero tolerance for abuse, harassment and other harmful behaviours.

Speak Out remains an important choice in the suite of reporting options available to students and staff. It offers individuals the opportunity to report experiences anonymously, while also providing access to institutional, local and national support services through clear signposting. Importantly, the insights generated through Speak Out contribute to a deeper understanding of patterns and trends across the sector, helping to inform prevention efforts, policy development and institutional action.

This report captures and amplifies the experiences of those who chose to engage with Speak Out during the 2024-25 academic year. Their voices provide invaluable insight into the realities faced by students and staff across the sector and serve as a powerful reminder of why this work matters.

As we look to the future, our collective challenge is not only to respond effectively when harm occurs, but to create cultures in which respect, dignity and inclusion are embedded in everyday practice. The insights contained within this report will help to inform that work, guiding policy, practice and prevention efforts across higher education.

The National Speak Out Office is deeply committed to working in partnership with Higher Education Institutions, students, staff and stakeholders to strengthen awareness, accessibility and impact. By continuing to listen, learn and act together, we can build a higher education sector in which every individual feels safe, respected and empowered to contribute fully to academic and community life. Together, we can ensure that Speak Out is not only a reporting platform, but a catalyst for meaningful and lasting cultural change.



Professor Lorraine Leeson

Vice President for Equity, Equality, Diversity and Inclusion, Trinity College Dublin
Chairperson, Speak Out Governance and Oversight Committee

Executive Summary

Higher Education Institutions (HEIs) are committed to providing a safe and respectful environment for all students and staff, with zero tolerance for bullying, harassment, assault, sexual violence, and other forms of abuse (Department of Education and Skills, 2020). To support this objective, 17 HEIs across Ireland have implemented Speak Out, an online tool that allows students, staff, and others within the Higher Education community to anonymously disclose harmful or abusive behaviours and learn about available support services. Speak Out offers a safe space for individuals to have their experience acknowledged while signposting them to relevant support services. At an institutional level, Speak Out offers valuable insight into patterns and trends of behaviour across HEIs, acting as a key indicator of organisational culture and trust.

Speaking out about an experience of harmful behaviour or abuse can be incredibly difficult. That is why it is so important that people have a choice in how they come forward, whether through anonymous reporting, informal resolution pathways, or formal reporting processes. Providing a range of reporting options recognises the profound impact these experiences can have and gives individuals greater control over how, when, and if they share their experience and seek support. Users of Speak Out can share their experiences anonymously, allowing institutions to gather valuable insights without compromising individual privacy. Speak Out provides an important option for those who may never feel comfortable making a named report but still want their voice to be heard. It can also serve as a vital first step for individuals who are not yet ready to report formally, or who need time and support to process and articulate what has happened to them. Evidence from UK universities suggests that the availability of anonymous reporting systems can contribute to increased levels of formal reporting (Universities UK, 2015).

Annual data analysis has identified recurring patterns in reports of harmful behaviour. These insights inform awareness campaigns, strengthen reporting procedures, and guide institutional responses. Some of the patterns identified annually:

- The majority of reports made to Speak Out are made by students.
- Bullying, harassment, and discrimination are the most commonly reported behaviours among both students and staff.
- Students are most likely to report abuse perpetrated by their peers, while staff are most likely to report abuse perpetrated by colleagues or managers.
- A lack of awareness of institutional policies and procedures, combined with low levels of trust in institutional processes, are the most commonly cited reasons by both students and staff for not pursuing a formal report to HEIs.
- The majority of students and staff sought support after the incident with the most common source of support being friends/family. HEI student counselling services are also an important source of support for students.

Speak Out is one of the tools used by HEIs to address the culture of silence that can surround these harmful and often traumatic experiences, and to encourage reporting within Higher Education settings. The aggregated data supports institutions in strengthening policies and procedures, enhancing responses to victims and survivors, and informing ongoing efforts to prevent and address abuse within the sector. Similar anonymous reporting mechanisms are widely used across HEIs in Europe, the United Kingdom, the United States, and Australia, providing established and accessible pathways for staff and students to disclose harmful experiences.

This report presents findings from data submitted through the Speak Out tool by 16 participating HEIs during the period from 1 September 2024 to 31 August 2025. The overall number of reports received through UCD's Report and Support tool over the same period is also included. The findings should not be interpreted as a direct measure of the prevalence of these behaviours within Higher Education. Rather, they reflect levels of reporting, which are likely to increase over time as awareness of and engagement with the service continue to grow.

"As a student, I believe that creating a safer society starts with listening to people and giving them a voice. Being part of the Speak Out Student Panel allows me to contribute to something meaningful, raise awareness and help create a culture where everyone feels safe, respected and supported."

— Nabiha Rukaiya Chowdhury, SETU student and Speak Out Student Panel member (AY 2026/27)

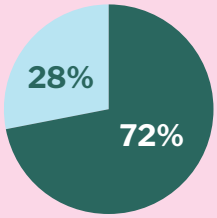


Image: Some members of the Speak Out Governance and Oversight Committee and Speak Out Advisory Committee

Key Findings

1 Speak Out & UCD Report and Support





Of these 560 reports:

72% reported on their own behalf

28% on behalf of someone else

2 Speak Out

459 reports were made at 16 HEIs in Ireland through the **Speak Out tool**



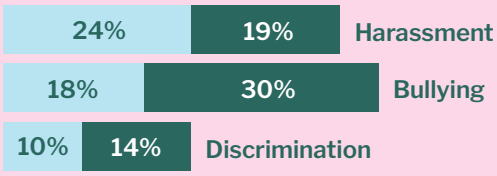
63% of reports were made by students

29% of reports were made by staff

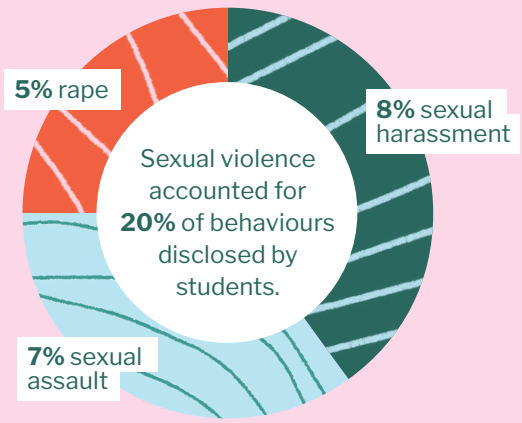
8% of reports were made by others

3 Common Behaviours

The most common behaviours disclosed by both students and staff:



4 Student Sexual Violence



5 Perpetrators

Most commonly reported harmful behaviours that were perpetrated by:

Students	28%	Student in/not in their class
	26%	Friend/Acquaintance/Co-resident/ Housemate/Roommate/Club or society contact
	17%	Stranger
Staff	29%	Supervisors/ Managers
	25%	Other staff
	23%	Colleagues

6 Location of abuse

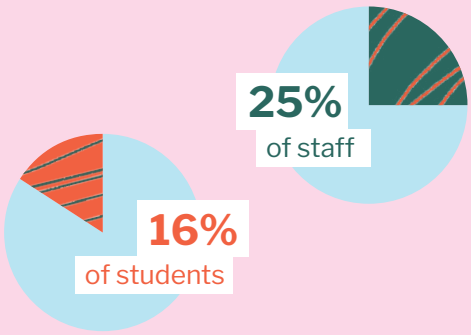
Students and staff disclosed that the most common location where the harmful behaviour was perpetrated was **on campus or in a HEI related location.**

60% of students

68% of staff

7 Formal Reports to HEI

25% of staff and 16% of students made a formal report to their HEI about the harmful behaviour they were subjected to.



8 Student reasons for not Reporting to HEI *(most common)*

- **fear that nothing would be done if they made a complaint**
- **fear that the perpetrator(s) would retaliate**
- **feeling it's not serious enough to make a complaint**

9 Staff reasons for not Reporting to HEI *(most common)*

- **fear that nothing would be done if they made a complaint**
- **fear that it may affect their current/future career**
- **fear that the perpetrator(s) would retaliate**

10 Seeking support

67% students

64% staff

reached out for support after the incident

The most common source of support for both students and staff was from:

friends and family

Students also commonly sought support from:

the HEI Counselling Service

Introduction

Speak Out is an online tool that provides students, staff and all members of the HEI community a platform to anonymously disclose experiences of bullying, cyberbullying, harassment, discrimination, hate crime, coercive control, stalking, assault, image based sexual abuse, sexual harassment, sexual assault, and rape. It signposts users to a range of local and national support services based on the nature of abuse they are reporting.

Speak Out is the anonymous reporting option available to students and staff to report harmful behaviours and abuse. HEIs also have named reporting options which include formal and informal reporting. Speak Out offers people who may not feel ready or simply may not want to make a formal report or explore other informal processes to communicate their experience in a safe and anonymous manner.

This report presents data from 16 HEIs that provide the Speak Out platform within their institution in the 2024-2025 academic year. It also includes a headline data point from University College Dublin's Report and Support tool, which performs a similar reporting function within UCD. The findings detailed in this report are made possible by the individuals who took the courageous step of speaking out through these platforms. Collectively, their experiences provide valuable insight into the nature of harmful behaviours encountered within our HEI community, that we use to inform responses and support our work of creating meaningful and sustained change across the sector.

Key Goals Of Speak Out

Provide a space for staff, students, and visitors to safely speak out about their experiences of harmful behaviours and abuse.

Promote the visibility of the support services and other options available to staff, students, and all other members of our Higher Education community.

Contribute to the sectoral efforts to monitor and report on trends of reported harmful and negative behaviours across HEIs.

Ensure policy and procedures are informed by the experiences of HEI communities and are accessible to all members.

Inform communications campaigns to positively influence respectful and supportive campus cultures.

Develop evidence-informed, customised training programmes informed by analysis of the data reported.

Higher Education Institutions Implementing Speak Out

- Atlantic Technological University
- Dublin City University
- Dundalk Institute of Technology
- Dun Laoghaire Institute of Art and Design Technology
- Mary Immaculate College*
- Maynooth University
- Munster Technological University
- National College of Art and Design
- National College of Ireland
- Royal College of Surgeons Ireland
- South East Technological University
- Trinity College Dublin
- Technological University Dublin
- Technological University of the Shannon
- University College Cork
- University of Galway
- University of Limerick

*Mary Immaculate College began implementing Speak Out in their HEI in September 2025, and so their data is not included in this report.

University College Dublin uses Report and Support as its anonymous reporting tool. Their topline figure for the number of reports made to Report and Support is included in this report.

> *"This is an important and valuable national report that will inform the actions that DCU and others take to address all types of inappropriate behaviour in our university communities. I am very grateful to the people who have made reports and shared their experiences, it is important that we now implement meaningful actions in response to this data."*
>
> *—Lorna Greene, DCU Dignity, Respect and Sexual Misconduct Response Manager, and Speak Out Practitioner Group member*

Development of Speak Out

The Speak Out tool was developed by the Psychological Counsellors in Higher Education Ireland (PCHEI), with the pilot phase commencing in October 2021. HEI Counsellors' therapeutic perspective and insight through their work with students placed them in a unique position to develop this bespoke tool that addresses the particular needs of the Higher Education community.

The Speak Out tool was developed through a collaborative process involving representatives from each participating HEI and guided by a Steering Committee of sectoral representatives and subject matter experts. The pilot was hosted by DkIT and led by Rachel Skelly. Financial support was provided by the Department of Education and the Higher Education Authority, alongside the support of the Minister for Further and Higher Education, Research, Innovation and Science. The development of Speak Out was informed by Ireland's national policy framework for ending sexual violence and harassment in the Higher Education sector (Department of Education and Skills, 2020). This framework which has informed and guided the work of HEIs includes the following key outcomes:

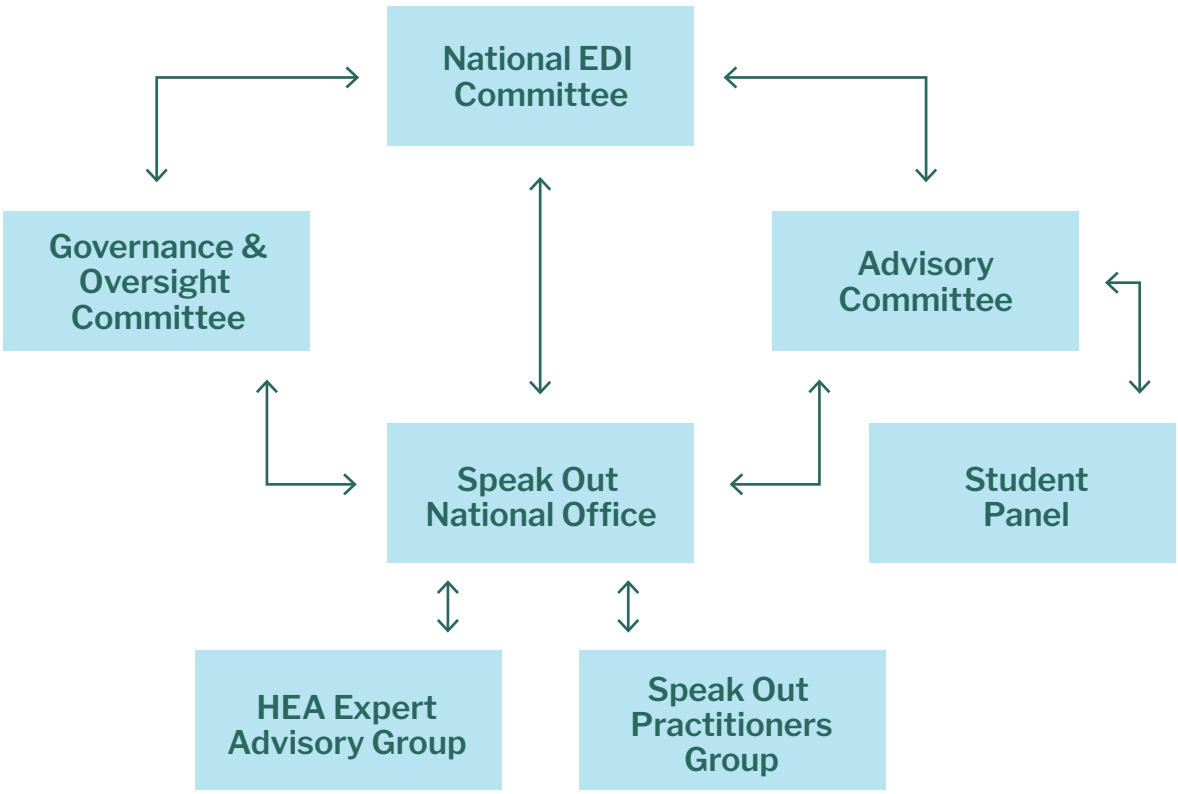
- Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.
- HEIs will create an easy-to-use system for students to disclose and report incidents, which would be reflected in a high level of awareness and understanding among both students and staff.
- The reporting system for students is compatible with complainant/ survivor rights, cognisant of the needs of vulnerable groups, and has the confidence of the Higher Education community.

In 2023, the HEA commissioned an independent evaluation of Speak Out while it was operating as a pilot initiative (Hand, 2023). The evaluation recommended the establishment of a consortium model, whereby the platform would be hosted by a Higher Education Institution or representative body on behalf of participating members. Following an application process, Trinity College Dublin was selected to host the Speak Out National Office, which began operating in March 2025. The Speak Out National Office team are Elaine Mears (Coordinator) and Gillian Connolly (Administrator) with oversight from Rachel Skelly (TCD Dignity, Respect and Consent Response Manager).

The Speak Out National Office works in partnership with a broad range of subject matter experts and stakeholders across the Higher Education sector and wider society, with ongoing support from the HEA and the Department of Further and Higher Education, Research, Innovation and Science.

> *"For too long our members of our university communities have had to rely on formal reporting systems as the only option to raise concerns about unacceptable behaviours. Speak Out is now one of a number of choices available to individuals to report harmful behaviours and abuse to their HEI, in addition to informal processes and formal reporting. Speak Out also provides valuable data to HEIs in relation to the extent of harmful behaviours and abuse in their HEI which wouldn't otherwise be available, and which provides an evidence base for targeted action."*
>
> *—Tony McMahon, Irish Universities Association and Speak Out Governance and Oversight Committee member*

Speak Out National Consortium Model



> *"What makes Speak Out particularly valuable is its ability to transform individual experiences into collective learning across Higher Education Institutions. The data collected not only helps us understand patterns of racism, discrimination, and other harmful behaviours across higher education, but also provides a foundation for developing more effective, trauma-informed, and equitable responses. In doing so, it supports institutions to strengthen accountability, build trust in reporting processes, and foster more inclusive and respectful learning environments."*
>
> *— Dr. Lilian Nwanze, Maynooth University and Speak Out Advisory Committee member*











Top: Dr Jennie Rothwell, HEA Centre of Excellence for Equality, Diversity and Inclusion
Middle left: Attendees at the Speak Out National Report Launch 2025
Middle right: Attendees at the Speak Out National Report Launch 2025
Bottom left: HEA Centre of Excellence for Equality, Diversity and Inclusion, and Speak Out National Office teams
Bottom right: Caitríona Gleeson, ATU Sexual Violence and Harassment Prevention and Response Manager

> *"It has been a privilege to work with the Speak Out Project. It is so important that individuals within our community get a chance to have their voice heard. Even though it is anonymous, the fact that the Project operates across the whole of Higher Education ensures that those voices are listened to by a broad audience. Furthermore, this co-ordinated cross-institutional approach ensures that emerging needs are better identified and applied across the board where required to systems and processes. At the heart of this project is the individual who has been affected by harmful behaviour and ensuring that they get the support they need, informed by the most recent experience and expertise, will be core to the project moving forward."*
>
> *— Gearóid Hodgins, Technological Universities Association and Speak Out Governance and Oversight Committee member*









Top left: Frankie Nesirky, DCU Equality, Diversity & Inclusion Project Coordinator and Lorna Greene, DCU Dignity, Respect and Sexual Misconduct Response Manager
Top right: Speak Out HEI Practitioners
Bottom left: Attendees at the Speak Out National Report Launch 2025
Bottom right: Emma Monahan, AMLÉ VP for Welfare 2025-26

Data

Total reports

In the 2024-25 academic year (1 September 2024 to 31 August 2025) a total of 560 reports at 17 HEIs in Ireland were made through the Speak Out tool and the UCD Report and Support tool. Of these 560 reports, 402 (72%) reported on their own behalf and 158 (28%) on behalf of someone else.

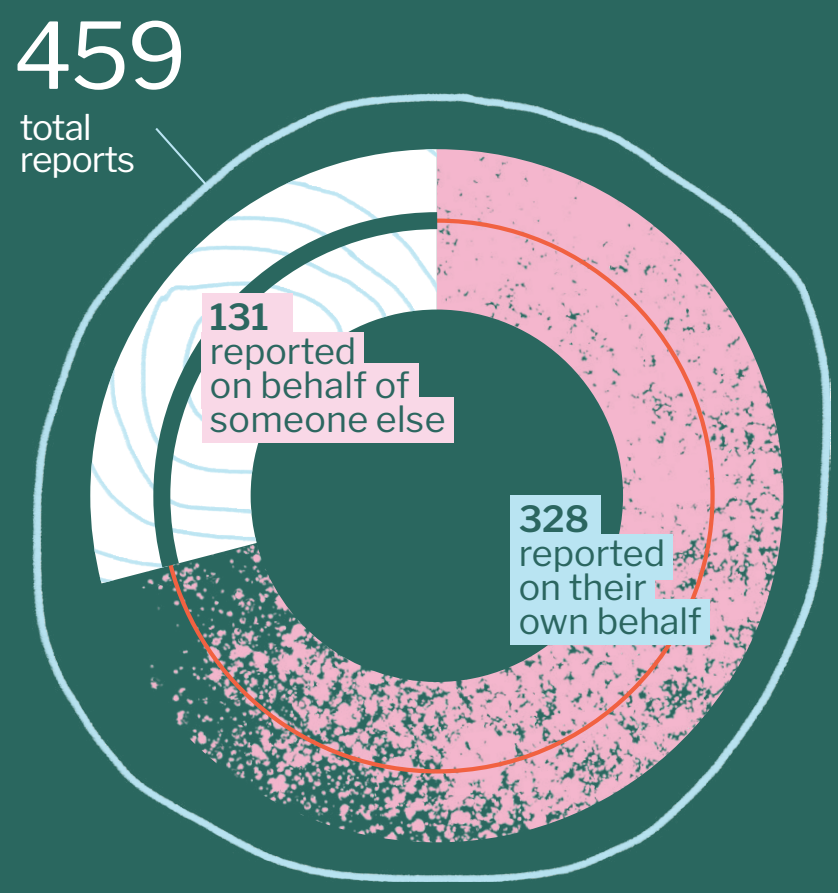
All the following data relates to Speak Out only. To understand how to interpret this data please refer to the Methodology and Understanding the Data section of this report.

Between 1 September 2024 and 31 August 2025, 459 reports were made at 16 HEIs in Ireland through the Speak Out tool. Of these 459 reports, 328 (71%) were made by the person who had the harm done to them, while 131 (29%) were made by someone else on behalf of the person who had the harm done to them. There were no significant differences in the types of reports being made to Speak Out by those reporting behaviours that they had experienced themselves, or by those who were reporting on behalf of someone else. The majority of reports made to Speak Out were made by students (289 reports or 63%). 133 reports (29%) were made by staff, and 37 reports (8%) were made by others. This is consistent with the pattern of reporting in previous years.

Figure 1: Total Number of Reports made to Speak Out

Reporter Type	Number of Reports (% of total)
Student (Undergraduate, Postgraduate)	289 (63%)
Staff (Academic, Professional Managerial and Support Staff, Third Party, All Other)	133 (29%)
Other (Visitor, Alumni, Other)	37 (8%)
Total	**459**

Figure 2: Reporting on behalf of self or someone else to Speak Out



Timeline of Reports

Figure 3 provides a clear picture of the timeline in which reports were made by everyone who used Speak Out to make an anonymous report in the 2024 - 2025 academic year. There are spikes in the number of reports in October and November (56 reports in each month) and March (62 reports). It should be noted that this timeline refers to timing of reports, and not necessarily to when the incident took place (which is addressed in the following section). These peaks correlate with awareness raising events and campaigns taking place in HEIs where Speak Out is promoted. Early in Semester 1 of each academic year, the University and Students' Union deliver a broad programme of workshops and events for incoming first-year students. This programme includes consent training and information on policies relating to sexual violence, bullying, and harassment, delivered through workshops, public information stands, awareness campaigns, and other student engagement activities. In Semester 2, a further programme of workshops and events is usually delivered across HEIs.

The figures were too low to present a breakdown by students and staff within the timeline. However, the pattern is very similar to the trends identified in previous years. The most common months for students to make a report were October, November, and March. Report numbers dip during the summer months and December, however it is noted that reports were received every month from both students and staff.

When did the incident(s) take place?

Figure 4 illustrates how long ago the incident(s) being reported to Speak Out took place. Most reports made to Speak Out related to abuse that took place sometime within the past year, (53% of students and 40% of staff). This means the abuse may not have occurred in the same academic year in which the report was made. A small number reported abuse that was perpetrated over a year ago (5% of students and less than 8% of staff (less than 10 individuals)). For some the abuse was ongoing (28% of students and 33% of staff), and some reported abuse that had been perpetrated over a combination of time periods (15% of students and 20% of staff). This pattern is consistent with findings from previous years.

Behaviours and Forms of Abuse

Those speaking out were asked "Which of the following best describes the situation you are reporting?". These individuals were invited to select as many options as they felt related to their experience. The options here included: Bullying, Cyberbullying, Harassment, Discrimination, Hate Crime, Coercive behaviour/control, Stalking, Assault, Sexual harassment, Sexual assault, Rape, Other, and Prefer not to say. Due to the option to select multiple answers, the total sample number of behaviours is greater than the total number of respondents.

- 289 students reported 579 behaviours
- 133 staff reported 243 behaviours
- 37 others reported 86 behaviours

Figure 5 illustrates how many different types of behaviours people using the Speak Out platform disclosed. Approximately half of people making a report through Speak Out reported one behaviour (46% of students, 56% of staff, and 43% of others). Approximately one quarter reported two behaviours and another quarter reported three or more behaviours. This finding aligns with patterns observed in previous years.

> *"We are committed to creating a safer and inclusive environment in which all members of our University community can realise their potential. Speak Out enables us to capture and understand a broad range of problematic behaviour and in turn inform initiatives aimed at addressing bullying, harassment, discrimination and ending sexual violence and harassment at University of Galway."*
>
> *—Aoife Cooke, University of Galway*
> *Head of Equality, Diversity and Inclusion*

Figure 3: Timeline of reports (n = 459)

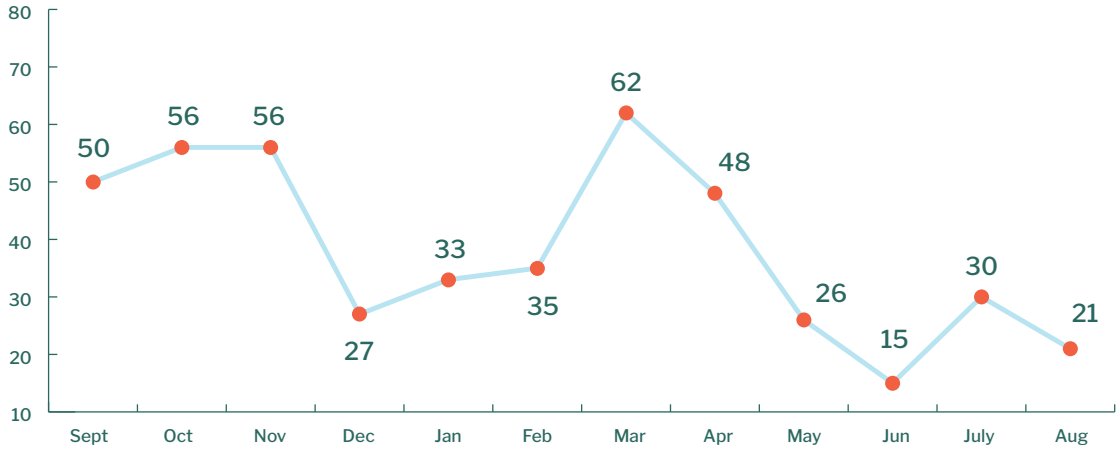


Figure 4: When did the incident(s) take place?

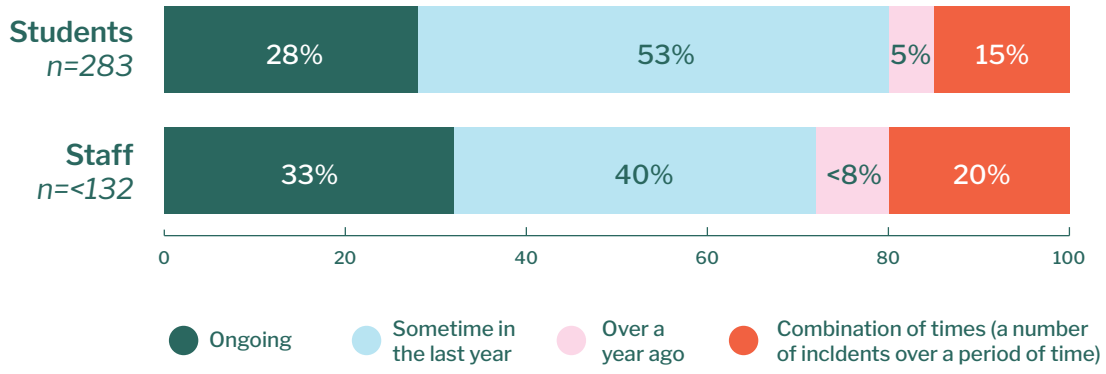
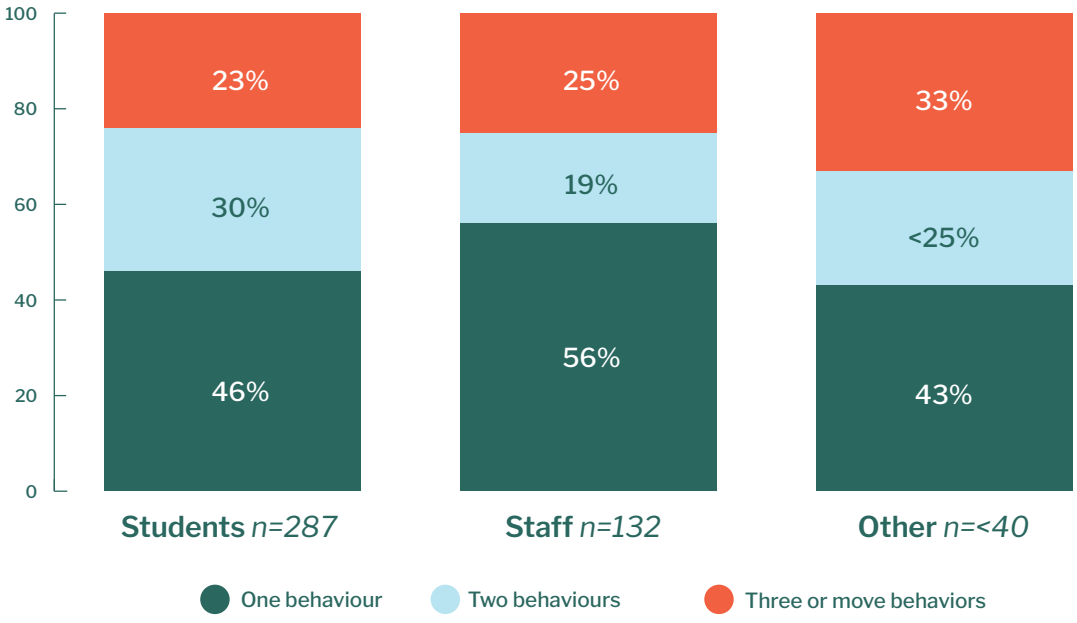


Figure 5: Number of behaviours reported



On closer examination of the different types of behaviours that people disclosed we see some notable similarities and differences. Multiple answers were allowed in this question as many people are subjected to more than one form of abuse, hence the n value is larger than the total number of staff and students who made disclosures to Speak Out in this academic year. Figure 6 illustrates that the most common behaviours disclosed by both students and staff are bullying, harassment, and discrimination. Staff also disclosed quite significant levels of coercive behaviour with 7% of reports including this type of behaviour. Students disclosed more significant levels of sexual violence than staff with 8% of reports including sexual harassment, 7% of reports including sexual assault, and 5% of reports including rape.

Students and staff reported significantly different forms of abuse. As illustrated in Figure 8, students disclosed significantly higher levels of purely physical forms of abuse (13%) compared to staff (< 7% or less than 10 reports). Students also disclosed higher levels of abuse that included a combination of physical and non-physical behaviour (23%) than staff (13%). Staff reported significantly higher levels of behaviours that were solely non-physical in nature (71%) than students (57%). Non-physical forms of abuse can take many forms including but not limited to verbal abuse, written communications on or offline, and image based sexual abuse. This pattern is consistent with that observed in previous years data.

Figure 6: Which of the following best describes the situation you are reporting

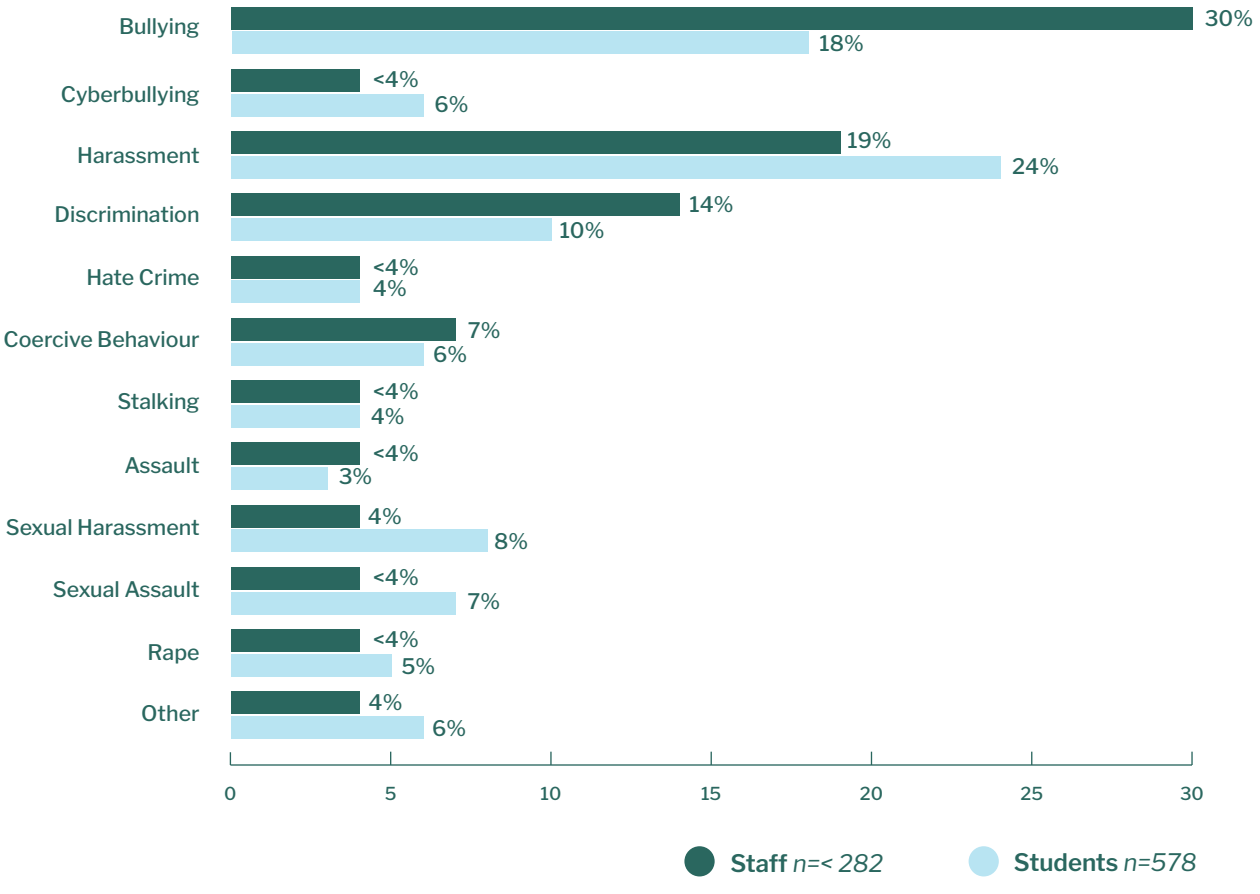
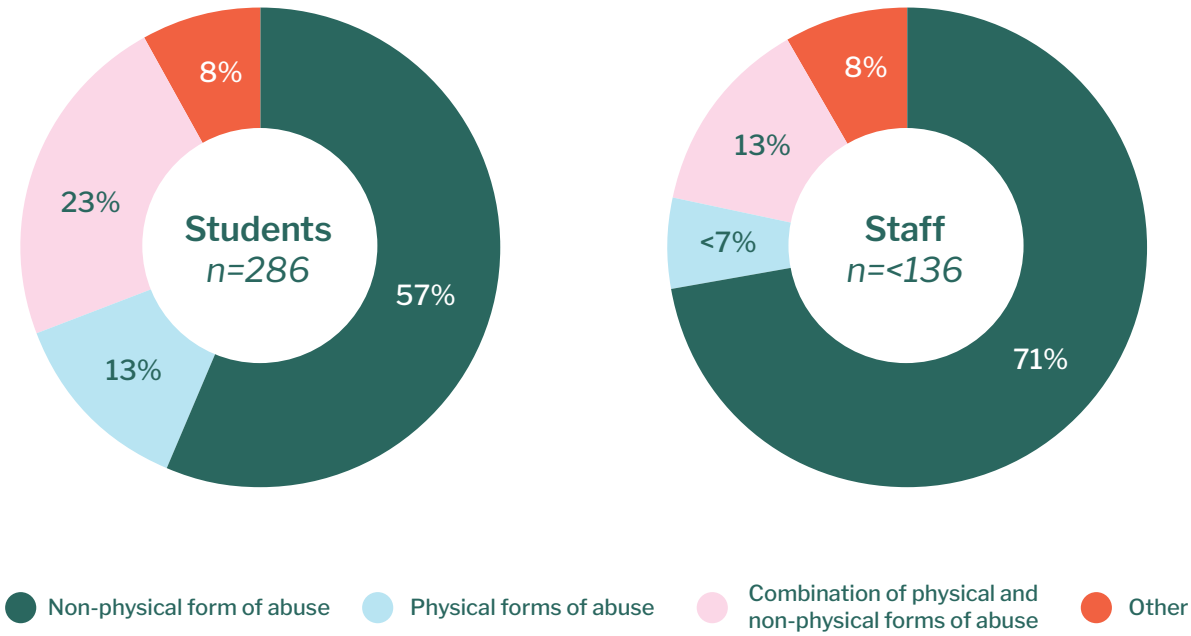


Figure 7: Total Behaviours Experienced

Type of Behaviour	Staff	Student	Total students and staff
Bullying	86	103	**189**
Harassment	53	136	**189**
Discrimination	40	57	**97**
Coercive Behaviour	21	35	**56**
Sexual Harassment	11	44	**55**
Sexual Assault	< 10	38	**< 48**
Other	11	36	**47**
Rape	< 10	29	**< 39**
Cyberbullying	< 10	34	**< 44**
Hate Crime	< 10	23	**< 33**
Stalking	< 10	23	**< 33**
Assault	< 10	20	**< 30**
Prefer not to say	< 10	< 10	**< 20**

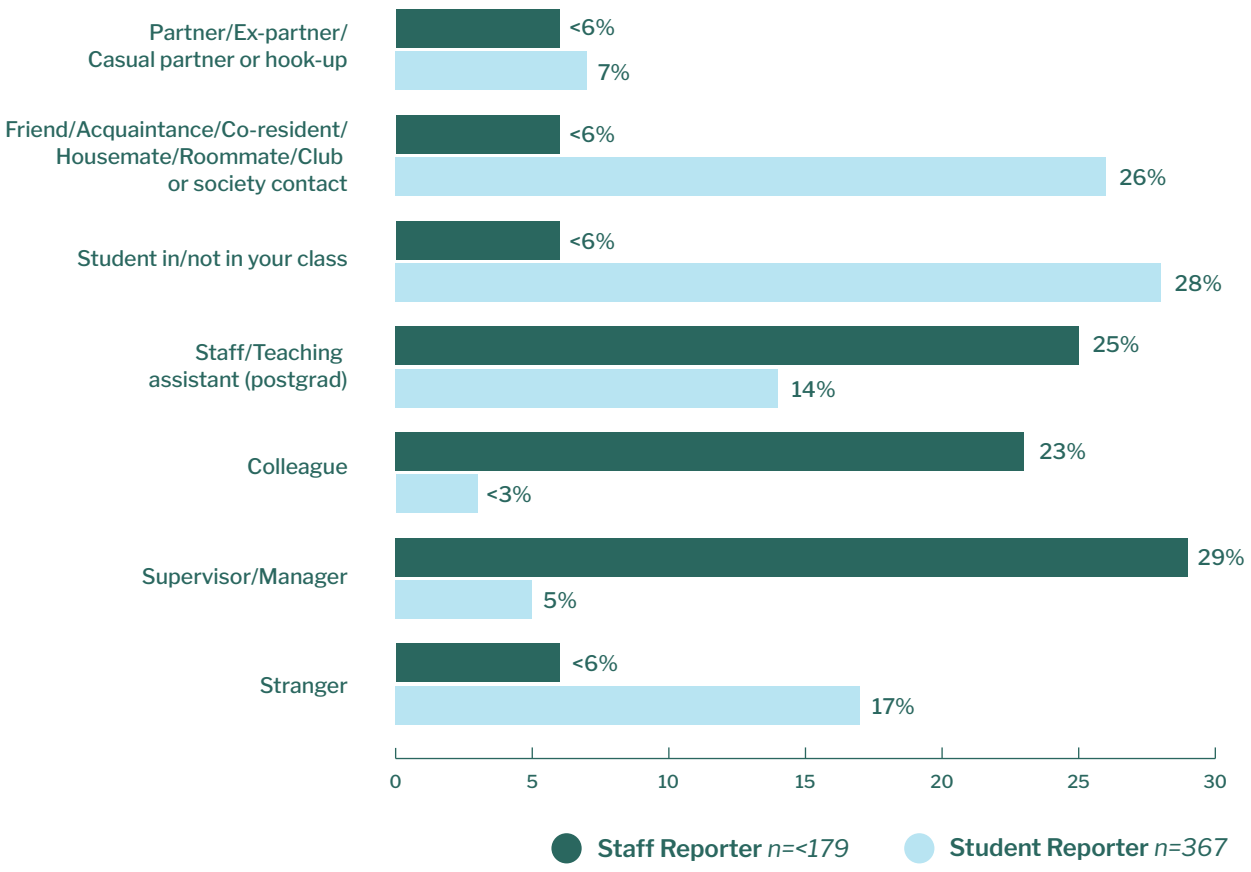
Figure 8: Physical or non-physical forms of abuse



Perpetrator

Figure 9 illustrates the significant differences in the relationships to perpetrators described by people reporting to Speak Out. Multiple answers were allowed in this question as behaviours can be perpetrated by more than one perpetrator, hence the number of perpetrators is greater than the number of people reporting. Students most commonly reported behaviours that were perpetrated by a student in/not in their class (28%), Friend/Acquaintance/Co-resident/ Housemate/Roommate/Club or society contact (26%), and Staff/Teaching assistant (14%). There are also significant reports of abuse perpetrated by a Partner/ Ex-partner/Casual partner or hook-up (7%). Staff predominantly reported behaviours that were perpetrated by Supervisors/ Managers (29%), other staff (25%), and Colleagues (23%). These results are broadly similar to that observed in previous years.

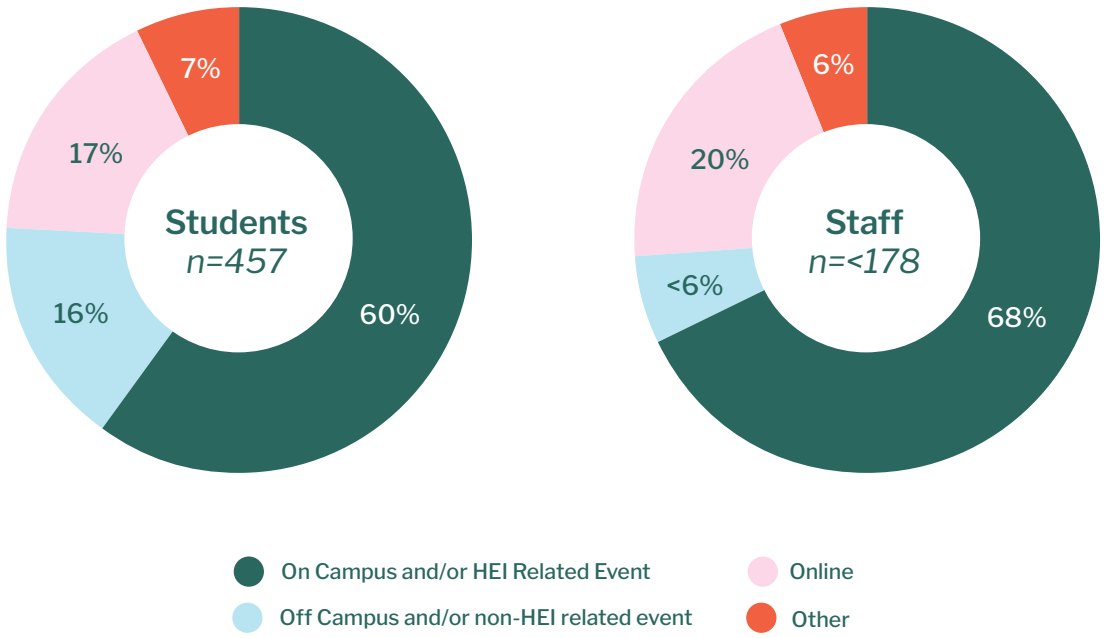
Figure 9: Relationship of Perpetrator



Location

Those speaking out were asked “Where did the incident(s) take place?”. Individuals were invited to select multiple answers to this question, as a recognition that they may be reporting a series of related incidences which may have taken place across multiple locations. Figure 10 highlights the locations reported through Speak Out. In order to protect the anonymity of those speaking out, the specific locations were combined into the categories “On Campus and/or HEI Related”, “Off Campus and not HEI Related”, “Online” and “Other”. Sixty eight percent of staff and 60% of students noted that they experienced the negative behaviour in an “On Campus and/or HEI Related” location, while 20% of staff and 17% of students experienced the negative behaviour online. Sixteen percent of students experienced the negative behaviour off campus or at a non-HEI related event. This pattern mirrors that seen in previous years.

Figure 10: Location



Formal Reporting

Those speaking out were asked "Have you made a complaint/ report through college policy (This includes both formal and informal procedures but does not include disclosures to staff)" and "Have you made a formal report to the Gardaí?" The graphs below highlight the responses to these questions; clearly showing that the majority of those speaking out have not made formal reports to either the HEI or the Gardaí. This is consistent with the pattern in previous years.

As illustrated in Figure 11, 25% of staff and 16% of students made a formal report to their HEI about the abuse. In Figure 12 we see that less than 10% of staff (this equates to less than 10 people) and 7% of students made a formal report to An Garda Síochána. These results are consistent with previous year's data.

Figure 13 highlights the reasons students and staff felt enabled/motivated to make a formal report to the HEI. Figures 14 and 15 give breakdowns of the top reasons people gave for not making a formal complaint to the HEI or the Gardaí respectively. The majority relate to a lack of knowledge of HEI policies and procedures, and low levels of institutional trust.

Those who answered "yes" with regards to whether they had made a formal report to their HEI or the Gardaí were also asked to provide further detail on what enabled this decision. The figures relating to what enabled a report to the Gardaí were too low to include here. Figures relating to what enabled/ motivated staff and students to make a report to the HEI are outlined in Figure 13. The answers for both students and staff were very similar, with the majority wanting the behaviour to stop, wanting to prevent the same from happening to others, and wanting accountability of wrongdoing on the part of the perpetrator and perpetrator accountability.

Figure 11 illustrates that 75% of staff and 84% of students chose to not make a formal report to their HEI about the negative behaviour they experienced. Figure 12 illustrates that 93% of students and 90% of staff did not make a formal report to An Garda Síochána. These individuals were also asked to provide further detail on what impacted this decision.

Figures 14 and 15 highlight the responses given to the questions "What impacted your decision not to make a complaint/ report through college policy at this time?" and "What impacted your decision not to report to the Gardaí at this time?". Those engaging with Speak Out were invited to select as many response options that felt relevant to their experience. The most common reason students and staff gave for not making a formal report to the HEI was that they feared that nothing would be done. This fear speaks to a lack of trust in the formal reporting processes in their HEIs which is evidenced in Figure 14.

> *"Here at University of Limerick, we are deeply committed to ensuring that every person who comes forward to make a report of harmful behaviour is met with care and respect. Through our policies and practices, we are striving to create an environment where individuals feel safe to speak out and are supported throughout the process. The RespectfUL Campus campaign – Safe Places, Strong Voices, reflects our shared responsibility to foster a culture of dignity, accountability and compassion across our campus community."*
>
> *— Maria Healy, University of Limerick Sexual Violence & Harassment Prevention and Response Manager, and Speak Out Practitioner Group member*

Figure 11: Formal Reports to HEI

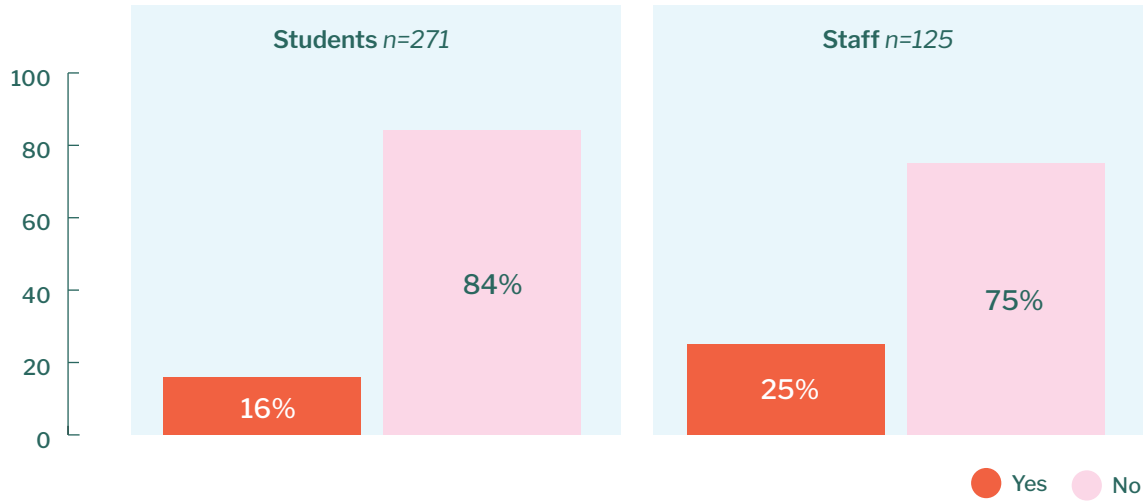


Figure 12: Formal Reports to Gardaí

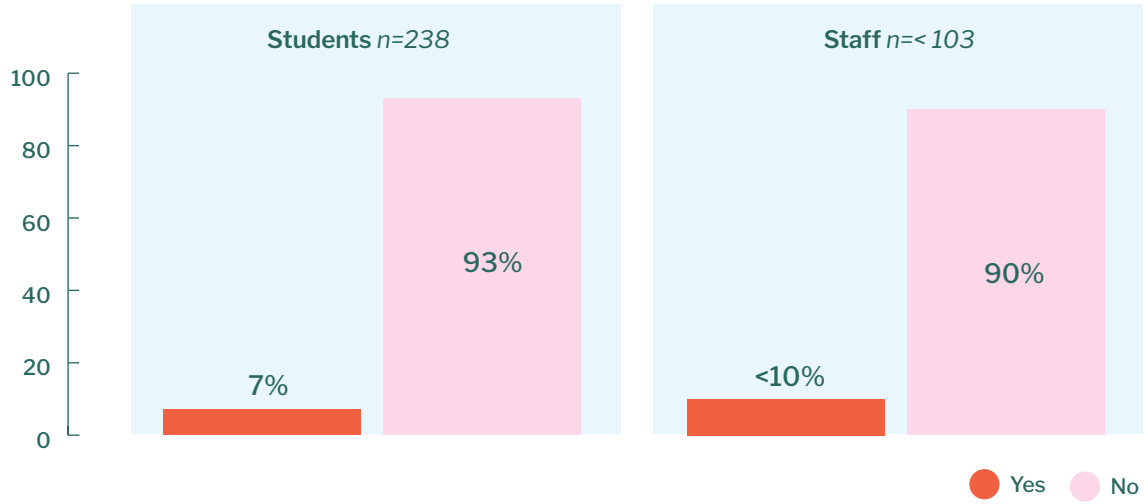


Figure 13: What enabled/motivated you to make the report to the HEI

What enabled/motivated you to make the report to college	Staff	Student
Want the behaviour to stop	25	28
Want to prevent the same happening to other people	22	27
Want the person(s) to be held accountable	17	24
Want the person(s) to understand that their behaviour is wrong	21	19
Suggested/supported by colleague/classmate	<10	15
Suggested/supported by staff member	<10	13
Want the person(s) to apologise	<10	12
Suggested/supported by friend/family member	<10	12
Knowledge of procedures	13	<10
Trust in the system	<10	<10
Other	22	27

Figure 14: Reasons not reported to the HEI

Not reported to the HEI	Staff	Student
Knowledge of HEI Policy/Procedures		
I didn't realise it was an option	16	64
I do not have time to make a complaint	<10	14
I don't know how to make a complaint	18	64
I cannot prove the behaviour took place	16	64
Institutional Trust		
I fear that nothing would be done if I make a complaint	50	85
I feel it's not serious enough to make a complaint	14	66
I reported to someone in the college and they didn't take it seriously	16	13
I was dissuaded from making a complaint	<10	<10
I have concerns it might affect my college results	<10	34
I have concerns it might affect my current/future career	39	43
I want to make the college aware of the incident but don't want to come forward or pursue it formally	21	55
I don't want the involvement of the Gardaí or the courts	<10	24
Relationship with the perpetrator(s)		
I don't want to get the other person(s) in trouble	<10	23
I don't want to damage my relationship with the perpetrator(s)	15	15
I'm worried the perpetrator(s) would retaliate	35	69
Public Perception		
I'm worried there would be repercussions in my social circle	<10	27
I'm worried I won't be believed	16	41
I am worried about being called a troublemaker	32	45
I don't want anyone to know it took place	<10	12
I fear that it will become public knowledge	<10	28
Personal Impact		
I want to move on from it	<10	38
I'm not ready to make a report	<10	20
I handled it myself	<10	<10
I feel embarrassed or ashamed	15	40
I feel partly to blame for what happened	<10	19
Making a complaint would have a negative effect on my health	17	16
Other		
The person affected did not want to report it themselves	<10	23
Other	13	32
I don't know	<10	<10
Prefer not to say	<10	<10

Figure 15: Reasons not reported to the Gardaí

Not reported to the Gardaí	Staff	Student
Knowledge of Legislation/Legal System		
I didn't realise it was an option	18	41
I do not have time to make a complaint	<10	<10
I don't know how to make a complaint	<10	18
I cannot prove the behaviour took place	10	47
Trust in the Legal System		
I fear that nothing would be done if I make a complaint	11	48
I feel it's not serious enough to make a complaint	23	65
I reported to someone in the college and they didn't take it seriously	<10	10
I was dissuaded from making a complaint	<10	<10
I have concerns it might affect my college results	<10	23
I have concerns it might affect my current/future career	14	26
I don't want the involvement of the Gardaí or the courts	12	36
Relationship with the perpetrator(s)		
I don't want to get the other person(s) in trouble	<10	13
I don't want to damage my relationship with the perpetrator(s)	<10	10
I'm worried the perpetrator(s) would retaliate	11	33
Public Perception		
I'm worried there would be repercussions in my social circle	<10	20
I'm worried I won't be believed	<10	28
I am worried about being called a troublemaker	11	17
I don't want anyone to know it took place	<10	<10
I fear that it will become public knowledge	<10	21
Personal Impact		
I feel embarrassed or ashamed	<10	25
I feel partly to blame for what happened	<10	16
I handled it myself	<10	<10
I want to move on from it	<10	25
I'm not ready to make a report	<10	14
Making a complaint would have a negative effect on my health	<10	15
Other		
The person affected did not want to report it themselves	<10	22
Other	19	27
I don't know	<10	14
Prefer not to say	<10	<10

Witnesses to the incident(s)

Figures 16 and 17 highlight the number of incidents reported to Speak Out that were witnessed by other people, and whether or not the witness intervened in the incident being reported. In Figure 16 we see that 61% of both students and staff reported that someone witnessed, to some degree, the incident they were reporting. This is consistent with the pattern in previous years' data.

In Figure 17 we see that 70% of students and 63% of staff noted that the witness(es) did not intervene. We see a different pattern emerging compared with previous years in this question on whether the witness intervened or not. For staff, there is a significant increase in the proportion reporting that the witness intervened in some capacity, most significantly in the proportion answering that the witness "somewhat" intervened compared with previous years. Among students, there is a decrease in the proportion reporting that the witness intervened compared to previous years.

It is unclear whether the relatively low level of intervention highlighted is the result of different understandings of what an intervention is, or if it's a reflection of an unwillingness of bystanders to intervene in unfolding situations. Intervention can take many forms, from intervening in a situation whilst it is unfolding, to checking in with a person who you have witnessed being involved in a situation after the event. Following this, assisting a person to make a report or upon their request, making a report on their behalf is a safe and effective intervention. It is not always safe or appropriate to intervene while an incident is taking place. The Bystander Intervention Programme developed by UCC provides guidance and information on recognising inappropriate behaviours, and how to intervene safely.

Seeking Support

Figure 18 highlights that the majority of all people making reports to Speak Out sought support from a person or an organisation after the incident of abuse. 67% of students and 64% of staff reached out for support. This is consistent with previous years data results.

Figure 16: Did anyone witness the incident(s)?

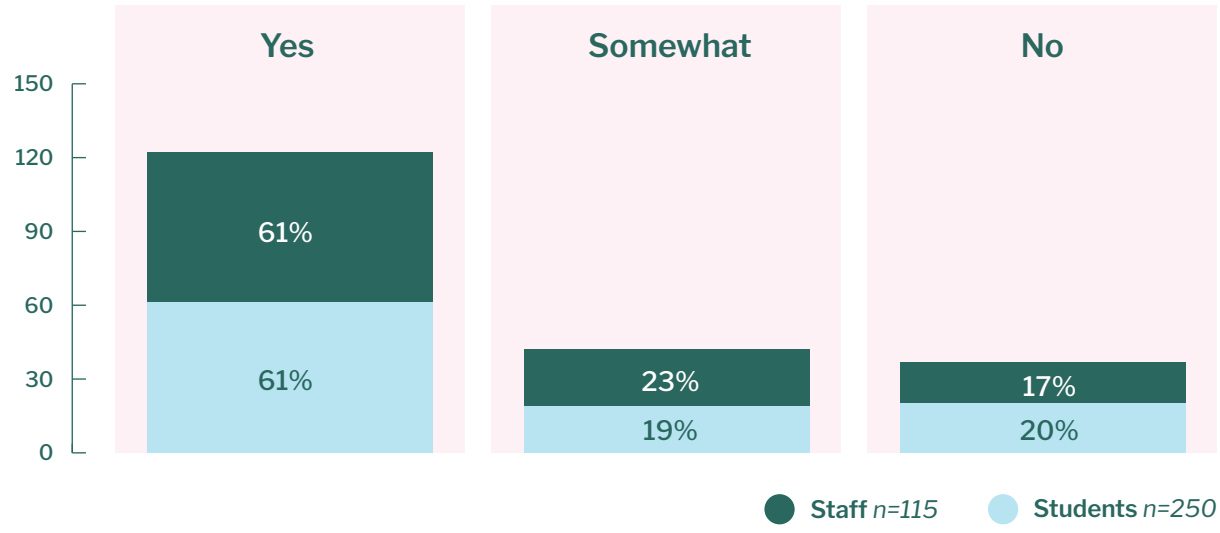


Figure 17: Did the witness intervene?

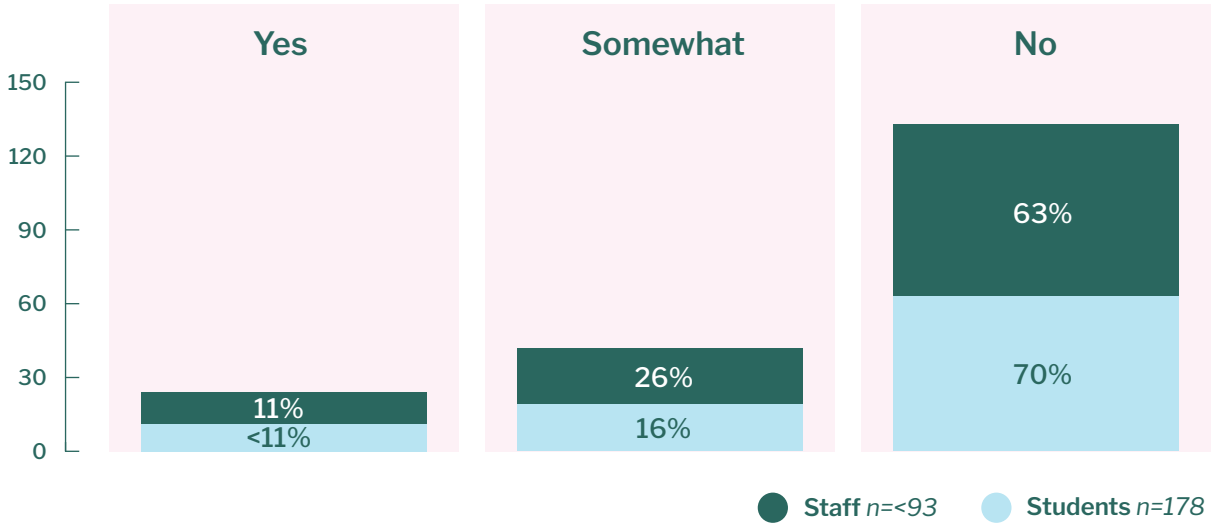


Figure 18: Have you sought support?

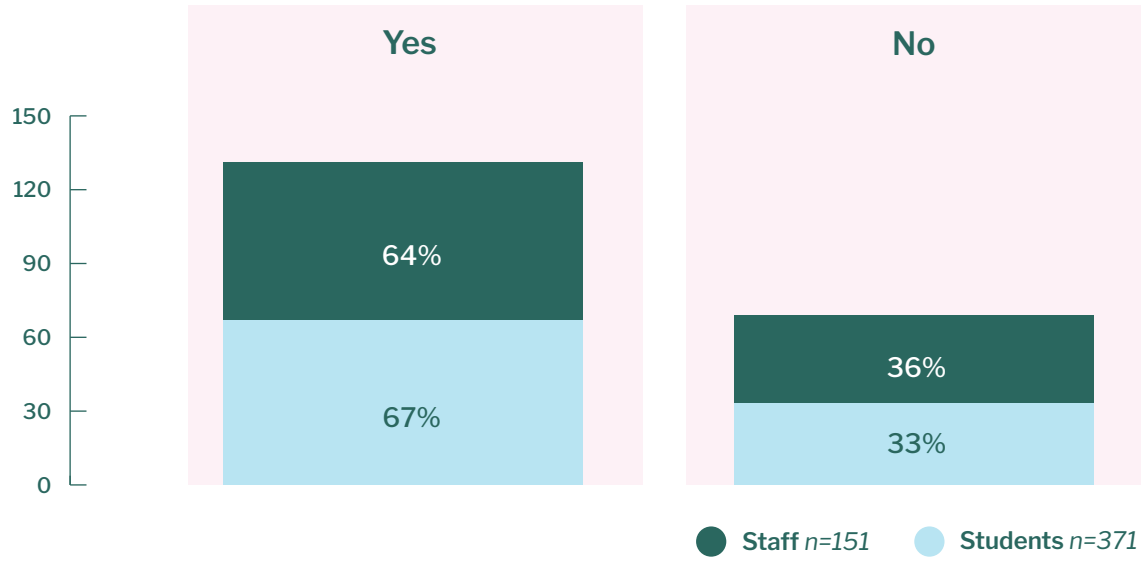


Figure 19 highlights the responses of those who have sought support, and those who have not sought support yet. The question allowed for multiple response options to be selected, and as such the number of reports of individuals seeking support is greater than the total number of individuals who spoke out. The results are consistent with previous years data. Friends and family members are the most significant source of support for staff and students reporting to Speak Out. This highlights the importance of a broad societal understanding of safe and supportive responses to disclosures of abuse which can positively impact outcomes for survivors/victims, and in turn help to create a culture of disclosure. This is consistent with the findings of the HEA national research on staff and student experiences of sexual violence and harassment in HEIs (MacNeela, et al, 2022).

HEI student counselling services are an important source of support for students (42 reports). HEI's also provide other types of therapeutic and health support services for students which can vary from university to university. These include student health services, mental health and wellbeing supports, pastoral care, and disability supports. Staff can avail of supports through the Employee Assistance Programme which includes mental health and wellbeing supports.

Figure 19: Who did you seek support from?

	Staff	Student
Yes, I have sought support from a friend/family member	39	117
Yes, I have sought support from the HEI Counselling Service	<10	42
Yes, I have sought support from the HEI Health Service	<10	14
Yes, I have sought support from the Students' Union	<10	16
Yes, I have sought support from my Employee Assistance Programme	<10	<10
Yes, I have sought support from elsewhere in HEI	24	35
Yes, I have sought support from an external organisation	21	22
No, but having been made aware of the supports available through this tool I will seek support soon	<10	37
No, but I will seek support soon	16	41
No, I do not intend to seek support right now	29	46

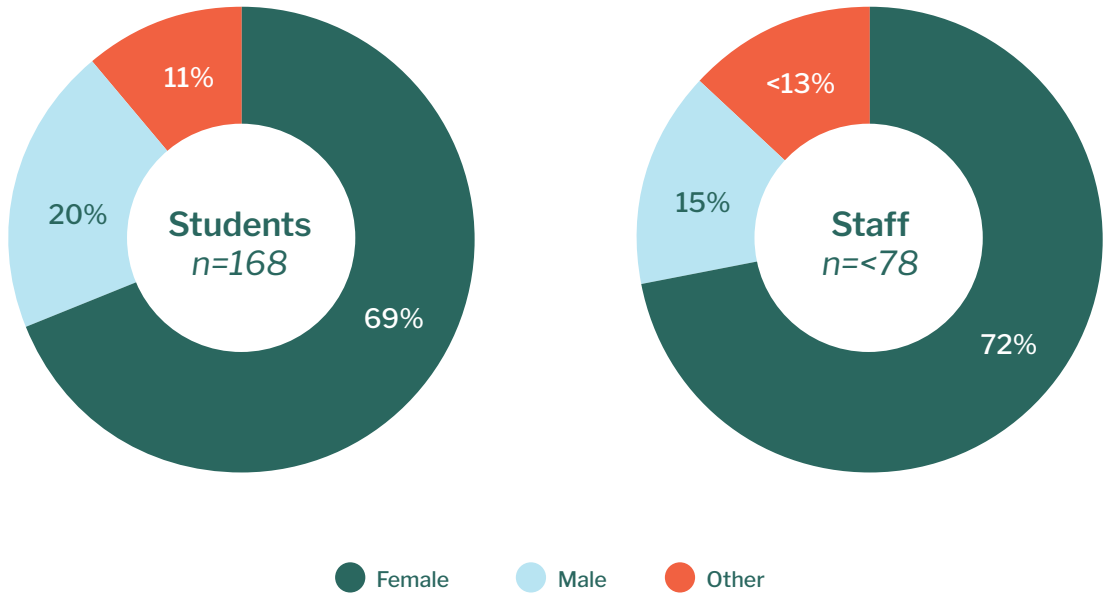
Demographics

Of the 459 people who made a report to Speak Out 58% chose to complete demographic information about themselves. This section on demographics refers to that 58%. It is important to note that the following data does not represent prevalence in experiences of abuse by people with different demographic identities; it represents the demographic breakdown of those reporting through this tool who chose to share this information with us.

Gender Identity

Figure 20 highlights gender breakdown. The list of options provided has been condensed below to protect anonymity, and therefore the categories gender fluid, gender non-conforming/queer, non-binary, trans-female, trans-male, and other are collated within the category "other". The majority of students (69%) and staff (72%) reporting to Speak Out were female. Twenty percent of students identified as male and 11% of students identified as another gender identity. Fifteen percent of staff were male and the number of staff identifying as other gender identities was too low to provide a further breakdown (< 13%). The HEA's Student Record System indicates that 0.6% of students in Irish HEIs in the 2024-2025 academic year are either non-binary or do not declare their gender (HEA, n.d.)

Figure 20: Gender Identity



Sex

The majority of both staff and students making a report to Speak Out disclosed that their gender is the same as the sex assigned to them at birth. A small number reported that this is not the case for them (< 10 which equates to less than 10 people).

Sexuality

Figure 21 illustrates the sexuality that students and staff disclosed to Speak Out. Twenty nine percent of students and 19% of staff who made a report to Speak Out were lesbian, gay, bisexual, queer, pansexual. The majority of both students and staff reported their sexuality as heterosexual (58% and 67% respectively). There has been a decrease in staff identifying as heterosexual and a corresponding increase in the proportion of staff identifying as lesbian, gay, bisexual, queer or pansexual compared with previous years. Further analysis with a larger cohort is necessary to determine whether this change is meaningful.

Ethnicity

The majority of people reporting to Speak Out between 1 September 2024 and 31 August 2025 identified their ethnic group or background as white or white Irish (75% of students and 86% of staff). The second largest ethnic identity was Asian or Asian Irish. The figures were too low to provide any further ethnicity related breakdown of people using Speak Out.

Disability

Those who completed the demographic questions were asked if they experience any of the following long-lasting conditions: Blindness, deafness or severe vision or hearing impairment; A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting or carrying; A learning or intellectual disability; A psychological or emotional condition; and Other, including chronic illness. Multiple responses were possible. Forty three percent of people who completed the Speak Out demographic information on Speak Out indicated having a disability of some kind (44% of students and 39% of staff). This is an increase from previous years. Figure 22 shows that students were more likely to have a disability than staff (44% of students compared to 39% of staff). A psychological or emotional condition was the most common form of disability disclosed by students. The most recent HEA Student Record System results indicate that 20.9% of new entrants to Higher Education in the 2024-25 academic year in Ireland had a disability. (HEA, n.d.). According to this HEA research, learning difficulties and psychological or emotional conditions were the two most commonly indicated conditions amongst those with a disability.

> *"We believe every student and staff member has the right to participate fully in their educational life without fear of harm, harassment, or intimidation. As a community we constantly strive to foster a campus culture where all can thrive academically, socially, and personally. DkIT's community of learning is committed to creating an environment that does not tolerate any form of gender-based violence."*
>
> *—Siobhan Molloy, DkIT Ending Sexual Violence and Harassment Prevention and Response Manager, and Speak Out Practitioner Group member*

Figure 21: Sexuality

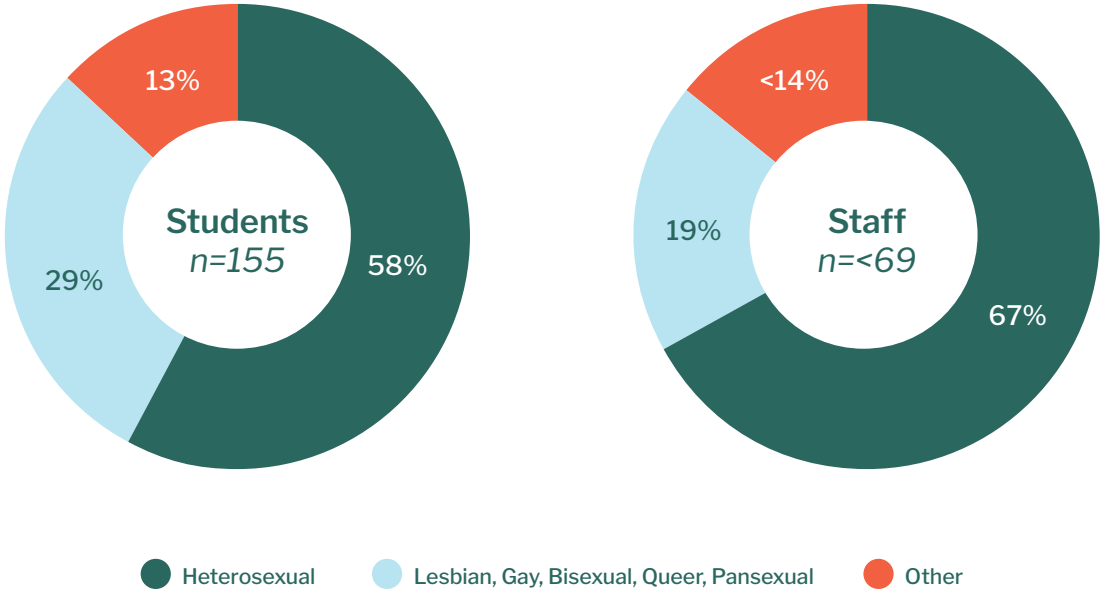
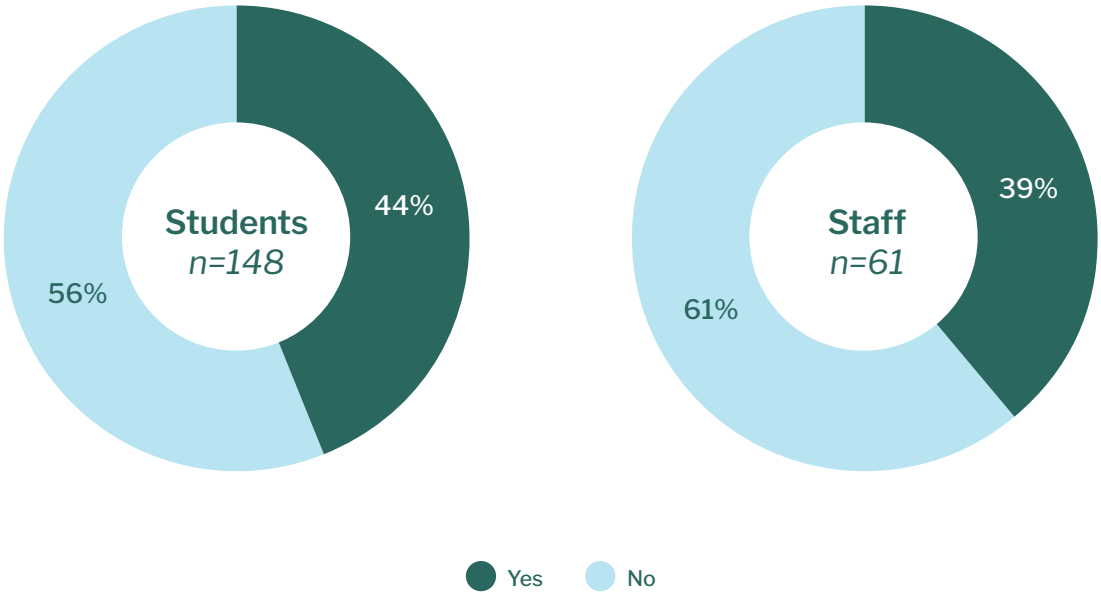


Figure 22: Disability



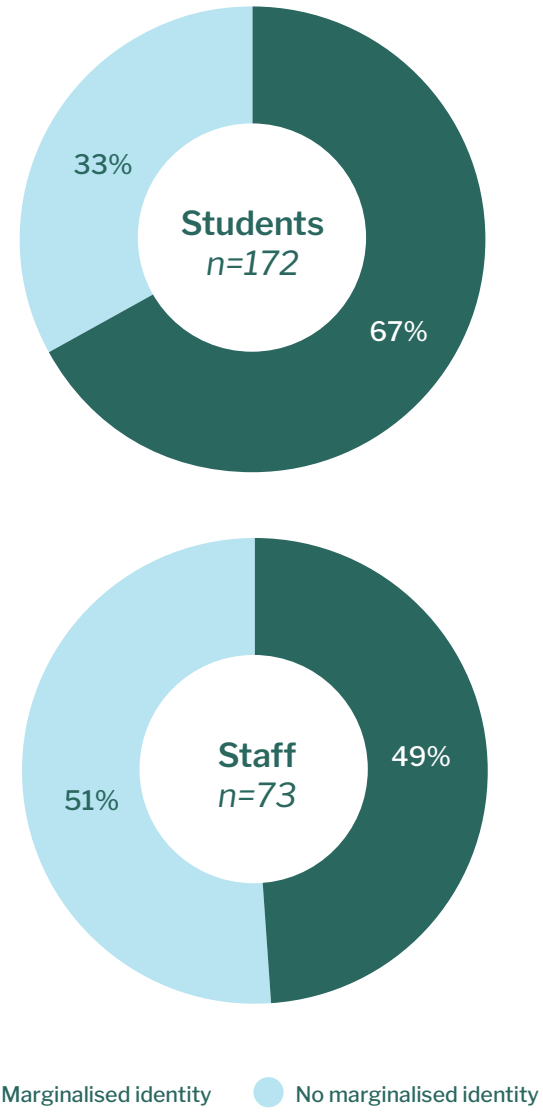
Marginalised Identity

In order to understand the impact of demographic indicators on those reporting to Speak Out, an analysis of marginalised identities was conducted. Research consistently shows that structural inequalities and unequal distributions of power contribute to higher levels of disadvantage and marginalisation for people with particular identities (Crenshaw, 1989; Burke, et al, 2020; CSO, 2023; EIGE, 2025; Flynn, et al, 2024; FRA, 2024; FRA, EIGE, Eurostat, 2024; HEA, 2024; Kempny, et al, 2021; MacNeela, et al, 2022). To examine this more closely, we completed a count of marginalised demographic indicators. Sixty two percent of people who completed the demographic questions on Speak Out indicated that they had one or more marginalised identities. This included people who indicated that:

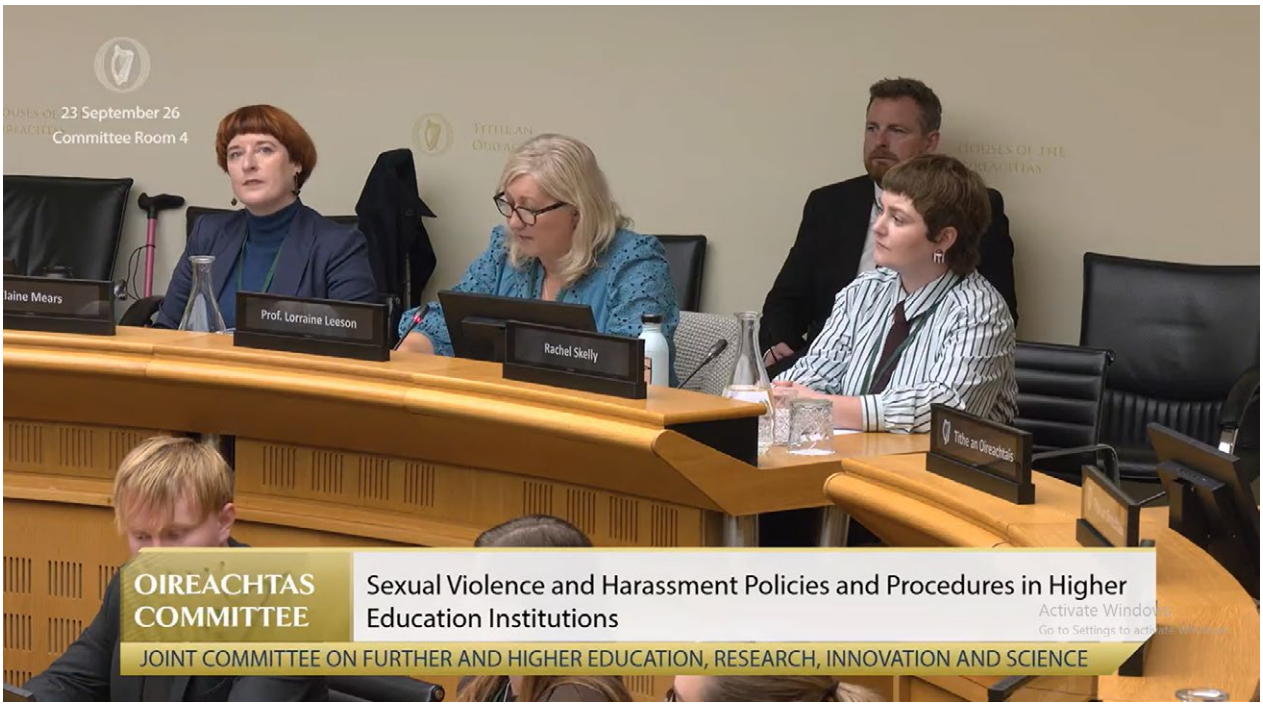
- Their gender identity was gender fluid, gender non-conforming/queer, non-binary, trans female, trans male or another gender identity that was not male or female.
- Their sex assigned at birth did not match their gender identity.
- Their sexual orientation was LGBTQI+.
- Their ethnicity was non-white (excluding white Traveller and white Roma).
- They had some form of disability, and
- Their religion was any religion other than Christian, atheist or agnostic.

Figure 23 highlights that students using Speak Out report reported significantly higher levels of marginalised identities than staff, with 67% of students and 49% of staff having a marginalised identity. This is a significant increase for both students and staff disclosing marginalised identities when compared with previous years data.

Figure 23: Marginalised Identity



> *"We are asking all our staff and students to make a report if they experience or witness any unacceptable behaviour in the College, in doing so you can protect others who are more vulnerable and reveal problems that might otherwise stay hidden."*
>
> *—Deirdre McCarthy, National College of Ireland Equality, Diversity, Inclusion and Training Manager, and Speak Out Practitioner Group member*







Top: Presenting at the Joint Committee on Further and Higher Education, Research, Innovation and Science in September 2026, L to R: Elaine Mears, Speak Out National Coordinator; Prof Lorraine Leeson, TCD Vice President for Equity, Equality, Diversity and Inclusion; Rachel Skelly, TCD Dignity, Respect & Consent Response Manager
Bottom left: Speak Out National Office, Bystander Intervention, and Active Consent teams
Bottom right: Emma Monahan, AMLÉ VP for Welfare and Maisie Hall, University of Galway SU President 2025-26

Methodology and Understanding the Data

This report includes analysis of the aggregated data from 16 HEIs where Speak Out was available in the 2024-2025 academic year (1 September 2024 – 31 August 2025). It also includes the headline datapoint for the number of reports made to UCD's Report and Support tool, and where this occurs it is clearly indicated. More information on UCD's data can be found in the UCD Dignity & Respect Annual Report 2024/25.

The number of reports made through Speak Out are not an indication of the prevalence of these behaviours. The actual prevalence is likely to be substantially higher, as a range of factors can prevent individuals from disclosing their experiences. These barriers are reflected in the data presented in this report and may also include limited awareness of Speak Out and other available reporting pathways. This report seeks to recognise and value every individual's experience, irrespective of the number of similar reports received.



The data collected through Speak Out provide valuable insights into the experiences of staff and students across participating HEIs. As HEIs operate within a broader social and cultural context, many of the experiences reported through Speak Out reflect wider societal patterns and challenges. To support a more comprehensive understanding of the issues identified, the Speak Out findings should be considered alongside other research, including national surveys and academic research.

In the academic year 1 September 2024 – 31 August 2025, 459 reports were made to Speak Out. Of the 459 people who made a report to Speak Out, 58% then chose to complete demographic information about themselves.

To protect the anonymity of those who used Speak Out, no data relating to fewer than 10 respondents are presented in this report. To prevent the inadvertent disclosure of small numbers, figures based on fewer than 10 respondents are not reported directly and are instead presented in the format "< x%".

Anonymity and confidentiality are central to the design of Speak Out. Reports are submitted entirely anonymously, and it is not possible to identify individuals or to trace IP addresses. The development of the tool was informed by a comprehensive data protection risk assessment, which continues to be reviewed and updated. Data-sharing agreements are in place with both the system developers and all participating institutions. Access to institution-level data is restricted to a small number of trained staff, and the Speak Out National Office cannot link aggregated data to specific institutions or individuals.

The tool contains a series of tick-box questions which give users the opportunity to provide details of their experience in a safe and anonymous way. There are no open text box answering opportunities. Some questions allow for multiple responses and for this reason 'n' values vary between tables and graphs. A number of the response options provided throughout the tool also include definitions and seek to increase awareness about different types of behaviour. It is intended that the process of working through the set of questions will help staff and students to process and find the words to describe their experience. This report was compiled by Elaine Mears, Gillian Connolly, and Rachel Skelly.

Although this report covers a full year, reporting trends should be interpreted in the context of the academic calendar as activity across HEIs typically declines during June, July, and August. This pattern is reflected in Figure 3, which shows a notable reduction in reporting during these months. Evidence from participating institutions suggests that reporting levels increase following awareness-raising initiatives, highlighting the importance of ensuring that Speak Out remains visible, accessible, and well understood across the Higher Education community.

The interpretation and presentation of the findings have been informed by consultation with Speak Out Practitioners across HEIs, students, members of the Speak Out Governance and Oversight Committee and Advisory Committee, and other key stakeholders. Their perspectives have helped to contextualise the data and ensure that the findings are presented in a meaningful and informed manner.

> *"In Student Services, we are committed to fostering and promoting a positive, respectful, and inclusive environment where every student feels safe, valued and supported. In keeping with RCSI's values of Respect, Collaboration, Scholarship and Innovation, we work to promote a culture of positive student engagement and uphold a zero-tolerance approach to bullying, harassment, discrimination, and all forms of negative behaviour. The Speak Out tool serves to empower students to have their voices heard while facilitating confidential reporting and thereby actively contributing to a campus community that is enriching for all. Together we can make a difference."*
>
> *— Corriena Brien, RCSI Head of Student Services*

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Definitions and Terminology

Which of the following best describes the situation you are reporting

Bullying	Bullying is repeated inappropriate behaviour that undermines your right to dignity at work. It usually takes place over a period of time. It can be done by one or more persons and it is aimed at an individual or a group to make them feel inferior to other people.
Cyberbullying	Is when the act of bullying is carried out online, including via text.
Harassment	Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.
Discrimination	Discrimination is defined as occurring where a person is treated less favourably than another person is, has been or would be treated in a comparable situation based on any one of the following grounds: age, civil status, disability, family status, gender, membership of the Traveller community, race, religion, sexual orientation, or socio-economic status. Discrimination can be direct or indirect.
Hate Crime	A hate crime is a prejudice-motivated crime which occurs when a perpetrator targets a victim because of their membership (or perceived membership) of any of the protected grounds; age, civil status, disability, family status, gender, membership of the Traveller community, race, religion, sexual orientation, or socio-economic status.
Coercive Behaviour	This controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour.
Stalking	Stalking is a pattern of repeated, unwanted behaviour that occurs as a result of fixation. This creates fear, sadness, anxiety and threatens the safety of the other person. Stalking can happen with or without a fear of violence.
Assault	An assault is when someone directly or indirectly applies force to or causes an impact on the body of another or causes another to believe that they are likely immediately to be subjected to any such force or impact.
Sexual Harassment	Sexual harassment includes any act of physical intimacy, request for sexual favours, other act or conduct including spoken words, gestures or the production, display or circulation of written words, picture or other material that is unwelcome and could reasonably be regarded as sexually offensive, humiliating or intimidating.
Sexual Assault	Sexual assault includes any sexual touching without consent, fear, or threat of an assault. Aggravated sexual assault includes serious violence or the threat of serious violence or is such as to cause injury, humiliation, or degradation of a grave nature to the person assaulted.
Rape	Rape is the penetration of the anus, mouth, or vagina, however slight, by a penis or any object held or manipulated by another person, with the absence of consent. The absence of consent includes when a person knows that the other person does not consent or is reckless as to whether they have consented or not.
Other	
Prefer not to say	

Physical or non-physical forms of abuse

Physical
Physical
Non-Physical
Verbal
Verbal Online e.g. videocall Direct online written communication e.g. email, text, direct message on social media
Direct written communication e.g. notes, letters, drawings, etc.
Public online written communication e.g. via social media site including posting videos, comments, memes etc.
Public offline written communication e.g. graffiti, posters etc.
The unwanted display of pornographic or sexually suggestive pictures, objects, written materials including posters
Other
Prefer not to say

Gender Identity

Female
Male
Other
Gender fluid
Gender non-conforming/Queer
Non-binary
Trans female
Trans male
Other
My identity is not represented
Prefer not to say

Where did the incident(s) take place?

On Campus and/or College Related
On college campus
In official college accommodation (Lease signed with Institution)
In another college property
At an academic event (field trip, conference, etc.)
Placement/Rotation Professional Internship
At a society/club/SU event
RAG week event Orientation event
Freshers week event
Trip away organised by SU/Club/ Society
Sports event organised by College
Overseas college campus/Erasmus programme
Work-related social setting or event
Off Campus and not College Related
Non college related event
Non college related accommodation
Non college related
Online
Other
Prefer not to say

Ethnicity

Arab/Arab Irish
Arab
Arab – Irish
Arab – mixed/multiple
Any other Arab background
Asian/Asian Irish
Asian
Asian – Irish
Asian – Bangladeshi
Asian – Indian
Asian – Pakistani
Asian – Chinese
Asian – Mixed/multiple
Any other Asian background
Black/Black Irish
Black
Black – Irish
Black – African
Black – Caribbean
Black – mixed/multiple
Any other mixed or multiple background

Hispanic/Hispanic Irish
Hispanic
Hispanic – Irish
Hispanic – mixed/multiple
Any other Hispanic background
White/White Irish
White
White Irish
White – Irish Traveller
White – Roma
White – mixed/multiple
Any other White background
Other
Any other ethnic background
Any other mixed/multiple background
My identity is not represented
Prefer not to say

Prevention and Training Initiatives in Higher Education

Active* Consent

Active* Consent developed by the University of Galway supports young people and those important to them, such as teachers, parents, HEI staff and policy makers, to enhance knowledge and skills of consent as a key component of positive sexual health and well-being. Active* Consent's programme ethos is that consent is ongoing, mutual, and freely given, for all relationships, genders and orientations. Its education model promotes a community-wide culture of consent using brief messaging, workshops, arts-based interventions, specialised staff training and research.

Bystander Intervention

The Bystander Intervention programme developed by UCC provides guidance and information on recognising inappropriate behaviours and intervening safely. Through training and other resources, participants learn how to step in, speak up and support others in situations of sexual misconduct and sexual violence. The aim of the programme is to highlight the danger of normalising and accepting abusive behaviour through education, and inform and empower programme participants to better understand their capacity to intervene as pro-social bystanders.

River Project

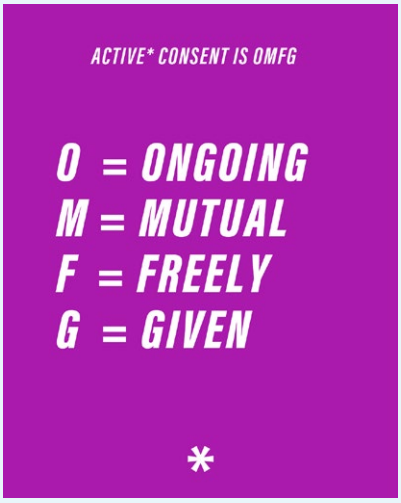
The DkIT RiVeR Project (Dundalk Institute of Technology Responding to the Impacts of Domestic, Sexual and Gender-Based Violence: Multi-Agency Education, Research and Training Initiatives) is targeted towards ongoing research whilst broadening the availability and opportunities for education and training to cohorts that are most in need of further support and education in the area of Domestic, Sexual and Gender Based Violence (DSGBV). It offers accredited programmes of learning and education, as well as research and events which focus on DSGBV.

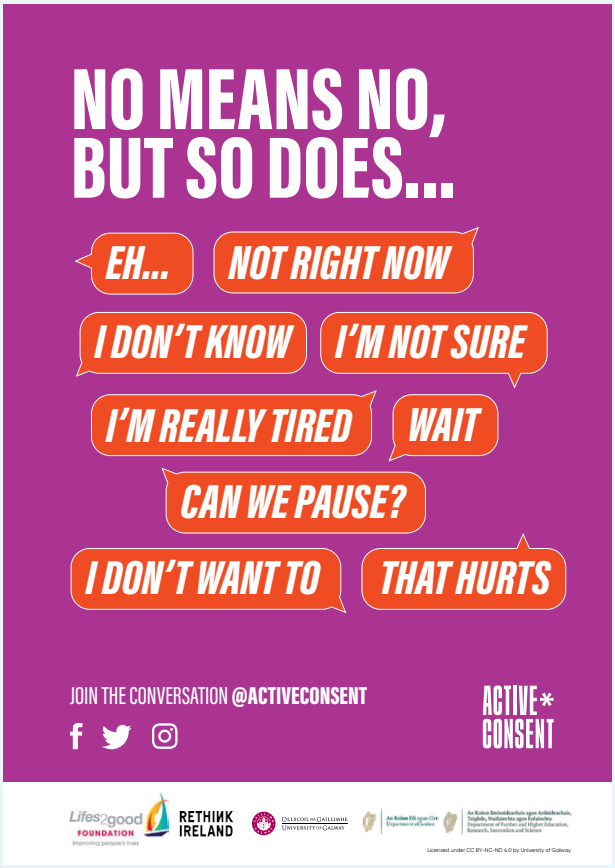
Supporting Neurodivergent Students as they navigate intimate relationships and consent in Higher Education

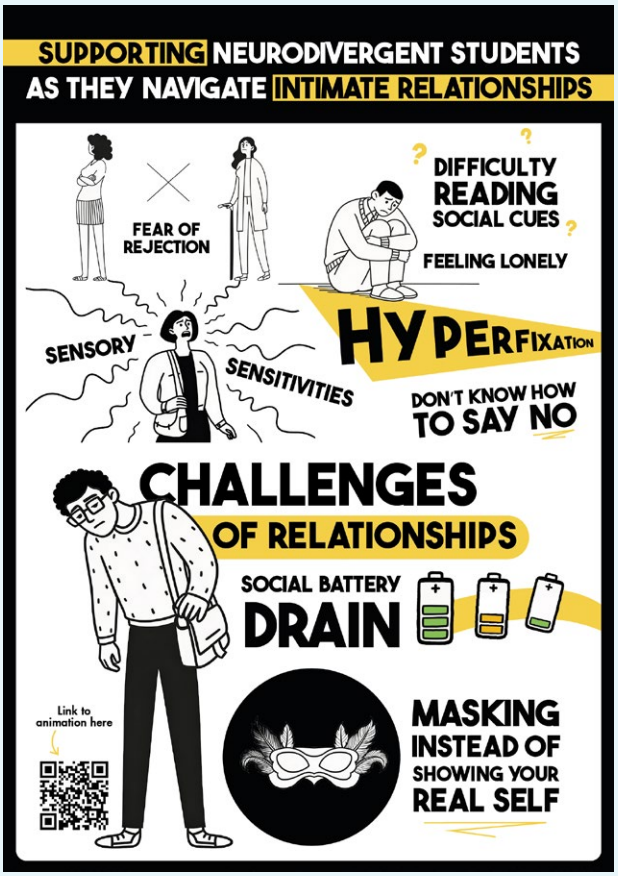
Led by Mary Immaculate College in partnership with the Technological University of the Shannon and the University of Limerick the 'Supporting Neurodivergent Students as they Navigate Intimate Relationships within Higher Education' research report investigates how HEIs understand and support the lived experiences of neurodivergent students - not only academically, but across all aspects of college life. A defining feature of the project is its participatory, social justice informed approach. Guided by the principle "nothing about us without us," neurodivergent students served as co researchers throughout the process. The report is accompanied by two additional resources - an infographic and an animation - that highlight the key themes emerging from the study. Together, these outputs aim to inform policy, shape practice, and inspire continued collaboration across Irish higher education.


ACTIVE* CONSENT
IS OMFG


CONSENT
IS FOR EVERYONE


ACTIVE* CONSENT IS OMFG
O = ONGOING
M = MUTUAL
F = FREELY
G = GIVEN


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
ACTIVE* CONSENT
Lifes2good FOUNDATION
RETHINK IRELAND
Licensed under CC BY-NC-ND 4.0 by University of Galway


SUPPORTING NEURODIVERGENT STUDENTS
AS THEY NAVIGATE INTIMATE RELATIONSHIPS
FEAR OF REJECTION
DIFFICULTY READING SOCIAL CUES
FEELING LONELY
SENSORY SENSITIVITIES
HYPERFIXATION
DON'T KNOW HOW TO SAY NO
CHALLENGES OF RELATIONSHIPS
SOCIAL BATTERY DRAIN
Link to animation here
MASKING INSTEAD OF SHOWING YOUR REAL SELF

National Support Services

Sexual violence

- Dublin Rape Crisis Centre 24 Hour National Helpline: 1800 77 8888
- Find your nearest Rape Crisis Centre: https://www.drcc.ie/support/find-local-supports/
- Sexual Assault Treatment Units: https://www2.hse.ie/services/satu/
- Image Based Sexual Abuse: https://hotline.ie/

Domestic Violence and Coercive Control

- Women's Aid National Freephone Helpline: 1800 341 900
- Find your nearest Domestic Violence service: https://www.safeireland.ie/find-help/where-to-find-help/
- Too Into You: https://www.toointoyou.ie/
- MOVE Ireland (Men Overcoming Violence): https://moveireland.ie/

Male Survivors/Victims of Domestic Violence and Coercive Control

- Men's Aid: https://www.mensaid.ie/ Helpline 01 554 3811
- Men's Development Network Male Advice Line: 1800 816 588

LGBTQIA+ Support

- BelongTo: https://www.belongto.org/
- TENI: https://teni.ie/
- Trans Healthcare Action: https://www.transhealthcare.ie/

Disability Support

- Disability Federation of Ireland: https://www.disability-federation.ie/
- National Disability Authority: https://nda.ie/

Race Equality

- Irish Network Against Racism: https://inar.ie/
- Pavee Point Traveller and Roma Centre: https://www.paveepoint.ie/

Mental Health Supports

- Pieta: https://www.pieta.ie / 24 Hour Helpline: 1800 247 247 Text: 51444
- Samaritans: https://www.samaritans.org/ireland/samaritans-ireland 24 Hour Helpline: 116 123

Police

An Garda Síochána: https://www.garda.ie/en/

SpeakOut@tcd.ie
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Trinity College Dublin,
The University of Dublin

SPEAK OUT | LABHAIR AMACH
ONLINE ANONYMOUS REPORTING TOOL | UIRLIS TUAIRISCITHE ANAITHNID AR LÍNE



