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Countering Online Violent Extremism Research (COVER) Program,
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Anne (Azza) Aly is Associate Professor at Curtin University with a focus on radicalization, counter terrorism and countering violent extremism. Anne leads the Countering Online Violent Extremism Research (COVER) Program at the Centre for Culture and Technology at Curtin University. Her research focuses on the use of social media by violent extremists and strategies to interrupt online activities including understanding of the audience and the role of victims and formers in counter narratives to extremism. She has written over 50 publications on topics ranging from Islamic identity to counter narratives and the policy response to violent extremism. Anne is the author of four books including *Terrorism and Global Security: Historical and Contemporary Perspectives* (Palgrave Macmillan). She was appointed to the board of the Council for Australian Arab Relations in 2009 and is currently serving a second term on the board. Also in 2009, she received the Australian Institute of Professional Intelligence Officers publications award for her theoretical model of internet radicalization. In 2011, Anne was inducted into the inaugural WA Women's Hall of Fame for her contributions to national security and counter terrorism. In 2013 she was named one of WA's 50 most successful women by SCOOP magazine and one of Australia's most influential women in the Financial Review/Westpac 100 Women of Influence Awards. Anne is also the Founding Chair of People Against Violent Extremism (PAVE) a not for profit organization focused on empowering communities to challenge violent extremism.

Anne was born in Egypt and lives in Perth with her husband (a Canadian former ice hockey player) and two adult sons.

Australian Values and Participatory Citizenship: Educational Approaches in Countering Violent Extremism

Education plays a preeminent role in the socialisation of young people and their moral development. Consequently, education features strongly in the counter-radicalisation programmes of some States including the UK, Netherlands, Austria and Belgium. In Australia, the political discourse on violent extremism and the current phenomenon of foreign fighters constructs opposition to Western democratic values as a main driver to 'Islamist inspired' violent extremism. As a result, education interventions to counter violent extremism are construed as those that focus on the teaching in schools of subjects that promote values seen to be wholly and exclusively the domain of Western democracy: values of tolerance, understanding and freedom. These programs are valuable in their own right, but reflect some of the problems of the broader policy approach to preventing violent extremism that assume that violent extremism can be prevented by values based education and democratic participation. While the popular assumption is that a lack of opportunity for democratic participation is a root cause of violent extremism because violence is seen to be a last resort tool of the politically oppressed, the literature is inconclusive. Programs that aim at preventing violent extremism are better placed focussing on the kinds and forms of political participation available to Muslim youth. In an environment where Muslims have been excluded from participation in the public sphere, Australian Muslims are turning to alternative modes of political participation and finding new ways of engaging in political debates about their citizenship rights. This paper will draw on research and experience to present a framework for embedding countering violent extremism in educational approaches.

