



ASSEMBLY DAY 2025

Unpacking the Assertion of Power through Sexual exploitation/violence in War Contexts

Session 2 Parallel Dialogic Inquiry

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ÚBÚNTÚ

Teacher Education for Global Citizenship



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SESSION 2 PARALLEL DIALOGIC INQUIRY

Meet the facilitator:



Dr Maria Campbell is a lecturer and teacher educator in the School of Education in St. Angela's College in Sligo www.stangelas.nuigalway.ie where she teaches Sociology of Education (and other modules) and is Director of Graduate programmes. She is also the Southern co-chair of SCoTENS 2019-2022 and is a member of the Ubuntu Assembly (embedding Development Education in 2nd level Initial Teacher Education). Maria is a former primary school teacher and

principal.

Overview:



This pedagogical approach is motivated by those situations that arise in class/outside of it, where comments or conversations around controversial issues arise, and as educators we are left wondering if we could have done better!

This parallel dialogic inquiry session invited participants to consider and discuss real-world documented scenarios/stories provided by participants or colleagues (and their student teachers) on instances where controversial issues arose in an educational setting (either incidentally/ unexpectedly or through a planned lesson activity).

Scenarios/stories were located within a post primary classroom setting, a staffroom, or in a teaching space in higher/further education. Any scenario/story might relate to topics such as inequality, bias or stereotyping, discrimination, elements of sustainable development, consumption and waste, climate action, migration, or power relations to name but a few. Participants were encouraged to consider theoretical/conceptual

lenses (e.g. white privilege; power structures; cultural perspectives) that support interrogation of the issues, and practical pedagogical responses that support constructive learning. There was a strong focus on dialogue and participation in this session!

We adopted a shared approach to facilitating discussion across the session.

The session was not just for sharing; we hoped that ideas will be developed through dialogue. The following approach was taken:

- Participants are invited to sit in a circle
- Session starts with a Standing Circle where each participant offers one sentence in response to a question e.g. how you have encountered controversial issues in education?
- Facilitator points to the scenario (in the handbook and on printed sheets) and to the structured questions beneath. There will also be a sample set of 'rules of participation' that promote democratic participation and creation of a safe space for dialogue.
- A participant volunteers a response.
- Other participants indicate if they wish to speak. This is done in a subtle, non-intrusive way e.g. hand gesture, but not a raising of hands as this can put the speaker under pressure to finish. An object (e.g. ball) is passed to the next speaker to indicate that they have the floor.
- The facilitator intervenes - to keep participants on task; redirect conversations that are going off point; ask questions that support ideas to be developed; prompt the speaker to invite another participant to speak; ensure all who wish to speak have an opportunity to do so.
- A note taker will consolidate key points for the final feedback session.

Scenario provided at the workshop:

Title:	Unpacking the Assertion of Power through Sexual exploitation/violence in War Contexts.
Educational Setting:	Part of an annual two-week intervention on heightening awareness of current controversial issues with Transition Year students (Home Economics, Business Studies, Geography).
Details & considerations:	<p>Details: One teacher and one student teacher agreed to lead out on this annual two-week project in their school, incorporation the theme of asserting power through sexual exploitation and violence in war contexts. Other colleagues were invited to participate, and a number of guest speakers were invited. The aim was to explore with the students what constitutes consent, how sexual violence is used to dominate, threaten and instil fear and how media portrays such events/happenings specifically in war contexts in order that the students might draw inferences from the ‘global’ occurrences to ‘local’ contexts.</p> <p>Considerations: The student population came from particularly diverse social and cultural backgrounds, with a substantial cohort recently arrived in the country with possible strong association with war torn contexts. Key considerations included how best to encourage other teachers/student teachers to participate and ensuring sufficient additional counselling/psychological supports were available to students should they be needed.</p>
One question you would pose to participants about this scenario:	<ul style="list-style-type: none"> • How suitable is this topic for inclusion in an intervention with transition year students? • What are the key ethical considerations that need to be addressed before, during and after such an intervention on sexual violence? • What do you think went through the minds of the other teachers and student teachers in the school when they were invited to participate? • What do you think are the possible positive and negative outcomes for the teacher/student teacher and the students of participating in the initiative? • What are the advantages/disadvantages of using war contexts as opposed to local context when exploring sexual violence?



Key points discussed:

- Many examples of encountering controversial issues related to inclusion, responding to attitudes on migration/asylum seekers/racial difference.
- Cultural challenge - parents/stakeholders might revolt against addressing and issues such as sexual violence - teacher could feel a revolt.
- Our knowledge of the student's experiences of this issue are unknown as we go into the class.
 - Presented as a global issue but could be experienced as a local issue (student experience sexual violence/violence in a local (not war) context.
 - Can't put people in a place where they might not have the capacity to deal with the issue in question, based on their own experiences of sexual violence.
- Young men, consent, and attitudes towards women.
 - Ideas generated through pornography.
 - Andrew Tate posts.
 - The need to build respect in men.
 - Polluted relationship building.
 - How do you deal with instances of abuse of women online?
 - The bystander in the instance of sexual violence. What is their role?
- Locating it globally, makes it safer for students to speak about it at a distance?
 - Shine a light on people in the class from another country that could have happened to them.
 - Does it make it sound like sexual violence only happens out there.
- TYPOLOGY - breaks down misinformation/ posts that reflect online abuse of women. Resource entitled "Facts Matter".



Workshop Snippets

