

## **Workshop Report by Mushtaq Ahmed Shaikh**

**MMIAS Researcher**

**29 January 2022**

**Mumbai Münster Institute of Advanced Studies (MMIAS)** had organised a three-hours workshop titled “**An Exercise on Conceptualising Refugee Education through Martha Minow’s *Making All the Difference***” designed and facilitated by the Institute’s researcher Mr. Mushtaq Ahmed Shaikh. The workshop was conducted in Mumbai University’s Ranade Bhavan at the Mumbai Münster Institute of Advanced Studies (MMIAS) on 29<sup>th</sup> January 2022 between 02:00 pm and 05:00 pm IST.

The goal of the workshop was divided into two objectives and the outcomes were successfully achieved at the end of the workshop.

### *Objectives*

1. Assess Martha Minow’s five assumptions about Differences.
2. Review critical issues affecting Refugee Education.

### *Outcome achieved*

1. The participants have learnt and become familiar with Martha Minow’s ‘Five Assumptions about Difference’.
2. The participants also learnt about critical issues affecting Refugee Education.

“Some theorists of language and human knowledge speculate that placing people and things in categories is an essential step in the process by which any individual makes sense of the world” (McMullen, 253).

The workshop began with a reading activity, where the facilitator as well as the participants assessed and read the *Book Review: Making all the Difference, Martha Minow by Judith G. McMullen*. The reading and discussion helped the participants establish ideas from personal experiences of assumptions around difference. The PowerPoint presentation explored and argued how those in power and position possess accessibility and scope to establish norms in society. At the end, it was established that Martha Minow’s critical point about the ‘dilemma of difference’ proves that the law’s dilemma is how to remedy the injustice done to the powerless without making them feel marginalised and excluded.



**l-r: Ms. Shikha Mehta, MMIAS Intern and Mr. Mushtaq Shaikh, MMIAS Researcher**

Further, the meaning and definition of “Refugee” through *UNHCR’s* definition based on *1951 Refugee Convention*, its *1967 Bellagio Protocol Pledge*, *Article 61 of the Law on Foreigners and International Protection of a Refugee* was discussed. The workshop drew intersections between Martha Minow’s ‘Dilemma of Difference’ and critical issues and challenges in refugee education.

The three papers listed below were read and assessed during the workshop to discover possible intersections between Minow’s epistemology and educational issues and challenges revolving around the displaced and the disempowered:

1. *Maligned mobilities, absences and emergencies: refugee education in Australia* by Julie Mathews.
2. *Syrian Refugees in Turkey (Un)Equal opportunities in Education* by Alia Hadid and Rabia Hos
3. *Educating Students of Refugee Backgrounds: Critical Language Teacher Education in TESOL* by Laura Baecher, Julie Kasper and Jenny Mincin

The learning and takeaways from the workshop were recorded in the form of notes and posters. All the intersecting points were visually translated on papers, to create a small poster, for the presentation at the end. The participants reviewed and discovered the unique sets of challenges affecting refugee teachers supporting refugee background learners, in host countries. The three papers helped evaluate how training teachers is critical to facilitating quality teaching and

The workshop enabled the participants to gain knowledge on the critical issues affecting Refugee Education and identify the norms in Refugee Education through the lens of Martha Minow.

