**Towards All Party Parliamentary Group on Afrikan Reparations policy making:**

*Transforming Education in the Planet Repairs perspective of Decolonisation*A Project for the development of a shadow youth Pan-Afrikan Parliament (UK)

Convened by the APPGARL Youth Action Learning Focus Group supported by the **International Network of Scholars and Activists for Afrikan Reparations Rep Afrika (Student & Youth Fellowship).**

Project brief:   
a focus group series to study and engage the application of Planet Repairs to Global Britain and its educational institutions with a view to developing research, evidence, and insights in order to develop reparatory justice policy recommendations with elected officials of the Houses of Parliament through the All Party Parliamentary Group on Afrikan Reparations and the Education Select Committee.

**Proposed outcome:**

1. To develop the Focus Group’s capacity to co-produce knowledge about the right to remedy and reparations, and the right to effective education (Protocol 1 Article 2 HRA) in accordance with cultural perspectives, the impacts of miseducation, and the need for transformative adaptation as Planet Repairs decolonisation in education;
2. To promote understandings of Planet Repairs, Reparations, and Transformative Adaptation in schools, colleges, and universities as well as with elected officials,
3. To build youth and student global citizenship political participation, interest, and agency by developing policy-making, and advocacy skills in order to support efforts and issues with young people and schooling in the UK and globally
4. To strengthen and demonstrate the need for law-related education and campaigns for human rights, democratisation of education and other educational reforms.

**Possible outcomes:  
  
The development of policies into project proposals for the funding and establishment of reparatory initiatives, institutions, and projects**

**Publication of research and evidence/reports or launching of public enquiries.**

*The Focus Group will meet throughout the course of 2022, with the following proposed course of Action-Learning Focus Groups (APPGARL-ALFoGs)*  
  
1) **An introduction to Planet Repairs and its application to the decolonisation of MisEducational Institutions  
2) Workshop: ALFoG: identifying harm and rights violations in our educational institutions***An Action Learning Focus Group and Law related education session with Elder Gus John on identifying educational disrepair. Participants to go and begin research and evidence gathering/identification.*

**3) Focus Group Presentations: Subject-interest presentations, group discussionAction-Learning reviews, research development, evidence discussions 🡪** *Participants to break down into sub-focus groups based on shared areas of interests and plan engagements with groups/campaigns/researchers***4) Workshop: Action-Learning reviews, research development, evidence solicitation – Bell Ribeiro-Addy on the development of educational policy: how to develop policy? How to engage Houses of Parliament?***Participants to discuss areas of policy interest and research gaps.* **5) Focus Group Presentations: Subject-interest presentations, group discussions, Action-Learning reviews, research development, evidence discussions**

**6) “”  
  
7) Focus Group presentation of evidence of Afrikan and reparatory justice areas of interest for policy development  
  
8) Policy development and Reparatory justice outreach:***An Action-Learning Outreach Focus Group to consolidate policy development and implementation reviewed by peers.***9) Review with elders – Professor Gus John; Esther Stanford-Xosei; supporting members from the NASUWT (MCR)**

**Focus Group Attendees**

**Logistics***TBA*

Further information:

**What is an All Party Parliamentary Group?**

An access point to formally address areas of policy-interest, publicise reports that challenge, amend and inform legislation.

Vicky Cockroft  
Report into HE

Black History being taught in school is the most petitioned petition of all time in the UK

Applied reading:

<https://en.unesco.org/inclusivepolicylab>   
<http://www.blackeducation.info/upload/docs/Born%20to%20be%20Great.pdf> – NUT Educaction Charter for Black Students  
<http://podcasts.ox.ac.uk/issue-contemporary-education-policies-and-their-impact-black-youth>  
Cabinet Office, Global Britain in a Competitive Age: the Integrated Review of Security, Defence, Development and Foreign Policy, CP 403 (March 2021), p 88: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975077/Global_Britain_in_a_Competitive_Age-the_Integrated_Review_of_Security__Defence__Development_and_Foreign_Policy.pdf> [accessed 30 November 2021]

Jim Kronhamn, Acting Head of the Research and Evaluation Section, Swedish Civil Contingencies Agency, told us: “In Sweden, there is a strong tradition of seeing people as subjects rather than objects, as resources and not care-needing entities. We are all subjects and decision-makers who can make a difference for ourselves and the wider society. This mindset is something that I believe is a strength in our approach to managing risks”208

Cabinet Office, ‘Local resilience forums: contact details’: <https://www.gov.uk/guidance/localresilience-forums-contact-details> [accessed 22 November 2021]

Preparing for Extreme Risks: Building a Resilient Society : <https://publications.parliament.uk/pa/ld5802/ldselect/ldrisk/110/110.pdf> [accessed 03/01/2022]

“As part of the quinquennial review of the CCA regulations, due to report by March 2022, the Government should clarify the purpose and duties of the LRFs and should place them on a statutory footing. If LRFs are to take a more active role in emergency response, the training required, and possible liabilities increased by this change should be addressed. The UK Government in its review of the CCA should expand the range of named category 2 responders. “

“The UK’s risk assessment system is too top-heavy. LRFs do not have sufficient contact with the CCS and are not viewed as trusted partners in the process. Information flow and communication is currently poor and the direction of information flow between national and local level is largely one-directional. A national system which cannot account for local knowledge is not good enough. There is a need to facilitate the sharing of expertise and information across LRFs.”

“The Government should clarify what “have regard to the activities of voluntary organisations” means and outline what best practice in voluntary sector engagement would look like through the production of improved guidance for LRFs.”  
  
“Representatives of the Ministry of Defence were cautious about these proposals. Paul Wyatt, Director of National Security in the Ministry of Defence, contrasted the proposed cadre with the current military reserves saying: “I worry that an additional generic resilience capability would not necessarily be the way to go. It is very important to have good resilience plans and capabilities, but something that looked a bit like us, in terms of being enthusiastic but not knowledgeable, might not necessarily add value.” Pg 59  
  
VCESP  
  
“Education is an important element of building the population’s resilience skills. Professor Brooke Rogers told us about the value of educating “schools and communities so that they have the fundamentals to deal with any risk or uncertainty and know that uncertainties can exist and how they should manage those”.293 Stuart Marshall noted the need to develop and tap into skills in the population which build resilience, particularly highlighting the value of first aid lessons in schools.294” pg. 60

**Conclusion recommendations, end of report:**

The Government has a strong disincentive to invest against possible risks, but prevention is significantly cheaper than cure and a failure to invest in mitigation can cause an increase in likelihood and impact. Government spending should, where possible, be directed towards preventing or mitigating disaster. Business cases must represent the future benefits of preparedness and mitigation, as well as the costs. The discounting rates required by the Treasury’s ‘Green Book’ favour short-term gains and are disincentivising risk 100 Preparing for Extreme Risks: Building a Resilient Society spending in risk management. Elements of critical national infrastructure (CNI) degrade over time, but this is not adequately accounted for within the current risk management system.(Paragraph 88)

7. The Treasury and spending departments must move away from their current practice of disincentivising long-term, preventative spending on risk. To address this, the Government should establish a flexible and evidence-based spending target for spending on resilience. This funding target should be based on the required capabilities and proposed mitigations outlined by the new Office for Preparedness and Resilience which we have recommended in paragraph 79. This should be assisted by an appropriate depreciation register for Critical National Infrastructure which identifies ageing infrastructure. (Paragraph 89)

“The UK population is not sufficiently encouraged to engage in emergency planning or build a level of personal preparedness. At present, the NRR is the primary tool for public education employed by the Government. This approach falls short and does not empower the public to make informed decisions about personal safety. There is little evidence to suggest that providing information leads to panic. Providing individuals with knowledge about how to respond in a crisis and guidance to help build personal preparedness will improve societal resilience. It should be recognised that socio-economic disparities threaten to undermine civilian resilience capability. Moreover, misinformation poses a direct risk to civil cohesion and resilience. This risk has been exacerbated by the growing influence of social media platforms. Misinformation should be identified, pre-empted and countered as early as possible.” (Paragraph 186)