

## REPARATORY JUSTICE RECOMMENDATIONS AND ACTION PLAN

The University of Edinburgh espouses a culture that promotes dignity, respect and inclusion and has a zero-tolerance approach to any form of discrimination. The [Equality Act](#) (2010) prohibits discrimination (whether direct or indirect) against people who possess protected characteristics, including that of race, religion or belief, and places obligations on the public sector to advance equality and eliminate discrimination. The work of the Research and Engagement Working Group (REWG) and its [Decolonised Transformations](#) project comes out of the University of Edinburgh's Race Equality and Anti-Racism (REAR) Subcommittee that sits within the Equality, Diversity and Inclusion Committee (EDIC). REWG responds to Section 10 on 'Reparation and Reparatory Justice' and Section 11 on 'Interrogating Histories' from REAR's original ([2020](#)) and updated ([2023](#)) Action Plan. The following outline of reparatory actions is the result of two years of intense work to investigate the University's history and legacies of enslavement, colonialism and the development of racial thought, and engage with communities of reparatory justice interest and others invested in tackling racial injustice and violence, including University of Edinburgh staff and students, local groups and wider UK-based communities. The reparatory vision and recommendations below are designed to guide University of Edinburgh towards phase two of the REWG's work during which the recommendations and actions need to be approved, costed and implemented across the institution. The overarching aim is to deepen the institution's commitment to tackling racism by recognising the long-lasting effects of its historical links to enslavement and colonialism and embedding a sustainable approach to reparatory justice work into Edinburgh's institutional structures. These recommendations aim to bring to life aspects of the University's [Strategy 2030](#), including widening participation and inclusivity, improving digital outreach and accessibility, creating opportunities for community engagement and ensuring the principled relevance of our work to students, researchers and wider publics.

### Vision for a Research and Community Centre for the Study of Racisms, Colonialism and Anti-Black Violence

To demonstrate the University's commitment to repairing its racial legacies, the REWG is calling for the establishment of a Research and Community Centre for the Study of Racisms, Colonialism and Anti-Black Violence that will provide a dedicated infrastructure in which to house and implement the REWG's recommendations, while furthering research and community engagement into the history and legacies of racial violence. This sector-leading Centre will be the foundation for new ways of thinking about and addressing the problems of racism, racial injustice, inequality and violence. It has the potential to work in partnership with existing centres, such as the Centre for South Asian Studies and the Centre for African Studies. As a cross-college initiative, funds for this work should be prioritised under the [University Initiatives Portfolio](#) with its remit to lead on 'governance of change' projects and its dual ethos of putting people 'at the heart of everything we do' and 'engaging with

and listening to what our community has to contribute’.<sup>1</sup> Unlike equivalent centres at peer institutions, this Centre will not only bring together a transdisciplinary collection of scholars from all three Colleges of the University, but will also include the work of activists, practitioners, artists and other community groups as part of its structure. It will serve as a hub for Black and other racially and ethnically minoritised students and staff to learn about and research issues of racism, including anti-Blackness and Black philosophy and theory, and will function as a training ground for clinicians, social workers, policy-makers, public sector workers and other professionals intent on addressing the effects of racism throughout the UK. It will provide a resource for the City of Edinburgh, in line with its own efforts to implement its [slavery and colonialism legacy review](#).<sup>2</sup> As an international platform and pathway for the hiring and hosting of Black, Asian and other racially/ethnically minoritised academic staff, it will act as a mechanism for addressing racial and ethnic under-representation and improving the overall climate for racially/ethnically minoritised peoples.

## Key Resource and Set-Up Requirements

In line with similar pledges made by peer-institutions (e.g. Oxford, Cambridge, Glasgow, etc.), this Centre is proposed as a permanent institution within the University of Edinburgh. This requires a guaranteed minimal amount of support by the institution within each budget cycle, which will be supplemented by grant capture, philanthropic donations and collaborative projects with the City of Edinburgh and other organisations in Edinburgh, across Scotland, the UK and abroad.

The Centre will require the following in terms of human resource:

- Centre Director (1.0FTE) to embody and develop the ethos and vision of the Centre and sit on relevant decision-making committees, such as EDIC, REAR and the Executive.
- Community Engagement Officer/Manager (new hire 1.0FTE) to act as a bridge between communities and researchers and coordinate events and outreach.
- Professional Services Manager (1.0FTE) to oversee the day-to-day running of the physical space.
- Administrator (0.5FTE) to act as a personal assistant to the Director and support the team at an administrative level.
- Grant writer (new hire 1.0FTE) responsible for writing grants and capturing external funding opportunities for the Centre.

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<sup>1</sup> University of Edinburgh Corporate Services Group, ‘University Initiatives Portfolio Board’, <https://corporate-services.ed.ac.uk/our-departments/strategic-change-service/university-initiatives-portfolio-board>.

<sup>2</sup> Edinburgh Slavery and Colonialism Legacy Review, <https://www.edinburgh.gov.uk/edinburghslaverycolonialism>.

- Lead researchers (1.0FTE) x 3 (minimum) to develop research and engagement themes across all three Colleges and seek additional funding. Lead researchers should be appointed for a minimum of 3 years and work in partnership with a dedicated school, gradually transitioning to a permanent position within that school. This could also include secondments of existing staff as joint appointments.
- Chancellors Fellows (new hires 1.0FTE for 3 years) x 3 (minimum) to work on specific themes in collaboration with the lead researchers and seek additional funding. Fellows will work in partnership with a dedicated school, gradually transitioning to a permanent position within that school.
- University Historian (new hire 1.0FTE jointly appointed with the CRC) to provide expertise on the University's long and complex history.
- Community Archivist/Curator (new hire 1.0FTE jointly appointed with the CRC) specialising in digital archiving to record contemporary anti-racist movements and act as a bridge for those less confident in approaching or using institutional archives.
- Community Representative/Scholar-Activist-in-Residence (new hire 1.0FTE) as an annual post giving communities the opportunity to work on specific projects.
- Communications Officer (secondment 0.5FTE) to build and develop the Centre's communication strategy.

The Centre will require the following in terms of space and amenities:

- Office space (including shared offices) to house the team with additional space for new members, e.g. PhD students and visiting scholars.
- A fully accessible and substantial community meeting space in which to host events and exhibitions.
- A dedicated study space/reading room.
- A fully fitted kitchen.
- Capacity to open at the weekends and in the evenings.

The Centre will require the following in terms of annual guaranteed programmatic costs (other than salary funds) = £300,000:

- Speaker series attracting high-profile academics and public figures.
  - Events and exhibitions.
  - Awards and student recognitions.
  - Visiting scholars/internal fellowships targeting racially/ethnically minoritised groups.
  - Scholarships for undergraduate, postgraduate and doctoral students targeting racially/ethnically minoritised groups.<sup>3</sup>
  - Hospitality.
  - Travel bursaries for conferences, events and research trips.
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- A small grants fund to which external community groups and internal University colleagues can bid for community, research and engagement projects.

Governance structure:

While the Centre may be housed within the College of Arts, Humanities and Social Science, it will reach across all three Colleges. It will require an Advisory Board with representatives not just from all three colleges but also, and importantly, from communities of reparative justice, as well as a Management Group to assess small grant applications, awards, scholarships and fellowships, and make other budgetary decisions.

## Action Plan 2025

The following Reparatory Justice Action Plan outlines the principal aims and actions of the Centre for Study of Racisms, Colonialism and Anti-Black Violence in addition to related recommendations focusing on specific areas of concern that the Centre will support. It includes suggested institutional action owners with whom actions are to be coordinated and notes areas where there is existing activity, policy and/or action plans to ensure cross-institutional alignment. The measures of the success refer to the REWG's [Principles of Participation](#), which need to be attached to tangible and quantifiable measures during the implementation and rollout phase. Importantly, the action items listed below do not represent a hierarchy of demands. Rather, they represent a holistic reparatory vision and roadmap for institutional change, a 'Coalition for Implementation and Action Group' is required that builds from existing REWG membership, expertise and links to communities of reparatory justice interest, and includes other institutional stakeholders with the power to effect change. Additional funds are also needed to support the dissemination of the research and engagement findings from phase one and ensure public access to the findings of this report.

Reparatory Justice Action Plan for the Creation of a Centre for Study of Racisms, Colonialism and Anti-Black Violence				
Aims	Action Item	Institutional Action Owners	Policy Alignment	Measures of Success
1. To create a central point for cultural transformation within the University of Edinburgh by	1.1 Establish a Research and Community Centre for the Study of Racisms, Colonialism and Anti-Black Violence as a dedicated, university-funded infrastructure, including core staff:	University Initiatives Portfolio; Executive; EDIC; REAR	University of Edinburgh Strategy 2030; REAR Action Plan (2.6, 6.3, 10.2); Community Action	Principle 8: A commitment to sustainability and legacy. The establishment of the Centre would

mainstreaming issues relating to racial discrimination and decolonisation in recognition of the different kinds of racisms experienced by different ethnic/racial groups.	<ul style="list-style-type: none"> <li>• Director (1.0FTE) to develop the ethos and vision of the Centre.</li> <li>• Community Engagement Officer/Manager (1.0FTE) to act as a bridge between communities and researchers and coordinate events and outreach.</li> <li>• Professional Services Manager (1.0FTE) to oversee the day-to-day running of the physical space.</li> <li>• Administrator (0.5FTE) to assist the Director, Engagement Officer and Professional Services Manager at an administrative level.</li> <li>• Additional staff (listed below)</li> </ul>		Plan 2020–25 (commitments 28 and 13)	ensure the development of sustainable research dedicated to understanding racial and ethnic difference, addressing racism and racial discrimination through ongoing, cross-disciplinary and cross-community collaboration.
	1.2 Appoint the Centre Director to EDIC, REAR and the Executive with responsibility for ensuring the University of Edinburgh's adherence to the Race Equality Charter.	EDIC; REAR; Executive		
	1.3 Create a central point for decolonising efforts across the University of Edinburgh (noting that efforts are currently very dispersed) in collaboration with all colleges and schools to generate a more unified and cohesive strategy for implementing change and helping schools address their colonial and racial legacies. This includes ensuring that all Schools and units within the University take account of this report and address any implications or related actions.	REAR; College EDI Leads; College/School Decolonising the Curriculum Working Groups		

	1.4 Adopt and endorse a definition of racism and decolonisation at an official level that underpins all institutional reforms and guides University of Edinburgh's corrective vision.	EDIC; REAR; Executive; College EDI Leads; College/School Decolonising the Curriculum Working Groups		
2. To publicly acknowledge and apologise for the University of Edinburgh's historical links to slavery, colonialism and their legacies today.	2.1 Work with the Principal, Senior Leadership Team and Communications Team on taking a proactive approach to formally and publicly acknowledging and apologising for the role University of Edinburgh has played in histories of colonial violence and their legacies today.	Principal; SLT; Communications and Marketing		Principle 1: A commitment to recognising historical and contemporary struggles for social and reparatory justice
3. To improve the institutional climate for ethnically/racially minoritised staff and students and address under-representation by improving institutional practices and policies around hiring, retention and racial literacy	3.1 Set up a working group to revise current hiring strategies and develop new training resources for recruitment panels.	HR; REAR; College EDI Leads; Head of IAD	University of Edinburgh Strategy 2030; REAR Action Plan (2.1, 2.2, 2.3, 2.4, 3.4, 5.2, 6.2, 6.3, 6.4, 6.6, 10.2); Widening Participation Strategy 2030; Community Action Plan 2020–25 (commitment 22)	Principle 1: A commitment to recognising historical and contemporary struggles for social and reparatory justice.
	3.2 Create a scholarship programme to financially support students from racially/ethnically under-represented groups, notably Black students, at undergraduate, postgraduate and post-doctoral levels.	REAR; College EDI Leads; Student Recruitment and Admissions		Principle 6: A commitment to transparency and accountability.
	3.3 Set up a Task Force to monitor searches and ensure that departmental searches are trying to attract racially and ethnically diverse candidates. Members of	HR; REAR; College EDI Leads		Principle 12: A commitment to equality, diversity and anti-racism.

	the Task Force will work with HR to make sure selection and hiring committees are racially and ethnically diverse.			
	3.4 Establish a goal of institutional diversification that reflects national and international diversity in the hiring and retention of academic and other staff members.	HR; EDIC; REAR; College EDI Leads; EDMARC		
	3.5 Examine racial/ethnic gaps in grant capture at the University of Edinburgh and track the impact of this disparity in promotion and salary outcomes.	EDIC; REAR; College EDI Leads; EDMARC		
	3.6 Use new hiring policies to appoint a minimum of three new Chancellor's Fellows to join the Centre, targeting outstanding researchers from racially/ethnically marginalised groups.	HR; Chancellor's Fellowships; Deans of Research		
	3.7 Reassign or appoint a minimum of three Academic Leads from across the three Colleges to develop research and engagement pathways for the Centre, targeting outstanding researchers from racially/ethnically marginalised groups.	HR; Deans of Research		
	3.8 Increase racial/ethnic diversity within student support and counselling services.	HR; Student Counselling Service		
	3.9 Seek to diversify the membership of high-level decision-making bodies within the institution, such as Court, Senate, the Senior Leadership Team and Executive.	Senate; Court; Executive; SLT		
	3.10 Support the un-adoption of the International Holocaust Remembrance Alliance definition of antisemitism which precludes free academic and public	Executive; Court		

	conversation about the University of Edinburgh's legacy in Palestine.			
	3.11 Improve racial literacy by critically assessing the staff training courses on racism and anti-racist policies and develop a new course targeting students.	IAD; EDIC; REAR; HR: Student Experience; EUSA		Principle 6: A commitment to transparency and accountability.
	3.12 Work with the Senior Leadership Team on communicating anti-racism messages for incoming and existing students to make clear its importance to University of Edinburgh.	SLT, Communication & Marketing		Principle 12: A commitment to equality, diversity and anti-racism.
4. To make the study of colonialism, enslavement and their racial legacies, as well as anti-colonial resistance, decolonisation and reparations, central to the educative mission of the University of Edinburgh.	4.1 Use the findings from the work of the REWG to create both a physical and online digital exhibition and educational resource (open access). This will be used to support new undergraduate courses that could be offered across disciplines (see also 4.4).	Communication & Marketing; CRC; CTP	University of Edinburgh Strategy 2030; REAR Action Plan (4.2, 4.3, 4.4, 6.10, 10.2, 10.3, 11.4, 12.3, 12.4); Curriculum Transformation/ Edinburgh Student Vision; Community Action Plan 2020–25 (commitment 12)	Principle 3: A commitment to cognitive justice and equity in collaboration.
	4.2 Appoint a Community Archivist/Curator with expertise in digital archiving to help build the digital exhibition in collaboration with invested communities and improve access by acting as a bridge for those who are less confident in approaching or using institutional archives.	HR; Communication & Marketing; CRC; CTP		Principle 7: A commitment to the co-production of knowledge.
	4.3. Hire a Communications Officer to work on internal and external comms around public-facing educational initiatives.	HR; Communication & Marketing		Principle 9: A commitment to data co-ownership.
	4.4 Use findings from the REWG's work, archival resources from the Centre for Research Collections and the work of UncoverED to develop and contribute to	CTP; VP students; College/School Decolonising the		Principle 11: A commitment to accessible communication.
				Principle 7: A commitment to the co-production of knowledge.



	<p>existing courses, including within the Curriculum Transformation Programme. Topics could include:</p> <ul style="list-style-type: none"> <li>• Histories of enslavement, colonialism and the development of racial thought from across the former British empire in Asia, Africa, Australasia, the Americas and the Middle East with a focus on the University of Edinburgh's legacies.</li> <li>• Histories relating to the contributions of specific communities in collaboration with those communities (e.g. the Sikh community in Edinburgh).</li> <li>• Social movements and theories of reparations and reparatory justice in link with communities of reparatory justice interest.</li> <li>• Black, Asian, Indigenous and other minoritised histories, philosophies and liberation movements.</li> </ul> <p>Ensure that this work is done in collaboration with relevant student organisations and communities to embed the histories and cultures of ethnically/racially minoritised communities in teaching programmes and engage with non-Western pedagogies and practices.</p>	Curriculum Working Groups; CRC		Principle 5: A commitment to knowledge exchange and reciprocal learning.
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	4.5 Establish an annual summer school programme with African, Asian and/or other Indigenous communities and centres of learning to develop decolonised pedagogies and practices.	CTP; Centre for African Studies; Moray House School of Education; College/School Decolonising the Curriculum Working Groups		Principle 1: A commitment to recognising historical and contemporary struggles for social and reparatory justice.
	4.6 Invest resource into student-led organisations that are working on decolonisation and anti-racism projects via a Student Action Fund.	EUSA; VP students		Principle 3: A commitment to cognitive justice and equity in collaboration.
	4.7 Encourage more engagement and collaboration between academics and students to support decolonisation and anti-racism efforts.	EUSA; VP students		Principle 2: A commitment to strengthening partnerships and restoring agency through participation.
	4.8 Support the establishment of a Palestine Studies Centre (within Islamic and Middle Eastern Studies, IMES) that: <ul style="list-style-type: none"> <li>• Provides resource (space and funding) for educational activities and community engagement relating to the effects of imperial legacies on Palestine and dispossession.</li> <li>• Forges institutional links with other Palestinian Studies Centres by hosting visiting scholars and co-creating programmes.</li> <li>• Creates a scholarship programme for students of Palestinian heritage at undergraduate, postgraduate and post-doctoral level.</li> </ul>	IMES, Edinburgh Global		

	<ul style="list-style-type: none"> <li>Develops teaching and research in key areas such as race, racism, settler colonial dispossession, refugees, migration, displacement, etc.</li> </ul>			
5. To support research (both academic- and community-led) into the histories and legacies of enslavement colonialism and the development of racial thought across all three Colleges.	5.1 Identify and develop research and engagement pathways linked to the Centre themes across the Colleges as part of the role of the Academic Leads (2.7) and Chancellor's Fellows (2.6), such as in natural/physical sciences, public health, AI, data, history, sociology, psychology, Black Studies and social sciences, archaeology, theology, literature and philosophy, creating a sustained research programme concerning racisms, colonialism, enslavement and racial violence.	Deans of Research	University of Edinburgh Strategy 2030; REAR Action Plan (5.1, 5.4, 10.2, 10.3, 11.4)	Principle 3: A commitment to cognitive justice and equity in collaboration.
	5.2 Support Academic Leads and Chancellor's Fellows to develop external funding applications for Centre-related projects.	Deans of Research; College-level research support offices		
6. To create a bridge between researchers, practitioners, communities and activists by encouraging collaborative and reparative efforts to address racial legacies and enhance the	6.1 Appoint a Community Engagement Officer/Manager (1.0FTE) with a strong track record in working with racially/ethnically minoritised communities and experienced in event coordination.	HR; Edinburgh Local	University of Edinburgh Strategy 2030; REAR Action Plan (10.2, 11.1, 11.2, 11.3); Widening Participation Strategy 2030; Community Action Plan 2020–25	Principle 2: A commitment to mutual benefit, strengthening partnerships and restoring agency through participation.
	6.2 Provide a permanent, dedicated, fully accessible and substantial community meeting space as part of the Centre in which local community groups and Centre	Estates; Edinburgh Local; Talbot Rice Gallery		

institution's connection with local communities.	members can host knowledge exchange events and exhibitions, thereby breaking down the walls of institutional knowledge.		(commitments 3, 4, 12, 13 and 29)	
	6.3 Set up a rolling (annual) residence programme to host a Community Representative/Scholar-Activist, giving communities the opportunity to work on specific projects. This can be someone from local, national or international communities.	HR; Edinburgh Local; Edinburgh Global		<p>Principle 1: A commitment to recognising historical and contemporary struggles for social and reparatory justice.</p> <p>Principle 5: A commitment to knowledge exchange and reciprocal learning.</p>
	6.4 Set up a working group to look at improving the payment system for external non-academic groups/individuals, such as engaging with non-English speakers, creating clear resources explaining the system, as well as setting up alternative and more flexible systems of payment that recognise different financial systems outside of the UK banking system.	P&M; College-level research support offices		Principle 10: A commitment to fair practices in payments.
	6.5 Establish a small grants funding scheme to support dedicated community and other research projects where community leads are Primary Investigators (in recognition of the limitations of current UKRI funding opportunities).	Edinburgh Local; Edinburgh Global; EFI		<p>Principle 9: A commitment to data co-ownership</p> <p>Principle 7: A commitment to co-production of knowledge.</p>
	6.6 Set up a system of accreditation/certification to recognise the contributions of communities to the Centre (and the wider institution) and any work they have undertaken.	Senate; EUSA		Principle 3: A commitment to cognitive justice and equity in collaboration.

	6.7 Set up a working group to investigate issues around intellectual property and provide policy guidance on co-ownership with communities, for example in relation to grants.	Deans of Research; College-level research support offices		Principle 9: A commitment to data co-ownership
7. To provide an academic unit responsible for converting research about racism into proactive strategies aimed at improving the life chances of racially and ethnically minoritised peoples and able to influence opinion and policy making in the UK and abroad.	7.1 Liaise with different public bodies, such as Coalition for Racial Equality and Rights, the Runnymede Trust, the Race Equality Foundation, UN Committee on the Elimination of Racial Discrimination (CERD) as part of the role of the Director and Academic Leads.	EFI	University of Edinburgh Strategy 2030; REAR Action Plan (10.2)	Principle 5: A commitment to knowledge exchange and reciprocal learning.
	7.2 Set up a speaker series attracting high-profile academics and public figures.	Deans of Research; College-level research support offices		
8. To establish a platform for garnering research grants, entrepreneurial opportunities and philanthropic (donor-based) support.	8.1 Appoint a dedicated grant writer (1.0FTE) to capture external funding opportunities for the Centre.	HR; EFI	REAR Action Plan (6.10, 10.2)	Principle 8: A commitment to sustainability and legacy.
	8.2 Support Academic Leads and Chancellor's Fellows to develop external funding applications for Centre-related projects.	Deans of Research; College-level research support offices		
	8.3 Work with the Development and Alumni team to create strategies around securing external donors.	Head of Development and Alumni		
	8.4 Look at existing bursaries, gifts and donations that are linked to the profits of enslavement and colonialism (e.g. the Gunning endowment) with a view to repurposing them. This could be to	Heads of College (budget holders)		

	support the work of the Centre and/or work by Black and other minoritised scholars and students linked to racism, racialisation and colonialism within existing Schools.			
	8.5 Contribute to the review of the Responsible Investment Policy to ensure that the University of Edinburgh's direct and indirect investments are not complicit with ongoing harms (human and environmental), including genocide, crimes against humanity, war crimes and ecocide and repurpose profits made from any such investments for appropriate reparatory initiatives (such as funding scholarships for students affected by ongoing wars in Gaza and Sudan).	Director of Social Responsibility and Sustainability		Principle 6: A commitment to transparency and accountability.
9. To improve access to institutional archives, work on decolonising the archives and repatriation efforts, and secure resource for new archives to improve the visibility of anti-racist and reparations work, ensuring that future work evolves in dialogue with what has come before.	9.1 Provide institutional resource (space and funding) for re-cataloguing elements of the CRC's collection pertaining to colonial histories, such as Palestine and the Anatomical Museum, and inform users about their racial, colonial and imperial underpinnings. This requires hiring at least 2x UE06 Assistant Archivists (for cataloguing) and 1x UE07 Archivist to address long-term under-resourcing in this area.	HR; CRC; Anatomical Museum	University of Edinburgh Strategy 2030; REAR Action Plan (10.2, 11.1, 11.2, 11.3, 12.1, 12.2); Community Action Plan 2020–25 (commitment 32)	Principle 2: A commitment to mutual benefit, strengthening partnerships and restoring agency through participation.
	9.2 Support a digitisation project to make archives linked to colonialism, enslavement and the development of racial thought more accessible to students, researchers and external	HR; CRC		

	communities/users. This would be a rolling commitment to increase the amount of staffing in the digitisation team to match the throughput of metadata created by the Archives Team (UE05 x 2 photographers/processors).			
	9.3 Set up a digitisation project to improve access to Edinburgh's Black Liberation archives, piloting a 'Pan-African Living Archive' project. This would be a short three- to five-year project requiring a UE06 Assistant Archivist, 2x UE05 digitisation officers and a UE04 digitisation quality control person.	HR; CRC		Principle 1: A commitment to recognising historical and contemporary struggles for social and reparatory justice.
	9.4 Assist external community members with accessing institutional archives as part of the role of the Community Archivist/Curator and support the engagement and facilitation of archival training by and for racially minoritised communities.	CRC; Civic Engagement Team		
	9.5 Explore the possibility and resources needed to create new (community-based) archives that record activism on reparations, decolonisation and anti-racism from the perspective of activists as part of the role of the Centre's Community Archivist/Curator in collaboration with external communities and the CRC's digitisation team.	CRC; Civic Engagement Team		
	9.6 Support the repatriation of ancestral remains to their original communities from	Anatomical Museum; CRC		Principle 1: A commitment to recognising historical and contemporary

	<p>the Anatomical Museum, with recommendations including:</p> <ul style="list-style-type: none"> <li>• Clearer information online about the process of repatriation and who to contact.</li> <li>• Clearer narratives about existing repatriation efforts.</li> <li>• Ringfencing money for descendant communities to visit their ancestors and build relations with Anatomical Museum staff.</li> <li>• Creating funded PhD programmes to support provenance research.</li> <li>• Establishing advisory boards linked to specific geographical areas.</li> <li>• Creating an accessible and searchable digital catalogue to assist descendant communities with finding their ancestors without reproducing colonial violence.</li> <li>• Hiring a dedicated provenance researcher (1.0FTE UE07) who will work on creating a database and be the lead on Anatomy/School of Medicine archives and provenance research to support repatriation claims.</li> </ul>			<p>struggles for social and reparatory justice.</p> <p>Principle 2: A commitment to mutual benefit, strengthening partnerships and restoring agency through participation.</p>
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