



# Political Affairs Digest

A daily summary of political events affecting the Jewish Community

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## Home Affairs

### House of Commons Written Answers

*The following two questions both received the same answer*

#### **Coroners**

**Jessica Morden (Labour)** [25635] To ask the Secretary of State for Justice, what the average time taken to process a coroner's inquest was in weeks in (a) Gwent, (b) Wales and (c) England and Wales in each year from 2010-2019.

**Jessica Morden (Labour)** [25636] To ask the Secretary of State for Justice, what steps he is taking to reduce waiting times for coroners' inquests.

**Alex Chalk:** The requested information for 2010-2018 is set out in the attached table. It is taken from the Coroner Statistics Annual which is published at:

<https://www.gov.uk/government/collections/coroners-and-burials-statistics>

Information for 2019 is not yet available.

Clearly, unnecessary delay between death and inquest may cause additional anguish and distress to the relatives and friends of the deceased. For this reason, the Coroners (Inquests) Rules 2013 require that an inquest must be completed within six months of the coroner being made aware of a death or as soon as is reasonably practicable after that date. The Chief Coroner has published advice for coroners to reinforce these requirements which indicates that, if there is to be a delay of over six months, a coroner should ensure that a Pre-Inquest Review hearing is held.

Coroners are also under a statutory duty to report to the Chief Coroner any inquest which is not concluded within twelve months.

The Chief Coroner undertakes regular training with all coroners on a number of issues, including the timeliness of inquests and the investigation process.

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<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2020-03-05/25635/>

and

<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2020-03-05/25636/>

## Religious Buildings: Islam

**Claudia Webbe (Labour) [23481]** To ask the Secretary of State for the Home Department, how many mosques have received funding from the Place of Worship Security Fund.

**Victoria Atkins:** Over the first three years, the Places of Worship scheme has approved 134 grants worth approximately £1.5m to 63 churches, 49 to mosques, 5 to Hindu temples and 17 to Gurdwaras.

We received a high number of applications for the scheme in 2019/20 and will be informing successful applicants in the near future.

<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2020-03-02/23481/>

*Information about the Places of Worship Scheme, referred to above, can be read at <https://www.gov.uk/guidance/places-of-worship-security-funding-scheme>*

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## Israel

### Westminster Hall Debate

#### Palestinian School Curriculum: Radicalisation

*col 51WH Jonathan Gullis (Conservative):* ... Zionist pioneers made the desert bloom, and Palestinian olive groves are world renowned. The potential for the land and the people is immense, yet no matter what land borders have been proposed in peace negotiations in the 73 years since the UN partition plan of 1947, the Palestinian leadership has rejected every option. I found myself wondering how that could be the case, when a two-state solution is clearly the only way to reconcile Jewish and Arab aspirations of self-determination in the land. It became apparent that the answer is not especially palatable: over many decades, Palestinian children have grown up in an environment of institutionalised radicalisation.

In schools named after suicide bombers, schoolchildren are taught from the age of six that Israel is a temporary construct that will, “disappear as the fog over the sea”.

Eight-year-olds learn poetry from the following verse: “I vow I shall sacrifice my blood, to saturate the land of the generous and will eliminate the usurper from my country, and will annihilate the remnants of the foreigners.”

As a former secondary school teacher myself, I know just how impressionable young minds are and the impact that such messaging can have on pupils’ development, values and world view.

A report published by the Institute for Monitoring Peace and Cultural Tolerance in School Education in September 2019 found that the most recent Palestinian Authority school textbooks are even more extreme than previous editions. Despite promises from the PA to review and remove unacceptable content, the report concludes that there is a “clear deterioration” in content meeting UNESCO-derived standards for peace and tolerance in school education. After examining 202 textbooks from the current curriculum, IMPACT-se found, “a systematic insertion of violence, martyrdom and jihad across all grades and subjects”, where, “the possibility of peace with Israel is rejected”. ...

*col 52WH* When I walked around the streets of Jerusalem, I saw Jew and Arab side by side, living peacefully together with the Christian community. There is indeed an appetite among the people of Palestine and the people of Israel to live side by side in peace. Sadly, it is the Palestinian Authority who keep dodging the answers to these very important questions. ...

Nine-year-olds are asked to count the number of martyrs in Palestinian uprisings ...

Imagery in a textbook for 16-year-olds implies that Jews control the world. Ten-year-olds are taught that Jews are enemies of Islam and eight-year-olds learn in their textbooks that Jerusalem is a holy city only for Muslims and Christians. ... Make no mistake: this is antisemitism, and we must condemn it as strongly as we fight antisemitism at home. ...  
... Palestinian schools are named after terrorists—at least 31 at the last count. Five of those schools are named after Dalal Mughrabi, the perpetrator of one of the worst terror attacks in Israel's history ... She is portrayed as a central female role model for Palestinian girls. ...

*col 53WH Matthew Offord (Conservative):* ... Is he aware that in addition to the 31 schools named after terrorists from the Palestinian Authority, three are named after Nazi collaborators? That sends a clear message, not only that killing Israelis is something that children should be encouraged to do, but that they will be honoured for undertaking such a heinous crime. ...

**Nicola Richards (Conservative):** The fact that holocaust denial is most prevalent in Gaza and the West Bank compared with elsewhere in the world—standing at around 82% of the population—proves that something is going seriously wrong. ...

*col 54WH Tim Loughton (Conservative):* ... Most alarming is that these propaganda books are available to children as young as six, and that those on the Palestinian side found guilty of terrorism offences against Israelis—not throwing stones at buses; I have been critical about the way such people have been treated by the courts—are as young as 11. These deeply impressionable young people are being indoctrinated by the failed Palestinian Authority, which relies on fear and the poverty of the Palestinians to foment hatred against Israelis and the wider world. ... It is in nobody's interests for these textbooks be allowed, and certainly not at our taxpayers' expense. ...

**Julian Lewis (Conservative):** ... on 1 April 2018 ... the Department for International Development's media team stated: "DFID is planning to conduct a thorough assessment of the Palestinian curriculum and evidence and if we find evidence of material which incites violence, we will take action."

That is coming up to two years ago, so I think we ought to have heard something from the Government about this by now. ...

*col 55WH Jonathan Gullis:* ... Warwick University's vice-chancellor has failed to adopt the International Holocaust Remembrance Alliance definition of antisemitism. That is an absolute abomination. UK textbooks, including those produced by Pearson, contained material that had to be removed. It is bad enough when that happens in our own country; we should be even stricter and harsher in ensuring that UK taxpayers' money spent overseas is used appropriately. ...

**Alistair Carmichael (Liberal Democrat):** ... the Georg Eckert Institute is investigating this issue for the European Union, and the report is due in a couple of weeks' time. I suggest that there would be merit in waiting for the report from the institute, because it has the advantage of being independent ...

**Jonathan Gullis:** ... Does the Minister share my grave concern that, even if we are not directly funding the publication these textbooks, we are paying for teachers and public servants in the education sector to draft, implement and teach this material, potentially in schools named after terrorists? ...

*col 56WH Robert Lagan (Conservative):* ... I have been to Ramallah in the west bank, and met members of the Palestinian Authority. It worries me that they not only glorify terrorism but financially reward it, paying monthly salaries to terrorists and their families to the tune of £260 million in 2018, or 7% of their entire budget. ...

**Jonathan Gullis:** ... It is utterly shameful that money is paid to terrorists who have committed heinous crimes against the people of Israel and foreign nationals in Israel. ... This issue is taken extremely seriously by our colleagues in Europe. In 2018, the European

Parliament's budgetary committee voted to freeze more than €15 million of Palestinian Authority funding if they do not remove incitement from their textbooks. Last year, the ruling coalition in the Norwegian Parliament voted to withhold funding to the Palestinian Authority if this content is not removed. Our ambitions for a global Britain must include safeguarding for all recipients of UK aid, particularly in areas of conflict.

The UK Government provide £65.5 million annually to the United Nations Relief and Works Agency, which delivers vital humanitarian aid to Palestinian refugees, including education and healthcare. However, UNRWA schools in the west bank and Gaza use the official Palestinian Authority curriculum, so the textbooks I have quoted from are being used in UN schools that the UK and international partners support. In August 2019, the UN Committee on the Elimination of Racial Discrimination criticised the content of these textbooks for perpetuating prejudices and hatred. While one UN agency condemns the textbooks, another promotes them. ...

Since September 2015, 87 Israelis and foreign nationals have been killed and more than 1,520 wounded in 210 stabbings, 239 shootings, 77 car rammings and one bus bombing. Palestinian youths under the age of 21 have carried out many of those acts of terrorism. Even screwdrivers have been used as weapons, and perpetrators have included children as young as 11 years old.

*col 57WH* It is well known that Palestinian terrorists who kill Israelis receive monthly payments to reward their acts of terrorism, with higher salaries given to those who have killed more Israelis. It should be a matter of great sadness to us all that these children are raised in an environment infected with radical messages, with no hope for peaceful co-existence with Israel. ...

*col 58WH* **Steve McCabe (Labour):** ... this is not an issue just for the Palestinian Authority; our Government share some of the responsibility. UK taxpayers fund the salaries of some 30,000 teachers and officials in the Palestinian education authority. Those are the people involved in the implementation and delivery of this curriculum. Let us be clear: we are paying the salaries of those who designed and administer the curriculum and those who teach it.

*col 59WH* ... there have been many promises but little action. Ministers claimed in 2018 that new textbooks were being piloted. That turned out to be untrue. In 2019 the Institute for Monitoring Peace and Cultural Tolerance in School Education reported that the same curriculum was being taught for the third consecutive year. Mr Saidam, the PA Education Minister, committed to a constructive review but later denounced an attack on the Palestinian curriculum by the Zionist lobby.

The bottom line is that Britain is bankrolling this curriculum. We must take responsibility. ...

*col 60WH* **Stephen Crabb (Conservative):** ... Those young minds are being poisoned. When I meet Palestinians in the West Bank, one of the big barriers to any serious talk of a two-state solution and a peace deal that I become conscious of is a pervasive cultural acceptance of and support for violence. That starts at a really young age, with young minds in school.

As a Government that take pride in the aid that we give, it is right that we support humanitarian assistance to Palestinians—I believe in that—but it is also right that we ask difficult questions about how that money is spent. It is not good enough to be told that we are not funding these textbooks directly. The fact is that we are funding education in the Palestinian Territories. ...

**Jim Shannon (DUP):** ... I want Palestine to have the opportunity to go forward and the two-state solution could well be the way to do that, but for that to happen there must be commitment from the Palestinians. They must stop their attacks upon Israelis, and that must be the basis for any progress.

*col 61WH* I ask the Minister to request that his Department reviews the UK funding to the United Nations Relief and Works Agency, where the money goes through to the

Palestinian refugees. It seems to me—the information we received indicates this—that they are deliberately using educational books to focus on Palestinian young people, who are easily influenced. It is important that education is not used for the wrong reasons. We should remember that the controversy around the use of different funds by the Palestinian Authority is not new; it covers many more issues than Palestinian textbooks. Although that is the starting point, it shows what the end goal is: namely, to perpetuate hatred against Israelis by indoctrinating children with spin and lies, which is more akin to what Goebbels would have done in the second world war. This House must not aid the Palestinian propaganda machine by ignoring the signs. ...

Whenever the facts are presented, they cannot be ignored. Christian, Jew, Muslim or atheist, the simple fact is that the misuse of millions of pounds of money cannot be acceptable. ...

*col 62WH* The indoctrination of children cannot be funded out of aid. We cannot advocate for hatred. ...

**Robert Courts (Conservative):** ... I long for nothing more than for peace, and for the Israelis and Palestinians to be able to live together in harmony and make the most of this wonderful land together, but I struggle to see how that will happen when the educational biosphere in which young Palestinians grow up is saturated with antisemitic hatred. ... One example that particularly struck me was the teaching in science of Newton's second law: "During the first Palestinian uprising, Palestinian youths used slingshots to confront the soldiers of the Zionist Occupation and defend themselves from their treacherous bullets. What is the relationship between the elongation of the slingshot's rubber and the tensile strength affecting it? What are the forces that influence the stone after its release from the slingshot?"

I was particularly struck by that because it normalises violence and legitimises hatred. There is no way that children are likely to grow up with a normal, benevolent attitude to their fellow citizens when science is taught in such a way.

*col 63WH* From the Palestinian Authority, we have white-washing and sanitisation ... they have said that the contentious parts of the curriculum are "the ripple effects" of the conflict. UNRWA states that it reviews textbooks rigorously and that its curriculum framework "aims to ensure that our curriculum is in line with UN values." To say that it "aims" to do so is surely not good enough. ...

I understand DFID's perspective that it does not fund the making of the textbooks, but that is a little bit lawyerly, given that it funds the teachers who teach the material in the textbooks. Whichever way we look at it, the UK taxpayer is funding the teaching of this material, even if we do not actually fund the production of the textbooks. ...

*col 64WH* **Mary Robinson (Conservative):** ... Education is a social and cultural right for any child. It plays an important role in reducing poverty and promoting peace and tolerance, regardless of race, religion or gender. School education is one of the most powerful tools available for countering extremist influences. Parents and teachers know and appreciate that young children are extremely impressionable and easily influenced by people in positions of authority, and by the teaching and the books given to them. ...

*col 65WH* Over the past five years, the Department for International Development has awarded £330 million to UNWRA. However, the agency insists that the schools must follow the curriculum set by the Palestinian Authority, which, as we have heard, glorifies martyrdom and rejects peaceful coexistence with Israel. Although the agency's work includes healthcare, relief and social services, most of the funding that it receives—58%—goes towards education. It is a matter of concern that the textbooks that are used are educating young minds to accept prejudice and hatred, so that six-year-old Palestinian children are reading poems promoting violence, and science lessons depict a young boy with a slingshot targeting Israeli soldiers. ...

**Peter Gibson (Conservative):** ... The radicalisation of the Palestinian curriculum is

shocking, and I am appalled by the content that is being taught to children from a young age. At its heart, the curriculum repeats a call to arms and a stark antisemitism that risks stability in the region. Calling for teenagers to give their lives for jihad falls far short of UN standards, or indeed any acceptable standards. We have heard the horrific details of how violence is perpetuated through the curriculum. ...

*col 66WH* ... It is vital for the long-term stability of the region that the school curriculum should teach that peace is a real possibility. That can be achieved only through the recognition of multiple cultural and religious connections to the land. By removing the validity of a two-state system, the Palestinian Authority seek to create a generation of nationalists. Rather than promoting peace and prosperity, the curriculum pushes for martyrdom and jihad. The omission of historical accords does nothing to help to promote lasting peace.

It is not right that British international aid—British taxpayers' money—is going towards supporting a curriculum that actively perpetuates hate. ...

**John Howell (Conservative):** ... Hon. Members will now be aware of the background of continuous incitement in Palestinian society—from an educational system that denies Israel's right to exist, to the provision of financial incentives to terrorists and their families. Is the Minister aware, and does he share my concerns, that despite assurances from the current and previous Palestinian Education Ministers that incitement will be removed from textbooks, no change has taken place since October 2017? ...

The Palestinian leadership delivers messages in Arabic to the Palestinian people entirely contradicting the promises they make in English to UK and foreign officials. Is the Minister concerned that the Palestinian leadership says one thing to UK officials and another to the Palestinian people? Does he agree that UK taxpayers' hard-earned money should not be enabling support to be given to terrorism, however indirectly? ...

We have a duty not only to UK taxpayers, to spend their money wisely, but also to future generations of Palestinians, who deserve a future filled with opportunities, not hate. ...

*col 67WH* **Alyn Smith (SNP):** ... It goes without saying, but is worth saying none the less, that my party deplores antisemitism in the same way as we deplore Islamophobia and any bigotry, however it is directed. We take a position of principled neutrality on the middle east conflict, but we are in favour of a two-state solution. ...

There is a problem with Palestinian textbooks. This is a well trodden path that the European Parliament has examined a number of times, and as we have already heard, the European Parliament's Committee on Budgets has called for the suspension of funding to the Palestinian Authority pending resolution of these problems. A live investigation of these matters is under way, and the Georg Eckert Institute is conducting an impartial assessment for the European Union. ...

*col 68WH* None the less, we should be proud of the fact that we fund teachers, fund UNRWA, and fund the education of some of the most desperate youth in the world. The radicalisation of Palestinian children is of course a problem and something we should be concerned about, but if anybody thinks textbooks are the primary reason why Palestinian children are being radicalised, they are not paying attention to the wider context. ...

If we want to see where radicalisation is coming from, it is to be found in the hopeless situation that Palestinian youth and the Palestinian people find themselves in.

The Balfour declaration has long roots; we in this House and in these islands are bound to the people of the region. Whatever the constitutional future of the region, we want to see an educated populace, we want to see peace, and we want to see an end to that radicalisation. ...

**Alex Norris (Labour Co-op):** ... Last month, I visited the consul general. Hanging outside his residence is a sign that reads, "Our mission in the Occupied Palestinian Territories. To advance the United Kingdom's security and prosperity through a just peace between a stable, democratic Palestinian State and Israel, based on 1967 borders, ending the

Occupation by agreement. To strengthen the ties of friendship between the Palestinian and British peoples.”

That is a worthy goal and a worthy ideal that I suspect all 650 MPs would just about agree with. That is the context for the debate. ...

*col 69WH* I was concerned by references to the IMPACT-se report. When Alistair Burt, who is no longer of this parish but who was admired on both sides of the House, was the responsible Minister, he said in a written answer that he was “concerned at...the allegations” in the report and was “working to commission a robust study” of it, but that his assessment was that it was “not objective in its findings and lacked methodological rigour”. As long as our debates are based on such facts, we will struggle to move forwards. ...

*col 70WH* ... We were flyer-ed outside the Chamber by someone wanting to put a report about UNRWA into our hands. Many people use this subject ... as a proxy measure to damn UNRWA’s work and undermine it. We do that at our peril. UNRWA supports 5.5 million refugees with a range of vital services including education, healthcare, social services, infrastructure services and microfinance ... When we undermine UNRWA, we pick at and risk those things. ...

When I visited the occupied territories last month and I was at the Aida refugee camp, I met UNRWA staff and my first question was about textbooks. Their analysis was that, in their opinion, less than about 3% contravene UN principles, largely on age appropriateness, gender representation and inclusiveness, rather than on issues with Israel; they said that, in response, they had supplemented the curriculum with human rights content. ...

*col 71WH* It is important that we look at the wider context. We are answering a fundamental question: why are young Palestinians being radicalised? We have picked one element of the issue—a very important element of it—but I also saw military courts where children were offered arbitrary sentences that were shorter than the period of time they would have been detained to have a full trial. We heard first-hand stories of inconsistent access to life-saving medical treatments. We visited suburbs that had been developed around and heard from children about their lack of hope for their community. Everyone will have seen the physical checkpoints and walls that those children have no prospect of ever passing through. Their lives are lived under the constant threat of demolition. We heard from Israel defence force soldiers, who said it was a part of their operating procedure to inconvenience and to disturb Palestinians, especially young men.

That is the broader context. We serve nobody if we choose only a little bit of context to try to answer the whole question. ...

**The Minister for the Middle East and North Africa (James Cleverly):** ... The Government are clear that quality education is vital to individuals, their families, their communities and wider society. Education has the power not only to transform lives, but to bring hope and to build the foundations for a sustainable, long-term peace, and that is particularly true in the relationship between Israel and the Palestinian Authority. ...

*col 72WH* An enduring principle that I think we can all agree on is that antisemitism is unacceptable in all its forms; it is offensive, hateful and has no place anywhere in society, least of all in classrooms. We are therefore deeply concerned by reports of radicalisation in the Palestinian education system, and specifically concerns about the Palestinian Authority’s textbooks and the incitement of hatred and violence towards Israelis. ...

It is important to remember that the UK does not fund textbooks in the Occupied Palestinian Territories. The allegations relating to incitement in the Palestinian education system came to international attention following the publication in 2018 of the report by an Israeli non-governmental organisation, the Institute for Monitoring Peace and Cultural Tolerance in School Education—IMPACT-se. They are serious allegations and we take them seriously but, as has already been discussed, they are contested by the Palestinian Authority. ...

I am pleased to confirm that the Palestinian Education Minister is leading a review into the content of school textbooks, which will be completed in time for the start of the next

academic year in September. He has committed that his team are taking into consideration the feedback from a range of sources, both domestic and international, and we seek to support that work.

In addition to our engagement with the Palestinian Authority, the UK has led international efforts to get to the bottom of the situation with regard to the content in the Palestinian Authority textbooks. We funded the development work for the methodology of an independent review, which is sponsored by the European Union. That review by the specialist and respected Georg Eckert Institute for International Textbook Research is under way. As has been discussed, we expect the interim report in the spring, with the full report later on. ...

*col 73WH* Our money to support education on the west bank goes into a specially dedicated bank account and is paid only to the individuals who are vetted through the Palestinian-European socio-economic management assistance mechanism. Each payment is individually audited to ensure that the money is received by the intended recipient. It is a rigorous process, which means that the UK can be confident that none of our aid is diverted. No UK aid is used for payments to prisoners or their families. Helping to meet essential education needs does not contradict our clear and long-standing message to the Palestinian Authority about prisoner payments. ...

*col 74WH* The simple truth is that we have to work with the Palestinian Authority. We have to encourage and support them to do the right thing, but ultimately a sustainable two-state solution will have to be negotiated between the Israeli Government and the Palestinian Authority. Although there may be concerns about the ability or willingness of the Palestinian Authority to engage in this, they are the organisation through which we have to work in order to have a credible and sustainable two-state solution, so we will be patient. We will be persistent, we will be principled and we will be balanced, but we will keep pushing this agenda. ...

**Jonathan Gullis:** ... I cannot escape the fear that, although we might be not paying for textbooks directly, we are somehow freeing up cash within the Palestinian Authority education system to fund the textbooks being distributed, to fund the teachers' training and to have those teachers use the textbooks as part of their wider teacher training programme. ...

**To read the full transcript see**

<https://hansard.parliament.uk/commons/2020-03-10/debates/C9D591A4-1B68-4D6B-8AD3-5BBC90398051/PalestinianSchoolCurriculumRadicalisation>

*The report referred to above can be read at*

[https://www.impact-se.org/wp-content/uploads/PA-Reports\\_-Combined-Selected-Examples\\_2019-20.pdf](https://www.impact-se.org/wp-content/uploads/PA-Reports_-Combined-Selected-Examples_2019-20.pdf)

## House of Commons Written Answer

### Imports: Sanctions

**Martyn Day (SNP) [25704]** To ask the Secretary of State for International Trade, if he will make it his policy that the UK will not allow goods to be imported to the UK from countries who produce goods illegally in the (a) Palestinian Occupied Territories and (b) other territories under military occupation after the end of the transition period.

**Conor Burns:** The UK does not recognise the Occupied Palestinian Territories, including the settlements, as part of Israel. We are committed to maintaining our current approach on this issue. The Government does not believe that any form of anti-Israeli boycott would support the peace process.

The UK strongly supports the principle of free trade and the rule of law. The UK prohibits the importation of goods from certain countries including in accordance

with its obligations under EU and multilateral sanctions regimes. A list of countries against which the UK currently imposes such import controls is available on gov.uk.

<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2020-03-05/25704/>

The list referred to above can be read at

<https://www.gov.uk/guidance/current-arms-embargoes-and-other-restrictions>

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## **Relevant Legislation** \*\* new or updated today

### **UK Parliament**

#### **Assisted Dying Bill**

<https://services.parliament.uk/Bills/2019-20/assisteddying.html>

#### **\*\* Divorce, Dissolution and Separation Bill**

<https://services.parliament.uk/Bills/2019-20/divorcedissolutionandseparation.html>

Running list of Report Stage amendments to 10 March

<https://publications.parliament.uk/pa/bills/lbill/58-01/002/5801002-R-RL.pdf>

#### **Education (Assemblies) Bill**

<https://services.parliament.uk/Bills/2019-20/educationassemblies.html>

#### **Genocide Determination Bill**

<https://services.parliament.uk/Bills/2019-20/genocidedeterminationbill.html>

#### **Marriage Act 1949 (Amendment) Bill**

<https://services.parliament.uk/Bills/2019-20/marriageact1949amendment.html>

#### **Marriage and Civil Partnership (Minimum Age) Bill**

<https://services.parliament.uk/Bills/2019-20/marriageandcivilpartnershipminimumage.html>

### **Scottish Parliament**

#### **\*\* Civil Partnership (Scotland) Bill**

<https://www.parliament.scot/parliamentarybusiness/Bills/112997.aspx>

Stage 1 evidence session, Equalities and Human Rights Committee

<http://www.parliament.scot/parliamentarybusiness/report.aspx?r=12563&i=113589#ScotParlOR>

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## **Consultations** \*\* new or updated today

**Harassment and sexual misconduct in higher education** (closing date 27 March 2020)

<https://www.officeforstudents.org.uk/media/76f6bdd3-bb14-4956-b089-cd1598323d55/consultation-on-harassment-and-sexual-misconduct-in-higher-education.pdf>

**Hate crime legislation in Northern Ireland: an independent review** (closing date 31 March 2020)

<https://www.hatecrimereviewni.org.uk/sites/hcr/files/media-files/Consultation%20Paper%20Feb%202020.pdf>

**\*\* Electing a more diverse Assembly** (closing date 22 April 2020)

<http://www.senedd.assembly.wales/mgConsultationDisplay.aspx?ID=389>

**Amendments to the organ donation regulations (Wales)** (closing date 30 April 2020)

<https://gov.wales/amendments-organ-donation-regulations>

**Regulating Independent Educational Institutions** (closing date 8 May 2020)

<https://consult.education.gov.uk/school-frameworks/regulating-independent-education-institutions/>

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The Scottish Council of Jewish Communities (SCoJeC) is Scottish Charitable Incorporated Organisation SC029438