



APSE Diversity, Place and People Seminar

Tackling Discrimination and Addressing Historic Structural and Systemic Racism

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- Historical Context
- Exemplars of inclusive workforces
- Local skills boosting initiatives
- Reducing inequalities in the criminal justice system



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Historical Context:

- **The Arab/Indian Ocean Slave Trade**

9th Century to 1909

This took place on the East side of Africa

- **Transatlantic Enslavement**

1452 and 1455 [Pope Nicolas V](#) issued a series of [papal bulls](#) granting Portugal the right to enslave sub-Saharan Africans

- **Colonisation of Africa**

1873 -1887 The Great Depression of Late 19th Century World Wide Phenomenon
Berlin Conference 1884 - 1885 Purpose of the conference was to colonise Africa

Attendees: Germany, Austria, Hungary, Belgium, Denmark, Spain, US, France, UK, Italy, Netherlands, Portugal, Russia, Sweden, Norway, and the Ottoman Empire



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UNSECO estimate that 26.5 million Africans were enslaved taken to the Americas and Caribbean and by the Arab/Indian Ocean Slave Trade

USECO estimate that in 1850 the population of sub-Saharan Africa would have 100 million with no slavery it would have been 200 million

At one point there were 32 slave forts just in Ghana

Legislation Abolishing the Slave Trade

1801 - Denmark; 1807 - UK; 1808 - US; 1814 - Netherland

1818 - France; 1878 - Portugal 1909 Arab/Indian Ocean Slave Trade

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sankofa 

(phr.) lit. “*to go back and fetch it*”; we must go back and reclaim our past so we can move forward, and we can understand why and how we came to be who we are today

AKAN | words 



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Solutions

1. Acceptance and Recognition

Civic Events

Luton commemorated the Bi-Century of the Abolition of the Transatlantic Enslavement in 2007

Commemorated the victims of the Transatlantic Enslavement between 2016 to 2019 which coincides with the United Nations (UN) date of 25 March <https://lutonsankofa.org/>

Windrush Day 22 June - Civic Event

Black Lives Motion Passed Unanimously at Full Council 19 January 2021

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2, Economics (inclusive workforces, local skills boosting)

The BLM motion was a joint work of the elders, church and community leaders, councillors and youth of African Heritage in Luton

Points 2 - 5 and 7 of the Black Lives Matter Motion addresses **Equity**

Points 6 and 9 education and working with other trail blazing authorities

Race Equality Week 1 – 7 February by Race Equality Matter

<https://www.raceequalitymatters.com/>

3. Symbolism

Consultation on renaming of street named after a slave owner - Hibbert Street

Boundary Commission - Boundary Names

<https://www.ucl.ac.uk/lbs/project/details/>



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African Caribbean Achievers Strategy, raised GCSE attainment levels of black pupils across all Luton schools from 23% receiving 5GCSEs (A-C grade) to 78% by 2015

Motion Point 2, ensure that the number of Black staff/officers at all levels of the council is not disproportionately reduced in any future restructuring and that there is an improvement of year on year of 2% eventually resulting in Luton Council reflecting at all levels the community it serves;

Motion Point 3, work with employers at the Airport to encourage greater representation in all new high paid roles from the black communities and that at all levels the Airport reflects Luton's diversity;

Motion Point 5, LLAL to seek to ensure equity for Black businesses in their corporate sponsorship, advertising and contracts with ancillary businesses; and that its community funding policy clearly sets out the expectation that its funding will be administered so as to adequately and proportionately support groups addressing issues pertinent to Black communities, such as Windrush



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Motion Point 7, work with the Black community to promote access to employability, enterprise and training for young Black people, traditionally disadvantaged in education and the job market as a result of racial discrimination, to be achieved through a sustainable culturally relevant programme that build on the Council's skills and opportunities programmes;

Motion Point 6, work with other local authorities like Liverpool, Bristol, Hackney, Lambeth, academies, schools and multi-academy trusts to reduce levels of disengagement by Black children with the current curriculum and resulting high levels of exclusion, by making it accessible for their academic as well as their spiritual, moral, social and cultural development (Articles 27, 29 and 32 of the United Nations Convention on the Rights of the Child), through working with organisations such as The Black Curriculum;

Motion Point 9, acknowledge the UN resolution 68/237 International Decade for People of African Descent, implement initiatives and activities to raise awareness, educate on the history of people of African descent, and promote their contributions to contemporary societies;



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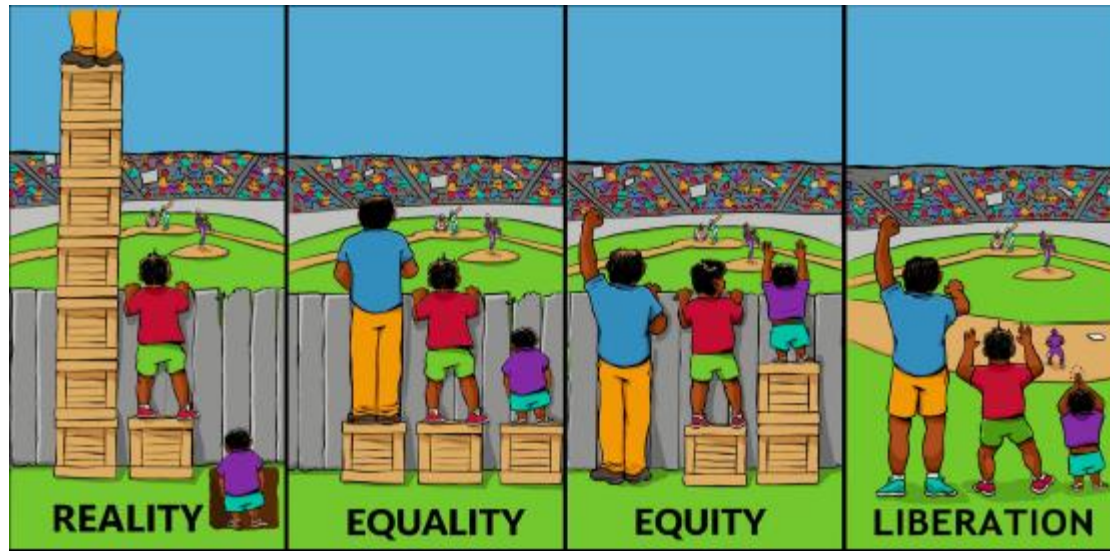
VERU, violence and exploitation reduction unit

<https://bedsveru.org/>

Based in the community and not as part of the Police and Crime Commissioner Office

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Difference between Equality and Equity



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Thank You