

Our Impact

Making a Difference to Improve People's Lives

5th Issue

Stephen Lawrence Special

Silence is Not an Option

Interview with the Rt. Hon Stuart Lawrence, brother of Stephen Lawrence.

Stephen's Impact

A real life account of the impact of Stephen Lawrence's life.

Memories of Stephen

A personal story from a school friend of Stephen Lawrence

Institutional Racism

Thoughts on the Commission on Race and Ethnic Disparities report.



May - June

2021

EDITOR'S NOTES

MAY - JUNE

ISSUE



In the United States of America, the 20th April 2021 will be remembered for years to come as a watershed moment for when justice had prevailed for the family of George Floyd. This is a historic moment for all people to embrace, recognise and heal. It is difficult to accept that moments like these come at the expense of black lives lost. In the

United Kingdom, we also have similar stories, and in this issue we reflect and pay tribute to the life of Stephen Lawrence. A talented, decent and honourable young man, whose life was taken away from him by a group of racist thugs who had nothing except hatred in their heart. It has been 28 years since his passing, but the legacy of Stephen Lawrence will remain, thanks to the incredible work of Baroness Lawrence of Clarendon and her family. This issue of OUR IMPACT includes articles written by people who personally knew Stephen, and have a story of him to share. I also spoke to Stephen's brother, the Right Honourable Stuart Lawrence, on his work to empower and inspire the new generation of young people.

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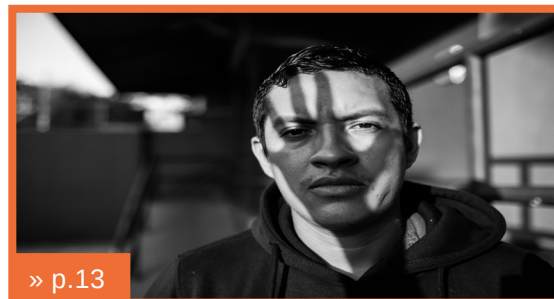


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Silence is Not an Option

Stuart Lawrence interview By Mohammed Ali

The Right Honourable Stuart Andrew Lawrence is the younger brother of the late Stephen Lawrence. On the 22nd April 1993, Stephen Lawrence became the victim of a racially aggravated murder, which occurred on Well Hall Road in Eltham, South-East London. This incident was one of many racially fuelled attacks taking place in this area during this time.

The tireless work of Stephen's mother Baroness Doreen Lawrence of Clarendon and father Neville Lawrence brought this murder case to the forefront of the British mainstream media. The case also saw many missed opportunities for the police to convict the culprits of this heinous hate crime, and ultimately resulted

in a public enquiry led by the late Sir William Macpherson in 1999. The report from this inquiry concluded that the investigations into Stephen's murder were "marred by a combination of professional incompetence, institutional racism and a failure of leadership". Stuart turned 17 just days before Stephen's murder. Stuart was studying at Blackheath Bluecoat School (now the site of The Leigh Academy) in the Royal borough of Greenwich, London. Stuart soon became a role model for his younger sister Georgina to follow. Stuart read 'Graphic Design' at the University of Northampton.

After graduating, Stuart initially worked at the Home Office and HMP Belmarsh, before starting his 15-year teaching career at a secondary school in South-West London. During this tenure, Stuart also worked as a head football coach and became a talent scout for young footballers. He also worked closely in maintaining Stephen's legacy, initially with the Stephen Lawrence Charitable Trust, and subsequently continuing this legacy with the

Stephen Lawrence Day Foundation. This charitable work has helped over 250 students into architectural courses and has got six students into architectural firms. Stuart regularly gets invited to speak to young people in school assemblies.

In early 2021, Stuart gave virtual talks to students across schools around the country. Stuart used his talks to inspire young students during this difficult period of lockdown. Stuart has been campaigning for tolerance, inclusion and diversity through his message, 'This is not My Son's Fight'. He has shared this message on daytime television such as ITV's Good Morning Britain, national radio such as BBC Radio 3 and also broadsheets such as The Times.

In April 2021, Stuart launched his debut book 'Silence is not an Option', which captures Stuart's message for young people. Mohammed Ali interviews Stuart Lawrence to discuss his book, his message and the legacy of Stephen Lawrence.



Mohammed: Hi Stuart, thanks for taking part in our interview. You have recently released your debut book titled "Silence is Not an Option: You Can Impact the World for Change". Could you tell us a little bit about your book and the inspirations behind it?

Stuart: So, the inspiration behind me writing my book, would be resilience and the knowledge that resilience can be taught. By using examples that have been there my own life and, how sometimes, just being stilly focused on one thing and not allowing other things to distract you is a powerful but hard concept to master. My hope is that, with some of the skills, techniques and knowledge I'm passing on through this book, young people can start to see and understand how they themselves can be anything that they would like to be.

I suppose my inspiration would have to

be my son, and all the children that I have come in contact with during the nineteen years of me teaching, and all of the kids that I speak to on zoom over the last couple of years. They have been huge inspirations, all the kids, that I've been blessed enough to share the same space with, who I have spoken to, and shared my story with. This is part of, what has enabled me to help ensure a 'eutopia' of the perfect world which I want to leave my son. Some of those things are inside the book ('Silence is not an option'). I just hope young people and people in general can see and understand the things I have said and adopt some of these messages into their life, by trying to be better, nicer, and kinder, as well as being a more thought provoking and thoughtful person going forward in this world.

Mohammed: Can you tell us a little bit about

Stephen Lawrence Day, your involvement with the Foundation and what the public can do to show their support?

Stuart: So, I have recently been appointed as Project Manager for The Stephen Lawrence Day Foundation. This is the third year for Stephen Lawrence day, and it falls on the 22nd April 2021. That has been a great joy for me but it is also quite difficult. We have got lots of different things planned for the day itself. There are lots of organisations and bodies that we have been talking to and dealing with. It has been a challenge in places, with long days, but I have enjoyed it. Yeah, this is the what I am doing personally for Stephen Lawrence Day and I actually am on the board with the team, helping the trustees to deliver the day, which is great. On the day itself, there will be some virtual assemblies planned, which



"This is part of, what has enabled me to help ensure a 'eutopia' of the perfect world which I want to leave my son."

people can find out from the website (<https://stephenlawrenceday.org/>). There will be an afternoon webinar and one in the evening as well. These will be digital (online) as we can't go out and be amongst people but we can ensure that we get this on a national reach. People can find out via a quick Google search of 'Stephen Lawrence Day' or follow us on Facebook, Twitter and Instagram. If some of the elder members of our followers and audience members could just for us as a family, keep the legacy going by mentioning the lessons learned to young people. They can mention to young people that the world hasn't always been the perfect place and things may of not have always gone our way, but we can be better, as long as we learn from these experiences, then we are doing a good job. Yeah, I really would appreciate it, if people can get involved. We are using the following hash

tags, #Thelegacyofchange, #SLDay21 and #StephenLawrenceday. Thank you.

Mohammed: You have a background in teaching and you are an inspiring keynote speaker. You have been speaking to young people at schools across the country. What has that been like for you and what are the key messages you are trying to get across to young people?

Stuart: I have been doing some motivational speaking, consulting and running workshops for a while now. I have helped people to have a better understanding of my own personal experiences, as well as the plight of the black race, black culture and black identity. The parts of us that have been accepted are great but we need to be accepted as full human beings in society now. Institutional points and other things that have been put in place (which are not helping us) needs to be changed. That's what I have been trying to do at work and professionally, and

it's been great, I love it. It gives me that opportunity to go a bit further than the kids I meet at my school, which I loved. I tell people all the time, I think teaching is one of the best professions out there, because you get to engage with the next generation and you get to see them develop and grow into the amazing human beings that they can be. I see their potential, and in hindsight it's beautiful to see. I now just want reach a bigger audience and amplify my voice a bit louder so that I can get further with people and hopefully moving on these conversations a bit further. Again, this all ties back into my book ([Silence is not an option](#)).

Mohammed: I was very moved by one of your recent interviews where you spoke on the subject of racism, and the language often used to describe it, and that you want the subject of racism to end with you. What steps can individuals take to address their own implicit biases and to start having this conversation?

Stuart: This is about my perfuse will and drive to try and eliminate the 'n' word from our DNA and popular culture. It has taken years and years, for members of the black race to try and ensure that this word was banished from the depths of anyone's minds. Sadly, it has now pre-vailed itself back into popular culture, more specifically young black culture, where it seems fine and befitting to use this word amongst each other, like in song lyrics. I keep trying to get the message across that we are perpetuating the use of a word, that for me, is hugely detrimental in bringing back thoughts and feelings from the past. It is only when you start understanding this, you realise that the use of this word cannot be tolerated. I am trying to inform people about this message. When it comes to our own biases and yeah, it's definitely there. It's just about, like I have always said to people, it's about checking yourself, ensuring that you don't overstep the mark and not

getting so insular that you have got only got maybe one or two people you are listening to. You should listen to everyone, and everyone may have an opinion about you, which maybe just their personal opinion. There may be good things or bad things they are trying to say to you. It is about you trying to work out and deciphering whether you feel these opinions are valid or not, and if they are valid, what are you going to do about it? How are you going to change? The other day, I was just saying to my business partner that, all I'm trying to do is be a better version of myself tomorrow than I was today. None of us are perfect, we are not always going to get it right, and we are not always going to get 100 out of 100. When we do fall short, there is a learning experience to stay grounded and to stay humble. I believe that the most grounded and humble people, eventually, become the best of the best, in the long run.



The Rt Hon. Stuart Lawrence is an Amazon bestselling author, a consultant, youth engagement specialist, coach and public speaker. Stuart has been teaching graphics and design for over 15 years. He has also written for broadsheets, appeared on mainstream radio and television programs.





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My Memories of Stephen Lawrence

By Kojo Sarpong



Thursday 22nd April 2021 marks the 28th anniversary of the day I lost a dear friend, Stephen Lawrence. I attended Blackheath Bluecoat School, with Stephen, which was a predominantly white school, with a healthy contingent of pupils from a variety of backgrounds. School days were fun with old school ragga, football, basketball, rugby, art and drama being prominent cultural features throughout the early 90s. Stephen was prematurely and tragically taken away from us on that fateful day. At around

5pm on that day, I along with his cousin Karina were with him on our usual bus route 89 home from Blackheath Bluecoat School to Lewisham. Karina was a strong character in the school and a good friend of mine. As you can imagine, when I went to school the following morning and saw most people crying and looking devastated, I was shocked to learn that such a humble and loving guy was so viciously taken away from us so suddenly. Stephen was five years my senior. However, because he was Karina's cousin, who was in my year, we would often go home together and he and his best friend Elvin would guide us and mentor us. There was one occasion some of us from Bluecoats were stupidly our way to fight some boys from St Joseph's Academy with tools from Craft, Design and

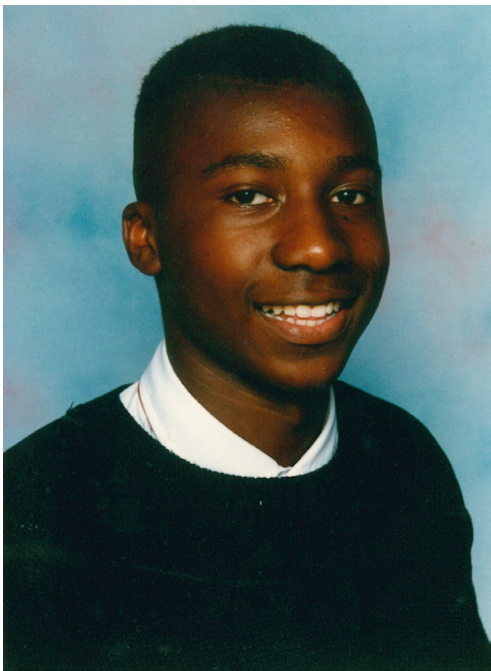
Technology (CDT). Stephen saw the tools we had been showing off on the bus and put an immediate stop to it. All of the positive comments made about Stephen over the past near three decades, are all true. Humble, gentle, positive, inspirational, a beautiful soul are a few adjectives that appropriately describe him. Before Stephen, there were a few other young black boys who tragically lost their lives in South-East London to racist attacks, such as Rolan Adams, which did not receive anywhere near the publicity Stephen's passing did. Even Stephen's death itself got an extremely brief slot on London Tonight the day after his death. It's only due to the tireless work of his parents that led to it rightfully becoming a main news item and a mat-



- Mental strength
- Maturity
- Humility
- Calmness
- Progressive thinking

I am a father of three who works for a local authority as a Director of Housing. In addition, I am also a professional photographer who loves all of my jobs. I can honestly say that my year and a half experience of Stephen, from September 1991 through to the 22nd April 1993, left a lasting impression on me and definitely helped to shape the way I think and treat people. He was a mentor for me at that age without me even realising it, and his memory will live long after all those who had the fortune of meeting him are gone. Rest in peace Stephen my brother and thank you for everything. Kojo.

"Stephen saw the tools we had been showing off on the bus and put an immediate stop to it."



ter of national debate for many years. Only two people have been brought to some sort of justice and maybe the rest may also be brought to justice in future. However, no matter what happens to those guilty of this heinous crime, Stephen's death and the actions of his parents that followed has changed the course of Britain and the way in which these matters are dealt with. In addition, some attitudes towards Africans and Caribbeans have also changed in this country, and the fight continues with the events of the past 12 months. It is important that Stephen's memory is used in a positive way to educate all people of all ethnicities and backgrounds. For me personally, Stephen symbolises the following:



Kojo Sarpong has a BA Hons in Media & Cultural Studies and Sociology. He is an experienced housing practitioner with 19 years' experience in homelessness and homelessness prevention. Kojo is currently a Director of Housing Needs for a London local authority. Kojo is also a professional photographer who specialises in community events, weddings and other special occasions.





Photo by Stuart Sevastos/CC BY

The Real Life Impact of Stephen Lawrence

By Courtney Grant

For many of my adolescent and teenage years, I used to see Stephen Lawrence around a lot. He was a big inspiration to me. At the time, I took those moments of being around Stephen for granted. They now hold a special place in my mind. I really looked up to him, but I never once expressed that to him, and that's something I think about a lot. I'd like to share some personal memories to show the positive impact that Stephen had on me, and on others, in the short life that he lived. To fully paint the picture, I need to firstly go back a generation. After leaving Jamaica for England at the age of nine, Doreen Lawrence went to John Stainer Primary School in Brockley, South-East London. This is the same primary school that my mother attended. There is an age gap between them and my mother only discovered this

fact when she read Doreen's book, "And Still I Rise"¹. It's therefore such a coincidence that Stephen and I would end up attending the same secondary school, Blackheath Bluecoat School in South-East London. Stephen was in the school year above my older brother. Our school had four houses, each named after local dignitaries: Vanbrugh (yellow tie), Wolfe (green tie), Gordon (red tie), and Flamsteed (burgundy tie). I was in Vanbrugh. Stephen was in Flamsteed.

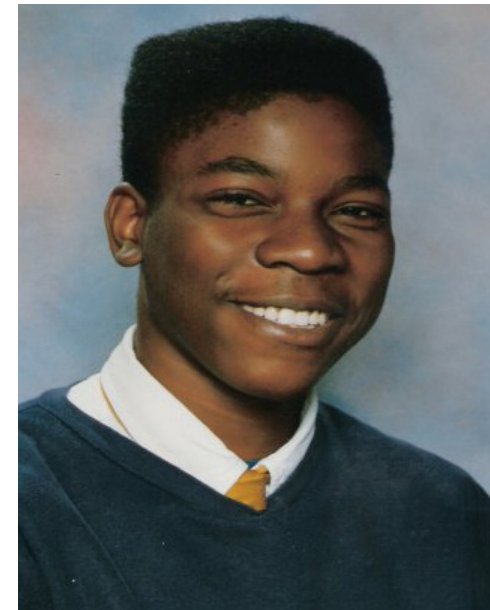
Stephen was three years older than me, and to be honest, I was a bit in awe of him. He excelled at art and athletics. I was a talented artist and athlete myself, but Stephen was far ahead of me. In my mind, he represented the yardstick that I aimed for. He set the standard that I wanted to reach. His artwork was outstanding. He was one of the best athletes in the school and also ran for Cambridge Harriers Athletics Club.

I remember Stephen being quieter than some of his friends, but he was always extremely popular and well liked at school, as were his friends. One of Stephen's friends

at school was his classmate Bert, who was a highly extroverted, larger than life character, who brought lots of jokes and humour to our school. I remember my first sports day at the school, when Bert was on the final leg of the 4 x 100-metres relay race. Bert brought his team home in first place, but he managed to get them disqualified after he jubilantly threw the baton high into the air in celebration as he crossed the finish line.

I got on really well with Stephen's friend Jason, who was in my older brother's class. Like Stephen, I really looked up to Jason. There's a clip of "The Stephen Lawrence Story" on Vimeo², where Jason shares touching memories of seeing Stephen "bopping down the road" with his friend Elvin and "just looking happy", which Jason said made him happy.

I just have to close my eyes to picture Stephen and Elvin working together on their artwork on one of the tables inside our school. Stephen was a brilliant artist, as was Elvin. They were also big Hip-Hop fans. Stephen used to swap Hip-Hop cassette tapes with a friend of mine. Stephen and



Elvin found a way to combine their love of Hip-Hop with their love of art. They used to draw their own cartoon characters and print them up on t-shirts, including the one with the "Kid n' Play" hi-top fade that's now forever preserved in photo form within the Stephen Lawrence Inquiry Report³. I used to have my hair cut in that way during some of my secondary school years, which makes the memory all the more powerful as I look back. As also recounted in the book "The Life of Stephen Lawrence"⁴, Stephen and Elvin did a picture of Flavor Flav from Public Enemy, went to a Public Enemy show, and gave it to Flavor Flav in person. He was really impressed with their work. The book also recounts the time Stephen did work experience with an Architect named Arthur Timothy, who said that Stephen had a brilliant future ahead of him and possessed drawing skills that could have benefited society⁴.

Rio Ferdinand also went to our school. Rio was in the year below me and was in the same house as Stephen (Flamsteed). Rio and I were good friends in school. We used to compete against each other at football every break-time. Back then, he used to play as an attacking midfielder and liked to drift out to the right. I used to play as a left-back. We usually went against each other on that concrete football pitch, because it was customary for the year above to play against the year below. It's no surprise that he consistently got the better of me, but he never let his incredible footballing ability go to his head. Rio was always very humble as a per-

son and preferred to recognise other people's talents rather than speak about his own. One time, Rio and I spoke about artwork as we walked out of the school gates together after school. As we headed down Old Dover Road to catch the 53 bus, Rio complemented me on my artwork, before our conversation turned to Stephen and Elvin's artwork. Rio would of course go on to mention Stephen's love for art in his autobiography⁵. All of this just brings home how talented Stephen was as an artist, and it's something I'll never forget from my time at school with him.

Stephen was known for showing kindness towards those perceived to be different. I only have to think about my older brother, who was highly intelligent but often struggled socially at school. Some of the other kids at our school judged my brother quite harshly. Stephen was different. I can still see my brother with Stephen, Jason, and others. My brother and Stephen's friendship continued to grow when they were in the sixth form together, with Stephen in the upper year and my brother in the lower year. This of course came to a premature end on Thursday 22nd April 1993.

I saw Stephen at lunchtime on the day he died. I was with Stephen's younger cousin Nicholas and another friend. We had just bought these massive portions of chips and ate them as we walked back towards school. As we walked up Old Dover Road, I saw Stephen and one of his friends heading in our direction on the same side of the road. Stephen was in good spirits. He used to have this grin that would stretch across his face, and as we passed each other that day, Stephen grinned at us and called us "the chippy boys". Having that friendly banter with Stephen was my last memory of him.

The morning after Stephen died, we all faced that painful, heart-breaking day at school. I sensed something was wrong the moment I walked into school. I then learned what happened to Stephen within a couple of minutes of arriving. I remember being a very devastated and scared 15-year old boy. In the late morning, everyone began to head into the school assembly hall, where our Head Teacher Mr Thurley would go on to officially confirm the news that had already spread around our school. As I walked towards the assembly room door, I saw a white female friend of mine from my

class sitting alone on a table outside the school assembly hall. She held her head in her hands as she wept, with tears rolling down from her face onto the table. She couldn't bring herself to walk into the hall. This poignant memory shows how deeply Stephen's death affected everyone. I saw people of all races in tears that day. No-one could understand why anyone would want to kill someone like Stephen.

After the special assembly, our school closed early. Later on that day, my brother and I watched the local news on TV. As soon as the picture of Stephen's face appeared on the news feature, my brother repeatedly shook his head, before storming off to the bedroom. I know what happened to Stephen hit him particularly hard. He went on all of the marches held in Stephen's memory. Anyone who knows my brother personally will tell you that he simply wouldn't do that for someone unless that person really meant something to him and had a major impact in his life.

Whilst the public know about Stephen as a result of his death, it's important to show the positive impact that Stephen made in the short life that he lived. He inspired others at our school through the power of his own example, through the way he conducted himself, and through his kindness. This in itself is an important legacy.



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Is the UK Institutionally Racist?

by Mohammed Ali

Twenty eight years have passed since the murder of Stephen Lawrence. Stephen's death was a result of an unprovoked racial attack which took place on Well Hall road in Eltham, South-East London.¹ In 1999, a public inquiry led up by the late Sir William MacPherson, investigated the handling of the Stephen Lawrence's murder. The report from the investigation found evidence of patronising behaviour from the police towards the Lawrences and failures in accepting racial motivation in Stephen's murder.² The report had put the Metropolitan Police's conduct into disrepute and had concluded the force was marred with institutional racism among other factors.³

Sir MacPherson defined 'Institutional racism' as "the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantage minority ethnic people."⁴

22 years on, The UK Government's Commission on Race and Ethnic Disparities (CRED) published its very first report on race and ethnic disparities in the UK. In this article, I provide some thoughts on some of the CRED's findings in their report. The report investigates racial disparities within the education, employment, policing and health. The report claims that the term institutional racism has been used too casually in society, and in some instances states that it has found no evidence of systemic or institutional racism at all.⁵

It is important to highlight the caveat placed in the report, which excludes anti-Muslim and anti-semitic prejudice as part of its review on race and ethnic disparities.⁶ This



creates a gap in the report which cannot be viewed as completely representative of the different racial disparities faced in the UK. The British Muslim population comprises 80% South Asian and Black ethnicities⁷ and faces the 'greatest economic disadvantage of any group in the UK'.⁸ Half of all hate crimes reported are targeted towards Muslims, which is almost three times as many as the next highest targeted group.⁹ Whilst the report does highlight differences experienced by Pakistani and Bangladeshi communities, there are some aspects of racial discrimination that is only visible through the lens of anti-Muslim discrimination research. Take for example, 'The Social Mobility Challenges Faced by Young Muslims' report, which highlights how characteristics that are exclusive to the Muslim identity, are being used systemically in anti-Muslim discrimination in employment, education and housing.¹⁰

CRED's report claims that the complexities of disadvantages placed on minority groups are more to do with social, eco-

nomie, 'family' culture and geographical factors than it is to with systemic racism.⁵ However, there have been studies which have explored the links between racial discrimination and the UK housing and welfare sector,¹¹ and found its roots firmly entrenched in neoliberalism.¹¹ In the UK, neoliberal policies during the Thatcher era opened the door for austerity, rapid privatisation and deregulation of spheres of the public sector.¹² Private landlords such as Peter Rachman became notorious for exploiting incoming UK migrants into overcrowded, rundown and undesirable housing in poor neighbourhoods.¹² Over the years, there have been policies such as the Race Relations Act (2000), which came about as a result of the Stephen Lawrence inquiry, which required housing associations to end racial discrimination.¹¹ However, as recent as 2017, the country witnessed the tragedy of the Grenfell Tower fire, which demonstrated how deregulation led to a dangerous renovation of the tower. The renovation had used a



cheap and highly flammable Reynobond PE cladding cassette, which was wrapped on the tower. Reynobond PE has been banned in the USA but remains legal to use in the UK.¹³ The Grenfell Tower is lo-

nic minority students in higher education but fails to understand the nuances and thus their conclusion does not hold fair against the current literature in this arena.

The CRED report highlights that the increased risk of COVID 19 infection are due to living in densely populated inner-city areas, deprivation and occupational status, but fails to examine the causes why minorities have been historically living there.¹⁵ As discussed earlier in the context of housing, systematic racism is the cause for such disparities and this is not explored by the report. Age and obesity/diabetes are two serious risk factors for COVID 19. Food prices disproportionately affect poorer households' ability to afford healthy food. Government data finds that this disproportionately affects minorities, as Pakistani and Bangladeshi have the highest percentage of people that are bracketed in the lowest two income quintiles.¹⁶ The bottom 20% of UK families on low incomes have to spend 42% of their income after housing on food in order to

Caribbean experience which speaks to the slave period not only being about profit and suffering but how culturally African people transformed themselves into a re-modelled African/Britain...¹⁹

The CRED report would need support from stakeholders, if it is serious about implementing its recommendations. The problem is that it has not been well received from the communities it wishes to represent. Members of its own panel, trade unions, charities, MPs, academics, the United Nations and even authors whose work have been used in the report, have all condemned the report. Baroness Lawrence of Clarendon, the mother of Stephen Lawrence, states that the report has taken back the progress against racism 20 years and gives 'racists the green light'.²⁰ Moreover, the United Nations' working group of experts on people of African descent said the report "tries to normalise white supremacy" and is demanding that the commission is scrapped.²¹

"This can only be understood with qualitative research capturing the felt experiences of students alongside the quantitative data."

cated in one of the most deprived wards of Kensington and was home to a high population of ethnic minorities. The fire of 2017 resulted in the deaths of 72 people and an inquiry was set up to look at the causes of the Grenfell Fire tragedy.¹³

CRED offers a very superficial explanation for minority students' higher education drop out rates, attainment of lower outcomes or earning lower after graduation than their white counterparts. Research carried out by universities have looked into the nuances underlying ethnic minority outcomes at higher education.¹⁴ This can only be understood with qualitative research capturing the felt experiences of students alongside the quantitative data. This type of assessment was not picked up by CRED's report and thus neglects the need to address better representation in higher education curriculum, policy and governance.¹⁴ CRED's report acknowledges that there are different outcomes of eth-

nic minority students in higher education but fails to understand the nuances and thus their conclusion does not hold fair against the current literature in this arena. The CRED report highlights that the increased risk of COVID 19 infection are due to living in densely populated inner-city areas, deprivation and occupational status, but fails to examine the causes why minorities have been historically living there.¹⁵ As discussed earlier in the context of housing, systematic racism is the cause for such disparities and this is not explored by the report. Age and obesity/diabetes are two serious risk factors for COVID 19. Food prices disproportionately affect poorer households' ability to afford healthy food. Government data finds that this disproportionately affects minorities, as Pakistani and Bangladeshi have the highest percentage of people that are bracketed in the lowest two income quintiles.¹⁶ The bottom 20% of UK families on low incomes have to spend 42% of their income after housing on food in order to

maintain a healthy diet as recommended by the "Eatwell Guide".¹⁷ Thus, ethnic minorities living in deprivation would more likely consume cheaper, ultra-processed and high calorific food. This would increase their likelihood of being obese or having diabetes, and thus become further susceptible to COVID 19 mortality. CRED fails to mention this in its report. Although the report does highlight important recommendations that would help alleviate some of the disparities. The recommendations bring very few fresh ideas to the table, as more than half of the recommendations are rehashed from other reports.¹⁸ The problems with the CRED report is that, on one the hand it offers something constructive, but then on the other hand it takes everything away. For example, CRED recommends something constructive like teaching an inclusive curriculum, but this is juxtaposed with "... a new story about the



Mohammed Ali has a BA (Hons) in Accountancy and Business, and an MSc in Global Health Policy. He is a member of the Coordinating And Mobilising Emergency Response Activists (CAMERA) Emergency Volunteer Team in Hammersmith & Fulham. He is also the treasurer and committee member for Sutton Speakeasy (Toastmasters International).

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Further Reading

The Real Life Impact of Stephen Lawrence

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