# Diversity Statement

## Ghassane Benmir
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Being from North-African descent, I am part of a minority at the LSE. Only about 2.8% of African students of the overall LSE undergraduate and postgraduate students[1] are represented at the LSE and far less at the PhD level. Flashing backward to a similar dynamic, when joining the *Classes Préparatoires* in mathematics and physics at *Lycée Faidherbe* in Lille in 2007, when I moved to France for my higher education studies, we were three foreigners in the class (and I was the only African with two other students coming from China). Rapidly, I had to adjust to the new cultural surroundings and find my bearings. The first few months were undoubtedly challenging but life changing. It is through these formative experiences that I have gained perspective into the challenges that non-traditional students and those coming from minorities could face. In the following, and with this perspective at hand, I, first, briefly highlight the role of mentoring. Second, I summarize my work toward inclusion. Finally, I provide an example of how my research aims to be inclusive.

Having been a minority myself, I understand how difficult it can be when arriving to campus. While facing different types of challenges, I recognize the importance of mentoring and mentors throughout the academic journey! I have been fortunate to be surrounded by amazing mentors, who have helped me navigate the different challenges I faced. I also understand that mentoring is an important means by which students from under-represented and minority backgrounds can achieve success. Furthermore, the power of the human element should not be underestimated when mentoring students from any background. I have been involved with mentoring students from different backgrounds at the LSE. Many of these students come from minority (ethnic, gender, and socio-economic) backgrounds. For instance, this year I am mentoring a female student who is undertaking her BSc in Economics and Politics at the LSE and who comes from both an underprivileged socio-economic background and an ethnic minority background (Bangladeshi), which is under-represented at the LSE. In the past, I was also involved with mentoring and advising a number of students, including with their PhD applications as part of the African Leadership Program of the Firoz Lalji Institute for Africa at the LSE. In my experience, I find that a major part of mentoring is providing guidance and feedback to fellow students to help maximize their chances of being successful with respect to their applications. I was particularly proud to see that many of the students I mentored throughout these past years were highly successful in their academic endeavors (e.g. with one female Moroccan student receiving PhD offers both at LSE and Cambridge, one male French student being accepted to both the MRes in Economics at Paris School of Economics and the prestigious *Grande École* Program of École Polytechnique, and one male French student receiving an offer to join the MSc in Finance at ESSEC Business School). I plan to continue to give back to the students in need of guidance and support during their academic journey.

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[1]LSE statistics on enrolled students for 2021-2022. (https://info.lse.ac.uk/staff/divisions/Planning-Division/Management-Information/Statistics-on-Students)

In terms of inclusiveness in teaching, over the past few years, I had the opportunity to teach a large number of students both at the LSE and PSL Research – Université Paris Dauphine. My students were coming from very diverse walks of life, with different ethnic and socio-cultural backgrounds. Their needs are very different and so are the challenges they face. Ethnic minority students often find it difficult to project in the future given the lack of mentoring they receive. I am particularly, sensitive to these issues. During my classes, I often relate to my own experience and story in order to allow different minority (and non-minority) students to be able project and have bigger dreams. I also hold different office hours to discuss potential career trajectories and how one could build a skill set and experience to be competitive for bright academic and professional pathways in the near future. Similar to challenges faced by ethnic minorities, socio-economic disparities are also a hurdle. For instance, during the pandemic, I noticed that some students could not always attend Zoom seminars and/or had trouble focusing on learning given their particular livelihood and care situations. Fearing that lock-down measures could exacerbate inequalities between students who have different socio-economic backgrounds, my first action was to contact students who stopped attending to try and understand what were the challenges they faced and offer extra office hours or LSE Moodle forum discussion to support their needs. Many students with difficult living conditions appreciated the support and solutions I offered. My feeling was that this extraordinary period exacerbated inequalities between students coming from different socio-economic backgrounds and life circumstances and that it was important that I go the extra mile for the most vulnerable students.

In my research, I seek to understand and highlight the impacts public policies could have on welfare, generally, and on income/wealth household distribution, more particularly. There is growing evidence that climate change and climate change policies have heterogeneous impacts on: i) countries, depending on their geographical locations and their ability to cope with the consequences of rising temperatures, and ii) households, depending on their income and wealth. My work seeks to shed light on the consequences of both climate change and climate change policies with a particular focus on households inequalities. In addition to the heterogeneous impacts on households, climate damages and policies could induce different regional and geographical disparities (e.g. climate damages are shown to have different impacts on countries of the Global South and the Global North). My research, thus, aims to be inclusive in both dimensions (individual and regional) as the strength of the framework I develop is its high tractability and applicability to different settings.