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AFRICAN STUDENT REPRESENTATION AT EUROPEAN UNIVERSITIES

RECOMMENDATIONS FOR THE HERTIE SCHOOL

Student Association of Hertie for Inclusion, Equity, Liberty and Diversity (SHIELD)

Lead Authors:
Alexandra Saba
Salomé Wyns

INTRODUCTION

With one of the fastest-growing and mobile student populations in the world, students from the African continent are likely to be the international students of the future. To adapt to this demographic reality and most importantly, to further its commitment to diversity, it is essential that Hertie increases its efforts to deepen its relationship with the African continent. Doing so strikes us as especially important as there is currently a clear lack of African student representation at the school, which stands in contrast with the School's goal of being an institution of global policy relevance. In the last three cohorts of the Master Programs of Public Policy (MPP) and International Affairs (MIA), African students only made up 2% of the entire student body. Further analysis of Admissions data for Africa also reveals that admission and enrollment rates for students from Africa to Hertie are significantly lower than for other regions'.

Against this background, the Student Association of Hertie for Inclusion, Equity, Liberty, and Diversity (SHIELD) decided to tackle the question of how to increase the enrollment and retention of students from the African continent at the Hertie School. The aim of this research is to explore some of the challenges to enrollment for African students and to provide recommendations to the Hertie School administration as to how they can best address them.

While this report provides a list of concrete recommendations to be implemented by relevant stakeholders of the Hertie School, the primary goal of this research remains to uplift student and alumni voices from the African continent. By helping the administration to understand student experiences better, we hope to encourage the further integration of student voices into decision-making processes at the school.

KEY FINDINGS

Methodology

We conducted **18 qualitative interviews** with various stakeholders. We started interviewing staff members from various administrative offices at the Hertie School (5 interviews). Simultaneously, we talked to current Hertie students from the African continent (3 interviews). The second stage of our research entailed talking to Hertie Alumni from the continent (5 interviews) as well as with both the Recruitment & Admissions and Diversity, Equity & Inclusion offices of other top-tier European international universities (5 interviews). Based on these interviews, we were able to identify the most important challenges for African student enrollment and retention in five key areas.

01 Recruitment & Admissions

There is a lack of visibility of the school on the African continent and of targeted partnerships for recruitment. There is also a high variation in application preparedness of students resulting in low admission rates for African students.

02 Funding

There is a lack of targeted funding opportunities that adequately consider African student's needs, resulting in low admission-to-enrollment conversion rates.

03 Institutional Barriers

Costly and tedious visa processes lead to financial stress and delays in enrollment of African students. A general lack of job opportunities for non-German speakers and potential racial discrimination in the job and housing market impact future career and settlement prospects.

04 Diversity, Equity, & Inclusion

The lack of diversity within the Hertie School faculty & staff, the curriculum and the student body negatively impacts African students' learning and classroom experience.

05 Student Experience

Microaggressions, cultural misunderstandings, and difficulties in adjusting to a new environment negatively impact students' mental health and wellbeing. Both current African students and Alumni shared similar experiences, which affects their sense of belonging to the wider Hertie community.

RECOMMENDATIONS

Based on our research, and tied to each of the following challenges outlined above, we offer the following recommendations, which are expanded upon in this report.

01 Recruitment & Admissions

Hertie's visibility and reach in African countries should be expanded. Simultaneously, Hertie can manage students' expectations by portraying Hertie's diversity more accurately from its content of communications. It should be ensured that the application and admissions process is accessible and equitable.

02 Funding

Targeted funding opportunities for African students should be increased and diversified. Prospective African students should be informed of the external financial aid/scholarship opportunities specifically available to them.

03 Institutional Barriers

Hertie should ensure all international students are able to benefit from the same career opportunities as domestic students. African students should also receive adequate support throughout the student visa process obtention, and in case they face discrimination in the housing market. Finally, avenues to legally collect Equality Data at Hertie should be explored to better combat institutional discrimination.

04 Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion efforts should be institutionalised by establishing a long term DEI committee or roundtable. Moreover, diversity should be ensured among Faculty & Staff, as well as in the curriculum, reading materials and teaching. Finally, efforts should be put towards making all students feel included in the classroom and at Hertie.

05 Student Experience

The cultural, social, psychological well-being of students should be promoted at the school. Hertie should increase its efforts in engaging alumni from the African continent. Lastly, it should be ensured that student & alumni feedback informs any student experience related initiatives.

Before reviewing and implementing these recommendations, Hertie should first and foremost clarify its mission as an institution and within this context, its purpose for increasing African representation. While African students and alumni can be a key part of Hertie's strategy to increase the enrollment and retention of African students at the school, their experience at Hertie is a key factor in their motivation to do so.
It is of critical importance that in the process of both clarifying Hertie's identity as a global institution and in the creation of an 'Africa Strategy', student and alumni voices are prioritized and formally engaged.

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01 BACKGROUND

The Internationalization of Higher Education

In the past two decades, the proportion of international students in higher education institutions worldwide has skyrocketed. Globalization has led to intensified mobility of students, academic staff, ideas and expertise, increasing the possibilities for the global dissemination of knowledge.[1] To keep up with the new global academic environment, higher education institutions have continued to increase their international activities. This phenomenon is referred to as higher education internationalization. Nowadays, nearly all universities are seeking to expand their international activities, as doing so is now considered essential to improve quality of education and research.[2]

Besides quality of teaching, learning and research, internationalization brings various academic benefits to universities and students including:
- Access for students to programs that are unavailable or scarce in their home countries;
- Deeper engagement with national, regional, and global issues and stakeholders;
- Better preparation of students as national and global citizens and as productive members of the workforce.

Internationalism is likely to remain a central force in higher education as many countries are still unable to match demand for tertiary education. However, the landscape of international student mobility is changing rapidly. Some of these changes stem from major shifts in world demographics. It is well-known for instance that Sub-Saharan Africa will have the strongest demographic growth in the upcoming decades. In particular, Africa's college-aged population is projected to grow significantly for decades to come.[3] Students also have more choices than ever when it comes to deciding where to pursue their higher education. However, the relative popularity of study destinations is shifting. While previously leading destinations such as the United States or the United Kingdom are losing in popularity, universities in Asia are attracting an increasing number of students from everywhere, including Africa.[4] These trends reveal an immense opportunity for European universities to pursue greater diversification in their international enrolments and within that process, to engage with students from the African continent. However, one should remember that for many universities, internationalization is part of a wider strategy designed to enhance prestige, global competitiveness and revenue. We believe student well-being should remain at the center of any attempt to increase the internationalization of higher education institutions. This is even more important as we know international students (and African students in particular) face difficulties that domestic students do not face.

African Student representation in European Universities

Europe and Africa share ties that are broad and deep due to history, proximity and shared interest.[5] As such, European countries continue to be among the top study destinations for students from sub-Saharan Africa, with EU member states hosting about 43 percent of Africans studying abroad.[6] In recent years, the European Commission has also reiterated their commitment to deepen cooperation with the African continent in the field of higher education. Thanks to programs such as Erasmus Mundus and Erasmus+ for instance, as of September 2018, more than 16,000 students from Africa had benefited from funding to study or research in Europe.[7]

[1], [2]: International Association of Universities (2012). Affirming Academic Values in Internationalization of Higher Education: A Call for Action.
[3], [4]: ICEF Monitor (2017). Mapping the trends that will shape international student mobility.
[5]: European Commission (2020). Towards a Comprehensive Strategy with Africa.
[6]: Campus France (2021). Chiffres clés de la mobilité étudiante dans le monde.
[7]: European Commission (2018). Strengthening the EU's partnership with Africa Africa-Europe Alliance for Sustainable Investment and Jobs.

01 BACKGROUND

The Challenges African Students Face in European Universities

Various studies have investigated the challenges that international students face in European universities. A study from 2001 focusing on Norwegian universities for instance found that African students were the least satisfied with their lives compared to their peers from other geographic regions. Some of the predictors of life satisfaction among students included satisfaction with one's financial situation, satisfaction with information received prior to the foreign stay, number of friends, stress associated with course work and perceived discrimination.[8] Another more recent study focusing on levels of loneliness of students in Portuguese universities revealed that African students reported greater levels of loneliness than native-born students. Students who reported poorer financial situation, greater perceived discrimination, and an orientation to heritage culture reported higher loneliness.[9] Together, these studies give us an idea of the challenges that African students are likely to face in European universities.

African Student Representation at the Hertie School

In the last three cohorts of the Master Programs of Public Policy (MPP) and International Affairs (MIA), African students made up 2% of all students[10]. A more detailed breakdown of the student body by geographic origin shows that over half of students in the MPP and MIA programs are European (60%). The second largest student population comes from North America (17%) [Note: Although Mexico and Central American countries are typically included in the definition of North America, it is unclear whether Hertie does.], followed by Latin America (11%), Asia (9%) and Oceania (1%). The Executive Master of Public Administration (EMPA) program is also made up of a majority of German and European students (34% and 32% respectively), with students from Africa and Oceania again being the least represented (4% and 1% respectively). Below is the full breakdown of students by geographic origin from the last two cohorts for the MPP, MIA and EMPA program.

Students	2019/20	2020/21 (Status: as of 01 Sept 2020)
Total number of enrolled students	687	651
MPP students	335	376
from:		
Germany	32.11 %	37.12 %
Europe	13.71 %	12.18 %
Other	54.18 %	50.70 %
Male	40.13 %	39.89 %
Female	59.87 %	60.01 %
MIA students	202	205
from:		
Germany	53.75 %	51.55%
Europe	20.63 %	22.70%
Other	25.63 %	25.71%
Male	48.13 %	52.06%
Female	51.88 %	47.93%
Executive MPA students	50	54
from:		
Germany	40.82 %	36.89%
Europe	24.49 %	24.66%
Other	34.69 %	38.40%
Male	63.27 %	50.70%
Female	36.73 %	49.30%

Hertie School Annual Report 2019-2020 (p.38)

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[8]: Sam, D. L. (2001). Satisfaction with life among international students: An exploratory study. Social indicators research, 53(3), 315-337.
[9]: Neto, F. (2021). Loneliness Among African International Students at Portuguese Universities. Journal of International Students, 11(2), 397-416.
[10]: Figures based on the last three cohorts (2018-2019-2020). Figures available from the Annual Report of 2019-2020. https://www.hertie-school.org/fileadmin/5_WhoWeAre/4_Facts_and_figures/Downloads/2019-2020_Hertie_School_Annual_Report.pdf.

01 BACKGROUND

Hertie School Admissions Data for Africa

The following analysis of Hertie's Admissions Data for Africa is based on 2017-2021 data shared by the Recruitment & Admissions office. The data and analysis figures can be found in the Appendix (p. 27). Hertie was affiliated with the Deutscher Akademischer Austauschdienst / German Academic Exchange Service (known as DAAD) until 2021. Data analysis of admissions data pre- and post-DAAD reveals that the scholarship attracted more applicants from the African continent, however, this did not necessarily translate to higher admission or enrollment of African students to the Hertie school. Compared to when Hertie was affiliated with DAAD, there has been a 77.14% average decrease in the number of applications to Hertie's Masters of Public Policy (MPP) program from African students.
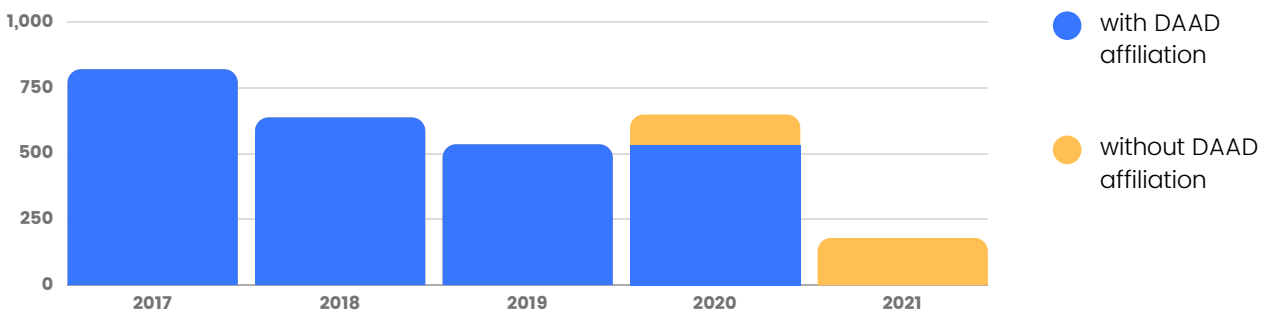
Number of MPP Applications from Africa, 2017-2021,

However, the admissions and enrollment rates tell a more accurate story of the pre- and post- DAAD MPP admissions data for African students, which reveals that admission and enrollment rates for students from Africa to Hertie are low despite the number of applications or affiliation with DAAD. According to admissions data from 2017 to 2020 with DAAD, 10% of applicants from Africa to Hertie's MPP program were admitted and 5.61% of those admitted were enrolled. Even while Hertie was an affiliate of the DAAD scholarship program, there was only a .45% chance that a student from Africa applying to Hertie's MPP program would enroll. Despite Hertie's MPP program receiving 77.14% less applications on average compared to when it was affiliated with the DAAD program, the rate of African applicants admitted actually increased from 10% to 14.82% post-DAAD. However, the enrollment rate (admission led to enrollment) fell from 5.61% to 3.85%. Without DAAD, there has been a .57% chance on average that an African student applying to Hertie's MPP program would be enrolled (.12% higher than with DAAD). It is important to note that the COVID-19 pandemic may have impacted 2020 and 2021 admissions and enrollment figures in 2020 and 2021 for students from Africa and that figures from 2021 are still in process and not final. Comparisons of MPP admissions and enrollment data for applicants from other continents are consistently made by Hertie's Recruitment & Admission office, who have shared that Africa's conversion rates are significantly lower than other regions'.

Admissions Data for Africa (averaged), 2017-2021.

01 BACKGROUND

The data highlights a few important themes. Despite the fact that the DAAD is a scholarship available to very few students at the Hertie School, it seems that without being affiliated to the DAAD scholarship, Hertie's MPP program may continue to receive less applications, which in turn has implications for Hertie's recruitment strategy. However, low admission and enrollment rates of African students to Hertie were present when Hertie was still in partnership with DAAD. Admission and enrollment rates were indeed still significantly low for MPP with DAAD, and even lower for Hertie's Master of International Affairs (MIA) program, for which a DAAD scholarship has not existed. This research addresses some of the challenges to enrollment for African students, however, the data points to a need for closer examination of admissions standards for African applicants at Hertie and how this process can be more transparent and equitable.

Research Problem & Methodology

Given the lack of representation of African students at the Hertie School, SHIELD decided to address the question of how to increase the enrollment and retention of students from the African continent at the school. To start answering this question, we conducted over 18 qualitative interviews. We started interviewing staff members from various administrative offices at the Hertie School. Simultaneously, we talked to three current Hertie students from the African continent. The second stage of our research entailed talking to five Hertie Alumni from the continent as well as with both the Recruitment & Admissions and Diversity, Equity & Inclusion offices of other European international universities. Through these interviews, we first learned about Hertie's current recruitment strategy and explored the reasons for the lack of representation of students from African countries at the school. Next, while talking to current African students and alumni, we gained insights into the challenges they face when applying to Hertie, as well as their general experience at the school. Finally, through our interviews with other international universities, we were able to identify common challenges and best practices for the recruitment and retention of African students. All of the findings and recommendations from this report are based on the qualitative interviews conducted and the voices of students, faculty, alumni.

The first part of this report explores the challenges underpinning the low admission and enrollment rates for African students to the Hertie school. Interviews with key faculty at Hertie, administrators at other European universities, and African students and alumni of Hertie inform our findings. The second part of this report offers conclusions and recommendations to Hertie for increasing African student representation at the Hertie School.

HERTIE SCHOOL
Administration (5 interviews):
- Recruitment & Admissions
- Student Life
- Career Development
- Alumni Affairs
- One member of the Africa Task Force

Community (8 interviews):
- Three current African students
- Five African Alumni

LONDON SCHOOL OF ECONOMICS
Administration (2 interviews):
- Recruitment & Admissions
- Diversity, Equity & Inclusion

GRADUATE INSTITUTE GENEVA
Administration (1 interview):
- Recruitment & Admissions

MAASTRICHT UNIVERSITY
Administration (1 interview):
- Diversity & Inclusion

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY
Administration (1 interview):
- Admissions

Σ 18 Interviews

02 FINDINGS
Key Challenges of African Student Representation at European Universities

Some key challenges of African student representation at European universities emerged from our qualitative interviews. We broke down these challenges into five different categories. For each of these categories, we summarised the insights we gained from the Hertie School administration, the administration of other European universities as well as from African Students & Alumni of the Hertie School.

Recruitment & Admissions

Insights from Hertie School Administration:

According to the Admissions & Recruitment office, the African countries that Hertie primarily receives applications from are Ghana, Ethiopia, Kenya, and Sierra Leone. The Admissions & Recruitment office does not currently use social media for recruitment and is hoping to find other ways to do specific recruitment in Africa. They discussed the common practice of external recruitment agents being used which they have reputational concerns about as well as the fact that they take a percentage of tuition as commission. Until last year, Hertie was affiliated with the Helmut-Schmidt-Program Master's Scholarships for Public Policy and Good Governance for graduates from "developing countries" through DAAD (Deutscher Akademischer Austauschdienst German Academic Exchange Service). The difference this program made on Hertie's application numbers is included above for the MPP Program (with DAAD vs. without DAAD) with the largest impact being the number of students from Africa that found and applied to Hertie through the scholarship.

> Recruitment is not considered a major part of the problem of lack of representation of African students at Hertie as much as admissions is

Another key issue is the conversion of applicants from Africa to admission to Hertie. The conversion rates for African students are much lower than students from Europe or the US, for example. Admission rates for Africa can be seen above and in the appendix. Therefore, recruitment is not considered a major part of the problem of lack of representation of African students at Hertie as much as admissions is. The office noted that there is a difference in the quality of applications from students from African countries, which they attributed to a possible disparity in college preparedness that US students, for example, are usually trained in. Applications were described as sometimes lacking key components such as letters of references, CVs, being unrelated to Hertie's program or having a different institution's name in the application. According to the Hertie website, selection criteria is:

- Personal suitability (40%): CV, professional experience, entrepreneurship, international experience, civic engagement.
- Academic excellence (40%): Strength of academic background, academic performance - grades/transcripts, general academic qualification, linguistic qualification.
- Motivation (20%): Convincing motivation to study public policy or international affairs, motivation to study at the Hertie School, overall coherence

Insights from the Administration of Several European Universities:

According to interviews with other European universities, it is possible that there is often bias against African students which can impact recruitment. One administrator shared that "African students are considered less good students than the others. Especially for technical programs like international law. It is more difficult to attract potential candidates because deep knowledge is needed for these programs." Others shared the challenge of not knowing where or how to get the "right" candidates from Africa. A few interviewees pointed to colonial history as a factor in students' preferences for countries to study and therefore recruitment. For example, one administrator from the UK shared, "It's more difficult for us to attract French speaking prospective students than English speaking countries in Sub Saharan Africa. People from Senegal prefer to go to France, and people from Kenya [usually] go to the UK or US." An administrator in the Netherlands noted, "We have more Caribbean students due to the Dutch colonial history."

Insights from African Students & Alumni of the Hertie School:

The students we interviewed heard about Hertie through two main channels: professional contacts and the internet/social media. Common to all interviewees was that Hertie was not an obvious or first choice for them; a lot of the interviewees were initially looking to study in North America or elsewhere in Europe. According to the interviewees, the amount of financial aid given and the opportunities for scholarships was a key, if not the most important, factor in their decision to apply and ultimately enroll in Hertie. The students and alumni interviewed explained that they chose Hertie because they wanted to study at a policy school that was practical in orientation. Overall, the application process went smoothly for the candidates, either because they had gone through a similar

process for their bachelor's degree or because they had someone to help them guide them through the process in a friendly and helpful manner. According to interviewees, Hertie support regarding their admission/enrollment was satisfactory.

Some Alumni remarked that Hertie had a lot of competition when it came to attracting African students. They noted that African students tend to study in countries which are historically linked to their country. In terms of recruitment, interviewees also felt that Hertie did not do enough marketing work to reach out to prospective African students, universities and institutions. Overall, the alumni we interviewed felt that more efforts should be put towards forming partnerships between African institutions and the school, and building rapport between Hertie Faculty and prospective students. Another alum stressed the importance of ensuring that African students have a positive experience at Hertie before trying to increase the number of African students at the school. They added that this is also how Hertie will be able to ask for alumni support in the future and ensure they can recommend the Hertie school to peers in their home countries.

Funding

Insights from the Hertie School Administration:
The Admissions & Recruitment, Student Life, and Career Development offices shared that the key reason for poor enrollment rates of African students is funding. Students from Africa who are accepted to Hertie must assess whether they are able to afford attending the Hertie School. The Admissions & Recruitment office has found that even qualified students who receive a full-tuition scholarship have not been able to attend due to the financial costs. Tuition for the MPP and MIA programs is currently 17,250 euros per year. Beyond tuition, for international students, there are travel costs, living costs, and 10,000 euros in a blocked account which is required to obtain a student visa in Germany. Since 2021, the Hertie School is no longer a member of the DAAD Helmut Schmidt Program which awarded full-tuition and living cost scholarships to students from "developing countries". While the DAAD scholarship did not significantly increase African representation at Hertie, this could pose greater funding challenges to African students who are admitted to the Hertie School.

> Even students who receive a full-tuition scholarship have not been able to attend due to additional cost barriers

Of note, according to the Hertie School website, about 50% of students at the school receive financial aid or a scholarship. Applicants who demonstrate financial need can receive financial aid under the form of tuition fee waivers (10% to 50% reduction). The Hertie school also offers a number of scholarships, which are awarded to specific students based on their academic excellence, personal suitability, motivation and financial need. Some of these scholarships are based on geographic origin, such as the COLFUTURO-Hertie School Scholarship (Colombia), the scholarship for Public Servants in Brazil or the Prospect Burma Scholarship. However, at present, the Hertie School does not offer any particular scholarship for prospective students from African countries.

Insights from the Administration of Several European Universities:
Other European universities shared that their enrollment rates for African students are also not as high as they would like them to be, with funding being the main challenge. One administrator shared, "We want to increase the numbers of African students because we have fewer African students compared to students from elsewhere in the world. [...] The main challenge is to offer them a scholarship. Without the possibility to finance their studies African students won't be able to come." They also shared that the students that they have from Africa are very wealthy, and lack socioeconomic diversity. One European university found that the number of applications from Africa decreased when an application fee was introduced.

Insights from African Students & Alumni of the Hertie School:
The great majority of the Hertie students and alumni from the African continent we interviewed benefited from financial aid or obtained a scholarship to afford their education at Hertie (7 out of 8 interviewees). Some had a DAAD scholarship which covered their tuition fees, accommodation, and transport, while others had scholarships which only covered tuition fees or living costs. Hence, these students often had to work multiple student jobs to be able to afford living in Berlin. Most interviewees stated that the possibility of obtaining financial aid was a determinant factor in their decision to study at Hertie. Many interviewees regretted the fact that Hertie did not offer scholarships tied to ethnic background or geographic areas of interest, which is common in other universities. Both current students and alumni from the African continent explained that the financial risk associated with studying at Hertie was one of the reasons why they did not/would not recommend African students to apply to the school.

02 FINDINGS
Key Challenges of African Student Representation at European Universities

Institutional Barriers
Insights from the Hertie School Administration:
Hertie administrators noted multiple challenges attributed to the German system which pose very high barriers for students from African countries, particularly regarding funding. For example, Germany has many politically-affiliated foundations that provide money for living costs open to students of all nationalities. However, they do not support tuition fees. There are also no student loans available to students from certain African countries; they are limited to European citizens or individuals with a guarantor. Furthermore, the Hertie Foundation allocates a fixed amount (non-disclosed) in the budget dedicated to tuition waivers for students. However, students who receive tuition waivers or scholarships do not receive money toward their living costs or blocked account for the visa process. Racial discrimination in the job and housing markets in Germany was also noted as a barrier for African students of color.

The Hertie administration noted other institutional challenges that could impact African student representation and experience at the Hertie School such as employment, which could impact the required internship and optional professionally year experience at the Hertie School. The Career Development office noted some challenges they are facing such as finding partner organizations to take on students who do not speak German and building and sustaining partnerships outside of Germany. Many professional year and internship opportunities at the Hertie School are German-speaking and located in Germany. In terms of partnerships, the office shared that they experienced low success with partnership building in India given the time invested. They believe that beginning to develop partnerships with Africa may not be a good use of their office's resources given the difficulty of sustaining them and the fact that many students from Africa may be eager to gain experience in Europe. An analysis of Hertie's Professional Year Programme offers for 2021/2022 (40 total listed for current students on Moodle) revealed that 62.5% of placements require fluency in German (listed as German or German and English). 25% require English, and 12.5% require English with German as an asset. Further analysis of Hertie's internship, professional year placement, and student job offers based on location and language requirement is recommended. Some offers also list the German language requirement as native or mother-tongue, which could be discriminatory to international students who are fluent in German.

Insights from the Administration of Several European Universities:
Other European universities noted structural issues such as inflexible work permits, the prevalence of unpaid internships, institutional fees for non-EU students, employer preferences for EU citizens in order to avoid the visa process, and laws limiting the collection of race and ethnicity data in certain European countries. An administrator recalled a frustrating experience with one student from Africa who wanted to bring his family to live in Berlin with him; this was the first time a student at the university experienced a rejection from the foreign office, and their advocacy for seven months did not change the outcome. The administrator feels the student's country of origin had to do with it but cannot be sure. A key challenge noted was the challenge of learning a language on top of moving to a new country and starting graduate studies and affording language courses. One university in Germany found that most of their African graduates returned to their home countries upon graduation. Finally, taking money out and making transfers can be tricky due to financial regulations in certain countries in Africa.

Insights from African Students & Alumni of the Hertie School:
Visa Process
A major hurdle to enrollment for students was unanimously the student visa obtention process. Because of their countries of origin, students had a more difficult time getting through what, according to them, should have been a straightforward process. They faced delays, had to provide extra documentation, and sometimes had to rely on Hertie's Admissions & Recruitment Office to intervene and fast forward the process with the Foreign Office. Multiple alumni we interviewed stated they had their visa application delayed by 8 or 9 months which resulted in them missing out on part of the academic year.

> Serious delays in visa processes sometimes lead to a late start into the Academic Year

While one interviewee was able to catch up on the coursework they missed, another interviewee was not able to make up for lost time and hence had to postpone the start of their studies to the following year. This particular respondent mentioned that the school was helpful during this process and agreed to hold the admission offer for a year. Overall, interviewees seemed to use informal channels rather than the Hertie administration to help them navigate the visa application process. When asked what Hertie could have done better, an interviewee stated they were not sure how Hertie could further help, pointing at systemic issues within the Germany immigration system.

02 FINDINGS
Key Challenges of African Student Representation at European Universities

Another challenge interviewees mentioned was the blocked account of a €10,000 that prospective international students are required to have in order to apply for a student visa in Germany. Interviewees agreed that this requirement represented a major barrier for African students to attend the Hertie School. Indeed, even if a prospective student from Africa manages to obtain a full scholarship that covers tuition fees, they still might not be able to meet this particular requirement. One student for instance explained that most of his peers would not have taken the financial risk he took by coming to Hertie. Adding to this, some interviewees mentioned that their family and Hertie Alumni from the continent tried to dissuade them from applying to the school or accepting an offer because "the odds were against them".

Career Opportunities

From the interviews conducted, it does not seem as though students felt they were considerably disadvantaged in terms of career/student job opportunities. Our interviews revealed that those who took advantage of the services offered by the career development office were quite satisfied, especially with the sessions on writing CVs and cover letters, which they generally found useful. Others had a less positive experience with the career service. When speaking of the professional year, one interviewee stated that there was a clear disconnect between the service Hertie offers and the actual ability of students to go on professional year. Indeed, students who choose to gain professional experience between their first and second year have to pay an administrative fee of 600€ for their leave of absence request to be accepted. While exemptions can be granted, these are decided on a case-by-case basis. One interviewee explained that the process of obtaining this exemption placed an emotional burden on them which left them feeling degraded and humiliated. Of note, the 600€ leave of absence fee that comes with the professional year is not clearly advertised on Hertie's website.

However, both students and alumni pointed to the fact that not knowing the German language was a clear disadvantage to them in terms of career opportunities. Not speaking German also made it more difficult for them to acclimatize to Berlin and perform administrative tasks. While students and alumni found the school helpful in presenting them opportunities to find student jobs for instance, they felt that Hertie did not provide them with enough opportunities to improve their German. They argued that having ongoing German classes throughout the semester could have gone a long way in helping them be on the same playing field as German speakers. Moreover, some alumni also felt that there was a lack of understanding from the staff about what would happen to African students after they graduate. While some of the former students we interviewed did not have the intention to stay in Germany in the first place, others simply quickly realised it would be more difficult than anticipated to enter the German job market. For African students (just as other students who do not speak German), mastering German at a professional level in such a short time frame requires time, dedication as well as financial means that not all students have.

Housing/Life in Berlin

With regards to housing, students did not mention experiencing any difficulties. However, they said they were lucky to have found housing through personal contacts and luck. Hertie was helpful in helping students find housing and in providing students with resources for mental health support to cope with any difficulties students were facing. However, again, not knowing the German language was difficult for students. They believed having basic German skills would have helped them avoid miscommunications and navigate potential microaggressions.

Diversity, Equity and Inclusion
Insights from the Hertie School Administration:
Staff Diversity

One Hertie administrator noted the lack of diversity within the Hertie staff, particularly from Africa. They acknowledged that White staff may not be able to provide safe spaces for students of color. According to a 2021 DEI and Anti-Discrimination report created for the Hertie School by Dr Emilia Roig, Hertie's Core Faculty is composed of 35 members, of which 86% are white, and 91.5% are from Europe and North America. The Adjunct Faculty is composed of 29 members, of which 97% are white and 97% are from Europe and North America.

Curriculum & Classroom Inclusion

One Hertie administrator stated, "With students from the global south, we also need to give them content that would be appealing to them. They wouldn't want to come to learn about the EU to become policymakers in their country." Another Hertie administrator discussed the importance of students feeling represented through their coursework and that their countries are relevant to their studies. While there has not been a study of the regional foci of Hertie's curriculum, in the Fall of 2020, SHIELD audited the 2019 Fall semester syllabi to determine the racial and gender diversity of Hertie's course readings.

02 FINDINGS
Key Challenges of African Student Representation at European Universities

Across a total of 8 mandatory courses, there were a total of 367 reading suggestions. 79.41% of these were male, while 92.78% were white-passing.

Student Diversity

According to the <u>Hertie Annual Report</u> and figures from the last three cohorts (2018, 2019, 2020) of the MPP and MIA Graduate Programs, the student body by geographic origin is: 42% Germany, 18% other European countries, 17% North America, 11% Latin America, 9% Asia, 2% Africa, and 1% Oceania. The programs are overwhelmingly European (60%) and 77% European and North American, with 23% of students coming from regions of the "Global South." Africa (2%) and Oceania (1%) make up the smallest regions represented at Hertie. The Executive Master of Public Administration (EMPA) program at the Hertie School is also majority German and European with Africa and Oceania being the regions with the lowest percentages. For the EMPA, students by region are as follows: 34% Germany, 32% other European countries, 14% Asia, 9% North America, 6% Latin America, 4% Africa, and 1% Oceania. One Hertie administrator noted, "We are fairly diverse but we can do more to be a leader and offer a global public policy program.".

Hertie has approximately 2000 alumni from over 50 countries, including the Hertie class of 2021. There are 13 international alumni chapters. 54% of the alumni network is German, and 46% are international. 1/3 of Hertie alumni are living and/or working in Berlin. There are 36 individuals who have come from Africa in the alumni network and 36 who are currently living or working in an African country, however there is not an alumni chapter on the African continent. Each chapter needs to have at least 20 alumni, and the groups are usually based in one region. Because there are so few Hertie alumni across the African continent, this makes it challenging for a chapter to be organized. Despite interest in there being a chapter, the Alumni Relations office is questioning the fairness of calling a chapter in one African country or city the "African chapter," especially when so few individuals live in that city or country. The Alumni Relations office is also currently thinking about restructuring the chapter to focus on content specialty areas and career sectors instead of nationality or geographic region.

<u>Insights from the Administration of Several European Universities:</u>
Staff Diversity

Other European institutions shared that they felt they were lagging in representation in their teaching bodies, and noted inequities in salary, ranks, and power within their faculty. An administrator from one European university stated, "Our African students do not feel they see teachers that look like them and that is discouraging."

Curriculum & Classroom Inclusion

Conversations with other European universities highlighted that course readings and projects are mostly Euro-centric which can lead to discouragement and disappointment for students from other countries when they enroll in international universities. An administrator shared, "The examples in our coursebook and reading materials are really lagging. Many students voiced that they do not feel represented." Another stated, "People come to the university and are disappointed that we are not that mature in [our] discourse on diversity, mediation on racism, being an ally on discrimination, or prepared to have different conversations in the classroom." One administrator stressed the importance of being clear in their positionality as a "European university with a global outlook", instead of a "global university".

Student Diversity

An administrator from one European university shared that students from Europe call the university "international," whereas international students do not: "People from Africa don't feel it is international, they feel it is European. If you fashion yourself as international, or your brochures show diversity, it is not authentic." One stated that international students shared that they felt cheated: "They thought that they were coming to an international environment, but it is mostly Europeans."

> **Africans often don't feel teaching is international, they feel it is European. So if schools claim an international outlook or diversity in their brochures, the authenticity of it is questionable.**

<u>Insights from African Students & Alumni of the Hertie School:</u>
Staff Diversity

The students we interviewed felt that teachers at Hertie were not diverse enough, both in terms of global origin and life/professional experience. This had various practical implications for them including being unable to find a thesis supervisor with knowledge in their area of expertise/regional focus.

02 FINDINGS

Key Challenges of African Student Representation at European Universities

Curriculum & Classroom Inclusion

Interviewees agreed that the academic curriculum at Hertie was overwhelmingly Euro/US-centric. Because of this, students felt classes did not reflect their personal interests. Moreover, they stated that most of the courses were designed to offer European solutions which were not easily replicable to other contexts. One interviewee for instance argued that the policy solutions they were taught at the school had little to do with what African students would be facing if they went back home to work in policy in their home country. Another interviewee shared that this lack of diversity left her feeling unequipped to work in her home country, which is a reason why she would not necessarily recommend Hertie to peers from her country.

For interviewees, the positive aspect of the curriculum was without a doubt the quantitative courses Hertie offers. Alumni said they were able to use the skills learned in these courses later in their professional career in their home countries and elsewhere. However, some interviewees noted that they especially liked the quantitative courses because they could obtain good grades without prior knowledge on European policy, again referring to the Eurocentrism of the policy courses taught at the school. Overall, the Alumni interviewed felt that Hertie was an appropriate choice as a university if one had ambitions to work in Germany, Brussels, or in European politics. However, if one's goal was to return to Africa, they explained it would take a lot of personal work to make their education fit to what they would be working on policy-wise. One interviewee for instance mentioned the fact that they would have liked to study how to navigate different policy environments, especially in environments where one's country is dependent on another country's policies, will, or interests, which is the case for most African countries. The lack of diversity in the curriculum is one of the reasons why some interviewees said they would not/have not recommend(ed) Hertie to their peers.

With regards to the classroom experience, some interviewees mentioned a lack of diverse student voices. Often this single perspective made them feel as though there was no space for non-Europeans to share their experiences and contribute to the conversation. Alumni from the African continent explained that students from the Global South often felt alienated and frustrated at how 'their story' was being narrated by others. Often, a one-dimensional and negative portrayal of African countries was presented in class, which made for an uncomfortable experience for some African students. Opinions on classroom inclusion were nonetheless divided. While some students said they did not experience any discrimination in the classroom, other students had less than positive experiences. They mentioned feeling discriminated against. Other students were often dismissive of their ideas and made them feel as though they were inferior to them, particularly in group work settings. Some alumni also explained that they felt left out in terms of personality traits. For example, they argued that the way that the courses were designed at Hertie sometimes gave an advantage to more assertive students in comparison to more introverted students.

Student Diversity

Interviewees expressed their sadness and frustration at the lack of representation from the African continent at the school. Often, it had not occurred to them when applying to Hertie that they would be a minority. This points to the gap in how Hertie portrays itself and the reality which is a lack of diversity at multiple levels.

The alumni interviewed also expressed their disappointment that there was no Hertie Alumni chapter in Africa. They argued that although students from Africa are not large in proportion compared to students from South America or Europe, there are also Alumni who do not come from the continent but currently work in Africa, which would be enough of a reason to establish a chapter on the continent. Moreover, one Alum argued that with the COVID-19 pandemic and the move towards digital events, there was no particular reason to have a physical chapter based in a specific African country. She suggested the creation of a digital chapter and the resumption of physical events when the pandemic ends. Overall, interviewees had the impression that the Hertie alumni community was mostly made of Europeans, working either in Germany, Brussels or Washington DC. They argued that this made them feel as though on the one hand, they could contribute to the debates that currently interest the Hertie Alumni community, and on the other, that African Alumni were not viewed as a priority for the school.

Student Experience

Insights from the Hertie School Administration:

The Admissions & Recruitment, Student Life, and Career Development offices each shared insights into hurdles that students from Africa could possibly face once they enroll at the Hertie School. These include experiencing micro aggressions, navigating cultural differences (communal vs. individual), and adjusting to the weather and environment (darker and colder).

02 FINDINGS

Key Challenges of African Student Representation at European Universities

It was noted that these experiences on top of an already stressful workload in a high pressure academic environment in a new country can have consequences for African students' wellbeing and mental health. In 2018, there was a survey to explore the needs of alumni to gauge interest for the Alumni app, and alumni chapters put out surveys on events people are interested in. There have not been other surveys by the Alumni Relations office to understand experiences during Hertie or alumni sentiments about Hertie and motivation to recommend it to potential candidates.

Insights from the Administration of Several European Universities:
Representatives from other European universities shared that African students may feel isolated, a lower sense of belonging, and that they have less of a voice at their schools. One administrator noted that the experience of being discriminated against can impact student's learning and focus. Another stated, "Not feeling like you belong gets in the way of engaging, of being challenged, of participating." An administrator from a German university shared that on top of leaving one's own country for the first time, things that seem small add up and have an impact on someone's wellbeing, such as finding food that they like or a place where they can get their hair done.

> African students may feel isolated, a lower sense of belonging, and that they have less of a voice at their schools.

Insights from African Students & Alumni of the Hertie School:
In terms of social experience, the lack of diversity at the hertie school impacted students to different extents. While some did not have any trouble in making friends, others found it harder to socialise. For some interviewees, It was difficult to make friendships at Hertie as there were few students they could relate to, both in terms of global origin, race, and/or socio-economic background. One interviewee in particular explained that they faced discrimination from other students in the form of biases and stereotypes. When confronted with such situations, students were able to find community within other international students who shared their experience of moving to a new country and feeling unfamiliar with another culture. One student discussed not being able to connect to others as they often felt judged or misunderstood, while another mentioned the shame they carried because they were not paying for their education. One alumni in particular revealed that being a minority in Germany was one of the hardest experiences they had gone through.

02 FINDINGS

How Hertie is Currently Addressing the Lack of African Representation

Admissions & Recruitment Office

The Africa Task Force:

The Admissions & Recruitment office is currently taking actions to address the underrepresentation of African students at the Hertie School. In the past two years, the Director of Admissions & Recruitment and the Hertie Leadership have been thinking about and discussing this topic. These discussions have led to the establishment of a task force called the "Africa Strategy" task force. The task force, which was created in 2020, is a working group consisting of seven Hertie faculty members, mostly from the Admissions & Recruitment team, the leadership, and other individual staff members with connections to the continent. Through their work, they aim to establish concrete steps to increase the number of African students at Hertie.

The task force meets approximately once every two months. The group is currently in its initial phase which consists of mapping and learning. Through desk research and conversations with the German Academic Exchange Service (DAAD), they have researched the mobility of students from the African continent to Germany. They have also mapped out higher education institutions in Europe and the UK to understand their best practices for attracting students from Africa. The group is collaborative and does not operate according to a formal strategy. So far, individual members on the task force have each taken charge of researching a specific country's higher education system and identify potential avenues for partnership. The four countries the task force is focusing on are Egypt, Ghana, Nigeria, and South Africa. These countries were chosen due to their high student mobility to Europe and Germany and because certain staff members have expertise on those countries. One task force member is also looking into Kenya, since it is a regional hub for German exchange service. Their next phase is to engage with and outreach to institutions in Africa. For example, they have set up a coffee chat with the University of Ghana, from which they have received a positive response. However, the Admissions & Recruitment team stressed that although they have the support of leadership, this is an ongoing process that will take time, and hence that a lot of change should not be expected quickly.

The largest issue the task force identified is ensuring that students from African countries can afford to come to Hertie, both in terms of tuition fees and living costs. Since the Hertie School is no longer under the Helmut Schmidt program as of 2021, the task force works to mitigate the effects this change could have on applications from and funding for African students. The task force hopes to identify alternative funding sources for students. The task force is brainstorming further steps and is open to ideas on how to make the Hertie School more attractive and accessible to students from the African continent.

Apart from their work on the task force, the Admissions & Recruitment team has been focusing on the following activities to deal with the underrepresentation of African students at the school:

- creating online resources to explain the application process
- securing scholarship sponsors and donor support from Africa and elsewhere
- creating a focus on conversion numbers of applicants from Africa to both create projections and meet enrollment targets
- hosting information sessions with universities in Ghana[11]
- launching a Peer to Peer student ambassador program that connects prospective students with current students
- reaching out to alumni from Africa so that current students can see role models in the Hertie community
- making changes in Hertie's marketing material as part of their diversity initiative
- setting up an umbrella scholarship for students coming from non-OECD countries, mainly focused on Africa

The Admissions & Recruitment Team has many goals that they are working toward as they build a long term strategy of addressing underrepresentation at Hertie based on regional origin, gender, and class. Africa is considered part of this long term strategy, which the office feels has the potential to have a large impact but could take up to 5-10 years.

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[11] The Recruitment & Admissions office had planned a project in partnership with Ghana in 2020 but this could not take place due to COVID-19.

02 FINDINGS
How Hertie is Currently Addressing the Lack of African Representation

Student Life Office

The Student Life office plays a role in student's financial support once they enroll at Hertie, helping them to navigate matters related to their visa, city registration, residence permits. Student Life also provides information about housing, insurance, and German classes. They play a key role in students' experience, as they also support orientation week and events. At the time of our interview, the Student Life team was not aware of the "Africa Strategy" task force and mentioned that a focus had been placed on India in the past and this had resulted in increased student representation from India. Student Life mentioned parallels between the learning lessons that their team is experiencing as more students from India enroll at Hertie and how this could inform them how to prepare for and serve more students from Africa. The team shared that it is helpful to prepare students from India and Africa for the cultural differences they may encounter, as well as staff to avoid communication misunderstandings.

At the time of our interview, the Student Life team was not aware of the "Africa Strategy" task force, and mentioned that a focus had been placed on India in the past and this had resulted in increased student representation from India. Student Life mentioned parallels between the learning lessons that their team is experiencing as more students from India enroll at Hertie and how this could inform them how to prepare for and serve more students from Africa. The team shared that it is helpful to prepare students from India and Africa for the cultural differences they may encounter, as well as staff to avoid communication misunderstandings. Student Life's director also briefs her team on areas in Berlin that may not be best for students of color to move to based on the increased likelihood of being subject to discrimination and racism and the team offers specific consulting to students about this.

In order to overcome financial barriers for students, the Student Life office has:
- hired three team members focused on researching external funding opportunities (living costs), as well as scholarships, and student loans
- offered a student job with monthly income to one student per year
- negotiated with Chancen EG and Brain Capital to introduce a quota (10 per cent) for students coming from non-OECD countries
- investigated international student loan programs such as Prodigy (which requires substantial funding from Hertie since the school acts as the guarantor)
- researched generation contracts through which students receive their funding for tuition and living costs and then they back a percentage of their future salary
- attended large educational conferences (pre-COVID)

Career Development Office

The Career Development office is responsible for supporting all Hertie students in their career journey through individual and group support, professional development workshops, information about and connections to potential internships, student jobs, and professional year placements. One Career Development staff member was recently contacted about the "Africa Strategy" task force and contributes to the office's internal discussions about diversity and inclusion. The Career Development Office has:
- researched possible institutions or organizations that could give students financial support, but have not found anything specifically related to Africa
- researched Project Stark at Hochschule Bonn which puts resources together to help students go to German universities and enter the German market

While the Career Development office is not part of the Admissions and Recruitment process, they acknowledged their role in supporting a positive experience for students once they are at Hertie and transitioning to the job market during and after Hertie.

03 CONCLUSION

Before reviewing and implementing the recommendations, we believe it is important for Hertie to first and foremost clarify its mission as an international higher education institution of public policy, international relations, and public administration in Germany, and its purpose for increasing African representation within this context. This process should be carried out by leadership and key stakeholders while centering African student and alumni experiences shared in this report. The Hertie School's mission does not currently include a European focus, however, an article in Hertie's "Who We Are" section of the website is titled "Our Story: A Professional School for Public Policy in Berlin with a Uniquely European Focus." It could be unclear to both European and non-European students what Hertie's focus is.

The Founding mission statement of the Academic Director of the Hertie School highlights a mission "to make an academic contribution to good governance in a European context" (expanded upon on page 20). It also states that Hertie "plays a central role in the education of young people for leadership positions in the state, business and civil society in Germany and Europe." Student interviews in this report reveal that the European focus at Hertie is still present yet not made explicit in its mission, which could lead to disappointment for international students, and have implications for their career prospects and motivation to recommend Hertie to others from their home countries. Further research on students' expectations of internationalization of Hertie before attending compared to their experiences as students is recommended.

Beyond clarifying its overall mission as a global or European international institution, Hertie's mission, goals, and strategy around increasing African representation should be made public to the Hertie community in order to create linkages, buy-in, and transparency along with its stance on Diversity & Inclusion. This research identified that Hertie's current strategy to increase African student representation has been created and maintained by a small group of individuals and personal invitations to the "Africa Strategy task force." Key staff, students, and alumni who could strengthen and support this process have been inadvertently excluded. This process should be institutionalized and the Hertie community should be aware of how to become involved and share resources. Finally, while African students and alumni can serve as ambassadors to Hertie in their home countries, their experience at Hertie is a key factor in their motivation to do so. It is critical that their experiences at Hertie are better understood, their perspectives are formally engaged, and improving their experience is prioritized by Hertie leadership and administration in the creation of the strategy.

Beyond these fundamental steps, further recommendations for increasing African student representation at Hertie are outlined in the following section. Recommendations are tied to the key challenges highlighted in the previous section of this report. We have included best practices of other European universities to serve as examples of how these could be implemented. Recommendations should be selected by leadership and key stakeholders and tailored to the Hertie School.

04 RECOMMENDATIONS & BEST PRACTICES

RECRUITMENT & ADMISSIONS

✚ Expand Hertie's visibility in African countries

1. Improve African students and alumni's experience to ensure Hertie can be recommended to prospective students
2. Increase faculty presence in Africa by offering Hertie faculty opportunities to teach or do research in Africa
3. Offer opportunities for professors from Africa to teach or do research at Hertie
4. Carry out research to better understand online marketing for recruitment in African markets
5. Devise marketing strategy that includes social media (co-host events with African institutions and universities)
6. Engage interested students and alumni located in Africa in presenting their work or making recruitment efforts in universities
7. Increase internship and Professional Year placements in Africa
8. Expand Hertie's exchange and dual degree programs to include more African universities
9. Create a professionalized knowledge hub at Hertie for research, thesis papers, conferences, and lectures related to Africa
10. Establish trustworthy relationships with universities and institutions in target countries in Sub-Saharan Africa through Alumni networks

✚ Manage students' expectations and portray Hertie authentically

1. Review Hertie marketing content with student feedback to ensure that it accurately portrays the school
2. Increase the visibility and communication surrounding Hertie's stance on diversity and inclusion
3. Carry out research on student expectations vs. student experiences regarding Hertie's level of internationalization
4. Clarify and communicate Hertie's mission and story with consistency regarding its European and/or international focus
5. Post data on locations and language requirements of internship and professional year placements at Hertie publicly on the website

✚ Ensure the application and admissions process is accessible and equitable

1. Have guidelines for application clearly indicated on Hertie's Admissions page
2. Hold information sessions and workshops on application process, CV & motivation letter writing
3. Create benchmarks based on applications from each country as opposed to comparing applications to those of other countries given systemic differences
4. Leverage Unibuddy and other tools for information sharing between current students and prospective students
5. Gather feedback about the application process and portal from current students/recently admitted candidates (user-friendliness, technical difficulties, areas for improvement etc.)

💡 Looking for inspiration (1/2)

LONDON SCHOOL OF ECONOMICS

1. Has visited international high schools and universities in Africa and given presentations about LSE's programs for the last 15 years
2. Conducts tailored online information sessions (program offerings, eligibility requirements, scholarships, Q&As) that are recorded and shared widely
3. Has country specific pages on their website with tailored eligibility requirements, grading system information, as well as the number of students from that country enrolled in LSE's graduate programs
4. Holds information sessions with prospective students from Africa which include the Firoz Lalji Institute for Africa which showcases the work of African students and academics
5. Has live chat available on weekdays for prospective students to ask questions
6. Publishes clear guidelines for the Personal Statement on their website

04 RECOMMENDATIONS & BEST PRACTICES

💡 **Looking for inspiration (2/2)**

GRADUATE INSTITUTE GENEVA
1. Organises focus groups with current African students to get their feedback about the institute
2. Holds partnerships with four universities in Africa to which scholarships and exchange programs are offered
3. Runs social media campaigns for recruitment on Facebook, Instagram, and LinkedIn
4. Uses LinkedIn to attract specific profiles for the PhD program
5. Ensures application portal allows scholarship and program applications to be completed on the same platform
6. Works to break down silos between departments by linking different campaigns together with recruitment

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY BERLIN
1. Launched global online program which is more accessible and affordable (more women from Africa applied to this program than full-time in person program)
2. Has professors teach in African universities
3. Looks at standardized test scores and application standards by country and use this as benchmark as opposed to comparing to applicants from other countries
4. Has three fellowship programs sponsored by donors of Friends of ESMT link current students to Africa and support students in Africa while increasing ESMT's visibility in African countries

FUNDING

✚ **Increase and diversify funding opportunities for African students**
1. Fundraise scholarships specifically for students from African countries to signal that funding is available for them and Hertie wants them at their institution
2. Consider creating a scholarship fund to support prospective students from the African continent (financial contribution by Alumni or corporate donors for instance)
3. Create mentorship or sponsorship programs for students from Africa
4. Develop direct loan system or payment system with fixed, fair rates that take currency rate instability into consideration for international students
5. Secure partnerships with organizations and/or corporations committed to equity and diversity in Germany/Europe

✚ **Inform prospective African students of the external financial aid/scholarship opportunities available to them**
1. Compile a database of available scholarships and financial aid available for prospective students from African countries

💡 **Looking for inspiration (1/2)**

LONDON SCHOOL OF ECONOMICS
1. Has program and department specific scholarships
2. Has a scholarship for students from sub-Saharan countries which covers tuition fees and some living costs (Ambassador E.O. Kolade Scholarship)

GRADUATE INSTITUTE GENEVA
1. Has scholarship programs specifically designed for Refugees, Students from Africa & Middle East (fundraised by the institute through tuition fees and money raised from residence halls)
2. Has specific scholarships from corporate donors. For example, scholarships for students from the global South come from profit from the Wilsdorf Foundation, a private foundation ran by Rolex

04 RECOMMENDATIONS & BEST PRACTICES

Looking for inspiration (2/2)

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY BERLIN

1. Has Africa and Diversity Scholarships
2. Has partner sponsorships for targeted groups
3. Offers application and entrance exam fee waivers
4. Engages alumni with smaller, specific projects which are beneficial to current students and Africa
5. Has corporate partners who sponsor 80% of tuition for candidates/social entrepreneurs from Africa

The European School of Management and Technology (ESMT) in Berlin found that the majority of students from Africa were staying in Europe after graduating, which led them to adapt their strategy due to not wanting to contribute to brain drain from Africa. Their fundraising strategy shifted from scholarships for students from Africa to attend ESMT to enabling students at ESMT to gain exposure to Africa and supporting students in Africa. The Responsible Leaders Fellowship which allows all ESMT graduates to go on a 6 month project that has a direct social impact. The funding covers flight, health insurance, and a 1,000 euros/month stipend for up to 6 months. The Industry Immersion Program is a joint initiative with the African Institute for Mathematical Sciences (AIMS) to enable young university graduates in Africa to begin a career. An administrator at ESMT offers advice to other European institutions focused on African representation: "Change the dialogue. What is the real aim? The real aim is to have wider exposure to Africa for a large number of students. The best way may not necessarily be trying to have more African students in your classroom. There are other ways of doing that that may be more effective that could be easier to finance and have better outcomes for Africa."

REDUCING INSTITUTIONAL BARRIERS

✚ Ensure African students (and other international students) are able to benefit from the same career opportunities as domestic students

1. Offer onsite German classes throughout the year and/or a 2-3 week intensive class before the program starts instead of a weeklong program
2. Gain more understanding and feedback about racism in the job market beyond studies
3. Offer workshops on the culture of the German job market for international students, which could acknowledge and prepare students for discrimination they could encounter
4. Consider automatically granting a leave of absence fee waiver for the professional year to higher needs students[14]
5. Seek out more English speaking internship and PY placements in Germany

✚ Ensure African students receive adequate support in case they face discrimination in the housing market

1. Have resources/legal assistance available for students who might face racism/discrimination on the housing market

✚ Support African students throughout the student visa process obtention

1. Have a trained Hertie staff member dedicated to supporting students with visa applications
2. Create a fund or sponsorships for blocked accounts needed for visa

✚ Ensure the collection of Equality Data

1. Explore legal avenues to collect equality data[15]

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[14] How to measure who is a higher needs student to be determined.
[15] Despite the sensitive nature of collecting data on race and ethnic origin in the German context, we want to reiterate that the collection of this type of data is fundamental to expose otherwise 'invisible' structural forms of discrimination and inequality between groups

04 RECOMMENDATIONS & BEST PRACTICES

💡 **Looking for inspiration**

LONDON SCHOOL OF ECONOMICS
1. Has an International Student Visa Advice Team (ISVAT) that is trained by the government and supports students with the visa process once they are offered admission

GRADUATE INSTITUTE GENEVA
1. Offers a 3-week intensive French class before the program starts. Those who don't reach a good level of French have to follow two semesters of French classes which are free of charge

MAASTRICHT UNIVERSITY
1. Carried out a survey with students, alumni, and staff on perceptions of racism at the institute which included examples of behavioral racist conduct and structural racism (Diversity & Inclusion office)
2. Provides students who have experienced racism at the university the opportunity to speak to a confidential advisor trained in psychology (this is offered on top of the formal complaint procedure that students can file)
3. Started to brainstorm how to start an alumni network for alumni of color who want to stay in the European labor market to discuss how to penetrate the labor market, how to deal with discrimination, and to share experiences and gain access to companies
4. Has a department that helps students navigate finding housing

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY BERLIN
1. Raised money for students from Africa who expressed further need throughout the school year through support from Friends of ESMT
2. Provides free German language courses to all students
3. Offers a Babel language program subscription to all students
4. Offers each student a career coach and individual coaching 1x/5 weeks
5. Very active with German embassies around the world

DIVERSITY, EQUITY & INCLUSION

✚ Institutionalize DEI efforts by establishing a long term DEI committee or roundtable

1. Consider creating a DEI committee or roundtable with leadership, staff, and students that centers and engaged marginalised voices in a transparent process with a flattened hierarchy
2. Review and select actionable steps from the 2021 anti-discrimination task force report to commit to in 2021-2022 school year
3. Choose long term action steps and broader DEI mission and vision for Hertie
4. Create action plan and timetable to track activities
5. Embed DEI efforts into all aspects of the Hertie School

✚ Ensure Faculty & Staff Diversity

1. Diversify the networks from which Faculty & Staff are recruited to ensure diversity in terms of race and global origin
2. Encourage all Hertie administrative offices and Faculty to reflect on white privilege and biases
3. Consider organising intercultural communication trainings for Faculty & Staff in a way that honor Africa's many regions of Africa and diversity
4. Seek out professors with expertise and experience in African countries

✚ Ensure diversity in the curriculum, reading materials and teaching

1. Ensure an adequate and nuanced portrayal of the African continent in class
2. Increase diversity of examples/case studies in class teaching
3. Increase the range of course options and geographic foci
4. Increase diversity of reading material and authors
5. nclude material that tackles power, global inequalities, and colonisation

04 RECOMMENDATIONS & BEST PRACTICES

6. Consider the creation of a Centre of Competence that is inclusive of Africa and the Global South

7. Create DEI standards for guests, topics, and geographic foci for each Centre of Competence

✚ Ensure all students feel included in the classroom and at Hertie

1. Train faculty to recognise intercultural/implicit bias in class settings and how white supremacy impacts classroom learning
2. Ensure an atmosphere in class that accommodates less assertive communication and participation styles
3. Include global news and commentary on current events in other countries
4. Include diverse voices at Hertie talks, lectures, and events
5. Review Hertie communications and postings for inclusion of non-German speakers

💡 Looking for inspiration (1/2)

LONDON SCHOOL OF ECONOMICS

1. Uses data to compare student outcomes based on race
2. Facilitates discussions among staff and students about race
3. Works on increasing representation of academics/professionals of color and addressing the racial and gender pay gaps that exist
4. Created a "wall of reflection" on the anniversary of George Floyd's murder for people to anonymously share their reflections and feelings. The EDI office recorded the voices of Black students and staff reading these, which was shared with school leadership in a 3 minute audio clip.
5. Sends out a weekly communications newsletter for staff and students and uses external experts to ensure proper terminology is used on the website
6. Carries out workshops for staff and students during Welcome Week
7. Works to decolonize the curriculum, inspired by the Inclusive Education Action Plan (Eden Center)
8. Focuses on engagement with Africa through cutting-edge research, teaching and public events, and places Africa at the heart of debates on global issues through The Firoz Lalji Institute for Africa (FLIA)
9. Has an extra-curricular program focused on leadership development and networking, available exclusively to graduate students of African nationality currently studying at the School (The Program for African Leadership). It was established to empower a new generation of African leaders who will promote best practices of economic and social development in their organizations and countries. It offers students career support, part time work, and research exposure.
10. Created a self-assessment team to work towards the ECU's Race Equality Charter Mark through surveying staff and students. The Race Equality Charter is focused on improving the representation, progression and success of black and minority ethnic (BME) staff and students in Higher Education.

GRADUATE INSTITUTE

1. Offers a course on the International History of Racism in the Fall
2. Compiled an anti-racist reading list with support from the institute's librarian on how the community can access them with support from Black Conversations and the Graduate Institute Student Association (GISA) board
3. Has a task force based on Gender Diversity, Inclusion which includes students and does not have vertical hierarchy
4. Has a working group led by students to decolonize the curriculum has led to institute reflecting on syllabi and ways of teaching and how they can represent a more global view of the community
5. Has a budget of $75,000/year for student/staff projects (collaboration) around diversity and inclusion
6. DI office has a regular newsletter and contributes to social media with videos and posts regularly; there is a calendar with important DEI days that hang throughout the institute

04 RECOMMENDATIONS & BEST PRACTICES

Looking for inspiration (2/2)

MAASTRICHT UNIVERSITY
1. Constantly acts on global current events and integrates the proper discourse into the community
2. Included decolonizing the curriculum in their DI strategy
3. Working to shift personnel strategy categories from Dutch and international to Dutch/Belgium/German, other EU, and non-EU to more accurately reflect internationalism in the staff reporting

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY BERLIN
1. Has established an inclusive Leadership Roundtable composed of staff and students
2. Is working towards increasing the diversity of case studies chosen for curriculum
3. Holds student experience surveys around inclusion and harassment with focus on how German students were treating non-German students in order to inform the code of conduct

STUDENT EXPERIENCE

Promote the Cultural, Social, Psychological Well-being of Students
1. Organise groups where students can share their experiences and identify common struggles to offer mutual support
2. Partner with students to offer events that feel inclusive of their cultures
3. Ask students about their interest in participating in affinity groups or mentorship
4. Ensure students are aware of discrimination and harassment support and process
5. Explore legal support available for housing or job discrimination
6. Make long term counseling and/or psychotherapy referrals available through Hertie's counseling staff
7. Ensure representation of international student body in communications and event

Engage alumni from the continent
1. Diversify topics and speakers of Alumni events
2. Establish a mentorship program Hertie Alumni from Africa and current students from/or interested in the continent
3. Ask African alumni what they would want in a potential chapter and show flexibility (for instance consider creating a digital Alumni Chapter)
4. Create linkages to support African alumni

Ensure Student & Alumni Feedback informs any student experience related initiatives
1. Organise survey alumni / focus groups to understand the various African student experiences
2. Take meaningful action steps to improve based on feedback that alumni

Looking for inspiration (1/2)

LONDON SCHOOL OF ECONOMICS
1. Partners with student societies to host cultural and social events
2. Organises student workshops on note-taking, dissertation writing, research and career support
3. Hosts pre-departure events in prospective students' countries of origin and welcome back events when students return to their countries
4. Has a SAFE Contact Scheme in place, which consists of 40 staff volunteers trained to support students who have experienced rape, sexual harassment, and/or racial trauma
5. Offers pastoral care to students in terms of grievances, discrimination, harassment, problems with their courses, problems at home, mental health support etc.

04 RECOMMENDATIONS & BEST PRACTICES

Looking for inspiration (2/2)

GRADUATE INSTITUTE
1. Ran focus groups and surveys with African students to understand how they feel and what challenges they currently face
2. Facilitated informal groups for students to have space to share their experiences and feelings during the Black Lives Matter movement. Follow-up meetings were held to discuss expectations vs. reality at the school.
3. Organizing a special track for students of color to have peer support from someone who understands what it is like to be in this city and in a program that is mostly White
4. Provides funding to student clubs to have events and cultural evenings
5. Hosts focus groups with alumni

EUROPEAN SCHOOL OF MANAGEMENT AND TECHNOLOGY BERLIN
1. Offers psychological counseling to all students

"Students feel the silence, it is just like a family member not reaching out when you have gone through something difficult. Even something as small as a social media post can make someone feel seen and heard."

- member of the LSE administration

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We would also like to thank members of the Hertie staff who were extremely candid, motivated, and open-minded with us. The Admissions & Recruitment, Student Life, Career Development and Alumni Affairs office staff who were interviewed were receptive to ideas and recommendations and demonstrated their willingness and commitment to continue to improve. Moreover, each office expressed the belief that students and alumni are their greatest resource and hence view SHIELD as a valuable partner in the effort to increase African student representation at Hertie.

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Finally, we want to thank our dedicated, bold, and bright SHIELD Executive Board and general assembly for the support, editing, communications, and design support throughout this process. Your commitment to equity and liberty at Hertie and beyond is inspiring and keeps us going.

05 APPENDIX

MPP with DAAD Admissions Data for Africa 2017-2020					
	2017	**2018**	**2019**	**2020**	**AVG**
Applications	818	635	553	531	**634.25**
Admissions	43	52	76	68	**59.75**
Enrolled	6	1	5	0	**3.00**
Admissions rate	5.26	8.19	13.74	12.81	**10.00**
Admissions to Enrollment	13.95	1.92	6.58	0.00	**5.61**
Application to Enrollment	0.73	0.16	0.90	0.00	**0.45**

MPP without DAAD Admissions Data for Africa 2020-2021			
	2020	**2021***	**AVG**
Applications	115	175	**145.00**
Admissions	17	26	**21.50**
Enrolled	0	2	**1.00**
Admissions rate	14.78	14.86	**14.82**
Admissions to Enrollment	0.00	7.69	**3.85**
Application to Enrollment	0.00	1.14	**0.57**

MIA Admissions Data for Africa 2017-2021						
	2017	**2018**	**2019**	**2020**	**2021***	**AVG**
Applications	115	144	155	115	177	**141.20**
Admissions	6	10	17	15	18	**13.20**
Enrolled	0	0	1	0	2	**0.60**
Admissions rate	5.22	6.94	10.97	13.04	10.17	**9.27**
Admissions to Enrollment	0.00	0.00	5.88	0.00	11.11	**3.40**
Application to Enrollment	0.00	0.00	0.65	0.00	1.13	**0.36**

Executive MPA Admissions Data for Africa 2018-2021					
	2018	**2019**	**2020**	**2021***	**AVG**
Applications	42	61	40	59	**50.50**
Admissions	4	4	11	4	**5.75**
Enrolled	3	0	3	0	**1.50**
Admissions rate	9.52	6.56	27.50	6.78	**12.59**
Admissions to Enrollment	75.00	0.00	27.27	0.00	**25.57**
Application to Enrollment	7.14	0.00	7.50	0.00	**3.66**