



2023 ANNUAL REPORT

DIVERSITY, EQUITY AND INCLUSION

**GENEVA
GRADUATE
INSTITUTE**

DIVERSITY
EQUITY
AND
INCLUSION
INITIATIVE

Contents

4	LE MOT DE LA DIRECTRICE
6	L'INITIATIVE DIVERSITÉ, ÉQUITÉ ET INCLUSION
7	Les membres de l'initiative
8	L'initiative, ses taskforces et ses liens
9	The Geneva Graduate Institute Charter
10	HIGHLIGHTS
11	L'Afrique dans le monde : une approche dialectique nécessaire – <i>Dêlidji Eric Degila</i>
12	Women in Political Leadership and the Glass Labyrinth – <i>Norita Mdege</i>
14	Enhancing Accessibility for Persons with Disabilities at the Institute – <i>Stephanie Roses Flores</i>
15	Empowering Nepali Girls through Mountain Trekking: A Davis Project for Peace – <i>Emme Perreve, Eva Luvisotto & Maëlle Lécureuil</i>
16	Establishment of the Maria Rosario Lazzati Niada Scholarship for Afghan Women
17	Respect and Living Together Training – You Are Not Alone
18	PEOPLE
19	Diversity at the Institute
22	TEACHING
23	Teaching at the Institute
26	RESEARCH
27	Research at the Institute
32	EXECUTIVE EDUCATION
33	Executive Education Programmes
34	ENGAGEMENT
35	Diversity Month
38	Art at the Institute
39	Roundtable
40	Screenings
42	ALUMNAE-I
43	Alumnae-i Are Mobilising and Funding Scholarships and Prizes
46	Inspire Students Alumnae-i Roundtable
48	STUDENT INITIATIVES
49	Rare Voices in Economics
49	Feminist Collective
50	The Queer International Student Assembly (QISA)

Le mot de la directrice



Marie-Laure Salles

Director, Geneva Graduate Institute

Je suis heureuse de vous présenter cette nouvelle édition du rapport annuel de l'Initiative diversité, équité et inclusion. Ce rapport témoigne, cette année encore, de notre engagement collectif, de nos avancées concrètes et de notre volonté renouvelée de faire de la diversité une force de transformation au sein de notre Institut.

Depuis sa création, notre Institut s'est construit autour d'un idéal de paix, de dialogue et de coopération internationale. Aujourd'hui, ces valeurs prennent une résonance nouvelle dans un monde marqué par des tensions toujours plus profondes, des inégalités persistantes, une polarisation inquiétante et un faisceau de défis globaux qui génèrent incertitude radicale et angoisse existentielle. Dans un tel contexte, faire lien dans la diversité, continuer à dialoguer dans un respect mutuel malgré nos différences et nos désaccords, affirmer un projet d'équité et d'inclusion ne sont pas des aspirations périphériques : elles doivent être au cœur de notre mission académique, de notre vie institutionnelle et de notre responsabilité sociale.

En 2023, nous avons franchi des étapes importantes. L'Initiative DEI s'est consolidée autour de ses quatre groupes spéciaux (*task forces*) – Disability, Engagement, People, Teaching and Research – et a renforcé ses liens avec les initiatives étudiantes, les centres de recherche et les départements académiques. Des projets inspirants ont vu le jour : mise en place de formations sur le respect et le vivre-ensemble, amélioration de l'accessibilité pour les personnes en situation de handicap, création de bourses pour les femmes afghanes et soutien à des projets étudiants porteurs de paix et d'inclusion.

Notre communauté s'est mobilisée avec créativité et détermination. Les enseignements intègrent de plus en plus les dimensions de genre, de race et de diversité. La recherche s'ouvre à des perspectives décoloniales et intersectionnelles. L'art, les débats, les initiatives étudiantes et les collaborations nationales et internationales enrichissent notre réflexion et notre action.

Mais au-delà des chiffres et des projets, c'est une vision que nous portons : celle d'un monde plurivers, où les identités ne s'opposent pas mais se rencontrent, se transforment et s'enrichissent mutuellement. Une vision où l'errance, au sens d'Édouard Glissant, devient une posture d'ouverture, de curiosité et de co-construction. Une vision où, comme le rappelait Edward Saïd, l'identité est un choix, un tissage d'appartenances, un acte de volonté qui demande efforts, patience et persévérance.

Ce rapport est une invitation à poursuivre ce chemin, avec lucidité, exigence et espoir. Il est aussi un appel à l'action pour que chaque membre de notre communauté se sente accueilli, respecté, valorisé. Pour que la diversité ne soit pas seulement célébrée, mais vécue pleinement, dans nos pratiques, nos savoirs et nos engagements.

Je suis convaincue qu'ensemble, nous pouvons faire de la diversité non seulement une richesse, mais un levier puissant de transformation pour notre communauté.

L'initiative diversité, équité et inclusion

Les membres de l'initiative

LAURENCE ALGARRA (DEPUIS 2021)

Directrice de cabinet

NICOLE BOURBONNAIS (DEPUIS 2021)

Professeure adjointe, histoire et politique internationales; co-directrice du Gender Centre

CÉCILE DE GARDELLE (DEPUIS 2021)

Coordonnatrice des initiatives

DÊLIDJI ÉRIC DEGILA (DEPUIS 2022)

Professeur de pratique, programme interdisciplinaire et relations internationales/science politique

JÉRÔME DUBERRY (2022–2023)

Directeur, Tech Hub; chercheur senior, Albert Hirschman Centre on Democracy, enseignant, MINT

SOPHIE FLEURY (2021–2023)

Responsable de la communication institutionnelle et interne; modératrice de la Taskforce « Engagement »

STÉPHANIE ROSE FLORES (2022–2023)

Master en études internationales et du développement, spécialisation en santé mondiale

CYPRIEN FLUZIN (2023)

Doctorant en droit international

DIEGO GUTIERREZ (2021–2023)

Responsable du service des étudiant·es; modérateur de la taskforce « People »

DENA KIRPALANI (2023)

Doctorante, chercheuse en droit international; assistante de recherche, Global Health Centre; chercheuse, Centre for Finance and Development

GRAZIELLA MORAES DIAS DA SILVA (2023)

Co-directrice, Albert Hirschman Centre on Democracy; professeure adjointe, anthropologie et sociologie

LAURENT NEURY (2021–2023)

Directeur exécutif des études; conseiller académique senior; modérateur des taskforces « Teaching and Research » et « Disability »

ELISABETH PRÜGL (2021–2023)

Professeure, relations internationales/science politique; modératrice de l'Initiative DEI

MARTA ROSA (DEPUIS 2022)

Directrice des ressources humaines

MARGAUX SCHAAR (2023)

Manager, département de relations internationales/science politique

CLAIRE SOMERVILLE (DEPUIS 2021)

Chargée d'enseignement, affaires internationales; directrice exécutive du Gender Centre

MARTINA VIARENGO (DEPUIS 2023)

Professeure adjointe, économie internationale; affiliée au Centre for Finance and Development, au Global Migration Centre et au Gender Centre

ISABELLE VUILLEMIN-RAVAL (DEPUIS 2021)

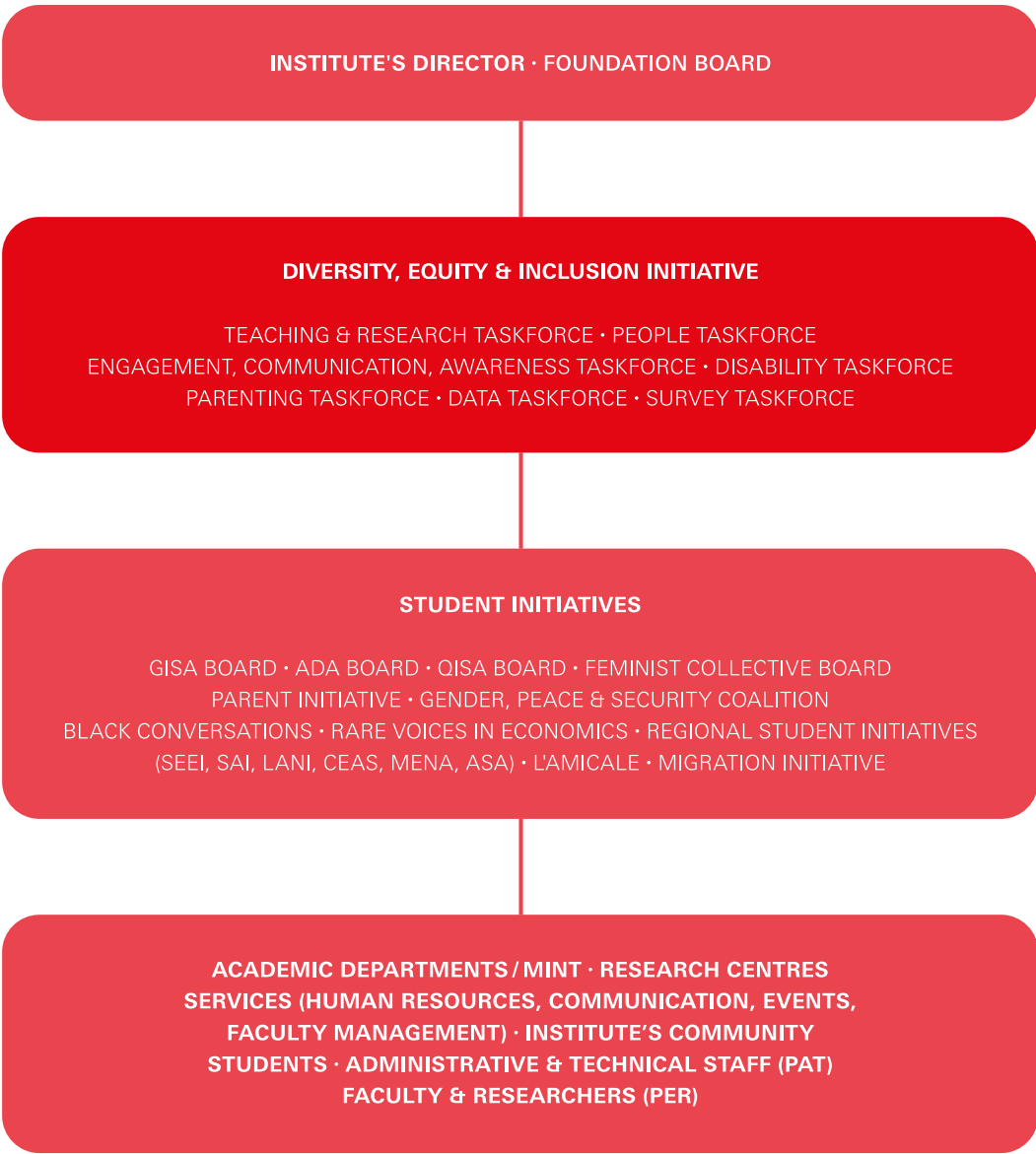
Bibliothécaire spécialisée en anthropologie et sociologie

EMANUELE MARIO ZAVANELLA (2022–2023)

Doctorant en relations internationales; vice-président de la GISA

L’initiative, ses taskforces et ses liens

L’initiative comprend quatre taskforces (Disability, Engagement, People, Teaching and Research) et travaille en lien avec des initiatives étudiantes, les départements académiques et les centres de recherche. Une série de consultations et de discussions ont permis d’établir des principes de fonctionnement et une compréhension des concepts de diversité, d’équité et d’inclusion.



The Geneva Graduate Institute Charter

The Geneva Graduate Institute Charter established in 2021 defines the Institute’s wide mission and vision:

Vision

A pioneer in the exploration of global issues, the Geneva Graduate Institute opens creative spaces for diverse communities and fosters the understanding and engagement essential to a peaceful, equitable and sustainable world.

Mission

Located in the heart of International Geneva, the Institute produces and shares academic knowledge and expertise on international relations, development issues, global challenges, and governance. Through a combination of scientific excellence, transdisciplinarity, and critical thinking, we nurture students and professionals to become decision-makers open to the world. We equip them with the skills, confidence, and sense of responsibility necessary to drive positive transformation.

Highlights



L'Afrique dans le monde : une approche dialectique nécessaire

Dêlidji Eric Degila, professeur de pratique,

Programme interdisciplinaire et relations internationales/science politique

Alors qu'on célèbre avec enthousiasme le 60^e anniversaire de la création de l'Organisation de l'Unité africaine – aujourd'hui Union africaine – en psalmodiant un discours optimiste sur l'Afrique émergente, il convient de porter un regard distancié sur la place qu'occupe ce continent longtemps perçu comme l'angle mort du système international. Pour ce faire, répondre à l'appel du philosophe ghanéen Kwasi Wiredu en initiant une « décolonisation conceptuelle » permet de se libérer des schèmes de pensée *mainstream* pour se tourner vers un universel pluriel propice à une juste appréciation de la contribution de l'Afrique au système-monde.

Si les pères fondateurs de l'organisation régionale ont consacré en mai 1963 à Addis-Abeba l'État moderne africain sous une forme westphalienne à travers la consécration du principe juridique d'*uti possidetis juris*, il convient de s'interroger sur la pertinence de ce modèle d'organisation politique qui n'a pas toujours favorisé sur le continent l'enracinement d'un sentiment d'appartenance à une nation. Ceci s'explique sans doute par une configuration où se juxtaposent des communautés identitaires transnationales aux allégeances multiples. Par exemple dans la corne d'Afrique, il n'est pas surprenant que les Somalis soient disséminés entre l'Éthiopie, Djibouti, le Kenya, le Yémen et la Somalie, sans oublier le quasi-État du Somaliland. De ce point de vue, l'Afrique présente un intérêt heuristique pour les relations internationales en ce sens qu'elle engage à appréhender avec nuance le signifiant de l'État.

Souvent dépeints à l'aune de la métaphore du lointain « autre » ou comme archétypes d'un néopatrimonialisme endémique entretenu par des élites prédatrices, les États africains ont pourtant réussi à mieux s'insérer dans un système international en pleine mutation au sein duquel ils tentent de contribuer à la fabrique d'une gouvernance globale plus juste, que ce soit en matière de changement climatique, de migration, de santé ou de promotion de la paix. En outre, ils constituent des terrains privilégiés pour étudier les changements structurels à l'œuvre au sein de nos morphologies sociales marquées par une tentation grandissante de repli.

En ces temps d'incertitude, l'Afrique peut être source d'inspiration pour construire un autre ordre mondial. De même que le projet panafricain a pour pierre angulaire la doctrine solidariste « ensemble nous sommes plus forts », la philosophie Ubuntu – « je suis parce que nous sommes » – offre une perspective différente d'*un cogito ergo sum* consacrant la primauté du « je » et qui mérite d'être prise en compte. Ainsi, une meilleure inclusion des contributions et spécificités de l'Afrique peut permettre d'opérer un décentrement sur la manière dont nous appréhendons le monde. Comme le souligne l'écrivain nigérian Chinua Achebe, l'Afrique n'est pas simplement un espace géographique exotique, elle représente « une certaine vision du monde » perçue à partir d'une position particulière. Dès lors, une approche dialectique qui valorise les vision et contribution d'une Afrique plurielle à la fabrique de notre futur pluriversel est plus que jamais nécessaire.



Women in Political Leadership and the Glass Labyrinth

Norita Mdege, Research Fellow, Gender Centre

In 1980, when Joice Mujuru became the first woman Cabinet Minister in independent Zimbabwe, she said, “I have been a leader since I was 18. I think the only difference is that I am now nominated to the highest peak.” This suggests that she did not imagine advancing any higher, for example, to becoming the President of Zimbabwe. This sense of the impossibility of a woman becoming the leader of a country reflects many experiences across various parts of the world.

In their book *Women and Leadership*, Julia Gillard and Ngozi Okonjo-Iweala note that of the 193 United Nations member countries, only 57 have ever had a woman hold the highest political office with executive power in their nation (2021, p.19). Women have faced many obstacles, or what Julia Gillard and Ngozi Okonjo-Iweala describe as a “glass labyrinth”, which they must negotiate as they struggle to advance to leadership positions.

In 1981, when a debate about the role of women in Zimbabwe arose, a male senator mentioned how “a woman’s place is in the kitchen”, and there is “the danger of a woman becoming President or Prime Minister”. Perhaps as a way by the male elite to curtail this “danger”, for many years, Joice Mujuru held positions mainly within the seemingly non-threatening parameters of what UN Women note are five of the most commonly held portfolios by women ministers:

- Family / children / youth / elderly / disabled;
- Environment / natural resources / energy;
- Employment / labour / vocational training;
- Social affairs;
- Women affairs / gender equality

In 2017, Joice Mujuru stated that many factors, including her gender, limited her ability to influence decisions. Her political survival also depended on not causing “misunderstandings” by being seen as too ambitious. This might explain why she lasted longer in national politics than women such as Margaret Dongo, who were very vocal in criticising top-level men leaders and their policies. When Joice Mujuru was nominated for the position of Vice President, an opinion piece titled “Sunday 21st: The day the cooking stick went to the quiet one” was published in The Herald. The article linked Mujuru to women’s traditional role – cooking – and hinted that women in politics are rewarded for staying in the background and not challenging male authority.

There is a need, globally, to transform perceptions about women leaders so that they can receive respect and play roles commensurate with their positions. Women worldwide struggle against being pushed into the background. This struggle was aptly demonstrated in the so-called “sofagate” incident. In this incident, Ursula von der Leyen, the President of the European Commission, was relegated to the sofa on the side at a meeting in Ankara when Charles Michel, the President of the European Council, and the Turkish President sat on the only two armchairs prepared for the occasion.

Women have persistently fought for equality in political leadership. In 2004, Joice Mujuru was promoted to Vice President of Zimbabwe after mounting pressure from women’s organisations to promote women to political leadership positions. In 2005, Ellen Johnson Sirleaf won the presidential election in Liberia to become the first woman to be elected as a national leader in Africa and Liberia. But, as UN Women note, there is a long way to go before gender parity in political leadership is achieved. In September 2022, only 13 countries had a woman head of state, 15 countries had a woman head of government, and 21 per cent of government ministers were women.

Therefore, as we mark International Women’s Day, we must emphasise the need to continue searching for ways to destroy the glass labyrinth in political participation. It is also vital to honour women who have committed themselves to the struggle for gender equality.

Norita Mdege is currently a Research Fellow at the Institute’s Gender Centre. Her research explores the representations of women politicians in Africa as a means to understand how such representations may impact their claims to political legitimacy.



Enhancing Accessibility for Persons with Disabilities at the Institute

Stephanie Rose Flores, Master Student, International & Development Studies

In commemoration of the International Day of Persons with Disabilities (IDPWD) on 3 December 2023, Stephanie Rose Flores, master student in International and Development Studies, discusses the Geneva Graduate Institute's actions to enhance accessibility for persons with disabilities (PWDs), as well as her experience with the disability taskforce.

Tell us about your role on the Disability Taskforce at the Institute.

My entry to the Diversity, Equity, and Inclusion Initiative was out of spontaneity. During online orientation sessions, Cécile de Gardelle showcased some of the new initiatives the Institute is prioritising for the next few years. With my experience to Diversity, Equity and Inclusion initiatives in my previous work, I thought that I could do the same once I arrived in Geneva. Right after that inspiring orientation session, I emailed her.

In my role in the disability taskforce, I actually learned as I went. It was an initiative that was just starting up, and the Institute already had a strategic plan and a set of targets on what to discuss. Honestly, as a PWD, I wasn't an extroverted advocate for my needs. But through the other members, like Kevin Jura, alumni, and Eliane Minassian of Student Support Services, I learned how to properly advocate for myself and for other PWDs. I offered my input and whatever service I could for the taskforce.

Being in the taskforce was a unique experience as I had never been in an environment wherein people actually discussed how PWDs can best thrive in aspects related to studying, working, and living in the community.

What has the Disability Taskforce recently achieved at the Institute?

The Disability Taskforce has examined all forms of existing resources (IT, infrastructure, human), and assessed their inclusivity, ensuring that PWDs can thrive in all aspects of the Institute. Definitely, many of the issues raised in this article written in the Graduate Press, were already raised during the meetings. Even before my entry into the taskforce,

the team had already started benchmarking the disability services of the Institute to other schools within Europe. A strategic report was passed to the Director, highlighting actions that need to be met over the next few years.

How do you see the landscape changing for PWD in the academic world?

Having observed the taskforce's efforts to benchmark disability services with other schools, I can most certainly see an increased inclusivity and accessibility for PWDs in the academic world.

What suggestions can be made to further champion PWDs?

First, we are in International Geneva, and so, what better way to advocate for PWDs than to take part in celebrating the many disability-related events celebrated by the United Nations? DisabilityIN provides a calendar of disability related events. There are a lot of disAbilities of which many people are unaware, for which you can definitely advocate and raise awareness.

Second, I would also suggest ensuring digital accessibility via the Institute website. There are WCAG guidelines set by the UN to help develop a PWD-friendly website.

Finally, the Student Support Services is just an email away so you can write to them with your concerns, and they will certainly accommodate your needs, be it in lectures or housing, etc. with utmost care and respect.



Empowering Nepali Girls Through Mountain Trekking: A Davis Project for Peace

Emme Perreve, Eva Luvisotto & Maëlle Lécureuil, Founders of the Pokharise Project

Pokharise, a project by three Geneva Graduate Institute students, Emme Perreve, Eva Luvisotto and Maëlle Lécureuil, aiming to empower young Nepali girls through mountain trekking, environmental and cultural education won the prestigious Projects for Peace grant. Founded by Institute alumna Kathryn Wasserman Davis in 2007, the Davis Peace Foundation rewards "individuals who demonstrate innovation and persistence in building peace and transforming conflict." Pokharise led their 10-day programme in Nepal in September 2023, supporting 13 girls in their first experiences in the Himalayan mountains.

What is your project and how did you come up with it?

As three young women who are passionate about mountains and the outdoors and readily acknowledge the role that these activities have played — and are still playing — in our personal development, it made sense to us to conduct a project on these bases. When the opportunity to submit a 10,000 USD project proposal to the Davis Peace Foundation arose, we started thinking about how we could shape a development project around three main values close to our hearts: *mountain accessibility, women's empowerment and environment safeguarding*. And our proposal won!

Together with our local partners in Nepal, the Kathmandu Environmental Education Project (KEEP) and Rising Lotus Children Village (RLCV), we carried out a 10-day programme to empower young,

disadvantaged Nepali girls through mountain trekking, cultural and environmental education. This included supporting 13 girls in their first experiences in the Himalayan mountains, trekking with experienced female and local guides, receiving environmental training from a female Nepali environmental scientist, meeting with Nepali women figures of mountaineering, and participating in a number of side activities on women's empowerment, developing leadership skills or creativity.

What are the major impacts of the project, and how does the mountain trekking component contribute to these impacts?

The mountains played an initial and central role in our project, because they represent an excellent vehicle for the values and activities we wanted to promote herewith.

In the Nepali context, there is a lack of confidence in women's general abilities and capacity for independence. Trekking is an excellent way of dispelling this idea that women are less capable of being strong, achieving sporting feats and gaining confidence in their own physical and mental endurance. By covering long distances and surpassing their limits, the participants expressed their sense of pride, self-confidence and unity: many participants wrote in their diaries that trekking was both the most difficult and the most fulfilling thing they had ever done.

Trekking in the Nepalese mountains — an activity usually confined to Western tourists and the male staff escorting them — with young girls mostly from urban areas was also a way of breaking down the existing barriers to the mountainous space because of their gender and social class.

What are the main challenges you encountered?

When we started thinking about this project, we simply had an idea that we wanted to realise. Informing ourselves and talking with many people who were closer with the Nepali realities was very precious to making the idea a reality: it enabled us to understand how important and relevant this project was in the Nepali context. Although we were given many pieces of advice, we could only grasp their full depth when truly experiencing the local context.

Co-organising this project with our partners has been crucial, as they had the contextual knowledge we didn't have, but they also sometimes deviated from the design visions we had. This taught us to be explicit and clear about what we wanted, and daring to talk transparently

about the questions or expectations we had. It enabled us to get closer to our ideal as well as to develop a good relationship with our partners.

Moreover, while we had planned a precise schedule ahead of the project, we were confronted with the complexity of respecting it, hence the constant need for flexibility and instant creativity, far from the context of predictability in which we evolve in our academic curriculum.

A last word?

It is really difficult to measure and demonstrate the human impact of a project, yet nothing seems more obvious than the changes that took place and the significant impact they had on the lives of those experiencing them. Many of the participants highlighted in their diaries that the long trek we did was the hardest but best experience they had in their life, or that they were looking forward to share the good environmental practices they have learnt to their peers and family. In the end, they went back home happy and looking forward to creating environmental clubs in their schools, willing to spread their acquired knowledge, to overcome their fears and believe in their aspirations.

We are looking forward to seeing how the project is sustained through the long-term initiatives that we put in place all together.

Establishment of the Maria Rosario Lazzati Niada Scholarship for Afghan Women

In order to support the education of Afghan women, the Association Arghosha Faraway Schools and the Geneva Graduate Institute have partnered to offer scholarships to Afghan women admitted to a two-year master programme at the Institute. These scholarships are awarded without distinction of ethnic origin or religion. Currently in Afghanistan, women face strong restrictions to higher education. A master's degree could mean access to an academic or diplomatic career, a job in international and non-governmental organisations, or in international corporate companies.

The master programmes at the Institute aim to broaden the reach of Afghan women's university education abroad, giving them a competitive advantage in the global community. An event in presence of Filippo Grandi, UN High Commissioner for Refugees, was organised on 24 May 2023 at the Geneva Graduate Institute to launch this scholarship programme.

Respect and Living Together Training – You Are Not Alone

Through its new code of conduct, the Institute is committed to creating a stimulating working and learning environment that fosters academic freedom and excellence, fairness, integrity, diversity and mutual respect. These online modules are offered as part of the Respect campaign launched by the Institute and its DEI initiative in February 2023. The Institute strongly recommends its community to follow this training that will help us to react better if confronted with mobbing, harassment, discrimination, racism or any other inappropriate behaviour, either as a victim or as a witness. These modules will also allow us to be better informed about our code of conduct and Swiss laws.

This training is compulsory for everyone who has a supervisory role. Let's work together to build a safe and healthy working and learning environment!

The Institute's mission, teaching and research, are based on respect for ethical values, from which the rules of operation and the activities of the Institute's community as a whole are derived. These values are the freedom of teaching and research, responsibility and respect for each member of the Institute's community.

Moreover the second phase of our Respect campaign was launched. To this end, five Stickers were created in English and French, with one of five words chosen following the community-wide brainstorming session of words affiliated with "respect". These words reflect the values that we wish to reinforce: consideration, inclusion, kindness, tolerance and empathy.

Our community members were given one or several stickers with the word or words that resonate most with them to stick on their personal items. The image was also made available for use in email signatures. The Institute wishes to create an environment of inclusion, consideration, tolerance, empathy and kindness for all. We can be better together!



People

Diversity at the Institute

Diverse communities include people with a variety of intersecting identities based on gender, sexuality, age, race, national origin, language, socioeconomic status, ability and other markers of difference. But diversity also reflects the variety of our life experiences, education and perspectives on the world. Creating an inclusive space for diverse communities requires an effort at the institutional level to ensure that a broad diversity of individuals and groups feel that they have a space, are accepted, welcomed, and not just thrive but also share, exchange and learn from each other in a respectful way. In diverse and inclusive communities, people with different identities flourish, can succeed professionally and can grow through respectful and productive exchanges, sharing and debates.

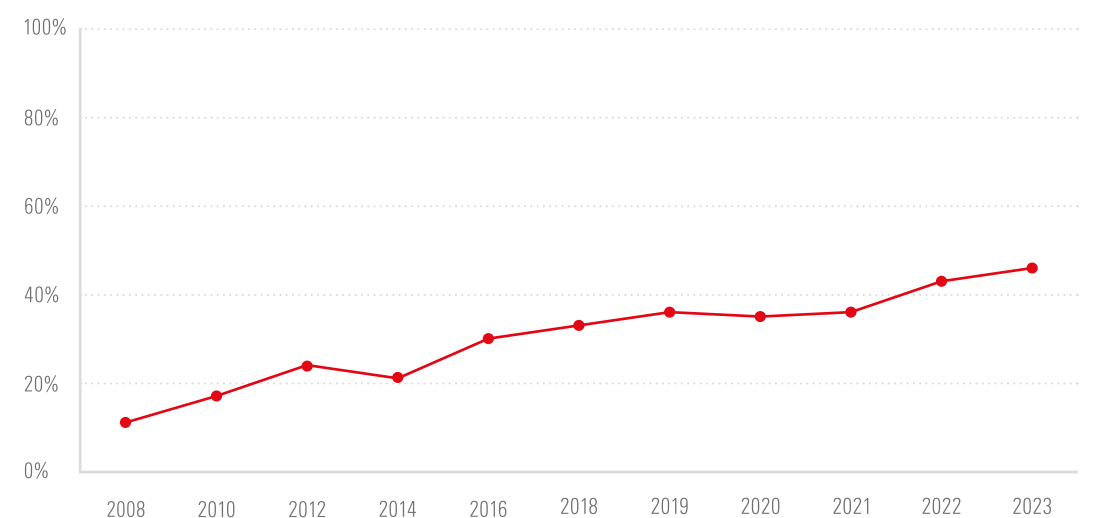
The people that make up the Graduate Institute community include faculty, staff and students. They are highly diverse with regard to national origin, an element encouraged also by the Institute's bilingualism, with French and English accepted as languages of instruction and operation. The Institute also includes a large number of women, though gender continues to influence labour divisions and status hierarchies.

Faculty and Staff

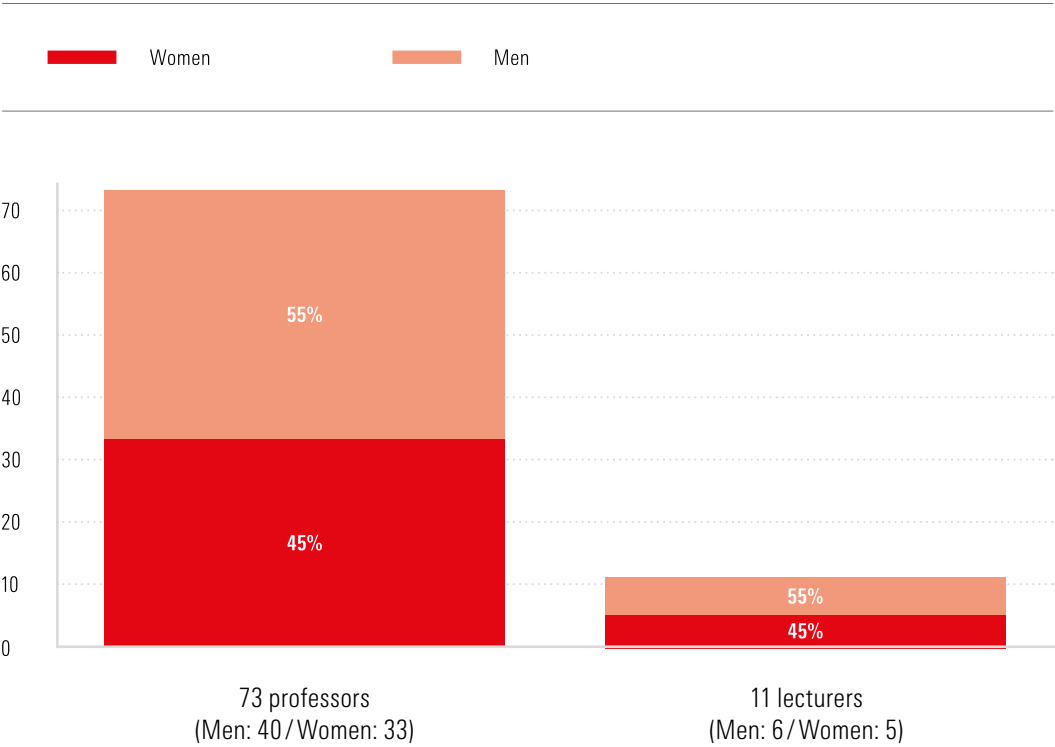
As of 2023, women accounted for almost 45% of the faculty. Of 73 professors, 33 were women and 40 men; and of 11 lecturers/senior lecturers, 5 were women and 6 men. In addition, 58 visiting faculty members contributed to the Institute's academic community. This diverse group of faculty included three SNSF Eccellenza Fellows.

The Institute aims to recruit faculty that are as diverse as possible in age, gender, nationality, academic background and scientific approach. The relatively high proportion of women in the faculty is the result of a dual policy introduced in 2016, which involved increasing open competitions for assistant professor positions to provide more opportunities for women and inviting senior women with high-level experience to join the Institute as full professors (nomination "par appel," one per department). The policy accelerated the slow increase in the percentage of female faculty members over the years. In 2008, only 11% of faculty members were women while that number had increased to 36% in 2019. Between 2020 and 2022, the Institute has hired 15 new faculty members, 12 of whom are women (80%). Hence, by 2023, the proportion of women in the faculty has risen to 45%.

Proportion of Women in Faculty Over Time



Total Number of Professors and Lecturers with Gender Breakdown in 2023



While the number of female faculty has increased over time, they account for 24% (9 out of 38) of full professors in 2023, 75% % of associate professors (12 out of 16) and 77% of assistant professors (10 out of 13). Two associate professors were promoted to full professors in 2023, one man and one woman. Several female professors held leadership positions in the past (deputy director, research director), but because of the Here rotating system, they have been less present in academic leadership positions in recent years. Nevertheless, 30% of the Institute’s directorship positions are now held by women. Moreover, for the first time in its history, the Geneva Graduate Institute hired a female director in September 2020 (Marie-Laure Salles). At the same time, the Institute’s Foundation Board elected a female president in July 2021 (Beth Krasna).

A number of policies have been put in place to support assistant professors in order to facilitate the path to promotion, including course releases and a mentoring system. The Institute also has regularised maternity leave for professors and provides an opportunity to stop the tenure clock. The evolving strategic plan pays particular attention to enabling young female professors to succeed professionally and move up the academic ranks.

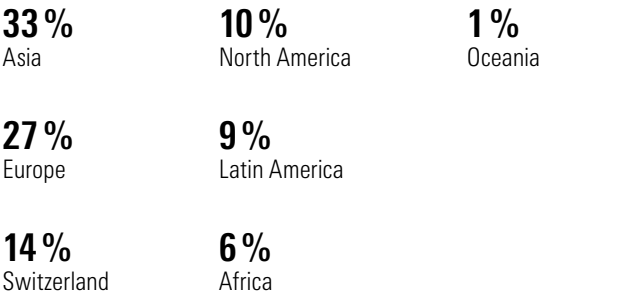
Faculty Nationalities

With regard to nationality, our professors come from 24 different countries. The largest non-European group are professors from Asia and North America, which make up 10% of the professoriate, respectively. Virtually all pro- fessors received their Ph.D.s from universities in Europe and North America – this is an important frontier when it comes to bringing intellectual diversity into our faculty.

Student Body

The Graduate Institute has a diverse student body. In 2023, it enrolled 1,092 students, about 31% (343) of whom pursued a Ph.D. and 69% (749) a master’s degree. Reflecting developments in higher education more broadly, and in the social sciences in particular, 63% of all students identified as female, with 68% at the Master’s level and 51% at the Ph.D. level. The degree programme with the most women is the interdisciplinary master’s programme with a student body that is almost 73% female.

Geographic Origins (students enrolled)



→ Find out more information: <https://www.graduateinstitute.ch/students-life>

New Professors

MOIRA FAUL
Senior Lecturer, International
and Development Studies

JOËLLE NOAILLY
Senior Lecturer, International Economics

ALICE PIRLOT
Assistant Professor, International Law

CAROLINE RUSTERHOLZ
SNSF Assistant Professor,
International History and Politics

Promotions

SUNG MIN RHO
Associate Professor,
International Relations/Political Science

LORE VANDEWALLE
Professor, International Economics,
Pictet Chair in Finance and Development

Teaching

Teaching at the Institute

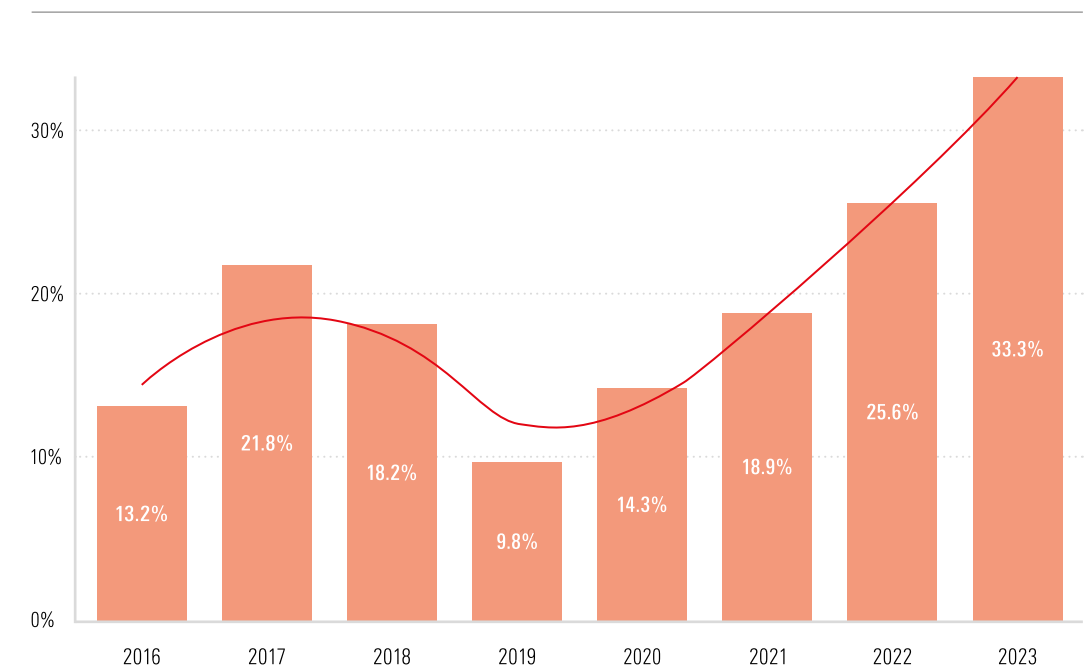
Promoting equity, diversity and inclusion is not simply a matter of celebrating a community of people with different skin colours, gender identities or backgrounds. Promoting diversity also means creating awareness of histories of discrimination and oppression and validating marginalised knowledge, including in our teaching. The Institute has sought and continues to make its curriculum more inclusive. It is also consciously contributing to efforts to decolonise knowledge more broadly. It does so in its master's and Ph.D. programmes as well as in its Executive Education offerings.

In the fall of 2022, the Geneva Graduate Institute inaugurated a new specialisation in its Master in International and Development Studies (MINT) focused on studying issues of gender, race and diversity. While these topics were included in previous curricula through a gender minor, mandatory and elective classes, the new MINT specialisation gives the issue the visibility and attention that it deserves.

The MINT specialisation on Gender, Race and Diversity also offers Applied Research Projects (ARP) in which small student groups conduct policy-relevant research with policymakers, practitioners and leaders in Geneva and beyond to answer pressing research questions of global concern.

Percentage of Diversity-Related Theses over Time (normalised)

Defined as containing at least 1% of diversity-related vocabulary in the abstract (in range of 0% to 6%)



Beyond the MINT, issues of gender, diversity and inclusion are salient throughout the Institute's curricula. An analysis of courses offered in the 2022/23 and the 2023/24 academic years showed that about 50% addressed issues of gender, diversity and inclusion (53% in 2022/23; 49% in 2023/24). The Department of Anthropology and Sociology (ANSO) had the highest proportion of GDI-related courses in both academic years (i.e., 68% and 65% of all ANSO courses addressed issues of GDI respectively), though the highest number of GDI-related courses are offered in the MINT programme.

Examples of ARPs Projects

List of Projects (October 2023 to June 2024)

- **Project 17 – Organisation:** SRI Geneva
Gender Integration and the Human Rights Council: All talk and no action?
- **Project 19 – Organisation:** International Trade Centre
Climate Neutrality at Borders: Mitigating Environmental Externalities of Cross-Border Activities
- **Project 29 – Organisation:** MMV
Introduction of a new chemoprevention for malaria in pregnancy in sub-Saharan Africa: an overview of barriers and key drivers to optimal adoption and implementation
- **Project 32 – Organisation:** Global Fund for Widows
Review and Implications of Under-Recognized Widows Inheritance Rights Evaluation in Developing (Un-WIRED) World
- **Project 47 – Organisation:** Centre for Reproductive Rights
Combatting Discrimination in Maternal Health through Policy and Law
- **Project 58 – Organisation:** ILGA
Advocacy Guide on Sustainable Development Goals (SDGs) at the United Nations for LGBTI activists

Course Example

On “Doing Good”: Ethics, Power and Privilege in International Engagement, by Dr. Claudia Seymour

This highly participative course examines the notion of “doing good” in the world. It critically reflects on international normative claims to alleviate human suffering, reduce inequality, ensure the protection of human rights, to prevent and respond to the “scourge of war”, and to ensure the “dignity and worth” of all people (ref. Charter of the United Nations). The ethical precept of *primum non nocere* is treated in depth throughout the course, with students working through the challenges, dilemmas, contradictions and distortions that accompany the moral imperative of international engagement. The course probes how we know about violence, suffering and inequality and thus how we act to prevent and alleviate them. It examines sociological and anthropological perspectives on denial, cognitive dissonance, and subjectivity to reflect on when and why we do not act.

Research

Research at the Institute

Research at the Graduate Institute has engaged with issues of gender, race and diversity in various ways. Topics related to equality and difference, oppression, exploitation and liberation surface regularly in its publications, research project, theses and dissertations.

Research Projects

Research Grants Including Diversity, Equity, & Inclusion Topics Published on the SNSF Webpage

While most of these projects have themes around gender, two projects focus on decolonisation (Hafner, Srivastava) and one on the inclusion of vulnerable groups in international law (Robb). All of these grants were submitted in 2023, and awarded in 2023 or 2024.

Bourbonnais, Nicole. *Women and Children as Sites of Intervention: Past, Present, and Future.* SNSF Scientific Exchanges grant. CHF 20,600.

→ <https://data.snf.ch/grants/grant/218169>

The image of “women and children” – as a coherent, recognized unit – has formed one of the most dominant, long-lasting motifs in national social planning and global health, development, and humanitarian work in the 20th and early 21st centuries. There may be no more prescient signifier of conflict, hunger, and poverty than the tired, worried mother clutching her emaciated child to her breast. But women and children have also been presented as critical sites of intervention, as the foundation of national strength, and as promising “agents of change.”

This conference examined how a variety of actors – eugenicists, feminists, child rights activists, public health professionals, colonial officials, states, and global institutions – have centred motherhood and the family within a diverse set of political and social projects. The conference adopted a comparative and transnational perspective to explore some of the critical tensions underlying maternalism, child saving, family planning, and reproductive control, across borders. Through a mix of roundtables and panels putting scholars working across different geographic contexts into direct conversation with one another, the conference focused on exploring the broader transnational connections underlying these interventions while also highlighting new and innovative research. The conference brought together a diverse range of participants in terms of background, discipline, stage of career, and location, with the objective of building a broader thematic research network and drawing submissions for a landmark journal special issue on the theme. The conference also included a roundtable directly linking the conference discussions to policy and activist work.

Hafner, Nicolas. *“Le Savoir et le Faire”: Decolonisation and Geneva as a Third World Studies Hub, c. 1961-1981.* SNSF doc.CH grant. CHF 213,898.

→ <https://data.snf.ch/grants/grant/218930>

In 1961, the Centre genevois pour la formation de cadres africains (IUED) opened its doors. The responsible actors described this as an act of solidarity by a non-colonial and neutral Switzerland with recently independent nations needing development assistance to assert their freedom. In the following decades, IUED became a place known for robust debate, bringing together a vibrant and multi-disciplinary communauté de pensée of Third World anticolonial and anti-authoritarian activists, state functionaries and like-minded intellectuals-united in their commitment to the transformation of postcolonial societies, and divided in their approaches. Nicolas Hafner’s dissertation studies the people that populated IUED, their ideas and trajectories, and the socio-political context in which they worked. He explores what these histories can tell us about the larger meaning of decolonisation

and development in this period. By examining an extensive and rich body of archival resources, including the oral history testimonies of former professors, staff, and students, his research weaves together social, intellectual and institutional histories. Recounting how people at IUED devised and debated Third World approaches to development, he engages with the burgeoning literature on the history of development. In particular, his dissertation contributes towards a better understanding of development in the wake of decolonisation by mapping the worlds of people from and concerned with the Third World, who formulated new development strategies beyond economic growth to overcome socio-economic and political injustices.

Prügl, Elisabeth. *Social reproduction and survival: developing a research methodology.* SNSF Scientific Exchanges grant. CHF 12,700 CHF.

→ <https://data.snf.ch/grants/grant/218540>

The scientific exchange brought Saniye Dedeoglu, Professor of Social Policy from Abdullah Gü I University in Turkey, to Geneva. Through collaborative work over two months, she and Elisabeth Prügl contributed to the literature on how women’s work in the realm of social reproduction contributes to global value chains and ensures the survival of those marginalised in the global economy. Specifically, they engaged a definition of the concept of social reproduction and developed a methodology for measuring it that is useful for empirical research. In seeking to sharpen the definition of the term, they furthered their understanding of its political and economic dimensions, of the specific ways it connects to the global economy and to global politics, of the role and practices of patriarchal control over women’s labour and bodies, and of how capitalist and patriarchal relations in specific locations govern the extraction of labour. Combining work in feminist Political Economy and feminist International Relations, they hoped to push the boundaries of existing definitions by bringing into view the way women’s reproductive labour secures basic human needs, including needs for security and protection that are particularly urgent for forcibly displaced migrants. Taken together, they broadened the horizon of what counts as labour and as generating value in the international political economy.

Prügl, Elisabeth. *Caring to survive, surviving to care: Gendered survival practices, social reproduction and circuits of violence in Ukraine.* SOR4D - Solution-oriented research for development programme. CHF 953,033.

→ <https://data.snf.ch/grants/grant/218384>

This ongoing project examines the intersectionally gendered practices of survival in the context of Ukraine. It documents how diverse Ukrainians experience and respond to different but interlinked forms of violence – from the violence of war and Russian invasion, to the economic violence unleashed by structural and austerity reforms. Using a feminist political economy lens, the project examines how the coping strategies are shaped by gender and other intersectional identities, and influenced by national and international policies. The project adopts a participatory action research approach, and uses a combination of fieldwork in two oblasts in Ukraine, policy analysis, and a prefigurative workshop, in order to make a two-fold contribution. On the one hand, it provides a concrete illustration of feminist conceptualisations of violence, and a deeper understanding of the place of social reproduction in war and war economy. On the other hand, it addresses an urgent practical need for information and analysis that will inform more gender-responsive and feminist policy-making and recovery planning in Ukraine.

Robb, Lillian. *From the Bottom Up: Incorporating Vulnerable Groups in the Norm Creation Process Concerning Sea Level Rise and Climate-Induced Displacement in Oceania.* SNSF doc.CH grant. CHF 209,812.

→ <https://data.snf.ch/grants/grant/219001>

The ongoing research explores processes by which international law may reorient the norm creation process in order to better respond and react to global issues using tailored and appropriate normative solutions. It does so on the bedrock premise that a system capable of incorporating affected groups in the norm-creation process will be a system more capable of addressing global challenges. It posits that a failure to include the voices of affected populations in designing solutions runs the risk that our responses are, at best, non-responsive and, at worst, maladaptive in addressing the actual concerns and needs of those groups. This is important first because those groups have an interest, and in many cases a right, to participation, and, second, because vulnerable populations often possess situated knowledge that cannot be underestimated as an important, informative, and instructional element of an effective response. The research takes the case study of climate-induced displacement in Oceania, modelling and analysing the extant participatory mechanisms within that system and exploring their shortcomings. The resulting analysis of the selected case study is used to inform a model of bottom-up norm creation and participation applicable to a wide issue base, ensuring the broad applicability and impact of the research for challenges beyond climate-induced displacement and beyond the Oceania region. This research engages with a fundamental and foundational element of international law, which is – what is the role of groups of individuals in the international system? It does so both theoretically, examining who holds sovereign rights and other rights forming the normative basis for participation in the international system, and practically, by engaging in questions of effectiveness and responsiveness of our international system in modelling that system in a way that incorporates those actors capable of improving and shaping the norm creation process.

Schayegh, Cyrus. *International organizations in the Global South: Body Politics, Power Relations, Local Impacts.* SNSF Scientific Exchanges grant. CHF 17,480.

→ <https://data.snf.ch/grants/grant/219001>

The conference discussed the role of international organisations in shaping the politics of the body in countries of the Global South in the twentieth century. International organisations have often taken responsibility for the bodies of populations around the world. Protecting bodies from disease, drug abuse, hunger, human trafficking and harmful work was an official goal of organisations such as the League of Nations, the World Health Organisation, the International Labour Organisation, etc. Other international organisations such as missions, global business, humanitarian and aid organisations have also dealt with body politics within their respective frameworks. The conference critically examined the agendas of various international organisations and questioned their neutral stances in understanding and defining the bodily needs of societies in the Global South. Historians have often pointed to racial and gender biases in the agendas of international organisations towards non-European societies. However, the impact of their understanding of the bodies of the people they encountered has not been sufficiently explored. The focus on bodies and body politics is common in gender and sexuality studies, but less so in studies of international organisations. Examining the actions of international organisations can provide new insights into how colonial bodies were constructed by such organisations, how local actors reacted to such interventions, the extent to which these constructions had an impact on social and political structures, and the ways in which these constructions are perpetuated in the present.

Srivastava, Devarya. *A Poetics of Decolonization: Literary Entanglements, Textual Solidarities, and the Progressive Writers’ Movement, South-Asia, c. 1934-1980.* SNSF doc.CH grant. CHF 193,033.

→ <https://data.snf.ch/grants/grant/222572>

On the evening of November 23, 1934, a group of Indian students met in the backroom of the Nanking restaurant in London to lay the foundations for a Progressive Writers’ Association (PWA). Critically reflecting on their shared experience as colonised subjects in the metropole, they sought to outline the role that writers and artists would play in the struggle to free the Indian subcontinent from British rule. While born out of

the political agitations for Indian independence, the PWA aligned themselves to a global movement against imperialism and fascism. Active from the 1930s to the 1980s, its members published journals and newspapers; brought into their fold poets, painters, and performers through different forums; and built networks of Third World solidarity with other Asian and African artists across territorial borders.

This ongoing project seeks to chart the political, personal, and transnational journeys of the PWA, its members, and affiliated collectives. Tracing these histories allows us to grasp how writers, artists, and performers crafted visions for a decolonial world free from colonial domination, imperial rule, and fascist repression. Methodologically, the project weaves together public, print, and personal archives to examine a vibrant body of textual material including surveillance reports, manifestoes, bulletins, private correspondences, conference proceedings, newspapers, and journals. Doing so, the dissertation aims to reveal new lines of affiliations, associations, and collaborations that arose and spread across interwar London, decolonising South-Asia, and postcolonial Afro-Asia. In looking back at the worldly, relational, and transnational aspirations of the PWA, the dissertation will recover the rich imaginations of postcolonial belonging, freedom, and subjectivity that decolonisation spanned beyond the realm of state-relations and narratives of anticolonial nationalisms.

Yagi, Sachiyo. *Fertility on Ice: Medicine for Demographic Anxieties? Modern Reproductive Technology of Egg Freezing and Reimagined Traditions in Japan.* SNSF doc.CH grant. CHF 156,831.

→ <https://data.snf.ch/grants/grant/218965>

Egg freezing, an emerging form of assisted reproductive technologies (ARTs), allows women to postpone motherhood by freezing and preserving their female reproductive cells. Whereas the technology has been marketed as offering women more reproductive choices, some countries with lowering fertility rates have started to consider egg freezing as a tool to tackle low fertility. Noting that existing literature lacks discussions of technically assisted reproduction in the context of demographic anxieties, this research project brings together scholarly engagement with ARTs, reproductive politics, and critiques of modernisation theory. The overarching objective of this ongoing research project is to produce ethnographic accounts of how egg freezing is mobilised in relation to competing desires, and how it shapes reproductive behaviours in the context of demographic anxieties. Using the case of egg freezing in Japan, this research project asks: How is low fertility medicalised with the marketisation of egg freezing?; What motivates women to opt for egg freezing?; How are the cultural values of motherhood and reproduction constantly reimagined during the process? The research outputs will provide further understandings of social and structural reasons that encourage women to delay their motherhood and offer new insights into technologically inflicted struggles with notions of the traditional in the modern.

Some Publications from 2023

Books published by the faculty addressed topics ranging from feminism and the social and solidarity economy to gender and peacebuilding, gender and agriculture commercialisation, postcolonial views of John F. Kennedy and an exploration of racist and colonialist monuments in Geneva.

The Geneva Graduate Institute faculty and researchers also published almost 100 journal articles on topics relating to gender, sexuality, race, colonialism and other issues of difference. Many of these were in peer-reviewed journals and took up topics including gender in international courts, peasant studies and land grabbing, the international family planning movement, the role of partners of HIV-positive women, vaccine injustice, racial inequality in different countries, gender aspects of migrant assimilation and the decolonisation of academic knowledge. A list of articles published in 2021, 2022 and 2023 is available on the DEI Initiative's website.

→ **Publications list:** <https://www.graduateinstitute.ch/DEIpublications2023>

Gender Centre

The Gender Centre has continued to sustain a lively intellectual community with students, faculty and researchers regularly engaged in reading group and in the Gender Seminar Series (GSS), panel discussions and dialogues with the centre's active network across International Geneva. The community extended in 2023 as the centre attracted five Visiting Fellows and two Junior Visiting Fellows for medium or longer-term collaborations with the centre faculty. For one of these scientific exchanges the centre secured external funding.

We added several new projects to our research portfolio, including *Re:SHARE – Race and Sexual and Reproductive Health Charities in Postwar Britain, 1960s-2020s*, *FamilEA – The Remaking of the Family in East Africa, Fertility on Ice* (doc.CH), *SWIFT – Supporting Women-led Innovations in Farming and Rural Territories, “Le savoir et le faire”: Decolonisation and Geneva as a Third World Development Studies Hub, c. 1961-1981* (doc.CH). By the end of the year, the centre had become host to 16 projects bringing in 9.8 million CHF of external funding.

The Gender Centre has been successful in gaining four externally funded grants in 2023, including two SOR4D projects, a Wellspring foundation grant and a IDRC grant totalling almost 3 million in research funds enabling new research networks with partners in Ukraine and Kenya and facilitating work on gender minorities across North Africa.

Members of the centre continue in their outreach activities across International Geneva and are regularly called upon to provide expert advice to international organisations and member states as well as multilateral processes such as World Summit on Information Society) organised by ITU), the World Health Assembly, the Human Rights Council and Intersessional sessions.

The Graduate Institute's New Gender, Sexuality and Decolonisation Resource Page

A new and dynamic resource for students and researchers looking into questions of gender, sexuality, and decolonisation features articles from the course Gender, Sexuality and Decolonisation in the Global South, as well as a richly annotated bibliography compiled by our students.

Over the course of the twentieth century, the world order was fundamentally transformed by the rise of decolonisation movements in areas under European rule across Asia, Africa and the Caribbean. The history of these movements has often been told as a story of “Great Men”, of the male intellectuals and activists who dominated nationalist organisations, political debates, and post-independence governments. But women were also critical actors in these movements, and the transformation from colony to independent nation-state had fundamental implications for the organisation of gender and sexuality across societies.

This resource page seeks to capture these experiences and highlight the broader set of actors, wider visions, and deeper implications of decolonization. The blog articles (written by Graduate Institute students) explore different themes in the history of gender, sexuality and decolonisation, while the annotated bibliographies provide an overview of key academic works, organised by geographical region. The goal is to provide an introduction to this field for students, researchers, and anyone interested in these rich and complicated histories.

Executive Education

Executive Education Programmes

The Institute's Executive Education programmes also address issues of gender, diversity, and inclusion. These include a short course and, importantly, two-degree programmes (Certificate of Advanced Studies [CAS] and Diploma of Advanced Studies [CAS]) on Gender and Development.



CAS and DAS on Gender and Development

Souhaitant mettre en place des formations accessibles, innovantes et de qualité, le Pôle genre et développement (qui est ensuite devenu le Centre genre de l'Institut) a décidé de créer en 2007 un programme de formation en ligne (*e-learning*) en genre et développement afin de renforcer les capacités des acteurs et actrices clés pour une meilleure prise en compte du genre dans les actions en faveur d'un développement durable en Afrique. Il propose depuis 2014 un Certificate of Advanced Studies (CAS) et depuis 2020 un Diploma of Advanced Studies (DAS) qui est maintenant géré par la Formation continue.

Le programme repose sur un partenariat avec l'Institut panafricain pour le développement région Afrique de l'Ouest-Sahel (IPD/AOS), qui est une université basée au Burkina Faso, et l'équipe enseignante est composée majoritairement d'enseignant-es-chercheur-eurs et chercheuses d'universités ouest-africaines. Des membres du Centre genre font partie du comité scientifique et du comité de sélection des candidatures du programme. Depuis 2021, le programme est également proposé dans la région des Grands Lacs (en français). Un nouveau Certificate of Advanced Studies (CAS) a débuté en mars 2024 en Amérique latine (en espagnol) en partenariat avec des institutions locales basées au Pérou et son équipe enseignante est latino-américaine.

Short Course: The International Framework on the Human Rights of Women and Girls

Gender Centre affiliates and members have developed and taught this short course jointly with Executive Education and with the support of the Permanent Missions of the Netherlands and Canada since 2012. It is targeted at diplomats in Geneva and seeks to strengthen the capacities of delegates to the Human Rights Council.

Engagement

Diversity Month

November is Diversity Month at the Geneva Graduate Institute

What is diversity? What does it mean to the individual? What does it mean for the collective? How is it constructed? How diversity is viewed and understood is, in itself, diverse. Every November, the Institute celebrates diversity, taking a deeper look into its different facets.

This year, our awareness month on diversity was part of a larger, year-long campaign dedicated to respect. To celebrate the diversity of our community here at the Institute, we gathered five words key to achieving respect, with your help. What do they mean to the community?

What Does Diversity Mean to You?



DÊLIDI ERIC DEGILA

Professeur de pratique, Programme interdisciplinaire et relations internationales/science politique

La diversité est l'égalité possible offerte à tous et toutes d'exister et de vivre librement avec ses spécificités au sein d'un monde « pluriversel ». C'est reconnaître la multiplicité du *ego sum* en favorisant une réelle inclusion des singularités au sein de nos morphologies sociales. C'est valoriser l'apport de tous et toutes par-delà les logiques de hiérarchie, grâce à un décentrement qui permet d'apprécier la contribution intrinsèque de chacun et chacune.



UMUT YILDIRIM

Assistant Professor, Anthropology and Sociology

I view diversity as a pedagogical tool with which to address overlapping and interrelated systems of geographical, racial, gendered, classed, sexual, and ability-centred discrimination as well as affirmative processes of academic and public engagement, collaboration, and transformation around education and equity. I see diversity as an interactive process of un-learning and re-learning centring on the generative power of difference and bridging the gap between institutional commitments, theoretical interventions, and immediate life concerns.



ADITYA BHARADWAJ

Professor, Anthropology and Sociology; Chair, Department of Anthropology and Sociology;
Co-Director, Gender Centre

Diversity is similarity. Yes, it's an oxymoron. Diversity is a singular act of seeing the self in "others," a simple act of recognising the self in the face of an "other." Diversity is dissolution: letting one become many and many braided into one. Diversity is a point of saturation, a dense singularity revealing infinite possibilities. To embrace diversity is to embrace oneself as one possible manifestation of a diverse Universe.



MARIE-LAURE SALLES

Directrice

Affirmer la diversité, c'est reconnaître dans une égale dignité nos communautés et leurs formes variées de présence au monde. Affirmer la diversité, c'est militer pour que ces différentes formes de présence au monde puissent s'exprimer et s'épanouir. Enfin et peut-être surtout, affirmer la diversité, c'est démontrer sa valeur – qui ne se révèle finalement que lorsque la diversité devient rencontre et hybridité.



DOMINIC EGCEL

Senior Research Advisor

Diversity is the intrinsic expression of beauty. Think, for instance, of a swarm of parrots, a rainbow or butterflies. But beauty is also expressed in human diversity, in the multifaceted articulation of customs, languages, art, and foods. Today, however, as in the past, diversity has many enemies. Puritans, identitarians, nationalists and illiberals of all sorts long for a monochromatic world made up of certitudes and like-minded, homogenous groups. They are scared by alterity, difference and, ultimately, themselves. Humanity, however, may only express its full potential through the interplay of diverse worldviews, opinions and ways of thinking. To defend diversity, therefore, is to defend our shared human nature, what binds us all together, since this is the only way we can be meaningfully different. To put it in the words of Edward Said "Humanism is the only – I would go so far as saying the final – resistance we have against the inhuman practices and injustices that disfigure human history.



CONCEPTA CANALE

Head of Student Services

Diversity is at the heart of our existence. It is the essence of our world as it provides the basis for our uniqueness. We all belong to this diversity so fundamental to our life experience. If you were not different, how could I be I? If you were all like me – what a boring place that would be for all of us. Thank you Diversity!



ELIANE MINASSIAN

Head of Student Wellbeing & Support Service

Diversity colours my days and life by the many things I can see, admire, taste, smell, hear, touch, understand and learn. It allows us to reflect on our amazing differences and how we can reinforce and nurture these resources. Diversity is also respecting the other's culture, gender, look, religion, language, beliefs, opinion, habits and dreams. Diversity is my family and it teaches us so much!



CYPRIEN FLUZIN

Ph.D. candidate in International Law

Growing up as a white, straight, cis-gender European man, I once viewed diversity through the common lens of being an opportunity to learn and become more open-minded — in short, something to be celebrated without question. Only in recent years have generous and patient friends opened my eyes to the fact that, while diversity might look like a growth opportunity for me, for many of the people I thought of as personifying this "diversity", it can actually be a painful experience. I now understand that, if not paired with serious efforts towards equity and inclusion, diversity only benefits a privileged few. Celebrating diversity in itself is not enough and can actually overshadow the challenges faced by many. For people like me in a place like the Institute, embracing diversity means upholding a duty to proactively contribute to making our community more equitable and inclusive for all — something which requires difficult conversations, serious introspection, self-education, a great deal of listening, changing our mindsets and behaviors, and speaking up when we recognize harm. It is the only way to make a mission of diversity sincere and meaningful.

Art at the Institute

Following last year’s art competition organised by the Diversity, Equity & Inclusion Initiative , the winner, Marie Thorndahl, was invited to have a larger exhibition at the Fab.

The exhibition ran from November to January and featured a series of oil paintings entitled #multitude and #solitude. Although the aim of painting is painting as such, the global issues explored at the Institute trickle through the artworks, questioning the inner limits of human beings in this complex world. Marie’s These series are is about our ways of categorising living things, be it in terms of gender, species and ultimately people themselves. The paintings are delicate and meticulous, reflecting deep emotions in the faces of each character.

Exhibition #multitude
Thorndahl, Marie. #multitude 1 – 0.02 seconds. 2024, oil on linen (85 × 85 cm).



“
Paintings #*multitude* are about our ways of categorising living things, whether in terms of gender, species, and finally the humans themselves. It is such an exciting time; we know that we can challenge boundaries that seemed so obvious a short time ago. I hope my paintings can help move our inner lines.
”

MARIE THORND AHL
Paintress, Managing Editor (*International Development Policy* journal)

Roundtable
Diversity: How to Make It an Asset in our Teaching and Learning

The Graduate Institute prides itself as a diverse institution, including students from over 100 countries and professors from 25 different countries.

Yet, do we sufficiently take advantage of our own diversity? Beyond ensuring non-discrimination and inclusion, how can we more consciously turn our diversity into an asset? As an institution that produces and disseminates knowledge, our diversity has the potential to generated unique synergies. Where do we currently take advantage of this diversity in our teaching and learning? Do we sufficiently valorise the varieties of knowledge our diverse students and instructors bring to the Institute? What attitudes and pedagogies are necessary to make our diversity an asset? How can our curriculum better build on our diverse knowledge, including those not typically at the centre of orthodoxy? Can we use our diversity to decolonise our curriculum? How can our syllabi reflect this diversity? What does a classroom look like that values diversity? And how can we benefit from our diversity outside the classroom?

A round table invited the Graduate Institute community to discuss how we can make our diversity an asset. We hope to incubate a variety of ideas that we can integrate into our lives as teachers and learners and that we hope will help redefine what we mean by a diverse institution. Jeptum Tuitoek (Tess) MINT student and Black Conversations, Paula Gonzalez Martinez, Ph.D. student (Economics) and Rare Voices in Economics, Chanwoong Baek, Assistant Professor (IR/PS) and Michal SELA, Head of Student Services Admission Office participated in this discussion.

Screenings

La Rebelión de las Flores

In October 2019, a group of 23 indigenous women gathered to occupy Argentina’s Ministry of the Interior to protest the occupation of their land. For 11 days, they demanded an end to the “terricide” that has affected their communities for over 500 years. On the ground, they met with indifference from the state and society. Their intransigence, however, makes visible demands that have been historically ignored, but also a call to urgently rediscover a collective way of life based on reciprocity and solidarity between peoples and nature. Indigenous communities have been facing persistent challenges, from the legacies of colonialism to the battles for recognition and protection of their human rights, worsened by the environmental impact of their lands’ exploitation. Indigenous women have played a pivotal role for the self-determination of their peoples, even at the international level.



This discussion explored the conditions of Indigenous people in the Americas and inclusive pathways for a future where human rights are upheld. The panel included Larissa Da Silva Araujo, Ph.D. Candidate in Anthropology and Sociology, Graciela Jolidon, Specialist Indigenous and Tribal Peoples Convention, 1989, Marc Hufty, Professor in Development Studies, and Luciana Yael Markstein, Master Candidate in International and Development Studies as the moderator.

Backlash: Misogyny in the Digital Age

Backlash: Misogyny in the Digital Age, a documentary directed by Léa Clermont-Dion and Guylaine Maroist, was screened at the Institute.

The feature-length documentary *Backlash: Misogyny in the Digital Age* follows four women and one man whose lives have been particularly affected by online violence: Laura Boldrini, the most harassed female politician in Italy; Kiah Morris, an African-American politician in the state of Vermont who resigned following severe harassment and threats from right-wing extremists; Marion Séclin, a French YouTuber who received more than 40,000 sexist messages, including rape and death threats; Laurence Gratton, a young teacher in Quebec who was harassed for more than five years by a former colleague; and Glen Canning, the father of Rehtaeh Parsons, a young girl who took her life after photos of her rape were spread online.

What is it like to live with this so-called “virtual” violence? That is what this important film attempts to show by closely following the victims in their daily lives. Like in a thriller, we see in real time the waves of hate they are subjected to, their resulting fear, and how they no longer feel safe in public spaces. We see lives marked by a loss of confidence and shame.

Backlash: Misogyny in the Digital Age also shows how each of these women, and this man in the name of his late daughter, are fighting the same battle. They share a common cause: to refuse to be silent. Their journeys intertwine. They are demanding widespread accountability from those who allow the propagation of such hate, whether it be the tech giants, the state, or the perpetrators themselves.



A discussion followed with Oana Ichim, guest teacher for the Master in International and Development Studies; Anna Antonakis, Senior Programme Officer (Gender & Peacebuilding); Emily Niklas, Graduate Student in International and Development Studies, Specialisation in Gender, Race & Diversity; and was moderated by Serena O. Dankwa, Gender Expert, IAMANEH Suisse.

Alumnae·i

Alumnae·i Are Mobilising and Funding Scholarships and Prizes

2023-2024 Alumnae·i Scholarship Winner

The Alumnae·i Scholarship was established in 2013 to fund the academic and living expenses of a student in financial need for a year. Funds for the scholarship are collected through direct donations on the Alumnae·i Scholarship webpage as well as during a raffle held at the annual Alumnae·i Reunion, which gathers alumnae·i from around the world.



AMRUTHA SOMASEKHARAN NAIR

Master Degree in International and Development Studies

She completed her BA in Ayurvedic Medicine and Surgery and a Master's in Health Administration in India. She then worked for around four years at India's grassroots level, focusing on primary healthcare, sexual and reproductive health, and health system strengthening. She is now pursuing a master's degree in International and Development Studies with a specialisation in Global Health at the Institute. Through her work, she aims to improve health outcomes in vulnerable communities and achieve health equity, ensuring that everyone can access healthcare without financial hardship. Ultimately, Amrutha hopes to contribute meaningfully to community-centric global health initiatives: "As a girl from a rural village in India, never in my wildest dreams have I thought of studying in a global university. This exposure has been a transformative experience, and it is the best gift I could have ever received [...] I am committed to making the most of this opportunity, not only for my personal growth but also with a deep-seated desire to give back to society, inspired by the generosity that has shaped my path. Thank you, from the depths of my heart, for being a crucial part of this transformative chapter in my life".

Unlocking the Potential of Migrant Youth in the Workforce



Emmanuelle Werner Gillioz is the founder and director of Yojoa. She earned her degree from the Graduate Institute in 2000. She was born and raised in Geneva, Switzerland. As a child, she witnessed the work of her mother supporting prisoners and their families day in and day out. Since then, she has been driven by the need to move beyond stereotypes and to change narratives that are both disempowering and discriminatory. In 2000, Emmanuelle graduated from the Graduate Institute and travelled to Guatemala, where she spent over a year working with children in street situations and researching the issue of youth gangs.

From 2002 to 2007, she worked at Human Rights Watch and helped develop its presence in Geneva. There, she met her husband Sébastien, another Institute alumnus. In parallel, she completed a master's degree in children's rights at the Kurt Bösch Institute in Sion. In 2009, Emmanuelle flew with her husband and their baby son to Cambodia, where she joined the social enterprise Friends-International, and worked on child protection initiatives.

In 2010, the family moved to Beijing, where her husband joined the Swiss Embassy as a human rights advisor. During the following three years, Emmanuelle enjoyed her time in China, learning mandarin, giving birth to their daughter and writing a book that was later published (*Au-delà des cerfs-volants*, Éditions Slatkine, 2015).

Back in Switzerland in 2013, she launched the Swiss office of Friends-International and developed awareness raising initiatives on the negative impact of voluntourism with children in the Global South, changing the narrative about the needs of local communities.

In early 2020, Emmanuelle launched her own organisation, Yojoa. Convinced that inclusive growth is the only way to build resilient communities, Yojoa approaches diversity and inclusion as a performance lever and supports companies in their journey to develop more inclusive cultures. Yojoa provides solutions to understand diversity and inclusion, to harness it, to live it and to promote it.

In this context, Emmanuelle and her team are also developing tailor made programs to facilitate employers' access to young professionals and trainees with a migration background. And to unlock the potential of young migrants into the workforce.

Sandrine Cina Received Young Alumna Award



Sandrine Cina is a startup founder, a MassChallenge Finalist, and a World Economic Forum Global Shaper. She has also participated as a speaker at Davos and TEDx. She earned her Master in International Affairs at the Graduate Institute in 2011, after serving as a consultant to the United Nations Population Fund (UNFPA). Sandrine Cina received the Young Alumna award at the Alumni Reunion gala dinner on 2 November.

Because of her passion for change, Cina launched Be You Network in 2010, a Swiss organisation dedicated to helping people create a world where gender norms no longer define "who we can be, who we can love and what we can achieve". Since its creation, whether in the fields of training, audiovisual, technology or art, 150,000 people have taken action in 50+ cities around the world.

In 2019, Cina created a new venture called BØWIE: the first incubator dedicated to impactful projects in the gender field. BØWIE is a way of joining forces and supporting all those who want to create the world in which they aspire to live. She is also Founder and CEO of Includeed, a diversity and inclusion consultancy and innovative solution provider.

In 2016, the Graduate Institute Alumni Association Committee created the Alumni Awards to honour the outstanding achievements of the Institute's alumni. The Awards are divided into four categories:

- Alumnus of the Year
- Young Alumnus
- Commitment to the Institute and Alumni Association
- Lifetime Professional Achievement

Not all awards are given every year. After consulting with the 19,200 members of the alumni community, winners are selected by Committee members through a vote. Nominated alumni that have not yet been chosen remain on a list of potential awardees for the upcoming years. This year, we have the pleasure of welcoming all of the Alumni Award recipients at the Alumni Reunion gala dinner in Geneva on 2 November at the Mandarin Oriental Hotel.

The Young Alumna award recognises the outstanding achievements of a young person in his/her field, whether through their professional experience or community service. The recipient must be 40 years or under at the time of nomination.

Inspire Students Alumni Roundtable

Gender Expertise: What Opportunities and Challenges to Work in this Field?



LAURA BISCAGLIA
MIA '18

Laura Biscaglia is a feminist advocate with over 5 years of experience in the humanitarian and development sectors at the international level. She is currently working as a Gender and Diversity Programme Office for the Geneva International Centre for Humanitarian Demining (GICHD) where she provides substantial, organisational, and technical support on gender and diversity mainstreaming in capacity development, strengthening gender equality, diversity and inclusion in humanitarian mine action.



KAREN DAYANA CHICA GÓMEZ
MDEV '22

Karen Dayana Chica Gómez is a young professional and activist with experience at UNESCO, the Inter-American Commission on Human Rights, and the Inter-Parliamentary Union (Gender-Partnership Programme), where she is currently working as consultant in a project to promote gender equality in politics. She is also the founder of MUNJUD, a project to enhance the education of young people in Machala, Ecuador.



MIRIAM ENGELER
MDEV '20

Miriam Engeler is a public sector consultant at Syspons GmbH, a consulting firm which supports public institutions, federal ministries, foundations and non-profit organisations in maximising their positive social impact. While at the Institute, Miriam placed a particular focus on gender-sensitive and participatory research approaches, feminist and post-colonial critiques of development cooperation and questions on the equal participation of civil society actors in peace processes, development, and humanitarian action.



MARÍA AYLEN VANDONI
LL.M. '20

María Aylen Vandoni is a qualified lawyer with interdisciplinary knowledge on human rights, racial discrimination and minority issues through both professional and academic experience. She has extensive work experience in the UN system, prior within the UN Human Rights Office and now at the ILO, focusing on indigenous peoples and racial equality.

Student Initiatives

Rare Voices in Economics

In 2023, Rare Voices in Economics hosted several engaging events, including the Micro Research Cluster, the Mentoring Programme, a Workshop and the Job Market Meeting. These events helped young researchers, especially Ph.D. students and postdocs, to foster collaboration, mentorship and career development.

The Micro Research Cluster initiative was designed to create a supportive environment where young researchers from institutions such as the Graduate Institute, the University of Geneva, and the University of Lausanne could present and discuss their research ideas or discuss current research directions. During these sessions, participants presented preliminary or ongoing research in fields such as applied microeconomics, development economics, spatial economics and behavioural economics. Presentations included an exploration of the impact of extreme rainfall on facility-based births and on the impact of education on domestic violence in India.

The mentoring programme matches students with professors from the three participating universities. The RViE has been offering its mentoring programme since September 2020. Their aim is to empower economics students from under-represented minority groups, and their allies, to reach their full potential. They match doctoral students from one of our institutions with professors in matching research areas. Doctoral students benefit from a new channel: they can ask questions about career plans and struggles without fear of professional judgement. Mentors usually meet their mentees once or twice per semester.

The workshop entitled “How Rare Voices Navigate Challenges in Academia” featured two inspiring speakers: Sulekha Hembram from Rabindra Bharati University in Kolkata, and Yuan Zi from the Geneva Graduate Institute. Both professors shared their personal and professional journeys, discussing the unique challenges faced by minorities in academia and how they overcame them. Their insights provided valuable perspectives on the intersection of academic life and diversity where participating students had the chance to ask questions or advice as well.

The Job Market Session was another highlight, offering guidance on navigating the often stressful academic job market. With a panel of experienced experts including Rachel Cassidy (World Bank), Alberto Ramirez (Richemont) and Assistant Professor Imelda (Geneva Graduate Institute), participants gained insights into different career paths in academia, the private sector and policy institutions. During the session, we also organised a research speed-dating event, where junior researchers exchanged ideas to find potential future co-writers in a fun and engaging format.

These events provided an excellent platform for junior economists to present their research, network with peers, and receive support and guidance on their academic and professional journeys.

Feminist Collective

The Feminist Collective aims to provide a platform for gender justice activism and uphold feminist voices at the Institute. They hope to reach the community by creating safe spaces for a free exchange of ideas in a respectful setting where members can exchange from their different perspectives on the challenges they face at the Institute or in society at large. The collective hopes to have an educational purpose by encouraging a stimulating exchange of ideas and facilitating access to different services available to our community, but also by promoting a gendered and feminist lens of analysis in international relations and development so that change can be exported outside.

Throughout the last academic year, the Feminist Collective concentrated on building a community interested in discussing feminist topics by regularly hosting Get Togethers. The aim was to create a safe place for students to exchange views and experiences related to gender issues in a more intimate setting, outside of the Institute. Topics such as the Possibilities and Challenges for Feminist Engagement at the Institute or Non-Western Feminism were explored.

Secondly, the Feminist Collective led a three-part campaign to raise awareness around sexual harassment, which also allowed for the promotion of support systems available to students. On 25 April, for Sexual Harassment Awareness Day, the Collective hosted a stand and invited students to stop by, discuss gathered resources and share their thoughts on particular topics they wanted the Feminist Collective to work on next. Finally, they circulated a form within the Graduate Institute community to gather feedback on the “No Tolerance for Harassment” campaign and better identify the needs of the community.

Finally, the Feminist Collective fosters intersectional thinking by collaborating with different GISA initiatives and Geneva-based organisations. Notably, the Collective was invited by GCERF to facilitate a workshop during their Global CoP on Gender Mainstreaming, during which we had the opportunity to discuss the importance of a critical gender approach in preventing violent extremism. In addition, alongside the Gender, Peace and Security Initiative, the Collective was invited to collaborate on an episode of *Seeds of Peace*, the Peacebuilding Initiative’s podcast, where they discussed the way students are taught to conceptualise gender its role in politics, conflicts and peace studies and how this affects academic research but also the students’ own expectations for their lives.

The Feminist Collective is collaborating with the Institute administration to promote a safer space for students. Through discussions and workshops, they aim to complement the existing training on how to react when confronted to sexual harassment, how to be an active bystander, and how to prevent such acts of (micro-) aggression. For that, the Collective has been collaborating with the Swiss association Viol Secours. Furthermore, they have been in touch with different Institute initiatives and are discussing potential events to organise together. This is in line with the goal to promote an intersectional approach and understanding of challenges in international relations and development. Finally, the Collective hopes to keep the feminist get-togethers going, so as to maintain a space for dialogue open to all interested students.

The Queer International Student Assembly (QISA)

QISA, the LGBTQIA+ initiative of the Graduate Institute Student Association (GISA), spent 2023 intensifying its efforts to promote rights, representation, and visibility for the queer community both at the Graduate Institute and within the broader community in Switzerland. With a core mission to challenge heteronormative norms, QISA addressed critical issues affecting the LGBTQIA+ population, while aiming to foster community, and educational events to raise awareness of the queer student body on campus.

Awareness and Education Events

Chat LGBT Coffee Chat Series

QISA organised collaborative sessions with other student initiatives, focusing on intersections of queer experiences and various identities. Notable events included the following.

LANI & QISA Coffee Chat

Welcomed over 40 students, fostering cross-cultural dialogue.

MENA & QISA Collaboration

Engaged over 40 attendees, with discussions on the Queer Palestinian Experience led by both the QISA and MENA Presidents.

Queer Mental Health Exchange

This series hosted guest speakers to discuss mental health issues within the LGBTQIA+ community, in potential partnership with the Global Health Initiative, to promote well-being.

Queer Care Yoga Series

QISA offered yoga sessions by the lake, creating a relaxing space focused on community care.

Educational Campaigns

Resources were distributed on issues such as queer mental health, pronoun usage, and the impact of pink washing as a form of colonial violence, to raise awareness and normalise allyship practices on campus.

Community-Building and Social Events

Queer Families Mentorship Program

QISA introduced a mentorship initiative inspired by the “big-little” model to support first-year students, helping them navigate their transition to the Institute.

Summer Pride March

As a celebration of queer identities and achievements, QISA organised a pride march over the summer, reinforcing community solidarity and visibility.

World AIDS Day Fundraiser

QISA’s fundraiser for World AIDS Day highlighted the importance of collective support and commemorated those affected by HIV/AIDS.

Cross-Cultural Dialogue and Representation

QISA made it a priority to involve and support students from various cultural backgrounds, ensuring that queer voices from all regions, sectors, and areas of study were heard and celebrated. These efforts culminated in cross-cultural discussions, which emphasised global queer issues and their relevance on campus.

Focus Area for 2023

Fostering Safe Spaces In 2023, QISA’s initiatives placed a strong emphasis on creating safe and inclusive spaces for the queer community at the Graduate Institute. Through a series of educational and social events, QISA provided students with supportive resources and fostered a sense of belonging, making the campus a more welcoming place for LGBTQIA+ individuals.



INSTITUT DE HAUTES
ÉTUDES INTERNATIONALES
ET DU DÉVELOPPEMENT
GRADUATE INSTITUTE
OF INTERNATIONAL AND
DEVELOPMENT STUDIES

Diversity, Equity & Inclusion Initiative

<https://www.graduateinstitute.ch/discover-institute/initiatives-dorientation/diversity-equity-inclusion-initiative>

Couverture : andipantz / iStock

Crédits photographiques : christophe_cerisier / iStock (page 35) ; gremlin / iStock (page 13)



CP 1672 – CH-1211 Genève 1
+41 22 908 57 00
graduateinstitute.ch