



2024 ANNUAL REPORT

DIVERSITY, EQUITY AND INCLUSION INITIATIVE

GENEVA
GRADUATE
INSTITUTE

DIVERSITY
EQUITY
AND
INCLUSION
INITIATIVE

Contents

04	LE MOT DE LA DIRECTRICE
05	L'INITIATIVE DIVERSITÉ, ÉQUITÉ ET RESPECT
05	LES MEMBRES DE L'INITIATIVE
06	L'INITIATIVE, SES GROUPES DE TRAVAIL ET SES LIENS
07	THE GENEVA GRADUATE INSTITUTE CHARTER
07	VISION
07	MISSION
07	PRINCIPLES
08	HIGHLIGHTS
08	GENDER EQUALITY PLAN
09	PEOPLE
09	DIVERSITY AT THE INSTITUTE
09	FACULTY & STAFF
11	STUDENT BODY
11	NEW PROFESSORS
12	UNBIASED DECISION-MAKING
13	TEACHING
13	TEACHING EDUCATION POLICY AT THE INSTITUTE
14	RESEARCH
14	RESEARCH PROJECTS
15	NORRAG GLOBAL EDUCATION CENTRE
15	DEI-RELATED RESEARCH PORTFOLIO IN 2024
16	KEY FIGURES 2024
18	CAMPAIGNS
18	INCLUSION
19	EVENTS
23	STUDENTS
23	JOHANNA ANGELES WINS THE PRALONG PRIZE — WHAT IF THIS YEAR IT WAS YOU?

Contents

25	ALUMNAE-I
27	STUDENT INITIATIVES
27	AFRIQUE STUDENT ASSOCIATION
28	QUEER INTERNATIONAL STUDENT ASSEMBLY

Le mot de la directrice

Marie-Laure Salles, directrice de l'Institut

Je suis heureuse de vous présenter l'édition 2024 du rapport annuel de l'Initiative diversité, équité et inclusion (DEI). Cette année témoigne d'un approfondissement de notre engagement collectif, marqué par des avancées concrètes dans nos pratiques institutionnelles, nos enseignements, nos recherches et notre vie communautaire.

L'Initiative DEI a poursuivi son travail au sein de ses quatre groupes de travail – Disability, Engagement, People et Teaching and Research – tout en renforçant ses liens avec les initiatives étudiantes, les centres de recherche et les départements académiques. Les progrès réalisés en matière d'accessibilité, de gouvernance des données, de lutte contre les biais et de soutien aux parcours professionnels illustrent la maturité croissante de notre démarche. L'adoption du *Gender Equality Plan*, l'attention à la représentation et la promotion des femmes dans le corps professoral, ainsi que la mise en place d'outils favorisant une prise de décision plus équitable constituent des jalons importants de cette année.

Notre communauté s'est également mobilisée autour d'initiatives qui nourrissent le dialogue et renforcent le sentiment d'appartenance. Les projections-débats, les ateliers, les formations – notamment *Respect and Living Together* – et les projets menés avec nos partenaires institutionnels ont permis d'aborder des enjeux complexes à travers des récits, des expériences vécues et des perspectives interdisciplinaires. Ces espaces de rencontre et de réflexion sont essentiels pour faire vivre une culture inclusive au quotidien.

L'année 2024 a par ailleurs été marquée par un dynamisme remarquable dans la recherche et l'enseignement. Les projets soutenus par l'Institut ont exploré des thématiques centrales telles que les inégalités, les migrations, le genre, la protection sociale ou encore les politiques éducatives. Ils démontrent la capacité de notre communauté académique à produire des connaissances rigoureuses, ancrées dans les réalités du terrain et orientées vers la transformation sociale. L'enseignement, quant à lui, continue de s'enrichir grâce à la diversité des profils étudiants et à l'intégration de perspectives intersectionnelles dans les programmes.

Comme le rappelait Édouard Glissant, la relation est au cœur de toute transformation. Les actions présentées dans ce rapport illustrent notre volonté de construire des relations fondées sur l'écoute, la responsabilité et la reconnaissance des expériences multiples qui composent notre Institut. Elles montrent que la diversité n'est pas seulement un principe, mais une pratique quotidienne qui exige constance, courage et imagination.

Je remercie chaleureusement toutes celles et ceux qui contribuent à faire vivre cette ambition. Ensemble, nous continuons à bâtir un Institut où chacun peut se sentir accueilli, respecté et valorisé – un Institut capable de transformer la diversité en une force collective au service de notre mission académique et de notre contribution au monde.

L'initiative diversité, équité et inclusion

Les membres de l'initiative

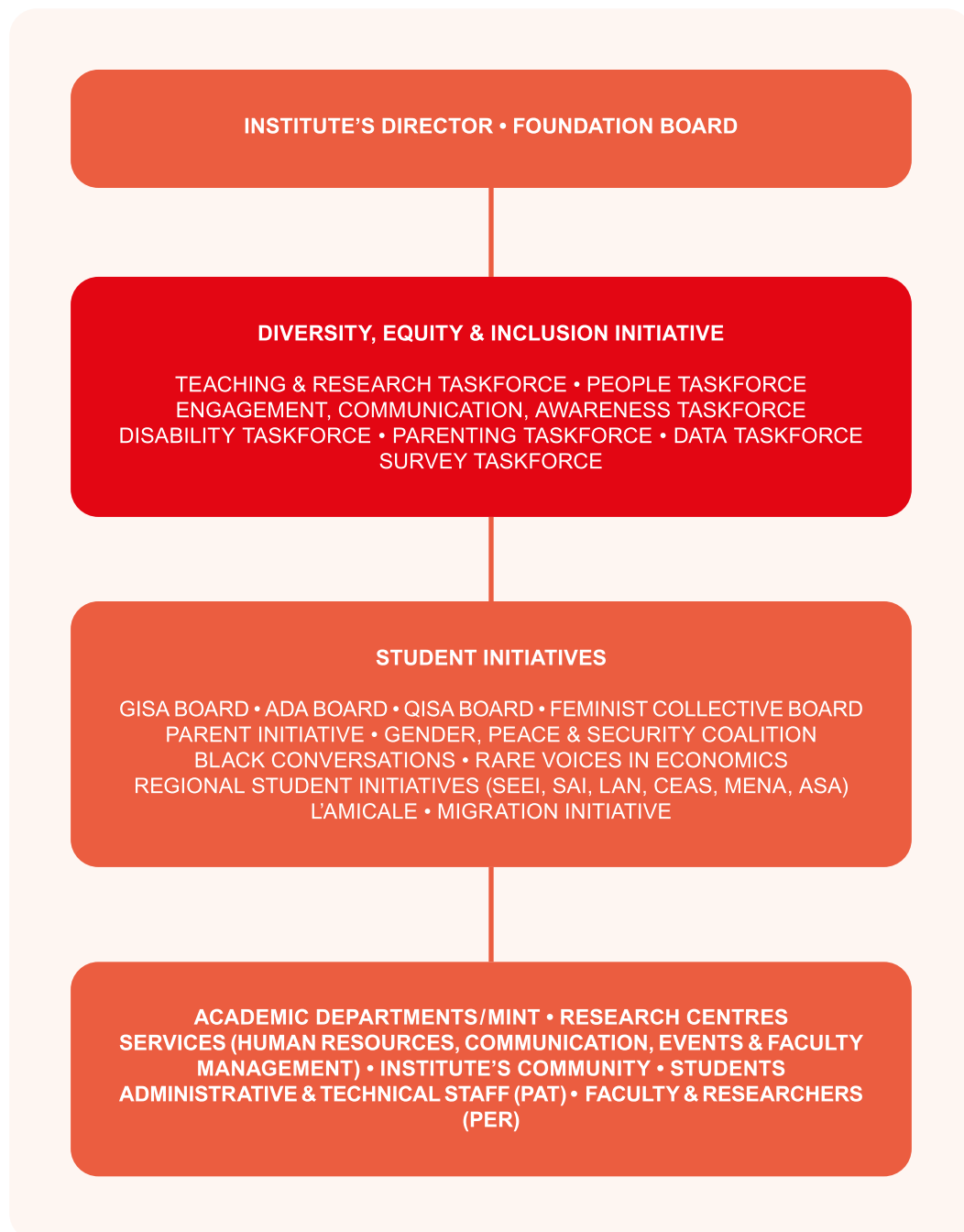
- **Laurence Algarra** (depuis 2021) - Directrice de cabinet
- **Nicole Bourbonnais** (depuis 2021) - Professeure adjointe, histoire et politique internationales ; co-directrice du Centre genre
- **Cécile de Gardelle** (depuis 2021) - Coordinatrice des initiatives
- **Delidji Éric Degila** (depuis 2022) - Professeur de pratique, programme interdisciplinaire et relations internationales/science politique
- **Sophie Fleury** (depuis 2021) - Responsable de la communication institutionnelle et interne
- **Graziella Moraes Dias da Silva** (depuis 2023) - Codirectrice, Albert Hirschman Centre on Democracy ; professeure adjointe, anthropologie et sociologie
- **Laurent Neury** (2021-2023) - Directeur exécutif des études ; conseiller académique senior ; membre du groupe de travail Disability
- **Elisabeth Prügl** (2021-2023) - Professeure, relations internationales/science politique
- **Marta Rosa** (depuis 2022) - Directrice des ressources humaines
- **Claire Somerville** (depuis 2021) - Chargée d'enseignement, programme interdisciplinaire ; directrice exécutive du Centre genre
- **Martina Viarengo** (depuis 2023) - Professeure adjointe, économie internationale ; affiliée au Centre for Finance and Development, au Global Migration Centre et au Centre genre
- **Isabelle Vuillemin-Raval** (depuis 2021) - Bibliothécaire spécialisée en anthropologie et sociologie

The initiative has been working primarily with a smaller group of members who have been leading progress on specific components of the action plan.

Among them, Sophie Fleury has been leading the communication outcomes. Laurent Neury has strengthened efforts to enhance institutional inclusivity through the publication of a disability action plan, an outcome of the Disability Task Force aiming at establishing five concrete and achievable objectives such as assessing the current state of inclusion for persons with disabilities; identifying unmet needs and persistent barriers, proposing reasonable accommodations; drafting a strategic plan for the attention of the Directorate, communicating the final results to the Institute community. Marta Rosa has been responsible for providing statistical data. In parallel, Professors Elisabeth Prügl, Martina Viarengo, and Moraes continued their work on the DEI Award, a teaching distinction designed to recognise and promote pedagogical practices that meaningfully integrate diversity, equity, and inclusion perspectives into the classroom experience. The initiative aims to encourage innovative teaching approaches and foster a more inclusive learning environment across the Institute.

L'initiative, ses groupes de travail et ses liens

L'initiative comprend quatre groupes de travail (Disability, Engagement, People et 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 d'affiner la compréhension institutionnelle 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:

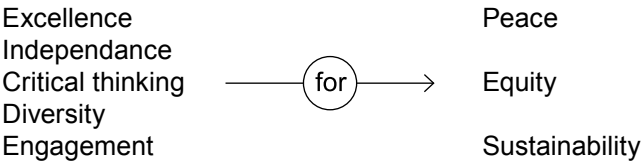
Vision

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.

Principles



Highlights

Gender Equality Plan

The *Gender Equality Plan*, drafted by Professor Aditya Bharadwaj, Co-director of the Gender Centre, was released and adopted by the Academic Committee in November 2024 and underlines the importance of including diversity language in the hiring and promotion guidelines of faculty and staff. It also states the importance of tackling gender inequality, addressing particular barriers faced by women in academia, and supporting the career progression of academic, research and professional staff through clearer institutional commitments.

- **Promotion of gender balance:** The plan underlines the importance to strive for gender parity across all levels of faculty, administration, and student bodies by implementing targeted recruitment, retention, and career progression strategies. In 2024, women constituted over half of the student body (65%), 44% of the faculty (a figure that is incrementally on the rise but with lower representation in senior academic positions), and 64% of the administrative staff.
- **Inclusive curriculum and research:** The Institute must ensure that gender perspectives are systematically integrated into teaching, research, and academic content. This involves revising course materials to include gender analysis, promoting gender-focused research projects, and encouraging interdisciplinary studies that explore the intersection of gender with other social categories such as race, class, and ethnicity and with other thematic issues such as health, education, technology, and peace.
- **Supportive work environment:** The Institute must develop a work environment that supports all genders equally, with a focus on work-life balance, antidiscrimination measures, and professional development opportunities. This includes offering flexible work arrangements, establishing clear anti-harassment policies, and providing resources for career development, particularly for women and gender minorities.
- **Monitoring and evaluation:** The plan emphasises the need to implement a robust monitoring and evaluation framework to regularly assess progress in gender equality, identify areas for improvement, and adjust strategies accordingly. This involves collecting and analysing gender-disaggregated data, conducting regular surveys, and publishing annual reports on the state of gender equality at the Institute.

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 able not only to thrive but also to share, exchange, and learn from one another 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 also encouraged 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 & Staff

Faculty Composition by Gender (Academic year 2023–2025)



Evolution of Women's Representation in Faculty (2008–2024)



New Faculty Hires by Gender (2020–2024)



Faculty by Academic Rank and Gender (2024)

23%

full
professors



79%

associate
professors

79%

assistant
professors

Academic Promotions by Gender (2024)

Two associate professors promoted to full professor (one woman, one man); one woman promoted to associate professor.

Women in Academic Leadership (2024)

Women hold 24% of directorship positions, including the Director of the Institute, a role held since 2020 by the first woman appointed to this position (Marie-Laure Salles).

Faculty Nationalities (2024)

Professors represent 25 countries, with the strongest non-European representation from Asia and North America.

In addition, 59 visiting faculty members contributed to the Institute's academic community. This diverse group of faculty included 3 SNSF Eccellenza Professorial 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 2024, the Institute hired 26 new faculty members, 14 of whom were women (54%). Hence, by 2024, the proportion of women in the faculty had risen to 44%, reflecting the sustained impact of these measures.

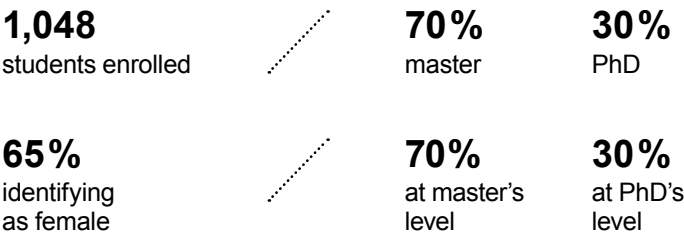
While the number of woman faculty has increased over time, they accounted for 23% of full professors (8 out of 37), 79% of associate professors (11 out of 14) and 71% of assistant professors (10 out of 14) in 2024. Two associate professors were promoted to full professors in 2024 — one man and one woman — and one woman assistant professor was promoted to associate professor.

Several women professors held leadership positions in the past (deputy director, research director), but because of the rotating system, they have been less present in academic leadership positions in recent years. Nevertheless, in 2024 24% of the Institute's directorship positions were held by women. Moreover, for the first time in its history, the Geneva Graduate Institute hired a woman director in September 2020 (Marie-Laure Salles), and a few months later, in July 2021, the Institute's Foundation Board elected a female president (Beth Krasna).

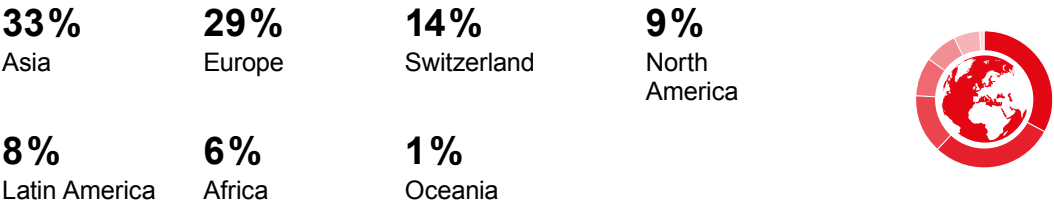
A number of policies have been put in place to support assistant professors in order to facilitate the path to promotion, including course releases and a mentoring system. The Institute also has regularised maternity leave for professors and provides an opportunity to stop the tenure clock. The strategic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

Student Body

Student Enrollment by Degree Level (2024) and Gender Distribution



Geographic Origins of Students (2024)



New Professors

The Institute strengthened its academic leadership in 2024 through several key appointments and promotions.

From left to right: Sara Hellmüller, Julia Cajal Grossi and Lore Vandewalle



Sara Hellmüller was appointed Research Professor by the Foundation Council. A Senior Researcher at ETH Zurich and formerly SNSF Assistant Professor at the Graduate Institute's Centre on Conflict, Development and Peacebuilding (CCDP), she began her new role in January 2025. This appointment followed her award of a CHF 1.8 million Swiss National Science Foundation (SNSF) Starting Grant for the project “Yes, I Do: A Theory on Belligerent Consent to United Nations Peace Missions”. In 2024, she also concluded her SNSF PRIMA project, “A Child of Its Time: The Impact of World Politics on Peacebuilding”, hosted at the CCDP, and was leading an SNSF AGORA science communication grant, “Communicating about Peace: United Nations Peace Missions and Their Mandates” (May 2023–January 2025), further consolidating her leadership in peacebuilding research.

Julia Cajal Grossi was promoted to Associate Professor of International Economics. Julia Cajal Grossi is an applied economist specialising in international trade, global value chains, and development economics. Her research examines how firms and workers in developing and emerging economies integrate into global markets, with a particular focus on labour market outcomes, productivity, and inequality. Using firm-level and administrative data, her work combines rigorous empirical methods with policy-relevant insights.

She has published in leading academic journals and contributes actively to policy discussions on trade and development. Her research has been supported by competitive grants, and she is actively involved in graduate and executive teaching at the Institute, strengthening the Institute's expertise in global economic governance.

Lore Vandewalle was promoted to Full Professor. She is a development economist whose research focuses on financial inclusion, microfinance, migration, and the political economy of development. Her work explores how access to financial services, remittances, and institutional structures shape economic opportunities in low-income contexts, particularly in South Asia.

Combining field experiments, household surveys, and administrative data, her research provides evidence-based insights into poverty reduction, governance, and social protection. She has published in leading peer-reviewed journals and plays an active role in teaching development economics and applied econometrics at the Institute, further reinforcing the Institute's strengths in development research.

Stella Gervas, Professor of International History and Politics and the new holder of the Chaire Pierre du Bois L'Europe et le monde, will officially take up her post on 1 September 2026.

Unbiased Decision-Making

One of our overall objectives to improve the Institute's diversity across students, staff, and faculty was achieved as we have been able to more systematically **monitor the Institute's recruitment and promotion processes for faculty and staff**.

In our work environment and in everyday life, we are constantly in situations where we make decisions that affect others, whether as colleagues, managers, or in daily interactions. Unbiased decision-making is a key asset for many reasons — ethical, but also from a “business” point of view, as it strengthens fairness, transparency and institutional trust.

Teaching

Teaching Education Policy at the Institute

Chanwoong Baek, Assistant Professor of International Relations/Political Science, UNESCO Co-Chair in Comparative Education Policy, and Academic Director of NORRAG

Teaching education policy at the Geneva Graduate Institute has been a profoundly enriching experience, inspiring me to further integrate global perspectives, political dimensions, and interdisciplinary exploration into my classroom.

The Institute's transnational environment, with students from diverse backgrounds across the world, has been essential to this process. I witness every day how the classroom becomes a forum where varied perspectives and experiences enrich our discussions. This diversity is not just a backdrop; it actively shapes the way I teach, bringing different standpoints as well as pertinent global challenges into our discussions on education policy. Located in International Geneva, the Institute's proximity to international organisations and NGOs also allows students to directly engage with various policy processes and deepen their understanding of how international agendas and discourse shape national education systems and vice versa.

In this context, I design courses that engage students with the global-local nexus of education policy. In "Education and Development", students critically examine questions such as, "How do programmatic conditionalities for receiving external financial assistance influence national education policies?" and "What are the implications of global monitoring and evaluation on national education systems?" Students learn to produce education sector reviews that are context-sensitive and critically reflect on externally funded education reforms, particularly in aid-dependent countries.

This investigation requires critical awareness and discussion of power and politics. Education policy involves decisions about whose and which knowledge is valued, who gets access, and how it is governed. In "Knowledge-based Governance in Comparative and International Education", we investigate the role of knowledge in today's policy processes, with a particular focus on how knowledge is produced and used across geographical, institutional, and systemic boundaries, and which actors and organisations facilitate this process.

Furthermore, the Institute offers a space for interdisciplinary and intersectoral exploration of education policy, drawing on insights from political science, sociology, history, economics, and law, as well as from sectors such as public health and environmental studies, among others. The Institute's various centres and programmes, particularly NORRAG and the UNESCO Chair in Comparative Education Policy, also provide opportunities for research, policy dialogue, and networking, enhancing both academic and practical experiences related to the study of education policy.

By critically examining the global-local nexus, power dynamics, and politics of education policy through interdisciplinary and intersectoral lenses, I hope my students come to understand and view education not just as an academic discipline, but as a foundation for social transformation.

This article was published in *Globe*, the Graduate Institute Review, no. 34, November 2024.

Research

In 2024, the Institute supported several research projects that address issues of diversity, equity, and inclusion across different thematic areas. These projects reflect the Institute's commitment to fostering critical inquiry, interdisciplinary collaboration, and socially engaged scholarship.

Research Projects

The following three projects were awarded either in 2024 or 2025:

McNeil, Kristen. *The Failure of a Cash Grant: Gender, Public Policy, and Economic Decisionmaking in Benin*. SNSF Scientific Exchanges grant. CHF 8,933.

→ <https://data.snf.ch/grants/grant/233559>

This project examines how gender dynamics shape peace processes, conflict resolution, and postconflict reconstruction. It explores the role of women in peace negotiations and the impact of gender-sensitive policies on long-term stability, highlighting persistent gaps between policy commitments and implementation.

Oldenburg, Silke. *Caring on the Frontlines*. SNIS grant. CHF 81,180 (for the Graduate Institute; lead organisation: Swiss TPH).

→ <https://www.snis.ch/projects-details/2024-pimmer/r/5Uu9gQsfGIWcdk>

This research investigates how migration policies influence social protection systems and how inequalities are reproduced or mitigated through mobility. It focuses on vulnerable migrant groups and their access to essential services, emphasising the need for more inclusive policy frameworks. This project aims to enhance the safety, recognition, and remuneration of Community Health Workers (CHWs) in South Kivu by investigating the types and frequency of violence against them and the economic impact of their unpaid work, and subsequently developing a “CHW Safety Toolkit”, which will incorporate ICRC violence de-escalation training and other relevant strategies identified through participatory design sessions. The toolkit will be refined with input from CHWs, especially women, to ensure it addresses their real-time needs and tackles workplace violence.

Rodriguez, Anne-Line. *Beyond Bare Life: Caring for the Body at Europe's External Borders*. SNSF Spark grant. CHF 99,980.

→ <https://data.snf.ch/grants/grant/228569>

This project is concerned with migrant care networks and reciprocity in “transit”. Recent migration-studies scholarship, including ethnographies of mobility in North Africa, highlights both the bioeconomy of present-day “transit” migration and the immaterial affective and intimate economies deployed by migrants in this setting. This project seeks to add to this body of work, including to the conceptualisation of social relations outside the solidarity/exploitation dichotomy. Shifting the attention to the materiality of care, this anthropological study aims to produce new knowledge on care practices in the “transit” context. It also aims to clarify theoretically the relevance (or lack thereof) of the notion of “care economies”, as well as the contribution of these practices to the transformation versus reproduction of the bioeconomy.

of migration. Methodologically, this pilot study will involve the production of a multi-sited ethnography of the care practices deployed by sub-Saharan African migrants in the Maghreb.

NORRAG Global Education Centre

The Institute can also count on NORRAG, the Global Education Centre of the Graduate Institute. Its strength lies in addressing under-researched questions of quality and equity in education and development, while amplifying perspectives and expertise particularly from the Global South.

NORRAG enhanced education stakeholders' understanding of systemic barriers to equitable access to education by centring diversity, inclusion, and intersectionality in its research and policy engagement. Through evidence generation, knowledge dissemination, and multistakeholder dialogue, the programme highlighted how gender, socioeconomic inequality, displacement, disability, and geographic marginalisation shape access to education.

As a result, policymakers and practitioners were better equipped to design and implement inclusive, equity-driven education policies that address structural exclusion and promote fair access to quality learning opportunities for all.

The chapters of the fifth volume of the NORRAG Book Series on International Education and Development, titled *Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime* — published by Edward Elgar in January 2024 — were cited in six articles published in the *Comparative Education Review*, *Australian Educational Researcher*, *Journal in Advanced Humanities*, *European Journal of Arts, and Humanities and Social Sciences* as well as in a working paper published by University College London. Two of these are self-citations, while three are not. In addition, the University of Sussex and Indiana University – Bloomington held separate book launch events on 18 March and 10 April respectively. After NORRAG's official book launch event on 14 February, all respondents found the event useful (41%) or very useful (59%) and most (88%) reported that they are either likely (47%) or very likely (41%) “to apply the knowledge acquired in this event to [their] work”. One respondent shared: “The event provided me with a better understanding of education data gaps, approaches to mitigating and some headline regional and thematic perspectives that were useful.” It demonstrates the use, dissemination and extension to knowledge and evidence generated by NORRAG in terms of how educational data gaps intersect with marginalised populations in multiple contexts. The responses from the NORRAG book launch event also indicate that those engaging in NORRAG's knowledge products find them useful and intend to use them in practice. Given the event's focus on data gaps that most greatly impact marginalised groups, this utility and application can support the inclusion of these groups.

DEI-related Research Portfolio in 2024

In 2024, the Geneva Graduate Institute consolidated its role as a leading centre for interdisciplinary research on inequality, inclusion, and social justice. The year's research portfolio reflects both the scale and diversity of its activities, combining high-quality academic outputs with strong policy relevance and global reach. Contributions from scholars including Alice Beban, Joanna Bourke Martignoni, Julie Billaud, Nicole Bourbonnais, Pedro Cayul, Shine Choi, Amy Lind, Swati Parashar, Elisabeth Prügl, Marysia Zalewski, Emmanuel Dalle Mulle, Dhouha Djerbi, Lucy Dubochet, Albrecht Ehrensperger, Raquel Fernández, Sahar Parsa, Martina Viarengo, Camille Afia Pauline Giraut, Susanna Hecht, Shirin Heidari, Lys Kulamadayil, Norita Mdege, Enrico Nano, Ugo Panizza, Daniel Ricardo Quíroga-Villamarín,

Nina Reiners, Sara Kahn-Nisser, Caroline Rusterholz, Tony Sandset, Trang Pham, Sara L. M. Davis, Juliana Santos de Carvalho, David Schieferdecker, George J. Severs, Larissa da Silva Araujo, Graziella Moraes Dias da Silva, Claire Somerville, Ana Srovin Coralli, Yanina Welp, Benjamin Goldfrank, and Umut Yıldırım underscore the DEI Initiative's broad intellectual leadership.

Key Figures 2024

65+

total research
outputs

40+

peer-reviewed
journal articles

20+

books and edited
volumes/chapters

5

doctoral theses
completed

5+

(research coverage
across the globe)

The 2024 research portfolio demonstrates a strong emphasis on gender equality and feminist governance. Work by Alice Beban and Joanna Bourke Martignoni, as well as Dhouha Djerbi, highlights gendered inequalities in land, labour, and agrarian systems, while contributions by Shine Choi and co-authors examine the global rise of antigender movements and their implications for democracy. Research by Caroline Rusterholz and Laura Kelly, alongside George J. Severs, further bridges historical and contemporary perspectives on reproductive health and sexual rights, contributing directly to policy debates.

The Initiative also made significant contributions to scholarship on race, indigeneity, and post-colonial inequalities. Pedro Cayul's analysis of Mapuche political participation and Camille Afia Pauline Giraut's work on racial quotas in Brazil, together with research by Graziella Moraes Dias da Silva and collaborators, provide important empirical insights into representation and institutional reform. These studies deepen understanding of how structural inequalities are maintained and challenged across different political contexts.

Thematic Output Distribution (approx.)

- **Gender, sexuality, and feminist politics:** 15+ publications
- **Governance, rights, and political inclusion:** 10+ publications
- **Inequality, labour, and social mobility:** 8+ publications
- **Health equity and bodily autonomy:** 7+ publications
- **Environment, land, and sustainability:** 6+ publications
- **Race, indigeneity, and inclusion:** 6+ publications

Research on political representation and institutional inclusion further reinforced the Initiative's policy relevance. Contributions by Nina Reiners and Sara Kahn-Nisser examine women's participation in United Nations human rights bodies, while Emmanuel Dalle Mulle and colleagues analyse minority governance in Europe. Daniel Ricardo Quíroga-Villamarín's work on political memory in Colombia adds a critical dimension to debates on voice and historical justice.

Economic inequality and social reproduction remained central concerns. Publications by Lucy Dubochet, Lys Kulamadayil, and David Schieferdecker and co-authors explore how inequalities are experienced and reproduced in everyday life, while research by Enrico Nano, Ugo Panizza, and Martina Viarengo contributes to discussions on education, meritocracy, and social mobility.

Health equity research in 2024 addressed both structural and emerging challenges. Shirin Heidari and collaborators provide important insights into the lived experiences of queer refugees across multiple regions, including Switzerland, while Tony Sandset and co-authors examine the intersection of digital rights and sexual and reproductive health. George J. Severs' work further expands attention to underexplored dimensions of sexual violence and healthcare governance.

Environmental sustainability was addressed through a strong DEI lens. Albrecht Ehrensperger and collaborators outline pathways toward sustainable land systems in the Mekong region, while Susanna Hecht and Umut Yıldırım contribute to critical environmental histories and decolonial ecological perspectives. Larissa da Silva Araujo's research highlights community resilience and solidarity in times of crisis.

Doctoral Research and Capacity Building

- 5 PhD theses completed, strengthening the DEI research pipeline
- Topics include migration, human rights narratives, urban marginality, and Indigenous livelihoods
- Authors: Alice Daquin, Kirsten Elise Hjalmarsen, Taehoon Lee, Tomáš Morochovič, and Larissa da Silva Araujo

These doctoral contributions provide original empirical data and innovative methodological approaches, reinforcing the Initiative's role in training the next generation of DEI scholars while expanding its research impact in areas such as migration, transnational labour, and grassroots governance.

The Initiative's publication of more than 20 books and edited volumes, led by scholars including Aditya Bharadwaj, Dhouha Djerbi, Nico Krisch, Mohammad-Mahmoud Mohamedou, Neus Torbisco Casals, Caroline Rusterholz, and George J. Severs, further consolidated its leadership in shaping interdisciplinary debates on human rights, environmental governance, and postcolonial justice.

Overall, the DEI Initiative's 2024 output demonstrates measurable impact through its volume, thematic diversity, and global relevance. By combining rigorous academic research with direct engagement in policy debates, the Initiative continued to advance inclusive knowledge production and contribute meaningfully to addressing complex global inequalities.

Campaigns

To further promote awareness and shared responsibility around inclusion, the DEI Initiative partnered in Fall 2024 with the GISA Welfare Committee to develop a new chapter of the Respect and Living Together campaign, scheduled for launch in September 2025. This student-driven initiative will feature a digital campaign showcasing short video clips portraying real-life experiences of disrespect, alongside a poster campaign sharing personal reflections on what respect means within the community. Together, these efforts aim to foster dialogue, empathy, and a culture of mutual recognition across the Institute.

On 25 November 2024, the Institute joined the City and Canton of Geneva, feminist associations, and institutional partners — including the University of Geneva — to commemorate the International Day for the Elimination of Gender-Based and Sexual Violence.

The 2024 campaign focused on shared responsibility, highlighting that addressing gender-based violence is a collective societal obligation. Activities included:

- public awareness displays across Geneva and on the Campus de la paix;
- a dedicated website providing resources on gender-based and sexual violence;
- collaborative actions and events, including two film screenings (*Beyond Silence* and *Norma – A Quest for Justice*) followed by panel discussions.

Through these initiatives, the Institute reinforced its commitment to awareness, dialogue, prevention, and fostering an inclusive and safe environment for all.

Inclusion

As part of its broader ambition to cultivate a respectful, inclusive, and trust-based community, the Disability Task Force — led by Dr Laurent Neury — conducted a comprehensive review of campus infrastructure. The resulting report identified priority accessibility measures reflecting the diverse abilities within the Institute community. With the support of a leading Geneva-based foundation, a key recommendation will be implemented in 2026: the installation of sliding doors to ensure an autonomous and barrier-free pathway across campus facilities.

The Institute's commitment to inclusive pathways is also illustrated through individual apprenticeship journeys. On 10 December 2024, the Institute hosted a presentation by the State of Geneva's apprentices focal point to highlight both the rewards and challenges of working with apprentices. This exchange reinforced the Institute's commitment to strengthening vocational pathways and fostering inclusive professional environments that support diverse educational trajectories.

In August 2024, the Institute welcomed Thao-Linh Nguyen as an IT apprentice. Her experience reflected both the opportunities and challenges associated with vocational education in Geneva, where participation in dual training pathways remains comparatively low. As one of only two women in her IT class, she highlights the persistent gender imbalance in technical fields. Balancing workplace responsibilities at the Institute's service desk with academic training in "Operations and Infrastructure", she brought valuable prior educational experience and aspired to specialise in programming. Her journey underscored the importance of expanding access to apprenticeships, promoting gender diversity in STEM fields, and ensuring supportive learning environments for individuals of all backgrounds and ages.

Collectively, these initiatives demonstrate the Institute's continued progress in embedding diversity, equity, and inclusion principles into institutional practices, infrastructure planning, student engagement, and professional development pathways.

Events

Fostering Inclusion through Dialogue & Education

In 2024, the Geneva Graduate Institute deepened its commitment to Diversity, Equity, and Inclusion (DEI) through a series of impactful initiatives designed to raise awareness and foster critical reflection on systemic discrimination and social inequalities.

Moderating the 2024 Geneva Gender Debate

Marie Holch, Master student in International and Development Studies at the Geneva Graduate Institute, moderated the fifth Geneva Gender Debate on 5 March 2024, organised with the International Gender Champions. The debate addressed the gap between women's strong role in environmental conservation and their underrepresentation in environmental policymaking.

Specialising in Gender, Race and Diversity, Marie focuses on gender, peace and security, and her thesis examines gender integration in UN disarmament efforts.

She was invited to moderate due to her previous collaboration with International Gender Champions. Though new to moderating, she welcomed the challenge, having attended the 2023 debate.

Initially supporting mandatory gender parity in environmental negotiations, Marie came to see quotas as only one tool among many. The debate highlighted the need for broader, intersectional approaches to representation, including attention to diverse identities such as Indigenous women.

She emphasises that achieving meaningful representation requires both structural policy changes and cultural shifts, cautioning against tokenism and calling for inclusive, intersectional representation at all levels.

Panel at FIFDH: Anti-Semitism as a Blind Spot in Anti-Racist Struggles

On 15 March 2024, Professor Davide Rodogno participated in a panel at the International Film Festival and Forum on Human Rights (FIFDH) titled "Anti-Semitism: The Blind Spot in the Fight against Racism?" alongside activists Pamela Ohene-Nyako (*Afrolitt*) and Hanna Assouline (*Les Guerrières de la paix*).

The discussion explored why anti-Semitism is often overlooked in anti-racist advocacy and emphasised the importance of recognising the distinct histories and manifestations of different forms of racism. Drawing on his academic work and podcast collaborations, Professor Rodogno highlighted the need for nuanced, inclusive approaches to anti-racism that acknowledge both convergence and specificity.

The panel offered a space for intergenerational dialogue and solidarity, with young activists providing hopeful perspectives on cooperation among anti-racist movements in a time of global tension.

The Diversity Fresco: Understanding Bias to Build Inclusion

As part of its DEI programming, the Institute introduced the Diversity Fresco, an interactive, research-based workshop co-developed by Belugames and ESSEC Business School. Grounded in cognitive science and social psychology, and supported by the academic expertise of Professor Junko Takagi, the Fresco helps participants identify and understand unconscious biases related to disability, gender, ethnicity, religion, and more.

Delivered in a three-hour in-person format by trained facilitators, the workshop equips students, faculty, and partners with a shared foundation to recognise and challenge discrimination. Much like the Climate Fresco addresses environmental challenges, the Diversity Fresco serves as a catalyst for social transformation — laying the groundwork for a more inclusive and equitable academic community.

Film Screenings & Panel Discussions: Stories That Inspire Change

In 2024, the Institute hosted a series of three documentary screenings paired with expert-led panel discussions, using storytelling as a catalyst for dialogue, empathy, and critical reflection.

- *Bye Bye Tiberias*: Directed by Lina Soualem, this film explored four generations of Palestinian women navigating memory, exile, and resilience. A post-screening discussion with Rania Amadi (BADIL) and Professor Souhail Belhadj Klaz deepened engagement with themes of displacement and identity.
- *Beyond Silence*: This documentary highlighted the experiences of two survivors of domestic violence in Albania. The panel, moderated by Eliane Matti (IAMANEH), brought together experts from the Gender Centre, the Feminist Collective, and on-site coordinator Ejnxxh Pipa to examine gender-based violence and survivor empowerment.
- *Norma – A Quest for Justice*: Centered on activist Norma Andrade's fight for justice after her daughter's femicide in Ciudad Juárez, this screening — organised with UN Women, the Kofi Annan Foundation, and other partners — featured Norma herself alongside legal and human rights experts. Together, these events underscored the Institute's holistic DEI approach, blending academic inquiry, lived experience, and community engagement to challenge injustice and inspire collective action.

Training on Respect & Living Together

In 2024, all new staff and students participated in the Respect and Living Together training, reinforcing the Institute's commitment to cultivating a safe, inclusive, and respectful learning and working environment.

Community Celebration Day & Wellbeing Initiatives

The Institute organised a Community Celebration Day, led by Concepta Canale and a working group of members from the Student Services (SETU). The event was a collective effort aimed at bringing the entire Institute community together around themes reflecting diverse cultures, values, and shared interests, while fostering connection, discovery, and new friendships. Participants received a "passport" to encourage visiting all 13 interactive stands, covering a wide range of topics including alumnae-i, running, wellbeing, cooking, art, music and dance, MENA initiatives, and more. Those who visited all stands entered a raffle, and three prizes of CHF 80 in cafeteria vouchers were awarded to two students and one staff member. The event concluded with a social apéro outside SETU, reinforcing community bonds and celebrating participation.

Wellbeing Initiatives

- **Mental Health and Digital Technologies:** A dedicated webpage was launched exploring the links between attention and happiness, complemented by a podcast with Professor Souhail Belhadj Klaz.
- **Winter Solidarity Programme:** Organised by the GISA Welfare team, this initiative engaged 20 students in baking, making hot chocolate, and participating in games, fostering friendship, inclusion, and a welcoming campus atmosphere during winter.

These initiatives reflect the Institute's ongoing commitment to community building, wellbeing, and inclusive engagement across students and staff.

Art at the Institute

Professor Alessandro Monsutti led an exhibition entitled “The Garden of the (In)visible”, combining anthropological research on migrants and refugees with visual arts. Developed in collaboration with colleagues from the University of Trieste and the University of Primorska in Koper, the installation traced the journeys of migrants along the Balkan route to Italy through the personal objects they abandoned along the way, including clothing, shoes, backpacks, religious items, medications, and toys. These objects made visible the experiences of people who are often rendered invisible in public discourse.



The exhibition stemmed from Professor Monsutti's broader effort to connect critical anthropological reflection with emotional and aesthetic engagement, inviting the public to engage with urgent social issues beyond the academic sphere. The objects collected revealed the daily realities, risks, and resilience of people navigating complex and perilous migration routes, while also challenging simplistic narratives of migration as a uniform "flow" from South to North.

Through its ironic and thought-provoking scenography — artificial grass, kitsch flowers, and muddy personal items transformed into artefacts — the exhibition encouraged dialogue, empathy, and reflection. Visitors confronted the human stories behind migration, the tensions between familiarity and strangeness, and the societal tendency to treat migrants as threats. Responses in Slovenia and Italy ranged from curiosity and solidarity to hostility, but the exhibition's central aim is to spark public conversation and challenge dehumanising perceptions.

Monsutti situated the exhibition within philosophical reflections on community and inclusion, drawing on Roberto Esposito to argue that true communal life grows when it engages with what is perceived as "external", rather than excluding it. In this way, "The Garden of the (In)visible" transformed abandoned objects into a powerful medium for visibility, dialogue, and critical engagement with migration.

Mindfulness Meditation Series & Wellbeing Week 2024

As part of its commitment to holistic wellbeing, the Geneva Graduate Institute offered an introductory mindfulness meditation series during Wellbeing Week 2024 (26 February–2 March). The series introduced participants to the foundations of mindfulness through four themed sessions: Mindfulness of Breath and Body; Thoughts; Emotions; and Metta (loving kindness). Participants who completed all sessions received a digital certificate of completion. The sessions were led by Sung Min Rho, a mindfulness practitioner since 2015 and a trainee in the Mindfulness Meditation Teacher Certification Program. This series formed part of her practicum and contributed to her development as a future meditation teacher.

In addition to the meditation series, Wellbeing Week 2024 featured a variety of activities promoting relaxation, creativity, self-care, and healthy living. Highlights included:

- workshops on wellbeing and career development;
- a positive intention wall in Petal 2, inviting the community to share daily affirmations;
- contributions from students who shared their personal passions and talents.

Organised by the Student Wellbeing and Support Service, in collaboration with GISA Welfare and Human Resources, the week fostered a culture of mindfulness, self-awareness, and community care.

Students

Johanna Angeles Wins the Pralong Prize

What If This Year It Was You?

Interview with **Johanna Angeles**, Master student in International and Development Studies

Master student in International and Development Studies with a specialisation in Global Health, Johanna Angeles won the 2024 Pralong Prize for her project “Stitching Hope”, which aims to empower street girls in the Philippines who have endured trauma and exploitation. She granted us an interview about her project.

The Pralong Prize rewards projects that help solve problems in the development sector. Can you tell us about your project?

Stitching Hope is a sewing-based social enterprise dedicated to empowering street girls in the Philippines who have endured trauma and exploitation. In partnership with Tahanan Sta. Luisa — a crisis intervention and recovery centre rehabilitating girls who have faced physical and sexual abuse — this project revitalises an existing sewing programme within the centre. Beyond refurbishing sewing machines and restocking inventory, Stitching Hope takes on a holistic approach to empowerment by combining vocational skills training with financial literacy and entrepreneurship workshops. The programme aims to promote mental health through art therapy and foster economic independence, as a portion of the proceeds from product sales will go directly to the girls.

What inspired you to dedicate yourself to this cause?

My childhood in Metro Manila left an indelible impression — scenes of children begging on the streets and living in conditions of extreme poverty were part of my daily life.

It wasn't until I moved to California that I realised these scenes were far from ordinary. The stark contrast heightened my awareness of social inequities and fuelled my desire to address them. Since university, I have been involved in initiatives focused on improving the health and well-being of women and girls globally. One such project involved sewing menstrual pads for schoolgirls in low-income countries. It became clear to me how something seemingly mundane, like sewing, has the profound potential to promote resilience, independence, and dignity in girls. Stitching Hope is a culmination of these formative experiences.

What does it mean to you to have won the Pralong Prize? How will it help your project develop?

Winning the Pralong Prize is a tremendous honour and a full-circle moment in my personal and academic journey. In my motivation letter for admission to the Graduate Institute, I shared a poignant childhood memory of street children begging for food, which ignited my passion for advocating for marginalised groups. Being a student here has given me the opportunity to bring that early inspiration to life through Stitching Hope. This is particularly meaningful as it marks my first foray into project design and implementation. The Pralong Prize has been pivotal in developing Stitching Hope, enabling us to expand the programme, ensure its sustainability, and reach more girls in need.

What do you study at the Geneva Graduate Institute, and how has your time here helped you towards your goals?

I study International and Development Studies with a specialisation in Global Health. Geneva offers a singular academic environment, unparalleled in its access to international organisations and thought leaders in the field of global health. My time here has been invaluable, equipping me with the theoretical and practical tools necessary to pursue my goals in maternal and reproductive health. The flexibility to tailor my coursework to align with my specific interests has deepened my understanding of key global health issues and refined my approach to advocating for marginalised populations. Additionally, the interdisciplinary nature of my studies has broadened my insight into the complexities of health systems and social inequities.

This interview was published as a news on the Institute's website on 22 November 2024.



Alumnae·i

Lucia Loyo, General Counsel of ETS EMEA, Named to White Page International's Global 200 Women Power Leader List

With a wealth of board experience, Lucia Loyo's expertise spans AI governance, compliance, corporate governance, and cross-cultural communication. This recognition highlights her exceptional leadership and underscores ETS's commitment to fostering talent and excellence in education.

Lucia Loyo joined ETS EMEA in December 2007. She is now General Counsel for the EMEA region. Her main mission is to ensure the legality and compliance of all ETS EMEA activities. Her responsibilities include creating the company's legal framework while protecting it in all the countries in which it operates.

In the area of corporate governance, she is responsible for organising the company's board meetings and ensuring that ETS EMEA and its local branches comply with these principles. She is also in charge of Test Security, in collaboration with the ETS Office of Testing Integrity (OTI). Her role is to implement the measures and policies needed to guarantee the security of the assessments and the value of their results.

Due to her knowledge on privacy and AI governance, Lucia Loyo co-leads the AI policies and procedures group at ETS. Believing that technology can be a catalyst for human connection and growth, she redefines the role of AI, not as a competitor, but as a tool that enhances our potential in the world of education and beyond.

This interview was published as a news on the Institute's website (alumnae·i portal) on 4 November 2024.

“Our alumnae·i are also active in diversity, equity, and inclusion related topics.”

LUCIA LOYO, General Counsel at ETS EMEA,
Named to White Page International's Global 200 Women Power Leaders 2024 List

Lena Holzer Awarded 2023 Prix Senior Maurice Chalumeau for Best PhD Thesis Addressing Issues of Sexuality in Switzerland

Lena Holzer is an Assistant Professor in Gender, Race, and the Law at the University of Cambridge's Law Faculty and Sheila Lesley Fellow at Girton College. She received her PhD in International Law, with a minor in International Relations, from the Geneva Graduate Institute in 2022. She was awarded the 2023 Prix Senior Maurice Chalumeau for her PhD thesis, titled “The Binary Gendering of Individuals in International Law: A Plurality of Assembled Norms and Productive Powers of the Legal Registration of Gender”, which explores the role of international law in shaping gender as a legal identity assigned to individuals at birth. It employs a multidisciplinary approach, drawing on queer-feminist theories and assemblage theory as methodological tools. The thesis concludes that the attribution of legal gender has played a role in state-building processes and has facilitated

the codification of hetero-patriarchy and cisnormativity. By demonstrating how international law has shaped the construction of the gender binary in social and legal relations, the thesis helps to denaturalise the gender binary and contemplates ways to make the law more inclusive of all people's experiences of gender.

Of winning the award, Lena Holzer said, "I am honoured to have received the 2023 Prix Senior Maurice Chalumeau. The opportunity to engage in interdisciplinary legal research that resonates across academic communities has been both a privilege and a source of great satisfaction. I would like to thank the Scientific Committee of the Maurice Chalumeau Centre for valuing my work and I am deeply appreciative of the guidance and support provided by my two PhD supervisors, Professor Elisabeth Prügl and Professor Paola Gaeta."

This interview was published as a news on the Institute's website (alumnae-i portal) on 15 January 2024.

Inspire Students Roundtable: Careers in Diversity & Inclusion

In March 2024, the Alumnae-i Office hosted an Inspire Students roundtable on Professions in the Field of Diversity and Inclusion, in collaboration with the Feminist Collective, the Gender Peace and Security Coalition, and the Professional Development Committee.

The event featured four alumnae-i and student panellists who shared their diverse career paths and insights into working in DEI-related fields:

- **Anushka Raje (MDEV'21)** – DEI Coordinator at the Democratic National Committee (DNC), with a background in nonprofit work and community-based arts in Washington, DC
- **Emma Jones (MINT'24)** – Co-President of the Geneva Impact Investment Association and DEI Strategic Advisor intern at UBS, with prior experience in disability support
- **Jacqueline Tossoukpe (MIA'19)** – Formerly Zürich's first Black female police officer, now a DEI Advisor at UBS with experience across public, private, and international sectors
- **Laura Crivelli (MIL'13)** – International human rights lawyer and UN Associate GBV Officer, with field experience in Colombia and India

This roundtable offered students valuable exposure to real-world applications of DEI principles across sectors, reinforcing the Institute's commitment to inclusive leadership and professional development.

Student Initiatives

Afrique Student Association

Claudel Simo, master student in International Law at the Geneva Graduate Institute and Co-director of the Afrique Students Association (ASA)

In May 2024, Claudel Simo, Master student in International Law at the Geneva Graduate Institute and Co-director of the Afrique Student Association (ASA), shared his story and discussed the 2024 upcoming “Summit on Africa: On the Way to the Africa We Want”.

My name is Claudel Simo, I come from Cameroon, more precisely from the city of Douala, where I grew up. I am a final year student enrolled in the Master in International Law at the Graduate Institute of Geneva, with a focus on international economic law. Being part of this study programme has been an unrivalled experience for me.

At the end of my Bachelor in Law at the University of Buea, in Cameroon, my goal was to do a postgraduate programme, which would open the doors to the world of international relations, and to work in an organisation in Geneva. While looking for the university that would make this dream come true, I discovered the Graduate Institute of Geneva, which I immediately fell in love with, not only because of the incomparable content offered in its master’s degree in international law, but also and above all, because of the strategic positioning of the Institute within international Geneva. Furthermore, this school that I have the honour to call “my home” has produced illustrious world leaders such as Kofi Annan. As an African leader in the making, I have been nourishing within myself, for several years now, the ambition to work for the development of Africa, in particular to improve the living conditions of African populations. It was therefore logical for me, upon my arrival at the Institute, to join the Afrique Student Association (ASA), in order to put myself at the service of my fellow brothers.

I then have the immense honour to have been serving, since one year now, as the Co-director of this very beautiful association, and alongside wonderful people. As part of our activities, my board and I have organised a plethora of events, and have made several fruitful synergies. But the biggest of our projects is the Summit on Africa, which will take place on 7 June 2024, with the theme “On the Way to the Africa We Want”.

The Summit on Africa in Geneva is a large-scale discussion organised annually by African students of the Geneva Graduate Institute. The 2024 edition focussed on Agenda 2063 of the African Union, and aimed to evaluate the projects proposed within it, the evolution of their implementation, and the relevance of these, in relation to current challenges on the continent. The summit consisted of three panels, on the following themes: economy, education, and peace and security, which were addressed by eminent experts. The discussions were interactive, and a roadmap was established, based on the input received from the discussion.

This interview was published as a news on the Institute’s website on 27 May 2024.

Queer International Student Assembly

The Queer International Student Assembly (QISA) has become a vibrant force for queer visibility, advocacy, and community building at the Geneva Graduate Institute. In 2024, QISA led several impactful initiatives advancing gender and sexual diversity on campus.

One of the key highlights was the planning of the event “The Choreography of Violence: How Feminist-Queer Struggles Expose the Architecture of Crisis”, which took place in May 2025, held in collaboration with the Gender Centre and the Feminist Collective. This seminar brought together over 30 participants and featured scholars and activists addressing the entanglements of anti-queer violence, war, and economic repression, serving as a soft launch for a larger queer-feminist forum potentially planned for the fall.

Beyond intellectual spaces, QISA has worked to make campus life safer and more inclusive. It planned a campaign promoting gender pronoun visibility and non-binary identification, advocating for gender-neutral bathrooms, pronoun badge distribution, access to free sanitary products, and greater institutional sensitivity toward trans and non-binary students. It also supported a student in organising a monthly queer theory discussion group.

QISA has also remained committed to fostering queer cultural expression and community resilience through creative programming. In 2024, QISA organised more than three intersectional cultural events, including crochet circles. These spaces have been essential for building kinship and belonging among queer and trans students navigating often hostile global and local contexts.

Regionally, QISA has stood in solidarity with MENA and Global South struggles. It collaborated with the Feminist Collective and MENA student initiatives on Palestine-centred actions, framing queer and feminist solidarity within a broader intersectional critique of state violence and imperialism. Through such efforts, QISA links local queer advocacy to transnational movements, making the Institute a site of critical global engagement.

Through student-led organising, QISA has amplified queer voices in policy dialogue, partnered with faculty and admin to advance institutional change, and cultivated spaces for critical joy and collective resistance. QISA continues to exemplify how queer leadership at the Institute can challenge marginalisation, reimagine inclusion, and radically expand the possibilities of academic and political life.



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

Diversity, Equity & Inclusion Initiative
www.graduateinstitute.ch/dei

Cover picture: stellalevi/iStock



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