20 YEARS OF HUMANITARIAN EDUCATION IN GENEVA

1998
Diploma in Humanitarian Action (PPAH - Plurifaculty Programme for Humanitarian Action) University of Geneva (UNIGE)

2004
Diversified programme (PIAH - Interdisciplinary Programme in Humanitarian Action)
Master of Advanced Studies (MAS) in Humanitarian Action

2008
Official creation of CERAH Joint Centre of University of Geneva & Graduate Institute

2012
CERAH expansion MAS, DAS, CAS, and tailored thematic courses in collaboration with key partners in Geneva and worldwide

2016
Launch of the Humanitarian Encyclopedia research project

2018
20 years of humanitarian education
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In the 1990s, in the aftermath of the Rwanda genocide and the ensuing mass mobilization of new humanitarian actors, the need to ‘professionalize’ humanitarian action emerged. With it emerged a range of efforts in setting joint standards, developing guidelines, and training programmes. There simply were no academic courses on humanitarian action, but thanks to the vision of two University of Geneva professors, Timothy Harding and Jean-Jacques Wagner, a first post-graduate training in humanitarian action was delivered in 1998. Ten years later, a formal partnership between the University of Geneva and the Graduate Institute of International and Development Studies strengthened the CERAH as a pluridisciplinary academic centre devoted to the development of critical thinking and analysis to enhance the quality of humanitarian response, through both education and research.

Now twenty years on, the CERAH has become a true reflection of the current humanitarian world in all its diversity - of actors, approaches, and cultures - with increasingly complex realities. Each year, more than 200 humanitarian professionals join our programmes - from Syria, Yemen, Afghanistan, Bangladesh, South Sudan, Mali, Kenya, and Mexico, to name but a few - bringing a wealth of shared experience. This diversity is reinforced by our collaboration with many humanitarian partners, including the ICRC and MSF, who have been committed to the CERAH since its inception.
The interactive dynamics of our courses push participants to reflect on their practice in humanitarian action, critically analysing the profound changes it is facing. Time and again, I am struck by the commitment and profound sense of humanity of our students, also sensing how difficult it may be at times to retain the essence of what it means to be a humanitarian professional in the midst of profound political, societal, and technological changes, compounded by a looming climate disaster.

In the 1970s, humanitarian action was mainly seen as the ‘selfless’ helping of others. In the 1990s, after the end of the cold war, humanitarian action became ever more an instrument of politics and power, with the politicization and militarization of humanitarian aid fiercely debated. Today, humanitarian action is criminalized: rescue of refugees crossing the Mediterranean is a criminal act; people seeking refuge in Europe are imprisoned in Hungary with no access for humanitarian organizations; hospitals are bombed because they provide care to those affected by conflict. On the flip side, scandals of abuse and exploitation by humanitarian actors require very serious attention and redress.

Despite this political cynicism and justified calls for reform, the humanitarian aid sector can and should fundamentally believe in working to relieve the suffering of others. This implies that in the ‘other’ we do not see a stranger, but a fellow human being, a member of a common community, worthy of humane treatment. Humanity, the underlying principle of all humanitarian action, is thus to be defended against all odds, providing an ethical compass in troubled times. The CERAH is committed to learning all we can from the past 20 years, responding to the current rapidly evolving humanitarian sector, and continuing our mission to help elevate today’s and tomorrow’s humanitarian professionals and leaders through academic training and research.

January 2019
SELECTED HIGHLIGHTS

SEPTEMBER

NEW ACADEMIC YEAR
Welcoming 26 professionals with 139 years of cumulated years of humanitarian experience to this year’s MAS/DAS programme

NOVEMBER

HUMANITARIAN EVIDENCE WEEK HEW2017
The Humanitarian Encyclopedia participated by publishing three times daily initial evidence on the variation of terms used in humanitarian action

SALON DES METIERS DE L’HUMANITAIRE
Student recruitment and panel conference at this event in Geneva

SEXUAL VIOLENCE IN CONFLICT SETTINGS & EMERGENCIES
Participants in the Uganda session meet with activists from the Refugee Law Project to hear about their experiences first-hand

DECEMBER

ADRWN REGIONAL PARTNERSHIP EVENT
The partnership between the Humanitarian Encyclopedia and ADRRN was presented during the ADRRN Regional Partnership Event in Thailand. The Humanitarian Encyclopedia team was also invited to facilitate a workshop on 'Localization in Action in Asia Dialogue 2017' during a day organized by ICVA

AUGUST

IHSA WORLD CONFERENCE ON HUMANITARIAN STUDIES
Prof. Doris Schopper and Dr Clara Egger participated as speakers, providing evidence on the composition and the diversity of the humanitarian sector, and uses of humanitarian concepts, related to the development of the Humanitarian Encyclopedia
JANUARY

FORUM ESPACE HUMANITAIRE
Forum Espace Humanitaire 2018 was happy to welcome Prof. Schopper both as keynote discussant and guest speaker in two different panels relating to this year’s topic ‘Controversial humanitarianism: realities and prospects’

FEBRUARY

HUMANITARIAN NETWORKS AND PARTNERSHIPS WEEK
The Humanitarian Encyclopedia participated in UN OCHA’s event, the Humanitarian Networks and Partnerships Week, in a participatory concept selection workshop and with a survey on terminology used by humanitarian practitioners.

APRIL

INTERNATIONAL STUDIES ASSOCIATION AWARD
Dr Clara Egger received an ISA award for the organization of a workshop entitled ‘Humanitarian institutions and/in Global South: contestation, translation, regionalization’

MAY

CERAH HUMANITARIAN CORNER
Every year CERAH organizes a networking event, bringing students and humanitarian professionals together.

JUNE

CERAH ACADEMIC YEAR END CEREMONY
Keynote address delivered by Tanya Wood, Executive Director at CHS Alliance, and Robert Smith, Chief of Comprehensive Solutions Section at UNHCR.
Respecting the human being, providing care, assistance, and protection, has no borders nor other limitations. It goes beyond any kind of political or other differences and hostilities. In fact, this insight defines the revolutionary approach of Henry Dunant: the principle of humanity applies to everyone. Also to members outside our communities, and even to our enemies. Or, in his words: “To help, without asking whom.”

Today, this principle is not only at the heart of the Geneva Conventions, it is also the cornerstone of most, if not all activities in international Geneva. Be it directly - like the humanitarian actors, the Office of the High Commissioner for Human Rights, the WHO, etc.; or indirectly - by securing a safe and healthy environment or by ensuring the basis for prosperous societies through trade and innovation.

CERAH is an important part of these Geneva-based activities: As a unique and innovative academic platform for humanitarian action, CERAH has contributed for the last 20 years to the strengthening of humanitarian professionals and actors. With its training programmes and its research projects, it offers the unique opportunity to simultaneously combine up-to-date academic know-how with the insight of humanitarian work on the ground.

I would like to convey - on behalf of the Swiss government - my sincere congratulations for the 20th anniversary of CERAH and for its outstanding contribution to the humanitarian system.

We all look forward to seeing you carry on with your invaluable work and wish you all the best for your future.

Ambassador Valentin Zellweger
Permanent representative of Switzerland to the United Nations and the other international organizations in Geneva
AN ACADEMIC REFERENCE PLATFORM FOR HUMANITARIAN ACTION IN GENEVA

A joint centre of the University of Geneva and the Graduate Institute of International and Development Studies (IHEID), the Centre for Education and Research in Humanitarian Action (CERAH) today is the fruit of 20 years of experience and efforts in humanitarian education. Bringing together a multitude of academic and humanitarian actors, the CERAH offers a wide range of post-graduate programmes for humanitarian professionals and a research portfolio in humanitarian studies, enhancing and strengthening reflection on humanitarian practice.

GREATER QUALITY OF HUMANITARIAN RESPONSE

CERAH’s mission is to enhance the capacity of individual and institutional humanitarian actors to devise and bring relevant, adapted, and timely responses to the plight of populations affected by armed conflict, disasters, or social exclusion.

Through interactive, dynamic, and participative approaches, the CERAH develops critical thinking and analysis to increase the quality of humanitarian response, by and for humanitarian professionals. Its post-graduate education and training, research activities, debates, and reflection all draw upon interdisciplinary approaches. Through mutual learning, mobilizing, and confronting experiences, collectively professionals from the humanitarian sector gain the analytical skills to elevate, transform, or expand their careers.

The principles of independence, diversity, ethical action, effectiveness, and quality guide CERAH’s educational offers and research projects.
Geneva, home of the United Nations, major international institutions, and hundreds of NGOs, is a vibrant and historical centre of humanitarian action. In this unique context, the CERAH is in constant interaction and engagement with an international network of Geneva-based organizations, thus directly supporting its range of international students who benefit from unique access to important humanitarian actors, inside and outside the classroom: more than 150 external speakers from professional and academic backgrounds are involved in CERAH teaching and collectively contribute to the quality and diversity of CERAH’s learning process.

Leveraging its proximity to humanitarian institutions, CERAH nurtures strategic partnerships with over 60 academic institutions, national and international organizations, and governments.

CONTEMPORARY HUMANITARIANS – BRINGING PRACTICE TO THEORY AND THEORY TO PRACTICE

The single most important asset in CERAH’s academic environment is its student body. As a post-graduate structure, CERAH students come with many years of cumulated working experience in the humanitarian and development fields, capitalizing upon the range of professional backgrounds of fellow students. This year’s Masters’ students came from multiple geographic backgrounds: Asia (16%), Africa (24%), Middle East (16%), North America (16%), and Europe (28%) (see page 11).


The Humanitarian Encyclopedia further enhances CERAH’s partnership dynamics and significantly expands our network of academic and humanitarian partners in the South. > See pages 17–20
Indeed, professional, geographical, and cultural diversity is a key resource extensively capitalized upon in the learning process, with respect, intercultural communication, and collective thinking as central teaching pillars. Students build their theoretical knowledge and practical skills simultaneously. Quality, contextualization, adaptability, creativity, autonomy, and accountability in decision-making are typical competencies developed in CERAH teaching. Diverse pedagogical methods develop the students’ situational intelligence by mobilizing theory and practice: lectures, case studies, role-play, conferences, personal readings, debates, and more.

The great diversity of student profiles is possible thanks to funding for a significant number of scholarships granted through the CERAH (see page 23).

CERAH’s alumni network is a growing group of professionals, who have spread throughout the world, exchanging ideas, job offers, and advice in an informal way. Ambassadors for the CERAH, alumni are models of excellence in humanitarian education and research.

SOMETHING FOR EVERYONE

CERAH’s post-graduate courses focus on strengthening competencies for managers. Providing a strong global understanding of humanitarian action and the capacity to design and operationalize strategic humanitarian responses, courses provide both analytical skills as well as technical capacities. Prospective students find a wide variety of courses in terms of length, specificity, and discipline (see page 11), with flexible and modular opportunities for professionals to deepen their knowledge.

Thematic priorities for CERAH’s courses are developed in close consultation with the Centre’s academic and humanitarian partners. Political science, economics, law, public health, geopolitics, sociology, anthropology, project management, communications, international relations, and ethics, for example, are all linked through an interdisciplinary approach.
A DIVERSE PROGRAMME FOR CAREER TRANSFORMATION OF PRACTITIONERS AND ASPIRING HUMANITARIAN ACTORS

MAS
Master of Advanced Studies
60 ECTS, 1-3 years
Elevating and retaining middle managers in their humanitarian careers

DAS
Diploma of Advanced Studies
30 ECTS, 4 months
A deep dive for middle managers to expand their humanitarian careers

CAS
Certificate of Advanced Studies
10 ECTS, 7 weeks; online course, 15 ECTS, 8 months
Competency building & strategic thinking

TSC
Thematic Short Courses
2 ECTS, one week, or 7 weeks for distance learning course
Intensive skill builders on highly relevant themes

MOOC
Massive Online Open Course
A birds’ eye view of communication in humanitarian action for professionals from any field

OUTSTANDING STUDENT DIVERSITY
MAS COHORT 2017|2018

16% North America
28% Europe
16% Middle East
16% Asia
24% Africa
The MAS is specifically designed to elevate and retain middle managers in their humanitarian careers by deepening their knowledge, enhancing their skills, and developing analytical competency.

‘Learning directly from real life cases and a vast amount of humanitarian experts – some of whom are now my colleagues – while living in the centre of the humanitarian world, was the greatest opportunity for me. It allowed me to take that big jump into one of the greatest organizations in the humanitarian sector. I highly recommend it!’

Jessica Ramirez Mendoza,
Master of Advanced Study (MAS) graduate 2017-18

The MAS programme is composed of a three-month core course (Diploma of Advanced Studies, DAS), two elective specializing courses (Certificate of Advanced Studies, CAS), a course on research methodology, and an academic dissertation. Taking an interdisciplinary and multi-sectoral approach, the programme accommodates a maximum of 32 students.

The Diploma of Advanced Studies (DAS) provides professionals a strong understanding of current humanitarian challenges, through a comprehensive overview of conceptual and operational aspects of past and present humanitarian crises.

The DAS programme helps participants acquire the tools needed to analyse, understand, and engage in critical reflection on contemporary humanitarian response. Comprised of a four-month in-house learning programme and a research paper, the DAS programme accommodates a maximum of 32 students.
The Certificate of Advanced Studies (CAS) courses focus on competency building and strategic thinking, and are designed for managers and specialists in the humanitarian and development sectors, as well as professionals from other sectors targeting transition.

A Geneva-based learning CAS lasts seven weeks. A special Humanitarian Distance Learning CAS is also provided as an eight-month course, including a two-week residential session in Uganda. Taking a strategic and skills-oriented approach, CAS courses accommodate a maximum of 25 students. During the course, participants are equipped with problem-solving skills in professional realities as well as enhanced operational skills.

CAS COURSES INCLUDE:

- Designing Strategies and Projects for Humanitarian Action (two courses per year: in-house in Geneva and Distance Learning)
- Communication, Advocacy, and Negotiation in Humanitarian Settings
- Health of Populations Affected by Humanitarian Emergencies

Each CAS is a stand-alone diploma. MAS students choose two CAS options as elective specializing courses.

‘Attending the CERAH is a tremendous opportunity to learn, with students from a diverse range of backgrounds and a fantastic network of humanitarian professionals who are very approachable and helpful. I had a great experience during the course and really recommend CERAH to anyone who wants to enrich their learning portfolio in the humanitarian and development sector.’

Tiphaine Boulin, participant in the Health of Populations Affected by Humanitarian Emergencies, Certificate of Advance Studies (CAS) 2018
CAS DESIGNING STRATEGIES AND PROJECTS IN HUMANITARIAN ACTION

This eight-month distance-learning certificate (including two residential weeks in Uganda) aims to reinforce the knowledge and skills necessary to confront current challenges faced by humanitarian actors working in complex environments. This CAS is delivered in collaboration with a network of leading international humanitarian organizations. It provides participants with the opportunity to realize reflective analysis, applied to their professional circumstances. Additionally, participants actively practice project cycle management and soft skills by contributing to capacity strengthening of Omoana House, a local organization in Uganda. A plan of action, produced during the CAS, optimizes integration of course learnings in professional situations and bridges the CAS with potential impacts in organizations, programmes, and projects.

MOOC MASSIVE ONLINE OPEN COURSE

Humanitarian Communication: Addressing Key Challenges

The CERAH’s Massive Open Online Course (MOOC), ‘Humanitarian Communication: Addressing Key Challenges’, provides a birds’ eye view for professionals from any field.

The four-week online course requires three to four hours of work per week and offers maximum flexibility to remotely-connected participants, who learn at their own pace. This course is also an entry point for participants to take other CERAH courses in the future.

‘While working at UNHCR’s Syria country office in Damascus as the focal point of the child protection programme, I took the online Humanitarian Communication course, which enhanced my knowledge and honed my communication skills. My experience of the MOOC free online course strongly motivated me to continue my higher education by enrolling in the Master of Advanced Studies in Humanitarian Action with CERAH in Geneva, Switzerland.’

Tarek Tawil, MOOC participant 2016, MAS student 2018-2019
FOCUS ON TSC NEGOTIATION

‘WE DON’T NEGOTIATE WITH TERRORISTS!’

For humanitarian workers, this is not always true - as conversations with the individuals, organizations, or states that fall under the definition of terrorist are often necessary. Negotiating with a huge variety of stakeholders is a reality for many professionals in the humanitarian field, who may only be familiar with outdated mantras and feel underprepared.

THEMATIC SHORT COURSE: NEGOTIATION IN HUMANITARIAN SETTINGS

CERAH offers a one-week course that provides mid-level or senior managers (heads of mission, programme coordinators, advisers) with the skills required to analyse a negotiation context, define appropriate strategies, implement learning in face-to-face situations using role-play, and use experience and self-test to improve negotiation styles.

This course is based on reflective practice; participants’ experiences are used to present concepts and to apply tools. Teaching staff include a mix of academic and humanitarian practitioners, with resource speakers from ICRC, MSF, Geneva Call, and the Danish Red Cross. In 2018, the course attracted 23 participants from a wide variety of humanitarian organizations such as Mercy Corps, MSF, ICRC, the French Red Cross, and the United Nations.

‘The CERAH course on negotiation has been extremely helpful to me as Humanitarian Affairs officer on board the Aquarius rescue vessel in the middle of international migration crises, while dealing with Italian, Maltese, and Spanish authorities in order to find a safe port for rescued people on board.’

Selin Çakar, Participant in the TSC on Negotiation, 2017–2018
There are 12 distinct topics on offer, including sexual violence, nutritional crises, dialogue with communities, and negotiation. The courses take a hands-on and practical approach, and accommodate a maximum of 30 students.

Thematic short courses can be stand-alone or part of the CAS and DAS programmes.

**TSC COURSE OFFERINGS:**

- Legal Framework of Humanitarian Action
- Health in Humanitarian Emergencies
- Advocacy for Humanitarian Projects in Health
- Project Cycle Management
- Sexual Violence in Conflict Settings and Emergencies
- Chronic Diseases and the Humanitarian Response
- Nutritional Crises: Origins, Consequences, and Interventions
- Sexual and Reproductive Health
- Designing an Advocacy Strategy for Humanitarian Action
- Dialogue with Communities
- Media and Humanitarian Action: Approaches and Challenges
- Negotiation in Humanitarian Settings

**Participant feedback on the course ‘Sexual Violence in Conflict Settings’**

‘The sessions were formatted in a very organized way, with a mixture of theory and practice around prevention of and response to sexual violence. They covered the topic very holistically in terms of health care, legal aid, and psychosocial support. Interaction with other participants made the course very interesting.’

‘Intervention of survivors, especially men, contributed to understand how to cope with some taboos and how to respond. Contact with these survivors combined with experience sharing with experts from protection and medical fields gave a unique opportunity to improve the perception of setting up a project on sexual violence that take into consideration all necessary ethical aspects.’
When academic experts and humanitarian professionals collectively interrogate how humanitarian concepts are used across time, geographical contexts, organizational cultures, disciplinary backgrounds, and professions, greater coherence and effectiveness of humanitarian action is enhanced globally. This is the core mission of the Humanitarian Encyclopedia.

**SURVEY OF OVER 1,000 HUMANITARIAN PROFESSIONALS: HOW DO YOU SPEAK HUMANITARIAN?**

A consultative online survey was widely circulated to humanitarian organizations and networks to explore how meanings and uses of concepts central to the humanitarian field are perceived by practitioners. In total, 1,435 respondents connected to the survey, with 1060 reaching completion. Initial results contributed to concept entries for the Humanitarian Encyclopedia, and also confirmed that:

- definitions and uses of terms and concepts in the humanitarian sector are not consensual;  
- organizational factors are predominant in the use of concepts; and  
- the region of work and discipline has an impact

**KEY ACHIEVEMENTS THIS YEAR**

- A survey of over one thousand humanitarian practitioners  
- Eight regional workshops spanning from Malaysia to Iraq, with a replicable methodology  
- A database of 2,500 humanitarian organizations worldwide  
- 129 key humanitarian concepts selected among hundreds
EIGHT WORKSHOPS WORLDWIDE

Based on exchanges in 2017 and early 2018, a rigorous and replicable methodology was designed to gather information in a systematic manner through CERAH-initiated regional workshops. Conducted in close collaboration with local partners, the objectives of these workshops were to identify core concepts used in daily practice; explore their saliency, also in languages other than English; and assess regional needs for research products and the capacity to contribute to knowledge sharing.

Eight workshops took place between August and mid-September, gathering on average 15-20 professionals from a variety of organizations, and in one case, with refugees in Malaysia, India, Mali, Kenya, Lebanon, and Iraq. The results from the workshops informed the selection of key concepts and are essential to ensuring the design and structure of the forthcoming digital platform correspond to the expectations of humanitarian professionals.
DATABASE OF THOUSANDS OF HUMANITARIAN ORGANIZATIONS WORLDWIDE

To better grasp and demonstrate the diversity of the sector, a database of humanitarian organizations ($n \approx 2,500$) was compiled and curated through existing lists of organizations and by identifying additional ones. Workshops enabled the identification of yet other (new) organizations, currently being included in the database. Preliminary results were presented at the International Studies Association (ISA) conference in April 2018 and at the International Humanitarian Studies (IHSA) conference in August 2018.

This open-source database will be a reference tool of and for humanitarian partners, also serving as a mobilizer throughout the project.

"With greater localization of humanitarian action, ADRRN sees immense value in the Encyclopedia project. We see it as a bridge-building as well as a learning tool for dialogue and joint action with the increasing number and variety of actors."

Manu Gupta, Asian Disaster Reduction & Response Network (ADRRN)
In this key phase of the project, three research methods were used, namely the content analysis of texts on humanitarian action, the online survey, and collective interviewing during workshops.

The content analysis of strategy and general documents allowed for 299 concepts to be identified through a rigorous, transparent, and replicable method. The online survey identified 280 concepts, many of them being spontaneous additions by respondents. Collective interviewing identified 339 concepts through workshops. The results of these three methods were then triangulated to identify a final list of 129 concepts with associated concepts. These were submitted to the governing bodies of the Encyclopedia for validation.

True to the Humanitarian Encyclopedia’s mission, these three methods provided a bottom-up approach to identification of concepts, a pathway to explore and document influences on use of concepts, and identification of the field’s most contested terms.

Most importantly, the methods allowed for practitioners to play a leading role in the concept selection process and in shaping the Humanitarian Encyclopedia architecture.
The highest governing body of CERAH is the Directorate, and includes Prof. Yves Flückiger, Rector of the University of Geneva, and Prof. Philippe Burrin, Director of the Graduate Institute (IHEID). The second, strategic, governing body of CERAH is the Board of Directors. It is composed of representatives from the University of Geneva, the Graduate Institute, and several humanitarian organizations and eminent individuals. Its tasks include the following:

- Define CERAH’s strategy
- Orient and ensure the implementation and internal oversight of teaching, research and other activities in order to achieve the Centre’s objectives
- Develop and transmit course regulations to the competent authorities and oversee their application
- Deal with conflicts involving students through a Mediation Commission established within the Board

**PRESIDENT**

Prof. Gilles CARBONNIER  
Development Economics  
Graduate Institute of International and Development Studies (IHEID)

Prof. Alessandro MONSUTTI  
> from March 2018  
Antropology and Sociology  
IHEID

**DIRECTOR**

Prof Doris SCHOPPER  
Faculty of Medicine  
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**MEMBERS**

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International History  
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Ms Aude THOREL  
Human Resources Director  
 Médecins Sans Frontières

Ms Mary WERNTZ  
Deputy Director of Operations  
International Committee of the Red Cross (ICRC)
CERAH’s teaching and research staff come from a range of disciplinary fields (anthropology, communication and media sciences, development, economics, ethics, history, humanitarian action, international relations, journalism, law, management, marketing, medicine, political science). They all have a strong background in humanitarian action and/or academic research. Please access their individual biographies at www.cerahgeneva.ch. Their teaching is complemented throughout the year by a diverse group of more than 150 lecturers from academia and international organizations.

**MANAGEMENT**

Prof. Doris SHOPPER  
Director  
Dr Edith FAVOREU  
> until December 2017  
Deputy Director

**TEACHING AND RESEARCH STAFF**

Claire BARTHÉLÉMY  
Jean-Marc BIQUET  
Prof. Gilles CARBONNIER  
Dr Sara L. M. DAVIS  
Sandrine DELATTRE  
Dr Wilma DOEDENS  
Dr Clara EGGER  
Dr Edith FAVOREU  
Veronica FOUBERT  
> until April 2018  
Dr Christophe GIRONDE  
Dr Anne GOLAZ  
Dr Valérie GORIN  
Dr Nathalie HERLEMONT  
Prof. Alessandro MONSUTTI  
André PICOT  
Prof. Davide RODOGNO  
Prof. Doris SCHOPPER  
Dr Hugo SLIM  
Dr Sharon WEIL

**CROSS’ FUNCTIONAL POSITIONS**

Joëlle GENTILE  
Administration  
Manuela LA GRECA  
Thuy MELICH  
Training administration  
Romain SAUVAIN  
Distance Learning Specialist  
Alexandrina IREMCIUC  
Communications  
Florence LACHENAUD-BEN-ABDALLAH  
Humanitarian Encyclopedia Project Manager

**INTERNS**

Simon DOUSSE  
Gyan KOTHARI  
Tadao STADLER
FINANCES AND FUNDING

SCHOLARSHIPS

The support of the Service de la Solidarité Internationale (SSI) of the Canton of Geneva allowed 10 participants from developing countries to attend the MAS in humanitarian action 2017-18.

The SSI provided an additional CHF 30,000 for the CAS ‘Designing Strategies and Projects for Humanitarian Action’, allowing six students from fragile countries to enter the distance-learning programme.

With a total sum of CHF 200,000 the Fondation Hans Wilsdorf granted additional support to cover living costs for 10 MAS scholarship holders.

FINANCES AND FUNDING

The overall expenses in 2017-18 were CHF 2.17 million as compared to CHF 2.24 million for the academic year 2016-17. The fees including scholarships cover 38% of CERAH expenditures.

The Swiss Agency for Development and Cooperation (SDC) provides CHF 300,000 in core funding. In addition, the position of a research coordinator and a part of the position of a project manager for the ‘Humanitarian Encyclopedia’ has been funded by SDC for a period of two years. The support of SDC is very precious in this important research project. The SDC also offers a yearly award of CHF 2,000 for the best dissertation.

In 2018, CERAH also received support from the Government of the Grand Duchy of Luxembourg and from the Loterie Romande through the Association REACH-CERAH to develop the Humanitarian Encyclopedia project.

Doctors without Borders (MSF) contributed to covering the costs of two courses.
In addition to their invaluable direct financial contribution, the University of Geneva and the Graduate Institute of International and Development Studies (IHEID) provide lecturers, office space, classrooms, and administrative support to CERAH.

*Loterie Romande Funding through the Association REACH-CERAH
For the past 20 years, CERAH has been a partner to the ICRC - testing our assumptions, pushing us to think out of the box, and ultimately helping to ensure the relevance and effectiveness of humanitarian action in an increasingly complex, challenging global environment.

Together, we have sought answers to hard questions. How do we meet the growing expectations of conflict-affected people and communities, and ultimately ensure our accountability to them? How do we navigate some of the dilemmas inherent to the localization of aid? How do we best embrace the opportunities - and manage the risks - posed by new technologies, while remaining true to our Fundamental Principles? How do we reach out and connect to increasingly diverse stakeholders, to which ones and why?

CERAH has provided a unique platform for critical analysis of key issues affecting our growing humanitarian ecosystem. Going forward, this role will only become more important.

Yves Daccord
Director-General | Directeur général
International Committee of the Red Cross (ICRC)
Comité International de la Croix-Rouge (CICR)
Twenty years ago, the University of Geneva responded to the ongoing and increasing need for humanitarian assistance by creating a first humanitarian affairs diploma. Following the creation of the Graduate Institute in 2008, we combined our efforts to strengthen the CERAH as a multidisciplinary centre of learning for humanitarian professionals.

We are proud that the CERAH has evolved to meet the ever-changing needs of the humanitarian sector by offering students flexible, modular, and diverse courses. Congratulations to the CERAH for 20 years and its important work to strengthen our links with the humanitarian community.’

Yves Flückiger
Rector
University of Geneva

Philippe Burrin
Director
Graduate Institute Geneva