“There is no better entry door to an improved humanitarian world than CERAH Geneva.”

Closing line of the graduation speech by Mackendy JEUNAY, Master’s graduate 2016-17
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According to UN OCHA over 128.6 million people required humanitarian assistance in 33 countries in the past year. And more than 65 million people are forcibly displaced by conflict and “natural” disaster. While these numbers alone are daunting, they do not tell us the difficulties of providing aid in many places. Non-respect of the Geneva conventions in many conflict settings, such as Yemen, Syria, Afghanistan to name just a few, seems to become the norm making civilians the target of armed conflict and drastically increasing the security risks of those who try to help. Political “interests” jeopardize any form of solidarity and aid as dramatically illustrated by European migration policies and the “criminalization” of Mediterranean rescue operations, ignoring the fate of refugees and migrants in Libya pushed into rape, torture and slavery. In the past weeks Myanmar’s brutal crackdown on its Rohingya ethnic minority has forced about 400,000 people to flee the country and reminds of the horrors of ethnic cleansing. In addition, these human-made disasters are increasingly combined with the effects of dramatic weather events such as droughts in South Sudan and Somalia. Floods and monsoon rains across South Asia, deadly landslides and drought in Africa, the impact of four major Atlantic hurricanes, a large-scale earthquake in Mexico tell us that every part of the world is affected by extreme weather events, but that the heaviest toll is born by the most vulnerable communities.

In this context, one of the strong recommendations of the World Humanitarian Summit in May 2016 is ever more relevant: a shift towards strengthening national and local capacity to lead and respond to crises. Given the protracted and recurring nature of crises and the interconnection between conflict and “natural” disasters, creating more synergies between humanitarian action and development efforts is another recommendation of the Summit that merits greater attention.

So how can an academic centre contribute to fulfilling these?

MESSAGE FROM THE DIRECTOR

Prof Doris SCHOPPER
Director CERAH

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So how can an academic centre contribute to fulfilling these?
We can help professionals working in the humanitarian field to strengthen their technical and relational skills, to be better equipped to understand and analyse the complex environment in which they work and to improve the quality of their programmes. The need for more synergies and better collaboration between local, national and international actors is voiced clearly by many students who come from and work in countries affected by humanitarian crises. We can also create a bridge between development and humanitarian approaches as a number of our students bring both experiences to the class. The great diversity of the 270+ students coming to CERAH from different countries, organizational cultures and disciplinary backgrounds is the ferment of fruitful and at times heated debates, thus enhancing the learning process in an open and trusted space.

In addition, students are exposed to the views of lecturers coming from a variety of humanitarian organizations and academic centres. This inevitably leads to them being confronted with divergent uses or interpretations of a same term. We were thus frequently asked “Where can I look this up? Where is the truth?” While explaining that there is no truth, we acknowledged the need for a reference framework and tried to find one... This was the birth of the idea that it could be the role of an academic centre to provide an “objective” and scientifically sound reference framework for humanitarian action, the Humanitarian Encyclopedia. In June, the first meeting of the two governing bodies, the Advisory Board and the Scientific Committee, marked the official launch of this ambitious project. In the coming months, we will engage in a broad consultative process engaging humanitarian actors and scholars around the world to jointly design the project and to ensure its relevance to the humanitarian sector. From Geneva to the world... This will hopefully be a modest contribution to the much needed changes in the humanitarian sector giving a voice to the plurality of views in various regions of the world and thus moving beyond a Western-based humanitarianism.

This report portrays some of our achievements in the past year. None of these would be possible without a dynamic team and an expanding network of partners. I would like to warmly thank them for their commitment to a common cause. I would also like to express my gratitude to our students who represent the diversity and richness of the humanitarian sector. To sense their enthusiasm and their dedication gives meaning to what we try to accomplish at CERAH.

September 2017,

In recent years, CERAH has become an internationally recognized educational platform. The Humanitarian Encyclopedia Project marks a new milestone, as an ambitious research project elaborated under the auspices of CERAH. (…) In this context, we at the University of Geneva and the Graduate Institute of International and Development Studies intend not only to maintain our support to CERAH, but to enhance that support through greater involvement of our professors in CERAH’s teaching and research activities.

Joint statement by
Prof Yves FLÜCKIGER, Rector of the University of Geneva
Prof Philippe BURRIN, Director of the Graduate Institute of International and Development Studies
**TIMELINE OF SELECTED HIGHLIGHTS 2016-17**

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<td><strong>SEASONED HUMANITARIANS</strong></td>
<td><strong>FORUM CINFO</strong></td>
<td><strong>EUCEN AUTUMN SEMINAR</strong></td>
<td><strong>SALON DES METIERS DE L’HUMANITAIRE</strong></td>
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<td>Welcoming 27 professionals with 144 years of cumulated humanitarian experience to this year’s MAS/DAS programme</td>
<td>Conference participation and CERAH booth at this Swiss networking event</td>
<td>Poster presentation of CERAH’s distance learning programme featuring adaptive and flexible education methods</td>
<td>Student recruitment and panel conference at this must event in Greater Geneva</td>
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<td><strong>NEGOTIATION WORKING GROUP</strong></td>
<td><strong>EXPERTISE THROUGHOUT THE YEAR</strong></td>
<td><strong>HEALTHCARE IN DANGER CONFERENCE</strong></td>
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<td>CERAH chairs a working group preparing the Annual Meeting of Frontline Negotiations and Mediators</td>
<td>160 external speakers bring their expertise to our courses. They are the salt &amp; pepper in CERAH education</td>
<td>Successful visibility for this conference organized by CERAH with MSF, ICRC, WHO</td>
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**RESEARCH IN HUMANITARIAN ACTION**

Researchers from NOHA universities and CERAH discuss multi-, inter- and transdisciplinarity
Panel discussion on moral, legal and operational challenges of a contested subject

CERAH’s topical panel discussion “Sexual Violence Against Men and Boys” generates much interest

MALE SURVIVORS PANEL DISCUSSION

Students from Europe, North America and Asia enjoy an introduction to Humanitarian Action during 2 weeks

SUMMER SCHOOL

A living repository of knowledge about Humanitarian Action brought to life by CERAH

HUMANITARIAN ENCYCLOPEDIA LAUNCH

Panel discussion on moral, legal and operational challenges of a contested subject

NEGOTIATING WITH NON-STATE ARMED GROUPS

Prof SCHOPPER gives an introductory conference in swissnex’s “Everyone a Humanitarian” series

SWISSNEX SAN FRANCISCO

Insights and fruitful “speed-dating” at CERAH’s win-win event for students and recruiters

PROFESSIONAL HUMANITARIAN CORNER

The “fiaccolata” brings together millions of Red Cross and Red Crescent volunteers. Prof SCHOPPER represents CERAH and its strong links with ICRC

SYMBOLOC SOLFERINO

Every cloud has a silver lining. CERAH graduates are those silver lines in Humanitarian Action

ACADEMIC END OF YEAR CEREMONY
FROM GENEVA, WITH THE WORLD
The Centre for Education and Research in Humanitarian Action (CERAH) is a joint centre of the University of Geneva and the Graduate Institute of International and Development Studies (IHEID). It is the fruit of a gradual and collective effort over the past 19 years, bringing together a multitude of academic and humanitarian actors in order to offer a wide range of post-graduate qualifications for humanitarian professionals, to develop a research portfolio in humanitarian studies and to strengthen reflection in humanitarian action.

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.

To fulfil this mission, CERAH aims at developing critical thinking and analysis to increase the quality of the humanitarian response. This goal is pursued at different levels: post-graduate education and training, research, debate and reflection. Drawing on CERAH’s interdisciplinary approach, professionals from the humanitarian sector reflect and learn together, mobilizing and confronting their past experiences to be better equipped for their future work.

Independence, diversity, ethical action, effectiveness and quality are the principles guiding CERAH’s educational offer and research projects.

Geneva, the home of the United Nations, major international institutions and 250 NGOs, is a vibrant centre of humanitarian action and crossroads for history, culture and business. In this unique local context CERAH is firmly linked to a fruitful international network that supports CERAH in the fulfillment of its mission to contribute meaningfully to humanitarian action. Students benefit from unique access to important humanitarian actors, both inside and outside the classroom: More than 160 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.

The Centre leverages its physical proximity to humanitarian institutions by nurturing partnerships at different levels – strategic, conceptual, pedagogic, research-related, promotional and financial – thus making CERAH’s network a multilayered and multistructural asset. CERAH builds on its mutual relationships with more than 60 partners including academic institutions, international, and increasingly national, organizations, as well as donors.

The Encyclopedia of Humanitarian Action (see also page 18) further enhances CERAH’s partnership dynamics and significantly expands our network of academic and humanitarian partners in the South.

INTERNATIONAL STUDENT DIVERSITY

The single most important asset in an academic environment is the student body. Given the post-graduate nature of CERAH teaching, our students come with many years of cumulated working experience in the humanitarian or development field (e.g. 144 years of experience for this year’s Master’s students). This professional, geographical and cultural diversity is extensively used as a resource in the learning process and confronts students with an outstanding cultural and linguistic diversity and further mobilizes their soft skills. “Our courses gather contemporary humanitarians as they are and work today” describes deputy director Dr Edith FAVOREU. This rich diversity in student profiles is only made possible thanks to a significant number of scholarships granted at CERAH (see page 26).

With students being our most important assets and ambassadors, 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.

I have spent ten months learning both from CERAH and by observation and I am glad to have been in touch with such a qualified team.

I will now try to be tough, joyful, discrete, to have a flow that convinces my listeners, and to question when it’s needed. I will also try to keep my knowledge up-to-date, to be wise, kind, energetic and caring for people in need, and to always try an integration approach to solving humanitarian issues by applying the laws and my analytical skills. I will also try to be an entry point for those who are looking for aid, and keep communicating with humanitarian actors wherever I will be in the future. All this needs money and I truly wish that world leaders will keep funding humanitarian action.

If I can mix all those characteristics with all I’ve learned from CERAH about humanitarian action, I’m sure I can be a great humanitarian or at least a game changer, and your investment in me will not be in vain.

Mackendy JEUNAY, MAS graduate 2016-17
Sexual violence is the most immediate and dangerous type of gender-based violence that occurs in acute emergencies. While women and girls are by far the most frequent victims of sexual violence, emerging evidence shows that men and boys are also often affected. Sexual violence is a serious, life-threatening issue that primarily affects the most vulnerable populations. It is a social, cultural and public health problem, and a violation of the victims’ human rights. Stigma, homophobia, and traditional gender roles make it especially challenging to reach male survivors.

In March 2017 CERAH organized a high-level panel discussion on the topic of men and boys who are victims of sexual violence. Panellists from UNHCR, Refugee Law Project and All Survivors project broke the silence on male survivors, attracting hundreds of participants and generating high digital visibility.

THEMATIC SHORT COURSE  
“SEXUAL VIOLENCE IN CONFLICT SETTINGS AND EMERGENCIES”

CERAH offers a short programme which provides mid-level or senior managers (heads of mission, programme coordinators, protection advisers) with the skills required to develop a multidisciplinary approach to prevent and mitigate sexual violence, to adapt this approach to specific contexts, and to integrate it into assistance programmes.

This course is organised with the support of the International Committee of the Red Cross (ICRC) and Médecins Sans Frontières (MSF). Handicap International, UNFPA and UNHCR are further partners collaborating in the development of the course. With three sold-out editions per year, two in English and one in French, sexual violence is and will remain a focal topic in CERAH teaching.

CERAH’s audience is global and often located in remote or less developed regions. The course on Sexual Violence was therefore held abroad for the first time in 2016/17 (Uganda) in order to reach local and regional humanitarian professionals. Most participants - more than 200 have participated in this course so far - are based in countries with high prevalences of sexual violence, including Africa, Latin America, and the Middle East, forming a network of practitioners from diverse disciplines, organizations and regions. CERAH will further draw on and mobilise this community.
FLEXIBLE, INTERDISCIPLINARY AND POSTGRADUATE EDUCATIONAL OFFER
CERAH offers a wide range of postgraduate courses focused on strengthening in-depth competencies for managers. It provides participants with a strong general understanding of humanitarian action and the capacity to design and operationalize strategic humanitarian responses. Thematic priorities for CERAH’s courses are chosen in close consultation with CERAH’s academic and humanitarian partners and are based on the expertise available in its network. Disciplines include, among others, political science, economics, law, public health, geopolitics, sociology, anthropology, project management, communications, international relations and ethics, and are all linked through CERAH’s interdisciplinary approach.

The Diploma of Advanced Studies (DAS) in Humanitarian Action is a 4-month programme of 30 ECTS. This core course is divided into 3 modules and completed by an individual paper. Through the study of past and present humanitarian crises, as well as conceptional and operational aspects, participants acquire the tools needed to analyse, understand and engage in critical reflection on the response to humanitarian emergencies today.

The Certificates of Advanced Studies (CAS) are courses designed for programme and team managers to improve their competencies and leadership in defining and implementing specific strategies, while focusing on problem-solving in professional realities.

Specific themes are proposed as one-week Thematic Short Courses (TSC). Focusing on topics that matter (e.g. nutrition, sexual violence, forced migration, negotiation), the courses allow participants to gain new skills which are immediately applicable in the field.

Responding to the needs of a globally dispersed audience, CERAH offers a blended learning degree in “Designing Strategies and Projects for Humanitarian Action” (read more on page 16). This part-time Certificate of Advanced Studies allows participants to study and learn from their own work context, without having to be in Geneva. During the 8-month course students develop their specific action plan which they can directly apply in their work situations.

THE RIGHT FIT FOR EVERYONE

Offering a large variety of courses in terms of length, specificity and discipline (also see figure page 15), CERAH provides flexible and modular opportunities for professionals to deepen their knowledge.

The Master of Advanced Studies (MAS) in Humanitarian Action is a full-time programme of 60 ECTS. The programme is focused on building in-depth understanding of the central conceptual and operational aspects of humanitarian action. The multidisciplinary programme comprises three parts: a core curriculum (→ see “Diploma”) focusing on the theory and fundamental questions of humanitarian action, two elective specializing courses (→ see “Certificates”) and an academic dissertation, introduced by a course on research and methodology. The modular set-up allows for students to complete the MAS in 1 to 3 years.
The Massive Open Online Course (MOOC) “Humanitarian Communication: Addressing Key Challenges” is entirely delivered online. The 4-week course requires 3-4 hours of work per week and provides ultimate flexibility to remotely connected participants who learn at their own pace.

Last but not least, CERAH also offers an introduction to Humanitarian Action to non-expert and undergraduate audiences. This 2-week summer school gives a comprehensive understanding of characteristics and challenges of the humanitarian sector.

I did the CAS during my maternity leave. The remote format of this class allowed me to seize this period of my life to attend a high quality course that helped me transfer my professional skills from the private to the humanitarian sector. It was a life changer.

Florence LACHENAUD-BEN-ABDALAH, blended learning CAS Designing Strategies and Projects for Humanitarian Action 2017

NUMBERS ON THE RISE

CERAH’s 2016-17 educational offer encompassed 8 postgraduate degrees, 20 one-week intensive courses on specific topics, one MOOC which has been repeated throughout the year and a 2-week summer school.

In 2016/17 CERAH welcomed a total of 278 students: 22 MAS in 1 year (plus 5 who are enrolled in the flexibility programme), 5 DAS, 38 CAS, 13 summer school and 195 participants to the one-week intensive courses TSC. This 15% increase as compared to the last academic year confirms CERAH’s attractiveness.

It is worth mentioning that some participants consider the shorter programmes as an entry point; several participants have expressed their desire to take other CERAH courses in the future.

COMBINING THEORY AND PRACTICE

Students at CERAH 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. Our diverse pedagogical methods aim at developing the students’ situational intelligence by mobilizing theory and practice. They include lectures, case studies, role play, conferences, personal readings, debates and site visits.
CERAH’S EDUCATIONAL OFFER AT A GLANCE

MAS
MASTER OF ADVANCED STUDIES (60 ECTS)
The MAS is specifically designed for middle managers with experience in the humanitarian or development sector, who wish to critically reflect on their experience in an academic setting and deepen their knowledge, skills and analytical competencies in particular areas of humanitarian action. Interdisciplinarity and a multi-sectoral approach make the MAS experience extraordinarily broad, while the modularity of the programme provides flexibility from 1 to 3 years.

The MAS comprises a core course (DAS), two elective specializing courses (CAS) and an academic dissertation (D) introduced by a course on research and methodology (R).

DAS
DIPLOMA OF ADVANCED STUDIES (30 ECTS)
The DAS provides participants with an overview of conceptual and operational aspects of humanitarian action. The modules cover the context of humanitarian action (historical, geopolitical, legal, ethical), humanitarian responses to specific issues (from emergency to development, sociology of actors, political economy, health) and transversal issues such as anthropology, communication, vulnerabilities and project cycle management.

The DAS is a stand-alone diploma, but part of its 4-month programme also constitutes the core course of the MAS.

CAS
CERTIFICATE OF ADVANCED STUDIES (10 ECTS)
CAS courses are designed for managers to improve their competencies and leadership in defining and implementing specific strategies, while focusing on problem-solving in professional realities. The following thematics are proposed:

→ Designing Strategies and Projects for Humanitarian Action (proposed as residential or blended learning course)
→ People Management in Humanitarian Settings
→ Communication, Advocacy and Negotiation in Humanitarian Settings
→ Health of Populations affected by Humanitarian Emergencies
→ Legal Environment of Humanitarian Action

Each CAS is a stand-alone diploma. MAS students choose 2 CAS thematics as elective specializing courses.

TSC
THEMATIC SHORT COURSES (2 ECTS)
A total of 20 one-week intensive courses cover the most relevant topics in humanitarian action: health (e.g. chronic diseases, sexual violence), legal (e.g. forced migration), people management (e.g. crisis management), communication (e.g. dialogue with communities, negotiation, advocacy).

Thematic short courses can be stand-alone or part of the CAS and DAS programmes.
BLENDED LEARNING: LEARN AS YOU WORK AND WORK AS YOU LEARN

A concept that convinces more and more humanitarian professionals and is increasingly recognized in their respective organizations.

“Our 8-month programme is very intense both for the lecturers and the students. The course literally comes into their working environment and students reflect on their current practice as they learn, because we work on specific work-related topics with each of them” explains course coordinator Sandrine DELATTRE. And a participant added: “I have learned much more in this Certificate of Advanced Studies – also from and with my experienced classmates – than during my BA. I am now ready to improve humanitarian action.” (Solomon TAZEB, 2017)

NOT EVERYBODY CAN TAKE ONE YEAR OFF TO STUDY

Organizational and individual capacities need to be strengthened in the fast evolving humanitarian field to address the scale and complexity of present and future needs. However, multiple challenges (financial, professional, private) may prevent enrolment in residential programmes. CERAH’s blended learning programme “Designing Strategies and Projects for Humanitarian Action” is an adapted solution for middle and senior managers who want to reinforce their knowledge and skills at work. During 8 months the e-learning modules cover more than 60 thematics which students confront with their realities as they work. A residential session in Uganda brings all participants together for 2 weeks to work in situ on strategy design and programme development for and with the local NGO Omoana House.

Cherry on the cake: the course programme has been developed in partnership with some of the largest humanitarian organizations and is delivered together with MSF and Groupe URD.
A VIBRANT PLATFORM FOR RESEARCH, DEBATE AND REFLECTION
RESEARCH IN HUMANITARIAN ACTION

Humanitarian action involves by essence many different disciplines and, most frequently, research in the humanitarian field takes a disciplinary approach (e.g. law, health, political sciences, anthropology). Early on, CERAH decided to focus on interdisciplinary research to allow for a better understanding of the complexity of humanitarian action and its diverse interconnections with surrounding sectors of activity. In this regard, the development of the interdisciplinary research project "Humanitarian Encyclopedia" has been central for CERAH in the past year.

The Humanitarian Encyclopedia is a collaborative project with humanitarian and academic partners combining theory and practice. It responds to the documented need to interrogate how terms and concepts used in humanitarian action are understood and applied across time, cultures, and organizations. The objective is to ensure that by 2021, the Humanitarian Encyclopedia engages a broad constituency of local, regional and global humanitarian actors, and brings about more reflective, effective and innovative humanitarian action while constituting a milestone in the scholarship of contemporary humanitarian studies.

This objective will be reached by offering the humanitarian community a clear and comprehensive reference framework, taking into account local knowledge, and the opportunity to use, share and co-create further references. To do so, we need to interrogate how humanitarian concepts are used, reinforce the reflective involvement of an expanding range of stakeholders, and ensure we can build on the most relevant experiences.

The Humanitarian Encyclopedia will be:

AN INCUBATOR
Articulating past and current scientific and practical knowledge, the Humanitarian Encyclopedia will explore the different ways key humanitarian concepts are understood across time, disciplines, cultures, contexts and organizations.

A BRIDGE
Between scholars and practitioners, populations and organizations, organizations and donors, humanitarian insiders and outsiders, from different organizational experiences and cultural backgrounds.

A SPACE TO CO-CREATE
Recognising the knowledge heritage outside and within the sector, building from it and transforming it. Co-creation and crowdsourcing will be an integral part of developing the knowledge base and localizing it.

AN INNOVATIVE OPEN-ACCESS PLATFORM
A space to capture and confront existing knowledge, access different resources and research findings, and to generate new learnings.
In the past year CERAH finalised the incubation stage, with support from the Swiss Agency for Development and Cooperation. It validated the need for and the concept of the Humanitarian Encyclopedia in consultations with a variety of humanitarian stakeholders; established the project governance; developed the initial project plan; explored funding perspectives and initiated the scientific methodological design. In addition, the complementarity and potential synergies with existing initiatives in the sector were assessed.

The first meetings of the two governing bodies, the Advisory Board and the Scientific Committee, took place in Geneva in June. Members of these come from all parts of the world and bring a wide range of perspectives and experiences to the project.

A public event, hosted by the Mayor of Geneva, officially launched the Humanitarian Encyclopedia on 13th June (see page 20).

**THREE RESEARCH QUESTIONS**

The Humanitarian Encyclopedia will have a sound scientific base using an innovative scientific method to capture the diversity of the "humanitarian language" and analyse current practice. Three interrelated research questions will be addressed.

**What are the dimensions of conceptual variation across the humanitarian sector?** If the conceptual fuzziness of the humanitarian field is well-documented, there is, so far, no common agreement on the relevant dimensions through which conceptual variation can be unpacked. Building on an interdisciplinary and participatory research approach, the Humanitarian Encyclopedia will provide humanitarian practitioners with an analysis of both the shared and contested attributes of a concept.

**What are the causes of conceptual variation?** Going beyond the mere description of conceptual variation, research will explain conceptual variation across the humanitarian sector focusing on disciplinary, organizational and geographical factors.

**What are the consequences of conceptual variation?** Through case studies selected in partnership with humanitarian actors, we will empirically examine how the lack of a shared conceptual framework may trigger misunderstanding and misperception among humanitarian actors, have consequences on inter-organizational trust, and *in fine* on the effectiveness of humanitarian strategies.

Although the entire project is set-up in a co-creative manner involving humanitarian and academic partners, this third research question will literally create a bridge between scholars and practitioners.
A SCIENTIFIC AND PRACTICAL RESPONSE TO A LACK OF UNDERSTANDING

At the launch reception for the Humanitarian Encyclopedia on June 13, keynote speakers perfectly summarized the relevance, nature and raison d’être of this important collaborative project.

The Mayor of Geneva Rémy PAGANI and the Ambassador of Switzerland to the United Nations Valentin ZELLWEGER both underlined the importance of the Humanitarian Encyclopedia for International Geneva; the Ambassador mentioned that with the empowerment of local actors and the systematic involvement of affected populations came the realization that each crisis had its own specificities - its own history and its own narrative and that this implied that (...) key humanitarian concepts and approaches would be understood very differently. He concluded that it was (...) of vital importance to engage in an in-depth analysis of core humanitarian concepts and provide a shared framework of reference.

Prof Doris SCHOPPER placed the Humanitarian Encyclopedia in context by explaining why CERAH had come up with the ambitious idea to create a common and living repository of knowledge on humanitarian action: “Our students represent today’s plurality of the humanitarian sector. Throughout their training at CERAH they exchange among each other and they are confronted with the views of a wide range of academics and practitioners lecturing at CERAH. And this can lead to some confusion. For example, when a central concept such as Protection is used in very different ways by ICRC and UNHCR, not to mention MSF, students ask us ‘where is the truth?’ Well there is no truth and there is no place to look this up.”

Dr Hugo SLIM, ICRC Head of Policy, underlined the importance of creating this project “from Geneva, not in Geneva” while Manu GUPTA, Chair of the Advisory Board, and Prof Marco SASSÒLI, Chair of the Scientific Committee, further emphasised the added value of the Humanitarian Encyclopedia in their daily work and why a sound scientific approach is so important.

Although this new Encyclopedia starts today in Geneva, it will spread out to co-create and encapsulate a diverse geography of humanitarian knowledge that extends all around the world involving experience and empirical fact and the reason and moral values of many different people and places. If all goes well, the Encyclopedia can then accumulate knowledge, cultivate wisdom and redistribute power”.

Dr Hugo SLIM, ICRC Head of Policy
Reflection and Debate as Part of CERAH’s DNA

The development of critical thinking and analysis is a significant part of CERAH’s educational process. This mission goes far beyond the classroom, resulting in the regular (co)organization of public events and conferences which successfully draw on CERAH’s location and network in International Geneva. In addition to these, CERAH teaching staff, managers and board members participate in meetings and conferences on topical issues. Their roles as speakers, moderators or panelists influence the debate on humanitarian action and efficiently support CERAH’s visibility. A selection of this year’s events is presented below.

**Joint conference “Colombia at the crossroads” with Groupe URD**
François GRUNEWALD (Groupe URD) and Gabriel Arturo ROJAS ANDRADE (Los Andes University Colombia) spoke about threats to the Peace Agreement and the transitional justice model.

**Panel “Human Rights & Gender”**
Multiple realities of discrimination were the topic of this panel discussion organized by the University of Geneva. CERAH lecturer and course coordinator Sara L.M. DAVIS was on the panel together with WHO, IHEID Migration Centre and Social Sciences Faculty of UNIGE.

**Advisory Board and Scientific Committee Meetings “Humanitarian Encyclopedia”**
CERAH invited representatives of the humanitarian sector, academia and civil society to launch an innovative collaborative project: the Humanitarian Encyclopedia. In workshops the first concepts to be included in the Encyclopedia were prioritized and the proposed research approach was refined.

**CERAH Panel Discussion: Sexual Violence Against Men and Boys – Breaking the Silence**
Leading experts from UNHCR, Refugee Law Project and All Survivors Project discussed emerging approaches to reaching men and boys suffering from sexual violence. The lively panel discussion was co-sponsored by The Swiss Agency for Development Coordination, ICRC, UNHCR and CERAH.

**17th world congress of the Academy of Human Reproduction**
Prof Doris SCHOPPER gave the inaugural lecture in the Rome-held congress on the topical subject “Sexual Violence in Conflict: addressing the needs of women”.

**CERAH Panel Discussion “Negotiating with Non-State Armed Groups”**
Prof Marco SASSÔLI (University of Geneva), Michiel HOFMAN (MSF) and Prof Andrew MACLEOD (Kings College London) discussed challenges at moral, legal and operational levels.

**Swissnex San Francisco**
Prof Doris SCHOPPER gave the introductory conference in the second event of swissnex’s “Everyone a Humanitarian” series. The hub featured a full day of crash courses, hands-on problem solving and live conversations with people on the ground.
International Ethics Summit
Prof Doris SCHOPPER presented the “blurred ethical lines between innovation and research” at the International Ethics Summit “Morality in the global era: theory, policy and praxis” in Doha, Qatar.

CERAH Conference: When Healthcare is in danger, what can we do?
Attacks on medical facilities in conflict zones have killed and injured countless patients and healthcare professionals, destroying infrastructure and depriving people of access to medical care. Denouncing that medical facilities are not a target, Prof Doris SCHOPPER asked representatives of ICRC, WHO and MSF: “What can we do?”

Salon des Métiers de l’Humanitaire
CERAH lecturer and course coordinator Jean-Marc BICUET chaired a round table on “training to work for international organizations.” In parallel CERAH joined the discussion with other educational centres and HR managers on needs, possibilities and the training to be developed.

Eucen Autumn Seminar
CERAH Deputy Director Dr Edith FAVOREU presented a poster on CERAH’s distance learning course “Designing Strategies and projects for Humanitarian Action,” highlighting the programme’s intermodality and knowledge transfer to individual working situations.

Symposium ICRC & Ulster University
Prof Doris SCHOPPER was invited to speak about “Responding to the needs of survivors of sexual violence: Do we know what works?”

150 humanitarian and development actors. CERAH Deputy Director Dr Edith FAVOREU held a workshop with Groupe URD and the Humanitarian Leadership Academy on “learning by asking the right questions.”

Humanitarian Negotiation
The working group (WG) “Strengthening the Capacity of Humanitarian Professionals to Engage in Frontline Negotiation and Mediation Activities” met to prepare the Annual Meeting of Frontline Negotiators and Mediators. This CERAH-led WG was to analyse existing capacity building/strengthening possibilities in humanitarian negotiation, assess the needs and gaps in this domain and propose ways to optimize capacity strengthening.
GOVERNANCE AND STAFF

BOARD OF DIRECTORS

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
→ Identify, 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

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Development Economics
Graduate Institute of International Development Studies (IHEID)

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Faculty of Medicine
University of Geneva

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Anthropology and Sociology of Development
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Geneva Cantonal and University Hospital (HCUG)

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Political Science & International Relations
University of Geneva

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Faculty of Translation and Interpreting
University of Geneva

Prof Aurélie PICTON (since March 2017)
Faculty of Translation and Interpreting
University of Geneva

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Ms Aude THOREL
Human Resources Director
 Médecins Sans Frontières (Suisse)

Ms Mary WERNTZ
Deputy Director of Operations
International Committee of the Red Cross (ICRC)

Mr Arno WICKI
Deputy Head of Swiss Humanitarian Aid
Swiss Agency for Development & Cooperation
CERAH TEAM

CERAH’s teaching and research staff comes 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 sciences). They all have a strong background in humanitarian action and/or academic research. Please access their individual biographies at www.cerahgeneve.ch. Their teaching is complemented throughout the year by a diverse group of more than 160 lecturers from academia and international organizations.

MANAGEMENT
Prof Doris SCHOPPER
Director
Dr Edith FAVOREU
Deputy Director

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Dr Hugo SLIM
Dr Sharon WEIL

CROSS-FUNCTIONAL POSITIONS
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Joëlle GENTILE
Training administration:
Manuela LA GRECA
Thuy MELICH
Fatima MORGAN [until December 2016]
Distance learning specialist:
Romain SAUVAIN
Communications:
Désirée WALTER

SUPPORT TO THE HUMANITARIAN ENCYCLOPEDIA PROJECT
Reshma ADATIA
Matiù DERMONT
Simon DOUSSE
Dr Elisabet LLOPART
Dr Umesh PALWANKAR
FINANCES AND FUNDING

The overall expenses in 2016-17 were CHF 2.24 million as compared to CHF 2.18 million for the academic year 2015-16. The fees including scholarships cover 39% of CERAH expenditures.

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.

The Swiss Agency for Development and Cooperation (SDC) provides CHF 300,000 in core funding. In addition, the position of a research coordinator for the project “Humanitarian Encyclopedia” has been entirely funded by SDC for a period of two years. This important research project could not have started without this precious support. The SDC also offers a yearly award of CHF 2000 for the best dissertation.

A grant from the Swiss National Science Foundation supported the first meeting of the Scientific Committee of the Humanitarian Encyclopedia. Doctors without Borders (MSF) contribute to covering the costs of two courses.

SCHOLARSHIPS

The support of the Service de la Solidarité internationale (SSI) of the Canton of Geneva allowed 13 participants from developing countries to attend the MAS in humanitarian action 2016-17.

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 Hans Wilsdorf Foundation granted additional support to cover living costs for 10 MAS scholarship holders.
MESSAGE OF ACKNOWLEDGEMENT

CERAH would like to seize this opportunity to warmly thank its donors, partners and staff for their generosity and support. We are very grateful for your trust and particularly proud of what we have achieved together. CERAH’s continuous rise is our joint success.
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