

MASTER IN

SYSTEMIC DEVELOPMENT PRACTICES

Version August 2024

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1. If you are very busy with no time to spare ...

Systemic Development Practices (SDP) is a postgraduate Master program for those who want to develop very practical skills to turn ideas into results in a values driven way in the field of advocacy and diplomacy for political and business realities. In the coming years, we will obtain the academic recognition ensuring that SDP takes its place in the European “Universities of Applied Sciences” system.

Welcome or good bye ! Or see you on board !

2. Premises, history and intentions

Geneva Nations Institute (GNI) was set up by Shahida Mariyam Mohamed, Muise Wahabdeen and colleagues from the board in 2022 who wished to address the needs of participants from developing countries, from Switzerland or from other interested countries. Having considered the market and other academic institutions active in similar fields, the GNI founders became aware that a specific market niche needed a specific offer of contents. Advocacy being the first step to address issues which are either neglected or new, followed by diplomacy needed to build useful relations with relevant people and institutions and - last but not least - a sound business approach to ensure success, not only intellectually but concretely with tangible results.

Strategic and market analysis have shown that most of the intellectual aspects in the fields mentioned are covered by numerous institutions in the Geneva area and abroad. So why is a new academic product necessary you might ask ?

In Europe, the emergence of the Universities of Applied Sciences (UAS) addressed the gap between theory and practice and in Germany the “Fachhochschulen” in the 60’ and 70’, an industry initiative, were created with the intention of generating competencies which could be used immediately, without lengthy post academic on the job training. Therefore teachings were intended to be practice driven but - of course - with a sound conceptual background.

The magic GNI wants to contribute lies in the links and in the field experience of successes reaching from the beginning of a process addressing an issue to the successful conclusion with tangible and “happy results”. This ensures that not only have the economic issues been taken into account, but the social, ecological and development aspects are part of the concept and are equally as important as the business aspects. Such an approach requires focusing on the understanding of the rules of the game and on very practical skills. This awareness will illuminate our way and guide the selection of teaching contents.

3. Why choose Switzerland for your studies ?

Switzerland has a long and interesting history of political and economic development. Emerging from extreme poverty and a war stricken population, it was only in the 19th century that the modern country emerged from its misfortunes and and poverty-emigration. Are you surprised ? The current wealth achieved is the result of much and often painful experiences and learnings. Would you like to know more ? Welcome, we are ready to share, not only the glory of this success story, but also the pains encountered by this country and the lessons learned. Today Switzerland has quite an inclusive and decentralised political system. Sometimes this particularity slows down political decisions but, on the other hand, the permanent search for consensus ensures the political debate is peaceful. Living in Switzerland and being aware of this history is a teaching by itself.

As far as integration into the European academic system is concerned, Switzerland has been one of the most important contributors and early adopters of the system. Today, Swiss universities compete with the most reputable academies worldwide.

4. Our students

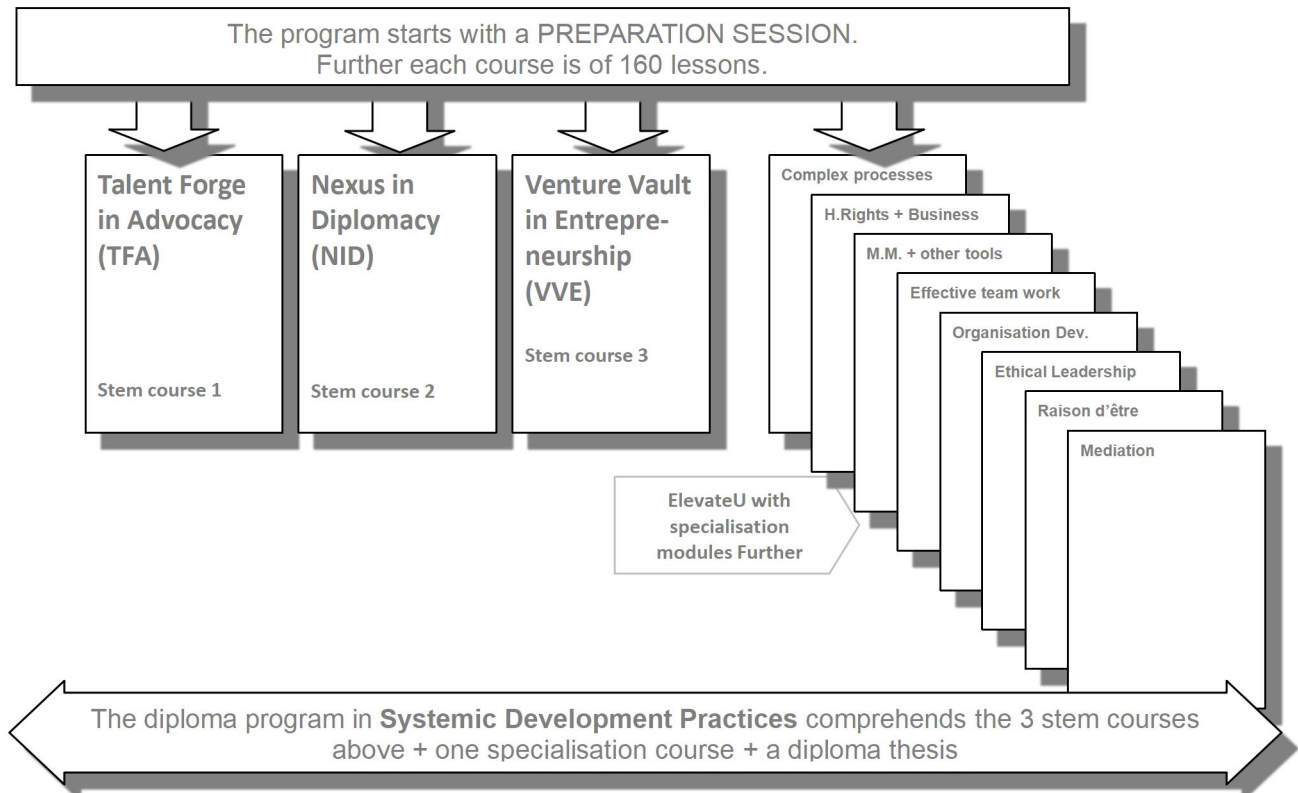
Our Master program is conceived for professionals who have a bachelor level plus a couple of years field experience already and who want to improve their skillset in order to develop practical business and leadership skills. Students usually come from all geographical origins and are approximately 24 to 40 years old.

In special cases if the academic background is different and while the perspective candidate has substantial practical experience, but does not have a bachelors degree, GNI can enrol the student on the basis of their specific “dossier” while defining with the student the specific conditions required in order to be eligible to obtain the final academic title. Such an enrolment must be discussed with the program direction.

Last but not least we welcome diversity amongst our students, their geographical and cultural origin, their gender, their gender expression, their political opinions and their practical experiences will enrich our community and our common journey.

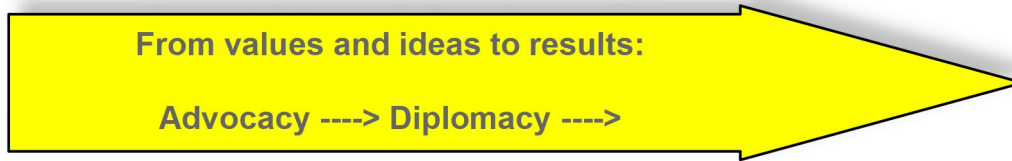
5. Architecture and formats of courses

5.1. Architecture of the program



“Systemic Development Practices (SDP)” consists of 3 Stem courses plus 1 Specialisation course (vocational, to be chosen from a list of courses available) and finally a diploma work addressing a concrete issue of an actual organisation, chosen by the student and accepted by the faculty.

5.2. The logic behind this learning journey



We will move from value driven ideas to concepts with partnerships to help for the concrete realisation. The specialisation courses are intended to help for specific needs in competence to be addressed for success, competencies which are beyond and complementary to the skills learned in the stem courses.

The program can be started at the beginning of one of the stem courses or of a specialisation course. In this way a student can come on board at the beginning of all courses, at least twice in a year ! During preparation sessions “the rules of the game” and the prospective of how to build his or her learning path and contents are explained to the future students and questions about the program will be answered. The preparation session is free of charge.

5.3. Blended learning system

As many of our students will be overseas students we have developed a methodology of blended learning combining three kinds of teaching and learning activities:

1. Distance classroom with the classical instruments which have become very popular during Covid pandemic.
2. Long on-site sequences for integration and sharing with colleagues, faculty and external non academic experts. These sequences of 12 days, starting Monday morning of week 1 and finishing Friday evening of week 2, will take place between two courses, finishing the first one and starting the next one. Students are requested to fly in a day or two before the Monday of week 1.
3. Augmented self learning, individually or in student sub groups with tasks assigned and supervised by faculty.

This mixture of alternative presence and distance learning allows us to

- keep in touch with students and faculty not only with regards to academic issues but also to ensure the emotional sense of community is taken care of;
- distinguish between linear and complex issues in different settings; linear issues can be taught by documentary materials whereas complex issues need human beings to ensure that effective solutions are found (“Only complexity can solve complexity” is a popular rule of thumb).

5.4. Learning Platform

For our blended learning process we have chosen Moodle as our IT-learning platform. Moodle allows us to host the learning contents, to activate and follow students activities and to run the virtual classroom activities. A helpline will be available for those who are not familiar with this platform.

5.5. Measurement of learning activities with the ECTS evaluation system

As far as the measurement of learning activities and efforts is concerned, Europe, with the exception of the UK, follows the well established American system of “credits”. The need to

compare learning efforts between different schools has resulted in a common flexible European measurement system. The political intention is to facilitate students mobility allowing them to complete a study program by attending courses in different universities. “ECTS” stands for “European Credit Transfer System” and one credit is equivalent to 25 - 30 hours of learning activities. The presence at a course event (on-site or distance) will be 40 % to 50 % of the learning activities around the topic covered by specific content.

The remaining 50 % to 60 % is comprised of personal work:

- individual course preparation,
- readings,
- group work with other students,
- field work,
- testing.

The conversion is approximately 1 American (US) credit for 2 ECTS credits or 4 UK credits (CATS).

As faculty we clearly measure the correct workload for students to reach the required results. This allows for an adequate rhythm in the transmission and in the appropriation of knowledge and skills. In order to foster control - and above all a self-control by the student - we will use the

LAR (Learning activities report)

inspired by time sheets used by consultants as billing basis. This is also a good practice to share with students to show their work is valued and appreciated.

5.6. Formats and workload of our courses

At GNI we have chosen symmetric formats for all our courses (Stem-courses and specialisation courses) with 15 ECTS credits, which means:

| Activities | In hours | in % |
|--------------------------------|-----------------|-------------|
| Classroom or distance teaching | ~150 | ~40 |
| Personal work | ~225 | ~60 |
| Total | 375 | |

5.7. Location of on-site sessions

May we finally add - cum grano salis - that after distance preparation, some of our on-site meetings may take place in some wonderful places in the world (the Maldives, Sri Lanka, etc.), after a first time at our home base close to Geneva airport to help us to get in gear. This will greatly motivate our academic community.

5.8. Master Thesis

For the Master thesis students will search for an opportunity to provide useful input and solutions for a real organisation. This will increase the acceptance and the perception of value in a real social and economic context and train students in real life consultancy practices.

5.9. Taxonomy of learning objectives

We use Bloom's taxonomy¹ of learning objectives in 3 domains :

- knowledge,
- application skills,
- critical thinking.

This represents an axis from concrete "how to do knowledge" towards critical analysis and the ability to adapt the rules to unusual situations. This taxonomy has been adopted by many teaching institutions.

Benjamin Bloom created this taxonomy to help to describe and classify observable knowledge, skills, attitudes, behaviours and abilities. The theory is based upon the idea that there are levels of observable actions that indicate mental activity and skills (cognitive activity, intention or action). By describing learning objectives using measurable verbs, we indicate explicitly what must be done to demonstrate effective learning.

| | | <i>Critical thinking ---></i> | | | Evaluation |
|--------------------------|----------------------|----------------------------------|-----------------|-----------|-------------------|
| | | | Sythesis | Appraise | |
| <i>Knowledge ---></i> | | | Analysis | Arrange | Argue |
| | | Application | Analyse | Assemble | Assess |
| | Comprehension | Apply | Appraise | Collect | Choose |
| Knowledge | Describe | Complete | Categorize | Combine | Compare |
| List | Discuss | Construct | Compare | Comply | Conclude |
| Name | Explain | Demonstrate | Contrast | Compose | Estimate |
| Recall | Identify | Illustrate | Debate | Construct | Evaluate |
| Record | Recognise | Use | Differentiate | Create | Interpret |
| Relate | Translate | Operate | Distinguish | Design | Judge |
| Repeat | | Practice | Examine | Devise | Justify |
| State | | Schedule | Experiment | Formulate | Measure |
| Underline | | | Inspect | Manage | Rate |
| | | | Question | Organise | Revise |
| | | | Inventory | Plan | Score |
| | | | Test | Prepare | Select |
| | | | | Propose | Support |
| | | | | Setup | Value |

We will provide our students with a personalised follow up in order to assess if the learning objectives have been met and - if this is not the case - follow up on what should be done to complete the learning.

¹ Bloom B., Taxonomy of Educational Objectives, 1956, trad. : Taxonomie des objectifs pédagogiques, vol. 1 : Domaine cognitif, Presses de l'Université du Québec, 1975.

6. Stem courses

The Stem courses are mandatory in order to obtain the academic title.

6.1.1. *Talent Forge in Advocacy (TFA): 15 ECTS*

Course Directors : Prof. Chris Altmikus and Prof. Sylvie Villa

In this course we will develop :

1. understanding of rules and trends in social and economic development,
2. understanding and preventive handling of conflict potentials,
3. the skills to develop workable and acceptable long term solutions,
4. the analytical skills to enable the development of convincing and evidence based argumentation.

Modules :

6.1.1.1. Modelling the Advocacy System

30 hours - 3 ECTS

Understanding political stakes and actors - Exploring the landscape of causes and actors of advocacy - Methods, tools and concepts for modelling : Worldview Intelligence, Theory U, Appreciative Enquiry - Policy making - Environmental and social governance (ESG)

Learning objectives: After participation in this module, the student is able to

- ü Use the social constructionist approach to epistemology
- ü Describe the field of actors handling political issues and stakes
- ü Analyse complex stakeholder systems with self-awareness of own biases and suspending judgement
- ü Appraise social constructs in their historical context and formulate advocacy and ethics accordingly
- ü Identify potential allies for the cause
- ü Recognise helpful concepts to describe the needs for change and the expected results
- ü Demonstrate negative and positive results of action and of non-action
- ü Illustrate potential results of ESG

Faculty : Prof. Sylvie Villa and Prof. Chris Altmikus

6.1.1.2. Mobilising collective intelligence

30 hours - 3 ECTS

Collective creativity tools (de Bono, U-Method, Tony Buzan, etc.) - Ideation and Innovation Processes and Practices - Diversity and inclusivity : cultures, gender and other social barriers - Shaping VVMS : Values - Vision - Mission - Strategy

Learning objectives: After participation in this module, the student is able to

- ü Organise and lead creative processes with the project relevant people
- ü Analyse and appraise results of creative processes in accordance with project requirements
- ü Assemble contributions from diverse origins (cultural, gender, social barriers, etc.)
- ü Formulate concepts for solutions

Faculty : Chris Altmikus and Giulia Comba

6.1.1.3. Large Scale Influencing Approaches

30 hours - 3 ECTS

Influencing with ethics, empathy and effective results - Influencing social media: campaigns and communications - Dealing with social and societal differences: opposition and conflict - Illicit influence in public processes: e.g. Fake news in voting processes - Leading social commitment and change - Sustainable community development

Learning objectives: After participation in this module, the student is able to

- ü Construct an effective communication process,
- ü Analyse potential opposition and conflict lines,
- ü Describe and analyse illicit expression of opposition,
- ü Compose and organise acceptable and accepted change processes,
- ü Propose concepts for sustainable development.

Faculty : Prof. Chris Altmikus and Prof. Mary Mayenfisch

6.1.1.4. Effective Communication

30 hours - 3 ECTS

Writing and argumentation skills - Presentation skills - Public speaking skills - Shaping powerful messages - Neuro-linguistic programming (NLP) : Selected tools and techniques, body language, voice - Taking care of perception and work preferences : Leonardo 3.4.5. - Facilitating social change - Emerging and participatory leadership

Learning objectives: After the participation in this module, the student is able to

- ü Design a powerful communication plan,
- ü Compose effective written and spoken messages,
- ü Distinguish needs of different audiences and address them effectively,
- ü Setup the conditions for change and manage the process,
- ü Prepare the conditions for the implementation of a participatory management.

Faculty : Prof. Chris Altmikus and Prof. Giulia Comba

6.1.1.5. Advocacy Scenarii

30 hours - 3 ECTS

Systems thinking and sustainability frameworks - Sustainable development goals - Social Justice, Human Rights, equity, morals and ethics : developing acceptable value propositions - Designing and leading sustainable social systems - Biocybernetic analysis and modelisation tools - Case studies for scenario planning - Evidence based decision making

Learning objectives: After the participation in this module, the student is able to

- ü Describe and to illustrate the most important issues for development and sustainability,
- ü Use modern tools derived from system sciences and biocybernetics,
- ü Analyse and compare scenarii to feed decision making processes,
- ü Design and manage processes for sustainable social systems.

Faculty : Prof. Sylvie Villa and Prof. Mary Mayenfisch

6.1.2. **Nexus in Diplomacy (NID), 15 ECTS**

Course Directors: Prof. Jeroen Zandberg and Prof. Shahida Mariyam Mohamed

After the development of the argumentation, we need to forge alliances helping us to promote our issues. Here the point is no longer the inner argumentation of our projects but how to fit our issues into existing or new concepts or institutions. What is important is to find the right slots

where to act, the convincing words and to keep away from false friends and conspiracy theories. Understanding the geography of power and building useful relationships will be keys to success.

Modules:

6.1.2.1. Diplomacy frameworks

30 hours - 3 ECTS

Global organisations: Dealing with Corporate Responsibility in the fields of ambiental, social and local legal issues - Diplomatic protocol - Governing with respect for laws and societal expectations (soft and hard) - 20 memorable moments: Glory of diplomacy and failed diplomacy

Learning objectives: After participation in this module, the student is able to

- ü Identify the actors of the international economic framework which underpins the globalised economy,
- ü Identify situation of balance of power and its impact on diplomacy and on historical evolution,
- ü Prepare and structure the message of diplomats and position the represented state or organisation in an appropriate way,
- ü Recognise the importance of international actors in order to enable companies to attract direct investment,
- ü Use tools for economic and political reporting in order to influence future policies.

Faculty : Prof. Jeroen Zandberg and Prof. Shahida Mariyam Mohamed

6.1.2.2. Language and communication power

30 hours - 3 ECTS

Unleashing the power of language - Basic dialogue skills and deep dialogue - Deal with crucial conversation - Conflict management, negotiation and mediation

Learning objectives: After participation in this module, the student is able to

- ü Use effective communication tools in written and spoken form, interpersonal or in public,
- ü Practice deep dialogue skills,
- ü Use mediation tools for conflict settlement.

Faculty : Prof. Sylvie Villa and Prof. Giulia Comba

6.1.2.3. The rationale of change in a world of increasing polarisation and tension

30 hours - 3 ECTS

Despite all advances in science and humanities, the world is becoming increasingly complex to navigate : Climate change, globalization and development issues, health, education, resources management, water and regional conflicts are just some of the burning issues on a local and global scale - How to understand these phenomena and their respective complexities - How to develop a solid set of change related skills in order to broker sustainable change - Leveraging stake-owner groups and systems - Schools of thought and ethics - Biases and neutrality - Guidance based decision making - A practical influencer model - Tools to describe and manage change

Learning objectives: After the participation in this module, the student is able to

- ü Analyse concrete situations and differentiate between complicated and complex issues
- ü Use effective instruments to formulate realistic and auspicious objectives
- ü Construct an intervention plan and support its implementation
- ü Evaluate intervention results and formulate recommendations for future developments

Faculty : Prof. Sylvie Villa and Prof. Chris Altmikus

6.1.2.4. The path leading to hell: Conspiracies and dictatorship

30 hours - 3 ECTS

From Lobbying and networking to conspiracy: a case of recent history in international industrial stakes - From interest to influence: historical backgrounds - The tools for illicit influence in public and political processes : industrial alliances, fake news, technical and scientific interest groups - 10 worst examples of conspiracy resulting in effective dictatorship and failure - And what about the path of virtue ?

Learning objectives: After participation in this module, the student is able to

- ü Recognise insane dynamics in and amongst politics and business
- ü Inspect business practices and identify risk potentials
- ü Describe and appraise risk potentials and argue for alternative action
- ü Construct and justify an action plan to leave the high risk area
- ü Organise and support the implementation of the action plan
- ü Manage unforeseen intricacies and unwanted developments

Faculty : Prof. Christa Muth and Prof. Sylvie Villa

6.1.2.5. Long term challenges and future scenarii

30 hours - 3 ECTS

Long term thinking for future international relations - The geography of power - Strategic analysis skills: simulation of complex processes - Foresight tool for policy making

Learning objectives: After the participation in this module, the student is able to

- ü Describe and analyse a political context with its geography of power
- ü Construct a realistic though ambitious scenario leading to desirable mid term results
- ü Describe ideal long term results and formulate a realistic critical path for their achievement

Faculty: Prof. Jeroen Zandberg and Prof. Chris Altmikus

6.1.3. Vault in Entrepreneurship (VVE): 15 ECTS

Course Director: Prof. Sylvie Villa and Prof. Chris Altmikus

Once we understand our chosen path and once we have found friendly actors ready to help it is time to take concrete action in order ensure our ideas become a successful reality. On this road we will face opportunities and threats, we may be invited to find well known solutions or sometimes be well known and sometimes we may need to invent solutions when we face unexpected and unknown difficulties. But trusting also in the possibility of unexpected resources, we need to discover and to locate those resources.

Modules:

6.1.3.1. Shaping Business

30 hours - 3 ECTS

The business model: The factors affecting performance - The SWOT matrix: Strength, weaknesses, opportunities and threats - Business planning: setting the finance time table - Assessing results: Key performance indicators

Learning objectives: After the participation in this module, the student is able to

- ü Analyse, develop and implement efficient business models
- ü Interpret traditional patterns in order to give them a new lease of life

ü Design ideas to become revolutionary business models in an extremely competitive landscape
Faculty : Prof. Sylvie Villa and Prof. Chris Altmikus

6.1.3.2. *Making a business future proof*

30 hours - 3 ECTS

Contemporary sustainable business models - Local economic systems and Circular Economy - Why? Daring the core beliefs analysis - Creating a future for institutions - Business culture transformation

Learning objectives: After the participation in this module, the student is able to

- ü Appraise sustainability claims and evaluate potential development potentials
- ü Analyse core beliefs sustaining the prevailing paradigms
- ü Formulate paths for innovation and compose product concepts

Faculty : Prof. Chris Altmikus and Prof. Dr. Christa Muth

6.1.3.3. *Managing the internal and external business context*

30 hours - 3 ECTS

The family business - Leading NGO's and local associations - Industrial relations - Analysing the thematic and political context of projects - Stake holder analysis - Getting fund raising to work

Learning objectives: After the participation in this module, the student is able to

- ü Identify the limits of a system within a holistic approach
- ü Describe complex processes as a cause-and-effect network
- ü Formulate a project in its political and economic intentions and impacts
- ü Analyse the political context of present and potential stake holders
- ü Propose and forge social and business alliances
- ü Plan and organise effective fund raising to finance the project

Faculty : Prof. Sylvie Villa and Mr. Thomas Egli, with 2 contributions of 90 minutes of guest speakers: Mr. Pavel Iliev and Prof. Dr. Christa Muth

6.1.3.4. *The leadership toolbox*

30 hours - 3 ECTS

Leadership styles - Reaching out to a new entrepreneurship/leadership - Co-construction - Employee ownership - Getting collective intelligence to perform: Leading public and participatory processes - Individual versus group performance: composing work preferences for specific results with the tool Leonardo 3.4.5 - Meta programs on motivation and decision making - Influencing decisions

Learning objectives: After the participation in this module, the student is able to

- ü Use different types of leadership according to the organisational context and the challenges it has to face
- ü Practice effective teamwork taking into account the requirements of the business situation and the availability of specific talents in the team
- ü Use emotional intelligence to create social resonance
- ü Practice effective interaction to foster motivation and enthusiasm not only amongst the team members but also around the team (corporate colleagues, clients, social environment of the organisation)
- ü Describe and manage crucial relational situations

Faculty : Prof. Sylvie Villa and Prof. Chris Altmikus

6.1.3.5. Managing business processes

30 hours - 3 ECTS

Fundamentals of Organisation Development - Project Management: Basics, complexity, the human system - Managing diversity - The SMART model - Crisis management - Something totally new: the roles of artificial and natural intelligence and artificial and natural stupidity

Learning objectives: After the participation in this module, the student is able to

- ü Assess motivation and competence at the individual, group and organisational level
- ü Manage conflicts of objectives with the correct methodology (e.g. costs versus quality)
- ü Recognize opportunities and make use of them while giving consideration to the associated risk

Faculty : Prof. Chris Altmikus and Prof. Sylvie Villa

7. Specialisation courses

The student can choose amongst the specialisation courses proposed on separate descriptions on the Internet site. A number of exciting specialisation courses are in preparation, following present and critical issues.

8. Faculty

The members of our faculty for the stem-courses are selected amongst experienced professionals with a sound academic background. On this short biographies you can click on a link which gives you access to a separate document with the full academic curriculum of each professor. On our Internet site www.genevanations.com you will find the full academic curriculum of our faculty.

Prof. Chris Altmikus - altmikus@idea-link.eu

Chris started out as an engineer in the mining industry, moved into international HR & organizational leadership roles, before consulting with private and institutional clients, mainly in the area of developing organisations, transforming cultures and realizing leadership potential. Deeply grounded in a constructionist stance, Chris takes a pragmatic approach: He composes with tools he has acquired during his own developmental journey: Human Systems Engineering, Dialogic Practices, Art of Hosting, Appreciative Inquiry, (Large) Group Interventions, Emotional & Collective Intelligence, Embodiment, Experiential Learning & Serious Play, Theory U, NLP & Ericksonian Hypnosis as well as Transactional Analysis are tools he frequently draws from in order to propose answers to his clients' calls. Chris has studied, worked and lived in a number of countries and cultural contexts. He works in English, French and German.



Prof. Giulia Comba - giuliacomba72@gmail.com

Giulia, originally an architect, is an expert academic and professional trainer and coach with deep expertise in innovative teaching methods, leadership, and communication skills. With over a decade of experience as a lecturer prestigious institutions such as Politecnico di Milano, she has consistently empowered students and professionals alike. Her work spans multinational corporations, where she facilitates change, resolves conflicts, and develops leadership potential. Giulia's unique approach, blending neuroscience and positive psychology, ensures



impactful and lasting transformation. Fluent in multiple languages, she is committed to driving excellence and inspiring growth in every setting she engages with.

Mr. Thomas Egli - thomas.egli75@gmail.com

Thomas EGLI is the founder of a Foundation dedicated to Project Based Learning technology for Schools, and the [NGO Objectif Sciences International](#) (Special Consultative Status to United Nations, ECOSOC) which is leading Projects of learning by doing Education to Science and Citizen Sciences since 1992, in all continents. In 2001 he founded the "Geneva Forum" at the United Nations in 2001 organizing the International Annual Conferences in United Nations on several key factors topics as "Rights of Nature", "Sustainable Tourism and Responsible Travel", "Inclusive Education by Project Based Learning", "Responsible Finance" or "Citizen Sciences and Participatory Research", in order to allow all the actors and operators in these domains to exchange, meet and share directly and at the largest international level. In this frame he organizes also several annual events at UNESCO (Paris), as the Conference on Participatory Science, governmental Scientific Policies and achievement of the Sustainable Development Goals. He is also [expert for the Harmony with Nature Programme of United Nations](#) on Holistic Science and Complex Systems, Education and Environment.



Mr. Pavel Iliev - pavel.iliev@ilievcapitalpartners.com

Pavel has 25 years of entrepreneurial, investment banking and wealth management experience, with focus on natural resources in emerging markets, along with more than 50 originated and executed capital markets, M&A and private equity transactions. Following a 10-year investment banking career Pavel founded "Iliev Capital Partners" in 2012, as a corporate finance advisory business based in the canton of Vaud, Switzerland. He worked together with former UBS colleagues at Manhattan-headquartered Three Keys Capital Advisors. Today, Pavel is increasingly interested in human development as linked to economic and business issues.



Prof. Mary Mayenfisch-Tobin - marymayenfisch@hotmail.com

Advisor on Business and Human Rights & Education, an Irish lawyer, Mary has been a legal lobbyist for the Swiss Amnesty Business and Human Rights group, Berne since 2005. She initiated and is working with the Platform for Business and Human Rights at the University of Lausanne with Professor Andreas Ziegler, UNIL. She was the President of CLAFV, an umbrella association which represents 35 womens associations in the Canton of Vaud, was an elected member of the CCCE (Commission Cantonale Consultative de l'Egalité) which works with the Bureau of Equality, Vaud, Switzerland, and is a founding member of the committee of Politiciennes.ch working with women politicians in Switzerland. She is also a member of the Business and Professional Womens (BPW) group, Lausanne and is advisor to the Swiss BPW Central committee. Formerly law professor at Ecole Hôtelière de Lausanne, Swiss Program Director and professor at Pepperdine University, Lausanne, head of Stakeholder Relations & Student Counsellor Business School Lausanne, currently University Guidance Counsellor at Brillantmont International School, Lausanne and an independent advisor on Business and Human Rights & Education.



Prof. Dr. Mariyam Shahida Mohamed - shahidamm@genevanations.com

Shahida has comprehensive enthusiasm, education, and experience in Educational Leadership, Good Governance and Decent Work. Alongside 5 post graduate diplomas, over 30 certifications from renowned international organisations, such as the UN, she holds a Professional Doctorate Certificate in Global Leadership and Management. Her experience spans across sectors representing various groups at International Institutions.



Prof. Dr. Christa Muth - christa.muth@genevanations.com

In 20 years of consulting for public and private organisations of every size and any kind Christa gathered substantial experience in leading change, starting at the top management level. She usually privileges working on the intangible factors to resolve critical situations, such as communication, motivation, teamwork, corporate culture. In order to share her knowledge and experience, Christa directed or inspired several international research and study programs in her field of expertise and in the framework of the European Universities of Applied Sciences.

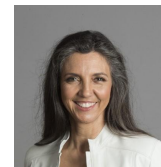


Prof. Sylvie Villa - sylvie.villa@bluewin.ch

As a charismatic skilled and confident leader, with a high level of energy and the ability to reassure people, inspire trust, foster relationships and build a consensus of "and", Sylvie fully engages and challenges her creativity, problem-solving skills and human qualities, in order to live happy together !

Track record of almost 30 years of forward-thinking and global vision with successful, efficient and sustainable innovations. Ability to adapt naturally and easily to different age groups, professional backgrounds and cultures.

As dean at the University of Applied Sciences Western Switzerland Sylvie was amongst the key actors in the reform process of the academy.



Prof. Jeroen Zandberg - jgzandberg@gmail.com

Jeroen has been working with underrepresented States, nations and Peoples for over twenty years, assisting them in their cultural, political and economic development and integration into the international structures. Jeroen is also active in Dutch politics. As a member of numerous Boards of organisations supporting and representing under-represented nations, he frequently provides trainings on politics, lobbying in the EU about human rights. He authored several books on politics, political philosophy and the history of Southern Africa. A few of his books have been translated into English e.g.: "The philosophy of Ubuntu and the origins of democracy" and the "Rehoboth Griqua Atlas".



9. Starting of courses and presencial sessions

Due to the fact that our blended learning program requires an overlap between the presencial sessions course of the first semester (TFA) and the second course (NID) and further between the second and the third semester with VVE, our course dates are slightly different from the Swiss universities:

| Academic Year 2024/2025 | First semester | Second semester |
|-----------------------------|-------------------------|-------------------------|
| Universities in Switzerland | 16.09.2024 - 20.12.2024 | 17.02.2025 - 15.06.2025 |

Presencial sessions:

| What | When | Where |
|--|-------------------------|---------------|
| Program start | 17.02.2025 - 01.03.2025 | Geneva |
| From 1 st to 2 nd semester | 16.09.2025 - 27.09.2025 | Geneva |
| From 2 nd to 3 rd semester | 10.02.2026 - 21.02.2026 | To be defined |
| From 3 rd to 4 th semester (specialisation course) | 16.06.2026 - 19.06.2026 | To be defined |
| Defenses of Master thesis' | tbd | Geneva |

We will start timely at 09:00 h. At 08:30 h. we serve a welcome coffee with croissants. We expect our students to be timely and hence expect those from overseas to fly in a day or two before in order to be awake and alert for our first day. The end of courses is normally at 17:00 h.

The students will also have some preparation work to do before arriving. The instructions will be sent as soon as the registration is ok.

10. How much does it cost ?

| | |
|--|-----------------|
| Registration fee | 1'000.- |
| Stem course: Talent forge in advocacy | 5'000.- |
| Stem course: Nexus in diplomacy | 5'000.- |
| Stem course: Venture vault in entrepreneurship | 5'000.- |
| Specialisation course | 5'000.- |
| Diploma fee | 1'000.- |
| Total | 22'000.- |

The blended learning program includes 4 on-site sessions of approximately two weeks each. Students should be aware that over the four semesters travel and accommodation expenses will be in addition on the tuition fee. We will use our best endeavours to develop opportunities of study grants, the process is under way but this will take some time.

11. Our premises in Geneva

Office and classrooms are in a beautiful building called "Octagon", the former Dupont premises, which has become a place where creative people nurture their projects. We are happy to be part of this adventure with this project and with you. We look forward to welcoming you to this location which is within walking distance from Geneva airport and from some convenient hotels. Services like restaurant, cafeteria, leisure spaces, etc. are available onsite or around our location.

12. Get in touch with us ... your interlocutors

You can send us a mail to: info@genevanations.com

Prof. Dr. Mariyam Shahida Mohamed, Vice President -
shahidamm@genevanations.com

Shahida will answer almost all your professional and academic questions. When you are convinced to walk the way with us, she will guide you through the inevitable formal issues until your registration is effective.



Prof. Dr. Christa Muth, Rector - christa.muth@genevanations.com

Christa is your main professional and academic interlocutor. For instance, she will help you to assess about your choices of specialisation courses and about how to root your Master thesis into your concrete professional experience.



13. Accommodation in the Geneva area

In close proximity to our premises, within a distance of a few hundred meters to 1.5 km, there are different possibilities for accommodation to be found on Google Maps. Examples:

- Foyer John Knox (from 85 chf, distance 1.2 km, possibility for double rooms for 106 chf)
- Hotel ibis budget (from 88 chf, distance 0.8 km)
- Hilton Geneva Hotel (176 chf, distance 0.4 km)

Other convenient accommodation is available in the area, with hotels starting at 38 chf/night (close by in France, distance approximately 3 km). Students may also rent an apartment together in the area, there are many different possibilities.