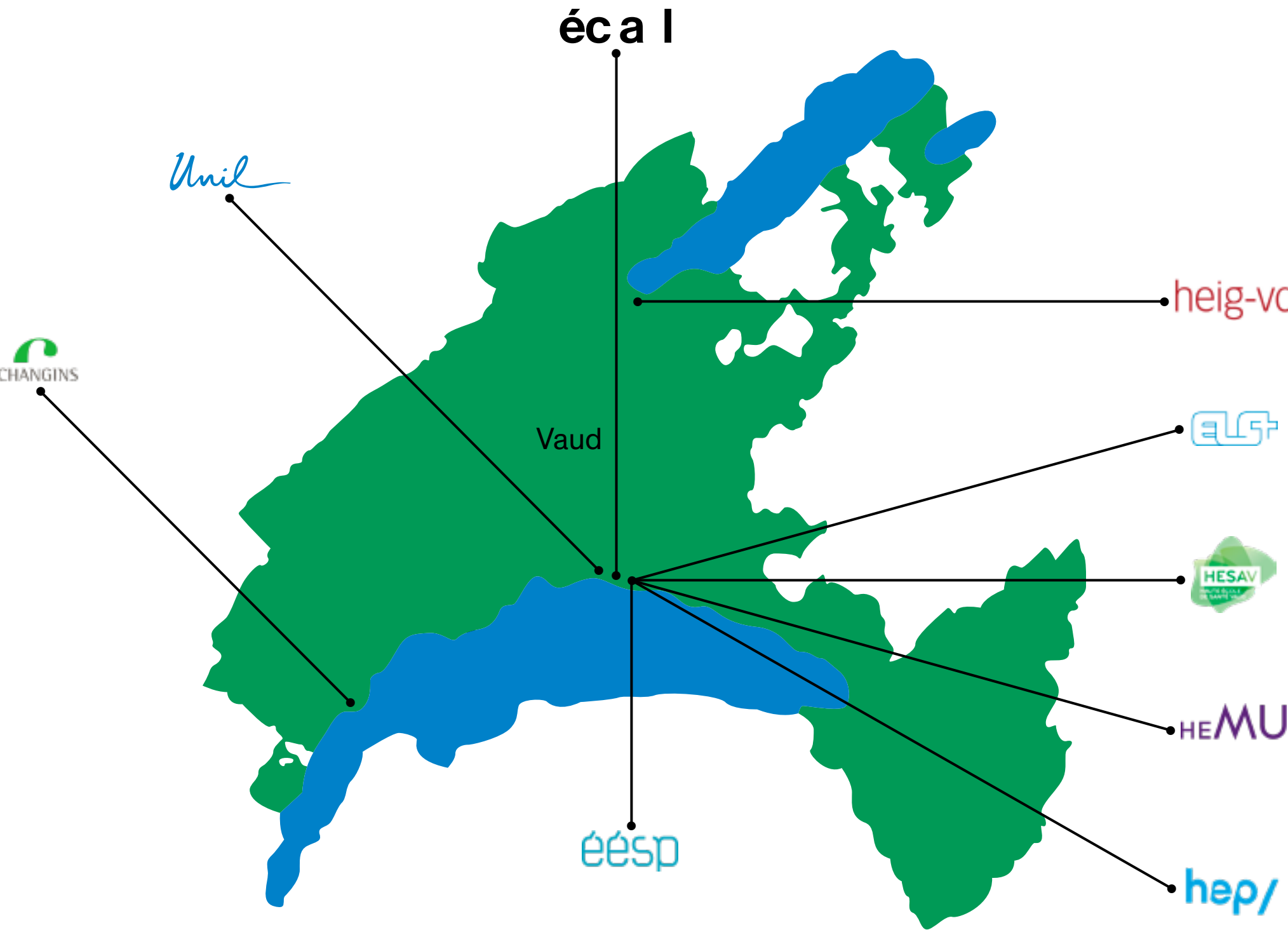


2017 – Activities Report International Partnerships in Education & Research

Department of Education
Youth and Culture
Board of Higher Education

Vaud Universities of Higher Education



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Message on Internationalization from Cesla Amarelle

State Councillor, Head of the Department of Education, Youth and Culture, Canton of Vaud

Internationalization is among the missions attributed to the institutions of higher education in Switzerland. With the support of the Department of Education, Youth and Culture, all the Vaud institutions of higher education (the university, applied universities, and the university of teacher education) are well-placed among international partners. The principle of reciprocity for exchange programs, the signing of Memoranda of Understanding, as well as the support of the swissnex network (Swiss science and technology outposts) have reinforced the foundations of lasting, high-quality relationships around the world. Professors, teachers and researchers clearly benefit from this connection-building, but it is above all critical for today's students.

These exchanges – inter-institutional, intercultural and even inter-professional – enable students to round out their education, and to share and challenge their own knowledge. They gain social skills that are essential to develop their expertise. These skills for life are indeed no less than those gained through a “Grand Tour”, popular during the Age of Enlightenment. In the 18th Century, only young wealthy aristocrats travelled the lands that would become Europe, in order to discover those cities considered essential to the development of good taste and a diplomatic mind, and to gain comparative insights on the political and commercial fronts. The aim of a Grand Tour was to build a common culture that would reinforce the social connections among a certain elite of society. Now – happily – travel and cultural discovery are available to all, offering great learning, all the more when undertaken within framework of a higher education curriculum. These exchanges apply to multiple fields and the institutional partners involved are of high quality. Thus, the entire world – or at least certain parts, since one must always choose! – is accessible to students who commit to taking part in one of these exchange programs. Students trained within our institutions of higher education must be capable of envisioning themselves in a professional world of many contrasts. They must also be able to be sensitive to the cultural and social environment in which they find themselves – here or abroad – in order to adapt their approaches or their practices. This keen understanding

becomes crucial when we consider the evolutions we are experiencing in society today, notably related to information technologies, which are greatly transforming the working world. In such a context, today's young people will gain essential advantages by demonstrating openness, curiosity and courage, and by broadening their vision of the world. The exchange programs organized by the Vaud institutions of higher education, supported by the International Relations Department of the Board of Higher Education, enable students to discover and develop this attitude of openness and curiosity.

Faced with these challenges and within this perspective, we develop and implement our policies primarily for the benefit of the students. These students seek the best training possible to develop their potential. It is essential that they all be given the keys to understand the world around them, to find their place in it, and to enrich it through their intelligence, competencies and life skills. At this very moment, these young adults are building their future and ours. Let this future be marked by balance, understanding of oneself and others, and above all by great humanity!



Message sur l'internationalisation de Cesla Amarelle

Conseillère d'Etat, Cheffe du Département de la formation, de la jeunesse et de la culture du Canton de Vaud

L'internationalisation fait partie des missions dévolues aux hautes écoles en Suisse. Grâce à l'appui du Département de la formation, de la jeunesse et de la culture, les hautes écoles vaudoises dans leur ensemble (hautes écoles universitaire, spécialisées ou pédagogique) se profilent avantageusement face à des partenaires internationaux. Le principe de réciprocité des échanges, la signature de protocoles d'entente, ainsi que l'appui sur les réseaux swissnex (Maisons suisses pour les échanges scientifiques et technologiques) ont renforcé l'établissement de relations durables et de qualité de par le monde. Ce travail de mise en lien bénéficie évidemment aux professeurs, enseignants et chercheurs, mais en premier lieu, elle est aujourd'hui précieuse pour les étudiants.

A travers ces expériences d'échanges interinstitutionnels et interculturels, voire interprofessionnels, de jeunes adultes complètent leurs formations, échangent leurs connaissances ou les mettent à l'épreuve. Ils acquièrent des compétences sociales essentielles à la mise en valeur de leur savoir-faire, vers un savoir-être digne des acquis culturels du Grand Tour en vogue à l'époque des Lumières. Au 18^e siècle, seuls de jeunes aristocrates fortunés parcouraient le territoire qui allait devenir celui de l'Europe, afin de découvrir les villes considérées comme essentielles à la formation du goût, de l'esprit diplomatique, et utiles aux comparatismes politiques et commerciaux. La visée du Grand Tour était de constituer une culture commune, qui renforcerait les liens sociaux d'une certaine frange de la société. Désormais – et c'est heureux – les pratiques du voyage et de la découverte culturelle se sont démocratisées. Elles sont grandement formatrices, d'autant plus lorsqu'elles sont réalisées dans le cadre d'un cursus en haute école. Les champs auxquels s'appliquent ces échanges sont multiples, les partenaires institutionnels engagés de grande qualité. Ainsi le monde entier – ou du moins des fractions de ce dernier, puisqu'il s'agit toujours de choisir ! – est accessible aux étudiants qui s'engagent à prendre part à l'un de ces programmes d'échanges.

Les étudiants formés dans nos hautes écoles doivent être en mesure d'envisager leur insertion dans des univers

Message on International Programs from Chantal Ostorero

Director General, Board of Higher Education, Canton of Vaud

The time devoted to studies is of course meant to build knowledge in a particular field, as well as methodologies for work or research. But this time in studies also means a time to acquire a full palette of skills – with interpersonal skills being key among them. The exchange programs supported by the International Affairs Department of the Board of Higher Education (DGES) considerably enrich the skills of the students who take part.

First off, these programs offer participants the chance to learn about their differences – particularly in terms of culture and within a field of study. Indeed, perspectives upon an area of study or upon a professional practice (for example, in health sciences) differ according to the cultural environment. Gaining awareness of this by experiencing it first-hand leaves lasting impressions. This offers a new depth to students' practices and thinking; it stimulates a necessary level of curiosity and active listening, enriching both professional and personal perspectives. More generally, these exchanges also enable students to better understand complex environments: they are confronted with diversity; have to resolve questions by bringing together perspectives that are sometimes very far apart; and adapt to quite unfamiliar environments. In short, these experiences represent an invaluable advantage that will serve them throughout their careers, whether they practice in Switzerland or anywhere in the world.

For the students, these exchange programs also represent an opportunity to test their fortitude and their limits. Indeed, some programs are particularly intense – filled from the first day to the last with presentations, meetings, visits, and projects that must be seen through to completion (such as in industrial design, from concept to prototype). Coming together – for as little as a week up to as much as a month – with colleagues from all horizons in order to find solutions, exchange ideas or reinvent procedures. This is as demanding as it is exhilarating. These programs certainly enable participants to better understand their own personal strengths and weaknesses while at the same time encouraging dialogue, collaboration – or even negotiation. In all these ways, these programs help students reach a point of balance in their personal and professional lives.

Finally, remember that each exchange is unique. While some programs recur for the partner institutions and certain professors, they involve new students each year who can integrate the experience in their own way and incorporate it within their work and life path as they wish. After more than ten years of activities – which have enabled us to confirm an extremely positive assessment of the DGES's International Relations – it is important to highlight the fact that when a formula for a particular program is renewed, it is never a simple repetition of experiences. The variations are many: the geopolitical situation evolves; the institutions affirm particular choices for teaching and research; the issues addressed follow the evolution in the challenges posed by society... And of course, each individual taking part in an exchange leaves their unique imprint upon the experience, within the time and space given, at a particular point on the globe, and for those close to them. Let every young person bring forth the best from within, in all their interactions with others – this is a guiding tenet that exemplifies these international exchanges.

Message sur les programmes internationaux de Chantal Ostorero

Directrice générale de l'enseignement supérieur du Canton de Vaud

Le temps dédié à une formation l'est certainement pour acquérir des connaissances dans un domaine précis, ainsi qu'une méthodologie de travail, voire de recherche. Mais ce temps de formation équivaut également à l'acquisition de toute une palette de compétences – et parmi elles les compétences relationnelles. Les programmes d'échange soutenus par les Relations internationales de la Direction générale de l'enseignement supérieur (DGES) enrichissent considérablement les compétences des étudiants qui en bénéficient.

Tout d'abord, ces programmes fournissent aux participants l'occasion d'apprendre de leurs différences – notamment culturelles, ou d'approches dans un domaine de formation. En effet, prendre conscience que les perspectives sur un objet d'étude, ou sur une pratique professionnelle (par exemple en santé), diffèrent selon l'environnement culturel, et en faire l'expérience en personne, marque durablement celles et ceux qui l'expérimentent. Cela offre une profondeur aux pratiques et réflexions des étudiantes et étudiants et, en affûtant l'écoute et la curiosité nécessaires, enrichit tant leurs perspectives professionnelles que personnelles. Ces échanges leur permettent aussi de mieux comprendre de manière générale les environnements complexes, puisqu'ils ont été confrontés à la diversité et ont dû résoudre des problématiques en conciliant des points de vue parfois distants, ou en s'adaptant à des milieux peu familiers. Bref, ces expériences représentent un atout inestimable pour la suite de leur carrière, quelle qu'elle soit, en Suisse ou dans le vaste monde.

Pour les étudiantes et étudiants, ces échanges représentent également autant de possibilités de tester leur résistance ou leurs limites. En effet, certains programmes se révèlent particulièrement denses – chargés du premier au dernier jour par des projets à mener à bien (par exemple, en design industriel, du concept jusqu'au prototype), des présentations, des rencontres et des visites. Se réunir, une semaine ou un mois durant, avec des partenaires de travail de tous horizons, afin de trouver des solutions, échanger ou réinventer des procédés : le processus est exigeant et passionnant. Ainsi, ces programmes permettent

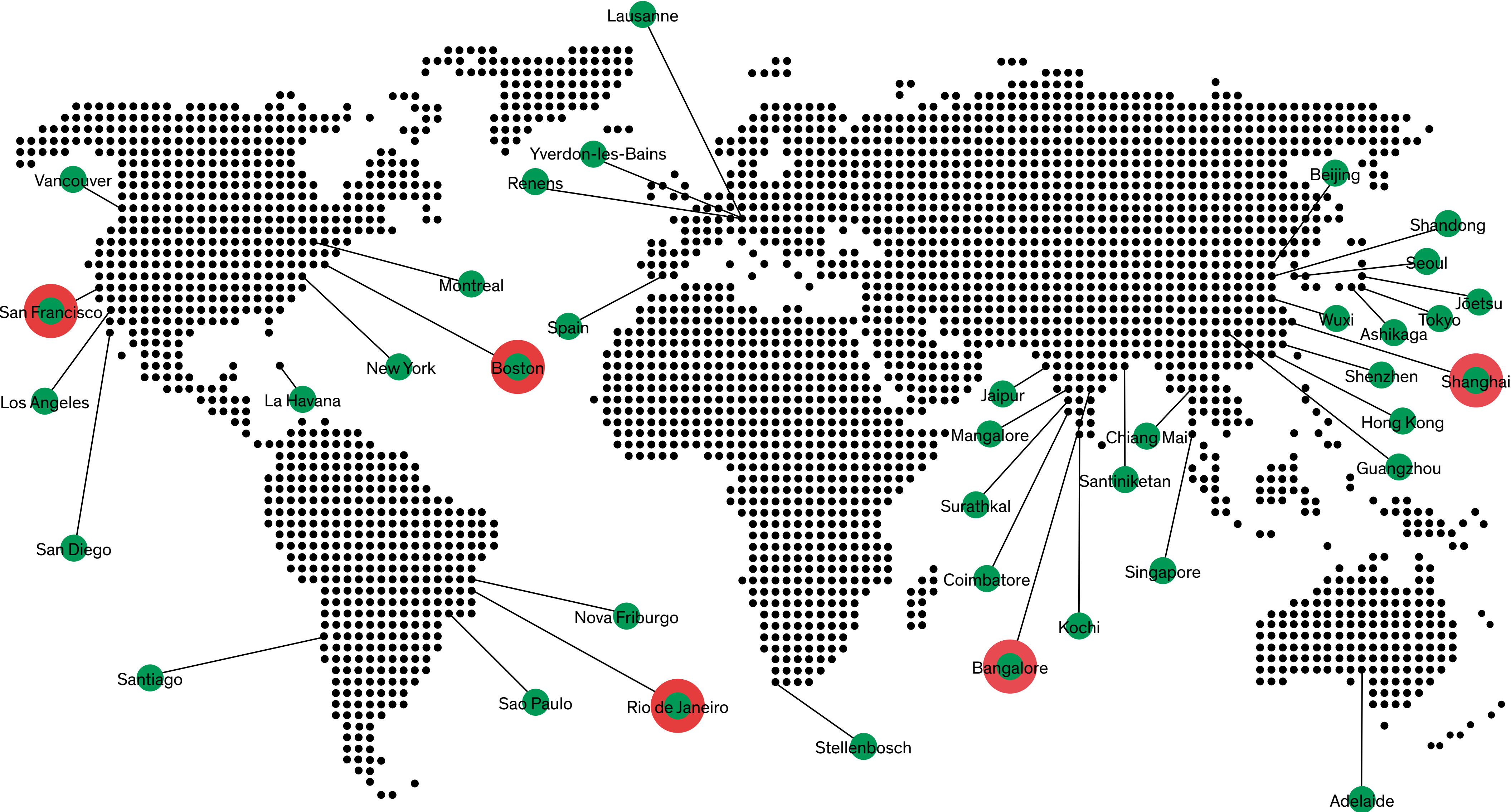
certainement à celles et ceux qui les suivent de mieux connaître les forces et les faiblesses qui les constituent, tout en privilégiant le dialogue, la collaboration – voire la négociation – et ainsi d'atteindre des points d'équilibre dans leur vie professionnelle et personnelle.

Rappelons enfin que chaque échange est unique. Bien que les expériences se répètent, pour les hautes écoles partenaires ainsi que pour certains professeurs, elles impliquent à chaque fois des étudiantes et étudiants nouveaux, qui pourront intégrer à leur manière l'expérience vécue puis la réinjecter au sein de leurs parcours et travaux selon leur propre sensibilité. Après plus de dix ans d'activités, qui nous ont permis de tirer un bilan extrêmement positif des Relations internationales au sein de la DGES, il importe de souligner que la récurrence des dispositifs n'équivaut aucunement à la simple répétition des expériences. Les variations sont multiples : les situations géopolitiques se modifient, les hautes écoles affirment certains choix d'enseignement et de recherche, les problématiques abordées suivent l'évolution des défis que doit relever notre société... Et bien sûr, chaque individu prenant part à un échange marque d'une empreinte unique cette expérience, dans le temps et l'espace donné, sur un point précis du globe et pour ses proches. Que chacun déploie la meilleure part de soi dans l'interaction avec les autres – voici un des préceptes qu'illustrent les échanges internationaux.



Where in the World are We?

- Programs
- swissnex





Interdisciplinary Programs

Business & Engineering

Information Technologies

Business Administration

Public Administration



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Physiotherapy, Nursing & Occupational Therapy – China
Nursing & Medicine – India & China
Innovation Fields – China & Hong Kong
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Interview: Stephan Robert, Professor, HEIG-VD





Physiotherapy, Nursing&Occupational Therapy – China



Nursing & Medicine – India&China



Real-time Software Development – India



Real-time Image Processing – Singapore



Innovation Fields – China&Hong Kong



Industrial Design, Business&Technology Studies – China&Hong Kong



Computer Science&Communications Systems – South Korea



Business Administration – Switzerland&China



Business&Engineering – USA



Business Engineering – Switzerland&India



Public Administration – Switzerland



Interview Stephan Robert, Professor, HEIG-VD

Physiotherapy, Nursing & Occupational Therapy China

Rehabilitation: the Impact of a Multidisciplinary Approach

Physiotherapy, nursing and occupational therapy students – two from each field – came together in this China-based program that skillfully mixes inter-professional with intercultural. The program's creation was partly motivated by the anticipated integration of these study streams into the Campus Santé (Health Campus) in 2021. At the Wuxi Tongren International Rehabilitation Hospital (WTIRH), different types of health professionals work together. Within this highly multidisciplinary environment, the Swiss students gained understanding of the other professions' core values and functions – a learning that continued to grow beyond the hospital doors. Simply being in a foreign environment deepened the experience, drawing them to reflect on the value of interdisciplinary practice and on their respective professional identities. Interacting with Chinese professionals, patients and families added cultural learning to the students' personal and professional growth – not least because they had to heavily rely on nonverbal communication given that few of the locals understood English. The students had the unique experience of seeing for themselves the tandem use of Traditional Chinese Medicine (TCM) and Western therapies in patient care. Among the therapeutic practices they saw and experienced were acupuncture, cupping therapy and music therapy. The program was capped with a private event at swissnex Shanghai.



May 22 – June 2, 2017
Wuxi, China

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Haute Ecole de travail social et de la santé (EESP), Lausanne, Switzerland

- Wuxi Tongren International Rehabilitation Hospital (WTIRH), Wuxi, China

Students from Switzerland: 6
Professors from Switzerland: 1

“We were able to discover the differences between our two countries and see a different way of providing care that can help us reflect upon and improve our profession.”



Nursing & Medicine India & China

Research: Community as a Healthcare Resource



June 6th – July 2nd, 2017
Coimbatore, Mangalore & Santiniketan, India; Jiangnan, China

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- University of Lausanne (UNIL), Lausanne, Switzerland

- PSG College of Nursing, Coimbatore, India
- Father Muller College of Nursing, Mangalore, India
- Visva-Bharati University, Santiniketan, India
- Wuxi Medical School, Jiangnan, China

Students from Switzerland: 23
Professors from Switzerland: 3

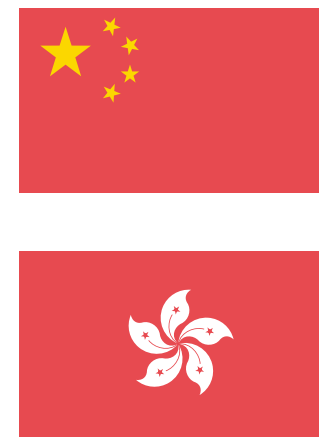
“We can safely say that the richness of the blending is not measured only in the differences between one country and another. Our profession lies at the juncture of a multitude of coexisting systems: the intercultural, the inter-professional which lets several experts to create together, the interpersonal which enables collaboration among individuals, and the interdisciplinary which requires taking everyone’s definitions and points of view into account. Beyond seeking to be expert in each of these systems, we want to remain sensitive to their existence and ensure the link among them to provide relevant, adapted, quality care.”

In just four years, the Inter-professional Community Immersion (IMCO) program has made its reputation as one that brings incomparable advantage to health professionals’ training – and to the future of collaborative multidisciplinary healthcare teams. Bringing together nursing and medical students, the semester-long program aims to develop both research methodology skills and inter-professional skills. Five inter-professional student teams examined the impact of health on communities at social, political, ethical, legal, and economic levels. During the three-week field research in China or India, they conducted semi-directed interviews and data analysis. Each team produced an abstract and a poster, presented at the IMCO conference. There were two China-based projects: one focused on treatment for elderly lung-cancer patients; the other on opioid use for chronic pain in the elderly. Both were later published in professional journals. The team in Coimbatore, India, earned a methodology prize for their project on treating young children with massage. The Mangalore-based project revealed how a good social-health network supports prevention of malnutrition in preschool children. The final team included anthropology students as well as nursing and medical students. They went to tribal villages around Santiniketan to study everyday life and health behaviours, earning the Scaphandrier Prize for most comprehensive immersion.



Innovation Fields China & Hong Kong

SinoKick 2017: “Made in China” Innovation



July 3rd – 14th, 2017
Shenzhen & Shanghai, China; Hong Kong

Participating institutions:
• University of Applied Sciences and Arts Western Switzerland, Lausanne, Switzerland

• Hong Kong Scientific and Technology Park, Hong Kong
• ShanghaiTech University, Shanghai, China

Students from Switzerland: 32
Students from partner countries: 26
Professors from Switzerland: 2
Professors from partner countries: 2

“This was a very enriching experience that helped us understand our Chinese colleagues’ way of working and to bring to the fore the knowledge that we gained throughout this Master’s program. The visits to the various businesses and start-ups gave us a window into China’s potential in terms of development of products and services.”

How much of a world-leading innovator is China today? Students from Switzerland, China and Hong Kong – nearly 60 in all – discovered first-hand during a two-week journey into “Made in China” innovation, dubbed the SinoKick Tour 2017. It was organized with the highly-reputed ShanghaiTech University and the HKSTP (Hong Kong Science and Technology Parks Corporation). In Hong Kong and Shenzhen the first week, students were fully immersed in the innovation ecosystem. They soon saw how China has gone beyond copying others’ technologies and is indeed at the forefront in many digital fields. Week Two in Shanghai brought meetings with start-ups, various conferences, company tours (urban mobility giant OFO, and data-processing company Swiss Center), and visits to innovation labs. They were then confronted with an innovation challenge to be solved in multicultural teams. Swiss students attended ShanghaiTech University’s “Design Thinking” week, working with Chinese engineering and science students and Swiss and Chinese professors, tackling the challenge of urban mobility through bike-sharing and how to use innovation to improve distribution and logistics. Wrapping up the visit, each group presented their product, service, development, and/or corporate innovation project ideas to a jury of Swiss and Chinese professors.

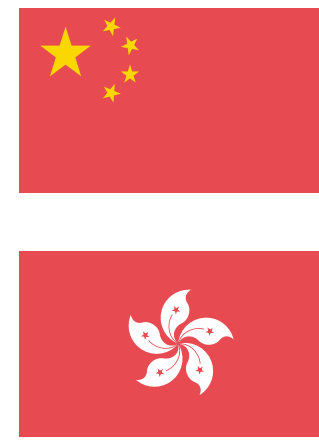
→ Blog: <https://china.innokick.ch/category/2017/>



Industrial Design, Business & Technology Studies China & Hong Kong

Innovative Minds Come Together in a Hardware Camp

The students came from a wide range of disciplines: industrial and interaction design (ECAL), business and information systems (UNIL), and from micro-engineering, mechanical engineering, computer science and electrical engineering (EPFL). The challenge for teams taking part in the China Hardware Innovation Camp (CHIC) was to build a connected device from scratch. The project required design thinking, teamwork, project management and interdisciplinary communications skills. Throughout the Spring semester in Lausanne, they built their prototypes, which included a hat that measures UV exposure, a probe that assesses water levels in wells, a watch for children with autism spectrum disorders, and a composting device. Then it was off to China to finalize and produce their inventions in small batches at open-source hardware innovator Sseed Studio's prototype factory. The students also visited some of the region's leading hardware companies including Huawei and DJI; boarded a 5,000-container ship in Hong Kong; met with Hong Kong Science and Technology Park entrepreneurs; and networked with communities of makers in Shenzhen and Hong Kong. Finally, they pitched their creations to incubators, accelerators and Chinese manufacturers. Overall, students gained a comprehensive look at what it takes to bring a product from idea to market, while discovering one of the world's most dynamic hardware ecosystems.



July 10th – 26th, 2017
Shenzhen, China; Hong Kong

Participating institutions:

- HEC, University of Lausanne (UNIL), Lausanne, Switzerland
- ECAL/University of Art and Design Lausanne, Switzerland
- Swiss Federal Institute of Technology (EPFL), Lausanne, Switzerland

- Hong Kong University of Science and Technology (HKUST), Hong Kong

Students from Switzerland: 22
Professors from Switzerland: 3

“CHIC has shown me first-hand what it's like to work on your own product, and I know I want to do it again!”

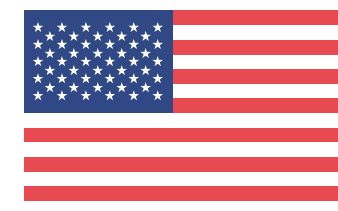


Engineering & Business USA

InnoTour: Where Innovation Management Really Happens

Over the course of one semester, 13 HEIG-VD students took on the challenges of innovation – not as an abstract buzz-word, but through a hands-on exploration of innovation as the driver of business success in the fastest-paced industries. In a program that culminated with two weeks in the Silicon Valley and San Francisco Bay Area, the International Innovation Management (IIM) option course brought together six engineering and seven business economics students. Combining these two study streams underscores the complementary nature of these fields, and helps students get a sense of how skills in both – and collaboration among them – are necessary to innovate. Program partners Geneva Airport and CA Technologies provided innovation challenges for the students to work on in three teams. Their learning journey took them from deep-dives into the innovative mindset to researching innovation in corporations and its potential use in humanitarian crises. Their time in California included workshops; conducting a market study; meetings with leading companies including “big disruptors” like Facebook, Google and Apple; and visits to universities. At the end of their stay, the three student teams pitched FinTech project ideas to a panel of top managers from CA Technologies and swissnex experts. Icing on the cake? Attending an NBA Basketball match and several concerts.

→ *In their words:* iim.heig-vd.ch



February 4th – 19th, 2017
San Francisco & Silicon Valley, USA

Participating institution:
• School of Management and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland

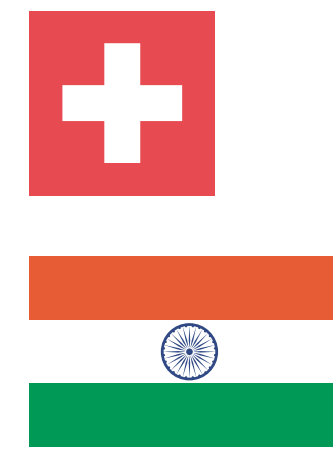
Students from Switzerland: 12
Professors from Switzerland: 2

“This trip to San Francisco not only allowed us to discover a new business culture – called fail fast – but also to build relationships and create memories with the other group members. Participating in the IIM course was a real opportunity to broaden my horizons and dare to think beyond boundaries. Discovery, shared experiences, and laughter are the three terms that best describe the entire IIM course.”



Business Engineering Switzerland & India

Engineering in the Context of Culture



February 17th – March 3rd, 2017
Surathkal, India

June 28th – July 14th, 2017
Lausanne, Switzerland

Participating institutions:

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- National Institute of Technology Karnataka (NITK), Surathkal, India
- Beijing Institute of Technology, Beijing, China

Students from Switzerland: 13
Students from partner countries: 27
Professors from Switzerland: 3
Professors from partner countries: 2

“It is an excellent format for discovering a culture from the inside by breaking the tourist/service-provider divide.”

It's an engineering experience like no other, with three cultures, three countries and two linked exchange programs. Swiss, Indian, and Chinese engineering students took part in a pair of exchange programs in India and Switzerland. While these students come equipped with professional experience (the Swiss students are studying in parallel with employment), the program gives a broader view of the variety of environments they could encounter in a business engineering career. The India-based exchange in February/March included visits to welding, spark-plug manufacturing, food, steel, and granite companies. Onsite with these companies, students had the chance to work directly with employees specialized in Human Resources, Communications, Globalization, Quality Control, and Security. At the height of Swiss summer, participating students enjoyed visits to leading Swiss companies with global reach (Bobst, Parmigiani, and Matisa), as well as to infrastructure services-oriented entities (waste-management company, Strid, and the STEP water-treatment plant of Penthaz). Direct experience with state-of-the-art technologies in such a variety of environments broadened and deepened students' professional links and experience. Reports that each group presented at the end of the program showed how they had gained an appreciation for how cultural distinctions can influence and enrich a company's functioning.



Real-time Software Development India

Stepping Into Gait Analysis Through Image Processing

Frame-by-frame is the essence of how you tackle real-time image processing. Eight HEIG-VD students joined Indian counterparts in Jaipur to develop software for gait analysis from video streams, starting from scratch. After getting a foundation through theory and exercises, they built software able to extract the moving objects in the video, and then track these – yes, frame by frame. They then developed a second software that identified skeletal leg joints and computed, again frame-by-frame, the shin bone's angle versus time – you could say this is a good first “step” in gait analysis! But the students learned much more than how to develop image processing software. They were exposed to multiple professional realities of software engineering: working on specific, detailed projects; working under tight time-pressures; and working in close collaboration with multicultural teams. Cultural activities provided well-earned breaks from the work environment. Students discovered India's rich diversity – as colourful as Indian spices – and Jaipur in particular. There, they visited the fabled “Pink City”, the walled historical centre where every building is painted a terracotta pink colour. They also saw the City Palace complex, as well as other Hindu palaces in the area, and the famed Taj-Mahal in Agra.



February 13th – 24th, 2017
Jaipur, India

Participating institutions:

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- Manipal University, Jaipur, India

Students from Switzerland: 8

Students from partner country: 8

Professors from Switzerland: 1

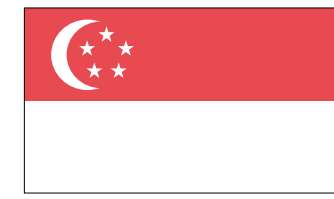
Professors from partner country: 1

“It was illuminating to say the least to get to work in pairs with the Indian students and realize that one problem has always a myriad of solutions.”



Real-time Image Processing Singapore

Pick-and-Place Robotics: RTIP in a Real-World Application



July 3rd – 14th, 2017
Singapore

Participating institutions:

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- Ngee Ann Polytechnic, Singapore
- Manipal University, Jaipur, India

Students from Switzerland: 8

Students from partner countries: 8

Professors from Switzerland: 2

Professors from partner countries: 2

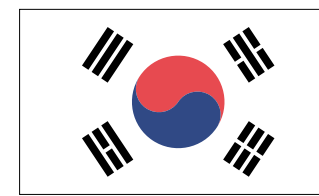
“The program was... replete with learning and fun in correct measures. There was healthy competition, deep learning, and sound cultural exchange.”

What did they create this year? Students participating in the real-time image processing program always have something to show for it at the end because they tackle real-life projects, working in multicultural teams. This year, the project involved the computerized detection of object shapes on a conveyor belt for “pick-and-place” robotic storage. Eight Swiss students worked alongside eight Indian counterparts during the two-week program, which was hosted in Singapore. The project was the launch-pad for a rapid immersion in an experience simulating some future workplace challenges technically, culturally and professionally. Professors presented concepts in theory classes as a basis for the students to build the necessary know-how to execute the project. In supervised tutorials, the student teams programmed their solutions on Digital Signal Processors (DSPs) and performed image processing and pattern recognition on received images. Swiss and Indian students worked in pairs – they had to adapt to each other’s accents, cultural backgrounds, and different mindsets to build relationships. This cultural connection was surely made easier as they explored Singapore and its culture together over the weekend. They also spent half a day visiting the maintenance centre for Singapore’s Mass Rapid Transit (MRT) system, which spans the entire city-state.



Computer Science & Communications Systems South Korea

From Artificial Intelligence to Ancient Temples



August 10th – 25th, 2017
Seoul, South Korea

Participating institutions:

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- Seoul National University (SNU), Seoul, South Korea

Students from Switzerland: 10

Students from partner country: 11

Professors from Switzerland: 2

Professors from partner country: 2

“The Korean students are quirky and so kind, I like them all!”

Seoul National University (SNU) received Swiss students in style for its first time hosting this program in Computer Science; students were housed in the state-of-the-art Hoam Faculty House (HFH), normally reserved for visiting professors. The comfort was likely welcome, as the program proved to have a demanding workload. The first two days were dedicated to learning about Korean culture and the local language, Hangul. Then it was time for computer science. In the first week, the 10 Swiss and 11 Korean students studied artificial intelligence and computer security (ethical hacking). This was followed by a second week on how processors work, and computer graphics and animation. Students were paired into Swiss-Korean teams for their assignments. It wasn't all work and no play, as students also enjoyed a rich and varied cultural program during their stay. They explored Seoul's main districts, a folk village and temples; went bowling; enjoyed tasty Korean BBQ; and visited the Demilitarized Zone with its Joint Security Area (DMZ-JSA, the only “truce village” in North Korea open to tourists). They were treated to an unusual opportunity to visit two companies with highly-restricted access: RAM manufacturer SK Hynix, and online game publisher Neowiz Games.

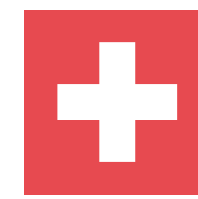
→ *Learn more from the program coordinator on page 42*



Business Administration Switzerland & China

Best-of-Both: Developing Culturally Competent Business Leaders

Launched to develop a new generation of leaders with the skills necessary to work effectively in both Swiss and Chinese companies, this program gives students valuable insights into the internationalization processes of Western and Eastern multinational corporations and first-hand experience tackling the challenges all multicultural teams face. The program takes place over back-to-back fortnights in both countries, allowing participants to immerse in the experience from each side. They are guided in the adoption of ambicultural management approaches based on the “best-of-both” from host and visitor cultures. In the course of the program, they must foster connections in multiple ways: through classes given jointly by Swiss and Chinese lecturers; by communicating and collaborating as future Swiss and Chinese leaders; and through multicultural team projects and extracurricular activities. Working as teams, the Swiss and Chinese teachers give a wide variety of interactive case-based courses, seminars, and workshops. Cultural differences are defined, encouraged – indeed, celebrated – discussed and explored. In both official and unofficial events, the students share experiences, discussions, assignments, and outings. The program is appreciated overall as an accelerator of the ultimate tool for a culturally competent business leader: a global mindset.



July 3rd – 28th, 2017

Yverdon-les-Bains, Switzerland; Shanghai, China

Participating institutions:

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland

- School of Management, Shanghai University, Shanghai, China

Students from Switzerland: 8

Students from partner country: 8

Professors from Switzerland: 1

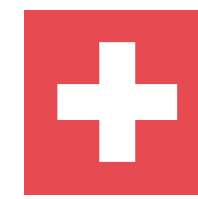
Professors from partner country: 1

“We couldn’t understand each other at first. [The Chinese students] spoke English, we spoke English. But the language wasn’t necessarily even the issue. In fact, it was the way of thinking. We often couldn’t agree; we thought they were quite different from us. However, the more time went by, the more alike we became, and ultimately, we found many similarities and even built solid friendships.”



Public Administration Switzerland

Tomorrow's Leaders Explore Good Governance



July 2nd – 9th, 2017
Lausanne, Switzerland

Participating institutions:
•IDHEAP, University of Lausanne, Switzerland

- Renmin University, Beijing, China
- Chinese Academy of Governance, Beijing, China
- Sun Yat Sen University, Guangzhou, China
- Graduate School of Public Administration, Seoul National University, South Korea
- Chiang Mai University, Thailand

Students from Switzerland: 4
Students from partner countries: 20
Professors from Switzerland: 3
Professors from partner countries: 6

“This was a unique opportunity to meet people from other lands and share research and practical experiences on public administration in their countries. I also found that the debates and discussions in plenary sessions were very rich and exciting.”

Good governance is a vital foundation of successful countries. In the summer of 2017, 24 PhD students and nine professors from China, South Korea, Thailand, and Switzerland convened at IDHEAP, University of Lausanne, Switzerland, to present research, and exchange ideas and insights into public administration. Faculty members gave lectures on aspects of the administrative systems in their respective countries, which were of interest to scholars from other nations. In a context that broadly covered contemporary themes in public administration, doctoral students presented their current research on topics ranging from accountability and transparency to globalization and good governance; from democracy and citizen participation to public budgeting. They had a unique opportunity to discuss these subjects with their peers and scholars during interactive workshops and plenary sessions. There were also group excursions to the United Nations offices in Geneva, the ancient terraced vineyards in the Lavaux Region – a UNESCO World Heritage Site – and the stately Swiss Parliament building in Bern. These trips provided relaxed moments to not only discover Switzerland together, but to learn more about the country's governance, and to compare and exchange informally about national and international political systems.



Interview Stephan Robert, Professor, HEIG-VD

Experience and Evolution in a High-Tech World

The longest-running DGES-supported international program, Computer Science, has been coordinated by HEIG-VD Computer Engineering Professor Stephan Robert since 2009. The secret to the program's popularity and longevity is to reinvent itself at a speed suited to its subject matter. Two years ago, this included transitioning from the original partner country, the USA, to a new partner, South Korea. Dr. Robert spoke with us about the program's evolution and ongoing impact.

What inspired you to take on the leadership of this international program?

I spent two years at the University of California at Berkeley doing my Postdoctoral Fellowship, which opened my eyes to a reality I had little understood. I was exposed to the very highest level of research and teaching; I met people who have been instrumental in shaping the IT field and who continue to have great influence. So my first-hand experience of study abroad and my personal knowledge of the Silicon Valley region, where we had our original partnerships, were both important factors in my coming to this role.

My goal with these programs is to offer our students the same benefits of study abroad that I had experienced, to help open the world to them in general and the realities of our industry in particular. With our US-based programs, this included contact with some of the key tech companies that make our industry. In Asia, they see another side of this, where the contrasts are greater and there are more unknowns – they have an experience that would be harder to get in other ways.

Incidentally, the value of international experience doesn't stop at the end of one's studies. I recently served as Visiting Professor at the University of Illinois at Urbana-Champaign. This energetic research environment also impacted my professional and personal outlook. And I know that likewise, for many of our students, when they get a first taste of a foreign experience, they seek out more.

Some former students experienced the program as much as a decade ago. For those you are in contact with, what can you say about how this program influenced their careers and life paths?

I am, frankly, delighted to see the successes that so many graduates have gone on to. And I do believe that this program was a contributor.

In addition to opening them to cross-cultural experience, they are exposed to the working world – many are relatively young when they take the course. From one continent

to another, the approaches to school and expectations are different, as are the ways of working and the ways of mapping out a career. They gain a chance to compare and to adopt the best of all. The innovative and entrepreneurial spirit that this program exposes them to also has an impact. Some former students have gone on to prominent roles within organizations or have founded startups.

The contacts they make with students in partner universities are very influential. Many friendships are maintained beyond the program, in social media and in person. For some it goes further – we've even had transatlantic marriages come out of these exchanges! Some went on to do further studies abroad and we have also had professors and students motivated to come to Switzerland – the latest example is a Korean student who will come do part of his doctoral work in our lab. Some former students are now working in large American and international companies including ones we encountered in California.

What elements influence the evolution of the program's curriculum?

As we all know, the world of IT, IT security and telecommunications is in perpetual, rapid change. The subjects we undertake within the curriculum are proposed and discussed among the various professors who all bring specializations in different fields. One of our professors changes his course entirely each year. Others adapt them in response to technological trends. At the beginning, we decided to define a theme each year, so we have had, for example, programs touching on computer special effects in cinema, Big Data and artificial intelligence. In recent years, we have also explored the latest developments in the function of compilers, machine learning, IT security, IT networks and infographics. In general, the themes we address fit into the most current trends in the evolution of IT and telecommunications. We aim to give courses that are quite advanced, and ones that go beyond what students encounter in their regular curriculum.

Why and how did you transition the program to the new partner, Seoul National University?

Certainly the value of the American collaboration, along with the Indian universities who participated, must be recognized. The partnership worked very well but a decade is a long time. On the American side, there were certain professors who were extremely dedicated to the program, year after year. The fact that some key people were retiring added to the sense that it was perhaps time for a change.

Our initial partnership with the United States was largely motivated by the status the Silicon Valley takes in our industry. However, there are many ways to gain a sense of Silicon Valley's impact. Conversely, while Asia is also a big influencer in our field, fewer people in the West get to know it. So we at the HEIG-VD and the DGES thought it would be interesting to expose the students to this. South Korea is very present in the technological world with, for example, Samsung, LG, Hyundai and Kia. The country's international influence doesn't have the scope of Silicon Valley's, but it is also interesting to note that Koreans develop a huge number of applications for their own use.

The Swiss Embassy in Seoul put us in touch with Bernhard Egger, a Swiss professor at the very prestigious Seoul National University, who also happens to be the director of international relations for the digital programs. The first year, 2016, Korean students came to Switzerland for a program that we constructed in essentially the same manner as we had previously done for our American and Indian partners. They loved it and wanted to return in kind – the 2017 program they hosted was fantastic.

There is an additional value in the fact that the culture is further from our own; it is a bigger leap for our students to discover the working style, the language, the food, the history. The educational system is very selective and the students from SNU are very skilled. Overall, it is promising to be a very rich and rewarding partnership!



Health Sciences



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Nursing – India

Nursing – Chile

Physiotherapy – Hong Kong

Physiotherapy – Switzerland

Nursing – Switzerland

Nursing – Singapore

Nursing – China

Nursing – USA

Nursing – Hong Kong

Nursing – Switzerland

Nursing – USA

Physiotherapy – USA

Nursing – Japan

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Interview: Madeleine Baumann, Dean, La Source



Nursing – India



Nursing – Chile



Physiotherapy – Hong Kong



Nursing – China



Nursing – USA



Nursing – Hong Kong



Physiotherapy – Switzerland



Nursing – Switzerland



Nursing – Singapore



Nursing – Switzerland



Nursing – USA



Physiotherapy – USA



Nursing – Japan



Interview: Madeleine Baumann,
Dean, La Source

Nursing India

Holistic Therapies An Approach to Health Care

The holistic approach to health aims to achieve maximum wellbeing by accounting for the whole person and the mind-body connection. Students from Switzerland saw this first-hand in this program. They visited training colleges for traditional healing practices such as naturopathy, homeopathy, Ayurveda and Siddah. These practices – sometimes imported to the west as complementary or alternative healthcare – use holistic approaches in diagnosis and therapy. During an observational phase of the program, Indian and Swiss students saw patients treated in clinical settings including medical, surgical, paediatric, postnatal, psychiatric, emergency, and community units. Visiting a rural health centre, the Swiss students were struck by the effect of precarious living situations on the health and well-being of local families. An academic program included classes in acupuncture, Mind Matters, yoga, and laughter therapy. Swiss and Indian students, in cross-cultural groups, gave for-credit presentations on various selected subjects, such as using scientific approaches to holistic and alternative therapies, or exploring the role of diet and nutrition. Some of the many cultural highlights included a full day at a yogic centre, sipping tea at a plantation, beach time, a weekend getaway to Kerala, and hands-on experience of driving in India.



January 2nd – 26th, 2017
Coimbatore, India

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud HESAV, Lausanne, Switzerland

- PSG University College, Coimbatore, India

Students from Switzerland: 18
Students from partner country: 2
Professors from Switzerland: 4
Professors from partner country: 1

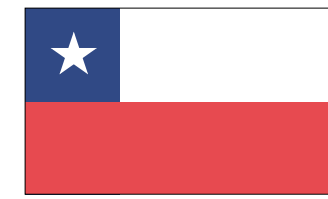
“The different approaches to traditional Indian medicine made us realize that in our Western European practice, we have moved far away from this type of approach to focus more on the symptoms than on the person. Thanks to this experience, we will now approach care for our patients in a more systemic way.”



Nursing Chile

Deep Exploration: Mother-Child Health, Access to Care, and Rural Health

How many student nurses have the opportunity to work four days in rural communities in Chile, in direct contact with the local population, even presenting workshops on subjects like diabetes or breast self-exams? Since 2002, about 200 students from Chile and the US have been doing that in a program that's entirely student-run. In 2017, students from Switzerland's HESAV were lucky enough to join them. This community immersion was just one part of this program hosted by Pontifical Catholic University of Chile (PUC). It was balanced by a theoretical component as well as another practicum in clinical settings. Studies gave them an overview of the Chilean healthcare system along with insights into divergences in access to health services. Another important theme was the complementary roles of various health professionals. Visits to hospitals, community health centres, an addiction centre, and the indigenous Mapuche Cultural Centre helped grow their understanding of economic, social and cultural influences on healthcare. Notably, two midwifery students participated in this year's program. Already trained as nurses, these students brought further insights from their specialized field – particularly interesting in this country where mother-child healthcare is quite developed and where midwives are first-line providers.



January 3rd – 20th, 2017
Santiago, Chile

Participating institutions:
•Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Pontifical Catholic University of Chile (PUC), Santiago, Chile
- Boston College William F. Connell School of Nursing, Boston, USA
- Miami University, Miami, USA

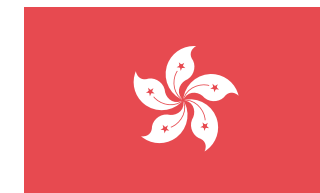
Students from Switzerland: 12
Students from partner countries: 21
Professors from Switzerland: 1
Professors from partner countries: 2

“One aspect that inspired me on this trip was the Chileans’ ability to communicate. I was surprised by the efforts my interlocutors made to understand me and to be understood. They paid particular attention to non-verbal language and were careful to adapt their speaking pace, and use gestures and mimicry. Is the ability to go towards others and communicate not a sign of humanism and altruism? During my home visits, I also noticed that students in the healthcare field were particularly attentive to their patients’ non-verbal behaviour. I think it helped me to develop relational skills to use with my future patients, to promote the therapeutic relationship and the quality of care.”



Physiotherapy Hong Kong

A Broader Vision of Therapeutic Practice: Cross-Cultural Exchange



February 20th – March 3rd, 2017
Hong Kong

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Hong Kong Polytechnic University (PolyU), Hong Kong

Students from Switzerland: 4

Students from partner country: 2

Professors from Switzerland: 1

Professors from partner country: 2

“I am convinced that this experience allowed me to appreciate the importance of integrating the culture of the individual into the care.”

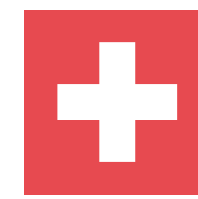
With a central theme of rehabilitation, this physiotherapy program hosted by Hong Kong Polytechnic University (PolyU) offered lectures, seminars and tutorials with practical components, as well as visits to practice and research environments. Whether learning new material or revisiting familiar topics presented in new light by PolyU professors, Swiss students enjoyed stimulating interaction with PolyU students. Being confronted daily with cultural, pedagogical, and socio-professional differences forced them to reflect upon their own future professional practice and personal learning methods; indeed, they were particularly interested by the degree of autonomy expected of PolyU students. Some classes were developed especially for the Swiss students, such as patient interaction, research presentations or practice simulation workshops. These classes highlighted the importance of taking cultural differences into account in any therapeutic relationship. Visits to hospitals and private clinics brought out the impact of socio-economic determinants on health – the rich-poor divergence was visible in the different practice sites. As part of the program, students handed in a logbook – a daily diary capturing their everyday experiences. They also wrote overviews of what they learned in Hong Kong, reflecting critically upon the value of such an experience.



Physiotherapy Switzerland

Discovering Physiotherapy's Place in the Swiss Health System

Just one week can bring interesting insights into a profession's practice in a foreign country. Ten Bostonian students came to Switzerland to share physiotherapy clinical practice and scientific knowledge in March. They discovered Switzerland's health system and policies, including the social and health frameworks in which these policies operate, as well as physiotherapy's place and position within the Swiss health system overall. Theoretical and practical classes focusing on lower-back pain, sports training, measurement devices, and shoulder tests gave students a platform to practice and share their technical skills. They spent three half-days in clinical observation in various departments at the cantonal hospital (CHUV – the Centre Hospitalier Universitaire Vaud). This opportunity allowed them to understand the different types of physiotherapy being used and interact with peers active in the same field. During a half-day at the SUVA, Switzerland's foremost centre for rehabilitation in Sion, they visited the facilities and learned about the research and rehabilitation services offered there. Naturally, a trip to Switzerland wouldn't be complete without a bit of cheese and chocolate. This was achieved with a visit to a chocolate factory and the picture-perfect medieval town of Gruyères, with its cobblestone streets, 800-year-old castle, and, yes, cheese.



March 2nd – 10th, 2017
Lausanne, Switzerland

Participating institutions:
• Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

• Northeastern University (NEU), Boston, USA

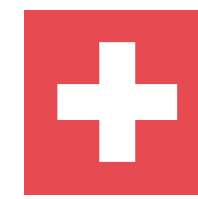
Students from Switzerland: 10
Students from partner country: 10
Professors from Switzerland: 1
Professors from partner country: 1

“This experience was amazing; Switzerland is definitely a wonderful place. The diversity of the traineeship opportunities is remarkable and I am convinced that starting very early field experiences is very valuable.”



Nursing Switzerland

Personalized Work-Study in a Swiss Context



March 6th – 24th, 2017
Lausanne, Switzerland

Participating institutions:
•Haute École de la Santé La Source, Lausanne, Switzerland

•Red Cross College of Nursing, Tokyo, Japan

Students from partner country: 2
Professors from Switzerland: 1

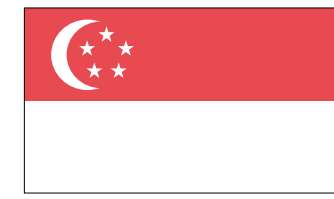
“It was my first experience outside of Japan. A very strong moment was in Aubonne, in palliative care. I could talk to the patient, who was very interested in my training and gave me a lot of information about his condition. In Japan, it is not common to talk about death with patients. Also, we don’t have many palliative care units. The whole inter-professional team was outstanding, really centred on patient needs.”

Two Japanese students in their final year of studies were invited to Switzerland for this exchange, selected on the basis of their outstanding academic results. They each came with a personal work-study project: one in community health nursing and the other in palliative care. The program was customized to enable each to discover Switzerland’s healthcare system and nursing training within the specific context of their respective areas of interest. The first week offered a general introduction to Switzerland, its culture and socio-economic makeup. This was followed by a week of onsite practicum; for this, each was partnered with a Swiss student. The regional institutions that hosted these internships took particular care to ensure a productive professional experience. The Japanese students also spent a week attending regular classes (given in English, rather than French, to better accommodate the guests), alongside La Source students. At the end of their stay, they presented the results of their projects orally (in English). These presentations were graded, as this work counts towards their degrees. The guests enjoyed a visit to Geneva and the United Nations, and – as students of Tokyo’s Red Cross College of Nursing – they were particularly interested to see the Red Cross Museum.



Nursing Singapore

Where Healthcare Blends High-Tech with Tradition



March 13th – 25th, 2017
Singapore

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Alice Lee Centre for Nursing Studies, National University of Singapore (NUS), Singapore

Students from Switzerland: 6

Students from partner country: 6

Professors from Switzerland: 1

“We were amazed by the means put in place to cover the needs of the elderly population, both in terms of clinical skills and in terms of innovation and technologies.”

Singapore is known as a city-state full of contrasts, and its approach to health care and nursing is no exception. Health studies in Singapore leverage leading-edge technologies, such as simulation laboratories (NUS boasts Asia’s finest); hospitals are equally well equipped. But as six nursing students from Switzerland discovered alongside six Singaporean peers, studies are well-rounded, never neglecting the human aspects of care. The participants in this program took classes in clinical assessments, mindfulness-based nursing interventions, and traditional Chinese medicine – to name but a few. They also visited local healthcare institutions such as geriatric homes and hospitals, learned about leading-edge NUS nursing research, and work-shadowed highly-trained local nurses. Students particularly appreciated the vision on Singapore’s approach to geriatric care. They noted that the country invests heavily in maintaining and restoring patients’ functional abilities – an investment that pays off in counterbalance to the costs of inadequate rehabilitation. Because this program awards ECTS credits, final research papers are an important component. The students showed the breadth of their learning with their varied topics: “Singapore: From Public to Private, Quality Care”; “Recovery and Rehabilitation: Skills, Technologies, and Innovations”; and “The Singapore Healthcare System: 10,000 km from Switzerland and yet not so far away”.



Nursing China

Can TCM and Western Medicine Find Harmony in Healthcare Systems?

Traditional Chinese Medicine (TCM) has been used for more than 2,500 years, and remains widely used in China in standard medical care. For diagnosis, intervention and treatment, practitioners aim for balance between the opposing forces of yin and yang in the human body. During this three-week program, La Source and HESAV students learned about TCM – its origins, development, current uses and synergies with Western medicine. TCM was then studied in the context of the Chinese health system in general, geriatric care, and health policies. Visits to ambulatory, oncology, surgery, and paediatric units in public and private clinics and hospitals offered direct insights into TCM use in pain management. Participating in practical workshops in TCM-based massage and techniques allowed them to reflect on how these might be applied in the Swiss healthcare system. Several cultural outings punctuated the program, including visits to museums, temples, Taoist prayer ceremonies, the Great Wall, Tiananmen Square, and weekend trips. Mixed teams of Swiss and Chinese student presented comparative analyses between TCM and Western medicines to a jury of five Swiss and Chinese professors. Credit for the program was awarded based on these presentations – all of which impressed with thought-provoking insights.



April 2nd – 23rd, 2017
Wuxi, China

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Wuxi Medical School, Nursing Department, Jiangnan University, Wuxi, China

Students from Switzerland: 10

Students from partner country: 10

Professors from Switzerland: 2

Professors from partner country: 4

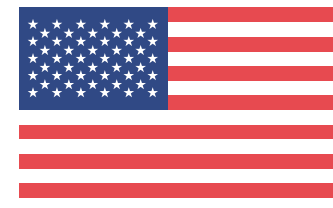
“We’ve emerged from this enthusiastic and full of admiration that two medical practices – Traditional Chinese Medicine and Western medicine – complement one another as well as they do when it comes to patient well-being and interests.”



Nursing USA

Vulnerable Populations: A Universal Challenge

What makes a population vulnerable? This question is important for nurses – it is a universal challenge to integrate empathy and understanding of practical realities for the vulnerable into nursing care. Hosted by the William F. Connell School of Nursing, Boston College, USA, this program offered insights for Swiss, American and Chilean nursing students. The students began their journey into the disparities in health and access to healthcare by reviewing studies on a wide range of vulnerable populations – including ethnic minorities, homeless people, the LGBT community, the economically disadvantaged, and several others. This first look set the stage for more in-depth experiences and site visits, including to a home for children with disabilities, a homeless shelter, a Veterans hospital and Massachusetts General Hospital. These direct experiences had a profound impact on the students, leading them to examine their own personal, professional and ethical values. In honour of HESAV's participation in the Race Across America (RAAM) endurance bike race, swissnex Boston hosted a special reception that coincided with this program. The student nurses attended along with HESAV Director Mireille Clerc, RAAM cyclists and organizers. The event highlighted the cyclists' performances and experiences, as well as the RAAM initiative's research objectives.



June 5th – 30th, 2017
Boston, USA

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Boston College William F. Connell School of Nursing, Boston, USA

Students from Switzerland: 16

Students from partner countries: 5

Professors from Switzerland: 4

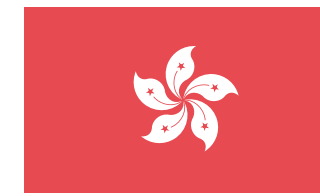
Professors from partner countries: 3

“This program affected me deeply. Indeed, I came to realize that many of our patients can suffer injustices in their healthcare, without our necessarily being aware of this. This can be due to the way we speak with them, for example, ...or because we unintentionally put them in humiliating situations. This breaks the relationship of trust necessary in providing care.”



Nursing Hong Kong

Elder Care Perspectives and Solutions



June 19th – July 14th, 2017
Hong Kong

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- The Hong Kong Polytechnic University (PolyU), Hong Kong
- Jiangnan University, Wuxi, China
- Shantou University Medical College, Shantou, China
- Tongji Medical College, HUST, Tongji, China
- Zhengzhou University, Zhengzhou, China
- Canterbury Christ Church University, Canterbury, England
- Edinburgh Napier University, Edinburgh, Scotland
- Riau University, Pekanbaru (Riau), Indonesia

Students from Switzerland: 3

Students from partner countries: 37

Professors from Switzerland: 1

Professors from partner countries: 2

“This experience helped us improve our vision on nursing care and will help us, in future, to better care for patients in a holistic manner, integrating notions of culture.”

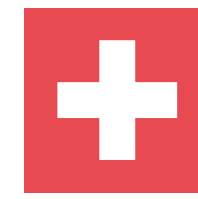
Elder care is one of today's top nursing – indeed, healthcare – concerns. And the answers don't come easily, as there are so many factors at play from cultural and family values to economic realities. This makes it a particularly relevant topic for nursing students from divergent cultures and countries to gather around. What can we learn from each other? The aim of this program was to offer students a view on elder care and support systems in Hong Kong. As in many Asian countries, elder care takes a communal approach, with the family and social circle playing a role alongside health professionals. The first week consisted of online activities to learn about local solutions in geriatric care. Hong Kong-based students participated in the program, served as resource people for visiting students, and arranged cultural and leisure activities. Within the context of elder care, classes focused on mental health (self-knowledge, mental well-being, violence management) and on traditional medicines (aromatherapy, phytotherapy and Traditional Chinese Medicine). Site visits provided local historical context and showed the community's role in accommodation structures for the elderly, from in-hospital services, to day-care options, to ensuring quality of life at home.



Nursing Switzerland

Nursing in Disaster Situations: Country Contexts

Why would nursing students from the US, Chile and several Asian countries benefit from learning about Swiss healthcare challenges? This month-long program, hosted in Lausanne by La Source and HESAV jointly, used this starting point to build international perspectives. Visiting students gained new insights to compare with their own countries' challenges; Lausanne participants also saw their health system through fresh eyes. The program explored a broad spectrum of situations: eating disorders, assisted suicide, families of patients with neurological deficiencies or psychiatric disorders, and migrants. Under the broad theme of "Disaster" – natural, economic, or political – they studied vulnerability in individuals and/or populations affected, and how nursing skills are needed throughout the crisis cycle. Students gained insights into the logistical, ethical, and moral aspects at play through classes, workshops, and field visits. Participants developed presentations on disaster scenarios potentially faced by the participating countries, such as earthquakes, monsoons, or avalanches. They linked these to the broader concept of vulnerability, and the specific role of nursing. Visits to the Red Cross Museum, the United Nations, and the hydroelectric Emosson Dam further helped them reflect on their respective nursing roles in extreme situations or risky terrains.



June 19th – July 14th, 2017
Lausanne, Switzerland

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- PSG College of Nursing, Coimbatore, India
- Jiangnan University, Wuxi, China
- Alice Lee Centre for Nursing Studies, National University of Singapore (NUS), Singapore
- Hong Kong Polytechnic University, Hong Kong
- Boston College William F. Connell School of Nursing, Boston, USA
- Pontifical Catholic University of Chile (PUC), Santiago, Chile

Students from Switzerland: 15
Students from partner countries: 38
Professors from Switzerland: 4
Professors from partner countries: 5

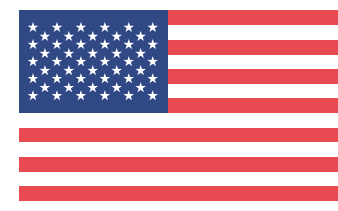
"The main highlight was making friends from all over the world. Working on the similarities and differences with Swiss students, after practical training, was very fruitful."



Nursing USA

Healthcare for Vulnerable Populations from War Veterans to Substance Abusers

The nursing exchange program in San Diego – a pioneer program in place since 2009 – focuses on vulnerable populations in healthcare. This year's program looked specifically at veterans' health issues and the health challenges brought on by sex trafficking. Attendees followed a tailored, nearly month-long curriculum in San Diego and nearby in Calexico, at SDSU's Imperial Valley Campus on the Mexican border. While in Calexico, the Swiss, American and Mexican students studied public-health issues relating to: migration; maternal and child health; substance abuse; and poverty-related somatic and psychiatric disorders. Their own research on these themes was presented to a student and professor audience. Direct experience helped drive home the sheer extent to which nursing skills – some of these familiar to the Swiss students, others new – are required in this disadvantaged region. Students learned more about the Swiss and US healthcare systems and discussed ways to actively integrate positive elements where applicable in each other's environments. The Swiss nursing students expressed admiration for the professional standing enjoyed by American nurses, where the profession is appreciated for its complementary contribution in healthcare teams. Above all, stereotypes fell away, and an overarching desire to work towards increasing healthcare quality emerged.



July 3rd – 27th, 2017
San Diego, USA

Participating institutions:

- Haute École de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- School of Nursing, San Diego State University (SDSU), San Diego, USA

Students from Switzerland: 16

Students from partner country: 4

Professors from Switzerland: 4

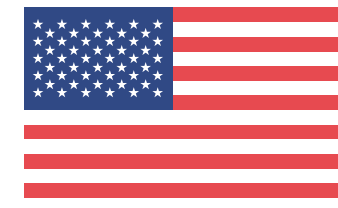
Professors from partner country: 4

“My takeaway from this experience is the open-mindedness needed for care based on cultures. We were able to understand care from different perspectives – whether through American, Mexican, or Swiss eyes. On many occasions, we had different opinions where open-mindedness was needed.”



Physiotherapy USA

An Encounter with World- Class Physiotherapy Studies



July 3rd – 14th, 2017
Boston, USA

- Participating institutions:
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
 - Northeastern University (NEU), Boston, USA

Students from Switzerland: 16
Students from partner country: 5
Professors from Switzerland: 1
Professors from partner country: 3

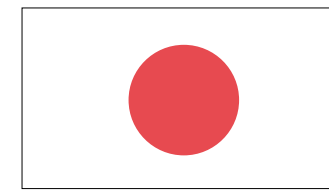
“What a great experience – one that helped us learn about a healthcare system that is different from our own. We enjoyed [visiting] an enormous university campus offering many activities and innovative research labs in physiotherapy.”

What's it like to be a student in the physical therapy (physiotherapy) program at Northeastern University? For two weeks, 16 physiotherapy students, in their second year of the Bachelor's program at Lausanne's HESAV, had the chance to experience this for themselves. By attending classes and seminars, visiting research labs and centres, partaking in a simulation activity, and visiting the world-renowned Spaulding Center, the students learned about the US healthcare and education systems in general, and about physiotherapy training in particular (a 6-year program in the US). In parallel to getting a solid overall view of physiotherapeutic practices and studies in the US, the visitors particularly appreciated the opportunity to reflect upon the importance of culture in healthcare and generally on openness to other mind-sets. Through open and challenging discussions, students and professors exchanged ideas on physiotherapy, culture and the intersections of these themes. Living on campus and exploring Boston's rich cultural heritage offered a well-rounded experience. The summer program also gave them the chance to enjoy the national 4th of July celebrations, a day at swissnex, and a visit to the Massachusetts Institute of Technology (MIT), a visit to the State House Building, and a baseball game.



Nursing Japan

Maternal-Infant Health



October 16th – November 5th, 2017
Tokyo, Japan

Participating institutions:
•Haute École de la Santé La Source, Lausanne, Switzerland

•Red Cross College of Nursing, Tokyo, Japan

Students from Switzerland: 2
Professors from Switzerland: 1

“We had the chance to learn about the Oketani lactation method. It involves massaging the abdomen to help promote lactation... this pain-free technique [was developed] during the Second World War, when nutritional resources were limited. Since then, this method continues to be widely used.”

The times around pregnancy, childbirth and post-partum represent important life transitions and can be vulnerable times for mother, child and family. Nurses and midwives must be finely-attuned to the physical and mental health of their patients. Maternity is also a time when culture deeply affects behaviours. The place a child takes within their family and society, the way they are brought into the world, how they are fed and what games they play are all impregnated with cultural beliefs and practices. For all these reasons, “care for infants and mothers” was selected as the theme for an internship in Tokyo, designed to promote reflective practice. Two students from Lausanne’s La Source took part, studying alongside third-year students at Tokyo’s Red Cross School of Nursing. For the practicum portion, they worked in both a maternity ward and in a facility for children whose parents are unable to care for them. The practicums underscored how strongly Japanese culture affects the practices and behaviours around maternity: for example, in childbirth, the accompanying personnel remain calm and quiet around the mother, whispering and even kneeling respectfully as quiet music plays. The birthing room holds anything that could be needed, all neatly put away.

→ Be sure to go to page 74 to read an interview with *Madeleine Baumann, Dean of International Affairs at La Source, about the expanding collaborations with Japanese institutions*



Interview

Madeleine Baumann, Dean, La Source

Partnerships with Japan: Precision-Crafted and Individualized

Madeleine Baumann has been the Dean of International Affairs at the Haute École de la Santé La Source since 2010. She oversees the success of about a dozen programs for nursing students around the world each year. In this interview, we discuss new and flourishing partnerships with the Japanese Red Cross Colleges of Nursing.

What is unique about your partnerships with the Japanese Red Cross Colleges of Nursing?

One thing that was really rewarding is that it was Japan that came to us. While Switzerland and our systems of higher education are well-regarded, we as individual HES [Universities of Applied Sciences and Arts] are comparatively small institutions. We usually establish partnerships by approaching a university with similar programs. We gain their interest by telling the story of our decade of international programs, the impact on students and the quality of our partnerships overall.

Back in 2012, I got a call from Professor Hiroshi Higashiura, from the Red Cross School of Nursing in Tokyo. He was interested by the historical link we had with Red Cross. He came with his school president, Ms. Takada, and and their Dean of International affairs. Right away I sensed that this was a very interesting delegation... their approach was formal and serious, focused on nursing higher education and I appreciated this. I also knew that Japan has a high level of nursing: their nursing research activity is rigorous and internationally known.

I explained the concept and the personalized approach that we in Vaud take with our international partnerships. They were quite interested in establishing student, as well as faculty, exchanges with us. So later we went as a delegation in Japan to develop a suitable arrangement.

What were your impressions of Japan?

It was the first time I had been to Japan. At the airport, I went to buy a drink and when I approached the refrigerator of bottles, everything was written in Japanese, not one word of English. There was nothing I could relate to, identify from elsewhere. I travel a lot to many different parts of the world, and am not often surprised. But here I was, in this Western-looking store, suddenly feeling very much like a foreigner.

Wherever you look around you in Japan, there are sophisticated, elegant details. You see a culture and an esthetic where thought is put into everything from a religious

altar to a manhole cover. This is the case in hospitals too. Everything has its place, and every action is done in a precise, disciplined way. This is partly a physical esthetic, but it is also practical – in the case of an earthquake for example, the response is rapid and exact.

What were the steps involved in making the student exchanges a reality and how have they progressed?

After some coordination back and forth, we went to Tokyo along with La Source's Director Jacques Chapuis and the Director General of the DGES, Chantal Ostorero, to sign an MOU – a Memorandum of Understanding. Most of our programs involve large groups of nursing students. But for academic reasons, they preferred a small, specialized exchange involving two students from each school per year.

We've now had three of these dual exchanges with the Tokyo school. It is very selective – they send the cream of the crop, based on the students' results and English level. In Switzerland, the Japanese students take courses and get hands-on training in hospitals and clinics; they are very appreciative of this initiation to the Swiss health care system.

The program is now expanding to other Red Cross Schools of Nursing across Japan. How did that come about?

I was invited to give a presentation on students' internationalization at the 18th Annual Conference of the Japanese Red Cross Society of Nursing Science, in June 2017, in Kokura. There were about 2,000 people at this conference, mostly Japanese nurses. While there, I met up with the president of the Tokyo school, Ms. Takada, who was our first Japanese partner. She invited me to an informal meeting with the directors of the other five Japanese Red Cross Schools of Nursing – they were all interested in partnering with us as we were doing in Tokyo.

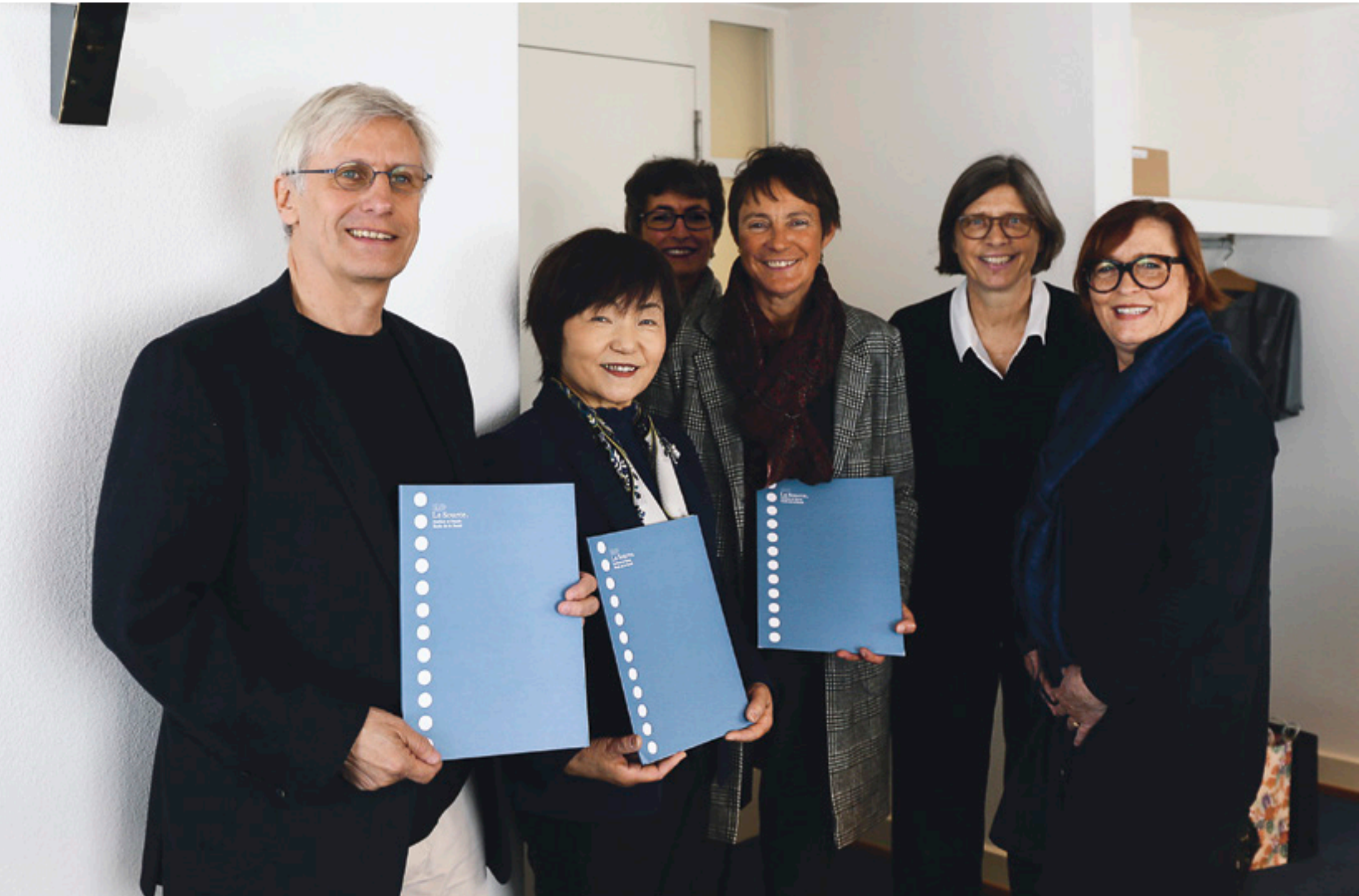
It was a really relaxed atmosphere even though we had a serious subject to discuss. This human relationship is really important to solid partnerships – it keeps the

conversation open so glitches get resolved easily, together. They were all wonderful, eager to tell me about their schools and envision potential partnerships. Sometimes they drew pictures to explain things to me, for example they drew a little map to show me where their schools were and the connections among them.

That first group meeting laid the groundwork, but the partnerships with each school are individual. Some couldn't be ready this year, but we agreed to put things in place for 2020. We were able to arrange for student exchanges with the schools in Hiroshima and Kyushu for 2018 and 2019.

As someone who has worked and visited many parts of the world, what would you recommend in terms of being able to best experience a place?

Every country has its own culture and habits. Don't be afraid to ask questions to understand everyday life. This is true when you meet people both personally and professionally. As a pediatric nurse, I am interested in childhood, parenthood, and the different roles that extended family members play. With other health professionals, I will ask more specific questions, such as what is the place of the family in the hospital or certain ethical perspectives. It's important to remember I am a visitor and to respect my host. I am learning, not judging. This is a process we try to teach our students throughout the international experience.



Human Resources Art & Design Viticulture & Enology Social Work Teacher Education



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<i>pages 94–95</i>	Viticulture & Enology – Switzerland & Spain
<i>pages 96–97</i>	Social Work – Hong Kong
<i>pages 98–99</i>	Teacher Education – Switzerland, Canada & Japan
<i>pages 100–101</i>	Teacher Education – Switzerland & India
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Human Resources Management – Brazil



Graphic Design – Hong Kong & China



Photography – Cuba



Viticulture & Enology – Switzerland & Spain



Photography – USA



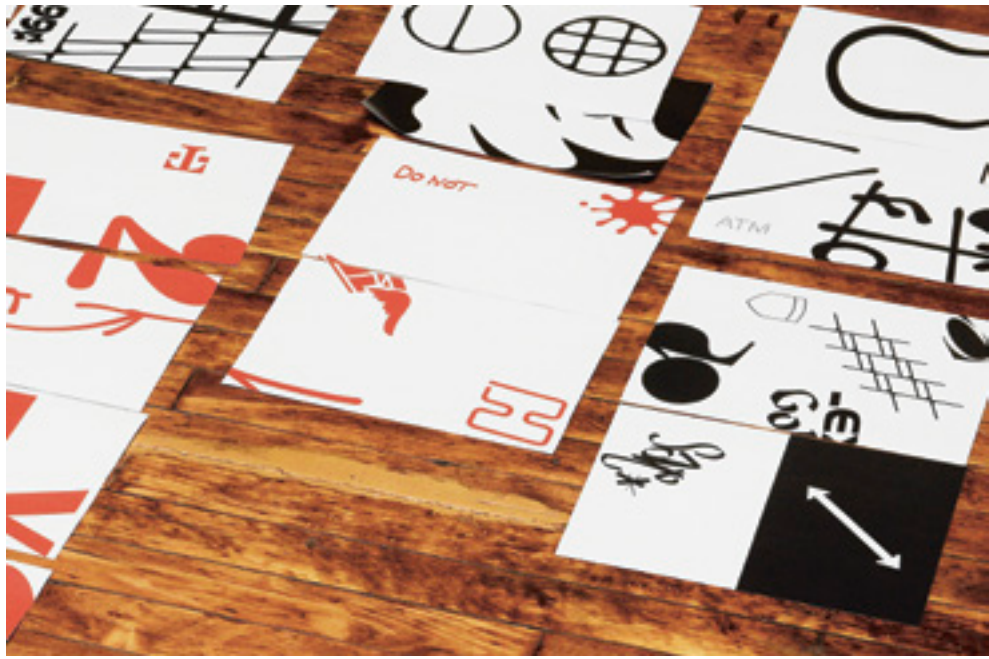
Industrial Design – Japan



Social Work – Hong Kong



Teacher Education – Switzerland, Canada & Japan



Type Design – USA



Film Studies – Brazil



Teacher Education – Switzerland & India



Interview: Catherine Hirsch, Director, HEIG-VD

Human Resources Management Brazil

HR Practices: The Influence of Culture & Organizational Style

What impact do national, cultural, institutional, and organizational differences have on human resource practices? Exploring these questions, this HR management program prepares students to work in multinational environments in Switzerland or abroad. Ten students from HEIG-VD in Switzerland joined 13 counterparts from Brazil's Insper for two weeks. The program kicked off at Insper in São Paulo with a week of classes and workshops – for which the incoming Swiss students had done preparatory work at home – followed by a debriefing/development week in Rio. They separated into three groups, each working on one of three HR-related topics: performance management, compensation and personnel planning/personnel data management. To gain understanding of current practices, the mixed Swiss-Brazilian teams visited companies that were selected according to their respective topics. For further insights, they also visited universities and other organizations. The second week was hosted by swissnex in Rio de Janeiro. During this week, the teams further developed and completed their management reports related to their chosen themes, including process improvement recommendations. Overall, the program offered a platform to deeply analyze HR practices and envisage context-relevant improvements, inspired by understanding of HR functions and practices in a different cultural context.

→ *This is an all-new program. Find out how it got started on page 102*



July 3rd – 14th, 2017
São Paulo & Rio de Janeiro, Brazil

- Participating institutions:
- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
 - Insper (Institute of Education and Research), São Paulo, Brazil

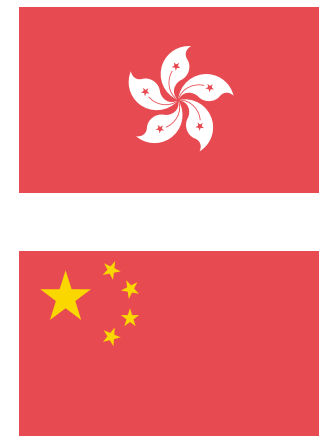
Students from Switzerland: 10
Students from partner country: 13
Professors from Switzerland: 1
Professors from partner country: 2

“I personally love learning more about other cultures, but am not used to working in groups with people with such a different culture from mine. Given the fact that I want to work in an international environment, this experience is clearly an advantage. It enabled me to realize that there is not a ‘right way’ of doing things and that it is more complex than what I thought. [E]verybody must be patient and accept different working styles in order to have a successful exchange.”



Graphic Design Hong Kong & China

Chinese Year of the Fire Rooster



February 9th – 12th, 2017
Hong Kong; Shenzhen, China

Participating institution:
•ECAL/University of Art and Design Lausanne, Switzerland

•Hong Kong Design Institute (HKDI), Hong Kong

Students from Switzerland: 24
Students from partner country: 12
Professors from Switzerland: 3
Professors from partner country: 1

“Developing our documentation and publishing project allowed us to see things we wouldn’t otherwise have paid attention to, had we been on a classic tourist trip. It enriched and inspired us for our future projects. Meeting locals also allowed us to exchange our ideas and try to make ourselves understood despite language barriers. This project was also an opportunity to share our graphic design practices with those of the HKDI students.”

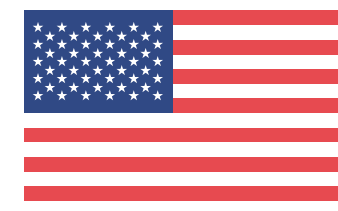
In Chinese culture, many things have hidden meanings. This phenomenon is the direct consequence of their writing system, i.e. the ideograms. One of the most recurrent symbols is the colour red, meaning good fortune and joy. The latter was the inspiration for the projects created by ECAL graphic students during their stay in Hong Kong over the Chinese New Year. This time of the year is one of the richest in terms of rituals and symbols. A well-known tradition is to offer a small amount of money in red envelopes (“hóngbǎo”), usually decorated with gold, a sign of wealth. The students took the opportunity to walk the streets of Hong Kong, immersing themselves in the riches offered by this concrete jungle. They met with locals to dialogue in order to understand the wishes they have for the New Year. They also had the chance to meet local graphic designers as well as learn more about the traditional printing technique of hot stamping used for all the gold decoration found on diverse printed objects. The students translated their experience into various forms inspired by the means of communication employed by the people of Hong Kong.



Photography USA

Breaking Free into New Dimensions

New York City has a scale, a style and an atmosphere that lends energy to artists who want to push the boundaries of research and experimentation in the photographic medium. The city is currently enjoying an unprecedented revival in conceptual – a.k.a. post-photographic – art. Driven by digitalization, photography has broken free from its physical constraints, and many New York-based artists have seized the opportunity to break established codes and social norms in the medium. Ten ECAL Master's in Photography students experienced this through an intensive one-week workshop given by well-known mixed media artists and photographers Letha Wilson and Ethan Greenbaum, who shared their studio space, their techniques, and even their neighbourhood. The students photographed specific features of the city and used these images as the basis for three-dimensional works. They experimented with different materials and printing techniques – discovering several new methods and styles. The projects also challenged them to devise ways to bring vision to reality with minimal funds and short deadlines. The completed works were featured as a group exhibit in Greenbaum's Brooklyn studio. Beyond the workshop, students met other artists, made contacts, and visited workshops, museums, and galleries, gaining inspiration to fuel their ambition.



May 5th – 15th, 2017
New York, USA

Participating institutions:
•ECAL/University of Art and Design Lausanne, Switzerland

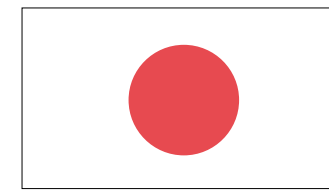
Students from Switzerland: 10
Professors from Switzerland: 1

“[Our projects] allowed us to obtain diverse, original results – innovative compared to the practices we are used to seeing and using at ECAL. It was critical to reflect upon the relationship between photography and space when creating in three dimensions.”



Industrial Design Japan

UGOKU: Work in Progress



May 18th – 28th, 2017
Tokyo & Ashikaga, Japan

Participating institutions:
•ECAL/University of Art and Design Lausanne, Switzerland

- 21 21 Design Sight, Tokyo, Japan
- Tama Art University, Tokyo, Japan
- Tempo (Mother Tool), Ashikaga City, Japan
- Drill Design, Tokyo, Japan

Students from Switzerland: 32
Professors from Switzerland: 4

“This was a project where design, engineering and innovation all came together in art.
It was a great opportunity to solve problems together and the final result was mesmerizing.”

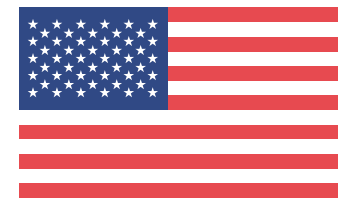
Ugoku is a Japanese verb meaning to move. The word is a fitting one for mobiles – kinetic balanced pieces of art that move freely, perpetually through the air. The creator’s quest is to find a fine balance for that motion and momentarily give the impression that the air itself is visible. In collaboration with the mobile brand Tempo (by Mother Tool) based in Ashikaga City, Japan, second-year ECAL Bachelor’s students in Industrial Design were asked to create mobiles using different production techniques, know-how and locally-sourced materials gathered during their trip in Japan. They worked under the guidance of Danish designer, Nicholai Wiig-Hansen, and the creations by ECAL students were featured in a two-day exhibit at 21 21 Design Sight Gallery in Tokyo, with the support of Tama Art University (Tokyo) Product Design and Textile Design departments and students. Entitled “UGOKU: Work in Progress”, it showcased the models, prototypes, samples and material research the students produced during their time in Ashikaga and Tokyo. The Italian artist, designer and inventor, Bruno Munari, once said that mobiles were “useless machines.” Yet, this moving experience proved beyond a doubt that the ingenuity, design and engineering required to produce these creations were far from useless.

→ *Be moved:*
<http://www.2121designsight.jp/en/program/ecal-tamabi/>



Type Design USA

On and On Broadway



September 9th – 19th, 2017
New York City, USA

Participating institutions:
•ECAL/University of Art and Design Lausanne, Switzerland

Students from Switzerland: 10
Professors from Switzerland: 1

“I am [happy that] that the highly-specialized field of type design continues to enjoy such a generous support within Swiss education. Exploring the type scene abroad was a rich experience that I would not want to miss.”

On and on Broadway... and on and on because it's almost 25 km long, running the length of Manhattan Island. ECAL first-year Master's students in Type Design walked the entire length of it, photographing signage, logos, graffiti and even stickers they came across. This walk came half-way through a 10-day NYC discovery sojourn designed to let the students compare and reflect upon the links between the American typography scene and that in Switzerland – both countries are recognized as distinctive leaders in the field. The first part of the trip included visits to archives, galleries and studios, as well as to two reputed typography foundries. After this “immersion” period, the walk along the legendary road was the basis for a workshop about Broadway run by the Other Means studio: the students created unique postcards working with the visual inspirations they had collected. These were brought together in a 48-page publication called “On and On Broadway”, which the students produced from concept to publication. The booklet was completed in time for the New York Art Book Fair, where it met with success. In a visit facilitated by swissnex, the students were also welcomed by the Swiss Consulate in New York.

→ Inspired to check out the On and On Broadway booklet? <https://draw-down.com/products/ecal-book-from-nyabf>



Film Studies Brazil Nova Friburgo



October 9th – 22nd, 2017
Nova Friburgo, Brazil

Participating institution:
•ECAL/University of Art and Design Lausanne, Switzerland

Students from Switzerland: 11
Professors from Switzerland: 2

“What interested me was to seek out the differences between us and discover the complicated history of a country of a thousand contradictions, and a youth aspiring for change. And then to be able to condense all that into a film.”

In 1818, 100 Swiss families established a colony in the mountains of Southeast Brazil. Nova Friburgo is named after the canton, Fribourg, from which most of the families came. Nearly 200 years later, 11 students from ECAL's film studies department came to create a portrait of the city's inhabitants, in advance of the bicentennial to be celebrated by the Swiss Embassy in Brasilia. With logistic support from the Swiss Consulate in Rio de Janeiro, and under the guidance of filmmaker Marie-Eve Hildbrand, the students created 10 short films. They told stories such as that of a local shaman or those of the town's firefighters. The group's visit was featured in local television and print news, and ECAL was presented at a special event by the Polo Audiovisual de Nova Friburgo e Região. The students' works were shown at the Fribourg Film Festival in March 2018. In parallel with this event, a group of young Brazilian filmmakers came to Switzerland to capture the spirit of Fribourg, the land of the forefathers. The Cinémathèque Suisse in Lausanne will also be reprising some of this oeuvre. All in all, a wonderful way to honour 200 years of a small town and a special relationship.

→ See *Nova Friburgo through their eyes*: www.vimeo.com/ecal



Photography Cuba

Facets, Façades & Faces of Cuba

Cuba is a country in transition, evolving from its unique Castro-led communism. In the arts, this translates into contradictions, creativity and energy. Of course, Cuba has always had a particular esthetic—not limited to vibrant colours and vintage cars. This program for ECAL B.A. Photography students was designed precisely to push them to look beyond those clichés. The students enjoyed a broad spectrum of cultural and institutional visits, as well as encounters with photographers working in Cuba for decades. Architecture emerged as a theme through visits to buildings designed by Porro and Gottardi, not to mention the Swiss Ambassador's residence itself, which is by Richard Neutra. Guided by local photographers, students undertook individual projects in film and still photography—showing the many different ways you can look at a place. One film focussed on Havana's Wi-Fi Hotspots; another looked at the impact of Airbnb. There were photo series showcasing various imported (such as skaters) or uniquely Cuban (like rooftop pigeons) social phenomena. Or consider two themes treated through portraiture: Havana's LGBTQ community and the Santería religion. To cap the visit, the 18 projects were enjoyed at a viewing at the Fototeca de Cuba, with Swiss Ambassador Marcel Stutz in attendance.



December 1st – 10th, 2017
Havana, Cuba

Participating institutions:
•ECAL/University of Art and Design Lausanne, Switzerland

Students from Switzerland: 18
Professors from Switzerland: 2

“Of Chilean origin and Spanish speaking, I was excited to visit another Hispanic country and discover another facet of Latin culture. . . I found my subject, the Paquete, in an online discussion where someone asked how Cubans access the internet. . . The Paquete is a system wherein hard drives are trafficked. . . the residents have access to everything on the internet, but with a week's delay. . . As soon as I got there, I started wandering around the city, because the way to find the Paquete is to ask people in the street.”



Viticulture & Enology Switzerland & Spain

Geography, Culture & the Senses



June 29th – July 22nd, 2017
Switzerland & Spain

Participating institutions:

- Haute Ecole de viticulture et œnologie Changins, Switzerland
- Stellenbosch University, Stellenbosch, South Africa
- University of Adelaide, Adelaide, Australia

Students from Switzerland: 5

Students from partner countries: 18

Professors from Switzerland: 4

Professors from partner countries: 3

“I think what we learned about wine making in Switzerland cannot be learnt from books. It is about the atmosphere of the small tasting room in a house and seeing a wine maker with so much passion for what he does.”

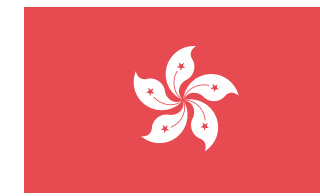
A summer day spent in the terraced vineyards of a UNESCO World Heritage region... this is school? It is if you are a student of enology from Switzerland, South Africa or Australia and you participated in this 3.5-week program hosted by Changins. In addition to the famous terraced Lavaux wine region, the 10 days in Switzerland included visits to other important Swiss wine regions: La Côte, Chablais, the three lakes region and Valais. Along with visits to vineyards and wineries, the students enjoyed cultural visits with a focus on cheese and chocolate production. The program then took the group to Spain for a journey of sensory contrasts. On the cool, humid Atlantic border of northern Spain, they encountered Bilbao white wines; in the hot, arid southern region of Andalusia, they learned about its centuries-old Sherry winemaking traditions and cathedral-like wineries. They also visited the central La Mancha region; the Mediterranean regions around Barcelona; and the Rioja area famous for “Reserva” reds and its modern wineries designed by the likes of Calatrava, Hadid, and Gehry. Away from the vineyards, students enjoyed visiting the coastal town of Bilbao, as well as the teeming cities of Madrid and Barcelona.



Social Work Hong Kong

Valuing Strength, Respecting Diversity

The main goals of social work are to enhance human well-being, promote social justice, and empower people in need. To achieve these, social workers must appreciate and value the strengths of their clients and create a good environment. This year's international program in social work took up that theme, under the title, "Valuing strengths and respecting diversity in social work: Policy, education, and research". Hailing from the four corners of the world, the 35 students participating in this eighth edition were also treated to a special one-date pre-program conference. At this event, speakers from mainland China, Taiwan, and Hong Kong presented on social work, social welfare, and social policies in Chinese societies. The international program itself included numerous presentations by faculty from HES-SO universities and partners on policy, practice, education and research being done to promote strengths and respect for diversity in social work. These themes were then broken down for closer examination through lectures and workshops within three sub-themes: minorities and integration; poverty and social mobility; and social innovation and user participation. The students also took advantage of four half-day institutional visits to various charities where they were able to observe social work in action.



July 3rd – 14th, 2017
Hong Kong

Participating institutions:

- Haute école de travail social et de la santé (EESP), Lausanne, Switzerland
- Haute Ecole de Travail Social, Vaud, Valais and Fribourg, Switzerland

- The Chinese University Hong Kong, Hong Kong
- Hebrew University of Jerusalem, Jerusalem, Israel
- Rajagiri College of Social Sciences, Kochi, India
- Shandong University, Shandong, China
- University of British Columbia, Vancouver, Canada
- University of California (UCLA), Los Angeles, USA

Students from Switzerland: 8

Students from partner countries: 27

Professors from Switzerland: 3

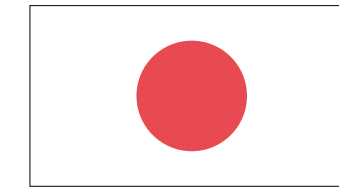
Professors from partner countries: 11

"I am someone who needs to be fully immersed in an environment to best drive my thinking and my work."



Teacher Education Switzerland, Canada & Japan

Future Teachers and Education of the Future



Collaborations with Canada
May 7th – 14th, 2017
May 8th – 12th, 2017
Lausanne, Switzerland

October 8th – 13th, 2017
October 15th – 21st, 2017
Montreal, Canada

Collaborations with Japan
October 14th – 21st, 2017
Jōetsu, Japan

Participating institutions:
• University of Teacher Education (HEP-VD), Lausanne, Switzerland

• Université du Québec à Montréal (UQAM), Montreal, Canada
• Jōetsu University of Education (JUEN), Jōetsu, Japan

Students from Switzerland: 19
Students from partner countries: 21
Professors from Switzerland: 3
Professors from partner countries: 3

This unique program requires students and researchers to collaborate with international peers through social media and direct exchange – a week in each partner country – throughout an entire academic year. Called “PEERS”, the research projects are made to improve the standards of teaching practice, education and research internationally, while offering a solid teacher training experience. 2017 saw three projects: two with Canada, both continuing collaborations begun in previous years, and a new project with Japan. One Switzerland-Canada project focused on physical education, specifically whether seeing others participate in a sport online motivates children. The other project looks at how skills gained through continuing education are transferred to the workplace, including the development of an instrument to measure the extent and quality of this transfer. Lausanne’s university hospital (CHUV) also participated as a test site and host of a short conference on the subject. The project in Japan involves the Lesson Study method of teacher training in which teachers cooperatively plan, observe, analyze and revise actual classroom lessons, then share results. Practiced successfully for over 100 years in Japan, this method is now being researched and adopted around the world, including at the HEP’s Lausanne Laboratory Lesson Study (3LS).

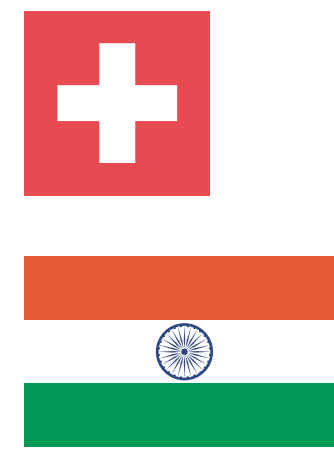
→ Lesson study in Lausanne:
www.hepl.ch/3LS

“This project enabled me to discover very diverse learning environments and to develop my skills in terms of remote collaboration.”



Teacher Education Switzerland & India

Namaste: Let's Talk Education and Culture



August 26th – September 9th, 2017
Bangalore, India

November 11th – 26th, 2017
Lausanne, Switzerland

- Participating institutions:
- University of Teacher Education (HEP-VD), Lausanne, Switzerland
 - CHRIST University, Bangalore, India

Students from Switzerland: 10
Students from partner country: 10
Professors from Switzerland: 2
Professors from partner country: 1

“I’ve learned a lot from my Swiss friends. When they came here, they were also able to experience Indian culture and understand how our educational system works. I think it was mutually beneficial.”

Namaste is a respectful greeting – and respect is an essential foundation for cultural dialogue. The Namaste project in teacher education brings that dialogue to the airwaves, with the research, writing, production and voices of 20 student teachers from Switzerland and India. Over 15 days in each country, the students collaborated on web radio programs. The students also visited classrooms, learned about the school systems, and spent time together touring distinctive sites in each country. The programs created by the 2017 cohort featured comparative research on teacher training, education, and cultural and social themes. Guided by professors from both institutions, five multicultural groups created several 30-minute programs blending the research themes, cultural observation and selected music. In Lausanne, the students even took on the challenge of a five-hour live broadcast in front of an HEP audience. Such collaborations require skill and thought to be put into both the medium and the message – resulting in a profound, transversal learning experience. A final note, with thanks to the Swiss Embassy in New Delhi and swissnex: the Namaste project, represented by organisers and two students (one Swiss, one Indian), was specially invited to follow and broadcast live a visit by Swiss President Doris Leuthard.

→ Listen and love it:
<https://soundcloud.com/radio-namaste/sets/radio-namaste-november-2017>



Interview

Jean Weidmann, Professor, HEIG-VD

New International HR Course: Emotional Intelligence is Top Mission

Dr. Jean Weidmann is a Professor of Human Resources Management at the HEIG-VD. Prior to this, he had a 20-year career as a human resources practitioner, living and working around the world with NGOs such as the United Nations, the WHO and UNESCO. He later consulted with large international organizations settling in Geneva, helping them to find a right balance of international and Swiss human resources practices. He spearheaded the launch of the Canton's first international course in human resources, which took place in Brazil in 2017.

This was the first international program in human resources – how was it implemented?

It was a long adventure. Back in 2015, swissnex Brazil – who were just super – arranged for Maxline Stettler, the DGES's Director of International Affairs, and myself to meet potential partners. We visited seven or eight universities between Rio and São Paulo. Some initial forays were unsuccessful, primarily for financial reasons. With one of the universities, Insper, we met with HR Professor Léni Hidalgo Nunes, who could really see the specific interest of this. We got caught up in the subject and we were able to take it to completion. It was really thanks to Ms. Hidalgo's strong motivation that they were convinced to invest in and support this project.

We had to be patient – it actually took about a year before we had a definitive yes. What followed then were lots of meetings by Skype to organize the program that we ultimately implemented in 2017. It was done rather Brazilian-style – up to the last minute we didn't know exactly what we would be doing. But that's part of the beauty of it.

Did your international professional background help you manage this difference in working styles?

Oh, definitely, for me it wasn't a problem at all. It was more of an issue for our students. As the trip approached, they were saying well, where are we going? What are we going to do? They're used to a higher degree of precision-planning and they, naturally, have this default expectation. And that's part of the experience! You could say their international, intercultural learning started before they got on the plane.

I don't want to give the impression though that it was completely unstructured. Not at all. The students did related coursework ahead of time, so they were familiar with the subject matter we would be covering. We also had the Swiss students prepare a presentation for their Brazilian peers, to share the Swiss context of HR and approaches with them.

Why was Brazil selected as a partner?

We had first thought of finding a partner in the US, but when we put out initial feelers, the response was mostly lukewarm. We wanted therefore to find a partner who would be interested in understanding the Swiss approach to HR, and who could in return expose our students to a truly different style. I know Brazil a bit and thought it would be a good choice. It has a huge economy that is ready for a boost in innovation. Their students could benefit from seeing the perspectives we've developed in Switzerland. And importantly, swissnex Brazil was launched at that time. swissnex is very important to the DGES international programs around the world, so this was a great opportunity. They were incredibly dynamic in giving us their support right from the start.

For 2018, the plan is once again a trip for Swiss students to Brazil. Will you also at some time be hosting Brazilian students here?

For now, it is a one-way program, but of course it would be very interesting to have Insper students come here some time down the road. However, something else that's interesting has come out of this. I just recently Skyped with Ms. Nunes and she told me that their engineering department – because it is also an engineering and business school – is interested in also doing an exchange program with us.

What unique knowledge did the students gain in this international course in Brazil?

The program is intercultural, but it also explores general human resources management more deeply. The students integrated what they learned more firmly because of the fact that this program was run as a practical experience within companies, not a theoretical classroom course.

The students were divided into Swiss-Brazilian sub-groups based on their areas of interest and then went onsite with large enterprises. And when I say large, I mean large.

One was the largest bank in South America; another was the largest beer producer worldwide. In companies with a hundred thousand employees, HR issues are complex. The students gained wide, international perspectives and knowledge in this real-life environment.

Switzerland and Brazil, we've learned, have many of the same challenges in HR, but different solutions. It provides a broad spectrum when you put them together.

What did the students from Switzerland and Brazil learn about culture and internationalism?

Intercultural learning was gained through what they experienced within the companies they worked within, but also by working in mixed-nationality teams – because they had very different ways of working. The Swiss students were surprised, for example, by how much talking and moving around a subject the Brazilians would generally do before reaching decisions; for their part, the Brazilians had trouble following the Swiss approach of saying ok, point one, point two, and so forth. Opposite approaches. It wasn't always easy, but they found ways to meld the two styles.

Can someone work in human resources today without intercultural training?

No. For me, absolutely not, even if you never leave your home country. The only small possibility would be if you only did HR administration, which is a type of HR that deals mainly with data, such as processing salaries. Our program is in human resources management, which requires a very high level of emotional intelligence, and therefore cultural intelligence and sensitivity. It touches on every part of the job from recruitment to conflict to performance management. If a human resources manager doesn't have cultural and emotional intelligence, they are failing in their primary mission.



Interview

Catherine Hirsch, Director, HEIG-VD

Establishing the Conditions for Lasting Collaborations

Catherine Hirsch is the Director of the School of Management and Engineering Vaud (HEIG-VD). She has participated in three DGES delegations: Singapore in 2013; Boston and Montreal in 2015; and San Francisco and Silicon Valley in 2017. For our international educational programs, these delegations are a vital step in which representatives of the DGES and the various Vaud universities meet with their counterparts at partner and potential partner universities. On these occasions – and when similar delegations from partners come to Switzerland – the formal parameters of collaborations are established and Memoranda of Understanding (MOU) are signed to ensure their long-term stability.

As Director of the HEIG-VD, what is your role in the development and implementation of international exchange programs for students?

I hold the global responsibility to develop national and international relations at the HEIG-VD, in accordance with one of the key missions of all Swiss Institutions of Higher Education. We need to create a framework that will firmly support international development and foster multiculturalism in education. Of course in addition to this broad framework, there are many players within the institutions who then bring the individual programs into being – professors and those responsible for international relations among others. These two elements together are equally necessary for designing and implementing collaborations that last.

What is the motivation for the Canton of Vaud and its Institutions of Higher Education to create this offering of international exchange programs?

The idea was to take what is unique to our Institutions of Higher Education – that is to say education that is highly applicable to the working world – and to solidify the international dimensions within that. Our institutions have never been closed in upon themselves, but in such an internationally interconnected world, we felt it was important to develop a framework to ensure that international opportunities be universally available to students and researchers in Vaud, as well as to offer what we have to our partners. We needed a means to raise our international profile and to create a platform for ongoing collaborations.

What typically takes place during the course of a delegation?

The three delegations that I participated in were led by the then-State Councillor and Head of the Department of Education, Youth and Culture. The group included members of the DGES and members of the direction of the Canton's

various universities and applied universities. It's important that there be strong cohesion and shared vision among the delegates as a team. In the course of a delegation, we meet with international partners to exchange on specific interests and seek common ground. We aim to establish the mutual goals of the collaboration and the means to reach them.

With the leadership of the DGES, we determine themes, goals and target locales. When there is enough response and momentum, visits and meetings are set up in the target region. We must maximize the use of our time, seeing as many people and institutions as possible, while of course prioritizing where the potential for a match is highest. Onsite, we receive essential support from the swissnex outposts, who help us to establish contacts and work alongside us in many ways to ensure success.

We focus on themes that most touch our pedagogic and research objectives: internationalization and intercultural understanding; the evolution of policies around higher learning; innovation, entrepreneurship and creativity; multidisciplinary collaboration; and digitalization.

In individual exchange programs, excellent working relationships among partnering professors help foster ongoing success. How does this fit with the formal relations established at the directorship and cantonal level?

When a delegation is led by the Canton's Minister of Education and other high-level delegates, it signals that we are serious and have support from the top. This opens the lines and then the signature of a MOU sets the parameters of reciprocity and engagement. Some countries also expect this level of protocol so it would not be possible without it.

There is a strong complementarity between the formal and informal relations with our partners. The formal part – delegations and written agreements – officially establishes the program and sets the framework for it. But after that, for it to function, like any educational program, good teamwork is essential.

What impact do international projects have on the relationships between the various Institutions of Higher Education in Vaud?

Working together on these projects, including in delegations, we have the chance to discuss our common challenges and goals. We know and understand each other better and create stronger ties. The six HES [Universities of Applied Sciences and Arts] in Vaud are firmly united. On top of that, we are seeing unique collaborations with other cantonal institutions, UNIL and HEPL, with whom we had less contact previously.

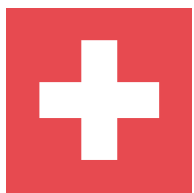
Our stronger relationships have led to real outcomes outside of the project of internationalization. An example is a collaboration that we at HEIG-VD have with HESAV for an engineering/health platform. This research initiative brings together our multidisciplinary skills to develop technological tools for health applications.

For students, what is the added value when programs like these are supported by a canton, compared to other means of gaining international experience?

It is one of our Canton's missions to offer education that includes international skills. Our students must be able to work within a professional environment that is increasingly multicultural and international. The specific, attentive and supportive manner that Vaud does this differentiates us in that a greater proportion of our students have this opportunity. Yes, some students also take more conventional exchange programs, but offering this at a cantonal level sets the tone and signals the importance of internationalism to Vaud. It shows that we think globally, beyond Switzerland and Europe. It says that we want to build a workforce for our Canton that has these competencies. It shows that we believe it is important to receive international students and researchers into our schools, share our knowledge and benefit from theirs. It promotes the values of international and intercultural skills universally within our Canton.







Lausanne
Renens
Yverdon-les-Bains



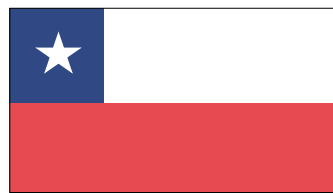
Adelaide



Nova Friburgo
Rio de Janeiro
Sao Paulo



Montreal
Vancouver



Santiago

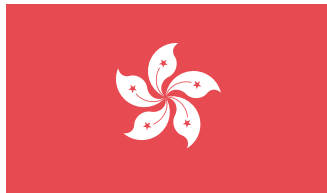


Beijing
Guangzhou
Shandong

Shanghai
Shenzhen
Wuxi



La Havana

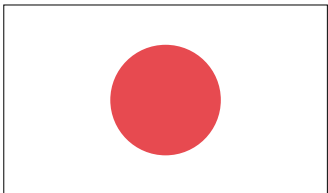


Hong Kong



Bangalore
Coimbatore
Jaipur
Kochi

Mangalore
Santiniketan
Surathkal



Ashikaga
Jōetsu
Tokyo



Singapore



Seoul



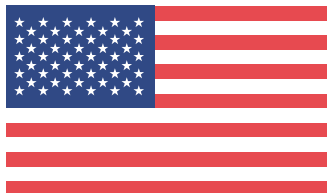
Stellenbosch



Spain



Chiang Mai



Boston
Los Angeles
New York

San Diego
San Francisco

Department of Education Youth and Culture Board of Higher Education