

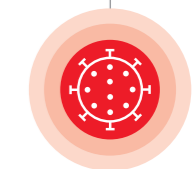
2021 REPORT OF INTERNATIONAL ACTIVITIES IN EDUCATION & RESEARCH

The year we
stayed closer

“Real change, enduring change,
happens one step at a time.”

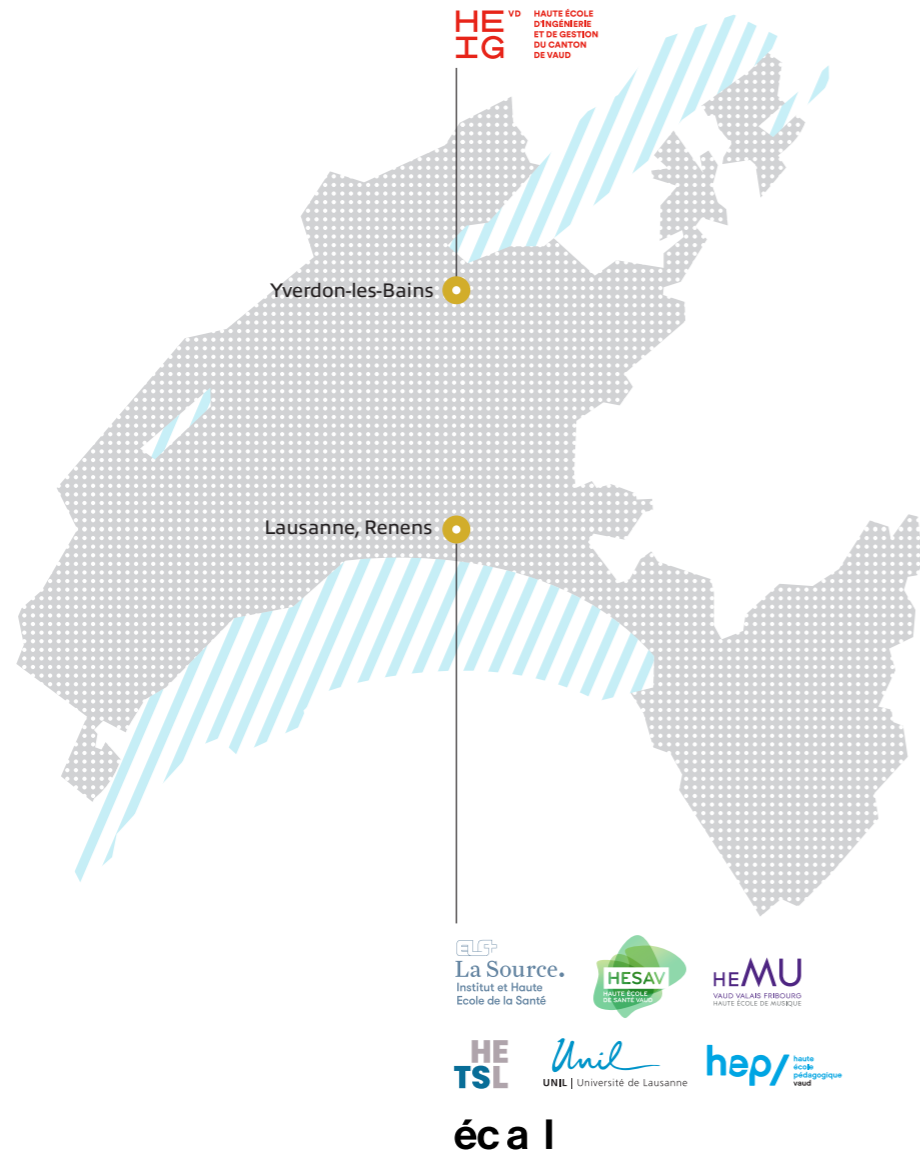
R. Bader Ginsburg

Evolution of DGES international programs 2007-2021



Impact of COVID-19

Vaud Institutions of Higher Education



Lausanne, Switzerland

- La Source, School of Nursing Sciences
- Vaud University of Health (HESAV)
- Haute Ecole de Musique Vaud Valais Fribourg (HEMU)
- University of Social Work and Health Lausanne (HETSL)
- University of Lausanne (UNIL)
- University of Teacher Education (HEP Vaud)

Renens, Switzerland

- ECAL/University of Art and Design Lausanne

Yverdon-les-Bains, Switzerland

- School of Management and Engineering Vaud (HEIG-VD)

Table of Contents

Evolution of DGES international programs 2007-2021	1
Vaud Institutions of Higher Education	2
Table of Contents	3
Message from Cesla Amarelle	4
Message from Chantal Ostorero	6
Global presence, 2021 Europe-based programs	8
Healthcare, online	10
Nursing, online	11
Education, online	12
Nursing & Physiotherapy, Lausanne & Geneva, Switzerland	13
Industrial design, Hyères, France	14
Industrial design, Bordeaux, France	15
Visual communication, media and interaction design, Milan, Italy	16
Teacher education, Zurich, Switzerland	17
Visual communication, media and interaction design, Namur, Belgium	18
Photography, Paris, France	19
Yesterday, today and tomorrow	20
The Swissnex partnership	22
(Inter)national Innovation Management	24
Interprofessional. Immersive. IMCO in Switzerland	26
Lessons from a local COVID vaccination site	28
Switzerland's "best bootcamp"	30
CHIC: A game-changer	32
Editorial information	36

Message from Cesla Amarelle

DGES programs adapt, yet the value of intercultural learning remains at heart

Now, more than ever, we need to be connected with others, here and afar, to host students from around the world and enable those studying in Vaud Institutions of Higher Education to enjoy the fundamental experience of student exchanges. Switzerland must not be isolated in the heart of a Europe that is connected among its member states: our country must instead proliferate invaluable linkages with European countries – while continuing to strengthen its ties beyond Europe.

While 2021 saw an abrupt halt to negotiations around the framework agreement that should have created new links between Switzerland and Europe – effectively relegating Switzerland to the status of non-associated third country in the Horizon Europe program – it was also the year in which the network of Swiss Institutions of Higher Education and their partners mobilized to ensure that scholarly and scientific research would not be held hostage by unfortunate political decisions. The higher education community will continue its efforts to ensure that the Swiss researchers may soon be brought completely back into the fold of Horizon Europe, efforts in which I actively participate with conviction.

To return to the subject of student exchanges that were able to take place in 2021 thanks to the DGES International Affairs Division, I'd like to highlight that many showed a particular resourcefulness, favouring connections closer to home. For example, the Vaud University of Teacher Education (HEP Vaud) offered its students the opportunity to experience another "elsewhere", in the diverse language regions of our country. This experience will certainly one day help these future teachers organize linguistic exchanges for their classes – something that in turn will promote better cohesion and mutual

understanding, greatly needed within the country! Other programs that took place with our closest neighbours enabled these connections to progressively grow in form and sense despite our still being constrained by the pressures of the pandemic. It is important to underline that these trips were done by train, which has become the clear choice for destinations where it is possible to go in just a few hours on European soil. Sustainability is now an integral part of the planning in the context of international exchanges.

I would like, finally, to commend the tenacity of the students during this year 2021. Some among them had suffered by being deprived of daily human interaction, and in some cases living in economic precarity combined with psychological fragility. On top of that, distance learning – admirably established by the Institutions of Higher Education while nonetheless not replacing all the dimensions of in-person learning – had installed a sort of digital fatigue. In this context, the exchanges that were able to take place were like welcome breaths of fresh air. This can also be said of the practice-based portions of some programs or, for those in healthcare fields, the opportunity to participate in the COVID testing and vaccination measures. Putting the human back to the core, taking the time to rekindle connections with those near and farther away – these lessons, seen so clearly in 2021, are something we all need.

May we consolidate all these elements: intensified links with Europe and beyond; intercultural understanding within our country and globally; preservation of our planet; and respect for the human dimension in all our projects. This is my hope for the future of the International Affairs Division within my Department.



Cesla Amarelle,
State Councilor,
Head of the Department
of Education, Youth
and Culture,
Canton of Vaud

Cesla Amarelle,
Conseillère d'état,
Cheffe du Département de
la formation, de la jeunesse
et de la culture,
Canton de Vaud

Message de Cesla Amarelle

Les programmes DGES s'adaptent, mais la valeur de l'interculturel reste essentielle

Nous avons plus que jamais besoin d'être en lien avec nos semblables, ici et ailleurs, d'accueillir des étudiantes et étudiants du monde entier et de permettre à celles et ceux qui étudient dans les hautes écoles vaudoises de faire cette expérience fondatrice de l'échange. La Suisse ne doit pas être isolée au cœur d'une Europe connectée entre ses membres: elle doit plutôt multiplier les liens précieux avec les pays européens – tout en intensifiant ses liens au-delà de l'Europe. Si 2021 a été l'année de l'interruption brusque des négociations de l'accord-cadre qui devait régir les nouveaux liens entre la Suisse et l'Europe – ayant pour conséquence la relégation de la Suisse à l'état de pays tiers non-associé au programme Horizon Europe – elle a aussi été l'année durant laquelle le réseau des hautes écoles helvétiques et de leurs partenaires s'est mobilisé pour que la recherche ne demeure pas l'otage de décisions politiques qu'elle déplore. La communauté des hautes écoles poursuit ses efforts pour que la Suisse de la recherche puisse être à nouveau pleinement associée à Horizon Europe dans un avenir proche, des efforts auxquels je participe avec conviction.

Pour revenir aux échanges qui ont pu voir le jour en 2021 grâce aux Affaires internationales de la DGES, j'aimerais souligner que certains témoignent d'une inventivité particulière, vers des liens de proximité. Par exemple, c'est à un autre « ailleurs » que la Haute école pédagogique du canton de Vaud a convié ses étudiantes et étudiants, dans les diverses régions linguistiques de notre pays. Ceci facilitera certainement la mise en place d'échanges linguistiques des classes de ces enseignantes et enseignants lorsqu'ils seront en poste – favorisant ainsi une meilleure cohésion nationale et l'intercompréhension si nécessaire en Suisse ! D'autres programmes, qui ont eu lieu dans la proximité de nos

voisins directs, ont permis que ces liens reprennent progressivement forme et sens alors que nous étions encore soumis aux pressions de la pandémie. Il importe de souligner que les trajets impliqués par ces voyages ont été effectués en train, ce qui devient une évidence pour les destinations atteignables en quelques heures sur sol européen. La durabilité fait aussi désormais partie intégrante des réflexions dans le cadre des échanges internationaux.

J'aimerais enfin saluer la ténacité des étudiants et étudiantes durant toute cette année 2021. Parmi elles et eux, certains ont souffert d'être privés d'échanges au quotidien, et de vivre parfois dans une précarité économique doublée de fragilités psychologiques. De plus, les cours à distance – établis avec brio par les hautes écoles mais qui ne remplacent tout de même pas l'enseignement présentiel dans toutes ses dimensions – ont pu instaurer une forme de fatigue numérique. Dans ce contexte, les échanges qui ont eu lieu ont été reçus comme des bulles d'air bienvenues, tout comme les parties pratiques de certains cours ou l'implication dans les renforts Covid des institutions socio-sanitaires pour les personnes du domaine santé-social. Replacer l'humain au centre, prendre le temps de renouer des liens avec son environnement proche et aussi plus lointain – ces enseignements, rendus vibrants en 2021, auront été nécessaires pour nous toutes et tous.

Que nous puissions conjuguer l'intensification des liens européens et extra-européens, la compréhension interculturelle à l'échelle de notre pays et à l'échelle mondiale, la préservation de notre planète et le respect de la dimension humaine dans tous nos projets – voici mon vœu pour le futur des Affaires internationales au sein de mon Département.

Message from Chantal Ostorero

International education: For the students first – always

We are living in an intense time – rich in events, challenges and adversities. 2021 may be considered the year after the first pandemic shock, which turned the world upside down and forced unprecedented experiences upon us, such as the semi-confinement in Switzerland or heavy social restrictions. Yet 2021 is not only the “year after”, but also the one in which every one of us had to demonstrate a great capacity for adaptation, constantly seeking solutions – to avoid becoming closed in on oneself. The exchanges that were able to take place with the support of the International Affairs Division of the DGES were designed with geographic proximity in mind, either internal to Switzerland or with nearby countries (France, Italy, Belgium). It was about breaking the limits of distance learning during a time when studies were primarily done online throughout the year, to make connections and discuss in the three-dimensional, real world. The students who took part, as well as the professors and professionals who accompanied them, are living proof of the relevance and the importance of these exchanges.

Openness to others is part of the DGES International Affairs Division’s DNA. While being limited geographically by exceptional circumstances, this openness remains alive in future projects to further destinations, ones providing more marked cultural contrasts. For many students who come to our Institutions of Higher Education, the international dimension is among their goals – see, for example the interview with Dorina Zyberi on page 28 of this report. Within every international exchange experience there is a wish, a preparation and a life experience that enables the development of numerous soft skills – intercultural understanding, the affirmation of oneself through a professional project, sometimes even negotiation: all precious life skills!

I’d like to thank Maxline Stettler most sincerely for all the energy she poured into the implementation of the international programs since they were first initiated at the DGES – in 2022 she will take a deeply deserved early retirement. Ms. Stettler always knew just the way to launch and establish rich programs with the Canton’s Institutions of Higher Education, while in parallel building and maintaining excellent relations with the Swissnex network around the world. This enabled the programs to shine and to spread further, both in the case of programs for students and research projects. She was always able to find the right path to establish truly inspiring partnerships – and on top of that, take carefully calculated risks despite the constraints that seriously impacted her work these last two years. Thank you dear Maxline Stettler, on behalf of the DGES and also from the institutions here and abroad! For you, my wish is that international experiences move from the professional to the private sphere and that you continue to explore them with joy – but we don’t doubt for a second that this will be the case.

After the essential halt in 2020, and the tempered return in 2021, it is now time to entertain new reflections in terms of International Affairs. This unusual situation, seen in a positive light, also lets us see which partnerships meet the challenge and what will be the optimal investment in the years to come. We look forward to continuing this mission – for the students of this Canton: for their open-mindedness, for their curiosity. This way of thinking aims to make our interconnected world a place where exchange and interaction are constructive, where humans, all of us, collaborate with mutual understanding.



Chantal Ostorero,
Director General,
Board of Higher Education,
Canton of Vaud

Chantal Ostorero,
Directrice générale de
l’enseignement supérieur,
Canton de Vaud

Message de Chantal Ostorero

L’éducation internationale: Pour les étudiantes et étudiants avant tout – toujours

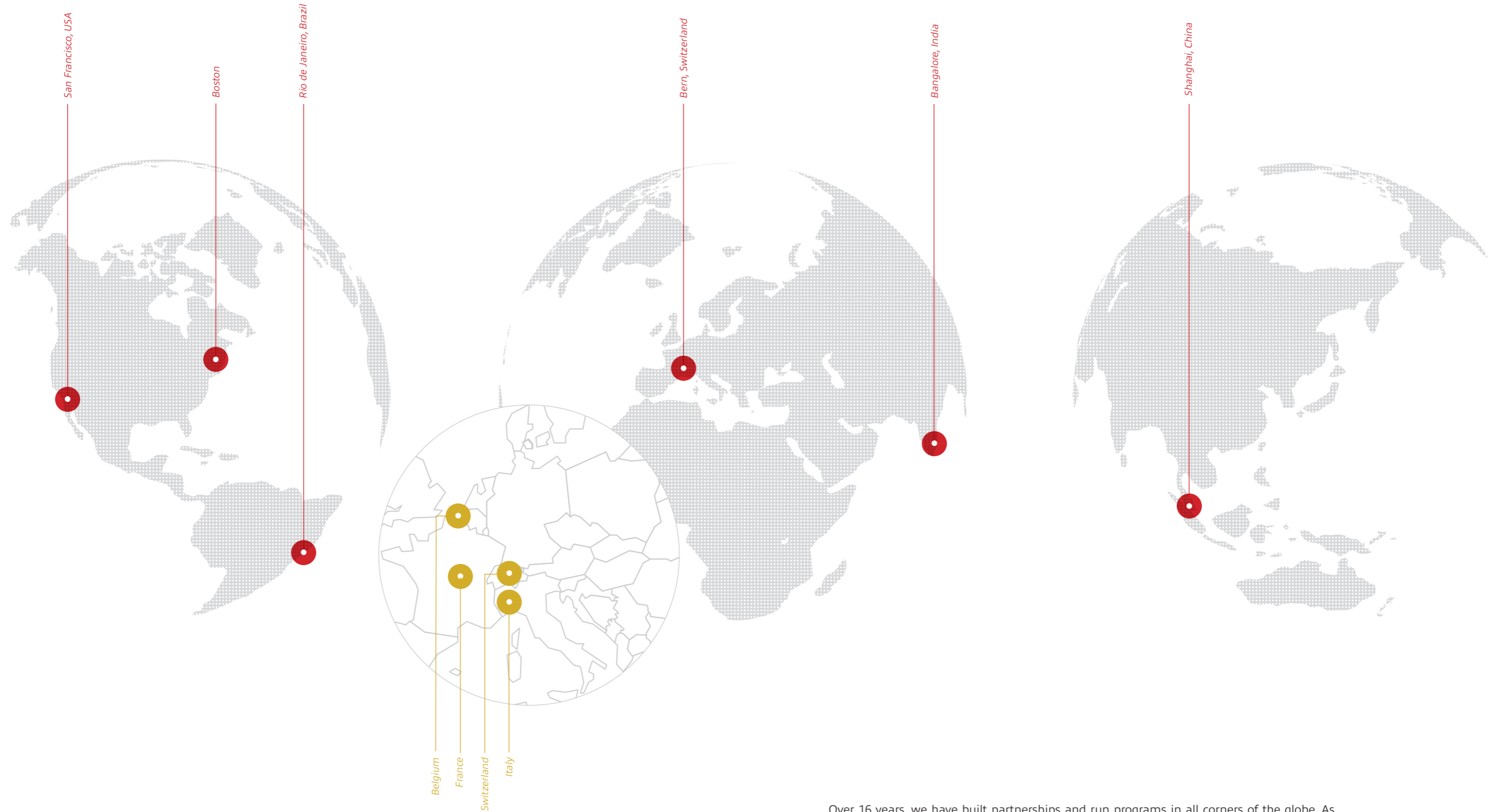
Nous vivons une époque intense – riche en événements, défis et adversités. 2021 peut être considérée comme l’année d’après le premier choc pandémique, qui a bouleversé le monde entier et nous a fait traverser des expériences inédites, comme celle du semi-confinement en Suisse, ou de restrictions sociales fortes. 2021 n’est pas seulement cette « année d’après », mais aussi celle où chacune et chacun a dû faire preuve d’une grande capacité d’adaptation et de recherche constante de solutions – pour éviter le repli sur soi. Les échanges qui ont pu avoir lieu grâce au soutien des Affaires internationales de la DGES se sont construits dans une proximité territoriale, qu’elle soit interne à la Suisse ou qu’elle touche aux pays à proximité. (France, Italie, Belgique). Il s’agissait de dépasser les limites du « distanciel » des formations majoritairement données en ligne durant cette année, afin de tisser des liens et des discussions en trois dimensions dans le monde réel. Les étudiantes et étudiants qui en ont fait l’expérience, ainsi que les personnes qui les ont encadrés, ont pu éprouver toute la pertinence et l’importance de ces échanges.

L’ouverture à l’autre fait partie de l’ADN des Affaires internationales à la DGES. Restreinte dans un rayon local par des circonstances exceptionnelles, elle demeure vivace dans les projets futurs visant des destinations plus lointaines, à la rencontre de contrastes culturels plus marqués. La dimension internationale fait partie des aspirations de nombreux étudiants et étudiantes qui se lancent dans une formation en haute école – en témoigne l’entretien avec Dorina Zyberi inclus dans ce rapport (page 28). Toute expérience d’échange international se désire, se prépare, se vit et permet de développer des soft skills nombreuses – la compréhension interculturelle, l’affirmation de soi par un projet professionnel, parfois même la négociation : des compétences précieuses pour la vie!

Pour toute l’énergie qu’elle a engagée dans la mise en place des programmes internationaux depuis leur création au sein de la DGES, j’aimerais remercier vivement Madame Maxline Stettler – qui prendra en 2022 une retraite anticipée et méritée. Madame Stettler a su susciter et établir des projets passionnants avec les hautes écoles vaudoises, tout en entretenant d’excellentes relations avec le réseau swissnex à travers le monde afin de faire résonner ces projets, qu’ils impliquent des étudiantes et étudiants ou des chercheuses et chercheurs. Elle a su trouver les bonnes voies pour atteindre des partenaires passionnants à travers le monde – et également prendre des risques mesurés malgré les contraintes qui ont sérieusement impacté son travail ces deux dernières années. Merci, chère Maxline Stettler, également au nom de tous nos partenaires des hautes écoles, vaudois et internationaux, et de la DGES! Que l’international soit pour vous désormais un champ plus personnel que professionnel que vous continuerez à explorer avec joie – nous n’en doutons pas une seule seconde.

Après un temps d’arrêt en 2020, puis de reprise relative en 2021, place à de nouvelles réflexions en termes d’Affaires internationales. Cette temporalité particulière, vue de manière positive, permet aussi de constater quels sont les partenariats qui résistent à l’épreuve et qu’il sera essentiel de nourrir dans les années à venir. Nous nous réjouissons de poursuivre cette mission – pour les étudiantes et étudiants vaudois, leur esprit d’ouverture et de curiosité, un esprit qui vise à faire de notre monde globalisé un espace d’échanges constructifs, où les êtres humains collaborent en bonne intelligence.

Global presence, 2021 Europe-based programs



- Locations of 2021 programs
- Swissnex locations

Over 16 years, we have built partnerships and run programs in all corners of the globe. As demonstrated here, Swissnex outposts have been highly instrumental in connecting us with our partners around the world.

Our 2021 programs all took place in Europe. Read about these adapted programs in the following pages.

Digitalizing healthcare

March 18th – July 7th 2021
ONLINE



The concept: A series of three online seminars focused on how artificial intelligence and virtual reality are driving innovation in healthcare.

Healthcare of the future: The first conference covered the topic of artificial intelligence and its applications in healthcare while the second explored the rise of augmented and virtual reality technology in medical training, pain management and memory care. The third examined the Medtech ecosystem and the future of this rapidly developing field.

Tapping professional expertise: Students were able to tap into the expertise of a broad range of academic and industry AI leaders including Ignacio Fuentes Ribas, Director of the Jameel Clinic, and Adam Yala, at MIT CSAIL. Yan Fossat of Klick Labs and Brandon Birchhead of the Immersive Psychiatry podcast covered the uses of immersive technologies in the health sector while Patrick Anquetil, CEO of Portal Instruments and Mary Ann Picard of Massachusetts Medical Device Development Center focused on the revolution in modern medical devices.

Online is everywhere: The online format enabled a truly international window and gave Swiss students the opportunity to meet professionals and innovators in cutting-edge healthcare fields. They shared their reflections and challenges in a learning environment. The students discovered just how innovations and trends in these fields are rapidly and constantly evolving.

Pilot project, outcomes: Swissnex Boston/New York and HESAV started this series of 3 conferences as a pilot project. The format opens access to a series of high-level healthcare innovation seminars in English. Online, participation is not limited, the carbon footprint is low and risks posed by COVID are avoided. By collaborating with Swissnex, HESAV connected with partners active in the region, a link which otherwise might have been harder to establish.

Years running: 1

Field:
Healthcare

Partner institutions:
Vaud University of Health (HESAV),
Lausanne, Switzerland

Swissnex Boston/New York, USA

Students, professors
and external participants

– 150 –



Nursing and disaster care during the pandemic

March 24th & June 19th 2021
ONLINE



The concept: Two online conferences bringing together students from Japan, Sweden and Switzerland to explore similarities and differences in the political, cultural and health management of the COVID-19 pandemic, as well as its impact on their studies.

Longtime collaboration: The Japanese Red Cross College of Nursing in Tokyo has enjoyed a formal partnership with the Swedish Red Cross University College in Huddinge since 2008 and a similar one with Lausanne's University of Health, La Source since 2014. Among other collaborations, these partnerships enable exchanges where selected students spend time in the partner country, participating in classes and work experiences for a cultural immersion to complement their nursing education. The pandemic interfered with the exchanges, but in 2021, it opened an opportunity for this different means of common reflections, keeping the linkages alive.

Student life in the pandemic – similarities: In speaking of daily life during the pandemic, students from the three countries had some similar experiences: Distance education, family confinement and limited contact with friends.

An East-West distinction: A key difference was the role of students in care. Japan chose to keep students away from the frontlines and not involve them in care. The two European schools, however, took a different approach. The La Source students who participated in the online exchange actively contributed to patient care as part of their internships or by helping as reinforcements to COVID responses, such as at testing and vaccination sites. In Sweden, the students also actively assisted, notably by providing home-based care for the elderly and others at risk or unable to go out.

"These exchanges by web, unexpectedly, brought us closer to the Japanese students. They were frustrated and worried to have not been able to do internships during the COVID period; we were preoccupied with having provided care in the context of COVID. But actually, we had the same worry: to not be well enough trained at the end of our studies. Yet within both our schools, everything was put in place to ensure our degrees reflect their full value."

Years running: 6

Field:
Healthcare

Partner institutions:
University of Health, La Source
Lausanne, Switzerland

Japanese Red Cross College of
Nursing (JRCCN), Tokyo, Japan
Swedish Red Cross University
College, Huddinge, Sweden

Students from SWITZERLAND

– 15 –



Serious games – innovative learning anywhere

Mondays April 26th – June 7th, 2021
ONLINE



“The webinar series was extremely informative and engaging. Games at school is a topic we don’t really touch upon in our regular studies but may be very important in our future classes. The creation of our own games was the best aspect, as we all got to collaborate with our peers and create something unique.”

The concept: An international webinar series for future educators, exploring innovation and creativity in learning through the philosophy of learning with games.

Online mode: The original format envisaged for this program – which held its first edition in 2019 and was cancelled in 2020 – was a one-week program at HEP. This was replaced by seven 2 ½ hour seminars. An upside: more time available meant students had ample time to create a serious game at the end of the webinar.

Becoming Gamemakers: Students produced a serious game at the end of the webinar, challenged to match educational objective with game play. Games included escape, word and memory games, and "naval battle" to improve verb conjugation in French.

Game culture: Anecdotes shared by the students suggested contrasts in how games are used – or not – in education. From a country with a Soviet heritage, one student explained that games were poorly accepted; another student said that some practices seen as “new and innovative” were well-established in their Scandinavian country.

Special takeaways: Two themes stood out as particularly interesting for the student teachers: adapting games for students with special needs, firstly, and secondly, games aimed at teaching sustainable development. Both of these themes help support evolving cantonal priorities by promoting inclusiveness and sustainability through play.

Years running: 2

Field:
Teaching

Partner institutions:

University of Teacher Education (HEPL), Lausanne, Switzerland

Thurgau University of Teacher Education, Switzerland

University of Education of Freiburg, Germany

University College of South Denmark, Denmark

University of Hradec Králové, Czech Republic

University of Strasbourg, National institute of Teaching and Education, Germany

Inholland University of Applied Sciences, Netherlands

Christ University, Bangalore India

Students from SWITZERLAND

– 8 –

Students from PARTNER COUNTRY

– 16 –



The impact of migration on health: A global experience in health

June 7th – 16th, 2021

LAUSANNE AND GENEVA, SWITZERLAND



The concept: A short program with international refugee, migrant and health partners such as Doctors Without Borders, the International Committee of the Red Cross and the Swiss Organization for Aid to Refugees. Bringing “the world to Switzerland” during the pandemic, putting migrants at the heart of professional health practice.

Confronting crises in health: In the midst of the COVID pandemic, the theme of migration made it possible to gain world views while staying at home. Through the stories of migrants living in Switzerland and the study of health, health systems and crisis contexts in the migrants’ countries of origin, students were confronted with the often daily political, socio-economic and cultural realities that impact people’s health.

Student simulations: Students participated in a simulation exercise creating the experience of forced migration. They faced bombing, fighting and arriving in a refugee camp. In addition, some students accompanied home visit or birth preparation session with migrant women in the company of a midwife from the Panmilar Association and a community interpreter.

Complex, intertwined issues: Students became aware of the impact of social determinants on health and access to care: family support, literacy, employment, residence status, language skills, education and discrimination. They also explored the influence of structural determinants – health and asylum policies, crises and political instability – on health and healthcare.

“The discovery of the problems experienced by migrants allowed us to address essential themes that are not part of the academic year. We were able to question our own prejudices and open-mindedness towards cultures in a both international and cross-cultural contexts.”

Years running: 1

Fields:
Nursing and Physiotherapy

Institution:
Vaud University of Health (HESAV), Lausanne, Switzerland

Students from SWITZERLAND Professors from SWITZERLAND

– 9 –

– 8 –

External Participants

– 29 –



Hyères adventures, customizing a classic

June 23th - 27th 2021
HYÈRES, FRANCE



"The French design highlighted at the Villa Noailles of the Design Parade is different in numerous aspects from what our class presented through the semester work done at ECAL. This confrontation enabled us to break out of our Swiss comfort zone to defend our ideas."

The concept: A for-credit semester project to customize the 2CV Méhari Club Cassis's new electric version of the Citroën Méhari. The project culminated in an expedition to Hyères, where the class exhibited the fruits of their labour at the Design Parade Festival, with a side trip to the Méhari Club Cassis industrial production site.

A family's passion for a classic: Citroën's Méhari, produced from 1968 to 1988, is an icon that conjures up images of cross-country adventure with its light weight, modulable body and fully independent suspension. The 2CV Méhari Club Cassis was launched in the '80s by three brothers, sons of a Citroën dealer. They customize originals, sell spare parts and now manufacture. Their electric edition, EDEN, additionally responds to ecological awareness. A visit to the manufacturing site – where reeditions are brought to life from A to Z – was particularly impressive for the students.

Infinite possibilities: The ECAL students quickly found that, like Lego, the Méhari offers infinite possibilities for customization – just the thing for a budding industrial designer's imagination!

On with the show: The students developed their work through research booklets (synthesis, inspiration, sketches, etc.) and preliminary models/prototypes. The ultimate goal was a working prototype to show at the Hyères Festival. They delivered with real variety: A rowboat for a roof – why not? Plus, bluetooth-enabled speakers in the steering wheel; ingenious side or back racks for bikes and surfboards; a BBQ grill in the spare tire; a backrest that turns into a table... and so much more to impress the Hyères public.

Years running: 1

Field:
Industrial design

Institution:
ECAL/University of Art and Design Lausanne, Renens, Switzerland

Students from SWITZERLAND	Professors/professionals from SWITZERLAND
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– 28 – – 2 –



From landscapes to designsapes in Bordeaux

July 9th – July 15th, 2021
BORDEAUX, FRANCE



The concept: A scenography project titled "Real Facts" exploring the modern agricultural landscapes through the prism of design.

A design immersion: At the invitation of the Museum of Decorative Arts and Design of Bordeaux (MADD-Bordeaux), students gave shape to their observations of, and questions about, current agricultural landscapes, installing and then presenting their exhibition to local and international visitors.

Framing the farm: Students visited six farms in Vaud to familiarize themselves with different facets of current industrial agriculture. They then developed for the exhibition translating them into three dimensions in a tangible and practical way, allowing visitors to question the reality of today's agriculture – positive or negative.

Real Facts for students: A third of farmers are women; out of 500 varieties of tomatoes, the most consumed, and therefore cultivated, is the "round"; agriculture is the world's 2nd largest market for service robots; in France, one in four fruits eaten is tropical; a mushroom doubles in size every 24 hours.

Onsite observations: The project as a whole was a real eye opener for the students. The visits to farms, reflections and debates on the modern agricultural landscape with professionals and professors, the solutions developed and the design and implementation of a public exhibition heightened student sharing and discovery.

"Nobody at ECAL is a rural specialist but what is interesting about agriculture is that everyone has a picture of it, and as a citizen has a certain point of view as to how farming should be conducted. However ultimately, most of the time, our understanding of what is actually happening on a farm is piecemeal or non-existent. Our students' exhibition brilliantly reflected this."

Years running: 1

Field:
Industrial design

Institution:
ECAL/University of Art and Design Lausanne, Renens, Switzerland

Students from SWITZERLAND	Professors from SWITZERLAND
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– 22 – – 2 –



Pronto! (Fantastic smartphones I)

September 5th – 10th, 2021
MILAN, ITALY



"It is extremely gratifying to be able to show our efforts and our work to an international audience. The experience of presenting my project during such an important event was very enriching and inspiring for my professional future."

The concept: With input and guidance from both professors and professionals in the field, students create an installation to exhibit during the 2021 Milan Furniture Fair (*Salone del Mobile*). Students present and interact with the public throughout the week-long fair.

Loop: Medium-message-medium: Over a semester, the students prepared an interactive exhibition of projects on the theme of smartphones. Smartphones and other digital devices are ubiquitous in all our lives, but for students of media and interaction design, they are both tool and canvas. The exhibition thus explored the questions we pose about ourselves and the use of this technology, while exploiting the technology as art.

Mythical Milano: In the world of design, Milan is nothing short of iconic. Taking part in this major exhibition recognizes the quality of the students' work, and gives them opportunities to immerse in cutting-edge movements and exchange with leading actors. It offered the students a window onto the social, cultural and economic stakes at play in the field. The experience showed them their place in the wider art and design scene and opened them to other aspects of contemporary culture, in a truly international setting.

Get your eyes off the screen: If the students had begun to question the value of physical events, the Milan fair put that to rest – they saw that even as digital visual artists, finding their place includes live, human interaction.

Years running: 2

Field:

Visual communication, media and interaction design

Institution:

ECAL/University of Art and Design Lausanne, Renens, Switzerland

Students from SWITZERLAND Professors from SWITZERLAND

– 22 – – 13 –



Let's get digital in Zurich

October 24th – 29th, 2021
ZURICH, SWITZERLAND



The concept: A project-based program between teacher education universities in Lausanne and Zurich. An exploration of digital tools for teaching where students develop, implement and analyze various digital methods for interdisciplinary lessons.

Röstigraben: In a country with four official languages, language learning – and language divides – are ubiquitous features of Swiss education. Offering future teachers enhanced familiarity with other Swiss language cultures only makes sense. As a new collaboration bridging French- and German-speaking Switzerland, this program helps examine the potential to strengthen as yet underdeveloped Swiss collaborations.

Digital teaching tools, limits and potential: The early months of the COVID health crisis, in the spring of 2020, highlighted shortcomings in the use of digital tools. This program helped explore ways to fill this gap in educational uses.

Ideas in digital action: A day at Zurich's Ideation Space allowed participants to rapidly design and prototype new digital projects. Visiting the innovative, digitally-focused OBS Private School was a revelation for the students: They were struck by the different ways teachers worked together, the impact of classroom architecture and space organization on learning opportunities for students, and the prolific use of technology in classrooms.

In perspective: The project-based nature of the course challenged students to think in different ways and the school visits around Zurich allowed them to observe new pedagogic approaches, broaden their horizons and be inspired by those programs.

"The visit to the OBS Private School was very impressive and it was rewarding to be able to talk to different actors and to learn what their perspectives are on innovation in education. They have provided us with different inspirations for our own work and I would definitely do it again."

Years running: 1

Field:

Teacher Education

Partner institutions:

University of Teacher Education (HEPL), Lausanne, Switzerland

Zurich University of Teacher Education (PH) Zurich, Switzerland

Students from LAUSANNE Students from ZURICH

– 4 – – 10 –

Professors from LAUSANNE Professors from ZURICH

– 1 – – 1 –



Namur calling (Fantastic smartphones II)

November 3th – November 7th 2021
NAMUR, BELGIUM



"My participation in the KIKK festival is a huge value add to my time at ECAL. The conferences and exhibitions were varied and rich in terms and we were able to meet people working in the same fields of research as us. The whole class was proud to present Fantastic Smartphones to the public. This trip has united the class and I am sure that this cohesion will be very useful for our last year of studies."

The concept: A short-term visit featuring workshops and an exhibition at the heart of Digital Europe where students explore the multiple aspects and elements of the creative fields.

An annual affair: Each year, the city of Namur hosts the KIKK festival, one of the biggest festivals in Europe at the crossroads of art, culture, science and technology. Students presented their Fantastic Smartphones installation developed earlier in the year and first showcased during Milan Design Week.

Onsite observation: Throughout the week, students took advantage of discussion panels, workshops, masterclasses and professional meetings that explored the international digital creative scene. In addition to hosting their exhibition and interacting with the audience in French and English, being plunged into this environment was a source of motivation and inspiration for the students.

Perspective: The participation and program of the KIKK festival – such a key event in the digital arts world – added dimensions to the students' perceptions of the field, the digital arts community, and their own career prospects.

Years running: 1

Field:

Visual communication,
media and interaction design

Institution:

ECAL/University of Art
and Design Lausanne,
Renens, Switzerland

Students from
SWITZERLAND

Professors from
SWITZERLAND

– 16 –

– 2 –



A Paris sojourn in photography

November 7th – November 14th 2021
PARIS, FRANCE



The concept: A short-term program for Master's level photography students, exploring the rich and diverse cultural life based around photography, this year in Paris.

An annual affair: Paris hosts the International Paris Photo Fair annually. This fair offers a broad scope in the world of art and photography, with its cutting-edge programming and the numerous international speakers making it an exchange platform unlike any other in Europe.

Visits: Along with the fair, the ECAL students followed a program of carefully selected visits to exhibitions, studios and events, including the European House of Photography and the iconic visual arts centre *Jeu de Paume*.

Perspectives from the pros: Students met professional artists and photographers established in Paris, including Phillipe Jarrigeon and Maxime Guyon, as well as Bruno Ceschel, editor and founder of Self-Publish Be Happy. At Galerie C, Swiss photographer Matthieu Gafsou personally presented his exhibition to them. These exchanges enabled students to enrich their network and discover the photography in specialities ranging from fashion to visual arts to practice documentary.

City of Light, helping light the way: Paris is known as one of the world's leading centres of rich and diverse cultural life. The art of photography is integrated into this well-deserved reputation. The ECAL students visited the "City of Light" at what is potentially a pivotal moment for them – as they prepare for graduation and plan how to build their professional careers.

"It was great for us to be able to make many new contacts and expand our creative network through the numerous events during this week, as well as gain so many new experiences which we can now adapt to our creative workflow. This trip definitely helped us grow together as a class and create an environment in which we feel safe to express ourselves creatively."

Years running: 5

Field:

Photography

Institution:

ECAL/University of Art
and Design Lausanne,
Renens, Switzerland

Students from
SWITZERLAND

Professors from
SWITZERLAND

– 25 –

– 2 –



DGES international programs: Yesterday, today and tomorrow

In the next pages, we share with you, in a series of articles, some reflections on these programs as they have been over the years, and what they mean for the DGES, partners, professors and students.

We begin our exploration with a look at the impact of collaboration with Swissnex – Switzerland's innovation and technology outposts around the world. We next have a pair of articles offering a taste of the creativity, challenges and outcomes in two of 2021's programs that were adapted for a Swiss-based experience. Our next article profiles a student who overcame the deception of missing out on our international programs by working at COVID centres – and drawing invaluable learning from that experience. After that, we look at a Design Sprint program for students of Vaud's institutions of higher education. The program offers a deep-dive into innovation and entrepreneurship, teaching which is also part of the DGES's mandate. Finally, we learn what an international innovation experience has meant to alumni of the China Hardware Innovation Camp. With a foreword from the program's organizer Dr. Marc Laperrouza, we hear – in their own words – from students representing every year of the program's run, from 2014 to 2020, about the deep impact it had on their careers and their lives.

So read on, journey through the years, and enjoy!

The Swissnex partnership: Building enduring innovative skills in students

Gioia Deucher has just completed her nearly decade-long leadership at Swissnex, having been CEO of the Swissnex offices in Brazil and San Francisco. There was, she reflects, a special value to the partnership with the Canton of Vaud, notably for the students who had the opportunity to attend the programs.



Gioia Deucher,
Former CEO
Swissnex San Francisco
Swissnex Brazil

The projects done in partnership with the DGES have varied from scientific field research to collaborative medical work to art projects. This variety of programs made it a great fit for Swissnex, aligning with its philosophy and broad range of offerings.

Gioia explains: "The educational partnership program is special, particularly for how interdisciplinary it has been. From oenology, to arts, to business, to science – there have been a wide variety of opportunities for students from Vaud to come get some hands-on experiences in a global setting. The Canton of Vaud program is, as far as I know, a unique offering in Switzerland. No other canton has a program as diverse as this one is. And they should. It's an incredibly valuable experience for Swiss students."

One example, from her time in Brazil, was a 2-week photography class in 2015 bringing together ECAL/University of Art

The Canton of Vaud program is, as far as I know, a unique offering in Switzerland. No other canton has a program as diverse as this one is. And they should. It's an incredibly valuable experience for Swiss students.

and Design Lausanne students with partners from a local art school in Rio de Janeiro. Focusing on local plant life, the project culminated in an exhibition curated by a Swissnex staff member. The Vaud

students interacted with local people, photographed entirely different flora from what they would ever encounter in Switzerland and generally experienced the beauty of Brazil. Gioia says the project truly achieved Swissnex's goal for these endeavours – to

help expand the horizons of the students, while building their skill sets.

Of course, expanding horizons must, by definition, be challenging. One of the first Vaud-Swissnex partnerships entailed an oenology program in Brazil, where the language barrier presented quickly. The Brazilian students spoke Portuguese and almost no English. And while the Swiss students had some English, they lacked program-specific vocabulary. Yet, in their capstone team project, they found a way to work together. And that aptitude in finding the creativity they needed to work together is a skill that will serve them in whatever work they undertake.

While the pandemic shifted the model over the past two years, Swissnex was able to create virtual and hybrid programs in 2021 to support the students of Vaud. One example was the partnership with the Vaud University of Health (HESAV). The Boston and New York offices orchestrated a three-part series of conferences on innovations in health care, including how to incorporate augmented reality (AR) and virtual reality (VR) to improve medical training, and to support patient care for pain management and memory loss (see page 10).

What made the long-term partnership between the Canton and Swissnex work so well? Gioia points to the leadership and creativity of the Vaud DGES team, noting in particular Chantal Ostorero, Director General, Board of Higher Education, and Maxline Stettler, Director of International Affairs.

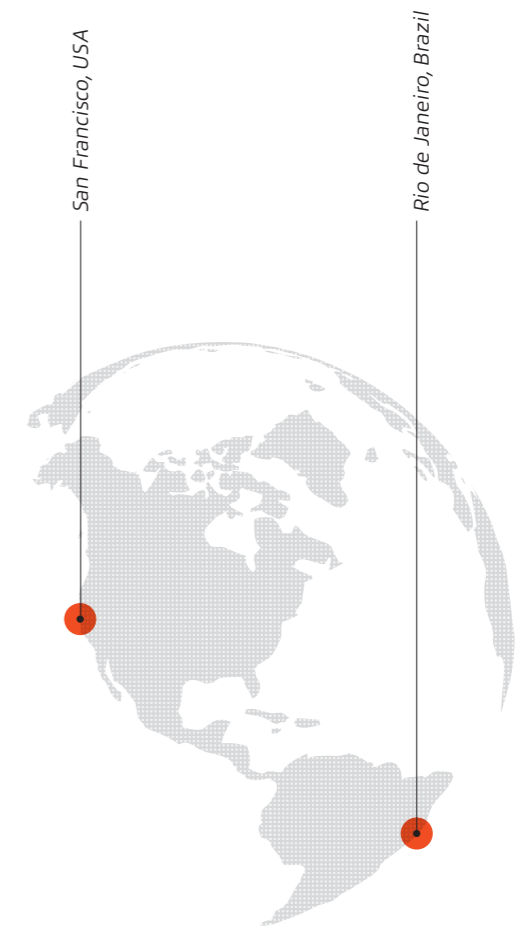
Their work, she says, provided the fertile ground of innovation that has been a central fabric in the program's design from the beginning.

Instead of one-size-fits-all, the DGES and Swissnex succeeded by openness and flexibility that enabled programs to take the shape that was right for them. "Any professor could dream up a program and pitch it to Maxline," says Gioia. "Some created single programs, while some faculty ran their program for years. The open-door policy created an incredible opportunity to offer something new and different for Swiss students. Maxline drove that innovation. She kept the ball rolling as the Vaud program expanded to more and more disciplines and locales. Chantal stood behind this and believed in the value of it to the Canton of Vaud. It took their voices and their vision to build what we have now."

Gioia added that it took great courage from the Canton of Vaud to invest in these programs, considering options must always be weighed carefully when it comes to public funds. But it's proven an immeasurably valuable experience for students, their institutions, the Canton and Swissnex.

"The model is one that I have always said that every canton should copy if they can," says Gioia. "It's such a global mindset, an incredible opportunity to engender cultural sensitivity no matter what discipline students are working in. The long-term value of these international programs is the elevation of the students' training and awareness, to go beyond their experiences in Switzerland. For students to just be somewhere new, it can awaken in them a bigger vision of what is possible."

While Gioia could not talk in detail about her next endeavour, it involves taking a similar model of innovation to a start-up that will build new work opportunities in a small mountain village. The space will use sports and nature to create team training and team building opportunities. The new company will be an important force in local job development, to help build a labor force beyond tourism.



Above:
Gioia Deucher was Swissnex CEO, first in Rio de Janeiro, then in San Francisco, for almost a decade

Below:
In 2015, ECAL students worked alongside Brazilian counterparts to explore and document some of the country's most wild and beautiful regions.

(Inter)national Innovation Management

It's right there in the title. International Innovation Management. This is the story of the program in a year when the International was not possible – and what happened instead.



Above:
Dr. Vincenzo Pallotta,
Professor of Innovation
and Entrepreneurship,
School of Management and
Engineering Vaud (HEIG-VD)



Below:
Safia Russell,
IIM 2021 participant

The International Innovation Management program is unique because it brings together an interdisciplinary group of about a dozen students and runs over the course of a full semester. Interdisciplinarity is key for a program designed to give students a hands-on taste of innovation and entrepreneurship, because that's how it happens in the real world.

In a typical year, they work with real startups to experience the research, prototyping, production and marketing phases that go into innovation, first in the classroom, then culminating with a 2-week innovation trip to San Francisco. San Francisco is not only home to a key Swissnex location, but it is of course known as a hotbed of innovation. That makes it the perfect place to see innovation in all its stages and then get a real taste of the pressure of pitching to potential investors.

In 2020, the program was one of the few DGES-supported international programs that could take place in February, just before COVID put a major pause on all global travel. In 2021, they weren't so lucky.

Safia Russell was in her final year of a Management Degree at the School of Management and Engineering Vaud (HEIG-VD). "I really wanted to take this course as a final-year option since it was one that would give me a high level of multicultural experience," she says. "I also liked that it combined a regular semester and the trip at the end – it's a more interesting model than most courses."

Ms. Russell says that the focus on internationalism, generally, puts HES students at an advantage for their careers and life. But this course was a particular draw for her. She was so motivated to participate in the competitive program that she capped her application with a video, even with the full knowledge that trip abroad might not happen.

"Of course we were disappointed," she says. "But the class was in English, which I love. And it was a great team – I think despite missing out on the trip, we learned a lot about innovation, especially the marketing in the final phase."

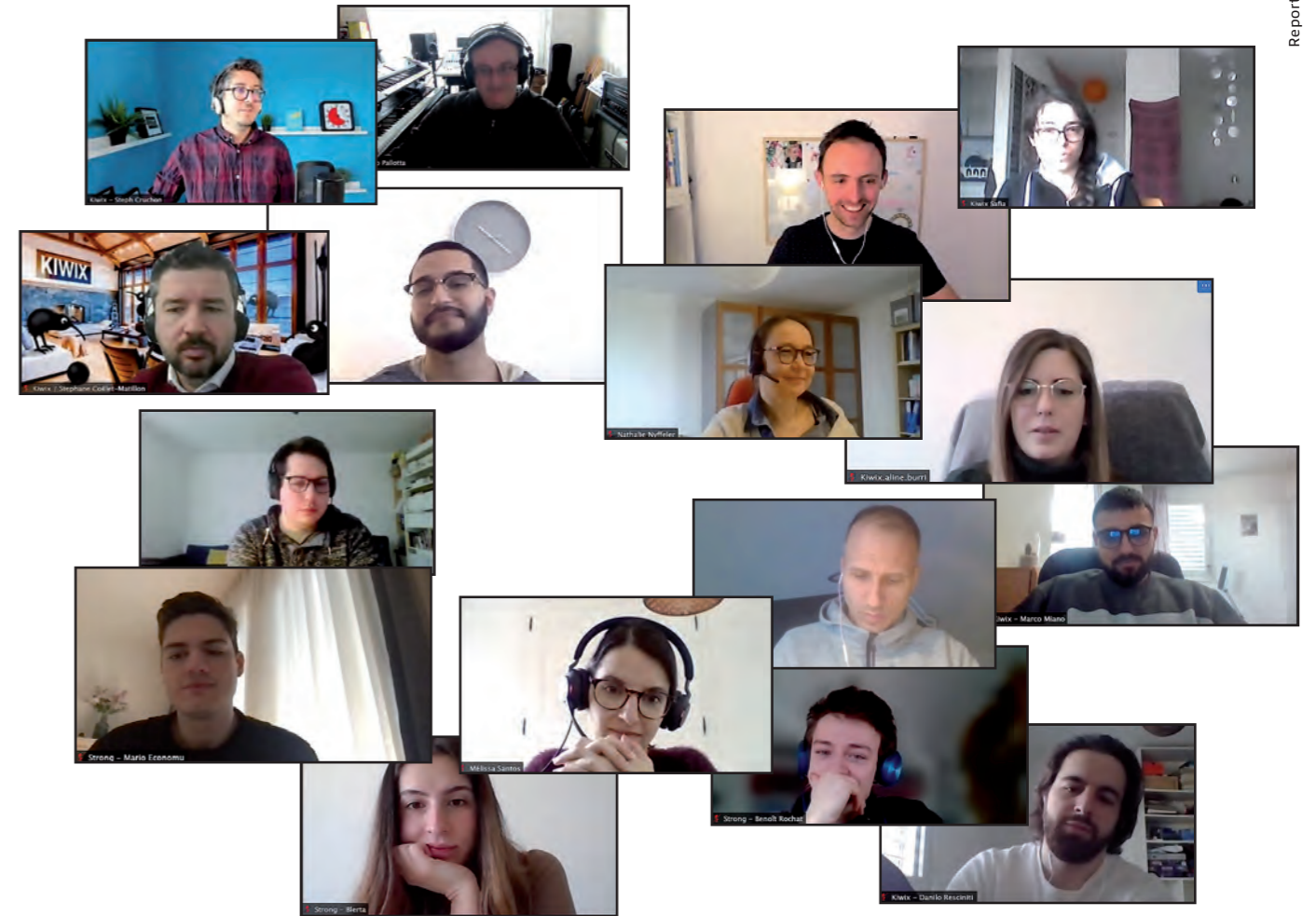
The 2021 students worked with two startups in the education technology field. "Knowing quite early in the semester that the trip would likely not be happening, we decided to replace the experience with a Design Sprint," says Dr. Vincenzo Pallotta, an HES Professor at the HEIG-VD who has organized the program since its early days.

"We wanted to keep the class as unchanged as possible, to find something compliant with the goal of the projects for the startups," he explains. "That is to say, something that would meet the spirit and objectives of the class and help the local startups. In a usual year, they help the startups to find their market in the United States, testing the hypothesis for internationalization."

A Design Sprint is a system intended to accelerate the process of design, prototyping and testing of a product or strategy in just five days. It was first developed by Jake Knapp and UX specialists at Google Ventures, and has been successfully used by disruptive startups, Fortune 500 companies and everything in between.

Ms. Russell, who is now studying at the University of Lausanne with an eye on a law degree, says that while a Design Sprint can't fully replace the diverse two weeks normally spent in San Francisco, she was able to pull many positives from the experience. "It was a cool way to learn, it optimizes the process of innovation because everyone brings different ideas. It was interesting to focus on these EduTech startups... I think we helped the companies."

More pragmatically she adds: "The Design Sprint experience is something on the



Gallery of students in the online Design Sprint

C.V. too. We choose our courses based on our interests, but of course we must also think about our professional futures. I think innovation is an important skill to have these days."

Dr. Pallotta notes, however, that the Design Sprint had one big drawback: "It had to be held online. And the students had had already to do so much work online that they were tired. It was intense, serious. You know, they didn't have those moments of fun that are important for things to gel in a Design Sprint."

This "fun" is also a key factor in the traditional study trips to San Francisco. "Informal exchange and networking are necessary to being innovative and entrepreneurial. You need to build trust with your partners," says Dr. Pallotta. "And that's something that the Americans understood very well, because they always organize events where the people can meet and they can build trust."

And what about the future?

"Over the years, this course has had so much success in terms of student feedback and the impact we've had for the startups. The students really learn that innovation is not just having a bright idea, but about helping startups in creating true value for their customers. The course will continue but I can't say for the trip, even though it's hard to replicate the experience of taking a startup to a different market. To be more economical and ecological, we may do a trip to somewhere in Europe, or in Switzerland, as we did in the 2022 term. But much depends on responses at the school administration and cantonal level."

– Dr. Vincenzo Pallotta

Interprofessional. Immersive. IMCO in Switzerland.

They were determined not to be sidelined again. Organizers of the IMCO community immersion program for healthcare professions reflected on the key benefits of the program to see if they could ensure that these would not be lost should 2021 prove challenging for international travel. They found their solution close to home. Interview with Madeleine Baumann, Dean of International Affairs, La Source, School of Nursing Sciences.



Madeleine Baumann,
Dean of International
Affairs, La Source, School of
Nursing Sciences

Q. Please set the stage for us – how did 2020 impact your starting point for 2021?

A. IMCO is a community immersion program led by the Faculty of biology and medicine of the University of Lausanne. A special option of this module brings together students in nursing and medicine to work on a joint research project, constituting the Bachelor's thesis. It was done in India or China, where we had partners to host students. But in March 2020, of course, we realized we would not be able to send the students abroad. And this meant that teams could not complete their projects as intended: some dropped out completely and others did simple literature reviews. There'd be no point in doing IMCO if that's the way it would be – a new approach was critical to the program's survival.

Q. So what was your action-plan for 2021?

A. We began by thinking through what would be best for the students, how to adjust the project while preserving its pedagogic value and training objectives. We also wanted to offer an experience different from regular courses, encompassing mobility. But we didn't want to do an "IMCO-light". We wanted something value-adding, whatever the status with the pandemic.

We determined that the key values of the project were to gain experience in collaborating in research, interdisciplinarity and, lastly, immersion in a very different environment, with a different population. The first two could be achieved anywhere, and the latter,

we determined, could be achieved – in an adapted way – within our borders.

We found three locations in Switzerland where the students could go for their research. The idea was to focus on places where the environment and community was relevant to the questions of care being investigated, and where the students would be taken out of their usual comfort zones.

Q. Where were these sites?

A. The first site was in the Canton of Vaud, within the Saint-Loup deaconess community, in Pompaples. What better than to immerse in a community that is local, unique and not well-known? The second was within a health centre run by *Médecins du Monde* in La Chaux-de-Fonds. This community health centre supports the health needs of asylum seekers. And the third location was in the Canton of Ticino, where the team interrogated healthcare providers in the Italian-speaking region on their approach to gender health.

Q. How did the students feel about the altered program, the fact that it was "less exotic" than in previous years?

A. They understood that the usual format simply wasn't possible. However, it is of course disappointing to not be able to have an international experience. There were a lot fewer candidates this year, definitely. But what we found was that, even though fewer students applied, the ones that did were particularly motivated by the fact that this was an opportunity to do an interprofessional

research project. Previous years' applicants included some students motivated primarily by the travel. This year's students were serious about their education in terms of learning about working in teams rather than in competition with the other professions, gaining understanding of what other professions contribute, and deepening their research skills. And like in previous programs, they gained understanding of previously unknown community or environment.

and gain perspectives. You are forced to examine the goals and identify the important elements. It was really a success in that in this new format, even if it is less exotic, students really enjoyed and learned from the immersion and most importantly, the major learning outcomes were met. Maybe future IMCOs will reintroduce the foreign visits, but we definitely feel that we'd like to reinforce and multiply these Swiss-based projects.

Q. Having revisited the format of the IMCO program, how would you rate the success of this first implementation?

A. What's interesting is that revisiting this type of program enables you to get out of a routine, evaluate what you've been doing

Mental health intervention for asylum seekers and people in precarity in the Canton of Neuchâtel

The team conducted 11 interviews in La Chaux-de-Fonds with people in organizations offering care services to asylum seekers, focussing on mental health needs. Onsite the students were housed in a facility serving some of the population of interest.

- Among the asylum seekers, mental healthcare needs related in some cases to pre-existing conditions that had not been properly cared for in their home countries; in others it was related to their conditions of migration
- Numerous complexities for care included information-sharing across providers, training gaps, language and culture barriers, and lack of resources
- The systems in place to offer this care were insufficient in the eyes of the interviewees; they expressed high motivation to improve

Gender factors in the evaluation of chronic pain: Is there a societal influence?

The team travelled to Ticino where they conducted semi-structured interviews with seven health professionals, including physiotherapists, nurses and doctors.

- The interviewees expressed surprise at the question, saying they'd not previously considered it
- Interviewees said that men and women had physiological differences, but asserted that this did not influence their treatment methods
- Their discourse nonetheless revealed stereotypes of both men and women
- Courses at the affiliated university (*Scuola universitaria professionale della Svizzera italiana*) rarely mention stereotypes or gender biases in pain evaluation

Deaconesses full of promise: A model for integrating spirituality into care

After a literature review, the team spent a two-week immersion in the deaconess community in Saint-Loup, where the women of the religious order there (nuns) support care of patients of the Saint-Loup Hospital and others. They based their research on nine semi-structured interviews.

- The 180-year-old community offers support through prayer, confession, religious services, retreats and stays on the site, offering a therapeutic environment
- For some people, spirituality contributes to care by increasing motivation, hope and faith
- The idea of the community and its relationship to healthcare is to offer a complementarity of skills to support care

Lessons from a local COVID vaccination site

When COVID thwarted Dorina Zyberi's plans for international education experience in 2020 and 2021, the then-nursing student at HESAV was disappointed. She worried she would miss out on the opportunity for intercultural learning and to grow her confidence and professional skills. But she turned things around by diving into a very different professional environment, mobilized to provide COVID-19 tests and vaccinations at the Beaulieu site in Lausanne.

"I had heard how international exchanges were part of the program," says Dorina Zyberi, speaking of her nursing studies at HESAV. "It was part of the reason I elected to study at HESAV. I was really looking forward to it. I'd done all my schooling in Switzerland, never even travelled much, never seen other things. Studying abroad would be the opportunity to discover another culture, to see how nursing care is done elsewhere. I anticipated a rich experience where I could learn a lot and also share my perspectives."

Dorina isn't the kind of person to wait for things to just happen. Wanting to ensure she got the most out of it, she began to research international opportunities along with a friend. She ended up with two trips lined up: the exchange program with the William F. Connell School of Nursing at Boston College, which is supported by the DGES, as well as a work placement in Singapore that she organized on her own and intended to do during her vacation period.

"My friend and I had found a hospital in Singapore willing to take us and almost everything was in place. Then, we started hearing about COVID and about a month before we were to go, bam, they closed the borders."

She describes their disappointment vividly: "I was so looking forward to both Boston and Singapore, to the contrasting experiences. After all our efforts, my friend and I felt so unlucky. It was supposed to be our turn...

those that went before us benefitted from these trips, those going after us would. We hit the wrong year."

Like all HES students, Dorina continued her studies through 2020 and 2021, largely in virtual. She did manage to complete two work experiences, one in the emergency room and one in pediatric psychiatry. But as graduation approached, she didn't feel as prepared as she wanted to.

Then she received an email soliciting student nurses for a COVID vaccination campaign. "I thought, well, there's something out of the ordinary course of nursing studies, a unique opportunity to be part of something never done before," she explains.

After having done so much of her studies from home, she says the benefits of the experience started right away. "It did me so much good already just to get out and see people. Working with a multidisciplinary team of colleagues on a shared mission was great. People from the different professions had different way of approaching things, yet we had to coordinate and communicate to do the job well. A real esprit de corps developed, we shared lots of good humour and by the end were almost like family."

The students were asked to sign up for only a week or two to minimize impact on their studies. There, Dorina sheepishly admits that she made a little mistake. "I somehow didn't read that line, so I signed up for every shift I could, except, for example, exam

week. It taught me to become very organized as I balanced my studies and the work. Plus, being there so much, I got to really know the system. I could orient newcomers almost as well as the supervisors." In fact, after graduation, Dorina was able to become a site leader at other vaccination clinics.

While she feels an international placement would have had some different benefits, her eyes shine as she lists what she gained in terms of confidence, interdisciplinary teamwork and greater ease with professional nursing actions.

Then of course, there were the clients. "We had so many different kinds of people – different socioeconomic backgrounds, education levels, ages, culture and language. I learned how to interact with anyone in a way that put them at ease. When it came to non-French speakers, we always made sure to get someone who spoke their language – we were so organized we could get a colleague over right away if needed, we all knew who spoke which languages."

Clients' attitudes played a role as well. "In the beginning, our clients were people who were motivated to come and happy to get the shot. Later, there were others who didn't want it but were coming to qualify for the COVID pass, for example. Some of them behaved aggressively, but I learned to be confident, respond calmly and not let them treat me inappropriately."

She explains that overall, communication was of primordial importance – to put the person at ease, to ensure they knew exactly what was happening and what to do, to understand their needs and respond appropriately. Dorina learned to comfort those afraid of needles by talking through the procedure, both so they knew exactly what to expect and to distract them. As for people who risked fainting or other ill effect, she learned to spot it right away and take special measures such as getting a sturdy, more comfortable chair.

Dorina credits the experience at Beaulieu for capping her studies and making her feel truly ready to move into the professional world. Today, she is working part-time as a nurse in the pediatric unit where she'd had her work placement, and in parallel she is studying medicine at the University of Lausanne, with ambitions to become a family physician or pediatrician.

"Hopefully, at some point during the course of my medical studies, I will have another opportunity to study abroad. It's still an experience I just don't want to miss."

Dorina, right, with a colleague at the Beaulieu COVID testing and vaccination site.



Driving social innovation with Switzerland's "best bootcamp"

Design Sprint is the innovation methodology developed at Google Ventures in Palo Alto a decade or so ago. In the fall of 2021, fifteen students from across Vaud's higher education institutions spent a week using this powerful framework to help two entrepreneurs overcome their startup growing pains.

A decade after being developed, the concept of a Design Sprint in the world of product design is neither new nor revolutionary. It is regularly used by companies from Nike and Spotify to IBM to tackle problems at speed, test and validate product ideas within its five-day framework.

But how can this methodology be used to drive social and sustainability innovation, help smaller entrepreneurs and startups with their ideas while inspiring the next generation of leaders to test new ideas and find solutions to today's big challenges?

In October, Stephane Cruchon, Founder of Lausanne-based Design Sprint SA, led 15 students through an intensive program with two startups selected by the DGES. The students hailed from across Vaud's educational spectrum: Lausanne's Hospitality Management School (EHL),

The rule of the game is to be a team of 6-7 people and what they understand fast is that they can be the smartest person in the room but with a whole team you are smarter.

ECAL/School of Art and Design Lausanne, the University of Social Work and Health (HETSL), the School of Management and Engineering Vaud (HEIG-VD), and Lausanne's two health sciences universities, HESAV and La Source.

"It was wonderful to be able to hold this Design Sprint in person since in 2020 – along with many other programs – the event had to be cancelled due to COVID-19. The diversity of students participating this year was impressive, although we didn't have the usual number of nursing and healthcare students,

since many were helping at the vaccination centres," says Maxline Settler, Director of International Affairs at the DGES.

The two startups in this Design Sprint target very different markets, but shared the challenges and issues of young entrepreneurial ventures. Nectaris creates truffle oil unlike any currently on the market – but was struggling with its differentiation and brand. RideShaper is somewhat of a social enterprise, akin to a co-working space for bikers to fix or build a machine themselves, with tools and expertise provided on site. In spite of the originality of the idea, the region's 8000+ riders weren't coming and the founder was scratching his head. Could the students help these businesses come out with clear direction for solutions in five days?

"Our focus is to use this methodology for real problems, not just random sample topics, and to run the Sprint the same as we would with participants from the working world. It's so important that we don't just make it a hypothetical student experience," says Stephane. "It's not an exercise, it's for real."

At the beginning of the process the students start with the big problem or question and find solutions through design thinking, creativity and validation. On day 4, they create a visual prototype of the solution and on the final day of the Sprint undertake beta testing with actual stakeholders or clients who tell them what works or doesn't work.

In a big corporation, teams often work in departmental silos, so a Design Sprint can

feel very disruptive. Likewise, students may work collaboratively in research projects but most often within their own field, and furthermore, the collaboration is coloured by the competitive drive to produce the best individual work and results.

"The rule of the game is to be a team of 6-7 people and what they understand fast is that they can be the smartest person in the room but with a whole team you are smarter," continues Cruchon. "What's cool is that we create teams that are multidisciplinary, with a mix of students who are arty, good with tools, more specialized in engineering or psychology, business or hospitality. That mix of knowledge and experience makes for a really great team."

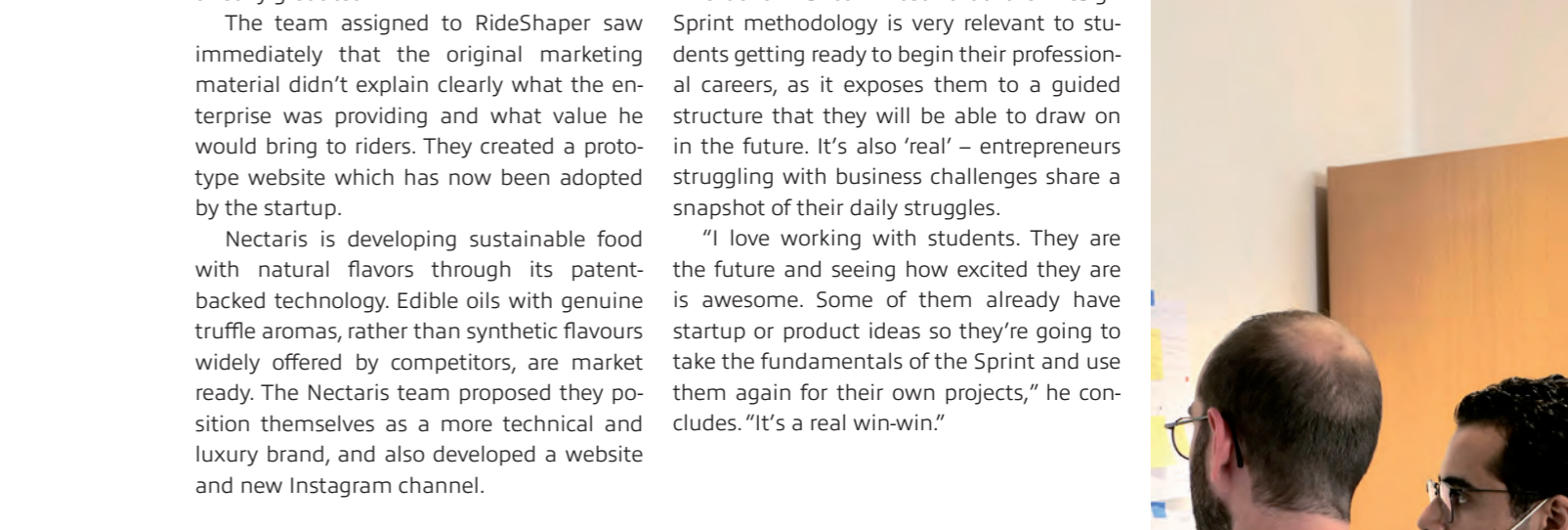
The team assigned to RideShaper saw immediately that the original marketing material didn't explain clearly what the enterprise was providing and what value he would bring to riders. They created a prototype website which has now been adopted by the startup.

Nectaris is developing sustainable food with natural flavors through its patent-backed technology. Edible oils with genuine truffle aromas, rather than synthetic flavours widely offered by competitors, are market ready. The Nectaris team proposed they position themselves as a more technical and luxury brand, and also developed a website and new Instagram channel.

Lilia Tanar from Lausanne's Hospitality Management School was a perfect fit for a startup active in food and hospitality, so joined the Nectariss team. She says the experience was a first for her; "It was really great. It was intense and the word 'sprint' is the perfect description. You really follow a map and step by step you develop something in a week that would usually take months or a year. You work with people who are like-minded but different. We had designers, engineers, managers and finance people in our team and when you bring this knowledge together the outcome is great, something big that the startup didn't expect. I gained so much knowledge and I loved it."

Cruchon is convinced that the Design Sprint methodology is very relevant to students getting ready to begin their professional careers, as it exposes them to a guided structure that they will be able to draw on in the future. It's also 'real' – entrepreneurs struggling with business challenges share a snapshot of their daily struggles.

"I love working with students. They are the future and seeing how excited they are is awesome. Some of them already have startup or product ideas so they're going to take the fundamentals of the Sprint and use them again for their own projects," he concludes. "It's a real win-win!"



CHIC: a game-changer



Dr. Marc Laperrouza,
CHIC Founder
and Coordinator

Between 2014 and 2019, the China Hardware Innovation Camp (CHIC) brought more than 150 students to one of the world's most dynamic regions when it comes to hardware – the Hong Kong-Shenzhen nexus. Their mission? To develop a connected device and prototype a first batch leveraging the Southern China ecosystem.

Drawn each year from ECAL, UNIL and EPFL, the students worked in interdisciplinary teams over a total period of nine months. Beyond their hardware innovation projects, the students were asked to explore how to build on the different strengths of Hong Kong and Shenzhen from an economic and social perspective. This rare combination of features allowed the CHIC program to help students grow a broad array of skills in just a few months: Innovation and entrepreneurial skills, cultural skills, interdisciplinary skills, collaboration skills and more.

It goes without saying that such a program requires a large amount of human and financial resources, often beyond the means of many students or of a single institution. The unwavering support from DGES made it possible to create and fund a frequently game-changing learning opportunity for these students. It also greatly contributed to uniting diverse academic institutions around an innovative pedagogical project.

The success encountered by CHIC has led to the creation of two programs based on this model, one on social innovation in India and one on inclusive aging societies in South Korea.

The sense of accomplishment should not give way to complacency. History has shown that few countries thrive in isolation – Switzerland is no exception to this. Building bridges between regions, institutions and people remains as important as ever, if not more. Equipping students with the competence to work across boundaries (be it disciplines or borders) is a step in giving us a chance to successfully tackle increasingly complex problems. Pressing sustainability concerns also require international programs to evolve, for instance by better integrating the sustainability dimension in students' projects and travel.

If the past is an indication of the future, one can trust current and upcoming generations of students to make the most of the learning opportunities offered to them. On these pages, you will see a snapshot of the impact CHIC has had on the lives of students over the years – for many, the program has clearly made an important mark on their life journey.

– Dr. Marc Laperrouza



 <p>Florian Kennel-Maushart 2014 - 15 Past CHIC participant, currently PhD student, Computational Robotics Lab (CRL), Department of Computer Science, ETH Zürich</p>	<p>FIMI A SMART BABY BOTTLE WITH SENSORS THAT MONITOR THE TEMPERATURE AND QUANTITY OF MILK</p> <p>I think a single quote is actually too short to explain what CHIC did/does for [the institutions] and me personally. CHIC does an outstanding job at bridging the gap between academic knowledge and how to actually apply it in the real world. Working on this project has given me a sense of empowerment that one does not get from simply following classes and writing exams.</p>	
 <p>Anna Heck 2014 - 15 Past CHIC participant, currently Industrial Designer for Apple, based in London, UK</p>	<p>VESTA A CONNECTED COMMUNICATIONS DEVICE ADAPTED TO OLDER PEOPLE NOT USED TO CONNECTED TECHNOLOGIES</p> <p>CHIC is an invaluable opportunity if you are interested in the interaction between design, innovation and commerce. It definitely opened up my perspective and interest in working in more multidisciplinary environments.</p>	
 <p>Israel Cayetano 2015 - 16 Past CHIC participant, currently Product Development Engineer, Nahui Tecnología y Desarrollo, Mexico City</p>	<p>TIKKU A PAIR OF CONNECTED MUSIC STICKS THAT ENABLE YOU TO GENERATE SOUNDS WITHOUT CONSTRAINTS</p> <p>I find it amazing to share the great impact CHIC has had on all of us. The experience I had at CHIC inspired me to teach students in Mexico how to develop technology by turning their ideas into a finished product.</p>	
 <p>Jonathan Link 2015 - 16 Past CHIC participant, currently Software Engineer at Swissquote Bank, Gland, Switzerland</p>	<p>AIMO A SMART KEYLESS MAILBOX LOCK THAT ENABLES SECURE, EASY ACCESS BY MULTIPLE USERS</p> <p>If I had to keep only one thing from my studies, it would be this incredible adventure. Applying what we learnt on product development with a multidisciplinary team was not only enriching but also very valuable for my current job. Moreover, the day I commit to start a business I will feel more confident thanks to CHIC.</p>	




Chenyue Du-Xu
2015 - 16
Past CHIC participant, currently Associate Consultant, Economics of Mutuality, Lucens, Switzerland

HIBACHI
A WIRELESS, SELF-HEATING LUNCHBOX

To me, it is obvious that CHIC has impacted my life in multiple dimensions, from personal growth, through multi-disciplinary team collaboration to career aspirations. What I wish to highlight the most is the mindset I have developed through this precious experience. CHIC is a School of Thoughts that helped me become more aware of my own strengths and blind spots, more attentive to the real needs of people and society, and more resilient to the iterative process to achieve the final purpose.






Nicolas Li
2016 - 17
Past CHIC participant, currently Engineering Manager, OVRSEA, Paris, France

LIVELO
AN INEXPENSIVE CONNECTED PROBE ENGINEERED FOR EASY WATER LEVEL ASSESSMENT

CHIC made me discover how are electronic devices are actually designed and produced. Among other perks, it introduced me to software engineering, which I've been doing as a job and a passion since then.






Pierre Brémon
2016 - 17
Past CHIC participant, currently Mechanical Engineer, building industrial systems at Mikron SA, Boudry (NE), recently entrepreneur in automated farming harvest.

TROBAK
A CONNECTED FOOD WASTE BIN THAT TURNS WASTE INTO COMPOST, WITHOUT ODOUR OR ATTRACTING INSECTS

CHIC was my first step into the world of product development and entrepreneurship.







Adrien Born
2016 - 17
Past CHIC participant, currently Product Manager, Avaloq, Zurich, Switzerland

OKEEP
A CONNECTED BIKE HELMET TO ENSURE SAFETY IN URBAN AREAS

Thanks to CHIC I have met many interesting people, learnt a lot, and chose the topic of my Master's thesis on reward based crowdfunding. Overall it opened great opportunities, on my personal and work life, friends, internship, and willingness to continue the path of entrepreneurship.







Gabriel Da Silva Marques
2017 - 18
Past CHIC participant, currently Research Assistant at HEPIA, Geneva (Embedded systems)

GUIDO
A SMART XYLOPHONE THAT HELPS CHILDREN LEARN THE BASICS OF MUSIC THEORY THROUGH GAMIFICATION

CHIC enabled me to understand the difficulty involved in developing a product from A to Z, with all the constraints linked not only to engineering, but also to design, financial and client-side aspects – everything – while supported by experts who gave advice that helped us evolve. I use this learning every day in my work, and thereby avoid making beginners' mistakes.



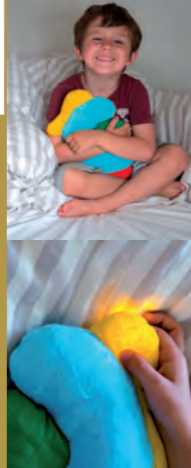




Simone Sanso
2017 - 18
Past CHIC participant, currently Electronics Developer, Technis, Lausanne, Switzerland

TOGETHER
A PLUSH TOY ALLOWING YOUNG CHILDREN (AGED 3-6 YEARS OLD), AWAY FROM THEIR PARENTS, TO COMMUNICATE EMOTIONS

Thanks to the CHIC program, I discovered electronic design and fell in love with the process of creating printed circuit boards. Since February 2019, this passion even became my profession when I started working as an electronic developer for a startup named Technis, where I develop smart connected floors to detect when a person falls down in their hospital or elder-care room, to alert medical staff.

Most importantly, I experienced the meaning of the following saying "If you want to go fast, go alone; if you want to go far, go together", because to bring a project further, interdisciplinarity is key.



Tobias Tingström
2019 - 20
Past CHIC participant, currently running own business, specialized in high-end HiFi and video systems repair. Lausanne, Switzerland


Noémie Soriano
Past CHIC participant, currently Industrial Design Student, ECAL


CANARY
A SIMPLE DEVICE TO ALERT RAILWAY WORKERS THAT A TRAIN IS COMING – "THE GUARDIAN ANGEL OF THE RAILWAY WORKERS"

CHIC is the best place to fail and learn from it. That way you will not make the same mistake later on during your life. The strength of the CHIC program is also its weakness: The amount of freedom that is given can lead to either a good or a bad outcome. You're the only one that influences the end result. -Tobias

With the CHIC program, we discover how to carry out a project from start to finish, from the concept phase to the prototype phase. This allows us to become aware of the time and investment required to create a project, right up to the creation of a startup.

CHIC has shown me the value of teamwork in moving a project forward. -Noémie






Yves Martin
2019 - 20
Past CHIC participant, currently Research Assistant, Stanford University, California, USA (RNA structures)

ODEJI
A MEETING ORGANIZER, THROUGH A WEB PLATFORM AND A CONNECTED OBJECT

CHIC taught me how to get things done over a large time scale... CHIC was a great experience!



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