

Acknowledgments

At the time of writing these acknowledgments, our first thoughts go to Mrs Carla Gutmann¹ and Mr Biagio Tedesco² our very first travel companions on this adventure that began in 2010 at the University of Teacher Education of State of Vaud (HEP Vaud) in Lausanne, Switzerland. With these two colleagues, we traveled the world in search of institutional partnerships as part of the setting up of the PEERS program. A special mention must also go to Mr Emilio Aliss³, on whom we could always count in the editorial process, even acting as editorial secretary for several months and who worked so hard to establish PEERS in the countries of the South. He was one of the first to become involved in this innovative international exchange program. The expertise and energy of these remarkable individuals were extremely valuable when the first PEERS projects were being implemented during the 2011–2012 academic year.

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- 1 Mrs Carla Gutmann, now retired, was the Mobility Program Coordinator of the University of Teacher Education of State of Vaud at the time of the official establishment of the program in 2011–2012. Her energy and kindness are still present in the memories of all those who participated in the PEERS program.
 - 2 Mr Biagio Tedesco was Director International Department at the DGES (Board of Higher Education) of the State of Vaud and has supported the PEERS program from 2010 to 2015.
 - 3 Mr Emilio Aliss was the first PEERS partner professor of an institution of the South, the Simón I. Patiño University, Cochabamba in Bolivia, and subsequently also Developing Countries Fundraiser Officer at HEP Vaud until 2016.

director of training; and Mr Luc Macherel, director of administration. Their support and trust were essential for the successful development of this innovative program combining research, innovation, and training in the field of the professions of teaching and life-long training.

We direct our most heartfelt thanks to the General Director, Mrs Chantal Ostorero, of the Board of Higher Education of the State of Vaud which assisted in the financing of the PEERS projects and provided its expertise, allowing us to develop an international network of reliable institutional partners.

But above all, it is worth pointing out that this PEERS program could not have been brought to fruition without the commitment of the professors and the students who have been its actors. Between 2011 and 2017, almost 500 students and more than one hundred professors and training professionals have been involved in the projects of the PEERS program! Upon reading the following chapters, the reader will easily understand that the implementing of this program dedicated to future teachers at the start of the twenty-first century was a wonderful human adventure, and that the first individuals to strike out on their own were true pioneers who paved the way for those who followed. The projects they carried out, their personal testimonies, and the results they achieved were, for us, the first lessons from which we went on to draw the invaluable knowledge that allowed us to improve the program.

To all PEERS projects professors and students in the four corners of the world, it is to you that this international program belongs. It is, henceforth, up to you to pass on the torch of the spirit of research and humanism with which your PEERS projects are imbued and upon which our globalized, intercultural and connected world depends so much. Thank you!

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