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Distance Learning Practices in Switzerland: Value Evolutionary Approaches in the Online Environment

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Abstract: *Online education finds its practical and adapted space in Switzerland, known for its innovative, high-performance, and quality education. Since 1992, it has been proposing distance education formulas, mainly university and post-graduate, recognized by the Swiss state, which allow the acquisition of targeted competencies, balancing the balance between private and professional life, a personalized educational path in a virtual setting, convivial, with pecuniary and formative facilities. In a global and informational world, distance learning is increasingly sought after because of professional development and a mobile and active lifestyle. Online training is managed and supervised in terms of quality and development by the competent Swiss authorities, including the federal administration. Universities are actively involved in improving online education and assigning a value set to increase quality and feasibility and to determine an evolutionary path, as well as the future acquisition of a constant status in the education of Switzerland.*

Keywords: *online, value, education, Francophony, Switzerland*

1. Francophone Humanistic Values in the Online Educational Environment

In the 21st century, the digital world is an indispensable platform and lever for communication, education, documentation, information, and individual and community development. Considered an essential and practical means of accessing information currently, the Internet allows the rapid identification and acquisition of information, not only in terms of subjects on various topics of interest but also in an organized form, at the socio-educational and administrative level.

In general, virtual information is available worldwide and even more, except, of course, in isolated and/ or disadvantaged environments in various geographical, where it has no penetration and adherence for economic reasons. The information obtained virtually was initially characterized by superficial attributions, in the sense that it was considered that it does not meet the needs of rational, imaginative, perceptual, creative or analytical development of the human being. However, over time, it has been shown that this type of information can contribute to the development of the intellect, especially since the human brain has “*cerebral plasticity*” (Vidal,

2013), which allows the formation of new neural connections necessary to absorb a significant volume of information, characteristic of society nowadays.

As technological development, the deployment of psycho-medical studies about the *psyche* and its neurological substrate in connection with the activity in the virtual environment, but also of an optical adaptation in approaching various educational models and practices, both in the field of state education and in that of private education, there was a need to put in place some forms of online communication and teaching, which have gained quite quickly a status and a social recognition, both at the restricted community level and especially in the extremely extended, nationally and internationally, of their exercise and validation. Referring to the present day, when the Covid-19 pandemic, the international conflict situation, but also the incredible demand and need for human knowledge and development online activities, we notice that the virtual environment is becoming an increasingly desirable and more advantageous for learning, teaching, communication, etc., although sometimes it has been felt as compelling, imposed or limiting. Man is beginning to discover a different form of freedom than before, which was linked at the individual and collective level, mainly to freedom of movement. In the online environment, various types of freedoms are drawn and shaped: freedom of choice, freedom of expression, freedom of opinion, and freedom - as an inner state given by the vast accessible virtual, and this fact is a facilitator for the present and the future of culturalization and education in the virtual space, knowing that freedom is a fundamental value of human being.

Propelled by the French Revolution of 1789, due to the French motto "Liberty, equality, fraternity!" freedom is enshrined throughout each individual, state or regional community, and internationally. It can be one of the pillars of the future of online education but also reporting conditions regarding the quality assurance of this educational practice. Freedom, along with other values historically and culturally attached to the Francophony, such as tolerance, help, quality, reciprocity, mediation, peace, human development, respect for human rights, understanding, etc., is characterized by a humanist allure with a perpetual touch, which is highly welcome in the virtual educational environment and which can make it positive, so that it becomes a constant of the future in education, training and education, allowing reconstructions and evolutions of the integration and identity of each human being. Tomorrow's human identity will need valuable support in a world steeped in conflict, political pride, consumerism, intellectual self-limitation, individualism, and sometimes superficiality in actions and relationships.

Integration and group communion regarding online education is not only at the level of a particular formative community, within which the individual is enrolled and found, but must also be viewed in a highly comprehensive sense: it is about cultural integration in the vast area of the educational virtual; thus, the human being identifies common traits with others, re-evaluates his person, develops his interests,

adheres to common currents of opinion or joins ideas of innovation and progress, which can later add value to online education.

The impact of the virtual environment on society is already known. However, it can be all the more permeable and more qualitative, the more important and lasting its specificity and value are. It is about the fact that this virtual culture can be found in the mirror of social realities, determining not only interferences and inter-models but also future partnerships. Thus, well-managed online education can evolve in a collaborative *tandem* with the form of *face-to-face* education in public or private educational institutions; distance virtual education can run its course in pleasant harmony with the current one, one does not exclude the other, and here we must see first of all a great advantage of the society of the following decades, going even to educational structures in all online. However, it is fundamental to insist on the insertion of the value framework that we mentioned, which is ideally based on the values of Francophony; I believe that they can be absorbed more quickly and easily in the virtual space (even faster than in the situation of inter-university mobility for example), due to plurilingualism and multilingualism, because through the linguistic leverage, in case of learning foreign languages or conducting courses in various foreign languages, one can take over an entire characteristic cultural arsenal. The humanist allure is the core of the Francophony, and humanism can counter any racist, chauvinistic, xenophobic or another attack that violates human rights. Humanism can be a lasting lesson that can be taught in the online environment, including by personal example or by depicting the history of humanity and the great personalities who have changed the world and improved the lives of their fellow human beings; humanism, as an attitude and as a vision of life, is indispensable in any form of education and training in the present and future. Furthermore, information technology is a natural facilitator and propellant of all destinations worldwide, including facilitating sustainable economic development and the evolution of education and research policies and practices.

2. Switzerland - Humanism, Multilingualism and Online Education in an Evolutionary Triplet

Appreciated worldwide for its economic situation and the lifestyle of its citizens, but also cosmopolitanism and progress, Switzerland is equally valued for its multilingual and multicultural specificity. “*Multilingualism is explicitly encouraged and enshrined in the law on languages, which guarantees respect for all language groups.*”¹(1). In education, students are required to learn two of the national languages, to which they may later add other languages of interest, such as the

¹ <https://www.eda.admin.ch/aboutswitzerland/fr/home/gesellschaft/sprachen/mehrsprachigkeit.html#:~:text=La%20Suisse%20est%20officiellement%20quadrilingue.et%20inscrit%20dans%20la%20loi>, accessed on 21 may 2022; original text in French.

third and fourth national language or another foreign language, especially since multiculturalism is prevalent in "the country of cantons", due to immigration over the years, as well as the federal structure of the country, which also has a specific linguistic and cultural.

The way of teaching French, one of the national languages, along with German, Italian and Reto-Romanian, is strongly culturalized, as for the other foreign languages taught at all levels of education and in all teaching institutions. The patrimony of the French and francophone culture thus impregnates the teaching modules. It is inserted at the level of individual and collective mentality and imagination, implicitly regarding the set of francophone values that we referred to in the previous segment of this article. Swiss and foreigners enrolled in courses in Switzerland are in constant contact with this cultural specificity associated with the teaching of French and the humanistic vision and respect for the person, which we can find in the Swiss environment. Moreover, they fully realize the value and usefulness of multilingualism, becoming more tolerant and open to others and the world, but also more innovative and intellectually curious; In this sense, we believe that the optics of the French-Swiss linguist and university professor Jean-Michel Adam should also be understood when revitalizing Karl Krauss's point of view: "*language is the mother, not the daughter of thought*" (Adam, 2007).

This opens the way to a rift of interest in Switzerland, namely distance learning via the Internet, as it can offer much greater freedom and many training opportunities. Multilingualism greatly facilitates various forms of organization and teaching in online education. In addition,

Swiss and those who adapt to their society and take over their mentality are very open to the international business environment, and distance education can only add value to their socio-professional and economic status. We must not forget that scientific research in Switzerland is one of the first places in the world in many fields (for example, a top place is occupied by *the Federal Polytechnic School of Lausanne*), and continuous online training is, in this context, more than necessary and affordable. In particular, education, research and the banking and business environment make the Swiss Confederation an international space that values freedom and is valued through it so that online education can confirm this diverse and autonomous status.

3. Descriptive Details of Swiss Online Education Practices

The Swiss finds himself in the phrase "*citizen of the world*" (Birzea, 2005) and travels, works and actively studies both the space of palpable reality and the virtual one. Online distance learning is a way to promote the Swiss cultural and educational heritage and multiculturalism. At the same time, they give practical weight to another exceptional value of Francophony, namely equality (of opportunities and rights). : Swiss online forms of education can be accessed from anywhere in the world or from Switzerland, adapted to the student's curriculum and personal situation and with affordable prices, both in terms of fees and the fact that remaining in

the country or their city, students are no longer involved in significant travel and subsistence expenses, so it is a training niche even within reach of a less advantaged bed of society reduced and delayed in time, compared to those associated with courses with full-time attendance and the necessary attendance at the headquarters of the educational institution).

“The importance of digital technologies for structuring and organizing institutions, content, and interactions in the education system has been growing for years.”².

This way of teaching and learning has multiplied and accelerated with the Covid pandemic, but it does not owe the appearance, valorization and development of this "dark" societal period; online in Covid was instead an emergency solution practised superficially or with returns to educational locations. Therefore, online education during the Covid pandemic in Switzerland was also criticized, especially in preschool, primary and secondary education, where children were upset and reacted negatively to the lack of socialization, motivation to learn, pandemic stress, lack of emotional comfort and the superficiality of *ad hoc* resources for home teaching and learning³. It is understood that at older ages, so in high school and university, pupils and students self-manage much better and cope with such a problematic situation relatively properly, being more intellectually and emotionally autonomous and intervening for much more appropriate and faster study in the virtual space, compared to young students.

It should also be noted that Switzerland has a more robust and more evolved digital structure for high school and university education than for general or kindergarten education, where the emphasis is on *face-to-face* communication, skills development, team spirit and action independence, intellectual and technical-manual activities, being very important the relationship created between children and teachers. Therefore, for this level, the transition to online should either be made progressively or partially in the future, with measures taken to avoid demoralizing children or adopted only if the situation is critical. Nevertheless, we must constantly insist on the preparation of educational resources and their location within reach of teachers and students, to be used in case of need.

We want to mention a fundamental element of our days: digitization involves the use of personal data of individuals, be they adults but especially children. *“Data is a central resource in the digital space of training. Therefore, it is important to define framework conditions that are organizational, technical and legal and ethical. Therefore, a first step could be to define and demand basic ethical guidelines for the Swiss digital training space.”⁴.*

² <https://www.educa.ch/fr/themes/utilisation-des-donnees/la-numerisation-dans-leducation> , accessed on pe 21 may 2022; original text in French.

³ https://www.swissinfo.ch/fre/societe/1-%C3%A9cole-aux-temps-du-coronavirus_1-enseignement-%C3%A0-distance--un-vecteur-d-in%C3%A9galit%C3%A9s/45689098, accessed on pe 21 May 2022.

⁴ <https://www.educa.ch/fr>, accessed on 20 may 2022; original text in French.

We note a great interest in Switzerland in specifying an ethical set of conduct and intervention in the virtual educational environment, starting from one's conscience, ethical sense and responsibility, which would, of course, facilitate the subsequent reporting to the GDPR⁵. Let us not forget, for example, that in the virtual environment, obtaining information that promotes the risk of privacy or the practice of *cyberbullying* can have devastating effects on children, but adults are not immune to the dangers inherent in any unwanted disclosure of personal data. Legislative regulation without the individual support of an ethical conscience cannot anchor its elements in the virtual space, as it is not possible even in the real and present one. In this context, we think that organized civic education, from an early age and even in the online environment, is extremely welcome so that at older ages, respectively in the university cycle, Swiss students can already feel the content of those courses included in their curriculum and which are related to Swiss law as normality what should be practised in everyday life. In the future, digitalization will have to create more consolidated bridges with the punctual application of the GDPR but also with the establishment and implementation of a virtual code of ethics, in which we believe that francophone values would find their place and utility perfectly. At the moment, however, it is of fundamental importance that in Switzerland, "*Article 13 of the Federal Constitution, as well as the right to data protection, guarantee everyone respect for privacy and protection against employment. abuse of personal data*"⁶. Moreover, Switzerland is a member of the 2019 FOC (*Freedom Online*), along with 33 other states, "*which are committed to promoting freedom of expression, association and assembly and the protection of the private sphere. Internet around the world*"⁷.

In the following paragraphs, I will outline some examples of the implementation of online education by educational institutions in Switzerland. Thus, UniDistance Suisse was founded in 1991-1992, being recognized and accredited by the Swiss Confederation in 2004 as a university-type institution to provide online curricula to those interested; the diplomas of the university courses proposed here are also accepted internationally. The number of people enrolling is growing yearly, especially considering the individual, family and community developments of today's society. The man of the present is in a permanent struggle with time. He is becoming increasingly mobile in the international space, not only nationally. He has multiple private and professional responsibilities, so he must balance his personal and professional life. Alternatively, distance learning in the virtual environment helps the individual to train and respond positively to his needs, which is why people from various social backgrounds increasingly access him. "*UniDistance*

⁵ <https://gdpr-info.eu/> accessed on 22 May 2022.

⁶ <https://www.admin.ch/gov/fr/accueil/conditions-utilisation.html> , accessed on 24 may 2022 ; original text in French.

⁷ <https://www.swisspeace.ch/apropos/la-suisse-sengage-pour-la-liberte-de-linternet/?lang=fr>, accessed on 18 may 2022 ; original text in French.

Switzerland now has more than 2,000 German-speaking, French-speaking and English-speaking students who continue their training in parallel with their professional, sports or family life thanks to the flexibility of distance learning. UniDistance is headquartered in Brig and is present in Bern, Freiburg, Lausanne, Naters, Pfäffikon SZ, Rapperswil and Sierre”⁸.

Plurilingualism is highly promoted and useful within *UniDistance Suisse*. The master's or bachelor's courses are conducted in French, English and German, and their mode of development is more extensive or reduced, depending on the personal program schedule of each student; there are tutors appointed to be in constant contact with those who study and to support them in their learning process, and the fields allocated to training are highly varied, ranging from law to nutrition, but including, which is exceptionally relevant for the article, plans dedicated to *artificial intelligence*. Online university education thus supports digitalization, offering training programs for the skills necessary to function and improve its space, respectively, the virtual one. *”UniDistance Switzerland offers university courses developed by the guidelines of the Bologna system, which are recognized in the same way as the diplomas of Swiss universities. The institute has modern teaching, focused on web technologies (...) [and] accreditation is based on the assessment made by the AAQ (“ Accreditation and Quality Assurance Agency ”) as well as an international group of experts. This accreditation confirms the recognition already granted since 2004 by the Confederation and the Federal Council.”*⁹.

In the case of *UniDistance Suisse* and any educational institution, Switzerland is putting in place a well-articulated conglomerate of action interventions that will serve to improve all teaching and learning structures in all respects: organization, resources, documentation, identification of existing risks and future trends, evaluation substrate optimally, ensuring an adequate staff, good selection of students, all in order to achieve the objectives, correcting errors and good subsequent evolution. *”The means employed for the insurance system are proportionate to the aims pursued”*¹⁰: the increased quality offered by Swiss education is recognized internationally, both in terms of the act of teaching and learning itself and the structure made available for its development. Here that in the virtual environment, we find the same permanent concern for the improvement of the educational services offered, due to all the surveillance and intervention mechanisms activated in this sense. We can deduce that distance learning in the virtual environment is not less valuable and significant for Switzerland, but on the contrary, it is situated, through the care shown by the Swiss authorities, at the same level of concern as the present one, in terms of quality assurance. Therefore, the chances of it evolving and being necessary for the future are much clearer and increased.

⁸ <https://www.orientation.ch/dyn/show/9430>, accessed on 10 may 2022; original text in French.

⁹ <https://unidistance.ch/reconnaissance/>, accessed on 17 may 2022 ; original text in French.

¹⁰ <https://aaq.ch/fr/>, accessed on 17 may 2022 ; original text in French.

Another higher education institution offers various online study programs, for the same reasons as the ones we have listed regarding *UniDistance Suisse* and which refer to a better harmonization between the private time and the professional time of the individual but also to enable him to lead a full life, which does not lack the availability for a multitude of personal, educational and work activities; This is the *Swiss Distance Higher Education School (HESD)*. It has been active since 1998 when the European and global Internet has yet to reach the present scale. However, Swiss was very developed. The range of training proposed by HESD is extremely diverse, respectively for bachelor, master, CAS, DAS and MAS, the last three being found in the register of continuous training; all of the above allow for diplomas to be awarded both in the Swiss Confederation and in Europe. “*The Swiss Distance Higher Specialist School belongs to the Scuola Universitaria Professionale della Svizzera Italiana (SUPSI). It offers distance learning. This means that 80% of studies are conducted at home. Students go to the training centre in Bern, Basel, Brig or Zurich, depending on their place of residence, on average two days a month and annually for a few days in a row*”¹¹, again in the rest of the time they interact at the level of internet platforms allocated to HESD training. What is extremely valuable and significant for the past, present and future of *e-learning* are that HESD includes in-depth scientific research structures on distance learning: the analysis is critical to the practices of virtual learning and how they are conducted. Furthermore, it manages times on how they can be improved through innovation. So we find the same visible permanence of the concern for the evolution of virtual education again, in more and more qualitative forms from one year to another.

The renowned Universities of Geneva, Fribourg and Neuchatel offer distance learning programs in a hybrid format, respectively a combination of online and *face-to-face*, organized in such a way as to facilitate the professional program of the students. Thus, the classes can take place in the evening, on weekends or even grouped over a few days in a condensed manner to avoid difficulties for students at their workplace. We point out here that for members of the university communities in those cities, there may be free participation in these continuing education courses, which is very welcome, because they directly serve to improve the professional quality of their workplace, being at the same time organized by this. The web pages of each of these universities provide full details about the organization, development and administrative part of each training.

Observation is required here: it should be noted that all three cities (Geneva, Fribourg and Neuchatel) are located almost entirely in the French-speaking part of Switzerland, marked, in fact, very much by the spirit of freedom and combative Francophony, so necessary and in good implementation of education in virtual space, in an innovative and valuable way. Swiss universities are not shy to symbolically mark elements of French and francophone influence with historical resonance and cultural heritage: thus, at the University of Lausanne, a secular tree is present on

¹¹ <https://www.orientation.ch/dyn/show/4966>, accessed on 19 may 2022; original text in French.

the university campus, which is said to be the one under which it rested the famous Napoleon when he landed on the shores of Lake Geneva. Under that tree, we can find the statuette of a being with a human body and a wolf's head, an animal that is the symbol of independence, strength, authority, and struggle, traits to which we must appeal for any evolutionary approach any sphere of life, including imposing online education. In fact, the *University of Lausanne* and the EPFL (*Federal Polytechnic School of Lausanne*) offer various online courses and specializations to those interested, through the *Coursera* platform¹². Over 100 educational institutions from all over the world are enrolled on this educational platform. The courses are held in several foreign languages by teachers worldwide, and the diplomas are obtained online. Essential economic facilities are proposed for the programs via *Coursera*, exemption from registration fees, and obtaining financial support for the chosen training. *Coursera* is a platform of equality, diversity and pedagogical unity, and due to it, the universities of Switzerland have become much more accessible to the general public. I conclude this paragraph by stating that the University of Lausanne strongly supports online education, including administrative and information procedures. Thus, on its web page are provided various tutorials that break down the issue of study in the virtual environment. The public has such strategies for managing time, maintaining socialization and collaboration, controlling stress, avoiding procrastination, increasing the motivational factor and removing disturbing elements to better focus attention, and also ideas for organizing personal space dedicated to distance learning¹³.

Swiss distance learning also does not ignore doctoral studies: here we find a balanced balance between French-speaking and German-speaking Switzerland, respectively at the *University of Geneva* are offered online doctorates¹⁴, and in Zurich, this time in education privately, at *United International Business Schools*, more precisely, we identify highly sought-after doctoral programs, especially by people working in the national and international business environment¹⁵.

We believe that doctoral studies are an absolute and indisputable future trend for virtual education, especially in a global and informational society, in which not only the ordinary life, including school and relationships with family and friends, take place online but also crucial elements such as consensus and collaboration, with the establishment of official administrative-political relations, or conflicts (in which a significant part belongs to the information transmitted in the virtual environment). In addition, Switzerland promotes innovation, performance and sound business management; it will continue to allow itself to organize more and more doctorates

¹² <https://www.coursera.org/epfl> , accessed on 4 may 2022; original text in French.

¹³ <https://www.unil.ch/reussir/fr/home/menuguid/etudier-un-metier/etudier-a-distance-1.html>, accessed on 8 may 2022.

¹⁴ <https://www.phdstudies.fr/Doctorat/Suisse/Gen%C3%A8ve-1/Enseignement-a-distance/>, accessed on 2 May 2022.

¹⁵ https://www.zurich.uibs.org/postgraduate_doctor.html, accessed on 2 May 2022

and other types of distance learning because Swiss universities are highly digitalized and have the latest numerical technologies (such as applications for the creation of the numerical *portfolio* used by students, in which they include their homework and work done in training and interact with the members of the working group - students and teachers). In the "country of cantons", the efforts and involvement for the creation of numerical working tools are maximized. This is also the case with the *IntrepidKnowledge Platform*, which was born in Geneva and which appoints an editor of the entire virtual learning process as part of a given training¹⁶.

The following are the reference ideas supported by distance learning specialists in Switzerland in a brochure dedicated to and published in December 2013: "*Today, training occupies an increasingly important place; it is no coincidence that we are talking about "lifelong learning". In Switzerland, the demand for highly qualified graduates is constantly increasing. Distance learning is now recognized around the world. They have reached a level of teaching and research that is equivalent to traditional universities and colleges. With its new media-focused learning methods, independent of time and place, this type of teaching is (...) aimed at all people who cannot pursue formal studies because of their lifestyle. Distance learning means more flexibility and flexibility. They are practice-oriented, as most of the people who follow them are active people, who can usually combine hands-on experience with individual learning.*"¹⁷. We are strong supporters of distance university training and professional activities carried out online. Due to new technologies, we consider that the ideas highlighted in the previous lines point out the critical elements of this form of education and certify it in the collective mentality as a perfectly viable possibility, which educational institutions can successfully apply now, but especially in the future. It is necessary for all those involved in teaching and learning, but also the general public, to be fully aware of the advantages of online education and to insert it into their lives whenever the existential context requires improvement and acquisition of new skills. Gisela Sievering mentions that since 2006 the fact that we can locate the beginning of the awareness of the relevance of distance university training in the years 1980-1990: the administrative forums that manage this form of education interact with those of classical education involving *face-to-face*, in order to elaborate a valid general program of study, both for the online form and for the traditional form of training¹⁸. We appreciate this idea that Gisela Sievering has valued since 16 years ago, especially because it facilitates both the

¹⁶ <https://www.intrepidknowledge.ch/features/> accessed on 23 May 2022

¹⁷ https://www.vd.ch/fileadmin/user_upload/themes/formation/orientation/fichiers_pdf/intranet/intranews/parutions/Autres/Les_Etudes_a_distance_en_Suisse.pdf
https://www.vd.ch/fileadmin/user_upload/themes/formation/orientation/fichiers_pdf/intranet/intranews/parutions/Autres/Les_Etudes_a_distance_en_Suisse.pdf, accessed on 10 april 2022; original text in French.

¹⁸ <https://www.educh.ch/formateur/formation-a-distance-en-suisse-a930.html> accessed on 24 May 2022.

training course and the evaluation grids of the students, but also of the professional performance of the teachers. At the same time, it ensures a non-discriminatory development of the entire educational process. It creates equal opportunities for insertion and further professional development, which validate the values of equal rights and opportunities so promoted in the French-speaking world and throughout the European Union. Gisela Sievering mentioned, "*Swiss Virtual Campus [which] is an inter-university collaboration project that encourages online training. One of the aims of the Swiss Virtual Campus is to develop quality online materials, and teaching*" (Sievering, 2006), all the more necessary as the resources at the level of virtual education are vital for ensuring the increased quality of training.

In 2020, we noticed the massive development of applications that allow communication, the transmission of information, the creation of databases, tracking of training, taking online exams, etc. We mention a few of them, which we can find used in Swiss universities in the case of online education: Webex, Mahara, Wooclap, UbiCast, Zoom, Camtasia or Speakup. The students use them and constantly update their *e-learning* files, through which we understand the integral basis used for training via the Internet, the materials and work levers, and all the means of communication available. "*The introduction of e-learning has triggered an increase in distance learning offerings, mainly in office automation, languages, coaching and management. In the Swiss business community, e-learning has given rise to new markets, such as software publishers, which have begun to develop training platforms. Some already established companies have incorporated e-learning services into their commodities, and new companies specializing in this field have recently been set up. Some companies have turned to the development of tailor-made distance learning solutions. Swiss companies and businesses using e-learning services for the continuing education of their employees are currently on the rise*" (Sievering, 2006). We can therefore predict a prosperous future for online education, all the more so as it contributes to economic growth, the emergence of a new market for production and sales, the change of habits and types of consumption and education, and the rest of the human type action, in the practice of current life. I conclude this third part of this article by recalling that in 2020 the Swiss Confederation showed that the Covid-19 pandemic has revitalized and modified Swiss distance learning, which has paved the way for the anticipation and evolutionary valorization of this type of training, analyzed in a specific report of the *Observatory of the Federal Institute for Advanced Studies in Vocational Training IFFP*¹⁹. It considers not only the challenges of distance learning but also the line of evolution, the need for improvement and the strengths that can be found in any online training. These remarks prove that the Swiss state recognizes the importance and necessity of distance learning and is involved in finding solutions and building strategies for its improvement and development for a better application in the future.

¹⁹ <https://www.admin.ch/gov/fr/accueil/documentation/communiqués.msg-id-81492.html> accessed on 11 May 2022.

4. Conclusion

Switzerland is a space of respect for tradition but also for innovation and for anticipating an evolutionary direction for the future in all areas of life and activity. Naturally, this form of development interest also covers the area of technology and education. However, any progress requires corroboration with a valuable spectrum of action and thinking. The most appropriate, especially in the case of a country with a specific part of the francophone type, is, of course, that of the humanistic values of Francophony: the cult of work, quality assurance, friendship, culture, education, diplomacy, human rights, prosperity, peace, understanding, respect, development, diversity, unity, etc. We have mentioned here that We consider being extremely attachable to an educational virtual of the present but especially of a future one, in the conditions in which the Internet is constantly evolving and the risks that its use implies.

In the future, Internet policies adopted by state and international authorities should not deviate from a democratic and diverse globalist view, nor should they involve excessive and intrusive control at the individual or group level, but no over-relaxation is desirable to them, in the idea of freedom of access and misunderstood expression. The educational environment is one of the most sensitive and complex in human society. Therefore all the interventions of the management and control forums regarding the Internet, in general, and online education, in particular, must balance the balance between allowed and not allowed and make the educational virtually a desired and comfortable space with beneficial effects for the individual, the educational environment and society. This is all the more so as it allows us to anticipate a long future of online training, taking into account the direction of societal evolution and the permanent diversification of people's interests and needs, as well as the lifestyle of Swiss and the population generally.

The desire to learn via the Internet can coexist harmoniously with interest in information and culturalization used before the advent of the Internet: newspapers, books, magazines in paper format etc. Due to the Internet, the multiple learning and cultural procedures are much more diverse than they have been in the past and we must take advantage of this fact: the traditional library is no more valuable than the virtual one, except perhaps the detail of antiques, rare or unique collections. The book, regardless of its real or electronic support, has multiple values for the mental development and evolution of the individual. Learning, retaining, thinking critically, expressing ourselves, and relating are essential. Furthermore, online education offers exactly these possibilities. However, one thing will have to be kept in mind: progress needs to be continuously studied and evaluated to ensure the adaptation of technology and online study formulas to the requirements of a diversified community. The notion of "progress" is very familiar to the Swiss Confederation, and we believe there will be an actual pleading and action for increasingly high-quality and adequate online education. As such, we can objectively bet on the assertive future of exceptional Swiss online education!

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