



EUCEET Association

# NEWSLETTER 1/2025

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## FROM THE EUCEET ASSOCIATION

### 2025 EUCEET Association Award for excellence in teaching in civil engineering

3rd EUCEET ASSOCIATION AWARD FOR EXCELLENCE IN TEACHING CIVIL ENGINEERING



#### SUBMISSION OF APPLICATIONS

Nominations must be submitted by deans, by directors of departments or by the contact person with the EUCEET Association sending an email to the Secretary of the Jury, Prof. Ilda RUSI ([ilda\\_rusi@universitetipolis.edu.al](mailto:ilda_rusi@universitetipolis.edu.al)) and in copy to the Secretary of EUCEET Association Eng. Mia Trifu ([mia.trifu@utcb.ro](mailto:mia.trifu@utcb.ro)), before **June 1<sup>st</sup>, 2025.**

The documentation that must be provided includes:

- 1) a data form with basic information,
- 2) a report,
- 3) a picture of the leader or of the group (for communication purposes) and
- 4) a certificate of the fact that the candidate or leader of the candidate.

Candidates can be eligible exclusively by nomination, either of the directors or deans of the educational centers or of the directors of department.

Each member of EUCEET Association can only nominate one candidate or one group of candidates.

Candidates or leaders of a teaching team have to be part of the faculty of a member of EUCEET Association in the moment of the nomination.

More information: <https://euceet.eu/>

## 2025 EUCEET Association Conference in Budapest, Hungary



🌐 Theme: Teaching Gen Z Civil Engineers

🏛️ Venue: Budapest University of Technology and Economics, Hungary

📅 Date: **16-18 October 2025**

**EUCEET 2025 BUDAPEST**  
European Civil Engineering Education and Training Association Conference  
**TEACHING GEN Z CIVIL ENGINEERS**

**WHAT'S GONNA BE THERE?**

- Presentations by leading experts in AEC and education
- Panel discussions on the future of civil engineering education
- Workshops on digital tools and innovative pedagogies
- Networking with professionals and academics

**WHO SHOULD ATTEND?**

- Civil engineering educators
- Researchers and scholars
- Industry professionals and engineers
- Policy-makers in education and infrastructure
- Students in civil engineering fields

**Details & Registration:**  
[HTTPS://EUCEET2025CONFERENCE.BME.HU](https://euceet2025conference.bme.hu)

Abstract submission deadline extended until **MARCH 15TH**

Supported by **SEFI**

**ELISQ**  
European University  
MŰEGYETEM 1782

**OCTOBER 16-18 2025**  
BUDAPEST / HUNGARY  
BME MAIN BUILDING  
**ONSITE EVENT**  
[EUCEET2025@EMK.BME.HU](mailto:EUCEET2025@EMK.BME.HU)

**IMPORTANT DATES:**  
CALL FOR PAPERS  
ABSTRACT SUBMISSION: **FEBRUARY 15, 2025**  
EARLY BIRD REGISTRATION: **JULY 15, 2025**

QR code for registration:

This conference provides an opportunity for scientists, engineers, managers, and professionals from around the world to share the latest trends and activities in civil engineering education. Such a conference is an excellent opportunity to meet colleagues, exchange knowledge and extend the list of new contacts.

## Important dates

Date	Action
<del>January 15, 2025</del> <b>March 30, 2025</b>	<del>Deadline for Abstract Submission</del> <b>Extended Deadline for Abstract Submission</b>
April 5, 2025	Notification Acceptance of Abstracts & Call for Papers
May 31, 2025	Deadline for Paper Submission
June 30, 2025	Notification Acceptance of Papers
July 15, 2025	Deadline for Early Bird Registration
August 15, 2025	Publication of Final Program
September 30, 2025	Final Deadline for Full Fee Registration

## Conference Programme

16 October 2025 Thursday	17 October 2025 Friday	18 October 2025 Saturday
10:00-13:00 Welcome, Keynotes	09:00-12:00 Conference sessions (pedagogies)	09:00-12:00 Technical visit (optional program)
13:00-14:00 Lunch at BME	12:00-13:00 Lunch at BME	
14:00-17:00 Conference sessions (AEC digitalization in education programs)	13:00-15:00 Conference sessions	
19:00-23:00 Gala dinner	15:00-15:30 Closing ceremony	
	16:00-18:00 General assembly	

## Venue

EUCEET 2025 takes place in Budapest, capital of Hungary at the Faculty of Civil Engineering, Budapest University of Technology and Economics, which is the largest institute providing civil engineering university education in Hungary. Keeping with the tradition of excellence, today's graduates exhibit a high quality of engineering craftsmanship and skills



More information: <https://euceet2025conference.bme.hu>

## EUCEET Association studies and research project applications 2024

EUCEET Association together with TALLINNA TEHNIKAÜLIKOOL, SIHTASUTUS ROHETIIGER, Estonian Digital Construction Cluster and Rangi Maja OÜ participated in project proposal entitled „**Empowering Construction Professionals for a Decarbonized Building Stock**”, programme for the Environment and Climate Action (LIFE), call: LIFE-2024-CET, project: 101216292 — LIFE24-CET-LIFE build WISEST.

After project evaluation EUROPEAN CLIMATE, INFRASTRUCTURE AND ENVIRONMENT EXECUTIVE AGENCY (CINEA) regret to inform participants, that proposal cannot be funded because the score obtained does not reach the minimum threshold necessary.

The evaluation summary report concludes, that:


Total score: 48.50 (Threshold: 55);

Criterion 1 – Relevance Score: 11.00 (Threshold: 10/20.00, Weight: -);

Criterion 2 – Impact Score: 9.00 (Threshold: 10/20.00, Weight: 150.00%);

Criterion 3 – Quality Score: 11.00 (Threshold: 10/20.0 , Weight: - );

Criterion 4 – Resources Score: 13.00 (Threshold: 10/20.00, Weight: - ).

Proposal Evaluation Form						
		<b>EUROPEAN COMMISSION</b> Programme for the Environment and Climate Action (LIFE)			<b>Evaluation Summary</b> <b>Report - LIFE</b>	
Call:		LIFE-2024-CET				
Type of action:		LIFE-PJG				
Proposal number:		101216292				
Proposal acronym:		LIFE24-CET-LIFE buildWISEST				
Duration (months):		36				
Proposal title:		Empowering Construction Professionals for a Decarbonized Building Stock				
Activity:		LIFE-2024-CET-BUILDSKILLS				
N.	Proposer name	Country	Total eligible costs	%	Grant Requested	%
1	TALLINNA TEHNIKAÜLIKOOL	EE	709,249.5	50.15%	673,787.03	50.15%
2	Milton New Nordics OÜ	EE	338,601.5	23.94%	321,671.43	23.94%
3	Digitaaalehitus	EE	200,881.8	14.20%	190,837.71	14.20%
4	THE EUROPEAN CIVIL ENGINEERING EDUCATION AND TRAINING ASSOCIATION	BE	165,609.25	11.71%	157,328.79	11.71%
Total:			1,414,342.05		1,343,624.96	

EUCEET Association encourage all members not to give up and try to submit a new proposal for studies and research projects.



## FROM MEMBERS

### École nationale des ponts et chaussées, France



Thibaut SKRZYPEK, General Secretary of EUCET Association sent the following news of interest for members of EUCET Association:

#### OCAPI Celebrates Its 10<sup>th</sup> Anniversary at ENPC!

From September 17, 2025, 2:00 PM to September 19, 2025, 6:00 PM

OCAPI, a research and action program focused on food/excretion systems and the management of human urine and fecal matter, is celebrating its 10th anniversary in 2025. Join us at École des Ponts ParisTech to reflect on the journey so far and prepare for the future:



**From the afternoon of September 17 to September 19, 2025**

#### What's on the agenda:

A series of discussions bringing together a diverse range of participants (scientists, practitioners, artists, etc.), round tables and thematic plenary sessions, field visits, and friendly evening gatherings—all in the spirit of OCAPI's transdisciplinary research-action approach.

The detailed program and logistical information will be shared soon. In the meantime, feel free to save the date!

► [Learn more about the OCAPI program](#)

#### D.EVENT - 8<sup>th</sup> Edition of the Design Innovation Conference

June 24, 2025, 9:00 AM - 9:00 PM

The 8<sup>th</sup> edition of the d.event conference, organized by the d.school Paris, will take place on **June 24, 2025** at **Espace Leonard, Paris 12<sup>th</sup>**. The event will also be broadcast live online.

d.Event is the must-attend event for discovering design-driven innovation—a unique conference bringing together multidisciplinary innovators and thinkers from various fields of expertise.

For this 8th edition, the Design Innovation Conference will explore a crucial theme: **creativity**.

#### On the agenda:

- **Keynotes and round tables** to delve into new issues related to creativity.
- **Practical business cases to find real-world solutions.**
- **Opportunities for exchanges** between participants and experts.



**International Conference "Carbon Neutrality Strategy"**

From April 7, 2025, 9:00 AM to April 11, 2025, 6:00 PM

**5<sup>th</sup> Edition: April 7 to April 11, 2025**

An event in partnership with:

The 2025 program for the International Conference Week of the **Mastère Spécialisé® Immobilier et Bâtiment Durables** has just been announced!

► [Check out the programme in English here.](#)

You can attend the conferences **online** or **in person** at **Leonard: Paris 12<sup>th</sup>** (registration required).

This event is organized by the **École nationale des ponts et chaussées** in collaboration with the **Observatoire de l'Immobilier Durable**, the **Fondation Palladio**, and the **Alliance HQE**.

► [Sign-up to the conferences](#) - online or in person (limited spots)

**École nationale des ponts et chaussées at BIM WORLD 2025**

From April 2, 2025, 9:00 AM to April 3, 2025, 5:30 PM

On **April 2 and 3, 2025**, the **BIM World - Digital Twins** trade show celebrates its 10<sup>th</sup> anniversary alongside the **École nationale des ponts et chaussées**!

The **Executive Education** division and **Ponts Formation Continue** will once again participate in this must-attend event to showcase the full range of digital-related training programs: the **Mastère Spécialisé® BIM** of ENPC and **ESTP**, which also celebrated its 10<sup>th</sup> anniversary, the **Mastère Spécialisé® Immobilier et Bâtiment Durables** of the School, which is rapidly growing, and the new **European Online Master in Digital Twins** launched jointly by the **EELISA Alliance** schools, **ENPC (Paris)**, **UPM (Madrid)**, and **BME (Budapest)**.



E-learning programs and **continuing education certificates** will also be represented.

**On the agenda for this edition:**

- **BIM thesis presentations** with our partner **EPA Marne** on **April 2 at 4:00 PM**.
- Two full days of **conferences** on **BIM and Digital Twins**.
- **New this year:** A focus within the same **DC World pavilion** on the **electrification of uses**.

**Programs showcased:**

- **MS BIM, Integrated Design and Lifecycle of Buildings and Infrastructures** (co-accredited by ESTP Paris)
- **MS Immobilier et Bâtiment Durables, Energy and Digital Transitions**
- **Executive Master Digital Twins for Infrastructures & Cities**
- **Short courses and PFC certificates**

Come visit us at our booth E89.

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A major event for digital solutions in construction, real estate, and urban planning, BIM World brings together over **200 exhibitors** and offers a program of **conferences and workshops** on a wide range of topics.

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**PRACTICAL INFORMATION:**

- **April 2, 2025:** 9:00 AM – 6:30 PM
  - **April 3, 2025:** 9:00 AM – 5:30 PM
  - **Location:** Paris Expo - Porte de Versailles, Pavilions 5.2 / 5.3, 75015 Paris
- 

► [Register for free on the BIMWORLD website](#) with the invitation code from École nationale des ponts et chaussées: **RX90**.

## Tallinn University of Technology, Estonia



### ENGINEERS AS A LIMITED RESOURCE - HOW TO SOLVE THE PROBLEM?

18.03.2025

Eva-Liina Mätlik | School of Engineering Communication Manager | [eva.matlik@taltech.ee](mailto:eva.matlik@taltech.ee)

On 13 March, the conference **Smart Industry 2025** took place at Kultuurikatel, where [Fjodor Sergejev](#), Dean of the School of Engineering took part in a panel discussion on the future of engineering.

The conference shared experiences, trends and the latest solutions to develop factories. A panel discussion on "Engineers as a scarce resource for smart industry and economic growth in Estonia - how to solve the problem?" focused on how to alleviate the engineer drought and allocate the available



resource so that strategic industries would not suffer. Devid Liik, Chief Technology Officer at [Milrem](#), and Madis Unt, Head of [Repligen Estonia](#), discussed the topic In addition to Fjodor Sergejev.



Photo: Andras Kralla

### **Estonia has many good engineers**

Milrem's Chief Technology Officer Devid Liik said there are many good engineers in Estonia, but looking to the future, the next generation of engineers needs to be secured. "We need fewer and fewer people who only write code. An engineer needs to be technically strong, but he or she also needs to be a smart leader at different levels," Liik said. He added that smart people don't want to do dumb jobs, the brightest minds will leave when they are bored.

According to Madis Unt, head of Repligen Estonia, you can't expect a young person with a bachelor's or master's degree to start designing automated machines on their first day on the job. It is the responsibility of companies to train these people and thus offer them practical experience. In addition to their technical knowledge, engineers need to have a wide range of skills, one of the most important of which is communication. "It's an outdated image that an engineer is alone somewhere, because in reality he is usually the leader of a team," Fjodor Sergejev added.

### **The importance of engineering education**

Businesses expect the state and society to value education. The popularisation of STEM education and science should be encouraged, and steps should be taken to so that young people would prefer studying engineering. In addition, Estonia should consider setting up scholarships and funds to enable students to complete their studies successfully.

Working students are one of the biggest problems in Estonian higher education, and this is what sets us apart from top European universities. According to Fjodor Sergejev, 92% of engineering postgraduate students work, 70% of them full-time. In most cases, students are working in their field,

but studying full time and working full time is not sustainable in a long run. The university, in cooperation with companies, needs to find a way to make better use of work experience in their studies.

### Practical skills in addition to theory

How can we provide practical skills in addition to theoretical education? All panellists highlighted the importance of student education programmes. Ventures such as the [Student Formula](#) and [Solaride](#) introduce engineers end-to-end problem-solving skills, just like in a real company. The experience ranges from funding and sponsorship to design and competition. Such programmes produce very good engineers. Milrem, for example, has recruited more than 25 employees who have gained invaluable hands-on experience in the Student Formula project during their studies.

Sergejev also noted that the [Engineering Academy](#) has been set up to coordinate cooperation between companies and the university. As an example, he cited the opportunity to propose real-life problems to the university that students can solve as part of problem-based and project-based learning, and thus gain practical experience alongside theoretical knowledge. Aigar Vaigu, a science communicator who moderated the panel discussion, added that Metrosert offered three ideas to Tallinn University of Technology robotics students to solve and all of them were implemented.



Photo: Andras Kralla

### What makes a very good engineer?

Aigar Vaigu asked the participants what makes a very good engineer. Devid Liik pointed out that the best keyword to describe a good engineer is "hungry", for example for knowledge. Fjodor Sergejev also said that a very good engineer is curious, looking for challenges, courageous and not afraid to take responsibility. It was also noted that a good engineer completes the tasks what they set out to do.

According to Madis Unt, interest in the world around us and in knowledge, and the desire to resolve it, is crucial. "An engineer is a creator - if you can't create something new, you're not a strong creator," said Unt, adding that he calls his engineering team "respected artists".

You can listen to the discussion on Äriripäev radio programme „Tööstusuudised eetris“.

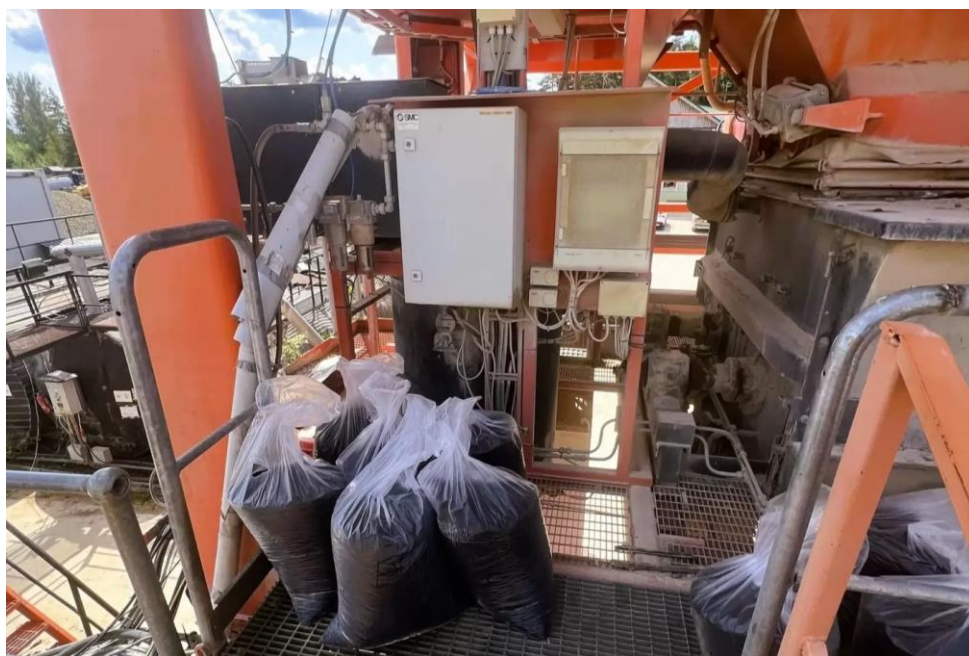
Information from: <https://taltech.ee/en/news/engineers-limited-resource-how-solve-problem>

## Riga Technical University, Latvia



### RTU Scientists' Innovative Asphalt Formula Successfully Tested in the US

9<sup>th</sup> January, 2025



Construction of the experimental road section in Viļāni.

Photo: Kārlis Grava and Viktors Haritonovs, RTU

Scientists at Riga Technical University (RTU) are advancing technology that modifies bitumen and asphalt concrete using recycled tire rubber. This innovative method significantly enhances road durability, making pavements 2-3 times more resistant to rutting and cracking while promoting sustainability in road construction. The technology has been successfully tested in Latvia and, for the first time, in the United States. RTU laboratories are also crafting customized asphalt "recipes" tailored to meet the needs of roads in other countries.

The first experimental road section in the United States using an innovative asphalt concrete modifier and technology was constructed in Kansas City. This technology, already tested in Viļāni region in Latvia, was utilized last year in partnership with Vlakon to produce and lay a pilot batch of asphalt concrete near a heavily trafficked dolomite quarry. This project marked the creation of Latvia's third «tire asphalt» road.

The ELTC (End of Life Tire Compound) modifier, used in both the U.S. and Latvia, is developed from devulcanized rubber derived from worn-out tires. This innovation is a collaboration between scientists at Riga Technical University (RTU), the U.S. company Rubbintec, and the Lithuanian company Polylema. The modifier is incorporated directly into the asphalt concrete mix using the «dry method». This new modification technology enhances road surface properties in an impressively short production time—just one minute. «The technology is straightforward to implement and requires minimal investment, as no separate modification unit is necessary. It can be adopted at any asphalt concrete plant. Previously employed «wet method» required the bitumen to be modified in a separate unit before being added to the aggregate, a process that took one to two hours. The new method is like adding sugar to tea. Previously, we had to stir for a long time until it dissolved. Now, the sugar melts instantly, significantly reducing energy consumption,» explains Viktors Haritonovs, Senior Researcher at the Institute of Civil Engineering, Faculty of Civil Engineering and Mechanical Engineering, RTU.

A team of scientists from the Institute of Civil Engineering and the Institute of Chemistry and Chemical Engineering at Riga Technical University's Faculty of Science and Technology is advancing asphalt «recipes» tailored to meet the road construction needs of countries such as Israel, South Korea, Australia, and Germany.

«We possess extensive expertise and advanced methods for creating and characterising modified bitumen compositions. Our work involves developing and testing hundreds of bitumen formulations, focusing on material properties such as rheology—viscosity, plasticity, elasticity, and more,» explains Professor Remo Merry-Meri of the Institute of Chemistry and Chemical Engineering. Thanks to RTU's cutting-edge scientific equipment, they can simulate bitumen aging that occurs over seven to ten years of road use in just 24 hours, enabling rapid and precise assessments.

RTU scientists are driving the adoption of circular economy and sustainability principles in the road construction industry. «It is crucial for us that the green component becomes a mandatory criterion in road construction procurement, ensuring competitiveness within the sector,» says V. Haritonov. Their innovative technology is already rivalling fossil-based polymers and is poised to become even more competitive as procurement standards evolve to require certification not only of material performance but also of their minimal environmental impact.

More information: <https://www.rtu.lv/en/university/for-mass-media/news/open/rtu-scientists-innovative-asphalt-formula-successfully-tested-in-the-us>



## Vilnius Gediminas Technical University (VILNIUS TECH), Lithuania



Assoc. Prof. dr. Šarūnas Skuodis, EUCEET Association President and Director of Civil Engineering Research Centre, Vice dean of Civil Engineering Faculty at Vilnius Gediminas Technical University, sent the following news of interest for members of EUCEET Association:



Co-funded by  
the European Union



**Skills4Deca project (Housing Decarbonisation Skills for Climate, Health, and Jobs)** is a key initiative under the **Digital Europe Programme (DIGITAL)**, aimed at developing advanced digital skills for professionals in the **housing decarbonisation** industry.

The project is led by a consortium of partners, including Baltic universities (**Riga Technical University, Vilnius Gediminas Technical University, Tallinn University of Technology, Institute of Solid State Physics of University of Latvia**) and 2 SMEs from the digital and energy efficiency sectors.

With a strong focus on energy efficiency, digital transformation, and the EU Green Deal, the project aims to bridge the digital skills gap among housing managers, construction engineers, energy auditors, and designers - even those without prior digital expertise. By developing and incorporating micro-learning modules, as well as bachelor's and master's level e-content, Skills4Deca ensures that graduates are prepared to implement smart housing solutions to reduce CO<sub>2</sub> emissions.

With an estimated target audience of 2,000–2,500 students.

**As part of the EU Digital Europe initiative, a new e-learning platform has been launched, focusing on decarbonizing the housing sector. It offers training on innovative solutions in renewable energy, smart building management, and indoor environments with a creative approach.**





## FROM PARTNERS

### Association of European Civil Engineering Faculties – AECEF



AECEF will have the next General Assembly comprising Board and President elections on 11Apr25 in Prague, hosted by Czech Technical University.

#### AECEF event on 11 April 25 in Prague, Czech Republic: “Engineering the Future Engineer”

E4E event ([www.engineers4europe.eu](http://www.engineers4europe.eu)) to be held by AECEF ([www.aecef.net](http://www.aecef.net)) on 11Apr25 in Prague, Czech Republic is organized in conjunction with the Czech Technical University and will be hybrid.



**EUCEET Association President and Secretary General will attend the event, both invited by AECEF.**

Attendance of the event in Prague, CZ may be presential or virtual. It is free but registration is mandatory. [See more](#).

### Academic Cooperation Association

#### What's New in Brussels 2025

30 – 31 January, 2025



The 21<sup>st</sup> edition of ACA's annual flagship seminar, [What's new in Brussels? Recent developments in European policies and programmes](#),

took place on 30-31 January 2025, in Brussels. This year's event brought together 130 participants from 21 countries, as well as 35 experienced [panellists](#) from the EU institutions, national agencies, alliances, stakeholder organisations and higher education institutions, for insightful discussions on upcoming policy shifts, the evolving higher education landscape, and key challenges in European and global cooperation.



Key takeaways and emerging trends:

- The increasing emphasis on **skills development as a driver of innovation-based economic growth**. The *Union of Skills* agenda was reaffirmed as a priority for Ursula von der Leyen's second term, reinforcing the EU's commitment to enhancing global competitiveness through education and training (for more details on the Union of Skills, see *ACA Newsletter – Education Europe*, [January 2025](#)).
- Working towards a **European degree** remains a topic of debate within the Council, with varying perspectives on its feasibility and benefits. While its potential to strengthen European higher education's global standing was underscored, challenges such as student **visa regulations** were also highlighted.
- Although not a prominent topic in current political discourse, the **links between research, education, and innovation** continue to evolve. The upcoming call for European University Alliances under Horizon Europe, as well as initiatives like the *Choose Europe* pilot aim to reinforce transnational cooperation (for more details, see *ACA Newsletter – Education Europe*, [February 2025](#)).
- **Digitalisation** within Erasmus+ remains a key theme, with a hybrid approach ensuring that **digital tools enhance, rather than replace, traditional mobility**, creating thus a more flexible and inclusive learning experience. At the same time, **equity concerns** remain a priority, particularly in terms of **inclusion top-ups** in Erasmus+. The growing uptake of these top-ups signals a need for **sustained institutional commitment** to ensuring mobility opportunities for students with fewer resources.
- As **geopolitical and economic shifts** reshape international cooperation, **European higher education's global engagement continues to evolve**. **Key policies driving this transformation**, include the *Union of Skills*, the *Global Gateway* strategy, and the EU's renewed focus on the Mediterranean region, underpinned by the creation of a new Directorate-General.
- **Regional cooperation trends** remain a key theme, with new strategic opportunities emerging in the **South Mediterranean, strong engagement with sub-Saharan Africa**, and **continued support for Ukraine**. While partnerships in Africa through **Erasmus+ and national schemes** like **Africa UniNET** are expanding, concerns persist about **long-term sustainability** due to shifting political and funding priorities. At the same time, cooperation with **Ukraine** continues through Erasmus+ and national initiatives, aimed at fostering resilience and peace-building education.
- The long-term **sustainability and impact of European University Alliances** will depend on strong policy support and well-structured collaborative frameworks. These can help mainstream their successes and reinforce their role in shaping the future of European higher education.

Information from: <https://aca-secretariat.be/newsletter/whats-new-in-brussels-key-insights-from-acas-flagship-seminar/?titleId=1&articleId=2&edition=2025&current=1>

## **Erasmus Student Network (ESN)**



### **ESAA Annual Meeting and Training: Strengthening Alumni Networks and Fostering Collaboration** **Monday, 10 March, 2025 – 11:54**

The **ESAA Annual Meeting and Training**, held on **February 3-4 in Brussels**, brought together representatives from four key Erasmus+ Alumni networks: ESN, GE, EMA, and OCEANS, and two regional platforms: WBAA and ASAF. A delegation of seven members from ESN International and each organisation participated, contributing to a dynamic and fruitful exchange of ideas.

#### **Engaging Panels and Discussions**

The first day started with two insightful sessions chaired by ESN representatives. Simone Lepore, *Policy Assistant*, led a panel discussion on “Empowering Global Citizens”, evolving ESN volunteers, and representatives from the two regional platforms.

The panel was followed by Nensi Mkrtchyan, *LO for Eastern Partnership*, who presented strengthening tools for alumni organisations. Her presentation emphasised the flagship projects of ESN, including the Erasmus Generation Meeting, ESNcard, significant events, newsletters, communication strategies, and advocacy efforts.

One of the standout moments of the day was the discussion on visa issues, a topic that quickly gained momentum and became a central theme among participants. The issue resonated widely, sparking intense discussions and raising awareness about the challenges faced by students and alumni in mobility programmes.

A significant highlight of the day was the Global Mobility Café session, one of them chaired by Emna Memmi, *LO for Africa and the Middle East*, where representatives from different networks brainstormed on key topics, such as stakeholder communication and engagement strategies. This session fostered an exchange of best practices and innovative ideas to improve alumni collaboration.

#### **Enriching Presentations and Networking**

During the second day participants had the chance to get insightful presentations by EACEA and DG EAC. These sessions provided valuable information on policy developments, funding opportunities, and strategies for enhancing alumni networks.

A significant portion of the day was dedicated to stakeholder mapping, where participants identified key actors in their respective fields and explored potential collaborations. Additionally, networking sessions facilitated meaningful connections, encouraging the development of joint project ideas that could lead to impactful initiatives in the future.

### Further Collaboration

The ESAA Annual Meeting and Training proved to be an invaluable platform for fostering cross-network collaboration, exchanging knowledge, and addressing pressing issues within the international student and alumni communities. The engagement and enthusiasm displayed throughout the two-day event demonstrated the potential for future initiatives and partnerships.

As we move forward, we hope that such meetings will continue to be as productive and impactful, ensuring that alumni networks remain strong, connected, and empowered to drive meaningful change in global mobility programs.



Information from: <https://esn.org/news/esaa-annual-meeting-and-training-strengthening-alumni-networks-and-fostering-collaboration>

## European Council of Civil Engineers (ECCE)



**80<sup>th</sup> ECCE General Meeting**  
**20 - 22 March, 2025**  
**Funchal, Madeira**

From 20-22 March 2025, the 80th ECCE General Meeting and the Opening Ceremony of ECCE's 40<sup>th</sup> Anniversary took place in the beautiful city of Funchal, Madeira, hosted by the **Ordem dos Engenheiros** (OEP) and **Ordem dos Engenheiros Região Madeira**.



With the participation of 40 delegates from across Europe, this milestone gathering was a moment of reflection and vision for the future of civil engineering in Europe.

A highlight of the event was the Round Table discussion with ECCE Past Presidents, where invaluable insights and experiences were shared, shaping the legacy and future of ECCE.

Another special moment was the awarding ceremony of ECCE Past Presidents, recognising their contributions to ECCE's mission over the years:

**Richard Coackley CBE, BSc CEng FICE CWEM FCIWEM**, ECCE Honorary President (President 2005-2008)

**Gorazd humar**, President 2010-2012

**Fernando Branco**, President 2012-2014

**Andreas Brandner**, President 2021-2024

**Platonas Stylianou**, Current ECCE President (2024-2027)



This celebration marks an important chapter in our journey, honouring ECCE's rich history and looking ahead to a strong and sustainable future for civil engineering in Europe.





Information from: <https://www.linkedin.com/company/european-council-of-civil-engineers/posts/>

## EUROPEAN UNIVERSITY ASSOCIATION



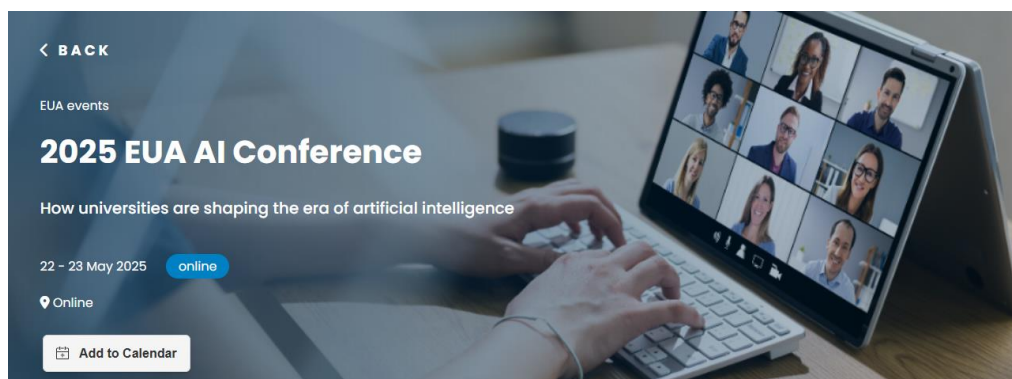
### 2025 EUA AI Conference

*How universities are shaping the era of artificial intelligence*

22 - 23 May, 2025

Online

Exploration into the use of AI – whether in learning and teaching, research or institutional management – is deepening. Among university communities, its real and potential value is increasingly understood. But as AI-powered tools proliferate, how can universities successfully – and responsibly – manage the leap from experimentation to systematic integration?



For universities, change is nothing new. Curiosity and adaptability are at the core of academic communities, sparking enquiry, innovation and critical reflection on established practices. Steady and transformative advances in the technological sphere have tested – and reinforced – universities’ capacity to manage change, cementing the sector’s position and influence in the digital transition. But with big developments come important questions: will AI technologies form part of this steady transformation or will they upend traditional ways of working? And can the sector’s approach set the tone for the integration of AI across society?

This event will showcase selected practices in the adoption of AI within the institutional context. Presentations will be framed by expert input on the political and regulatory backdrop and complemented by panel discussions on the ethical considerations surrounding the integration of new technologies. The conference will examine the effectiveness of policies and frameworks in guiding implementation and setting boundaries around the use of digital technologies. Plenary and parallel sessions will explore the critical importance of training and the role of leadership, educators and learners in determining where AI brings benefits and where it does not.

Participation is open to representatives of [EUA members](#) as well as to practitioners or AI enthusiasts in the wider university community. The sessions will also be of interest to anyone curious about universities’ response to developments in AI and how this might shape the adoption of such technologies more widely.

Conference sessions will feature selected initiatives in the adoption of AI within the institutional context as well as examining policies and frameworks designed to guide implementation. In order to showcase good practices of AI integration among EUA’s members and demonstrate how these may be adapted to similar contexts, **EUA is now inviting proposals for practice presentations** addressing one of the following themes:

- **Institutional guidelines and frameworks, including ethics in the use of AI**
- **AI in management and services**
- **AI in learning and teaching**
- **Applying AI to research**

**Registration deadlines:**

Payment method	Bank transfer	Online payment
Registration deadline	12 May 2025	20 May 2025

More information: <https://www.eua.eu/events/eua-events/eua-conference-on-artificial-intelligence.html>

## EAIE- European Association for International Education



**35<sup>th</sup> Annual EAIE Conference and Exhibition**  
**09-12 September, 2025**  
**Gothenburg, Sweden**



Registration opens in May 2025 with early-bird pricing valid from May until June.

The programme for EAIE Gothenburg 2025 will be published in May 2025. Log in to My EAIE to [set up your preferences](#) to receive updates on key dates and deadlines by opting into 'Conference & Events' mailing list.

More information: <https://www.eaie.org/events/gothenburg.html>

## EU-CONEXUS - European University for Smart Urban Coastal Sustainability



### EU-CONEXUS conference 2025

**Transformative Research for Urban Coastal Sustainability**  
**21-23 October, 2025**  
**Valencia, Spain**

[Catholic University of Valencia \(Campus Trinitarios\), Valencia \(Spain\)](#) will host the third edition of EU-

CONEXUS Conference, titled 'Transformative Research for Urban Coastal Sustainability', focuses on reimagining how coastal cities tackle their challenges. By integrating social, environmental, and economic dimensions, the conference aims to foster innovative, collaborative solutions that transcend conventional approaches.

The conference centres on long-term strategies and technologies that radically reshape urban systems making them more resilient, sustainable, and adaptable to threats such as climate change, population

growth, and environmental degradation. At the same time, it aims to prepare cities for a more sustainable and equitable future.

Through cross-disciplinary collaboration and active engagement with communities and stakeholders, this research paves the way for more liveable and resilient coastal cities.

The Conference will hold workshops to discuss future project applications for European calls, focusing on EU-CONEXUS Joint Research Institute challenges and Conference topics.

These sessions will help researchers refine their project proposals and foster collaboration in transdisciplinary areas of their interest. More information will be announced in June-July 2025.

Information from: <https://www.eu-conexus.eu/en/eu-conexus-conference-2025/>

## FROM THE EUROPEAN UNION

### News from Education, Audiovisual and Culture Executive Agency (EACEA)

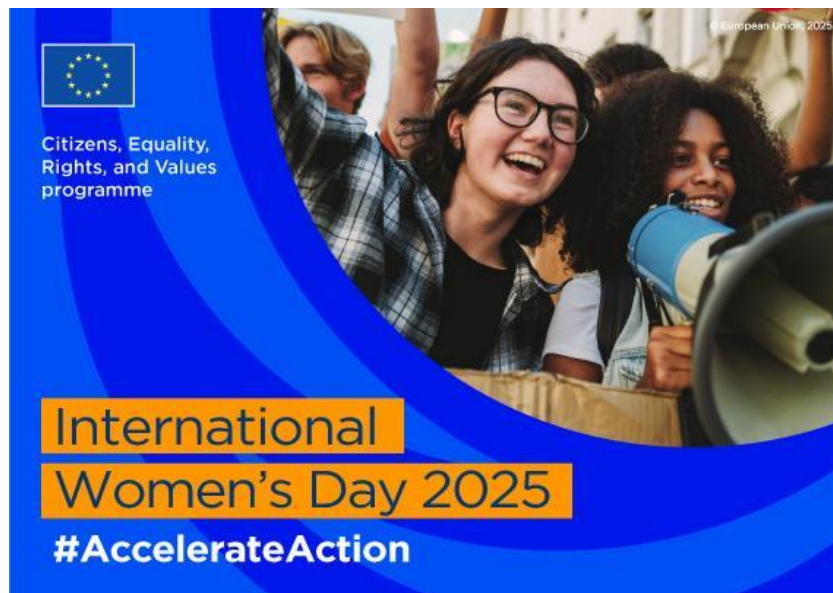


#### International Women's Day: Promoting gender equality through the CERV programme

Publication date: 6 March 2025

Author: European Education and Culture Executive Agency

Each year, the International Women's Day serves as a powerful reminder of the progress made towards gender equality while underscoring the work that still needs to be done.



On 8 March, we celebrate International Women's Day (IWD). Each year, this day serves as a powerful reminder of the progress made towards gender equality while underscoring the work that still needs to be done. 2025 also marks the 30th anniversary of the Beijing Declaration and Platform for Action. This document is the most progressive and widely endorsed blueprint for women's and girls' rights worldwide that transformed the women's rights agenda in terms of legal protection, access to services, youth engagement, and change in social norms, stereotypes and ideas stuck in the past.

This year's theme, "For ALL women and girls: Rights. Equality. Empowerment" calls for action that can unlock equal rights, power and opportunities for all and a future where no one is left behind. In line with this idea, the Citizens, Equality, Rights and Values programme (CERV) supports a comprehensive, gender-sensitive and intersectional approach and funds actions aimed at empowering the next generation—youth, particularly young women and adolescent girls—as catalysts for lasting change.



Launched in 2021, CERV is the largest-ever EU fund for advancing and protecting fundamental rights within the EU. One of the strands of the programme promotes rights, non-discrimination, and equality, including gender equality, and gender mainstreaming.

Here is a selection of projects supported by the CERV programme that focus on advocating for women's rights and promoting gender equality:

- Women participation for the future of Europe
- EPF Europa Plural Feminine
- Empowering Migrant Women: Promoting Civic Engagement and Participation
- Strengthening gender mainstreaming in EU climate policies
- Empowering Mobile EU Women Citizenship
- Mothers of Europe
- Safeguarding democracy through demography and inclusion

Information from: [https://www.eacea.ec.europa.eu/news-events/news/international-womens-day-promoting-gender-equality-through-cerv-programme-2025-03-06\\_en](https://www.eacea.ec.europa.eu/news-events/news/international-womens-day-promoting-gender-equality-through-cerv-programme-2025-03-06_en)

### **New publication: Driving digital transformation in education - Innovative practices from the EU**

**Publication date: 7 February 2025**

**Author: European Education and Culture Executive Agency**

This report is the third of the series dedicated to promoting inspiring practices in digital education from the 27 European Union member states.

Digital transformation in education is a top EU priority, focusing on creating high-quality, inclusive, and accessible digital education across member states. It encourages the adaptation of education and training systems to the digital age.



It showcases two practices per country and includes initiatives supported by the Accelerator programme. While information varies across countries, the report provides insights into successful digital education projects, aiming to inspire stakeholders and support the EU's goal of high-quality, inclusive, and accessible digital education for all.

[Access the report.](#)

Information from: [https://www.eacea.ec.europa.eu/news-events/news/new-publication-driving-digital-transformation-education-innovative-practices-eu-2025-02-07\\_en](https://www.eacea.ec.europa.eu/news-events/news/new-publication-driving-digital-transformation-education-innovative-practices-eu-2025-02-07_en)

## ARTICLES from journals, newspaper, magazines

### How universities are paving the way for a sustainable future

Author: Libing Wang

28 January 2025

At the turn of the 21st century, the United Nations strengthened its operational framework by launching a more inclusive, UN-wide 15-year planning cycle. The Millennium Development Goals guided global development efforts from 2000 to 2015. Now, under the 2030 Agenda, we are more than half-way through implementing the Sustainable Development Goals (SDGs).

Compared to the eight Millennium Development Goals, the 17 SDGs are broader in scope and more universal in their application. They stretch across nearly every aspect of social, economic, cultural and environmental life, and are designed to apply to all countries, no matter their stage or pattern of development.

Universities stand at a pivotal moment, holding a unique opportunity to shape a sustainable and equitable future. By empowering lifelong learners, they can inspire individuals to become proactive change-makers committed to advancing a more sustainable world.

#### SDGs as a global consensus

The SDGs are a set of international development goals, adopted in 2015 by all UN member states through the UN General Assembly. Unlike legally binding conventions, which require ratification, the SDGs provide a voluntary yet globally recognised framework that invites both international cooperation and national alignment.

This shared framework also facilitates data collection and analysis, enabling the monitoring of progress, identification of gaps, and prioritisation of policies at the national, regional and global levels. By tracking progress, countries can adjust their strategies as needed to ensure the timely and successful achievement of the SDGs.

Engagement with the SDGs varies significantly across countries. Nations with a strong presence of UN agencies and international development partners are more likely to incorporate the SDGs into their national planning and implementation processes.

This alignment helps streamline development efforts and fosters better coordination between global and national objectives, leading to more significant advancement toward the goals.

In contrast, decentralised countries, where regional or local governments have greater autonomy, may face challenges in fully aligning with the SDGs. This could result in less cohesion in implementation and varying levels of participation in international alignment efforts. Effective coordination between different levels of government and local entities is crucial in such cases.

#### The four dimensions of sustainability

‘Sustainability’ and ‘sustainable development’ have become foundational concepts in the era of the SDGs. To fully comprehend these ideas, it is necessary to adopt a holistic approach that recognises sustainable development as encompassing four interdependent dimensions.

The most discussed and widely understood dimension is the environmental aspect. Issues such as ‘climate change’, ‘global warming’, ‘carbon emissions’ and ‘resource depletion’ often dominate media coverage, highlighting the urgent need for environmental sustainability to protect the integrity of our ecosystems.

The second dimension, economic sustainability, holds different meanings for various stakeholders – governments, educational institutions and social organisations. It includes monetary and fiscal policies, corporate governance, budgeting practices and other strategies aimed at promoting long-term economic stability and growth.

The third dimension, social sustainability, is grounded in principles such as democracy, participation, equity, inclusivity and social mobility. It strives to build inclusive societies where the benefits of development are distributed fairly, ensuring that no community is left behind.

Lastly, the cultural dimension – often overlooked – plays an essential role in advancing sustainability. Universities can contribute by acknowledging and celebrating diverse cultural expressions, promoting understanding and respect among various social groups, and helping communities thrive within their cultural contexts.

### **Nurturing lifelong learners**

Sustainable development relies on resilient individuals capable of continuously refreshing their skills and knowledge. Universities are central to cultivating this adaptability by creating environments that encourage lifelong learning.

To build resilience, universities should integrate SDG-focused reflections into their curricula, updating content to tackle urgent sustainability challenges and connecting the SDGs to various academic disciplines. This approach will ensure that all university programmes are aligned with the SDGs and contribute to their achievement.

Universities must transform their teaching pedagogy to foster critical thinking, problem-solving and systems thinking, equipping students with the competencies necessary to address complex sustainability dilemmas. These skills allow students to approach practical issues with innovative and holistic solutions.

Engagement can be further enhanced through various teaching strategies, including experiential learning, collaborative initiatives and the use of digital tools. These approaches provide hands-on experience, increasing students’ ability to make meaningful contributions to sustainable development.

Supporting students’ physical and mental health is just as vital for building resilience, as it prompts full participation in learning. Universities should cultivate an environment that prioritises both health and

well-being, recognising that students' academic and professional success is deeply connected to their overall vitality and life satisfaction.

Retaining curiosity and a passion for learning sustains students' motivation, fuelling their commitment to lifelong education. This not only fosters their personal growth but also ensures they stay engaged in continuous development, adapting to evolving challenges and opportunities as they progress.

Finally, universities should broaden their recruitment efforts to include a wider range of non-traditional learners, such as mature students and adults, through continuing professional development programmes.

By welcoming learners of all ages and backgrounds, universities enable individuals to adjust to shifting societal demands, acquire new skills and contribute to sustainable development over the course of their lives.

### **Researching for a sustainable future**

The 17 SDGs offer a comprehensive framework for redefining research priorities. Due to the interconnected nature of the SDGs, universities must refine their research strategies to emphasise interdisciplinary centres of excellence that respond to SDG-related challenges.

Research in science and technology plays a critical role in tackling global sustainable development issues. It helps mitigate biodiversity loss and climate change by deepening our understanding of ecosystems. Innovations in renewable energy, sustainable agriculture and carbon capture provide practical solutions to reduce carbon footprints and restore ecosystems.

Science and technology also accelerate the transition to greener economies by driving clean energy solutions, optimising waste management, and promoting sustainable production techniques. These breakthroughs enable circular economies and facilitate smart infrastructure that incorporates environmental considerations, laying the foundation for enduring sustainability.

Research in the human and social sciences is crucial for promoting a sustainable future, particularly in the social, economic and cultural realms of sustainability.

These fields, which explore complex and less deterministic cause-and-effect relationships and lack standardised definitions and measurement systems, are key to unpacking and addressing sustainability challenges.

Amid ongoing cutbacks in social and human sciences programmes at many universities, it is imperative to invest more equally in both these fields and in science and technology. Such an approach will amplify synergies and maximize their collective impact on enhancing sustainability.

Another critical area of focus is integrating advanced technologies, particularly artificial intelligence, into research. This presents the challenge of balancing the dual objectives of 'going digital' and 'going green', as these goals may initially seem to be at odds with each other.

It is essential for universities to assess the environmental and social implications of technologies like AI, promoting research initiatives that provide practical, sustainable solutions while minimising possible negative impacts.

**Catalysing positive social change**

Universities have immense potential to extend their impact beyond campus through outreach and community engagement initiatives. This is particularly vital in advancing sustainable development, as it ensures that university teaching and research benefit local communities and partners, fostering their growth and resilience.

Encouraging students to participate in voluntary, community-driven service projects focused on sustainable development is an effective way to inspire change. Whether as part of academic credits or a graduation requirement, these projects offer students valuable learning experiences while bringing fresh perspectives to communities and generating positive and lasting change.

Universities should expand micro-credential programmes to equip community leaders and local partners with the skills needed to raise awareness and build capacity for sustainable development. This targeted learning can cultivate local leadership and enhance the community's ability to confront sustainability challenges.

Community engagement should be an integral part of academic staffs' professional responsibilities. Activities such as research commercialisation for science and technology faculty, or consultancy work for social sciences, should be recognised in promotion criteria and performance reviews. This would incentivise staff to contribute to local development while fostering innovation and sustainable solutions.

Universities can strengthen their ties with local communities by establishing joint incubation centres that foster entrepreneurship, blending university expertise with local contributions to develop sustainable businesses and drive continuous economic growth.

Additionally, integrating local expertise and indigenous knowledge into sustainability efforts is crucial. This facilitates knowledge exchange, ensuring that academic research is closely connected to everyday applications and provides culturally relevant, impactful solutions to the sustainability challenges faced by communities.

**Toward greater alignment**

Universities are instrumental in achieving the SDGs and, in turn, the SDGs offer universities a valuable opportunity to transform their missions, governance, curricula and structures. This alignment enables universities to make meaningful contributions to global development while adapting to society's evolving needs.

Sustainability now underpins universities' core functions – teaching, research and community engagement. It should be seamlessly integrated into all university activities, from course content to delivery methods, ensuring that sustainability becomes an embedded principle that informs every aspect of university life.



Fostering lifelong learning is essential for a sustainable future. Resilient and adaptable individuals are key to navigating the challenges ahead. By aligning institutional missions with the SDGs, universities can empower students to actively contribute to sustainable development, paving the way for a more equitable and sustainable world.

*Libing Wang joined UNESCO in 2012 as senior programme specialist in higher education, later becoming chief of education at the UNESCO Regional Office in Bangkok, Thailand. Prior to joining UNESCO, he was a professor of education at Zhejiang University in China. He currently serves as chief of section of health and education at UNESCO Headquarters in Paris, France.*

Information from: <https://www.universityworldnews.com/post.php?story=20250128071406114>

### **New Europe-Africa funding for sustainable energy research**

**Author: Desmond Thompson**

**27 February 2025**

Despite global funding and policy shifts on climate change, researchers at universities and the private sector in Africa and Europe can look forward to €30 million (US\$31.4 million) in funding for sustainable energy solutions.

The 2025 **Call** for AU-EU Collaborative Research and Innovation Projects on Sustainable Energy was published on 14 January and closes on 27 March. It forms part of the six-year Long-Term Joint European Union (**EU**)-African Union (**AU**) Research and Innovation Partnership on Sustainable Energy (LEAP-SE) launched at the **Politecnico di Milano** in Italy on 10 October 2024.

#### **Leap ahead**

The LEAP initiative is a key component of the AU-EU High-Level Policy Dialogue (**HLPD**) on science, technology and innovation, which prioritises climate change and sustainable energy as critical areas for collaboration.

It gives effect to the HLPD's Research and Innovation Partnership on Climate Change and Sustainable Energy (**CCSE**), fostering collaborative research and innovation projects that contribute to climate change mitigation and adaptation.

This commitment is also reflected in the AU-EU Innovation **Agenda**, adopted in 2023, which highlights Africa's disproportionate vulnerability to climate change and the need for locally tailored solutions.

LEAP-SE "represents a significant step in deepening EU-AU cooperation in sustainable energy," Dr Marie-Laure Tarot of the French National Research Agency (ANR) **previously** told *University World News*.

**Strengthening EU-AU collaboration**

Building upon the successes of its predecessor, LEAP-RE, the LEAP-SE programme seeks to deepen research ties between Europe and Africa while broadening its scope beyond renewable energy.

“Sustainable energy development is essential for the green energy transition of Africa and Europe in order to tackle the global challenge of climate change. Providing reliable and clean energy access to millions of people worldwide is necessary,” the call page reads.

**Partners**

Coordinated by the French National Research Agency, or ANR and Algeria’s ministry of higher education and scientific research (MESRS), the consortium includes 22 partners from eight European countries (Austria, Belgium, France, Germany, Italy, Portugal, Romania and Türkiye) and eight African nations (Algeria, Cameroon, Egypt, Morocco, Namibia, Senegal, South Africa and Tunisia).

**Co-funding model**

The co-funding model is intended to ensure that both Europe and Africa contribute financially and share ownership of the research agenda.

LEAP-SE has a total budget of €30 million, of which €10 million comes from Horizon Europe, the EU’s main research and innovation funding programme. The remaining funds come from participating research funding organisations in EU member states, countries associated with Horizon Europe, as well as AU member states.

**Focus areas of the 2025 call**

The 2025 call invites 12- to 36-month proposals in seven thematic areas:

1. Assessment of renewable energy sources and integration into sustainable energy scenarios.
2. End-of-life and second-life management, including environmental impacts of renewable energy components.
3. Development of smart stand-alone systems.
4. Implementation of smart grids at various scales for off-grid applications.
5. Processes and appliances for productive uses, such as agriculture, mobility and industry.
6. Innovative solutions addressing priority domestic needs, including clean cooking and cold chain technologies.
7. Production and utilisation of green hydrogen.

**Consortium composition**

The LEAP-SE 2025 call seeks to fund collaborative research projects between European and African partners. Projects can encompass basic research, applied research or experimental development. Other requirements include:

*Minimum participants:* Each consortium must include at least four independent legal entities: two from different EU member states or Horizon Europe-associated countries, and two from different AU member countries.

*Sector representation:* At least one partner must be from the institutional research sector (universities, public research centres, non-profit organisations), and at least one from a commercial company.

*Funding eligibility:* Partners must be eligible for funding from their respective national or regional funding agencies participating in the call. Partners from African countries without participating funding agencies may still be eligible for funding through co-funding from the European Commission (EC), subject to specific conditions.

### **Showcasing successful collaborations**

As LEAP-SE looks to fund its next wave of research projects, its predecessor provides a strong foundation to build upon. LEAP-RE demonstrated how EU-AU collaboration can drive innovation in renewable energy, delivering impactful projects across multiple countries.

The RE phase (2020-26), co-funded with €15 million through Horizon 2020, focused exclusively on renewable energy.

Since its full launch in 2021, LEAP-RE established a network of 85 research partners across 33 European and African countries, supporting collaboration among researchers, institutions and policymakers.

With a total budget of €32 million, the initiative funded 31 research and innovation projects, with university-based research being the biggest beneficiary.

Several LEAP-RE projects illustrate the potential of EU-AU research collaboration:

### **Affordable solar cooking**

The **PURAMS** standalone solar cooker was developed based on field research in more than 150 households in Kenya, Rwanda and Mozambique. The lead partner is Kenya's **Strathmore University**.

The need for clean cooking solutions is clear. A 2023 **report** by the International Energy Agency (**IEA**) estimates that nearly a billion Africans lack access to clean cooking devices, relying, instead, on solid biomass, kerosene or coal.

The PURAMS cooker uses positive temperature coefficient, or PTC, heating instead of traditional resistive elements, reducing power consumption. This allows for smaller solar panels and batteries, making the system more affordable and accessible.

The pilot project was launched in Kenya in 2024, with production scaling up this year and expansion planned across Africa from 2026 onwards.

### **Other examples**

LEAP-RE projects highlight the tangible benefits of collaborative research and serve as inspiration for prospective applicants to the new call. Other examples include:

- **RE4AFAGRI:** Renewable energy for agriculture – Integrating renewable energy into farming to improve irrigation, food security and rural electrification.
- **SolCharge:** Mobile solar for clean energy & EVs – Deploying modular, mobile solar-charging units to provide off-grid energy access and support electric vehicle charging in remote communities.

- **SUNSAFE**: Smarter solar installations – A user-friendly mobile app that helps retailers and technicians correctly size and install solar systems, improving reliability and safety.
- **LEDSOL**: Solar-powered water purification – Using AI-driven UV disinfection to provide clean drinking water in off-grid communities.
- **LEOPARD**: Mini-grids for clean energy – Establishing modular, solar-powered mini-grids to expand electricity access in rural areas.
- Smart Home Energy (**SHE**): Cooking with crop waste – Converting agricultural waste into biofuel pellets for clean cooking solutions in off-grid households.
- Geothermal Atlas for Africa (**GAA**): Unlocking Africa's energy potential – Mapping the continent's geothermal resources to attract investment and support clean energy projects.

### Road ahead

The LEAP-SE 2025 call is the first edition of a transnational joint call co-funded by European and African national and regional research funding agencies, alongside an additional contribution from the EC. A second call is planned for 2026, providing further opportunities for research institutions and private-sector partners to secure funding for sustainable energy projects.

### Global funding challenges

LEAP-SE moves forward at a time of shifting global priorities, with recent US policy changes adding uncertainty to international climate funding.

President Donald Trump's second administration has not only cut foreign aid but also withdrawn from the **Paris Agreement**, distancing the US from climate-related commitments.

Concerns are growing over the future of climate finance, with South African officials warning of potential reductions in US-backed Just Energy Transition funding. The development highlights the need for diversified, resilient funding sources.

### Call to action

While European and African institutions continue research collaboration, long-term financial sustainability remains a question – especially with the backdrop of geopolitical changes.

The success of this call, and LEAP-SE as a whole, will depend on the strength of the proposals it attracts and the ability of EU-AU partners to maintain momentum in an increasingly complex funding landscape.

Information from: <https://www.universityworldnews.com/post.php?story=2025022618345921>

**A women's university with a potent formula for fighting evil****Author Dara Melnyk****19 February 2025**

Rubana Huq, the vice-chancellor of the Asian University for Women (AUW), has the sort of presence you can feel, even through the screen. We invited her to speak at an Innovative Universities webinar and were somewhat nervous: there is something exalted, elevated, almost towering about AUW, despite it being a small and still young university.

Huq adjusted her shawl and started speaking: "I would dare to say that we actually produce magic," she said.

AUW is a women-only university in Chittagong, Bangladesh. From there, it caters to female learners from the whole of Southern Asia and the Middle East, focusing on under-served groups.

Bangladesh is a perfect location for such a higher education institution. Bangladesh is the local leader in gender equality, but it is still 99th in the **2024 Global Gender Gap Index**. The region as a whole ranks sixth out of seven, with only the Middle East and North Africa behind it.

**Social engineering**

In 1978, Gerald Grant and David Riesman published their book **The Perpetual Dream** on new and renewed colleges in the 1960s to 1970s in the United States. They divided new (and transformed) institutions of the time into two types: popular reforms and telic reforms. Popular reforms modify higher education processes. Telic reforms experiment with the ends and purposes of universities.

AUW is an impressive modern example of a telic reform. It views a university as a social lift for a whole society, not just for individual students. "We experiment with social and global conditions," commented Huq. Radical access education for Southern Asian women means not only a different future for graduates, but also for their communities. It is an exercise in social engineering.

AUW was founded in 2008, dreamed into the world by Kamal Ahmad, a Bangladeshi-American educator and social entrepreneur and conceptually backed up by the famous **Higher Education in Developing Countries: Peril and promise** report

*Peril and Promise* was a 2001 high-profile collaborative project carried out by the joint World Bank-UNESCO Task Force, funded by several international organisations and drafted by Henry Rosovsky and David Bloom.

The report argued that regional higher education had to grow significantly. It also had to become more diverse, expanding not only in size but in the types of communities it serves and the functions it can perform.



Finally, it emphasised the importance of university autonomy. AUW, fiercely independent with its special charter and with a reach beyond what even the authors of the report could imagine, is the embodiment of these recommendations.

### **Radical access**

AUW's curriculum is inspired by the Seven Sisters, seven US colleges established back in the 19th century as a female-catering counterpart to male-only private elite universities. Their character has changed (one has gone co-ed, another merged with Harvard, and all serve a wider audience of female-identifying students now), but they still occupy a special place in the American higher education system.

AUW is different from the Seven Sisters. First, it is regional – combining Southern Asian, South-East Asian and Middle Eastern women – in its student body composition. More importantly, it specifically aims to extend access to women who might not get another chance at higher education.

A rudimentary typology of target groups includes women from poorer socio-economic groups, such as daughters of microfinance borrowers; from tribal communities and historically neglected groups like Dalit (the 'untouchables' caste in the Indian system); low-wage workers from textile companies and tea estates; displaced people, including refugees; women from under-served geopolitical spaces, such as Afghanistan; students whose school education was in the madrasah system; and, finally, those whose families have been affected by human trafficking.

The university treats its mission with solemn, firm determination and reaches out to prospective students in what seems like a myriad of different ways. AUW has been recruiting Afghan women since 2021, making sure that the search for target students – those who are curious, driven and have an entrepreneurial and enterprising mindset – extends to as many provinces as possible.

AUW collaborates with NGOs, industries and grassroots media to spread information. And then, when the entry test is offered, it can be passed in a language a candidate is comfortable with, with the help of an interpreter. Because it is not about the level of one's English, it is about fit. And if a candidate fits, everything will be done to help them on their way.

### **Foundation curriculum**

AUW's mandate creates unique issues. There is the logistics of enabling students to start their studies in the first place – which is not an issue if a student is from Chittagong, but it is a challenge if they are from a refugee camp. Moreover, students from under-served communities often lack or have not had enough quality primary and secondary education.

Finally, addressing psychological adaptation may be the most complex challenge of all. There is a difference between teaching students who have always known they would go to a university and students who never entertained the notion. And there is a difference between teaching students whose sorrows have not gone beyond regular teenage troubles and those who have seen extreme poverty and violence.

So, in the words of David Taylor, interim pro vice-chancellor, AUW comes up with varied special provisions and access schemes. In response to uneven preparation, AUW has created the Foundation College, a pre-undergraduate curriculum, offering courses in English, mathematics, computer science

and leadership, with independent reading time, group study sessions and peer and professional mentorship.

While a pre-undergraduate programme is fairly common in universities aiming for wider access, AUW's is unusually long – six levels are offered over six trimesters – and adaptable to students who can proceed to the undergraduate curriculum once they are ready and not necessarily after going through the whole programme.

To deal with logistical challenges, the university uses its networks of colleagues and friends (just one name, to share, among many: Cherie Blair, human rights lawyer and wife of former British prime minister Tony Blair, is AUW's chancellor). It comes up with ingenious schemes, such as flying students from Kabul through third countries. A martial arts class in the pre-undergraduate curriculum and a workshop on trauma-informed teaching for faculty is one answer to the trauma students might be carrying.

Huq mused: "...You see, I don't think we should ever despair when we are in a tough position, when we have a tough challenge. I think we should just be innovative and have enough courage to push through it." Which brings me to this point: AUW is undoubtedly an innovative university. But it innovates because there is no other choice, because it must. And maybe this is innovation in its purest sense.

### **Challenges**

AUW is not without problems. Its philanthropy-driven funding model lacks revenue diversification for long-term sustainability. The region and Bangladesh itself, as we saw last summer, are turbulent. Chittagong is not among the top destinations for international scholars.

Its influence on regional higher education is smaller than it could be, given the importance of what the university is doing and its success.

It is difficult for other universities in the region to borrow the radical access approach from AUW. First, the institutions already offering wide access are typically more localised, focusing on their immediate surroundings or at least are targeted at one country. AUW's international model requires an international faculty body and therefore significant financial investment.

Second, AUW is too unique, too focused, too embedded in the global community of educators for its footsteps to be easy to follow.

And yet, the Asian Women's Leadership University College (AWLUC), a fledgling higher education institution in Malaysia, has followed in AUW's footsteps. Several regional universities have borrowed or explored elements of AUW's approach, ranging from BRAC University in Bangladesh to Ashoka University in India.

In the meantime, a new campus, designed by Moshe Safdie as a climate-resistant dream, is almost ready. With each graduating cohort, AUW gets new supporters and new champions who carry its ideas forward – the aforementioned AWLUC was co-founded by an alumna too. We should expect more big things from AUW in the future.

### **Fighting evil**

I co-hosted the Innovative Universities webinar with Isak Frumin. During the AUW discussion I was uncharacteristically quiet, mesmerised. Isak stayed alert and commented on the model. He said that AUW gave students' knowledge, skills and hope. That triad sounded like a formula or a recipe. Or maybe it sounded like what a hero would get from a magical helper: I grant you knowledge, I grant you skills, I grant you hope. Now you can go and fight evil.

I later realised that this last part – fighting evil – might be the most important and powerful aspect of AUW's model. AUW believes that students who have witnessed struggle will be compelled to help end it, and those who understand the ills of a lack of education will support and protect the efforts of others, be it by creating start-ups or teaching in refugee camps.

As a result, a fair share of AUW graduates end up in NGOs and international organisations like the United Nations High Commissioner for Refugees, the World Food Programme and the United Nations Children's Fund. Graduates also create jobs for local people by setting up small enterprises.

What can you learn for your institution? The core of AUW's model is quite simple if you think of it: define what you want to do, then go all in. Do what must be done. It's not a bad way to operate a university. Or a bad way to live your life. What do you think?

*Dara Melnyk is a consultant and writer. With special thanks to AUW leadership and faculty. Last year, Isak Frumin, head of the Observatory of Higher Education Innovations, and Dara Melnyk started the **Innovative Universities Global Webinar Series**, which is essentially a collection of cases of unusual institutions that could be the future of higher education. AUW was one of the most impressive cases, but there are many others to be reflected in this monthly column. If you have ideas about universities that should be explored, please contact Dara at [dara.melnyk.personal@gmail.com](mailto:dara.melnyk.personal@gmail.com) or Isak at [ifrumin@constructor.university](mailto:ifrumin@constructor.university).*

*This article is a commentary. Commentary articles are the opinion of the authors only and not their employer and do not necessarily reflect the views of University World News.*

Information from: <https://www.universityworldnews.com/post.php?story=20250217101538681>

## NEWS FROM THE WORLD

### International Conference on Electrical, Electronics, Computer, Civil and Mechanical Engineering (ICEECME-2025)

2<sup>nd</sup> May, 2025

Amman, Jordan



#### About Conference

To the International Conference on Electrical, Electronics, Computer, Civil and Mechanical Engineering to be held on 2nd - 3rd May 2025 in Amman. The Conference will witness the participation of the Academicians, Universities, Professionals and Industry experts gathering on a global platform to discuss the future prospects in ICEECME.

#### Objective of the conference

The central aim of the is to share knowledge and to enlighten about novel advancements, anticipate problems in the field of Business Management and Social Innovation from Emeritus Professors, Eminent Scientists, Faculties like Directors, Senior Professors / Assistant Professors / Associate Professor, Experts in the field of Business Management and Social Innovation, Research Scholars, Industrial Delegates and Student Communities in the relevant fields.

#### Date of Importance

Early Bird Entry	2 <sup>nd</sup> April 2025
Abstract submission deadline	7 <sup>th</sup> April 2025
Registration deadline	17 <sup>th</sup> April 2025
Conference Dates	2 <sup>nd</sup> - 3 <sup>rd</sup> May 2025

More information: <https://www.iarfconference.com/conf/index.php?id=2870800>

**International Conference on Recyclable Materials in Civil Engineering (ICRMCE-2025)****6<sup>th</sup> May, 2025****Tianjin, China**

The World Research Forum is glad to organize International Conference on Recyclable Materials in Civil Engineering (ICRMCE-25), which will take place 6<sup>th</sup> May-7<sup>th</sup> May 2025. at Tianjin, China. These discussions will welcome leading scientists, practitioners, and academicians from the field or concerning the field on one platform.

This is a massive opportunity for academicians to create contacts, present their research and explore various fields. Whether a presenter or an attendee, you will get an equal opportunity to be part of discussions and share your vision.

These events will highlight achievements, solutions, and future developments. Moreover, the debate on pressing issues benefits everyone involved in the field. Therefore, you can present your research and receive reviews, appreciation, grants, and recognition on this global platform.

Every year, WRF tries to incorporate all the topics and organize events in developed and developing countries. The incredible choice of venues and topics brings all the delegates together on one platform. Moreover, it's a great way to gain exposure that will help personal and professional growth.

So, attend the event in person or virtually and contribute to the discussion with your knowledge. Expand your contacts and knowledge by attending the conference, which is a rewarding experience.

**Call For Papers**

- Recyclable materials in sustainable civil engineering
- Sustainability of construction materials
- Sustainable materials, recycling and environment
- Use of recycled and demolished materials in construction
- Use of industrial by-products
- Desulphurized waste residues in construction
- Use of local materials
- Rammed earth and similar products
- Using novel materials as cement replacement
- Cementless concrete materials



- Production of chemical admixtures derived from agriculture waste for concrete and other applications
- Use of waste food to produce materials for construction materials

**Important Dates**

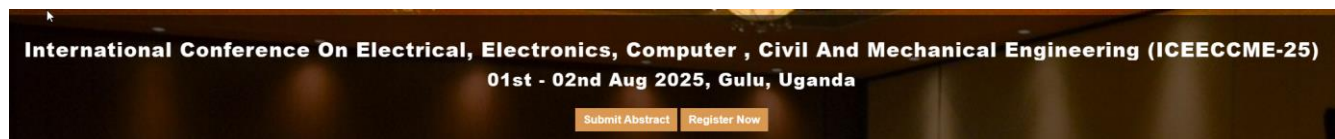
Early Bird Fee deadline	6 <sup>th</sup> April 2025
Paper submission deadline	11 <sup>th</sup> April 2025
Last date of registration	21 <sup>st</sup> April 2025
Date of Conference	6 <sup>th</sup> -7 <sup>th</sup> May 2025

More information: <https://www.wrfconference.com/event/index.php?id=2875040>

**International Conference on Electrical, Electronics, Computer, Civil and Mechanical Engineering (ICEECME-25)**

**01 - 02 August, 2025**

**Gulu, Uganda**

**About Conference**

Science Cite is delighted to welcome you to the International Conference on Electrical, Electronics, Computer, Civil and Mechanical Engineering at Gulu, Uganda on 01st - 02nd Aug 2025. It's our pleasure to have a platform with all the field's leading scientists, outstanding researchers, academic people, and industrialists from national and international locations. All attendees and the domain will benefit from the discussions at conferences, seminars, workshops, symposia, and other related events. In addition, we offer a platform for all academicians to display their research and ideas and explore speaking opportunities.

In addition to being united by a common goal - to provide information exchange and advance the fields. This conference will help you all make new connections, gain recognition and receive feedback to help you grow personally and professionally. Our goal is to create a motivating atmosphere and to discuss solutions, future strategies, and trends. Therefore, we look forward to your participation which means gaining immense exposure and helping people.

**Call For Papers**

Science Cite Welcomes you to **International Conference on Electrical, Electronics, Computer, Civil and Mechanical Engineering** to explore new opportunities, information, and lots of exposure. Groundbreaking discussions among global participants and experts are surely something to take into account. As a student, you can present your unique vision and research for peer and expert review.

Furthermore, valuable suggestions, new opportunities, and recognition contribute to professional growth.

You will gain valuable updates, knowledge, answers, and more by submitting your work. This is an invitation for you, if you are related to the field anyway; you can submit your research information for:

- Original research papers
- Published articles
- Dissertation/Ph.D. thesis
- Research abstracts
- Project reports
- Ongoing research
- Case studies
- Reports on recent issues related to the conference theme etc.

#### Important Dates

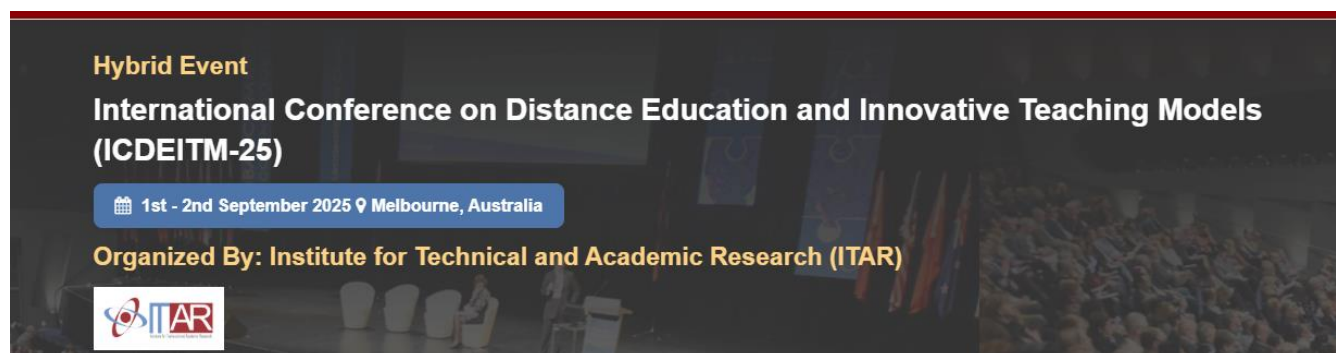
- Paper Submission Deadline 07<sup>th</sup> July 2025
- Registration Deadline 17<sup>th</sup> July 2025
- Conference Date 01<sup>st</sup> - 02<sup>nd</sup> August 2025

More information: <https://sciencecite.com/event/about-conf.php?id=3051209>

### International Conference on Distance Education and Innovative Teaching Models (ICDEITM-25)

1<sup>st</sup> - 2<sup>nd</sup> September, 2025

Melbourne, Australia



**International Conference on Distance Education and Innovative Teaching Models (ICDEITM-25)**, which is scheduled to take place on the **1<sup>st</sup> - 2<sup>nd</sup> September 2025** in **Melbourne, Australia** organized by Institute for Technical and Academic Research (**ITAR**) will offer researchers, delegates and scholars an incredible chance to interact with each other and share their experience and knowledge of technology application. In order for true progress to be achieved in **Distance Education and Innovative Teaching Models**, it simply isn't enough for professionals in the field to gather at boilerplate events that have been designed as part of a "one-size-fits-all" approach to academic event organizing.

Every discipline requires a unique set of speakers, debates, events, networking and presentation sessions, exhibits, etc, when it comes to effective conferencing and **Distance Education and Innovative Teaching Models** is no different. Right from the theme of the conference, the roster of speakers to the research presentation opportunities, and everything in between, **International Conference on Distance Education and Innovative Teaching Models** has been designed to offer participants exactly what they need - very specific and exclusive growth and learning opportunities that will be able to access at no other conference anywhere in the globe.

### Call for Paper

Anyone who's got some interesting research discoveries on their hands deserves a global platform for them to tell the world -

- What inspired them to pursue their line of research,
- What their approach to research was,
- How the research project grew and progressed through all the stages
- What led to the final research discoveries,
- What the significance of the research findings are, and
- What the scope for future research on the same topic is.

### Important Dates

2 <sup>nd</sup> August 2025	Last Date for Early Registration
7 <sup>th</sup> August 2025	Last Date for Paper Submission
17 <sup>th</sup> August 2025	Last Date for Registration
1 <sup>st</sup> - 2 <sup>nd</sup> September 2025	Conference Date

Information from: <https://itar.in/conf/about-conf.php?id=3088048>

## CALENDAR

Date	Event	Place
10-12.04.2025	10 <sup>th</sup> World Congress on Civil, Structural, and Environmental Engineering (CSEE 2025)	Barcelona, SPAIN



<https://cseecongress.com/>

13.04.2025	10 <sup>th</sup> International conference on Structural Engineering and Concrete Technology (ICSECT 2025)	Barcelona, SPAIN
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<https://icsect.com/>

01-02.05.2025	International conference on Teaching, Education and new learning Technologies (ICTENLT)	Sharjah, UAE
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<https://arsss.org/Conference/44468/ICTENLT/>

Date	Event	Place
29-31.05.2025	2 <sup>nd</sup> International Conference on Civil and Structural Engineering	Amsterdam, NETHERLANDS



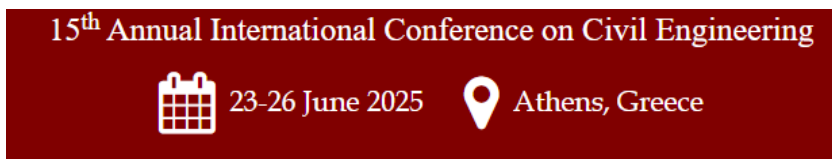
<https://civilengineering.pagesconferences.org/>

10-12.06.2025	2025 ASCE Civil Engineering Education Summit	Cleveland, Ohio, USA
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<https://engineering.case.edu/civil-and-environmental-engineering/asce-education-summit>

23-26.06.2025	15 <sup>th</sup> Annual International Conference on Civil Engineering	Athens, GREECE
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<https://www.atiner.gr/civileng>



Date	Event	Place
01.07.2025	International conference on Teaching, Education and new learning Technologies (ICTENLT)	Munnar, INDIA
 <p>International conference on Teaching, Education and new learning Technologies (ICTENLT) will be held at <b>Munnar, India</b> On 01st Jul 2025</p> <p><a href="https://arsss.org/Conference/48595/ICTENLT/">https://arsss.org/Conference/48595/ICTENLT/</a></p>		
21-23.08.2025	2 <sup>nd</sup> International Conference on Civil Engineering: Innovations & Advancements	Paris, FRANCE
 <p>2<sup>nd</sup> International Conference on Civil Engineering: Innovations &amp; Advancements (ICCEIA 2025) August 21, 2025 - August 23, 2025   Paris, France</p> <p><a href="https://icceia.com/">https://icceia.com/</a></p>		
9-12.09.2025	35 <sup>th</sup> Annual EAIE Conference and Exhibition	Göteborg, SWEDEN
 <p>EAIE Annual Conference and Exhibition <b>EAIE Göteborg 2025</b> 9 – 12 September 2025 + Add to calendar Göteborg, Sweden Venue: Svenska Mässan</p> <p><a href="https://www.eaie.org/events/göteborg.html">https://www.eaie.org/events/göteborg.html</a></p>		

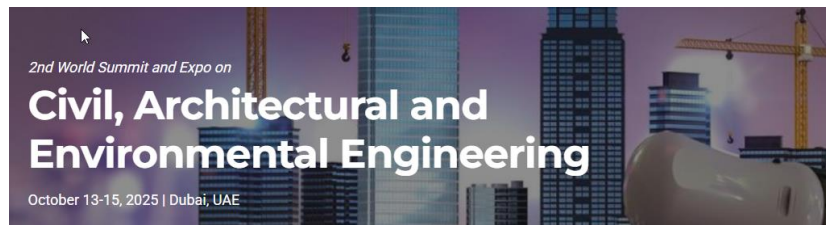
Date	Event	Place
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11-13.09.2025	6 <sup>th</sup> Central European Symposium on Building Physics	Budapest, HUNGARY
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<https://cesbp2025.bme.hu/>

13-15.10.2025	2 <sup>nd</sup> World Summit and Expo on Civil, Architectural and Environmental Engineering (WSECAEE2025)	Dubai, UAE
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<https://wsecaee2025.synergiasummits.com/>

16-18.10.2025	EUCEET 2025 Budapest Hungary Teaching Gen Z Civil Engineers	Budapest, HUNGARY
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<https://euceet2025conference.bme.hu/>

Date	Event	Place
18.10.2025	18 <sup>th</sup> EUCEET Association General Assembly  <a href="https://www.euceet.eu/">https://www.euceet.eu/</a>	Budapest, HUNGARY
15-16.11.2025	International Conference on Civil and Environmental Engineering ICCEE  <a href="https://waset.org/civil-and-environmental-engineering-conference-in-november-2025-in-kyoto?utm_source=conferenceindex&amp;utm_medium=referral&amp;utm_campaign=listing">https://waset.org/civil-and-environmental-engineering-conference-in-november-2025-in-kyoto?utm_source=conferenceindex&amp;utm_medium=referral&amp;utm_campaign=listing</a>	Kyoto, JAPAN
06-08.12.2025	2025 8 <sup>th</sup> International Conference on Civil Engineering and Architecture (ICCEA 2025) 	Jakarta, INDONESIA
27-28.12.2025	International Conference on Architecture, Civil, Urban and Environmental Engineering  <a href="https://waset.org/architecture-civil-urban-and-environmental-engineering-conference-in-december-2025-in-vienna?utm_source=conferenceindex&amp;utm_medium=referral&amp;utm_campaign=listing">https://waset.org/architecture-civil-urban-and-environmental-engineering-conference-in-december-2025-in-vienna?utm_source=conferenceindex&amp;utm_medium=referral&amp;utm_campaign=listing</a>	Vienna, AUSTRIA