



**EUCET Association**

# **NEWSLETTER 3/2022**

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## FROM THE EUCEET ASSOCIATION

### The 15<sup>th</sup> General Assembly of the EUCEET Association

The 15<sup>th</sup> General Assembly of the EUCEET Association took place on September 30<sup>th</sup> 2022, kindly hosted by the Polis University (Albania).

At the 15<sup>th</sup> General Assembly of the EUCEET Association, a new Administrative Council was elected for the term 2022-2024, having the following composition:

Country	Name and Surname/Institution	Function
ES	<b>Jose TURMO/</b> UPC Barcelona Tech	<b>President</b>
LT	<b>Šarūnas SKUODIS/</b> Vilnius Gediminas Technical University	<b>Vice-President</b>
AL	<b>Ilda RUSI /</b> Polis University	<b>Member</b>
BE	<b>Jaak MONBALIU/</b> KU Leuven	<b>Member</b>
FR	<b>Thibaut SKRZYPEK/</b> École des Ponts ParisTech	<b>Member</b>
ES	<b>Jose Antonio LOZANO-GALANT/</b> University of Castilla-La Mancha	<b>Member</b>
RO	<b>Andreea CONDURACHE/</b> Technical University of Civil Engineering Bucharest	<b>Member</b>
IT	<b>Diego Lo PRESTI/</b> University of Pisa	<b>General Secretary</b>

## 2<sup>nd</sup> Joint Conference of EUCEET Association and AECEF

*The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education*

19-20 October, 2023

The Conference will take place in Pisa (Italy) at “Le Benedettine”- University of Pisa Congress Centre (near historical centre of Pisa, Arno riverside, ten minutes’ walk far from Leaning Tower), from **Thursday 19 to Friday 20, October 2023**. The Conference Proceedings will be published in electronic format, provided with ISBN, and indexed in leading databases.

### Conference topics

The following list of topics is not intended to be exhaustive, but rather to indicate topics that fall within the aim of the Conference:

- Future-oriented educational concepts in engineering
- Non-traditional laboratories for engineering education
- Impact of climate change in engineering education
- Student-centred learning environments
- The role of education for woman leadership in engineering
- Diversity and inclusion in engineering education

### Conference Chairs (Organizing Committee)

Francesco LECCESE, School of Engineering, University of Pisa, Pisa, Italy (Conference Chair)

Jose TURMO, UPC Barcelona Tech, Barcelona, Spain (EUCEET President)

Nicolaos THEODOSSIOU, Aristotle University, Thessaloniki, Greece (AECEF President)

Diego Carlo LO PRESTI, University of Pisa, Pisa, Italy (EUCEET General Secretary)

Alfredo SOEIRO, University of Porto, Porto, Portugal (AECEF General Secretary)

### Forthcoming

Updates will be available in the next months. Conference website, subscription procedure, and papers’ submission will start in the early Autumn 2022.



EUCEET - European Civil Engineering Education and Training Association (<http://www.euceet.eu/>)

AECEF - The Association of European Civil Engineering Faculties (<https://aecef.net/>)



University of Pisa (<https://www.unipi.it/index.php/english>)

## FROM MEMBERS

### École des Ponts ParisTech, France

#### PUBLICATION OF THE "CAHIER DES PONTS"

August 31, 2022

At the heart of city policies, the issue of mobility has many aspects.

Among the issues it raises, those of mass and territorial mobility are crucial. Added to this is the environmental imperative, in the face of which behaviors are tending to evolve. Understanding the dynamics at work is fundamental to rethinking mobility and putting it on a more sustainable path. This new issue of Cahier des Ponts explores this complex issue by giving the floor to various mobility stakeholders.

Under the direction of Fabien Leurent ([CIRED](#))

Researchers: Nicolas Coulombel (LVMT),  
Danyang Sun ([LVMT](#))

Doctoral students : Marjolaine Lannes ([CEREA](#))

Teachers : François-Laurent Touzain ([VET](#)), Émeric Fortin ([Master TraDD](#)), Federico Antoniazzi ([MS<sup>®</sup> STFU](#)), Jean-François Sempéré ([MP TAU](#)), Véronique Haché ([MS<sup>®</sup> SM](#))

Students' works, graduation projects and remarkable thesis: Thomas Benichou ([SEGF](#)), Hugo Thomas (VET), Tiziri Aït Messaoud (TraDD), Mohamed Diallo (MS<sup>®</sup> STFU), Raïssa Sawane (MP TAU), Thibaut Durand (MS<sup>®</sup> SM)

Experts: Ektoras Chandakas (Hellenic Train), Marie-Claude Dupuis (RATP), Patrick Pélata (Meta Consulting)



Le CAHIER DES PONTS

## LES MOBILITÉS

NUMÉRO 6 - AOÛT 2022



Carte blanche à Fabien Leurent  
(Centre international de recherche sur l'environnement et le développement)

Nicolas Coulombel (LVMT)  
Danyang Sun (LVMT)  
François-Laurent Touzain (cpt VET)  
Ektoras Chandakas (Hellenic Train)

Émeric Fortin (TraDD)  
Federico Antoniazzi (MS<sup>®</sup> STFU)  
Jean-François Sempéré (MP TAU)

Véronique Haché (MS<sup>®</sup> SM)  
Marie-Claude Dupuis (RATP)  
Patrick Pélata (Meta Consulting)

- ▶ Consult online: <https://bit.ly/CahierdesPontsN6>
- ▶ Consult previous issues: <https://www.ecoledesponts.fr/publications-documentation>
- ▶ Subscribe to receive future issues: [http://bit.ly/cahierdesponts\\_abonnement\\_2](http://bit.ly/cahierdesponts_abonnement_2)

**CONFERENCE "CARBON NEUTRALITY STRATEGY IN REAL ESTATE AND BUILDING AROUND THE WORLD BY 2050"**

**From 03 October 2022 09:00 to 06 October 2022 18:00**

This international conference aims to:

- At the country and NGO level: to understand country-specific environmental issues and identify strategic development areas, to analyze the current regulatory framework, to identify economic and legal levers (aid, subsidies, stimulus package, etc.) to accelerate implementation.
- At the project level: evaluate solutions that combine sustainability over the entire life cycle of the structure, environmental performance, accessibility and cost, compare performance evaluation and monitoring methods, and provide feedback on high-impact initiatives.

This year, more than 50 high-level speakers from 15 countries (USA, Finland, Denmark, Germany, United Kingdom, China, India, Austria, Burkina Faso, Russia, Senegal, Colombia...) will participate.

The conferences will take place from October 3 to 6, 2022 in hybrid.

- ▶ [Click here to register for free](#)
- ▶ [Learn more about the MS IBD](#)

**PROGRAM**

	Thème	09h-10h	10h-11h	11h-12h	12h-13h	14h-15h	15h-16h	16h-17h	17h-18h
03-oct.	Architecture décarbonée et solidaire Net Zero Carbon and Inclusive Architecture	Dominique Maert Directeur du Mastère Spécialisé® IBD, Ecole des Ponts Paris Tech	Sophie Mougard Directrice ENPC ParisTech France (Introduction)	Anne-Lise Deloron Coordinatrice interministérielle chez Ministère de la Transition écologique et solidaire France	Stanislav Henrion Fondateur du club Cleantechs Moscou Russie	Guillaume Lolzaud Directeur de la division Construction de Reed Exhibitions France, Directeur de Batimat et du Mondial du Bâtiment	Thierry Rieeer BET Energetech membre de l'association MegaWatt France	Doudou Dieme DG d'Elementerre	
04-oct.	Politique environnementale Environmental Policies		Atsuhito Oshima Senior Policy Analyst in Cities, Urban Policies and Sustainable Development Division at OECD (OCDE)	Marjolaine Meynier-Millefert Présidente Alliance HQE - GBC-France, Députée de l'Isère Assemblée Nationale France	Magali Reghezza-Zitt Géographe Directrice du Centre de formation sur l'environnement et la société de l'ENS Membre du Haut Conseil pour le Climat France	Cristina Gamboa Présidente World GBC World Colombie	Stephen Richardson Director Europe Regional Network World Green Building Council (WGPC)	Régis Meyer Direction des Actions Européennes et Internationales, Délégué de la Global ABC	Pekka Huovila Coordinator of the UN One Planet Sustainable Buildings and Construction Program (UNEP) Green Building Council - Finlande
05-oct.	Démonstrateurs et solutions bas carbone Demonstrators and low carbon solutions	David Briggs Directeur Général VELUX Danemark	Abha Narain Lambah Architecte ANL Associates Inde	Anne Spéicher Managing Partner at Baumschlager Eberle Architekto - Autriche	Charles-Edouard Delpiere General Manager of Business Line Urban at TRACTESEL Europe Australie	Vincent Lagrand Directeur général de Dorémi France	Nicolas Ziesel Architecte Associé principal - KOZ Architectes France	Romain Duballet Co-Founder et XbeeE, the large scale 3D	Gautami Palanki Vice President Sustainability The Howard Hughes Corporation USA
06-oct.	Industrie de la construction Construction Industry	Guy Sidos Président Directeur Général du Groupe VICAT France	Daniel Zhang Vice-CEO BROAD TECHNOLOGY Group Chine		Robin Rivaton Investment Director Eurazeo Investment Board member Electra, Inko, Core, Comet Meetings	Pascal Chazal Fondateur Groupe Hors-site Président Campus Hors-site CEO PatchConseil France	Fabrice Denis Directeur Général du pôle Construire Autrement de Bouygues Bâtiment France Europe	Thomas Petuaud-Letang Senior Vice President Europe & Global Distribution - Home & Distribution Division Schneider Electric.	Thierry Fournier Saint-Gobain Directeur Général Europe du Sud, Moyen-Orient / Afrique et DG France

- ▶ [Detailed presentation, here](#)
- ▶ [Detailed program, here](#)

RELIVE THE FIRST EDITION OF THE CONFERENCE

▶ [Watch the full videos](#)

### **ÉCOLE DES PONTS AT THE FRENCH NATIONAL SCIENCE FAIR**

**October 08, 2022 09:00 - 18:00**

Researchers, doctoral students, engineers and students from École des Ponts ParisTech will welcome the general public on Saturday, October 8 from 10 am to 4 pm. They will offer workshops, a photo exhibition, a reading corner, demonstrations, a show, a round table, visits, etc. on the theme of climate change and other environmental disorders.

# fête de la Science

Through its supervision with the Ministry of Ecological Transition and Territorial Cohesion, its training and research activities, École des Ponts ParisTech is deeply committed to solving the problems related to climate change and more broadly to environmental sciences.

- ▶ Registration for the workshops (recommended) will open in September 2022.
- ▶ The Science Village at École des Ponts ParisTech will reserve a welcome for schoolchildren on Friday, October 7, 2022.

▶ [Discover the program](#)

## Ecole Supérieure d'Ingénieurs des Travaux de la Construction, France



### First Maritime Engineering Meetings

22 - 24 June, 2022

Caen, France

The first edition of the “Rencontres de l'ingénierie maritime” was organised by ESITC Caen, together with PIANC, Cerema, SHF, and Syntec Ingénierie on June 22nd to 24th.

The event showcased the French and European maritime engineering know-how and gathered professionals, experts, contractors, researchers and public authorities on the topic:



Photo taken at the First Maritime Engineering Meetings, 22-24 June 2022

### Adapting maritime and coastal infrastructures to climate change through:

- Developments and complex works for the maritime and coastal territories of tomorrow
- Adaptation of maritime and coastal infrastructures to climate change
- Numerical methods for maritime and port construction and design
- Marine Renewable Energies
- Environmental and societal integration of works – Nature-based solutions, eco-design, 'working with nature'
- Norms, standardizations, regulations

Keynotes, Scientific conferences, Round tables and B2B meetings gathered more than 400 participants from the industry and the academia.

RDV in 2024 for the second edition!



## Technical University of Civil Engineering Bucharest, Romania



### The 3<sup>rd</sup> European Conference on Earthquake Engineering and Seismology (3ECEES)



More than 700 top specialists from 60 countries attended the 3rd European Conference on Earthquake Engineering and Seismology (3ECEES) – held for the first time in Bucharest this month.

*Bucharest, September 12<sup>th</sup> 2022 – In the period between September 4–9 2022 the Capital city hosted one of the world's leading scientific events, which was organised by The Romanian Association for Earthquake Engineering, with the support of The Technical University of Civil Engineering of Bucharest (UTCB) and The National Institute for Earth Physics (INFP).*

Throughout the 6 days of the **European Conference on Earthquake Engineering and Seismology (3ECEES) event**, top specialists from all over the world discussed salient and globally relevant topics from the Earthquake Engineering and Seismology fields.

The conference provided a creative and stimulating environment for numerous fruitful discussions among top representatives from the research, engineering and academic fields as well as relevant representatives from the construction field, who shared the latest studies and breakthroughs with the aim of identifying means of seismic risk reduction at the same time with promoting Earthquake Engineering and Seismology with the purpose of attaining enhanced societal seismic resilience.

The Conference also included an exhibition area, where participants from all over the world presented their latest technologies, accomplishments and approaches in the Earthquake Engineering and Seismology fields. Among the international participants in the Fair were names such as: Eentec (USA), Geobit (Greece), GERB (Germany), Güralp (UK), ISAAC (Italy), Kinematics (USA), Spektra (Germany), TDG (Turkey). The full list of exhibitors can be viewed [here](#).

The high-level event was held under the High Patronage of the President of Romania, Klaus Iohannis.

Sponsors of this year's edition of the European Conference on Earthquake Engineering and Seismology were **SCC Erbașu (Platinum)**, **Kinematics (Gold)**, **Spektra (Silver)** and **Progetto Sisma (Silver)**. The event was supported as media partners by: New Money, Business-Review, Wall-Street.ro and 9am.ro.

For more information about the event agenda, the speakers and the subjects that were discussed please visit: <https://3eceeds.ro>.

[https://eacwe2022.utcb.ro/?fbclid=IwAR1gOT\\_8P-C8Gm1Prtn5klg6A4V5c1Rp9IBtCJQSxsuGSXbgdnT6yPH0pbY](https://eacwe2022.utcb.ro/?fbclid=IwAR1gOT_8P-C8Gm1Prtn5klg6A4V5c1Rp9IBtCJQSxsuGSXbgdnT6yPH0pbY)



## FROM PARTNERS

### European Council of Civil Engineers (ECCE)



#### 74<sup>th</sup> ECCE General Meeting

13-16 July, 2022

Malta

The 74<sup>th</sup> ECCE General Meeting was held between 13<sup>th</sup> and 16<sup>th</sup> July 2022, in Malta, hosted by the Kamra tal-Periti.

The programme consisted of:

- An update on ECCE work and affairs
- A workshop to collaborate in ECCE's strategic plan
- The 'Beyond Infrastructure' conference challenging the role of the traditional civil engineer in light of changing demands of infrastructure vis-a-vis net zero cities, decarbonisation and climate action. This conference will be open to all local professionals too.
- A cultural guided tour of the Underground Water Cisterns at the Archbishop's palace and the Fortifications of Valletta
- An accompanying person's programme visiting the old capital of Mdina and its cathedral, a walking tour of Rabat, the Mosta dome and San Anton Gardens in Attard.
- A conference dinner to catch up with colleagues and friends.



#### Beyond Infrastructure Conference

Challenging the role of the traditional civil engineer in the design, maintenance, and repair of existing and new infrastructure. How can the civil engineer influence decisions early on in the planning and design process and be part of the big table discussion where leadership and innovation occurs, such that cities may be able to reach their net-zero targets and climate action programmes?

The Beyond Infrastructure Conference was an open conversation between professionals on how all stakeholders in cities need to move away from thinking about a particular project into thinking about how the purpose of the project will drive and respond to the right outcomes; be they social value, reduction in carbon, equality, diversity, and inclusion while addressing aging infrastructure and bring about innovative solutions.

For more information: [http://www.ecceengineers.eu/news/2022/74\\_ecce\\_meeting.php?id=41](http://www.ecceengineers.eu/news/2022/74_ecce_meeting.php?id=41)

## European Society for Engineering Education (SEFI)

### SEFI Deans Convention 2023

24-26 May, 2023

University of Twente Campus, the Netherlands



### Save the date: European Convention for Engineering Deans

*Leadership for digitalization in Higher Engineering Education*

Digital education has been a fast-growing trend even before the pandemic, and has gained more traction since. A large majority of higher education institutions have substantially changed by adapting to emergency remote education. Now that societies and educational institutions are adapting to 'a new normal', digital education is here to stay. At the same time, engineering itself is subject to the digital transformation. Apart from the need to respond to and anticipate further the digital transformation in and of societies in general, universities see opportunities related to e.g., scaling-up, flexibilization, personalization, New Campus Role and data-informed innovation. At the same time, (cyber) security threats, a lack of sense of community among students and teachers, and access need to be addressed to be able to fully benefit for all target groups.

In the 2023 **European Convention for Engineering Deans** we will go into leadership focused on empowering Higher Engineering students to take full charge of their own learning in a digitally transforming world. We are looking forward to meeting you on our beautiful campus to discuss these exciting topics with you!

The general objective of the Conventions is to bring together Deans\* from all over Europe to meet and to discuss in depth common topics, share experiences, identify solutions for problems and build up a network with peers in different European countries see <https://www.sefi.be/activities/events/european-convention-for-engineering-deans/>;

#### Mid-term and final evaluation of the ongoing and past Erasmus+ programmes

On 28 July 2022, the Commission launched a call for evidence for the interim evaluation of the Erasmus+ 2021-2027 programme and the final evaluation of the 2014-2020 programme. This call represents the first step in assessing whether Erasmus+ is working...

[Read more SEFI Deans Convention 2023 – save the date – SEFI](#)

## SEFI thanks the retiring Secretary General – SEFI

Published: 7 July, 2022

After more than thirty years of service to SEFI and the SEFI community, its Secretary General, Mrs. Françoise Côme, has retired from SEFI on 30<sup>th</sup> June 2022. Françoise has long been the ‘face of SEFI’ and has represented SEFI ably and professionally across her career with SEFI. Having come through a series of illnesses, Mrs. Côme would like to take time to focus on her personal well-being. The SEFI President Prof. Hannu-Matti Järvinen of Tampere University said that “Françoise will be missed as she has been a constant presence and the person who most people in our engineering education community associate with SEFI. The SEFI Board of Directors and the wider SEFI community thank Françoise for her service and we wish her the very best as she departs SEFI”. The SEFI Officers have discussed and agreed how to manage the SEFI office and general SEFI operations on an interim basis. Prof. Järvinen has promised to keep the SEFI community informed of these developments. In the meantime, Prof. Järvinen said that the SEFI Board is energized and seeks to actively push ahead with our SEFI strategic plan.



Mrs. Françoise Côme

Information from: <https://www.sefi.be/2022/07/07/sefi-thanks-the-retiring-secretary-general/>

## EURASHE

### QUALITY ASSURANCE COMMUNITY OF PRACTICE (QACOP)

13 October, 2022

Namur, Belgium



Quality Assurance lies at the heart of the European Higher Education Area, providing the basis for mobility and international cooperation. Much has been achieved over recent years but there are also many open issues on the table. In particular, a lot has changed since the last version of the European Standard and Guidelines (ESGs) was published in 2015, in particular a move to online and hybrid learning. There are also calls to increase the scope of the ESGs as well as develop an EU-level policy in Quality Assurance. Furthermore, quality assurance overlaps with the issue of assessment which impacts student choices and public funding.

Within all these discussions, EURASHE wants to ensure that the voice of professional higher education is heard, considering its specific objectives and methods. Our Community of Practice will help you understand the issues at stake and how to increase quality in your institution, ensuring it is fit for purpose in the rapidly changing world of higher education. Joining the first meeting of the relaunched community will also give you the chance to shape its future development.

More information: <https://www.eurashe.eu/events/quality-assurance-community-of-practice/>

### 2022 Academic Rankings of World Universities



On 15 August 2022 the ShanghaiRanking Consultancy published the 2022 Academic Ranking of World Universities (ARWU). Since 2003, ARWU has been presenting the world's top universities based on research and development (R&D) indicators that are divided in four main categories: quality of education, quality of faculty, research output and per capita performance. The highest scoring institution is assigned a score of 100.

The ranking list remains to a large extent similar to the previous one of 2021. It is **headed by Harvard University (US) for the 20th year in a row** and dominated by other American, Chinese and British institutions, especially in the top 100.

From Continental Europe, **Paris-Saclay University** retains the highest position (16), although falling three places since last year, and is followed by ETH Zurich (20) and the University of Copenhagen (39, compared to 30 in 2021). Overall, **20 higher education institutions from the EU ranked amongst the top 100**, with France (5), Germany (4), Sweden and the Netherlands (3 each), Belgium and Denmark (2 respectively) and Finland (1). Looking beyond the EU member states, the top 100 list is complemented with four Swiss universities, i.e. one less than in 2021, and the University of Oslo from Norway (67, compared to 61 last year).

Read the press release [here](https://www.shanghairanking.com/news/arwu/2022): <https://www.shanghairanking.com/news/arwu/2022>

## FROM THE EUROPEAN UNION

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



#### 2022 ErasmusDays - Register your event today!

Publication date 20 July 2022

Author European Education and Culture Executive Agency

Share your experiences of and join us in celebrating the EU's flagship programme supporting education, training, youth and sport at events and initiatives worldwide.

Are you an Erasmus+ beneficiary? Do you manage an ongoing Erasmus+ project?

From 13 - 15 October 2022, past, present and future Erasmus+ programme beneficiaries will have the chance to celebrate and share their experiences of the European Union's (EU) flagship programme supporting education, training, youth and sport.



#### ***What are Erasmus Days?***

ErasmusDays were first held around the 30<sup>th</sup> anniversary of the European Union's (EU) Erasmus+ programme in 2017. The event celebrates the programme's success and showcases the benefits of the life-changing learning experiences it offers.

Over the years, more and more events have been hosted worldwide as part of ErasmusDays. In 2021, **5,670** events were organised in 67 countries around the world by Erasmus+ programme beneficiaries.

#### ***How to register your event***

If you are an Erasmus+ beneficiary who currently receives or has received Erasmus+ funding, reach out to the National Agencies or National Erasmus+ Offices managing the Erasmus+ programme in your home country to find out how to register your event.



Visit the [ErasmusDays website](#) for more information on the event.

See the full announcement on the [European Commission's Erasmus+ website](#)

More information: [https://www.eacea.ec.europa.eu/news-events/news/2022-erasmusdays-register-your-event-today-2022-07-20\\_en](https://www.eacea.ec.europa.eu/news-events/news/2022-erasmusdays-register-your-event-today-2022-07-20_en)

## Erasmus Mundus: analysis of the results of the first 2021-2027 call (joint masters and design measures)

Publication date: 19 August 2022

Author [European Education and Culture Executive Agency](#)

The European Education and Culture Executive Agency (EACEA) has published a new report to analyse the results of the first Erasmus Mundus call for proposals which was published in 2021.



The report has been produced as part of the Erasmus Mundus programme, funded by the European Commission's Directorate-General for Education, Youth, Sport and Culture.

The purpose of the report is to analyse the results of the first Erasmus Mundus call for proposals which was published in 2021 (results published in autumn 2021).

The report focuses on the main features of the applications and selected projects, mainly from the viewpoint of the institutions and the participating countries. It also offers comparisons with the former 2014-2020 programme.

[Read the report here](#)

More information: [https://www.eacea.ec.europa.eu/news-events/news/erasmus-mundus-analysis-results-first-2021-2027-call-joint-masters-and-design-measures-2022-08-19\\_en](https://www.eacea.ec.europa.eu/news-events/news/erasmus-mundus-analysis-results-first-2021-2027-call-joint-masters-and-design-measures-2022-08-19_en)

## ARTICLES from journals, newspaper, magazines

### New to Swedish academia? This beginner's guide will help

**Author: Jan Petter Myklebust**

14 September 2022

The Young Academy of Sweden (YAS) has announced [the publication](#) on 14 September of a free digital beginner's guide aimed at helping newcomers to navigate the Swedish academic and research systems and remove time-consuming obstacles.

Explaining the motivation behind A Beginner's Guide to Swedish Academia\*, the YAS stated: "As a newcomer to the Swedish research system, one is faced with a series of questions about qualifications, networks and practical issues. To make things easier, YAS has developed a guide to help navigate Swedish academia and remove time-consuming obstacles".

The Swedish guide, authored by 10 members of YAS, and available in a printed edition from Wednesday 19 October, is modelled on a [similar publication](#) produced by the Young Academy of the Netherlands in 2018, which has proven to be of great use for both newly arrived young researchers and for the public at large.

Two of the Swedish guide's authors – Ewa Machotka, a researcher in Japanese art history at Stockholm University, and Philippe Tassin, a physicist at Chalmers University of Technology – said the fact that the authors came from "many different fields and universities in the country, and several of us have also had the experience of establishing ourselves as newcomers to the Swedish academic system, [has meant that] we have both insight and good qualifications".

"When we saw the guide developed by the young academy in the Netherlands, we felt that this is something we really wanted to do," they said in a statement.

YAS is an interdisciplinary academy founded in 2011 as an initiative of the Royal Swedish Academy of Sciences for the most prominent younger researchers in Sweden. The academy is an independent platform that provides young researchers with a strong voice in policy debates and promotes science and research often focusing on children and young adults.

#### Unwritten rules and information

Sigrid Schottenius Cullhed, associate professor in the department of literature at Uppsala University, who also contributed to the guide, told University World News the aim was to "collect and address unwritten rules and pieces of information that may be difficult to access" upon arrival in Sweden as a researcher or student from abroad.



“For instance, although most Swedes speak English quite well, many [newcomers] have experienced that learning some Swedish is crucial both from an academic and social point of view,” she said.

“In the beginner’s guide, we introduce our readers to important aspects of research funding in Sweden. Researchers will eventually find that there are many such opportunities, but it takes time to understand the funding systems and their regulations.

“It is important to plan ahead since it might take time to get a visa and residence permit. One of our recommendations is that you apply for a personal identification number on day one, since you will need this for everything else!”

The guide contains information about temporary academic positions and gives important information on how the working conditions in these positions are regulated between the universities and the trade unions.

For many international readers it is important to know that PhD positions in Sweden constitute both employment and studies, and that these positions have salaries that can vary between fields of study and funding sources.

While international students pay tuition fees for studies at the bachelor and masters degree levels, doctoral studies are exempt and, together with the salary, this makes Sweden one of the most attractive doctoral study destinations in the world.

It also means that competition for many of these positions is tough and has led to a strong representation of international students in many fields of research, notably in the technological fields and natural sciences.

Chapter four of the guide deals with how to carry out research projects, providing information about more than 20 research funding sources in Sweden, notably including several private foundations which have a stronger funding function in Sweden compared with other Nordic countries.

The two last chapters deal with rights, social benefits, practical information and language. The guide also provides information on possible support systems for the partner of a young researcher seeking work in Sweden since that is an important factor for those arriving in Sweden with a family.

#### Positive reception

Agneta Bladh, former state secretary at the Ministry of Education and Research and former chair of the Swedish Research Council, who headed the government’s higher education internationalisation inquiry in 2018, welcomed the guide.

“As an earlier internationalisation reviewer, I praise this initiative,” she told University World News. “Everything that can facilitate the exchange of academics from different countries is of utmost importance.”

Bladh said the guide would help post-doctoral researchers, for instance, who often find it challenging in a new country, be it Sweden or anywhere else. “You encounter a lot of rules, both formal and informal. The informal ones in particular might be the most difficult obstacles,” she said.

“Up to now, people relied on having very good colleagues at your department who shared their knowledge and understanding ... With this guide it will be easier to have those talks as well as navigating on your own to a large extent.

“Why was it not written earlier, you may ask ... Anyhow, now it is here and is much welcomed.”

Andreas Göthenberg, executive director of the Swedish Foundation for International Cooperation in Research and Higher Education (STINT), told University World News it was a great initiative that would be very helpful for foreign researchers.

“Knowledge systems differ between various countries, and this guide will give them a softer landing in Sweden.”

He said it was important that “ethical aspects” are addressed in the guide. “It’s necessary that researchers also have an understanding of good and responsible practices when cooperating internationally, as the world is becoming more polarised and complex.”

Linnéa Carlsson, chairperson of the doctoral student committee of the Swedish National Union of Students (SFS), said the union welcomes the guide “as it recognises the hardship many junior researchers experience early on in their careers”.

The 10 authors of the guide are:

- Linda Andersson Burnett, researcher in the history of science at Uppsala University;
- Frida Bender, associate professor of meteorology at Stockholm University;
- Lucie Delemotte, associate professor of Biophysics at KTH Royal Institute of Technology;
- Mia Liinason, academy chair and professor of gender studies at Lund University;
- Sofia Lodén, associate professor of French at Stockholm University;
- Ewa Machotka, associate professor of Japanese art history at Stockholm University;
- Sigrid Schottenius Cullhed, associate professor of literary studies at Uppsala University;
- Janina Seubert, associate professor of psychology at Karolinska Institutet;
- Ylva Söderfeldt, associate professor of history of science and ideas at Uppsala University; and
- Philippe Tassin, professor of physics at Chalmers University of Technology.

Information from: <https://www.universityworldnews.com/post.php?story=20220914062424287>

## Calls to tap research talent in Central and Eastern Europe

**Author: Nic Mitchell**

15 September 2022

Europe will never be a 21st century science and technology superpower to match the United States and China unless it widens its base by drawing on the potential of researchers and innovators in Central and Eastern Europe, participants at a recent conference were told.

It was an outrage that 94% of funding from the European Union's last flagship Horizon research and innovation programme went to countries that already had the largest national research budgets, a Latvian member of the European parliament (MEP) told a conference on bridging Europe's research and innovation gap.

The conference, hosted by *Science/Business* on 7 September, focused on the need for a Europe-wide approach to widening and strengthening the continent's science and technology base so it can compete on a more equal footing with global research giants like China and the United States.

That includes unlocking the talent potential of researchers and innovators in the EU13 member states, the group of countries that joined the EU after 2004, situated mainly in Central and Eastern Europe.

The conference, attended by Brussels-based European diplomats in person and 700 participants taking part online, featured an interview with Mariya Gabriel, European commissioner for innovation, research, culture, education and youth, who welcomed a new **newsletter** launched this week by *Science/Business* to keep the issue of widening participation in European research and innovation in front of EU policy-makers.

Gabriel told delegates the European Commission had tripled the 'widening component' in the new €95 billion (US\$94.8 billion) Horizon Europe 2021-27 programme budget, from €1 billion to €3.3 billion, to support twinning and teaming initiatives and other forms of networking and knowledge transfer to widen participation and spread research excellence in the EU13 countries.

### Tackling bias in the system

While welcoming this huge funding boost, speakers from both east and west Europe said the current system was still biased in favouring applications and bids from countries that were already getting the lion's share of EU money to support research and development.

Fewer than 8% of Central and Eastern European applicants, for example, won European Research Council (ERC) grants between 2007 and 2021, compared to between 15% and 16% of applicants in the Netherlands, Germany and France, the conference heard.

Latvian MEP Ivars Ijabs said: *"The best way to widen the Horizon programme is to make the programme*

*and all its parts more efficient and create more of a level playing field which would help many innovators and researchers in the widening countries.*

“That 94% of the money [from the Horizon 2020 programme covering 2014-20] went to the non-widening countries is really an outrage.”

He claimed that some of the EU’s richer countries were “subsidising the use of consultants” to boost their own researchers’ and innovators’ chances of success in competitive research grant applications for EU funding.

Gabriel said the European Commission was aware of the use of consultants by some countries to improve their chances of success in Horizon competitive bids for funding and told the conference: “We will be looking into this and the bias of evaluators,” adding that “more transparency and real dialogue” would be healthy.

### **Europe needs critical mass**

Alain Beretz, president of the **European Cooperation in Science and Technology** (COST) association, which connects researchers and innovators across Europe and beyond, said Europe needed critical mass to compete with China and the US, which are spending three to 10 times more in certain areas of science and technology.

He said: “*You can’t just have a widening component without the excellence and Europe needs its excellent centres wherever they are and that includes Switzerland and the United Kingdom.*”

Researchers based in the UK and Switzerland are currently barred from full participation in the Horizon Europe programme because of political fallouts between the European Commission and the two non-EU European countries, as *University World News* has **previously reported**.

Nevertheless, Beretz told the conference COST is still building networks with UK and Swiss researchers and innovators because it uses the geographical boundaries of the 46 member states of the Council of Europe rather than limit its activities to the 27 countries inside the EU, despite being funded from the Horizon Europe budget.

“*And we’re very happy about that,*” said Beretz, adding that the bulk of the COST budget goes to supporting researchers in the 13 so-called ‘widening countries’ in Central and Eastern Europe and that 96% of its actions include at least one member from one of the EU13 states.

“*When you come from a COST action you triple your chance of getting another tool of the European research area and currently we see COST applicants achieving a 35% success rate,*” he said.

### **A wide research and innovation gap**

The EU has set a target for its member states to spend 3% of gross domestic product (GDP) on research and innovation, but the research and innovation gap is wide, with EU states in north-western Europe

spending on average 2.7% of GDP in 2019, compared with an average of between 1.3% and 1.4% in the eastern and southern region.

Although the European Commission cannot force member states to spend more on science and research, Ijabs said it should not back away from using the powerful tool of 'naming and shaming' countries like his that are investing too little in research and innovation.

Kinga Stanislawska, co-founder of the Experior Venture Fund and a Polish member of the European Innovation Council (EIC) board, said while companies in France received €200 million from the EIC Accelerator, start-ups in Bulgaria and Croatia got less than €2 million, and other countries in the region nothing at all, according to data published in 2021.

She said one of the reasons was the lack of assistance for companies in drawing up business plans and helping founders understand what will be expected of them.

Compounding this problem is the legacy of the Soviet past, when economic planning did not acknowledge the need for early-stage investment or start-ups.

To improve matters, companies not only need more investment but also support through networks, said Stanislawska.

### **Simpler application processes**

In an earlier session at the *Science/Business* conference, Georgina Lupu Florian, chief executive and co-founder of Wolfpack Digital, based in Romania and Ireland, called for the whole process of applying for funding from Horizon Europe and its components to be made simpler and clearer.

*"Match the funding available to the innovators and not just to those who know how to write European projects,"* she said.

*"Make the opportunities more accessible by improving the user experience on all the online platforms when responding to all the calls."*

There is already a myth among companies and start-ups in Central and Eastern Europe, she said, "that it is incredibly difficult to apply for EU funding, that you usually need to use external consultancies to have a chance to access the funding, and there are very few success stories.

"So why not promote success stories more and create a networking and mentoring space where people who have been successful in achieving some funding can meet and get inspired by each other."

Universities have a key role to play here, said Florian, as they are better at understanding the whole process and language used by the EU, and can help businesses get through what can seem like a daunting process.

*Nic Mitchell is a UK-based freelance journalist and PR consultant specialising in European and international higher education.*

Information from: <https://www.universityworldnews.com/post.php?story=20220914163611419>

### What fuels students' ongoing aspirations to study abroad?

**Author: Brendan Ch'ng, Irham and Ibro Him**

27 August 2022

In recent decades, higher education has become increasingly more accessible across the world. With the expansion of local universities, international branch campuses and massive open online courses (MOOCs), students can pursue and earn a qualification from a well-established university without needing to leave their country.

However, the notion of going abroad to study still remains appealing despite the recent COVID-19 pandemic as **many students still express interest in travelling abroad** to further their studies.

The COVID-19 pandemic has also accelerated the growth of **virtual student mobility programmes**, where university students are invited to participate in intercultural and knowledge exchange remotely instead of being physically present in the host country.

Meanwhile, higher education institutions across Asia have already been involved in a long quest to 'internationalise' themselves and **student mobility** has become **a key internationalisation strategy** to attract talent from neighbouring regions and beyond.

Flying to a foreign land to pursue a degree is undoubtedly an irresistible dream for some, but why are students willing to leave their comfort zone for something foreign and unpredictable?

This question was the topic of a recent discussion we participated in, during which we reminisced about our aspirations for going abroad to study in the past. While our stories might not be particularly unique, they reflect much of what has been previously documented by other scholars on student mobility

#### **Seeking membership and legitimacy**

Regardless of our country of origin, there was a consensus among us that going abroad to study would enable us to be recognised as legitimate members of our own community.

For example, the experience of studying in international branch campuses certainly cannot replicate the experience of studying at the university's main campus. The programmes delivered at both campuses may be comparable in quality, yet being at the offshore campus **may still not make students feel that they truly belong** to the community in their university.

"Deep inside, I felt that spending time studying on-site in Australia would give me the credibility to honestly say that I had an authentic Australian education – instead of just feeling like an imposter graduate

who had Australian qualifications but had never set foot in Australia,” says Brendan who began his undergraduate studies at an Australian university’s international branch campus in Malaysia.

Moreover, studying at a foreign university not only presents an opportunity to enrich but also **to legitimise students’ professional identity** by virtue of them having had a first-hand experience of being immersed in the target culture.

“Of course, I could do my postgraduate study in China. But deep in my heart, I felt it would be a great pity if a teacher of English did not have any experience studying in an English-speaking country,” says Meng from China who completed his masters in Australia.

“As an academic, it’s one thing to read something in the literature about higher education in Vietnam and another to have an experience yourself, especially from the inside as an outsider so to speak,” says Jonathan from the Caribbean who was already residing in Vietnam before he began his postgraduate studies there.

### **The potential for career advancement**

Not surprisingly, the motivation to go abroad also stems from the widespread perception that obtaining a qualification from overseas could potentially **enhance one’s employability at home**, as societal and market demands seem to place greater value on such graduates as they are perceived to be more likely to have **developed the essential skills** needed for their careers.

“Although not explicitly written in the universities’ recruitment policy, for instance, applicants with Western degrees were more sought after than those with local qualifications,” says Irham from Indonesia.

“I was captivated by the appealing stories from my lecturers and friends who had studied overseas and they too recommended that having an overseas qualification would be highly advantageous for my future career as a teacher or lecturer [of English],” Meng states.

### **Satisfying curiosity and exposure to diverse cultures**

While there are many claims about the advantages of studying in a transnational higher education institution at home, there have been concerns and questions regarding **its ability to deliver the same high-quality programmes** as the ones offered back at the main campus.

The difficulty for offshore institutions to convince their students that they can provide the same level of quality and student experience as advertised in its ‘mothership’ campus can be a push factor for students to go abroad.

“I also wanted to compare how lectures and tutorials were conducted in Australia and Malaysia, and whether these differences would justify the claim that the quality of education was higher in the main campus than its offshore branches,” says Brendan.

Meanwhile, going abroad to study also provides opportunities for ‘intercultural engagement’



through interacting with a foreign culture in a way that one would not normally have access to back home.

“In my college, there was an English-speaking course which was delivered by foreign teachers. They taught me a lot about ‘Western cultures’. I began to sing English songs, celebrate Western festivals and watch Hollywood movies... Gradually, I had a dream to go abroad and immerse myself in the culture that I had learnt so much about,” says Meng from China

“My friends who had gone overseas to study talked about the new and exciting experiences that they were having. The more I listened to them, the more curious I became. There was a prevailing perception, for example, that student life on campus in Western countries was far more exciting than in Malaysia due to the progressive values and diverse cultures there,” says Brendan.

Besides that, the genuine quest to enrich oneself through exposure to diverse intellectual traditions can also push some students to travel overseas to study.

For example, Ibro Him from Vietnam shared that he was excited to pursue his masters in the United States as he was passionate to “learn more about other knowledge traditions aside from the ones that I have learnt during my time in Vietnam, Malaysia and Turkey. Travelling for learning also allows me to meet people from different cultural and linguistic backgrounds and truly widens my horizons.”

### **What happens next?**

We have illustrated that the desire to study abroad can be fuelled by various factors. On the one hand, there is a shared belief that studying abroad is a gateway to experiencing a new life that may be exciting, enriching and enlightening to both the mind and the soul. On the other hand, to some extent such desires may have been subconsciously shaped by external factors that can be difficult to resist.

Higher education institutions across Asia are working towards meeting the demands and desires of the international student market as they internationalise through promoting student mobility.

However, can these institutions ensure and promise that these desires will materialise? More often than not, students who participate in study abroad programmes, whether inter-Asian mobilities or out-of-region mobilities, encounter realities and complexities that do not always coincide with their initial desire to pursue a degree abroad.

In our next article, we will address how our post-study abroad experiences have aligned with or contradicted our desire for an international education. We will also share how our pursuit of postgraduate education in Asian universities after returning from study abroad can be paradoxical and can raise issues about whether Asian universities are empowering or disempowering.

*Brendan Ch'ng is currently a PhD candidate at the faculty of education in the University of Malaya, Malaysia. Irham and Ibro Him are PhD candidates at the Sultan Hassanul Bolkuah Institute of Education at Universiti Brunei Darussalam, Brunei. This article is part of a series, “Asian Higher Education Changes:*

*Perspectives From Within” initiated by the International and Comparative Education Research Group at Universiti Brunei Darussalam (ICE@UBD). An overview of this series can be read [here](#).*

Information from: <https://www.universityworldnews.com/post.php?story=20220826081739566>

## NEWS FROM THE WORLD

### **The World Academic Summit 2022**

10-12 October, 2022

New York University, USA

The World Academic Summit 2022, in partnership with New York University, will focus on the theme of trajectories. Will be examined the role of higher education leaders and policymakers in identifying, adapting to and meeting rising expectations for progress in three different areas:

- institutions
- students
- wider higher education sector



THE's flagship annual summit will bring together some of the world's most influential leaders and researchers to discuss where higher education is headed and how it will contribute to these multiple trajectories at the individual level of student success, at the institutional level of pedagogical and research excellence and relevance, and at the sector level of meeting the needs of society and being viewed as a crucial player in a post-pandemic world.

More information: [https://www.timeshighered-events.com/world-academic-summit-2022/?mc\\_cid=c18a13430e&mc\\_eid=82b292e406](https://www.timeshighered-events.com/world-academic-summit-2022/?mc_cid=c18a13430e&mc_eid=82b292e406)

## Innovation Higher Education Conference 2022

19-21 October, 2022

Athens, Greece



**I•HE2022**  
19 • 21 October 2022



### Scope of the conference

The Innovating Higher Education conference will be hosted by Hellenic Open University in Athens and focuses on trends and high impact factors in global and European higher education.

This year's theme is:

### ***Digital Reset: European Universities Transforming for a Changing World***

European universities today are confronted by profound, societal changes and crises. To move beyond emergency responses and practices, I-HE2022 will gather experts from the world of online, blended and distance learning. They will share expertise in new modes of (digital) education and explore opportunities towards high quality, inclusive education in the face of a changing world.



### Topics:

- Blended Education
- Online and Distance Education
- Synchronous Hybrid Education
- Student Readiness and Student Support
- Diversity and Inclusion in Open and Online Education
- Micro-credentials for continuing education (Short Learning Programmes and MOOCs)
- European Universities Initiative and University Networks
- Internationalisation and Virtual Mobility
- Quality Assurance in Blended and Online Education
- Artificial Intelligence in Teaching and Learning
- Staff Support Services in Digital Education
- Open Education and MOOCs, European MOOC Consortium
- Online assessment
- Recognition and Qualification of microcredentials, Short Learning Programmes and MOOCs
- Access to Online, Open and Distance Education for Refugees
- Changing the Educational Landscape: Towards Resilient European Universities

- OER and Sharing Content
- Digital courses in 21st century skills

More information: <https://conference.eadtu.eu/>

## 14<sup>th</sup> Asian Conference on Education

28 November-2 December, 2022

Tokyo, Japan (and Online)



The 14<sup>th</sup> Asian Conference on Education (ACE2022), will be held in partnership with the [IAFOR Research Centre](#) at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan.

ACE2022 encourages academics and scholars to meet and exchange ideas and views in an international forum stimulating respectful dialogue.

This event will afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

### About ACE

Over the years, the Asian Conference on Education (ACE) has brought together thousands of passionate scholars and educators from around the globe to discuss ideas critical to the development of education in Asia and beyond, making it one of the most respected, and longest running annual conferences focused on all levels of education in Asia.

ACE was the first conference organised by [The International Academic Forum \(IAFOR\)](#) in Osaka in 2009, when the organisation was founded. By the time the eleventh Asian Conference on Education is held, some 22,000 academics will have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America.

Founded in Japan at a time when academic conferences held in English did not exist (outside those organised by professional associations dedicated to English language teaching), IAFOR quickly found support for these among a growing number of scholars in Japan, Asia, and beyond. Participants came together to make friends, network, and, at a time of rapid globalisation and technological advances, explore the latest ideas. The conferences also encouraged the search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an [interdisciplinary research centre](#) in Osaka University's School of International Public Policy. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principles of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

### **Special Themes and Areas of Focus**

Authors have the optional opportunity of identifying whether their paper addresses either the 2021–2022 IAFOR Special Theme and/or one of the ongoing IAFOR Special Areas of Focus.

### **IAFOR 2021–2022 Special Theme: “Resilience”**

Resilience is the ability to resist being affected, or to recover readily from setback and adversity, and the past year has been one of enormous turbulence and upheaval. Nobody has been left untouched by the impact of the global pandemic, and great change has been forced upon us all.

COVID-19 has underlined the extent to which we suffer together as one, but also how the experience of a global pandemic has been very different and unequal. This has had a woeful impact on the already marginalised and dispossessed, further evidencing that countries are not equal in their ability to provide for and protect their people. The pandemic has also created questionable narratives and false dichotomies in approaches to finding solutions to the myriad problems that COVID-19 has either caused or exacerbated.

Humans can be by turn extraordinarily delicate, and remarkably resilient and we are now living through and witnessing an extraordinary period of history. However, as with any period of great change, there is a window of opportunity that follows where one has the chance to enact and bring about change for the better. The pandemic has also allowed many of us the space to rethink our relationship with both ourselves and those immediately around us, but also with the wider world. This is a crisis both global and local, both shared and individual.

That time to rethink and reimagine is now as we attempt to regroup and rebuild. We need to build back, but do so in a way that is better, stronger and fairer. Forged by adversity, we have the opportunity to follow divergent paths towards a future that we help create, and where, to borrow Heaney, hope and history may rhyme.

[More information: https://ace.iafor.org/ace2022/#programme](https://ace.iafor.org/ace2022/#programme)

## 2<sup>nd</sup> International Meet on Civil, Structural and Environmental Engineering

18-20 May, 2023

Brussels, Belgium

The 2<sup>nd</sup> International Meet on Civil, Structural and Environmental Engineering - CIVILMEET2023 provides a platform of international standards where you can discuss and share persuasive key advances in Civil, Structural and Environmental Engineering. In addition to Presentations, Workshops, and Discussions, the conference also offers a unique venue for renewing professional relationships, networking and remaining up-to-date variations in our challenging and expanding discipline.



CIVILMEET2023 introduced more focused sessions that will feature cutting-edge presentations, special panel discussions, and livelier interaction with industry leaders and experts.

The participants at the meeting, scientists from different countries around the world will sharing new and exciting results in Civil, Structural and Environmental Engineering.

### SCIENTIFIC SESSIONS

- Structural and Infrastructure Engineering
- Civil Engineering and Architecture
- Traditional & Advanced Construction Materials
- Intelligent Transportation and Logistics
- Planning for Risk and Natural Hazards
- Reinforced Concrete Structure
- Tunnels and Underground Construction
- Water Resources Planning and Management
- Seismic Performance of Concrete Building
- Reliability and Durability of Structures
- Energy for Building and Construction Development
- Geotechnical Engineering
  
- Landscape Planning and Design



- Environmental Engineering and Climate Change
- Environment-Friendly Construction and Development
- Urban Planning and Development
- Steel Structures and Construction
- Architectural Design and Theories
- Building Technology Science
- Advanced Structural Materials
- Earthquake Engineering & Structural Dynamics
- Transportation Planning

**Important Dates**

Abstract Submission Deadline: January 25, 2023

Early bird Registration Deadline: August 25, 2022

Standard Registration Deadline: November 25, 2022

On spot Registration: May 18, 2023

More information: <https://www.albedomeetings.com/2023/civilmeet>

## CALENDAR

Date	Event	Place
28.11–01.12.2022	World Engineering Education Forum (WEEF) & Global Engineering Dean's Council (GEDC) & African Engineering Education Association (AEEA) conference	Cape Town, SOUTH AFRICA



<https://weefgedc2022.org/>

21-23.03.2023	Global Applied Higher Education Summit	Dubai, UNITED ARAB EMIRATES
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<https://gahes.org/>

07-09.07.2023	17 <sup>th</sup> Danube - European Conference on Geotechnical Engineering	Bucharest, ROMANIA
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<https://17decge.ro/>

Date	Event	Place
07-08.12. 2022	16 <sup>th</sup> International Conference On Geotechnical Engineering [Physical + Online]	Lahore, PAKISTAN



<https://16icge.uet.edu.pk/>

21-22.01.2023	6 <sup>th</sup> International Conference on Civil Engineering and Urban Planning (CEU 2023)	Virtual Conference
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<https://ceu2023.org/>

13-14.05.2023	International Conference Architecture And Civil Engineering 2023	London, UK
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<https://econf.co/icace2023/index.html>

Date	Event	Place
19-20.10.2023	<b>2<sup>nd</sup> joint International Conference of EUCEET and AECEF</b> <i>The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education</i>	Pisa, ITALY



12-17.11.2024	<b>XVII Panamerican Conference on Soil Mechanics and Geotechnical Engineering</b>	Pucón, CHILE
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<https://panamgeochile2024.cl>