



EUCEET Association

NEWSLETTER 2/2024

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FROM THE EUCEET ASSOCIATION

17th General Assembly EUCEET Association 2024 –save the date!

The 17th General Assembly of the EUCEET Association will take place in Paris, France, on **18th October 2024**, kindly hosted by the **Ecole Spéciale des Travaux Publics, du Bâtiment et de l'Industrie (ESTP Paris)**.

2025 EUCEET Association Award for excellence in teaching in civil engineering

3rd EUCEET ASSOCIATION AWARD FOR EXCELLENCE IN TEACHING CIVIL ENGINEERING



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.

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) ccing the Secretary of EUCEET Association Eng. Mia Trifu (mia.trifu@utcb.ro), before **June 1st, 2025**.

JURY COMPOSITION

Members of the jury are:

- **Thibaut SKRZYPEK** from *École des Ponts ParisTech (ENPC - École Nationale des Ponts et Chaussées), France, who will act as president with quality vote.*
- **Rolando CHACÓN** from *Universitat Politècnica de Catalunya (UPC BarcelonaTech), Spain.*
- **Gediminas BLAŽEVIČIUS**, from *Vilnius Gediminas Technical University (VILNIUS TECH), Lithuania.*
- **Ilda RUSI**, from *POLIS University, Albania; EUCEET board member, will act as secretary of the jury and will have voice but no vote.*

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



2025 EUCEET Conference

SAVE THE DATE

FOR 2025 EUCEET CONFERENCE!

Teaching Gen Z Civil Engineers



<https://www.euceet.eu/home/latest-news>

<https://www.linkedin.com/feed/update/urn:li:activity:7172995479478157312/>

FROM MEMBERS

K.U.Leuven, Belgium

KU LEUVEN

[Project ConstrucThor - contributing to solutions and help building a new climate-neutral test infrastructure](#)



Beeld door Martens Van Caimere Architecten & U/Define

In Europe, and more specifically in Flanders, new and existing building stock must evolve to be climate neutral by 2050. Over the next 27 years, the challenge for owners, the building sector and governments will be enormous. Not only technical questions arise to meet this challenge, but also economic and legal ones.

To accelerate this transition process and address these questions early on, a new climate-neutral large-scale testing infrastructure is being built at the [OpenThor Living Lab](#) at the [Thor Park](#) in Genk: ConstrucThor.

Using a holistic approach, the ConstrucThor project brings together different research lines within KU Leuven to generate strategies and solutions to stimulate an evolution towards a climate-neutral patrimony and building industry in Flanders. The test infrastructure focuses on (a combination of) six themes: energy-neutral building, climate-neutral building materials and recycling, renovation strategies, water management, comfort and user interaction and digitalization (VR, BIM).

The test infrastructure will include several modules: a plot for new modular housing concepts, an office building with different levels of thermal inertia, a large modular test façade and three typologies ready for renovation: a block of flats, a terraced house and a three-fronted house. These modules are interconnected with a backbone to distribute and exchange a diverse mix of energy systems, water flows and storage systems (thermal, electrical, water).

Construction of the test infrastructure will start in late 2023 and last until mid-2025. The first tests can be carried out from 2026.

More information: https://bwk.kuleuven.be/constructhor/constructhor_en

École des Ponts ParisTech, France

Professor Thibaut Skrzypek, member of Administrative Council of EUCEET Association sent the following news of interest for members of EUCEET Association:



ALICE MAISON WINS THE 1ST PRIZE OF THE THESIS PRIZE OF THE FRENCH MINISTRY OF ECOLOGICAL TRANSITION 2024

Alice Maison's work, on "Modeling the impacts of trees on air quality from the street scale to the city scale", has been distinguished with the 1st Prize of the Thesis Prize of the Ministry of Ecological Transition 2024.

As PhD student between 2020 and 2023 at [CEREA](#) (Centre d'Enseignement et de Recherche en Environnement Atmosphérique - École des Ponts ParisTech, @EDF R&D) and INRAE, she is carrying out her thesis on how trees help to reduce certain consequences of urbanization and their impact on air quality at the street-to-city scale.



By integrating these different effects into local (MUNICH) and regional (CHIMERE) air quality models, and estimating their impact on pollutant concentrations, she has been able to model the links between urban microclimate, water stress and air quality by coupling a surface and vegetation model (SURFEX) and a soil-

plant-atmosphere continuum model. Trees in urban environments are generally not taken into account in air quality models.

Her thesis was rewarded on May 7, 2024 for the excellence of his work in ecological transition, at a ceremony attended by Minister Christophe Béchu. The award is also a reminder of the importance of the Ministry's scientific and technical network, including its sustainable development colleges, for the policies it implements.

Alice Maison is currently a postdoctoral researcher at the [Dynamic Meteorology Laboratory](#).

THNS FORUM 2024

05- 07 November, 2024

École des Ponts is co-organizing the THNS Forum - International Symposium on the Sustainable Development of Urban Transport Systems, from November 14 to 18, online.

This international forum on the sustainable development of urban transport systems was jointly initiated in 2008 by Tongji University, Ecole des Ponts and the French Ministry of Energy Transition.

In particular, it promotes the international exchange of knowledge: research results, innovative technologies, implementation reports, etc. It brings together academics, decision-makers and business representatives specializing in urban planning and management, transport (public, rail...), energy and the environment. Since 2020, THNS forums have been held online, attracting over 600 participants from 20 countries.



Speakers interested in a 15-minute presentation are invited to submit an abstract by August 10, 2024 (abstract of around 300 words, including title and personal biography). Full information on themes and submission can be found on the [conference website](#).

► [Read more](#)

POLYMER AND COMPOSITE MATERIALS IN CONSTRUCTION AND CIVIL ENGINEERING CONFERENCE

27-28 November 28, 2024

SFIP and its partners, including École des Ponts, are organizing the 4th edition of the "Matériaux Polymères et Composites dans le Bâtiment et les Travaux Publics" conference, on November 27 & 28, 2024 at the Université Gustave Eiffel in Champs-sur-Marne (France).

Experts in the building and civil engineering sectors, as well as in polymers and composites, will be taking part in this not-to-be-missed event, sharing their knowledge and imagining joint developments. An exhibition area will enable them to showcase their products and services.

► [Read more](#)



Slovak University of Technology in Bratislava (STU), Slovak Republic

STU

Our Cities Will Be Better: Faculty of Civil Engineering STU Attends the Start with Children Conference

DATE 3. June 2024

Representatives from the Faculty of Civil Engineering STU (STU FCE) visited the *Start with Children conference*, which took place in Bratislava at the Old Market Hall on May 28-29, 2024. The conference aimed to highlight the importance of designing cities with children's needs in mind.

The conference embodied the idea that what benefits children ultimately benefits everyone. It emphasized Bratislava's commitment to becoming a more sustainable and even better place to live. STU FCE values these discussions, as it educates and prepares future urban planners, designers, and builders who will shape the cities of tomorrow.

The event provided a valuable opportunity for faculty representatives to learn from leading experts in urban planning, environmental policy, and urban development. They were able to network and build relationships with others in the field of urban development. This networking will be crucial for staying informed about current trends and fostering future collaborations. Another significant takeaway was the inspiration for the future. Understanding the needs of young people in urban environments helps the faculty tailor its education to ensure that students and graduates can create functional and supportive cities for future generations.



The City of Bratislava and the Bratislava Metropolitan Institute organized the conference. STU FCE is proud to be associated with this important event in urban planning and looks forward to contributing to a better future for Bratislava's children and all its residents.

Text: Andrea Mišianiková, Tatiana Začková, photo: Andrea Mišianiková

Information from: https://www.svf.stuba.sk/en/news/actualities/our-cities-will-be-better-faculty-of-civil-engineering-stu-attends-the-start-with-children-conference.html?page_id=10113

Technical University of Civil Engineering Bucharest (UTCB), Romania



UTCB organized the 1st edition of the International Staff Week event – May 20-24, 2024

During May 20-24, Technical University of Civil Engineering hosted the first edition of the event entitled *International Staff Week*, bringing together representatives from five universities from France, Spain, Germany, Ireland and Croatia!



Group photo with the participants taken in front of the EFdeN house at the Faculty of Building Services Engineering of UTCB

The event aimed to debate a topic of interest for higher education institutions, namely International Strategies for Student Support Services, thus facilitating collaborative learning activities, productive discussions and the exploration of different strategies aimed at improving student support services.

The participants represented the following institutions:

- Universidad Católica de Valencia San Vicente Martir, Spain
- South East Technological University, Ireland
- University of Zadar, Croatia
- University of Rostock, Germany
- **BUILDERS École d'ingénieurs, France (by Alice Pedroti, EUCET Association member)**

By participating in this event, university representatives gained valuable information about international strategies regarding student support services, expanded their networking network, shared best practices and laid the foundations for possible collaborations in areas of interest common.

More information: <https://www.eu-conexus.eu/en/2024/06/06/utcb-organized-the-1st-edition-of-the-international-staff-week-event-may-20-24/>

FROM PARTNERS

Association of European Civil Engineering Faculties – AECEF

Prof. **Alfredo SOEIRO**, Faculty of Civil Engineering, University of Porto, Secretary-General of the Association of European Civil Engineering Faculties – AECEF, sent the following news of interest for members of EUCEET Association:



“AECEF would like to announce in EUCEET newsletter that:



An event organised by AECEF will be held on 11 April 2025 (tentative date) in Prague, Czech Republic the presentation of results of project E4E - www.engineers4europe.eu. Location will at Czech Technical University, it will be a free event in the morning, there will be three round tables with representatives of several Engineering organizations, like EUCEET, and the format of round tables will be based on a Socratic debate approach.

The title is "**E4E: Engineering the Future Engineer**" - <https://e4e2025.fe.up.pt>

Academic Cooperation Association



Exploring the impact of international student mobility

7 May 2024

DAAD Brussels, the National Agency of Erasmus+ for Higher Education (NA DAAD), and the Permanent Representation of the Federal Republic of Germany to the European Union hosted an [event](#) in Brussels on 7 May 2024, focusing on the **development of students and their integration into the labour market**, post-mobility.

The event highlighted the importance of evidence-based policymaking, presenting findings from **three recent research studies on the measurable effects of student exchanges**: [Campus International 2022](#), and preliminary results of [Erasmus+ Student Mobility 2014-2020](#) and [Erasmus+ Follow-up Survey of Students](#). These studies provided valuable insights into the transformative impact of international mobility experiences and outlined approaches for further research.

Following the research presentations, a panel discussion featuring representatives from the European Commission, the Erasmus Student Network, and the event organisers further explored future **scenarios and strategies for leveraging research insights to enhance future iterations of the Erasmus+ programme**.

Key takeaways from the event include the importance of promoting collaboration and knowledge-sharing initiatives among stakeholders in higher education to enhance educational opportunities. Additionally, there was a consensus among panellists on the need to raise awareness among wider public regarding the competencies gained through international mobility experiences. Lastly, higher education stakeholders emphasised the significance of systematic data collection and analysis to better understand emerging mobility trends.

Information from: <https://aca-secretariat.be/newsletter/exploring-the-impact-of-international-student-mobility/?titleId=1&articleId=3&edition=2024¤t=1>

How to implement Erasmus+ Blended Intensive Programme

ACA members, [OeAD](#), Austria's Agency for Education and Internationalisation, and [Nuffic](#), the Dutch organisation for internationalisation in education, have jointly published the "[Erasmus+ Blended Intensive Programmes. Basic Toolkit](#)" to support higher education institutions (HEIs) in successfully implementing Erasmus+ Blended Intensive Programmes (BIPs). The toolkit addresses the **entire life cycle of a BIP** and provides **tips and tricks for planning, designing, preparing, and implementing** them. It is primarily aimed at Erasmus+ coordinators who deal with the administrative aspects of a BIP and teaching staff who organise and implement the hybrid courses.

BIPs combine virtual teaching and learning with short periods of mobility. This enables meaningful encounters between participants from at least three European HEIs. In this way, students, and university staff, for whom a longer stay abroad might not have been possible, can participate in an intercultural exchange.

The toolkit **draws on practical experience** of teaching staff and representatives of International Relation Offices from HEIs. To gather as diverse perspectives as possible, staff representing different sectors of HE and institutions of differing sizes and with varying amounts of experience in organising BIPs were interviewed. In addition, an **online survey addressed to students** themselves was conducted, aiming to learn about their experiences with BIPs. International Offices of HEIs in Austria and the Netherlands were pivotal for the promotion of the survey among students.

The toolkit was presented at a peer learning activity at OeAD's premises on 14 May 2024 gathering participants from Austria, Croatia and the Netherlands. Later this year, OeAD will publish more detailed results of the student survey conducted.

Download the "Erasmus+ Blended Intensive Programmes. Basic Toolkit" [here](#).

The toolkit, survey and the peer learning activity were funded by the Austrian Federal Ministry for Education, Science and Research as well as the Erasmus+ KA3 project 'INterconnection/INnovation/INclusion: Austrian contributions to the EHEA 2030 – 3-IN-AT-PLUS'.

Information from: <https://aca-secretariat.be/newsletter/how-to-implement-erasmus-blended-intensive-programme/?titleId=1&articleId=4&edition=2024¤t=1>

Erasmus Student Network (ESN)



Porto takes the crown as the Erasmus Destination of the Year 2024

6 May 2024

During the third edition of the biggest student-led conference in Europe, the Erasmus Generation Meeting Seville 2024, dreams came true with the big reveal of the **Erasmus Destination of the Year 2024**. Following the footsteps of Thessaloniki and Ghent, **the spotlight now shines on Porto**, who won the title among the other four amazing finalists: **Istanbul, Nicosia, Sevilla, and Sofia**.

The city's vibrant culture, warm hospitality, and unwavering dedication to the Erasmus spirit have elevated it as the best destination for students this year. This prestigious title celebrates **ESN Porto's exceptional commitment to nurturing a home away from home for all international students** and their collaborations with local institutions towards better and more inclusive mobility.

The Erasmus Destination of the Year spotlights **the efforts of student associations in supporting student mobility at the city level**. The initiative is a testament to young people, as members of the Erasmus Generation, playing a key role in impactful actions towards more and better mobility programmes.

The Erasmus Destination of the Year is more than just another initiative or competition. It is proof that student organisations are making a positive change in society and internationalisation. This is what ESN and the Erasmus Generation are all about. We are the drivers of change and the leaders of today. - Lina Mohorić, Communication Manager of ESN International

All ESN local associations were encouraged to apply, either by joining forces or individually, if there is only one association in the city. After an internal evaluation, Porto, together with runner-ups Nicosia and Sofia, Istanbul and Sevilla, made it to the finals, which led them to **presenting their city in front of the 1,600 participants of EGM Seville 2024**. Next to the vote of the audience at the conference, the external jury made up of representatives from the **European Commission, EAIE, Academic Cooperation Association, European Youth Forum, and Young European Federalists** decided on the winner, taking into account important factors such as collaboration with key stakeholders, Higher Education Institution(s), the municipality and other local partners ensuring a quality mobility experience for students.



ESN Porto volunteers at EGM Seville 2024 with their flag and the flag of the Erasmus Destination of the Year

This title is the corroboration of more than 30 years of work between ESN Porto and all the other local changemakers and institutions that tirelessly work every day to make the "Invincible City" the best place to go on Erasmus. Transporting the essence of the International Student experience in Porto to the stage of EGM Sevilla was extremely rewarding, and the validation from over 1600 members of the 'Erasmus Generation' serves as a powerful affirmation of our collective efforts and the significance of this recognition. - Vitor Bizarro, President of ESN Porto

As a city welcoming **more than 4,000 international students** every year, Porto breathes the Erasmus spirit. However, at the centre of this spirit is **ESN Porto and its volunteers' invaluable support of the Erasmus+ programme and mobility in general**. The work of their student association serves as an example and inspiration for anyone working in internationalisation, which will hopefully pave the way towards making the Erasmus+ programme, the leading European programme in student mobility, even more attractive and accessible to everyone.

More information: <https://www.esn.org/news/porto-takes-crown-erasmus-destination-year-2024>

The Future of Higher Education in the Mediterranean: The Students' Perspective

17 May 2024

Between the 20th and 22nd of September 2023, the Erasmus Student Network (ESN) and UNIMED, with the support of Abdelmalek Essaadi University, joined forces to organise the **second Mediterranean Student Summit** in Tangier.

The Mediterranean Student Summit aims to **bring together higher education students from both shores of the Mediterranean annually to foster intercultural dialogue and collaborate on common challenges.**



Under the patronage of the **Union for the Mediterranean (UfM)**, the main goal is to increase mutual awareness and understanding among students from the Mediterranean region and to develop competencies that enable them to work together on societal challenges and establish meaningful connections.

Our ambition is to provide **more space for students' voices** in the UNIMED General Assembly and convey students' recommendations to all stakeholders as a contribution to **boosting the Higher Education sector in the Mediterranean.**

In this perspective, the second edition of the Mediterranean Student Summit has produced a set of **recommendations focused on the following six priorities outlined in the public consultation conducted by UfM:**

- Internationalisation of Higher Education Institutions
- Governance
- Inclusion
- Digital Education
- Greening and sustainable development
- Employability

At the bottom of the page, you can consult the **executive summary** and the **full version of the recommendations.**

The Erasmus Student Network would like to thank UNIMED for all the collaboration in the development of the Student Summit and the following recommendations, as well as the 25 students who have been the main actors in shaping this contribution.

We are already looking forward to the third edition of the Mediterranean Student Summit, which will take place on September 26-28, 2024, hosted by the University of Palermo (Italy).

Information from: <https://www.esn.org/news/future-higher-education-mediterranean-students-perspective>

European Council of Civil Engineers (ECCE)

78th ECCE General Meeting
22-24 May, 2024
Riga, Latvia



The 78th ECCE General Meeting was held from 22nd to 24th May 2024, in Riga, Latvia, hosted by the Latvian Association of Civil Engineers (LBS). This meeting was particularly significant, celebrating the 100th anniversary of LBS and the 35th anniversary of its reinstatement.

On 24th May, LBS hosted a scientific and practical conference titled "100 Years of the LBS and Its Role in the Development of the Latvian and European Construction Industry" at the Riga Technical University, discussing the role of LBS in the development of the construction industry in Latvia and Europe.

The 78th ECCE General Meeting brought together representatives from civil engineering organizations across Europe to discuss current challenges and opportunities in the profession.

In his opening speech, ECCE President Dipl.-Ing. Andreas Brandner emphasized the need for unity among civil engineers, the importance of professional mobility, and the necessity of addressing global challenges such as climate change and resource scarcity. Dr.Sc.Ing. Raimonds Eizensmits, President of LBS, highlighted the historical significance of LBS and its commitment to sustainable practices and high ethical standards.

The meeting was conducted in a hybrid format, with over 30 national delegates attending in person and some joining online. ECCE President led discussions on ECCE's recent activities presenting the **ECCE Activity Report** and **updates from the construction industry**. ECCE Vice President/Treasurer Helena Endriksone presented the topics on the financial issues and management of the organization.

Latvian experts delivered insightful presentations, including topics on the **development of civil engineering education in Latvia** and the impressive **"Silver Grove" open-air stage in Mežaparks**. Vice President/President Elect Platonas Stylianou reported on the **progress of updating the book "Civil Engineering Profession in Europe,"** highlighting the efforts to reorganize chapters, introduce new ones, and collect data from European countries.

Discussions on building inspection methodology focused on practices in **Austria** and **Cyprus**, emphasizing the importance of visual inspections for ensuring the safety of building users and the public. Also, the ECCE General Assembly unanimously approved a proposal to support Ukraine amidst the ongoing war, waiving outstanding fees for the years 2022, 2023, and 2024, and ensuring Ukraine's continued participation in ECCE activities.

The meeting concluded with the presentation of the **ECCE Manifesto for Action for the EU Term 2024-2029**, aligning with ECCE's Strategic Plan 2023-2030.

The event concluded with cultural visits, traditional Latvian cuisine, and the successful LBS 100 Conference, attended by nearly 500 participants, including prominent figures and ECCE delegates.

The European Council of Civil Engineers extends its gratitude to LBS for their exceptional organization and hospitality, contributing to the success of the 78th ECCE General Meeting.

More information: ecceengineers.eu/news/2024/78_ecce_meeting.php?id=41

EAIE- European Association for International Education



34th Annual EAIE Conference and Exhibition
17-20 September, 2024
Toulouse, France



The 2024 conference theme '**En Route!**' highlights the hard work that propels our community towards a brighter future. This work involves exploring the possibilities of digital technologies, implementing sustainable practices, developing innovative ways to support our wonderfully diverse community and so much more.

Save the date for the 34th Annual EAIE Conference and Exhibition in Toulouse, France, taking place from 17–20 September 2024 at the state-of-the-art conference centre MEETT.

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

EU-CONEXUS - European University for Smart Urban Coastal Sustainability



European Universities alliances unite to create a joint Community of Practice

29 June 2024

European Universities alliances are joining forces in a project called FOR-EU4All. The project brings together all current and future European Universities alliances—numbering over 60—into a unified, cohesive structure. The goal is to foster a collaborative and supportive environment where best practices and experiences can be shared not only among the alliances themselves but also with the broader European Higher Education (HE) sector.

As flagships of the European Education Area (EEA) and the European Research Area (ERA), European Universities alliances are leading the way in developing new and innovative concepts for deep transnational institutional cooperation to stimulate long-lasting transformation of European higher education as a whole.

Evolution of the FOR-EU Network

The informal alliance network FORum of European Universities (FOR-EU) has been in place since the start of the European Universities initiative (EUI). Alliance experts have been brought together across countries and institutions to form active communities on strategic topics, such as education cooperation, governance, research & innovation dimension of alliances, or student engagement. FOR-EU has currently 20+ subgroups in place and different parallel fora where the coordinators and alliances' experts meet. Due to the increasingly large-scale nature and impact of the EUI, a merger of all FOR-EU groups is now necessary, and dedicated resources are required.

Formalising Collaboration

FOR-EU4All will reflect the fruitful collaboration and related extensive expertise that exists in FOR-EU. It will merge, formalise, and scale up the informal processes and structures that naturally developed over the past four years, and focus on supporting efficient administration, coordination, communication and dissemination. Moreover, FOR-EU4All will strongly focus on linkages with the wider HE sector, collaboration with existing networks and stakeholder representatives, as well as engagement with decision-makers on both achievements and challenges related to the EUI. This is also reflected in the project name, we simply are stronger together. Outreach activities and the

dissemination of good practices and learnings are expected to help bringing transnational cooperation in HE in Europe to the next level.

Commitment to EEA and ERA Objectives

European Universities alliances are committed to contributing to the realisation of both the EEA and ERA policy objectives. In collaboration with stakeholders, this project will furthermore focus on addressing challenges to transnational collaboration that persist in the EHEA to date – ranging from joint educational provision to mobility as well as digital and R&I collaboration. With FOR-EU4All, alliances are committed to working together with each other, with relevant stakeholders and policy-makers to overcome obstacles to transnational collaboration and to realise the long-lasting transformation of European higher education.

The FOR-EU4All project has been awarded 1.8 million euros by the European Commission and should last 48 months, starting on the 1st of November 2024. The European University Association – EUA,

the European Students' Union – ESU, the European Association for Quality Assurance in Higher Education – ENQA, the European Association of Institutions in Higher Education – EURASHE and the Erasmus Student Network – ESN are associated partner of the project.



Information from: <https://www.eu-conexus.eu/en/2024/06/29/european-universities-alliances-unite-to-create-a-joint-community-of-practice/>

EU-CONEXUS EENVIRO RESEARCH CONFERENCE 2024

The EU-CONEXUS EENVIRO Research Conference - EU-CONEXUS EENVIRO 2024 will take place on 29-31 October, 2024 hosted by EU CONEXUS, CAMBI Research Centre from Technical University of Civil Engineering, Bucharest, Romania under the main theme “*Sustainable Solutions for Energy and Environment*” and will cover the disciplines of Energy and Environment from the present to the future.



The invitation extends to researchers affiliated with EU-CONEXUS partner institutions, as well as to international collaborators. The goal is to enhance collaboration and knowledge exchange on topics pertinent to energy and the environment, incorporating diverse perspectives.

Conference Topics:

[COASTAL AND ENVIRONMENTAL ENGINEERING](#)
[ENVIRONMENTAL SCIENCES AND BIODIVERSITY](#)
[LIFE SCIENCES AND BIOTECHNOLOGY](#)
[SOCIAL, CULTURE AND HUMAN SCIENCES](#)

Important dates

Extended abstract submission: 31 July 2024
Extended abstract acceptance: 31 August 2024
Paper submission: 31 July 2024
Paper acceptance: 31 August 2024
Paper correction submission: 10 October 2024
Final paper acceptance: 15 October 2024
Registration: 15 September – 28 October 2024

More information: <https://www.eenviro.ro/welcome-message/>

FROM THE EUROPEAN UNION



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

New publication: *European Higher Education Area (EHEA) cluster meeting - Impact of the EHEA projects*

Publication date: 27 May 2024

Author: European Education and Culture Executive Agency



Advancing the development of the European Higher Education Area (EHEA) is a top priority for the EU. The Erasmus+ programme has been the primary means of supporting national policies, launching multiple projects since 2014. To date, 84 Erasmus+ EHEA projects have involved education ministries and key higher education stakeholders, focusing on areas such as the Bologna transparency tools, quality assurance, learning mobility, teaching innovation, academic values, automatic recognition, and employability.

The first cluster event in 2018 brought together the initial two generations of these projects. A second event in June 2023 reviewed the achievements and challenges of the most recent 40 projects (2018-2024). The [European Higher Education Area \(EHEA\) cluster meeting - Impact of the EHEA projects](#) report summarises the discussions from this latest forum, covering quality assurance, automatic recognition, National Qualifications Frameworks (NQFs), microcredentials, inclusion, and fundamental academic values. It also presents the main findings of the participants, and includes the event agenda and a booklet with key information about the 2018, 2019, and 2021 EHEA projects.

Access the [full report](#).

More information: https://www.eacea.ec.europa.eu/news-events/news/new-publication-european-higher-education-area-eha-cluster-meeting-impact-eha-projects-2024-05-27_en

New publication: *The European Higher Education Area in 2024 - Bologna Process Implementation Report*

Publication date: 27 May 2024

Author: European Education and Culture Executive Agency

The new edition of the Bologna Process Implementation Report is out!



The [report](#), through its six chapters, provides a snapshot of the European Higher Education Area (EHEA) and assesses the extent to which policy commitments have been implemented. It offers a clear overview of the steps that have been taken, as well as further measures that still need to be realised.

The report provides a comprehensive overview of the European higher education sector, covering background data on students, staff, institutions, and public financing. It details the key commitments of EHEA countries as well as the fundamental values of academic freedom, integrity, institutional autonomy, and public responsibility. It also examines the implementation of social dimension policy, learning and teaching objectives from the 2020 Rome Communiqué, and the themes of mobility and internationalisation.

Finally, the report highlights the efforts of higher education institutions to support the Ukrainian academic community in response to the war of aggression launched by Russia, and what they have done to support students and staff in exile.

Access the full report [here](#).

More information: https://www.eacea.ec.europa.eu/news-events/news/new-publication-european-higher-education-area-2024-bologna-process-implementation-report-2024-05-27_en

ARTICLES from journals, newspaper, magazines

Quality and diversity: the main challenges facing higher education

Author: NV Varghese

01 June 2024

The 21st century has already experienced an accelerated growth and global expansion of higher education. The gross enrolment ratio (GER) doubled from 19% to 38% between 2000 and 2018. The sector experienced an average annual increase of around 6.5 million students in the first two decades of this century against an increase of 2.45 million students between 1980 and 2000.

According to UNESCO Institute for Statistics data, global enrolment in tertiary education reached 236.8 million in 2021. More importantly, women became the majority in colleges and universities, accounting for 52% of the total global enrolment.

Higher education enrolment in the Global South increased by 91%. The countries of Sub-Saharan African experienced the highest increase of 125% between 2000 and 2018. China and India expanded most rapidly and increased their share in global enrolment to nearly 40% in 2021. It is expected that Sub-Saharan Africa will remain the only region with a continuously growing youth population and higher education enrolment in the coming years.

Shrinking national systems

The global picture conceals local variations because expansion of higher education was uneven across countries.

Interestingly, some of the advanced higher education systems experienced a stagnation or a decline in enrolment. For example, in Japan, South Korea, Russia and the United States the higher education sector actually shrank.

In more than half of the countries in the world, fertility is below the replacement rate of 2.1, so most countries are facing a decline in population. Some of the estimates indicate an almost 40% decline in student numbers by 2040 in some parts of East Asia.

Downward demographic trends are leading to a phenomenon of 'marginal universities', which are insolvent and on the verge of closing due to insufficient student numbers.

Nearly 75% of private universities and many public universities outside South Korea's capital are severely affected by the decline of student population. They can survive only as 'zombie universities', heavily relying on financial support from the government. There are nearly 84 such marginal universities in South Korea.

Japan has closed several universities and merged many others due to insufficient student numbers. The

Japanese government further plans to close universities that cannot recruit enough students for a consecutive period of three years.

In some countries, there are also proposals to sell university property to ensure their financial survival.

Medical and engineering schools, which once enjoyed a premium in the education market, are nowadays often vacant in India. A total of 860 places for medical students remained vacant in the past three years in India due to high fees levied by private medical colleges.

Many students migrate to East European countries or China to benefit from their low-cost medical education. Many engineering colleges in India are closing due to a lack of students since households are unwilling to invest in 'low value' high-cost engineering degrees.

Inward-looking local policies

The globalisation process integrated national systems into the global higher education market. But many trends are now reversing. Many countries have adopted inward-looking policies.

Brexit in the United Kingdom, the dual circulation strategy in China, the self-reliance policies prioritising indigenous knowledge systems in India, country-first policies, substitution of international expertise with local talents and the promotion of a higher education system with 'Chinese characteristics' rather than one based on Western standards are examples of inward-looking policies.

It seems investing in nationalism and inward-looking policies is becoming increasingly beneficial in terms of political gain.

Is university education worth it?

The college wage premium for the best-performing students is high, while average and poor performers, who constitute the majority of graduates, receive low returns for their investments. Given the high cost of higher education, many students are asking themselves: Is university education actually worth it?

A poll published by *The Wall Street Journal* in March 2023 pointed to a crisis of confidence: 56% of Americans now believe that a degree is no longer worth the time and money spent on it.

In August 2023, *The Economist* reported a declining rate of return for a bachelor degree in the past decades. In the post-financial crisis period, the return on higher education has been declining in less developed countries, and the decrease in returns has been high among the youth and early-career workers.

The polarisation in returns has made admissions to elite institutions highly competitive and has led to a significant growth in 'shadow education'. Private tutoring is considered important to improve results in admission tests for highly selective institutions and graduates' final exam results. In fact, private tutoring is widening educational inequalities, favouring children from privileged households.

Diversity and elitism

Higher education has been a privilege of the developed countries and of the privileged in the less developed countries. Massification of the sector has attracted students from non-traditional groups, from disadvantaged groups and from remote rural areas.

Increasing student diversity poses challenges to socially exclusive and elitist practices in institutions of higher education everywhere. Diversity also has implications for the medium of instruction since the language of instruction may be different from the language of social interactions, especially for those from disadvantaged backgrounds.

Elite universities with students seeking the credentials for high prestige employment may refuse to respond to the diversity challenges and may remain 'cathedrals of conservatism and masters of survival'. Private elite universities in the South, though limited in numbers, reinforce conservatism and enjoy a market premium among the elites who seek admission to these institutions.

Remaining challenges

This century has seen an accelerated expansion and massification of higher education in the less developed countries, and a contraction of the sector in some of the matured systems. Higher education expansion is fuelled by an increasing social demand stemming from a negative correlation between the unemployment rate and education levels.

Massification of the sector attracted students from non-traditional backgrounds adding to student diversity on campuses in developing countries. Improving the quality of education and managing student diversity remains an institutional challenge in most countries.

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Unlocking the power of AI to deliver next generation learning

Authors: Luca Alessandrelli, Tommaso Bianchi, Daniela Casiraghi, Ludovica Piro, Maristella Matera, Susanna Sancassani and Nicola Gatti

04 June 2024

In recent years, we have witnessed a rush toward studying and developing e-learning technological tools that enhance teaching and learning. The scientific literature clearly shows that these tools can play an important role in various processes, such as creating content that better engages students, enabling



collaboration and interactivity even in large classrooms, and providing tutoring tools that support learning.

In the complex process we undergo from knowing nothing about a particular topic to acquiring reasonable awareness of it, there is a particularly valuable moment where we can achieve the maximum transformative effect.

It's the moment of the feedback given by an expert, which addresses the correctness and completeness of the knowledge and skills demonstrated by the learner during an assessment, exercise, or even an oral discussion. In corporate contexts, for instance, this occurs when a new hire is paired with a senior colleague to expedite their apprenticeship.

While highly effective, the one-on-one approach is not applicable in educational settings, where each teacher faces many students in the classroom, typically 20 to 25 in primary and secondary schools and 50 to 300 in universities. In all of these cases, a significant portion of the feedback must be self-generated by the student through tests and exercises, while the main feedback from the teacher often comes only at the final exam.

Furthermore, a very imbalanced ratio between the number of students and the teacher makes it more difficult to explain course materials effectively, especially if we consider that students have radically different abilities and needs. It would be important to differentiate explanations depending on the difficulties of each and every learner, but this proves to be an impossible task.

MyLearningTalk: New AI-based tool empowering students and teachers

To tackle this challenge, Politecnico di Milano in Milan (Polytechnic University of Milan), Italy, is designing and developing MyLearningTalk (MLT), an AI-based virtual assistant that facilitates learning by providing personalised student support.

MLT does not replace teachers. Rather, it empowers students to understand and process content in a personalised way on the basis of their abilities, allowing them to explore content dialogically, receive appropriate examples, and obtain tailored feedback on the tests taken.

More specifically, in the methodology we are refining, the teacher personalises the course content for MLT use. This means the teacher is still the central figure in the classroom, giving lectures and helping learners carry out didactic activities.

Students leverage MLT to complement the lessons, clarify their doubts, and deepen topics of interest. Exams remain standard and do not allow the use of the tool. MLT thus becomes a way to augment classroom content and enhance learning without, however, resulting in flawed exams.

To develop a truly innovative tool, we gave great importance to three key elements.

The first concerns the interactive paradigm for content access and fruition. From this perspective, large

language models (LLMs) represent the most appropriate technology, enabling natural language interaction between users and the tool.

Furthermore, the use of generative artificial intelligence allows for extreme flexibility in response, automatically controlling the language (an essential feature to support university internationalisation in full), the depth of answers, and the constant generation of new questions and examples.

It is observed, however, that the freedom offered by LLMs may be disorienting for many students, who may need or prefer guided interaction. For this reason, we've decided to equip MLT with interface elements that facilitate access to knowledge by suggesting additional interactions complementing the formulation of natural-language requests. Examples include buttons for automatic generation of quizzes, insights and concept maps.

The second element pertains to the completeness and correctness of content. Each university course is based on content customised by individual teachers, who usually draw on material from various sources, from textbooks, notes and slides to quizzes and videos. In many cases, the content is private, and it is not desirable to make it publicly available.

MLT benefits from the retrieval augmented generation (RAG) approach, through which information retrieval is implemented on the individual teacher's content to build a prompt for the LLM. It should be noted that RAG enables greater control over the answers produced by the LLM and reduces the likelihood of hallucinations, which, in an educational context, would hinder the tool reliability and, in turn, students' trust.

One of the technical problems to solve within the RAG approach concerns the use of mathematics. Many scientific and engineering courses rely on mathematics for definitions, theorems and algorithms. Currently, MLT uses documents written in LaTeX, the language commonly employed for scientific articles, to build prompts for LLMs.

The results of LLMs containing symbols or mathematical elements are, in turn, produced in LaTeX, and symbols can be displayed on screen through appropriate libraries. This allows users to formulate queries related to mathematical content and the tool to render the answers to their questions.

The problem of generating automatically numerical exercises and the solutions to them, however, remains open. This task is possible for basic maths problems, but not for more advanced exercises, which need to be managed by using external code scripts connected to the LLM.

The third key aspect regards the personalisation of the tool based on the individual student.

This requires tracking user behaviour in terms of both the content that has been explored (for example, which parts of the course the student focused on and how much time they dedicated to them) and how content has been explored (for instance, whether the student is used to starting from examples and exercises or from theory).

An analysis of user behaviour can be leveraged to build a recommendation system that suggests which

content the student should pay more attention to and how to best approach it, that is, whether theory or practice should be the starting point. Tracking user behaviour also enables teachers to assess the student's skills and facilitates their self-assessment in preparation for exams.

Preliminary results and next steps

A preliminary version of MLT has been experimented with small groups of students from the Smart Learning Design doctoral course – a humanities course – and the Algorithmic Game Theory master's degree, a course in mathematics and computer science.

We conducted two main tests. The first focused on the correctness of the answers produced by MLT. Teachers evaluated the answers to many questions, and the results were found to be very relevant and far more accurate and complete than those provided by a LLM without RAG. This preliminarily demonstrates that the RAG approach is valid for achieving reliable outcomes.

The second test aimed to understand how students approach MLT and whether it plays an effective role in cognitive processes. It was noticed that students use the tool to search for information, aggregate the results, and learn faster than with traditional methods. The observed behaviour suggests that MLT strengthens learning effectiveness. More extensive studies will help us further investigate its impact.

Besides conducting continuous evaluation, the next steps to make MLT a successful learning companion include extending the user interface with other interactive mechanisms for knowledge work, consolidating the architecture scalability to an ever-increasing number of university courses, and defining a methodological framework to support teachers in monitoring students' progress and better calibrate their lessons.

It is no exaggeration to say that MLT is set to unlock a whole new world of possibilities within the education sector.

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Information from: <https://www.universityworldnews.com/post.php?story=20240604095314109>

Western Sydney University tops THE Impact Rankings again**Author: Brendan O'Malley**

14 June 2024

Western Sydney University, Australia, has topped the overall *Times Higher Education* (THE) Impact Rankings for the third year in a row.

Australia dominates the top of the overall rankings with four institutions in the top 10 and five in the top 20: Western Sydney University (1st), University of Tasmania (=2nd), RMIT University (5th), UNSW Sydney (7th) and University of Technology, Sydney (=13th).

In the overall ranking Canada and the United Kingdom both had two in the top 10 and both had three in the top 20.

India has the most universities in the ranking – 105. But the UK had the most in the top 100 with 25.

The *THE* Impact Rankings, released on 13 June, is now in its sixth year and has quadrupled in scale since it was launched in 2019 with 1,963 institutions ranked, up from 462 institutions in the first year.

It ranks universities' contribution to the United Nations Sustainable Development Goals (UN SDGs) – by comparing data on each institution's performance in SDG 17 Partnerships for the Goals and a minimum of three of the remaining 16 SDGs, which cover a broad range of global challenges, from poverty and health, to climate action, employment and innovation, reducing inequality and life on land and in water.

There is also a ranking table for each of the 17 SDGs.

A record 2,152 universities from 125 countries/regions were assessed, which is a significant increase on last year where 1,705 universities were ranked, representing a 26% increase.

There are 595 newly ranked universities and universities from 14 countries have participated in the ranking for the first time this year, which are: Albania, Angola, Comoros, Côte d'Ivoire, Cuba, Democratic Republic of the Congo, Eswatini, Libya, Malawi, North Macedonia, Rwanda, Sierra Leone, Somalia and Yemen.

According to THE, the methodology for the 2024 ranking involves collecting data on indicators “to provide comprehensive and balanced comparisons across four broad areas: research, stewardship, outreach and teaching”. The data used refer to the closest academic year to January to December 2022.

A university's total score in a given year is calculated by combining its score in SDG 17 with its best three results on the remaining 16 SDGs. SDG 17 accounts for 22 per cent of the total score, while the other SDGs

each carry a weighting of 26 per cent. This means that different universities are scored based on a different set of SDGs, depending on their focus. The score for the overall ranking is an average of the last two years' total scores.

Phil Baty, Times Higher Education's chief global affairs officer, described the THE Impact Ranking as "an extremely valuable tool for universities, governments, funders, policymakers and prospective students to see how universities are demonstrating to all they serve how they're delivering social and economic impact on the world stage".

The highest ranked higher education institution, in the overall category, in each region is:

- Africa: University of Johannesburg, South Africa – joint 36th.
- Arab region: King Fahd University of Petroleum and Minerals, Saudi Arabia – joint 81st.
- Asia: Yonsei University (Seoul campus), South Korea – 11th.
- Australasia: Western Sydney University, Australia – 1st.
- Europe: University of Manchester, UK – joint 2nd.
- North America: University of Alberta, Canada – 6th.
- Latin America: National Autonomous University of Mexico, Mexico – 64th.

Western University, in addition to coming top overall, also came first in the world for SDG 5, Gender Equality; 3rd for SDG 15 Life on Land; and fourth in three goals, SDG 13 Climate Action, SDG 12 Responsible Consumption and Production, and SDG 17 Partnerships for the Goals. In addition it was eighth in the world for SDG 10 Reduced Inequalities and ninth for SDG 6 Clean Water and Sanitation.

Interim Vice-Chancellor and President of Western Sydney University, Professor Clare Pollock, **said**: "Delivering positive and meaningful community impact sits at the heart of everything we do at Western Sydney University. For 35 years it has been core to our mission, inspiring and motivating us to improve people's lives and to be a force for change.

"It is a remarkable and defining moment for an Australian university to be recognised as number one in the world in such a highly competitive global rankings system for three years in a row."

Pollock said the University's teaching, research and international partnerships are fully aligned to the UN's Sustainable Development Goals 2030 (SDGs), which are embedded across all the University's operations.

"For Western Sydney University, the Sustainable Development Goals are more than aspirational – they underpin our strategic direction, institutional values and organisational culture," said Professor Pollock.

"The SDGs are the driving force behind our action plans and can be seen right across our teaching, research, campus operations and engagement, inspiring collaborations between students, staff and our community partners to tackle complex challenges such as climate transitions and social justice.

The University of Manchester, as well as coming second overall, came top in two individual SDGs, SDG11: Sustainable Cities and Communities and SDG15 – Life on Land.

Professor Nalin Thakkar, Vice-President for Social Responsibility at The University of Manchester, said: “Social responsibility is, of course, a core goal for us so we’re delighted to be ranked top in the UK, top in Europe and second in the world.

“These rankings cover our full range of functions – across research, students, public engagement and university operations – and we’re proud to be part of this growing community of universities who want to improve our society, economy and environment in all that we do.”

Highest placed institutions in all 17 SDGs

Globally UK universities topped the most rankings for individual SDGs with five compared with Australia (four), South Korea (two), and a geographically diverse selection of countries with one each: Indonesia, Canada, India, Denmark, Nigeria, Germany, Netherlands, United States and Malaysia (some of these were joint winners of SDG 9: Industry, Innovation and Infrastructure).

The highest placed higher education institutions for each SDG were:

- SDG 1 No poverty: Universitas Airlangga (UNAIR) (Indonesia) – Research on poverty and support for students from poor families.
- SDG 2 Zero hunger: Queen’s University (Canada)– Research on hunger, teaching on food sustainability and commitment to tackling food waste and hunger on campus and locally.
- SDG 3 Good health and well-being: JSS Academy of Higher Education and Research (India) – Research on key diseases and conditions, support for healthcare professions, and health of students and staff.
- SDG 4 Quality education: Aalborg University (Denmark) – Contributions to early years and lifelong learning and commitment to inclusive education.
- SDG 5 Gender equality: Western Sydney University (Australia) – Research and policies on gender equality and commitment to recruiting and promoting women.
- SDG 6 Clean water and sanitation: University of Exeter (UK) Research related to water, water usage and commitment to ensuring good water management in wider community.
- SDG 7 Affordable and clean energy: Afe Babalola University (Nigeria) – Energy research, energy use and policies, and commitment to promoting energy efficiency.
- SDG 8 Decent work and economic growth: Kyungpook National University (South Korea)– Economics research, employment practices and share of studentstaking work placements.
- SDG 9 Industry, innovation and infrastructure: Delft University of Technology (Netherlands), RWTH Aachen University (Germany), Technical University of Munich (Germany), TU Dresden (Germany), University of Edinburgh (UK), University of Erlangen-Nuremberg (Germany), University of Stuttgart (Germany) and Yonsei University (Seoul campus) (South Korea) – Research on industry and innovation, number of patents and spin-off companies and research income from industry.

- SDG 10 Reduced inequalities: RMIT University (Australia) – Research on social inequalities, policies on discrimination and commitment to recruiting staff and students from under-represented groups.
- SDG 11 Sustainable cities and communities: University of Manchester (UK) – Research on sustainability, role as custodians of arts and heritage and internal approaches to sustainability.
- SDG 12 Responsible consumption and production: Bournemouth University (UK) and King’s College London (UK) – Research on responsible consumption and approach to the sustainable use of resources.
- SDG 13 Climate action: University of Tasmania (Australia) – Research on climate change, use of energy and preparations for dealing with consequences of climate change.
- SDG 14 Life below water: Arizona State University (Tempe) (United States) – Research on life below water and education on and support for aquatic ecosystems.
- SDG 15 Life on land: University of Manchester (UK) – Research on life on land and education on and support for land ecosystems.
- SDG 16 Peace, justice and strong institutions: Universiti Sains Malaysia (Malaysia)– Research on peace and justice, participation as advisers for government and policies on academic freedom.
- SDG 17 Partnerships for the goals: University of Technology Sydney (Australia) – The broader ways in which universities support the SDGs through collaboration with other countries, promotion of best practices and publication of data.

Bayu Arie Fianto PhD, Head of the SDGs Centre at, Universitas Airlangga (UNAIR) which achieved the top global position for SDG 1: No Poverty – as well as fourth globally on SDG 5: Gender Equality – said that UNAIR has long been implementing poverty eradication programmes, including waiving or reducing tuition fees and engaging in community entrepreneurship development programmes.

“The goal is for society to be prosperous and empowered,” he **said** in a statement on the university’s website.

UNAIR’s entrepreneurship development program manifests as community service. Participants receive training on startups, networking skills, and financial support. Additionally, research and publication play a crucial role in achieving the No Poverty goal.

UNAIR also collaborates with various partners to address poverty.

“We collaborate with many villages, business communities, and small and medium enterprises (SMEs). We also collaborate with various units and directorates within UNAIR and with Islamic social institutions that partner with UNAIR to help the community,” Fianto said.

The two most popular SDGs (excluding SDG 17) are SDG 4 – quality education – with 1,681 universities, followed by SDG 3 – good health and well-being with 1,498 and SDG 5 – gender equality and 1,361 universities.

Information from: <https://www.universityworldnews.com/post.php?story=20240614135715476>

NEWS FROM THE WORLD

22nd LACCEI International Multi-Conference for Engineering, Education and Technology

15-19 July, 2024

(Hybrid) - San Jose, Costa Rica



22nd LACCEI International Multi-Conference for Engineering, Education and Technology Sustainable Engineering for a Diverse, Equitable, and Inclusive Future at the Service of Education, Research, and Industry for a Society 5.0. will be held in person at [Crowne Plaza San Jose](#) and virtually through [Agora Meetings Platform](#) on July 15-19, 2024 (Hybrid) – San Jose, Costa Rica

LACCEI was selected by the Organization of American States (OAS) in 2005 to be part of the Engineering for the Americas (EftA) action plan to advance the accreditation and quality assurance of engineering programs in the Americas. As of 2016, the OAS officially established “*The OAS Engineering Summit for the Americas*” to coincide with the LACCEI International Multiconference and designated our organization as the OAS “*Engineering Center of Excellence for the Americas*”, an important credential that allows LACCEI to strengthen the quality of education in Engineering, Academic Leadership and Student Competitions.

What is LACCEI?

LACCEI (Latin American and Caribbean Consortium of Engineering Institutions), is a non-profit entity made up of institutions that offer programs in engineering, computing, technology or education and that participate in an academic or investigative manner with other institutions at an international level. Its purpose is promoting global collaboration for the continuous advancement of engineering, technology, education, research, practice and innovation, and connecting Latin America and the Caribbean with the rest of the world. Today we have more than 250 participating institutions from 26 countries in 3 continents and for the last 22 years we have been holding an annual multilingual academic multiconference that accepts scientific articles in English, Spanish, Portuguese, and French.

The LACCEI conference accepts unpublished papers written in English, Spanish, Portuguese and French. All accepted and presented papers are published in the proceedings with ISSN, ISBN. Full papers (FP) undergo double-blind review, and if accepted and presented, are published with DOI, and processed for evaluation by Scopus and other indexes. While Work in Progress (WP) submissions undergo single-blind review, are presented as posters and published in the conference proceedings, and the WP are not

indexed in Scopus. Submissions to the Student Paper (SP) competition undergo single-blind review. The top 10 finalists compete in a technical presentation and are published with DOI and submitted for indexation. The winner receives an all expense paid trip and registration to compete in the global competition. 2024 LACCEI Active member Institutions receive registration benefits. Starting this year, LACCEI will internally classify FP into 4 categories: review paper, data research, software paper, and general research. There is a limit of 3 papers per author (includes co-author) and 7 authors per paper.

Technical tracks (two categories):

ENGINEERING EDUCATION (EE)

- Accreditation, Assessment, Dual Degree, Certificate Programs, and Degree Equivalency of Engineering
- Chemistry, Mathematics, and Physics in Engineering Education
- Enhancing Undergraduate Education and Curriculum Improvement
- Management of Engineering Education
- Online Laboratories
- Recruitment and Retention in Engineering
- Technology for Teaching and Learning, E-Learning, and Distance Education
- Women and Diversity in Engineering

ENGINEERING RESEARCH AND ENGINEERING PRACTICE (ER/EP)

- Aerospace and Aeronautical Science
- Agriculture, Food, and Farming
- Biochemistry, Biotechnology, Bioinformatics and Nanotechnology
- Chemical and Materials
- Civil, Infrastructure, and Construction
- Computer Science, Computer Engineering, Data Science, and Software
- Cybersecurity and Digital Forensics
- Electrical and Electronics
- Energy and Water
- Entrepreneurship and Innovation
- Environmental Engineering
- Ethics and Society
- Globalization, Peace, and Humanitarian Engineering
- Information Technology
- Logistics and Transportation
- Mechanical and Electromechanical
- Oceanography and Marine Sciences
- Project Management, Service Engineering, Production Engineering, and Product Life Management
- Quality Assurance
- Sustainable Engineering
- Technology Management
- Telecommunications, IoT, and Industry 4.0

More information: <https://laccei.org/laccei2024/>

International Conference on Artificial Intelligence in Education

22 October, 2024

Christchurch, New Zealand

INTERNATIONAL CONFERENCE ON ARTIFICIAL INTELLIGENCE IN EDUCATION

📅 22 October 2024 📍 Christchurch, New Zealand

The upcoming **(ICAIE-24)** at **Christchurch, New Zealand** has been organized on **22nd - 23rd October 2024** and scheduled to alleviate this exact challenge by serving as a focal point for researchers in the discipline of **Artificial Intelligence in Education** from the world over to gather together, learn from one another, impart and propagate their expertise, and put in place policies and mechanisms that will safeguard the steadfast growth and advancement of **Artificial Intelligence in Education**. In addition, participants of this event will be privileged with numerous opportunities to ensure their own personal advancement - be it in their studies, research work, career, or entrepreneurial endeavors.

When it comes to research in any academic discipline, the underlying values of knowledge, professionalism, ethics, mutuality and stewardship, all remain the same. Today, more than ever, owing to the saturation of research projects and experimental studies being conducted on diverse topics all across the planet, and the stringent as well as convoluted nature of research funding and grant allocations, research professionals, scholars, scientists, and others are finding it pretty hard to cultivate and hone these values

The **(ICAIE-24)** aims to be this all-so-necessary rocket fuel of progress for the field of **Artificial Intelligence in Education** by providing everyone from students and educators to researchers, entrepreneurs, and industry professionals, the inspiration, intellectual stimulation, and radical ingenuity that they need to be able to go out there and achieve big things. From invigorating keynote speeches and research presentation sessions to pathbreaking workshops, debates, networking sessions, exhibits, and more, the **(ICAIE-24)** will prove to be the accelerant of progress that the world will attribute all success in **Artificial Intelligence in Education** to in the years to come.

Although there is a certain degree of progress that is in existence in the discipline of **Artificial Intelligence in Education** at present, the pace of progress isn't something that anybody engaged in the field is proud of. Every reason for this slower-than-expected speed of development can be summed up as being a result of this one major hindrance to progress - the lack of motivation and the absence of a motivating factor.

IMPORTANT DATES

- Pre-registration Deadline 22nd September 2024
- General Registration Deadline 12th-Oct-2024
- Last Date for Abstract Submission 2nd-Oct-2024
- Date of Conference 22nd - 23rd October 2024

More information: <https://researchsociety.co/event/index.php?id=2540216>

1st International Conference on Civil and Environmental Engineering for Resilient, Smart and Sustainable Solutions

03 - 05 November, 2024

AL-Khobar - Saudi Arabia



Prince Mohammad Bin Fahd University takes initiative to organize the first international conference on civil and environmental engineering for resilient, smart, and sustainable solutions (CEES 2024) to be held at the PMU complex in Al Khobar, Saudi Arabia on November 3-5.

The conference aims to exchange scientific information and knowledge in the development of recent and future infrastructures that are resilient, smart, and sustainable. The conference provides an excellent environment for government policy makers, practicing professional engineers, researchers, university professors, students, and general public to extend their interests and expertise in addressing and solving the infrastructure issues faced by societies. Refining strategic plan for infrastructure municipalities, research collaboration among academicians, project initiations are just few examples of potential outcomes expected during and after this conference. The conference platform is based on traditional and contemporary topics in civil engineering including structure, geotechnical, environmental, water resources, transportation, and construction management.

Conference Topics

- TRACK #1: STRUCTURAL ENGINEERING
- TRACK #2: GEOTECHNICAL ENG & CONSTRUCTION MATERIALS
- TRACK #3: ENVIRONMENTAL ENG & WATER RESOURCES MANAGEMENT
- TRACK #4: TRANSPORTATION ENGINEERING
- TRACK #5: CONSTRUCTION MANAGEMENT ENGINEERING

Important Dates

- Deadline for abstract, papers and posters submission: 15th July 2024
- Notification of decision for papers and posters: 1st August 2024
- Deadline for final submission of accepted papers: 15th September 2024
- Deadline for Registration: 1st October 2024
- Conference dates: 3rd to 5th November 2024

More information: <https://cees2024.org/>

7th International Conference on Civil Engineering and Architecture (ICCEA 2024)

07-09 December, 2024

Da Nang, Vietnam



The 7th International Conference on Civil Engineering and Architecture (ICCEA 2024) will be held in Da Nang, Vietnam on December 7-9, 2024, co-sponsored by Vietnam Institute of Building Materials, technical supported by Innovation Center for Engineering Education at Seoul National University.

The conference aims to present recent global developments in coastal engineering, environmental-friendly construction and development practices, green building materials, architectural design innovations, sustainable cultivation and conservation practices, land reclamation and re-purposing concepts, and advances in environmental analysis and monitoring. We will focus on the as-built world as we currently know it, and what is not known about cities and resource developments of the future. You are invited to submit a paper for consideration all over the globe interested in the areas of municipal engineering, smart materials, sustainable architecture, geotechnical engineering, civil engineering and materials, etc. Other applications of civil engineering and architecture are also welcome. Looking forward to welcoming you in Bali!

As an open and hospitable platform, ICCEA dedicated to providing benefits for participants as follows:

- Learn from successful case studies and examples of sustainable infrastructure and environmental practices
- Learn from and network with industry leaders and practitioners from around the world
- Learn about new tools, latest research, and innovative ideas.

Topics of interests:

- | | |
|---|--|
| - Adhesives | - Concrete technology |
| - Architectural Design and Planning | - Coatings and paints |
| - Architectural Theories | - Construction and Renewable Energy Sources |
| - Architectural History | - Computers in Architecture |
| - Block material | - Civil Engineering and Materials |
| - Building Energy Conservation and Green Architecture | - Clean Technology Initiatives and Successes |
| - Bridge and Tunnel Engineering | - Developments and Innovations in Architecture |
| - Ceramics and Glasses | - Engineering Polymers and Plastics |
| | - Environment and Technology |

- Composites
- Cement and cement based composites
- Educational Topics in Civil Engineering and Architecture

Important DATES:

Submission Deadline: June 30, 2024

Notification Date: July 30, 2024

Registration Date: August 15, 2024

Conference Date: December 7-9, 2024

More information: <https://www.iccea.org/>

8th International Conference on Architecture and Civil Engineering (ICACE 2024)

12 December, 2024

PARKROYAL Penang, Malaysia



The 8th International Conference on Architecture and Civil Engineering (ICACE 2024) will be held on 12 December 2024. With the theme “Advancing towards a More Resilient Future of Architecture and Civil Engineering”, this conference will bring together to embrace new norms and revolution in various architecture and civil engineering areas.

ICACE 2024 aims to promote the international exchange of ideas among researchers in academia and industry.

Call for papers

Architecture

- Architectural History and Theory
- Architectural Planning and Design
- Sustainable Environmental Design and Technology
- Urban Planning and Community Design
- Design and Technology of Building Structures
- Computers in Architecture
- Advanced Construction Materials
- Building Technology Science
- Landscape
- Interior Design
- Energy Conservation

Civil Engineering

- Building Structure
- Bridge Engineering
- Structural Engineering
- Coastal Engineering
- Geological Engineering
- Geotechnical Engineering
- Hydraulic Engineering
- Surveying Engineering
- Seismic Engineering
- Harbor Engineering
- Transportation Engineering
- Water Supply and Drainage Engineering
- Road and Railway Engineering
- Sanitary and Ground Water Engineering
- Engineering Management
- Heating, Gas Supply, Ventilation and Air
- Carrier Operation Engineering
- Concrete Structures
- Disaster Prevention and Mitigation
- Environment Friendly Construction and Development
- Material Quality and Control
- Safety and Monitoring
- Monitoring and Control of Structures
- Reliability and Durability of Structures
- Construction Technology
- Computer Simulation and CAD/CAE
- Computational Mechanics
- Structural Analysis and Design
- Environment Engineering

Important Dates

- Full paper submission 12th Nov 2024
- Notification of acceptance 30th Nov 2024
- Early-bird registration 31st Aug 2024
- Normal registration 12th Nov 2024
- Event start 12th Dec 2024

More information: <https://ic-ace.org/>

CALENDAR

Date	Event	Place
01-02.07. 2024	11th International Conference on Eco-Sustainable Construction Materials (ICESCM-2024)	Kuala Lumpur, MALAYSIA



<https://spectusconferences.com/eco-sustainable-construction-materials-conference/index.php>

03 -05.07.2024	The Third International Conference on Press-in Engineering	Singapore, SINGAPORE
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Third International Conference on Press-in Engineering

3 (Wed) - 5 (Fri) July 2024 | Singapore

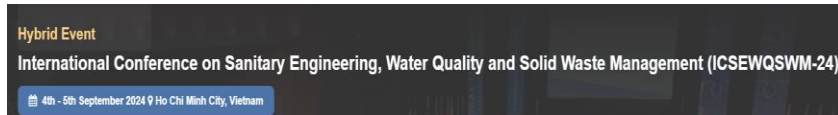
<https://2024.icpe-ipa.org/>

26-30.08.2024	ECSMGE 24 — XVII European Conference on Soil Mechanics and Geotechnical Engineering	Lisbon, PORTUGAL
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<https://www.ecsmge-2024.com/>

Date	Event	Place
04.09.2024	International Conference on Sanitary Engineering, Water Quality and Solid Waste Management (ICSEWQSWM)	Ho Chi Minh City, VIETNAM



<https://itar.in/conf/call.php?id=2469988>

11-13.09.2024	Third National Conference on Wind Engineering (3NCWE)	Bucharest, ROMANIA
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<https://3ncwe.ariv.ro/>

03.10.2024	Build Better Before the Earthquake Comes, Bucharest, Romania	Bucharest, ROMANIA
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Anti-Seismic Systems International Society
www.assisisociety.org



Technical University of Civil Engineering Bucharest
www.utcb.ro



**Build Better Before the Earthquake Comes:
Seismic Isolation (SI) and
Damping Technologies (DT) in Romania**

<https://assisisociety.org/event/build-better-before-the-earthquake-comes-bucharest-romania/>

18.10.2024	17 th EUCEET Association General Assembly	Paris, FRANCE
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<http://www.euceet.eu/events/euceet.php?id=8>

Date	Event	Place
12-17.11.2024	XVII Panamerican Conference on Soil Mechanics and Geotechnical Engineering	Pucón, CHILE



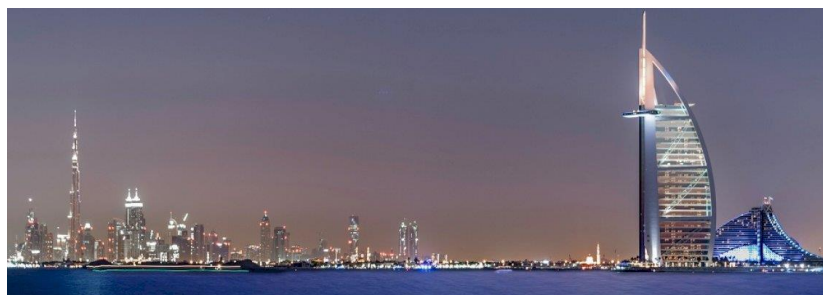
<https://panamgeochile2024.cl>

20-24.11.2024	5 th International Conference on Transportation Geotechnics	Sydney, AUSTRALIA
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<https://www.ictg2024.com.au>

20-21.12.2024	ICCDPP 2024: 18. International Conference on Curriculum Development, Practices and Procedures	Dubai, UNITED ARAB EMIRATES
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https://waset.org/curriculum-development-practices-and-procedures-conference-in-december-2024-in-dubai?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

Date	Event	Place
07-09.03.2025	2025 12 th International Conference on Geological and Civil Engineering	Sapporo, JAPAN



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