NEWSLETTER 1/2026

In this issue

FROM THE EUCEET ASSOCIATION

2026 EUCEET Association General Assembly

The 19th General Assembly of the EUCEET Association will take place in Riga, Latvia, on 9th October 2025, kindly hosted by the Riga Technical University (RTU).

Time	Activity	Venue
Thursday October 8th, 2026		
15:00 - 17:00	Administrative Council	Riga, Kipsalas street 6A (room will be specified)
19:00	Dinner	place will be specified
Friday October 9th, 2026		
10:00 - 12:00	EUCEET General Assembly	Riga, Kipsalas street 6A (room will be specified)
12:00 - 12:30	Coffee break	Riga, Kipsalas street 6A (room will be specified)
12:30 - 14:00	RTU Laboratory tour	Riga Technical University

Social Links

/RTUinternational

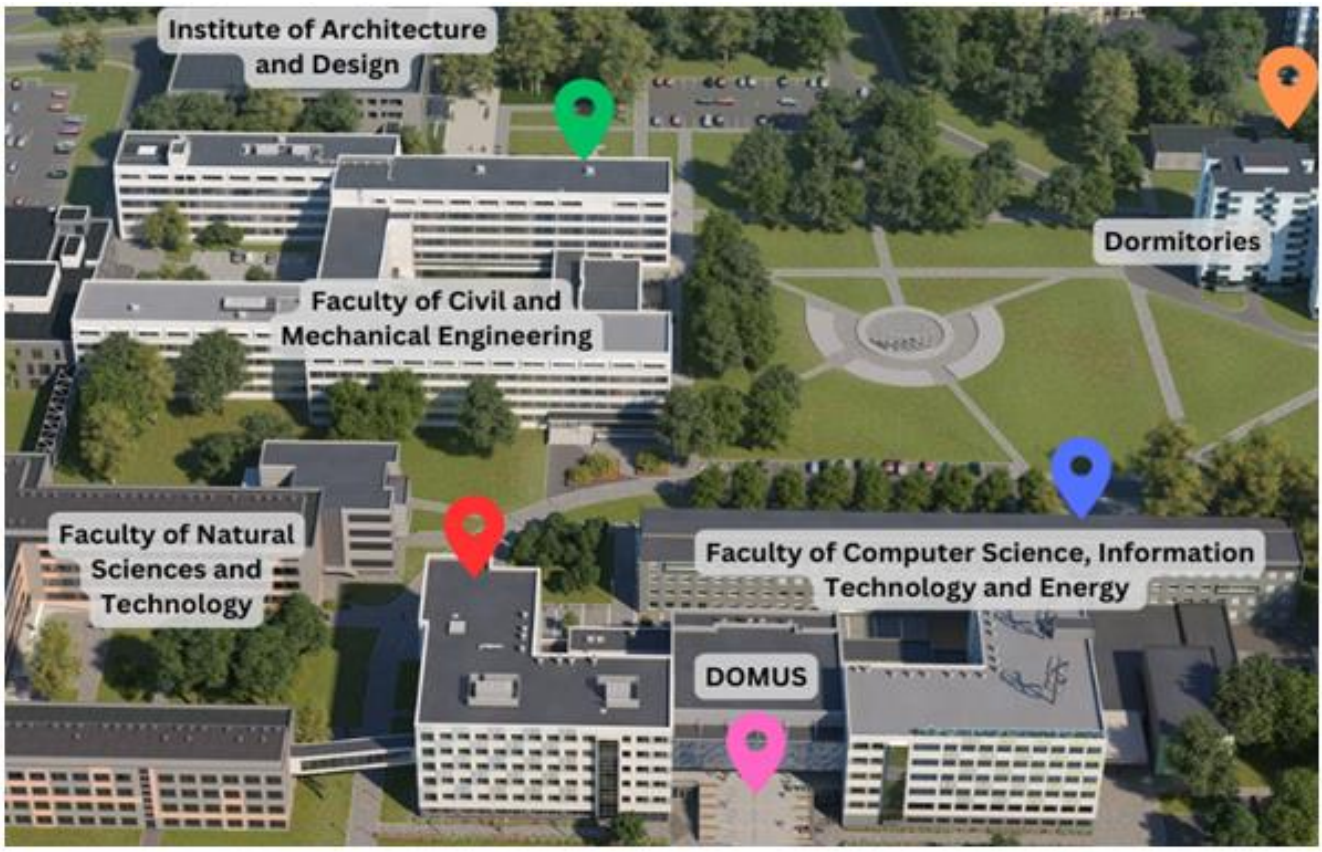
@rtuinternational

RTU_LV

/riga-technical-university

/RigaTechnicalUni

More information: https://www.rtu.lv/en



12 Āzenes street entrance
Faculty of Computer Science, Information and Technology and Energy

10 Zunda krastmala entrance
Faculty entrance to DOMUS

*Click here for a 360° tour of our Campus

6A Ķīpsalas street entrance
The Moon & Faculty of Civil and Mechanical Engineering

6 Āzenes street entrance
11th floor Conference room

8 Zunda krastmala entrance
Main entrance to DOMUS

*Click here for a 360° tour of Campus

General information about Riga – www.liveriga.com/en/
Municipal portal of Riga – www.riga.lv/EN/Channels/About_Riga/default.htm
Public transport in Riga – www.rigassatiksme.lv/en/
Riga airport – www.riga-airport.com/en

2027 EUCEET Association Award for excellence in teaching in civil engineering

The 2027 EUCEET Award for Excellence in Teaching in Civil Engineering it is at the 4th edition.

This award aims to celebrate teaching initiatives that have demonstrated significant success and originality, whether developed by individual lecturers or collaborative teaching teams in recent years. Nominations can be submitted by the candidates' own institutions, highlighting their impactful contributions to the field.

Documents required from candidates include: a data form, a Report (max. 10 pages) detailing: innovation in teaching; interdisciplinarity; transferability (exportability); impact on student learning and society; collaboration with industry; recognition and outcomes; quantitative indicators of impact; and a photo of the candidate or team, institutional certificate confirming staff status, non-perishable link to supporting documentation.

Proposed Timeline

- **June 2026** – Official launch of the Call
- **15 January 2027** – Submission deadline
- **January–February 2027** – Jury evaluation
- **15 February 2027** – Official announcement of the winner
- **22–23 April 2027** – Award ceremony during the Conference

Prize

- €2,000 (net) awarded to the laureate or team leader
- Diploma for each team member
- Possibility of honourable mentions
- Keynote lecture at the 2027 Conference

Jury

- Chair of the Jury: Thibaut Skrzypek (ENPC, France)
- Member: Gediminas Blaževičius (VILNIUS TECH, Lithuania)
- Member: Prof. Alfonso Rodríguez Doño (UPC BarcelonaTech, Spain) – 2025 Award Winner
- Secretary (non-voting): Mia Trifu (UTCB Bucharest, Romania)

2027 EUCEET Association Conference

22-23 April, 2027
Zagreb, CROATIA

EUCEET Association in collaboration with the Association of European Civil Engineering Faculties (AECEF) will organize a joint international conference on **22-23 April 2027.**

The theme of the conference will be "***Civil Engineering Education for the Green and Digital Transformation.***"

The conference will be held at the University of Zagreb, Croatia.

More information will be available in due time.

FROM MEMBERS

Brno University of Technology, Czech Republic

Young female scientists visited BUT. Students learned about research and companies

AUTHOR MGR. LENKA HUBÁČKOVÁ
PUBLISHED 2026-03-06 07:51
LINK https://www.vut.cz/en/but/f19528/d321423

Brno University of Technology hosted an international group of young women scientists during the last week of February. The several-day educational programme introduced the participants to the study of technical fields, the university's research infrastructure, and its cooperation with industry. The aim of the visit was to support international scientific dialogue and inspire the next generation of women to pursue technical education.

The educational visit began with a meeting with university representatives and students from individual faculties and units, who presented the opportunities for studying in Brno. Over the following days, the delegation became acquainted with several faculties and research centres, where the participants toured laboratories, discussed with academics and students, and gained insight into current research projects as well as career opportunities in technical fields.

As part of the programme, the scientists also visited technology and industrial companies in Brno, including Thermo Fisher Scientific and Bagira, where they had the opportunity to see how academic research is connected with practical applications. In addition to the professional programme, the international students also took part in networking activities, a meeting with students from the Faculty of Mechanical Engineering as part of the Girls of Engineering event, and a guided tour of the city of Brno.

The program included both professional and leisure activities.

The visit by the Israeli women scientists highlighted the importance of international cooperation in education and research, which Brno University of Technology has long supported, as well as the university's efforts to inspire young people to pursue careers in science and technology.

Our university is in an international project for a UAV students meeting!

Short link: https://www.fce.vutbr.cz/en/faculty/news/8333
Responsible person : doc. JUDr. Ing. Zdeněk Dufek, Ph.D.
Published: February 6, 2026

Faculty of Civil Engineering is a partner in the international project 'V4UAVchallenge – an annual students' drone meeting and competition', which is being carried out in collaboration with universities from the Visegrad Group (V4) countries.

The project received 15,000 euros from the International Visegrad Fund, granted as part of a program supporting innovative initiatives for sustainable development and international cooperation in the V4 region (Czech Republic, Poland, Slovakia, Hungary).

The project aims to develop students' skills in piloting and the practical use of unmanned aerial vehicles (UAVs), as well as building a lasting platform for academic cooperation in Central Europe.

International V4 partnership

The project is being implemented in cooperation with three renowned universities:

- University of National Education Commission, Krakow (Poland)
- Technical University in Zvolen (Slovakia),
- Brno University of Technology (Czech Republic),
- University of Szeged (Hungary).

The cooperation includes the exchange of teaching and research experience on the use of unmanned aerial vehicles (UAVs) in science, the economy, and environmental protection.

Objectives and assumptions of the "student UAV competition"

The project involves the preparation and organisation of a team drone competition for students from universities in the V4 countries. An additional element of the project will be a seminar of Student Research Clubs, devoted to the use of drones in various areas of economic, research, and environmental activity.

A minimum of 64 participants will take part in the tournament, including 48 students (divided into teams of three) and 16 lecturers/supervisors. Each country may enter up to four student teams and four lecturers. As the project partner, our University has the guaranteed right to enter at least two teams.

The tournament will be combined with:

- a session of student research groups (SRG),
- a seminar for lecturers on UAV education and training,
- project evaluation and the development of recommendations for future editions.

The project starts in March, and information on how to join the competition team will be published on the project website https://v4uav.uken.krakow.pl/

École nationale des ponts et chaussées, France

Prof. Thibaut SKRZYPEK, General Secretary of EUCCET Association sent the following news of interest for members of EUCEET Association:

Ecole nationale des ponts et chaussées ranked among the leading engineering schools in France

École nationale des ponts et chaussées (ENPC) has confirmed its position among the leading engineering schools in France in the **2026 ranking published by *L'Usine Nouvelle***, where the School is ranked **4th among French engineering institutions**. The ranking evaluates schools based on several indicators including academic excellence, research output, international openness, selectivity, and graduate employability.

ENPC at BIM World – Digital Twin 2026

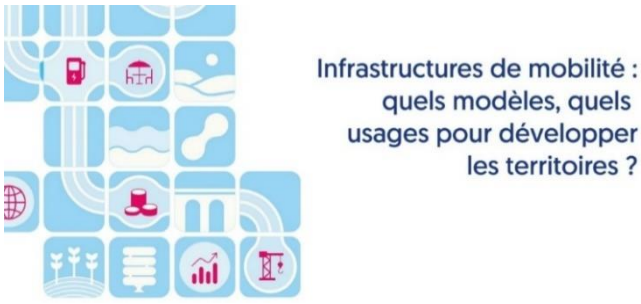
École nationale des ponts et chaussées will participate in **BIM World – Digital Twin 2026**, one of the major European events dedicated to digital technologies for construction, infrastructure and smart cities.

The event will take place on **1–2 April 2026 at Paris Expo Porte de Versailles**.
During the event, ENPC will present several initiatives related to the digital transformation of engineering, including the **Executive Master in Digital Twins for Infrastructures & Cities**, a joint programme developed within the **EELISA European University alliance**. The programme trains professionals to integrate digital modelling, data analytics and simulation tools into infrastructure planning, construction and operation.
The event will gather more than **10,000 professionals and 250 exhibitors**, including engineering firms, technology providers, public authorities and research institutions. ENPC researchers and programme representatives will contribute to discussions on digital twins, infrastructure asset management, and the integration of BIM methodologies into engineering practice.

Registration and programme: https://www.bim-w.com

Conference on mobility infrastructures and territorial development

On 6 February 2026, École nationale des ponts et chaussées hosted a conference entitled **"Mobility infrastructures: which models and uses to develop territories?"**. The event was organised in partnership with **Leonard**, the innovation platform of the VINCI Group, and **La Fabrique de la Cité**, a think tank dedicated to urban innovation.



The conference gathered researchers, infrastructure operators, public decision-makers and industry representatives to discuss the role of transport infrastructure in territorial development and the challenges associated with financing, governance and sustainability.
Topics addressed during the discussions included the integration of **low-carbon mobility solutions**, new models for infrastructure financing, and the use of digital tools to optimise infrastructure planning and management.

The event also explored the role of engineering schools and research institutions in supporting innovation in mobility systems.
The conference forms part of ENPC's broader engagement in fostering dialogue between **academia, industry and public stakeholders** on the future of infrastructure systems.

OPUR symposium on urban water management and micropollutants

On **13 March 2026**, École nationale des ponts et chaussées hosted a scientific symposium organised by the **OPUR research programme** **(Observatoire des Polluants Urbains)**. The event focused on the theme **"From micropollutants to nature-based solutions"** and gathered researchers, engineers and practitioners working in urban water management.

OPUR is a long-term collaborative research programme involving academic institutions, public authorities and water utilities. Its work focuses on understanding the behaviour of pollutants in urban water systems and developing strategies to improve water quality in cities.

The symposium presented recent scientific results on the detection and treatment of micropollutants, as well as the potential of **nature-based solutions such as vegetated systems and green infrastructures** to mitigate pollution and enhance urban resilience.

ENPC plays a central role in this research field through its laboratories and partnerships with urban water stakeholders.

Vilnius Gediminas Technical University (VILNIUS TECH), Lithuania

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

The Forum Wood Building Baltic 2026, hosted on 26–27 February 2026 at VILNIUS TECH University in Lithuania, reaffirmed that modern timber construction in Europe is inseparable from safety, resilience, and research based engineering solutions.

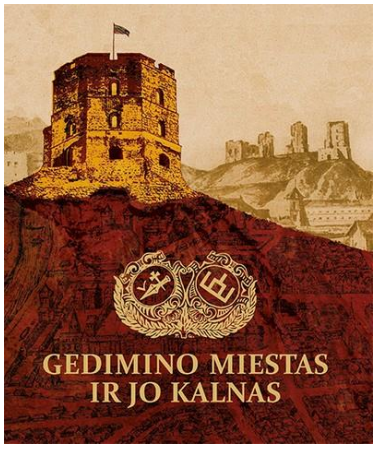
The forum placed significant focus on the following themes:

- **Structural safety and resilience** – Prof. Stefan Winter (Technical University of Munich) emphasized that in contemporary Europe, timber is becoming a strategic material for urban reconstruction, structural reliability, and meeting safety requirements**;**
- **Robotization and quality management** – Automated manufacturing systems presented by Dr. Andreas Heinzmann (Germany) enhance not only efficiency but also reduce the risk of human error, which is particularly important for structural and fire safety;

- **Fire safety and evacuation in historic buildings** – VILNIUS TECH expert Dr. Irina Demidova Buizinienė presented modeled fire spread and evacuation scenarios, enabling the safe application of timber solutions in heritage buildings without compromising authenticity;
- **Designing sustainable, climate resilient structures** – Presenters showcased how timber and hybrid construction systems (CLT, LVL, clay plaster, straw insulation) can improve resilience to heatwaves and other climate related risks.

Read more about the forum here: https://vilniustech.lt/en/university/news/forum-wood-building-baltic-exploring-biophilic-schools-and-timber-apartment-buildings-377190/

New VILNIUS TECH eBook: The City of Gediminas and Its Hill



A new multidisciplinary monograph, **The City of Gediminas and Its Hill**, authored by leading Lithuanian researchers and engineers, presents a decade of scientific and engineering studies on the Vilnius castle complex – Gediminas Hill, one of the country's most significant cultural heritage sites.

The publication synthesizes state-of-the-art findings on geological structure, slope stability, long-term landscape change, conservation modelling and structural management of historic architecture. The monograph clearly demonstrates how civil engineering education, evidence-based geotechnics, civil safety, and heritage protection converge in practice.
The authors propose a predictive slope-behaviour model and a comprehensive conservation strategy, illustrating how modern engineering methodologies can safeguard historic sites while informing future reconstruction planning.
This monograph stands as a strong example of how integrated civil engineering knowledge supports both cultural continuity and resilient urban development.

Read more: https://vilniustech.lt/en/university/news/new-vilnius-tech-ebook-376974/

New Learning Opportunities in Digital Construction and Housing Decarbonisation

Students and professionals now have the opportunity to study selected academic subjects through **50 innovative electronic micro-courses** developed within the **Skills4Deca** project. The courses are designed to provide up-to-date knowledge and practical competences for reducing CO_2 emissions and supporting the implementation of the **European Green Deal** in the construction and housing sectors.

Delivered through a **modern virtual learning environment**, the micro-courses offer an interactive and flexible learning experience that responds to current educational and industry needs. The project places strong emphasis on the integration of digital tools, sustainability principles, and practical applications relevant to real housing and construction challenges.

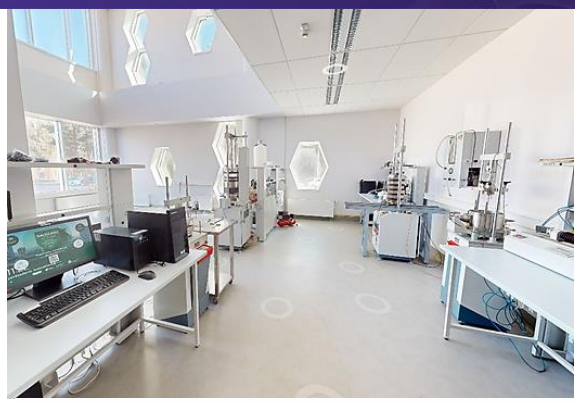
Join SKILLS4Deca and you can learn everything

We offer 50 standalone courses at different levels (Microlearning, Bachelor, Master)

Co-funded by the European Union

Participants will be able to complete practical tasks in **virtual laboratories**, work with advanced **5D, 6D, and 7D modelling tools,** explore **digital twins of buildings**, and receive **personalised learning content** adapted to their needs and background. In this way, Skills4Deca supports both learners who already have technical experience and those who are only beginning to engage with digital solutions in the built environment. The programme is designed to strengthen knowledge and skills in areas that are increasingly important for the future of housing. **These include:**

- Materials in the housing ecosystem
- Photonics solutions in housing
- Lighting and sound solutions
- Energy consumption, sources, and auditing
- Organisational and regulatory frameworks
- Financial planning
- Decarbonisation and well-being
- Management for future housing systems



The **Skills4Deca** project is led by a consortium of partners that combines academic excellence with practical sectoral expertise. It brings together Baltic universities: Vilnius Gediminas Technical University (**VILNIUS TECH**), Riga Technical University (**RTU**), and Tallinn University of Technology (**TALTECH**) — along with one excellence center and two SMEs active in the digital and energy-efficiency fields. Beyond its direct educational impact, the project supports the transformation of construction and housing education in the Baltic region through flexible learning, interdisciplinary cooperation, and future-ready competences.

Skills4Deca demonstrates how collaboration between universities and industry can create new educational opportunities that are closely aligned with sustainability goals, labour market needs, and the digital future of the built environment.

Get all **Skills4Deca** links via QR code:

Delft University of Technology, Netherlands

AI-Augmented Engineering Education at TU Delft: Outcomes of the First Two Projects

NEWS - 27 JANUARY, 2026

To prepare future engineers from various disciplines, the TU Delft AI Initiative actively stimulates the development of education on AI-Augmented science, design and engineering.

A total of seven AI-Augmented Engineering Education projects have each been awarded €25,000. Two of these projects have recently concluded and have delivered significant contributions to advancing AI education across TU Delft. Learn more about these contributions in this article.

TRUGEN: Trustworthy Generative AI for CEG Engineers

The TRUGEN project, led by Riccardo Taormina and Iuri Rocha, explores the integration of Generative AI in Civil Engineering and Geosciences (CEG) education to help students develop proficiency in responsible GenAI use.

This project has demonstrated that generative AI can be meaningfully incorporated into engineering education in a way that strengthens learning, expands digital skills, and encourages critical reflection. It provides a blueprint for future modules seeking to leverage AI-based tools while maintaining academic integrity and fostering responsible technological engagement.

Given the strong interest across departments, they are also considering organising a broader faculty-wide meeting to further disseminate insights and explore future directions. Some of the material has already been shared with colleagues from the Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS) for their own courses.

GenAI as a design tool in chemistry and chemical engineering (AS)
Led by Artur Schweidtmann, this project has advanced the integration of generative AI into chemistry and chemical engineering education by developing and implementing teaching materials, including lectures, quizzes, and an interactive demonstrator for AI-assisted engineering design.

Building on extensive discussions with program directors and faculty, as well as a review of best practices in AI education, the team contributed to guidelines for the use of GenAI tools in coursework and theses. The new teaching materials were successfully introduced into master-level courses "Computational Practicum" and "AI in (Bio)-Chemical Engineering".

The project further contributed to related initiatives in materials science and bioinformatics and strengthened community engagement through departmental sessions and cross-faculty collaborations, laying the foundation for broader adoption of GenAI in the curriculum and future integration into laboratory and thesis projects.

Information from: https://www.tudelft.nl/en/2025/delft-ai/ai-augmented-engineering-education-at-tu-delft-outcomes-of-the-first-two-projects

Slovak University of Technology in Bratislava, Slovakia

Commemorating the International Day of Women in Science
BY: Mgr. Tatiana Zaťková
DATE 23. February 2026

February 11 is dedicated to women in science. Declared by the UN in 2015, the holiday commemorates the importance of equal access to scientific careers and recognizes the work of women in science and research. The Faculty of Civil Engineering of the Slovak University of Technology also supports this initiative and, on this occasion, draws attention to the scientific achievements of its last year's established and emerging female scientists.

Promoting diversity in research is key to overcoming the stereotypes and barriers faced by women in science and technology. Increasing their participation in engineering and technical sciences is essential for delivering innovative solutions, which are enriched by their diverse perspectives and skills. Our faculty and university strive to create a working environment that supports women's ambitions to pursue careers in science. The fact that the faculty's science and research agenda is managed by the Vice-Dean Prof. Ing. Kamila Hlavčová, PhD. is proof of this commitment.

Publication outputs in renowned international journals also reflect the quality of the scientific work carried out at the faculty. In 2025, our 18 female scientists achieved publications in the highest quality category Q1. Ing. Natália Gregušová, PhD. from the Department of Concrete Structures and Bridges, and Ing. Svetlana Krišková from the Department of Mathematics and Descriptive Geometry published their work in prestigious journals with an authorship share exceeding 50%.

The list of other female scientists who successfully presented their studies in the Q1 category as part of research teams includes **Prof. Ing. Katarína Gajdošová, PhD.; Prof. Ing. Kamila Hlavčová, PhD.; Prof. Ing. Silvia Kohnová, PhD.; doc. Ing. Dana Baroková, PhD.; doc. Ing. Lea Čubanová, PhD.; doc. Ing. Alena Golian Struhárová, PhD.; doc. Ing. Zuzana Minarechová, PhD.; doc. Ing. Zuzana Straková, PhD.; doc. Mgr. Andrea Stupňanová; doc. Mgr. Mária Ždímalová, PhD.; Mgr. Maryna Babenko, PhD.; Ing.**

Ľudmila Kormošová, PhD.; Ing. Lucia Paulovičová, PhD.; Rosella Cottone; Aditya Nugraha Putra; and Mitra Tanhapour.

In addition to their publication activities, our female researchers and educators have also demonstrated their expertise in securing research project grants. Last year's successful project proposers included **Prof. Ing. Zora Petráková, PhD.; doc. Ing. Michaela Danáčová, PhD.; doc. Ing. Renata Ďuračiová, PhD.; doc. Ing. Alena Golian Struhárová, PhD.; doc. Ing. Zuzana Minarechová, PhD.; doc. Ing. Zuzana Štefunková, PhD.; Ing. Michaela Červeňanská, PhD.; Ing. Réka Wittmanová, PhD.; and Ing. Barbora Porkertová.**

Research achievements are also reflected in the academic advancement of our female colleagues. In 2025, doc. Ing. Lea Čubanová, PhD., was appointed Associate Professor in the field of Water Management. Following the submission and successful defence of her habilitation thesis in the field of Building Construction, the same academic title was awarded to doc. Mgr. Natalia Mahas, PhD.

Our faculty also recognizes the motivation of emerging female researchers. On International Students' Day, the Dean of the Faculty awarded Ing. Lucie Hrnčárová, Mitra Tanhapour, and Ing. Barbora Považanová, PhD., for their excellent results in doctoral studies.

We congratulate all female scientific, pedagogical, and research members of our faculty on their achievements in science and wish them continued enthusiasm and determination in their further creative endeavours.

Information from: https://www.svf.stuba.sk/en/news/actualities/commemorating-the-international-day-of-women-in-science.html?page_id=11225

Our experts launched the first comprehensive online bridge monitoring with a virtual "digital twin"

BY: Mgr. Tatiana Zaťková
DATE 13. October 2025

Experts from the Slovak University of Technology (STU) in Bratislava are the first in Slovakia to come up with an extended bridge condition monitoring system that allows for comprehensive and continuous evaluation of data on a virtual "digital twin" of a bridge. The system was created by a team of workers from the Faculty of Civil Engineering of the STU under the leadership of Professor Milan Sokol. Pilot monitoring is currently being carried out on the bridge in Ilava.

The monitoring system operates continuously 24 hours a day, recording and calculating all effects on the bridge. Its sensitivity is extraordinary – it can detect not only passing vehicles, but also cyclists and pedestrians. Although some bridges in Slovakia are already equipped with sensors, a comprehensive and rapid ongoing evaluation on a virtual "digital twin" has not been done so far.

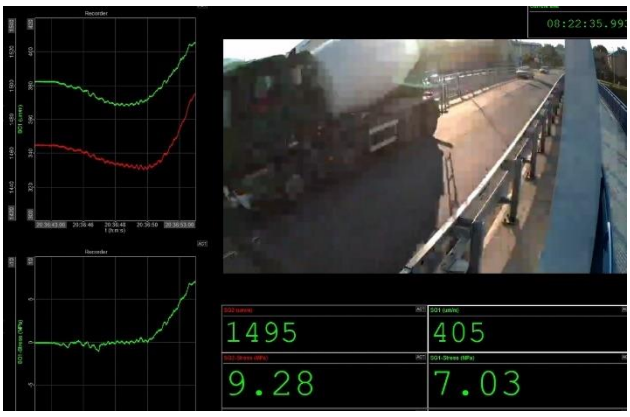
"The aim of this system is to provide a tool for collecting data on bridge operation, and thus the possibility of early warning if something happens on the bridge that is out of normal operation. This applies not only to bridges that are in poor technical condition, but also to new bridges, which can significantly extend their lifespan and reduce reconstruction costs," explains the head of the research team, Professor Milan Sokol.

Vehicle crossing the bridge: on the left side there is data from sensors on graphs (green sensor is the belt voltage on the right, red on the left), below the image of the vehicle are their numerical values and data from temperature sensors

The uniqueness of this solution lies in the high frequency of data collection. The effects on the bridge are recorded up to 200 times per second, which amounts to almost twenty million records per day. At the same time, data on passing vehicles, their weight and speed are recorded, thanks to which the system can immediately identify any overloading of the bridge.

A faithful virtual model is created for the monitored bridge. Theoretical effects are calculated on it, which are immediately compared with the real measured values. For selected situations, the so-called Key Performance Indicators are continuously evaluated, i.e. the quantities that determine whether the bridge response corresponds to the load. This data can be linked to the bridge manager's dispatching.

"With the help of properly tuned digital twins and online measurements, it is possible to predict changes in the condition of a bridge, for example, to detect possible damage. Early identification of damage significantly reduces the costs of its repair. Such knowledge can help in making decisions related to operation and maintenance," explains Professor Sokol, explaining the advantages of a system connected to a virtual model of the bridge.



Monitoring data is continuously stored in cloud storage, which allows, in addition to rapid response to unexpected bridge behavior, to collect data on traffic history, the count and characteristics of passing vehicles, tension inside the structure, and other data to accurately determine the lifespan of the bridge.

The system on the Ilava bridge has been in preparation and testing for approximately 18 months and has been in operation since the beginning of September 2025. The entire device is permanently installed on the structure and is so robust that it should serve until the end of its service life, or until the bridge administrator deems it appropriate to use the monitoring system.

The research was supported by the Agency for the promotion of research and development through grant APVV-22-0431 Digital Twins of Bridges as a monitoring basis for maintenance management and is carried out in close cooperation with the Road Administration of the Trenčín Self-Governing Region, which is the administrator of the monitored bridge and is a project partner.

Information from: https://www.svf.stuba.sk/en/news/actualities/our-experts-launched-the-first-comprehensive-online-bridge-monitoring-with-a-virtual-digital-twin.html?page_id=10945

FROM PARTNERS

European University Association

Universities welcome the UK's return to Erasmus+
17 December, 2025

Today's announcement that the United Kingdom will associate to the Erasmus+ programme from 2027 is excellent news for students, universities and the wider academic community across Europe.

This agreement represents a significant step forward in strengthening cooperation between the UK and the European Union, and will open transformative opportunities for thousands of students and staff.

Universities UK International and the European University Association commend the UK government and the European Commission for progressing these complex negotiations swiftly and reaching a mutually beneficial agreement. Erasmus has long been a cornerstone of international collaboration in higher education, and the UK rejoining will help rebuild and deepen partnerships that are vital for research, mobility and cultural exchange.

We look forward to working closely with our members and partners to ensure the programme delivers the maximum benefit for students and institutions.

Welcoming the announcement, **Vivienne Stern, Chief Executive of Universities UK**, noted that:

"This agreement marks a huge step forward in our relationship with the EU and will offer life changing opportunities for thousands of students.

We look forward to working with our universities and our partners in Europe, to ensure that the programme plays a pivotal role in rebuilding our international partnerships and delivers the best possible outcomes for the UK."

Josep M. Garrell, President of EUA, added that:

"As the voice of European universities, we have worked closely with our UK members to advocate for their return to Erasmus+. Today's news is an excellent early Christmas gift. Welcome back!

By restoring bridges between our universities, this will support student and staff mobility, cooperation between universities (including through the European Universities alliances) and joint policy development. The benefits of Erasmus+ go far beyond financial support, promoting mutual understanding, respect and freedom – shared values that are more vital than ever in today's world."

Information from **https://www.eua.eu/news/eua-news/universities-welcome-the-uks-return-to-erasmus.html**

European University Foundation

Six new Erasmus+ projects to boost staff skills and internationalization
20 February, 2026

The EUF and its member universities have begun working on **six new Erasmus KA2 – Cooperation Partnership projects,** that address a variety of themes, including staff training and its recognition, internationalisation at home, and broader internationalisation strategies.

COMPASS
COMPASS (Competence Advancement for Staff in Higher Education through Quality-based Erasmus Staff Trainings) tackles a key gap in Erasmus+ staff mobility. While staff exchanges are widely supported, there has been no formal framework ensuring these experiences build meaningful skills. Led by Erasmus University Rotterdam, COMPASS develops a clear framework, practical toolkit, and visual quality label to help higher education institutions (HEIs) design, deliver, and assess impactful training.

EMBINT
EMBINT (Embedding Internationalisation in Higher Education Institutions), coordinated by Philipps Universität Marburg, broadens internationalisation beyond traditional academic and international office staff. The project focuses on integrating international perspectives across all staff functions, ensuring both responsibility and benefits of internationalisation are widely shared. Activities include mapping needs and good practices, piloting a modular internationalisation action plan, and developing accessible guidelines and self-assessment tools.

EQuIP
EQuIP (Enhancing Quality Assessment in International Partnerships) promotes transparency, data-driven decision-making, and sustainability in international collaborations. Coordinated by UVSQ, the project will standardise quality assessment frameworks, enhance digital tools, and improve mobility outcomes for staff and students. Central to EQuIP is a digital platform that integrates diverse data to support well-informed decisions by International Relations Offices (IROs). The ultimate goal is to create a harmonised approach to quality assessment in international partnerships across the European Higher Education Area.

FORTIFY
FORTIFY (Fostering Responsible and Resilient Internationalisation in Higher Education) supports ethical, values-based internationalisation, helping HEIs navigate complex challenges in global collaboration while reinforcing European values. Led by Erasmus University Rotterdam, the project provides a framework, learning modules, and a staff week focused on assessing partnerships in sensitive contexts. Through case studies, simulations, and a Community of Practice, FORTIFY aims to strengthen competences, enhance institutional capacity, and foster responsible international engagement in higher education.

INSIGHT

INSIGHT (International Network for Support, Inclusion, Global Harmony, and Training), coordinated by Palacký University Olomouc, aims to create inclusive, supportive environments for international students, staff, and researchers. By establishing Unified Contact Points and providing staff training in intercultural and digital skills, the project strengthens institutional capacity and supports internationalisation at home. INSIGHT develops methodological frameworks, training tools, and practices to improve the experience of international communities, fostering globally connected academic environments that attract and retain talent.

MicroHEI

MicroHEI (Enhancing Professional Development for Higher Education Staff through Micro-Credentials) explores the potential of micro-credentials to support staff development in a rapidly changing higher education landscape. Coordinated by the University of Vigo, the project develops a standardised European framework for micro-credentials, pilots short online courses for academic and administrative staff, and introduces a European label linked to Europass. An online observatory will monitor recognition models and practices across partner countries.

Information from: https://uni-foundation.eu/2026/02/20/six-new-erasmus-projects-to-boost-staff-skills-and-internationalisation/

State of Play and the Next Steps for the EWP Network

Online event for EUF universities

Date: April 7th, 2026 (10:30-11:30 CEST) ***(please note that the date has changed)***

This Digitalisation Community session will bring together progress updates, open questions, and the planned trajectory for the **EWP Network**, following the finalisation of the current ESCI framework contract.

The EUF Digitalisation Community meets once a month and is open to International Relations Officers and colleagues involved in the digital transition of higher education.

The Community plays a crucial role in advancing the digital transformation of higher education, with a specific focus on international cooperation. It provides a platform for members to identify challenges, set priorities, and exchange best practices and expertise.

To join, please register with the EUF Digitalisation Community using this registration form.

More information: https://uni-foundation.eu/2026/01/12/state-of-play-and-the-next-steps-for-the-ewp-network/

Connecting Policy and Practice: what's next for Higher Education in Erasmus+
20-21 April, 2026
Brussels, Belgium

This policy event, hosted by the European University Foundation and Members of the European Parliament, takes place as the future of the Erasmus+ programme is being determined. With negotiations for the next Multiannual Financial Framework and the regulation setting out the outline for the Erasmus+ on the table, it's high time to steer the direction and ensure the programme fulfils the needs of its beneficiaries.

Participants in the event will engage in discussions among higher education practitioners, stakeholders, and policy-makers, addressing issues ranging from inclusion and digitalisation to governance and funding of the Erasmus+ programme.
Over two days, participants will take a deep dive into different aspects of the programme, sharing their experiences and expectations for the future of higher education in the Erasmus+ programme.
Register now via this link.

More information: https://uni-foundation.eu/2026/01/07/connecting-policy-and-practice-whats-next-for-higher-education-in-erasmus/

European Council of Civil Engineers (ECCE)

82nd ECCE General Meeting
18–20 June, 2026
Braga, Portugal

The 82nd ECCE General Meeting will take place from 18 to 20 June 2026 in Braga, Portugal, kindly hosted by the Ordem dos Engenheiros de Portugal (OEP).
This year's meeting holds special significance as it coincides with the 90th anniversary of OEP, celebrating nine decades of contribution to engineering excellence and innovation in Portugal.

The event will bring together representatives of ECCE Member Organisations, partners, and invited guests to exchange knowledge, discuss key developments in the profession, and strengthen collaboration at European and international level.

More information: http://ecceengineers.eu/news/2026/82_ecce_meeting.php?id=41President

The message of the president of ECCE, Mr. Platonas Stylianou, on the occasion of World Engineering Day (WED) for Sustainable Development – 4 March, 2026

Information from Maria Karanasiou, ECCE Secretary General.

ECCE EUROPEAN COUNCIL OF CIVIL ENGINEERS

WORLD 2026 ENGINEERING DAY FOR SUSTAINABLE DEVELOPMENT

WFEO / FMOI

European Council of Civil Engineers – ECCE
President's message on the occasion of the World Engineering Day for Sustainable Development 2026 (WED 2026)

4 March 2026

Dear Colleagues,

Today, we join the global engineering community in celebrating World Engineering Day for Sustainable Development, proclaimed by UNESCO and promoted worldwide by the World Federation of Engineering Organizations (WFEO).

This important day recognises the essential contribution of engineers to modern society and to the achievement of the United Nations Sustainable Development Goals.

This year's focus on **SDG 9 – Industry, Innovation and Infrastructure** highlights the central role of engineering in strengthening resilient infrastructure, promoting sustainable industrialisation and fostering innovation. These priorities lie at the very heart of civil engineering.

Across Europe and beyond, civil engineers design, construct and maintain the infrastructure that enables economic development, social cohesion and environmental protection. In an era marked by climate change, digital transformation and increasing societal expectations, our responsibility extends beyond technical performance. It encompasses safety, sustainability, ethics and long-term value for future generations.

At a time when several regions of the world are experiencing instability, conflict and humanitarian challenges, we are reminded that infrastructure is not merely technical — it is fundamental to human dignity and societal resilience. Disruptions to critical systems, whether caused by natural hazards, climate pressures or geopolitical tensions, directly affect communities, economies and global stability.

P.O. Box 136 41, NTUA Patission Str. Complex, 28th October & Stournari Street, 10682, Athens, Greece
secretariat@ecceengineers.eu, www.ecceengineers.eu

Registered Office: 1 Great George Street, Westminster, London SW1P 3AA, United Kingdom

Engineering is more than a profession; it is a responsibility. As civil engineers, our mission remains clear: to design and safeguard infrastructure that protects lives, supports recovery, and contributes to peaceful and sustainable development. Engineering must continue to serve as a bridge — fostering cooperation, strengthening resilience, and supporting societies in times of uncertainty.

At ECCE, we remain firmly committed to:

- Advancing resilient and climate-adaptive infrastructure,
- Promoting safe, affordable and sustainable housing,
- Supporting digital innovation in the construction sector,
- Strengthening professional capacity and engineering leadership across Europe,
- Contributing actively to global engineering dialogue and cooperation,
- Inspiring the next generation of engineers to pursue excellence and serve society with dedication.

On this World Engineering Day, I would like to express my sincere appreciation to all civil engineers for your dedication, professionalism and unwavering commitment to serving society.

As members of the engineering community, we stand at the forefront of addressing global challenges. Engineering builds more than structures — it builds trust, resilience and the foundations of sustainable development.

Together, through science, expertise, and collaboration we will continue to engineer a better, safer, and more sustainable world.

Together we are stronger.

Happy World Engineering Day!

Platonas Stylianou
President
European Council of Civil Engineers (ECCE)

European Society for Engineering Education (SEFI)

54th SEFI Annual Conference
07 - 10 September, 2026
Prague, Czech Republic

The 54th SEFI 2026 Annual Conference will be hosted by the Czech Technical University (CTU) in Prague, Czechia, from 7 to 10 September 2026. It will focus on the theme Engineering Education for Humanity. The conference is expected to attract approximately 600 participants from across Europe and beyond, providing an opportunity to explore the critical role of engineers in addressing societal challenges and shaping the future of education and technology.

The conference venue, University Campus of CTU, is located near the Old Town of Prague, a UNESCO World Heritage site. Prague is a beautiful, romantic and historical city with a very busy lifestyle and culture. Historically, it is an international city - architects from many European countries, above all from Germany, Austria and Italy, have contributed to its construction in its 1,000-year history. And the CTU has been helping to write the history of Prague since 1707, when it began educating students in engineering disciplines.

Conference Tracks

While contributions on any aspect of engineering education are welcome, we particularly welcome contributions aligned with one of the following conference tracks:

1. Dialogue between engineering and society – effects on education
2. Engineer as a social debater – new skills needed?
3. Teaching mathematics and physics in engineering education
4. Digital tools and AI in engineering education
5. Open and online education for engineers
6. Diversity, equity and inclusion in our universities and in our teaching
7. Sustainability and society in engineering

8. Continuing education and life-long learning in engineering
9. The attractiveness of engineering
10. Engineering skills, professional skills, and transversal skills
11. Engineering ethics education
12. Curriculum development and emerging curriculum models in engineering
13. Quality assurance and accreditation of engineering educational programs
14. Building the capacity and strengthening the educational competences of engineering educators
15. Strengthening EER (*Engineering Education Research*) as a research field
16. International cooperation in engineering education
17. University alliances – impact on engineering education
18. Innovation and Entrepreneurship in Engineering Education

Registration Deadlines

Registration opens	03.03.2026
Early bird registration deadline	03.07.2026
Normal registration deadline	23.08.2026
Late registration deadline	10.09.2026

More information: https://www.sefi2026.eu/

FROM THE EUROPEAN UNION

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

New publications on the international dimension of Erasmus+
Publication date: 2 February, 2026
Author: European Education and Culture Executive Agency

EACEA has recently released a series of new publications highlighting the international dimension of the Erasmus+ Programme and its growing impact beyond the EU.

Six of these publications are the **Regional Policy Reviews** (2024), covering Sub-Saharan Africa, Latin America, Asia, the Caribbean, the Pacific and the Middle East. Produced under the service contract supporting the network of Erasmus+ National Focal Points (ENFPs), these reviews offer a comprehensive overview of higher education systems and policy frameworks in partner countries. They also identify key opportunities for cooperation between Erasmus+ and countries not associated with the Programme, with a focus on priorities such as digitalisation, inclusivity and active democratic participation.

Another publication, ***"Current trends in higher education and its third mission – Partnering for social and economic development in HERE countries"***, was developed under the SPHERE service contract, which supports the network of Higher Education Reform Experts (HERE). This network contributes to capacity building in higher education institutions across 22 non-associated countries in the Western Balkans, Neighbourhood East, Southern Mediterranean and Central Asia. The study explores how national higher education systems support partnerships for social and economic development, highlighting institutional initiatives driven by labour market needs, as well as by challenges linked to climate change, student welfare and informed citizenship.

Finally, EACEA also published the **Erasmus Mundus Graduate Impact Survey** (2024), carried out under the procurement contract *"Provision of Services for Erasmus+ International Students and Alumni Networks"*. Conducted annually, the survey assesses the short- and long-term impact of Erasmus Mundus Joint Masters through graduates' perspectives, with the aim of continuously improving the programme and better responding to the needs of students, academic institutions and employers.

The publications are available here:
Regional Policy Reviews:

- Sub-Saharan Africa
- Latin America
- Asia
- Caribbean
- Pacific
- Middle East

Current trends in higher education and its third mission - Partnering for social and economic development in HERE countries

Erasmus Mundus Graduate Impact Survey (GIS) 2024

Information from: https://www.eacea.ec.europa.eu/news-events/news/new-publications-international-dimension-erasmus-2026-02-02_en

New publication: Erasmus+ Digital Bridges - Enhancing education across Europe and beyond (2021–2027)

Publication date: 16 March 2026

Author: European Education and Culture Executive Agency

EACEA has released a new Erasmus+ publication on how digitalisation is shaping education in Europe and beyond.

For nearly four decades, the programme has opened minds and changed lives, evolving from a European mobility scheme into a global instrument for cooperation and shared progress.

This first publication in a new series on Erasmus+ international dimension highlights its contribution to the Digital Education Action Plan 2021–2027 and looks ahead to the 2030 Roadmap for digital education and skills.

Access the publication.

ARTICLES from journals, newspaper, magazines

HE sector demands €60 billion in EU funding for Erasmus+

Author: Brendan O'Malley
08 January, 2026

European higher education sector organisations have issued a joint statement calling on member states, the European Parliament and the European Commission to ensure an allocation of at least €60 billion (US$70 billion) for Erasmus+ from 2028 to 2034 during the ongoing negotiations on the European Union's next long-term budget or multiannual financial framework.

The **statement** says, that as highlighted in the **Draghi report**, over the coming decade Europe needs "significantly more talent that can work together across borders, particularly in strategic sectors and at high skill levels".

"In this context, investing in people – through higher education exchange and collaboration – is central to Europe's future prosperity, competitiveness and resilience, as reflected in the European Education Area, the Union of Skills and the Competitiveness Compass."

The statement warns that underinvestment in education would undermine the EU's own political objectives, and Europe can only achieve its ambitions in education, skills and talent if Erasmus+ is "ambitiously resourced".

"Therefore, we welcome the European Commission's efforts, under the leadership of Executive Vice-President Roxana Mînzatu, to secure an increased budget for Erasmus+ in a highly constrained financial environment."

The organisations say the proposed allocation of €40.8 billion for 2028 to 2034 represents a "step in the right direction, recognising the programme's value and political importance".

But the European Parliament's call to triple the Erasmus+ budget compared to the period 2021 to 2027, as well as the sector's experience from the current programme and a wide range of new challenges and ambitions articulated at the EU level, "demonstrate that a higher level of investment (at least €60 billion) is needed".

The statement is signed by 17 organisations, between them representing thousands of higher education institutions and millions of students.

They include the European University Association, CESAER (non-profit association of universities of science and technology), the Coimbra Group, the Erasmus Student Network, the European Students' Union, the European Association for the Applied Sciences in Higher Education (EURASHE), the Guild of European Research-Intensive Universities, the Academic Cooperation Association, the AURORA network, the European Association for International Education, the European Consortium of Innovative

Universities, the European University Foundation, the German Academic Exchange Service (DAAD), the League of European Research Universities, the Network of Universities from the Capitals of Europe (UNICA), the Mediterranean Universities Union (UNIMED) and the Young European Research Universities Network.

Proven impact

They say Erasmus+ is one of Europe's most tangible success stories, and its contribution to citizens' lives and to Europe's future needs investment that matches its proven impact.

"For nearly 40 years, this popular flagship programme has empowered millions of learners, strengthened institutional cooperation, deepened European integration and fostered global outreach.

"At a time of heightened geopolitical tensions, Erasmus+ delivers long-term returns in skills, employability, innovation capacity and civic engagement.

"Few EU programmes combine such broad public support with such clear and measurable societal impact. Erasmus+ contributes directly to developing a highly skilled, mobile and adaptable workforce, strengthens Europe's knowledge base and enhances societal cohesion and democratic resilience."

The organisations warn that the proposed Erasmus+ budget put forward on 16 July 2025 by the European Commission would barely maintain the level of activities in 2027, once inflation and rising costs, the integration of the European Solidarity Corps and additional responsibilities are taken into account.

"In practice, this would leave very limited scope to expand access, improve quality and deliver on newly agreed priorities."

These priorities include mobility targets endorsed by member states in the council recommendation "Europe on the Move", alongside commitments to inclusive learning mobility and talent attraction under the Union of Skills agenda.

They also include the consolidation of the European Universities Initiative and the Centres of Vocational Excellence, plus enhanced inclusion of learners with fewer opportunities, and new actions such as scholarships in strategic fields.

"Erasmus+ is one of the EU's most cost-effective instruments. In a context of competing policy priorities, it stands out as a programme where relatively modest additional investment delivers long-term returns across multiple EU objectives, from competitiveness and skills to cohesion, inclusion and global engagement," the statement says.

The organisations argue that a budget of at least €60 billion would allow Erasmus+ to serve Europe's geopolitical priorities by promoting it as an attractive destination for talent and building sustainable partnerships with institutions worldwide, in close interplay with the Global Europe programme.

'Concerted investment' needed

Welcoming the sector's clear call for investment in the programme ahead of a key debate in the European Parliament's Committee on Budgets on 15 January, EUA Secretary General Amanda Crowfoot

said that when all factors, including inflation and new priorities, are taken into account, the proposed Erasmus+ budget for 2028-2034 would at best allow the programme to continue as it is.

“It would not be able to fund enhanced and additional activities to underpin the Union of Skills and the European Education Area, as proposed by the European Commission.
She said this means that there will not be enough to pay for more inclusive learning mobility nor properly funded university alliances, let alone for the new scholarships in strategy priority fields.
“Education can make an invaluable contribution to the EU’s competitiveness agenda, but this requires concerted investment.”

Jan Palmowski, secretary-general of The Guild, said at a time when Europe is increasingly challenged economically and geopolitically, the EU must invest in future generations by boosting one of its most successful programmes, Erasmus+.
“This is critical not just for our competitiveness. Our economic position is also intertwined with the international partners we can rely on, which Erasmus+ strengthens in unique ways, not least through strong interconnections with the Global Europe programme that extends its impact in lower- and middle-income countries.”

Ivana Didak, The Guild’s head of higher education policy, said: “Providing high-quality education by scaling up pedagogical innovation will be one of the key tasks of the sector in the coming years. And if we really want ‘Erasmus+ for all’ in the long term, we must increase the funding for the core features of the programme.”

Information from: https://www.universityworldnews.com/post.php?story=20260108093700537

EU told to end haphazard funding of university alliances

Author: Nic Mitchell
19 February, 2026

European university alliances represent a “unique model for systemic long-term collaboration in Europe” as the continent faces up to the changing geopolitical climate.

However, the current method of funding the 65 alliances is too haphazard to maximise their contribution in building a stronger and more united Europe, say key European higher education stakeholders.

Over 560 European higher education institutions have now come together through the 65 European Union-backed alliances since the initiative was launched in 2019, with the European Commission funding 80% of their running costs – mainly through the Erasmus+ programme.

But that leaves individual member states and universities themselves having to find the other 20% to cover running costs – and even more if they want to be more ambitious in terms of joint research and

innovation on top of the collaborative degree programmes, which the alliances are best known for offering.

Growing pressure

In an exclusive interview with *University World News*, Olga Wessels, head of the Brussels office of the **European Consortium of Innovative Universities** (ECIU) and the main coordinator of FOREU4ALL, the network bringing together all of the European university alliances, welcomed growing pressure for a more sustainable funding base for the alliances.
In a joint appeal to EU chiefs and other funders, made with Professor Dr Beatrix Busse, chair of FOREU4ALL and chief development officer of the **EUniWell European University Alliance**, Wessels said: "What is needed is predictable funding, going beyond short project cycles. This is not only important for alliances but for EU funding to universities in general."

At present, funding for the alliances comes from a variety of different European pots, such as Erasmus+, Horizon Europe for research, and the European Institute for Innovation and Technology (EIT), as well as some, but not all, national governments.

"Sweden, for instance, doesn't do co-funding, but other countries like France and the Netherlands provide some financial backing from the state to universities in the alliances.

"This does make it a bit unequal, with some universities having to make up the 20% needed out of their own funds, and we know that many universities are under pressure to make budget cuts," said Wessels.

Wessels told *University World News* that FOREU4ALL believes the European Commission values the alliances because they enhance the international competitiveness of higher education institutions in Europe and promote European values and identity.

"That's very important for Europe right now. However, the fragmented and unpredictable funding landscape is a challenge for the alliances, and we encourage the European Commission to go further towards a sustainable long-term investment pathway," Wessels noted.
She said the university alliances offer a "unique model for systemic long-term collaboration in Europe", which is so important in the changing geopolitical climate, but the current funding method is too haphazard.

More clarity on costs

The latest to join the call for more sustainable funding for the alliances is the **European University Association** (EUA), which has over 900 members, including universities and national rectors' conferences in 48 countries.

The EUA has just released its first **in-depth report** specifically looking at developing new strategies for financial sustainability of the European University alliances.
The report was written by Enora Bennetot Pruvot and Thomas Estermann, respectively deputy director and director of governance, funding and public policy development at the EUA, and is based on

responses from 168 higher education institutions across Europe, including 98 that are already alliance members.

Estermann told *University World News*: "We want to bring more clarity and financial understanding into the debate, particularly around issues of costs and funding of the alliances, which is still often confused."
He said: "If European universities alliances are to move from pilot projects to sustainable structures, they need more stable, diversified and strategically aligned funding, with clearer coordination between European and national (funding) instruments.
"Sustainability also depends on recognising the strategic added value of alliances for each institution and ensuring leadership ownership at the highest level.
"Our report outlines key areas for action, including developing a clearer understanding of the full costs associated with alliance activities, creating the conditions to fully realise the efficiency and cooperation potential within partnerships, and strengthening the connection between alliance governance and core institutional governance," he noted.
Leadership is crucial in navigating and shaping these complex European partnerships, said Estermann, who added that it also means "adequate and predictable public investment" despite the current challenging financial environment.
"Financial sustainability is not about a single funding source – it is about creating the conditions that enable alliances and institutions to plan, invest and deliver lasting transformation in European higher education," said Estermann.

Investment pathway
Busse, who is vice-rector for teaching and studies at the University of Cologne in Germany as well as a leading coordinating figure in the European university alliance movement, told *University World News*: "We are looking to the European Commission for an investment pathway that is long-term and predictable and goes beyond short (EU) project cycles.

"We also need holistic funding that covers all university missions – education, research, innovation, and civic engagement – and connectivity rather than siloed programme strands."

Busse said alliances "thrive through bottom-up diversity", while staying accountable, and "should be guided by a light touch that safeguards autonomy, creativity, innovation, and academic freedom".
She called on the European Commission to create a "single access point with simplified application and reporting procedures" and "flexible institution-driven funding that goes beyond project logic".
Busse said this would allow the alliances to "maintain their diversity of models" while also "adapting quickly" to Europe's fast-changing societal and technological needs.

Calls to increase Erasmus+ budget
The growing calls for a new approach to funding the European university alliance come as the European Union is debating the size of its next multi-annual financial programme to cover 2028 to 2034.

The European Commission has proposed an increased budget of €40 billion (US$46.9 billion) for Erasmus+, up from the €26 billion in the 2021 to 2027 budget, to cover increased costs and a rising number of projects to fund, including the university alliances.

The European Parliament and higher education and research sector interest groups are calling for the commission and member states to go further, with a more than doubling of the next seven-year budget for Erasmus+ and want €60 billion. Tough negotiations lie ahead.

Nic Mitchell is a freelance journalist covering higher education and research news in the UK and Europe and runs **www.delacourcommunications.com**.

Information from: https://www.universityworldnews.com/post.php?story=20260219182048269

How universities can help graduates avoid under-employment

Author: Swathi Chintalapati
25 February, 2026

Australia has invested heavily in early childhood education as part of its long-term social and economic strategy. International students play a vital role in sustaining this workforce, with many completing accredited degrees and gaining teacher registration in the expectation of working as early childhood teachers.

Yet despite persistent staff shortages, a significant number of international graduates remain underemployed or continue working as educators (a term that covers all those working in the early childhood space with various levels of qualifications and skills) rather than teachers (who are recognised as qualified professionals).

This disconnect is often framed as an issue of individual readiness, language proficiency or cultural fit.

However, such explanations overlook the broader conditions shaping graduate employment outcomes. A growing body of employability research suggests that qualifications alone are not enough. Instead, outcomes are shaped by how different forms of 'employability capital', including human, social, cultural and agentic capital, are recognised and converted within national labour markets.

Underemployment in a high-demand sector

Early childhood education is usually described as a priority workforce in Australia. Many graduates find employment quickly after graduation, yet international graduates consistently experience weaker outcomes than their domestic peers, particularly in securing full-time roles aligned with their qualifications.

For many, this means remaining in educator or assistant positions despite holding approved degrees and teacher registration.

While these graduates are technically employed 'in the field', prolonged underemployment has significant consequences. It can delay career progression, reduce income and undermine professional confidence.

Importantly, it also represents a loss to the sector, as qualified teachers are unable to fully contribute their skills in a system already facing workforce pressure.

Workplace norms

Higher education traditionally understands employability through human capital; the knowledge and skills gained through formal education. In early childhood programmes, this includes child development theory, curriculum planning and assessment practices. These capabilities are essential, but evidence from Australian graduate outcome studies shows they do not guarantee employment that matches qualification level.

Employers in early learning settings frequently report that challenges are less about technical knowledge and more about professional communication, teamwork and cultural responsiveness in diverse, high-pressure environments.

International graduates may demonstrate strong academic performance, but feel uncertain about local workplace expectations, professional language or how to assert their readiness for teacher roles.
While university learning is not sufficiently integrated with high-quality placements, mentoring and structured reflection, graduates can struggle to translate theory into practice. This gap is particularly consequential for international students, who may have fewer informal networks to help them decode workplace norms.

Agentic capital

Agentic capital, the capacity to act strategically, seek opportunities and mobilise resources is a critical yet underdeveloped dimension of graduate employability. For international early childhood graduates, agency involves more than motivation. It includes the ability to navigate complex labour market signals, seek feedback, build professional networks and advocate for appropriate responsibilities.

Research indicates that international graduates often face additional barriers, including employer uncertainty about visa status, perceived language limitations and limited access to professional networks. In early childhood education, these barriers can result in graduates remaining in educator roles with limited progression, even when formally qualified as teachers.

When agentic capital is unsupported, underemployment can become normalised. Graduates may internalise delayed progression as personal failure rather than recognising the structural conditions shaping role allocation.
Over time, this can erode confidence and lead to attrition from the sector altogether.

Universities as developers and advocates

Universities play a critical role not only in developing graduates' human capital, but also in supporting the accumulation and mobilisation of social, cultural and agentic capitals.

Preparing international graduates for employment cannot be limited to advising them to 'adapt' to the labour market. It also requires making visible the structural realities of professional practice.

Early childhood programmes can strengthen agency by explicitly addressing the disconnect between

qualification, registration and role allocation. A curriculum that engages students in critical analysis of staffing models, professional hierarchies and career pathways helps reframe underemployment as a systemic issue rather than an individual deficit. This equips graduates to make informed decisions, negotiate responsibilities and plan transitions from educator to teacher roles.

Universities can also act as collective advocates. Through partnerships with early childhood providers, regulators and professional bodies, institutions can influence placement design, induction practices and mentoring structures. Well-designed placements that allow international students to demonstrate teacher-level practice and leadership are particularly important for converting academic achievement into recognised professional capability.

Employability as a shared responsibility

Employability should be understood as a shared responsibility among universities, students, employers and governments. Universities can embed employability into early childhood programmes through authentic assessment, reflective practice and industry-linked learning that explicitly develop communication, cultural competence and career self-management.

International students also play an active role by engaging early in career planning, seeking mentors and participating in professional networks.

At the same time, employers and policy-makers can strengthen partnerships with universities, expand high-quality placement opportunities and provide clearer guidance on role expectations and progression pathways.

Australia's capacity to sustain a high-quality early childhood education system depends not only on attracting international students, but on ensuring that qualified graduates can progress into roles where their expertise is fully utilised.

Viewing employability through the lens of employability capitals highlights that underemployment is not simply an individual problem, but a structural challenge shaped by education systems, labour market practices and policy settings.

Recognising universities as both developers and advocates of employability capitals offers a more equitable approach to graduate transitions. For international early childhood graduates, this shift is essential to moving beyond workforce participation towards genuine professional recognition and contribution.

Swathi Chintalapati is a postgraduate scholar whose work focuses on early childhood education, international graduate employability and curriculum reform in Australia. She holds a Master of Education from Monash University and a Graduate Diploma in Early Childhood Education from Victoria University.

This article is a commentary. Commentary articles are the opinion of the author and do not necessarily reflect the views of University World News.

Information from: https://www.universityworldnews.com/post.php?story=20260224150438585

AI is catalysing knowledge discovery in innovation research

Author: Wagdy Sawahel
26 February, 2026

China and the United States are leading a surge in research on artificial intelligence as a tool to analyse scientific discovery and innovation, with publications growing by 37.5% annually. High citation rates also signal growing scholarly recognition that AI is transforming how researchers understand and measure innovation.

These are some of the main messages that emerge from a study, ***Mapping the research landscape of artificial intelligence for knowledge discovery in innovation research***, published in the Sweden-based open access journal *Information Research* on 15 January 2026.

The study, authored by Yanyi Wu, of the School of Public Affairs and the Institute of China's Science, Technology and Education Policy at Zhejiang University in China, reports that AI "is increasingly vital for knowledge discovery within innovation research and the Science of Science, yet its specific research landscape lacks systematic mapping".

The Science of Science is an interdisciplinary field that uses quantitative methods, big data and AI to study science as a system, aiming to understand, measure and improve its processes, dynamics, discovery and societal impact, from researcher collaboration and funding to innovation and policy.

According to Wu, the study provides "the first comprehensive, data-driven map of the research landscape at the intersection of AI, knowledge discovery, and innovation research, addressing a significant gap in the literature."
The study performed a bibliometric analysis of 1,094 articles and reviews published between 2010 and 2024, retrieved from the Web of Science Core Collection. The analysis was of AI's application for knowledge discovery in innovation research and aimed to structure the field and identify key trends.

The study
The 1,094 publications analyses originated from a substantial pool of 4,203 distinct authors affiliated with 451 different sources, encompassing journals and conference proceedings. The 1,094 publications cite a vast body of literature, with 53,615 references.

The average citation count per publication stood at a notable 21.46, suggesting a domain where "research findings are gaining scholarly recognition and impact".
With an average document age of merely 3.43 years, the study found that the "dataset prominently features contemporary research, indicative of a field experiencing vibrant and recent activity".

"AI techniques, particularly deep learning and advanced natural language processing, are empowering researchers to move beyond traditional bibliometric indicators to analyse the content and context of innovation data (scientific text, patents, reports) at an unprecedented scale and depth, facilitating more nuanced knowledge discovery about scientific and technological progress," wrote Wu.

Key-takeaway messages

Speaking to *University World News*, Wu said: "By systematically mapping 1,094 publications, this study identifies an exponential growth in AI-driven innovation research, characterised by a striking 37.52% annual growth rate.

"This rapid expansion likely stems from a confluence of factors, including the maturation and accessibility of powerful AI techniques (deep learning, transformers), the increasing availability of large-scale digital innovation data (for example, scientific literature, patent databases, online reports), and growing recognition within academia and industry of the need for advanced analytical tools to navigate the complexity of modern innovation ecosystems.

"The highly collaborative nature, evidenced by high co-authorship rates and significant international collaboration, underscores the field's inherent interdisciplinarity," said Wu.

"The significance of the research work lies in its 'dual-identity' perspective, demonstrating that AI is not only a transformative tool for patent and trend analysis but also a reflexively studied object with the Science of Science framework.

For higher education and policymakers, Wu argued, the key takeaway is the need to foster interdisciplinary collaboration and strategic investment, "as seen in the leadership of China and the United States of America", he told *University World News*.

"However, as AI moves from descriptive analysis to predictive modelling, policymakers must prioritise the development of robust ethical frameworks to mitigate algorithmic bias in research evaluation."

Importance of interdisciplinary approaches

Angel Calderon, director of strategic insights at RMIT University in Australia, told *University World News*: "The paper provides a comprehensive bibliometric assessment of the rapidly evolving landscape of artificial intelligence applications in knowledge discovery within innovation research.

"It underscores the growing importance of interdisciplinary approaches and cross-jurisdictional collaboration among scholars.

"The analysis also reflects the exponential rise in AI-related publications, with Chinese researchers emerging as the most prolific contributors, followed closely by those from the United States," Calderon added.

"This paper underscores the critical importance of strengthening interdisciplinary approaches to research as a means of optimising knowledge discovery. In an era defined by uncertainty and disruption, it is essential for researchers to remain connected and continue to work and publish collaboratively.

"The paper also highlights the need for researchers across borders to ensure that expertise and knowledge generation continue to flourish globally, unhindered by geopolitical tensions or disruptions.

Calderon continued: "Despite rising competition among leading knowledge-producing nations and research teams, co-publication activity between these groups continues to increase.

"This trend also underscores an important point: effectively addressing the societal and ethical challenges associated with AI will require strong interdisciplinary research and sustained international collaboration."

Rising AI-driven knowledge discovery research

Dr Mini Agrawal of Amity Business School at Amity University Madhya Pradesh in India said the paper's most important finding was "its clear evidence of the rapid and exponential growth of AI-driven knowledge discovery research in innovation studies, alongside strong international collaboration dominated by China and the US".

"The paper is significant because it systematically structures a fragmented research domain and clarifies how AI methods such as machine learning, deep learning and natural language processing for text mining are reshaping innovation and Science of Science research," she said.

"For higher education and science, technology and innovation policymakers, the key takeaway is the need to invest in interdisciplinary AI capacities, data infrastructure, and responsible research frameworks," Agrawal told *University World News*.

She added: "Also, the study highlights the importance of ethical and transparent AI use to ensure sustainable and socially responsible innovation."

Potential threats of AI innovation

Professor Arshin Adib-Moghaddam, co-director of the Centre for AI Futures at SOAS, University of London, told *University World News*: "The paper clearly sets out the singular importance of AI research for every aspect of society. It shows that every innovation already has some dimension of AI inherent.

"However, the paper disregards the rather more critical research about AI innovation, in particular the lack of accountability, the prevalence of bias and racism, and the dangers of post-human warfare, as well as other central themes about the ethics of AI that scholars have been flagging as potential threats to human security.

"Every thorough research needs to review such critical AI approaches, to flag some of the dangers that we are facing with this technology on a daily basis," said Adib-Moghaddam, who is the author of the 2025 book, ***The Myth of Good AI: A manifesto for critical artificial intelligence***, published by Manchester University Press.

Expanding further, Angel Calderon said: "The adoption of AI continues at an unrelenting pace, as do the many challenges it presents.

"Increasingly, it is essential for researchers to highlight potential risks and offer clear guidance to policymakers and industry leaders on how to navigate regulatory frameworks and implement principles for responsible adoption."

Information from: https://www.universityworldnews.com/post.php?story=20260226173010546

NEWS FROM THE WORLD

EEE Global Engineering Education Conference (EDUCON) 2026

27-30 April, 2026
Cairo, Egypt

The IEEE Global Engineering Education Conference (EDUCON) is one of the flagship conferences of the IEEE Education Society. IEEE EDUCON 2026 is the 17th in a series of conferences that rotate among central locations in the IEEE Region 8 (Europe, Middle East, and Africa).

Held annually since 2010, EDUCON provides an opportunity for scientists, professional engineers, practitioners, and students to present their work, publish their results, exchange ideas, and network for future scientific and industrial collaborations.
The EDUCON conferences catalyze change by connecting local and international stakeholders, thereby adding to the global dialogue on how to facilitate the advancement of engineering education. Accepted and presented papers will be submitted to the IEEE Xplore® Digital Library for publication and will appear in the Conference Proceedings Citation Index (CPCI)—an integrated index within Web of Science.

The theme for this year is "***Human-centered Engineering Education: Empowering Sustainable Innovation and Ethical Leadership through AI and Digital Transformation***"

TOPICS OF INTEREST
The theme positions EDUCON 2026 as a leading forum addressing critical global issues through innovative educational approaches, technological advancement, ethical leadership, and sustainable development—making it relevant and forward-looking for stakeholders from Europe, Africa, and MENA regions.

Papers in all areas of engineering education are invited, with particular emphasis on the main focus of the conference, Multidisciplinary Approaches in Engineering Education, and on current issues in Engineering Education, such as:

- Generative AI, Digital Twins, and Emerging Technologies in Engineering Education
- Sustainable and Green Engineering Education
- Engineering Education for Industry 5.0: A Human-Centric Digital Future
- Fostering Cultural Competence in Global Engineering Contexts
- Leadership Development for Women and Youth in STEM

- Equity, Diversity, and Inclusion (EDI) in Engineering Education
- Blended, Hybrid, and Immersive Learning Environments
- Engineering Education in the Global South: Opportunities and Challenges
- Entrepreneurship and Innovation in Engineering Curricula
- Educating Engineer-Business Generalists for Technological, Economic, and Social Change
- Innovative Teaching and Learning Strategies in Engineering Education
- Transformative Approaches to Teaching and Learning in Engineering

More information: https://2026.ieee-educon.org/

The World Tunnel Congress 2026 - WTC2026

15-21 May, 2026
Montréal, Canada

The congress will address issues of the day, celebrate achievements of the tunnelling industry in Canada, share knowledge and experiences, network and socialise with old friends and new, and advance the possibilities under the conference theme, Connecting Communities Through Underground Infrastructure.

Conference Topic and Themes

The tunnelling industry plays a vital role in connecting our communities through underground infrastructure – delivering transportation, water and sanitation, utility and energy networks that cross, connect and unite cities, regions and continents. The nature of these projects and the challenges they face are varied, and so the ITA-AITES and WTC play an essential role in bringing together and connecting our community of owners, contractors, suppliers, consultants and academics. This is a diverse community, and very much like our communities at home, we often speak different languages, both literally and metaphorically. So it is that we look to bring together our international community of tunnelling practitioners to connect across languages and share experiences and knowledge to make our projects safer, more economical, more resilient, and more sustainable.

The scientific program will address the following thematic areas:

- Contractual Practices, Insurance and Risk Management
- Planning and Use of Underground Space
- Site Investigation and Ground Characterization
- Instrumentation, Monitoring and Remote Sensing
- Artificial Intelligence and Machine Learning
- Microtunnelling
- Shaft Design
- Innovative Tunnelling
- Robotics and Automation
- Ground Support and Lining Design
- Grouting, Groundwater Control and Waterproofing
- Digital and Information Technology

- Conventional Tunnelling in Challenging Conditions
- Sequential Excavation and NATM
- Mechanized Tunnelling in Challenging Conditions
- Immersed Tunnels
- Caverns and Power Houses
- Operation, Inspection, Maintenance and Rehabilitation
- Safety in Tunnelling
- Equity, Diversity and Inclusion in Tunnelling
- Sustainability/Net Zero

Registration Fed es

Categories	Early Bird (Until 31 Jan 2026)	Standard (1 February to 10 May 2026)	Late / On-site (From 11 May 2026)
Standard	CA$1,270	CA$1,520	CA$1,680
Young Member*	CA$770	CA$920	CA$1,020
Cat III countries - members of ITA**	CA$830	CA$990	CA$1,240
Student***	CA$320	CA$380	CA$500
Accompanying Person	CA$350	CA$350	CA$350

More information: https://wtc2026.ca/

21st International Conference on Soil Mechanics and Geotechnical Engineering

14-19 June, 2026
Vienna, Austria

The **Austrian Geotechnical Society** and the **Austrian Society for Geomechanics** are proud to jointly celebrate the 100th anniversary of this milestone in geotechnical engineering. 1929 the first Institute and Laboratory for Soil Mechanics was established at the TU Wien.
„Where it all began“ is therefore the slogan of the 21st International Conference on Soil Mechanics and Geotechnical Engineering (ICSMGE) to be held in Vienna in June 2026.

It will be an in-person event because I strongly believe that personal communication and networking is a key component of an international conference. Leading experts in the field have agreed to deliver state-of-the art lectures and for the first time in this series of conferences a plenary session will be organized by the European Federation of Foundation Contractors (EFFC), providing the industry with the opportunity to present their efforts in battling climate change and reducing CO_2-footprint of construction industry.

The Session Topics correspond to the Technical Committees of the ISSMGE:

- Laboratory Testing of Geomaterials
- In-Situ Testing
- Numerical Methods
- Physical Modelling
- Geo-Mechanics from Micro to Macro
- Unsaturated Soils
- Tropical Residual Soils
- Geotechnical Aspects of Dykes and Levees and Shore Protection
- Transportation Geotechnics
- Geotechnical Earthquake Engineering
- Geotechnical Aspects of Underground Construction
- Safety and Serviceability in Geotechnical Design
- Observational Method
- Slope Stability
- Offshore Geotechnics
- Embankments and Dams
- Ground Improvement
- Deep Foundations
- Scour and Erosion
- Soft Soils Environmental Geotechnics
- Frost Geotechnics
- Land Reclamation Reinforced Fill Structures
- System Performance of Geotechnical Structures
- Field Monitoring
- Tailing and Mine Wastes
- Geotechnical BIM and Digital Twins
- Preservation of Historic Sites
- Forensic Geotechnical Engineering
- Coastal and River Disaster Mitigation and Rehabilitation
- Engineering Practice of Risk Assessment and Management
- Geotechnical Infrastructure for Megacities and New Capitals
- Geo-education
- Sustainability in Geotechnical Engineering
- Energy Geotechnics
- Machine Learning and Big Data
- Young Engineers Session
- CEN/TC250/SC7 Eurocode 7

Important dates

Abstract submission deadline: CLOSED!

Abstract acceptance: 31.03.2025 CLOSED!

Paper submission deadline: CLOSED!

Registration opens: 15.10.2025

Paper acceptance: 31.10.2025

Final paper upload: 30.11.2025 CLOSED!

Notification oral/poster: 15.02.2026

End of early bird registration: 15.03.2026 - - Extended to 29.03.2026!

More information: https://www.icsmge2026.org/en/

5th International Conference on Advanced Civil Engineering and Smart Structures (ACESS 2026)

22–27 August, 2026
Bangkok, Thailand

The 5th International Conference on Advanced Civil Engineering and Smart Structures (ACESS 2026) will be held on August 22–27, 2026, in Bangkok, Thailand. ACESS aims to bring together leading experts, researchers, and practitioners from around the globe to exchange insights and discuss recent advancements in the fields of civil engineering and smart structures. With a diverse program featuring keynote presentations, panel discussions, and interactive workshops, ACESS 2026 will serve as a premier platform for fostering academic collaboration and technological innovation.

Over the past four years, ACESS has been successfully organized in various formats and international locations, including online editions and on-site conferences held in Chengdu (China), Bangkok (Thailand), and Bali Island (Indonesia). Building on this strong foundation, ACESS 2026 will continue to promote global knowledge exchange, interdisciplinary cooperation, and the advancement of intelligent and sustainable infrastructure and construction technologies.

Call for Papers

Track 1: Civil and Structural Engineering		
• Building Technology, Cartography and Geographic Information System • Coastal Engineering, Computational Mechanics • Construction and Control, Detection and Transformation • Disaster Prevention and Mitigation • Environment-Friendly Construction and Development • Geological Engineering, Geotechnical Engineering, Harbor Engineering	• Hydraulic Engineering, Material Quality and Control • Metallic Structures; Monitoring and Control Of Structures • Reliability and Durability of Structures • Advanced Construction Materialsy • Architectural Design and its Theory • Concrete Structures • Architectural Environment and Equipment Engineering	• Building Energy Saving Technology • Construction and Renewable Energy Sources • Safety and Monitoring: Sanitary and Ground Water Engineering • Heating, Gas Supply, Ventilation and Air Conditioning Works • Architecture and Building Materials
Track 2: Geotechnical Engineering		
• Soil Dynamics • Soil Behavior and Geomechanics • Unsaturated Soil Mechanics • Seepage and Porous Mechanics • Ground Improvement • Deep Foundations	• Rock Mechanics and Rock Engineering • Geoenvironmental Engineering • Geohazards and Earthquake Engineering • Offshore Geotechnics • Mining Geotechnics • Sustainability in Geotechnical Engineering • Pavement Materials and Structures	• Laboratory Testing and Field Application Methods • Geotechnical Engineering Hazards • Ground Improvement and Geosynthetics • Soil Erosion and Land Degradation • Bio-mediated and Bio-inspired Geotechnical Engineering • New Space Development
Track 3: Bridge and Tunnel Engineering		
• Operations in Motorway Tunnels • Construction Methods for Bridges • Motorway Operations • Metro Tunnelling • Transportation and Bridge Tunnels • Channel Dredging Engineering and Equipment • Cross-sea Bridge Construction Technology and Equipment	• Highway Subgrade Pavement Engineering • Road Safety Engineering • Railway and High Speed Railway Engineering • Bridge Foundation Engineering • Road Survey Design • Principle and Application of Traffic Intelligence Detection • Transportation Equipment and Information Engineering	• Transportation Energy and Power Engineering • Maglev Rail Transit • Road Engineering Materials • Transportation Logistics Engineering and Equipment • Traffic Environment and Ecological Restoration Project
Track 4: Disaster Prevention and Mitigation		
• Risk Assessments of Buildings and Structures on Hazard Intensity and Vulnerability • Structural Design for Disaster Prevention • Post-disaster Rehabilitation and Reconstruction of Buildings • Assessment of Disaster-related Damage • Reduction of Vulnerability of Urban Areas: Repairing Shelters • Rehabilitation and Restoration of Major Infrastructure	• Construction Project Management for Post-disaster Reconstruction • Waste Management and Recycling after a Disaster • Urban Heat Island and Global Climate Issues • Disaster Prevention and Disaster Recovery • Security and Risk Management • Management Practices at Different Phases of the Disaster Lifecycle	• Financial Management and Governance for Disaster Mitigation • Tools and Mechanism for Post-disaster Recovery • Risk Reduction and Continuity Management • Effects of Multi-hazards on Bridges (infrastructures) • Research and Application of Hazard Mitigation of Accessory Components of Bridges

Important Dates

Submission Deadline: May 22, 2026

Notification Date: June 15, 2026

Registration Date: July 05, 2026

Conference Date: August 22-27, 2026

More information: https://www.icacess.org/

7th International Conference on Civil Engineering Fundamentals and Applications (ICCEFA 2026)

26-28 October, 2026
London, UK

The **7th International Conference on Civil Engineering Fundamentals and Applications (ICCEFA 2026)** aims to become the leading annual conference in fields related to **Civil Engineering**. The goal of this **Civil Engineering** conference 2026 is to gather scholars from all over the world to present advances in the relevant fields and to foster an environment conducive to exchanging ideas and information. This Civil Engineering Conference will also provide an ideal environment to develop new collaborations and meet experts on the fundamentals, applications, and products of the mentioned fields.

Paper Topics

ICCEFA 2026 is now accepting papers on the following topics through its OpenConf system. If you have a paper on an additional topic, please write an email to info[@]iccefa.com. The current topics include but are not limited to:

- Artificial Intelligence for Civil Engineering Fundamentals and Applications
- Advanced structural materials
- Application of geology in civil engineering
- Architecture engineering
- Bridge engineering
- Building materials
- Coastal engineering
- Marine structures
- Nanotechnology and civil engineering
- New technologies, methods and techniques in civil engineering
- Numerical Methods in Civil Engineering
- Road, bridge, and railway engineering
- Safety management
- Structural mechanics

- Concrete technology
- Construction management
- Construction technology
- Destruction engineering and civil engineering
- Earthquake and structural engineering
- Geotechnical engineering
- Green building materials and technology
- Hydraulic engineering
- Sustainable transportation
- Traffic engineering
- Transport infrastructure
- Transportation engineering
- Transportation safety
- Tunnel engineering
- Urban development
- Water resources

The important dates and deadlines for the **7th International Conference on Civil Engineering Fundamentals and Applications (ICCEFA 2026)** are as follows:

CONFERENCE DATES	
Conference Dates	October 26 - 28, 2026
SUBMISSION DEADLINES	**Dates**
Extended Paper Submission Deadline	May 15, 2026
Extended Notification to Authors	June 11, 2026
Extended Final Version of Accepted Submissions	July 03, 2026
REGISTRATION DEADLINES	**Dates**
Extended Early-Bird Registration	July 03, 2026
Extended Regular Registration	August 07, 2026
Extended Late Registration	After August 07, 2026

More information: **https://iccefa.com/**

The 1st International Online Conference on CivilEng
Part of the International Online Conference on CivilEng series

12–13 November, 2026
Virtual

The conference is organized by the MDPI open access journal *CivilEng (ISSN 2673-4109, Impact Factor: 2.0)* and will be held **online** from **12-13 November 2026.**

The agenda of the conference includes, but is not limited to, the following topics:
S1: Mathematical Models for Civil Engineering;
S2: Urban, Economy, Management and Transportation Engineering;
S3: Structural and Earthquake Engineering;
S4: Water Resources and Coastal Engineering;
S5: Construction and Material Engineering.

IOCCI 2026 will enable you to share and discuss your most recent research findings, with the active engagement of the audience in question-and-answer sessions that will **take place online without any registration fee**.

Calendar

Abstract Submission Deadline	13 July 2026
Abstract Acceptance Notification	14 August 2026
Registration Deadline	6 November 2026

More information: https://sciforum.net/event/IOCCI2026?section=#welcome

CALENDAR

Date	Event	Place
13–16.04.2026	20th International Conference on Engineering, Science, Construction and Operations in Challenging Environments	Texas A&M University, USA

https://www.asce.org/education-and-events/events/meetings/earth-and-space-2026

16-17.04. 2026	8th International Conference on Geotechnics, Civil Engineering and Structures (CIGOS)	Ho Chi Minh, VIETNAM

https://cigos2026.sciencesconf.org/

15-21.05.2026	WTC 2026 — World Tunnel Congress (WTC) and the ITA General Assembly 2026	Montréal, CANADA

ITA-AITES WTC 2026 Montréal

https://wtc2026.ca/

Date	Event	Place
25–27.05.2026	**EUROPEAN CONVENTION OF ENGINEERING DEANS 2026** **Engineering the Circular Transition: Digital, Sustainable & Human-Centric Futures**	**Gliwice, POLAND**

https://events.polsl.pl/eced2026/en/

03.06.2026	**2026 Conference – Connecting Research and Practice**	**Neuchâtel, SWITZERLAND**

ENIS
European Network on International Student Mobility
Connecting Research and Practice

2026 Conference

https://www.enisnetwork.com/

11-14.06.2026	**8th International Young Geotechnical Engineers Conference - 8iYGEC**	**Graz, AUSTRIA**

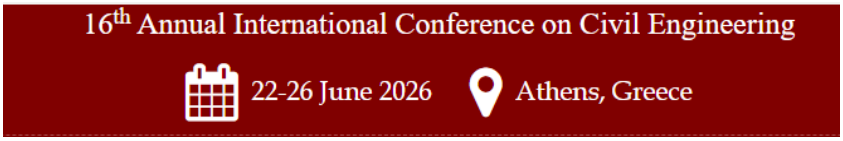
8TH iYGEC GRAZ 2026
Austrian Geotechnical Society
SIMSG ISSMGE

https://www.tugraz.at/institute/ibg/events/8iygec

Date	Event	Place
14-19.06.2026	21st International Conference on Soil Mechanics and Geotechnical Engineering	Vienna, AUSTRIA

https://www.icsmge2026.org/en/

22-26.06.2026	16th Annual International Conference on Civil Engineering	Athens, GREECE



https://www.atiner.gr/civileng

30.06-04.07.2026	"Welcome to River Flow 2026: Steering the future of hydro-environment research and practice"	Thessaloniki, GREECE

https://riverflow2026.web.auth.gr/

Date	Event	Place
01 – 03.07.2026	ICERS — International Conference of Environmental Remote Sensing and GIS  https://alcar.geof.hr/icers-conference/	Zagreb, CROATIA
02-03.07.2026	XXXII[nd] Global ISSA Construction Conference  https://www.issa.int/events/prevention/construction-2026-limassol	Limassol, CYPRUS
07-08.09.2026	CREST 2026 — 3rd International Conference on Construction Resources for Environmentally Sustainable Technologies  https://engage-events.ifm.eng.cam.ac.uk/IC-CREST2026#/	Cambridge, UNITED KINGDOM

Date	Event	Place
07- 10.09.2026	SEFI 2026 Annual Conference	Prague, CZECH REPUBLIC

https://www.sefi2026.eu/

20-25.09.2026	8th World Tribology Congress (WTC 2026)	Rio de Janeiro, BRAZIL

https://www.wtc2026.org/welcome_message/

09.10.2026	19th EUCEET Association General Assembly	Riga, LATVIA

EUCEET

https://www.euceet.eu/

Date	Event	Place
12–13.11.2026	The 1st International Online Conference on CivilEng	Virtual

https://sciforum.net/event/IOCCI2026?section=#welcome

01-04.12.2026	2nd International Conference on Engineering Structure-ICES2026	Brisbane, AUSTRALIA

https://ices2026.com/

22-23.04.2027	3rd Joint International Conference of EUCEET and AECEF	Zagreb, CROATIA

EUCEET AECEF