



EUCEET Association

NEWSLETTER 1/2024

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FROM THE EUCEET ASSOCIATION


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

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



2025 EUCEET Association Award for excellence in teaching in civil engineering

3rd EUCEET ASSOCIATION AWARD FOR EXCELLENCE IN TEACHING CIVIL ENGINEERING




2025

The EUCEET Association Award for Excellence in Teaching in Civil Engineering, instituted and awarded by the EUCEET Association, aims to encourage the excellence of the teaching function through the recognition of good teaching practice at Civil Engineering schools. Prize goal is to award a teaching initiative that can come from individual lecturers or from teaching teams who have developed a successful teaching project in recent years.

**EUCEET ASSOCIATION AWARD
FOR EXCELLENCE IN TEACHING
CIVIL ENGINEERING**

Award Application Call

Award Announcement 

More information: <https://www.euceet.eu/awards/euceet-association-award-for-excellence-in-teaching-in-civil-engineering/3rd-euceet-association-award-for-excellence-in-teaching-civil-engineering>

2025 EUCEET Association Conference in Budapest, Hungary

🌐 Theme: Teaching Gen Z Civil Engineers

🏢 Venue: Budapest University of Technology and Economics, Hungary

📅 **Date: 16-18 October 2025**



🔊 Join us at the forefront of engineering education! The 2025 EUCEET conference will explore innovative strategies for Teaching Gen Z Civil Engineers. Hosted at the prestigious Budapest University of Technology and Economics in Hungary, this event promises to be a hub of knowledge exchange and collaboration. Stay tuned for more details!

2025 EUCEET Conference

SAVE THE DATE

FOR 2025 EUCEET CONFERENCE!

Teaching Gen Z Civil Engineers

📅 16-18 October 2025

📍 Budapest University of Technology and Economics, Hungary

EUCEET
European Civil Engineering Education and Training

Stay tuned for more details!

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

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

FROM MEMBERS

Brno University of Technology, Czech Republic



THE INSTITUTE OF LANDSCAPE WATER MANAGEMENT IS INVOLVED IN A SIGNIFICANT INTERNATIONAL PROJECT



The Institute of Landscape Water Management is involved in a significant international project.

We are delighted to announce another success in the field of research projects! The international project "**Danube Water Balance**" has been approved for funding!

Competing against 150 projects, the Institute of Landscape Water Management succeeded with a project aimed at providing input data for current and future water balance calculations in the Danube basin. Overall, water balance models for four cross-border basins will be developed, specifically for the Morava, Tisza, Upper Sava, and Drina basins. Additionally, a comprehensive series of educational courses and materials are included in the project, which will explore the determination of water balance in the respective watersheds.

The entire project is under the leading of OVF - General Directorate of Water Management, Hungary, and in addition to the Institute of Landscape Water Management, 20 other projects partners and 13 strategic partners are participating. Notably, among the strategic partners is the Czech Hydrometeorological Institute, representing the Czech Republic.

Information from : <https://www.fce.vutbr.cz/en/faculty/news/the-institute-of-landscape-water-management-is-involved-in-a-significant-international-project-7889>

École des Ponts ParisTech, France



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

INAUGURAL CONFERENCE PARIS AGREEMENT RESEARCH COMMONS

École des Ponts ParisTech launched [Paris Agreement Research Commons \(PARC\)](#) at the Collège de France, alongside the [Institut Louis Bachelier](#), [ADEME](#) and the [Institute of Actuaries](#), on February 27, 2024.

Development of new indicators to measure the value of investments, creation of new scenario models, better use of data: the main challenges of the PARC Foundation resonate with Ecole des Ponts' tradition of reflection on how to support our country's major transitions, particularly in terms of social utility and infrastructure financing.



As the first higher education and research establishment to join PARC, the École des Ponts continues its research and training to move towards a low-carbon society, preserving our ecosystems while taking social issues into account.

Vilnius Gediminas Technical University, Lithuania



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

VILNIUS TECH started university excellence project "Civil Engineering Research Center"

Lithuanian Ministry of Science and Sports started projects called as university excellence projects. It is a direct funding for the high level research areas. One of them – Civil Engineering. VILNIUS TECH successfully received 6.15 mln. EUR for the project (No. S-A-UEI-23-5) entitled Civil Engineering Research Center (CERC), which is also a University research unit that combines the activities of different faculties in civil engineering. Its research and experimental development infrastructure is dedicated to the development of the civil engineering sector. Interdisciplinary and cross-sectoral research conducted by experienced and young scientists and researchers from various fields and directions of the university will acquire new knowledge and competences needed for creating sustainable, efficient and long-lasting composite materials, structures

and technologies, testing R&D-based ideas with commercial potential. This project ensures increasing the productivity of the resources used, reducing the amount of materials and energy consumed. Developing sustainable products opens up new markets and a wider range of consumers for business. Ongoing scientific research contributes to the faster development of the circular economy and the raising of additional environmental requirements of consumers.

Technical University of Civil Engineering Bucharest (UTCB), Romania



Anca Mărgineanu, EU-CONEXUS Institutional Coordinator in UTCB sent the following news of interest for members of EUCEET Association:

UTCB hosts International Staff Week in May 2024

EUCEET member are invited to participate as an attendee or a facilitator at the upcoming **International Staff Week at UTCB, focusing on 'International Strategies for Student Support Services,'** taking place **from May 20th to 24th, 2024.**

Hosted at UTCB, this event promises a week of collaborative learning, insightful discussions, and the exploration of different strategies to enhance student support services adapted to current student's needs.



Embrace the opportunity to shape the future of student support services.

More information: <https://utcb.ro/utcb-hosts-international-staff-week-between-20th-24th-of-may-2024/>

The International Conference on Mathematics, Computer Science and Technical Education (ICMCSTE) organized by UTCB**24-26 May, 2024****Hybrid Meeting (on Microsoft Teams)**

The International Conference on Mathematics, Computer Science and Technical Education (ICMCSTE) is a peer-reviewed international conference, which covers various fields of research on mathematics, computer science and technical education, along with technical-enhanced learning, including blended learning, E-learning, ICT-based assessment, mobile learning etc. Since 1991, the Workshop of the Department of Mathematics and Computer Science, is one of the most important interdisciplinary forums for professors, researchers and post-graduate students in mathematics, computer science and engineering to present their latest results, ideas, developments, and applications.



This meeting aims to stimulate research and interaction between mathematicians and engineers in all aspects related to pure and applied mathematics, computer science and technical education.

We invite you to participate in the conference and look forward to fruitful cooperation.

Themes:

Authors are invited to submit their abstracts on the following topics of their research area:

- Analysis, Functional Analysis, Numerical Analysis;
- Algebra, Geometry, Discrete Mathematics;
- Differential Equations, Partial Differential Equations, Mechanics;
- Probabilities, Operational Research, Mathematical Statistics;
- Computer Science, Applications of Mathematics in Engineering Sciences;
- Teaching Mathematics and Computer Science, Using Programming in Research and Teaching;
- Technical Education.

More details and information about registration find here: <https://dmi.utcb.ro/icmcste/>

3rd National Conference on Wind Engineering, Bucharest, Romania**11-13, September 2024****Bucharest, Romania**

The Romanian Association of Wind Engineering (ARIV) together with the Technical University of Civil Engineering Bucharest (UTCB) and the Faculty of Geography, University of Bucharest (UB) are pleased to invite you to join the Third National Conference on Wind Engineering (3NCWE) on September 11-13, 2024 in Bucharest, Romania.

We invite academics, researchers, practitioners and students to actively participate and share their research, exchange state-of-the-art findings as well as practical applications, and to further enhance cooperation in all Wind Engineering areas. We hope you will have a wonderful time in Bucharest in September 2024!

**Conference topics**

- Aeroelasticity
- Bluff body aerodynamics
- Codes, norms and standards
- Computational wind engineering
- Field monitoring, full scale and wind tunnel measurements
- Flow structure interactions
- Human comfort and built environment
- Loads due to hurricanes, tornadoes, and downbursts
- Local wind loads on roofing and cladding
- Pollution dispersion
- Stochastic modelling and simulation
- Sports aerodynamics
- Wind climate and the atmospheric boundary layer
- Wind energy
- Wind loads on structures
- Windborne debris
- Wind energy resource assessment
- Wind disaster mitigation
- Wind and snow

<https://3ncwe.ariv.ro/>

FROM PARTNERS

ENGINEERS EUROPE



ENGINEERS EUROPE (previously FEANI) is a federation of professional engineers that unites national engineering associations from 33 European Higher Education Area (EHEA) countries.

ENGINEERS EUROPE aims to facilitate the mutual recognition of engineering qualifications in Europe and to strengthen the position, role and responsibility of engineers in society.

GET YOUR EUR ING CERTIFICATE

The EUR ING Certificate delivered by ENGINEERS EUROPE is designed as a guarantee of competence for professional engineers, in order

- to facilitate the movement of practicing engineers within and outside the geographical area represented by ENGINEERS EUROPE's member countries and to establish a framework of mutual recognition of qualifications in order to enable engineers who wish to practice outside their own country to carry with them a guarantee of competence
- to provide information about the various formation systems of individual engineers for the benefit of prospective employers
- to encourage the continuous improvement of the quality of engineers by setting, monitoring and reviewing standards



More information: <https://www.engineerseurope.com/what-eur-ing-certificate>

EU-CONEXUS - European University for Smart Urban Coastal Sustainability



The Council of Europe has selected UCV for a groundbreaking initiative aimed at fostering democratic culture within universities!

During a pivotal meeting in Belgrade on February 21st -22nd, representatives from Serbian and European universities converged to discuss the integration of competences for democratic culture into higher education programs. As part of the joint "*Quality Education for All*" action by the European Union and Council of Europe, this initiative aims to elevate educational standards in Serbia and beyond.



Professor Tamar Shuali Trachtenberg, director of the European Institute of Education for Cultural Democracy at UCV, and Council of Europe expert, showcased various initiatives promoted by the UCV.

Notably, the INNO4DIV project and the extracurricular training initiative "*Imagine Learning to Live Together Addressing Controversial Topics*" exemplify UCV's commitment to fostering inclusive dialogue.

More information: <https://www.eu-conexus.eu/.../the-council-of-europe.../>

EU-CONEXUS EENVIRO RESEARCH CONFERENCE hosted by Technical University of Civil Engineering

From October 29th to 31st 2024, the EU-CONEXUS Research Conference under the main theme "***Sustainable Solutions for Energy and Environment***" will cover the disciplines of Energy and Environment from the present to the future and will be held in Bucharest, Romania.



The conference aims to facilitate the collaboration of diverse research communities associated with our partner institutions, stakeholders and international partners, and to boost interdisciplinary research projects.

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

Conference Topics:

COASTAL AND ENVIRONMENTAL ENGINEERING

The topics related to energy and environment concerned in this domain can be research and innovations across several key engineering and environmental disciplines, aimed at enhancing urban sustainability and resilience. Our primary goal is to devise solutions that foster the development of sustainable, safe cities with robust urban infrastructure and resilient buildings. The areas of interest span civil engineering (emphasizing structural integrity and material innovations), energy and mechanical engineering (with a focus on efficient energy use and mechanical systems), digital solutions and computer science (leveraging technology for smarter urban planning), and marine and environmental engineering (addressing the health of aquatic ecosystems and the environment).

ENVIRONMENTAL SCIENCES AND BIODIVERSITY

Nature-Based Solutions (NBS) offer innovative approaches to address various urban challenges while enhancing sustainability, resilience, and the well-being of city dwellers. Here are several topics for Nature-Based Solutions specifically tailored for urban environments: green infrastructure, natural water management, climate resilience, biodiversity conservation, health and well-being. By integrating these solutions into urban planning and development, cities can create more sustainable, resilient, and livable environments for their residents while addressing pressing challenges such as climate change, biodiversity loss, and public health concerns.

LIFE SCIENCES AND BIOTECHNOLOGY

Recent advances of life sciences and biotechnology towards sustainability and environment protection with special focus (but not limited to) on cultured plants and farmed (micro)organisms, pollutants and biosensors, prevention and management of disasters, exploitation of (micro)organisms as biocontrol agents and as sources of new compounds and materials, environment deterioration-related diseases: news and ways of management, science applications for eco-friendly energy production.

SOCIAL, CULTURE AND HUMAN SCIENCES

Connections between environment and society. Focus on linking scientific knowledge with social, cultural, and ethical insights, to deeper understand the complexity and significance of life in connection with energy and environment. Main approaches should address public perception of renewable energy, media representation of environmental issues, social acceptance of green infrastructure, citizen participation in energy projects, environmental justice, energy access and conservation, behavioural economics, cultural and ethical perspectives on environmental protection, historical perspectives of the energy transition, eco-friendly accommodation, environmental education, awareness initiatives, psychological empowerment, green finance and investment, intercultural perspectives, eco-linguistics and language in environmental policy.

Important dates

Extended abstract submission:	15 May 2024
Extended abstract acceptance:	15 June 2024
Paper submission:	15 June 2024
Paper acceptance:	15 September 2024
Paper correction submission:	10 October 2024
Final paper acceptance:	15 October 2024
Registration:	15 September – 28 October 2024

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

Erasmus Student Network (ESN)



New year, new me, new projects starting

Tuesday, 20 February, 2024

With the beginning of 2024, we are excited to share new developments regarding our upcoming projects. **The Erasmus Student Network (ESN) has secured approval for two ambitious new projects - Diversity and Inclusion in Erasmus+ iMplementation (DIEM) and Digitalising Erasmus Traineeship Application 7 Support (DETAS).**

With these two new projects, ESN reiterates its commitment to ensuring inclusivity and accessibility of Erasmus+ opportunities for students. We have been involved in projects related to inclusive mobility for more than a decade and have carried out leading research activities on barriers to mobility for almost two decades. **Through DIEM and DETAS, we are determined to play a pivotal role in shaping the future of student mobility and internationalisation, making a positive impact that resonates across borders and generations.**



DIEM - Diversity and Inclusion in Erasmus+ iMplementation

Building on the efforts of the [SIEM project](#), DIEM is intrinsically connected with the inclusion & diversity priority, with a special focus on widening participation in student mobility and setting the groundwork for a reinforced inclusion strategy in its successor programme.

This new project sets out to provide a comprehensive, evidence-based evaluation of the perspectives of stakeholders and policy changes implemented across levels, as well as to improve the implementation of the different tools in Erasmus+ Higher Education incorporated in the Erasmus+ 2021-2027 and the information about the existing possibilities for students.

Overall, the project seeks to have a qualitative and quantitative impact on making Erasmus+ more inclusive, identifying barriers that make access to mobility more challenging, with a key emphasis on proposing solutions that help to remove those barriers, ultimately leading to a better experience for more students.

Removing barriers to participation is a multifaceted issue that requires organisations with a diverse range of expertise. In order to achieve a transformative impact through the DIEM project, the consortium includes a combination of umbrella organisations representing the three main actors in the implementation of the programme (students, Higher Education Institutions, and National Agencies) and a diverse group of Universities with different backgrounds. The DIEM consortium is a collaboration between the Erasmus Student Network (ESN), the Academic Cooperation Association (ACA), the European University Foundation (EUF), the Humboldt University, the University of Latvia, the University of Pavia, and the Jagiellonian University.

The project will run from 1st of February of 2024 until 31st of December of 2026, and will have the following work packages:

- WP1: Project Management & Quality Assurance
- WP2: Student Perspectives & Information Provision
- WP3: Improved Models for Inclusive Mobilities
- WP4: Inclusive Internationalisation 4 Universities
- WP5: Communication and Dissemination

DETAS - Digitalising Erasmus Traineeship Application 7 Support

The DETAS project intends to support students to bridge the gap between their academic and professional lives in line with the Erasmus+ objective of strengthening the employability of youth.

From this perspective, we aim to improve accessibility to the job market for students to gain professional experience and develop the skills they need to succeed in their careers. DETAS will also contribute to supporting learning and teaching partnerships with commercial and non-commercial organisations in the private sector that foster students' exposure to innovation and entrepreneurship.

Overall, the aim is to improve the experience of Erasmus+ trainees before, during and after their exchange by gathering a better understanding of their needs and providing tools and resources to

support them. DETAS wants to support young people through the improvement of [Erasmus+ Intern](#), boosting the promotion of traineeship mobilities and support given to students.

The project consortium is composed of the **Erasmus Student Network, the European University Foundation, the University of Limerick, the University of Latvia, the West University of Timisoara, the Lifelong Learning Platform, and the Expertise in Labour Market (ELM).**

The project will run from 1st of February of 2024 until 31st of December of 2026, and will have the following work packages:

- WP1: Project Management
- WP2: Innovating the Digital Trainee Journey
- WP3: Hosting Experiences for Trainees
- WP4: University's Role in Quality Traineeship placements
- WP5: Improvements for the next programme edition

DIEM and **DETAS** reinforce our commitment to creating a more inclusive and accessible educational landscape, ensuring that the benefits of Erasmus+ opportunities are extended to all students, irrespective of their circumstances. We are looking forward to the launch of our new projects and invite everyone interested to be a part of this incredible journey.

Information from: <https://www.esn.org/news/new-year-new-me-new-projects-starting>

The Erasmus Generation unveils the new "Voting from Abroad" tool

Tuesday, 5 March, 2024

In a move towards fostering greater democratic participation, the Erasmus Student Network announces the launch of its latest feature in the Erasmus Generation Portal: the "Voting from Abroad" section. Tailored to guide European citizens living abroad through the process of voting, this resource comes to life just in time for the highly anticipated European Parliament elections in June 2024.



Empowering Voters Across Borders

The **"Voting from Abroad"** section is a much-needed addition to the Erasmus Generation Portal, designed to empower all European citizens, especially young Europeans and members of the Erasmus Generation, to exercise their right to vote, regardless of their geographical location. Recognising the unique challenges faced by those living abroad, the tool provides a comprehensive and user-friendly guide to navigating the diverse voting procedures of different countries.

What to Expect

Upon entering the "Voting from Abroad" section, **users will find a list of countries along with an overview of the modes of voting available.** Whether you're a student studying abroad or a European citizen residing in another country, this resource is your go-to destination for understanding the voting procedures that apply to you (proxy, electronically, post, embassy).

DISCOVER THE TOOL

User-Friendly Guide for

The Erasmus Generation Portal's "Voting from Abroad" section aims to **demystify the perceived complexities of voting procedures.** Users can simply click on their corresponding country to access more detailed instructions, ensuring a seamless and informed voting experience. The tool is poised to significantly contribute to increased voter turnout, particularly among young Europeans, making the democratic process more inclusive.

We invite everyone to explore the Erasmus Generation Portal and experience firsthand the impact of this innovative resource. **Empower yourself to participate in the democratic process** by gaining access to valuable information on voting procedures, all in one central hub. Your engagement is key to amplifying the reach of this initiative and making a lasting positive change.

As we approach the European Parliament elections in 2024, let us unite in embracing this tool as a beacon for **active citizenship, breaking down borders and ensuring every European voice is heard.**

This tool was developed thanks to the support of the European Parliament within the EU co-funded project - "Erasmus Generation in Action" led by the Erasmus Student Network.

More information: <https://www.esn.org/news/erasmus-generation-unveils-new-voting-abroad-tool>

Revolutionising the European Student Card for a seamless student journey

Friday, 19 January, 2024

In a significant stride towards enhancing the European Student Card (ESC) adoption rates, the **ESC-tension 2 project has officially kicked off with the Erasmus Student Network as a partner and with a focus on students and their journey through higher education.** This project, building on the success of ESC-tension 1, which focused more on institutions, is set to bring about a transformation in how students across Europe experience and benefit from the European Student Card (ESC).

ESC-tension 2 aims to connect ESC services seamlessly to the student journey, develop a comprehensive Student Tool Box with informative materials to boost ESC adoption and involve hundreds of students directly. The overarching goal is to contribute to the creation of a European Education Area (EEA) by adopting a bottom-up approach, placing students at the centre of ESC adoption efforts.

The project focuses on promoting interconnected systems for higher education through a bottom-up approach, supporting the EEA via the European Student Card. By fostering easier access to higher education, various student services, mobility, and comprehensive assistance throughout the student journey, ESC-tension 2 aims to make ESC more attractive, accessible and beneficial to students all over Europe.



ESC-tension 2 tackles challenges related to low awareness and adoption of the ESC among students, along with high fragmentation in ESC adoption efforts by higher education institutions and service providers. The primary target groups include students with limited knowledge or adoption of the ESC, student organisations, and stakeholders involved in **student cards and electronic identification systems**.

The project brings together a consortium of partners, each contributing expertise in different aspects of ESC adoption. From connecting the student journey to ESC services, academic identification, and involvement of higher education institutions and their needs to students' needs and end-user perspectives, the collaboration ensures a holistic approach.

ESC-tension 2 includes the development of the **ESC-Tension Student Toolbox, awareness materials, training packages, operational tools, and the integration of these resources into the ESC-tension platform**. Active involvement of students and stakeholders in various phases is crucial for success.

As ESC-tension 2 unfolds, it promises to be a game-changer in promoting the widespread adoption of the European Student Card, paving the way for a more connected and accessible European Education Area for students across the continent. Students and student organisations, get ready for a transformative journey with ESC-tension 2!

Discover more by visiting the [project website](#).

Information from: <https://www.esn.org/news/revolutionising-european-student-card-seamless-student-journey>

EUA Annual Conference



Universities in Europe: integrity in a time of change
11-12 April, 2024
Swansea University, UK

The 2024 EUA Annual Conference will be hosted by Swansea University, UK, from 10-12 April. Entitled '*Universities in Europe: integrity in a time of change*', it will investigate and showcase universities' capacity to deal with change and to shape societal transformation while staying true to their core character, values, and missions. This theme will be addressed from a variety of perspectives, by looking at teaching integrity, integrity in international collaboration, research ethics and integrity, and integrity in university leadership. Conference sessions will encourage an in-depth reflection on how universities can balance integrity and



change to their own benefit and that of society.

The event will investigate and showcase universities' capacity to deal with change and to shape societal transformation while staying true to their core character, values, and missions, i.e. while maintaining their integrity. This theme will be addressed from a variety of perspectives, by looking at integrity in university leadership, the integrity of learning and teaching, research ethics and integrity, and fair and transparent academic assessment. Conference sessions on these topics will encourage an in-depth reflection on how universities, including their leadership and communities, can effectively balance integrity and change to the benefit of their institutions and society at large. A mix of plenary and parallel sessions will be used.

[More information: https://eua.eu/events/271-2024-eua-annual-conference.html](https://eua.eu/events/271-2024-eua-annual-conference.html)

EAIE- European Association for International Education



Best practices in evaluating foreign credentials

15, 17 April, 2024

ONLINE



About this course

If you are a newcomer to the field of credential evaluation and recognition, this course will introduce key aspects of the field such as requirements regarding the application file, the criteria and procedures used as advocated by the Lisbon Recognition Convention; where you can find accurate, up-to-date information about other education systems; the importance of accreditation, ways to combat fraud and how to develop a step-by-step coherent evaluation methodology.

Led by experienced trainers Marijke Blom-Westrik and Kristina Sutkutė, the course is specially designed to provide you with the tools to build a coherent credential evaluation methodology at your institution. This course comprises six hours of face-to-face learning and approximately two hours of self-guided study to be completed before the final learning session.

What you'll learn

As a participant, you will benefit from a hands-on approach, the use of cases from daily practice, a chance to share information and experiences with your peers, and the extensive knowledge and expertise of the presenters. During the course theory will alternate with practice and the training will be interactive using polls and breakout rooms for case discussions.

Who is it for?

This beginner's course will help all university staff responsible for evaluating foreign credentials (for access to bachelor, master or doctorate programs), as well as study abroad advisers and recruitment officers, approach the issue of credential evaluation and recognition with confidence. Much of the focus during the course will be on hands-on learning and some preparatory reading will be requested in advance.

More information: <https://www.eaie.org/training/academy-online/best-practices-in-evaluating-foreign-credentials.html>

European Council of Civil Engineers (ECCE)



78th ECCE General Meeting

22-24 May, 2024

Riga, Latvia

The 78th ECCE General Meeting and Latvian Association of Civil Engineers (LBS)-100 Conference, will take place from May 22nd to 24th, 2024, in the beautiful city of Riga, Latvia.

Proudly hosted by the Latvian Association of Civil Engineers (LBS), this event holds special significance in 2024 for Latvian civil engineers, commemorating two monumental anniversaries: 100 years since the inception of the Association of Civil Engineers of Latvia (LBS) and 35 years since its reinstatement.

On May 23rd, 2024, at Riga Technical University (6A Kipsalas Street, Riga LV-1048, Latvia) in Kipsala, we will convene the 78th ECCE General Meeting.



Following this, on May 24th, 2024, LBS will host a dynamic scientific and practical conference titled "100 Years of the Union of Latvian Construction Engineers and Its Role in the Development of the Latvian and European Construction Industry" at Riga Technical University.

Join us as we celebrate these remarkable milestones and delve into the rich history and future prospects of civil engineering in Latvia and beyond.

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

Academic Cooperation Association



Staff Mobility Impact Conference

20-21 June, 2024

Reykjavik, Iceland



On the **20 and 21 June**, an **invite-only conference** will take place in Reykjavik, Iceland, on the topic of the **impact of staff mobility in Erasmus+**. The conference is hosted by ACA member organisation, Rannís, and is co-organised by AMEUP, CMEPIUS, DZS, OeAD, and TPF, with the support of the Academic Cooperation Association (ACA).

This event aims to highlight the **strategic importance of academic staff mobility within Erasmus+** across various university missions. The conference will facilitate effective approaches for institutions to maximise the institutional value derived from Erasmus+ staff mobility, and will also play a crucial role in establishing a **community of interested higher education institutions** from Austria, Croatia, Czechia, Hungary, Iceland, and Slovenia. It will focus on exchanging best practices and networking, targeting **senior leaders** such as Vice-Rectors for Internationalisation, Heads of International Relations Offices, and Heads of Career Development Centres, among others.

The conference programme will include keynote speeches, panel debates, and engaging parallel sessions covering topics such as strategic use of Erasmus+ staff mobility, inclusive participation, impact maximisation, and recognition of staff mobility experiences in career development pathways. Surrounded by Iceland's unique and captivating landscapes, participants will gain **fresh insights and inspiration from their strategic peers** and have the opportunity to tackle their related daily challenges with renewed energy and perspective.

Registration to this event is exclusively **invite-only**. If you are interested in learning more about the programme or key take-aways, please email the ACA Secretariat: secretariat@aca-secretariat.be.

Information from: https://aca-secretariat.be/post_event/staff-mobility-impact-within-erasmus-conference/

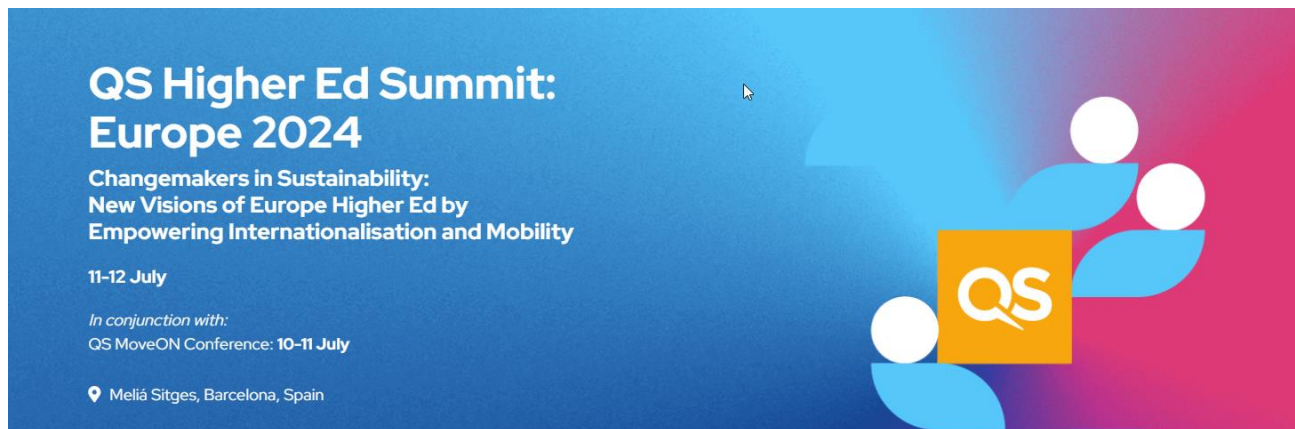
QS Higher Ed Summit: Europe 2024.

11-12 July, 2024

Barcelona, Spain

The QS Higher Ed Summit: Europe 2024 is an event that you can't afford to miss!

Learn how to attract top talent and stay ahead of the curve in the constantly changing higher education landscape at the QS Higher Ed Summit: Europe 2024.



Get in-depth insights on student recruitment strategies, learn about student needs and preferences, and discover how technology, data, and design can help you reach your institutional performance goals.

Join over 400 European higher education leaders in Barcelona on 10-12 July, 2024. Register [here](#).

The summit focuses on key trends impacting European education, including:

- **Sustainability:** Over 40% of prospective students are now actively researching universities' environmental efforts (QS International Student Survey 2023). The session "*Measuring Green*" explores methods for universities to assess and improve their sustainability practices.
- **Data-driven recruitment:** In today's data-rich world, the "*Recruitment Reimagined: Data-driven Strategies*" session explores how recruitment is changing and the difference a data-led recruitment strategy can make to enrolment numbers and diversification strategy.
- **The future of business education:** Our dynamic programme features sessions like "*Navigating the VUCA Maze*" and "*The Future Leader's Toolkit*" designed to help business schools prepare students for a complex and ever-changing world and better understand the current skills gap.

Theme**Changemakers in Sustainability: New visions of Europe higher ed by empowering young minds**

Europe's higher education institutions play a crucial role in nurturing the next generation of changemakers – individuals equipped with the knowledge, skills and values to drive positive and

sustainable transformation. The new generation has shown their enthusiasm and fresh perspectives to question the status quo and envision a world where social, economic, and environmental sustainability are not just ideals but realities. By having a diverse student body, universities can create a more inclusive learning environment, foster innovation and cultivate a pipeline of sustainability leaders.

The QS Higher Ed Summit: Europe 2024 will serve as a catalyst for reimagining sustainability education within European universities and explore strategies in empowering young minds to become the driving force behind a sustainable future.

Panels

1. Europe's Higher Education: A report card

This opening panel will explore the current state of higher education in Europe, identify key trends and challenges, and discuss potential strategies for navigating the unpredictable road ahead. The panel will discuss some key issues facing the region such as the challenge of recruiting students from beyond the region, the importance of diversity and inclusion in the campus and the impact of globalisation.

2. Measuring Green (Sustainability)

As universities in Europe strive to embed sustainability principles into their operations, curriculum and research, they face the challenge of effectively measuring and evaluating their progress. This panel will delve into the complexities of measuring sustainability development in higher ed, examine existing frameworks, challenges and emerging solutions. It will also explore the role of new technology in enhancing sustainability efforts.

3. Recruitment reimaged: Data-driven strategies (Student recruitment)

Data-driven recruitment strategies are as an essential tool for universities seeking to attract and enrol top talent from across the region and beyond. This panel will explore the potential of data analytics, delving into how European higher education institutions can harness data insights to optimise their recruitment efforts and achieve their targets, while also balancing sustainability practices. Discussions will also include case studies of European universities that have successfully implemented data-driven recruitment strategies, highlighting their innovative approaches.

4. AI-powered research (Research & discovery)

AI is revolutionising the way researchers conduct their work, enabling them to analyse vast amounts of data, identify patterns and make new connections that would have been impossible or difficult using traditional methods. This panel will delve into the transformative power of AI in research, exploring how it is accelerating discovery, enhancing communication to the public and shaping the future of scientific inquiry.

5. The Future Leader's Toolkit: A business school lens (Employability & outcomes)

Effective leadership in the workplace demands more than just technical expertise and business schools play a crucial role in nurturing such skills in their students. While it has been recognised that future leaders should have cross-cultural competence, emotional intelligence and critical-thinking skills, universities face the challenge of nurturing such skills in a classroom. This panel will discuss best practices for integrating soft skills into business education, the challenges of integrating emotional

intelligence into learning environments and the training needs of faculty to be able to support such an environment.

6. Business for A Better World: A global collaboration (Sustainability / Global engagement)

Business schools, as the incubators of future business leaders, hold a significant responsibility in shaping the mindset and practices that will shape the future of business. This panel will delve into the integral role of business schools in contributing to a sustainable future and explore the importance of collaboration between academia, industry, and fellow institutions to achieve shared sustainability goals.

7. Navigating the VUCA Maze: The future of business education (Innovation)

Businesses often face exceptional challenges and opportunities characterised by volatility, uncertainty, complexity, and ambiguity, or VUCA. This panel will engage in a critical examination of business and management education, exploring how business schools can effectively prepare students for success in this dynamic and demanding environment. More importantly, the panel will explore strategies for reimagining business curricula, pedagogies and the overall learning experience to empower students with the agility and resilience needed to thrive in an increasingly complex landscape.

8. Keynote

A Culture of Care: Faculty mental health through institutional support & collaboration

9. Keynote

Inclusive Academic Communities: Higher ed's role in tackling systemic racism & promoting equity

10. Keynote

Creating Barrier-Free Campuses in Europe: Addressing accessibility challenges for people with disabilities

More information: <https://qshesummits.com/europe/2024-theme-panels/>

FROM THE EUROPEAN UNION



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

Erasmus+ Teacher Academies 2024: how to apply

Publication date: 1 February 2024

Author: European Education and Culture Executive Agency

The Erasmus+ Teacher Academies 2024 call for proposals is now open for submission. Find out the call novelties, how to apply and other useful resources.



The [Erasmus+ Teacher Academies 2024](#) call for proposals aims to create European partnerships of teacher education and training providers, to set up Erasmus+ Teacher Academies, that will develop a European and international outlook in teacher education. These Academies will embrace multilingualism, language awareness and cultural diversity, develop teacher education in line with the EU's priorities in education policy and contribute to the achievement of the objectives of the European Education Area.

Important changes in the 2024 call ([ERASMUS-EDU-2024-PEX-TEACH-ACA](#))

- The **target group has expanded**. For the purpose of this call, the term "teacher" is to be understood in an enlarged way, including trainers and early childhood education and care (ECEC) staff. For this reason, in the section on the eligible organisations (non-exhaustive list), the level of International Standard Classification of Education (ISCED) has been extended from 0 to 3.
- In the objectives of the action and under the revised guiding point 'Link to the objectives of the call', **four horizontal priorities of the Erasmus+ Programme have been added, as theme(s) for the Teacher**

Academies activities:

1. Inclusion and diversity;
 2. Environment and fight against climate change;
 3. Addressing digital transformation through development of digital readiness, resilience and capacity;
 4. Common values, civic engagement and participation.
- Under eligibility of the participating organisations, **the coordinating organisation must be a Teacher Education Institution**. This cannot be an affiliated entity.
 - The **eligibility criteria for the consortium composition have been updated**. The minimum number of applicants (beneficiaries; not affiliated entities) and minimum number of eligible countries involved has been increased. A minimum of one practice/training school needs to be applicant. Please consult the text of the call for the specific details.
 - **Some guiding points of the award criteria have been added or updated**. Under the criterion 'Relevance of the project', 'Link to the objectives of the call' has been revised and the point 'EU Values' has been added. Moreover, under the criterion 'Quality of the partnership, 'Cooperation with stakeholders' and 'Geographical balance' have been updated.
 - **The minimum score to be considered for funding has been increased to at least 70 points** (out of 100 points in total).
 - **Rules for prioritisation of ex-aequo proposal have been updated**. Please consult the text of the call for the specific details.
 - The funding mechanism has been changed. The action follows a **lump-sum funding model**. For more information, please refer to the funding rules outlined in the call.
 - The relevant work package should include costs for **at least one annual meeting** (1 representative from each full partner of the project) organised by or at the initiative of the European Commission/European Education and Culture Executive Agency for the exchange of good practices and mutual learning between Erasmus+ Teacher Academies.
 - The maximum number of pages for the Application Form (Part B – Technical Description) is now **70 pages**.

Useful resources for applicants

Text of the call for proposals: please consult the **latest version of the Erasmus+ Programme Guide 2024:** [The Erasmus+ Programme Guide | Erasmus+ \(europa.eu\)](#)

Policy overview: what you need to know about the policy context, the objectives of the Erasmus+ Teacher Academies 2024 call and the expected results.

More information: https://www.eacea.ec.europa.eu/news-events/news/erasmus-teacher-academies-2024-how-apply-2024-02-01_en

ARTICLES from journals, newspaper, magazines

The transformative impact of ESD on climate change

Author: Patrick Blessinger and Abhilasha Singh

02 December 2023

In order to address the ongoing effects of climate change, the 2023 United Nations Conference on Climate Change (**COP28**) will discuss how to accelerate the reduction of carbon emissions and the transition to renewable resources.

To this end, COP28 will examine how to fast-track the shift away from fossil fuels and how best to boost the protection and restoration of forests and other means of carbon sequestration. These actions are part of a bold vision to build more **climate-resilient societies**.

What role do universities play in addressing climate change? The role of universities in society has expanded greatly over the past several decades.

Traditionally, universities focused primarily on instruction in order to prepare students for careers in the professions and leadership positions in society. However, post-World War II society created a need for universities to focus more on research and the application of new knowledge to foster political, economic, social and technological development in society.



This article is part of a series on **Education for Sustainable Development** published by *University World News* in partnership with **ABET**.



University World News is solely responsible for the editorial content.

Since the launch of the United Nations Sustainable Development Goals (SDGs) in 2015, universities have now placed greater emphasis on the service function of higher education, including the environmental development of nations.

Given the expanding role of universities, the remit of universities today is diverse and multifaceted. Politically, universities now serve as institutions that help shape the values and mindsets of students, thereby fostering and strengthening more democratic societies.

Economically, universities equip students with the knowledge and skills needed to succeed within a complex, technologically driven economic system. Socially, as knowledge hubs, universities play a pivotal role in providing both the science and the humanistic values needed to help protect the environment for a more sustainable future.

To that end, the SDGs provide a globally agreed-upon framework for all major stakeholders – governments, industry and civil society – to contribute to the most pressing challenges facing humanity and the planet.

Presently, perhaps the single most important action that universities can undertake to create a more equitable and sustainable world is to adopt the SDGs as part of their vision, mission and values and, more specifically, to integrate education for sustainable development (ESD) across their teaching, research and service functions.

Education for sustainable development goals

The SDGs, by design, speak to a broad range of issues confronting humanity and the planet, such as poverty, equity, education, health, peace and the environment. Climate change is one part of the interrelated and interdependent milieu of challenges facing society.

Since universities are embedded within society and since they function to serve the needs of society, it follows that they must also adapt and respond to changes within society.

For example, research needs to be conducted to protect the land and to create sustainable agricultural practices to end hunger, improve nutrition and promote better health care. Furthermore, research needs to be conducted to protect all air and water systems to ensure biodiversity and sustainable ecosystems. Also, research needs to be conducted to develop clean, renewable and affordable energy for all.

Now that the SDGs are at the forefront of stakeholder agendas, there will be a greater demand for students with the knowledge and values needed to work competently on solving those global challenges. As such, perhaps the single most important thing that universities can do to adopt the SDGs is to integrate ESD into their curricula.

One key goal of ESD is to promote sustainable practices and equip future generations with the knowledge, skills and values needed to serve as good stewards of the planet and its resources.

By making the SDGs, and education for sustainable development in particular, a core part of their vision, mission and values, universities can serve as catalysts, at all levels, to foster a more sustainable future for all.

Furthermore, given their role as knowledge producers, universities are well positioned to take the lead in implementing the SDGs and providing the research needed to address the planet's most intractable problems. When universities engage in ESD, it builds society's capacity for climate resiliency.

ESD impacts

Education for sustainable development equips students with the sustainability knowledge, skills and values needed to engage in better decision-making processes by considering the future impacts of those decisions on society and the environment.

ESD also allows students to think in more holistic ways about complex, multilayered problems fraught with complexity, uncertainty and risk. In addition, it provides students with a humanistic value system that allows them to engage in ethical reasoning and judgement-making.

Research has shown that ESD is a major factor in helping to achieve the SDGs

There are different ways universities can implement ESD. According to a meta-analysis of the academic literature on integrating the SDGs into higher education, the disciplines of the humanities, social sciences, business, economics and engineering have led the way in integrating the SDGs into their curricula.

There are many ways to integrate ESD into the curricula, from sustainability projects on any of the 17 SDGs to building more climate-resilient societies.

An increasing number of universities are implementing ESD. For example, at the **University of Warwick** in England, students are engaged in interdisciplinary and transdisciplinary learning to better address the problems at the intersection of political, economic, social, technological and environmental development. Their **Institute for Advanced Teaching and Learning** provides support for faculty and students to engage in ESD learning.

In addition, **other universities** – like York University in Canada, the International Islamic University Malaysia and the University of Vechta in Germany – have integrated ESD into their curricula.

At the American University in the Emirates (AUE), the Sustainability Integration initiative from the university's strategic plan fosters environmental consciousness and stipulates key performance indicators for all its units, including the academic programmes. This was especially considered because the nation – the United Arab Emirates – declared 2023 as the Year of Sustainability and is also the host for COP28.

ESD at the American University in the Emirates

The American University in the Emirates instils environmental consciousness and social responsibility in its students through integrating sustainability in the core curriculum to extend theoretical knowledge to practical applications to prepare students to address real-world sustainability challenges. For instance, AUE students participate in national events like the one organised by the **Emirates Environmental Group**.

In addition, real-world course projects form the backbone of AUE's sustainability initiatives, where students have successfully implemented sustainability principles.

From community-based initiatives to industry partnerships, these case studies illustrate the impact of

AUE's sustainability-focused education on both academic excellence and positive societal contributions. Success stories and impact indicators underscore the impact of AUE's initiatives in preparing students not just for the present job market but also for the dynamic challenges of the future.

In conclusion, by integrating sustainability into curricula, universities can educate and raise awareness of the importance of sustainability among students and the broader community.

These findings are consistent with the study by Boarin *et al* (2020), who analysed the perceptions of university students about the role of their universities in promoting sustainability. The study further asserted that sustainability integration across the universities of three regions – Oceania, Europe and North America – varied and was dependent on their regional focus and goals.

The need for collaboration between universities, businesses and the government to achieve the SDGs was also stressed by Singh and Blessinger (2023) in their research study that examined the role and challenges of SDGs for universities in the United Arab Emirates.

By working together, universities across a nation, region or globe can leverage their resources and expertise to make a greater impact on sustainability initiatives. Hence, the role of universities in conducting research and developing innovative solutions to address environmental challenges and promote sustainability can no longer be ignored.

Patrick Blessinger is an adjunct professor of education at St John's University in New York City, United States, and chief research scientist for the International Higher Education Teaching and Learning Association or HETL. ***Abhilasha Singh*** is professor and vice-president for academic affairs at the American University in the Emirates in Dubai, United Arab Emirates.

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Information from: <https://www.universityworldnews.com/post.php?story=20231130134130534>

Oxford University chancellor to retire after two decades**Author: BBC News**

09 February 2024

The chancellor of the University of Oxford has announced his retirement after two decades in the role. Lord Patten will step down at the end of the current academic year and said the university had been a “hugely important” part of his life, reports *BBC News*.



Lord Patten has served as Chancellor since 2003

He is only the fourth person to hold the role in the last 90 years, and has held the position since March 2003. The university confirmed the process for the election of a new chancellor will be announced “in due course”.

Lord Patten previously served as the 28th and final British governor of Hong Kong. He said: “I think it is true to say that Oxford as a whole made me, not just because of the three happy years I spent there as a student, but because of what Oxford has continued to mean to me over the years right up to the present day.”

Full report on the BBC site

Information from: <https://www.universityworldnews.com/post.php?story=2024020908403438>

Yale University reinstates standardised test requirement**Reuters**

24 February 2024

Yale University in the United States said on Thursday 22 February it would reinstate a requirement that applicants submit standardised test scores after a four-year hiatus for the COVID-19 pandemic, and the admissions dean said the requirement would help disadvantaged students, reports *Reuters*.

Critics of standardised testing in college admissions have long pushed for universities to permanently drop the requirement, saying the tests mostly benefit students with access to expensive preparation courses, leaving disadvantaged students further behind.

Hundreds of colleges made standardised testing an optional portion of the application when COVID-19 shut down testing centres. Since then, elite schools have evaluated admissions results with and without test score submissions in an effort to create permanent policies that help them admit high-achieving, diverse classes.

Full report on the AsiaOne site

Information from: <https://www.universityworldnews.com/post.php?story=20240224131521115>

Visa changes to improve work chances of vocational graduates**Author: Suvendrini Kakuchi**

05 March 2024

Japan has announced new visa rules that pave the way for more foreign graduates of Japanese vocational schools to find work and obtain the right to stay on after graduation in a move aimed at helping to boost Japan's dwindling labour force.

The new measures, announced by Japan's Immigration Services Agency at the end of February, will give graduates of vocational schools and colleges – which mainly offer two-year courses – the same opportunity to obtain residency status currently available to university graduates. Vocational graduates will, however, still need to prove their proficiency in the Japanese language.

Like university graduates, they will be permitted to search for work in industries that are different to their major area of study, the agency said, adding that the relevance of jobs to an individual's major will now be judged "flexibly".

In May 2022 Japan had 231,146 foreign students, of which almost 52,000 were enrolled in vocational schools. Japan has around 2,700 registered vocational schools and 226 Japanese language schools.

The country's largest business lobby, the Japan Business Federation, has been pressing the government to relax residence rules for foreign graduates of vocational schools.

The agency said easing the requirements was aimed at keeping skilled foreigners in the country. Areas of work particularly affected by a shortage of personnel are labour-intensive sectors such as construction, elderly care and hotels.

Lifeline for vocational colleges

The changes are also a lifeline for vocational colleges which have seen declining enrolments. "We welcome the new visa regulations. The reform is a big incentive for foreign graduates of vocational schools who hope to be employed in Japan," said Kaito Taguchi who is in charge of foreign student enrolment at the **National Association of Vocational Schools of Japan**.

Taguchi told *University World News* the association has long lobbied for relaxing visa regulations for vocational students, and having similar conditions to the status offered to graduate students. "More than 70% of overseas students want to work in Japan," he said, adding that on average only half that number actually found jobs.

"The barrier was the stricter immigration conditions," he said.

Taguchi said enrolment in IT, international business, education and welfare, the latter focusing on caregiving, are particularly popular with overseas students.

Japan's population of 18-year-olds dropped to a record low of 1.06 million in 2023, or 60,000 less than the previous year.

The Japanese media quoted the Japan **Association of Training Institutions for Certified Care Workers** as reporting the number of courses offered in colleges was dropping due to low enrolment. For the care sector, foreign students are a beacon of hope: 1,800 were enrolled in care-related courses in 2023.

For example, Osaka Christian College expanded from a women's junior college with only a preschool department to set up a nursing care and welfare department, and in 2023 it set up a Japanese language department to attract foreign students, accepting both female and male students.

Greater flexibility

Before the visa changes announced last month, foreign graduates of vocational schools were required to apply for jobs related to their majors, or employment was limited to certain categories of graduates such as engineers, specialists in humanities or international services. Such restrictions meant many graduates left the country after completing their courses and failing to find employment.

Applicants will now be granted "technology, humanities and international affairs" residence status previously reserved for white-collar workers in categories such as engineers, interpreters and designers.

Residential visas clear the way for many students enrolled in Japanese language courses and vocational schools who are already working part-time to stay on in the country.

A Japan Student Services Organization survey in 2022 showed that more than three-quarters of foreign students enrolled in Japanese language schools seek employment to pay their tuition fees and living expenses. The number was higher for vocational schools at 84%, according to the survey.

Information from: <https://www.universityworldnews.com/post.php?story=20240305174731384>

Leadership is key to achieving HE equity goals – Expert

Author: Shadi Khan Saif

07 March 2024

Australia's new Universities Accord highlights the important role of visionary leaders committed to championing equity and inclusion throughout the student lifecycle, according to Professor Shamit Saggar, executive director of the Australian Centre for Student Equity and Success (ACSES).

In an exclusive interview with *University World News*, Saggar described the accord as a “once-in-a-generation” review of the higher education system to address the many neglected issues and opportunities, and meet the needs of an evolving nation.

Launched a week earlier, the final report of the Australian Universities Accord, which took the government a year to finalise, makes a series of recommendations, among which is that at least 80% of the workforce should have a university qualification by 2050. Currently, that figure stands at 60%.

“Raising tertiary education attainment to these levels will not be easy. It can only be achieved by making the higher education system far more equitable,” said the report.

Commenting on these goals, Saggar said visionary university leadership was “paramount” in the accord report's recommendations.

“Leaders must champion equity and inclusion throughout the student lifecycle. This includes expanding the Regional Study Hubs Program, which ACSES has been involved with, to tackle educational disadvantages in regions. ACSES supports this vision for a more inclusive, regionally focused tertiary sector, potentially including the creation of a national regional university to enhance opportunities in regional areas,” he said.

Persistent disadvantage

Formerly the National Centre for Student Equity in Higher Education, the rebranded ACSES, hosted by Curtin University, unveiled its new identity at a Universities Australia plenary meeting in Canberra earlier this week.

Responding to a question about the main challenges Australia faces in achieving equity and success, ACSES' executive director said many Australians still face an uphill battle to break a pattern of persistent disadvantage.

“This disadvantage often follows people who are born into it through their entire lives and, more often than not, continues into the next generation and the one after that. Breaking that familial pattern is difficult as this is so structurally embedded.

“Education is one of the most powerful catalysts for equity, as it provides the tools and opportunities for all people to thrive regardless of their background. Our goal is to remove some of the obstacles and make it easier for students to access quality education and succeed,” he added.

Another important aspect of the Australian Universities Accord is the recommendation that government-supported students (most undergraduates in Australia) should still pay different amounts for different areas of study and the fees should reflect “projected potential lifetime earnings” for graduates.

In practical terms, this would return to a logic that helped set fee levels before the previous government's higher education strategy. In this report, financial institutions are asked to view student loans differently from other debt when assessing whether or not to approve a bank loan.

The accord aims to set a target to more than double the number of government-funded students by 2050 – from the current 860,000 to 1.8 million. It also recommends a new “Solving Australia's Challenges Fund” to reward universities that use their research expertise and capability to solve national problems. The size of this fund is unclear.

Inclusivity, accessibility and success

In this context, under its new name, ACSES has strategically refocused its efforts, consolidating achievements across three programmes: data, research and policy, and trials and evaluation, said Sagar.

These pillars, bolstered by the centre's active participation in the Australian Universities Accord, set the stage for a paradigm shift in cultivating inclusivity, accessibility, and success in higher education for all Australians, while forging a path into the international conversation on equity,” he said.

He said that although ACSES' focus may not include teaching and service delivery costs for students, it will play a crucial role in guiding institutions on how to collect and analyse data for programmes aimed at improving equity outcomes within the Needs-Based Funding system.

ACSES is funded by the Australian government to support sustained improvement in outcomes for students from disadvantaged backgrounds. In July 2022, Minister for Education Jason Clare announced the government would commit AU\$20.5 million (US\$13.6 million) over four years to expand the centre. Its work aligns with the Australian Universities Accord.

“It will help us build a better and fairer education system where no one is held back, and no one is left behind...This is a plan not for one budget, but a blueprint for the next decade and beyond,” the minister said while unveiling the accord last weekend.

What works?

Referring to leading innovations, trials and evaluations, Saggar said the ACSES’ pivot to become a “What Works Centre” rests on the essential work of three inextricably linked programmes: data, research and policy, and trials and evaluation.

“Trials and evaluation involves partnering with universities to turn research findings into practical solutions. Through rigorous randomised controlled trials, we aim to provide empirical evidence on the effectiveness of interventions for underrepresented students in higher education,” he said.

Saggar added that ACSES has embarked on several randomised controlled trials with university partners that focus on improving student participation and engagement, increasing assignment submission rates, and evaluating the impact of tailored pastoral care on students’ sense of support and confidence, particularly crucial for first-year and first-in-family students.

“Our trials and evaluation programme also addresses career support for disadvantaged students. These interventions aim to familiarise students with Australian workplace culture and hiring practices while building networks for employment. We emphasise culturally sensitive approaches, and integrating students’ experiences to navigate employment pathways effectively,” he said.

Career education

About future plans, he said projects on micro-credential courses and placements in rural areas and offering learning and work opportunities are in the pipeline. “Additionally, we are developing accessible career education for parents and students from refugee backgrounds. These initiatives aim to confront the unique challenges this student cohort faces, respecting cultural values and instilling a sense of belonging in higher education,” he said.

A number of Australia’s wealthiest universities, known as the Group of Eight, have criticised the recommendations for a higher education fund which, if implemented, will see the government match contributions from universities until it reaches AU\$10 billion.

Mark Scott, the vice-chancellor and president of the University of Sydney, **told public broadcaster SBS** the group believes the plan is essentially taxing the money being raised by them through international students and philanthropy.

“I think we would have trouble attracting the top international university students we have now if they knew they would be taxed on their funding. I also think philanthropists, those people who make donations to universities, would also be reluctant if they knew that their money was going to be taxed on giving it to the university of their choice.”

The Australian government said there will be an official response to the recommendations within months.

Information from: <https://www.universityworldnews.com/post.php?story=20240307115034571>

Nobel Prize scientists on AI, democracy and critical thinking

Author: Karen MacGregor

08 March 2024



Nobel prize-winning scientists and a world-leading AI researcher highlighted the dazzling potential of AI to support research, the contributions of science to democracy and the importance of critical thinking in the age of AI, at a Nobel Prize Dialogue held in Brussels this week.

The three scientists are: Ben Feringa, a Dutch professor who received the 2016 Nobel Prize in Chemistry for his research on molecular machines; Sir Paul Nurse, British winner of the 2001 Nobel Prize in Physiology or Medicine for his work in genetics; and Demis Hassabis CBE, a British AI researcher and co-founder and CEO of Google DeepMind.

“We’re now at an incredible inflexion point,” said Hassabis. “We’re about to enter, maybe in the next 10 years, a new golden era of scientific discovery, helped by AI in many fields.” His lab is working on a large language model that could work like a research assistant.

The scientists joined two Nobel Peace Prize winners and three top democracy researchers at the first Nobel Prize Dialogue held in Brussels to discuss “Fact & Fiction: The future of democracy”. Filipino journalist Maria Ressa received the Nobel Peace Prize in 2021 and Oleksandra Matviichuk is head of the Center for Civil Liberties in Ukraine, which won the 2022 Nobel Peace Prize.

The event

The two-hour event was held on 5 March at the Palais des Beaux-Arts in Brussels and **online**, and was produced by the Nobel Prize Outreach in partnership with the European Research Council (ERC), under the auspices of the Belgian Presidency of the European Union.

Its premises included that understanding science is key to understanding the world, and that AI-generated misinformation affects democracies, which rely on fact-based world views and science as well as on narratives that can bring together large and diverse communities.

This year half of the world’s population will experience elections – but 80% of those people live in non-free or partially free societies, said Matviichuk.

“This means we are losing freedom. The problem is not just that in authoritarian countries the space for freedom is shrinking to the size of a prison cell. The problem is that even in well-developed democracies, there are forces putting into doubt the Universal Declaration of Human Rights,” Matviichuk stated.

The Brussels dialogue is part of a series being held around the world, said Anna Sjöström Douagi, acting CEO of the Nobel Foundation and executive director of the Nobel Prize Summit, last convened in May 2023 in Washington DC in partnership with the United States National Academy of Sciences with the theme “**Truth, Trust and Hope**”.

The Nobel organisation and the European Research Council (ERC) share an interest in science and discovery, said ERC President Maria Leptin. The European Union won the Nobel Peace Prize in 2012, and many ERC-nurtured researchers have gone on to win Nobel prizes. The ERC has a massive budget of €16 billion (US\$17.49 billion) from 2021 to 2027 to fund basic research across all fields.

AI is accelerating research

For a session on AI, science and society, Nobel prize winners Feringa and Nurse and Google DeepMind CEO Hassabis were joined by Vera Jourová, vice-president for values and transparency at the European Commission, with Leptin moderating.

“I’ve spent my whole life working on AI because I always regarded it as potentially the ultimate tool for helping us to do science and accelerate scientific discovery,” said Hassabis. “If you think about AI at an abstract level, it’s a system or a tool that can make sense of a lot of data – find patterns, insights and structure in data.”

Hassabis is the developer of AlphaFold, a deep learning-based algorithm for accurately predicting protein structure. AlphaFold is solving the problem of protein folding, trying to find the 3D structure of proteins just from their amino acid sequence.

“That has all sorts of implications in drug discovery and disease understanding. Over the last couple of years, we’ve predicted the structures of over 200 million proteins, pretty much every protein known to science, which would have taken many, many – actually millions – of years of experimental work,” Hassabis told the dialogue.

“So we’re seeing a revolution in biology. It’s going to apply to other areas too, like chemistry, material science, physics and mathematics. All these scientific disciplines will benefit from AI.”

Biologist Nurse said AlphaFold had a major impact on his lab, which uses it all the time. The algorithm enables scientists to turn sequences into biochemistry. “It isn’t always right, but it is sufficiently right to be a fantastic tool,” he said.

While AlphaFold has been very useful, for researchers ChatGPT has been “pretty hopeless”, said Nurse, who is director of the Francis Crick Institute in London and has served as president of the Royal Society,

as head of Cancer Research UK and president of Rockefeller University. “What we get back is something like a middle quality, high school student assessment of the area. Maybe it will get better.”

Feringa, of the University of Groningen in the Netherlands, who is on the ERC’s Scientific Council, gave an example of how AI is being used. “If you want to make a new drug to treat cancer, for instance, you need sometimes 35 or 40 different chemical conversions, chemical steps – like Lego – to build a complex molecule that treats breast cancer, for instance.

“To design these routes, there are hundreds or maybe thousands of possibilities. So from all the collective information that we have in the chemical literature and in the physical literature, we then use these programmes to design routes,” he explained. Humans decide on the best routes to take. Making a drug becomes easier with AI.

Another example is hair shampoo, which is surprisingly complex. “We are building robot systems in the lab. We feed data to the robots, and they do a selected experiment. So we don’t have to do thousands of experiments, but maybe only 100, to get the right combination and get the information we need to make a good hair shampoo,” Feringa said.

AI as research assistant

Jourová, a Czech politician and lawyer, joined the scientists in saying that while currently flawed, generative AI will improve to become a very useful tool. “I would really like ChatGPT to contain wisdom.” Feringa said the way around the generative AI flaw of ‘garbage in, garbage out’ is to train AI models on quality data. For his part, Nurse wants “ChatGPT with spark. Something more lively and imaginative.”

While “everyone’s gone crazy” over chatbots, the most interesting AI systems are specialised for scientific endeavours – such as AlphaFold, said Hassabis. “We’re going to see a lot more of those types of systems.”

At the same time, there is also a lot of work being done on chatbots. “A core problem we have to solve with AI systems in general is to make sure they don’t hallucinate and they stick to facts. Then they could be quite useful at a research assistant level, in terms of summarising an area or a series of papers, and then senior scientists can help make connections.”

Hassabis continued: “Actually, we’re working on a large language model that could be like a research assistant, and maybe help predict things like the outcome of an experiment. You could imagine describing an experiment, and then maybe it gives you some view on that. These sorts of things are coming, maybe in the next few years.”

Further, what software systems such as AlphaFold are really doing is helping people to navigate possibilities. Whether in chemistry or mathematics, in physics or biology, researchers are trying to search, “like a needle in a haystack”, to find a solution to a question, he said.

“That’s really what a lot of science boils down to. If you can capture your problem in that way, then these types of AI systems we’re building now can be very useful. There’s huge potential,” said Hassabis.

The critical thinking imperative

Leptin reminded the audience of some of the risks of algorithms discussed in earlier sessions – algorithms based on getting clicks through fear, hate, anger and mistrust.

Feringa is positive about AI and other technologies, but stressed: “A critical attitude is crucial.” A primary job of university scientists is to train students to be critical. “To think, what does this mean? On what data sets is this analysis based, and what is the quality of its output.”

Opportunity is what Nurse sees. “Because in the past, if you wanted to look at a topic, you would go to the library, you would trawl through the journals, you would take days, maybe weeks, to put things together that [new] methods can produce in minutes. Now, frankly, that was rather dull. So reducing this work to minutes is a good thing.”

He agreed that the next step required is critical thinking. “So the time we liberate from trawling through the library is then applied to critical thinking that has educational consequences.”

Academics must ensure that data used to generate analysis is good. Further, it is crucial to ensure that algorithms used perform in the ways that researchers want. Finally, scientists must understand what is going on: “We can’t be stupid and just press the button on the computer.”

Jourová believes the critical thinking of autonomous individuals is extremely important. “Because what we witness in this digital era is that more and more there is a tendency to create a crowd and individual people are disappearing.”

When working, Jourová thinks about the person – the voter, the citizen – who should be able to recognise what is false and what is true. In democratic elections, it is important that voters know that a real person who wants to be elected is speaking to them.

Under the AI rules that Europe is testing, there is one that says AI-produced texts or images or other material must be labelled, so that citizens can know if something is an AI production. It is important that social media platforms will proactively and systematically remove deep fakes.

All of the big technological companies except Twitter, now X, have committed to either label an AI production – or remove it – “so that people can be sure of what they read,” Jourová said. “Without that, we will see hidden manipulation. Then we can forget about free and fair elections.”

Hope, science and democracy

Regarding AI and democracy, Hassabis said that if used cleverly, AI could be part of a solution. Actions such as watermarking, and synthetic IDs, which use AI to watermark material so that governments, journalists and others can detect it. “It can be flagged automatically, and it's hard for a hacker or a bad actor to remove.”

AI can also be used defensively in cybersecurity and other areas. “I think AI is going to be a very important tool for our democracies to defend themselves,” he said.

Used responsibly, AI could accelerate creativity and innovation, and could help tackle many of the challenges facing society today, such as healthcare systems and climate change.

“AI could be an incredible strength for democracies to accelerate what we already do best, which is innovate and do science and discover new knowledge, including truth,” said Hassabis.

Feringa cited historian Professor Yuval Noah Harari of the Hebrew University of Jerusalem, who said that while in the past, power was with people who had information – in future, power will lie with those who know how to find valuable information amidst the flood.

Jourová opted for a much cited anonymous quote, that “artificial intelligence is no match for natural stupidity”. She called for some sort of permanent, triangular collaboration between the three worlds of technologists (tech companies), politics or the public sphere, and research.

Asked to connect science and democracy, Nurse said: “Science is critical for democracy. Science fundamentally is the pursuit of truth. Democracy is built on truth and trust. Science provides a trusted way at generating knowledge. It’s critical for the democratic process.

“And not only that, science is influencing society increasingly as generations go on, and we have to produce democratic institutions and ways of working that can accommodate and take on board the complexities of science. I’m not sure we’ve got there yet, but we have to do it.”

Nurse said science has the power of diplomacy. “Science provides a common language across all nations. Science breaks down barriers. Even when it’s difficult, it is possible to talk – particularly with discovery science, which is open and somehow beyond the politics.”

When political relations break down, such as between the United States and China, contacts can be rebuilt through science. “We mustn't turn that off,” said Nurse: “I really think science has an important diplomatic role which will lead to increased peace.”

Email Karen MacGregor at macgregor.karen@gmail.com.

Information from: <https://www.universityworldnews.com/post.php?story=20240308135103305>

NEWS FROM THE WORLD

5th Pan-American Conference on Geosynthetics

April 28 - May 1, 2024

Toronto, Canada



About the Conference

GeoAmericas 2024 is the 5th Pan-American Conference on Geosynthetics. The quadrennial event connects diverse civil engineering professionals to foster technical exchange and education on the appropriate use of geosynthetics as engineered materials for environmental protection, sustainability, transportation and other key infrastructure sectors. The GeoAmericas 2024 organizing body is IGS North America, the US/Canada chapter of the International Geosynthetics Society (IGS).

Major Topics for 2024

Sustainability

- Reducing the carbon footprint (or decarbonizing) construction and engineering
- Life cycle assessment approaches to applications with geosynthetics
- Sustainability ethics in engineering
- Resilient infrastructure systems
- Geosynthetics and the UN Sustainable Development Goals
- The influence of sustainability on waste management design
- Water resource protection – containment, conveyance, irrigation security, floating covers, waterfront protection
- Bioinspired engineering design

Energy

- Opportunities and challenges in energy transition for geotechnical engineering
- Wind Energy – On-shore, off-shore, site design strategies and best practices, erosion control, scour protection, long-term maintenance, economics of wind farm construction and performance
- Solar Energy – Solar collection with geotechnical systems (e.g., landfill capping, floating covers)
- Energy Geotechnics – Geothermal heat exchangers, high-temperature containment ponds and waste cells, subsurface geothermal collection and storage
- Landfill Gas (LFG) – Collection, management, performance evaluation with temporary and final cover systems

Mining

- Tailings – Dams, Pits, Design, Management, Remediation
- Heap Leach – Evolving practice & scale, environmental performance, best practices, containment designs and mine ROI, high-altitude heap leach design and safety
- Mine Safety & Infrastructure – Slope stability, longwall mining, road integrity, crusher walls
- Failure & Reclamation – Causes of and response to failures, abandoned mines, reclamation strategies and examples
- Water – Site water management, evaporation control, dewatering designs and performance

Transportation Infrastructure

- Roadway, railway, and airfield applications and design
- Track foundations and embankments – Stability and performance, maintenance, rehabilitation vs. rebuild
- Bridges & Embankments
- Pavement testing and performance evaluations: highway and airfield
- Technical transfer between military and civilian engineering
- Tunneling
- Intermodal and container storage yard design
- Improving shipping and navigation – Dredging, dredge spoils management, evolving ports

Key Dates

February 15, 2024	Early Registration & Author Deadline
February 23, 2024	Final Papers Due
April 1, 2024	Late Registration Pricing Begins
April 28 - May 1, 2024	GeoAmericas in Toronto!

More information: <https://www.geoamericas2024.org/>

International Conference on Higher Education (ICHE)

02 May, 2024

Freeport, Bahamas









To the International Conference on Higher Education to be held on 2nd - 3rd May 2024 in Freeport. The Conference will witness the participation of the Academicians, Universities, Professionals and Industry experts gathering on a global platform to discuss the future prospects in.

Objective of the conference

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

Call for Papers

- Acculturation: what preliminary intercultural need to be trained before been sent to a study abroad?
- Approaches to Professional Development and Standards for Disability Service Providers
- Assessment Methodologies and Rubrics in Higher Education
- Coping with incompatibility in semester-, trimester and quarter year course periods
- Does studying abroad imply  living together with local students, or prefer  international student houses?
- Double- versus joint degrees
- Enhancing Learning Experiences in Higher Education
- Formal and pragmatic obstacles and opportunities in student exchange programs
- Funding resources for staff and student exchange
- Graduates Job Readiness
- Higher Education and International student exchange
- Higher Education at a Time of Crisis: Challenges and Opportunities
- Higher Education Relationships with Orders, Syndicates, and Unions e.g. Order of Engineers, Syndicate of Pharmacists, Students Unions
- How to defend the yielded higher criterion to the access of regional- and local students?
- How to establish campuses as multicultural communities
- How to evaluate students readiness for studying abroad?
- How to recruit highly talented students abroad?
- ICT and E-Learning in Higher Education
- Innovations in Higher Education: Programs, Services, Technology, and Funding

International Educational Exchange Programs
International Ranking Schemes of Universities
Leadership and Entrepreneurship in Higher Education
Learning far away from home and close to your future colleagues
Learning in multicultural contexts

Important Dates

Conference Date	2 nd May 2024
Abstract Submission Deadline	12 th April 2024
Registration Deadline	22 nd April 2024

More information: <https://www.iarfconference.com/conf/index.php?id=2271770>

International Conference on Renewable Energy Sources and Sustainability (ICRESS)

02 May, 2024

Putrajaya, Malaysia



International Conference on Renewable Energy Sources and Sustainability (ICRESS - 24) at Putrajaya, Malaysia, on 2nd May - 3rd May'2024 is delighted to welcome professionals, academicians, and practitioners from the field to attend high-level conferences. The IIERD is organising meaningful discussions focusing on solutions, future scope, and ongoing trends. This is your chance to acquire knowledge, learn, and improve.

This event will welcome experts from national and international locations connected to the field. The academicians can present their research, vision, and creative ideas to benefit the topic. The atmosphere of active questioning and engagement will benefit the event and all participants. Attendance at these conferences will level up your CV and prove helpful in future endeavors. Moreover, it will give an insight into where all the nations stand concerning advancements and recent trends in Renewable Energy Sources and Sustainability. An event full of socialisation, opportunities, information, and specialists should not be missed.

You can discuss your career, fields, and research and get an evaluation from participants and speakers. They will assist you in choosing the right path. Moreover, conferences organised at amazing locations help you explore several cities.

At the IIERD conference, you can meet leading business delegates & sponsors who are looking for creative minds. Moreover, you can grab the opportunity to get funded for your further studies at Renewable Energy Sources and Sustainability

Important Dates

Conference Date 2nd May 2024

Abstract Submission Deadline 12th April 2024

Registration Deadline 22nd April 2024

<https://www.iierd.org/events/index.php?id=2317220>

International Conference on Learning in Higher Education (ICLHE)

03-04 June, 2024

Manila, Philippines

International Conference on Learning in Higher Education (ICLHE - 24)

3rd - 4th June 2024 ♀ Manila, Philippines (Hybrid Event)

About (ICLHE - 24)

The upcoming International Conference on Learning in Higher Education (ICLHE - 24), will take place on 3rd - 4th June 2024 in Manila, Philippines. The conference serves as a forum for researchers, scientists, academicians, policymakers, and industry experts from all backgrounds to convene and share their expertise and insights. Attendees will have the opportunity to engage in stimulating discussions, exchange ideas, and establish valuable connections.

About IIRST

IIRST is a premier forum for conference organizations that brings together experts from diverse fields to advance knowledge and collaboration. We offer unparalleled networking and professional development opportunities for established and aspiring professionals, students, and enthusiasts alike. Our focus is on fostering collaboration and strengthening professionalism through events that provide attendees with the chance to share ideas, learn new techniques, and connect with friends and colleagues from around the world.

Connect, Collaborate, and Learn: The Benefits of Attending IIRST Conference:

- Connect with top industry experts and build valuable connections with like-minded peers.
- Participate in stimulating case discussions and access new and profound research ideas.
- Showcase your latest research findings through oral or poster presentations.

- Interact with prominent international speakers and gain recognition for your work.
- Network and exchange ideas with other attendees, and get inspired towards professional studies.
- Publish your research in prestigious, international journals.
- Enhance the growth of your field by sharing your knowledge and expertise.
- Make a lasting impact and make your presence felt at this defining conference.
- Join special interest groups and collaborate with others in your field.
- Take advantage of this opportunity to commune with industry experts and advance your career.

Important Dates

Conference Date	3 rd June 2024
Abstract Submission Deadline	14 th May 2024
Registration Deadline	24 th May 2024

More information: <https://internationalconferencealerts.com/eventdetails.php?id=2277889>

11th International Symposium of Geotechnical Aspects of Underground Construction in Soft Ground

14 - 17 June 2024

Macao SAR, China



The 11th International Symposium of Geotechnical Aspects of Underground Construction in Soft Ground (IS-Macau 2024) will be held in Macao SAR, China on June 14-17, 2024. It is organized by the State Key Laboratory of IoT for Smart City (IoTSC) and the Department of Civil and Environmental Engineering at the University of Macau and TC204 of the International Society for Soil Mechanics and Geotechnical Engineering (ISSMGE).

TC204 of the ISSMGE was first established in 1989 as TC28 and has made major commitments towards collecting information concerning the geotechnical aspects of the design, construction and analysis of deep excavations, tunnels and large underground structures in the urban environment. The first symposium was held in New Delhi in 1994 and nine more symposia were held in London (1996), Tokyo (1999), Toulouse (2002), Amsterdam (2005), Shanghai (2008), Rome (2011), Seoul (2014), Sao Paulo (2017) and Cambridge (2022).

The theme of IS-Macau 2024 is “*Tunnelling and Underground Construction for Smart Cities*”. This highly successful series of TC204 symposium provides a premier forum for researchers and practitioners to present and discuss new problems, solutions, and technologies in underground construction and related areas. The conference proceedings will be published by CRC Press / Balkema —Taylor & Francis Group with open access. Selected conference papers will be invited for submission to a special issue in the journals of *Underground Space* and *Tunnelling and Underground Space Technology*.

Macao is the single most consistent example of cultural interchange between Europe and Asia. The official languages are Chinese and Portuguese. Having developed into a bustling city with a worldwide reputation in entertainment, Macao is also at the heart of the Guangdong-Hong Kong-Macao Greater Bay Area, which promotes its fast development in infrastructure development and underground construction in recent years.

More information: <https://is-macau2024.skliotsc.um.edu.mo/>

NAT 2024 — North American Tunneling Conference

23 - 26 June 2024

Nashville, Tennessee, United States



The North American Tunnelling Conference is the premier biennial tunnelling event for North America. This four-day conference provides access to a technical program focused on the current tunnelling projects, challenges and successes throughout North America.

About UCA

The Underground Construction Association (UCA) is dedicated to provide the best professional products available to the industry through T&UC (*Tunneling & Underground Construction*) magazine, the George A. Fox Conference, the North American Tunneling Conference, and the North American Tunnel Demand Forecast. Additionally, members have complete access to all UCA products, services and events including the RETC, *Mining Engineering* magazine, UCA short courses and topical conferences, more than 100 other publications and proceedings, web and career services, and much more. Members provide critical industry and technical knowledge as well as premier educational and professional development opportunities for industry practitioners across the globe.

The NAT program committee will consider all abstracts covering any/all aspects of the tunneling industry including, but not limited to, the following topic:

- Tunnel Boring Machines
- Ground Conditioning & Modification
- Equipment Automation
- NATM/SEM – Conventional Tunneling
- Conventional Tunneling
- NATM/SEM
- Caverns
- Small Diameter Tunneling
- Shaft Construction
- Emerging Technologies
- Risk Management
- Lining Design Advances
- Fire & Life Safety
- Rehabilitation
- Design
- Contracting Methods
- Alternative Delivery Methods
- Financing
- Labor Training
- Case Histories
- Future Projects
- Futuristic Tunneling

More information: <https://www.natconference.com/>

11th International conference on Eco-Sustainable Construction Materials

01 - 02 July, 2024

Kuala Lumpur, Malaysia



The Organizing Committee invites you to *11th international conference on Eco-Sustainable construction materials (ICESCM-2024)* to be held at Kuala Lumpur, Malaysia during the period July 01-02,2024. It provides a premier interdisciplinary platform for researchers, practitioners, and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Eco-Sustainable Construction Material.

Eco-Sustainable Construction Materials Conference aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Eco-Sustainable Construction Materials. It also provides a premier interdisciplinary platform for researchers, practitioners, and educators to present and discuss the most recent innovations, trends,

and concerns as well as practical challenges encountered and solutions adopted in the fields of Eco-Sustainable Construction Materials.

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CESCM-2024 Conference provides a platform of international standards where you can discuss and share persuasive key advances in Eco-Sustainable Construction Materials. In addition to Presentations, Workshops, and Discussions, the conference also offers a unique venue for renewing professional relationships, networking and for remaining up-to-date variations in our challenging and expanding discipline.

The ICESCM-2024 will focus on the latest progress in cement, steel, tiles, Wood, concrete technologies, advanced composite materials, construction, environment, and nanotechnology Mining, Metallurgy, Mineralogy, Manufacturing Technology, Functional, Smart Materials, Eco-Sustainable Construction Materials and Emergent Applications.

Topics:

- Manufacturing of Materials
- Mechanical Monitoring of Structural Systems and Materials
- Durability of Materials
- Physical Monitoring of Structural Systems and Materials
- Materials Technology
- Wet Chemical Monitoring of Materials
- Quantitative Analysis of Materials
- Transforming by-product into Usable Materials
- Transforming Waste into Usable Materials
- Construction Wastes and Waste Management
- Green Binder Materials Technology
- Chemical Admixtures Technology
- Concrete Technology
- SCMs technology
- Pozzolanic Materials Technology
- Inter-substitution Materials Technology
- Desulfurization Technology
- Grinding Technology
- Ultrasonicated Liquid Substance technology
- Carbon Capturing Technology
- Tile Technology
- Cement Technology
- Wood Technology
- Steel Technology
- Stone Technology
- Reinforced concrete Technology
- Infrastructure System Technology
- Artificial Construction Material Technology
- Deformation & Crack Controlling Technology
- Durability& Service Life Prediction Technology
- Ultra-high Performance Cementitious Materials Technology
- Sustainable Building Materials (wood asphalt ceramic) Technology
- Composite for Infrastructure Renewal technology
- Industrial by-product for Green Binder Technology
- Indoor Air Quality freshened by Material Technology
- Lightweight Composite Technology

- Intergrinding Technology
- Latent Hydraulic Additive Technology
- Additive Manufacturing Technology
- Characterization of Cement and Cement based Materials
- Construction Materials Technology
- Artificial Mineral Technology
- Bonding Technology
- Portlandite Technology
- Brick Technology
- Ceramic Technology
- High-strength Composite Technology
- Reuse, Recycle, Upcycling
- Sustainability
- Cost and Conformity Analysis
- Road Transportation Materials
- Construction engineering
- Civil Engineering
- Infrastructure
- Pipeline Management and Engineering
- Structural strength and strength of Materials
- Innovations and Technologies in Construction

More information: <https://spectusconferences.com/eco-sustainable-construction-materials-conference/>

18th African Regional Conference on Soil Mechanics and Geotechnical Engineering

06 - 09 October 2024

Algiers, Algeria



On behalf of the International Society of Soil Mechanics and Geotechnical Engineering (ISSMGE), the Algerian Geotechnical Society (ALGEOS) in collaboration with the Water, Environment, Geomechanics and Structures Laboratory (LEEGO) of the University of Sciences and Technology Houari Boumediene

(USTHB) are pleased to invite you to the **18th African Regional Conference on Soil Mechanics and Geotechnical Engineering** to be held in Algiers, Algeria from Sunday October 06 to Wednesday October 09, 2024. The event shall be held at the Algiers Marriot Hotel.

The conference will provide keynote lectures, technical sessions and panel discussions on diverse topics. The conference will provide a forum for exchange and discussion between engineers, professionals, scientists, researchers, equipment or solution providers operating in the field of soil mechanics and geotechnical engineering.

Conference Theme

GEOTECHNICAL ENGINEERING FOR AFRICA'S SUSTAINABLE DEVELOPMENT

- Laboratory testing and soil characteristics and properties
- In- situ testing and site characterization
- Unsaturated soils
- Lateritic soils
- Ground improvement
- Soil dynamics and geotechnical earthquake engineering
- Shallow and deep foundations
- Landslide, slope stability and embankments
- Underground space and deep excavations
- Dams
- Geotechnical Infrastructures
- Design and Modelling
- Numerical analysis of soil-structure interaction
- Geoenvironmental engineering
- Geotechnical reliability, risk assessment and management
- Geosynthetics
- Engineering geology and rock engineering
- Case History
- Investigation of foundations of historical structures, buildings and monuments
- Others

More information: <https://algeos-dz.com/18ARC.html>

CALENDAR

Date	Event	Place
28.04–01.05 2024	GeoAmericas 2024 — 5th Pan-American Conference on Geosynthetics	Toronto, Ontario, CANADA



<https://www.geoamericas2024.org/>

04-05.06.2024	2024 SPE/SEG Induced Seismicity Workshop	Texas, USA
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SPE/SEG Workshop: Injection Induced Seismicity
4–5 June 2024 | Hilton Fort Worth | Fort Worth, Texas, USA

<https://www.spe-events.org/workshop/Injection-Induced-Seismicity>

02-03.05.2024	International Conference on Artificial Intelligence in Education (ICAIE)	Putrajaya, MALAYSIA
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<https://scienceleagues.com/events/index.php?id=2275422>

Date	Event	Place
13-17.05. 2024	The Fifth European and Mediterranean Structural Engineering and Construction Conference	Vilnius, LITHUANIA



https://www.isec-society.org/EURO_MED_SEC_05/

29-31.05.2024	4 th International Conference "Coordinating Engineering for Sustainability and Resilience" CESARE 2024	Timisoara, ROMANIA
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<https://www.ct.upt.ro/cesare24/>

07-08.06.2024	ICCDHE 2024: 18. International Conference on Curriculum Development in Higher Education	San Francisco, UNITED STATES
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https://waset.org/curriculum-development-in-higher-education-conference-in-june-2024-in-san-francisco?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

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



Third International Conference on Press-in Engineering

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

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

26-30.08.2024	ECSMGE 24 — XVII European Conference on Soil Mechanics and Geotechnical Engineering	Lisbon, PORTUGAL
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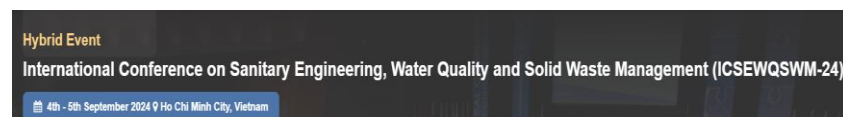


ECSMGE 24

XVIII EUROPEAN CONFERENCE ON SOIL MECHANICS AND GEOTECHNICAL ENGINEERING

<https://www.ecsmge-2024.com/>

04.09.2024	International Conference on Sanitary Engineering, Water Quality and Solid Waste Management (ICSEWQSWM)	Ho Chi Minh City, VIETNAM
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<https://itar.in/conf/call.php?id=2469988>

Date	Event	Place
11-13.09.2024	Third National Conference on Wind Engineering (3NCWE)	Bucharest, ROMANIA



<https://3ncwe.ariv.ro/>

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

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

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

Date	Event	Place
20-21.12.2024	ICCDPP 2024: 18. International Conference on Curriculum Development, Practices and Procedures	Dubai, UNITED ARAB EMIRATES



https://waset.org/curriculum-development-practices-and-procedures-conference-in-december-2024-in-dubai?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

01-02.07. 2024	11th International Conference on Eco-Sustainable Construction Materials (ICESCM-2024)	Kuala Lumpur, MALAYSIA
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<https://spectusconferences.com/eco-sustainable-construction-materials-conference/index.php>