



EUCEET Association

NEWSLETTER 4/2023

In this issue

FROM THE EUCEET ASSOCIATION

| | |
|--|----|
| Brief report of the 2 nd Joint conference EUCEET Association and AECEF | 2 |
| Brief report of the 16 GA EUCEET Association | 9 |
| 2023 EUCEET Association Award for international research and educational projects | 12 |
| Announcement 17 th General Assembly EUCEET Association 2024 | 13 |
| EUCEET Association participation to projects funded by the EC both for EU member's states and for other states | 16 |

FROM MEMBERS

| | |
|---|----|
| École des Ponts ParisTech, France | 17 |
| ESITC - Ecole supérieur d'ingénieurs de travaux de la construction Caen, France | 21 |
| Budapest University of Technology and Economics, Hungary | 23 |
| Vilnius Gediminas Technical University, Lithuania | 25 |
| Technical University of Civil Engineering Bucharest, Romania | 27 |
| Ural Federal University (UrFU), Russia | 31 |
| Universitat Politècnica de Catalunya - Barcelona Tech, Spain | 36 |

| | |
|---------------------|----|
| FROM PARTNERS | 38 |
|---------------------|----|

| | |
|-------------------------------|----|
| FROM THE EUROPEAN UNION | 48 |
|-------------------------------|----|

| | |
|---------------------------|----|
| NEWS FROM THE WORLD | 76 |
|---------------------------|----|

| | |
|---------------|----|
| CALENDAR..... | 87 |
|---------------|----|

FROM THE EUCEET ASSOCIATION

Brief report of the 2nd Joint conference EUCEET Association and AECEF



After the 1st Joint Conference of EUCEET and AECEF “The role of education for Civil Engineers in the implementation of the SDGs” held on November 12th 2021 in Thessaloniki, Greece, on November 12th 2021 (<https://websites.auth.gr/euceetaecef2021/>) the International Conference on “*The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education*” was organized by Università di Pisa, Department of Energy Engineering, Systems, Territory and Construction under the joint auspices of the European Civil Engineering Education and Training Association (EUCEET) and the Association of European Civil Engineering Faculties (AECEF) and took place in Pisa (Italy) at “Le Benedettine”-University of Pisa Congress Centre from Thursday 19 to Friday 20, October 2023 (www.euceetaecef2023.unipi.it).



“Le Benedettine”-University of Pisa Congress Centre, Italy

The Conference was an opportunity to delve deeper into the topic of **"The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education"**, an increasingly relevant topic for engineers. Indeed, there is a need to train professional figures who have adequate soft skills to face the technical challenges that the near future poses, particularly those relating to the Sustainable Development Goals: 11-Sustainable infrastructures, cities and communities, 6-Clean water and sanitation, 7-Affordable and clean energy.

The Conference was attended by 38 participants of 23 different Institutions, coming from 17 European Countries. Participation was not limited to the academic world, although this represented the great prevalence (21 Universities), but also to the professional world (1 Federation of Professional Engineers, 1 Engineering Company).

During the conference, traditional and innovative teaching experiences were shared, discussed and compared, with special concern on soft skill development. The conference activities were organized into **3 technical sessions**. Each of which was preceded by 2 Invited Lectures.

INVITED SPEAKERS



Prof. Niko GENTILE
Lund University, Lund, Sweden
Keynote lecture: "On the Challenge of Teaching Building Performance Simulation to Beginners: sharing experiences from Lund University"



Prof. Roode LIIAS
Tallinn University of Technology, Tallinn, Estonia
Keynote lecture: "Soft skills and competences as the key requirements for success in engineering profession"



Prof. Juan José JORQUERA-LUCERGA
Universidad Politécnica de Cartagena, Cartagena, Spain
Keynote lecture: "A time to think: teaching Structural Typology"



Prof. Euan LINDSAY
Aalborg University, Aalborg, Denmark / Charles Sturt University, Bathurst, Australia
Keynote lecture: "On the new Civil Engineering program at Charles Sturt University"



Dr. Dirk BOCHAR
Engineers Europe, Brussels, Belgium
Keynote lecture: "Soft skills and competences as the key requirements for success in engineering profession"



Prof. Filippo CHIARELLO
University of Pisa, Pisa, Italy
Keynote lecture: "The role of Artificial Intelligence in Engineer Education and Training"

The **6 overall Invited Lectures**, held by experts, concerned:

- “The Challenge of Teaching Building Performance Simulation to Beginners: sharing experiences from Lund University” (Prof. Niko Gentile - Lund University, Sweden)
- “Soft skills and competences as the key requirements for success in engineering profession” (Prof. Roode Liias - Tallinn University of Technology, Estonia)
- “A time to think: teaching Structural Typology “ (Prof. Juan José Jorquera Lucerga - Universidad Politécnica de Cartagena, Spain)
- “On the new Civil Engineering program at Charles Sturt University” (Prof. Euan Lindsay - Charles Sturt University, Australia)
- “The Importance of Developing and Validating the Hidden Credentials of Engineers” (Dr. Dirk Bochar - Engineers Europe, Belgium)
- “The role of Artificial Intelligence in Engineer Education and Training” (Prof. Filippo Chiarello - University of Pisa, Italy)

In Memory of Prof. Manoliu (Former General Secretary of EUCEET Association) **Prof. Euan Lindsay** ([Aalborg Centre for Problem Based Learning in Engineering Science and Sustainability](#)) delivered IACINT MANOLIU Keynote lecture “*A Tribute to a Remarkable Educator*”.

Prof. Manoliu was not just a teacher; he was a mentor, an inspiration, and a beacon of knowledge who touched the lives of countless students and colleagues.



Prof. Iacint MANOLIU (5 April 1934 - 12 June 2018)

The technical sessions were animated by the presentation of **12 papers with authors belonging to 12 different institutions**. The presentations covered topics that ranged from the sharing of very specific teaching experiences, mainly based on learning by doing approaches, to the analysis of more general approaches to teaching, capable of exploiting the most advanced information technologies nowadays available. There was also space for discussion on new topics to be included in the training courses of engineers such as ethics and sustainability.

During the 2 days of the 2nd Joint Conference of the EUCEET AECEF-EUCEET Association, the papers presented in **3 sessions** were:

Session 1:

- *“Use of augmented reality tools in bridge engineering courses”*, authors: F. Lozano-Galant, R. Porras, B. Mobaraki, F. Calderon, J. Gonzalez-Arteaga, J. Turmo, J.A. Lozano-Galant;
- *“The evolution of software to support parametric design and their educational potential”*, author: M. Martino;
- *“Civil engineering education to generation Z - construction information technology engineering MSc program at BME”*, author: T. Lovas;
- *“Sharing of knowledge between professionals and students by field measurement campaigns: examples from the lighting and acoustics laboratory of the University of Pisa”*, authors: P. Croce, P. Pulella.

Session 2:

- *“Interactive teaching and learning for civil engineering environmental education”*, author: N. Theodossiou;
- *“Project based learning – experience of civil engineers’ education at the faculty of civil engineering of the Wrocław University of Science and Technology”*, authors: P. Berkowski, A. Batog;
- *“Ethics in the built environment and anti-bribery management systems”*, author: C. Ahrens;
- *“The use of smartphone for light measurements: results of an experience with university engineering students”*, authors: M. Rocca, M. Bonomolo.

Session 3:

- *“Testing an experiential learning approach to building performance simulations”*, authors: J. Kanters, N. Gentile, R. Bernardo, H. Davidsson;
- *“The effect of classrooms’ layout on perceived comfort: differences between the Italian and French cases”*, authors: G. Lamberti, A. Kindinis;
- *“Traditional, new and innovative teaching methods: an experience of Sapienza University”*, authors: F. Bisegna, C. Burattini, L. Pompei;
- *“Interdisciplinary and multilevel teaching experiences for the improvement of civil and building engineers education: the case of “Edifici” project at University of Pisa”*, authors: F. Leccese, G. Salvadori.



In the opening ceremony the EUCEET-AECEF joint event.

Prof. Jose Turmo
EUCEET president

Prof. Nicolaos Theodossiou
AECEF president



2nd Joint conference EUCET Association and AECEF participants

We're grateful for the incredible insights and collaboration that took place on 19-20 October 2023. We're also grateful to those who made this event a success. It was a remarkable platform for learning and networking in the field of civil engineering education.



Thanks to agreements established by the hosting Institution, for all the conference participants there was the possibility of free entry to the following important museums (located within a walking distance of the conference venue):

- "San Matteo" museum (https://en.wikipedia.org/wiki/National_Museum_of_San_Matteo,_Pisa or https://en.wikipedia.org/wiki/National_Museum_of_San_Matteo,_Pisa);
- "Botanic Garden and Museum" of the University of Pisa (<https://www.ortomuseobot.sma.unipi.it/en/>).

CONFERENCE RELEVANT FIGURES

- **38 participants** from **17 different European Countries**.
- **23 Institutions** involved, of which **21 Universities**, **1 Federation of Professional Engineers**, **1 Engineering Company**.
- **17 European Countries** involved through the various institutions.
- **6 Invited lectures** of experts from **5 Universities** and **1 Federation of Professional Engineers**.
- **3 Technical sessions** with **12 Paper presented**, from authors of **12 different Institutions**.

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

<https://euceetaecef2023.unipi.it>

2nd joint International Conference of EUCEET & AECEF

19-20 October 2023
Pisa- Le Benedettine
University of Pisa Congress Centre

Conference Topics

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

About the Conference

The Conference would offer a scientific base for discussing and comparing traditional and innovative Teaching/Learning approaches with special concern on soft skill development in the field of Civil Engineering.

Fees

| | -Early- | -Late- |
|---|---------|--------|
| EUCEET and AECEF members | 230 € | 280 € |
| Other participants | 280 € | 330 € |
| Students, auditors, accompanying person | 80 € | 80 € |
| Virtual participants | 50 € | 50 € |
| Gala dinner (optional) | | 70 € |

Important Dates

| abstract submission | abstract acceptance | full paper submission | full paper review | final submission |
|---------------------|---------------------|-----------------------|-------------------|------------------|
| 30 Jun | 10 Jul | 10 Sept | 20 Sept | 4 Oct |

The conference ended with greetings from the vice-Rector for teaching (G. Paoletti) and from the Delegate for relations with the territory (M. Macchia) of the University of Pisa and the presidents of the EUCEET (J. Turmo) and AECEF (N. Theodossiou) associations with the hope of continuing to promote similar events.

Brief report of the 16th General Assembly of the EUCEET Association

The 16th General Assembly (GA) took place on 20th October 2023 at the “*Le Benedettine*”- University of Pisa Congress Centre, after the closing of the 2nd Conference of EUCEET-AECEP, kindly hosted by the University of Pisa and was attended by 17 people (from which 5 people was online, representing 13 institutions, members of the Association, from 10 countries).

At the meeting were discussed matters related to the activity of the Association between the 15 GA held in Tirana, Albania and 20th October 2023 and were defined the lines of the activity in 2024.

Prof. Jose Turmo, the president of EUCEET Association presented the working plan for 2024:

- Increase the membership
- Prepare and organize the General Assembly 2024
- Develop cooperation with professional associations at European level (EUCEET will support AECEP with the organizing committee for the AECEP conference 2025 in Prague)
- Participate to projects funded by the EC both for EU member’s states and for other states
- Maintain and develop the account on LinkedIn for association
- Maintain the new web page of the association
- Publish every three months EUCEET Newsletter primarily based on contributions from members.



Photo taken during 16th General Assembly



From left to right: Prof. Jose Turmo (EUCEET Association President) and Prof. Jaak Monbaliu (EUCEET Association Treasurer)



From left to right: Prof. Jose Turmo (EUCEET President), Prof. Diego Lo Presti (General Secretary EUCEET) and Prof. Sarunas Skuodis (Vice-President EUCEET)



Group photo with members of the EUCEET Association taken at the 16th General Assembly of the Association, Pisa University, Italy

In the photo from left to right:

Prof. Jose Antonio Lozano Galant - Universidad de Castilla-La Mancha,

Sophie-Caroline Huisman Director of International Relations ESTP,

Prof. Jaak Monbaliu - KU Leuven,

Prof. Jean Berlamont- KU Leuven,

Prof. Jose TURMO - Universitat Politècnica de Catalunya,

Prof. Thibaut Skrzypek - Ecole des Ponts ParisTech et chaussées,

Dr Šarūnas Skuodis - VILNIUS TECH - VILNIUS TECH - Vilnius Gediminas Technical University,

Prof. Diego Carlo Lo Presti - Università di Pisa,

Prof. Roberta Springhetti - Università di Trento,

Prof. Tamás Lovas - Budapest University of Technology and Economics, **Prof.** Francesco Leccese -
Università degli Studi di Perugia

and

Prof. Mārtiņš Vīlnītis - Rīgas Tehniskā universitāte (Riga Technical University),

Warm thanks to [Università di Pisa](#), Prof. Diego Lo Presti, Prof. Francesco Leccese, Assoc. Prof. Giacomo Salvadori for organizing and hosting 16th GA in its beautiful and historical Centro Congress.

2023 EUCET Association Award for excellence in teaching in civil engineering

The winner of the 2023 EUCET Association Award for excellence in teaching in civil engineering was **Associate Professor Gediminas BLAŽEVIČIUS** for the teaching initiative *"Encouraging student creativity in structural dynamics course - A report on a modern engineering education method"*.



Prof. SKUODIS (the representative of the Vilnius Gediminas Technical University) received on behalf of the Associate Professor Gediminas BLAŽEVIČIUS the diploma for the teaching initiative *"Encouraging student creativity in structural dynamics course - A report on a modern engineering education method"*



Assoc. Prof. Blaževičius, presented his teaching methodology to the conference participants remotely

Announcement 17th General Assembly EUCEET Association 2024

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).

About ESTP Paris

The Ecole Spéciale des Travaux Publics, du Bâtiment et de l'Industrie (ESTP Paris) was founded in 1891 as a private higher education institution and officially recognized by the State in 1921. Today it has the legal form of a non profit making association with a status of public interest by the French government. ESTP Paris is an associate member of the higher education and research cluster (COMUE) UNIVERSITE PARIS EST. It also belongs to the 'n+i network'.

Distinctive features are: close links to industry, strong international relations, emphasis on equal opportunities and sustainable development.





MAIN PROGRAMMES OF STUDY

The ESTP Paris offers a large variety of programmes at different levels :

- a three-year degree in construction site management “Conducteur de Travaux”
- a three-year degree in Construction Management “Bachelor Manager de la Construction”
- a three-year degree - “Bachelor Architecture and Construction”
- “diplôme d’ingénieur - master’s degree”

- Various Continuing Education programmes for adult professionals: 7 one-year professional specializations after a master's degree leading to an institutional diploma "mastère spécialisé" in topics linked to construction, real estate, BIM, ...
- PhD degrees
- International programmes

RESEARCH

The ESTP Paris research activities are carried out in the framework of the "Constructibility Research Institute".

'Constructibility' being defined as the "Study to optimize, right from the design of a project, the best construction or rehabilitation strategy for the civil engineering works or buildings. It takes into account the construction data and parameters and past experience to achieve the objectives and optimize the means, the costs and the delays. « To do more with less ».

STRENGTHS

- In France, the ESTP Paris trains the biggest student flow for the construction industry (45000 alumni, 2600 students)
- Intensive courses and weekly refresher courses in French as a foreign language
- An international desk for administrative and pedagogical assistance
- An international student association (HiStudent) that assists foreign students with a buddy system
- Housing and student restaurant on campus or very near

LOCATION

The ESTP Paris is divided into 4 campuses:

- Campus of Cachan : its historical campus is a seven hectare campus located at Cachan, in the inner suburbs of Paris. The Cachan campus is on the direct line of express trains, the «RER B», which directly connects the Roissy Charles de Gaulle and Orly airports.
- Campus of Dijon: Dijon is located in the centre of the Paris-Lyon-Strasbourg triangle and boasts excellent road and rail links. It is 90 minutes from Paris and less than 2 hours from Lyon. It offers easy access to the Jura Mountains and the Alps.
- Campus of Troyes: Located just 90 minutes from Paris by train, Troyes is a town on a human scale which offers an excellent quality of life while remaining affordable.
- Campus of Paris: for the Continuing Education programmes only, the campus of Paris offers a space spanning over 1,000m² right in the heart of the Opéra/Saint-Lazare district, which is central and accessible.

More information: <https://www.estp.fr/en/school>

EUCEET Association participation to projects funded by the EC both for EU member's states and for other states

As decided at the 16th General Assembly in Pisa EUCEET Association will participate to projects funded by the European Commission. On 07th November 2023 all EUCEET members was invited by the Vice-President of EUCEET Association, Assoc. Prof. dr. Šarūnas Skuodis, to participate in the project BUILD UP Skills: [LINK](#).

On 17th November 2023, Assoc. Prof. dr. Šarūnas Skuodis (Vilnius Gediminas Technical University) informed us that the application for the **project LIFE-2023-CET** has been submitted, namely:

Project name: *„Empowering Construction Professionals for a Decarbonized Building Stock“.*

Topic: LIFE-2023-CET-BUILDSKILLS

Type of Action: LIFE-PJG

Proposal number: 101167639

Proposal acronym: LIFE WISE

Type of Model Grant Agreement: LIFE Action Grant Budget-Based

Short project description:

The urgency of addressing the Climate Crisis has highlighted the need to decarbonize, digitalize, and enhance the resilience of the European and Estonian built environment. Construction academics and professionals from various disciplines must understand and adapt to upcoming changes to achieve these targets. Academics and professionals must consider the forthcoming Energy Performance of Buildings Directive and the European Construction Products Regulation. However, a significant gap exists in the knowledge transfer. While there are existing frameworks like the European Sustainability Competence Framework and the Estonian Study on green and digital construction skills, these either lack specificity for construction or are not comprehensive enough. In response to this gap, LIFE buildWISEST seeks to empower professionals with essential sustainable construction skills, including academics, practitioners, and future architects and engineers.

The main objective is to facilitate the decarbonization of Estonian construction lifecycle processes and the built environment. The project focuses on developing sustainable construction skills tailored to the Estonian context, emphasizing the planning, designing, constructing, and managing carbon-neutral buildings and cities. Key areas of concentration include the enhancement of life-cycle assessment capabilities and the establishment of carbon-neutral construction processes. These efforts will be supported by integrating innovative Lean, Digital Construction, and Sustainable Entrepreneurship skills. While the immediate focus is on addressing Estonian Sustainable Construction needs, the outcomes and insights generated by this project are anticipated to have broader relevance within the European construction industry. LIFE buildWISEST aspires to contribute valuable knowledge and skills to empower professionals in navigating and shaping the sustainable future of construction.

FROM MEMBERS

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:

ENPC MOVES UP 12 PLACES IN THE GLOBAL EMPLOYABILITY UNIVERSITY RANKING AND SURVEY 2024

23 November 2023

For the 13th consecutive year, Emerging has published its Global Employability University Ranking (GEURS 2024). École des Ponts ParisTech ranks 144th this year, up 12 places on the previous edition. It remains in 14th position in France.

► [Consult the 2024 ranking](#)

The Global Employability University Ranking and Survey (GEURS) ranks the world's top 250 universities in terms of employability. It is the only ranking based exclusively on the views of international employers. Emerging is an HR consultancy specializing in the relationship between the business world and higher education institutions, with the aim of optimizing the recruitment and integration of young talent.

VIRGINIE EHRLACHER WINNER OF THE IRÈNE JOLIOT-CURIE "YOUNG WOMAN SCIENTIST" AWARD

22 November 2023

Mathematical sciences are also a feminine art!

[Virginie Ehrlacher](#), chief engineer at the École des Ponts ParisTech, professor and researcher at the [Cermics laboratory](#) (Centre d'Enseignement et de Recherche en Mathématiques et Calcul Scientifique), has just been awarded the prestigious Irène Joliot-Curie prize for "Young Women Scientists" by the French Ministry of Education and Research. She was officially awarded the prize on Tuesday November 21 at a ceremony held under the dome of the Institut de France in Paris.



Created in 2001, with the support of the Académie des Sciences and the Académie des Technologies, the Irène Joliot-Curie Prize promotes the place and importance of women in the world of science and technology. The jury was chaired by Catherine Cesarsky, astrophysicist and member of the Académie des Sciences.

Virginie Ehlacher was rewarded for her research work, which focuses on the development and mathematical analysis of new, efficient numerical methods for solving high-dimensional, multi-scale problems in various fields of materials science, including quantum chemistry and molecular dynamics. Her work contributes to solving real-life problems in the industrial sector. For example, she has collaborated with EDF on accelerating the simulation of valve components in the hydraulic cooling circuit of nuclear power plants.

She has also just been awarded a prestigious European Starting Grant by the European Research Council (ERC) for her work with MATHERIALS, a joint project team between École des Ponts ParisTech and Inria. Her "[HighLEAP](#)" project (High-Dimensional Mathematical Methods for Large Systems of Agents and Particles) will receive financial support over a 5-year period.

In a scientific discipline where the feminization of the workforce is still very slow, Virginie Ehlacher is heavily involved in raising awareness among young people. For example, she worked with secondary school classes as part of the "Mathématiques : nom féminin?" project organized by the LAPS/équipe du matin theater company with the support of the Conseil Régional d'Île-de-France. The project combined theater and discussion sessions with female researchers to deconstruct stereotypes about women and mathematics and preconceived ideas about research.

STUDY DAY: THE NUCLEAR FUTURE CYCLE

The [Laboratoire Techniques Territoires et Sociétés](#) (LATTS) is co-organizing the study day Le cycle des futurs nucléaires, to be held on:

Monday January 22, 2024, from 9am to 5pm

Villa Lemons, 5 impasse Mousset, Paris 12e

Through the presentation and discussion of a series of recent theses on the nuclear industry, this day aims to understand and put into perspective the reshaping of the nuclear industry in France. How does the present situation, between revival and aging infrastructure, affect visions of the future? How does materiality factor into the nuclear issue and its analysis? How does historical depth shed light on past and present promises? Focusing on the nuclear case, these questions open up a broader view of imagined futures and the material infrastructures that underpin our societies' relationship with energy. With presentations by : Martin Denoun (Spiral, Université de Liège), Maël Goumri (LAMSADE, Cermes 3, Université Paris Dauphine), Claire Le Renard (LATTS, Ecole des Ponts ParisTech) and Ange Pottin (University of Vienna).

Discussants: Ulrike Felt (University of Vienna), Jean-Baptiste Fressoz (CRH, CNRS-EHESS), Dominique Vinck (University of Lausanne).

This day is supported and financed by IFRIS.

▶ [Program and registration](#)

51ST ATEC ITS FRANCE CONGRESS: THE MEETING PLACE FOR INTELLIGENT MOBILITY

The 51st edition of the ATEC ITS France Congress, of which École des Ponts ParisTech is a partner, will take place on January 23 & 24, 2024 at the gates of Paris (Beffroi de Montrouge).

A must-attend event for all players in the mobility and intelligent transport systems sector, the Congress will bring together all the players in the field to present the latest innovations, encourage meetings between principals and solution providers, and help shape the future of mobility. On the program: 120 conferences, 60 exhibitors.

[ATEC ITS France](#) is the network of intelligent mobility players.

▶ [Registration](#)

▶ [Information and program](#)

ENPC DELEGATION VISITS MADRID POLITÉCNICA UNIVERSITY

As part of [EELISA Days 2023](#), a delegation of 10 École members, led by Director Anthony Briant, travelled to Madrid to strengthen the historic academic and scientific relationship between ENPC and [Universidad Politécnica de Madrid](#) (UPM).

The week was devoted to developing cooperation with the Caminos and Industriales schools, meeting with partner companies, particularly in the infrastructure sector, exchanging ideas with students and alumni, strategic seminars on topical issues (decarbonization of cities, geomechanics, social responsibility and ecological transition), prospects linked to the launch of phase II of EELISA, and joint programs, notably the recently opened European Executive Master's degree in digital twins for infrastructure. This train journey illustrates the ambitions and values that drive us, as well as the compatibility of environmentally-friendly transport and the development of international collaborations.



Photos from ENPC Delegation visit at Madrid Politécnica University

More photos: <https://ecoledesponts.fr/visite-dune-delegation-de-lecole-luniversite-politecnica-de-madrid>

ESITC - Ecole supérieur d'ingénieurs de travaux de la construction Caen, France



Alice PEDROTTI, International Relations Manager at Builders École d'ingénieurs - ESTIC sent the following news of interest for members of EUCEET Association:

We are pleased to announce that the second edition of the Maritime Engineering Meetings (#RIM2024), organized by BUILDERS School of Engineering, Cerema, the French section of AIPCN, and Syntec Ingénierie will take place from **June 18th to 20th, 2024, in Caen**.

The themes for this edition are:

- Coastal and Maritime Territory Development Projects
- Heritage Management, Instrumentation Techniques, Digital Twins
- Maritime and Coastal Energy Transition
- Renewable Marine Energies
- Aquaculture
- Adaptation to Climate Change
- Construction and Design of Complex Structures, Digital Methods
- Environmental Integration, Nature-Based Solutions, Collaborating with Nature

You can now submit your abstracts through our dedicated website at this address: <https://rim2024.sciencesconf.org/>.

You can also use our event website <https://ingenierie-maritime.com/call-for-paper/>.

Two article formats are available for submission:

- **Short articles** – up to 2500 words (4-6 pages) to be included in the conference proceedings but not eligible for publication in partner journals.
- **Long articles** – ranging from 3500 to 5500 words (8-12 pages) eligible for publication in partner journals (LHB for articles in French - <https://www.tandfonline.com/journals/tlhb21> and JCHS for articles in English - <https://journals.open.tudelft.nl/jchs/index>). The decision to present publications to the journals will be made by the scientific committee.

To submit an abstract, please pay attention to the following key dates:

- Online abstract submission deadline: December 30, 2023
- Notification of abstract acceptance: February 15, 2024
- Full article submission deadline: March 29, 2024
- Notification of article acceptance: May 24, 2024
- Start of the 2nd edition of the "Maritime Engineering Meetings" on June 18, 2024

Open Days 2023-2024

Published on 10/25/23



The open days at BUILDERS Caen and Lyon engineering school will be:

- **December 2, 2023** from 9 a.m. to 1 p.m.
- **January 27, 2024** from 9 a.m. to 1 p.m.
- **February 17, 2024** from 9 a.m. to 1 p.m.

On the Normandy Campus: 1 rue Pierre et Marie Curie, 14610 Epron

On the Auvergne Rhône-Alpes Campus: 4 Rue de Maurice Moissonnier, 69120 Vaulx-en-velin

More information: <https://builders-ingenieurs.fr/journees-portes-ouvertes-2023-2024>

Budapest University of Technology and Economis, Hungary



Three members of EUCEET Association are partners in the EELISA alliance (Universidad Politécnica de Madrid (UPM), École des Ponts ParisTech (ÉPP) and Budapest University of Technology and Economis (BUTE)).

Dr. Lovas Tamás, Head of Department of Photogrammetry and Geospatial Information at BUTE, sent the following news of interest for members of EUCEET Association:

THE EUROPEAN COMMISSION SUPPORTS THE CONTINUITY OF EELISA'S PIONEERING PATH

EELISA has been selected under the 2023 Erasmus+ European Universities Call with funding of 14.400.000 € and a total budget of over 21.000.000 €.

With an expanded scope, size, diversity, and ambition, in this new phase, EELISA aims to deepen collaboration in line with the six dimensions of the European Education Area: quality, inclusion and gender, green and digital transitions, teachers and trainers, higher education, and the geopolitical dimension. The Alliance also seeks to contribute to the consolidation of the European Research Area and its vision of creating a unified and unrestricted market for research, innovation, and technology across the European Union.

In the next years, EELISA will further advance the long-term vision of the European Universities Initiative to transform institutional cooperation among higher education institutions through long-term structural, strategic and sustainable collaboration.

According to Alberto Garrido, current EELISA's coordinator, "This is great news for all members of the alliance. It means a significant endorsement of the work done over the past three years, serving as a recognition of the progress achieved. This includes strengthening the links between education, research, and innovation. EELISA 2.0 will build upon these initial successes, expanding them into new domains and increasing their visibility"

As reflected in the EELISA 2.0 mission statement, in the new period "engineering will remain the core strength of EELISA but will be integrated into a global, interdisciplinary strategy that encourages cross-learning of methods and best practices". It will act as an interface between science, technology, and society, contributing to ecological and digital transitions in Europe. Some of the key strategic goals for this new phase will be transforming education and training towards challenge-based learning and creating an innovative education ecosystem built around research and innovation.

Sofia d'Aguiar, EELISA's executive director, highlights, "In a broader context, the support from the European Commission empowers EELISA to realize these goals. From a practical standpoint, this support will facilitate our Alliance's transition from a project-based structure and organization to an

institutionalized one, characterized by streamlined governance and a more agile, decentralized, and digitally supported management approach. This transformation is pivotal for expanding the impact of EELISA at all levels."

EELISA students also join in celebrating this positive news. Judith Wahl, Chair of the EELISA Student Council, expresses their enthusiasm: "With the EELISA alliance continuing, we, as the student council, can continue working towards connecting the student bodies of our respective universities. We strongly believe that when students come together, knowledge and experiences are shared, and lasting bonds are formed, which will enable us to tackle future environmental and societal challenges. Exploring research fields beyond our own curricula and making friends across borders is an important and enriching aspect of student life. Therefore, we are grateful for the ongoing support of EELISA by the European Commission."

- Read the [EELISA 2.0 Mission Statement](#)
- Read about the [co-creation process of EELISA phase 2](#)

Information from: <https://eelisa.eu/the-european-commission-supports-the-continuity-of-eelisas-pioneering-path/>

About EELISA

European Engineering Learning Innovation and Science Alliance (EELISA) is the first alliance of Higher Education Institutions (graduate engineering schools, technology universities and full-spectrum universities) from different countries in Europe meant to define and implement a common model of *European engineer* rooted in society.

EELISA's acronym also pays a tribute to women engineers through the memory of [Elisa Leonida Zamfirescu](#) (1887 – 1973), one of the very first women to obtain an engineering degree in the world.

EELISA aims to transform European higher education while strengthening links between engineering and society by:

- Re-inventing the "European engineer"
- Democratizing engineering education
- Evolving interdisciplinary engineering learning
- Encouraging knowledge, skills and technology transfer
- Fostering inclusiveness and diversity
- Making a real impact on society following the 2030

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 introduces Digital Badge System

2023-09-06

On September 4th launched VILNIUS TECH Digital Badge System, designed to help students in participating university activities and improving their competencies. The main goal of this system is to award students with badges for their involvement in events, training sessions,



conferences, event organization, volunteering, and other exceptional achievements. Later on, they receive certificates that prove their experience.

Chief Executive of the Digital Badge System Development Team Ingrida Leščauskienė says, *“The benefit of this digital badge system is that through informal university activities, the students gain soft skills such as communication, teamwork, time management, representation, organization and engineering thinking. Employers today are really on the lookout for these skills, and we are confident that the skills you've gained will come in handy at work. It can also be useful when you're looking for internships or applying for ERASMUS programs.”*

In total, students will be able to participate in seven programs: Art and Innovation, Science and Culture, Sports and Wellness, Internationality, Career, VILNIUS TECH maker and Student Representation. The system also features a program designed for high school students. The Young Engineer program, which encourages students who are exploring their career options to participate in events organized by VILNIUS TECH.

More information: <https://vilniustech.lt/about-university/news/vilnius-tech-introduces-digital-badge-system-/73472?nid=362256>

Associate Professor at the Faculty of Civil Engineering Dr. Gediminas Blaževičius received the EUCEET International Teaching Award**2023-11-13**

The winner of this year's Teaching Innovation Contest organised by EUCEET, the European Association for Civil Engineering Education and Training, was G. Blaževičius, who submitted the paper "*Encouraging Student Creativity in Structural Dynamics Course*".

Vilnius Gediminas Technical University, Faculty of Civil Engineering, actively participates in EUCEET, an association of more than 100 members from 29 countries. One of the aims of the organisation is to promote good practices in the teaching of civil engineering and to increase their dissemination among partners. To this end, a biennial engineering education conference is organised - in October this year it was held in Italy, focusing on the development of students' social-emotional skills. During the conference, the winner of the competition is announced and awarded a diploma and a cash prize for outstanding achievements in teaching civil engineering. The aim of this competition is to discover and encourage teachers or groups of teachers who develop new and successful teaching methods or projects in civil engineering. This year's winner, G. Blaževičius, presented his teaching methodology to the conference participants remotely.

The faculty lecturer was congratulated by Dr. Šarūnas Skuodis, Acting Vice President of EUCEET, and Dr. Remigijus Šalna, Dean of the Faculty, and received his diploma from the Association's conference.



From left to right: Dr. Remigijus Šalna, Dr. Gediminas Blaževičius and Dr. Šarūnas Skuodis

Technical University of Civil Engineering Bucharest (UTCB), Romania



UTCB is taking part in the "Solutions for the development of Climate Neutral and Smart Cities" (NetZeRoCities) project

Empowering sustainable development and supporting the green transition is an overarching mission shared by all EU-CONEXUS partners from day one. Be it through academic practices, strategic partnerships or activities aimed at raising awareness in targeted communities, coordinated actions are meant to elevate each other, driving a gradual long-term shift on a European scope. More particularly, EU-CONEXUS has a clear ambition to act as a role-model and contribute to the United Nations Sustainable Development Goals (UN SDGs).

Starting this year, EU-CONEXUS founding member and partner university, the Technical University of Civil Engineering of Bucharest (UTCB), is taking part in the "Solutions for the development of Climate Neutral and Smart Cities" (NetZeRoCities) project. This project is set to define the operational, financial, and legal conditions for creating the Romanian Competence Centre on Climate-Neutral and Smart Cities.

This Centre will support Romanian cities in their mission to achieve Climate Neutrality. The objective is to implement the necessary steps by 2030 in cities selected by the EU Mission, and by 2050 in all Romanian cities. During the first stage, the main focus will fall on the three Romanian cities that won the "100 climate-neutral and smart cities by 2030" competition: Bucharest, Cluj and Suceava.

As the official partner of Bucharest Sector 2 City Hall, in this project the UTBC is responsible for the "Smart and Sustainable Buildings" component project. Therefore, the impact of UTCB will ultimately play a crucial role in achieving climate neutrality in the city of Bucharest by 2030.

The Romanian Competence Centre is a future-proof structure that is being designed to support a sustainable, predictive, and simplified environment for research, development, innovation and business activities – all with a focus on adjustment to climate change and digital transition. In other words, the centre will serve as a hub for innovation, setting consistent transformative standards and supporting cities as they access funding opportunities, reach the EU Climate Mission milestones and key performance indicators.

The role and relevance of the Romanian Competence Center on Climate-Neutral Smart Cities was presented at the 58th edition of the National Conference of the Association of Installation Engineers from Romania –

CN AIIR 2023. Behind this presentation was Mihnea Sandu – a UTCB representative and one of the people responsible for this project.



Photo taken at the 58th edition of the *National Conference of the Association of Installation Engineers from Romania – CN AIIR 2023*

The presentation outlined some of the key objectives of the Romanian Competence Center, including:

- Establishing an operational framework and implementing CDI solutions to help Romanian cities achieve climate neutrality targets in simultaneous alignment with the needs of the community, local businesses and regional and national authorities;
- Promoting city governance models and policies that involve climate action and adapt functional solutions sourced from EU cities to local and regional administrative, economic and social needs;
- Implementing technical solutions that foster collaboration between national and European institutions to achieve climate neutrality based on Big Data and the Internet of Everything with an added focus on continuous monitoring and service support;

- Leaning into digitization to support cities' technological transition in areas such as green mobility, energy efficiency or ecological urban planning – all centered around climate neutrality;
- Building a hub of innovation and excellence (alternatively referred to as a Smart Campus) that inspires Romanian cities and functions as a source of collective knowledge, ideas and solutions stemming from the Climate Mission;
- Defining the operational, financial and legal aspects of an operational and self-sustainable National Competence Center for Climate Neutral and Smart Cities in Romania.

Learn more about the NetZeRoCities project and ongoing efforts here: <https://netzerocities.upb.ro/>.

More information: <https://www.eu-conexus.eu/en/2023/10/30/utcb-joins-forces-with-bucharest-sector-2-city-hall-for-the-netzerocities-project/>

UTCB won the first Horizon Project as coordinator under the lead of Professor Ilinca NĂSTASE – EU-CONEXUS Enables

Partners from the Alliance win EU-CONEXUS ENABLES Project, under UTCB lead

Delighted to announce that our partners from the Alliance under the lead of Technical University of Civil Engineering Bucharest have won the EU-CONEXUS ENABLES Project – Promoting excellence through innovative eco-systems!



This project is part of HORIZON Europe Programme & its scope is to create the framework of an innovative ecosystem promoting sustainable synergies between the alliance and its partners, such as:

- the fellow municipalities
- stakeholders, in order to develop long term solutions for Smart Urban Coastal Sustainability challenges, based on the Digital Twin approach

On one hand, the project aims to raise excellence in value creation through deeper and geographically inclusive cooperation, and on the other hand to the societal based topics and needs coming from our supporting ecosystems of stakeholders.

The project will also offer training and capacity-building programs for researchers, promoting a culture of collaboration, innovation, and continuous improvement, through:

- hackathons
- capacity building
- knowledge exchange activities
- engaging experts, researchers, and stakeholders in the development and implementation of innovative Digital Twin solutions

Also, citizen engagement in participatory science activities will be facilitated, encouraging evidence-based policies and interventions. The duration of this project is 60 months.

We are looking forward to more exciting news from his EU-CONEXUS ENABLES Project!

Congratulations to everyone involved for the hard work!

Information from: <https://www.eu-conexus.eu/en/2023/07/26/partners-from-the-alliance-win-eu-conexus-enables-project-under-utcb-lead/>

Third National Conference on Wind Engineering (3NCWE)

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.

The academics, researchers, practitioners and students are invited 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.

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

Key dates

- November 20, 2023: Abstract submission opens
- January 15, 2024: Abstract submission closes
- April 15, 2024: Notification of acceptance
- September 11, 2024: Conference begins

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

Ural Federal University (UrFU), Russia



Professor Vladimir Alekhin (Head of Department of UrFU Institute of Civil Engineering and Architecture(ICEA), member of Administrative Council of EUCEET Association from 2014 to 2022) sent the following news of interest for members of EUCEET Association:

X International Forum 100+ TechnoBuild (October 3-6 at IEC Ekaterinburg-EXPO)

Forum 100+TechnoBuild – is an International Congress and professionally oriented Exhibition, dedicated to design, construction and management of unique building and structures, energy efficiency, engineering systems, safety and efficient operation, green building, innovative materials and technologies, BIM-design, planning and development of transportation infrastructure, comfortable urban environment. Ural Federal University was one of the organizers of the Congress.

The formation of communities with growing needs and conflicts has fundamentally changed all paradigms of the development of fundamental, applied and engineering sciences related to social and technological progress. Some questions on this broad issue were discussed at the section “*Socially oriented technologies in the construction of the 21st century*”.

Moderator Professor Vladimir Alekhin (Head of Department of UrFU, Director of TECHCON Ltd), speakers Professor Sviatoslav Timashev (Ural Branch of Russian Academy of Sciences (RAN) and UrFU), Professor Marina Shitikova (Head of Department of Moscow State University of Civil Engineering), Dr Maxim Zubritsky (Technical Director of UralConceptProekt Ltd), Professor Liliya Pastukhova (Head of Department of UrFU), Hu Wentao (PhD Student of UrFU from China) presented some implemented projects on the topic under discussion. Among them:

- Artificial intelligence in design and exploitation of building objects;
- Aspects of application of materials with negative Poisson ratios in Civil Engineering;
- Reconstruction as a tool to preserve the industrial heritage;
- Improving the acoustic comfort of residential premises;
- A new type of solar air collector for heating low-rise buildings, and others.

100+ AWARDS 2023

100+ AWARDS is the Russian “Oscar” of the engineering and architecture world.

Awards were given to projects that were completed in Russia and which also make significant contributions to the development of construction by means of implementing cutting-edge solutions in engineering, design and architecture.

The nominations of Awards were as following:

- Best Architectural Solution;
- Best Engineering Solution;
- Best Structural Solution;
- Best Green Building Object;
- Best BIM-Model of Residential Building;
- Best Solution in Creation of Comfortable Urban Environment;
- Best Innovation Solution;
- Best Interior Design.

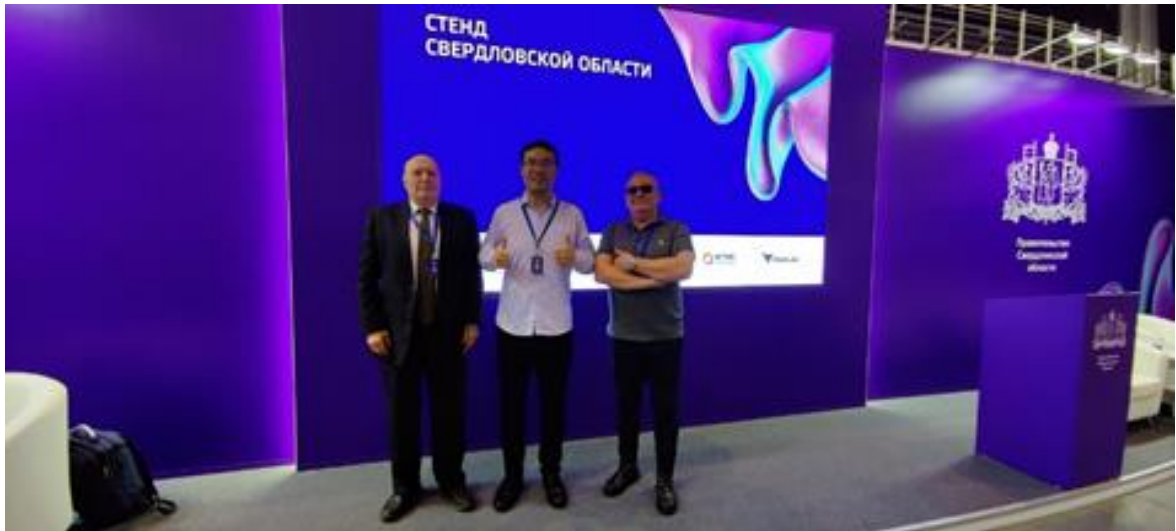
This was the third time the awards were held. 198 Russian companies and individuals from 27 cities applied for participation, and only 83 of them were shortlisted. Members of the Jury (31 members) and Expert Council (25 members) consisted of specialists recognized in Russia and globally as world-class experts in architecture and construction. Among them was Professor Vladimir Alekhin (Head of Department of UrFU, a member of Administrative Council of EUCEET, 2014-2022), 15 companies in 8 nominations received winning statuettes and diplomas.

The awards ceremony was held as part of X International Forum and Expo 100+ TechnoBuild.

Minister of Construction and Housing of Russian Federation Irek Faizullin, Governor of Sverdlovsk Region Yevgeny Kuyvashev and Head of Ekaterinburg Alexey Orlov participated in awarding ceremony.







Photos from X International Forum 100+ TechnoBuild (October 3-6 at IEC Ekaterinburg-EXPO)
(<https://forum-100.ru/novosti/fotootchet-100-technobuild-2023/>)



Photo from 100+ AWARDS 2023 (<https://forum-100.ru/novosti/fotootchet-100-technobuild-2023/>)

Universitat Politècnica de Catalunya - Barcelona Tech, Spain

UPC BarcelonaTECH is member of the **NORISK Consortium**.



About NORISK:

The NORISK EMJM ([Norisk | \(msc-norisk.org\)](https://www.msc-norisk.org)) is a prestigious Erasmus Mundus Joint Master Course designed to address the critical need for professionals with a solid foundation in risk assessment and management within the context of civil infrastructures. This program stands out for its highly specialized curriculum and multidisciplinary approach.

Professor Jose TURMO (Full Professor of Construction and Bridge Engineering at Polytechnic University of Catalonia - BarcelonaTech and President of EUCEET Association,) sent the following news of interest for members of EUCEET Association:

Invitation to Apply for NORISK International Master in Risk Assessment and Management

The Secretariat of NORISK Erasmus+ Mundus Joint Master (NORISK) are pleased to announce the opening of applications for the ***NORISK International Master in Risk Assessment and Management of Civil Infrastructures***.

Program Overview:

Duration: One academic year (60 ECTS)

Dual-degree structure: Master's degree awarded by two partner Universities (30 ECTS each)

Rotating program among esteemed partners

Possibility of being involved within a secondment in several of the Associated Partners

Language of instruction and examinations: English

Full members:

Minho University (Coordinator, Portugal);

La Rochelle University (France);

Universita degli Studi di Padova (Italy); and

Universitat Politècnica de Catalunya – BarcelonaTech (Spain)

Key Focus Areas:

The NORISK EMJM emphasizes advanced knowledge and skills in assessment, management, reliability, and risk analysis. Participants will be equipped to address the intricacies of monitoring, digitalization, and intervention on civil infrastructures, with a particular emphasis on sectors such as energy, transport, communications, water, health, defense, national security, banking, and financial services.

Scholarships:

There will be scholarships for excellent students from different geographical regions of 1400EUR/month, covering also the tuition fees. Do not lose this opportunity!

Application Process:

We invite qualified candidates to submit their applications through our online portal: <https://msc-norisk.org/applications/>. The call for students is currently open, and the deadline for applications is **31st of January of 2024**.

Why NORISK?

By enrolling in NORISK, you will benefit from a comprehensive and integrative educational experience that goes beyond conventional boundaries. Our program aims to provide optimized and sustainable solutions for the complex challenges posed by civil infrastructures.

We encourage individuals with a passion for contributing to the field of risk analysis and infrastructure management to take advantage of this unique opportunity.

Should you require any further information or assistance during the application process, please do not hesitate to contact our admissions team at info@msc-norisk.org.

Thank you for considering NORISK for your academic and professional development. We look forward to receiving your application.

OBJECTIVES

The NORISK EMJM will provide students with advanced knowledge and skills to work and develop a professional career in the assessment, management, reliability and risk analysis, monitoring, digitalization and intervention on civil infrastructures, particularly, those that support human activities and/or are considered as critical, such as the ones connected to the energy, transport, communications, water, health, defence and national security, banking and financial sectors, among others. In fact, risk assessment combined with concepts such as reliability, robustness, resilience, and sustainability, is a keystone to an optimized asset management, being transversal to all these infrastructures/sectors.

The NORISK will exploit the common denominators that exist in all these sectors by addressing risk assessment towards a better management. Therefore, the EMJM addresses the following key areas on the management of civil infrastructure, which are not being conveniently addressed in the general curricula of classic Bachelor and Master programs:

- Risk assessment and management
- Reliability and resilience
- Management and decision-making tools
- Monitoring and digitalization
- Assessment and intervention.

More information: <https://msc-norisk.org/>

FROM PARTNERS

European Council of Civil Engineers (ECCE)



77th ECCE General Meeting

5 - 7 October, 2023

Vilnius, Lithuania

The 77th ECCE General Meeting took place from October 5th to 7th, 2023, at the Artis Centrum Hotels in Vilnius hosted by the Lithuanian Association of Civil Engineers (LSIS).



The meeting aimed to foster collaboration, exchange knowledge, and address the challenges and opportunities facing our profession. It brought together representatives from professional organizations of civil engineers across numerous European countries and the international community.

The 77th ECCE General Meeting addressed various topics related to sustainable construction practices. LSIS Executive Director, Robertas Encius, presented the results of a survey on sustainability in construction that was launched prior to the meeting among the members of ECCE. The importance of aligning industry goals with sustainable development goals (SDGs) and implementing transformative approaches towards sustainability was highlighted. The challenges and considerations related to BIM implementation, the circular economy, and national-level programs for sustainability were discussed. The importance of waste management, renewable energy sources, Building Information Modeling (BIM), energy efficiency, and training for engineers was emphasized. The limitations of existing sustainability standards, the need for holistic sustainability considerations, and the importance of resilience in building structures were also discussed. The participants stressed the need for broader access to sustainability discussions, systems thinking, and education in engineering knowledge.

The 77th ECCE General Meeting reached its conclusion with the ECCE Forum of Civil Engineers on Sustainability in Construction, an event that united experts, professionals, and enthusiasts from the civil engineering community across Europe to deliberate on and shape the future of sustainable construction. The inaugural address of the ECCE Forum was delivered by Dipl.-Ing. Andreas Brandner, ECCE President, alongside Dr. Daiva Veličkaitė-Matuzevičė, Vice-Minister of Environment of Lithuania, and Dainius Čergelis, Head of the Construction and Housing Policy Group at the Ministry of Environment, who set the stage for the ensuing presentations and discussions.



77th ECCE General Meeting participants

More information: http://www.ecceengineers.eu/news/2023/77_ecce_meeting.php

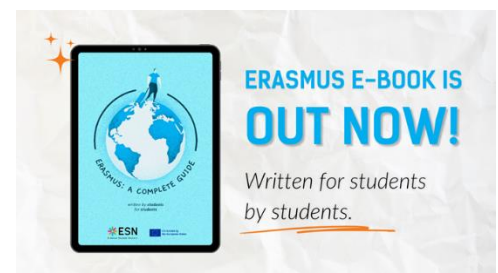
Erasmus Student Network (ESN)

The first ever edition of "*Erasmus: A Complete Guide*"



As we celebrate this year's **Erasmus Days**, we are delighted to announce the release of "**Erasmus: A Complete Guide**" e-book. This comprehensive resource serves as a valuable companion for students embarking on an Erasmus+ journey, and its launch is a testament to the enduring spirit of international education and cultural exchange. It exemplifies the heart of Erasmus Days, a celebration of unity, diversity, and the transformative power of international education.

For many, studying abroad with the Erasmus+ programme is an adventure of a lifetime. It's not just an academic journey; **it's a transformational experience that touches every aspect of your life**. Whether an aspiring student or already on an Erasmus+ exchange, "Erasmus: A Complete Guide" is the helping hand through every step of this remarkable journey for its reader.



As an individual contemplates the idea of embarking on an exchange, the guide begins by exploring the question: Why choose Erasmus? It elucidates the myriad benefits, from personal growth and intercultural understanding to skill development, that come with this opportunity. But the Guide does not stop at theory; it comes alive with **testimonials from the Erasmus+ alums and ESN volunteers**. Their stories provide a tangible glimpse into the adventures and challenges that await the person.

Moreover, the guidebook delves into the nitty-gritty aspects of an Erasmus+ exchange, offering guidance on the credit recognition, important documents, insurance, and more. This practical advice aims for **better preparation for the administrative and logistical aspects** of a student's journey. Packing for a long-term stay can be daunting, but the Guide offers insights into what to bring, what to leave behind, and how to prepare effectively. Accommodation, a pivotal element of the experience, is discussed in detail, providing strategies for finding and choosing the right place to call home during an exchange.

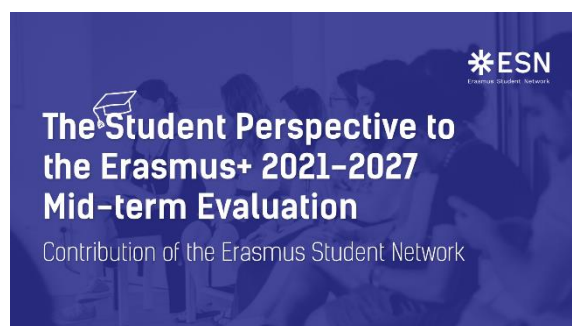
The Erasmus Student Network (ESN) is a lifeline for many students. The e-book highlights how ESN, particularly through the Buddy System, can make the transition into a new culture smoother and help forge valuable friendships. The initial days of an exchange are pivotal. The Guide offers tips on making new friends, exploring the host country, language learning, cultural immersion, typical activities, maintaining relationships during and after the exchange, making the most out of the skills gained during the time spent abroad and translating them into future career opportunities, and much more, **giving practical advice for all aspects through fun and interactive illustrations**.

"Erasmus: A Complete Guide" is designed to be a **friendly companion**, a go-to resource whether contemplating the idea of an Erasmus+ exchange or already immersed in one. It offers a **cohesive and comprehensive view of an entire mobility journey from start to finish**. So, whether taking the first step or approaching the grand finale, trust this book's guidance to make the most of an Erasmus+ adventure.

More information: <https://www.esn.org/news/erasmus-guide>

The Student Perspective to the Erasmus+ 2021-2027 Mid-term Evaluation

Erasmus Student Network (ESN) has actively participated in the **public consultation for the interim evaluation of Erasmus+ 2021-2027**. This contribution is based on a combination of ESN's research, policy initiatives since 2021, and practical experience gained from collaborating with students, Higher Education Institutions, National Agencies, and the European Commission.



ESN acknowledges the positive steps taken in implementing the Erasmus+ 2021-2027 priorities, considering it a move in the right direction. **Students still view Erasmus+ as a tremendous success story.** While the inclusion priority has seen successful implementation, with students benefiting from new inclusion measures and expressing increased satisfaction with Higher Education Institutions, challenges persist in other priority areas. Administrative procedures lack streamlining and digitalisation, and student engagement in local community activities during exchanges remains a concern compared to 2021. On green mobility, the green top-up faced challenges, but ESN welcomes the new travel support introduced in the Programme Guide 2024. The anticipated increase in financial support for international students in the coming year is seen as promising, and **ESN continues to advocate for additional funding in the next Multiannual Financial Framework (MFF) budget discussions.**



The contribution addresses aspects for improvement in the mid-term review across five core areas:

- Aspects for improvement based on the Priorities of the Programme for 2021-2027
- Aspects for improvement based on the mobility cycle
- Aspects for improvement on other mobility types
- Aspects to ensure that Mobility must be a reality for all
- Aspects for improvement on the Programme Governance

The document concludes with a set of recommendations derived from these core areas. For a detailed review of ESN's input and contribution, please refer to the attached document.

More information: <https://www.esn.org/news/student-perspective-erasmus-2021-2027-mid-term-evaluation>

Join the third edition of the Erasmus Generation Meeting in Seville, Spain!

4- 7 April, 2024

Seville, Spain

Removing Barriers for Active and Equal Participation at Europe's Largest Student-led Conference on Student Mobility

The Erasmus Student Network (ESN) is thrilled to unveil the third edition of the **Erasmus Generation Meeting (EGM)**, Europe's premier gathering for students, educators, and stakeholders dedicated to international mobility and youth engagement. EGM 2024 will be held **from the 4th to the 7th of April 2024 at the Escuela Técnica Superior de Ingeniería, University of Seville, Spain.**

This year's edition of EGM, the largest student-led conference of its kind, is dedicated to **addressing pressing issues in international mobility and youth engagement.** With the central theme of "Removing

barriers for active and equal participation", this unique event will bring together over 1000 participants from across Europe and beyond to foster dialogue, exchange ideas, and work collectively to enhance international experiences and promote equal participation.



EGM Seville 2024 is based on two central pillars:

- **Inclusive International Opportunities**, seeking to expand global opportunities for students and young people and ensuring that access to mobility is open to all;
- **Participation in Democratic Life**, aligned with the upcoming 2024 European Parliament elections, EGM will encourage youth involvement in shaping the future of Europe, sponsored by ESN's flagship project, "**Erasmus Generation in Action**", co-funded by the European Parliament.

The event will seamlessly combine an **Opening Ceremony**, a **Flag Parade** as a celebration of unity in diversity, daily plenary sessions, smaller interactive sessions, and the **EGM Expo**, the event's knowledge hub, where institutional and commercial partners can directly connect with participants, promoting mobility and the possibilities for our volunteers to learn more about new opportunities from abroad.

Over 100 dynamic sessions will address a range of issues, including equal opportunities, discrimination, and active citizenship. Participants will collaborate to seek solutions, share best practices, and advocate for marginalised groups, including individuals with disabilities, the LGBTQI+ community, and those facing discrimination.

The Erasmus Generation Meeting serves as a vital platform for stakeholders and volunteers to collaborate and drive positive change in the international education landscape while showcasing the **commitment of the Erasmus Generation to improve learning mobility programmes around the world and foster youth engagement and skills development**.

Higher Education Institutions, National Agencies, European Institutions, and Civil Society Organisations are invited to register for the conference through **this link**. Other than participating, you are more than welcome to become a part of the rich content of the Erasmus Generation Meeting. To stay informed about the upcoming announcements, make sure to follow our **LinkedIn** and **Facebook** events.

Information from: <https://esn.org/news/join-third-edition-erasmus-generation-meeting-seville-spain>

EAIE- European Association for International Education

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



The Annual EAIE Conference and Exhibition is a forum for networking and exchanging ideas between peers. The 34th Annual EAIE Conference and Exhibition in Toulouse, France, will take place from 17–20 September 2024 at the state-of-the-art conference centre MEETT. The 2024 theme is "*En Route!*".



The 2024 EAIE Conference theme 'En Route!' translates to 'we are on our way' and highlights the energy with which our community is moving towards a brighter future. This work involves exploring the possibilities of increasingly powerful digital technologies, implementing sustainable practices in our institutions, developing innovative ways to support the interests of a wonderfully diverse community of students and staff, collaborating creatively with industry or community partners and so much more. Actively learning as we go, we are 'en route' to a better tomorrow through our individual efforts as professionals in the field and in the ways we identify opportunities and develop solutions as a community.

Registration for EAIE Toulouse 2024 opens in May 2024.

Registration dates

- Early-bird registration: Late May to late June 2024
- Regular registration: Late June to late August 2024
- Late registration: Late August to 13 September 2024

Information from: <https://www.eaie.org/toulouse.html>

Academic Cooperation Association



Register today to attend What's new in Brussels? 2024

25-26 January, 2024

Brussels, Belgium

Building on the vision of annually bringing the **latest novelties of the Erasmus+ programme to the spotlight** while **integrating global perspectives**, the *What's new in Brussels?* 2024 agenda offers informative and interactive panels, thematic hands-on parallel sessions, and plenty of networking opportunities.



This year's programme features an introductory informal chat between policy representatives on the policy agenda novelties in 2024 at EU level, followed by an interactive deep dive into the **Erasmus+ midterm evaluation**. Next are two sets of parallel sessions on Erasmus+ initiatives under the horizontal priorities (**Blended Intensive Programmes** and **Inclusion & Diversity** support), updates related to the development and implementation of the flagship initiatives (**International Credit Mobility**, **the European Universities alliances**, **Joint European Degree label and legal status pilots**) and some cross-cutting topics like **financial simplification**. The concluding panel on **responsible internationalisation** will facilitate a thought-provoking discussion and update on the implementation of knowledge security vs. knowledge diplomacy, and balance in cooperation at national and institutional levels. For a deeper dive into what will be concretely tackled in each session, we invite you to read [the programme](#).

Don't miss out on connecting with experienced colleagues from across Europe to directly raise your questions and concerns with relevant policy-makers, institutional representatives and stakeholders in higher education, and to return home inspired and ready for a new year of Erasmus+ initiatives and projects!

We look forward to welcoming you on **25-26 January in Brussels!** Due to the interactive format envisioned for this year's seminar, the 2024 edition of What's new in Brussels? will be organised as a fully onsite

event, to provide an enriching experience for speakers and participants. Register today to take advantage of the early bird discount, which applies only until **10 January**. Registration closes on **19 January 2024**.

Information from: https://aca-secretariat.be/post_latest_news/register-today-to-whats-new-in-brussels-2024/

ACA Think Pieces: European higher education cooperation in a global context



Following the successful run of ACA's "**Think Pieces**" series in 2020 on the world after Covid-19, in 2021 on inclusion in the context of higher education and in 2022 on digitalisation in the higher education sector, ACA continues with a **new edition in 2023**, focusing on the **European higher education cooperation in a global context**.

In the third Think Piece in the 2023 #global context edition, author **Rik Van de Walle**, Rector of Ghent University, and President of CESAER, responds to the introductory article by ACA President Ulrich Grothus, by reflecting on the importance of networks, leadership, differentiation and unity in international higher education. The article – In pursuit of knowledge – Steering academic cooperation in times of global crises – brings to light the human rights dimension of cooperation, as well as mutuality and respect for the autonomy of academics. Taking into account the dynamic contexts of universities, the article puts forward a call for universities to stay away from competitive framing by fulfilling their missions and being proactive in guiding societal change.

Read full article [here](#).

Information from: <https://aca-secretariat.be/>

EU-CONEXUS - European University for Smart Urban Coastal Sustainability



“Eugen Ionescu” Scholarships for Francophone researchers from doctoral studies and post-doctoral research are now open to do research in Romania Universities (including UTCB)

Published 23 November 2023

EU-CONEXUS partners AUF (Agence universitaire de la Francophonie) launched the call for applications to doctoral studies and post-doctoral research. This opportunity is open to francophone researchers enrolled in member universities of AUF. The scholarship is proposed and financed by the Romanian Ministry of Foreign Affairs, and coordinated by AUF.



3-month research mobility will take place in one of the partnering higher education institutions, such as Technical University of Civil Engineering (UTCB). We therefore encourage EU-CONEXUS students consider applying for this scholarship and pursuing their research goals at UTCB in Bucharest, Romania.

These scholarships are strategically registered in disciplinary areas that are of interest to Romanian universities and that are also considered a priority for the development of candidates' origin countries. To optimize the outcome, scholarships are granted based on two criteria:

- Scientific quality;
- The potential of the candidacy to encourage development within the region of origin and elevate research progress in Romanian universities.

The actual management of the scholarships is coordinated by AUF, whose experience in this type of programs is internationally recognized. Romania thus supports centralized and pragmatic use of university resources in Central and Eastern Europe based on AUF expertise.

For more information, visit the AUF website: [here](#).

More information: <https://www.eu-conexus.eu/en/2023/11/29/eugen-ionescu-scholarships-for-francophone-researchers-from-doctoral-studies-and-post-doctoral-research-are-now-open/>

FROM THE EUROPEAN UNION



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

Erasmus+ World Wide Webinar 2023: Recordings of the presentations are now available!

Publication date: 13 November 2023

Author: European Education and Culture Executive Agency

The Erasmus+ World Wide Webinar 2023 took place on 18-19 October 2023.

The event shed light on Erasmus+ exchange and cooperation opportunities open to organisations and individuals across the globe.

The recordings of the presentations are now accessible on the [event's website](#).



New Eurydice report: Structural indicators for monitoring education and training systems in Europe

Publication date: 27 November 2023

Author: European Education and Culture Executive Agency



The Eurydice 2023 edition of the *Structural indicators for monitoring education and training systems in Europe* has just been released!

The set of reports focuses on over 45 key indicators across various educational policy domains, offering in-depth analyses of early childhood education and care (ECEC), key competences, digital competence, early leaving from education and training (ELET), the teaching profession, equity and higher education.

This year's edition covers these policy areas:

- Access and affordability of early childhood education and care, including some insights on quality.
- Policies fostering the development of key competences at school.
- Policies supporting the development of digital competence at school.
- Policy initiatives promoting educational attainment and reducing ELET.
- Equity measures within school and higher education contexts.
- Professional insights into the attractiveness of the teaching profession.
- Higher education policies addressing gender equity, admissions, and lifelong learning.

Find out more on [Eurydice's website](#).

Information from: https://www.eacea.ec.europa.eu/news-events/news/new-eurydice-report-structural-indicators-monitoring-education-and-training-systems-europe-2023-11-27_en

Launch of the 2024 Erasmus+ call for proposals and Programme Guide

Publication date: 5 December 2023

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



The Commission has launched the [2024 call for proposals](#) under Erasmus+, the EU's programme to support education, training, youth and sport in Europe.

The new Erasmus+ calls for proposals are published on the European Commission's [Funding & Tender Opportunities Portal \(F&TP\)](#). Please note that not all calls are open for submission yet. Check the F&TP regularly for upcoming calls, as well as for application criteria and deadlines.

Find more information on the [press release](#) and on these links:

- [Programme Guide 2024 \(in the Erasmus+ Website\)](#) - essential to understanding Erasmus+.
- [Annual Work Programme 2024](#)
- [Factsheet](#)

Information from: https://www.eacea.ec.europa.eu/news-events/news/launch-2024-erasmus-call-proposals-and-programme-guide-2023-12-05_en

Capacity Building in Vocational Education and Training (CB VET) 2024: how to apply

Publication date: 11 December 2023

Author: European Education and Culture Executive Agency

The Capacity Building in VET 2024 call is now open for submission. Find out the call novelties, how to apply and other useful resources! Deadline for submission: 29 February 2024, 17:00 (CET).



© chokniti, stock.adobe.com/446168234

The [Capacity building in the field of Vocational Education and Training \(CB VET\)](#) action supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the Erasmus+ programme and third countries not associated to the Programme. Its aim is to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme, as a driver of sustainable socio-economic development.

CB-VET 2024 has been given a total budget of EUR 25 250 170 divided by regions:

1. Western Balkans (Region 1) - EUR 7 066 939
2. Neighbourhood East (Region 2) - EUR 3 599 898 (except Belarus that is not eligible)
3. South-Mediterranean countries (Region 3) - EUR 4 000 000
4. Sub-Saharan Africa (Region 9) - EUR 8 283 333
5. Latin America (Region 10) - EUR 2 000 000
6. Caribbean (Region 11) - EUR 300 000

Important novelties for the 2024 call (ERASMUS-EDU-2024-CB-VET)

- Updated regional priorities for Sub-Saharan Africa (Region 9), priority to projects that contribute to foster public-private dialogue between VET institutions and the private sector was included. In addition, priority will be given to projects that contribute to the respective geographic Multi-annual Indicative Programmes at country or regional level and to the EU-Africa Global Gateway Investment Package.

- Links to policy documents (e.g. regional priorities), have been included in the Programme Guide.

- Eligibility criteria have been updated, to allow for multiple submissions by the same coordinator. Additionally, organisations from different eligible regions of third countries not associated to the Programme cannot participate in the same project. It means, cross-regional projects are not eligible in the 2024 call.

- The award criterion “Quality of the project design and implementation” guiding point “Recognition and validation” the 2024 Programme guide includes concrete tools for recognition and validation of the projects’ outcomes (with hyperlinks).

- New updated rules of eligible costs have been published: For the 2024 call, financial support for third parties in the form of grants or prizes is not allowed. Volunteer costs, and SME unit costs for SME owner are allowed. The new budget excel table allows for inserting decimals for staff costs.

Useful resources for applicants**The deadline for submitting applications is 29 February 2024, 17:00 (Brussels Time).**

The complete information on the call, eligibility criteria and regional priorities can be found in the [Erasmus+ Programme Guide 2024](#) available in all official languages of the EU.

An info-session was prepared for CB-VET 2023. To potential applicants we recommend only two presentations/videos from this session: “Financial mechanism of lumps sum” (video starts at 16:28:30), “How to create and submit your application” (video starts at 16:40:00): [video](#), [power point presentations](#). NB: Not all presentations are relevant for the ERASMUS-EDU-2024-CB-VET call.

The projects selected in [2022](#) and [2023](#) are in the Funding &Tenders Portal in the section “*Funded project list*” in the left-hand menu.

Need tips? Check out the presentation below:

Tips for applicants on the ERASMUS-EDU-2024-CB-VET call can be [download](https://www.eacea.ec.europa.eu/system/files/2023-12/Tips%20for%20applicants%202024-.pdf) from <https://www.eacea.ec.europa.eu/system/files/2023-12/Tips%20for%20applicants%202024-.pdf>

Check out what the [application \(part B\)](#) looks like.

Start to submit a [real application on the Funding & Tenders Portal](#).

In case of questions, contact: EACEA-EPLUS-CBVET@ec.europa.eu

The CB VET action was presented in different languages at the following events:

- 19 October 2023 – [Erasmus+ World Wide Webinar](#) *(in English and interpreted into French and Spanish)*
- 23 November 2023 – [Contact seminar for Erasmus+ and CB VET \(Ukraine\)](#) *(in English and interpreted into Ukrainian)*
 - Find also the [agenda](#), and the [presentation](#)
- 27 November 2023 - [Erasmus+ and Latin America and Caribbean](#) *(in Spanish)*.

Information from: https://www.eacea.ec.europa.eu/news-events/news/capacity-building-vocational-education-and-training-cb-vet-2024-how-apply-2023-12-11_en

ARTICLES from journals, newspaper, magazines

The value of being human: How teachers can work alongside AI

Author: Michael Milligan

03 October 2023



This article is promoted by ABET.

The recently ended strike by the Writers Guild of America, which sought to raise the pay and improve conditions of TV and film writers in an industry virtually upended by the rise of streaming services, also secured tentative agreement on the regulation of artificial intelligence in scriptwriting, highlighting the very real and particular complexities presented by artificial intelligence in a steadily growing number of industries.

While most people recognise the value of AI, it is also tempting to frame AI as a fundamental competitor to human endeavour, particularly when human livelihoods are at stake, as they were in the case of the Hollywood-based guild strike.

That's why I was pleased to read the reported comment by Professor of Information Technology at Babson College Tom Davenport who told the media that the deal reached by the writers' guild and the film industry "pretty much ensures that if you're going to use AI, it's going to be humans working alongside AI. That, to me, has always been the best way to use any form of AI."

AI in education

Like the film industry and others, the world of education is also having to contend with the challenges that come with AI. While AI is not a new phenomenon by any means (think search engines, Google Maps or IBM Watson), the relatively recent release of ChatGPT captured the public imagination and brought the issue of AI into the spotlight.

Being able to throw out a question and have ChatGPT come back and provide a coherent summary on a complex topic – albeit drawn from known knowledge – is an impressive and, let's be honest, useful function. But for educators keen on nurturing research and writing skills, not to mention qualities such as critical thinking and independent learning, it poses some real challenges.

As we approach World Teachers' Day on 5 October, which celebrates the important work of teachers, we have a chance to reflect on the impact of AI in the education space and some of the opportunities it presents to improve teaching and learning.

Like any tool properly used, AI can make our lives easier and more efficient. In education it is a tool that both students and teachers can use to help improve the quality of the student's educational experience. One example of this potential lies in the area of advancing individualised learning, listed by the United States National Academy of Engineering as one of its 14 grand challenges. Individualised or personalised learning recognises that different individuals learn in different ways.

From my own experience as a student and from the programmes we accredit as ABET, we know that students who are accepted, for example into an engineering or computing programme at post-secondary level, have roughly the same starting point. In other words, they have similar levels of intelligence, but

they go on to obtain vastly different grades. Some scrape through while others excel. So the question as an educator becomes how to connect with different students more directly to maximise their learning potential.

Can we use AI to develop teaching methods that optimise learning and maximise student potential? Or at least help us to get to that point faster? The answer, as far as I am concerned, is a resonant yes. AI can help. At the very least, it can help us to identify those students who could benefit from a different approach, possibly long before the individual tutor or teacher is able to make that call.

Are students actually learning?

When it comes to education, the burning question is always: are our students learning? If you throw AI into the mix, the question becomes a little more fraught. If students are relying too heavily on AI, there is the chance that they may not be acquiring the skills they need to research, synthesise information and construct a reasonable argument. This is what most people think is at risk with large language models such as ChatGPT.

As I suggested earlier, ChatGPT and other large language models are simply an extension of the kind of technology-based resources that have been available to students for the past 10 or so years via internet search engines. The (newer) AI part is simply the fitting of all the pieces together in a coherent way. And it is here that faculty and institutions have their work cut out for them: if they are demanding original work, students must be required to document and reference and be forthright about where they are getting their information and how it's being assembled.

A critical aspect of this process involves honesty and integrity, but having some sort of software to identify AI-generated material will undoubtedly be helpful – and necessary. Without seeking to frame the issue as a battle between faculty and students, I think there has to be an understanding that there are times students can use AI, but sometimes original work is required. Enforcing that distinction is important.

The value of teachers

Despite the doomsayers who predict an AI takeover in workplaces around the world (and notwithstanding the scriptwriters' fears), I believe it is highly unlikely that teachers will become redundant as a result of AI.

Teaching is an amazing profession. The impact that teachers have on the lives of their students can be profound and last forever. Whether at high school or college, most of us can recall those teachers who were outstanding and had an important impact on one's life and career.

For me this can be reduced to the irreplaceable value of human connection in education. While AI can help to fill in some of the gaps, perhaps with some foundational data gathering, it cannot meet the enduring human need for personal connection, the reward that comes from the sharing of knowledge and the satisfaction and stimulation that comes from grappling in a collective with some of the philosophical and ultimately human challenges that life presents.

AI is now a part of our evolution in technology – there can be no hiding our heads in the sand and pretending it's not there – and teachers need to be encouraged to find ways to bring AI into the classroom

and have students use it in a way that is beneficial to them in the long term. AI can be a brilliant tool for teachers and students, provided they find a way, as Davenport said, to work alongside it.

Michael KJ Milligan is chief executive officer of ABET.

This article is promoted by ABET.

Information from: <https://www.universityworldnews.com/post.php?story=20231002151702515>

Beyond English: Small language models offer an AI lifeline

Author: Yojana Sharma

06 December 2023

Some non-English-speaking countries fear being left behind when it comes to benefitting in work, education and research from the speed and efficiency that is promised by developments in generative AI. Or they risk being dominated by big tech companies in the United States which have the computing power, financing and, above all, the data required to produce ChatGPT-like models.

But there may be shortcuts for countries and language groups that do not have access to the huge amount of data that fuels so-called large language models (LLMs) – a deep learning algorithm that performs natural language processing used in generating text, such as OpenAI's ChatGPT – the Qatar Foundation's WISE11 conference in Doha, from 28 to 29 November heard.

For example, Aiman Erbad, associate professor at Hamad Bin Khalifa University (HBKU), Qatar, told *University World News* during the World Innovation Summit for Education (WISE) conference, under the theme 'Creative Fluency: Human flourishing in the age of AI', that a lot of researchers are "trying to see if we can get the same level of accuracy with less data and smaller models" which do not have access to infinite resources in the cloud.

Speaking just before the conference opened, Natasa Milic-Frayling, research director of Arabic Language Technologies at the Qatar Computing Research Institute (QCRI) in Doha, said that regions such as the Middle East and North Africa where Arabic is used are putting a lot of resources into researching alternatives to English-language ChatGPT which requires huge amounts of language data for accuracy. But she noted it was important to seek alternatives.

"If you use these [language processing] tools, especially in education, we need to make sure that technologies are enabled for Arabic," she said. With "large language models that seem to be able to do anything and everything, we are thinking: what's going to happen to education as these technologies get into the marketplace, and start developing biases?" she asked.

She noted that this was particularly important when using generative AI in education. “We need to think about how it enables learning rather than replaces it. You also need to know how this technology has been adapted and how the people responsible for delivering education will be skilled in using it,” she explained.

Smaller language models

QCRI and others in the region including Qatar University have been working on language models for Arabic and under-resourced languages, mainly on transcription and translation applications.

“Now, like everybody else, we're trying to build an Arabic foundational model,” Dr Ahmed Elmagarmid, head of the QCRI at HBKU and acting vice-president for research at Qatar Foundation, told the conference.

These models are not merely trying to imitate OpenAI’s ChatGPT, but are building on automated translation models that do not require as much computing power and data as LLMs. They are also easier to adapt or examine for faults if they produce distorted or inaccurate results.

“These are not large language models. The buzzword now is ‘large legacy models’. We work on small, specialised language models, and they use machine learning,” Milic-Frayling explained.

Others are using shortcuts to develop language models using less data.

Erbad spoke about recent research at HBKU focused on image generation. Researchers examined the idea of adding an initial layer to extract some of the essence of the data.

“After they extract that essence, they reduce the model size from being in the millions in terms of parameters and nodes, to thousands of parameters, and the datasets from hundreds of thousands of data items to be able to identify a few thousands or so to train a model and get some results,” he explained.

“They were able to go down that route. So, this is a very rich and active area of research,” he said. This would enable people “to get the same amount of information, but they do not have the same resources in the same data sets”, he added.

Erbad said that other languages have to work to produce “more content and getting those small language models to work. Otherwise, it will be hard to reach the same type of service as ChatGPT”.

“We cannot get around the fact that most of the content online, which these large language models train on, is in English. So some researchers train the model on English data, and use what is known as ‘transfer learning’, to see if similar models will work with other languages,” he said.

“It appears to work”, he said, but with the caveat that it is more appropriate for languages that have similar structures or perhaps a similar alphabet. “Having the English language model may help accelerate development in some languages,” he added.

Finding quality non-digital content

For Arabic, language models are trained with all available Arabic online content. “They reach a certain level. But after that, it’s a plateau,” Erbad said. “The only way to excel after that is to go to one organisation at a time and ask for the data, because it’s behind closed walls, and that is a very expensive activity.”

Elmagarmid noted that for Arabic data resources, not only is the content inadequate, but the quality of the content too.

“Probably [Arabic news] media has among the best quality content. But most of the Arabic content is chat, like small talk, and so on,” he said. However, he noted that there are also specialised academic databases with educational and healthcare content.

Others noted that while there is not much high-quality digital data in Arabic, the language is rich in written literature in the form of books and manuscripts, often in museums, closed collections or private collections.

Milic-Frayling pointed to the complexity of the Arabic language. “There’s lots of ambiguity if you’re just looking at the written language. The written language is also very different from the spoken language. It is an extremely expressive language,” she said. “It is the subtleties of the culture, and idioms and metaphors that are culturally valid. That’s why you need to get data that is representative,” she explained.

However, even after books are scanned and digitised, they may not be openly available on the internet. “So, the challenge now is how to put it up [on] the open internet. Content is key. We need more and more open data initiatives, such as open access in academia,” Erbad said.

Even with shortcuts in building language models, Erbad said that researchers “need to digitise the language resources first, feed them into a language model, and then be able to use a chatbot that will generate something similar. And this is happening. A lot of these communities that are tackling languages that are not as prevalent online, are working together to share those techniques”.

Small languages

Developing generative AI in non-English language settings is relevant for dialects and small languages and where teaching in schools must be in the mother tongue.

Some researchers have turned to more specialist models, trained for a particular task, rather than compete with large neural networks where multiple tasks are undertaken at the same time.

Pelonomi Moilola, CEO of **Lelapa AI**, which builds language models for South Africa, told a WISE11 session her company focuses on developing language models for under-resourced languages.

“We’re at a disadvantage because our societies can’t match the technology that has been created in the West,” she said, but added that it was also an opportunity to innovate in areas that are more effective for their own language environments.

“People think you need hundreds and thousands of hours to train a really good [speech to text] transcription model. But there are [other] methods like transfer learning and active learning within your deep learning model infrastructure,” she said.

“We are training foundational models for languages that have very little textual or audio record, which is the case across Africa,” she said. Such an approach is also relevant for other oral tradition-rich cultures – Arabic is one of them.

“We were able to use just 50 hours of really high-quality transcription data in order to get a model,” she said, noting that OpenAI’s popular Whisper speech recognition transcription model, which OpenAI says was trained on 680,000 hours of multilingual data, “did not work at all for us”.

“The next one to beat was Facebook’s MMS”, she said, referring to Massively Multilingual Speech, a text-to-speech and speech-to-text model launched in May this year by Meta. She noted that for one of the South African languages, IsiZulu (Zulu), the error rate was high. “It doesn’t work in a natural context,” she said.

However, with just 50 hours of data, they were able to halve the error rate. “So, there’s a common misconception that more [data] is better,” Moilola said.

Trying to create a single large language model does not work well for less mainstream languages, she said. “So we work on particular domains. It means that we need less data, less computing [power], and that we’re able to provide impact in very particular areas. So we do that with language, but it’s also been used for things like mobile money on the African continent,” she explained.

The need to see ‘inside’ language models

Smaller language models have another advantage for countries that are concerned about language sovereignty, particularly in education contexts: they are easier to control and correct.

WISE research fellow Seungah Lee, senior lecturer of social research and public policy at New York

University Abu Dhabi, told *University World* : “The power of AI can be tested with all smaller language models, then scaled up if that’s appropriate.”

But if not appropriate, “just stick with the smaller models — it’s a bit more contained, and you’re not necessarily feeding a giant machine with all sorts of data that gets jumbled up in an unsupervised way, and spits something out,” said Lee.

Lee said that ‘small’ in the world of data science was still millions of data points. “So you can still create quite effective models, but with limitations. With the small language model, you can capture some of the good predictive aspects, but also being aware of those limitations — it helps you to grow that discernment,” she said.

“If something does happen, it’s easier to go to the back end and figure out what it’s doing and dig into the unsupervised learning that’s happening, and then include more supervised models.

“That way, you can draw conclusions and relationships, and run other tests, which you really can’t do with very large language models,” she explained.

Information from: <https://www.universityworldnews.com/post.php?story=20231206143646219>

Why students should be partners in their own learning

Authors: Tracy XP Zou, Gray Kochhar-Lindgren, Andrew Pau Hoang, Kristy Lam, Tom Barry and Lily YY Leung

23 September 2023

Students as partners (SaP) is emerging as an impactful practice in higher education, generating many benefits, such as empowering students to own their learning and exercise agency. SaP involves students working collaboratively with teachers or other important stakeholders to improve university education.

Since SaP challenges the traditional hierarchical relationship between teachers and students, many believe that it cannot be effectively practised in most Asian regions where Confucian cultures have a formative influence on educational norms.

SaP challenges hierarchical relationships

SaP promotes mutual respect, reciprocity and shared responsibility between students and teachers. Both students’ and teachers’ views need to be equally valued through two-way exchanges, contributing to the enhancement of education. By participating in SaP, students are found to be more active in the classroom and more reflective when it comes to their learning processes.

SaP poses enormous challenges to the traditional hierarchical relationship in many educational systems in Asia or beyond, where teachers have power over students, typically through the design of the learning environment, its forms of delivery and the assessment of students.

Under a hierarchical relationship structure, students can rarely change or influence the content and process of their learning. Facilitating SaP can be challenging when teachers and students are not ready to embrace a more egalitarian, non-hierarchical and inclusive relationship.

Are Confucian heritage cultures a barrier to SaP?

Many scholars and practitioners perceive Confucian heritage cultures (CHC) to be a significant barrier to SaP in Asia, since their long history emphasises teachers' authority and requires students to respect and obey teachers. Questioning teachers or making suggestions could be seen as problematic behaviours and may even result in disciplinary action.

It is not surprising to find perceptions of CHC being a barrier to SaP. There is also empirical evidence in several studies that indeed find reluctance on the part of both teachers and students in the implementation of SaP in Asian contexts.

Facilitating SaP in Hong Kong

We propose, however, that CHC should not be a fundamental barrier to facilitating SaP in Asia, at least in Hong Kong, where we designed three SaP projects spanning two universities and observed their processes and outcomes.

Each project focused on researching a specific aspect of students' identities and roles, with the ultimate goal of enhancing the experience and effectiveness of university education.

Altogether, 43 undergraduates were recruited to be student partners. They served as co-researchers, offered inputs into the research design and process and participated in data collection and analysis. More importantly, student partners leveraged their insider perspectives to help devise more meaningful research questions and methodologies.

We found that appropriate SaP project designs can resolve some of the tensions between CHC and SaP. Effective project designs should allow students to participate in project conceptualisation as well as decision-making on budgets, timelines and outcomes.

Students working with their peers and having frequent interactions with staff members also contribute to the development of successful SaP. In addition, SaP can draw on some traits associated with CHCs such as respect, a deeply committed work ethic and a concern for personal and social development.

What's more, cultural influences seem to only cause students some hesitation when it comes to taking a partner role on at the beginning of the project. The majority of the 43 students gradually assumed a partner role in the project, especially when they saw their contributions being valued by staff members.

In fact, students' hesitation in taking on a partner role has also been found in studies in Western contexts, suggesting that CHC should not be an impenetrable barrier to such work. Rather, effective project design is found to be more important in our research.

Nevertheless, we also observed that not all students were able to take a partner role in the SaP projects. Among various factors, we found that students' disciplinary identity made a significant difference.

Students from disciplines that shared similar approaches to the research or enhancement approaches adopted in the SaP projects were found to quickly assume a partner role. In our research, students from science backgrounds, who are more used to quantitative assessment, had more difficulty as they did not fully resonate with the qualitative research methodologies we adopted in the projects.

The future of SaP in Asia and beyond

Based on our experiences in the three SaP projects, we are confident that SaP can be practised in Asian universities and beyond with project designs that facilitate meaningful contributions from students and staff members.

We also suggest offering more nuanced support to students from science and engineering disciplines through discussing and achieving consensus about what might be the most suitable inquiry approaches in their disciplinary contexts. The meaning of 'research', of course, is open-ended in itself and students 'translating' across disciplines is a very meaningful endeavour.

Furthermore, we would like to advocate for a more inclusive and flexible approach to students taking part in designing education in a broad sense. SaP is only a means, not an end, and we hope that SaP projects finally become a normal practice in teaching and learning in a way that values mutual respect, reciprocity and shared responsibility.

Currently, many SaP projects are still one-off initiatives and confined to a certain timeframe and budget. This suggestion might not completely fit the current university environment, but we see SaP projects as some of the first steps towards a more inclusive learning environment. After all, we are all learning together as we go.

Dr Tracy XP Zou is an assistant professor in the department of educational administration and policy at the Chinese University of Hong Kong. She has led a number of cross-institutional projects on facilitating students as partners. Professor Gray Kochhar-Lindgren is recently retired as director of the common core

at the University of Hong Kong, where he continues to serve as honorary professor of the humanities and affiliate faculty in comparative literature. Pintxos: Small Delicacies and Chance Encounters is being published by Utopos press, and Transdisciplinary Experiments, for which he is the lead editor, is under consideration. He is currently launching Wild Studios Consulting, which will work with students-as-partners on project development and future readiness. Dr Andrew Pau Hoang is senior lecturer in the faculty of social sciences at the University of Hong Kong. He is also associate director of the bachelor of arts and sciences (BASc) programmes and programme director of the BASc (Interdisciplinary Studies) at the University of Hong Kong. Kristy Lam is currently reading for an MSc in psychology: theory and research at KU Leuven, Belgium. She previously worked as a coordinator for a students-as-partners project at the University of Hong Kong. Dr Tom Barry is a reader (associate professor) at the University of Bath in the United Kingdom. For his work as a teacher and for his research into mental health problems, he has been recognised as a Rising Star by the Association for Psychological Science; and in 2021, as director of the bachelor of arts and sciences programme at the University of Hong Kong, he received an Early Career Teaching Award. Lily YY Leung is a research assistant in the department of educational administration and policy in the Chinese University of Hong Kong. She received a bachelor degree in world history at Peking University, China. Her research interests focus on undergraduate research and engaging students as research partners.

A longer version of this [article](#) is published in Educational Review, and has been made available for free for University World News readers for three months. The research reported is funded by the General Research Fund by the Research Grants Council of HKSAR (no 17606820) and a Teaching Development Grant funded by the University of Hong Kong (no 824).

Information from: <https://www.universityworldnews.com/post.php?story=20230920104611689>

Global tensions challenge HE's intercultural mission

Author: Brendan O'Malley

03 December 2023

Tensions spawned by the conflict in Israel and Gaza are making the task of engaging students in intercultural dialogue and international collaborations nigh impossible in some countries, the annual conference of the International Association of Universities (IAU) was told this week.

University leaders are facing an ongoing dilemma over how to respond to rising tension affecting their own campus, the conference, hosted in Doha, Qatar, heard.

In a passionate speech, Amel Grami, professor of gender studies at the University of Manouba, Tunisia, told delegates that in the context of war, particularly in Gaza, and breaches of human rights, for teachers "the situation is becoming more and more complex and more problematic".

"This new challenge is hurting the process of preparing the younger generation for international cooperation and intercultural communication," she said.

This article is published in partnership with the International Association of Universities. *University World News* is solely responsible for the editorial content.



Grami said that she and her colleagues were talking in the previous week about “how we lost this generation [which] was prepared to engage with other societies and cultures and probably we will lose the next generation”.

Chris Brink, emeritus vice-chancellor, Newcastle University, UK, said the ideals and values behind the conference theme, “Higher education with impact: The importance of intercultural learning and dialogue”, and those behind the IAU itself, about the value of diversity, about cherishing difference, respecting other points of view and the promotion of peace, were being “put to the test” by “recent manifestations of violence, conflict and war” around the world.

The conference, hosted at Qatar University, Doha, attracted almost 300 delegates from all corners of the world, and its theme bristled with significance in the context of Israel’s war in Gaza and the Hamas attacks that preceded it.

The Qatari hosts were ebullient over their recent achievements in dialogue and diplomacy, with Her Excellency Dr Hamda bint Hassan Al-Sulaiti, deputy speaker, of the Shura Council of Qatar, speaking with pride about Qatar’s role in mediating the hostage negotiations between the Israeli authorities and Hamas – although she pointedly referred to the former only as “the occupying power”.

“Qatar plays a role in enhancing dialogue between cultures and civilizations, achieving reconciliations, and resolving conflicts,” she told the gala dinner guests gathered in the courtyard of the iconic Museum of Islamic Art, adding that education has a “crucial role in building sustainable societies capable of withstanding and confronting all challenges”.

Qatar University President Dr Omar Al-Ansari said the conference focus on the role of education in bringing cultures and civilizations closer and encouraging dialogue is “very important in a world that is becoming increasingly divided” and hoped that education can improve its contribution. The theme was fitting, according to IAU President Professor Andrew Deeks, who is also vice-chancellor and president of Murdoch University, Australia, because the IAU had been established under the auspices

of UNESCO in 1950 to promote peace in the aftermath of World War II, and as part of the worldwide effort to ensure that the world is never at war again.

Ensuring all universities are members of the IAU is “one way that we can show that we are united, that we are committed together as universities to promoting peace, to promoting a sustainable future and to promoting people working closely together once again,” he said.

Universities need to be at the forefront of driving the change needed to achieve the United Nations Sustainable Development Goals, “through transformational education, research, and community engagement,” Al-Ansari added.

One Chinese university leader, Shenglei Fu, vice-president of Henan University, later suggested another proxy should be added, “Zero wars”, which would remove the cause of much poverty and environmental pollution.

A breakout session focused on the role of higher education in achieving Agenda 2030, the 17 SDGs and 169 targets agreed by world leaders to tackle the global challenges of inequality, hunger, ill health, dwindling biodiversity and climate change; and emphasised the importance of partnerships based on equality and mutual respect.

There was a plenary and breakout session on addressing inequalities in science through open access. These looked at how the commodification and monopolisation of knowledge through the commercial sector is dominant and how universities can contribute to the implementation of open science.

And there were discussions on broadening the scope of internationalisation and on “positive interdependency” in university collaborations, where two or more actors persuade a goal that cannot be reached on their own.

Hans de Wit, professor emeritus and former director of the Center for International Higher Education, Boston College, US, and IAU Senior Fellow, argued that internationalisation has become more synonymous with competition and marketisation than with its traditional values of cooperation, exchange and service to society.

“Inequality and exclusiveness have increased nationally and internationally, in part due to elitist approaches to internationalisation,” he said.

Dominant theme

But the dominant theme was the imperative of nurturing intercultural competencies, understanding and interconnectedness in an increasingly polarised and divided world.

In the opening plenary on “The intercultural imperative in a de-globalising world”, Yoshiaki Terumichi, president, Sophia University Japan, said universities should be very active in organising exchanges across

cultural boundaries, and have a critical role in offering a global culture that not only understands different cultures but “recognises the necessity of different cultures”.

Hilary Kahn, interim vice-president of international affairs, Indiana University, US argued that “the local has never not been global”; even Isaac Newton’s influences for instance were global, building on ideas from Aristotle, a Greek, and Galileo, an Italian.

“If we look at Nobel prizes for physics in the past 20 or 30 years they are almost all won by transnational groups of scientists,” said Kahn.

She said even the movement for civil rights in the US was very clearly part of a global movement of racial liberation and equity, which started in World War II with the Universal Declaration of Human Rights and carried on after it with the era of decolonisation.

“African American newspapers in the US actually launched a ‘Double V’ campaign aimed at aligning victory against Nazism abroad with the victory against racism in the US to counter some of the discrimination that so many African-soldiers faced when they came home from World War II,” she explained.

She said when leaders around the world condemned the Nuremberg Laws, the Nazis countered that these laws were no more discriminatory than the Jim Crow laws in the US.

And, of course, Martin Luther King was deeply influenced by Mahatma Gandhi and Kwame Nkrumah.

“So, even though it is often represented as a national phenomenon, US civil rights was far from localised to the US and nothing provided more evidence of this than the global expansion of Black Lives Matter movement worldwide in 2020.

“The world has always been in conversation and these conversations are critical to intercultural knowledge,” she argued.

But the conversations needed at the core of intercultural knowledge production are not only conversations between people of different cultures but the conversation going on inside oneself, when one opens up to culture shock and self-analysis “which changes you, opens your mind and makes you global”, she said.

The responsibility of higher education, therefore, is to facilitate those external and internal conversations, that dig deep and that requires “gathering as many diverse opinions as possible, not just searching for a conclusion that suits one’s own ideas, but rather engaging in a global conversation with multiple voices to develop a cohesive and comprehensive understanding” to solve pressing issues, she said.

Challenges of bitter division

However, the final session on ‘the impact of geopolitics on the future of international cooperation’ demonstrated just how difficult developing those conversations can be in the context of a bitterly divided

world and provoked a soul-searching discussion about how or whether universities can respond effectively to situations of local or global conflict.

“We see new tensions emerge which challenges the way in which we work together and agree to engage with each other,” said moderator Hilligje van’t Land, secretary-general of the IAU.

“The world is again closing in, challenging trust in the ‘other’ and is marked by increased parochialism.

“How can higher education contribute to counter these trends, develop new dynamics and build bridges beyond divides?” asked van’t Land.

Grami said that in the current context, for instance, with thousands of buildings being destroyed and women and children killed, students are studying in front of a new reality, where many concepts they have learned have lost their meaning, including cultural dialogue, co-existence, living together, and they have been replaced by other words such as cultural hegemony, cultural imperialism, the coloniality of power and Western supremacy.

This places a particular strain on efforts to create a safe space for students to reflect on world events through the cultural lenses and critical thinking.

“Faculty face students who are still focusing on US policy, German policy and lobbying to boycott different types of cooperation with certain countries, such as the US, Germany, France,” said Grami.

“Students are more active, trying to mobilise, resist. And a new culture of hate is spreading and many questions are raised: How can you sit at the same table and exchange experiences and knowledge, work together and engage with each other? How can higher education counter these trends, develop new dialogues and build bridges beyond divides?

“So please when you think about collaboration, take into consideration that we are under pressure – the rectors and faculties – and facing different crises, so don’t put more pressure on us and impose different conditions,” she implored.

What to say about war?

Brink addressed the dilemmas universities face when deciding what they can or should say about war.

“We say that we value difference of opinion. But war is the ultimate difference of opinion. What can or should we say about it?” he asked.

In particular, he focused on the events that had unfolded in Israel and Gaza since 7 October. Some universities had taken a public position and were criticised for it. Others did not and were criticised for not saying anything. This contrasted with the War in Ukraine when many responded.

But should universities respond to war situations at all, if they are to remain a space true to intellectual inquiry, encouraging the widest diversity of views in their own community?

Brink advocated that each university has a responsibility to society to make a conscious decision one way or the other and explain their choice.

“That is not to say that every university should respond to every challenge in the world. The point is rather that each university should have a portfolio of societal responsibilities which it chooses to respond to,” he said.

He warned against making statements that were not objective and did not address the complete truth.

He asked if universities could not all agree that in the face of war they should be vocal on specifics related to their values.

“Could we not all agree that it is wrong to put children in harm’s way...and could we not all condemn any such actions when they happen?”

“Could we not agree as a second example, that slow violence, perpetrated over years and decades, should be condemned as much as quick violence perpetrated within minutes or hours?” he asked.

He suggested also that to seek knowledge of causes of actions or events “falls squarely within our academic job description. We certainly practise it when we do our academic work. Why then would we neglect it when we comment on conflict?”

He concluded that “we need to pay as much attention to the idea of academic responsibility as we have traditionally paid to the idea of academic freedom”.

Universities are being ‘instrumentalised’

Jacques Frémont, president and vice-chancellor of the University of Ottawa, Canada, said geopoliticisation was the ‘elephant in the room’ as universities are being ‘instrumentalised’ by the government and other groups and security issues around research collaborations with China were just one example of problems universities have to wrestle with.

“They want universities to behave in certain ways or take certain positions. But governments come and go and universities remain in place, so we have to play a long game, taking a principled approach to what we do, to what position we take or do not take in certain situations.

“The principles are your values and I agree that they exist in times of peace and in times of war,” he said.

The implicit values are open science, quality of education, academic freedom, respect for all, security for students. But surveys of his own academic community show [our values] also include diversity, inclusion, and sustainable development.

“Can universities have opinions? My answer is ‘yes’ if they are aligned with the values. If not, if foreign to the values, we will abstain. And for now – and there is much pressure to take positions in north America – we have done so.

“And part of the problem is if you take a position on the war, what position will you take on the other, silent wars across the planet?”

“So for on now we will become neutral even in cases of war,” stated Frémont.

He said his role as a leader of a university was to let his community, his faculty members be able to hold positions.

However, he also called on universities around the world – and through global meetings like the IAU conference – to discuss political issues and support one another in trying to handle the pressures which are set to continue for years to come.

This included being transparent in collaborations and seeking to understand the position potential partners are coming from.

“We have to play the long game but we have to play it together,” he concluded.

Offering a different discourse

Van’t Land said that universities over time have always been instrumentalised in one way or another but by many stakeholders and the power of universities to offer a different discourse is not always valued.

“And we know universities can be silenced, their leadership taken away overnight, their staff can be removed, their funding taken away, if certain disciplines are not serving the political order. We know that projects can be closed if not taking a certain political direction as well,” she added.

She said it was important to ask how universities support each other. IAU itself makes a point of holding its conferences in different parts of the world so that different viewpoints can be deconstructed differing worldviews but also to keep dialogue open within the sector and build bridges that are needed.

“Here [at the conference in Doha] we have universities from more than 70 different countries coming together who probably would not have met if not for the IAU. It is unique to meet those you might not have chosen to meet and it is an opportunity to support each other,” she concluded.

Information from : <https://www.universityworldnews.com/post.php?story=20231202041649975>

More universities set net zero emissions targets – Report**Author: Eve Ruwoko**

09 December 2023

Universities and colleges around the world are stepping up and taking action to reduce their own emissions while using their voices to call on governments to accelerate the decarbonisation journey, according to the 2023 *Race to Zero* progress report released on 6 December.

Race to Zero is a global campaign rallying non-state actors such as companies, cities, regions and institutions to take action to halve global emissions by 2030. Since June 2020, over 13,000 members have joined the campaign.

Published under the United Nations Climate Change High-Level Champions project, the 2023 Race to Net Zero report shows that some 1,193 universities are now part of the Race to Zero campaign (including the University of Dubai), up by 6% since 2022. Of those, 97% have a net zero emissions target and 45% have a published transition plan.

Universities and colleges join the Race to Zero by pledging through the Race to Zero for Universities and Colleges initiative, a partnership initiative between EAUC – the Alliance for Sustainability Leadership in Education – and the United Nations Environment Programme. They work with over 1,191 universities and colleges across the world from over 84 countries, representing 11 million students globally.

The UN Climate Change High-Level Champions initiative was established under the Paris Agreement, with the goal to connect the work of national governments with voluntary and collaborative action taken by cities, regions, businesses, investors and civil society. Through the Race to Zero campaign and its sibling Race to Resilience campaign, the champions have been mobilising robust, science-based commitments and actions to reduce emissions, build resilience and end nature loss in line with limiting global warming to 1.5C.

Race to Zero gathered information from three key sources including the CDP Climate Change 2023 Questionnaire, and various partners, including SME Climate Hub, Health Care Without Harm, and Race to Zero for Universities and Colleges.

Growing global membership

The report shows that this year, the campaign increased its global membership to 146 countries. Universities were able to increase their engagement with other stakeholders through events such as climate weeks in Africa, MENA, Asia and Pacific, Latin America and the Caribbean, London, and New York. The report also reveals that in addition to working across different sectors to advance climate action, universities and colleges have been using their voices to call on governments to accelerate the decarbonisation journey.

For example, University of Oxford, through the Zero-Carbon Energy Research Oxford Institute “coordinates with other academic institutions and research hubs around the world to undertake

a series of engagement exercises with publics and with key stakeholders in policy, industry and civil society-climate action circles”.

During the 2023 United Nations Climate Change Conference (COP28) held in Dubai, the ZERO institute hosted several engagements including a side event on 7 December under the theme: “What does Net Zero Emissions need to mean to meet the goals of the Paris Agreement?” This drove a conversation about whether the world can reduce fossil fuel use to deliver on the Paris goals and reach net zero carbon dioxide emissions before 2050. The event also highlighted research on the science of a durable net zero, with input from business, policymakers, and academia.

Measuring progress

As members of the Race to Zero campaign, universities are measured on their progress in what are called the ‘5Ps’: ‘Pledge’, ‘Plan’, ‘Proceed’, ‘Publish’ and ‘Persuade’.

In 2023, the American University in Cairo (AUC) published its net zero transition plan, developed by faculty, staff and students, detailing the institution’s focus on improving areas of energy use, transportation, water consumption, solid waste disposal, and campus design.

Established in 1919, AUC was the first academic institution in the Middle East and North Africa region (MENA) to measure and produce a carbon footprint report. To date, the institution has produced at least seven reports aimed at tracking and identifying pathways to reduce the institution’s environmental impact.

Swansea University has been using existing university spaces to create provisions for biodiversity and carbon sequestration on campus and in the local area. “By supporting 61 wide-scale peatland restoration [projects] across the regional landscape they are improving onsite areas for growing native species, such as Sphagnum moss and wildflowers,” the report notes.

Race to Zero for Universities and Colleges also launched the Net Zero on Campus guide and developed a costing tool to help universities identify the cost of their net zero journey. The campaign also created a framework for standardised carbon emissions reporting.

The COP28 presidency has recognised the importance of learning institutions in climate action, for example, by supporting the Universities Climate Network, which comprises 31 UAE-based higher education institutions that have been working to drive engagement among youth and academia in the lead-up to Dubai. COP28 also established an “education day” which is expected to drive engagement and increase support for higher education institutions.

A ‘new era’ for climate action

Razan Al Mubarak, UN Climate Change High-Level Champion for COP28, stressed the importance of the progress report in bringing to the forefront the collective efforts and commitment by partners and members in their transition towards a resilient Net Zero world and their ability to overcome challenges and barriers to progress.

“In this transition towards a healthier, more resilient and fairer global net zero world we need radical collaboration to halve global emissions by 2030. As the Global Stocktake illustrates, we are off track and

still have a long way to go before reaching our 1.5C goal. But we also know that we have the frameworks, the tools, and the technologies we need to win this race.

“Initiatives like Race to Zero and Race to Resilience are helping by convening and aligning non-Party stakeholders (NPS) under ambitious shared goals. We already have a critical mass of members in the Races. Now is the time to translate commitments into targets, pledges into transition plans, and actions into real emission reductions. The transition to a climate resilient and low-carbon economy must be just and equitable,” notes the report’s “Foreword” co-signed by Mubarak and Dr Mahmoud Mohieldin, UN Climate Change High-Level Champion for COP27.

The “Foreword” also notes the importance of “tracking and reporting” which, it says, is critical to “maintaining integrity” and describes the world as entering a new era in climate action in which “structural barriers are impeding climate action, blocking the radical collaboration needed to address a global crisis. An era in which we need to transition from voluntary climate action, to standards and policies that will level the playing field, create the right incentives, and enable all actors of the economy to engage in the transition to global Net Zero.”

Opportunities and challenges

The report highlights both the challenges and the opportunities that need to be collectively addressed and unlocked in the race towards more resilient and sustainable societies, advocating for greater collaboration within and between non-party stakeholders, and between science and policy, to help accelerate delivery and establishment of a collaborative road to regulation was needed to urgently scale up implementation, and provide policy incentives for a just transition to net zero.

In developing countries, establishing funds or financial mechanisms for net zero action by non-party stakeholders could help build capacity, while integrating justice and equity into net zero strategies was a key factor in protecting and supporting vulnerable groups.

Information from : <https://www.universityworldnews.com/post.php?story=20231209062518536>

COP28 session pushes value of HE sustainability targets

Author: Keith Nuthall

09 December 2023

Without clear higher education sector targets and key performance indicators, progress towards sustainability was difficult to measure, a UNESCO-sponsored workshop at the UN Climate Change Conference (UNFCCC COP28) held in Dubai heard this week.

Susanna Karakhanyan, immediate past president of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) told a 6 December session of the COP28 conference, titled “Greening Higher Education: Transforming Competences and Practices”, that climate policies need to be universal.

UNESCO IESALC (International Institute for Higher Education in Latin America and the Caribbean) co-sponsored this with the United Nations Office for South-South Cooperation, and University of Helsinki, working with Education Above All, IBM, INQAAHE (International Network for Quality Assurance Agencies in Higher Education), Una Generacion, the Global Student Forum, the UNESCO SDG4 Youth & Student Network and the Greening Education Partnership.

The session was co-sponsored by INQAAHE with support from Education Above All, Una Generacion, the Global Student Forum, and the UNESCO SDG4 Youth & Student Network, plus Finland's University of Helsinki.

Karakhanyan said, according to UN figures, in 2022, there were 56 countries in the world facing military unrest or invasion. Given this instability, these countries are “very far from being sustainable or thinking about sustainability ... Let’s nurture the value of peace”, she said.

Higher education institutions are strong vehicles to promote such societal change, so that all populations value and pursue sustainability, said Karakhanyan. However, across higher education institutions worldwide there is an insufficient proportion who have the capacity to do so.

That includes looking at strategic planning, budget allocation, engagement with students and faculty, awareness raising – all “a cause for concern”. Some quality sustainability toolkits have been developed, but implementing them is “another challenge”, she said.

Clear, deliverable mandates

These problems could be tackled, but clear, deliverable mandates – targeted at higher education – developed by national and regional regulators and governments are needed, she argued, and these are often lacking.

States have shifted responsibility to universities and colleges themselves, and while some have been successful, that depends on possessing the capacity to develop a sustainability education, research, and outreach blueprint.

“The majority of the current initiatives are policies that come from the universities themselves,” she said, noting that these often involve “bottom-up” initiatives from students and faculty, feeding into decisions by policy makers.

There are exceptions. For example, France has government guidance on higher education for sustainability.

Such a focused approach is important given that the more common approach to sustainability is a generic policy, Karakhanyan said.

She said that clear higher education sector targets and key performance indicators are needed. Without them, progress was difficult to measure, she told the meeting.

Moderator Francesc Pedró, director of UNESCO's International Institute for Higher Education in Latin America and the Caribbean (IESALC), agreed, saying: "If you cannot measure it, you cannot manage it..." He said there was broad support within the higher education sector for sustainability, but measurements are needed.

Global South

To ensure that progress in sustainability initiatives extend to the Global South, a Youth-Led Greening Technology Transfer Project pilot within the UN South-South Cooperation University Network is being launched by UNESCO IESALC and the United Nations Office for South-South Cooperation (UNOSSC), according to Dima Al-Khatib, UNOSSC director.

The pilot will initially involve 11 universities and is designed to widen policy discussions, including on sustainability: "It will definitely create a wider horizon for these views ... to address issues of sustainable development that have no geographic boundary," she told the meeting.

George Tavola, engagement manager for the Education Above All (EAA) Foundation, a Qatar-based organisation promoting equal access to education and utilising teaching and studies to promote positive, sustainable and inclusive change, described examples of international cooperation delivering tangible advances in sustainability which include higher education experts working with civil society.

His organisation works with "budget partners who implement projects, theory and knowledge and skills", and "provides the impetus for students to apply theoretical knowledge".

He said that the EAA has just launched a project in Pakistan with the British Council, where universities host sustainability clubs, following a curriculum integrating a UN Development Programme (UNDP) climate change toolkit.

"Through this collaboration students get to work with marginalised communities and projects on the ground, like tree planting or conservation. This idea of collaboration and partnership ultimately empowers all parties, not just students," he told the meeting.

In Vietnam, EAA [url=https://www.educationaboveall.org/countries/vietnam](https://www.educationaboveall.org/countries/vietnam) works with Action Aid [\[/url\]](#)Vietnam to liaise directly with young farmers to introduce eco-friendly practices such as wind or solar energy, partnering with Can Tho University in the Mekong delta. Students work in the project while also learning.

Students have designed a mechanism to measure greenhouse gas emission reductions and trained local farmers using green tech and data collection, "so farmers see the evidence of reducing emissions", while boosting their businesses' cost effectiveness, he said.

Private sector contribution

Justina Nixon-Saintil, chief impact officer and vice-president of corporate social responsibility at IBM, said the private sector can help to boost the sustainability of higher education, within and outside learning institutions. In 2021, the US-based corporation announced in a **policy** aimed at building the technology skills of 30 million people by 2030.

“We believe it’s our responsibility to make sure we have a very skilled workforce, and we also want to make sure we have a very diverse workforce. There are a lot of underrepresented marginalised populations being left out of the tech workforce and we want to make sure they have the skills that are needed so they can get a very good paying job,” she said.

“We work with universities globally. We work with thousands of universities. We provide access to our software. We provide access to free content. We support faculty and make sure they have access to the latest training, as well as in AI and sustainability,” she added.

Nixon-Saintil said in November this year that IBM launched a SkillsBuild platform that provides free training connecting new technologies to ecology and combating climate change. “With AI-powered recommendations available for each learner, this interdisciplinary coursework connects topics such as ecology and biodiversity, with technology training in AI and data analytics,” [url=https://newsroom.ibm.com/2023-11-16-IBM-Further-Commitment-to-Climate-Action-Through-New-Sustainability-Projects-and-Free-Training-in-Green-and-Technology-Skills-for-Vulnerable-Communities](https://newsroom.ibm.com/2023-11-16-IBM-Further-Commitment-to-Climate-Action-Through-New-Sustainability-Projects-and-Free-Training-in-Green-and-Technology-Skills-for-Vulnerable-Communities)]stated an IBM note[/url].

“That makes sense for us as a company,” she said, given how AI can interpret data and provide sustainability-focused decision-making insights. “We need to understand the data and what this means for lowering emissions and creating products ... We need to make sure we have a skilled generation who can reduce our emissions around the world,” she explained.

IBM offers universities access to its data for research and offers a train-the-trainer model to assist inquiring faculty, helping them to integrate its contents into curricula. And where universities lack capacity to handle such work, the company offers additional support via IBM mentors: “We spend more time with them. They need to be brought along on the journey,” she said. IBM would work with UNESCO IESALC on supporting university capacity building and skills development, especially in AI, she added.

Student and higher education institution perspectives

The meeting also heard from students on the importance of sustainability-focused education and how it is delivered.

Azkha Mikhdar, youth leader for the UNESCO SDG4 Youth and Student Network stressed the importance of collaboration within and among higher education institutions. “We've been working in silos. We need to bridge the gap,” said Mikhdar.

Riina Koivuranta, senior specialist in communications and community relations at the University of Helsinki, Finland, said such work can be promoted through proactive awareness-raising. That includes promoting the university's own work, "whether it's about curriculum reform or about our partnerships with businesses ... whether it's about our own daily activities when it comes to our own investments, our own procurement, practices our own estates, our own carbon neutrality roadmap.

"That's not to say we are perfect, or doing things right or doing enough," she said. The message to other institutions was basically: 'You are not alone'. She said going forward, the message was: "We can also unite better, because then we can have the feedback: 'Hey, have you heard about this, or have you tried that?'"

On this track, the University of Helsinki and UNESCO IESALC are to co-host a series of greening higher education hybrid workshops for sustainability transformation in higher education institutions, according to a meeting note.

Sandra Goulart, president of the Federal University of Minas Gerais, Brazil, stressed the need for universities worldwide to "join in a global effort towards a more sustainable world" through teaching, research and outreach. "We are responsible for educating the future generations ... [universities should] persevere in the aim of placing the protection of nature and the environment ... as a priority," she said.

Information from: <https://www.universityworldnews.com/post.php?story=20231209033934921>

NEWS FROM THE WORLD

3rd International Conference on Advances in Civil and Environmental Engineering (ICACEE-2024)

21- 22 February, 2024

University of Engineering and Technology, Taxila-UET Taxila, Pakistan



As an annual conference, the goal of ICACEE-2024 is to bring together, multi-disciplinary group of highly cited researchers and engineers from all over the world to present and exchange break-through ideas related to Civil and Environmental Engineering.

ICACEE-2024 shares an insight into the recent research and cutting-edge technologies, which gains immense interest with the colossal and exuberant presence of brilliant researchers, delegates, and talented student communities. Several members from national and international organizations are part of the technical committee ICACEE-2024.

ICACEE-2024 welcomes participation from academics and researchers, including students and industry professionals. Additionally, this opportunity will allow academia and industry to close the gap between their respective fields of study and industrial endeavors.

Call for Papers

The International Conference On Advances In Civil And Environmental Engineering (ICACEE-2024) is the leading platform for the dissemination of novel advancements and research findings in the theoretical, experimental, and practical domains of civil and environmental engineering. Leading scientists, engineers, and researchers in the field will attend the conference from all over Pakistan. Topics of interest for submission include, but are not limited to:

- Sustainable Structures and Materials
- Innovative Methods and Techniques in Civil Engineering
- Advance Materials for Construction
- Construction Engineering & Management
- Construction Industry Issues
- Traffic and Pavement Engineering
- Soil and Geoscience
- Water and Wastewater Treatment
- Waste Management and Resource Recovery

- Climate Change Mitigation and Adoption
- Sustainable Water Resources
- Renewable, Smart and Green Energy Development

Important Dates

| | |
|--|--------------------------------|
| Submission of Paper | 20 th December 2023 |
| Notification of Acceptance | 15 th January 2024 |
| Registration Deadline | 25 th January 2024 |
| Poster and Camera Ready (Paper Submission) | 1 st February 2024 |

More information: <https://web.uettaxila.edu.pk/icacee2024>

ICECon2024: 3rd International Conference on Civil Engineering and Construction Technology 2024

5-6 March, 2024

Kota Kinabalu, Sabah, Malaysia

The 3rd International Conference on Civil Engineering and Construction Technology (ICECon2024) is a hybrid conference that will be held on the 5th to 6th March 2024. This conference is organized by the Civil Engineering Program and Green Materials and Advanced Construction Technology Research Unit (GMACT), Universiti Malaysia Sabah, along with several academic and industrial co-organizers.

With the theme “*Advancing Towards a More Resilient Future and Sustainable Construction*”, ICECon2024 aims to promote research in civil engineering and to facilitate a platform for academicians, engineers and scientists to disseminate new knowledge, share best practices, expand professional networks and to provide invaluable input for enriching civil engineering and construction technology for the benefit of mankind.

Venue

The conference will be based in Kota Kinabalu, Sabah, Malaysia. Conference details will be announced in the website.

List of Topics

- Applied Science
- Earth and Planetary
- Advances in Composite Materials
- Computational Mechanics
- Foundation and Retaining Walls
- Slope Stability
- Ground Improvement Techniques
- Site Investigation and Rehabilitation
- Ecology and Land Development
- Water Resources Planning
- Environment Management
- Earthquake and Tsunami Issues

- Soil Dynamics
- Soil Structure Interaction
- Pavement Technology
- Tunnel and Anchors
- Water Quality and Security
- Hydrology and Hydraulics
- Disaster Mitigation & Management
- Earthquake Resistant Design Practices
- Environmental Engineering & Management
- Infrastructure Engineering
- Irrigation, Water Resources & Management
- Modern Construction Materials
- Geo-environmental Engineering
- GIS & Remote Sensing
- Safety and Reliability
- Geo-Hazard Mitigation
- Case History and Practical Experience
- Civil Engineering Profession / Education
- Construction Safety & Fire Engineering
- Retrofitting / Rehabilitation of Structures
- Sustainable Development & Construction
- Renewable Energy
- Transportation Engineering & Traffic Planning
- Urban Planning
- Health, Safety & Environmental
- All fields of engineering sciences and technology

More information: <https://sites.google.com/ums.edu.my/icecon2024/>

CIGOS — 7th International Conference series on Geotechnics, Civil Engineering and Structures

04 - 05 April 2024

Ho Chi Minh city, Vietnam



More information: <https://cigos2024.sciencesconf.org/>

ICGE'24 — International Conference on Geotechnical Engineering

25 - 27 April 2024

Hammamet, Tunisia



The Research Laboratory of Geotechnical Engineering and Georisks, of the National Engineering School of Tunis, is delighted to invite you to publish your original research and/or engineering studies in the forthcoming 5th INTERNATIONAL CONFERENCE ON GEOTECHNICAL ENGINEERING (ICGE'24) scheduled in Hammamet (TUNISIA) on 25-27th April 2024.

THEMES**Geotechnical Engineering**

- Soil characterization
- Soil Behavior
- Ground Improvement
- Foundations
- Urban excavations
- Underground constructions
- Slope stability and landslides
- Unsaturated soils and hydraulic works
- Soil dynamics and earthquake engineering

Rock Mechanics

- Characterization of intact rocks and rock masses
- Computational methods for rock mechanics big data
- Constitutive models in prediction of rock behavior

- Dynamic phenomena in rock mechanics
- Fracture and damage of rocks
- Hydraulic fracturing
- Petroleum reservoir and well geomechanics
- Rock heterogeneity and multiscale approaches
- Rock slope supporting structures
- Rock tunneling
- Rock material valorization
- Seismic behaviors of rock masses
- Geothermal applications
- 3D printing technology in Rock Engineering

Applied geophysical engineering

- Exploration geophysics
- Characterization of sub-soil with geophysical methods
- Geophysical modelling and inversion
- Environmental geophysics
- Hydrological problems
- Numerical approaches for seismic site responsible
- Seismic risk management
- Dynamic soil-structure interaction effects
- Seismic hazard, ground motion records and prediction
- Risk management with applied geophysics

Geomatics and Environmental Engineering

- Georisk: Modelling and Monitoring
- Remote Sensing and GIS Application for Land use
- Climate change: process and impacts
- Geo-Matching : Concepts and Modelling (ACM)
- GEODESIGN: Modelling and technologies
- Architectural photogrammetry and applications to Cultural Heritage
- Smart city and environment
- Reactive-city: modelling and visualization of the city in movement
- GIS and Augmented reality

More information:: <https://www.icge24.com>

2024 SPE/SEG Induced Seismicity Workshop

04 - 05 June, 2024

Fort Worth, Texas, United States

This workshop brings together regulators, academics, and industry to discuss the latest learnings and challenges. Over the years, considerable progress has been made understanding the causation of seismicity induced by injection enabling the development of pragmatic risk assessment and management strategies and regulatory frameworks to be developed. Nevertheless, induced seismicity occurrences have continued to spread to new regions with increasing seismicity levels, bringing new stakeholders and challenges into the mix.

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

The Third International Conference on Press-in Engineering 2024

03 - 05 July, 2024

Singapore, Singapore



Press-in engineering technique is now commonly employed in many countries to install sheet pile retaining structures, coastal protection facilities and other structures reducing noise, vibration, and time. In some cases, pipe piles have been installed by means of press-in technique for the foundations to support the buildings. The inaugural Press-in Engineering Conference (ICPE2018) was successfully completed in Kochi, Japan in September 2018, and the Second Conference (ICPE2021) was also successfully held receiving many positive feedbacks. Each of the above conferences attracted several hundred participants. As press-in technique is also commonly employed in Singapore and other Southeast

Asian countries, Singapore is going to host the third international conference ICPE2024 from 3 to 5 July 2024.

Topics

- Pile Performance
- Piling Mechanism
- Infrastructure Development
- Disaster Prevention and Mitigation
- Climate Change
- Project Management (Intangible Benefits)
- Quality Assurance
- Case Histories
- Miscellaneous

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

10th AYGEC Asian Young Geotechnical Engineers Conference

11 - 14 November, 2024

Jakarta, Indonesia

The 10th AYGEC aims at providing an interactive platform for the young geotechnical engineers from across Asia. Young geotechnical engineers and researchers below the age of 35 years from Asian countries will participate in this conference. Each of the National Geotechnical Societies in Asia is invited to nominate two participants from their countries and areas to submit written contributions and to present their works in the conference.



Conference Theme

1. Ground Subsidence and Sea-Water Intrusion
2. Geotechnical Earthquake Engineering and Seismic Hazard
3. Soil Improvement and Soft Soil
4. Geotechnical Engineering for Dams
5. Trenchless Technology for Urban Development
6. Foundation and Its Problem
7. Deep Excavation, Basement and Tunnel

- 8. Unsaturated Soil Mechanics
- 9. Sedimentary and Residual Soils
- 10. Geotechnical Instrumentation
- 11. Geotechnical Laboratory Testing
- 12. Slope stability and Landslides
- 13. AI for Geotechnical Engineering
- 14. Other topics related to geotechnical engineering

Important Dates

| | |
|---------------------------------------|-----------------|
| Abstract Submission | 30 January 2024 |
| Notification of Abstract Acceptance | 28 Feb 2024 |
| Full Paper Submission | April 2024 |
| Notification of Full Paper Acceptance | May 2024 |
| Camera-ready paper | July 2024 |
| Conference Registration | Open July 2024 |
| Main Event | November 2024 |

More information: <https://10aygec-pit28.hatti.or.id>

ICCEE 2024: 18. International Conference on Civil Engineering Education

15-16 November, 2024

Jeddah, Saudi Arabia

HYBRID



The International Research Conference is a federated organization dedicated to bringing together a significant number of diverse scholarly events for presentation within the [conference program](#). Events

will run over a span of time during the conference depending on the number and length of the presentations. With its high quality, it provides an exceptional value for students, academics and industry researchers.

Aims and Objectives

International Conference on Civil Engineering Education aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Civil Engineering Education. 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 Civil Engineering Education.

Call for Contributions

Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Civil Engineering Education are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

The leading academic scientists, researchers and scholars in the domain of interest from around the world are invited to submit original research contributions relating to all aspects of:

- Civil engineering education Advances in civil engineering education Innovations in civil engineering education
- Activities and programs for students with special needs
- Analysis of uses of technology in the learning of civil engineering
- Analysis of uses of technology in the teaching of civil engineering
- Assessment and testing in civil engineering education
- Gender and civil engineering education In-services education, professional development of civil engineering teachers
- Language and communication in civil engineering education
- Mathematical applications and modeling in the teaching and learning of civil engineering
- Civil engineering curriculum development
- Civil engineering education in a multilingual and multicultural environment
- Civil engineering education in and for work
- Motivation, beliefs and attitudes towards civil engineering and its teaching
- Problem solving in civil engineering education
- Reasoning, proof and proving in civil engineering education
- Theoretical issues in civil engineering education
- Visualization in the teaching and learning of civil engineering

More information: <https://waset.org/civil-engineering-education-conference-in-november-2024-in-jeddah>

5th International Conference on Transportation Geotechnics

20 - 24 November, 2024

Sydney, Australia

The Transport Research Centre, UTS, in liaison with ISSMGE Technical Committees, TC202, TC 211, TC307 and the Australian Geomechanics Society (AGS) is organizing the 5th International Conference on Transportation Geotechnics in Sydney, Australia, from 20 to 22 November 2024.



The program will feature presentations from the following themes:

- Mechanistic-empirical design (road, railways, airfields, waterways and harbor facilities)
- Optimized characteristics of geomaterials (e.g. hydraulically bound materials & asphalt mixtures)
- Recycled materials in road and rail embankments and sub-structural layers
- Sustainability in transportation geotechnics
- Fundamentals of road and rail geotechnics
- Offshore soil improvement, port development and harbour geotechnics
- Dynamics of transportation infrastructure and numerical modelling
- Soft Subgrade Instability including yielding and fluidisation (experimental and numerical)
- Behaviour of airfields and pavement structures
- Transition zones for railways
- Applied ground improvement methods for transportation infrastructure
- Stabilisation and reinforcement of geomaterials and waste materials
- Geosynthetics in transportation applications
- Geotechnics in underground transportation including tunnels
- Use of rigid inclusions and retaining structures for enhanced stability
- Pile-supported transport infrastructure
- Geotechnical-seismic vulnerability of transportation infrastructures
- Subsurface sensing for transportation infrastructure

- Intelligent construction in earthworks technology and management
- Climatic effects on the behavioral transformation of geomaterials
- Properties and behavior of Unsaturated subgrade and compacted fills
- Slope stability and risk management in relation to transport corridors
- Transport asset management
- Planning and design of mega transport projects

More information: <https://www.ictg2024.com.au>

CALENDAR

| Date | Event | Place |
|----------------|--|-------------------|
| 28-29.01. 2024 | International Conference on Technology and Engineering Education | Sydney, AUSTRALIA |



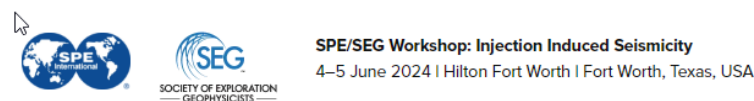
https://waset.org/technology-and-engineering-education-conference-in-january-2024-in-sydney?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

| | | |
|------------------|---|--------------------------|
| 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 |
|---------------|--|------------|



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>

| Date | Event | Place |
|----------------|--|---|
| 13-17.05. 2024 | <p>The Fifth European and Mediterranean Structural Engineering and Construction Conference</p>  <p>EURO MED SEC 5 Developing Materials and Structures for Sustainable Engineering Vilnius, Lithuania, May 13-17, 2024</p> | <p>Vilnius, LITHUANIA</p> |
| | <p>https://www.isec-society.org/EURO_MED_SEC_05/</p> | |
| 29-31.05.2024 | <p>4th International Conference "Coordinating Engineering for Sustainability and Resilience" CESARE 2024</p>  | <p>Timisoara, ROMANIA</p> |
| | <p>https://www.ct.upt.ro/cesare24/</p> | |
| 07-08.06.2024 | <p>ICCDHE 2024: 18. International Conference on Curriculum Development in Higher Education</p>  | <p>San Francisco, UNITED STATES</p> |
| | <p>https://waset.org/curriculum-development-in-higher-education-conference-in-june-2024-in-san-francisco?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing</p> | |

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



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

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



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

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



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

| Date | Event | Place |
|---------------|---|-----------------------------------|
| 18.10.2024 | <p data-bbox="389 352 1412 388">17th EUCEET Association General Assembly</p>  <p data-bbox="389 577 1412 619">http://www.euceet.eu/events/euceet.php?id=8</p> | Paris, FRANCE |
| 12-17.11.2024 | <p data-bbox="389 667 1412 745">XVII Panamerican Conference on Soil Mechanics and Geotechnical Engineering</p>  <p data-bbox="389 987 1412 1029">https://panamgeochile2024.cl</p> | Pucón, CHILE |
| 20-24.11.2024 | <p data-bbox="389 1066 1412 1102">5th International Conference on Transportation Geotechnics</p>  <p data-bbox="389 1396 1412 1438">https://www.ictg2024.com.au</p> | Sydney, AUSTRALIA |
| 20-21.12.2024 | <p data-bbox="389 1470 1412 1547">ICCDPP 2024: 18. International Conference on Curriculum Development, Practices and Procedures</p>  <p data-bbox="389 1816 1412 1953">https://waset.org/curriculum-development-practices-and-procedures-conference-in-december-2024-in-dubai?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing</p> | Dubai, UNITED ARAB EMIRATES |