



**EUCET Association**

# **NEWSLETTER 2/2022**

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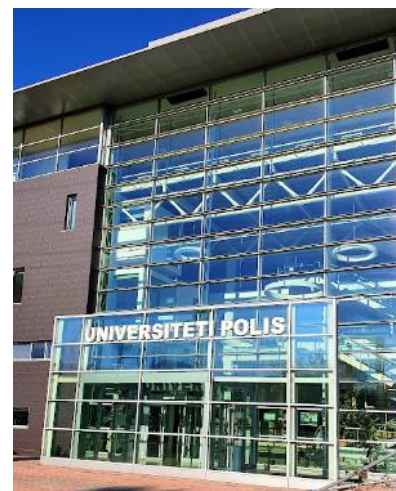
## FROM THE EUCEET ASSOCIATION

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

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

#### Venue:

POLIS University  
Address: Rruga Bylis 12,  
Autostrada Tiranë-Durrës, Km 5, Kashar, SH2,  
Tiranë 1051



#### Tentative schedule:

Time	Activity	Venue
<b>Thursday September 29th, 2022</b>		
15:00 -15:30	Welcome by representative of Polis University	U_POLIS building/ room Biblio
15:30 – 16:30	Visit of the university	U_POLIS building/ room Innovation Factory
20:00-22:00	Gala dinner at the Vila Feliz restaurant in Tirana <a href="https://www.tripadvisor.com/Restaurant_Review-g294446-d20283375-Reviews-Vila_Feliz-Tirana_Tirana_County.html">https://www.tripadvisor.com/Restaurant_Review-g294446-d20283375-Reviews-Vila_Feliz-Tirana_Tirana_County.html</a>	<a href="#">Rruga Gjeneral Nikols, Tirana Albania</a>
<b>Friday September 30<sup>th</sup>, 2022</b>		
9:30 -12.00	EUCEET General Assembly	U_POLIS building/ room C1

Regarding Albanian Entry Regulation, please access the link: <https://albania.al/visa-procedures/>.

For more about the city of Tirana and Albania visit:

<https://www.tirana.al/>

<https://kultura.gov.al/>

<https://www.yellowpagesalbania.com/>

**New MEMBER****Ecole Nationale des Travaux Publics de l'Etat, France**

ENTPE is a highly selective and reputed Post graduate engineering school and research institute, member of the University of Lyon. It is a state funded engineering school within the ministry in charge of ecology, energy, sustainable development and spatial planning.

ENTPE has been continually accredited to deliver the much acclaimed engineering degree ("*titre d'ingénieur diplômé*") by the [National Accreditation Board](http://www.cti-commission.fr) (www.cti-commission.fr) since 1971 and is a member of the [Conference of Graduate Schools](http://www.cge.asso.fr) (www.cge.asso.fr), the Ivy League of Engineering schools in France.

It has been located since 1975 on the Vaulx-en-Velin campus near Lyon, shared with the National School of Architecture of Lyon (ENSAL).

The School trains engineers in all the fields of sustainable engineering: construction, transports and mobility, territorial planning and public policy, the environment. The aim is to advance leading edge research, train future engineers and responsible stakeholders working on global ecological transition and inclusion.

**PROGRAM**

Most students are selected through a nationwide competitive examination after having successfully completed a two-year post baccalaureate preparatory course.

ENTPE provides a 3 year full time program in the fields of Territorial and Urban Planning and Governance, Natural and Industrial Risk management, Building Sciences and infrastructures, Transport Policy and Management.

The ENTPE program also provides excellent academic mobility opportunities for students in other prestigious international institutions (Imperial College, Polytechnique Montréal, Tongji University...). Strongly linked with the University of Lyon, the ENTPE offers a range of opportunities for double MSc degrees in both exact sciences and social sciences.

Most Alumni pursue their careers within private, international or domestic engineering or construction companies or within the ministry in charge of ecology, energy, sustainable development and spatial planning. 10% of any given cohort are international students, international mobility for French students is mandatory.

**RESEARCH FIELDS**

ENTPE also delivers a PhD degree and boasts 5 joint research units carrying out quality research activities:

- Infrastructures and building sciences (**LTDS laboratory**).

Fields cover soil mechanics, bridges and tunnel construction, soil and structure dynamics, multi-physic materials and construction, physical analysis of housing including end-user comfort.

- Transport policy and economy (**LAET laboratory**).

Fields cover mobility and territories, public policy in transport, economic models for transport systems, land use models and transport systems.

- Transport Modelling (**LICIT laboratory**).

Fields cover mathematical traffic flow models, new coupled models between traffic and pollutant emissions.

- Environmental Sciences (**LEHNA laboratory**).

Fields cover ecotoxicology and environmental safety assessment, pollutant transfers in porous media and pollutant effects on ecosystems (fauna and flora).

- Urban governance, planning and public policy (**EVS laboratory**).

Fields cover geography, policy, sociology, social anthropology and history. All EVS researchers focus on political, social, and cultural aspects of planning policy, security and risks, and housing. An interdisciplinary approach is pruned through sciences and social sciences. EVS manages a UNESCO Chair "Urban policies and citizenship".



**LINKS WITH INDUSTRY**

ENTPE, through its researchers, is member of a certain number of industrial clusters: CARA, Axelera, Cluster Lumière, INDURA, PIC, GRAIE...

It is partner to over 50 well-known companies.

**KEY FACTS**

- 800 Full time students (75 international students, 95 PhD students)
- 7 Double Degree Programs (MSc.)
- 12 Double Degree Programs with possible prolongation of studies (Architecture, Geology, MBA...)
- 35 International Exchange Programs in 17 countries (Double Degree or Credit Bearing)
- 4 Substitution-Year Double Degree Programs within France
- 5 Laboratories
- 235 Jobs in Research
- 20 Thesis published by year

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## Joint Conference of EUCET Association and AECEF, autumn 2023

### FIRST ANNOUNCEMENT

#### 2<sup>nd</sup> joint International Conference of EUCET and AECEF

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

#### About the Conference

The International Conference on “*The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education*” is organized under the joint auspices of the European Civil Engineering Education and Training Association (EUCET) and the Association of European Civil Engineering Faculties (AECEF).

Since the Bologna Declaration the Student-Centred Approach has involved the development of Interactive Teaching/Learning methodologies. Actually, the need for a Green and Digital transition during COVID-years requires the development of appropriate soft skills and sensibility of future Civil Engineers with respect to so-called SDGs such as: Clean water and sanitation, Affordable and clean energy, Industry, Innovation, and infrastructures, Sustainable cities and communities, Climate change.

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.

#### Conference topics

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

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

#### Conference details

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

**Conference Chairs (Organizing Committee)**

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

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

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

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

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

**Forthcoming**

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



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

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



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

## FROM MEMBERS

### École des Ponts ParisTech, France



#### JSE 2022 - ENVIRONMENTAL CRISES: TOWARDS WHAT SOLUTIONS?

April 15, 2022

After an opening evening organized on March 21, 2022, open to the general public, the 33<sup>rd</sup> Journées Scientifiques de l'Environnement (JSE) took place from March 22 to 23 at the Maison départementale des Syndicats in Créteil.

Organized by the OSU-EFLUVE and the Val-de-Marne Department, in partnership with the Ecole des Ponts ParisTech and the Université Paris Cité, the Journées Scientifiques de l'Environnement (JSE) brought together researchers, companies, representatives of local authorities, and also a large number of master's students at the UPEC (Risks and the Environment /SGE, Science and Technology of Agriculture, Food and the Environment (STA2E), and at the Université Paris Cité (Risk and Crisis Engineering). Nearly 120 people attended this multidisciplinary event of discovery and debate on environmental research in Val-de-Marne.

#### OPENING EVENING

The Journées Scientifiques de l'Environnement began with an event for the general public, on March 21, 2022 at 7:00 pm, in the presence of Jean-Luc Dubois-Randé, President of the Université Paris-Est Créteil and Mélanie Nowak, Delegated Departmental Councilor.

On this first evening, the audience was treated to exceptional lectures by Valérie Masson-Delmotte, co-chair of the IPCC Working Group I (climate physics) for the sixth assessment cycle and director of research in climate sciences at the LSCE of the IPSL at the University of Paris Saclay, and Gaël Giraud, director of research in economics at the CNRS, director of the Environmental Justice Program at Georgetown, who spoke by videoconference live from the United States.

#### SCIENTIFIC SYMPOSIUM

For this 33<sup>rd</sup> edition, scientific presentations and round tables alternated around three major themes:

- Environmental crisis and society: solutions for the energy transition alone or further socio-economic change;
- What solutions, what innovations? Technological innovation or promotion of more sustainable and low-tech technologies?



- What socio-economic framework for the implementation of solutions, what decision-making scale, what place for the citizen?

three sessions including interventions and round tables were proposed.

### LISTENERS' WORKSHOPS

The last half-day was dedicated to workshops: the participants, divided into 8 groups, were invited to reflect on the society they wished to set up following a blackout. This reflection was followed by a large moving debate which allowed each person, by moving around the room or by speaking, according to his or her wish, to give an account of his or her progress.

The Days were closed by Sabine Patoux, president delegated to the President of the Val-de-Marne Department.





Photos from the 33<sup>rd</sup> Journées Scientifiques de l'Environnement (JSE)

For more information: <https://osu-efluve.u-pec.fr/presentation/actualites/retour-sur-les-ise-2022-crises-environnementales-vers-quelles-solutions>

### ENPC INVOLVED IN META RESEARCH PROGRAM

May 27, 2022

#### IA FOR MATH WITH META

Mathematics is one of the most challenging activities of the human mind. Although AI has achieved superhuman performance in 2-player games like chess or go, the most advanced models are still unable to prove even simple mathematical statements.

Since 2020, [CERMICS](#) with a team from Meta AI (Facebook's artificial intelligence lab) has been training an artificial intelligence that can prove mathematical theorems and exercises. The AI receives a mathematical statement and solves it by giving the proof step by step. The approach used is inspired by AlphaZero, the artificial intelligence that learns to play chess against itself and beats all humans.

This new algorithm, HyperTree Proof Search (HTPS) is inspired by the recent success of AlphaZero. The model developed is capable of proving mathematical theorems in a fully automated manner and significantly outperforms SOTA machine learning.

With HTPS, the model reaches SOTA performances on several mathematical environments such as Metamath or Lean, and has solved several problems at the International Mathematical Olympiads. This team is composed of 8 people: 6 researchers from Meta AI, 1 researcher from Vrije Universiteit Amsterdam and Amaury Hayat researcher at CERMICS.

[> For more information](#)

## TEACHING SUSTAINABLE DEVELOPMENT: FROM A DISCIPLINARY TO A LEARNING OUTCOME APPROACH

June 28, 2022

**ÉCOLE DES PONTS PARISTECH in coordination with BME, FAU, ITU**

Engineers are expected to better integrate sustainable development practices and issues into the way they design, build, operate, maintain and deconstruct products and services. While sustainable development was defined nearly 40 years ago and gained momentum in 2015 with the United Nations Sustainable Development Goals and the Paris Agreement on climate change, its impact on education, and particularly higher education, has yet to be systematically addressed.

One barrier to teaching sustainable development more broadly in the curriculum as an introductory course is that it requires more than a disciplinary approach. Learning outcomes approaches allow us to identify specific entry points within the curriculum and understand what already exists, what the gaps are in terms of skills and competencies for future leaders. It thus enables the design of renewed curricula by building on existing disciplinary practices.

In this context, results have recently emerged at different scales. For example, those developed by the Ecole des Ponts ParisTech and the INSA in France, the UNESCO learning objectives or the recent European repository of competencies in sustainable development. Such diversity poses the challenge of implementation for all actors in the higher education system.

This workshop is organized around two objectives:

To foster a common understanding among [EELISA](#) members of the skill needs of engineers to support sustainable development;

To share and disseminate experiences that can be replicated among other members of the EELISA network.

[For more information](#)

## Technical University of Civil Engineering Bucharest, Romania



### Construct FEST – EU-CONEXUS Forum and Cultural Festival

Between 4-8 of April 2022, Technical University of Civil Engineering Bucharest (UTC B) together with EU-CONEXUS and other partners organized **Construct FEST**, the biggest construction career fair in Romania that included EU-CONEXUS Forum and Cultural Festival!



At its 5<sup>th</sup> edition this year, this fair aimed to better connect the industry and EU-CONEXUS academic offers to students from EU-CONEXUS universities and high school students from Romania, to increase their professional opportunities and skills and involve them, together with EU-CONEXUS staff, in promoting the EU-CONEXUS community and Romanian culture.

More than 40 Romanian companies, associations and NGOs were present and interacted with the participants. This was a great opportunity for networking and for making plans for student careers. This premiere gathered more than 150 EU-CONEXUS staff, students and Governing Board members who participated in the activities. Distinguished guests from our alliance and from the Romanian local and central stakeholders were also present during the opening of the event and in the EU-CONEXUS Stakeholder roundtable. We were honored to have representatives from:

- The EU-CONEXUS Governing Board
- The Ministry of Education
- The Ministry of Regional Development and Public Administration
- City Hall of District 2 Bucharest
- Minister of Development, Public Works and Administration
- State Councilor of the Prime Minister
- Executive Unit for the Financing of Higher Education, Research, Development and Innovation
- French Embassy and French Institute in Romania
- Agence universitaire de la Francophonie (AUF)
- Employers' Federation of Building Companies

The roundtable and the series of EU-CONEXUS working groups meetings held gave our guests the opportunity to talk about ways in which our Alliance can grow stronger moving forward, and about the crucial importance of cross – cultural collaboration between our institutions. Also, this was a unique occasion for our guests to exchange ideas on future endeavours.



**EU-CONEXUS Forum** was a unique opportunity for the students from EU-CONEXUS:

- to interact with more than 30 companies;
- to receive details about [EU-CONEXUS Career Center on JobTeaser](#) – platform for our students and alumni that enables them to be in direct contact with companies;
- to participate on 3 workshops about how to better present themselves at future interviews and how to boost their CVs;
- to create their own career plan;
- to receive information about EU-CONEXUS study programs (Minor Programmes and [Joint Master Programme in Marine Biotechnology](#)) and also about each university member in EU-CONEXUS (offline and online on a specialized platform)

During the event, UCTB hosted also the [Final Pitch for the students from the EU-CONEXUS Social Entrepreneurship Programme](#), where they presented their social start-up ideas that bring solutions to challenges of the coastal areas and we selected 6 winners that will go in international mobilities to one of their mentor, an entrepreneur from EU-CONEXUS mentorship platform. Also, the participants were invited to a workshop on nonviolent communication with their social entrepreneur and trainer and also to a project Market session with Bucharest District 2 Vice Mayor – they brought solutions to Bucharest environmental problems. Also, they were given a tour of [EFdeN – Sustainable City](#).

Another premiere for UCTB was the **first blended-mobility from the EU-CONEXUS Minor programmes in Bucharest**, where students from Effects of Climate Change course had academic activities and the opportunity to visit the Romanian National Meteorological Administration. Also, EU-CONEXUS students took part in a workshops on environmental challenges powered by [ClimatoSfera](#), and on leadership & public speaking powered by [ESN ASE-CMP Bucharest](#).

**The EU-CONEXUS Cultural Festival** included Romanian Cultural Evening with Romanian music, theater and traditional dances. Besides the artistic moments prepared by UCTB students, UCTB received a significant support in the organization from The Artists' Nest and the Students' Cultural House in Bucharest. Other cultural activities were the social evening with traditional stands presented by UCTB Buddies in collaboration with ESN volunteers from ESN ASE-CMP Bucharest, for the EU-CONEXUS participants, Bucharest Questo Tour, a visit to the Romanian Palace of the Parliament and to the Natural Sciences Museum of Bucharest.

EU-CONEXUS staff had the first Governing Board, Management and Financial and Administrative Council meetings in Bucharest, also the Minor Officers and Coastal Engineering Institute had the opportunity to meet physically. A part of the guests participated to UCTB Research Lab Visit where the research projects and results of UCTB were presented to our partners and another important activity for the creation of a strong EU-CONEXUS community was the implementation of 3 Job Shadowing mobilities for administrative staff of 2 EU-CONEXUS universities, that had the opportunity to see how UCTB is running the operational day-to-day activities.

EU-CONEXUS Student Board had the first joint meeting with Erasmus Student Representatives, ESN being an international partner of EU-CONEXUS and they exchanged best practices about student involvement

and discussed more about how they can interact more and implement activities for students across EU-CONEXUS areas. In the same time, UTCB students and buddies involved EU-CONEXUS guests in sport and social activities during the week in the city Center of Bucharest.

Another premiere was the inauguration the EU-CONEXUS UTCB rooms – the training room, the conference room and also the ESN Student Hub, as the majority of the activities were held here.

We would like to thank everybody involved in the realization of these events. We owe its success to the concerted effort and work of all the parties.

Information from: <https://www.eu-conexus.eu/en/2022/04/13/constructfest-eu-conexus-forum-and-cultural-festival/>

## FROM PARTNERS

### FEANI (EUROPEAN FEDERATION OF ENGINEERS)



#### FEANI's Involvement in the EESC Civil Society Days 2022

On 15 March 2022, FEANI with the European Association of Institutes for Vocational Training (EVBB) and the LifeLong Learning Platform (LLL) lead a workshop on “*Upskilling Opportunities for All*”, which was attended by 271 participants.

Prof. A. SOEIRO, AECEF Secretary-general, contributed with a presentation on “*Added Social Value of Updating Engineering Competences: Impact on Sustainability*”.

The webinar was organised in a hybrid format and the event was livestreamed on EESC's YouTube channel.



Mrs. T. BABRAUSKIENE and Prof. A. SOEIRO giving a presentation,  
at the EESC Civil Society Days on 15 March 2022 on updating engineering skills

The webinar can be watch on <https://www.youtube.com/watch?v=j7HfhJHoZaE>

## Academic Cooperation Association

### What is “*inclusive excellence*” in global cooperation?

11 May 2022

Brussels, Belgium



On 11 May 2022, ACA and co-organisers VLUHR international, CZELO|DZS, DAAD, and HK-Dir, had the pleasure to host “*Inclusive Excellence*” - a *Global Approach for European Higher Education?* in Brussels and online.

Thanks to contributions from 19 panellists with representation from the European Commission, stakeholder groups, HEIs, national funding agencies and students, the event focused on the emerging concept of “*inclusive excellence*” in the context of the global dimension of the European Strategy for Universities (ES4U) and the Erasmus+ programme.

The event has started the discussion on the concept of “**inclusive excellence**,” brought into the European policy in the recent European Strategy for Universities and its accompanying Staff working document, as applicable to both the internal (intra-union) and external cooperation. The event zoomed into the concept from the global dimension of the Erasmus+ programme, through key inputs and views by speakers from different DG’s, stakeholder groups, HEIs representatives, funding agencies, and students.

At policy and institutional levels, the event contributors stressed that much progress has been made in advancing **inclusion in the HE field** that was traditionally defined more by exclusion than inclusion, with notable exceptions. It can be observed how the one-way conceptualisation of research excellence is becoming obsolete, and the inclusion narrative is getting prominence, although this is far from being yet at optimal levels. A paradigm shift is needed, not only to include more target groups into international opportunities, but also to have stronger attention to more diverse views and different contexts. If inclusion is not incorporated in all these points, an institution cannot really be considered excellent in today’s context.

Further on, most of the speakers have addressed the need for European higher education to start positioning itself less as a **global leader**, and more as an honest partner, on equal footing when collaborating with the HE sectors globally, especially in the global south. There seemed to be some support for this idea from the EC representatives, although the text of the strategy, released before the start of the war in Ukraine, emphasised a vision of Europe as a leader, rather than a partner, when engaging internationally.

While the notion of collaboration with partners who share the European or, rather, universal values was in principle welcomed, it was also shown that in practice, this might be challenging to fully safeguard, and could come in conflict with other political priorities. Some of the speakers also raised a need to reach out even more to countries who do not share the same values, to continue to build bridges and bring about desired change, instead of closing the doors to collaboration.



Similarly, and as concepts such as Europe's "**strategic autonomy**" start to enter the conversations within the HE field, after being more heatedly discussed in the research sector, strong implications on the future of cooperation might emerge. This is part of the institutional core of ACA members – internationalisation agencies providing funding and support for transnational cooperation. Further discussions are needed to set up the balance between openness and caution. A practical approach to navigate this challenge, as proposed by the speakers, would be to differentiate by the purpose of cooperation, continuing collaboration in projects aimed at tackling wider societal challenges, that cannot be solved through unilateral actions, such as biodiversity or climate change, food, while remaining cautious and having wider scrutiny over collaboration in politically or strategically sensitive areas.

These and other ideas will be further developed in ACA's upcoming **Reflection Paper**, which will build on this event and internal exchanges with ACA members.

You can view the recordings of the event on:

[https://www.youtube.com/watch?v=JynVkvnxewQ&list=PLlqoC7\\_pYLkKL1vBMB3iVAOB6wc8oLd0M&t=915s](https://www.youtube.com/watch?v=JynVkvnxewQ&list=PLlqoC7_pYLkKL1vBMB3iVAOB6wc8oLd0M&t=915s)

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

### ACA Think Pieces: Digitalisation in International Higher Education

Following the successful run of ACA's "Think Pieces" series in 2020 on the [world after Covid-19](#) and in 2021 on [inclusion in the context of higher education](#), ACA continues in 2022 by exploring the multi-faceted nature of **digitalisation in the higher education sector**. Throughout 2022, leading voices on the digitalisation of HE field will be sharing their reflections and exploring the multi-faceted nature of digitalisation in higher education institutions from an international cooperation perspective.



This month's Think Piece – **The role of Blended Intensive Programmes in the virtual learning debate and the future of internationalisation** – the third in this year's series, is authored by **Juan Rayón González**, President of the Erasmus Student Network (ESN). ESN plays a powerful role in bringing to light issues experienced by students in mobility programmes, while also advocating and illustrating the advantages of such exchanges.

In this month's Think Piece, Juan lends his perspective on the benefits of Blended Intensive Programmes (BIPs) for the student experience, and offers suggestions on how to further improve these programmes.

In this month's article, Juan presents the findings of the recent ESN survey to illustrate that while students generally enjoy online learning programmes, students would appreciate more interaction with each other and with lecturers. Juan underlines a few key areas that higher education institutions can consider improving for a better student experience. He points out the value of non-formal education in mobility exchanges and the unique opportunities afforded by blended programmes. He also emphasises fostering a sense of agency in students, so as to encourage awareness of the connections between the global and local significance of their work. He concludes the piece by reminding faculties to strategically plan informal moments of connection for students to develop a sense of community in BIPs.



**JUAN RAYÓN GONZÁLEZ** | in  
President of Erasmus Student Network

[Read the full piece.](#)

Information from: [https://aca-secretariat.be/post\\_other\\_pub/aca-think-pieces-digitalisation-in-international-higher-education/?yearPub=2022](https://aca-secretariat.be/post_other_pub/aca-think-pieces-digitalisation-in-international-higher-education/?yearPub=2022)

### Conference *Digitalisation in International Higher Education: Forward Looking Perspectives*

8-9 November, 2022

Prague, Czech Republic

The *Digitalisation in International Higher Education: Forward Looking Perspectives international* conference is a joint **DZS/ACA** activity that will enable the sharing of experience and best practice on the digitalisation of international higher education.

The conference will bring together relevant stakeholders from higher education, including experts and policymakers, internationalisation practitioners and academics in the higher education field to reflect on the digital transformation in the present and the future of universities.

Drawing on experiences with digital and blended learning, participants will explore the challenges but also the potential of recent innovations in terms of advancing education and international cooperation, while they will also get the chance to meet counterparts from all over Europe in the framework of an exchange of practices, teamwork, collaboration and peer learning.

**Stay tuned for more information!**

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



## UNESCO World Higher Education Conference 2022

18-20 May, 2022

Barcelona, Spain

From 18 to 20 May the UNESCO World Higher Education Conference 2022 took place in Barcelona, Spain, with the aim of reshaping ideas and practices in higher education to ensure sustainable development for the planet and humanity. The event was organized by UNESCO in collaboration with the Government of Spain, the regional Government of Catalonia, the City Hall and the Regional Authority of Barcelona, in partnership with GUNi/ACUP.



As part of the UNESCO Futures of Education initiative, which aims at mobilizing the many rich ways of being and knowing in order to leverage humanity's collective intelligence, two roundtable sessions and a scenario development workshop were organized by the Future of Learning and Innovation team, on Theme 10: The futures of higher education.



The first Round Table organized by the FLI team aimed to explore some of the implications of the Sahle-Work Commission Report *Reimagining our Futures Together: A New Social Contract for Education*, in relation to the role of higher education in transforming society.

The 90-minute session included keynote speeches of Stefania Giannini, Assistant Director-General for Education, H.E. President Sahle-Work Zewde of Ethiopia and Chair of the International Commission of Education, and António Nóvoa, Professor of

Education of the University of Lisbon. It also featured insights and key recommendations from expert panel members, who expressed the need for higher education to be more inclusive, open, innovative, and resilient, fostering cooperation over competition.

Reimagining our Futures Together, the Sahle-Work Commission report on the Futures of Education, asserts that higher education is essential to changing course and shaping more just, inclusive, and sustainable futures. But to transform the future, we must reimagine the futures of higher education within a new social contract for education. Thinking about these futures is vital because it encourages us to visualize unknown possibilities, considering, 'What should we continue doing? What should we abandon? And what should we creatively reimagine?'



*From left to right: Sobhi Tawil, Francesc Pedro, Hilligje Van't Land, Yume Yamaguchi, Sebastian Berger, Keri Facer, Mpine Makoe, Dzulkifli Abdul Razak.*

A recording of the session can be found here. [\*\*TEG Round Table Theme 10: Reimagining the Futures of Higher Education EN\*\*](#)

The second Round Table organized by the FLI team was on the topic of Co-construction of Knowledge and Research for Sustainable futures. This Round Table explored the contested futures of knowledge and research by considering the potential of collaborative research partnerships, co-design and co-creation of research and evidence, and examining related power dynamics and assumptions. It looked at the futures of the knowledge commons, with attention to the 'decolonization' of knowledge. Participants discussed processes of legitimization and delegitimization of different knowledges, including science, Indigenous and local knowledges. Referring to the Sahle-Work Commission report's call to research, participants shared perspectives on how challenges for equitable partnerships, such as funding processes, gender equality, language issues, engrained assumptions, and power imbalances could be addressed.

A recording of the session can be found here: [\*\*Round Table Co-construction of Knowledge and Research for Sustainable futures EN\*\*](#)



A Scenario Development Workshop for Reimagining the Futures of Higher Education was also held. This hands-on learning session introduced participants to scenario development methodologies for Reimagining the Futures of Higher Education that could be adapted to and applied in different contexts, based on a common good lens and a social justice framework.

Participants were asked (1) How would you like communities to look in 2050 – what type of social and economic activities will be taking place in these communities? (2) How could higher education contribute to better futures for all in 2050? Examples of desirable scenarios previously developed for WHEC2022 through consultations, focus groups and a scenario development workshop were elaborated upon.

A recording of the session can be found here: **[Reimagining the Futures of Higher Education: Scenario development workshop EN](#)**

More information: <https://en.unesco.org/futuresofeducation/news/18-20-may-whec-2022>

## European Council of Civil Engineers (ECCE)



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

14-15 July, 2022

Malta

The 74<sup>th</sup> ECCE General Meeting will be held from 14<sup>th</sup> – 15<sup>th</sup> July 2022, in Malta, hosted by the Kamra tal-Periti.

The programme will consist of:

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



All the information regarding the Agenda, programmes of various activities, registration for the events, accommodation and general information are available through the designated website <https://kamrataperiti.org/event/74th-ecce-general-meeting/>

## European University Association



### 2022 European Quality Assurance Forum

17 - 19 November, 2022

Timișoara, Romania

The 2022 European Quality Assurance Forum (EQAF) will be hosted from 17 to 19 November by West University of Timisoara, Romania.

The Forum, entitled “Shaping or sharing? QA in a value-driven EHEA”, will combine sessions about European policies and trends, research, and practical case examples related to the Forum theme and more generally about current developments in quality assurance.



Shared values of democratic higher education systems – such as academic freedom, institutional autonomy, student participation in governance of higher education institutions, inclusion and equity – are at the core of the EHEA. These values should consolidate and unite higher education systems and foster international cooperation and mobility, while allowing the institutions to independently develop their own goals. Recent societal challenges have emphasised the need for policy makers, higher education institutions and QA agencies to continuously discuss these values and ensure that they are upheld, protected and promoted across the EHEA.

The 2022 EQAF will offer an occasion to discuss the role of QA in shaping, safeguarding and promoting shared values. The Forum will address questions such as how to build public confidence in higher education institutions as autonomous scientific institutions that promote academic freedom, integrity and reliable evidence. It will explore how equity, inclusion and student participation in governance and QA of higher education are promoted and supported. Finally, the Forum will invite the audience to reflect on how to ensure value-driven international collaboration in higher education. During the Forum, paper sessions, workshops and practice presentations will provide space for more in-depth exchange about research, policy initiatives and practical case examples related to the Forum theme and more generally about current developments in QA.

This year’s Forum will take place on-site and will provide participants with opportunities for discussions, debates and networking, also outside the formal programme. The sessions will facilitate audience interaction to allow participants to gain the most from the event.

The Forum will be of interest to rectors and vice-rectors responsible for quality assurance, quality assurance officers in higher education institutions, students, quality assurance agency staff and researchers working in higher education or in the quality assurance field.

#### Call for contributions: 2022 European Quality Assurance Forum (EQAF)

The [call for contributions](#) for the 2022 European Quality Assurance Forum (EQAF) is now open. The call seeks proposals for papers, workshops and practice presentations. The deadline to submit proposals is 22 July 2022.

The [2022 EQAF](#) will be held in Timisoara, Romania from 17 to 19 November hosted by West University of Timisoara. This year's EQAF is entitled 'Shaping or sharing? QA in a value-driven EHEA' and will offer an occasion to discuss the role of quality assurance in shaping, safeguarding and promoting shared values.

The [call for contributions](#) welcomes submissions from quality assurance practitioners at higher education institutions and quality assurance agencies, students, and researchers in the field.

EQAF is a landmark event in quality assurance organised annually in mid-November by EUA [ENQA](#), [ESU](#), and [EURASHE](#) and regularly attracts more than 400 participants from the higher education quality assurance community from Europe and beyond. This year's Forum will provide participants with opportunities for networking and exchange on current developments in quality assurance in a physical event.

Further information about [EQAF 2022](#), including the programme and registration information will be available in early summer. For updates, please follow [@EQAF](#) and [#EQAF](#) on Twitter and/or join the LinkedIn group "[European Quality Assurance Forum \(EQAF\)](#)".

Information from: <https://eua.eu/events.html>

## European Society for Engineering Education (SEFI)

### CALL FOR PAPERS: SEFI 2022 ANNUAL CONFERENCE

The focus of the conference explores the new scenarios that European alliances of tech universities open up for the future of engineering education.



**SEFI** SEFI ANNUAL CONFERENCE  
19-22 September 2022  
BARCELONA



The SEFI Annual Conference is a scientific conference focused on Engineering Education and the biggest event of this type in Europe. SEFI Annual Conferences are a unique opportunity for professors, students, industry and professional organisations to exchange their views and to meet their peers and create a European network of contacts. The topics of the conferences reflect the objectives of the society and the priorities identified by its members.

**Theme of SEFI 2022** "*Towards a new future in engineering education*", new scenarios that European alliances of tech universities open up.

Registrations to the conference are now officially open (<https://sefi2022.eu/registration> ).

**Important dates SEFI 2022**

- Abstract submission: ~~19.03.2022~~ 30.03.2022
- Full paper submission: ~~19.04.2022~~ 30.04.2022
- Workshops submission: 01.05.2022
- Notification of final acceptance: 08.06.2022
- Early Bird Registration: 01.07.2022
- Final paper submission: 10.07.2022
- Dates of Conference: 19-22.09.2022

**KEYNOTES SEFI 2022**

- *The Future of Engineering Education in a Post-pandemic World*  
**Arnold Pears**  
Professor and Department Head  
Department of Learning in Engineering Sciences  
KTH Royal Institute of Technology, Sweden
- *New scenarios that European alliances of tech universities open up (Preliminary Title)*  
**Lourdes Reig Puig**  
Vice-rector for International Policy  
Universitat Politècnica de Catalunya (UPC), Spain
- *Gender mainstreaming in Engineering Education*  
**Lourdes Reig Puig**  
Assistant Professor at the Computer Science Department  
University of Salamanca, Spain.

More information on the Conference website: <https://sefi2022.eu/>



## FROM THE EUROPEAN UNION

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



#### New publication! Factsheet: Erasmus+ Teacher Academies

Publication date: 3 May 2022

The European Education and Culture Executive Agency (EACEA) has published *the Erasmus+ Teacher Academies Factsheet*.

This [factsheet](#) provides basic information on the Erasmus+ Teacher Academies action of the Erasmus+ Programme 2022. It is aimed at those who are interested in learning more about the action, and will help them decide if it is relevant for them and their work.

Erasmus+ Teacher Academies aim to create European partnerships and promote cooperation between teacher education institutions and training providers. Academies are set up to embrace multilingualism, language awareness and cultural diversity. Their objective is to improve the support for teachers and strengthen continuous professional development throughout their careers. Teacher Academies foster deeper transnational cooperation between teacher training institutions. They improve the quality of teachers' and trainers' education, through initial education and continuous professional development.

The factsheet has two pages which illustrate the objectives of the action and the activities involved in setting up a project. It also addresses aspects such as the digital dimension, inclusion and diversity, that applicants are encouraged to consider as main priorities when designing their projects.

The leaflet offers support to all interested candidates by providing information on available funding, eligibility and admissibility criteria, and helps them to submit a successful application.

Information from: [https://www.eacea.ec.europa.eu/news-events/news/new-publication-factsheet-erasmus-teacher-academies-2022-05-03\\_en](https://www.eacea.ec.europa.eu/news-events/news/new-publication-factsheet-erasmus-teacher-academies-2022-05-03_en)

The image shows the cover of the 'Erasmus+ Teacher Academies' factsheet. It features the European Commission logo at the top. The title 'Erasmus+ Teacher Academies' is prominently displayed in a blue banner. Below the title, there is a text box asking if the reader's organization is interested in fostering deeper transnational cooperation. To the right, there is a photograph of a classroom setting with a teacher and students. Below the photograph, there are sections for 'OBJECTIVES' and 'ACTIVITIES TO SETTING UP A PROJECT', each followed by a list of bullet points. At the bottom right, there is a small logo for the European Education and Culture Executive Agency.

## ARTICLES from journals, newspaper, magazines

### Students cannot underestimate their power to tackle SDGs

**Author: Yee Teng Low**

11 June 2022

At school, university and other learning institutions we hear about the Sustainable Development Goals (SDGs) as people discuss the goals and how to achieve them in their countries. However, do most people actually know what an SDG is? Have they studied the key performance indicators of each goal in any depth?

Some young people do know that the SDGs were initiated after the success of the Millennium Development Goals (MDGs) and that the aim is to reach all 17 goals by 2030. However, these future leaders are still unclear about the details of the SDGs and what they can do to achieve them over and above all the talk.

#### **The challenges to achieving the SDGs**

I started my journey with the SDGs at a small seminar led by one non-profit organisation about five years ago. I got to know that the SDGs are a way to get people to be more concerned about both local and international issues. Everyone has a role to play as we are all global citizens and can help each other to achieve the 17 goals and create a peaceful and sustainable world.

However, according to the 2021 SDG report from the United Nations, we were already off track on the SDGs even before the emergence of COVID-19. The situation has become worse over the course of the pandemic as economic crises have engulfed the world. There are also the challenges that young people face when it comes to applying the SDGs in their daily activities.

First and foremost, young people often have little exposure to and concern about what is happening in other parts of the world in relation to the SDGs. This poor worldview, often coupled with low self-esteem, means that they often miss out on opportunities to meet new people and discuss the issues with friends from different backgrounds.

In addition, supporting institutions are often not very good at motivating students to actively participate in SDG-related activities. University staff, lecturers and management often lack knowledge themselves about the SDGs and so cannot provide more information to young people in order to enable them to do something meaningful in relation to them.

The next challenge is the impact of the pandemic. The economic impact has led to the lowering of budget allocations in relation to the SDGs as more money has needed to be invested in public health measures

to tackle the virus. Students have been learning online and have less hands-on experience of education. That, combined with budget and movement restrictions, means they are less likely to propose projects to help to achieve the goals.

### **The path towards 2030**

Education is the key to accomplishing all the SDGs. The Chinese proverb “*Zai Qiong Ye Bu Neng Qiong Jiao Yu*” means that one should never compromise on education no matter how poor one is. The aim of SDG 4 – Quality Education – is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This can help to improve people’s life quality and tackle the issues of hunger, poverty and clean water.

None of us will get left behind if we have a quality education. It can help to reduce inequality and gender inequity and also impact economic growth, build sustainable cities and provide clean energy, a good infrastructure and responsible consumption. Also, educated people will be more concerned about wildlife on land and sea and also climate change.

They will use the concept of good health and well-being to secure a peaceful world.

Collaboration and partnership are vital for a more sustainable future. Universities, colleges and institutions need to collaborate on the SDGs to improve student awareness and also motivate and support students to actively participate in the 2030 Agenda.

If every institution is connected with one aim, to address the SDGs, this may sow a sustainable, lifelong mindset in students’ heads as well as help students in their job search after university.

It is also essential to reach students’ hearts. Students need to challenge themselves to push beyond their comfort zones, to learn and explore other people’s cultures. It is crucial that young people are able to feel at home in any environment so that we can always be well prepared for whatever lies ahead.

A global citizen will be born as a result and this will lead to a more harmonious and sustainable world.

### **A platform to connect the world**

During this pandemic, I have constructed a platform – RAKUN – to connect students from different backgrounds. As I believe quality education is the main key to a sustainable world, we have promoted education events through the platform.

We have built partnerships with student clubs from different universities to promote the education programme and created a network through which to connect with one another around the globe. We promote each other’s events and programmes and those we think will be useful for students.

This has helped to create a general awareness about the importance of quality education and about the SDGs generally.

RAKUN, which means love in the Thai language, aims to bring international students together and help them to feel as if they have a second home in their host university or country.

We still have eight years until 2030 and it's time for us to unite and make sure we achieve the SDGs. We should never underestimate our own power to have a big impact on other people's lives. This is how I motivate myself to be passionate about achieving the SDGs via RAKUN, a platform to connect the world.

*Yee Teng Low is the founder of the RAKUN platform. He is studying for a bachelor degree in conservation biology at the faculty of tropical forestry, Universiti Malaysia Sabah, and is currently doing his internship on the Innoprise-Face Foundation Logged Forest Rehabilitation Project, Lahad Datu, Sabah. He is an alumnus of the Asian International Mobility for Students (AIMS) Programme, SEAMEO RIHED.*

## German universities host HE entrance tests for refugees

**Author: A UWN reporter**

15 June 2022

German universities are to make their premises and infrastructure available to conduct standardised examinations for more than 5,000 refugees from Ukraine for admission and continued studies at Ukrainian universities.

The online examinations will take place between 22 July and 3 October 2022 in uniformly defined periods at six locations in Germany: in Berlin, coordinated by the Humboldt-Universität zu Berlin, as well as at Goethe University Frankfurt, the Universität Hamburg, the University of Cologne and Leipzig University. In Munich, the Ukrainian Ministry of Education and Science has arranged to use the 'Gorod' cultural centre.

It is expected that about 5,500 people will take part in the tests in Germany. The exams will be conducted simultaneously in Ukraine and in the European countries where war refugees have found protection, according to a statement published by the German Rectors' Conference (HRK).

The German Federal Minister of Education and Research, Bettina Stark-Watzinger, said: "The Russian war of aggression against Ukraine has brought unimaginable suffering to the country and its people. It is all the more impressive how many young Ukrainians are preparing to study in their home country and thus for their future.

"With the six locations for university entrance tests in Germany, we want to support them in this and thus ensure the continuity of their education."

## Request for support

The Ukrainian Ministry of Education and Science approached the German Federal Ministry of Education and Research (BMBF) with a request for support.

In consultation with the BMBF and the Standing Conference of the Ministers of Education and Cultural Affairs of the Lander in the Federal Republic of Germany (KMK), HRK took on the task of coordination and quickly brought on board universities with the necessary logistical and technical prerequisites to ensure that the examinations are conducted in a legally secure way.

In addition to a sufficient number of computer workstations with internet access, linguistically competent personnel are needed to verify the identity of the examinees and to supervise them during the tests. Locations in different parts of the country were chosen to avoid excessively long journeys.

“The fact that we could have gained even more universities if necessary is a strong sign of solidarity from the German higher education system.”

Karin Prien, president of the KMK and minister for education, science and culture in the state of Schleswig-Holstein, said: “By offering the Ukrainian university entrance tests in Germany, we are helping young Ukrainians to avoid breaks in their educational biography and to prepare for studying in Ukraine.

“Together with the many support measures for Ukrainian students in the federal states, we will thus help to mitigate the consequences of the war, at least in the field of education.”

HRK President Professor Dr Peter-Andre Alt in Berlin said: “We are very pleased that we, as the German higher education system, can make a contribution to supporting Ukraine.”

He thanked the “participating universities, their leaders and all employees, whose dedication has made it possible to conduct the tests and thus help people who have had to flee from the Russian war of aggression to pursue their education despite the difficult conditions”.

Information from: <https://www.universityworldnews.com/post.php?story=20220615083129395>

## Universities can help humanity through glocal partnerships

**Author: Fay Patel**

17 June 2022

International higher education institutions and corporations have had 22 years to commit to the United Nations development goals which combine the Millennium Development Goals (MDGs) of 2000 to 2015 and the Sustainable Development Goals (SDGs) of 2015 to 2030.

Sharing his optimism and passion for the goals, former UN secretary-general Ban Ki-moon stated in 2015 that “the 17 Sustainable Development Goals are our shared vision of humanity and a social contract between the world’s leaders and the people ... They are a to-do list for people and planet, and a blueprint for success.”

International higher education institutions and corporations now have less than 10 years to meet the 2030 SDGs through establishing a higher education social responsibility strategy and adopting the UN SDGs via mutually negotiated goal-setting to advance the sustainable socioeconomic-political aspirations of glocal communities.

Glocal development underpins a humanitarian mandate in connecting higher education and corporations with glocal (local and global) community partners to collectively benefit humanity.

Reimagining the equitable distribution of resources in the age of COVID-19 might be a stretch. However, COVID-19 has done to world order what no human has been able to imagine to date.

The pandemic has turned the world on its head, upsetting the dichotomised top-down hegemonic world order of developed ‘first world’ affluent communities over poverty-stricken developing ‘third world’ communities because it has shown the need for a global response to the virus.

Higher education institutions and their stakeholder groups have the infrastructure, talent, skills and responsibility to promote the 2030 SDGs and a commitment to enhancing the quality of human potential at reasonable speed.

### **Development from below**

Higher education leadership should strive to embrace a ‘development from below’ glocal development approach in which higher education institutions establish respectful partnerships with developing world communities to enhance their quality of life through Sustainable Development Goals which are identified by developing world communities as critical to their survival and growth as sovereign nations.

Glocal development strives to eradicate hidden and visible colonial and imperialist regimes and to liberate developing world communities from poverty, hunger and strife.

Further, glocal development necessitates the equitable distribution of resources among glocal communities. Glocal development focuses on the quality of life of both local and global (glocal) communities as a partnership from their combined perspectives as one humanity.

Visionary leadership with a commitment to integrity and humanity is an imperative in international higher education and corporations. Visionary leaders boldly uphold integrity and embrace ‘development from below’ within an expansive glocal development paradigm which responds to the dire needs of multiple communities.

Higher education is a catalyst for change in leading innovative practices that will impact global development.

The upset of power differentials among nation states translates into a growing need to redistribute resources and establish partnerships which humanise higher education and corporate entrepreneurship.

This means that the might of the developed world community must also be redistributed to align with a partnership model in which the developing world leads 'development from below'.

In the proposed partnership model, developed world nations and developing world nations are expected to implement the principles of glocal engagement to cultivate new shared meaning, find common ground and negotiate sustainable, long-term mutually agreeable relationships to work together to achieve agreed SDGs.

### **Innovative partnerships**

An example of innovative partnerships between universities and communities to enhance their quality of life is the Nobel Prize-winning accomplishment of an innovative entrepreneurial partnership led by Professor Muhammad Yunus, **an economist from Chittagong University in Bangladesh.**

How can one promote a form of entrepreneurship that benefits humanity?' one might ask.

Professor Yunus, one of the world's most humanity-driven entrepreneurship leaders and founder of the Grameen Bank (Bank for the Poor) established in 1983, has demonstrated exceptional commitment to just that.

The **Grameen Bank** is a microfinance organisation and a community development bank founded in Bangladesh. It makes small loans (known as microcredit and grameencredit) to the impoverished without requiring collateral.

Yunus has demonstrated exceptional leadership as a visionary with high standards of ethics and compassion to improve the quality of life in developing and developed world nations.

Grameen Bank's ingenuity **has spread rapidly**, with Grameen methods applied in projects in 58 countries, including the United States, Canada, France, the Netherlands and Norway.

Yunus was awarded the 2006 Nobel Peace Prize (shared between Yunus and the Grameen Bank) "for efforts to create economic and social development from below". The Nobel Peace Prize community **acknowledges that** "development from below also serves to advance democracy and human rights".



As a visionary ahead of his time, it was as early as 1983 that Yunus embraced the UN MDGs established in 2000, and the UN SDGs established in September 2015.

In particular, Yunus' Grameen Bank initiative was aimed at eradicating poverty (MDG 1 and SDG 1), empowering women, (MDG 3 and SDG 5), enhancing sustainability (MDG 7 and SDG 11) and promoting global partnerships (MDG 8 and SDG 17).

These initiatives have obviously impacted economic, social and political life and working conditions (quality of life) for world communities who have been encouraged by Yunus' Grameen Bank endeavours to uphold humanity as the ultimate goal.

### **Empowering communities**

As a renowned economist, Yunus has empowered women and communities, positively impacting their socio-economic status. He realised that economic growth and political democracy cannot achieve their full potential unless the female half of humanity participates on an equal footing with the male.

Furthermore, the Grameen Bank initiative demonstrated that "of the borrowers, 97% are women and over 97% of the loans are paid back, a recovery rate higher than any other banking system".

Other exemplars of community empowerment include the recycling project led by Isatou Ceesay's non-government organisation in the Gambia, which creates jobs, resources and financial independence for women and their families.

In the Gambia Ceesay has been empowering women to recycle plastic waste, the country's biggest pollutant, for 17 years and through her leadership communities are educated on the necessity to reclaim waste and turn it into revenue.

Another activist for social change in global development contexts is food sovereignty advocate Vandana Shiva.

Shiva, a physicist from the University of Punjab who is the founder of the Navdanya Research Foundation for Science, Technology and Ecology in India, defines food sovereignty as "sovereignty over your life, livelihood and health", asserting that it "includes knowledge sovereignty, economic sovereignty and political sovereignty".

Higher education institutions have an opportunity to establish partnerships with organisations like Ceesay's non-governmental organisation to adopt SDG 5 (on gender equality), SDG 8 (on decent work and economic growth), SDG 9 (on industry, innovation and infrastructure), SDG 11 (on sustainable cities and communities) and SDG 17 (partnerships for the goals).

They also have a chance to establish partnerships with Shiva's environmental projects which embrace SDG 2 (zero hunger), SDG 3 (on good health and well-being), SDG 9 (on industry, innovation and infrastructure),



SDG 12 (on responsible consumption and production), SDG 15 (on life on land) and SDG 17 (partnerships for the goals).

### Time to act

Universities in Malaysia and the Asia Pacific Region have championed UN sustainable development agendas and partnerships to develop a sustainable quality of education (SDG 4).

These innovative initiatives have demonstrated through the **Malaysia Education Blueprint**, its **CEO @ Faculty Programme** and various other community engagement programmes, including the **Asia-Pacific University-Community Engagement Network (APUCEN)**, that learning can be globalised.

An independent quality assurance project initiative in Australia – the Peer Review Portal – encourages community partnership and international higher education institutional engagement in relation to SDG 4 (on quality education).

The portal's **Annual Health Check Report 2021** highlights its support for quality assurance reviews in partnership with 202 institutions.

Furthermore, the report notes that the Peer Review Portal project has linked four development strategies for the **Incheon Declaration 2016** and adopted three calls to action aligned to SDG 4. It is time now for higher education institutions to act.

*Dr Fay Patel is an academic, researcher and international higher education consultant in Australia, Canada, New Zealand, the United States, South Africa, Bangladesh, Malaysia and Hong Kong. Fay was the former associate vice-president, teaching and student analytics, at the University of Regina, Saskatchewan, Canada. Fay also contributed to the UNESCO Forums (by invitation of UNESCO Bangkok) in Bangkok, Thailand and in Chengdu, China; as external peer reviewer in the World Bank quality assurance project Bangladesh; as senior case manager at the Tertiary Education Quality and Standards Agency in Melbourne, Australia; and as an independent reviewer in the Peer Review Portal project in Tasmania, Australia. Fay is the editor of the book (2021) **Power Imbalance, Bullying and Harassment in Academia and the Glocal (Local and Global) Workplace**. Fay also authored the paper '**Learning Analytics: Framing the right question for the right data to impact teaching and learning effectiveness**'.*

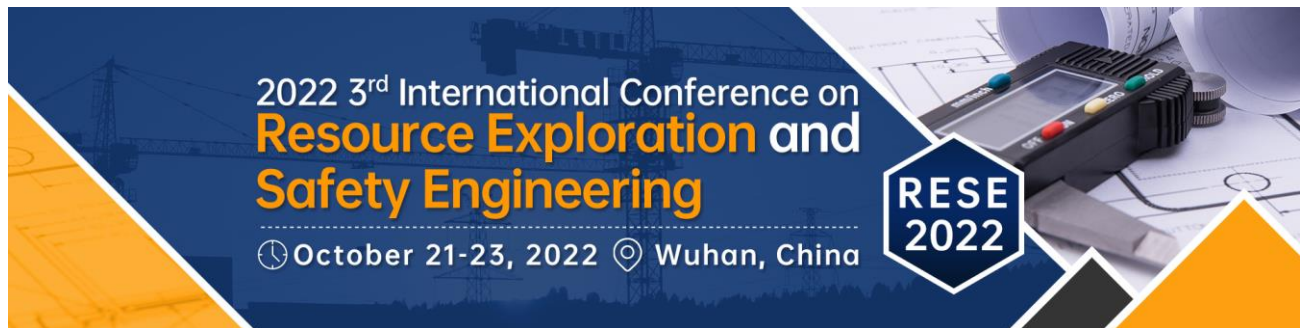
Information from: <https://www.universityworldnews.com/post.php?story=20220614084622557>

## NEWS FROM THE WORLD

### 3<sup>rd</sup> International Conference on Resource Exploration and Safety Engineering (RESE 2022)

October 21-23, 2022

Wuhan, China



RESE 2022 will be grandly held on October 21-23, 2022 in Wuhan, China. The conference will mainly focus on resource exploration and development, safety technology and environmental engineering research. It aims to provide an exchange platform for experts, scholars, engineers and researchers in related fields. By sharing scientific research results and cutting-edge technologies, we will understand the trend of academic development, broaden research horizons, strengthen the level of academic research and discussion, and promote cooperation in the industrialization of academic achievements.

Experts and scholars from universities, research institutes, enterprises and institutions from all over the world are invited to attend and exchange information to witness the achievements and progress in this field. Welcome to RESE 2022!

#### Important Dates

Conference Dates: Oct. 21-23, 2022

First Paper Submission/ Registration Deadline: Sep. 11, 2022

Notification of Acceptance Date: Within one week of submission

Index: EI Compendex, Scopus

#### Topics

The conference will mainly focus on resource exploration and development, safety technology and environmental engineering and other related research fields. The conference aims to provide an exchange platform for experts and scholars, engineers and research personnel. The topics of interest for submission include, but are not limited to:

**I. Resource Exploration**

- Oil and Gas Exploration
- Mineral Exploration and Exploration
- Water Resources Exploration Assessment
- Measurement Engineering
- Digital Mapping
- Surveying and Mapping
- Remote Sensing Technology
- Gis Geographic Information System
- Earth Exploration and Information Technology
- Geotechnical Investigation and Design
- Underground Engineering Survey
- Computational Mechanics
- Rock Mechanics
- Engineering Geophysics

**II. Resources Development**

- Oil and Gas Well Development Project
- Mineral Resources Management and Sustainable Development
- Hydrology and Water Resources
- Engineering Metallurgical Engineering and Technology

- Metallurgy and Materials Engineering
- Metallurgical Thermodynamics
- Metallurgical Mineralogy
- Mining Engineering
- Mining Machinery Engineering
- Mineral Processing Engineering
- Resource Processing Machinery and Equipment
- Ocean Engineering
- Slope Works
- Forestry Engineering
- Petrochemical Engineering

**III. Civil engineering**

- Foundation and Foundation Engineering
- Earthquake Engineering
- Structural Mechanics Underground Engineering
- Structural Analysis and Design
- Structural Engineering
- Geotechnical Engineering
- Geological Engineering
- Tunnel, Subway and Underground Facilities
- Road and Railway Engineering
- Transportation Engineering
- Hydraulic Engineering
- Coastal Engineering
- Bridge Engineering

**IV. Safety Technology**

- Information Security
- System Security
- Safe Man-machine
- Risk Control
- Search Engines and Information Retrieval
- Mine Safety
- Production Safety
- Petroleum and Chemical Safety
- The Explosion Safety
- Electrical Safety
- Social and Urban Security
- The Traffic Safety
- The Structural Safety
- Safety Management and Safety Standardization
- Disaster Prevention and Mitigation

**V. Environmental Engineering**

- Environmental Physics
- Environmental Chemistry
- Environmental Ecology
- Environmental Geoscience
- Environmental Assessment and Politics
- Environmental Pollution Control
- Environmental Materials
- Environmental Safety and Health
- Environmental Analysis and Evaluation
- Pollution Control Projects (Air, Water, Solids)
- Waste Treatment and Recycling
- Cleaner Production Process
- Soil and Water Conservation and Desertification Control
- Environmental Sustainability
- Land Resources Environment and Urban Planning

**VI. Other Topics**

More information: <http://www.icrese.com/>

## CREST 2023 - 2<sup>nd</sup> International Conference on Construction Resources for Environmentally Sustainable Technologies

20 - 22 Nov 2023

Fukuoka, Japan



**2<sup>ND</sup> CONSTRUCTION RESOURCES FOR ENVIRONMENTALLY SUSTAINABLE TECHNOLOGIES**  
International Conference on November 20-22, 2023 | Fukuoka, Japan



The 2<sup>nd</sup> International Conference on Construction Resources for Environmentally Sustainable Technologies (CREST 2023) will be held during November 20-22, 2023, in Fukuoka, Japan, in a face-to-face format.

The conference is organized by Kyushu University, together with University of Cambridge, Japan Society of Civil Engineers (JSCE), Japanese Geotechnical Society (JGS), ISSMGE Technical Committee (TC 307), ISSMGE Asian Regional Technical Committees (AsRTC1 and AsRTC3), and Global Society for Smart Geo-Sustainnovation (GLOSS).

The conference aims to bring together engineers, researchers, scientists and policy makers from around the world under one umbrella for debates and discussions on wide range of interdisciplinary themes mentioned below. The conference focuses on commitment to Sustainable Development Goals (SDGs) No. 9, No. 11, No. 13 and No. 17 by promoting new ideas and innovations in infrastructure design, construction and maintenance, as well as policy making and implementation with the aim of contributing to climate change adaptation and disaster resilience.

### CONFERENCE THEMES

#### *Theme 1: Natural Geo-Disasters and Resiliency*

1. Climate change related natural disasters
2. Climate change independent natural disasters
3. Disasters associated with anthropogenic activities
4. Economic aspects of disaster risk assessment and modelling

#### *Theme 2: Climate Change Adaptation and Innovation from the Perspective of Geoengineering*

1. Innovative techniques towards low carbon footprint
2. Innovative case studies for sustainable design and construction
3. Socio-economic and environmental aspects in sustainable construction
4. Geological and hydrological aspects

*Theme 3: Geo-Sustainnovation through Disruptive Technologies*

1. Information based (AI, IoT, VR, etc.) measures for natural disaster mitigation
2. Application of DX and i-Construction
3. Physical and numerical modelling of disasters and disaster mitigation techniques
4. Smart energy harvesting techniques

*Theme 4: Use of Recycled and Waste Material in Geoengineering*

1. Advancement in low cost and low carbon construction techniques
2. Recycled materials (alternative geomaterials) in geotechnical constructions
3. Mechanical and constitutive properties of recycled materials
4. Management and utilization of disaster wastes

*Theme 5: Policies and Implementation for Resilient Society*

1. Disaster and environment
2. Community outreach through soft type disaster mitigation measures
3. Education for sustainable development goals
4. Measures for achieving Society 5.0 goals

**IMPORTANT DATES**

- Abstract submission opening January 15, 2022
- Abstract submission deadline(Extended) May 31, 2022 **June 30, 2022**
- Abstract acceptance notification July 15, 2022
- Extended abstract and full-length paper submission opening July 15, 2022
- Extended abstract and full-length paper submission deadline October 15, 2022
- Extended abstract and full-length paper acceptance notification January 15, 2023
- Registration of papers January 15, 2023
- Revised full-length paper submission deadline February 15, 2023
- Opening of participant registration February 15, 2023

More information: <https://www.ic-crest.com/>

## ASA Conference 2022 - 55<sup>th</sup> International Conference of the Architectural Science Association

01 - 02 December, 2022

Perth, Australia

In the context of climate emergency, global pandemic and greater striving for clean and renewable energy resources, the 55th International Conference of the Architectural Science Association (ANZAScA) explores the intersections of architecture, building science, and urban design, health and wellbeing with the aim of increasing sustainable quality of life and user experience to make places in which we live more liveable.



Architectural science and design researchers, educators, students, as well as practitioners and policymakers are warmly invited to present and share ideas on innovative, sustainable and resilient design outcomes that will contribute to the betterment of our environment. All papers are double, blind refereed.

Current technology development and trends in architectural education show an increasing interest in highly efficient solutions that closely integrate users' need and their quality of life as an intrinsic part of the design equation. This approach goes beyond building physics and shows how health, social and environmental science are shaping architectural responses. These are some of the topics explored during the ASA conference 2022 at Curtin University.

The conference includes posters, video presentations concerning the following sub-themes:

- Environmental Performance
- Urban Environments

- Building Science Principles
- Big Data
- Architectural Education
- Life Cycle Analysis
- Beyond Building Physics.

The conference is hosted by the School of Design and the Built Environment (DBE), Curtin University, Perth, Australia. We are looking forward to welcoming you to Perth in December 2022.

Dr Francesco Mancini and Dr Tanja Glusac - Co-Chairs of the Organising Committee.

Dr Parisa Izadpanahi - Chair of the Executive Scientific Committee.

More information: <https://www.asaconference2022.com/>



## CALENDAR

Date	Event	Place
11-15.07.2022	11 <sup>th</sup> International Conference on Bridge Maintenance, Safety and Management - IABMAS 2022	Barcelona, SPAIN



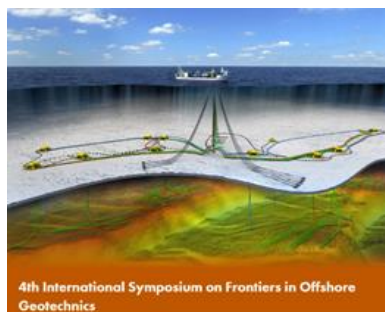
<https://congress.cimne.com/IABMAS2022/frontal/default.asp>

14-15.07.2022	74th ECCE General Meeting	Valletta, MALTA
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[74th ECCE General Meeting - Kamra tal-Periti \(kamratalperiti.org\)](http://kamratalperiti.org)

28 – 31.08. 2022	ISFOG 2020 — 4 <sup>th</sup> International Symposium on Frontiers in Offshore Geotechnics	Austin, UNITED STATES
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<https://www.isfog2020.org/>



<b>Date</b>	<b>Event</b>	<b>Place</b>
02-05.09.2022	9 <sup>th</sup> International Conference on Civil and Urban Engineering (ICCUE 2022)	Beijing, CHINA



<http://www.iccue.org/index.htm>

04-09.09.2022	Third European Conference on Earthquake Engineering and Seismology (3ECEES)	Bucharest, ROMANIA
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<https://3ceees.ro/conference/>

23 – 25.09.2022	ICCEN 2022 — The 10th International Conference on Civil Engineering	Singapore, SINGAPORE
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<http://www.iccen.org/>

30.09.2022	The 15 <sup>th</sup> General Assembly of the EUCEET Association	Tirana, ALBANIA
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<http://www.euceet.eu/events/euceet.php?id=8>

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



<https://weefgedc2022.org/>

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