



EUCEET Association

NEWSLETTER 2/2025

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FROM THE EUCEET ASSOCIATION

2025 EUCEET Association Award for excellence in teaching in civil engineering



EUCEET Award 2025 – Celebrating Excellence in Teaching in Civil Engineering
Applications closed – Verdict this fall – Prize awarded in Budapest, October 2025

The **EUCEET Association Award for Excellence in Teaching in Civil Engineering** shines a spotlight on outstanding teaching practices that inspire the next generation of engineers. Whether from a passionate individual or a creative teaching team, the prize celebrates impactful and innovative educational projects developed in recent years within civil engineering education.

The Prize

- A **diploma** for each winning team member (if applicable)
- A **cash prize of €2000** (*net of taxes*) awarded to the individual or the team leader
- **Honourable mentions** may be granted to other remarkable candidates (no monetary award)
- The laureate(s) will be invited to give an **online lecture in English** at an EUCEET-organized event

Key Dates

- **Applications are now closed**
- The **jury verdict will be announced in autumn 2025**
- The prize will be officially awarded during the **EUCEET 2025 Conference in Budapest, October 2025**

 More info on the award

 Conference website

Jury Composition

- **Thibaut Skrzypek**, École nationale des ponts et chaussées (France) – President (with casting vote)
- **Rolando Chacón**, UPC BarcelonaTech (Spain)
- **Gediminas Blaževičius**, VILNIUS TECH (Lithuania)
- **Ilda Rusi**, POLIS University (Albania) – Secretary (non-voting)

The jury will award **one main prize** and may also grant **honourable mentions**. Unsuccessful applications may be reconsidered for future editions. External contributions may be acknowledged if deemed relevant. The prize may also be declared void at the jury's discretion.

Let's celebrate excellence, innovation, and passion in civil engineering education!

2025 EUCEET Association Conference in Budapest, Hungary



Theme: Teaching Gen Z Civil Engineers

Venue: Budapest University of Technology and Economics, Hungary

Date: **16-18 October, 2025**

EUCEET 2025 BUDAPEST

European Civil Engineering Education and Training Association Conference

TEACHING GEN Z CIVIL ENGINEERS

WHAT'S GONNA BE THERE?

- Presentations by leading experts in AEC and education
- Panel discussions on the future of civil engineering education
- Workshops on digital tools and innovative pedagogies
- Networking with professionals and academics

WHO SHOULD ATTEND?

- Civil engineering educators
- Researchers and scholars
- Industry professionals and engineers
- Policy-makers in education and infrastructure
- Students in civil engineering fields

Details & Registration:
[HTTPS://EUCEET2025CONFERENCE.BME.HU](https://euceet2025conference.bme.hu)

Full paper submission deadline extended until **JULY 31ST**

Supported by **SEFI**

ELISQ
European University
MŰEGYETEM 1782

OCTOBER 16-18 2025

BUDAPEST / HUNGARY
BME MAIN BUILDING

ONSITE EVENT

EUCEET2025@EMK.BME.HU

IMPORTANT DATES:
 CALL FOR PAPERS
 ABSTRACT SUBMISSION: **FEBRUARY 15, 2025**
 EARLY BIRD REGISTRATION: **JULY 15, 2025**

This conference provides an opportunity for scientists, engineers, managers, and professionals from around the world to share the latest trends and activities in civil engineering education. Such a conference is an excellent opportunity to meet colleagues, exchange knowledge and extend the list of new contacts.

Important dates

Date	Action
January 15, 2025 March 30, 2025	Deadline for Abstract Submission Extended Deadline for Abstract Submission
April 5, 2025	Notification Acceptance of Abstracts & Call for Papers
May 31, 2025 July 31, 2025	Deadline for Paper Submission Extended Deadline for Paper Submission
August 31, 2025	Notification Acceptance of Papers
July 15, 2025	Deadline for Early Bird Registration
August 31, 2025	Publication of Final Program
September 30, 2025	Final Deadline for Full Fee Registration

Conference Programme

16 October 2025 Thursday	17 October 2025 Friday	18 October 2025 Saturday
10:00-13:00 Welcome, Keynotes	09:00-12:00 Conference sessions (pedagogies)	09:00-12:00 Technical visit (optional program)
13:00-14:00 Lunch at BME	12:00-13:00 Lunch at BME	
14:00-17:00 Conference sessions (AEC digitalization in education programs)	13:00-15:00 Conference sessions	
19:00-23:00 Gala dinner	15:00-15:30 Closing ceremony 16:00-18:00 General assembly	

Venue

EUCEET 2025 takes place in Budapest, capital of Hungary at the Faculty of Civil Engineering, Budapest University of Technology and Economics, which is the largest institute providing civil engineering university education in Hungary.

Keeping with the tradition of excellence, today's graduates exhibit a high quality of engineering craftsmanship and skills



More information: <https://euceet2025conference.bme.hu>

EUCEET Association Information Letter***Opportunities for Postdoctoral Positions and Researcher Mobility***

Dear EUCEET Members,

We are pleased to share exciting opportunities available to researchers and postdoctoral scholars within the EUCEET Association network.

One of EUCEET's core missions is to foster academic cooperation and knowledge exchange among its member institutions. As part of this mission, we would like to encourage all members to take full advantage of the mobility and collaboration opportunities available within the network.

Postdoctoral Opportunities

Many EUCEET member universities offer postdoctoral positions in civil engineering and related disciplines. We strongly encourage young researchers to explore these positions as a way to deepen their expertise, access state-of-the-art facilities, and engage with leading academics across Europe.

Researcher Exchange Programs

EUCEET actively promotes the mobility of academic and research staff. Short- and medium-term exchange visits are supported to enable collaborative research, joint publications, and curriculum development. These exchanges strengthen institutional ties and promote the internationalization of research and teaching.

Promoting Mobility Within EUCEET

We invite all member institutions to:

- Share available postdoc and research exchange opportunities through the EUCEET communication channels.
- Support internal mobility programs to facilitate staff exchanges with fellow EUCEET members.
- Promote open calls for collaborative research projects, workshops, and joint PhD supervision.

By embracing these opportunities, we contribute to a vibrant and integrated European higher education and research community.

For more information, or to share available positions and mobility programs, please contact the EUCEET Secretariat or visit our member resources portal.

Warm regards,
Šarūnas Skuodis
EUCEET President

FROM MEMBERS

École nationale des ponts et chaussées, France



Thibaut SKRZYPEK, General Secretary of EUCET Association sent the following news of interest for members of EUCET Association:

THNS Forum 2025

The École Nationale des Ponts et Chaussées is co-organising the THNS Forum - International Symposium on the Sustainable Development of Urban Transport Systems:

12-13 November 2025 at the École nationale des ponts et chaussées and online

This international forum focuses on the sustainable development of urban transport systems and was jointly initiated in 2008 by Tongji University, the École nationale des ponts et chaussées and the Ministry for Ecological Transition.

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

Over the years, it has been supported by the Chinese and French ministries of transport, environment, housing, urban planning, rural construction and ecological and solidarity transitions. Throughout its successive annual editions since 2008, the main theme of the THNS has been the development of high-quality transport solutions: high quality for people as users, combined with high quality for the environment, with a particular focus on the urban environment, including the relationship with local residents.

Programme

1. Quality of service
2. Value creation of rapid transport
3. Overall value for the community and financing systems
4. Health and transport
5. Transport and energy
6. Autonomous vehicles and their applications

► [Find out more](#)

► [Registration](#)



ENPC signs an agreement with ENGIE to promote research and education

On Monday 19 May, the École Nationale des Ponts et Chaussées signed a framework agreement with ENGIE to promote research and education. The Group has chosen to draw on the School's expertise in initial and continuing education, research and innovation, in line with its development strategy.

The School and ENGIE will thus develop activities that reflect their links in the academic and scientific research fields, in particular:

- Support for teaching through site visits as part of the Engineering Professions module the participation of employees in initial and continuing training
- Developing the visibility of its employer brand among students, particularly through the Focus Métiers programme
- Supporting the European alliance EELISA by offering internships to international students in France
- Promoting Specialised Master's programmes in the field of energy project management, construction and civil engineering to meet the needs of ENGIE and its subsidiaries, including increasing the number of women on programmes, implementing awareness-raising initiatives on diversity, equity and inclusion, and recruiting interns and work-study students.
- Setting up Cifre theses and research contracts to boost competitiveness and innovation.

**The EELISA European University Grand Meeting was held at ENPC and PSL**

The Board of Directors and Executive Board of EELISA European University met in Paris from 12 to 14 May. Alongside these two bodies, three other committees met to advance the work of the alliance (the Academic and Scientific Council, the Student Council and staff representatives).

During these three days of meetings, organised by the École Nationale des Ponts et Chaussées and PSL University, rectors, directors and presidents of a consortium of ten member institutions were able to

exchange views once again with a view to strengthening their collaboration and consolidating the strategy of EELISA European University, which is entering a pivotal phase in its fifth year of existence.

The key decisions and strategic considerations were: the signing of a joint declaration on European joint degrees, the adoption of a new expansion strategy aligned with the objectives of EELISA 2.0, and the revision of EELISA's joint education strategy.

EELISA President Dale Martin officially handed over the six-month presidency of the Board of Directors to the leaders of the new institutions at the helm of the Alliance: the École Nationale des Ponts et Chaussées and the Université Paris Sciences et Lettres (PSL).

This moment was one of the highlights of the week.

ENPC Director, Anthony Briant, emphasised: *"The accelerated implementation of our roadmap for joint programmes, from bachelor's to doctoral level, is a decisive response to the needs of European industry and research, particularly in addressing skills shortages and critical sectors. It is also a key factor in ensuring the long-term sustainability of our EELISA alliance. Faced with the challenges of climate transition, let us join forces and unite our common European convictions to build a more resilient and equitable society."*

In addition to the working meetings, our two institutions had the privilege of organising a screening of the documentary film 'A Mirror of the Cosmos' (special mention from the EELISA jury), directed by Isabelle Carbonell, followed by a round table discussion with experts on water pollution.

To support this transition, the next biannual meeting of the #EELISA governing bodies has been scheduled. It will take place in Istanbul next November at Istanbul Technical University.

- ▶ [Read the full statement from the EELISA steering committee in Paris - 'EELISA Leaders Back Joint Degrees to Shape the Future of STEAM'](#)
- ▶ [Find out more about EELISA](#)
- ▶ [EELISA Joint Statement](#)



**Budapest University of Technology and Economics,
Hungary**



BME



BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS
Faculty of Civil Engineering - Since 1782

Dr. LOVAS Tamás, Vice-President of EUCET Association sent the following news of interest for members of EUCET Association:

ARTIFICIAL INTELLIGENCE CONFERENCE AT THE FACULTY OF CIVIL ENGINEERING

On 19 June 2025 BME organized a conference on artificial intelligence and human knowledge, focusing on AI in construction and engineering which was attended by nearly 150 people. This event forms part of the DigiTwin conference series, which began in 2023. Reports on previous events can be found here ([2023](#) and [2024](#) events).

The interesting part was an organized tour to the laboratories of the Faculty of Civil Engineering for all participants interested.



The Faculty of Civil Engineering has been involved in the DigiTwin project since 2022. Since 2023, it has launched the **Digital Twins for Infrastructures and Cities Master's programme** with four partner universities. Since 2024, the Faculty has been an active member of the DigiTwin Centre of Excellence. The faculty is committed to improving the efficiency and sustainability of the construction industry, and one way of achieving this is by developing digitalization in the construction sector. We have been active in this field for years, launching new courses and specializations, and we play an active role in the national construction industry through adult education, R&D&I projects, and industrial commissions.

The **19 June conference** focused on AI technologies across the entire construction spectrum rather than just digital twins for infrastructure engineering, and was designed with this in mind. Following the greetings of the Rector and Dean, the Faculty's training development programs and future plans were presented briefly, after which Noémi Friedman gave a presentation on the AI strategy of the HUN-REN research network. This included interesting applications and the AI4Science initiative, which enables industrial partners to participate in AI research.

Following the event, conference participants were given the opportunity to visit six laboratories at the Faculty of Civil Engineering, at the initiative of ÉVOSZ. Colleagues showed visitors how the laboratories are involved in the faculty's teaching, research, and industrial activities. The presentations were interesting and a great success, and our industrial partners were able to learn more about our workplace and activities in an informal setting.



The Faculty intends to organize similar events regularly in future to attract industrial partners and promote professional dialogue and innovation sharing. We would also like to emphasize that the Faculty of Civil Engineering offers a variety of training formats. Two of our master's courses are available by distance learning, and several professional engineering courses are offered annually. The third year of the Digital Twins for Infrastructures and Cities master's course will begin in September 2025 and will have a reduced tuition fee.

More information: <https://epito.bme.hu/content/artificial-intelligence-conference-faculty-civil-engineering?language=en>

Vilnius Gediminas Technical University (VILNIUS TECH), Lithuania



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

Lithuanian Students Break Pasta Bridge Record with 326 kg Load

For the 12th year running, Lithuania's brightest young engineers competed at VILNIUS TECH's "Pasta Bridges 2025" finals, where bridges made solely from pasta and glue are put to the ultimate strength test.

This year, a team of eighth-graders from Vievio Gymnasium set a new record by building a bridge that withstood over 326 kilograms—surpassing last year's record of 299 kg.

Competing against 25 other teams from across the country, the students worked closely together and trusted their teacher's guidance throughout the building process. The team spent over a month building the bridge, taking turns working on it. They used spaghetti and pasta tubes (usually stuffed with minced meat) and glued them together with specially prepared adhesive.

With each year, these young engineers push the limits of creativity and engineering — setting new records and raising the bar.



Explore the full story [here](#).

Slovak University of Technology in Bratislava Faculty of Civil Engineering, Slovakia



BY: Mgr. Zuzana Chalupová

DATE 24. June 2025

The Department of Health and Environmental Engineering of SvF STU has joined the international project ESGCA – Bridging Environmental Concerns, Societal Needs, and Good Governance in Central Asian Education and Employment Sectors, which aims to support the introduction of the principles of environmental and social responsibility and sustainability into education and employment practice in Central Asia.

The project will result in a new two-year master's program in the field of ESG (Environmental, Social, Governance) and a set of micro-certificate courses for universities and public administration in Kyrgyzstan, Kazakhstan, Uzbekistan, Tajikistan and Turkmenistan, which is intended to form future leaders who prioritize environmental and social responsibility. **Our experts will contribute to the development of the curriculum, exchange of experiences and support of the quality of teaching in the field of environmental engineering and sustainable development.** The project is also an opportunity to **establish cooperation** between academic community, local government and the private sector in finding solutions to environmental and social challenges and creating so-called green jobs.



To deepen cooperation between institutions and gain inspiration for the implementation of ESG principles, a meeting of project partners was held at the STU in Bratislava from 7th to 10th April 2025. The meeting focused on practical applications of ESG principles in sustainable industry, higher education and water management. The program was also supplemented by practical experience in the field of ESG reporting from companies such as AVS, PAM Saint-Gobain, Slovnaft, Colliers and Ernst & Young. The exchange of experience between academics, experts from practice and students contributed to building a strong international network. Other planned project activities should bring new inspiration for the sustainable transformation of education in Central Asia and Europe.

The ESGCA project is implemented within the Erasmus+ CBHE programme. The project coordinator is the University of Genoa and another European partner is the Lucian Blaga University in Sibiu.

Information from: https://www.svf.stuba.sk/en/news/actualities/we-are-helping-to-develop-environmental-engineering-education-in-asia.html?page_id=10772

FROM PARTNERS



Association of European Civil Engineering Faculties – AECEF

Future of Engineering Education - Socratic Debate Summary by Zoom AI Companion of 11Apr25 by AECEF as E4E Event are the conclusions of the Socratic debate about the free online four courses (Green Skills, Digital Competences, Entrepreneurship and Life Competences) from E4E project (www.engineers4europe.eu) and can be found on <https://www.linkedin.com/feed/update/urn:li:activity:7320090497207709699/>.

Academic Cooperation Association



Study in Europe webinar: Building a national-level strategy for international student recruitment

On 30 April 2025, ACA hosted a [Study in Europe](#) webinar on behalf of the European Commission, focusing on the development of national-level strategies for international student recruitment. Moderated by **Raul Ranne**, Senior Advisor at ACA, the webinar brought together expert speakers, each offering unique insights into how national frameworks can support the sustainable growth of international student enrolment. **Hayley Shields** from Edified kicked off the discussion by sharing insights from [New Zealand's approach](#), highlighting the importance of having a clearly defined strategy, underpinned by strong stakeholder engagement, cross-sector alignment, and robust implementation plans.

The Finnish approach was explored by **Kaisu Piironen** from Finland's Ministry of Education and Culture, by introducing the [Talent Boost programme](#) – a cross-government initiative aimed to attract and retain international talent and sharing insights into Finland's evolving [Vision for Higher Education and Research 2040](#). The discussion continued with **Hanna Isoranta** from ACA member the Finnish National Agency for Education (EDUFI), who outlined the country's evolving National Promotion Strategy under 'Study in Finland', which reflects Finland's commitment to internationalisation.

The final case study, from Ireland, was presented by **John Murphy**, from the Department of Further and Higher Education, Research, Innovation and Science, who introduced the '[Global Citizens 2030](#)' – a comprehensive strategy aimed at enhancing Ireland's global visibility and appeal to international students.

The webinar facilitated valuable knowledge sharing among speakers and participants, highlighting the growing importance of strategic, government-backed initiatives in attracting international talent. Discussions covered key success factors, such as policy coherence, stakeholder engagement and the need for adaptable forward-looking frameworks. ACA warmly thanks all speakers and participants for engaging in discussions on best practices, policy considerations, and cross-sector collaboration in attracting international talent.

Information from: <https://aca-secretariat.be/newsletter/study-in-europe-webinar-building-a-national-level-strategy-for-international-student-recruitment/?titleId=1&articleId=4&edition=2025¤t=1>

The future of Erasmus+ is the future of Europe

In early May, ACA issued a new EU **policy input** called “[The future of Erasmus+ is the future of Europe](#)”. Building on [ACA's first statement](#), which highlighted the importance and relevance of Erasmus+ for almost all EU priorities earlier this year, the second policy input provides insights on the future priority areas within the new programme ahead of the crucial decisions to be made on the next Multiannual Financial Framework (MFF) and the new Erasmus+ regulation.

The new policy input outlines the main **principles** that should be guiding the future Erasmus+ programme, such as:

- the **continuity** of the current structure, which has proven its value for internationalisation of national higher education systems and institutions
- a strong and visible **role for higher education**
- reinforced **commitment to the current horizontal priorities** as well as competitiveness, and future skills and competences
- **wider participation in mobility** in line with the new targets set under the Europe on the Move initiative, and
- the **consolidation and targeted improvements** of the novel actions and pilots (e.g., stronger global dimension enabled by the international opening of KA131, the development of new mobility formats such as Blended Intensive Programmes, deep transnational cooperation through European Universities alliances).

Some of the key proposals aiming to ensure wider and more impactful mobility of students and staff, bolster partnerships in a new policy context, enhance the global dimension, and foster synergies between intra-European and external actions, are:

- Safeguarding and **expanding physical mobility of students and staff** across all fields and disciplines, while using more flexible and simplified mobility formats, reinforcing mobility for traineeships and fostering more structured and strategic cross-border collaboration between universities and industry, and placing greater emphasis on civic engagement and European values.
- Striking a **balance** between the bottom-up nature of partnerships (both intra-European and international) and the need for prioritisation in specific areas where the Union seeks to enhance its competitiveness or achieve more targeted impact, while **leveraging and scaling up existing partnership formats**.
- **Consolidating the achievements of the European Universities Initiative** while applying a more selective approach by evaluating in greater depth the concrete impact and progress of individual alliances.

- **Strengthening the global dimension of the future Erasmus+ programme** by supporting the EU's enlargement agenda through Erasmus+ by allowing higher education institutions from the enlargement countries to participate as full partners (e.g. starting with the mobility actions, and extending to institutional collaboration formats), and **integrating cooperation with so-called industrialised countries** in existing partnership models within the programme in line with the Union of Skills ambitions.

To deliver on these priorities, **the future Erasmus+ programme will require a minimum two-fold budgetary increase over 2021-2027 levels**, coupled with administrative simplification and use of more flexible, complementary mobility formats. These combined measures are critical to supporting a wider and more ambitious range of projects that advance Europe's core objectives in a context marked by financial limitations.

ACA submitted its both policy inputs in response to the EU public consultation on the next Multiannual Financial Framework (education and external action) in early May (*see ACA Newsletter – Education Europe, [February 2025](#)*).

Information from: <https://aca-secretariat.be/newsletter/the-future-of-erasmus-is-the-future-of-europe/?titleId=1&articleId=2&edition=2025¤t=1>

Erasmus Student Network (ESN)



The Erasmus Student Network participates in High-Level meeting on the European University Initiative

28 April, 2025

On 26th and 27th February 2025, the European Commission hosted a high-level meeting in Brussels, bringing together key stakeholders to discuss the progress and future of the European Universities initiative. This significant event gathered representatives from all 65 European Universities alliances, key higher education organisations such as European Parliament members, national and regional authorities, and student organisations.



The event saw the participation of ESN as a panellist on the transformation of European Universities across all their core missions: education, research, and innovation. Reinforcing our commitment to advocating for student needs, fostering collaboration between institutions, and contributing to the evolution of the European Universities initiative.

A milestone for European Higher Education

The meeting provided an opportunity to reflect on the achievements of the European Universities initiative over the past five years while addressing the challenges faced by the Alliances. Discussions focused on strategies to enhance collaboration among European Universities to actively contribute to Europe's progress, resilience, and social fairness.

The event started on 26th February with an address by Roxana Mînzatu, Commission Executive Vice-President for Social Rights and Skills, Quality Jobs and Preparedness. A closed-door meeting for rectors of European Universities followed, providing a space for dialogue on how alliances can drive transformation in higher education, support innovation, and enhance Europe's competitiveness. The evening featured high-level discussions between rectors, setting the stage for the following day's sessions.

Key contributions from the Erasmus Student Network

ESN underscored the importance of student mobility, engagement, and inclusion in shaping the future of European higher education. The network highlighted how fostering cooperation between innovation ecosystems, strengthening Europe's regions, and promoting student exchanges can further enhance the impact of the European Universities initiative.

The discussions also addressed the persistent skills shortages in Europe, spanning both high- and low-skilled sectors, which present direct obstacles to investment and innovation. Mobility programmes, such as Erasmus+, are uniquely positioned to tackle these deficits by equipping participants with transnational experiences, adaptability, and critical competencies aligned with emerging economic priorities.

Beyond mobility, barriers to the free flow of research and innovation also hinder economic growth and industrial competitiveness. Former Italian Prime Minister Enrico Letta emphasised that Europe's difficulty in translating its research capacity into globally competitive industries stems from fragmented ecosystems that fail to integrate education, research, and industry effectively. Mobility programmes play a crucial role in bridging these gaps by facilitating cross-border collaboration, enabling the dissemination of innovative ideas, and fostering networks that strengthen the EU's collective capacity for innovation.

Finally, ESN emphasised the need to increase student involvement in decision-making processes, ensuring that European Universities remain student-centred and accessible to all. ESN's participation in this event reinforced the necessity of integrating the student voice into the ongoing development of

European higher education policies, ensuring that future initiatives truly reflect the needs and aspirations of students across Europe.

Information from: <https://www.esn.org/news/erasmus-student-network-participates-high-level-meeting-european-university-initiative>

The European Degree Label: Advancing Student-Centred Education Across Europe' **13 May, 2025**

On 12 May 2025, EU Ministers of Education, Youth and Sport **adopted a recommendation on a European quality assurance and recognition system in higher education and approved a resolution outlining the path toward a joint European degree label** and the potential development of a fully integrated European degree by 2029. These two texts represent a major milestone in the EU's ambition to enhance the attractiveness, quality, and international visibility of European higher education.



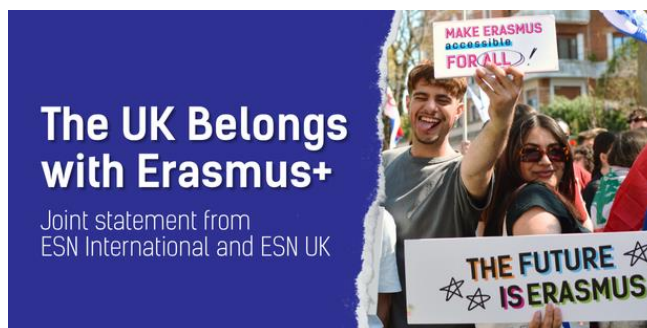
The recommendation establishes **shared criteria for awarding a European degree label** to joint programmes offered by institutions in at least two EU Member States, while the resolution sets out a roadmap that gradually deepens cross-border cooperation and lays the groundwork for future legislative alignment. This initiative reflects a growing recognition that **stronger academic integration is essential** for Europe to respond to **global talent competition, skills shortages, and the need for more agile and inclusive learning systems**.

The Erasmus Student Network welcomes this important development as a foundational step, but stresses that the label must not become an end in itself. To unlock the full potential of a European degree, systemic reforms are needed to overcome the legal and administrative obstacles that still hinder student mobility and joint programme delivery.

Information from: <https://www.esn.org/news/european-degree-label-advancing-student-centred-education-across-europe>

The UK Belongs with Erasmus+**27 May, 2025**

The Erasmus Student Network International and Erasmus Student Network UK, as part of the Embrace Erasmus+ campaign and working alongside the EU Delegation to the UK, have been consistently advocating for the UK's reassociation to Erasmus+ over the last two years. As a result of the recent EU-UK summit, **a commitment to rejoining Erasmus+ and creating a Youth Mobility Scheme between the UK and the EU represents a significant, positive step for young people in the UK.**



The Erasmus+ programme is a stepping stone for young people to broaden their horizons and develop their personal, professional, and educational competencies. Each year, the programme enables 300,000 young people to engage in life-changing exchange, with XV ESNsurvey reporting that 75% of respondents felt improvements to their communication skills and open-mindedness after engaging in an Erasmus+ mobility.

ESN International and ESN UK passionately support a re-introduction which will prove life-changing for future participants in the UK, as it has done for millions of Europeans since its creation in 1987. In the years since the UK left Erasmus+, fewer UK higher education students are going on mobility - from 26,210 students in 2017-18 to just 10,960 in 2021-22, as reported by Universities UK. It is important to note that this case is not just limited to higher education - comparing Erasmus+ mobilities across all sectors in 2020 to the Turing Scheme in 2023, there has been a 20% drop in the number of mobilities taken by British young people.

While the Turing Scheme was created to fill the gap left by Erasmus+, it still requires significant development to reach the same goals and audience as Erasmus+. Lacking funding for youth groups, training and staff, Turing fails to provide young people with opportunities outside of learning mobility. A lack of reciprocity remains a key issue for many UK universities, alongside practical challenges, now unable to engage in connections with colleagues across Europe and accept students from their institutions on mobility. 79% of Higher Education providers found the process of applying for Turing funding difficult, resulting in 'participants losing confidence', reported by its 1-year evaluation. The alternative - cooperation projects under Erasmus+ that create lasting change in organisations and local communities, can foster civic engagement and intercultural dialogue among young people.

The views of students and young people were marginalised when the UK left the European Union. **Rejoining Erasmus+ represents an essential and important change**, empowering them with new opportunities and ensuring their voices are represented and heard.

ESN International and ESN UK remain united in advocating a better future for mobility within the UK, and improved opportunities for UK students. **We believe Erasmus+ is a missing piece in the future of young people.**

Information from: <https://www.esn.org/news/uk-belongs-erasmus>

European Council of Civil Engineers (ECCE)



81st ECCE General Meeting

09-11 October, 2025

Split, Croatia

81st ECCE General Meeting, will take place from 9th to 11th October 2025 in the beautiful city of Split, Croatia, hosted by the Croatian Chamber of Civil Engineers (HKIG).

This meeting is particularly meaningful as it marks the conclusion of ECCE's **40th Anniversary celebrations**, a year dedicated to reflecting on our shared legacy and looking ahead to new opportunities for progress in civil engineering across Europe.



81st ECCE GENERAL MEETING

9 - 11 October 2025, Split, Croatia

The programme will include:

- ECCE Executive Board Meeting (afternoon, 9 October)
- Full-day ECCE General Meeting (10 October)
- Gala Dinner (10 October)
- 40th Anniversary Closing Ceremony (11 October)
- Round Table on Civil Engineers' Responsibility after Natural Disasters
- Technical Visit (11 October)
- Networking Opportunities



Hrvatska komora
inženjera građevinarstva

Details regarding the Agenda, accommodation, and sightseeing activities will follow soon. Please stay updated through the **ECCE website** for further information and announcements.

This is more than just a meeting – it's the culmination of a year-long celebration and a valuable opportunity to connect, collaborate, and shape the future of civil engineering together.

Information from: http://www.ecceengineers.eu/news/2025/81_ecce_meeting.php?id=41

European university foundation (EUF)

EWP Convention

17-18 June, 2025

Warsaw, Poland



The EWP+ (Erasmus Without Paper)Consortium is pleased to invite you to a high-level conference bringing together international relations officers and Erasmus coordinators to shape the future of student mobility with the powerful support of Erasmus Without Paper (EWP).



Date: 17-18 June 2025

Venue: University of Warsaw, Faculty of Modern Languages, Warsaw, Poland

The EWP Convention offered a unique opportunity to:

- Track and discuss our progress towards the target of 95% of Learning Agreements being digital
- Plan and prepare for the large-scale adoption of digital nominations
- Explore what the next 2-3 years of EWP will bring to the Erasmus+ community
- Take part in shaping the next generation of Erasmus+

With expert panels, interactive workshops, user forums and collaborative hackathons, the convention will be a key moment to share experiences, tackle challenges, and drive the digital transformation of Erasmus mobility.

The detailed programme, including the themes of the hackathons taking place during the event will be announced at a later stage.

More information: <https://uni-foundation.eu/ewp-convention-2025/>

[More information](#)

About the future of Erasmus Without Paper (update)

June 12, 2025

Erasmus Without Paper (EWP) is a digital transformation process involving thousands of Higher Education Institutions, dozens of thousands of staff members and several hundred thousand students every year. It requires planning and clarity from all parties involved in order to achieve the expected results. We published [an article](#) on October 16th, 2024, containing an overview of the state of play of EWP, and we are hereby updating it to reflect the most recent developments.

The EWP Consortium welcomes the [announcement of the European Commission](#) regarding the continued availability and support of EWP, which builds on several months of fruitful exchanges between the EUF leadership and the European Commission. Accordingly, the EWP Consortium fully expects **the current digital infrastructure to remain available at least until the end of the current programming period**. As highlighted by the EWP technical community, a clear focus on [consolidating](#)

[the existing technical solutions](#) is a prerequisite for successfully completing the digital transition of the Erasmus+ programme.

About the digital transformation of EWP

Developed by higher education institutions and for higher education institutions, EWP aims to make the administration of student mobility more efficient and sustainable. By replacing paper-based procedures with secure digital flows, EWP works towards reducing administrative burden and increasing accuracy and speed. Higher Education Institutions will benefit from streamlined operations and strategic oversight of mobility data. Staff will gradually be able to implement simpler, faster and more consistent workflows. Students enjoy a more transparent and user-friendly mobility experience. EWP is not just about digitalisation, it is about a paradigm shift that will enable higher education institutions to be more flexible and strategically responsive to changing mobility needs.

A success story in the making

The fact that the most recent [EC report](#) shows very positive progress towards the usage of digital Learning Agreements, reinforces the notion that continuity and stability are of paramount importance and form the most promising elements in achieving success; in fact, at the time of writing this article, the majority of programme countries have reached the threshold of more than 75% of digital Learning Agreements, demonstrating unequivocally the fitness for purpose of EWP. Considering that such remarkable progress was achieved in spite of the uncertainty surrounding the continuation of the current digital ecosystem, we can now move even faster towards the 95% digital Learning Agreement target.

Looking ahead: business continuity and long-term planning

The continued availability of EWP digital infrastructures ensures that the transition towards fully digitalised workflows for student mobility will continue by providing clear perspectives to numerous involved colleagues. This development puts us on a path to accelerate efforts to conclude the digital transition of the programme until 2028 – including with regards to key processes which have been pending for some time and that cause fragmentation in the day-to-day work of International Relation Officers. Moreover, continuity also avoids the allocation of significant financial means at EU, national, and institutional level to the development of an entirely new digital infrastructure. This is important in times of increasingly pressing calls to support higher and more inclusive levels of student mobility in Europe.

To build on these achievements, it is crucial to pursue a cost-effective, long-term strategy that continues to be co-created with Higher Education Institutions, aligning with their needs and realities. The involvement of the higher education community is vital for ensuring the system remains responsive, effective, and widely adopted.

We are looking forward to sharing more updates at the first edition of the [EWP Convention](#), which in 2025 will be hosted by the University of Warsaw. In the meantime, members of the higher education community are invited to contribute to the [ongoing consultation](#) on the future of the initiative. We look forward to share more important and positive updates in the months ahead.

Information from <https://uni-foundation.eu/2025/06/12/about-the-future-of-erasmus-without-paper-update/>

EAIE- European Association for International Education



35th Annual EAIE Conference and Exhibition

09-12 September, 2025

Gothenburg, Sweden



Programme

Explore this year's sessions, activities and inspiring keynotes.

With over 200 sessions and activities to choose from, there's something for everyone.

[View schedule](#)



Registration

With a 95% overall satisfaction rate, this event is unmissable for professionals working in international higher education.

Register by 27 June to save on your fees.

[See pricing and special rates](#)



Practical information

Start planning your trip: book your hotel, get travel tips and share you're joining on social media. Still have questions? Check out the FAQs.

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

EU-CONEXUS - European University for Smart Urban Coastal Sustainability



EU-CONEXUS conference 2025

Transformative Research for Urban Coastal Sustainability
21-23 October, 2025
Valencia, Spain



The conference centres on long-term strategies and technologies that radically reshape urban systems making them more resilient, sustainable, and adaptable to threats such as climate change, population growth, and environmental degradation. At the same time, it aims to prepare cities for a more sustainable and equitable future. Through cross-disciplinary collaboration and active engagement with communities and stakeholders, this research paves the way for more liveable and resilient coastal cities.

The Conference will hold workshops to discuss future project applications for European calls, focusing on EU-CONEXUS Joint Research Institute challenges and Conference topics.

These sessions will help researchers refine their project proposals and foster collaboration intransdisciplinary areas of their interest.

Conference topics

- Data-Driven Decision Making
- Sustainable Health and Disease Management
- Adaptive and Resilient Urban Systems. Smart Infrastructures
- Community and Stakeholder Engagement
- Sustainable Economic Models

More information: <https://www.eu-conexus.eu/en/eu-conexus-conference-2025/>

European Society for Engineering Education (SEFI)

SEFI Annual Conference 2025
15-18 September, 2025
Tampere University, Finland



The SEFI Annual Conference is Europe's largest academic event dedicated to Higher Engineering Education. This gathering offers a unique platform for individuals from academia, industry, and professional organizations to come together for a week of insightful discussions, networking, and an engaging program addressing the evolving challenges in Higher Engineering Education.

The 53rd SEFI 2025 Annual Conference, hosted by Tampere University in Tampere, Finland, from 15 to 18 September 2025, will focus on the theme Engineering and Society.

The conference is expected to attract approximately 600 participants from across Europe and beyond, providing an opportunity to explore the critical role of engineers in addressing societal challenges and shaping the future of education and technology. Through keynote speeches, panel discussions, and interactive workshops, attendees will examine innovative strategies for integrating societal needs into engineering practices and education, fostering a more sustainable future.

Conference Tracks

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

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

9. The attractiveness of engineering
10. Engineering skills, professional skills, and transversal skills
11. Engineering ethics education
12. Curriculum development and emerging curriculum models in engineering
13. Quality assurance and accreditation of engineering educational programs
14. Building the capacity and strengthening the educational competences of engineering educators
15. Improving higher engineering education through researching engineering education

Registration deadlines

Early bird registration ends	15.07.2025
Registration to additional social programme ends	28.7.2025
Normal registration ends	31.08.2025
Late registration ends	18.9.2025

Information from: <https://www.sefi2025.eu/>

FROM THE EUROPEAN UNION

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



New publication: Transforming digital education - Insights from three years of the Digital Education Accelerator

Publication date: 20 March 2025

Author: European Education and Culture Executive Agency



As part of the European Digital Education Hub, the Accelerator supported 21 digital education solutions over three years, providing structured guidance, expert mentorship, testing, showcasing, and validation of opportunities promising innovations across different educational levels, including pre-primary, K-12, vocational training, higher education, and adult learning.

This publication explores the programme's structure and impact, highlighting how tailored mentoring and iterative development processes helped participating teams strengthen their solutions. The flexible approach allowed teams to tackle their specific challenges while benefiting from peer collaboration and cross-sectoral expertise. The insights gained from fostering education innovation will contribute to ongoing discussions on the future of technology-driven learning, providing a foundation for continued growth and collaboration.

[Check out the publication.](#)

Information from: https://www.eacea.ec.europa.eu/news-events/news/new-publication-transforming-digital-education-insights-three-years-digital-education-accelerator-2025-03-20_en

ARTICLES from journals, newspaper, magazines

HE participation: Study shows stagnation among poorer groups

Author: Dorothy Lepkowska

17 January, 2025

Better collaboration between schools, colleges and universities is needed if more disadvantaged young people in England are to access higher education, a new report has found.

The study, *Access to Higher Education and Regional Inequality: Who is missing out?*, examined the progression to university of pupils receiving free school meals (FSM) at secondary school to universities, and found a decline year-on-year in numbers for the first time since records began 20 years ago.

The report found a “worrying stagnation” in terms of progress in the rate of higher university participation among the FSM cohort that was being replicated in most local authority areas in England.

While in some areas more FSM students were going to university than ever before, the gap between them and state school pupils not eligible for FSM was widening. Young people from FSM backgrounds fell further behind their peers in England in progressing to higher education from 2021-22 to 2022-23, with the gap increasing to over 210,000.

The percentage of state school pupils in receipt of FSM progressing to higher education by age 19 declined for the first time year-on-year since records began, from 29.2% in 2021-22 to 29% in 2022-23. And while the number of FSM state school pupils progressing to higher education increased by 2,754, which is the biggest annual increase since records began in 2005-06, the number of non-FSM learners progressing to higher education increased by 6,645.

Westminster, in central London, was the local authority area with the highest percentage of FSM state school pupils progressing to higher education at 63.8%, while the area where progression was the lowest was the county of Herefordshire at 12.2%.

The study found that over the last 10 years the gap between London and the rest of England had widened, reaching more than 30 percentage points with some areas such as the South West of England, by 2022-23.

Five-point plan

The report was produced by the National Education Opportunities Network (NEON), which is the national organisation for supporting access to higher education for those from under-represented groups in the United Kingdom, based at the University of West London.

The authors, Professor Graeme Atherton, director of NEON, vice-principal (external) of Ruskin College, Oxford and Head of Ruskin Institute for Social Equity (RISE) and Frances Sit, research and policy officer

of RISE, recommended a five-point plan, some of which would require the injection of additional funding, namely:

- An increase in resources beyond that allocated to Uni Connect, an existing programme aimed at widening participation. The authors state that this might be challenging in the light of existing funding challenges in higher education but could be solved in part by more pooling of resources and sharing of services between higher education providers.
- Setting of regional targets for FSM participation in higher education to which all providers in the area should align their outreach work.
- A dedicated national co-ordination function which is separate from the higher education regulator to better achieve the potential for efficiencies.
- The establishment of national streams of collaborative work for groups that face significant challenges but are relatively small in number, for example, Gypsies, Roma and Travellers, students who are carers or estranged from their families.
- The building of a more strategic relationship between the new national, collaborative outreach programme and local government as devolution gathers pace, and Skills England.

Atherton told *University World News* that there had been some effective and impactful programmes aimed at improving access to disadvantaged young people in the last 20 years, but more collaborative approaches were now needed.

“Some of these programmes drifted along a bit, so what we really need now is a much more focused and better supported approach, where such programmes are given a higher profile and more resources,” he said. “What we currently have needs bolstering and rejuvenating, with an enhanced focus on regional targeting of skills and growth.

“That way we might hopefully see some changes. But it is a tough environment. At the same time as we’re trying to widen access, we know that going to university in the UK is very expensive.

“It’s really important that we see universities, colleges, schools, the careers sector, the volunteer sector and employers really working together in partnership to advance opportunities for young people.”

The need for a skilled workforce

The report was launched at a House of Commons reception in the presence of Minister of Skills Jacqui Smith. She told the gathering that the report illustrated the need for the government to take action, so that the unfairness in access was not allowed to continue.

Referencing the [new government’s five priorities for higher education](#), she said that it was not just

the opportunities of individuals that were important, but widening access was also an economic and social necessity, because the UK needed a skilled workforce on order to thrive.

Smith said the government would introduce a lifelong learning entitlement to provide opportunities, and expected renewed collaboration between schools, further education and higher education that would provide new pathways into higher education.

Responding to the findings of the NEON report, a department for education spokesperson said: “Our ambitious **Plan for Change** sets out our clear mission to break the link between background and success; we are committed to supporting the aspiration of every person who meets the requirements and wants to go to university.

“We know there are baked-in inequalities that remain in our education system, and that is why we are calling for providers to play a stronger role in expanding access and improving outcomes for disadvantaged students.

“Through far-reaching reform, we are determined to ensure universities are engines of opportunity, growth and aspiration.”

“Universities have to become agents of social transformation”

Author: Eve Ruwoko

22 May, 2025

“Universities must move beyond their conventional roles as knowledge providers to become agents of societal transformation. This involves engaging in transdisciplinary research, forming community partnerships, and aligning their missions with global and regional development goals such as the Sustainable Development Goals (SDGs) and [the African Union’s] Agenda 2063.

“ ‘The university we want’ is one that co-creates knowledge with society, addresses pressing challenges in collaboration with communities, and plays a proactive role in shaping equitable and sustainable futures,” Professor Birgit Schreiber told about 30 institutional leaders, including vice-chancellors, deputy vice-chancellors, academic managers and higher education policy-makers from the Southern African Development Community, in Lusaka, Zambia.

“Universities are now collaborative spaces, and they are now responsive to and engage more with communities. They want to make their research societally impactful and, therefore, the university renews itself, and becomes a partner in knowledge creation,” said Schreiber, who is the Southern African Regional Universities Association (SARUA) strategic lead on leadership and professional development.

She was speaking at a SARUA pre-conference workshop themed, ‘Leading Higher Education in Africa: Navigating with Impact’, in Lusaka.

Schreiber highlighted that, in an era marked with “wicked problems”, higher education institutions

across Africa needed to reimagine their roles, reconfigure their systems, and embrace transformative leadership as a critical driver of change, impact and continued relevance.

She noted that university leaders must take up the responsibility to address existing challenges such as ethical decision-making, resource constraints, globalisation, social justice, and shifting societal needs by cultivating a forward-thinking approach and leveraging collective strategies to meet institutional and continental goals.

Transformative leadership

Leadership development, which has been identified as a key factor in achieving transformative change globally, has also been instrumental in enabling African universities to achieve their institutional purpose that contributes towards their national and regional socio-economic and developmental goals.

“To lead effectively in uncertain times, universities must build their capacity for collective democratic and equitable action and strategic foresight. This involves dismantling hierarchical approaches to addressing problems, exploring future scenarios, assessing risks and opportunities, and designing flexible strategies that can adapt to shifting conditions. Foresight empowers leaders to transition from reactive problem-solving to proactive visioning,” Schreiber noted.

“At the heart of transformation lie outdated institutional cultures. Leaders must nurture cultures that support equity, trust, learning and collaboration. Change is not simply imposed; it is cultivated through relationships, shared experiences, and collective reflection.

“In culturally diverse settings, intercultural communication and adaptability become essential leadership competencies. Understanding the nuances of high-context and low-context communication is critical to building cohesive teams and inclusive environments,” she explained.

Transformation within and beyond universities

She emphasised that traditional leadership models centred on control, hierarchy and stability were ill-equipped to address today’s challenges. However, leadership models rooted in equality, integrity, collaboration, and the courage to drive deep, systemic change towards social justice were now crucial.

Effective change management included risk-taking, community engagement, and anticipation of setbacks, underpinned by effective communication and value alignment.

Transformative change within universities would not be achieved through isolated interventions, but through systemic change which requires a re-evaluation of power structures, a dismantling of hierarchical governance models, and promoting relevant and engaged pedagogical approaches.

Mobilising internal and external stakeholders, cascading values into the system, identifying and elevating champions, upskilling staff, mitigating resistance, anticipating setbacks and managing risks were essential aspects of navigating with impact to achieve transformation within and beyond universities.

Schreiber pointed out that many African universities were applying good leadership practices to strengthen their institutions. There were examples in Zambia and Zimbabwe where leadership practices helped to achieve institutional goals, despite challenging conditions such as power cuts, minimal salaries and limited government funding.

Professor Paul Gundani, vice-chancellor of the Zimbabwe Open University (ZOU), who was part of the workshop, told *University World News* that it was essential “that we move away from power hierarchies towards a democratisation of knowledge, where universities become the driver of creating a better life for all”.

In response to Schreiber’s call that universities should be drivers of societal change, Gundani said: “Africa needs to redesign the concept of a university with a new approach that is not borrowed from the North and universities must allow students to develop a whole new view of life – and create community wealth instead of just wanting to be employed.”

Aligning the institution with social needs and adopting an engaged pedagogical approach, students and faculty members at ZOU have created short courses using the most pressing issues within surrounding communities, such as drug and substance abuse, financial literacy and learning in the digital age.

“These courses cut across different disciplines and are being created to help communities understand their own lives and this is done in partnership with our universities,” he said.

In addition to highlighting the inclusion of students in the designing of coursework, Gundani stressed that this initiative also confirmed the importance of lifelong learning and of democratisation of technologies.

To achieve this through teaching and learning, ease of access was being created through online applications such as YouTube and WhatsApp.

Information from: <https://www.universityworldnews.com/post.php?story=20250522061748296>

Better data needed to inform student HE accesses strategies

Dorothy Lepkowska

30 May, 2025

Better data-gathering within and between countries is needed to inform student access and participation strategies in universities, a conference has heard. This should encompass an individual’s early life experiences, including health and family background, because “these issues are something that cannot be solved by higher education policy-makers alone”.

Cross-sectorial collaboration might include, for example, data collection from individual nations’ labour

or health ministries which hold vital contextual information about communities and any barriers comparing students so that they face accessing higher education.

Dr Kristina Hauschildt, project lead at EUROSTUDENT – an international analysis and indicator project aimed at socio-economic conditions in Europe – urged greater collaboration at a seminar organised by the **World Access to Higher Education Network** (WAHEN) to mark the launch of its first Global Community on Higher Education Equity Research and Data.

The event, titled “Inequalities in access and success in higher education: What does research and data show?” examined the kinds of data currently available in determining the success of initiatives to improve access and participation among students from all backgrounds and what this information shows.

In her presentation, Hauschildt focused on the impact that parental input plays in their children going into higher education, and whether they complete their studies. In international comparisons, particularly in Europe, this was found to be a key indicator of the success of a student’s experience of university.

Wide variations between countries

EUROSTUDENT found wide variations between different countries in how parents’ own experience of university and socio-economic factors influenced take-up and participation in higher education. On average in Europe, students were 16% less likely to go to university if their father had not been in tertiary education.

One of the main indicators affecting access and participation was the financing of higher education, and whether this was funded from the public purse, or students financed their own education. Nordic countries had particularly high participation rates because national public student support made up a large share of student income.

Hauschildt highlighted the plight of students from disadvantaged families and their need to work to fund their studies.

“Students from less well-off families are much more likely to have to work while studying, which raises the question about how much time, energy, and thinking capacity they have left for their studies,” she said.

Looking beyond financial resources, surveys of students also showed that those whose families could not offer financial support were less likely to readily be able to replace a broken laptop, or, in poorer countries, to have high-quality internet connection.

Cross-sectoral collaboration needed

Hauschildt said that some of the themes that countries needed to examine, both nationally and internationally, around student background were the challenges young people faced from a young age.

“Students have very similar challenges in all European countries, and background plays a major role,” she said. “What would be valuable is for communities to exchange information about these measures so we can look at what action we can take.

“We need cross-sectoral collaboration because many of these issues are something that cannot be solved by higher education policy-makers alone, and relate to, maybe, labour ministries that set the regulations for working with a disability or other health-based disadvantages that might fall under the responsibility of the health ministry.”

She added that stakeholder networks nationally and internationally would “ensure the exchange of knowledge and the development of strategies. The collection of data is needed in countries and across countries so that we can learn from each other”.

Mediating inequalities and access

The event was also addressed by Andreas Schleicher, director of education and skills at the OECD, who highlighted the progress made in member countries in raising numbers of people completing higher education.

He said that the rise in graduate numbers appeared not to have necessarily led to lower wages, as some had feared, though the economic outcomes varied across countries.

On the question of mediating inequalities and access to higher education, Schleicher said merit-based access needed to be balanced out somehow with needs-based access. One way to do this was by looking at tuition fees – but access was often not equitable even when there was no charge for a university education.

“When there is no tuition fee, universities that have very little money can offer few places, and often not at the greatest quality, and what that typically means is that access is constrained,” he said.

“Those who come from privileged backgrounds will get the scarce public money offered by their own education systems. There are plenty of examples where having no tuition fees has actually been a driver of inequality rather than equity, and that is something important to keep in mind.”

Some countries, he added, didn’t charge fees, but the high earnings attached to having a university education meant graduates paid much more in taxation. He said countries such as Sweden, Denmark and Finland had “lucky students” because they were charged no tuition fees and were financially supported during their studies.

“These are countries that have progressive tax systems, and people with better education and greater salaries end up paying more taxes, so you could call it a form of graduate tax,” Schleicher said. “But it is a system that has worked well for those countries, and there’s a big social investment in higher education.”

New research to create a global access map

Professor Graeme Atherton – director of WAHEN and associate pro vice-chancellor of the University of West London and vice-principal at Ruskin College, Oxford University, who chaired the seminar – launched a new piece of research to follow up on a study originally published in 2017, titled **Charting Equity in Higher Education: Drawing the global access map**.

The follow-up will look at how access to higher education has changed in the interim and will use available data from the OECD, EUROSTUDENT, the World Bank and other agencies and bodies.

“There is now an economic challenge which is not just around funding access or equity work, but broadly how we finance higher education in the 21st century,” he said.

“We need to continue to make the case for equity and access, but we need to make the case better by seeing where progress has been made and what has been shown to work.”

The study will include a consultation period later in the summer with a final report scheduled for publication at the World Access to Higher Education Day conference in South Africa, in October this year.

Information from: <https://www.universityworldnews.com/post.php?story=20250529184719428>

NEWS FROM THE WORLD

International Conference on Seismic Design for Civil Engineering (ICSDCE-25)

9 - 10 September, 2025

Florida, USA

World Academics is proud to host International Conference on Seismic Design for Civil Engineering (ICSDCE-25) which serves as a leading international stage for showcasing the latest advancements and innovations in the field. Our aim is to provide a dynamic platform where industry professionals and academics can come together to exchange ideas and discuss the latest developments



The focal point of this conference is to provide attendees with a chance to share their knowledge and insights with a worldwide audience. Our comprehensive program will include industry-driven presentations, expert panels, and keynote speeches from global thought leaders.

During the conference, attendees, presenters, keynote speakers, and volunteers will have access to top-notch facilities, resources, and opportunities, allowing them to achieve their professional goals. Furthermore, the event will serve as an excellent networking opportunity, providing delegates with the chance to form business and research relationships, engage in high-level discussions, and foster future international collaborations. These experiences will significantly enrich your professional growth and development.

Conference Theme and Objective

The goal is to bring together key players in these fields to work collaboratively and find solutions to these pressing challenges. Throughout the conference, we will focus on recognizing current and future obstacles and finding ways to overcome them through insightful discussions and knowledge-sharing sessions.

Attendees will have the chance to exchange information and ideas derived from international research and studies, as well as build valuable professional connections. This conference has been meticulously

designed to not only help individuals reach their professional objectives but also drive growth in their respective industries.

Important Dates

Pre-registration Deadline	10th August 2025
Paper Submission Deadline	15th Aug 2025
Final Registration Deadline	25th Aug 2025
Date of Conference	9th - 10th September 2025

More information: <https://worldacademics.net/event/index.php?id=3146774>

8th International Conference on Civil Engineering and Architecture (ICCEA 2025)

6-8 December, 2025

Jakarta, Indonesia

The 8th International Conference on Civil Engineering and Architecture (ICCEA 2025) will be held in Jakarta, Indonesia on December 6-8, 2025, co-sponsored by Bandung Institute of Technology, technical supported by Innovation Center for Engineering Education at Seoul National University.



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

Important DATES:

Submission Deadline: June 30, 2025

Notification Date: July 30, 2025

Registration Date: August 15, 2025

Conference Date: December 6-8, 2025

Please go to CFP page for more topics: <http://www.iccea.org/cfp.html> or download [CFP BROCHURE](#)

Topics of interests

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

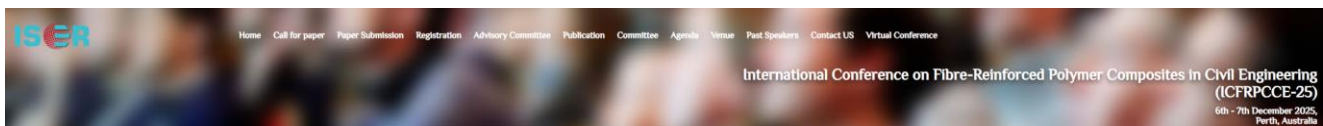
More information: <https://www.iccea.org/index.html>

International Conference on Fibre-Reinforced Polymer Composites in Civil Engineering (ICFRPCCE-25)

6 - 7 December, 2025

Perth, Australia

International Conference on Fibre-Reinforced Polymer Composites in Civil Engineering (ICFRPCCE-25) to be held in **Perth, Australia** on **6th - 7th December 2025** will bring leading scientists, academicians, industry professionals, speakers, and experts of to one platform. The informative discussions will highlight solutions, achievements, trending issues, and future strategies.



ISER (Institute for Scientific and Engineering Research) constantly aims to present techniques, skills, and the latest information in various fields like science, technology, medical sciences, environment, education, business, banking, finance, languages, history, and much more. It helps participants to explore speaking opportunities, present their unique ideas and create significant connections. You can participate in the groundbreaking discussion, which welcomes active participation and benefits the field and humankind. So, enhance your personal and professional journey by attending the upcoming event.

Call For Paper

- Fiber-reinforced polymer composites in civil structures
- Types of fiber and fiber arrangement in fiber-reinforced polymer composites

- Design and construction of building components with fiber-reinforced polymers
- Fiber-reinforced polymer composite manufacturing
- Biofiber-reinforced polymer composites for structural applications
- Processing techniques for composite materials for structural applications
- Failure modes in structural applications of fiber-reinforced polymer composites and their prevention
- The rehabilitation of reinforced concrete structures
- Advanced fiber-reinforced polymer composites for civil engineering applications
- Hybrid fiber-reinforced polymer composites for structural applications
- Design of hybrid fiber-reinforced polymers for structural applications
- Innovative fiber-reinforced polymer composites for disaster-resistant buildings
- Fiber-reinforced polymer composites for bridge superstructures
- Fiber-reinforced polymer composites for strengthening steel structures
- Fiber-reinforced polymer composites in environmental engineering applications

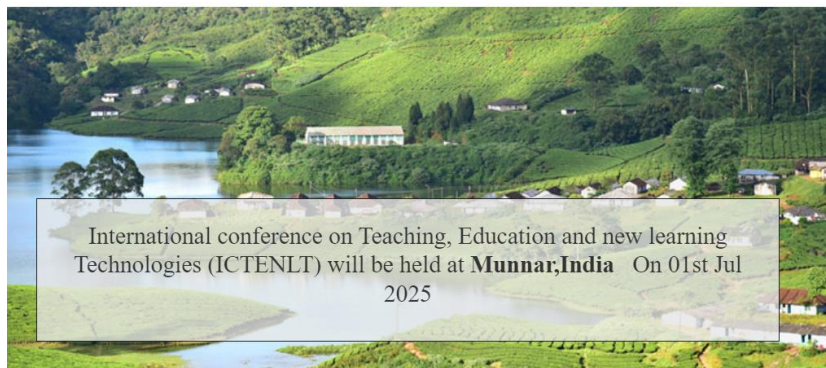
Dates:

Pre-Enrollment	Final Paper Submission	Registration Deadline	Conference Date
6th November 2025	11th November 2025	21st November 2025	6th - 7th December 2025,

More information: <https://iser.org.in/conf/index.php?id=3294436>

CALENDAR

Date	Event	Place
01.07.2025	International conference on Teaching, Education and new learning Technologies (ICTENLT)	Munnar, INDIA



<https://arsss.org/Conference/48595/ICTENLT/>

21-23.08.2025	2 nd International Conference on Civil Engineering: Innovations & Advancements	Paris, FRANCE
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<https://icceia.com/>

9-12.09.2025	35 th Annual EAIE Conference and Exhibition	Gothenburg, SWEDEN
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<https://www.eaie.org/events/gothenburg.html>

Date	Event	Place
11-13.09.2025	6 th Central European Symposium on Building Physics	Budapest, HUNGARY
	 CESBP 2025 Budapest Hungary 6th Central European Symposium on Building Physics 11th - 13th September 2025 Full paper submission for the accepted abstracts is extended by 2 weeks! Please submit your full paper by 14th April 2025: https://www.conftool.com/cesbp2025/	
	https://cesbp2025.bme.hu/	
16-17.09. 2025	International Conference on Civil Systems Engineering, Disaster Management and Resiliency - (ICCSEDMR-25)	New York, USA
	 International Conference on Civil Systems Engineering, Disaster Management and Resiliency - (ICCSEDMR-25) 16th - 17th September, 2025 New York, USA Multi-Format (In-Person/Virtual)	
	https://researchleagues.com/event/index.php?id=3083225	
13-15.10.2025	2 nd World Summit and Expo on Civil, Architectural and Environmental Engineering (WSECAEE2025)	Dubai, UAE
	 2nd World Summit and Expo on Civil, Architectural and Environmental Engineering October 13-15, 2025 Dubai, UAE	
	https://wsecaee2025.synergiasummits.com/	
16-18.10.2025	EUCEET 2025 Budapest Hungary Teaching Gen Z Civil Engineers	Budapest, HUNGARY
	 EUCEET 2025 Budapest Hungary Teaching Gen Z Civil Engineers European Civil Engineering Education and Training Association Conference 2025 16th - 18th October 2025	
	https://euceet2025conference.bme.hu/	

Date	Event	Place
18.10.2025	18 th EUCEET Association General Assembly  https://www.euceet.eu/	Budapest, HUNGARY
28-29.10.2025	International Conference on High Performance Structures and Materials in Civil Engineering (ICHPSMCE-2025) 	San Diego, USA
15-16.11.2025	https://isar.org.in/event/index.php?id=3180123 International Conference on Civil and Environmental Engineering ICCEE 	Kyoto, JAPAN
06-08.12.2025	https://waset.org/civil-and-environmental-engineering-conference-in-november-2025-in-kyoto?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing 2025 8 th International Conference on Civil Engineering and Architecture (ICCEA 2025) 	Jakarta, INDONESIA
	https://www.iccea.org/	

Date	Event	Place
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27-28.12.2025	International Conference on Architecture, Civil, Urban and Environmental Engineering	Vienna, AUSTRIA
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https://waset.org/architecture-civil-urban-and-environmental-engineering-conference-in-december-2025-in-vienna?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing