



EUCEET Association

NEWSLETTER 2/2020

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FROM THE EUCEET ASSOCIATION

13th General Assembly of the EUCEET Association

The 13th General Assembly of the EUCEET Association will take place in Castilla-la-Mancha, Spain, on **18th September 2020**, kindly hosted by the University of Castilla-La Mancha (UCLM).

About University of Castilla-La Mancha

The University of Castilla-La Mancha is a modern and competitive institution, with almost 30,000 students, 2,270 lecturers and researchers and 1,059 administrative and service staff.



Founded in 1985, the University of Castilla-La Mancha is spread out over four main campuses within four provinces of the autonomous region of Castilla-La Mancha (Spain): Albacete, Ciudad Real, Cuenca and Toledo. In addition, there are two other university centres located in Talavera de la Reina (Toledo) and Almadén (Ciudad Real).

Tradition and modernity, open spaces and infrastructure, proximity and comfort. These are the hallmarks that define the UCLM campuses located in average sized cities, which are university-orientated, accessible, peaceful and equipped with all services.

- **Albacete:** With 173,000 inhabitants, it is the largest city in Castilla-La Mancha and a communications hub between Andalucía, the East coast provinces and the Plateau. A dynamic, modern and functional city, it has many green areas and splendid commercial and cultural features. 7,000 students live on its campus.
- **Ciudad Real:** It has 75,000 inhabitants who value the advantages an average-sized city with excellent communication gives. The Ciudad Real campus has a site in the historic locality of Almadén, famous for its mines and between these two sites there are more than 8,000 students.
- **Cuenca:** With 57,000 inhabitants, it is a landmark in modern art, apart from being an emblematic city due to its architectural heritage. There are around 3,600 students on its campus.
- **Toledo:** With 85,000 inhabitants, it is the capital of Castilla-La Mancha and, therefore, its administrative centre. It is a modern city and a first-class tourist destination because of its excellent heritage. The Toledo campus has an extension in the town of Talavera de la Reina, the second municipality in terms of the number of inhabitants in the region. Together they are home to around 7,100 students.

Internationally, the University maintains an affiliation with numerous academic centers throughout Europe, and also with several higher education institutions worldwide. This provides many opportunities for teaching and studying in a university community abroad.

More information: https://www.uclm.es/home?sc_lang=en

2021 First joint Conference of EUCEET Association and AECEF

The 5th International Conference of the EUCEET Association will be held on 14th May 2021 and will be kindly hosted by Aristotle University of Thessaloniki (Greece). This Conference on Civil Engineering Education will be a joint EUCEET/AECEF event.



European Civil Engineering Education and Training Association



Association of European Civil Engineering Faculties

First Joint Conference of EUCEET and AECEF

“The role of education for Civil Engineers in the implementation of the SDGs”

May 14th, 2021

Aristotle University of Thessaloniki, Greece

Under the auspices of the Department of Civil Engineering of the Aristotle University of Thessaloniki and the United Nations’ Sustainable Development Solutions Network SDSN Black Sea



Venue:

Aristotle University Research Dissemination Center

(<https://kedeia.rc.auth.gr>)

Address:

September 3rd, Aristotle University Campus,
546 36 Thessaloniki, Greece



The White Tower of Thessaloniki

Important dates:

- October 31st, 2020 Deadline for Abstract Submission
- November 30th, 2020 Notification acceptance of Abstracts & call for Papers
- February 28th, 2021 Deadline for Paper Submission
- March 31st, 2021 Notification acceptance of papers
- April 15th, 2021 End of Early Bird registration
- May 14th, 2021 Conference

**The theme of the conference:*****“The role of education for Civil Engineers in the implementation of the SDGs”***

In 2015, the United Nations adopted the 2030 Agenda for Sustainable Development – “*a plan for people, planet and prosperity*”, which includes 17 Sustainable Development Goals (SDGs) that service as a roadmap for the national and international policies that should be implemented to achieve a better and more sustainable future for all. Society, Economy and Environment are recognized as the three pillars for sustainable development. After several attempts to identify and agree upon a global policy for a sustainable future, it is time for implementation. It is time now for global Engineers to get involved in order to bring results in the direction of the implementation of the SDGs.

Two European Civil Engineering associations, the European Civil Engineering Education and Training Association (**EUCEET**) and the Association of European Civil Engineering Faculties (**AECEEF**), join forces to investigate the very important issue of “*The role of education for Civil Engineers in the implementation of the SDGs*”.

The topics of the conference are related, but not limited, to the following SDGs:

- SDG4 - Quality education
- SDG6 - Clean water and sanitation
- SDG7 - Affordable and clean energy
- SDG8 – Decent work and economic growth
- SDG9 – Industry, innovation and infrastructure

- SDG11 – Sustainable cities and communities
- SDG13 – Climate action
- SDG14 – Life below water
- SDG15 – Life on land

Organizers

The European Civil Engineering Education and Training Association (EUCEET) promotes cooperation between higher education institutions offering programs in civil engineering. The main activities of the Association in pursuing its objectives are participating to programs of the European Commission; organizing Conferences, Symposia and Workshops and publishing proceedings as necessary; establishing and maintaining a data bank on degree courses within higher education institutions in Europe in the field of civil engineering; publishing a regular newsletter to be circulated to the membership; collaborating with other international organizations with related interests (www.euceet.eu)

The Association of European Civil Engineering Faculties (AECEF) with the participation of civil engineering faculties from non-European countries was founded in 1992. The main goals of the Association are to establish conditions for close co-operation among Civil Engineering faculties, from different countries; to contribute to the dissemination and application of the latest civil engineering research and teaching, especially in the finding of improvements to the environment; to support the Europe-wide development and spread of new construction technologies; to work toward compatibility among the curricula of Civil Engineering faculties as a starting point for the exchange of students and the mutual acceptance of graduates in civil engineering practice in Europe; to work toward the implementation of study and lecture visits to foreign universities by teachers, research workers and students. (<https://web.fe.up.pt/~aecef>)

The Aristotle University of Thessaloniki, Greece (AUTh) with its 74,000 students, is the largest Greek university. Founded in 1925, this general university is one of the scientific centers of attraction in South East Europe. More than 4,000 doctoral students and more than 2,000 researchers conduct research in its ten faculties. The Department of Civil Engineering (DCE) is the oldest department within the Faculty of Engineering in Aristotle University of Thessaloniki. The department is organized into four (4) Divisions, those of Structural Engineering, Hydraulics and Environmental Engineering, Geotechnical Engineering and Transport, Infrastructure, Management and Regional Planning Engineering. (<https://web.civil.auth.gr>)

The United Nations' Sustainable Development Solutions Networks SDSN mobilize global scientific and technological expertise to promote practical solutions for sustainable development, including the implementation of the Sustainable Development Goals (SDGs) and the Paris Climate Agreement. **SDSN Black Sea** is hosted by the Aristotle university of Thessaloniki. It comprises 12 countries from the Mediterranean Sea and the Balkans, all around the Black Sea and reaching all the way up to the Caspian. (<http://sdsn-blacksea.auth.gr/>)

More information soon on: <https://websites.auth.gr/euceetaecef2021/>

FROM MEMBERS



Brno University of Technology, Czech Republic

“CRRB – 22th INTERNATIONAL CONFERENCE ON REHABILITATION AND RECONSTRUCTION OF BUILDINGS”

19 – 20 November, 2020

Scope:

The 22th Conference on the Rehabilitation and Reconstruction of Buildings will address the issue of building rehabilitation, a field which can be topically classified into the following areas of interest:

- Timber Protection
- Surface Technology
- Natural Stone
- Masonry
- Maintenance of Concrete Structures
- Physico-chemical Basis
- Statics and Dynamics
- Timber-framed Masonry
- Fire protection
- Steel and glass

Selected papers from the CRRB 2020 recommended by the scientific committee will be further considered for the publication in prestigious journals indexed in Scopus.

Deadline for submission:

- July 31, 2020 Deadline of abstract submission and registration
- October 14, 2020 Deadline paper submission (wta@fce.vutbr.cz)
- October 31, 2020 Deadline of payment

Publication: Papers will be published in journal indexed in Scopus.

Venue:

Brno University of Technology

Faculty of Civil Engineering, Web: <http://www.fce.vutbr.cz/>

More information: <http://www.crrb.wta.cz/>

Tallinn University of Technology, Estonia



NSB 2020 - 12th Nordic Symposium on Building Physics

Arranged every third year since 1987, this conference is the biggest and longest international conference in Building Physics. Organised in Nordic countries, the conference is not limited to cold climate and has grown to attract participants from all over the world so that over half of participants are from other countries. NSB 2020 Tallinn team works hard to make this event attractive both for scientists, practitioners, PhD students and other building professionals.

7 - 9 September 2020 new dates for NSB 2020 have been confirmed.

There are two options how to attend the conference: either to attend a virtual conference with video presentation or to attend a live conference on site with somewhat smaller social program. Virtual and live conference packages are open for registration.



THEMES AND TOPICS:

This building physics conference focuses on the heat, air and moisture transfer in buildings, and on aspects in microbiology, building services and energy performance linked or strongly interacting with building physics.

Building envelope systems

- Hygrothermal performance of building envelope
- Advanced building envelope systems
- Air-tightness, pressure differences and air movement
- Building materials and components
- Climate change and climate adaptation of buildings

Fundamentals and modelling techniques

- Heat and moisture transport
- Moisture convection
- Contaminant transfer (gas phase, microbes, PM etc)
- Material properties
- Measuring, simulation and modelling techniques
- Outdoor and indoor climate for building physics analysis

Integrated aspects of building physics

- Architectural design integration
- Interaction with HVAC systems
- Daylight and solar shading
- Integrated BIM solutions for building physics and energy performance
- Construction skills for building physics and energy performance
- Passive, active and low energy buildings
- Zero, plus-energy, and zero emission buildings
- Historical buildings

Moisture safety, mould and dampness

- Moisture and mould problems
- Investigation methods of moisture and microbial damage
- Consulting experience and practice
- Repair methods and techniques
- Moisture safety in design, construction, and maintenance
- Durability of materials and structures
- Retrofitting and conservation of buildings

VENUE

The conference venue is [Innovation and Business Center Mektory](#) in Tallinn University of Technology.

[TalTech](#) is the only campus-type university in the Baltic countries and one of the most compact university campuses in Europe.

More information: <https://nsb2020.org/>

École des Ponts ParisTech, France



THE ECOLE DES PONTS FOUNDATION MOBILIZES FOR THE SCHOOL'S STUDENTS

14 May, 2020

The Covid-19 crisis is not only a health crisis, it also has economic consequences that affect many students of the Ecole des Ponts ParisTech.

Some of them have lost the student work that normally enabled them to meet their basic needs. Many have suffered the cancellation of their internship or end-of-study project (PFE). Still others can no longer receive the usual assistance from their parents, when the latter themselves suffer a sharp drop in income.

The Fondation des Ponts has therefore decided to mobilize through the setting up of an emergency support fund for :

- Student engineers who suffer a significant loss of income and/or are confronted with an increase in their expenses, in particular food.
- Students in Master's and Specialized Master's^Â® programs, facing the same difficulties but not being able to benefit from any other help than what we can provide;
- International students from all educational backgrounds, weakened by both financial difficulties and isolation: 334 students from 39 nationalities have stayed in France and 67 French students are stranded in 26 countries, all far from their families, most often confined to small rooms in student residences.



Find out more and get involved with the Fondation des Ponts: <https://www.fondationdesponts.fr/fonds-de-soutien-covid-19/>

PUBLICATION! "CAHIER DES PONTS" No°3 ON ENERGY TRANSITION

20 May, 2020

In recent months, the health crisis has profoundly changed the way we work, exchange and even live, putting our society and economy at risk. Issue 3 of the Cahier des Ponts appears during this period and invites us to rethink our relationship to production and our lifestyles.

The energy transition, a vast and complex subject in this issue, has prompted us to offer you an expanded version of the journal, with double the number of pages and contributors, showing the multidisciplinary approaches of the School's experts on the subject.

As the pages go by, the variety of viewpoints reveals in depth the expertise that École des Ponts ParisTech is helping to develop on this subject, to support the various players in the energy transition towards the construction of tomorrow's worlds, in fields as varied as climate change modelling, human sciences, training of project managers, energy management in urban environments, buildings, transport, renewable energies, energy optimisation or electricity network management.

- "carte blanche": [Céline Guivarch](#) (CIRED)
- Researchers: [Louis-Gaëtan Giraudet](#) (CIRED), [François-Mathieu Poupeau](#) (LATTS), [Mouhamet Diallo](#) (CEREA), [Michel De Lara](#) (CERMICS), [Lucie Lefort](#) (GCC, Efficacity)
- Teachers: [Louis-François Durret](#) (MSMEP), [Thierry Hommel](#) (master TET), [Jean Carassus](#) (director of the [MS IBD](#)), [Émeric Fortin](#) (director of the [TraDD](#) master)

- Update on... : [Philippe Drobinski](#) (E4C), [Michel Salem-Sermanet](#) (Efficacity)
- Companies: [Jacques Blein](#) (Engie), [Eve Dufossé](#) (EDF), [Emmanuel Normant](#) (Saint-Gobain), [Antoine Brichot](#) (GMM, WIND my ROOF)
- Research in progress: [Olivier Coutard](#) (LATTS) & [Caroline Gallez](#) (LVMT) on the le project ANR VITE!
- Remarkable student master thesis and dissertation: [Louis Lhermitte](#) ([SEGF](#)), [Mathilde Kerjouan](#) (GMM); [Frédéric Ménard](#) (MS IBD), [Valentin Varin](#) (master TraDD)
- Remarkable PhD thesis: [Benjamin Dubois](#) ([CERMICS](#))

LE CAHIER DES PONTS

LA TRANSITION ÉNERGÉTIQUE

NUMÉRO 3 - MAI 2020



Paris Smart City 2050 © Vincent Callebaut Architectures

Carte blanche à Céline Guivarch (CIRED, École des Ponts ParisTech)

Jacques Blein (Engie)
 Antoine Brichot (WIND my ROOF)
 Jean Carassus (MS[®] IBD)
 Michel De Lara (CERMICS)
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 Lucie Lefort (Efficacity)
 Emmanuel Normant (Saint-Gobain)
 François-Mathieu Poupeau (LATTS)
 Michel Salem-Sermanet (Efficacity)

To be consulted online:

https://www.ecoledesponts.fr/sites/ecoledesponts.fr/files/documents/cdp_numero3_version_numerique.pdf

See previous issues: <https://www.ecoledesponts.fr/publications-documentation>

Subscribe to receive future issues by clicking here: <https://enquetes2.enpc.fr/index.php/136917?lang=fr>

FROM PARTNERS

ECCE – European Council of Civil Engineers



IABSE - ECCE Webinar: *Characteristic Seismic Failures*

3 July, 2020, 02:00-03.00 PM Amsterdam, Berlin, Rome, Stockholm, Vienna

Register: <https://buff.ly/3h86Yjl> (First come first serve, 100 seats available).

Description: This will be a 1 hr. Webinar on the topic “*Characteristic Seismic Failures*”, with an approx.45 minutes of lecture/discussion and 15 minutes of Q&A .

This webinar is being jointly hosted by IABSE and ECCE.

ECCE has declared the Year 2020 as the *Year of the 3S Approach Safe – Sound – Sustainable*.

This webinar's speakers are:

Stephanos Dritsos, Andreas Lampropoulos, Eftychia Apostolidi and Christos Giarlelis.

The first webinar entitled "*Characteristic Seismic Failures*" aims to present in a concise and practical way the state of the art of current understanding of building failures due to earthquakes. Failures of different types of seismic failure of reinforced concrete and masonry buildings together with geotechnical aspects are classified and the reasons for each failure are explained along with good practices to avoid such failures. Furthermore, seismic retrofitting/upgrading procedures for pre-earthquake strengthening and post-earthquake repair and/or strengthening techniques for all the examined cases are proposed.

IABSE Task Group 1.1 and 5.5 are focused on seismic strengthening and retrofitting strategies aimed towards earthquake resilient structures.

IABSE - ECCE WEBINAR
3 July 2020, 14-15hrs CET.

Stephanos Dritsos
 is an Emeritus Professor at the University of Patras, specializing in earthquake engineering and seismic retrofitting of structures.

Andreas Lampropoulos
 is a Principal Lecturer in Civil Engineering at the University of Brighton specialising in novel high performance materials and strengthening/retrofitting of existing structures.

Eftychia Apostolidi
 is a civil engineer from the University of Patras, Greece, and a PhD from the University of Natural Resources and Life Sciences, Vienna, Austria, where she works as a research associate.

Christos Giarlelis
 is a structural engineer with expertise in the fields of seismic design, soil-structure interaction, and seismic isolation and damping systems, both as a consultant and as a researcher.

71st ECCE General Meeting

The **71st ECCE General Meeting** that was to be held from 21 to 23 May 2020, in **Malta**, hosted by the Kamra tal-Periti (Chamber of Architects and Civil Engineers) **has been postponed.**

Due to the outbreak of the Coronavirus COVID-19 and the measures currently adopted worldwide, the Council of the Kamra tal-Periti and the Executive Board of the European Council of Civil Engineers decided to postpone the event as the members' health and wellbeing is top priority.



A new date will be announced as soon as the future circumstances ensure a safer environment for all.

4th European Engineers Day "Engineering intelligence in a digitalized Europe"

The 4th European Engineers Day "*Engineering intelligence in a digitalized Europe*" **was postponed for June 2021.**



European University Association



Call for contributions for the 2021 European Learning & Teaching Forum

EUA is inviting proposals for papers, practice presentations and workshops at the **2021 European Learning & Teaching Forum "Embedding and facilitating sustainability"**, hosted by the University of Deusto in Bilbao, Spain from 18 to 19 February 2021. The deadline to submit proposals is 8 October.

The European Learning & Teaching Forum is an EUA event that provides an opportunity for participants to meet and discuss developments in learning and teaching at European universities. The Forum builds on EUA's work with its member universities on this topic. Alongside the bottom-up approach, the Forum makes use of EUA's extensive policy work in European higher education. The Forum is an ideal event for vice-rectors for academic affairs, deans, and management involved in learning and teaching. It also welcomes students, policy-makers and other stakeholders in higher education.

The path towards a sustainable future does not only require revolutionary technologies, but also and foremost adequate education. The 2021 European Learning & Teaching Forum will explore how learning and teaching ensures access to the knowledge and skills needed to reach the UN Sustainable Development Goals and accomplish the transformations that our societies and economies require. It will also invite participants to reflect on whether the organisation of learning and teaching at their own institutions is delivered in an economically, environmentally and socially sustainable manner. Through a

mix of plenary and parallel sessions, the Forum provides a platform for discussion on how universities enhance learning and teaching, while also presenting the work of the 2020 [EUA Learning & Teaching Thematic Peer Groups](#).

Leadership and management in higher education institutions, students, policy makers and other interested stakeholders are invited to submit proposals for presenting current practice or research. The proposed topics are expected to relate to the Forum theme. Proposals related to the topics of the [2020 Learning & Teaching Thematic Peer Groups](#) are also welcome: approaches in learning and teaching to promoting equity and inclusion, environmental sustainability of learning and teaching, and meeting skills and employability demands. For more information, [please consult the call](#).

Further information about the Forum is available on the [event webpage](#). For updates, follow [#EUALearnTeach](#) on Twitter and/or join the [LinkedIn group 'Learning & Teaching in European Higher Education'](#).

EUA – The impact of the COVID-19 crisis on university funding in Europe

May 2020

Thomas Estermann, Enora Bennetot Pruvot, Veronika Kupriyanova and Hristiyana Stoyanova of the European University Association (EUA) explore in a new briefing – [The impact of the Covid-19 crisis on university funding in Europe](#) the expected economic impact of the new coronavirus pandemic on university funding in Europe, in the short to medium term. The analysis builds on the lessons learnt from the 2008 economic crisis.

More information:

https://eua.eu/downloads/publications/eua%20briefing_the%20impact%20of%20the%20covid-19%20crisis%20on%20university%20funding%20in%20europe.pdf

Negotiations on future EU-UK relationship: EUA highlights the benefits of continued cooperation in research and education

05 June, 2020

As negotiations regarding the EU-UK future relations enter a critical phase, EUA calls on both parties to look for compromise and not to lose sight of a key element of the big picture, which is that continued cooperation in research, innovation and education is highly beneficial for all involved.

It is encouraging that negotiations are continuing despite the difficult circumstances; however, time is short and the parties still seem far from each other. In this situation, there is a real danger that the close relation in research and higher education will be at risk: not only because of the failure to reach agreement in other areas, but also potentially if the parties do not show the necessary will to compromise on practical topics, even if they agree on the common goal.

When it comes to research and higher education, there has been wide consensus in both the EU and the UK since the referendum in 2016 that these are areas of common interest and that cooperation can and

should continue using the existing possibilities for third countries to associate to the EU's research and education programmes, Horizon Europe and Erasmus+.

EUA believes that it is essential that Horizon Europe and Erasmus+ are open to the world; the current pandemic has underlined the need for international cooperation, openness and mechanisms that allow the best minds to come together to tackle the most pressing global problems. By including the UK as an associate country, the EU would avoid losing a partner with an exceptionally strong research profile, which is also a magnet for student mobility. The UK would retain access to unique, cooperative funding programmes, where its research sector has always done remarkably well. Moreover, both parties would continue to reap the fruits of excellent European research, education and innovation. This is still the main premise for the negotiations about continued UK participation in EU programmes, and this shared interest should be the guiding principle for the negotiations.

The results of the programmes are of mutual benefit, and UK participation should be seen as part of a common investment that allows the best minds to work together across borders and gives students the opportunity of a life-changing international experience. Of course, the UK financial contribution should have a relation to participation in the programme as a third country and to the size of the UK economy. However, looking at the big picture here means remembering that contributing or receiving marginally more or less bears no comparison to the common benefits of working together.

Given the [strong and repeated common wish of universities in the EU and the UK](#) to continue to collaborate, keeping the UK universities in EU programmes is a high priority across the continent. It is clearly in the common interest and is clearly achievable. In this context, negotiators on both sides should look for a compromise on the details and never lose sight of the big picture.

More information: <https://eua.eu/news/515:negotiations-on-future-eu-uk-relationship-eua-highlights-the-benefits-of-continued-cooperation-in-research-and-education.html>

Croatian Presidency of the Council of the European Union

European teachers and trainers: the Council adopts conclusions

27 May, 2020



The Council adopted by written procedure conclusions on European teachers and trainers for the future

The conclusions recognise that teachers and trainers are an indispensable driving force of education and training, and acknowledge their commitment during the current COVID-19 crisis.

The conclusions invite member states to undertake a number of measures related to developing the competences of teachers and trainers, promoting their participation in continuous professional development, promoting their mobility, involving them in future policy design and fostering their wellbeing.

The conclusions also invite the European Commission to continue supporting the development of education and training opportunities for prospective and practicing teachers and trainers, as well as their mobility.

More information: <https://eu2020.hr/>

Countering the COVID-19 crisis in education and training

17 June, 2020

The Council conclusions acknowledge the main challenges in the education and training systems caused by the COVID-19 pandemic as well as the immediate responses by the member states. They invite member states to examine possibilities for innovation and accelerated digital transformation, and for further development of teachers' and trainers' digital skills and competences.

Taking into account the pandemic's impact on education and training across the EU, the conclusions also invite member states to continue to share information, experiences and best practices on how education and training systems can best adapt to the situation, depending on further developments related to the COVID-19 crisis.

The conclusions recognise the need to ensure inclusion and equal opportunities as well as access to high quality education and training for all. [Council conclusions on countering the COVID-19 crisis in education and training](#).

Academic Cooperation Association



The world after COVID-19

The world after COVID-19

#ACATHINKS

The world after COVID-19 is a series of 'think pieces' which **ACA** published (every Tuesday) in May and June 2020.

The pieces are authored by well-known experts in the field of international higher education. The basic question posed to them all is if and how the post-COVID-19 world will differ from the one we have until recently been used to.



SIJBOLT NOORDA

Sijbolt Noorda is currently the President of the Magna Charta Observatory in Bologna. He has also been a President of ACA and of the University of Amsterdam, as well as a board member of EUA.

SOME CONSIDERATIONS ON HIGHER EDUCATION AND THE COVID-19 CRISIS represents reflections of **SIJBOLT NOORDA**.

More information: http://www.aca-secretariat.be/fileadmin/aca_docs/documents/Sijbolt_Noorda_2_June_01.pdf

FROM THE EUROPEAN UNION



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

How is Covid-19 affecting schools in Europe?

Publication date: 2 April, 2020

https://eacea.ec.europa.eu/erasmus-plus/news/how-covid-19-affecting-schools-in-europe_en

Programme and action: Erasmus+; Eurydice Network

For several weeks, global news has been saturated by one story, one common human reality. Everyone and everything is affected by the covid-19 pandemic, and we have all had to adapt to a sudden shift in the way we live. This of course includes the way we educate our children.

As the Eurydice map shows in the article, most European countries have closed schools as part of their measures to limit contact between people and to slow down the spread of the virus. In Italy, the European country hit first by the pandemic, schools closed on the 5th of March 2020. This decision was soon followed by Albania, Greece, Czechia and Romania. Most European education systems closed their schools by 16 March 2020. The last country to announce such measures was the United Kingdom, where all the schools closed their doors by March 20-23.

Two European countries currently buck the trend of school closures for primary and lower secondary schools. Sweden and Iceland are relying upon stricter social distancing and hygiene measures to prevent further transmission of the virus – but only upper secondary and tertiary education institutions have been required to close.

Elsewhere in Europe, learning support is being provided in different ways: via books and materials taken from school; through various e-learning platforms enabling teachers and pupils to work and interact together, and with the help of quickly developed national television programmes or lessons on social media platforms. Some education systems announced exceptional holidays at the beginning of the school closures to better prepare for this distance learning support, but now all European countries are organising distance instruction.

It is unclear how long this situation will last. One country – Malta – has already announced that schools will remain closed until the end of the school year (30 June 2020). Finland has recently extended the restrictions on contact teaching until 13 May and is preparing for school closure until the end of term (30 May 2020), if deemed necessary. It seems likely that other countries will be making similar announcements in the days and weeks ahead.

The scenario of prolonged school closure puts new pressures on parents – both key workers leaving home each day, teleworkers and the unemployed. While often the experience

of spending more time together may bring families closer—both metaphorically and literally – in other cases there may be an intensification of negative family dynamics. However, confinement is experienced, there will also be other educational impacts.

The consequences of school closure potentially extending to the end of the school year could be felt at the very heart of education systems. Questions concerning grading and assessment of progress, and the organisation of final exams or national tests will rapidly become a significant policy challenge. How will next year's entry to higher education be determined if students in their final school year are unable to study adequately or to be assessed fairly?

In addition to these concerns, there are wider societal implications of current arrangements. Some parents are not in a position to be able to support their children's learning effectively, and this will undoubtedly exacerbate the effects of educational inequalities. A number of education systems already anticipate that disadvantaged students will struggle to adapt to current reality, with less access to learning materials including to online platforms, and less support.

While many countries re-evaluate the situation every two weeks, most have issued orders that extend until further notice. Eurydice's recent ad-hoc data collection shows that in Europe, primary and lower secondary schools are currently closed until the end of the spring break. According to the report on [the Organisation of School Time in Europe](#), the spring break usually takes place around Catholic or Orthodox Easter holiday and finishes around April 12/13 or April 19 (week 16-17). Meanwhile, in some countries – particularly those in the north of Europe, the school year will be finishing by June. So the prospect of pupils not returning to school this academic year is very real.

While this is an unprecedented crisis that has induced high levels of anxiety, it is also a time where we are all doing things differently and learning from the experience. People's ability to adapt rapidly to working and educating children at home has been extraordinary, and we should be grateful that we have the technology to assist us. When we have got through this crisis, we will not return to the world as it was. Rather, we are now preparing with our children to face the world as it will be in the future.

Authors: Akvilė Motiejūnaitė-Schulmeister and David Crosier

How should students be admitted to higher education this year?

Publication date: 21 April, 2020

(https://eacea.ec.europa.eu/erasmus-plus/news/how-should-students-be-admitted-higher-education-year_en)

Programme and action: Erasmus+; Eurydice Network

“Education is not preparation for life: education is life itself” John Dewey

In a few months' time, many students around Europe will start a new higher education course. Hopefully the worst of the pandemic will be behind us. However, the map below already indicates that higher education institutions will not be operating normally until the start of the next academic year at the



earliest in many countries. Many education systems may have to abandon end of secondary school examinations. Cancellation decisions have already been taken in Ireland, the Netherlands, Sweden and Slovakia and the United Kingdom. Higher education institutions will therefore need to find new ways to admit students. Will the process be fair?

It is becoming increasingly clear that the covid-19 pandemic is forcing us to change the way we do almost everything – including admission to higher education. Countries have different practices in admitting students – some giving everyone with a secondary school-leaving examination certificate a right to higher education, others enabling higher education institutions to select students. Examinations, whether organised nationally or by higher education institutions themselves, play a big role in this process.

What will happen this year? Some countries, such as Austria, expect already to be back on track to run all normal examinations and admission processes on time. But for the majority of European countries the plan is to postpone examinations, and require students to sit them at a later date. This choice may mean that the higher education calendar is also disrupted, with study programmes starting later in the year.

An alternative is to assess students through other methods. Some countries, including Croatia, Denmark and Estonia, are planning to limit the scope of examinations to focus on main subjects only. Others, such as Czechia, Finland and France, plan to increase the role of formative assessment, aggregating students' school results for a specified period. This may break the notion that the most important educational objective is to succeed in final examinations. Instead, students who have made consistent and steady progress will be favoured over those who concentrate their efforts on the final examinations.

At the same time as the decision to close schools was taken, the United Kingdom government also cancelled national examinations, including "A levels" – the main end of secondary school examination. Here [the plan](#) for higher education admissions is to combine information on the past performance of schools with predicted grades – with teachers indicating the results that they expect their students to achieve on the basis of their previous work. While teacher expectations and student outcomes are rarely identical, this solution gives a reliable way of attributing the available higher education places. On the other hand, it is open to the objection that teachers have conscious or unconscious cognitive bias that may sometimes lead them to over-estimate performance – through a halo effect – or to underestimate the capacity of students.

One other significant aspect of this issue, explained in Eurydice's overview of [national student fees and support](#), is that several countries attribute grants to students on the basis of their secondary school examination performance. Such systems may also have to adapt this year.

While there are pros and cons to all the solutions likely to be implemented this year, the covid-19 pandemic gives an unexpected opportunity to reflect on the role of admissions systems. Normally these processes are widely accepted in society, but are they really fit for purpose?

If the purpose of admissions systems is understood as identifying those students most suitable for continuing higher education studies in the field where they are provided a place, then examination-based systems fall short even in the best of times. Examinations are subject to random factors, such as which questions appear on the paper, how well individual students cope with examination conditions and stress, or health issues (e.g. summer examinations often disadvantage sufferers from pollen-related allergies). Indeed such admission systems are often designed to exclude unsuitable students from higher education – running the risk that some potentially suitable students may also be excluded.

A 2017 [study of admissions systems for the European Commission](#) concluded that higher education admission is best conceptualised not as a single point of transition, but rather as a long process that extends through the education system. For example, in some countries, a significant share of lower secondary education pupils are directed into educational paths that do not provide access to higher education. This is therefore also a stage that defines who may and may not be admitted to higher education at a later moment. Looking from this perspective, the best way to ensure widespread admission to higher education is to provide high quality education to everyone from early childhood to the end of secondary education.

While this year may be seen as a blip in the normal organisation of higher education admissions, it could also act as a catalyst to re-think how to include more potential students in higher education. Such thinking would bring enormous benefits to individuals and society.

Authors: David Crosier and Nikol Vasilieiou

NEWS FROM THE WORLD

Urban Planning & Architectural Design for Sustainable Development – 5th Edition 08-10 July, 2020

The banner includes the following text and elements:

- 08 - 10 JUL 2020 University of Florence VIDEO CONFERENCE
- The 5th International Conference on: **Urban Planning and Architectural Design for Sustainable Development (UPADSD)**
- ASTi by Springer and ARChive logos
- Book cover: **Urban and Transit Planning** - A Compilation of Selected Research Papers from IEREK Conferences on Urban Planning, Architecture and Green Urbanism, Italy and Netherlands (2017)
- Quote: *Without hope we cannot move forward*

About the UPADSD 5th Edition:

The International Conference on [Urban Planning and Architectural Design for Sustainable Development](#) is an **online Conference** (in collaboration with University of Florence) which) will be held during July 08-10 2020.

The concept of sustainable development is now a requirement for metropolitan and urban planning which involves the development and design of land use and urban environment, including the planning of infrastructures such as transportation, communications, and distribution networks. Moreover, concerns over climate change, clean air and water, renewable energy and land use, continue to draw attention to sustainability and sustainable urban planning and the developmental strategies and practices that ensure habitable, self-sustaining communities.

For a city to grow into a sustainable city, it must be designed with consideration of the environmental impact, for example, decreasing traffic congestion and using sustainable materials in construction. A commitment to sustainable architecture encompasses all phases of a building including the planning, building, and restructuring. Sustainable development is the development that meets the needs of today and doesn't adversely affect the future generations. Sustainable urban planning involves many disciplines including architecture, engineering, environmental science, materials science, transportation, and technology among others.

In this regard, **IEREK** organizes the 5th edition of the International Conference on [Urban Planning and Architectural Design for Sustainable Development](#) which follows the success of the previous editions in [2015](#), [2017](#), [2018](#) and [2019](#) to discuss the concept of sustainable development and the different approaches that have become essential to modern development and energy efficiency. The [UPADSD](#) conference will be a great opportunity to improve your knowledge, career and to meet researchers, professors, architects and urban planners from all over the world.

Selected papers of the conference will be published in a book series under the title of Advances in Science, Technology, & Innovation (ASTI) by **Springer** which will be submitted for indexation in **Scopus** databases.

Conference Topics

1. Past and Future: City's Image and Preservation
2. City Planning: Urbanization and Development
3. Compact Cities Circumstance at Low and High Densities
4. Evolving Architecture and Reimagining Cities
5. Art and Defining the City

More information on event website: <http://bit.ly/UPADSD-2020>

9th International Conference on Civil Engineering (ICCEN 2020)

08-10 September, 2020

Helsinki, Finland



9th International Conference on Civil Engineering (ICCEN 2020) will be held during September 08-10, 2020 in Helsinki, Finland.

ICCEN 2020 is the premier forum for the presentation of new advances and research results in the fields of theoretical, experimental, and applied Civil Engineering. The conference will bring together leading researchers, engineers and scientists in the domain of interest from around the world.

ICCEN 2020 is co-sponsored by the Hong Kong Chemical, Biological & Environmental Engineering Society (HKCBEEES). It is one of the leading international conferences for presenting novel and fundamental advances in the fields of Civil Engineering. It also serves to foster communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in improving Civil Engineering related techniques.

Topics of interest for submission include, but are not limited to:

Topic one

- Architecture and Urban Planning
- Architectural Design and Theories
- Theories of Architecture
- Urban Planning and Design
- Building Technology Science
- Art Design and Landscape Architecture
- Aesthetics and Landscape Energy
- Conservation and Equipment
- Construction and Renewable Energy Sources
- Ecological Construction and Intelligent Control
- Sustainable infrastructure
- Green Construction & Environmental Protection

Topic Two

- Transportation Engineering
- Acquisition Processing and Publishing of Traffic Information
- Traffic Guidance and Forecast
- Urban Traffic Control and Congestion Pricing
- Vehicle Safety and Emissions
- Pattern Recognition and Image Processing
- Modeling and Simulation of Transportation System
- Automatic Incident Detection and Emergency Response
- Three-dimensional Transportation System
- Intelligent Transportation and Logistics

Topic Three

- Theory and Advanced Technology of Engineering Structure
- High-rise Structure and Large-span Structure
- Bridge and Tunnel Engineering
- New Structure and Special Structure
- Advanced Technology of Geotechnical Engineering
- Municipal Engineering
- Hydraulic and Hydro-Power Engineering
- Civil Engineering Materials
- Engineering Structure Safety and Disaster Prevention
- Building Energy Conservation and Green Architecture
- Structural Liability, Durability and Health Monitoring
- Engineering Management
- New Technology, Method and Technique in Civil Engineering

Topic Four

- Civil and Urban Engineering
- Structural & Construction Engineering
- Road & Bridge Engineering
- Geotechnical Engineering
- Hydraulic Engineering
- Coastal Engineering
- Earthquake Engineering
- Surveying Computing in Civil Engineering

More information: <http://www.iccen.org/index.html>

On-line 2020 International Conference of Recent Trends in Geotechnical and Geo-Environmental Engineering and Education

10-11 September, 2020



The 2020 International Conference of *Recent Trends in Geotechnical and Geo-Environmental Engineering and Education*, **RTG²EE** will be held **online** from 10-11 September 2020.

The RTG²EE Conference has been designed under a new concept, aimed at providing a platform for practical researchers and industry professionals to meet and present their recent applications, design projects and research developments online.

Most participants will present R&Ds based on the concepts of “extended abstract”, “short communication” and “short articles”, which will be published in an E-proceeding with an ISBN.

Papers will be peer reviewed and must be accepted for online presentation. The presentation can be in the form of a traditional oral presentation online, video recording (mp4) or poster (pdf).

Conference Main Theme:

Recent Trends in Geotechnical and Geo-Environmental



Engineering and Education

Topics and Keywords:

- Earthquake and Tsunami Issues
- Geo-Hazard Mitigation
- Case History and Practical Experience
- Soil dynamics and earthquake engineering
- Soil-Structure Interaction
- Instrumentation and monitoring system
- Laboratory and field testing
- Landslide, slope failure and debris flow
- Pavement Engineering
- Modelling and Design
- Dams
- Foundation and Retaining Walls
- Soft soils
- Ground improvement
- Deep excavation
- Tunnels and Anchors
- Deep excavation and tunnels
- Unsaturated soil mechanics
- Advances in Composite Materials
- Geotechnics in energy and environment
- Ecology and Land Development
- Water Resources Planning
- Environmental Management
- Safety and Reliability

Online Conference Venue

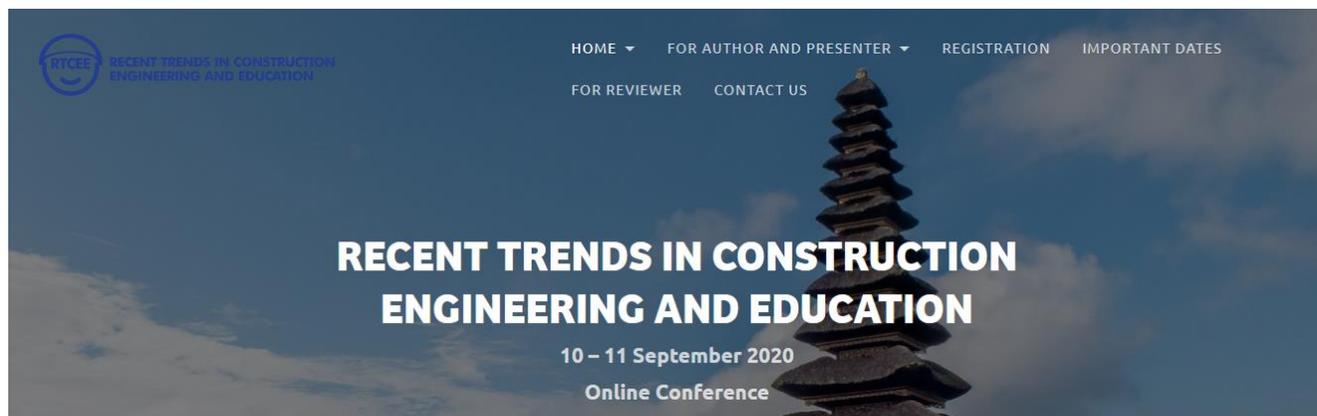
The online conference host is based in Brisbane, Australia ([AEST, + 10:00](#)).

Google Meet, a video conferencing app, will be used by the online RTGEE conference. <https://meet.google.com/>

More information: <https://rtgee.org/>

On-line inaugural International Conference of Recent Trends in Construction Engineering and Education

10-11 September, 2020



The inaugural International Conference of *Recent Trends in Construction Engineering and Education* (RTCEE) will be held **online** from 10-11 September 2020.

The RTCEE Conference has been designed under a new concept, aimed at providing a platform for practical researchers and industry professionals to meet and present their recent applications, design projects and research developments online.

Most participants will present R&Ds based on the concepts of “extended abstract”, “short communication ” and “short articles”, which will be published in an E-proceeding with an ISBN.

Papers will be peer reviewed and must be accepted for online presentation. The presentation can be in the form of a traditional oral presentation online, video recording (mp4) or poster (pdf).

Conference Theme

Emerging Trends in Construction Engineering and Education



Topics and Keywords:

- Structures and Civil Engineering
- Structural Engineering
- Bridge Engineering
- Geotechnical Engineering
- Geological Engineering
- Tunnel, Subway and Underground Facilities
- Seismic Engineering
- Road and Railway Engineering
- Transportation Engineering
- Hydraulic Engineering
- Coastal Engineering
- Water Supply and Drainage Engineering
- Heating, Gas Supply, Ventilation and Air Conditioning Works
- Disaster Prevention and Mitigation
- Environment-Friendly Construction and Development
- Monitoring and Control Of Structures
- Structural Rehabilitation, Retrofitting and Strengthening
- Reliability and Durability of Structures
- Cartography and Geographic Information System
- Surveying Engineering
- Computational Mechanics
- Construction Technology
- Computer Simulation and CAD/CAE
- Architecture and Building Materials
- Architectural Design and Its Theory
- Building Technology Science
- Urban Planning and Design
- Landscape Planning and Design
- Architectural Environment and Equipment Engineering
- Building Energy Saving Technology
- Substructure and superstructure
- Internal construction
- Architectural awareness and heritage
- Building services and environmental technologies
- Product design and realization
- Construction and building materials
- Innovation in materials technology
- Innovative materials solutions
- Materials for energy efficiency and thermal comfort
- Special purpose materials
- Advanced testing techniques
- Materials – environment interaction
- Corrosion of materials
- Long performance and self-healing materials
- Durability performance in harsh environments
- Service life and performance prediction models
- Sustainable building design
- Efficient building envelopes
- New technologies for buildings and smart systems
- Building performance
- ICT in buildings
- Assessment and health monitoring
- Sensors and smart structures technologies
- Structural health monitoring
- Damage detection and prognostics
- Life cycle assessment and life cycle costs
- Protection, preservation and repair of structures
- Condition assessment
- Non-destructive and destructive techniques
- Protection and preservation of historic structures
- Case studies on repair, rehabilitation and retrofitting of structures
- Modelling at material and structural level
- Advanced materials modelling

- Ecological Architecture
- Traditional Construction Materials
- Advanced Construction Materials
- Green Building Materials Construction studies
- Construction technology
- Construction materials and processes
- Building construction and technology
- Built environment and management
- Multidiscipline modelling
- Multiscale modelling
- Social, economic and health aspects of the built environment
- Engineering ethics
- Risk mitigation
- Solutions for sustainable challenges
- Education in civil engineering

Online Conference Venue

The online conference host is based in Brisbane, Australia ([AEST, + 10:00](#)).

Google Meet, a video conferencing app, will be used by the online RTGEE conference. <https://meet.google.com/>

More information: <https://rtcee.org/>

CARRS 2020 — Condition Assessment and Retrofitting & Rehabilitation of Structures

14 - 16 December, 2020

Hyderabad, India



Civil infrastructures define the historical, economic and development status of a country. Civil infrastructure includes but not limited to heritage structures, residential buildings, office/ factory/ commercial buildings, lifelines such as roads, rail, and hospitals. Structures when exposed to harsh environmental conditions lose their aesthetics as well as strength. New structures constructed using reinforced concrete or fully steel can also have a number of performance issues. Large numbers of relatively new structure collapse every year even under service loads. Condition assessment of structures when exposed to natural events such as earthquakes, extreme winds, cyclones, tsunami is also not straightforward. Thus, the condition assessment and strengthening of civil infrastructure is a complex and inter-disciplinary field. Considering the socio-economic aspects related to the proper maintenance of civil infrastructure, the condition of structures need to be periodically assessed. To improve the performance, the structures need to be rehabilitated or retrofitted after proper assessment. Otherwise, the potential losses can be very significant and cannot be accurately quantified. Advancements in construction technology and materials has made the condition assessment and strengthening process easier. To fill the knowledge gap in this highly interdisciplinary area, regular

conduct of workshops/conferences is required. International conference on Condition Assessment Rehabilitation and Retrofitting of Structures “CARRS-2020” aims to achieve this objective.

CARRS-2020 provides a platform for the research community, practicing engineers, contractors, academicians and government agencies to jointly discuss various aspects of rehabilitation and retrofitting.



Topics:

- Structural Condition Assessment and Health Monitoring,
- Repair, Rehabilitation and Retrofitting of Structures,
- Strengthening using FRP Composites,
- Innovative Repair Materials and Strengthening Techniques,

More information: <https://www.carrs2020.org/>

4th International Conference on Transportation Geotechnics (4th ICTG)

23–26 May, 2021

Chicago, Illinois



The 4th International Conference on Transportation Geotechnics (4th ICTG), will be held in Chicago, Illinois, on May 23–26, 2021. This is the main conference event of the International Society of Soil Mechanics and Geotechnical Engineering (ISSMGE) Technical Committee (TC) 202 on Transportation Geotechnics and it is organized every four years. The primary focus of TC202 is to apply broad engineering to bridge the gap between Pavement/Railway Engineering and Geotechnical Engineering. The ISSMGE TC202 website:

www.issmge.org/committees/technical-committees/applications/transportation-

The Transportation Geotechnics International Conference series began under the auspices of ISSMGE Technical Committee (TC) 3 and was initiated in 2008 at the University of Nottingham, UK, as an international event designed to address the growing requirements of infrastructure for societies. The 2nd International Conference on Transportation Geotechnics (ICTG) took place in Sapporo, Japan in 2012

under the ISSMGE-TC202 that followed the TC3 activities for the period 2009-2013, and the 3rd ICTG was organized in Guimarães, Portugal in September 2016. Following this 3rd successful conference, the 4th ICTG in 2021 will continue to promote co-operation and exchange of information and knowledge about the geotechnical aspects and address challenges in design, construction, maintenance, monitoring and upgrading of roads, railways, airfields and harbor facilities and other ground transportation infrastructure with the goal of providing safe, economic, environmental, reliable and sustainable infrastructures.

The 4th ICTG will include 3rd Proctor lecture, ASCE's Carl Monismith Lecture, meeting of Young Transportation Geotechnics Engineers (YTGE), several pre-conference workshops, plenary, keynote and breakout sessions as well as a technical exhibition for better disseminations of findings and best practices. Peer reviewed conference papers will be fully citation indexed and published in a Springer proceedings book.

Conference Themes:

- Mechanistic-empirical design (road, railways, airfields and harbor facilities)
- Optimized geomaterial (including hydraulically bound materials and asphalt mixtures) use, reuse and recycling in road embankments and structural layers
- Sustainability in transportation geotechnics
- Rail track substructures, including transition zones, and transportation geodynamics
- Stabilization and reinforcement of geomaterials and its implications in pavement and rail track design
- Geosynthetics in transportation applications
- Subsurface sensing for transportation infrastructure
- Smart and connected transportation infrastructure, including Macro and Nanotechnology applied to transportation geotechnics
- Intelligent construction in earthworks technology and management
- Climatic effects on geomaterial behavior related to mechanics of unsaturated transportation foundations
- Slope stability, stabilization, and asset management
- Effect of climate change
- Harbor geotechnics
- Case histories

Conference Venue

The 4th ICTG will be held at the Sheraton Grand Chicago, 301 East North Water Street, in Chicago, Illinois.

More information: <http://conferences.illinois.edu/ICTG2020/>

Sixth GeoChina International Conference 2021

19 - 21 July, 2021

NanChang, China



The Sixth GeoChina International Conference 2021 will be held in Nanchang, China from July 19 to 21, 2021. This conference with theme of Civil & Transportation Infrastructures: **From Engineering to Smart & Green Life Cycle Solutions** is endorsed by a number of leading international professional organizations.

The conference will provide a showcase for recent developments and advancements in design, construction, and safety Inspections of transportation Infrastructures and offer a forum to discuss and debate future directions for the 21st century. Conference topics cover a broad array of contemporary issues for professionals involved in bridge, pavement, geotechnical, tunnel, railway, and emerging techniques for safety Inspections. You will have the opportunity to meet colleagues from all over the world for technical, scientific, and commercial discussions.

Nanchang is a famous historical and cultural city with a history of over 2,200 years. Long and splendid history endows the city with many cultural relics. The poetical Tengwang Pavilion has long been ranked first among the famous pavilions in the south of Yangtze River Recent rapid construction in China has provided great opportunities for bridge, pavement, geotechnical, and tunnel engineers to use their knowledge and talents to solve many challenging problems involving highway bridge structures, pavements, materials, ground improvement, slopes, excavations, and tunnels with innovative solutions and cutting-edge technologies.

Conference Themes:

- I: Transportation Geotechnical Engineering
- II: Pavement Engineering
- III: Bridge Engineering
- IV: Tunneling Engineering
- V: Railroad Engineering
- VI: Dam, Geomatics, Geoscience, Geophysics, and Hazards
- VII: Innovative Technologies

More information: <http://geochina2021.geoconf.org/index.php>

CALENDAR

Date	Event	Place
07-09.09.2020	NSB 2020 Tallinn, 12 th Nordic Symposium on Building Physics	Tallin, ESTONIA

NSB 2020

12th Symposium on Building Physics
Tallinn, Estonia 7–9 September 2020

<https://nsb2020.org/>

10-11.09. 2020	RTGEE 2020 Conference	On-line
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<https://rtgee.org/>

10-11.09. 2020	RTCEE 2020	On-line
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<https://rtcee.org/>

18.09.2020	13th General Assembly EUCEET Association	Castilla-la-Mancha, Spain
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<http://www.euceet.eu/>

Date	Event	Place
20-24.09.2020	48 th SEFI Annual Conference	Enschede, THE NEDERLANDS



<https://www.sefi.be/2019/12/10/call-for-papers-sefi-2020-annual-conference/>

21-22.09.2020	ICCEEL 2020-International Conference on Civil Engineering Education and Learning	Toronto, CANADA
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<https://waset.org/civil-engineering-education-and-learning-conference-in-september-2020-in-toronto>

19-20.10. 2020	50 th International JVE Conference	Timisoara, ROMANIA
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<https://www.jveconferences.com/conference/TIMISOARA-2020>

Date	Event	Place
19-23.11.2020	ERASMUS CONGRESS & EXHIBITION - ERACON 2020	Varna, BULGARIA



<http://eracon.info/index.php?id=665>

18-20.01 2021	14 th Baltic Sea Geotechnical Conference 2020	Helsinki, FINLAND
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<https://www.ril.fi/en/events/bsgc-2020.html>

14.05.2021	First Joint Conference of EUCEET and AECEF <i>"The role of education for Civil Engineers in the implementation of the SDGs"</i>	Thessaloniki, GREECE
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<http://www.euceet.eu/events/2021/PosterjointconfEUCEETandAECEF.pdf>