



EUCET Association

NEWSLETTER 4/2021

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FROM THE EUCEET ASSOCIATION

Brief report of the 14th General Assembly of the EUCEET Association

The 14th General Assembly of the EUCEET Association took place on November 12th 2021, in the hybrid form after the closing of the Conference of EUCEET-AECEP, from 17:00 - 19:00 P.M. kindly hosted by the Aristotle University of Thessaloniki, Greece.

The General Assembly was attended in the hybrid form by 15 people, representing 13 institutions, members of the Association, from 11 countries.

At the meeting were discussed matters related to the activity of the Association between the GA held on 18th September 2020 and 12th November 2021, and were defined the lines of the activity in 2022. A central point was the discussion concerning the merge of the Association with ACEP.



Group photo with old, present and new members of the EUCEET Association taken at the
Aristotle University Research Dissemination Center
which hosted the 14th General Assembly of the Association



Prof. Jose Turmo presenting the Report for 2020-2021

Brief report of the 2021 First joint Conference of EUCET Association and AECEF

The 2021 First joint Conference of EUCET Association and AECEF *“The role of education for Civil Engineers in the implementation of the SDGs”* took place in Thessaloniki, Greece, on November 12th, 2021 and was recorded. [See more.](#)

The conference was opened by representatives of AUTH, AECEF, EUCET and Technical Chamber of Greece: Prof. Nicolaos Theodossiou (Aristotle University of Technology), Prof. Alexandros-Dimitrios Tsonos (Dean of Faculty of Civil Engineering of AUTH), Prof. Jose Turmo (President of the EUCET Association), Prof. Ferreira Lemos (President of the AECEF), and Mr. Manolis Belibasakis (Technical Chamber of Greece) who addressed welcome to participants.

Mr. Kostas Spyrou, the President of the International Association of Civil Engineering Students, Branch of Thessaloniki addressed also welcome to attendees of the conference.

EUCET/AECEF Proceedings

Proceedings with papers and keynote presentations have been edited in a volume with ISBN and DOI.



Opening the conference

From left to right: Prof. Jose Turmo, Prof. Nicolaos Theodossiou, Prof. Fereira Lemos

In the more than 8 hours of the Conference were presented 12 Papers and 2 key-note speech. The conference had two sessions.

The two key-note speech were delivered by:

- **Pericles Latinopoulos** (virtual presentation from Greece)
Professor Emeritus at the Aristotle University of Thessaloniki (AUTH), Greece



- **Jeffrey Sachs** (virtual presentation from USA)
Professor and Director of the Center for Sustainable Development at Columbia University, USA



In what follow are some photos of the EUCEET Association representatives taken at the joint conference EUCEET-AECEP 2021:



Prof Diego L Presti presenting Prof. Iacint Manoliu's keynote lecture



Prof Soeiro presenting Prof. Iacint Manoliu’s keynote lecture on behalf of Prof Squarzonì



Prof. Merita Guri and Prof. Jose Turmo



Prof. Jose Turmo shaking hands with Prof. Nicolaos Theodossiou, the new President of ACEF Association



Prof. Jose Turmo shaking hands with Prof. José Manuel Pinto Ferreira Lemos, past President of ACEF Association

Result of the 2021 EUCEET Association Award for Excellence in Teaching in Civil Engineering

For the competition *Award for Excellence in Teaching in Civil Engineering* three submissions were received, as follow:

- ***Educational Experience for Future Civil Engineers*** by Francesco Leccese and Giacomo Salvadori (UNIPI, Italy).
- ***French for civil engineering: A complete curriculum and teaching material for the Technical University of Civil Engineering Bucharest*** by Laurent Gaillard (UCTB, Romania);
- ***Camins Makers. An educational lab for the development of Construction 4.0 activities*** by Rolando Chacón (UPC BarcelonaTech, Spain);

The jury had the following composition:

- Koen Blanckaert from Technische Universität Wien, Austria – president of jury
- Laurence R. Rilett from the University of Nebraska-Lincoln, USA – jury member;
- Ravindra Gettu, from Indian Institute of Technology Madras, Chennai, India – jury member;

Jury members evaluated each submission and discussed internally about the overall evaluation results. The head of jury panel K. Blanckaert concluded that there was a close match of the evaluation by each jury member and the final unanimous jury decision about the winner was easily reached.



The jury unanimously declared as a winner of the competition – **Rolando Antonio CHACON FLORES** from Universitat Politècnica de Catalunya, BarcelonaTech, Spain.

At the General Assembly of the EUCEET Association held on 12 November 2021, the President of the association, Prof. Jose Turmo congratulates the winner and invited him to provide a lecture for EUCEET members in one EUCEET event in the future.



Prof. Linas Juknevičius giving the certificate of the excellent award on teaching to Prof. Rolando Chacón

FROM MEMBERS

Brno University of Technology, Czech Republic



The new laboratory at BUT presents construction 3D printing

The construction industry does not avoid innovations either, which is why experts from Brno's technology have **set up the 3DCP Lab for 3D construction printing**. This year, for the first time, students who were among the first in the country to get acquainted with robotic 3D printing of building materials on an architectural scale were able to see it physically. The aim is to support interdisciplinary cooperation, therefore the laboratory teaches the optional subject [Additive Technology](#) for Civil Engineering, which can **be enrolled by students from all BUT**. The interest is mainly among students of architecture, forensic and civil engineering. In addition to 3D printing itself, the course also focuses on related topics such as bio-inspired and generative design, topology optimization and functional materials for 3D printing.



In 3DCP Lab, in addition to research, academics also teach students across BUT. Author: Jan Podroužek

As part of the press, the laboratory **experiments with concrete, mortars, but also with natural recipes using clay**. Among other things, the researchers are trying to gradually replace the filler (aggregate) with recycled building material and reduce the use of Portland cement, which is most often used in the production of concrete and mortar.

Students and scientists have at their disposal not only a frame printer with a volume of 25 m³, but also a six-axis robotic arm with a range of 6 meters. At the same time, they can try out the more well-known 3D printers for thermoplastics or polymers, which help them with the production of scale models, molds or functional composite prototypes, which can be stronger and at the same time significantly lighter than aluminum.



3D printing of concrete on a frame printer. Author: Jan Prokopius

The Laboratory of Civil 3D Printing was established in 2019 in the AdMas research center in cooperation with the Department of Automation of Engineering Tasks and Informatics of the Faculty of Civil Engineering and the Department of Design of the Faculty of Mechanical Engineering. *"In addition to teaching, 3DCP also conducts applied and basic research, addressing, for example, the usability of building 3D road printing or the need for simulation support for additive technologies such as **modeling of concrete placement and flow during 3D printing in real time**. To ensure stability during printing, it is necessary to integrate the parameters of printed geometry, printer and material, which represents too many parameters for trial and error experimentation"*, explains the research site of the laboratory, its head and founder Jan Podroužek from FAST BUT.

Information from: <https://www.vut.cz/vut/f19528/d219387>

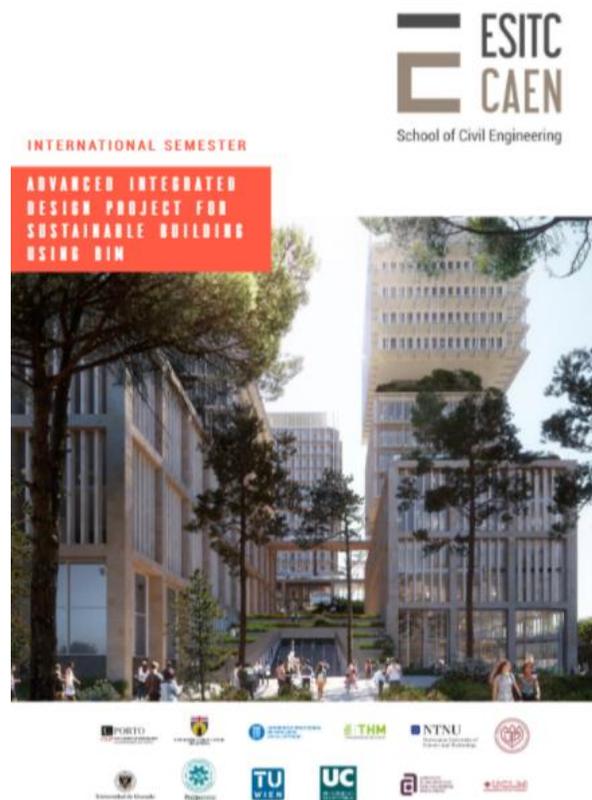
École supérieure d'ingénieurs des travaux de la construction de Caen, France



Ms. Alice PEDROTTI, International Coordinator from École Supérieure d'Ingénieurs des Travaux de la Construction de Caen (ESTIC Caen), informed about the new programme at the School of Civil Engineering:

“Next spring, we are launching a new international programme on “Sustainable Building and BIM” with 13 partner universities, including EUCEET members such as the University of Barcelona and the University of Castilla La Mancha.

This semester, fully taught in English, is designed and delivered by professors from the 13 universities on ESITC Caen premises and provides civil engineering master’s students with skills and competences on the build environment, methods and structure design, using Learning by Doing approach”.



The brochure can be found at: <https://fr.calameo.com/read/0058133936de91ea8e2cf?page=1>

École des Ponts ParisTech, France



EELISA CREDENTIAL: THE MATERIALIZATION OF AN IMPACTFUL LEARNING EXPERIENCE

2021/11/25 International cooperation Teaching

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

EELISA's acronym also pays a tribute to Romanian women engineers through the memory of **Elisa Leonida Zamfirescu** (1887 – 1973), one of the very first women to obtain an engineering degree in the world. She also embodied the core elements of EELISA Alliance: she had a multi-cultural and cross-border background, contributed to engineering with innovative methods for the analysis of minerals and had a determined social commitment.

As EELISA Communities grow, pick up speed, and promote their first activities, landing EELISA's main vision of innovative learning and societal impact into a measurable output for the people involved seems to be key.

In this brief interview, Thibaut Skrzypek, leader of the EELISA Work Package 3 (Education Management & Accreditation), gives some insights into the innovative concept of the “EELISA Credential” and the prototyping processes attached to it.



Q. What is the link between the EELISA Credential and the EELISA Communities?

A. EELISA Communities produce activities that are innovative and transformative learning experiences for the participants, primarily the students. The EELISA Credential is the “academic materialization” of these experiences – it is a passport in which the student collects the evidence of participation in the activities of the EELISA Communities.

Q. How does the EELISA Credential work and how is it exactly connected to societal impact?

A. The educational outcomes of the Sustainable Development Goals are the “common currency” of the EELISA Communities' activities for the EELISA Credential. Each activity will target one or more of the Sustainable Development Goals addressed, with a greater or lesser level of learning, depending on the educational ambition and the level of involvement required (engagement/attendance, knowledge, commitment, impact). At the end of each activity in which s/he participates, the student will receive a

certificate or badge attesting to the SDGs concerned and the level reached. This system allows for a progressive enrichment of the student's "passport" throughout their academic career.

Q. Could you explain, in a few words, what would this EELISA Credential bring to the student's academic life and beyond?

A. This new form of standardized recognition would allow the student to have a visibility on her/his progress in terms of knowledge and skills that is complementary to the classical path of an academic degree course. While a regular education addresses a profession, a sector or a scientific domain, the EELISA Communities will allow to address societal challenges in addition to that. It feels important to us to materialize, in an innovative form, the initiation and mastery of concepts and skills that students, and all participants involved in the EELISA Communities, will be able to develop. For instance: we plan to explore a digital form of this recognition, usable by students towards employers.

Q. What are the next steps for the EELISA Credential implementation?

A. The EELISA Alliance has been prolific with over 20 Communities in development to date, and each Community seems to be able to offer a wide range of activities in terms of educational experience. The challenge for the EELISA Work Package 3 is to define common rules of the game in cooperation with Work Package 4 (EELISA Communities): How are the educational outcomes of the Sustainable Development Goals targeted? How do activity designers calibrate the level and methods of assessment? How do we track the participation, validation, and issuance of each badge/certificate for each activity? How does this aggregate to an individual Credential for each student?

Q. Is there any prototyping process in progress?

Yes. We are getting ready to work with three "guinea pig" communities: *EELISA on the move*, *EELISA Tech Diplomacy*, and *EELISA AI4 Manufacturing*. These three EELISA Communities were proposed by UPM and FAU and will try to prototype these "rules of the game" and the processes based on their structure and activities. I must confess that these works and reflections are, I think, a learning experience in itself for me and the colleagues cooperating on this topic!

Thibaut Skrzypek, leader of EELISA Work Package 3 (Education Management & Accreditation), is a civil engineer. He was Vice-Dean of the Civil Engineering Department of ENPC, and also worked in continuing education. He develops international academic cooperation partnerships for École des Ponts ParisTech.

This article was first published on [EELISA website](#).

Information from: <https://www.paristech.fr/en/actualites/eelisa-credential-materialization-impactful-learning-experience>

FROM PARTNERS

ECCE – European Council of Civil Engineers



PRESS RELEASE

Athens, 25th October 2021

New Executive Board of the European Council of Civil Engineers Elected at the 73rd ECCE General Meeting

The General Assembly of the European Council of Civil Engineers (ECCE) has elected a new Executive Board at the ECCE Executive Board Elections that took place on 23rd October 2021 at the 73rd ECCE General Meeting that was held in a virtual environment.

The new ECCE Executive Board 2021-2024 will thereafter be composed of the following persons:

Name	Position	Country
Andreas Brandner	President	Austria
Aris Chatzidakis	Immediate Past President	Greece
Platonas Stylianou	Vice President / President Elect	Cyprus
Helena Endriksone	Vice President / Treasurer	Latvia
Paul Coughlan	Executive Board Member	U.K.
Jeanette Muñoz Abela	Executive Board Member	Malta
Olga Radulovic	Executive Board Member	Montenegro
Dimitar Natchev	Executive Board Member	Bulgaria



Dipl.-Ing. Andreas Brandner is the New President of the European Council of Civil Engineers. He took over Presidency of ECCE on 23rd October 2021, during the 73rd ECCE General Meeting, that was held in a virtual environment. Andreas Brandner will serve a three-year term for the Period 2021 – 2024. Andreas Brandner had been appointed ECCE Vice President/ President Elect on 23rd October 2018, during the 68th ECCE General Meeting, that was held in London, UK.

AECEF-Association of European Civil Engineering Faculties

Elections AECEF Board for 2021-2025

During 2021 General Assembly of AECEF new President and Board members for period 2021-2025 were elected as follow: [See more.](#)



President: Nicolaos Theodossiou

Members:

- Alan Kwan
- Alfredo Soeiro – Secretary General
- Cédric D’Mello
- Ivica Zavrski
- Michaela Gkantou
- Michal Jandera
- Oleg Volotikin
- Pavel Akimov
- Piotr Berkowski
- Radek Kigler
- Roode Lias
- Salna Remigijus

AECEF Award



AECEF General Assembly has confirmed the award *of Teaching Excellence and Innovation* to Prof. Alan KWAN (Cardiff University)



AECEF General Assembly has confirmed the award to Prof. Aarne JUTILA (Finland) of *AECEF Dedication*



Prof. José Ferreira LEMOS, AECEF President 2017-2021, received recognition awards from IACES students and from AECEF during the EUCEET/AECEF event in November 2021

European University Association



2022 EUA Annual Conference

University values: what, why and how?

28-29 April, 2022

Budapest, Hungary

2022 EUA Annual Conference will be hosted by Budapest University of Technology and Economics, Hungary.

In recent years, many countries have gone through a large-scale, societal reflection on democratic values. For universities, this development implies that particular attention must be paid to safeguarding values such as academic freedom, university autonomy and freedom of expression.

In order to remain environments that are defined by openness, freedom of thought and enquiry, and scientific rigour, universities must embrace their societal responsibility, foster a culture of academic integrity and engage in partnerships that both further their strategic objectives and honour their principles and values.

The 2022 EUA Annual Conference will provide a platform to discuss which values shape the missions and strategic objectives of Europe's universities and how these values help to guide their activities. Through plenary and breakout sessions of various formats, including audience participation, the conference will also provide insights into the measures universities can take to ensure that their values are understood and lived individually and collectively. Finally, the event will invite the audience to reflect on and share measures to uphold academic values even in a context of mounting external pressures.

The event will be of interest to institutional leaders (rectors, vice-rectors and heads of administration), higher education researchers and analysts, as well as representatives of other bodies involved in educational policy.

For updates, follow #EUA2022AnnualConf on Twitter and in case of questions, please contact annual-conference@eua.eu.

EAIE (European centre for expertise, networking and resources in the internationalisation of higher education)



32nd Annual EAIE Conference and Exhibition
13–16 September 2022
Barcelona, Spain



After two years of virtual meetings, this is the opportunity to re-connect in person with the global education community at **Europe's leading international higher education conference and exhibition**. Offering unrivalled networking opportunities and attracting key decision-makers in higher education, the EAIE Exhibition is the premier venue for forging and nurturing global partnerships.

Top reasons to exhibit at #EAIE2022 in Barcelona:

- Reconnect with partners and develop new business contacts, face-to-face, in one vibrant location
- Meet important players in higher education, including directors of international offices, rectors, government representatives, and many more
- Develop quality business contacts by showcasing your programmes and services at Europe's leading and largest B2B and B2G meeting point for education

Book your stand now to take advantage of the early-bird rate. Stands are sold on a first-come, first-served basis, so guarantee the best positioning for your organisation by booking early.

More information: <https://www.eaie.org/barcelona/exhibition.html>

European Society for Engineering Education (SEFI)

Conference SEFI 2022 *“Towards a new future in engineering education”*

19-22 September, 2022

Barcelona, Spain



SEFI ANNUAL CONFERENCE
19-22 September 2022
BARCELONA

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

The SEFI and Universitat Politècnica de Catalunya, BarcelonaTech (UPC) invite everyone to join the SEFI2022 Annual Conference in Barcelona.

Conference Tracks

1. Entrepreneurship Education.
2. Artificial Intelligence in Education.
3. Student Engagement. Building Communities and Coordination.
4. Industry and Companies liaison. Regional Involvement and Innovation.
5. Mentorship and Tutorship.
6. Fostering Engineering Education Research.
7. Sustainability. Sustainable Development Goals.
8. Ethics in Engineering Education. Social and Service Learning, Cooperation for Development.
9. Virtual and Remote Labs.
10. Navigating Open Learning Environments (Moodle and others).
11. Mathematics at the heart of Engineering.
12. Physics and Engineering Education.
13. Architecture Education.
14. Challenges of new European Universities (Joint Programmes, Flexible Study Pathways, Student Mobility, Metacampus, Co-teaching, Co-creation with students, ...).
15. Attractiveness of Engineering, Gender and Diversity.
16. Curriculum Development, Engineering Skills, Lifelong Learning. (Including skills and competences, transition to labour market, self-awareness, management of self, creativity and innovation, management competences, employability, competitiveness, professional development, career planning, principles and values).

Contributions on any other topic on Engineering Education are also welcome.

Important dates SEFI 2022

- Abstract submission: 19.03.2022
- Full paper submission: 19.04.2022
- Workshops submission: 01.05.2022
- Notification of final acceptance: 01.06.2022
- Early Bird Registration: 18.07.2022
- Final paper submission: 10.07.2022
- Dates of Conference: 19-22.09.2022

More information: <https://sefi2022.eu/frontal/default.asp>

FROM THE EUROPEAN UNION

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



Launch of the 2022 Erasmus+ Programme Guide!

Publication date: 25 November 2021

The 2022 Erasmus+ Programme Guide provides a comprehensive list of all the opportunities supported by the 2022 Erasmus+ programme. It is an essential tool for organisations and individuals participating and enrolling in the programme.



Calls and relevant documents for actions of the 2022 Erasmus+ programme managed by the European Education and Culture Executive Agency (EACEA) are available on the Funding and Tender Opportunities Portal. They will all be open for submission shortly.

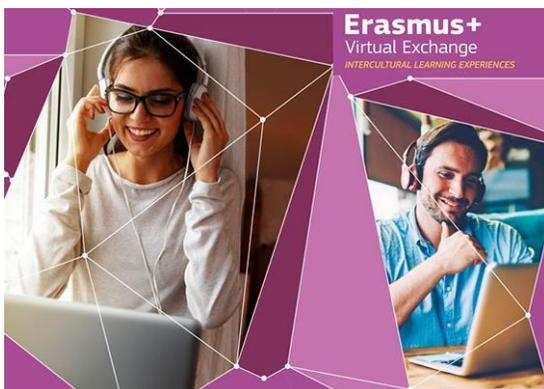
The 2022 Erasmus+ Programme Guide is available on the website of the European Commission. It can be accessed in a user-friendly online format or downloaded as a PDF.

Information from: https://www.eacea.ec.europa.eu/news-events/news/launch-2022-erasmus-programme-guide-2021-11-25_en

New publication on Erasmus+ virtual exchange

Intercultural learning experiences: 2020 impact report

Publication date: 30 November 2021



Erasmus+ Virtual Exchange (EVE) was a pilot project, run by the European Commission from 2018 to 2020. EVE provided an accessible, ground-breaking way for young people to engage in intercultural learning experiences online through a range of activities.

EVE expanded the scope of the Erasmus+ programme through online collaborative learning activities known as Virtual Exchanges (VE) and training programmes. Virtual Exchange is defined as technology-enabled people-to-

people educational programming, facilitated and sustained over a period of time. Working with youth organisations and universities, the project was open to any young person aged 18-30 residing in Europe and the Southern Mediterranean, with a target of 25,000 participants engaged by December 2020.

Read the 2020 impact report [here](#) to find out more about EVE.

You can also check out their [factsheet](#) for a glance of their new call.

Information from: https://www.eacea.ec.europa.eu/news-events/news/new-publication-erasmus-virtual-exchange-2021-11-30_en

EUROPEAN UNIVERSITIES- Information Session for the 2022 Call for Proposals

14 December, 2021

Live streaming

The ‘European Universities’ initiative is part of the ‘Partnerships for Excellence’ support provided in the framework of the new Erasmus+ programme. This initiative has an ambitious mandate aimed to trigger and deepen unprecedented levels of institutional cooperation between higher education institutions, making it systemic, structural and sustainable. It aims to encourage the emergence of bottom-up alliances of universities across Europe, which will enable students to combine studies in several countries.



In line with the priorities of the European Education Area by 2025, these European Universities intend to:

- Promote common European values and a strengthened European identity by bringing together a new generation of Europeans able to cooperate within different cultures, languages, and across borders, sectors and academic disciplines;
- Reach a substantial leap in quality, performance, attractiveness and competitiveness of European higher education institutions, and contribute to the European knowledge economy, employment, creativity, culture and welfare by making the best use of innovative pedagogies and striving to make the knowledge square a reality. ‘European Universities’ will be key drivers to boost the quality of higher education and where possible to strengthen its link to the research and innovation landscape in Europe and its outreach towards the society and economy.

The scope of the Call for proposals of 2022 is to support higher education institutions in gradually achieving their long-term ambitious vision towards becoming a fully-fledged European University. This objective will be achieved through a **twofold approach**:

- **Topic 1:** this call topic provided support for **already existing deep institutional transnational cooperation alliances** including – but not limited to – the European Universities alliances selected

under the 2019 Erasmus+ call for proposals. The aim was to build upon the institutional cooperation achieved so far and to further deepen, intensify and expand the effectiveness of this existing cooperation to advance the higher education transformation process towards fully fledged 'European Universities'.

- **Topic 2:** this call topic provided support for applicants **wishing to establish new deep institutional transnational cooperation** in a new 'European Universities' alliance.

The total budget for the action is **EUR 272 000 000**.

Detailed information about the European Universities 2022 call is available on the [Funding & Tender Opportunities Portal](#).

The aim of this info session was to provide information about the call for proposals and give the opportunity to ask questions. Frequently Asked Questions (FAQ) will be published in the [Funding & Tender Opportunities Portal](#).

You can watch the recording of the session [through this link](#).

Information from: https://www.eacea.ec.europa.eu/news-events/events/european-universities-information-session-2022-call-proposals_en

International higher education forum 2022

16 - 17 March 2022, 09:00 - 16:30 (GMT)

Online



The International higher education forum returns again this year to discuss some of the most pressing challenges in higher education. The theme for next year's conference is: identifying and responding to emerging challenges. IHEF 2022 will scan the horizon to help international leadership teams anticipate the unexpected and face head-on the biggest challenges that are around the corner for international education.

IHEF 2022 is a strategic forum designed for attendees to share best practice with senior leaders from across the world, bringing together hundreds of higher education professionals year on year.

This award-winning forum will build on the success of IHEF 2021, which saw over 80 speakers and over 500 higher education professionals from around the world participate in 25 sessions over two days.

The conference will be held online, with plenty of networking opportunities built into the agenda for attendees.

More information: <https://www.universitiesuk.ac.uk/latest/events/international-higher-education-forum-1>

ARTICLES from journals, newspaper, magazines

Student mobility between Africa and US falls during COVID

Author: Wachira Kigotho

02 December 2021

The COVID-19 pandemic has decreased the number of international students from Africa who are studying in universities in the United States, as their numbers fell from a high of 48,679 students in the 2019-20 academic year to 45,343 students in 2020-21, a drop of 6.85%.

Data released jointly by the US Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE) indicated that, in Sub-Saharan Africa, the mobility of students to the US dropped from 41,697 to 39,061 and in North Africa from 6,982 to 6,282.

According to Dr. Mirka Martel, the head of research, evaluation and learning at the Institute of International Education, the pandemic affected students seeking to study in the US for the first time as many students could not travel in 2020-21 to begin their studies.

"Universities have also reported some international students deferring their studies to a future semester or year as a result of travel restrictions in their home countries," said Martel in the IIE's most recent report, Fall 2021 International Student Enrollment Snapshot.

Nigeria leads the way

But, despite COVID-19 disrupting travel of African students to study in foreign destinations, Nigeria was still the leading African country with the highest number of students in the US, according to the 15 November brief of the Institute of International Education.

Whereas there were 13,762 Nigerian students in the US during the 2019-20 academic year, the number dropped by about 6.6% to 12,860 in the current academic year. In spite of the marginal decline, Nigeria was placed 10th overall among countries of origin with students in the US.

Ghana, with 4,229 students, has the second-largest contingent of African students in the US after Nigeria, ahead of Egypt (3,672), Kenya (3,502), Ethiopia (2,166) and South Africa (2,079).

Other African countries with more than 1,000 students in the US included Rwanda (1,333), Zimbabwe (1,304) Morocco (1,249), Democratic Republic of Congo (1,125) and Cote d'Ivoire (1,115).

US student numbers in Africa decline

Data from the Institute of International Education also revealed that, during the period of the COVID-19 pandemic, the number of US students who studied abroad for academic credit (earning only a portion of the total credits required for a qualification) also significantly decreased globally from 347,099 students in the 2018-19 academic year to 162,633 in 2019-20, a drop of just over 50%.

In this context, the number of US students in Sub-Saharan Africa dropped from 13,455 students in the 2018-19 academic year to 5,444 students, a reduction of about 60%.

A similar trend was observed in North Africa where the number of US students studying for academic credit, mainly in Egypt and Morocco, dropped by about 40% as the number of such students decreased from 2,038 in the 2018-19 academic year to 1,242 in 2019-20.

But one of the highest cutbacks of the US students in Africa was noted in South Africa where the number of students plummeted from 5,278 in the 2018-19 academic year to 2,159 students in 2019-20, a hefty drop of 59%.

Similar trends occurred in other countries in Sub-Saharan Africa, as in Ghana, where the number of US students went down by 62.5% from 2,147 students in 2018-19 to 797 students in 2019-20.

In Tanzania, the number dropped by 55% from 1,334 students to 602 students, and in Kenya the figure shrank by 47% from 926 students to 494 students during the same period.

But, unlike elsewhere in Africa, during the period under review, the number of US students in Egypt, albeit small, increased by 51% from 248 to 375.

Optimism

While COVID-19 has significantly disrupted the mobility of African international students to the universities in the US, researchers at the Institute of International Education are optimistic that enrolments of foreign students will improve.

“US colleges and universities have already invested significant funding to ensure a safe return to in-person instruction and our findings indicate that the levels of financial support for international student outreach and recruitment have not waned,” said Martel.

She stated that 77% of the universities are currently funding outreach and recruitment at the same level or higher than pre-pandemic era.

Currently, African students account for 5.3% of the 914,095 international students in the US universities and colleges, with Nigeria contributing 1.4% of the total enrolment.

But, going by pre-pandemic estimates, Dr. Leah Mason, a researcher at the Institute of International Education, says foreign students from Sub-Saharan Africa are expected to increase in the US.

In a study, ‘International Student Mobility Flows and COVID-19 Realities’, Mason says more increases are anticipated to come from Ethiopia, Ghana, Kenya and South Africa.

Apart from Nigeria, which had a student increase of 3%, the rest of those countries had seen their student numbers to the US grow between 8% and 15% just before COVID-19 emerged.

Information from: <https://www.universityworldnews.com/post.php?story=20211201104738776>

Partnership between AUF, University Denis Sassou N’Guesso

The University Denis-Sassou N’Guesso, or UDSN, in Brazzaville, Republic of Congo, has entered into an agreement for cooperation and digital development with AUF, the *Agence Universitaire de la Francophonie*, the international agency that promotes French-language higher education.

The partnership was signed between the head of the AUF, Slim Khalbous, and the director of UDSN, Professor Ange Antoine Abéna, reported the *Agence d’Information d’Afrique Centrale*, or ADIAC.

Khalbous noted that the AUF now had a network of more than 1,000 higher education institutions, including 400 in Africa. The **agency** is based in Montreal and Paris.

“With the diversity of offering, which responds to the needs of the country, we can take action on the variety of courses, which is one of the challenges for success of a university’s programmes and its relevance to the world of work, as well as the socio-economic sphere,” ADIAC reported him as saying.

He also stressed the importance of digitalisation in education, change and governance of universities, in research and innovation.

The two heads discussed issues concerning their partnership, university-business interaction, inter-university cooperation, digital development, quality assurance, compatibility and teacher mobility through the AUF, reported ADIAC.

Abéna talked of the expectations, hopes, priorities, ambitions and new challenges in science, education and training UDSN must undertake in order to benefit.

He informed Khalbous of the forthcoming creation by UNESCO of a masters degree in curricula design, and of the intention to increase UDSN’s international networking.

The accord with AUF took place about six weeks after UDSN entered into a partnership with **ACPE**, the Congolese Agency for Employment, to support graduates’ access to their first job on leaving university. – *Compiled by Jane Marshall.*

This article is drawn from local media. University World News cannot vouch for the accuracy of the original reports.

Information from: <https://www.universityworldnews.com/post.php?story=20211130130857490>

NEWS FROM THE WORLD

ISERD – International Conference on Education and E-Learning (ICEEL)

5- 6 January, 2022

Ko Samui, Thailand

ISERD – International Conference on Education and E-Learning (ICEEL) aimed at presenting current research being carried out in that area and scheduled to be held on **5th - 6th January, 2022 in Ko Samui, Thailand.**



The idea of the conference is for the scientists, scholars, engineers and students from the Universities all around the world and the industry to present ongoing research activities, and hence to foster research relations between the Universities and the industry. This conference provides opportunities for the delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration.

This Conference is Organized by **International Society for Engineering Research and Development (ISERD)**. The conference would offer a large number of invited lectures from renowned speakers all over the country. The Best paper awards will be given for the papers judged to make the most significant contribution to the conference.

Earlier **ISERD** had conferences held at London (UK), Putrajaya, Kuala Lumpur, Penang, Jakarta, Bali, Batam, Bangkok, Pattaya, Phuket, Manila, Hong kong, Johannesburg (South Africa), Phnom Penh (Cambodia), Abu Dhabi and Dubai.

More information: <http://iserd.co/Conference2022/Thailand/11/ICEEL/>

4th International Conference on New Trends in Teaching and Education

18-20 February, 2022

Milan, Italy

The 4th International Conference on New Trends in Teaching and Education, 18th -20th of February 2022 in Milan, Italy is the premier forum for the presentation of new advances and research results in education theory and practice.



This conference is a prestigious event, organized to provide an international platform for academicians, researchers, managers, industrial participants, and students to share their research findings with global experts. All full paper submissions will be peer-reviewed and evaluated based on originality, technical and/or research depth, accuracy, and relevance to conference themes and topics.

The conference will also include the live-stream Virtual component for those who cannot join physically but wish to learn, connect and network. Delegates can attend either in person or online from wherever they are in the world. We are concerned about the health and safety of all of our staff, and attendees and are closely monitoring the COVID situation.

Topics

Education Theory and Practice

1. Counselor Education
2. Educational Foundations
3. Education Practice trends and Issues
4. Theory and Practice of Physical Education Development
5. Teaching Materials and Course ware Construction
6. Education and Research Management
7. Educational Measurement and Evaluation

8. Teaching method Promote
9. Pedagogy
10. Curriculum, Research and Development

Education Policy and Administration

11. Educational Administration
12. Education Policy and Leadership
13. Rural Education
14. Student Affairs
15. Lifelong Education
16. Education, Research and Globalization
17. Teacher Education
18. Education and Management
19. Continuous Education
20. Higher Education
21. Public Education Policy
22. Comparison of Sports Education in Different Cultures
23. Sports for health education
24. Adult and Continuing Education

Child and Family Education

25. Early Childhood Education
26. Teaching Talent Training
27. Special Education
28. Home Education
29. Elementary Education
30. Primary Education
31. Secondary Education
32. Comparison of Child Education in Different Countries

Learning

33. Lifelong Learning
34. E-learning
35. Teaching and Learning
36. Learning Difficulties
37. Learning Psychology
38. Inductive reasoning
39. Machine Learning
40. Language Acquisition

Others

41. Science Education
42. Social Studies Education
43. Business Education
44. Music Education
45. Art Education

46. Adult Education
47. ESL/TESL
48. Health Education
49. Language Education _ ELT / FLT
50. Mathematics Education
51. Health Education
52. Human Resource Development
53. Medium Education
54. Assessment and Evaluation
55. Library Sciences

Important Deadlines are:

- 28 January 2022 (Paper Submission Deadline)
- 07 February 2022 (Registration Deadline)
- 18 – 20 February 2022 (Conference Dates)

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

Geo-Congress 2022: State of the Art and Practice in Geotechnical Engineering

20-23 March, 2022

Charlotte, North Carolina

As one of the youngest Civil Engineering disciplines, our field is changing rapidly. Join researchers, practitioners, students, and contractors from around the globe for the 10-year update.

Top Reasons to Attend

- Multiple invited state-of-the-art and state-of-the-practice speakers every day.
- Debates and panel discussions on hot topics.
- Terzaghi, Peck, and Seed Award Lectures.
- Our first-ever partnership with the Society of Exploration Geophysicists.
- Special sessions organized by the G-I Carolinas Chapter.

Important Dates:

- DEC 22, 2021 Early Bird Registration Deadline
- FEB 3, 2022 Advance Registration Deadline
- FEB 3, 2022 Cancellation Deadline
- MAR 20, 2022 Congress Begins

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



ICCEETM 2022: 16. International Conference on Civil Engineering Education and Teaching Methods

16-17 June, 2022

Montreal, Canada



The International Research Conference Aims and Objectives

The International Research Conference is a federated organization dedicated to bringing together a significant number of diverse scholarly events for presentation within the conference program. Events will run over a span of time during the conference depending on the number and length of the presentations. With its high quality, it provides an exceptional value for students, academics and industry researchers.

International Conference on Civil Engineering Education and Teaching Methods aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Civil Engineering Education and Teaching Methods. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Civil Engineering Education and Teaching Methods

XVI. International Civil Engineering Education and Teaching Methods is the premier interdisciplinary forum for the presentation of new advances and research results in the fields of Educational and Pedagogical Sciences.

Today more than ever before it is extremely important to stay abreast of the changing landscapes of the Educational and Pedagogical Sciences world. The multidisciplinary focus of this event aims to bring together presenters and attendees from different fields with expertise in various areas of Educational and Pedagogical Sciences, providing an excellent opportunity to participate in the international exchange of ideas, current strategies, concepts and best practices, collaborations, and cooperation, offering a broader

perspective and more enriching experience. The program includes time allocated for networking, peer-to-peer discussions, and exploring the host city.

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

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

Important dates

- | | |
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| ▪ Abstracts/Full-Text Paper Submission Deadline | December 23, 2021 |
| ▪ Notification of Acceptance/Rejection | January 17, 2022 |
| ▪ Final Paper (Camera Ready) Submission & Early Bird Registration Deadline | May 14, 2022 |
| ▪ Conference Dates | June 16-17, 2022 |

More information: <https://www.albedomeetings.com/2022/civilmeet>

4th International Symposium on Frontiers in Offshore Geotechnics

28-31 August, 2022

Austin, Texas



The 4th International Symposium on Frontiers in Offshore Geotechnics (ISFOG) will be held on August 28-31, 2022. ISFOG is now in its fourth event and third location following the most recent (2015) symposium in Oslo, Norway and the first two symposia in Perth, Australia in 2005 and 2010.

Themes

Submissions are invited addressing Frontiers in Offshore Geotechnics related to the following topics:

- *Site Characterization*: geotechnical testing and modelling, integrated studies, geohazards, sediment mobility and scour
- *Offshore Oil, Gas and Wind Energy Facilities*: foundations, monopiles, jack-ups, moorings, anchors, pipelines, risers, wells, cables, subsea systems, numerical modelling, case studies, cyclic loading
- *Alternative Energy and Other Ocean and Marine Resources*: wind, wave, tidal, current, thermal, gas hydrate, seafloor mining, aquaculture
- *Life Extension and Decommissioning*: fitness for service, foundation extraction, rigs to reefs, asset integrity, repurposing and reuse
- *Disruptive Technologies*: sensing, monitoring, intelligent systems, artificial intelligence, and machine learning
- *Design Methodologies*: performance-based/ whole-life/risk-based design and reliability
- *Rules, Standards and Regulations*: updates to existing design codes, development of new guidance

The fourth ISFOG event will be managed by the Geo-Institute of the American Society of Civil Engineers and the Deep Foundations Institute, held under the auspices of the ISSMGE Technical Committee 209 on Offshore Geotechnics, and will host the fifth McClelland Lecture. It will strive to continue providing a specialist forum for practitioners and academics to share solutions and new ideas that address the dynamic challenges of working in offshore design and installation. ISFOG 2020 will highlight emerging technologies related to data science and also emphasize the recent surge in offshore renewables development, both domestically in the United States and globally. Other growing areas of interest include performance-based design and addressing the challenges of an ageing offshore infrastructure, whether it be extending the operating life of these structures or solving the challenges and opportunities related to their decommissioning.

More information: <https://www.isfog2020.org/>

XVI. International Civil Engineering Education, Teaching and Learning Conference

09-10 December, 2022

London, United Kingdom

XVI. International Civil Engineering Education, Teaching and Learning is the premier interdisciplinary forum for the presentation of new advances and research results in the fields of Educational and Pedagogical Sciences.



Today more than ever before it is extremely important to stay abreast of the changing landscapes of the Educational and Pedagogical Sciences world. The multidisciplinary focus of this event aims to bring together presenters and attendees from different fields with expertise in various areas of Educational and Pedagogical Sciences, providing an excellent opportunity to participate in the international exchange of ideas, current strategies, concepts and best practices, collaborations, and cooperation, offering a broader perspective and more enriching experience.

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- In-services education, professional development of civil engineering teachers

- Language and communication in civil engineering education
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- Civil engineering curriculum development
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- Civil engineering education in and for work
- Motivation, beliefs and attitudes towards civil engineering and its teaching
- Problem solving in civil engineering education
- Reasoning, proof and proving in civil engineering education
- Theoretical issues in civil engineering education
- Visualization in the teaching and learning of civil engineering

More information: <https://waset.org/civil-engineering-education-teaching-and-learning-conference-in-december-2022-in-london>

CALENDAR

Date	Event	Place
09-10.02.2022	2 nd International Conference on Civil Engineering, Architecture and Sustainable Infrastructure (ICCEASI - 22)	Virtual Conference



<https://www.icceasi.net/>

13-16.02.2022	6 th International Conference on Grouting & Deep Mixing	New Orleans, LOUISIANA
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<http://www.dfi.org/GROUT2022>

18-20.02.2022	4 th International Conference on New Trends in Teaching and Education	Milan, ITALY
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<https://www.ntteconf.org/>

Date	Event	Place
20-23.03.2022	Geo-Congress 2022: State of the Art and Practice in Geotechnical Engineering	Charlotte, NORTH CAROLINA



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

23-25.05. 2022	International Conference on Civil, Structural and Environmental Engineering	Munich, GERMANY
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<https://www.albedomeetings.com/2022/civilmeet>

16-17.06.2022	ICCEETM 2022: 16. International Conference on Civil Engineering Education and Teaching Methods	Montreal, CANADA
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<https://www.albedomeetings.com/2022/civilmeet>

Date	Event	Place
19-24.06.2022	Third European Conference on Earthquake Engineering and Seismology (3ECEES)	Bucharest, ROMANIA



<https://3ceees.ro/conference/>

08-09.08. 2022	ICEESD 2022: 16. International Conference on Engineering Education and Sustainable Development	Lagos, NIGERIA
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<https://waset.org/engineering-education-and-sustainable-development-conference-in-august-2022-in-lagos>

30.09.2022	The 15 th General Assembly of the EUCEET Association	Tirana, ALBANIA
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16-17.12.2022	ICCEEL 2022: International Conference on Civil Engineering Education and Learning	Barcelona, SPAIN
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<https://waset.org/civil-engineering-education-and-learning-conference-in-december-2023-in-barcelona>