



European Council
of
Civil Engineers

ECCE Standing Committee
on Education & Training

Chairman Prof. Iacint Manoliu

57th ECCE General Assembly

Meeting of the Standing Committee on Education & Training

Lisbon, 31st May, 2013

Agenda

- 1. Preliminary report on the study: “*The impact of the Bologna process in civil engineering education and profession in Europe*”, Phase I: “*Bologna process and the academic world*”.**
- 2. Preparation for the survey to be conducted for the Phase II of the Study: “*Bologna process and the professional world*”**
- 3. Information on the CLAIU_EU Conference “*The Bologna process and the Engineering Education*”, Bologna, 11th – 12th April 2013**
(Prof. Iacint MANOLIU)
- 4. Information on the Second Conference of the EUCEET Association with the theme: “*Civil engineering education: are we meeting the needs of the industry and society?*” to be held in Moscow, at the Moscow State University of Civil Engineering (MGSU) on 14th -15th October 2013**
- 5. Any other business**



European Council
of
Civil Engineers

ECCE Standing Committee on Education & Training

Phase report

for the study “*The impact of the Bologna process on civil engineering education and profession in Europe*”

Phase I: *Bologna process and the academic world*

**57th ECCE meeting
Lisbon, 31st May 2013**

At the Dubrovnik meeting of the ECCE Standing Committee on Education & Training it was decided to include in the work plan for 2013 the preparation of a study entitled: “*Impact of the Bologna process on civil engineering education and profession in Europe*”.

The Study will be produced in two phases:

Phase I: *Bologna process and the academic world*

(to be completed by May 2013)

Phase II: *Bologna process and the professional world*

(to be completed by October 2013).

For both phases is required the participation of ECCE members for conducting surveys.

Two surveys are proposed for the Phase I:

A. *Survey on the education system*

B. *Survey conducted among academics.*

A. Survey on the education system

17 ECCE members responded to the survey on the education system.

	Question	BG	CZ	CZ	DE	EE	IE	IT	IT	GE	HR	HU	PL	PT	RO	SI	UK	TR
1.	How many education institutions are offering civil engineering programmes in your country	5	5	6 ¹	45	3	5 ² 11 ³	~48 ⁴	43 ⁵	10	5 ⁶	8	50	34	9	2	56	>100 ~120 ⁷
2.	Is there a differentiation among institutions the answer to the 1 st question was referred to																	
	YES NO	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

^[1] 5 public, 1 private

^[2] Universities

^[3] Universities of applied science

^[4] 39 Universities and 3 Polytechnics (all are State Institutes) and 6 private Universities recognized by the State (4 of them are telematic universities)

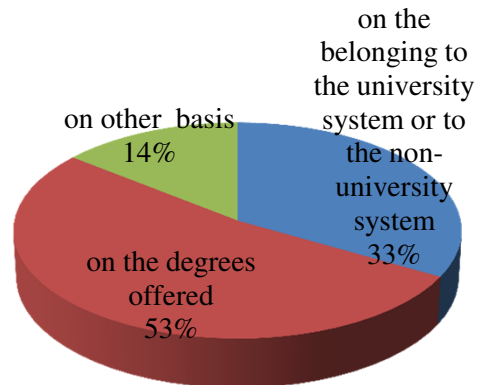
^[5] details: 314 Bach.Degree programs in 43 Universities where two are distance learning Academies. 380 Master Degree programs in 41 of the above 43 Universities

^[6] There are four faculties of civil engineering and one polytechnic that offer studies of civil engineering.

^[7] (>90 Civ Eng departments, evening programmes in >30)

Question 3

If the answer to the previous question is YES, on which basis is made the differentiation?



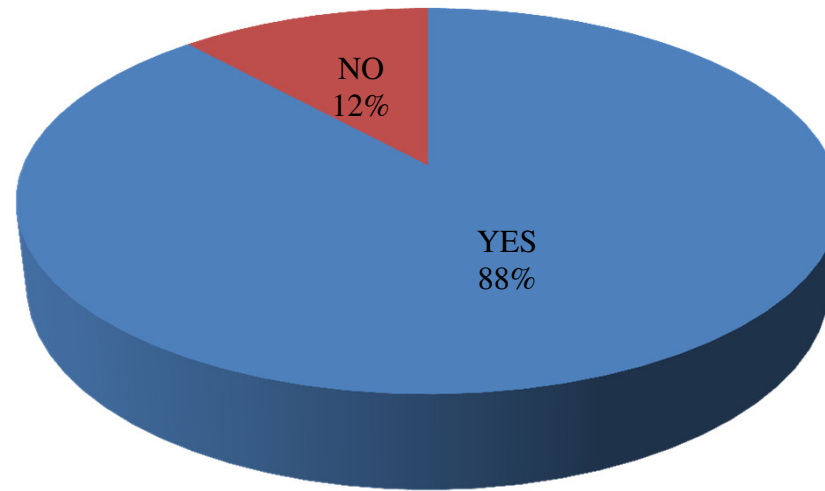
Question	BG	CZ	CZ	DE	EE	IE	IT	IT	GE	HR	HU	PL	PT	RO	SI	UK	TR
3. If the answer to the previous question is YES, on which basis is made the differentiation? (Please tick. Multiple choices are possible)																	
• on the belonging to the university system or to the non-university system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• on the degrees offered	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• on other basis (please, specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁴

Notes:

- 1) DE, education with different specification like internationality (European Civil Eng. Management), management and legislation, building and facility management etc
- 2) EE, Applied oriented (polytechnics) 4-year study does not give the degree.
- 3) HR in Croatia we have a binary system for civil engineering education [both university (academic) and vocational (professional) studies] and three cycles [undergraduate, graduate and postgraduate university (academic) programmes and undergraduate and specialist graduate vocational (professional) study programmes].
There are four faculties of civil engineering and one polytechnic that offer studies of civil engineering.
Faculties have the possibility to offer university and vocational study programmes. Polytechnics can offer only vocational programmes. Three Faculties offer both university and vocational study programmes on different levels. One Faculty offers only university study programmes and in the same city the vocational programmes are offered by the Polytechnic.
- 4) TR (curriculum emphasis)

Question 4

Was the structure of the civil engineering programmes changed as a result of the Bologna reform?



Question		BG	CZ	CZ	DE	EE	IE	IT	IT	GE	HR	HU	PL	PT	RO	SI	UK	TR
4.	Was the structure of the civil engineering programmes changed as a result of the Bologna reform?																	
	YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Note:

- **1) IT:** With the exception of 34 Degree programs in Architecture and Building Engineering, belonging to Class LM-4 C.U. They are 5U single path courses inserted in the Directive 2005/36/EU, annex V.7 (Architects) and are offered by 26 of the above 43 Universities.

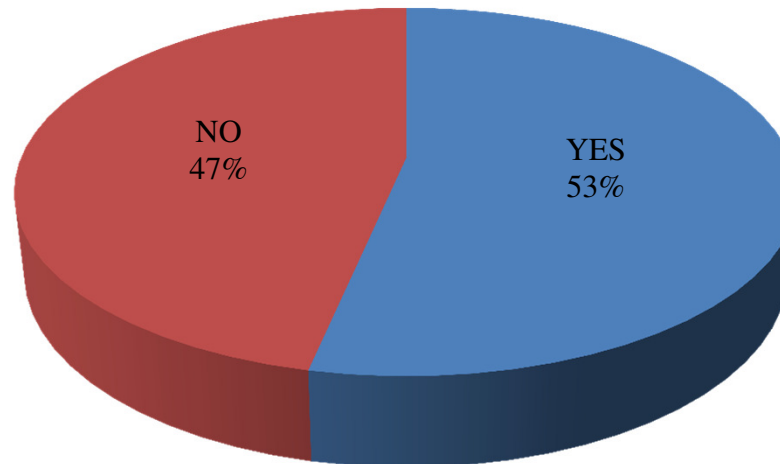
Question 5

If the answer to the previous question is YES, in which academic year started to be implemented in your country the changes induced by Bologna in the structure of the civil engineering programmes?

1999	2000	2001	2002	2003	2004	2005	2005	2005	2005	2006	2007	2008	2009
IT	CZ	IT	EE	HU	CZ	BG	IE	HR	RO	PT	DE	PL	SI

Question 6

Where the changes, to which the previous questions were referred to, introduced simultaneously in all higher education institutions?



Note:

- **IT:** In Italy the academics reforms and integrated Bologna is no exception, are set and regulated by law and thus applicable to all the private recognized Universities and all the State Universities. The different degree courses are grouped into classes which characteristics and relevant learning outcomes are defined by law. This allows the corresponding diplomas to have the same legal value if they belong to the same "class"

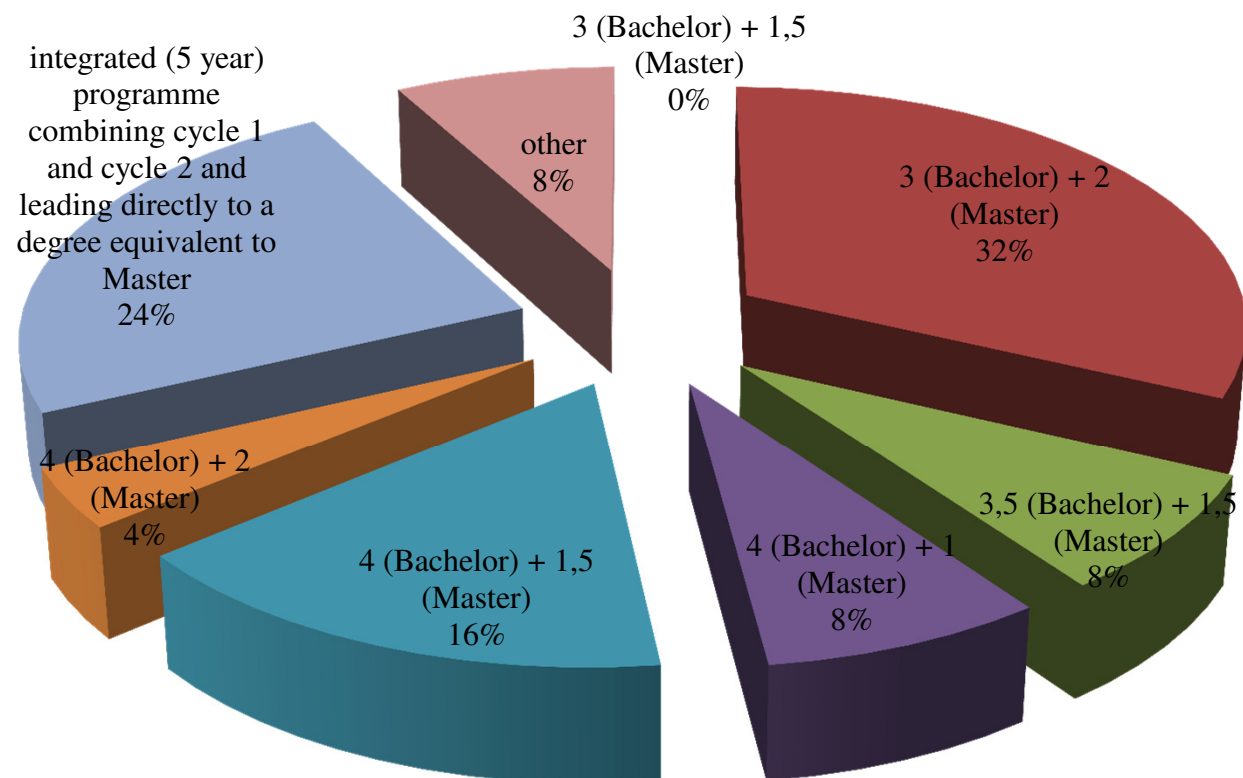
Question 7

If the answer to the previous question is NO, in which academic year was completed the reform of civil engineering programmes?

1999	2002	2005	2009	2010
UK	CZ	HU	PT	DE, PL

Question 8

If, as a result of the Bologna reform, a system in cycles was introduced in your country, which was the system?



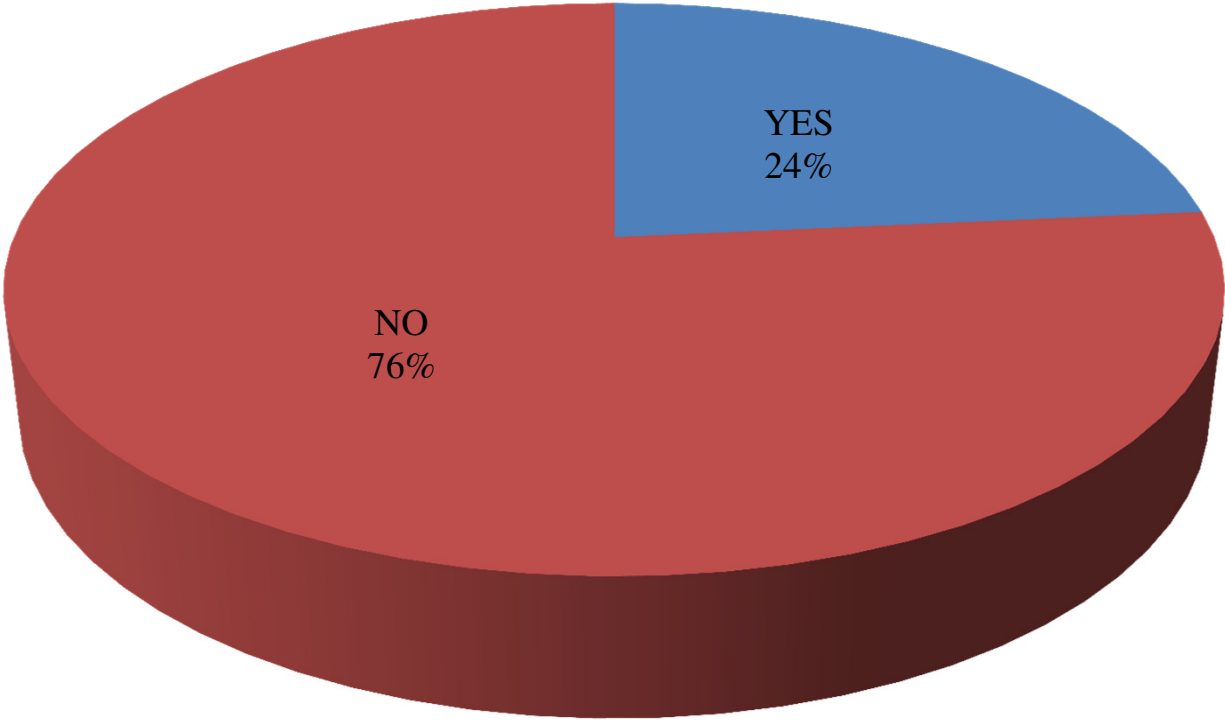
Question 8	BG	CZ	CZ	DE	EE	IE	IT	IT	GE	HR	HU	PL	PT	RO	SI	UK	TR
<p>If, as a result of the Bologna reform, a system in cycles was introduced in your country, which was the system?</p> <ul style="list-style-type: none"> • 3 (Bachelor) + 1,5 (Master) • 3 (Bachelor) + 2 (Master) • 3,5 (Bachelor) + 1,5 (Master) • 4 (Bachelor) + 1 (Master) • 4 (Bachelor) + 1,5 (Master) • 4 (Bachelor) + 2 (Master) • integrated (5 year) programme combining cycle 1 and cycle 2 and leading directly to a degree equivalent to Master • other (please, specify) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Notes:

- **1) EE:** Applied oriented (polytechnics) 4-year study does not give the degree.
- **2) IT:** Master degree in building Engineering/Architecture with State Exam in Civil Engineering or Architecture. Both the professionals (Civil Engineer and Architect) can enjoy the automatic recognition for the profession of Architect in Europe following the Title III, section 7 of the Directive 2005/36/EC
39 Universities and 3 Polytechnics (all are State Institutes) and 6 private Universities recognized by the State (4 of them are telematic universities).
In Italy the academics reforms, and Bologna is no exception.
Master degree in building Engineering/Architecture with State Exam in Civil Engineering or Architecture. Both the professionals (Civil Engineer and Architect) can enjoy the automatic recognition for the profession of Architect in Europe according to Title III, section 7 of the Directive 2005/36/EC
- **3) IT:** see answer to question 4
- **4) UK:** An accredited integrated MEng degree is considered to be a second cycle, this is not a five year programme in England, Wales or NI but will be a five year programme in Scotland as the education system is different.
- **5) TR:** (Unrelated to the Bologna reform, 4+2 cycle system was introduced in all universities in 1981. It was even older in some.)

Question 9

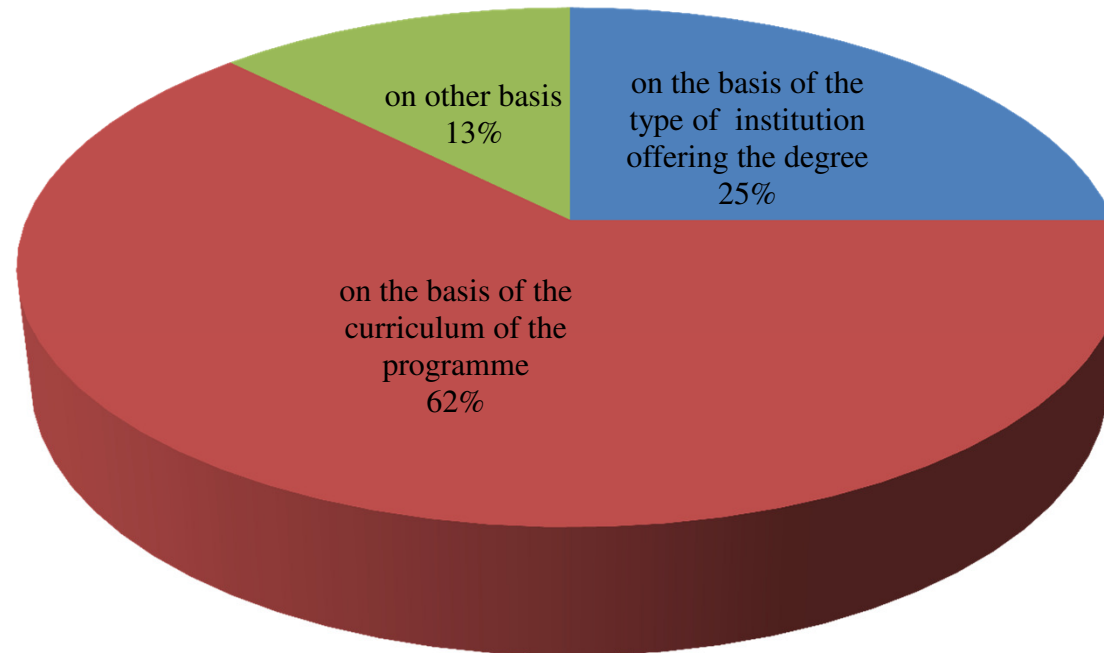
One can speak on the existence in your country of different types of Bachelor programmes, such as “*academic bachelor*” and “*professional bachelor*”?



NO	CZ	DE	EE	IE	IT	IT	GE	HU	PL	PT	RO	TR
YES	BG	HR	SI	UK								

Question 10

If the answer to the previous question is YES, on which basis is made the differentiation?



- on the basis of the type of institution offering the degree: **GE, HR**
- on the basis of the curriculum of the programme : **BG, GE, HR, SI, UK**
- on other basis: **GE**

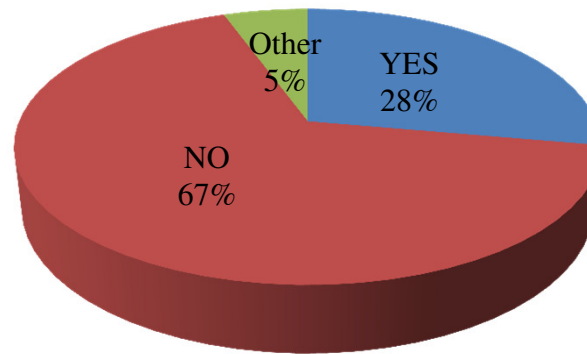
Note:

➤ **HR**, Polytechnics can offer only vocational programmes.

Faculties have the possibility to offer university and vocational study programmes, so at the faculty the differentiation is made on the basis of the curriculum of the programme.

Question 11

One can speak on the existence in your country of different types of Master programmes, such as “*academic master*” and “*professional master*”?



Question 11	BG	CZ	CZ	DE	EE	IE	IT	IT	GE	HR	HU	PL	PT	RO	SI	UK	TR
One can speak on the existence in your country of different types of Master programmes, such as “academic master” and “professional master”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please, specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

- **1) DE:** differentiation mostly due to different former systems Technical University --- Universities of Applied Sciences (Fachhochschulen (FH))
- **2) HR:** We have **master of civil engineering** for students that graduate on the university (academic) graduate study programme and **vocational** (professional) **specialist of civil engineering** for students that graduate on the specialist vocational graduate study programme.

Question 12

There is a system of credits used in your country for civil engineering programmes?

YES 100%

Question 13

If the answer to the previous question is YES, which system is used?

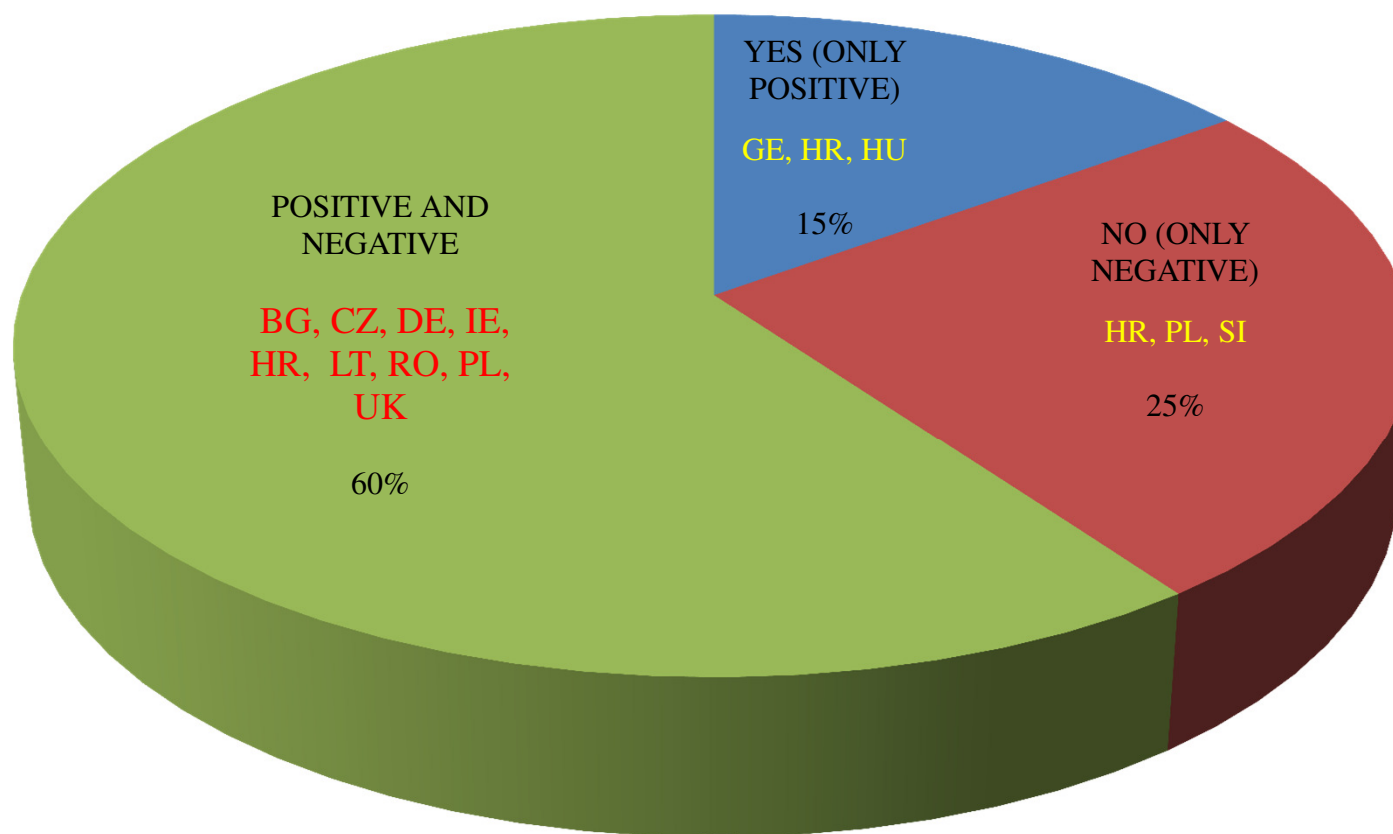
ECTS	YES in all cases excepts TR where credits are given only for lectures + lab, study excluded
Other	No

B. Survey conducted among academics

20 ECCE members responded to the questionnaire, through representatives of the academic community

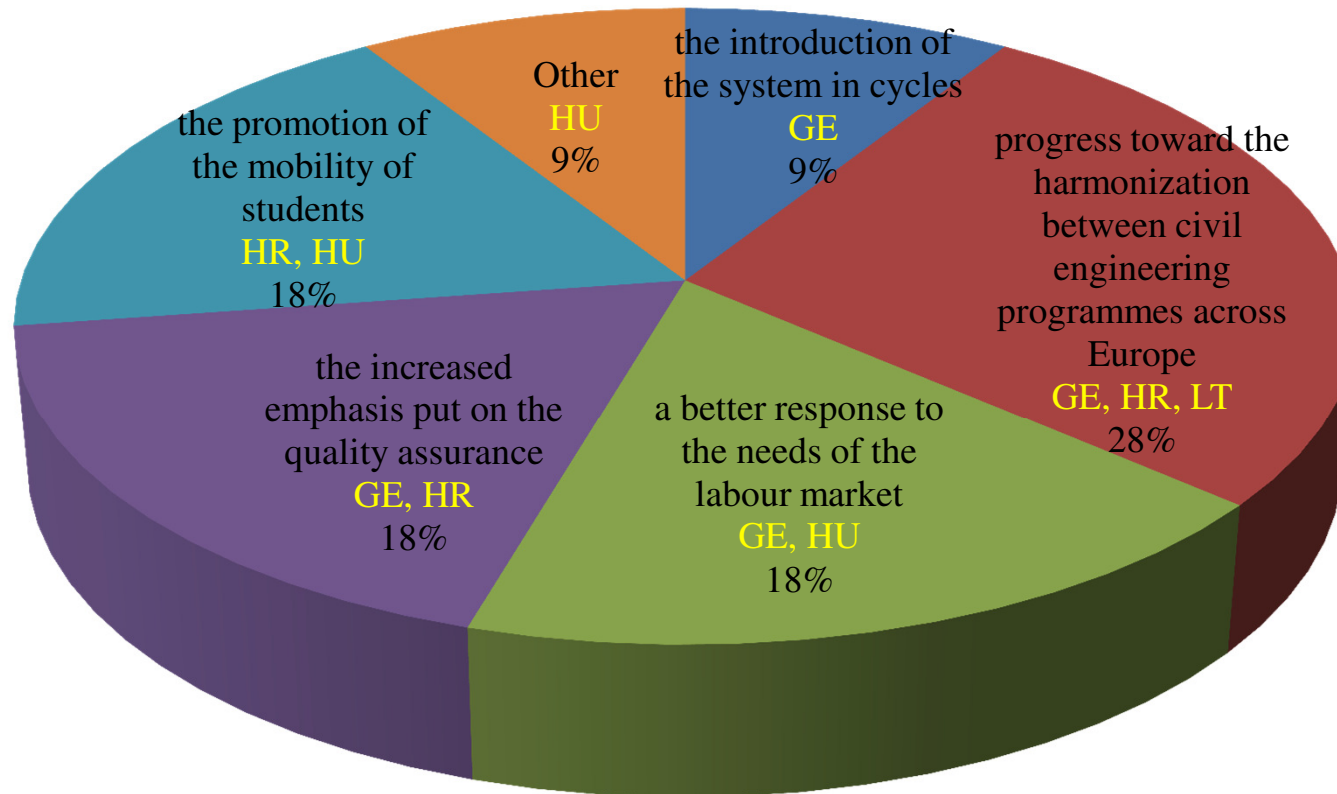
Question 1

Do you consider that the changes induced by the Bologna process have a positive effect on the civil engineering education in your country?



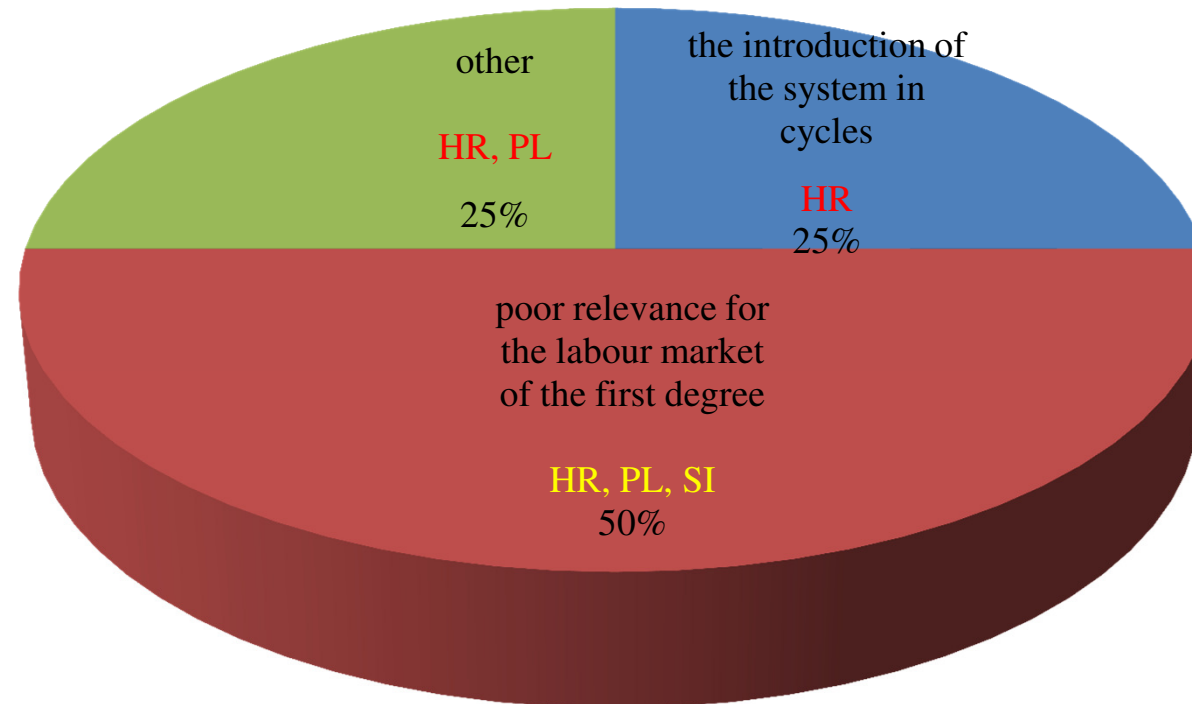
Question 2

If the answer to the previous question is YES, which are the reasons that caused the positive effect?



Question 3

If the answer to the question 1 is NO, which are the reasons that caused the negative effect?

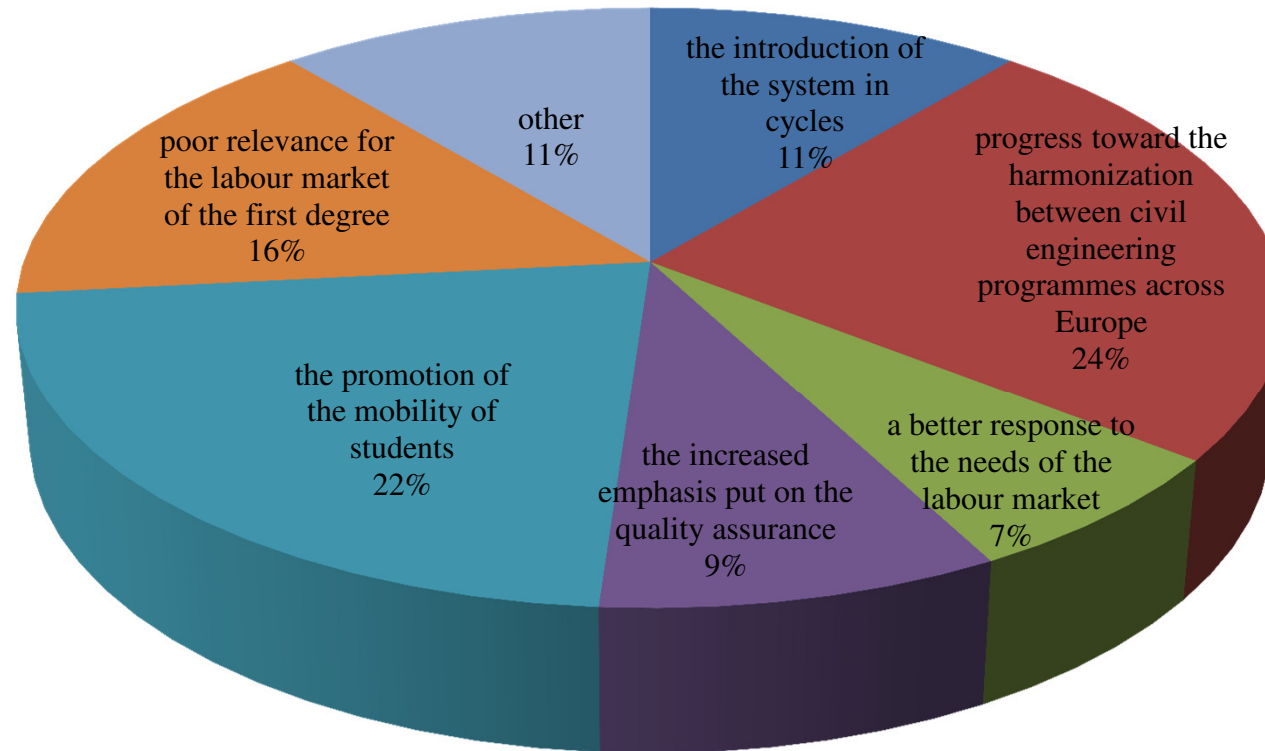


Note:

➤ **HR:** too many useless study programmes

Question 4

If the answer to the previous question 1 is POSITIVE AND NEGATIVE, which are the reasons of your evaluation?



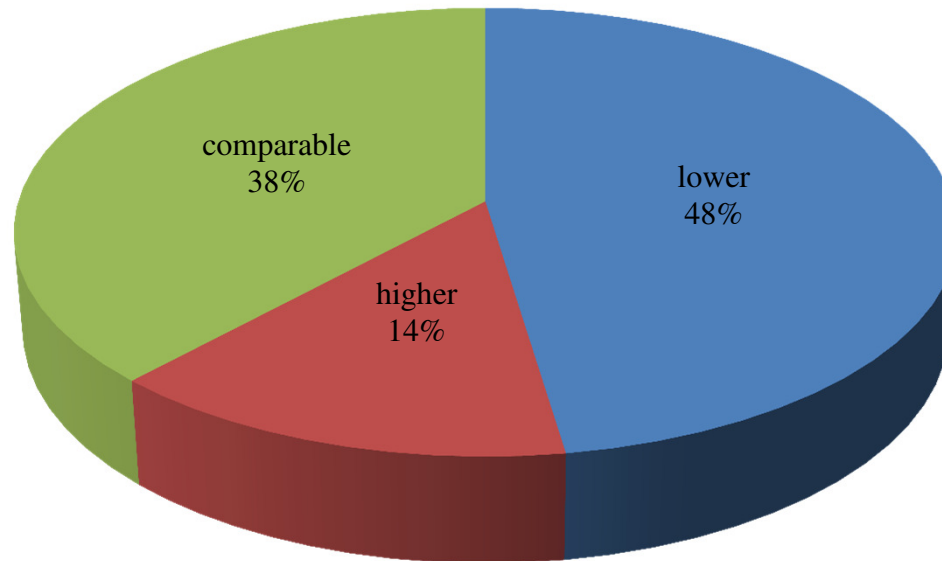
Question 4	BG	CZ	CZ	DE	IE	GE	HR	HR	HR	HR	HR	HR	HU	LT	RO	PL	PL	PL	SI	UK
<p>If the answer to the previous question 1 is POSITIVE AND NEGATIVE, which are the reasons of your evaluation? <i>(Please, tick. Multiple choices are possible)</i></p> <ul style="list-style-type: none"> the introduction of the system in cycles progress toward the harmonization between civil engineering programmes across Europe a better response to the needs of the labour market the increased emphasis put on the quality assurance the promotion of the mobility of students poor relevance for the labour market of the first degree other <i>(please, specify)</i> 																				
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Notes:

- **1) DE:** Negative: education in small bits (modules), missing of integrating and over viewing
- **2) HR:** Too many degrees where there is a need for maximum of two basic degrees and mr.sc and dr.sc. for upgrade that is the former structure of degrees was much better. I.e. bachelor =univ.bacc.ing.aedif. or bac.ing.aedif=engineer, mag.ing.aedif or univ.spec.ing.aedif or struc.spec.ing.aedif = graduated ing. And for further upgrade, mr.sc., dr.sc.
- **3) UK:** The current UK BEng/MEng system has been tested by the labour market for many years and proven to work well

Question 5

How can be appreciated the level of the graduates of civil engineering programmes in your country in the last 5 years as compared to the one 20-25 years ago?



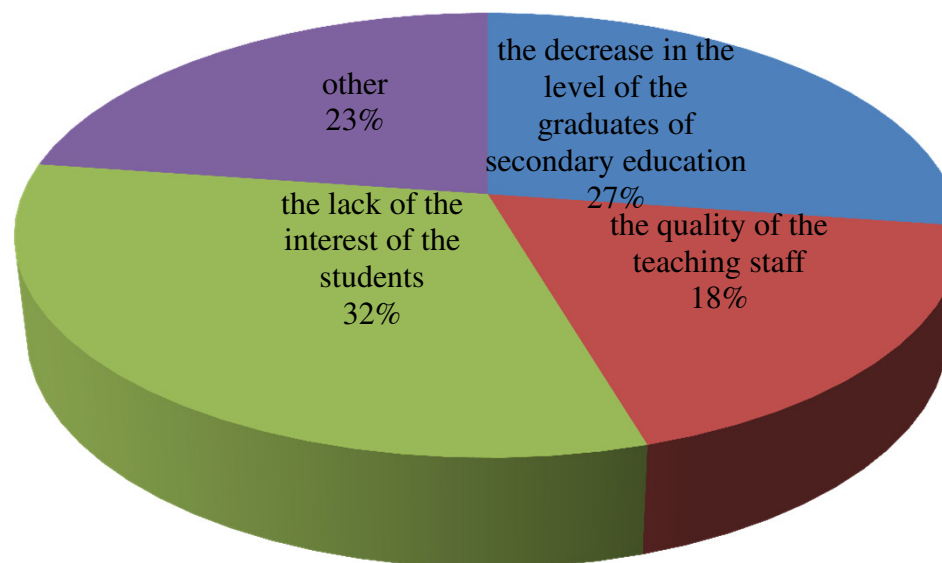
Question 5	BG	CZ	CZ	DE	IE	GE	HR	HR	HR	HR	HR	HR	HU	LT	RO	PL	PL	PL	SI	UK
How can be appreciated the level of the graduates of civil engineering programmes in your country in the last 5 years as compared to the one 20-25 years ago?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• lower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• higher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• comparable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Note:

➤ 1) LT: Studies an engineering are selecting not the best graduates of secondary schools

Question 6

If the answer to the previous question is **lower**, which are, in your opinion, the reasons for this evaluation? If the answer to the previous question is **lower**, which are, in your opinion, the reasons for this evaluation?



Question 6	BG	CZ	CZ	DE	IE	GE	HR	HR	HR	HR	HR	HR	HU	LT	RO	PL	PL	PL	SI	UK
If the answer to the previous question is lower , which are, in your opinion, the reasons for this evaluation? (Please, tick. Multiple choices are possible)																				
• the decrease in the level of the graduates of secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the quality of the teaching staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the lack of the interest of the students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• other (please, specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

➤¹ **DE**: Missing of practice orientation during study time (e.g. at Fachhochschulen: 1 semester of practical placement, which took place normally in 5. semester, therefore employment often after 1 year of getting practical experience in the company with small salary after having finished university education)

➤² **LT**: For studies in Universities best graduates of secondary schools are selecting social sciences, law ,medicine, e.t.c.

Question 7

(comments related to the survey)

HR, Barbara Karleusa

In this time of recession with high unemployment rate in Croatia it is difficult to say that the first degree has poor relevance for the labour market. There are jobs in civil engineering that do not require the level of master in civil engineering but if there is a possibility to employ a master or a bachelor for the same salary then it is logical to employ a master.

HR, Tihimir Stefic

The most important difference is that college now looks more like high school and as a consequence the students are less independent and teaching looks more like give them some examples and ground rules for the exam and if they reproduce similar tasks at the exam and/or colloquium that's that. No tricky questions please! And from mind breaking tasks new and improved ideas emerge and students are the best materials for such ideas! Don't suppress that!

**Preparation for the survey to be conducted for the
Phase II of the Study:**

***“The impact of the Bologna process on civil
engineering education and profession in Europe”***

Phase II: *Bologna process and the professional world*

Proposed questionnaire for Phase II

A. Data about the respondent

1. Country

2. Please, tick the age group you belong to

30 - 40 ☐

41- 50 ☐

51- 64 ☐

65 and over ☐

3. Field of activity (please, tick)

• Construction company ☐

• Design ☐

• Consultancy ☐

• Public administration ☐

• Other ☐

B. Preamble

On 19th June 1999, education ministers from 29 European countries met in Bologna and issued a *Declaration on European higher education area*".

This triggered in Europe what became known as "*Bologna process*", leading to important changes of the higher education system in Europe.

The line of action 2 of the Bologna Declaration, states:

"Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years, The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries".

The following questionnaire refers, mainly, to this line of action, focusing on two issues:

- implementation of the "*anglo-saxon*" system, or two cycles (two-tier) system
- the employability of the graduates of the first cycle

C. Questionnaire

1.	<p>Do you consider that the changes induced by the Bologna process have a positive effect on the civil engineering education in your country?</p> <p style="text-align: center;">YES (ONLY POSITIVE) NO (ONLY NEGATIVE) POSITIVE AND NEGATIVE</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	<p>If the answer to the previous question is YES, which are the reasons that caused the positive effect?</p> <p><i>(Please, tick. Multiple choices are possible)</i></p> <ul style="list-style-type: none"> • the introduction of the system in cycles • progress toward the harmonization between civil engineering programmes across Europe • a better response to the needs of the labour market • the increased emphasis put on the quality assurance • the promotion of the mobility of students • other <p><i>(please, specify)</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	<p>If the answer to the question 1 is NO, which are the reasons that caused the negative effect?</p> <p><i>(Please, tick. Multiple choices are possible)</i></p> <ul style="list-style-type: none"> • the introduction of the system in cycles • poor relevance for the labour market of the first degree • other <p><i>(please, specify)</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4.	<p>If the answer to the previous question 1 is POSITIVE AND NEGATIVE, which are the reasons of your evaluation?</p> <p><i>(Please, tick. Multiple choices are possible)</i></p> <ul style="list-style-type: none"> • the introduction of the system in cycles • progress toward the harmonization between civil engineering programmes across Europe • a better response to the needs of the labour market • the increased emphasis put on the quality assurance • the promotion of the mobility of students • poor relevance for the labour market of the first degree • other <p><i>(please, specify)</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	<p>In almost all European countries, the “<i>continental system</i>”, consisting of 5-year integrated programmes more theoretically oriented, run in parallel with the 3 or 3,5 year programme, more oriented toward practical aspects of civil engineering was replaced by the two-tier system of 3+2, 4+2, 3,5+1,5 type.</p> <p>Which of the two systems is more suitable for the education of civil engineers?</p> <p><i>(Please, tick)</i></p> <ul style="list-style-type: none"> • the continental system • the two-tier system 	<input type="checkbox"/> <input type="checkbox"/>
6.	<p>With respect to the previous question, which of the two system is more appropriate for the needs of the construction industry?</p> <p><i>(Please, tick)</i></p> <ul style="list-style-type: none"> • the continental system • the two-tier system 	<input type="checkbox"/> <input type="checkbox"/>

7.	<p>The duration of the first cycle depends on the system adopted in each country.</p> <p>Which is the duration of the first cycle which supports better the employability of the graduate?</p> <p><i>(Please, tick)</i></p> <ul style="list-style-type: none">• 3 years• 3,5 years• 4 years	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.	<p>As a potential employer, which would be the expectations from a young graduate of the first cycle?</p> <p><i>(Please, tick. Multiple choices are possible)</i></p> <ul style="list-style-type: none">• to be able to work independently• to be able to work in team• to show interest in his/her continuous professional development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phase II

has to be completed on 15th October 2013.

The final report of the study will be presented
at the 58th ECCE meeting

Information

on the CLAIU-EU Conference

***“The Bologna Process and the Engineering
Education”***

Bologna 11th – 12th April 2013

An international non-profit Association has been founded by the name of “*Council of Associations of long-cycle Engineers, of a university or higher school of engineering of the European Union*”, abbreviated to “CLAIU-EU.” The Association represents all the long-cycle engineers, i.e. defines engineers who have completed long-cycle theoretically scientific studies in-depth and who are therefore highly competent in the fundamental concepts and in putting these into practice.

CLAIU-EU provides a Forum for consultation and collaboration within Europe among associations of engineers who have broadly been educated to Master degree level.

The objectives of CLAIU-EU serve to promote the interests of engineers who have followed a more theoretically oriented education and who are concerned with fundamental concepts and their practical application.

As representative of ARACIS (Romanian Agency for Quality Assurance in Higher Education) the author of this information participated to three of the last four CLAIU-EU Conferences, including the Bologna one:

- 2010 Brussels: “Engineering Master Degrees in Europe
- 2011 Roma: “The Formation of the Engineer- International Models”
- 2013 Bologna: “The Bologna Process and the Engineering Education”

The Bologna Conference, organized by the Consiglio Nazionale degli Ingegneri and hosted by the University of Bologna, was attended by 38 participants, coming from 12 European countries and from China and South Korea.

Italy	14
Belgium	4
Portugal	3
Spain	3
Germany	2
Korea	2
Sweden	2
China	1
Estonia	1
France	1
Ireland	1
Romania	1
Slovenia	1
Switzerland	1

All CLAIU-EU Conferences are following the same format:

- two half days, four sessions
- one key-note lecture delivered by a guest speaker at each session
- one or two invited contributions at each session
- contributions on the spot, by the participants

The lectures presented by the four guest speakers were:

Cornelia Racke: *Fourteens years after the Bologna Declaration is there a more homogeneous shape at the European higher education?*

Mark Goossens: *The Bologna process – has it improved Student Mobility and Employability?*

Fabrizio Vestroni: *Did the Bologna process stimulate more creativity?*

Bernard Remaud: *Perspective on the competences of today's engineering graduates.*

I took the opportunity and presented a contribution in the second day of the Conference.

I started by reminding that ECCE was an active participant to the four Thematic Projects EUCEET developed between 1998 and 2010 with the support of the European Commission. Considering that the true commencement of the Bologna Process was not in June 1999 in Bologna but in May 1998 in Sorbonne (at the Conference of Ministers from France, Germany, UK and Italy) and that in 2010 the creation of the EHEA - European Higher Education Area was completed, the twelve years of the EUCEET projects coincided in time with the first 12 years of the Bologna Process. I underlined on this occasion the EUCEET position on the implementation of the Bologna Declaration in civil engineering education by reading the following "Statement" adopted in 2003 in Ciudad Real.

"EUCEET is supporting and encouraging the application of the idea of two-tier education system in Civil Engineering as suggested in Bologna Declaration.

The adoption of a system based on two main cycles, whenever takes place, must take into consideration the specificity of the civil engineering education and profession. Civil engineers perform and provide services to the community with significant implications for public safety and health. As a consequence, the first cycle in civil engineering education shall be relevant to the labor market and shall ensure graduates with a level of competences tuned to the substantial responsibilities of the profession. A duration of 4 years (or the equivalent of 240 ECTS credits) seems to fit that purpose.

A 4-year duration of the first cycle in civil engineering education is aimed also at facilitating transnational recognition of degrees and professional mobility of European civil engineers. In this respect, due consideration has to be given to the fact that various alliances between engineering organizations, such as Washington Accord and the Engineers Mobility Forum, have established that the required academic component of the qualification of a professional engineer should be 4 or 5 years full time study in University.

The existing integrated 5-year curricula in civil engineering, leading straight to a Master's degree, is also compatible with the letter and spirit of the Bologna Declaration and with the vision of a European Higher Education Area."

There is no doubt that EUCEET brought a significant contribution for the adoption in several countries (Hungary, Czech Republic, Poland, Lithuania, Latvia, Spain, etc) of a system having the first cycle (Bachelor) in 4 years, followed by a second cycle (Master) of 1,5 or 2 years.

It is widely recognized in Europe that a 4-year duration of the first cycle is fully compatible with the requirement of the Bologna Declaration: ... *‘The degree awarded after first cycle shall be relevant to the European labour market as an appropriate level of qualifications’*. This requirement is not actually fulfilled in the case of the transformation of the former 5-year integrated programmes with the formula 3+2, where the first degree is merely a “*pivot*” or “*mobility*” degree, with little chances of employability for graduates. When such formula was adopted by Universities in Italy, Germany, Belgium, Netherland etc, it was certainly considered that, if not all, but the vast majority of the graduates of the first cycle will continue with the second cycle, thus completing a 5-year engineering education programme.

Under the heading “*The views of employers*” of the excellent lecture presented by Dr. More Goossens, Director of SEII - European Society for Engineers and Industrialists, Belgium, I had the pleasant surprise to see that he quoted me in the following sentence:

Professor Iacint Manoliu, in Bucharest, said that:

- *In most European countries, there is no framework for a proper consultation and participation of industry in the matter of HE.*
- *The few easily available reactions express their skepticism.*

I realized that the quotation was taken from my paper “*The impact of the Bologna process on the civil engineering education and profession in Europe*” published in the ECCE book “*Civil Engineering Profession in Europe – 2005* – “.

Dr. Goossens ended his presentation with two questions and two answers:

- “*Has the Bologna Process contributed to significantly enhance student mobility and graduates’ employability, particularly in engineering?*” My answer is NO (I shall explain way).
- “*Do we have to consider that the Bologna Process is a failure?*”. My answer is also NO (even if it did not reached all its objectives, it has had the merit to start something).

Thanking Dr. Goossens for quoting me, I made, nevertheless, a critical remark concerning the second question.

In the first place, in a Conference entitled “The Bologna Process and the Engineering Education”, the question should have to be formulated:

“Do we have to consider that the Bologna process is a failure for Engineering Education?”

For such a question, I said, the answer could not be NO, but in the best case YES and NO.

I ended my speech by saying:

It is quite normal to consider that for Engineering Education in Europe the Bologna Process was *merely harmful* than *useful*.

The study to be finalized by October 2013 by our Standing Committee will certainly bring more light into this very important problem.

Prof. Iacint Manoliu
Chairman of the SC E&T



Information

on the **Second Conference of the EUCEET Association**

with the theme:

“Civil engineering education: are we meeting the needs of the industry and society?”

to be held in Moscow, at the Moscow State University of Civil Engineering (MGSU)

on 14th -15th October 2013

<http://euceet.mgsu.ru/en/>

About the EUCEET Association

The EUCEET Association was founded on 12th March 2007, under Belgian Law, as an expression of the sustainability strategy promoted by the Thematic Network EUCEET (European Civil Engineering Education and Training). Between October 1998 and March 2010, the Thematic Network EUCEET run four projects with the support of grants received from the European Commission –Directorate General for Education and Culture.

Members of the EUCEET Association can be higher education institutions, professional associations of civil engineers, companies. There are currently 60 members of the Association coming from 29 different European countries.

The 1st EUCEET Association Conference took place on November 24-25, 2011 in Patras, Greece, with the theme: *“New trends and challenges in civil engineering education”*.

The Administrative Council of the EUCEET Association, elected at the 4th General Assembly which took place on 9th November 2012 in Pisa, has the following composition:

Prof. Diego Lo Presti (Pisa University) President, Prof. Laurie Boswell (United Kingdom, City University) - Vice- President, Prof. Jean Berlamont (Katholieke Universiteit Leuven) member and Treasurer, Prof. Roger Frank (Ecole Nationale des Ponts et ParisTech), Assoc. Prof. Marina Pantazidou (National Technical University of Athens), Prof. Jose Turmo (Universitat Politècnica de Catalunya Barcelona), Mr. Colin Kerr (Imperial College London) – members.

General Secretary of the Association is Prof. Iacint Manoliu (Technical University of Civil Engineering Bucharest).

About MGSU

National Research University Moscow State University of Civil Engineering (**MGSU**) is the flagship of the construction science and professional education. It is an advanced center for research and education implementing the most advanced innovative technologies education and control of lifecycles of the safe, ecological power efficient and comfortable environment.

The University chairs the Association for Education and Methodology in Civil Engineering, as well as the International Association of Institutions of Higher Education in Civil Engineering uniting 142 institutions of higher education in Russia and CIS countries.

The University comprises 8 Institutes, 60 departments, carrying out the training of specialists in a large number of specialties and specializations. More than 18 000 students study at MGSU.

MGSU has 6 branches in the Moscow region and one branch in the Samara region, 3 offices in the Tyumenskaya, Smolenskaya and Tulsкая regions, and one office in the Republic of Bashkortostan and Stavropol Krai.

MGSU is a member of various international organizations, including the European Association of Civil Engineering Universities and Faculties (AECEF), the European Civil Engineering Education and Training Association (EUCEET Association), the European Association of Engineering Universities (SEFI), the American Society of Civil Engineers (ASCE), the International Society for Computing in Civil and Building Engineering (ISCCBE).

Conference themes

Curricular matter:

- Enrich the civil engineering curricula
- Sustainability and civil engineering curricula
- The role of the civil engineer in mitigating natural hazards

Research in Engineering Education:

- Developing teaching techniques
- Open access learning, e-learning, open courseware
- Engineering education research and civil engineering instruction
- Assessing learning outcomes
- Quality assessment in civil engineering education (Europe, Africa, Asia, etc.)

Synergy among Academy, Industry, Professional Associations and Public Institutions

- Lifelong learning in civil engineering
- Role of Industry and Society in research promotion
- Interaction between University and Industry

Will be also taken into consideration contributions covering other aspects of relevance to civil engineering education such as:

- *the formation of conception and practically oriented civil engineers in Europe*
- *the education/training of civil engineers for social responsibility*
- *educating future Engineering Leaders*
- *developing the area of student-led initiatives and projects*
- *understanding what industry needs*
- *debate on technical and non-technical content of degree programmes*
- *role of civil engineers in tackling the challenges faced by the society*
- *professional practice and ethics.*

Committees

Scientific Committee

Prof. Diego Lo Presti, Italy– Chairman
Prof. Valery Telichenko, Russia –Vice Chairman
Prof. Laurie Boswell, United Kingdom
Prof. Jean Berlamont, Belgium
Prof. Roger Frank, France
Assoc. Prof. Marina Pantazidou, Greece
Prof. Jose Turmo, Spain
Mr. Colin Kerr, United Kingdom

Organizing Committee

Prof. Valery Telichenko, Rector of MGSU – Chairman
Prof. Iacint Manoliu, General Secretary of the EUCEET Association- Vice Chairman

Prof. Pavel Akimov (Vice-Rector for Unification in Education of MGSU)

Prof. Evgeny Korolev (Vice-Rector for Academic Affairs of MGSU)
Prof. Andrey Volkov (Vice-Rector for Research of MGSU)
Mr. Michail Leybman (Vice-Rector for research and production activity of MGSU)

Mr. Zamir Shtymov (Vice-Rector for administrative work of MGSU))
Prof. Alexander Potapov (Scientific secretary of MGSU)
Mr. Andrey Morozenko (The Head of Youth and Information Policy of MGSU)

Important dates

Last date for abstract submission	15.06.2013
Notification of abstract acceptance	30.06.2013
Last date for paper submission	15.07.2013
Notification of paper acceptance	31.07.2013
Finalized manuscript submission	25.09.2013

Registration fees

The fee for the conference, in Euro, is inclusive of a copy of the proceedings (volume of abstracts and CD), excursion, lunches, coffee, tea, welcome reception and dinner.

- Participants 300 EURO
- Members of the EUCEET Association 250 EURO

Conference venue

The conference will take place at the Academic Hall of the National Research University Moscow State University of Civil Engineering (MGSU), in **Moscow**.

Address: Russia, Moscow, Yaroslavskoye sh. 26

Moscow State University of Civil Engineering is in the North-East of Moscow, 15 Km from Moscow city centre.



Accommodation

Accommodation is not included in the conference fees and you will need to book this yourself.

Below is a list of hotels within the immediate vicinity of Moscow State University of Civil Engineering:

The Cosmos Hotel 4* (<http://www.hotelcosmos.ru/eng/>)

The Maxima Slavia Hotel 3* (<http://www.maximahotels.ru/>)

For Reservation and Cancellation Policies, please contact each hotel directly.
You are advised to book early to ensure a room at the hotel of your preference.

Contact and address

International Relations Department
National Research University
Moscow State University of Civil Engineering
Address: 26, Yaroslavskoye sh., Moscow, Russia, 129337

Natalia Samotesova
Tel.: +7 499 183 38 01
e-mail: samotesovanv@mgsu.ru

Registration

Prospective participants of the conference are asked to fill the **Registration Form** available on the Conference site: <http://euceet.mgsu.ru/en/registration-form/>

and send it to:

umd@mgsu.ru
SamotesovaNV@mgsu.ru
OhotnikovaKJ@gic.mgsu.ru
ErshovaND@gic.mgsu.ru

Visa support

Citizens of almost all European countries, North America and some other countries need Russian visas to enter the country. Please contact your travel agency before you leave to arrange this. Obtaining an entry visa always takes time.

You cannot get it on arrival so you must obtain it in advance in good time. You may apply for a visa directly at the Russian Embassy or a Consulate worldwide or get it through an authorized travel agency near you.

For additional information about Russian visas visit: www.visatorussia.com

Moscow State University of Civil Engineering can provide you with Invitation letter for visa application.

<http://euceet.mgsu.ru/en/>