



REPORT
SUSTAINABILITY AND TRANSITION
AT ULIÈGE
2024-2025



Towards a United, Desirable and Sustainable Future

This fifth annual "Sustainability and Transition" report from our institution illustrates our efforts to embed transition not only in our research and teaching activities, but also in the management of our campuses and at the heart of our collaborations with society. This report reiterates our desire to make the University a place where knowledge, experience and debate foster a collective and inclusive approach. **Without a vibrant and participatory democracy, sustainable transition is not possible.**

In the face of uncertainty, we want to strengthen our ability to think together, to experiment and to ensure that the transition does not leave the most vulnerable behind. May the many initiatives presented here inspire our community and its partners to build a future which is united, desirable and sustainable.

This requires "critical thinking, boldness and resilience", qualities that universities must embody in order to fully play their role as a compass and laboratory for the changes that are needed.

Anne-Sophie Nyssen
Rector

Sybille Mertens
Advisor to the Rector on the Social and
Environmental Transition



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Research Equipped to Support the Social and Environmental Transition

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1.1 OVERVIEW

In order to support the social and environmental transition through research, the University of Liège is developing tools for its researchers. These tools enable researchers to draw on their expertise to conduct in-depth analyses of the causes of contemporary crises and develop innovative solutions, while promoting interdisciplinary, transdisciplinary and participatory approaches.

In accordance with its Transition Roadmap, in January 2025 ULiège created the Transitions Laboratory, a Research and Teaching Support Unit (CARE) whose main objective is to support research aimed at identifying fair trajectories that respect the planets limits. In 2024-25, the University also supported ambitious research in its various faculties on major issues such as climate, biodiversity, social justice and environmental health, demonstrating the richness of its scientific approaches and the anchoring of the transition in its research activities.

The 2024-2025 academic year, the year of "Science, Liberties, Democracies", also highlighted the role of science in building a more ethical, inclusive, democratic and sustainable future.

The scientific stations at ULiège also embody this desire for openness, promoting awareness, training and partnerships with society.

Finally, research into educational transformation conducted at the University is supported through the Chair in Action Research in Education for Sustainable Development, which trains teachers in the challenges of transition through socially relevant issues.

KEY FIGURES



94.6/100 (+0.2)

ULiège's score in environmental research according to the *QS Sustainability ranking 2025*

98.9/100 (+1.1)

ULiège's score for SDG 9 (industry, innovation and infrastructure) according to the *THE Impact Ranking 2025*



39th

ULiège's position out of 1156 universities for SDG 9 (industry, innovation and infrastructure) according to the *THE Impact Ranking 2025*



218 members of the Transitions Laboratory from June 2025

15

projects submitted in the first #Transitions call for the Transitions Laboratory in May 2025



763 (+136) publications by ULiège researchers in 2024 related to at least one SDG

21

transfers to society of innovations carried out in 2024 by ULiège researchers

1.2

2024-2025 ACHIEVEMENTS



CREATION OF THE TRANSITIONS LABORATORY

Created on 22nd January 2025, the new ULiège Transitions Laboratory's mission is to support research and teaching at the University in all the transformations necessary to face this changing world. The chair of its scientific council, Sébastien Brunet, associate professor and general administrator of IWEPS, discusses the essence of this new tool.

This one-of-a-kind laboratory was created at ULiège in 2025 and has a specific place in the University's Transition Roadmap. *"This laboratory is considered a centre for supporting research and teaching across all areas of the University, covering the Liège, Arlon and Gembloux campuses,"* reveals Sébastien Brunet. *"And this support must be provided in a truly interdisciplinary manner."*

Sébastien Brunet emphasises this interdisciplinary approach because, for him, it is closely linked to the transitions we need to make in our societies. *"Transitions in energy, food and mobility must be considered together in all their diversity,"* he explains. *"That is why they cannot be considered from a single disciplinary perspective. We need to multiply the aspects and perspectives, including those*

that are not scientific and are referred to as user expertise. The idea behind the Transitions Laboratory is therefore to bring together research teams from very different disciplines, as well as members of civil society, to work together in order to have an impact on the ground."

"Today, we have all the information we need," says the political scientist. *"Now we must transform reality, territories and institutions and influence stakeholders, with a long-term vision."*

As general administrator of the Walloon Institute for Evaluation, Forecasting and Statistics (IWEPS), Sébastien Brunet has long sought to put foresight back into the heart of public debate, a discipline he also teaches at ULiège. *"Foresight, through anticipating possible futures, is a very powerful tool for escaping short-termism and the tyranny of the present, with the aim of collectively identifying the future that we want and thus take the necessary steps now to make it happen,"* he assures us. *"And it is with a view to integrating a forward-looking methodological dimension into the Transitions Laboratory that I have joined the chairmanship of its scientific council."*

Innovative Projects

With an operating budget of €3 million over five years, the Transitions Laboratory will also fund four to six major research projects in 2025 and 2026.

"A first call for projects has been launched for 2025," reveals Sébastien Brunet. *"Once selected, the first projects should start in October. Then, in a second phase, we will analyse them in order to refine the process for 2026, in terms of the themes chosen, for example."*



These projects, which are necessarily multidisciplinary, will contribute to identifying sustainable futures and outlining transition scenarios. This is a unique approach which is somewhat at odds with traditional scientific production. *"At the international level, traditional scientific approaches generally favour hyper-specialisation,"* acknowledges Sébastien Brunet. *"In this case, however, the idea is to use interdisciplinarity itself as a means of producing knowledge that would not otherwise exist."*

To achieve this, he is counting on the creativity that will emerge from these encounters. *"Any forward-looking approach based on multidisciplinary inherently involves a degree of creativity,"* he argues. *"When you bring scientists together, such as a chemist and a philosopher, with a usage expert, for example a train driver, we combine different approaches to the world, where each person inevitably contributes elements that the others may not have thought of."*

In addition to these major projects, the Transitions Laboratory will also fund *"smaller projects, with specific short-term support"*.

Alongside its research activities, it will also roll out a programme to support teaching. *"We will be supporting teaching teams to ensure that courses on sustainability, transition and foresight are well integrated into the curriculum for students and researchers,"* he states.

For Sébastien Brunet, this approach is an investment in the future: *"When you teach a course, you only reap the benefits years later, once the students enter the job market. It is therefore important to implement these actions now. Similarly, it is also necessary for future doctoral students to have received at least some awareness training on issues of sustainability and foresight, so that future theses take these into account, regardless of the discipline."*

By Thibault Grandjean

 [FIND OUT MORE](#)

Inauguration of the Transitions Laboratory, with Sandrine Dixon-Declevé and Éric Lambin





NEW RESEARCHERS COMMITTED TO SCIENCE IN THE SERVICE OF SUSTAINABILITY AND TRANSITIONS

Researchers at ULiège have recently been supported by permanent research grants from the FNRS or ERC funding. Their projects, rooted in each of the University's three sectors, demonstrate the diversity of scientific approaches to understanding and addressing major contemporary challenges. Through these recently celebrated figures, ULiège concretely illustrates this multidimensional scientific commitment:

Christine Frison (Faculty of Law, Political Science and Criminology), winner of a prestigious ERC Starting Grant, intends to support the **decolonisation of international biodiversity law** by rethinking legal frameworks to better respect the knowledge and rights of local communities.

Brice Noël (Faculty of Science), a renowned climatologist who now holds an FNRS qualified researcher position, analyses the evolution of **glacier melt and its effects on sea level rise**, providing crucial insights into climate change.

Finally, Anneline Pinson (Faculty of Medicine) explores the **impacts of endocrine disruptors on brain development**, highlighting the links between environmental health and cognitive development.

This research illustrates ULiège's central role in producing knowledge that is essential for an ecological, ethical and inclusive transition.



TRAINING FOR TRANSFORMATION: SOCIALLY RELEVANT ISSUES IN THE SERVICE OF TRANSITIONS

Winner of the 2025 ARES Research-Action Chair in Education for Sustainable Development, the project "Training (to train) in socially relevant issues" aims to respond to the needs and challenges of education for ecological and social transition. This project by the **Didactics and Teacher Training (DIDACTIfen) Research Unit** (Faculty of Sciences), conducted in collaboration with the Haute École Libre Mosane (HELMo), brings together researchers in didactics and pedagogy, teacher trainers, future teachers in training and those already in service within the framework of participatory action research. Disciplinary experts are called upon on a more ad hoc basis and according to emerging needs.

The aim of this collective project is, on the one hand, to identify the training needs of (future) teachers in the ecological and social transition and, on the other hand, to develop and test tools (resources and training programmes for teachers) which address socially relevant issues in order to meet these needs.

🕒 Corentin Poffé (corentin.poffe@uliege.be)



SCIENCE, LIBERTIES AND SUSTAINABILITY: THINKING ABOUT DEMOCRATIC TRANSITIONS IN THE FACE OF GLOBAL CRISES

The **"Science, Liberties, Democracies" cycle**, organised by the University of Liège in 2024-25, explored the deep links between science, democracy and sustainability in a global context marked by multiple crises. Through conferences and study days, it highlighted the responsibility of universities towards environmental and social issues, addressing topics such as the ethics of international relations, citizen movements in Latin America and Hong Kong, and the social impacts of ecological crises. These meetings brought together experts, researchers and activists for critical reflection on the transition to fairer and more sustainable societies.

The academic year was also marked by the awarding of honorary doctorates to three international figures engaged in major contemporary issues, who came to share their thoughts at **conferences** addressed to the university community.

On 17th December 2024, **Svante Pääbo** shared valuable insight into our genetic origins, reminding us of our biological interdependence with other forms of life.

On 18th February 2025, **Mahbouba Seraj** advocated for the inclusion of marginalised voices in building a more just and resilient world.

Finally, on 25th March 2025, geochemist **Charles Langmuir** explored the deep connections between humanity and the Earth, emphasising our collective responsibility for the future of the planet.

Through these choices, the University highlights the essential role of knowledge in informing ecological, social and cultural transitions.



AT THE HEART OF TRANSITIONS: THE SCIENTIFIC STATIONS OF THE UNIVERSITY OF LIÈGE

Anchored in sensitive ecosystems which are representative of major environmental issues (wetlands, mountains, marine environments), the University of Liège's scientific stations – the *Hautes Fagnes* Station (Belgium), the Jungfrauoch Station (Switzerland) and STARESO in Corsica (France) – enable the long-term observation of air quality, biodiversity and the state of our natural resources, and monitor the impacts of climate change.

Review of 30 years of restoration of the *Hautes Fagnes* peat bogs and its impact on greenhouse gas emissions

The *Hautes Fagnes* peatlands play an important role in combating climate change thanks to their ability, among other things, to store carbon. However, anthropogenic degradation alters this function, sometimes transforming these ecosystems into sources of greenhouse gases (GHGs). A study conducted at the *Hautes Fagnes* Station aims to compare GHG emissions from flooded areas in three types of peatlands: intact, degraded with moor grasses, and under restoration. By evaluating the effectiveness of actions taken over the past 30 years, researchers aim to identify the most effective strategies for restoring the carbon sink role of peatlands while minimising GHG emissions.

📍 Laurane Winandy (laurane.winandy@uliege.be)



Observing the atmosphere and educating future generations at Jungfrauoch in the Swiss Alps: a second life for a cutting-edge instrument measuring GHGs

Since 1950, ULiège has been conducting research on the Earth's atmosphere from Jungfrauoch, located in the heart of the Swiss Alps Jungfrau-Aletsch UNESCO World Heritage Site. Thanks to spectral measurements, notably via the Bruker IFS-120HR FTIR spectrometer installed in 1990, more than 60,000 infrared spectra have been used to track the evolution of 35 atmospheric gases, including many GHGs. This instrument has thus played a key role in the high-resolution documentation of the accumulation of major GHGs over several decades.

Now replaced, it has been donated by ULiège and the FNRS to the World Nature Forum museum in Naters and is being used for educational purposes. Visitors, particularly schoolchildren, can learn about atmospheric measurement techniques and observe the effects of climate change at the foot of the glacier, thus making science accessible and tangible.

📍 Emmanuel Mahieu (emmanuel.mahieu@uliege.be)



A new tool for marine research: the STARESO oceanographic vessel in Corsica

The STARESO catamaran, designed by Gérard Bonifacio, Pierre Lejeune and Michel Marengo with the participation of Sylvie Gobert, embodies a new generation of scientific vessels combining performance and respect for the environment. Specially developed to meet the needs of oceanographers, it is equipped with living quarters and cutting-edge research equipment, while incorporating solar-powered electric propulsion and biocide-free antifouling paint, thus preserving marine ecosystems. This hybrid vessel enables sustainable exploration of Mediterranean marine environments, from the coastline to the deep sea. Acquired through public and private funding, it illustrates the commitment of ULiège and STARESO to innovative and eco-responsible oceanographic research, strengthening their position among the leading international institutions in this field.

📍 Sylvie Gobert (sylvie.gobert@uliege.be)



LIST OF FLAGSHIP FACULTY PROJECTS

In 2024-25, the faculties of ULiège carried out a variety of research projects in support of ecological, social and health transitions. These initiatives cover topics ranging from antibiotic resistance to media literacy, fair transition, healthy ageing and sustainable management of forests and wetlands. Driven by interdisciplinary and participatory approaches, this work contributes to a better understanding of contemporary issues and the development of concrete, locally-based solutions.



FACULTY OF PHILOSOPHY AND LETTERS **RETHINKING EDUCATIONAL RESOURCES**

Educational resources are often seen as mere tools to help students learn. The RESUME (Resources and Support for Media Education) project (FWB) proposes looking at them differently: as documents that reflect social relationships, influence teachers' practices, and convey ideas or points of view on social issues, such as fake news or the ecological impact of digital technology. With this in mind, analytical tools are used to better understand how education can play a key role in societal change.

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SCHOOL OF ENGINEERING **STAY HEALTHY THROUGH AGEING**

STAGE (Stay healthy through ageing) is a Horizon Europe project (2024-2029) bringing together 22 international partners, including the Inter'Act laboratory at ULiège. One of its objectives is to develop an interactive atlas of 'healthy ageing' to identify regional priorities and serve as a decision-making tool for senior citizens and local authorities. Participatory workshops are being organised in Wallonia with older people and their carers in order to further develop an initial healthy ageing index.

Two observatories on healthy ageing will then be set up, using participatory methods and tools specially designed to harness the territorial intelligence of older people. STAGE aims to promote inclusive, equitable ageing that contributes to the resilience of territories in the face of demographic and social challenges.

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FACULTY OF LAW, POLITICAL SCIENCE AND CRIMINOLOGY **THE ECOLOGICAL ROOTS OF ANTIBIOTIC RESISTANCE**

The ABIME project, "Antibiotic Resistance through the Environment", tackles a major public health issue: bacterial resistance to antibiotics. It takes an original approach by studying this phenomenon not only in medical and agricultural settings, but also in natural ecosystems (water, soil, wildlife), where the effects of antibiotics are still poorly understood. Conducted at three sites in France (the Atlantic coast, the Vienne basin and the Rhône delta), the research aims to detect resistance and analyse how scientific knowledge is built up in these sensitive areas. By drawing on the sociology of science and an interdisciplinary "One Health" approach, ABIME promotes dialogue between researchers, health professionals, managers and residents. The aim is to better understand the interactions between human, animal and environmental health in order to propose public health policies which are fairer, more effective and better adapted to local ecological realities.

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FACULTY OF MEDICINE

COMBATING ANTIMICROBIAL RESISTANCE: INNOVATIVE STRATEGIES IN BELGIAN PRIMARY CARE

The Department of General Medicine at ULiège is participating in two studies aimed at creating a more sustainable healthcare system which aim to combat antimicrobial resistance (AMR) by improving antibiotic prescribing practices among general practitioners (GPs) in Belgium. The first is a study that proposes a diagnostic algorithm to reduce antibiotic prescriptions for sick children, thereby reducing the environmental impact of overconsumption. The second study seeks to identify what hinders or promotes the proper use of antibiotics in primary care in Belgium. It aims to empower patients and provide GPs with feedback on their prescribing habits. These studies, which seek to promote good health and responsible resource management, aim to contribute to the reduction of premature mortality linked to non-communicable diseases by promoting more judicious use of antibiotics and combating AMR.

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FACULTY OF VETERINARY MEDICINE

STUDY OF THE SPREAD OF ANTIBIOTIC-RESISTANT BACTERIA AND RESISTANCE GENES IN THE ENVIRONMENT

The Antibiooue project is part of the "One Health" approach, studying the spread of antibiotic-resistant bacteria and resistance genes from sewage treatment plant sludge used as an agricultural fertiliser. This sludge, produced from hospital and domestic effluents, sometimes contains drug residues and pathogens. When spread on the soil, it can become a vector for the spread of resistance in the environment. This project analyses the risks of transfer of antibiotic-resistant bacteria and resistance genes to farm animals, particularly cattle grazing on treated land. In line with growing public health concerns, this work is part of a context where overconsumption and misuse of antibiotics are accelerating the emergence of resistance, recognised by the WHO as a major threat since 2001. Antibiooue contributes to a better understanding of the mechanisms of antibiotic resistance spread and to the development of sustainable practices to limit its impact on ecosystems and food chains.

📍 Damien Thiry (Damien.Thiry@uliege.be)



FACULTY OF PSYCHOLOGY, SPEECH THERAPY AND EDUCATION

HOW CAN WE PROMOTE THE ADOPTION OF SUSTAINABLE TECHNICAL SOLUTIONS?

In order to ensure a sustainable transition, technological innovations – whether biological, medical or construction-related – must be accompanied by effective adoption by citizens. The human factor plays a central role: even the most effective solution will have no impact if it is not accepted and integrated into everyday use. This is the perspective of the DUN³ES project, an interdisciplinary research project conducted at ULiège with the support of the Walloon Government. It aims to identify the psychosocial barriers and drivers to the adoption of products made from recycled materials. By analysing consumer perceptions, resistance and motivations, this research aims to support the behavioural change necessary for a more resilient circular economy. The PsyNCog department at ULiège is responsible for this behavioural aspect, working closely with the other scientific partners in the project.

📍 Benoit Dardenne (b.dardenne@uliege.be)





GEMBOUX AGRO-BIO TECH THE WALLOON FOREST FROM EVERY ANGLE

The Forestimator platform, developed by Gembloux Agro-Bio Tech, provides free access to numerous layers for viewing or downloading maps relating to the Walloon forest. It describes site conditions (soils, topography) and the main characteristics of the forest stands (composition, structure, health status, etc.). Recommendations for the choice of species to be replanted are also provided.

A mobile version has recently been launched, allowing foresters to consult this wealth of information directly in the field. This project was carried out within the Framework Agreement for Forestry Research and Extension (*Accord-Cadre de Recherche et Vulgarisation forestière*) funded by the Wallonia Public Service.

① Philippe Lejeune (p.lejeune@uliege.be)



Fond de carte de la plateforme Forestimator



HEC LIÈGE BUSINESS SCHOOL ENGAGING MARGINALISED COMMUNITIES IN MULTI-LEVEL TRANSFORMATIVE INNOVATION POLICIES

This study analyses how marginalised communities are engaged in transformative innovation policy, from the supranational to the local level, focusing on an instrument implemented under the European Green Deal, such as the Just Transition Fund. Based on data collected as part of the BOLSTER project, it highlights a series of obstacles that prevent engagement, as well as recommendations, with a focus on the importance of vertical and horizontal coordination, cooperation and collaboration in this engagement process.

① Nathalie Crutzen (ncrutzen@uliege.be)



FACULTY OF SCIENCE ECOSYSTEM SERVICES, HUMAN PRESSURES AND PATHWAYS FOR COORDINATED MANAGEMENT IN FRAGILE TERRITORIES

The aim of this study is to understand how the wetlands of Kivu (Democratic Republic of Congo) function in order to propose appropriate management strategies in a context marked by strong anthropogenic pressures and endemic poverty, aggravated by armed conflicts which hinder any preservation efforts and are accompanied by a certain institutional neglect. The project has made it possible to carry out an inventory and assessment of these wetlands, while raising awareness among local residents of the ecosystem services they provide and the importance of integrated management. It mobilises the main local actors to collectively rethink concerted governance. The guiding principle is to "understand in order to act better", focusing on awareness-raising as a lever for the sustainable management of these ecosystems, which are rich in biodiversity and essential for climate change mitigation.

① Géant Chuma (G.basimine@uliege.be)





FACULTY OF SOCIAL SCIENCE

TRANSITIONING TO SOCIAL SCIENCES BEYOND HUMANS THROUGH INTUITIVE COMMUNICATION WITH ANIMALS

The "Animal Communicators: Intuitive Communication as a Key to Dialogic Multispecies Methods" (ANICOM) project explores new frontiers in interspecies dialogue. Funded by an ERC Consolidator Grant, it addresses a crucial question in contemporary multispecies research: how can we move beyond human-centred social sciences to engage meaningfully with non-human animals? The project aims to include animals as full participants in research across four continents by exploring Intuitive Interspecies Communication to facilitate explicit, two-way exchanges with animals. It integrates indigenous and alternative knowledge systems with social and natural science approaches to create transdisciplinary innovations for a more sustainable relationship with the more-than-human.

🕒 Cédric Audoan (anicom@uliege.be)



FIND OUT MORE



FACULTY OF ARCHITECTURE

REBUILDING FOR SUSTAINABILITY: A CULTURAL REGENERATION PROJECT FOR EUROPE

Supported by the European Commission (CREA-CULT-2021-COOP), this project has highlighted the capabilities and limitations of pioneering sustainable transformation practices implemented by non-governmental cultural centres in the Trans Europe Halles network since the 1980s. The strategies through which these centres have invested in, rehabilitated and cared for abandoned industrial buildings and infrastructure across Europe now constitute a valuable reservoir of experimentation, offering alternative, non-extractive approaches rooted in communities, to adapt and regenerate our built and unbuilt environment in the face of future socio-environmental challenges.

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FIND OUT MORE



1.3 FUTURE PROJECTS

The University of Liège will continue its commitment to research in support of transitions by backing interdisciplinary, participatory and forward-looking projects. Whether exploring new societal trajectories, examining the impacts of the polycrisis or structuring scientific practices in a sustainable manner, these initiatives will aim to strengthen the anchoring of research in major contemporary issues from next year onwards.



TOWARDS SUSTAINABLE FUTURES: THREE PROJECTS TO HIGHLIGHT SOCIAL AND ECOLOGICAL TRANSITIONS

Launched by the University Council for Research and Development (Conseil Universitaire de la Recherche et de la Valorisation (CURV)) in collaboration with the Transitions Laboratory at ULiège, the #Transitions call for projects aims to support transdisciplinary, participatory and forward-looking research promoting fair social and environmental transition pathways. Three projects, out of the 15 submitted, were selected in June 2025 for a period of four years and will be supported by the Transitions Laboratory from autumn 2025. The first selected project, 'Concrete Transitions' (Pierre Delvenne, Faculty of Law, Political Science & Criminology) explores the political issues related to the ageing of reinforced concrete infrastructure, combining environmental history, architecture and science and technology studies. It focuses on bridges and dams in Wallonia, illustrating how material ageing is becoming a socio-political issue. The second project "ITHA"

(Félix Scholtes, Faculty of Medicine) examines the impact of digital technology on the health of older people, particularly through social connections. Through a co-constructed approach, it aims to identify the conditions for digital technology which is conducive to ecological and social transitions, while by reducing vulnerabilities. Finally, the "Échos-Semois" project (Dorothee Denayer, Faculty of Science) is setting up an eco-citizen observatory in the Semois valley. It brings together scientists and local stakeholders to study human/non-human interactions with a view to shared governance and strong sustainability.

The results were approved by the Board of Directors on 17th September 2025. The next #Transitions call for proposals will take place in early 2026.



TOWARDS A SUSTAINABLE STRUCTURE FOR RESEARCH PLATFORMS

Faced with declining funding, and with a view to pooling equipment and staff, which has become essential to ensure the continuity and quality of research support, discussions are underway within the Institution to establish a sustainable structure for institutional platforms. An agile, collaborative governance model focused on scientific needs is currently being defined. The transition to a sustainable model, based on common management tools, greater visibility and optimised resource allocation, has the active support of academic stakeholders.

📍 RISE (RISE@uliege.be)





INTER-UNIVERSITY CONFERENCE SERIES ON PLANETARY LIMITS AND SOCIO-ECOLOGICAL RISKS

The University of Liège is taking part in a series of inter-university conferences on planetary limits and socio-ecological risks, initiated by the Federal Centre for Climate Change Risk Analysis (CERAC) in collaboration with the ten Belgian universities. This project aims to create a space for dialogue and scientific dissemination around the systemic challenges linked to exceeding planetary limits and their complex repercussions on our societies. ULiège is represented on the scientific committee by Xavier Fettweis (Faculty of Science), climatologist, and Aline Thiry (Faculty of Law, Political Science & Criminology), a specialist in crisis management and planning. The cycle aims to bring together disciplinary expertise and strengthen national academic cooperation in the face of the climate emergency. Each year, a university will organise a conference to foster collective reflection at the interface between science, society and politics, in order to better anticipate and respond to major environmental risks.

📧 Xavier Fettweis (xavier.fettweis@uliege.be) ; Aline Thiry (aline.thiry@uliege.be)



CONFERENCE: "THE PSYCHE TESTED BY THE POLYCRISIS OF TRANSITIONS: CLINICAL, SOCIAL AND SOCIETAL APPROACHES"

On 4th and 5th December 2025, the ARCh Research Unit organised its second international conference on the theme: "The psyche and clinical practices faced with contemporary crises." At a time when our societies are experiencing a polycrisis – a combination of economic, ecological, health, social and political crises – this interdisciplinary event brought together researchers, clinicians and practitioners to reflect on the changes currently underway. Plenary lectures, symposiums, clinical workshops and round tables punctuated these two days, providing a space for discussion on the dynamics of transformation, emerging vulnerabilities and forms of individual and collective resilience. Speakers included Nathanael Wallenhorst, Tania Zittoun, Serge Hefez and Olivier Hamant. The aim was to examine the frameworks for action, care and research in the face of contemporary complexity, and to explore how, in this changing context, clinical psychology can contribute to supporting life and strengthening agency in times of crisis.



A NEW TRAINING PROGRAMME FOR SCIENTIFIC STAFF

Approved by the Board of Directors in September 2024, a new training programme will be rolled out in 2025-2026 to support researchers throughout their scientific career at ULiège. Developed in collaboration with researchers and the relevant departments, it will include a core curriculum - an induction day, a session dedicated to ethics and one on integrity, another on sustainability and transition, and specific modules based on six career profiles (from doctoral students to established scientists). This initiative aims to strengthen researchers' cross-disciplinary skills, scientific integrity and long-term commitment.

📧 RISE - ULiège (RISE@uliege.be)



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Education Tailored to the Challenges of Social and Environmental Transition

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2.1 OVERVIEW

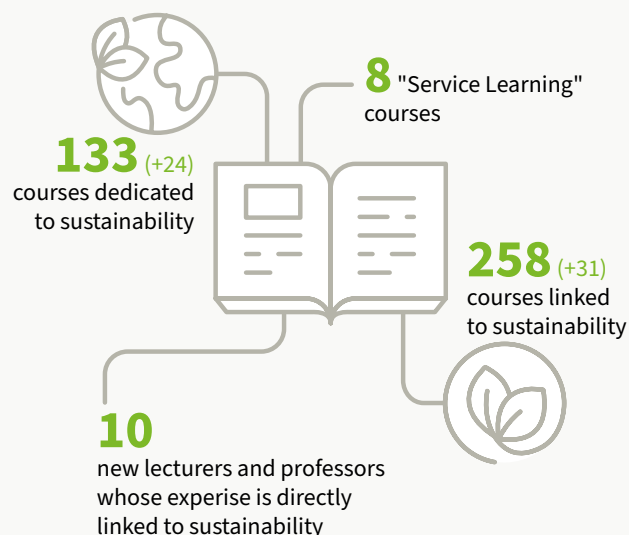
The University of Liège plays a decisive role in raising awareness of the social and environmental transition by educating students about global and social challenges and developing their skills to address them. It adapts its teaching to these issues by transforming its teaching approaches, notably through the online course "Sustainability and Transition", which offers all students an interdisciplinary foundation for understanding and responding to current crises. This dynamic is reinforced by the introduction of action-based courses (such as the second faculty credit or "Service Learning"), by training university staff in social and environmental challenges, and by the commitment of teachers specialising in these fields. Through concrete projects, international events such as the UNIC Sustainability Week, and formal recognition, such as through the HERA Awards, ULiège is placing the environmental and social transition at the heart of its educational and civic mission.

KEY FIGURES

92.9/100



ULiège's Educational Impact score according to the QS *Sustainability Ranking 2025*, which evaluates the educational offer and quality of courses which could positively impact society.



2.2 2024-2025 ACHIEVEMENTS



TRAINING FOR TRANSITION: A NEW CROSS-DISCIPLINARY COURSE AT THE UNIVERSITY OF LIÈGE

In a world facing systemic environmental, social and economic upheaval, the University of Liège has strongly affirmed its educational commitment to transition. Since the start of the 2024–25 academic year, a new compulsory cross-disciplinary course, worth 2 ECTS credits and entitled "Sustainability and Transition", has been included in the curriculum of all undergraduate students.

The course consists of two complementary parts. The first part, which is common to all faculties and worth one ECTS credit, provides a comprehensive understanding of current issues through a cross-disciplinary approach which is accessible to all, regardless of the student's original discipline. This first credit is presented in the form of a SPOC (Small Private Online Course). It is accessible via the eCampus platform. The second part of the course, also worth one ECTS credit, is organised by each faculty for its own students and aims to link the content to their specific discipline. It allows students to explore solutions applicable to their field of study in greater depth. This approach aims to foster concrete engagement, sometimes in connection with university or societal initiatives.

A SPOC designed to introduce complexity

The first credit is designed as an introductory, popularised and multidisciplinary course. It is organised around three interconnected modules:

1. Environmental and social findings: assessment of the state of the Earth system (climate, biodiversity, soils, oceans, etc.) and the human system (inequalities, health, economy, governance, etc.).
2. Systemic causes: analysis of the root causes of current upheavals (human-nature relationship, dominant narratives, economic model, consumption, urbanisation, governance), with a cross-cutting focus on the food system.
3. Possible solutions: introduction to the concepts of sustainability and transition, identification of key players, international dynamics (SDGs, COP, IPCC, etc.), technical and social levers for action.

A collective effort

The creation of this SPOC is part of the mission of CARE Digital Tools, which supports the integration of digital educational tools in higher education by promoting innovative learning approaches.

The course design, the result of collective construction and reflection, brought together some fifty experts from all faculties and a number of scientific collaborators from civil society to ensure rigorous and multidisciplinary scientific coverage of the issues addressed.

A dedicated coordination team ensured the consistency of the course and a systemic approach to learning.

Towards greater openness

From 2026, the SPOC will evolve into a MOOC (Massive Open Online Course), allowing for wider dissemination beyond the ULiège community. This transition has two objectives:

- to make content accessible to the general public, particularly secondary school teachers, alumni and institutional partners;
- to promote ULiège's scientific expertise in the field of transition through an internationally recognised format.

The transition to a MOOC is also supported by the desire to strengthen the University's public service mission and to build bridges between research, teaching and civil society.

Start of the 2024–2025 academic year: positive feedback for the first pilot version

More than 4,000 students and hundreds of staff members have already taken the first version of the course. A satisfaction survey was conducted to validate the educational approach. Among the strengths identified were:

- The practical application of the concepts covered in light of current issues;
- The knowledge gained and the diversity of topics covered;
- The appreciation of the "online" format;
- The quality of the speakers.

Nevertheless, the course team is continuing to make pedagogical improvements, particularly with regard to assessments, the clarity and level of difficulty of the video clips, and the course texts.

External partnerships

The University of Liège has established unprecedented collaborations with external actors to strengthen the impact of the SPOC:

- the CRM (Centre for Metallurgical Research) is already using the course content to raise awareness among its staff members.
- a partnership with RTBF, launched for the start of the 2025 academic year, will enable 50 journalists per year to take the course.

These partnerships will enable the SPOC to become a continuing education tool and a lever for transformation in sectors other than higher education.

The SPOC "Sustainability and Transition" is a major asset in the educational development of the University of Liège. By providing the entire student community with a common foundation of systemic and interdisciplinary knowledge, it meets a dual requirement: understanding the root causes of current upheavals and being able to respond to them collectively and in an informed manner. Its transformation into a MOOC and its opening up to external actors further strengthen its potential impact, both academically and socially.

📧 durabilite.transition@uliege.be

 FIND OUT MORE





SECOND FACULTY CREDIT

The second faculty credit for the "Sustainability and Transition" course was designed specifically within the faculties to complement institutional training by addressing concrete solutions related to the disciplines of the courses taken by students. It focuses on "solutions and actions", with the aim of stimulating critical thinking and encouraging an interdisciplinary approach to sustainability issues. This second faculty credit aims to equip students with the tools to address sustainability challenges from a holistic perspective, integrating essential analytical, critical and collaborative skills.

In April 2025, the Faculty of Science held its "Sustainability and Transition" days, bringing together 250 undergraduate science students to explore the levers and solutions to the current global crisis together. The event featured conferences, participatory workshops, field activities, role-playing games and performances on the management of resources, mobility, food and digital technology. Students had the opportunity to activate the three gateways to transition pedagogy: head, heart and body, i.e. stimulating reflection, emotion and action. The aim was to equip them to find positive meaning in the transition and imagine a desirable future for all. To conclude, a role-playing game simulating a rector's advisory panel placed them in the position of decision-makers to imagine a more sustainable campus, encouraging collective reflection and concrete commitment.

① Catherine Henrist (catherine.henrist@uliege.be)



FIND OUT MORE



At the Faculty of Medicine, the innovative course "Sustainability and Transition in Health" for future health professionals highlighted the links between human, animal and environmental health and the major challenges of sustainability. Active, innovative and adaptable teaching modules have initiated

the development of relevant expertise in a rapidly changing health sector. With eight thematic modules to choose from, students explored a variety of approaches such as crisis management, sustainable food, intercultural communication and the role of the natural environment in well-being. Each module aimed to develop concrete skills for a more comprehensive and responsible healthcare practice adapted to contemporary challenges. The day ended with an inspiring lecture on the obstacles to action in the face of the environmental crisis, reinforcing the participants' commitment to sustainable health. In 2025, the course attracted around 300 students from the Faculty of Medicine, 50 from other faculties and more than 30 supervisors from a variety of backgrounds (ULiège, Eclodio, Humundi, etc.).

① Félix Scholtes (felix.scholtes@uliege.be)



FIND OUT MORE

The Faculty of Psychology, Speech Therapy and Education organised a mini-series of lectures in 2024-25 on issues related to human and social factors in the context of sustainability and transition. The first lecture focused on the impact of climate change on mental health in a context

of polycrisis. This was followed by two lectures on the psychosocial barriers and drivers of adopting behaviours conducive to sustainability and transition.

① Benoit Dardenne (b.dardenne@uliege.be)



The Faculty of Philosophy and Letters organised two days of cross-disciplinary workshops, on 9th and 10th April 2025, bringing together students from different programmes. The first day was devoted to disciplinary workshops led by faculty teachers, drawing on the specific skills of the courses (critical analysis, argumentation, translation, etc.) to explore sustainability issues: welcoming refugees, media discourse, responsible AI, gender studies, colonialism, etc. The second day, focused on citizenship, featured meetings with local associations (CRIPEL, UNIA, Eclodio, Territoires de la Mémoire, etc.) on topics such as inclusion, equality and precariousness. In the afternoon, the students worked in groups to design concrete projects aimed at improving student life (inclusive cafeteria, book lending, friendly spaces, etc.).

① Julien Perrez (Julien.Perrez@uliege.be)



FIND OUT MORE



Finally, over four evenings, ten coaches supported more than 600 first-year students at HEC Liège in the 2 Tonnes workshop. Divided into small groups, they explored how to reduce their carbon footprint through concrete choices in terms of mobility, food, housing and energy. Thanks to this experience, everyone became aware of the impact of their behaviour and the collective levers for action to achieve the target of 2 tonnes of CO₂ by 2050 (in order to comply with the Paris Agreements). An inspiring first step towards both individual and systemic transition.

🕒 Bruno Gemenne (bruno.gemenne@uliege.be) ; Frédéric Ooms (fooms@uliege.be).

Other faculties will implement the new credit at a later date. For the Faculty of Veterinary Medicine and the Faculty of Law, Political Science & Criminology, it will appear in the 2026-2027 course programme and will be taught in the third year of the bachelor's degree to the cohort that will have participated in the first credit in 2024-25. In the Faculty of Social Sciences, the course "Introduction to Environmental Humanities" will be taught for the first time in 2025-26. It aims to draw on the participants' capacity for wonder and surprise in order to engage them in an exploratory approach to investigation. To do this, after an introduction to environmental humanities, participants will be asked to match the knowledge base from the 'Sustainability & Transition' SPOC video clips with that from some fifty references in the field of Environmental Humanities. To this end, a chatbot will be made available to them to query these two knowledge bases. Finally, the other faculties have

integrated this faculty component into existing courses. This is the case for the 'Environment, Contemporary Issues' course at the Faculty of Architecture, the courses 'Environmental Engineering' and 'Energy and Sustainable Development' for the Bachelor of Civil Engineering, and the 'Urban Analytics' course for the Bachelor of Architectural Engineering at the School of Engineering. Finally, at Gembloux Agro-Bio Tech, the course "Biosphere, Agriculture and Society", intended for students in bioengineering, agroecology and landscape architecture, now incorporates the 'Sustainability and Transition' module to form a coherent unit worth 4 ECTS credits.



Illustration generated using AI at the request of François Méliard.

KEY FIGURES



351

staff members registered for the optional online course



4931

first-years bachelor students who followed the first course credit "Sustainability and Transition" (SPOC)



25

teaching staff followed training in resilience pedagogy organised by IFRES



6

students nominated HERA Awards



THE UNIVERSITY IS RECRUITING TO THINK ABOUT AND BUILD TRANSITIONS

In 2024-25, ULiège hired new lecturers and professors whose expertise is directly related to sustainability issues. Whether it be resilience in civil engineering, water resource management, ecology, sociology of work, education or environmental history, these new appointments reinforce the cross-disciplinary integration of environmental and social issues at the heart of university education.

- **Nenad Bijelić** (School of Engineering): lecturer in the field of "Resilience in Civil Engineering"
- **Serge Brouyère** (School of Engineering): lecturer in the field of "Groundwater Resource Engineering"
- **Flavien Collart** (Faculty of Science): lecturer in the field of ecology of plant communities and populations
- **Dorothée Denayer** (Faculty of Science): lecturer in the field of the study and management of living organisms
- **Bruno Frère** (Faculty of Social Science): professor in the field of social science epistemology and critical theories

- **Marianne Le Gagneur** (Faculty of Social Science): lecturer in the field of new issues in the sociology of work
- **Mickael Idrac** (Faculty of Social Science): lecturer in the field of social sciences of education - sociological and anthropological aspects
- **Corentin Poffé** (Faculty of Science): lecturer in the field of didactics of scientific awareness and biological sciences
- **Patrick Schwarz** (HEC ULiège): lecturer in the field of finance and accounting
- **Alexis Zimmer** (Faculty of Architecture): lecturer in the field of environmental history applied to architecture and urban planning.



INTEGRATING EDUCATION FOR SUSTAINABLE DEVELOPMENT AND THE PEDAGOGY OF RESILIENCE IN HIGHER EDUCATION

As part of the training programme for supervisors at the University of Liège, a session on sustainable development was organised by IFRES to raise awareness of environmental issues. This half-day session was part of a reflection on responsibilities in terms of transition. Through workshops and presentations, participants explored institutional resources for promoting sustainable practices. The training introduced the pedagogy of resilience, which aims to develop skills for dealing with the challenges of transition. The event created a space for sharing experiences and co-constructing innovative teaching approaches.

📧 Pascal Detroz (p.detroz@uliege.be)





COMMUNITY OF PRACTICE BASED ON IFRES: THE PEDAGOGY OF RESILIENCE IN HIGHER EDUCATION

With the aim of developing teaching methods that prepare students for complexity and change, an interdisciplinary group, bringing together researchers and practitioners from the University of Liège, the NGO Eclodio, and partner institutions in Belgium, France and Switzerland, was formed to reflect on robustness in education for sustainable development. Led by Camille Larcin (ULiège) in March 2025, it gave rise to a platform open to all those convinced of the potential of this approach. The site offers a space for reflection and sharing on innovative teaching practices, aiming to develop training courses that combine intellectual rigour and adaptability. By linking theory and practice, the collective seeks to renew higher education as a living laboratory for forward-looking interdisciplinary pedagogy.

① Camille Larcin (Camille.Larcin@uliege.be)



SERVICE LEARNING: LEARNING THROUGH CIVIC EXPERIENCE

The "Service Learning" project, part of ULiège's 2022-2026 Institutional Strategic Plan, aims to introduce, in certain courses, an experience-based learning method. This approach engages students in concrete actions that respond to social needs expressed by society. Through these experiences, they are encouraged to reflect and learn lessons that are academic, professional and civic in nature. Service Learning thus lies at the intersection of three mutually reinforcing spheres: university education (the academic world), field experimentation (the professional world) and community service (the civic world).

Since the start of the 2024-2025 academic year, eight courses across five faculties have been awarded the "Service Learning" label. This number is expected to reach 20 courses in eight faculties in 2025-2026.

For example, this year, students on the Master's programme in Medical Engineering worked on low-cost medical devices for various purposes (maintaining prostheses for amputees; improving the transport of human tissue; improving the application of dressings for diabetics), while students on the Bachelor's degree programme in Psychology and Education provided remedial teaching support to children from different social and cultural backgrounds who were experiencing learning difficulties.

Ultimately, ULiège wants every student, regardless of their faculty, to have the opportunity to take at least one course incorporating this educational approach.

① Gautier Pirotte (gautier.pirotte@uliege.be); Stéphane Gretry (s.gretry@uliege.be)





ULIÈGE STUDENTS AT UNIC SUSTAINABILITY WEEK 2025

On the initiative of the UNIC Student Board, student representatives from the alliance organised the first UNIC Sustainability Week at University College Cork (UCC) from 31st March to 2nd April. This event gave students the opportunity to reflect together on their role as sustainability actors on their respective campuses. The UNIC student representative from ULiège, Leïla Benaziza, shared the institution's ambitions in this area and actively participated in workshops, panels and collaborative activities focused on sustainability.

In particular, she highlighted the University's green initiatives, such as the Green Office and its offerings, thereby contributing to the collective discussions.

Participants were able to discover and draw inspiration from concrete projects designed to address the ecological challenges facing higher education institutions. Initiatives such as food waste dispensers, meat-free canteens and campuses incorporating natural spaces for pollinators were presented. Through this type of event, the UNIC alliance aims to strengthen inter-university cooperation for a more sustainable future.

unic@uliege



HERA AWARDS 2025

The HERA Awards are distinctions awarded each year by the Foundation for Future Generations to encourage young graduates who have written master's dissertations focused on transforming the world. This year, six dissertations by ULiège students were nominated. At the 13th awards ceremony, held at UCLouvain in April 2025, two young graduates from ULiège won prizes.

The winners:

- *Winner of the HERA Award Sustainable Economy | Social Economy*

Lucien Rayp was awarded for his master's dissertation defended at HEC Liège entitled "What are the consequences of managing agricultural land according to capitalist principles in Wallonia? What impact could an initiative such as Terre-en-Vue have on the mechanisms caused by this management?".

Supervisor: Kevin Maréchal.

- *Winner of the HERA Award Sustainable Behaviour*

Oriane Tasiaux won this award for her master's dissertation defended at the Faculty of Philosophy and Letters, entitled "In search of a new paradigm for thinking about the socio-ecological transition of museums: degrowth in the museums of the Wallonia-Brussels Federation".

Supervisor: Nicolas Navarro.

Other nominees:

- *Category: HERA Award Sustainable Democracy*

Hasna Taous Khammoume for her master's dissertation in sociology defended at the Faculty of Social Sciences, entitled "Navigating Adversity and Uncertainty: A Qualitative Study on The Resilience Process Among Undocumented Migrant Women in Belgium".

Supervisor: Elsa Mescoli.

- *Category: HERA Award Sustainable Food Systems*

Coline Prévost for her master's dissertation defended at Gembloux Agro-Bio Tech, entitled "Being a farmer: co-designing agricultural tools. The case of a market garden cart."

Supervisor: Barbara Van Dyck et François Mélard.

- *Category: HERA Award Sustainable Economy | Social Economy*

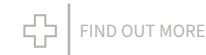
Zoé Rossion for her dissertation defended at HEC Liège, entitled "The socio-professional integration of people with invisible disabilities in social economy enterprises: assessment and outlook"

Supervisor: Frédéric Dufays.

- *Category: HERA Award Sustainable Architecture*

Marie Hervier was nominated for her master's dissertation defended at the School of Engineering entitled "Design of bioclimatic housing archetypes using compressed earth bricks in Ouagadougou, Burkina Faso".

Supervisor: Shady Attia.



LIST OF FLAGSHIP FACULTY PROJECTS

This year, the faculties of the University of Liège have incorporated innovative projects and courses related to sustainability, initiatives combining teaching, research and practical engagement to educate students about current environmental issues. These initiatives also include interdisciplinary educational activities, educational projects with children, and social approaches aimed at changing sustainable behaviours.

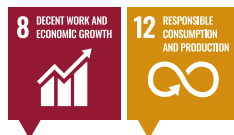


FACULTY OF ARCHITECTURE **CHOUETTE SEMAINE TRANSVERSALE**

First launched in April 2025 on the initiative of the academic councils and faculty council, this week of educational innovation was an opportunity to collectively explore teaching methods developed through a process of co-construction between students and teachers, which began in October 2024. During the week, several sustainability and transition issues were explored and questioned: the reuse of materials and design for deconstruction through woodworking workshops, a deconstruction workshop and a public debate; food, from field to plate, through the organisation of a masterclass, the setting up of a collective canteen and a large banquet...

📍 Jean-Philippe Possoz (jp.possoz@uliege.be)

FIND OUT MORE



FACULTY OF SCIENCE **CIRCULAR ECONOMY FRESCO AS PART OF AN INORGANIC CHEMISTRY COURSE**

In the third year of the Bachelor's degree in Chemistry, "Inorganic Chemistry" laboratory classes are organised in the form of mini-research projects, exploring the preparation of innovative materials for energy or the environment. The materials in question, while considered essential for the energy transition, are very often composed of rare elements that are considered critical, or even toxic in some cases. In order to raise students' awareness of the issue of resources, whether minerals, water or fossil fuels, one morning was dedicated to a Circular Economy Fresco. The theme of this mural was the value of products, from the extraction of their raw materials to their recycling, including the extension of their lifespan. This enabled students to understand this complex subject from a more systemic perspective.

📍 Catherine Henrist (catherine.henrist@uliege.be)

FIND OUT MORE



FACULTY OF PHILOSOPHY AND LETTERS **DESIGN OF AN EXHIBITION ON GLASS AND ITS RECYCLING**

During the first term, students on the 'Exhibition Design' course worked on the development of the future exhibition organised by the Museum and Cultural Centre in autumn 2026 on glass research at the University of Liège as part of the 200th anniversary of Val Saint-Lambert. Among the themes addressed: eco-design, recycling, circular economy...

📍 Nicolas Navarro (nicolas.navarro@uliege.be)

FIND OUT MORE





SCHOOL OF ENGINEERING RAW MATERIALS, SUSTAINABLE DESIGN AND CIRCULAR ECONOMY

Starting in the 2024-2025 academic year, a new compulsory course in the engineering bachelor's programme will raise awareness among future engineers about their responsibility for the environmental impact of the materials they use. Based on the concept of life cycles, the course aims to convey the understanding that any transformation of materials requires energy and has consequences at the end of its life. Students will learn about the crucial role of geo- and bio-based materials in current technologies, particularly in the context of the ecological transition (mobility, renewable energies, digital technology, etc.). The course also addresses the concepts of resources, planetary boundaries and grey energy. It encourages critical thinking about simplistic slogans (zero carbon, 100% recyclable, etc.) and introduces students to the challenges of circularity. Students will be trained to analyse the impact of manufacturing processes on the possibilities for repair, reuse and recycling, and to use life cycle analysis tools to assess these impacts.

📍 Luc Courard (Luc.Courard@uliege.be); Angélique Léonard (A.Leonard@uliege.be); Eric Pirard (Eric.Pirard@uliege.be)



FACULTY OF MEDICINE ENVIRONMENTAL IMPACT OF MEDICINES

In partnership with the Green Office, students on the Master's degree course in Pharmaceutical Science, during their optional internship in the field of pharmacy practices, considered the ecological impact of medicines, from their design to their use, and designed a brochure explaining the correct procedures to follow. They then attended the university community meeting on 15th November 2024 for the "Vide ton Sac" (Empty your Bag) campaign, aimed at raising awareness of the need to sort expired or unused medicines, which cannot be disposed of with household waste but require special disposal organised by pharmacies.

📍 Geneviève Philippe (g.philippe@uliege.be)



© Geneviève PHILIPPE



FACULTY OF VETERINARY MEDICINE INTEGRATION OF ECO-PASTURING IN THE STREUPAS HEATH

The Streupas Heath, a site of great biodiversity located in the Sart Tilman nature reserve, has been undergoing restoration for several decades. The introduction of eco-grazing in 2024, with a herd of Highland cattle, is an innovative sustainable management method to increase plant diversity and limit the colonisation of pioneer species. The main challenges are environmental (restoring and preserving a unique ecosystem while reducing the ecological footprint of management), social (engaging students and the university community in a sustainability project while raising public awareness of the importance of conservation), scientific and educational (offering veterinary students a practical opportunity to acquire skills on eco-grazing, animal management in nature reserves, and biodiversity impact assessment).

📍 Ludovic Martinelle (lmartinelle@uliege.be), Tania Art (Tatiana.Art@uliege.be)



© Ludovic Martinelle



FACULTY OF LAW, POLITICAL SCIENCE AND CRIMINOLOGY “**ECOLOGY & POLITICS**” COURSE

Taught as part of the Master's degree in Political Science, general orientation, with a specialisation in Science, Technology and Society (STS), this interdisciplinary seminar course explores the concepts of ecology and politics through a variety of empirical situations and research methods. Rather than providing a fixed definition, it approaches them as tools for thinking about the world. Students carry out a sensory micro-ethnography, drawing on observations, images and sounds. The course includes presentations by guest researchers and aims to introduce participants to research in environmental humanities, with an emphasis on interdisciplinarity and critical engagement.

📧 François Thoreau (fthoreau@uliege.be)



FACULTY OF PSYCHOLOGY, SPEECH THERAPY AND EDUCATION “**BEHAVIOURAL CHANGE AND SOCIAL INFLUENCE (C²IS)**”

How can we change our behaviour in order to achieve a lasting and sustainable transition? Traditional methods often consist of providing information, but these methods are not very effective. Social Identity Theory appears to be a more effective alternative. The C²IS course invites students to create a short video based on this theory in order to induce behavioural change. The work is carried out in groups throughout the year and a collective presentation is given during the exam period. The Green Office at ULiège participates in the final assessment and peer reviews are taken into account.

📧 Benoit Dardenne (b.dardenne@uliege.be)



GEMBOUX AGRO-BIO TECH “**HEXA, AN EDUCATIONAL PROJECT TO RAISE AWARENESS OF BIODIVERSITY**”

As part of the Bioengineering Bachelor's degree portfolio teaching unit, a group of five students came together to propose a project to raise children's awareness of the importance of insects for the environment and the preservation of biodiversity. This project took the form of installing several insect hotels on the Gembloux campus. Free educational and fun activities were then organised for younger children through their schools. Through this project, the students involved put their project management skills to good use, but above all, they passed on their passion for the world of insects to the younger generations.

📧 Aurore Degré (Aurore.Degre@uliege.be)



© Photo of Mika Baumeister sur Unsplash



HEC LIÈGE BUSINESS SCHOOL

THE WELCOME SPRINT: THREE DAYS TO INNOVATE THE CITY

The Welcome Sprint is an initiative designed to reinvent the way new bachelor's students are welcomed and integrated. During the first three days of the academic year, first-year bachelor's students enjoyed an immersive experience within the school, allowing them to propose entrepreneurial projects at the crossroads of the realities of the city of Liège and the Sustainable Development Goals. This collective experience mobilised the entire school and its stakeholders and enabled the genuine inclusion of first-year students. The Welcome Sprint was part of the new course "Business, Sustainability and Transition".

① Bruno Gemenne (bruno.gemenne@uliege.be)



FIND OUT MORE



FACULTY OF SOCIAL SCIENCE

SOCIOLOGY OF ORGANISED ACTION

The actions of individuals and human organisations threaten the habitability of the critical zone in which they live. How can we think about collective action when it threatens our conditions of existence, habitability, thought and action? And how can we act in such conditions? Through a series of lectures, this course offers students methodological and conceptual tools for understanding the processes of collective action. Participants then use these tools to carry out a case study and report on the actions taken by individuals and organisations on their organisational, political, commercial and living environments. To better understand how human action can threaten or preserve the habitability of the critical zone, a gestural lecture and a masterclass, combining academic knowledge and personal experiences, are also offered to students.

① Christophe Dubois (c.dubois@uliege.be)



FIND OUT MORE



2.3 FUTURE PROJECTS

Starting in the 2025-2026 academic year, new structural projects will reinforce the commitment to sustainability at the University of Liège, both in terms of education and strategic partnerships. Whether it is raising awareness among newly hired staff, collaborating with the media or offering a MOOC on responsible digital technology, these initiatives aim to equip the entire university community to face the challenges of transition.



COMPULSORY TRAINING FOR NEW ADMINISTRATIVE, TECHNICAL AND SUPPORT STAFF

From January 2026, ULiège will introduce compulsory training for all newly hired administrative, technical and support staff. This cross-disciplinary training will raise awareness of the causes and complexity of current and future crises, emphasising collaboration and responsible action to build sustainable solutions. The workshop will draw on videos from the SPOC 'Sustainability and Transition', followed by discussions with the University's Sustainability Officer and Green Office. Discussions will focus on environmental impacts, barriers and drivers of change, and solutions for a sustainable future. The facilitators will also present ULiège's sustainability initiatives and propose concrete actions that can be implemented on campus and in people's private lives. Participants will be invited to explore these issues in greater depth by following the complete SPOC online.

📧 durable@uliege.be ; green.office@uliege.be



A PARTNERSHIP WITH RTBF TO TRAIN JOURNALISTS AND RAISE THE PROFILE OF OUR EXPERTS

The University of Liège and RTBF are joining forces in September 2025 to raise awareness of sustainability and transition issues. Thanks to this partnership, 50 RTBF staff members will have access to the SPOC "Sustainability & Transition" programme each year. This programme aims to develop a critical understanding of the dynamics between human society and the Earth system and will enable RTBF to fully fulfil its public service mission. In return, RTBF will contribute its media expertise through media coaching sessions and support for the production of the SPOC video clips. This collaboration will improve the quality of the course and increase the visibility of ULiège's academic experts, particularly women, in the RTBF media.

📧 durabilite.transition@uliege.be



CREATION OF A MOOC ON RESPONSIBLE DIGITAL TECHNOLOGY

The aim of this project is to create a ULiège MOOC on the theme of Responsible Digital Technology, in collaboration with the French Institute for Responsible Digital Technology (INR). This online course will aim to raise awareness and train students and members of the University community in the fundamental principles of the responsible digital technology approach. This project is promising and original thanks to the pooling of ULiège's expertise in both 'subject matter' and the production of high-quality teaching resources, with the support of Care numérique. Collaboration with INR will ensure content validated by a wide range of experts in the field, while offering an international showcase for our work, as this MOOC will also be open to the general public.

📧 numerique.responsable@uliege.be



3

Community Services that Meet the Challenges of the Social and Environmental Transition

3.1. Overview	p. 31
3.2. 2024-2025 Achievements	p.32
3.3. Future Projects	p.39

3.1 OVERVIEW

ULiège is mobilising multiple levers to contribute to the transition, addressing both civil society and its own community. It disseminates its knowledge through events such as TERRA Day, the actions of LIEGE and LUXEMBOURG CREATIVE, the Green Office, Eclasio, Réjouissiences and the *Maison des Sciences de l'Homme*, which bring science and society together around social and environmental issues. The University is also involved in concrete solidarity actions, such as the Humanitarian Mapathon and the student festival "*Nourrir les campus*" (Feeding the campuses). Internally, ULiège supports and promotes sustainable initiatives within its community through its social and environmental transition (SET) calls for projects or those of ARES, favouring, for example, low-tech projects, circular agriculture, or educational or civic awareness projects. The participation of its experts in the Wallonia-Brussels Federation committee confirms the strategic role of ULiège in the regional governance of the ecological transition.

KEY FIGURES

91/100



ULiège's score on the QS Sustainability Ranking 2025 for sharing knowledge and raising awareness in the local community

3 861



participants in the 47 activities organised by the Green Office

1 456



participants in 34 conferences on sustainable development organised by LIEGE CREATIVE, involving 37 researchers from ULiège

5

ULiège members appointed to sit on the Coordination and Monitoring Committee for the FWB's ecological transition policy

20



social and environmental transition projects by members of the university community and financed by ULiège

72



students with 'committed' status in 2024-25

3.2 2024-2025 ACHIEVEMENTS



NOURRIR LES CAMPUS FESTIVAL 2025 – UNDER THE BANNER OF ONE HEALTH

The *Nourrir les Campus* festival, the university version of the *Nourrir Liège festival*, was held on 9th and 10th April 2025 on the University's campuses in Liège and in Gembloux. Supported in particular by the Green Office (which was celebrating its 5th anniversary), the event raised awareness among nearly 3,000 participants about human, animal and environmental health issues through the "One Health" approach.

The interdisciplinary programme included 28 masterclasses covering a variety of topics such as microbiota, PFAS, food policies and food security. Contributors from academia, associations and activist groups enriched the discussions, including Adélaïde Charlier, Pierre Ozer and Julien Vidal. The edition was

marked by the symbolic "Bring your pan" campaign, which collected more than 2,000 Teflon pans, which were transformed into works of art and awareness-raising tools. Creative and educational highlights, as well as field activities (walks, visits, workshops) strengthened the links between disciplines and generations. The festival demonstrated that the food transition can be approached in a local, collective and committed approach, planting concrete seeds for future sustainability on campus.

info@nourrirliège.be



ASSESSMENT OF THE 2025 «NOURRIR LES CAMPUS» FESTIVAL FIND OUT MORE

Master Class Manon Lepomme @ Centre d'Action Laïque de la Province de Liège



Archi student meal @Chouette Semaine Transversale 2025



Nourrir Liège press conference © C.Flohimont (RMPC Liège)





STRENGTHENING THE UNIVERSITY'S COMMITMENT TO THE GOVERNANCE OF THE ECOLOGICAL TRANSITION

On 11th April 2025, five members of the ULiège university community were appointed to sit on the Coordination and Monitoring Committee for the ecological transition policy of the Wallonia-Brussels Federation. This appointment is a testament to both their expertise and their commitment to sustainability. Pierre Ozer (Faculty of Science) contributes his expertise in climate change science, climate risks and adaptation; Johan Michaux (Faculty of Science) represents biodiversity and ecosystem services issues; Frédéric Heselmans (Faculty of Social Sciences) contributes his analysis of the social dimensions of climate change; Sophie Trachte's (Faculty of Architecture) expertise covers issues related to sustainable architecture and energy savings; finally, Cécile Van de Weerd (Green Office) is involved for her expertise in environmental education. Their presence on this strategic committee is a major asset for the representativeness of ULiège and strengthens the role of the institution in the dynamics of the ecological transition at the regional level.



WITH ECLOSIO, COMMITTED ALLIANCES IN THE SERVICE OF SUSTAINABILITY AND SOCIAL JUSTICE

• ULiège students take on fast fashion

In 2024, 45 young people from nine European countries travelled across Europe for three weeks with one goal in mind: to combat the excesses of fast fashion by making their voices heard. The programme included awareness-raising activities on the streets and political meetings, even at the European Parliament! The Belgian delegation was made up of students from ULiège – Juliette, Leina, Pauline and Ornella – accompanied by Romane, civic education officer at Eclasio. At the end of December, the five Belgian participants got together for a Slow Fashion Tour and a sewing/repair workshop, discovering sustainable fashion alternatives in Liège.



• Cultivating resilience in northern Benin: a synergy between research and the field

In northern Benin, Eclasio has been collaborating with ULiège (Prof. Yves Beckers, Faculty of Gembloux Agro-Bio Tech) on a research and development project funded by ARES for two years. Confronted with poverty, food insecurity and the effects of climate change, this project aims to work with local communities to develop resilient agricultural practices based on a combination of crop farming, livestock farming and forestry (agro-sylvo-pastoralism). This initiative is based on strong synergy between the scientific expertise of ULiège and local universities — notably through the supervision of four doctoral theses — and Eclasio's grassroots roots activities, in conjunction with local livestock farmers' associations. A key tool in the project is an interactive

relief model, designed by Cédric Vermeulen (Gembloux Agro-Bio Tech), which enables communities to map their territory, exchange ideas and plan collectively. This project represents a real step forward towards sustainable and inclusive agriculture in northern Benin, integrating traditional knowledge and academic expertise.



• Eclasio, a key player in the ASSET project in Cambodia

As part of its participation in the ASSET project, which supports agroecological transition in Southeast Asia, Eclasio, via the Uni4Coop consortium, is actively supporting Chanmony Sean's doctoral research. This research, conducted jointly by the Royal University of Agriculture in Cambodia and the University of Liège, aims to develop a framework for evaluating a methodology to support the agroecological transition in Cambodia. Thanks to its presence in the field and its strong links with local actors, Eclasio facilitates connections between the doctoral student and Cambodian NGOs, cooperatives and decision-makers, while providing her with essential technical and logistical support. Chanmony Sean will return to Belgium from July to September 2025 to continue her work and strengthen academic partnerships.



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THE ULIÈGE GREEN OFFICE IN 2024-2025: COLLECTIVE MOBILISATION FOR A SUSTAINABLE TRANSITION

Throughout the year, the Green Office has strengthened the sustainable dynamic at ULiège by mobilising its community around innovative, collective and engaging initiatives. Whether through the UNI for Change app, the Climate Fortnight, the *Nourrir les Campus* festival or the launch of the ULiège Sustainability Friends network, each action has helped to raise awareness, bring people together and drive change within the university and beyond.

UNI for Change: a mobile application for action

Launched to stimulate sustainable engagement, the UNI for Change app has seen its community grow to over 1,900 users, with a majority of students (77%), as well as staff members (18%) and citizens or alumni (5%). It offers more than 50 challenges, training courses and solidarity activities, and promotes events organised by partners such as Eclasio and LIEGE CREATIVE. Together, through the challenges, users have achieved a collective saving of more than 150 tonnes of CO₂.

Climate Fortnight 2024: the power of the collective

Organised from 12th to 22nd November 2024, to coincide with the COP, the second edition of the *Climate Fortnight* mobilised 829 participations in around 21 events. Highlights included the film Amazonia followed by a debate with committed figures (Princess Esmeralda, Adélaïde Charlier, etc.), conferences, a low-carbon breakfast, shows and fun workshops. This edition brought together numerous academic and associative partners.

Nourrir les Campus Festival: raising awareness through the senses

During the festival, the Green Office hosted a lecture by artist Cocovan on The World Letter, followed by three themed lectures combining tastings and discussions on ethical chocolate, food waste, and sustainable food. 340 people took part in these convivial and engaging events.

Launch of the ULiège Sustainability Friends network

Created in October 2024, this network already has 85 members (students, doctoral students and staff) and acts as a hub for sustainable initiatives. Run in collaboration with S'LAB, it organised eight events and training courses during the year.



Concrete projects on campus

The Green Office has also supported numerous educational and field projects, including collective actions such as waste collection campaigns with students in the Faculty of Science, and themed brochures (eco-friendly toys, Palm oil, sustainable cocoa, sustainable medicines) co-produced with students and teachers.

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Application UNI for Change



Green Office, concrete projects: themed brochures



Campagnes de ramassage de déchets



LIEGE CREATIVE: TRANSITION AND RELATIONSHIP WITH LIVING THINGS

For its 14th season, the LIEGE CREATIVE Forum placed sustainability and ecological and social transition at the heart of its programme. The launch evening, centred on the theme "Rethinking our relationship with living things", set the tone for a cross-disciplinary reflection on the interactions between humans and living things (animals, plants, fungi), approached through various prisms such as social sciences, biology, agronomy and health ("One Health"). This theme was explored in greater depth during a conference-debate co-organised with *Le Quinzième Jour*, in connection with an article on biodiversity. Of the 50 conferences held during the season, 34 addressed sustainability issues in various sectors: energy, health, agriculture, digital technology, etc. Visibility tools were implemented, such as the addition of tags linked to the Sustainable Development Goals (SDGs) on the website. True to its collaborative approach, LIEGE CREATIVE has partnered with several local initiatives such as the *Nourrir Liège Festival*, *Réjouissances* and the Green Office. Finally, through its collective intelligence workshops, the forum has actively supported projects related to the transition, notably for ARES and IIS Valbowal.

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LUXEMBOURG CREATIVE AT THE SERVICE OF THE TRANSITION

In line with the LIEGE CREATIVE initiative, the Forum of the Province of Luxembourg has carried out various actions over the past year in favour of a fair ecological and social transition. In particular, it welcomed historian Laurent Testot, alongside two young researchers working on the relationships between forests, climate and human societies. The Forum also collaborated with the "Assiettons-nous" programme to highlight Logan Penvern's research (Socio-ecology, Investigation and Deliberation, Department of Environmental Science and Management) on domestic gardening and food sovereignty. A highlight of the year, the first Interdisciplinary Forum on Risk Management brought together researchers and practitioners to discuss hydrological extremes. In 2025, an inter-campus meeting explored the relationships between humans and non-humans, attracting a large audience. Finally, a strategic partnership was launched to co-develop future programming focused on food security, a key theme for the coming academic year.



SOLIDARITY, WELL-BEING AND THE ENVIRONMENT: LA MAISON DES SCIENCES DE L'HOMME AT THE HEART OF SOCIETAL ISSUES

La Maison des Sciences de l'Homme supports innovative initiatives for the circulation, mediation and formalisation of knowledge, such as the projects launched in the 2024-2025 call for projects "Open Sciences, Arts and Cultures". The projects focused on adolescent grief (through the medium of theatre), cultural heritage, health and adulthood, biodiversity and issues related to the traces of nuclear activities and human and non-human life. Fundamentally interdisciplinary, these projects have in common the fact that they forge links between university stakeholders and partners in the city. They aim to explore original forms of research dissemination and restitution, to network and to open up interdisciplinary approaches, particularly around issues related to solidarity, well-being, inclusion and environmental transition.

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WHEN SCIENCE RHYMES WITH CONSCIOUSNESS: THE COMMITMENTS OF RÉJOUISCIENCES

The *Réjouissiences* programme addresses sustainable development either as a central theme or as a cross-cutting issue. Examples include the 'Researchers' Night 2025', dedicated to 'One Health', and the '*Printemps des Sciences*', whose theme for 2025 was water (around 100 activities for schools and the general public, led by teachers, researchers and students from universities and higher education institutions, as well as external partners), the participatory science project "Lichen go" (conducted on an inter-university scale as part of the Sciences.be), and "World Oceans Day" (coordinated with the Aquarium-Museum, the *Maison de la Science*, oceanographic researchers and oceanologists), to name but a few.

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MAPATHON 2025: MAPPING TO HELP BETTER

The Mapathon is a collaborative event aimed at producing digital maps to support humanitarian actions in crisis areas. Organised as part of the *Printemps des Sciences*, the national Mapathon brought together eight Belgian universities this year. In Liège, a session was organised on Thursday 27th March, on the initiative of the Geomatics Unit. The project was part of the international Missing Maps programme, launched to map poorly documented areas affected by natural disasters or humanitarian crises. Open to all, it allows everyone to contribute remotely or on site, with a brief introduction to digitisation. These maps are then used by NGOs, such as the Red Cross and *Médecins Sans Frontières*, to improve the effectiveness of their interventions. A solidarity initiative that is concrete and accessible to all.

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TERRA DAY, DISCOVER RESEARCH THAT ADDRESSES ENVIRONMENTAL CHALLENGES

Since 2016, Gembloux Agro-Bio Tech has been opening the doors of its campus and the TERRA centre to introduce the ULiège community and the general public to the latest innovations in scientific research. In 2025, the TERRA research unit and Gembloux Agro-Bio Tech welcomed more than 200 participants during the *Printemps des Sciences* to showcase the scientific advances in sustainable agriculture, natural resource management, biotechnology and food.

Through practical demonstrations and discussions with researchers and doctoral students, visitors explored concrete projects ranging from chemical ecology to precision irrigation, animal welfare and food innovations.

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THE S'LAB-HEC LIÈGE ACTION TRIANGLE: WHEN BUSINESSES, POLITICIANS AND CITIZENS UNITE FOR THE TRANSITION

Last March, HEC Liège's S'LAB organised the Triangle of Action, its first event open to the general public. Students, businesses and public services were able to engage in lively discussions on the challenges of social and environmental transition, with S'LAB acting as a liaison. Arranged in a triangle, the different groups were able to question, challenge and complement each other. What emerged from this? Everyone agreed that the transition is essential and that it demands collective commitment. In order to move towards truly sustainable and social actions that have a real impact, it seems necessary to engage in co-construction that takes into account the views of everyone: citizens, businesses and public authorities. As a business school, HEC has a real role to play in this dialogue.

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 FIND OUT MORE



© Marc Trippaerts



ULIÈGE RECOGNISED BY ARES FOR THREE INNOVATIVE SUSTAINABLE INITIATIVES

Following a call for projects by ARES to promote sustainable development in higher education institutions within the Wallonia-Brussels Federation, three projects led by members of ULiège were selected in July 2024, positioning the University as the top winner among the 12 participating institutions, with total funding of 13,775 euro. The first project is a Repair Café at Gembloux Agro-Bio Tech, aimed at encouraging the repair of objects and raising awareness of sustainability while creating a friendly space. The second, QuackCrop, introduces Indian runner ducks to the vegetable gardens of WASABI (a platform for teaching

and research in urban agriculture and urban and peri-urban biodiversity), to promote sustainable and circular agriculture. The third, *le p'TI Journal*, is a journal of student translations from the Faculty of Philosophy and Letters on the theme "Living and learning together", promoting the values of sustainable development through interdisciplinary collaboration.

 FIND OUT MORE





20 SUSTAINABLE INITIATIVES AWARDED BY ULIÈGE: THE UNIVERSITY COMMUNITY IN ACTION FOR ECOLOGICAL AND SOLIDARITY-BASED TRANSITION

Every year, ULiège supports sustainable projects through its internal Sustainable Campus calls for proposals, which are open to students and staff members. In October 2024 and June 2025, 20 initiatives were funded for their commitment to ecological, social and solidarity-based transition. Among the winning projects in October 2024 were eco-grazing at the Streupas Heath, the restoration of an experimental apiary, the installation of bat nesting boxes and the *Printemps 2075* festival, imagining a sustainable future inspired by SolarPunk. Other innovative actions include reusable gowns for veterinarians, migration to Linux to combat IT obsolescence, and educational activities based on the Wagyl workshop and the serious game "Ethical Dilemmas". Projects involving mapping the commons and landscaping have also been launched. In June 2025, the focus is on low-tech technologies (clay ventilation, desert fridges, bio-based furniture, insulating mycelium), sensitive pedagogy (scientific illustration, participatory research) and solidarity (shared vegetable gardens, health equality, student mutual aid with Bac2gether). These projects illustrate the creativity and commitment of the university community to a concrete sustainable transition.

 [FIND OUT MORE](#)



Gembloux Agro-Bio Tech - Festival *Printemps 2075*



3.3

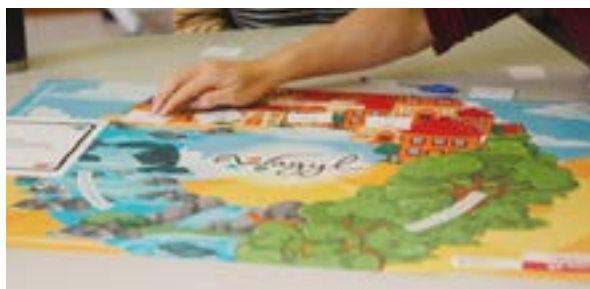
FUTURE PROJECTS

The coming year promises to be rich in meaningful projects, reinforcing the University's commitment to serving society. Whether through 'One Health Campus', a participatory sustainable development project in schools, or via Ucoopia, Europe's first inter-university NGO, ULiège continues to forge links between academic knowledge, collective action and societal impact, in line with the Sustainable Development Goals.



“ONE HEALTH CAMPUS”: PARTICIPATORY CONSTRUCTION OF A SUSTAINABLE DEVELOPMENT ACTION PLAN WITHIN A SOCIAL ADVANCEMENT INSTITUTION

The project led by ESPRist-ULiège has been selected as a winner of the ARES 2025-26 sustainable development call for projects. The aim of the project is to support the EAFC Fléron-Charlemagne social advancement school in its sustainable development efforts by mobilising the entire educational community (students, teachers, management, technical staff, etc.). To do this, the team will use Wagyl, a fun, participatory tool designed to encourage collective reflection on the links between humans, animals and the environment (the "One Health" approach).



Together the participants will take stock of the school's current practices, come up with ideas for concrete actions, and build a realistic action plan to improve their social and environmental impact. The project will run throughout the 2025-2026 school year, with activities, workshops and a festive closing event. It also aims to strengthen cohesion within the school and serve as an example for other schools. The project is supported by the Walloon Region and the school management.

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✚ | FIND OUT MORE



UCOOPIA, EUROPE'S FIRST INTER-UNIVERSITY NGO, BRINGING NEW ENERGY

Ucoopia is the result of a merger between the NGOs ULB-Coopération (ULB) and Eclosio (ULiège), with the support of UMONS. Effective from January 2026, this union will aim to strengthen the impact of cooperation actions in a context of limited public resources. Ucoopia aims to become a benchmark for university cooperation in Europe and beyond, by building bridges between academic knowledge, local communities and institutions. Active on several continents, it will continue existing projects while developing innovative initiatives in health, the environment, education and employment. The partner universities welcome this bold, meaningful and forward-looking approach. Ucoopia embodies a strengthened commitment to social justice, sustainability and co-construction. Its director, Julie Simon, promises a more effective, committed and innovative NGO, while ensuring the continuity of ongoing actions.

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✚ | FIND OUT MORE



4

Campuses Committed to the Social and Environmental Transition: an Exemplary Performance by the University in terms of Environmental Responsibility and Ethics

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4.1 OVERVIEW

The University is transforming its campuses into living laboratories for ecological and social transition. Through its management choices, it aims to integrate sustainability principles into all its practices by rethinking space planning, mobility, resource management and environmental governance. This approach aims to experiment with and integrate concrete and reproducible solutions for systemic transformation. In the same vein, the institution places inclusion, equality and well-being at the heart of its activities. It implements cross-cutting policies to combat discrimination and promote diversity within its community.

KEY FIGURES

83.5 k tCO₂e

estimate of the institution's
carbon footprint in 2022

477,967 km

number of kilometres travelled
by bicycle by 303 staff
members between their
homes and the campus

178

items repaired by the Repair Café at Sart Tilman

4.2 ENVIRONMENT • 2024-2025 ACHIEVEMENTS

ULiège is rolling out an ambitious sustainability strategy through the development of its campuses, the improvement of soft mobility, the eco-responsible renovation of its infrastructure and the preservation of biodiversity. These actions are accompanied by concrete initiatives, such as the extension of the Sart Tilman reserve, the installation of organic waste containers and the reconditioning of student computers to extend their lifespan.



SUSTAINABLE DEVELOPMENT: AN INTEGRATED STRATEGY FOR THE ULIÈGE CAMPUSES

A framework document, adopted by the Board of Directors on 19th February 2025, sets out the main guidelines for the sustainable development policy for the campuses. This policy aims to combine resilience, attractiveness, innovation and participation, while strengthening the university's role in society. Each campus will be subject to a specific development plan incorporating concrete guidelines in the areas of urbanisation, mobility, biodiversity, energy and the circular economy.

An evolving analysis grid is currently being consolidated in order to systematically evaluate construction and renovation projects according to sustainable criteria, both environmental (energy, use soil, biodiversity, recycled materials, water management, etc.) as well as social

(co-construction, social clauses) and economic (overall cost, efficiency) factors. This structuring tool is based on the six environmental objectives of the European DNSH (Do No Significant Harm) framework. It will be activated from the strategic phases of the project and updated through its development. More than just a compliance tool, this grid aims to consolidate a demanding and cross-cutting approach to sustainability in all of the University's infrastructure projects.

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✚ FIND OUT MORE
(RESTRICTED ACCESS)



RENOVATION OF THE KURTH AND WILMOTTE LECTURE THEATRES: COMFORT, SUSTAINABILITY AND ACCESSIBILITY AT THE HEART OF THE 20-AOÛT SITE

In early 2025, the Godefroid Kurth and Maurice Wilmotte lecture theatres, emblematic of the 20-Août complex, were completely renovated thanks to support from the European recovery plan NextGeneration EU. Built in 1959 and each seating 310 people, these two educational spaces have been completely modernised, combining comfort, accessibility, energy efficiency and the latest technology. The work, which began in autumn 2023, has resulted in an estimated 35.8% reduction in primary energy consumption through the installation of triple glazing, reinforced insulation, complete relighting of the halls and an efficient ventilation system with heat recovery and efficient control. The furniture has been completely replaced, the audiovisual equipment modernised, and the spaces made accessible to people with mobility issues.

This project, financed to the tune of €2.7 million (including €1.35 million via NextGeneration EU), is the first phase of a vast 'Learning Centre' project on the 20-Août site, which will eventually house work and relaxation areas for up to 1,000 students. This project is part of a comprehensive programme to renovate five ULiège buildings, each aiming for at least 30% primary energy savings. The work is being carried out in compliance with DNSH and social criteria, with a focus on sustainable materials and short supply chains.

📍 Cellule coordination de projets de l'ARI

 [FIND OUT MORE](#)



SOFT MOBILITY: THE UNIVERSITY OF LIÈGE MAINTAINS THE EXCELLENCE OF THE VÉLO LABEL

In 2025, ULiège retained its 5-star rating under the "Tous vélo-actifs" label, a distinction it has held for several years as part of its participation in this initiative launched in 2012. Supported by the Wallonia Public Service and implemented by the Mobility Unit of the Walloon Business Union, this initiative aims to encourage cycling to work in Walloon companies. Following an audit conducted by the TRAJET office and the Mobility Unit, only 9 out of 31 establishments obtained or retained this maximum rating. The assessment is based on various criteria: awareness-raising actions, integration of a cycling policy into the institutional strategy, organisation of activities, infrastructure, and actual proportion of cyclists within the organisation. ULiège has also been praised for the involvement of its users. This recognition reinforces the data collected by the HR department, which shows a steady increase in the number of staff members cycling to campus: the number has tripled since 2017 (from 95 employees who submitted a claim for reimbursement for bicycle travel to 303 in 2024).

In addition, the University received an award at the Construction Acier 2024 competition for its modular secure bicycle parking facilities made of weathering steel at Sart Tilman, recognised for their ingenious, minimalist and replicable design, created in collaboration with SEA+Partners. The jury praised the project's modularity and the versatile use of each structural element.

📍 Véronique Loiseau (V.Loiseau@uliege.be); Patrick Jacquemin (Patrick.Jacquemin@uliege.be)

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Lecture theatres before renovation

Lecture theatres after renovation





ACCELERATING TOWARDS SUSTAINABLE MOBILITY ON OUR CAMPUSES IN LIÈGE

In 2024-2025, the University took a decisive step forward in its commitment to more sustainable mobility with the completion of long-awaited infrastructure projects. This year will mark a real transformation in access to the Liège campuses, thanks to major investments in active and collective mobility.

Notable advances include: the roll-out in autumn 2024 of **support facilities for cyclists** (secure parking, racks, self-repair stations) thanks to a subsidy from the SPW; the launch of the BUSWAY and **cycling facilities from Condroz to Sart Tilman** in June 2024 by the OTW; the start of the Colonster cycle route in the autumn, followed in spring 2025 by the **Rive Gauche - Quai Roosevelt** project, in collaboration with the City of Liège. The summer of 2025 saw the launch of the "Grande Traverse" cycle route and the development of cycle crossings on the Colonster and Rectorat boulevards. Finally, the Sart Tilman cycle network will be completed, making the routes safer and more coherent.

These projects, led by the OTW, SPW, or the City, and initiated, supported, and coordinated by ULiège, reflect a commitment to taking concrete action to make our campuses more accessible, safe, and sustainable, while actively encouraging the transition to green mobility for our entire community.

📍 Véronique Loiseau (V.Loiseau@uliege.be)



2024 SURVEY: TOWARDS A MORE APPROPRIATE AND RESPONSIBLE MOBILITY POLICY

The mobility survey conducted by ULiège between March and April 2024 gathered more than 4,000 responses and 700 comments, enabling a detailed update of travel data to the Arlon, Gembloux and Liège campuses. This survey, which has been extended to students since 2021, complements the federal level questionnaire by incorporating specific realities at ULiège. It feeds into the new 2025-2030 mobility policy.

Among staff members (40% participation), solo car use continues to decline (60%, down 13% since 2017), in favour of cycling (11%), train (9%), bus (12%) and walking (5%). Cycling, in particular, is growing in popularity throughout the year. Among students (8% participation), the majority use public transport, particularly buses (44%). Nearly one in two students travel between campuses, and 80% benefit from the €12/year TEC travel pass. Micromobility remains marginal.

These **results** confirm that needs vary depending on the audience and campus. The university is therefore adjusting its mobility strategy to take these realities into account, in order to promote sustainable accessibility and support the ecological transition.

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A NEW STAGE IN WASTE SORTING: MAKING WAY FOR ORGANIC WASTE

As part of its sustainable waste management policy, in February 2025 ULiège installed around thirty outdoor containers dedicated to organic waste at several of its sites. These new facilities, recognisable by their green colour, are secure and accessible only to authorised persons. Some are specifically intended for university cafeterias and restaurants, with a view to better recycling organic waste from catering. This initiative is part of an overall strategy to improve sorting at source, reduce the university's environmental impact and encourage more responsible behaviour in terms of waste management. The exact location of the containers can be found **online**.

In addition, outdoor sorting bins have been installed in the Agora district and the HEC site.

📍 Cellule Service & Sûreté de l'ARI





EXTENDING THE LIFE OF STUDENTS' COMPUTERS: A SUSTAINABLE ALTERNATIVE TO OBSOLESCENCE

Many users are faced with computers that have become slow, obsolete or incompatible with recent Windows updates. The traditional solution is often to buy a new device. ULiège offers a sustainable alternative: extending the life of these computers by installing Linux Mint, a free, secure, open-source, user-friendly, pleasant, lightweight, fast and easy-to-use operating system. It improves the performance of the machine while offering the essential features for university use. The Student Helpdesk of the General IT Service (SEGI) offers free installation of Linux Mint for students who wish to use it. This project reduces the digital footprint by limiting the production of electronic waste, while enabling significant savings by avoiding the premature purchase of a new computer.

 FIND OUT MORE



LE PRINTEMPS DE LA MOBILITÉ: MOVING DIFFERENTLY FOR YOUR HEALTH AND THE PLANET

From 12th to 23rd May, the University of Liège, the University Hospital, Liège Science Park and *Citoyens en Mouvement pour ma santé* (Citizens on the Move for my Health) jointly organised *le Printemps de la mobilité* (Springtime Mobility), focusing on active modes of transport (walking, cycling) and health. The event offered a variety of activities to promote well-being, combat sedentary lifestyles and encourage soft mobility. The programme included online training courses (cycling rules of the road, ergonomics at work), challenges for cyclists and pedestrians via the Strava app, personalised support for beginners, introductions to electric bikes, practical workshops (engraving, bicycle check-ups), and bicycle training courses. There were also opportunities for socialising: guided tours, breakfasts for pedestrians and cyclists, and a *Café des Sciences* (Science Café) on the Liège tram project.

This initiative was free and open to all, with the aim of making active mobility a permanent part of people's daily habits.

 FIND OUT MORE



SPRING CLEANING OPERATION AT ULIÈGE

On 20th March, the Green Office and students studying Motor Sciences organised a large-scale litter collection around the campuses. Whether they were sporty types or simply enjoyed walking, everyone was invited to combine business with pleasure. In teams of 3 to 5 people, participants chose from several routes starting from Blanc Gravier, B1 or Place du 20-Août. On the agenda: fun, physical activity, competitions with prizes and snacks. A great opportunity to work together for a cleaner environment!

 FIND OUT MORE



4.3 ENVIRONMENT • FUTURE PROJECTS

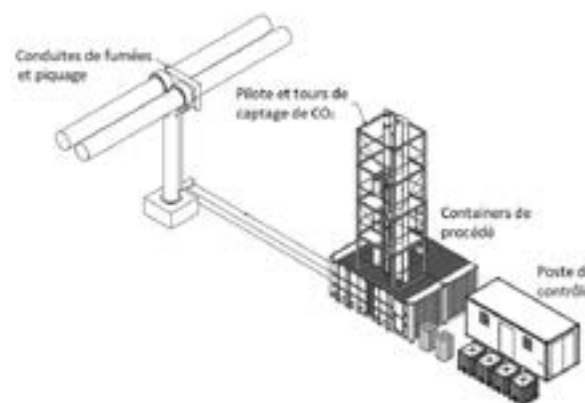
As part of its "Sustainable Campus" strategy, the University of Liège will soon launch several innovative projects combining ecological transition, social responsibility and regional roots. From CO₂ capture to local catering, ecosystem management, international mobility and material circularity, these structuring initiatives demonstrate a collective desire to make the campus a true laboratory of sustainability.



A PILOT PROJECT TO CAPTURE CO₂ ON THE SART TILMAN CAMPUS

The Department of Chemical Engineering (School of Engineering) is developing a CO₂ capture pilot project which will separate CO₂ from the flue gases produced by the biomass cogeneration unit operated at the Sart Tilman central heating site (B10). Professor Grégoire Léonard's team is receiving funding for this project from the European recovery plan via the Wallonia-Brussels Federation (NextGeneration EU, RepowerEU). From the second half of 2026, this pilot project will be able to capture up to one tonne of CO₂ per day using an amino solvent loop. The pilot project will be mobile and can be moved to treat industrial fumes as part of collaborative projects. The CO₂ captured can be used by technologies developed at the FRITCO₂T platform at ULiège, offering CO₂-based alternatives to fossil-based molecules. The aim is to support our society in its energy and climate transition by de-risking the most promising defossilisation technologies on a campus scale.

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© Cristhian Molina Fernandez & Sofiane Bekhti



CAMPUS AND ECOSYSTEMS: A STRENGTHENED NATURE RESERVE FOR 2027

On 22nd January 2025, the Board of Directors validated the project to extend the Sart Tilman nature reserve, as part of the procedure to renew its accreditation scheduled for 2027. Created in 1997, this 240-hectare reserve is an important natural area within the Liège metropolitan area. It is managed by the Property Resources Administration (*Administration des Ressources Immobilières* (ARI)), in conjunction with the Wallonia Public Service. ULiège wishes to extend the reserve on the basis of new scientific knowledge, in particular following a study conducted in 2023 by Gembloux Agro-Bio Tech (Prof. G. Mahy), which identified areas of high ecological value and ecological corridors. This expansion is part of the University's long-standing sustainable forest management policy at Sart Tilman and the 'Sustainable Campuses' project, which aims to support the development of university campuses in a sustainable manner through the implementation of a development plan for Sart Tilman.

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ULIÈGE TRAVEL POLICY: RECONCILING ACADEMIC MISSIONS AND ECOLOGICAL TRANSITION

In October 2025, the ULiège Board of Directors approved a new travel policy, which will come into force on 1st January 2026. The aim of this policy is to centralise, clarify and harmonise all the rules governing business travel abroad. This policy incorporates the environmental strategy adopted in 2022, which aims to reduce the carbon footprint of travel, in particular by limiting flights to destinations accessible by train and promoting alternative digital technologies and promoting the use of rail transport. The project is being led by a dedicated working group, headed by Pierre Duysinx, Vice-Rector for Mobility and International Affairs, with the aim of reconciling academic imperatives, environmental commitments, equity and good resource management. The document addresses aspects of authorisation, inclusion, financing, risk management and carbon offsetting, and applies to all travel financed, in whole or in part, by ULiège, excluding daily or private journeys not financed by the institution.

📧 durable@uliege.be



TOWARDS A SINGLE PLATFORM TO PROMOTE THE SECOND LIFE OF EQUIPMENT AT THE UNIVERSITY

The University is working to develop a circularity platform that will extend the life of equipment, reduce waste and promote responsible behaviour within the university community. By facilitating the donation and reuse of equipment, this initiative will support responsible resource management and generate savings by limiting the purchase of new equipment. A showcase for sustainability at ULiège, the platform will act as an intermediary between sustainable public procurement services, the Repair Café and the student helpdesk, thereby promoting a circular economy approach. To ensure its effectiveness, it is essential to rely on local, user-friendly solutions tailored to the specific needs of the university.

📧 durable@uliege.be



TOWARDS SUSTAINABLE AND LOCAL CANTEENS: ULIÈGE TAKES BACK CONTROL OF ITS UNIVERSITY CATERING IN 2026

The University of Liège will internalise the management of its canteens from January 2026 through its non-profit organisation *Restaurants Universitaires*. This decision, supported by an expert report, aims to guarantee healthy, sustainable and affordable food at no extra cost to users. It is part of the transformation of campuses into laboratories for transition, in line with the University's values of social responsibility. **Already committed** to this approach, ULiège offers 100% locally sourced soups, has eliminated 90% of disposable tableware and combats waste through flash sales.

Internalisation will offer better control over quality, local sourcing, costs and environmental impact, while strengthening regional roots, staff well-being and flexibility of supply. The process is being supported by a Steering Committee comprising students, staff members and local stakeholders, as well as the Walloon Region's Manger Durable unit, to ensure a gradual and coherent transition.

📧 [Annick Lambert \(Annick.Lambert@uliege.be\)](mailto:Annick.Lambert@uliege.be)



KEY FIGURES

71.2/100

score awarded by the *THE Impact Ranking* 2025 for SDG 3 "good health and well-being"

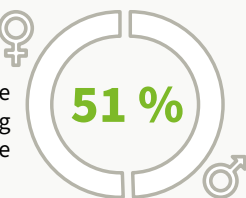
94.4/100

score awarded by the *QS Sustainability Ranking* 2025 reflecting the existence of health and well-being services on campus

14 Confidential advisors
(who accompany and support employees in the management and prevention of psychosocial risks)

percentage of female staff members working at ULiège

51 %



14%

percentage of foreign staff members



24%

percentage of foreign students

21%

number of students who receive a study grant or have reduced study fees

443

disabled students who receive support from the University

4.4 SOCIAL · 2024-2025 ACHIEVEMENTS

With a view to social justice and equal opportunities, ULiège has implemented a series of new concrete actions this year to make its campuses increasingly inclusive, supportive and accessible to all. Welcoming people in exile, combating discrimination, recognising new student statuses, mental health, combating precariousness and feminisation of spaces: these are just some of the projects being carried out by a community committed to well-being, respect for diversity and social cohesion. These initiatives reflect ULiège's ambition to promote a caring, representative and resilient university environment that can tackle the challenges facing society today.



WELCOMING AND INTEGRATING: ULIÈGE CONTINUES ITS SUPPORT FOR EXILED RESEARCHERS

Since 2022, ULiège has adopted the declaration of principles "*ULiège, Université Hospitalière*" (ULiège, Hospitable University), affirming its commitment to welcoming and integrating students and researchers in exile. A working group, chaired by Pierre Duysinx, Vice-Rector for Mobility and International Affairs, was set up to implement this initiative. In 2025, this working group became a commission, ensuring the sustainability of this initiative and the legitimacy of the resources allocated to it. This year, two postdoctoral fellowships (including one with the University of Lorraine via the PAUSE programme) and one doctoral fellowship were awarded, enabling the university to welcome a doctoral student and two lecturers from Gaza. One of them is currently a postdoctoral researcher at ULB and visited ULiège in July; an application for family reunification is pending, accompanied by a scholarship reserved for his doctoral student wife.

① Université Hospitalière
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FIND OUT MORE



STUDENT WELL-BEING, INCLUSION AND SOLIDARITY

The institution is stepping up its social and health support measures for students. A communication campaign has been launched to increase the visibility of the Student Social Service (SSE) and reach the most vulnerable groups. A centralised IT tool is being developed to facilitate access to social assistance, and food vouchers have been digitised to address precariousness while limiting waste. A pilot project has been launched to provide free sanitary protection. Health initiatives are also being carried out, such as free STI screening clinics and activities as part of Mental Health Month. The University also offers citizenship workshops, European First Aid Certificate training, awareness-raising competitions (e.g. No Smoking Day) and encourages blood donations. These actions aim to promote the overall well-being of students, combat inequality and promote active citizenship and solidarity within the university community.

① Service Social des Affaires Étudiantes
(service.social.etudiants@uliege.be)



RECOGNITION OF STUDENT-CARER STATUS

The status of "young carer" has been recognised at the University of Liège since May 2025. This role is generally performed to the detriment of young people's education due to the many responsibilities and constraints it entails. From September 2025, the status of "young carer at ULiège" will be granted to any student who provides ongoing and regular support to a relative recognised as being in a situation of high dependency (due to illness, disability, etc.), provided that this situation is recognised by the mutual insurance company. This status gives access to specific adjustments and benefits such as a lighter academic load, adjustments to teaching activities and assessment methods, psychological support, etc.

① affaires.etudiantes@uliege.be



FIND OUT MORE





DISABILITY AWARENESS WEEK

Organised from 7th to 11th April 2025 by the Student Affairs Department - Support for Students with Disabilities, the University of Liège's Disability Awareness Week aimed to promote a culture of inclusion, diversity and accessibility for all within the university community. Through conferences, film screenings, participatory workshops, photo exhibitions and immersive activities, in collaboration with numerous internal and external partners, this week provided a better understanding of the realities experienced by people with visible or invisible disabilities. The 2025 edition focused in particular on sensory disabilities (in collaboration with *La Lumière* and *Surdimobile*) and cognitive disorders, with the aim of promoting and raising awareness of the support services offered within our university.

🕒 Service d'Accompagnement des Étudiants en situation de Handicap (ash@uliege.be)



WORKPLACE WELL-BEING ASSESSMENT: TOWARDS A MORE HUMANE AND RESILIENT UNIVERSITY

A survey on well-being at work was conducted among the entire university community in 2025. This survey is part of ULiège's Well-being at Work policy. Its aim is to assess the well-being and working conditions of staff members. It was carried out using a questionnaire developed and validated as part of research conducted by the Human Resources Development Department (Isabelle Hansez-FPLSE) in collaboration with the Human Resources Administration (ARH) and the University Occupational Health and Safety Department (SUPHT). It focused on aspects such as identity at work, recognition, meaning at work, the role of management, values, work organisation, etc., as well as a description of problematic and motivating situations. The results, which are currently being analysed, should make it possible to describe the psychosocial risk factors to which individuals are exposed, to characterise working conditions and indicators of absenteeism and, in particular, burnout among at-risk groups.



COMBATING HARASSMENT, GENDER-BASED AND SEXUAL VIOLENCE

The Gender Equality Council (CGE) is committed to creating measures and initiatives aimed at combating harassment and gender-based and sexual violence. Various tools have been created, such as the *violentomètre* (violence meter) to combat harassment, and brochures on support services and internal structures at the University, including a version specific to Gembloux developed with the Student Ethics Council of the Gembloux Agro-Bio Tech Faculty. Bastien Bomans, Gender and Equality Officer, and Caroline Glorie, Assistant to the Rector's Advisor on Ethics and Equality Policies, presented these tools in lectures, during the welcome session for new students, at three PhD Days seminars, during the *Sem'aime* event, during the White Ribbon campaign in November, and at other events. In addition to the prevention work carried out as part of the CGE's interventions and annual conferences, these awareness-raising and information tools are also grouped together on a dedicated web page and are visible in several areas of ULiège (violence meters in libraries, stickers, information via display screens, ARES campaign and a giant violence meter on the stairs of Sart Tilman, "Vois mon job" interviews to raise awareness of the role of trusted persons, etc.).

🕒 Genre-egalite (genre-egalite@uliege.be)





"SCIENCE, LIBERTIES, DEMOCRACIES" WEEK

In addition to its participation in Liège Pride in August 2024, ULiège, as it does every year, symbolically raised the rainbow flag on its various campuses, including for the first time at the HEC Liège site. During "Science, Liberties, Democracies" week, various events were organised under the same banner, including the LGBTQIA+ theme as part of a more comprehensive approach to equality. The Gender and Equality Council (CGE) also invited a number of LGBTQIA+ associations to meet with students in the hall of the 20-Août complex. On the eve of the International Day Against LGBTQIA+ phobia on 17th May, the CGE collaborated with Dominique Morsomme and the Faculty of Psychology, Speech Therapy and Education to inaugurate the statue "Isabelle", marking support for victims of transphobia.

📞 Genre-egalite (genre-egalite@uliege.be)



FEMINISATION OF CLASSROOM NAMES

More than just a symbolic gesture, the process of feminising classrooms aims to extend gender equality in spaces frequented by the university community and to consolidate the sense of legitimacy of the women who occupy them. Each faculty was invited by the CGE to set up a working group to propose names related to its disciplines, and a meeting bringing together representatives from each working group ensured the harmonisation of practices and enabled follow-up. Several notable advances and inaugurations were welcomed within the faculties in 2024 and 2025. Marie Troquette, a master's student in gender studies, devoted her internship at the CGE to exploring this issue, formulating proposals tailored to each faculty. The CGE also provided a framework for faculty working groups to guide them in the event of obstacles. In September 2025, the proposals from each faculty will have to be compiled for approval by the Vice-Chancellor, if this has not already been done. However, the process will not end there, as it is part of an ongoing an active approach to countering certain biases and inequalities that still exist today.

📞 Genre-egalite (genre-egalite@uliege.be)



WORKSHOP: "OUR EMOTIONS IN THE FACE OF GLOBAL DISRUPTION"

At the University Psychological and Speech Therapy Clinic, Clara Della Libera and Marie Dethier, both clinical psychologists, offered a series of therapeutic workshops devoted to emotions in the face of global disruption. Comprising eight group sessions, this programme aimed to provide a better understanding of the emotions linked to global and personal issues, to restore meaning to them, and to encourage concrete and aligned choices for action. The programme included meditation, exploration of emotions, and mobilisation of personal and interpersonal resources, in a dynamic of more conscious and balanced engagement. These workshops were largely covered by primary psychological care (INAMI).

📞 Marie Dethier (marie.dethier@uliege.be)

 FIND OUT MORE



4.5

SOCIAL • FUTURE PROJECTS

In line with its commitment to equal opportunities and accessibility, ULiège will soon be launching new structural projects to strengthen inclusion on its campuses. Whether it is a question of providing better support for those taking their first steps in higher education or ensuring a working and study environment adapted to specific needs, these initiatives aim to create a more equitable, welcoming and supportive university community.



WELCOME, GUIDE, INSPIRE: THE SMART START SPIRIT

Smart Start is a new inclusive orientation programme launched at the start of the 2025-26 academic year. Aimed at first-year students, it is part of a social transition and equal opportunities approach: it aims to promote harmonious integration into the university community by supporting both social ties and academic engagement from the very first days. Over two days, participants receive caring and structured support, designed to respond to their diverse backgrounds and needs.

Welcomed by trained peers, they discover the essentials of university life, ask questions in a reassuring environment, and explore the links between teaching and research through accessible lectures. By creating spaces for exchange, sharing and inspiration, Smart Start is establishing itself as a collective lever for successful and equitable entry into university.

📧 affaires.etudiantes@uliege.be



ACTION PLAN FOR PEOPLE WITH DISABILITIES

In accordance with the decree on inclusive higher education, ULiège has for many years had a service to support students with disabilities. In order to also support staff members who require reasonable adjustments to their working environment, a Disability Coordinator, Damien Lo Presti, was hired in October 2024. In addition to acting at the individual level, the aim is to establish a policy at the institutional level. To this end, several officers representing various ULiège administrations were brought together in 2025 to work on the implementation of an action plan focused on disability and inclusivity. The aim of this action plan will be to secure the institution's support and commitment to a long-term inclusive approach. It will also highlight those already involved and their workload in relation to this investment.

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5

Clearer Governance of the Social and Environmental Transition

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5.3. Future Projects	p.58

5.1 OVERVIEW

The University's commitment to the social and environmental transition requires structured and consistent governance. At ULiège, this transition already involves various advisory and operational bodies bringing together the entire university community. However, given the complexity of the issues at stake, efforts are still needed to better coordinate sustainability policies and make them more transparent. The University wishes to improve the information provided to its community and equip its governance to set priorities, evaluate progress and make the transition part of a collective, sustainable and inclusive dynamic.

● 2019

- › Creation of the CiDD and establishment of two associated bodies: the Scientific Council for Sustainable Development (advisory body) and the Coordination Council (later renamed the Office for Sustainable Development – executive body) + Green Office

● 2022

- › Integration of the CiDD into the Institutional Support Unit (CAI)
- › Creation of the Gender Equality Council
- › Creation of the Responsible Digital Steering Committee

● 2023

- › Appointment of a Sustainability Officer

● 2024

- › Appointment of a Gender Equality Coordinator
- › Appointment of a Responsible Digital Coordinator
- › Appointment of a Disability Coordinator
- › Creation of a network of SD/Sustainability Friends

● 2025

- › Creation of the Transitions Laboratory
- › Validation of the Transition Roadmap

● 2026

- › Clarification of governance bodies

KEY FIGURES



81.8/100

ULiège's score in governance
according to the *QS Sustainability
Ranking 2025*



85 number of
Sustainability Friends

5.2

2024-2025 ACHIEVEMENTS



ADOPTION OF THE TRANSITION ROADMAP

On 19th February 2025, the ULiège Board of Directors enacted the ULiège Transition Roadmap, thereby affirming its commitment to a sustainable and desirable future. This strategic document aims to structure, coordinate and implement the University's sustainability and social and environmental transition actions, in line with its 2022-26 Institutional Strategic Plan. The result of a participatory process carried out in 2023-2024, and supported by ARES, its development involved a wide range of stakeholders: the Sustainable Development Unit with the Rector's Advisor on Social and Environmental Transition, Sybille Mertens, her deputy, Perrine Neuprez, and the Sustainability Officer, Sophie Blain, the Sustainable Development Scientific Council, working groups, committees and departments of ULiège. This consultation made it possible to combine academic expertise with real-world experience. The Roadmap has two objectives: to promote existing

sustainability initiatives and to stimulate new initiatives aligned with institutional priorities.

It is structured around five strategic areas – three related to the university's missions (teaching, research, service to society) and two to its internal functioning -, broken down into 12 objectives, 21 sub-objectives and 165 concrete actions. Eight flagship projects are being implemented as a priority in 2025, such as the creation of the Transitions Laboratory, the development of sustainable canteens, and the circularity of university equipment. Thorough monitoring, notably via the annual report and a dashboard, will enable progress to be assessed and ensure the transparency of results.

📍 Sophie Blain (sophie.blain@uliege.be)



TOWARDS A MORE EQUAL UNIVERSITY: THE ULIÈGE GENDER AND EQUALITY ROADMAP

Since 2022, ULiège has had a Gender and Equality Council (CGE), a participatory body that brings together members of the entire academic community on a monthly basis to promote and support equality policies, with a particular focus on gender. On 18th September 2024, the CGE presented a strategic roadmap, based on the specific realities of ULiège, which was adopted by the Board of Directors and incorporated into the institutional strategic plan. It aims to strengthen, raise awareness of and structure the measures in place through ten concrete action sheets: combating sexist and sexual violence, training, prevention of LGBTQIA+phobias, improving the sense of security, ethical charter, career equality, support for parenthood, etc. Chaired by Florence Caeymaex, Advisor to the Rector on Ethics and Equality Policies, the CGE is coordinated by Bastien Bomans, Gender and Equality Officer, and Caroline Glorie, Assistant to Florence Caeymaex, who are responsible for implementing and monitoring the actions.

📍 Conseil Genre et Égalité (genre-egalite@uliege.be)



5.3

FUTURE PROJECTS

In order to more firmly anchor the social, environmental and digital transition at the heart of its operations, ULiège is thoroughly reviewing its sustainability governance. From the overhaul of the bodies involved in the transition to the development of an institutional ethics charter and the structuring of a Responsible Digital Roadmap, these projects aim to strengthen the coherence, transparency and effectiveness of the university's action in the face of major contemporary challenges. They reflect a clear desire to collectively promote a systemic, participatory and committed vision of change.



REVISION OF TRANSITION GOVERNANCE BODIES

Since 2019, several bodies related to sustainability have been set up, including the Institutional Sustainable Development Unit (CiDD), the Scientific Council and the Sustainable Development Office. With the adoption of the Transition Roadmap, a new governance structure will be proposed in 2026, comprising three bodies: the Institutional Sustainability and Transition Unit (CiDT), the Sustainability and Transition Steering Committee and the General Assembly of the Transitions Laboratory. The CiDT, which is part of the Institutional Support Unit, will be coordinated by the Sustainability Officer and includes the Green Office. It is responsible for monitoring and reporting on the Transition Roadmap and mobilising its academic

community around its actions. The Steering Committee ensures strategic and operational consistency, while the General Assembly of the Transitions Laboratory provides expertise and recommendations on flagship projects.

This restructuring of the governing bodies improves their clarity and effectiveness and reflects a desire to promote a systemic approach to social and environmental transition. These three bodies will work to strengthen the participation of all in this cross-cutting dynamic within our University.

 [durable@uliege.be](mailto: durable@uliege.be)



CREATION OF A ULIÈGE ETHICS CHARTER

Led by Florence Caeymaex and developed by a group of experts from various departments responsible for this issue, the draft ethical charter of ULiège is built around three fundamental principles: integrity, respect for the individual and responsibility – the foundations that define the commitments, duties and obligations that the University undertakes to uphold and enforce, both vis-à-vis individuals and the institution itself. It aims not only to affirm a shared vision of university ethics, but also to provide the community with a living, applicable tool capable of transforming everyday practices and strengthen the consistency of the values upheld by the University of Liège, in particular by emphasising respect and well-being in one of these three pillars. The drafting of the ethical charter followed a rigorous process and was led by the expert hired for this purpose, Samira Oucchi, in collaboration with the dedicated working group, and was also reviewed by three focus groups of members of the university community, led by Maxime Morsa. The final adoption of the text was scheduled for December 2025, after review by the relevant authorities, and in particular by the Board of Directors.¹

 [Conseil Genre et Égalité \(genre-egalite@uliege.be\)](mailto:genre-egalite@uliege.be)



¹ On December 10, 2025, the Board of Directors took note of the ULiège Ethics Charter.
² On October 15, 2025, the Board of Directors took note of the ULiège Responsible Digital Roadmap and approved its strategic priorities.



ROADMAP FOR RESPONSIBLE DIGITAL TECHNOLOGY

The University of Liège has embarked on a process of in-depth adaptation to contemporary societal challenges, including the digital transition. In this context, it is restructuring its governance and aims to make it intrinsically compatible with responsible, sober and inclusive digital technology. Among other things, this requires mastery of digital tools and coordination of digital projects, within a governance structure focused on user needs. To this end, following an IT audit aimed at optimising institutional digital governance in particular, the responsible digital approach will be embedded in institutional policies through a clear roadmap and a concrete action plan.²

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6

Sustainability and Transition Dashboard

Since 2020, ULiège has had a dashboard, the aim of which is to monitor the institution's social and environmental transition strategy. It is built around the 5 pillars of the Transition Roadmap, and highlights the links with the Sustainable Development Objectives. This dashboard is an essential management tool for assessing the institution's progress towards more sustainable practices and missions.

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Research equipped to support the social and environmental transition (SET)	Develop transdisciplinary research on the issues related to the SET		# transdisciplinary research projects on transition issues (in the Transitions Laboratory)	4 and 9				4	3	3
			€ funding obtained for transdisciplinary projects (in the Transitions Laboratory)							1,500,000
			# winners (nominees) at the HERA awards (doctorate and master)					4 (out of 7)	2 (out of 5)	2 (out of 6)
			% (#) publications tagged with at least one SDG on ORBI					5.7% (594)	6.6% (627)	8% (763)
			# members of the Transitions Laboratory (researchers, external, PATO, students)							218
Education adapted to the challenges of the SET	Train students to respond to the issues related to the SET	Generate demand for courses/programmes dedicated to or related to the SET	# courses dedicated to sustainability and/or the transition	4					1.6% (109)	1.9% (133)
			# courses linked to sustainability and/or the transition						3.2% (227)	3.8% (258)
		Increase the proportion of courses which integrate the social and environmental transition	# faculties offering the "Sustainability and Transition" online course							11
			# faculties having organised the second credit							6
			# users of the online course - bachelor students (obligatory - on annual programme)							4,931
			# users of the online course - auditing students (bachelor and master): voluntary students							5
			# users of the online course - auditing students (external students)							13

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Education adapted to the challenges of the SET	Train staff members on social and environmental transition issues and enable them to take action		# staff registered on the optional online course	4						351
			# users of the online course - staff members who followed the whole course (% of total registrations)	3,4 and 8						6% (23)
Community services that meet the challenges of the SET	Position ULiège as a key player in the SET		# sustainable development network partners	17		3	7	8	8	8
	Promote individual and collective commitment among ULiège members to the SET		# funded SET projects led by the university community (total amount allocated)	11					9 (7,926.14 €)	20 (20,000 €)
			# committed students (official status)					106	63	72
	Strengthen the effectiveness of ULiège's transmission belts that address social and environmental transition issues		# activities organised by the Green Office	4 and 11					60	47
			# participations on awareness-raising activities/ mobilisations by the Green Office						3,031	3,861
			# participations on activities promoting global citizenship and solidarity organised by Eclodio						3,031	3,861
			# participants in cultural and scientific events (Liege + Luxembourg Creative + MSH)						2,414	2,706
			# knowledge dissemination/popular science events (Liege + Luxembourg Creative + MSH)						59	53
			# ULiège researchers who presented at a knowledge dissemination/popular science event						49	57
Campuses committed to the SET	Adopt eco-responsible practices in our management decisions: financial placements, purchases, waste management, infrastructure, energy, digital, mobility, food	Purchasing: reduce purchases, focus purchases on sustainable services/ products	% of calls for offers >140,000€ including a sustainable development clause (environmental, ethical or social): yearly average	12	44%	40%	35%	33%	41%	35%
			% of sustainable supplies purchased from the Lyreco catalogue			34%	40%	39%	32%	55%
			# purchases of reconditioned computers						1	3
		Food: increase the proportion of local, seasonal food, reduce the proportion of animal protein consumption, be part of the local food security dynamic	% healthy hot meals sold (vegetarian)	2, 3 and 12					47% (10%)	50% (10%)
			% vegetarian cold meals sold (sandwiches and salads)						9%	32%
			Weight of food waste in our canteens						739 kg	1,485 kg

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Campuses committed to the SET	Adopt an eco-responsible approach in our management choices: financial placements, purchases, waste management, infrastructure, energy, digital, mobility, food	International mobility: reduce our air travel	# "Save the Climate" grants awarded to Erasmus students who travel by train and/or bus	13	13	32	47	70	62	73
			# km travelled by plane by staff members		26,986,442 km			16,217,887 km	20,250,665 km	19,787,415km
			# km travelled by plane by our Erasmus students		6,908,172 km			4,465,609 km		
			CO2 emissions linked to air travel by staff members		6,200			3,500 t eCO ₂	4,103 t eCO ₂	4,088 t eCO ₂
			amount of (voluntary) compensation for air travel						8,261 €	3,595 €
			# rooms equipped for videoconferencing						33	33
		Green spaces: ensure a balance between academic activities and biodiversity initiatives by preserving nature	% of green spaces (forests, parks, agricultural land, built land) (Sart Tilman; Arlon)	15						92% ; 82%
			% of land dedicated to biodiversity (Sart Tilman; Arlon)							83% ; 48%
			% wooded areas available to the public (Sart Tilman; Arlon)							75% ; 34%
			Quality of life rating on Sart Tilman					bon		
		Energy: reduce energy consumption, increase the share of renewable energies in the energy mix, strengthen our energy independence	total electricity consumption	7	43,082 MWh	40,376 MWh	42,359 MWh	47,164 MWh	42,147 MWh	
			including green electricity		77%	77%	79%	82%	91%	
			self-produced (renewable source)		23%	23%	21%	18%	9%	
			CO ₂ emissions from electricity use		15,362 t eCO ₂	14,021 t eCO ₂	14,898 t eCO ₂	17,161 t eCO ₂	19,219 t eCO ₂	
			heat consumption		74,379 MWh	71,440 MWh	79,095 MWh	68,841 MWh	62,234 MWh	
			self-produced (renewable source)		48 %	52 %	43 %	62 %	41 %	
			CO ₂ emissions from heating use		9,781 t eCO ₂	8,313 t eCO ₂	9,068 t eCO ₂	9,893 t eCO ₂	11,330 t eCO ₂	
	Adopt an eco-responsible approach in our management choices: financial placements, purchases, waste management, infrastructure, energy, digital, mobility, food	Home-campus mobility: reduce the carbon footprint associated with single-occupant car journeys between home and campus	Percentage of journeys (distance) by car (students + staff)	11			39			38 (47)
			# journeys registered on the carpooling platform						28	165
			Percentage of journeys (distance) by public transport (students + staff)				46			49 (51)
			Percentage of journeys (distance) on foot (students + staff)							10 (1)

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Campuses committed to the SET	Adopt an eco-responsible approach in our management choices: financial placements, purchases, waste management, infrastructure, energy, digital, mobility, food	Home-campus mobility: reduce the carbon footprint associated with single-occupant car journeys between home and campus	Percentage of journeys (distance) by bike (students + staff)	11						3 (1)
			# cycled km reimbursed		256,802 km	182,694 km	233,614 km	465,014 km	477,637 km	477,967 km
			# bike places throughout the campuses							1,122
		Waste management: reduce waste volumes, promote the circular economy: reuse, repurposing, recycling)	Total weight of waste: residual, paper/cardboard, wood, construction, green, tyres, metal, electronic, glass (excl. GxABT and Arlon and excl PMC)	12	885 t	643 t	794 t	734 t	709 t	568 t
			% of waste recovered/recycled		33%	44%	48%	34%	41%	42%
			Quantity of residual waste (excl. GxABT and Arlon)		576 t	363 t	415 t	482 t	416 t	327 t
			Quantity of cardboard/paper waste (excl. GxABT and Arlon)		270 t	251 t	301 t	188 t	199 t	164 t
			Quantity of wood waste (excl. GxABT and Arlon)		11 t	9 t	24 t	18 t	22 t	19 t
			Quantity of organic waste (excl. GxABT and Arlon)							
			Quantity of inert and construction waste (excl. GxABT and Arlon)		11 t	16 t	18 t	11 t	9 t	18 t
			Quantity of green waste (excl. GxABT and Arlon)					1 t	14 t	18 t
			Quantity of metal (excl. GxABT and Arlon)		0 t	3 t	30 t	18 t	25 t	17 t
			Quantity of electronic waste (excl. GxABT and Arlon)		4 t	2 t	4 t	14 t	19 t	3 t
			Quantity of glass (excl. GxABT and Arlon)					1 t	0 t	1 t
			# of recycling bags (PMC) distributed (excl. GxABT and Arlon)		4,198	2,441	3,591	3,591	4,343	3,461
			# repair cafés					0	1	2
			# objects repaired by the repair cafés		-				149	178

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Campuses committed to the SET	Adopt an eco-responsible approach in our management choices: financial placements, purchases, waste management, infrastructure, energy, digital, mobility, food	Water: reduce water consumption, preserve water quality, make water accessible	Total water consumption	6	235,768 L	291,422 L	208,078 L	217,498 L	198,875 L	150,274 L
			Network water consumption / person		8 L	10 L	7.1 L	6.9 L	5.9 L	4.63 L
			Groundwater consumption		77,833 L	83,452 L	70,038 L	82,887 L	67,392 L	33,875 L
			Rainwater water consumption / person		No data	342 L	344 L	309 L	ND	ND
			Mixed industrial and domestic wastewater		150,972 L	139,160 L	102,197 L	137,383 L	151,407 L	130,781 L
			Quality of streams					bonne	passable	bonne
			# water fountains on the mains network					59	46	79
	Embed the principles of equality, inclusion and well-being in the daily lives of all members of the University community.	Equality, Diversity, Inclusion: equal opportunities, specific support for vulnerable people	% (#) of students who receive a study grant or have reduced study fees	1 et 10	19% (3,944)	20% (4,473)	20% (4,775)	21% (4,813)	21% (4,595)	21% (4,517)
			Percentage of the social budget allocated to student aid		4,8% (326k €)	7,8% (576k €)	6,9% (564k €)	7,2% (598k €)	7,2% (665k €)	7,35% (676k €)
			Percentage of the budget allocated to student housing		5,6% (379k €)	4,9% (360k €)	5,3% (433k €)	5,1% (422k €)	7,4% (682k €)	6,14% (565k €)
			Percentage of the social budget allocated to food aid for students		No data	No data	1.51% (123k €)	10.1% (839k €)	8.3% (763,2k €)	11.3% (1035.2 k €)
			# of computers available to students		1,010	1,096	1,034	960	912	930
			# computers loaned to students by the Social Service							239
			# disabled students		267	270	311	360	443	450
			% (#) foreign students	10	23 (5,941)	23% (6,152)	24% (6,807)	26% (7,141)	24% (6,471)	24% (7,159)
			% (#) foreign staff members		13 (753)	14% (754)	15% (820)	15% (857)	14% (835)	15% (883)
			# foreign researchers integrated into ULiège through the Scholar@Risk programme							3
			% (#) students from developing countries		8 (2,058)	9% (2,419)	10% (2,738)	11% (3,166)	10% (2,638)	10% (3,086)

Theme	Objective	Sub-objective	Indicator	SDG	2019-20 year 2019 Data	2020-21 year 2020 Data	2021-22 year 2021 Data	2022-23 year 2022 Data	2024-25 year 2023 Data	2025-26 year 2024 Data
Campuses committed to the SET	Embed the principles of equality, inclusion and well-being in the daily lives of all members of the University community	Equality, Diversity, Inclusion: equal opportunities, specific support for vulnerable people	# asylum-seeking students who have benefited from the Access2University programme	10						
			# students/asylum seekers who have benefited from the EU Passworld programme							
			% (#) female students	5	58% (14,675)	57% (15,601)	58% (16,517)	58% (16,406)	59% (15,628)	59% (17,424)
			% (#) female doctoral students		46% (1,024)	47% (1,054)	48% (1,087)	47% (1,091)	48% (1,106)	49% (1,188)
			% (#) of women among staff members who are "nommés" for the first time in an academic career		40% (8)	30% (8)	33% (16)	46% (11)	26% (11)	38% (26)
			% (#) women promoted to professor		30%	No data	26%	21% (6)	No data	38% (10)
			% (#) women promoted to full professor		11%	No data	14%	32% (9)	No data	32% (10)
			% (#) female staff members		51% (2,851)	51% (2,831)	51% (2,875)	51% (2,909)	51% (2,972)	52% (3,100)
			% of women in top management positions: Board of Directors			23%	25%	27%	27%	27%
			% of women in top management positions: Rectoral Team			20%	22%	38%	38%	38%
			% of women in top management positions: Deans			33%	36%	27%	27%	27%
		Institutional culture of respect (avoid violence and disrespectful behaviour)	# students who have attended training courses on the festive context	3					200	1,121
			# participants in activities organised by the Quality of Student Life service						2,139	3,829
			# staff members who have followed the Well-being at Work training						49	102
			# staff members who have followed the Personal Developement and Interpersonal Relationships training						240	202
			# staff members who have followed the Management training						67	88
			# confidential advisors		8	9	7	8	13	14

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Campuses committed to the SET	Embed the principles of equality, inclusion and well-being in the daily lives of all members of the University community	Well-being: prevent psychosocial risks and respond appropriately when risks materialise	# staff members who have benefited from informal psychosocial support		110	90	90	90	91	84
			# of members of staff that have received formal psycho-social assistance (harassment, workplace violence)		2	3	3	1	0	5
			# students who have benefited from psychological support from Student Affairs				306	313	247	181
			# mediations for student harassment					14	17	23
			# workers on long term sick leave			156	135	114	175	190
			# (%) of long-term sick leave employees accepting our social service's support			67 (43%)	73 (54%)	81 (71%)	108 (62%)	142 (75%)
			# (%) of those on sick leave with mental health issues (burnout, exhaustion, major psychological difficulties) related or unrelated to work			34 (51%)	44 (60%)	48 (59%)	67 (62%)	70 (49%)
			Absenteeism rate (on sick leave for more than 6 months)				1	0.68	0.99	1.22
			# internal staff transfers					24	24	17
			% of positive internal transfers					80	83	80
			# resignations (BO) - fixed-term + permanent contracts)					84	70	93

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