ACTIVITY REPORT
SUSTAINABLE DEVELOPMENT
2021-2022
This is our university’s second sustainability report. It covers two academic years (2020-2021 and 2021-2022) marked by dramatic events: COVID, floods, the war in Ukraine, tensions in the energy market, inflation. These events are not accidents of history. They are strong indications of a systemic crisis. The world is at a turning point, our commitments to sustainability must now be translated into significant and rapid changes.

As the place where scientific knowledge is produced and transmitted, the University has a major role to play. It must not only accompany the transition of society, but also, in all coherence, think of its own transition. This is why the new rectoral team, whose mandate began in October 2022, has placed the environmental and social transition at the heart of its programme and will make it a transversal and structuring element of its institutional strategic plan.

Ahead of this plan, this report is intended to be illustrative without being exhaustive. We have chosen to highlight various initiatives of our university community. This report shows to what extent the University of Liège — if it is to become a player in the transition to a more sustainable world — will have to bring together three major ingredients.

First of all, the projects linked to the transition come from all the components of our university (students, scientists, administration, technical and support staff, academics). There are more than 33,000 of us, and our force is therefore potentially immense. However, this transition will continue to depend largely on the personal commitment of each and every one of us, and on our ability to become visionary and creative in our fields of knowledge and our areas of action.

Secondly, the dynamics of transition cannot be conceived outside of the partnerships that we are building in our territories with socio-economic and cultural actors. Our university also relies on international networks that bring together institutions with the same commitments. These two types of alliances are both openings to the world. Consolidating these alliances will allow us to better co-construct the future and to progress by exchanging our practices and our learning.

Finally, the transition to strong sustainability requires a strong institutional commitment. The projects will have all the more impact if they are supported, encouraged and monitored by the various levels of governance. The projects’ influence will be amplified if they can be linked to a coherent and determined strategic vision. This is the commitment of our rectoral team.

Let’s set the course and give ourselves the means to achieve it together. It is time to set sail.

Anne-Sophie Nyssen, Rector
Sybille Mertens, Advisor to the Rector on Environmental and Social Transition
In 2015, the members of the United Nations (UN) adopted the 2030 Agenda. This agenda defines 17 broad Sustainable Development Goals (SDGs, see below), broken down into 169 more specific targets. They aim to address urgent global social, environmental and economic challenges. This agenda is deeply rooted in the fight against inequality, the well-being of populations, and the protection of the environment in its broadest sense. Since the adoption of the agenda, states, institutions, communities, and private and public organizations have largely appropriated the 17 SDGs, which influence the analysis and orientation of their policies in favour of sustainable development. Universities play a major role in achieving these major objectives, through research, teaching and community services. Many universities are taking on this responsibility and are committed to improving understanding of the challenges of sustainable development, developing the skills needed to implement concrete solutions, strengthening research and innovation related to these societal challenges, reinforcing local and international collaborations in favour of the SDGs, and above all acting in favour of the transition towards sustainability in all internal operations.

This sustainable development report highlights ULiège’s contribution to these global challenges. The report systematically references the 17 SDGs in presenting our actions.

**GOAL 1.** Access to basic human needs of health, education, sanitation.

**GOAL 2.** Providing food and humanitarian relief, establishing sustainable food production.

**GOAL 3.** Better, more accessible health systems to increase life expectancy.

**GOAL 4.** Inclusive education to enable upward social mobility and end poverty.

**GOAL 5.** Education regardless of gender, advancement of equality laws, fairer representation of women.

**GOAL 6.** Improving access for billions of people who lack these basic facilities.

**GOAL 7.** Access to renewable, safe and widely available energy sources for all.

**GOAL 8.** Creating jobs for all, to improve living standards, providing sustainable economic growth.

**GOAL 9.** Generating employment and income through innovation.

**GOAL 10.** Reducing inequalities: reducing income and other inequalities, within and between countries.

**GOAL 11.** Making cities safe, inclusive, resilient and sustainable.

**GOAL 12.** Reversing current consumption trends and promoting a more sustainable future.

**GOAL 13.** Regulating and reducing emissions and promoting renewable energy.

**GOAL 14.** Conservation, promoting marine diversity and regulating fishing practices.

**GOAL 15.** Reversing man-made deforestation and desertification to sustain all life on earth.

**GOAL 16.** Inclusive societies, strong institutions and equal access to justice.

**GOAL 17.** Revitalise strong global partnerships for sustainable development.
To support this transition towards a more sustainable world, the University of Liège has entered into several partnerships. These networks allow the University to benefit from the expertise and experience of other institutions which have adopted a similar approach, and to be part of a collective approach favouring the coordination of actions and the sharing of resources. Each membership is subject to prior evaluation and a decision by the academic authorities.

**Partners**

**ULiège is a permanent member of the Commission du Développement durable (CDD) Commission for Sustainable Development of the Académie de Recherche et d'Enseignement supérieur (ARES) Academy of Research and Higher Education) of the Wallonia-Brussels Federation.** The Commission promotes the exchange of experiences between higher education actors, develops collaboration tools in order to create a community of resources, and elaborates recommendations on institutional sustainable development policies for the academic and political authorities of the Wallonia-Brussels Federation. The Commission also organises an annual call for projects with funding of 200,000€. In 2019 and 2020, 19 projects were able to be funded, including 2 led by ULiège.

**FIND OUT MORE**

**The Belgian platform The Shift brings together more than 500 organisations, public institutions, companies, associations and universities, which are committed to working together to achieve the goals of sustainable development. The network organises sustainable initiatives and the sharing of experiences between members. ULiège has been a member of The Shift since October 2020 and has signed its charter, committing it to working in partnership with local and international actors in favour of sustainable development.**

**FIND OUT MORE**

**In 2022, the University of Liege was the first Belgian university to join the Global Research Alliance for Sustainable Finance and Investment (GRASFI) bringing together 26 internationally renowned universities, including Cambridge, Oxford and Yale, which promote academic research in the fields of sustainable finance and investment.** It is through its School of Management (HEC-Liège), and more particularly the Financial Management for the Future (FM4F) research group, that ULiège joined this alliance, which testifies to a solid expertise in multidisciplinary academic research in these fields.

**FIND OUT MORE**

**In 2021, ULiège announced that it had started the process of joining the ISCN - International Sustainable Campus Network. In March 2022, ULiège became a full member of the network, and shortly afterwards won the first prize in a competition for excellence organized by the ISCN. ULiège won the first prize in the field of cultural change for sustainability thanks to the Green Office engagement programme, which aims to reduce the carbon footprint of our community.**

**FIND OUT MORE**

**In 2022, ULiège joined the International Association of Universities, a network of no less than 640 members in 120 countries, which counts sustainability as one of its four pillars. Thanks to this network, the University of Liège will be able to benefit from a strong echo chamber to spread its climate awareness efforts. ULiège has joined the Green Office movement, a network of 46 other similar structures, whose aim is to provide institutional support, improve teamwork and increase collective impact by organizing events on a larger scale. In 2023, ULiège, through its Green Office, was one of the three co-organisers of the Belgian summit held at the University of Hasselt, a meeting that allowed the community to exchange best practices. ULiège is extending its commitment to a social and environmental transition by joining the Belgian Institute for Sustainable IT. At the end of November 2022, ULiège signed the sustainable IT charter, committing the whole university to making an effort towards digital cohesivity. The aim of this charter is to rethink the allocation of digital resources in a reasoned and responsible manner.**

**FIND OUT MORE**
3 Institutional Projects for a More Sustainable University

3.1 Green Office: A Great Number of Small Gestures
3.2 Solidarity Grocery Shop: Le Kotidien
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Green Office: A Great Number of Small Gestures

25,000 students and 5,000 staff members to call to action: this is the challenge set by the Green Office, a sustainable development platform managed, in part, by students since its creation in January 2020.

"We are trying to raise awareness of sustainable development while proposing concrete and encouraging actions," says Cécile Van de Weerdt, coordinator of the Green Office. "It's like the power of small gestures. Nest from a monstrous point of view, but when people adopt it, a large number of people, they initiate a change in culture." Students, like many citizens, are now faced with the question of people, they initiate a change in culture. "Students, like many citizens, are now faced with the question of people, they initiate a change in culture. "Students, like many citizens, are now faced with the question of people, they initiate a change in culture.

The expectations are there. Groups sometimes present the issues and calculate everyone's carbon footprint. It has interested us. Little by little, sustainability will become a collective enthusiasm, to generate collective energy. The students do it together and are aware that they are part of a large group. As for us, these training arrangements connect actions. As for us, these training arrangements connect actions. As for us, these training arrangements connect actions.

"Thanks to the recognition of the UN and the various supporters we receive the Green Office has recently been sponsored by Princess Astrid of Belgium, the climatologist Jean-François Krupka and the social entrepreneur Pack, his start-up EDACO, the campaign is committed to each other and reinforces each other."

FROM THOUGHT TO ACTION, WITHOUT DETOURS

In June 2021, the Green Office won the Challenge Campus 2030 at the UN. This prestigious award was for a commitment programme that is unique in the world, consisting of challenges in favour of the climate and biodiversity. "The pandemic context led us to prioritize raising awareness of these challenges which can be carried out by students whenever they are. With the return to the classroom, we are also able to present the issues and calculate everyone's carbon footprint. Inspired by small acts, we are trying to make students want to adopt sustainable habits. Since the launch of the engagement programme, several challenges have been proposed on the engagement platform, Weplan.

Currently, more than 2,700 students are registered on the platform. Work is now being done to create INO students and staff to join the platform, including new, more adapted challenges, such as challenges on sustainable finance," continues Cécile Van de Weerdt. "Within the Weplan, this community of 30,000 people is one-eighth of the city's population, within an institution that generates important scientific knowledge to be shared. We can make a lot of things happen in connection with our territory."

The Green Office also runs a Sustainable Campus project, in which the actors carried out the "Weplan". The Green Office collected 64 kg of old mobile phones, collected e-waste to protect the environment and soil, and 11,000 bottle tops and corks for the Make Us Plan project, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast, organised a sustainable breakfast.
The first solidarity grocery shop for students in French-speaking Belgium opened on the Rue des Clarisses in the centre of Liège on 7th February 2022. Known as Le Kotidien, this initiative was the result of a study carried out by the Pôle Académique Liège-Luxembourg, which highlighted the financial difficulties faced by students. The study found that many students, especially those in higher education, were struggling to make ends meet.

A BEAUTIFUL INTER-INSTITUTIONAL ALLIANCE

In April 2019, a study on the living conditions of students in the Walloon-Brabant region, commissioned by the Ministry of Higher Education, revealed that fewer than 25% of students were worried about their health and food, which were added to other issues, such as housing and mobility.

When analysing these data, Aurélien Prissett, from the UCLouvain Liège-Luxembourg, pointed out that the financial difficulties faced by students are particularly severe. "Many students are excluded if both of their parents work, even if they get no help from them. But the problem is that these students are in a less formal way, but the situation was not comparable for anyone. It’s hard enough to ask for help, it’s even harder when the service isn’t there."

The student grocery shop had to take this reality into account. It also had to be accessible to all higher education students, regardless of their institutions. "The project is headed and financed, in part, by the UCLouvain Liège-Luxembourg, but also the universities and moral circles of the partners," explains Isabelle Jardon, coordinator of the solidarity grocery store. "The project is a beautiful inter-institutional alliance."

The student grocery shop had to find everyday products free of charge or at a quarter of the market price. "The main advantage of the grocery shop compared to the baker's is that the beneficiaries can choose the products they want to eat, which is often difficult. Sometimes, it’s a bit more complicated, but there is a respect for dignity and the notion of pleasure linked to food. We are moving away from the idea of a person in a precarious situation, but that’s what they are given. We also see them as a way of life. They are also entitled to the environmental issue. Some products, such as milk, are chosen by the student from local producers. In addition, sanitary towels and menstrual cups are provided to students, or have access to small retailers in the region.

In November, 2019, a group of 5 students who are paid under a ‘voluntary’ contract. "The initiative was started by a group of students with the support of the Pôle Académique Liège-Luxembourg. We also involved the student community and the Y система of producers, from the Boulangerie sans Mots, through the association Al’Binette, which allows us to benefit from wholesale prices. The Carrefour de Ans regularly supplies us with fresh goods, and other more occasional donations complete the offer but we are always looking for volunteers and partnerships to increase the stock."

"We asked about the various institutions. Which geographical location should be favoured? What opening hours, what products to choose... We used the results of this survey throughout the implementation of the project."

The project was opened on 7th February 2022. The first grocery shop for students in French-speaking Belgium opened on the Rue des Clarisses in the centre of Liège. There are two conditions for using this shop: firstly, users must be students in higher education; institutions in the province of Liège or Luxembourg, and secondly, they must have a difficult financial situation. They can find everyday products free of charge or at a quarter of the market price. "There are many initiatives and the idea of solidarity grocery shops is still an undeveloped phenomena, even though we knew we could not solve everything. We focused on food and began our reflections, asking ourselves how we could respond to these social problems. For example, students are excluded if both of their parents work, even if they get no help from them. So, the solidarity grocery shops helped these students to make ends meet."

People who are registered with the CPAS have access to these solidarity grocery shops, explains Magali Thonon, a psychologist at the ULiège Student Affairs Department. "But many students do not meet the criteria despite having financial problems. They fear that they will be noticed or that negative information will be transmitted to their parents, even if they are not going to tell them for fear of the stigma."

Recently, the initiative won the Solidaris prize, which is given annually to student projects that are innovative and provide new solutions to social problems, such as housing and mobility. "We are proud of this recognition, which shows that our work is not in vain."

"The project is a beautiful inter-institutional alliance," says Isabelle Jardon. "It is a wonderful inter-institutional solidarity around a common goal: to bring pleasure and dignity to young people. Those who are registered with the CPAS have access to these solidarity grocery shops, explains Isabelle Jardon, coordinator of the solidarity grocery shop. "To anchor students in a less formal way, but the situation was not comparable for anyone. It’s hard enough to ask for help, it’s even harder when the service isn’t there. We are moving away from the idea that a person is in a precarious situation, but that’s what they are given. We also see them as a way of life.

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Feeding ULiège students and staff in a healthy and sustainable way while maintaining affordable prices are the two main goals of the institution’s catering services.

Creativity and proactiveness are requisites to achieve this. Thus, ULiège subcontracts this activity to the value of work and the economic realities of the sector. Today, milk, some vegetables and meat are supplied by local producers and cooperatives and meet the self-service units, but efforts to raise awareness are still needed. Better management of food waste (50% by 2022, with a target of 70% by 2023) is necessary, in particular through greater awareness of selective sorting and the installation of additional sorting tables, weighing of waste and a collaboration with Too Good To Go. The reduction of energy consumption is another crucial point for which actions are planned. The proportion of organic and seasonal products will also increase, and all of these measures are working towards anchoring ULiège in its sustainable dynamic.

3.3
Friendly, Healthy and Seasonal Catering at Reasonable Prices

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For several years, ULiège has been implementing a strong shift policy with concrete effects on behaviour.

The sharing of intellectual ideas and problems to be solved is also underway. The cycle workshop, which was set up in 2012 and whose new structure was inaugurated in September 2021 at the Sart Tilman campus, became one of the bases of the community. A person is employed there four days a week, offering repairs and maintenance, providing training, organising the loan of electric bikes... A reassuring source of technical assistance. “We have also obtained the permits for the deployment of 450 secure bicycle parking spaces on the Sart Tilman campus. These are planned for the summer of 2023 and will be divided into ten outdoor shelters and areas, “ continues Véronique Loiseau, head of the Urban Planning and Mobility Unit of the Property Resources Administration. Meanwhile, decks have been taken to renovate and expand the bike networks on all areas of the Sart Tilman site and towards downtown.

Afternoon drinks in kiosks, as well as annual events, are organised for cyclists: the spring parking party, which marks the end of winter, and which is accompanied by the organisation of 1000s of meals, free check-ups and mechanic training, and the mobility week. “During this mobility week, we had ‘no velo solo’ challenge, by cycling 5,730 km in one week, “ says Pierre Duysinx. This is a challenge open to all cyclists travelling in Belgium or abroad to reach their workplace of choice. Currently, 10% of staff bike to work by bicycle (compared to 5% in 2014). The proportion of students remains fairly high, and will only change significantly once the City has installed more secure overnight bike shelters. The dialogue between the two institutions is evolving in these directions. The growth prospects for cycling are impressive. In Liège, Gembloux and Arlon, almost 50% of those who sign up for the bike mechanics training courses organised at ULiège are women. It allows ambitious perspectives for the years to come.
3.6 Sustainable Travel – #SaveTheClimat Students

Subsidies have been introduced to encourage ULiège students to use the train for international travel.

In order to support the efforts of students seeking to reduce their carbon footprint, particularly in the context of Erasmus stays, ULiège has announced the possibility of receiving a subsidy intended to finance traveling by train.

In concrete terms, this grant of 168€ is awarded to any student who applies for it as part of an Erasmus study stay in Europe, provided that the destination is located more than 350 km from the university.

This desire to support and encourage students in their environmental commitments has resulted in an average annual increase in recipients of 48%, bringing the number of recipients to 70 for the year 2022-2023, out of a total of 149 travel grants awarded over 3 years.

FIND OUT MORE

Similarly, the UNIC (The European University of Post-Industrial Cities) alliance, which brings together 10 universities in as many European countries, offers participating students a travel grant: TIP (Train Instead of Plane).

All students whose destination is located more than 350 km away can apply to receive a subsidy of 185€, the equivalent of a 3-day interrail ticket over one month.

FIND OUT MORE

3.5 A Policy to Reduce the Impact of our International Travel

Following the analysis of the international mobility of staff members, the Board of Directors adopted a new environmental policy which came into force on 1 April 2022.

Its objective is to reduce the greenhouse gas emissions generated by the university community’s travel by reducing the use of air travel and promoting more sustainable alternatives.

An action plan has been put in place around four axes:

1. Raising awareness among the University community of the impacts of international travel.
2. Developing alternatives when the presence of participants in the same place is not essential, in particular through the use of videoconferencing.
3. Limiting the environmental impact of international travel in particular by encouraging the use of trains wherever possible.
4. Creating an internal fund to support sustainable initiatives, which is financed by a voluntary contribution from air travelers.

By default, the train must be used to all ‘green’ destinations accessible in a maximum of 6 hours. Train travel is also strongly recommended to ‘orange’ destinations accessible in less than 8 hours and to airport hubs accessible in less than 12 hours (for flights with stopovers).

The intention is also to improve the comfort and productivity of train journeys, in particular by authorising 1st class travel for all national and international journeys, provided that this expenditure is not charged to a research agreement. There is also conditional financial support for those wishing to travel by train where the cost is significantly higher than by any other means.

Mandatory train travel
Recommended train travel

FIND OUT MORE
GO Transition·s: A Year to Change Course

For one year, the Arlon campus went outside its walls to share its knowledge with its ecosystem.

Since 1972, the Arlon Campus has facilitated the environmental issues from different angles, from the perspective of sociology, engineering, agronomy, economy, geography, etc. A scientific approach that is now urgent and transversal. In this context of doubt and environmental awareness, political and scientific legitimacy crises, it seemed essential for the members of this small campus (12 employees for less than 200 students) to reinvent themselves. To recall itself in a new identity that is more in line with the movement, with the ecological transition, starting by identifying a new identity that is more in line with the movement, with the ecological transition, starting by identifying a new identity that is more in line with the movement, with the ecological transition, starting by identifying a new identity.

DIVERSITY AS A NEW IDENTITY

Wishing to change the way the world works means working globally and seeking new methods of governance. Naturally, the campus covers a hectare, recalls Pierre Stassart, President of the Department of Environmental Sciences and Management. “It is a food and building and a region that are all interdependent. We can choose how to manage this heritage, and have a real sustainable impact on it. More broadly, the third pillar of the university, after teaching and research, is service to citizenship. For us, this seems to be inseparable from our intentions. Firstly, it was a question of decompartmentalising the various research teams so that dialogue and synergies could be created and mobilised, while taking care to include all those who are easily excluded from the debates. And co-constructing the transition means sharing experiences and building together?

Many new profiles were revealed during this year. This meant organising contrasting events in which each person could invest according to their strengths. Often, it was a question of decompartmentalising the various research teams so that dialogue and synergies could be created and mobilised, while taking care to include all those who are easily excluded from the debates. Perhaps even more so today, as we can see that their quest for meaning is on the rise, and that it is the case of the Libramont Cultural Centre, and before Cyril Dion’s conference. A conference for which all 600 seats in the hall were occupied. Do we need more proof that there is an expectation, a need, for something else to happen together?

One particularity of Arlon is the large proportion of students from sub-Saharan Africa. “There is a potential to create new narratives with even greater resonance. Gradually, other actors in the region are becoming involved. This is the case of the Libramont Cultural Centre, and before Cyril Dion’s conference. A conference for which all 600 seats in the hall were occupied. Do we need more proof that there is an expectation, a need, for something else to happen together?

ALLIANCES AND SYNERGIES

The transition is not automatic. Many actors are still caught up in a patrimonial view. “We have to be creative, even in the workplace. Perhaps even more so today, as we can see that their quest for meaning is on the rise, and that it is the case of the Libramont Cultural Centre, and before Cyril Dion’s conference. A conference for which all 600 seats in the hall were occupied. Do we need more proof that there is an expectation, a need, for something else to happen together?"
Faced with the disastrous rate of climate and the current energy crisis, ULiège launched the #SaveEnergy campaign in October 2022 to make its community aware of a few simple but essential actions to reduce energy consumption.

As part of the follow-up to this campaign, a team of students working at the Green Office was trained by the ‘energy and environment’ unit of the Property Resources Administration (Administration des Ressources Immobilières (ARI)). From December onwards, they took the #SaveEnergy campaign into the field, touring the buildings to talk to the university community and raise awareness of good practices in common areas. They were also invited to identify certain pieces of ‘energy-intensive’ equipment. They also went to rooms where heating issues had been reported to measure temperatures and check whether the problem was related to a blocked thermostat. They were also able to provide users with explanations on the proper use of thermostatic valves and advice adapted to the reality of the situation the users were facing in order to make energy savings by reminding them of simple gestures:

- The current context requires a collective effort in which everyone can concretely participate.

A new service platform has been created at the HEC Liège School of Management: the S’LAB

To achieve its raison d’être, the ecological and social transition, it invites the members of the HEC community to position themselves as actors of change. It intends to disseminate the research expertise developed at HEC Liège on the sustainable transition trajectories of companies, provide tools to develop regenerative and distributive business models and understand the ethical issues and trade-offs related to environmental and social transition trajectories. In 2022, with its ‘Des têtes bien vertes?’ (Green Heads) action, the S’LAB involves the HEC community in a collective intelligence process: How to integrate and manage the transition within HEC and improve the students’ career paths? These brainstorming sessions resulted in working groups, which in turn defined several priority projects. Thus, from 2023, and in close partnership with the ULiège Green Office, cohorts of ‘Transition Ambassadors’ made up of HEC students and staff members will be formed, with a view to mobilizing the community of this pilot faculty for the transition; these measures will be to promote and accompany the realization of the ‘sustainable development’ challenges developed by the Green Office and to strengthen the sustainable actions specific to HEC Liège.
Teaching and Research Projects

4.1 Teaching

Outside of the classroom, MOOCs, summer schools and lecture series are important vehicles, among others, to mobilise our students and engage them in the transition.

A MOOC TO UNDERSTAND EVERYTHING ABOUT THE CLIMATE AND ITS WARMING

A new MOOC to understand how the climate works and how it is warming has been developed by the Geography Department and CARE Digital Tools. Organised in 5 sequences, this course provides the basics of how the climate works before looking at the causes and consequences of global warming in an interdisciplinary way. It benefits from the recognised expertise of ULiège researchers, including Sébastien Doutreloup, François Gemenne and Guénaël Devillet, as well as from the intervention of Valérie Masson Delmotte, co-chair of the first IPCC working group, and Jean-Pascal van Ypersele, IPCC vice-president from 2008 to 2015. To help students visualise how the climate works, the course uses an interactive 3D model of the atmosphere developed by SIGLab@HEC. The first session of the MOOC, which began on 14th February 2022, attracted an average of 1,758 learners per sequence, of whom 17% were new learners. By the last week, more than 11,000 registered. The MOOC is open to a large French-speaking public thanks to the FUN platform and is integrated into several undergraduate courses at ULiège. The next session is scheduled for February 2023.

AMPHIDURABLES: A CYCLE OF INTER-UNIVERSITY CONFERENCES ON THE CHALLENGES OF THE 21ST CENTURY

Within the framework of a project supported by the ARES Sustainable Development Commission, ULiège has joined forces with the French-speaking universities and colleges of Belgium to set up a series of inter-university conferences on sustainable development. Through this sharing dynamic, the higher education institutions of the Wallonia-Brussels Federation want to facilitate the understanding of societal issues related to the transition towards a more sustainable world, and mobilise their communities.

The AmphiDurables project aims to reach out to the general public and the younger generation, and to highlight research from universities represented in these fields. Since the beginning of the project, 7 major conferences have been shared with renowned personalities, such as Laurence Tubiana, Rob Hopkins and Benoît Greindl. The lectures are available online on the AmphiDurables project website.

CLIMACTES: A SUMMER SCHOOL TO MAKE A DIFFERENCE

Since 2021, the non-profit organisation ACTES has been organising a summer university at ULiège specifically aimed at the creation of social entrepreneurship projects in connection with the ecological and solidarity-based transition.

In 2022, the 45 participants benefited from the experience of renowned professors through 18 courses divided into 12 themes covering finance, education, mobility, food, reforestation, renewable energies, solar energy, the circular economy and housing. Aiming to help participants turn ideas into action, the course promotes exchanges with professionals who are experts in the topics taught, and leads to the development of projects aimed at reducing greenhouse gas emissions.

In the 2022 edition, 8 projects were presented by the participants in various fields, such as eco-mobility, culture, sustainable agriculture, eco-consumption and energy.
4.2 Research

Scientists from the University of Liège are involved in numerous research projects that respond to the sustainable development objectives put forward by the United Nations. Migration, climate, health, environment, economy, energy, habitat, food, ... Let's focus on some of the many projects carried out by ULiège researchers.

**No Net Land Take – Zéro artificialisation** is a tool to help in the decision-making process regarding the distribution of the efforts to be made in order to drastically reduce urban sprawl. This approach aims to provide recommendations and proposals for local actors in order to promote alternatives to the car and strengthen the attractiveness of urban and rural centres.

FIND OUT MORE

The **UFA-REFOREST** project aims to plant just over 240,000 trees in the Forest Management Units (FMUs) of four forestry companies in eastern Cameroon over the next four years. The project aims to contribute to the sustainable management of Cameroon’s timber production forests by mobilising private and public stakeholders around reforestation and future forest management strategies.

FIND OUT MORE

**ICOS**, the Integrated Carbon Observation System, is a European research infrastructure that provides long-term observations to better understand the carbon cycle and greenhouse gas emissions over Europe. ICOS is used to predict the future climate and to assess actions to mitigate climate change. In Gembloux, the system measures gas exchanges between typical Walloon ecosystems (grasslands for grazing and field crops) and the atmosphere.

FIND OUT MORE

In the aftermath of the July 2021 floods, ULiège researchers joined forces to analyse the mapping of the submerged area in the Vesdre and Ourthe valleys. Through their skills and fields of research, the team wishes to identify and rank the urbanisable areas at the bottom of the valleys, as well as propose new planning solutions in anticipation of the next floods.

FIND OUT MORE

The Mundec research project examines nuclear power plants, a type of infrastructure that is both expensive to maintain and extremely difficult to dismantle. Mundec proposes to study the material transformations, political decisions and socio-technical practices that are linked to nuclear power plants, ranging from maintenance when the infrastructure wears out and deterioration to decommissioning it when the decision is made to scrap it. The project proposes an original perspective by focusing on a particular phenomenon in the life of infrastructures: their mundane decay and its management, or lack thereof.

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FIND OUT MORE

Since 2018, the ULiège Smart City Institute has been carrying out an inventory of the dynamics of sustainable and intelligent transition in Wallonia. The *Smart City barometer* sheds light on how Wallonia is coping with this transition. This project aims to contribute to sustainable urban management; it assesses the Smart City concept, its state of progress in this area, and the way in which they are setting up - or not - a Smart City approach projects on their territory.

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FIND OUT MORE
Soured milk and Wagashi Gassiré are among the most consumed dairy products in Benin. However, the lack of respect for hygiene standards and the difficulties in preserving these perishable foodstuffs limit the availability of products of impeccable quality. The WALAC project aims to improve the production and preservation processes of these products for the benefit of rural women producers, local dairy companies and consumers. Interventions will be based on participatory research and development involving stakeholders in the dairy sector, with a particular focus on gender and sustainable development.

The cattle sector in Ecuador is facing an increase in the prevalence of infectious diseases, which has a strong impact on the local and national economy as well as on public health. The project aims to contribute to the control of diseases such as Brucellosis and Trypanosomiasis. It will be based on an innovative strategy aimed at setting up an interdisciplinary and inter-institutional platform with the objectives of centralising and disseminating the knowledge acquired, validating diagnostic, prevention and treatment tools, and identifying an appropriate and sustainable strategy for the control of these diseases.

In the current socio-economic context, the business models of the social economy are capable of providing concrete solutions to issues of general interest (social cohesion, social justice, democracy, housing, ecological and energy transition, territorial development). Created in 1992, the Chair in Social Economy at HEC-Liège has inspired the creation and funding of three new Chairs in Wallonia and Brussels. Their aim? To strengthen the capacity of universities to respond through their research, teaching and community service activities to the issues raised by the growth of the theme of social economy in the university landscape, as well as to consolidate the legitimacy of social enterprise models in the economic landscape of the region, in order to respond to the challenges of society.

The objective of the CATCH-BNI project is to develop innovative approaches for the slow and controlled conversion of ammonium to nitrate in soils for the optimal nutrition of target crops. In this project, scientists are investigating the incorporation of biological nitrification inhibitors (BNIs) into crop rotations as a mitigation strategy to slow down nitrous oxide emissions and increase soil nitrogen reserves for the following target crop.
5

**2021-2022 sustainability dashboard**

ULiège has set up a dashboard built around the 17 SDGs and based on the available indicators. The objective of this dashboard is to draw up an inventory of progress in the field of sustainable development within the Institution and its campuses. This dashboard is the first step in a more comprehensive monitoring exercise, where targets for certain objectives can be identified.

### Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year 2019-2020</th>
<th>Year 2020-2021</th>
<th>Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who receive a study grant or have reduced study fees</td>
<td>3,966</td>
<td>4,473</td>
<td>4,910</td>
</tr>
<tr>
<td>Budget allocated to integration measures (in thousands of euros)</td>
<td>326</td>
<td>576</td>
<td>564</td>
</tr>
<tr>
<td>Number of registered students from developing countries</td>
<td>2,039</td>
<td>2,178</td>
<td>2,547</td>
</tr>
<tr>
<td>Proportion of public contracts &gt;140 000€ including a sustainable development clause</td>
<td>44 %</td>
<td>40 %</td>
<td>35 %</td>
</tr>
<tr>
<td>Number of students that receive psycho-social assistance</td>
<td>2</td>
<td>3</td>
<td>No data</td>
</tr>
<tr>
<td>Number of students who graduated with a Master’s degree or higher qualification in the medical domain</td>
<td>800</td>
<td>821</td>
<td>No data</td>
</tr>
<tr>
<td>Proportion of women registered for the first time for a doctoral degree</td>
<td>49 %</td>
<td>48 %</td>
<td>51 %</td>
</tr>
<tr>
<td>Proportion of women promoted to ‘professeur’ (professor)</td>
<td>30 %</td>
<td>No data</td>
<td>27 %</td>
</tr>
<tr>
<td>Proportion of women promoted to ‘professeur ordinaire’ (full professor)</td>
<td>11 %</td>
<td>No data</td>
<td>14 %</td>
</tr>
<tr>
<td>Proportion of women in top management positions: Board of Directors</td>
<td>23 %</td>
<td>25 %</td>
<td>No data</td>
</tr>
<tr>
<td>Proportion of women in top management positions: Rectoral Team</td>
<td>22 %</td>
<td>25 %</td>
<td>No data</td>
</tr>
<tr>
<td>Proportion of women in top management positions: Deans</td>
<td>33 %</td>
<td>36 %</td>
<td>No data</td>
</tr>
<tr>
<td>Network water consumption / person (m³/year)</td>
<td>8.75</td>
<td>6.09</td>
<td>6.46</td>
</tr>
<tr>
<td>Groundwater water consumption / person (m³/year)</td>
<td>83,452</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td>Rainwater water consumption / person (m³/year)</td>
<td>342</td>
<td>344</td>
<td>309</td>
</tr>
<tr>
<td>Mixed industrial and domestic wastewater discharge (m³/year)</td>
<td>139,106</td>
<td>152,397</td>
<td>137,863</td>
</tr>
<tr>
<td>Emissions of CO₂/m² due to electricity consumption (in kg)</td>
<td>27</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Emissions of CO₂/m² due to heat consumption (in kg)</td>
<td>17</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Percentage of self-generated electricity from renewable sources</td>
<td>25 %</td>
<td>25 %</td>
<td>23 %</td>
</tr>
<tr>
<td>Percentage of self-generated heat from renewable sources</td>
<td>52 %</td>
<td>52 %</td>
<td>43 %</td>
</tr>
<tr>
<td>Percentage of Master’s graduates in a Master’s level job, 11 months after starting their job search</td>
<td>63 %</td>
<td>64 %</td>
<td>No data</td>
</tr>
<tr>
<td>Percentage of staff on fixed-term (CDD)/total staff</td>
<td>46 %</td>
<td>47 %</td>
<td>47 %</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Cumulative number of spin-offs created</td>
<td>147</td>
<td>148</td>
<td>152</td>
</tr>
<tr>
<td>Cumulative number of patents</td>
<td>2,179</td>
<td>2,579</td>
<td>2,580</td>
</tr>
<tr>
<td>Cumulative number of signed technology transfers (licences)</td>
<td>548</td>
<td>549</td>
<td>550</td>
</tr>
<tr>
<td>Five-year average property investment (in thousands of euros)</td>
<td>15,129</td>
<td>12,775</td>
<td>13,534</td>
</tr>
<tr>
<td>Industry revenue (from third parties) (in thousands of euros)</td>
<td>13,369</td>
<td>15,876</td>
<td>23,597</td>
</tr>
<tr>
<td>Number of researchers</td>
<td>2,673.9</td>
<td>2,714.9</td>
<td>2,758.6</td>
</tr>
<tr>
<td>Share of budget dedicated to research</td>
<td>59 %</td>
<td>57 %</td>
<td>55 %</td>
</tr>
<tr>
<td>Number of students with a disability who receive support from student support services</td>
<td>267</td>
<td>270</td>
<td>270</td>
</tr>
<tr>
<td>Number of registered students from developing countries who receive a grant</td>
<td>467</td>
<td>424</td>
<td>467</td>
</tr>
<tr>
<td>Number of computer users</td>
<td>52</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>Number of computers available to students</td>
<td>1,213</td>
<td>1,009</td>
<td>1,090</td>
</tr>
<tr>
<td>Number of lecturers assigned by village</td>
<td>20</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Percentage of journeys by car (students + staff)</td>
<td>/</td>
<td>/</td>
<td>30.3 %</td>
</tr>
<tr>
<td>Percentage of journeys by carpooling (students + staff)</td>
<td>/</td>
<td>/</td>
<td>8.6 %</td>
</tr>
<tr>
<td>Percentage of journeys by public transport (students + staff)</td>
<td>/</td>
<td>/</td>
<td>46 %</td>
</tr>
<tr>
<td>Percentage of journeys by bike (students + staff)</td>
<td>/</td>
<td>/</td>
<td>3.4 %</td>
</tr>
<tr>
<td>Number of students living at the family home within the reference zone</td>
<td>16,707</td>
<td>17,955</td>
<td>18,563</td>
</tr>
<tr>
<td>Number of students living in student accommodation within the reference zone</td>
<td>3,924</td>
<td>3,879</td>
<td>4,340</td>
</tr>
<tr>
<td>Tonnes of residual waste (excl. GxABT and Arlon)</td>
<td>279</td>
<td>255</td>
<td>301</td>
</tr>
<tr>
<td>Tonnes of cardboard/paper waste (excl. GxABT and Arlon)</td>
<td>11</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Tonnes of inert and construction waste (excl. GxABT and Arlon)</td>
<td>11</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Number of recycling bags (PMC) distributed (excl. GxABT and Arlon)</td>
<td>8,188</td>
<td>2,492</td>
<td>2,552</td>
</tr>
</tbody>
</table>

Quality rating of the waterways: Good

Green spaces (forests, parks, agricultural land, built land) (in hectares): 642.8

Extension of artificialized land or fragmentation index (in hectares): 63

Wooded areas available to the public (in hectares): 53

Reused areas available to the public (in hectares): 140.6

32. ANNUAL REPORT ON SUSTAINABLE DEVELOPMENT AT ULiéGE 2021–2022

33. ANNUAL REPORT ON SUSTAINABLE DEVELOPMENT AT ULiéGE 2021–2022
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