

**GOCE DELCEV UNIVERSITY, STIP, NORTH MACEDONIA
FACULTY OF ELECTRICAL ENGINEERING**

ETIMA 2025
THIRD INTERNATIONAL CONFERENCE
24-25 SEPTEMBER, 2025



**TECHNICAL SCIENCES APPLIED IN ECONOMY,
EDUCATION AND INDUSTRY**



УНИВЕРЗИТЕТ
ГОЦЕ ДЕЛЧЕВ
ЕЛЕКТРОТЕХНИЧКИ
ФАКУЛТЕТ



УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“, ШТИП
ЕЛЕКТРОТЕХНИЧКИ ФАКУЛТЕТ

GOCE DELCEV UNIVERSITY, STIP
FACULTY OF ELECTRICAL ENGINEERING

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THIRD INTERNATIONAL CONFERENCE

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Трета меѓународна конференција ЕТИМА Third International Conference ETIMA

PREFACE

The Third International Conference “Electrical Engineering, Technology, Informatics, Mechanical Engineering and Automation – Technical Sciences in the Service of the Economy, Education and Industry” (ETIMA’25), organized by the Faculty of Electrical Engineering at the “Goce Delchev” University – Shtip, represents a significant scientific event that enables interdisciplinary exchange of knowledge and experience among researchers, professors, and experts in the field of technical sciences. The conference was held in an online format and brought together 78 authors from five different countries.

The ETIMA conference aims to establish a forum for scientific communication, encouraging multidisciplinary collaboration and promoting technological innovations with direct impact on modern life. Through the presentation of scientific papers, participants shared the results of their research and development activities, contributing to the advancement of knowledge and practice in relevant fields. The first ETIMA conference was organized four years ago, featuring 40 scientific papers. The second conference took place in 2023 and included over 30 papers. ETIMA’25 continued this scientific tradition, presenting more than 40 papers that reflect the latest achievements in electrical engineering, technology, informatics, mechanical engineering, and automation.

At ETIMA’25, papers were presented that addressed current topics in technical sciences, with particular emphasis on their application in industry, education, and the economy. The conference facilitated fruitful discussions among participants, encouraging new ideas and initiatives for future research and projects.

ETIMA’25 reaffirmed its role as an important platform for scientific exchange and international cooperation. The organizing committee extends sincere gratitude to all participants for their contribution to the successful realization of the conference and its scientific value.

We extend our sincerest gratitude to all colleagues who, through the presentation of their papers, ideas, and active engagement in discussions, contributed to the success and scientific significance of ETIMA’25.

The Organizing Committee of the Conference

ПРЕДГОВОР

Третата меѓународна конференција „Електротехника, Технологија, Информатика, Машинство и Автоматика – технички науки во служба на економијата, образованието и индустријата“ (ЕТИМА’25), организирана од Електротехничкиот факултет при Универзитетот „Гоце Делчев“ – Штип, претставува значаен научен настан кој овозможува интердисциплинарна размена на знаења и искуства меѓу истражувачи, професори и експерти од техничките науки. Конференцијата се одржа во онлајн формат и обедини 78 автори од пет различни земји.

Конференцијата ЕТИМА има за цел да создаде форум за научна комуникација, поттикнувајќи мултидисциплинарна соработка и промовирајќи технолошки иновации со директно влијание врз современото живеење. Преку презентација на научни трудови, учесниците ги споделуваат резултатите од своите истражувања и развојни активности, придонесувајќи кон унапредување на знаењето и практиката во релевантните области.

Првата конференција ЕТИМА беше организирана пред четири години, при што беа презентирани 40 научни трудови. Втората конференција се одржа во 2023 година и вклучи над 30 трудови. ЕТИМА’25 продолжи со истата научна традиција, презентирајќи повеќе од 40 трудови кои ги отсликуваат најновите достигнувања во областа на електротехниката, технологијата, информатиката, машинството и автоматиката.

На ЕТИМА’25 беа презентирани трудови кои обработуваат актуелни теми од техничките науки, со посебен акцент на нивната примена во индустријата, образованието и економијата. Конференцијата овозможи плодна дискусија меѓу учесниците, поттикнувајќи нови идеи и иницијативи за идни истражувања и проекти.

ЕТИМА’25 ја потврди својата улога како значајна платформа за научна размена и интернационална соработка. Организациониот одбор упатува искрена благодарност до сите учесници за нивниот придонес кон успешната реализација на конференцијата и нејзината научна вредност. Конференцијата се одржа онлајн и обедини седумдесет и осум автори од пет различни земји.

Изразуваме голема благодарност до сите колеги кои со презентирање на своите трудови, идеи и активна вклученост во дискусиите придонесоа за успехот на ЕТИМА’25 и нејзината научна вредност.

Организационен одбор на конференцијата

СОДРЖИНА / TABLE OF CONTENTS:

СОВРЕМЕНО РАНОГРАДИНАРСКО ПРОИЗВОДСТВО СО ПРИМЕНА НА ОБНОВЛИВИ ЕНЕРГЕТСКИ ИЗВОРИ И ТЕХНОЛОГИИ.....	15
ШИРОКОПОЈАСЕН ПРЕНОС НА ПОДАТОЦИ ПРЕКУ ЕЛЕКТРОЕНЕРГЕТСКАТА МРЕЖА	25
TRANSIENT PHENOMENA IN BLACK START	32
OPTIMIZATION OF SURPLUS ELECTRICITY MANAGEMENT FROM MUNICIPAL PHOTOVOLTAIC SYSTEMS: VIRTUAL STORAGE VS BATTERY SYSTEMS.....	43
IMPACT OF LIGHT POLLUTION ON ENERGY EFFICIENCY	53
ПЕРСПЕКТИВИ, ПРЕДИЗВИЦИ И ИНОВАЦИИ ВО ПЕРОВСКИТНИТЕ СОЛАРНИ КЕЛИИ	61
ПРИМЕНА НА НАНОМАТЕРИЈАЛИ КАЈ ФОТОВОЛТАИЧНИ КЕЛИИ ЗА ЗГОЛЕМУВАЊЕ НА НИВНАТА ЕФИКАСНОСТ ПРЕКУ НАМАЛУВАЊЕ НА РАБОТНАТА ТЕМПЕРАТУРА	68
LONG-TERM POWER PURCHASE AGREEMENT FOR PHOTOVOLTAIC ENERGY AS A SOLUTION FOR ENHANCING THE PROFITABILITY OF THE TASHMARUNISHTA PUMPED-STORAGE HYDRO POWER PLANT	75
СПОРЕДБЕНА АНАЛИЗА НА ПОТРОШУВАЧКА, ЕНЕРГЕТСКА ЕФИКАСНОСТ И ТРОШОЦИ КАЈ ВОЗИЛА СО РАЗЛИЧЕН ТИП НА ПОГОН	87
АВТОМАТСКИ СИСТЕМ ЗА НАВОДНУВАЊЕ УПРАВУВАН ОД ARDUINO МИКРОКОНТРОЛЕР	95
ПРИМЕНА НА WAMS И WACS СИСТЕМИ ВО SMART GRID.....	103
IoT-BASED ENVIRONMENTAL CONTROL IN 3D PRINTER ENCLOSURES FOR OPTIMAL PRINTING CONDITIONS.....	112
BENEFITS OF STUDYING 8086 MICROPROCESSOR FOR UNDERSTANDING CONTEMPORARY MICROPROCESSOR.....	123
ПРАКТИЧНА СИМУЛАЦИЈА НА SCADA СИСТЕМ ЗА СЛЕДЕЊЕ И РЕГУЛАЦИЈА НА НИВО НА ТЕЧНОСТ ВО РЕЗЕРВОАР.....	130
ADVANCEMENTS IN INDUSTRIAL DIGITAL SENSORS (VERSION 3.0 TO 4.0) AND RADAR SYSTEMS FOR OBJECT DETECTION: A STATE-OF-THE-ART REVIEW.	140
CHALLENGES AND SOLUTIONS FOR ENHANCING DRONE-TO-TOC COMMUNICATION PERFORMANCE IN MILITARY AND CRISIS OPERATIONS..	148
BRIDGING TELECOM AND AVIATION: ENABLING SCALABLE BVLOS DRONE OPERATIONS THROUGH AIRSPACE DIGITIZATION.....	157
MEASURES AND RECOMMENDATIONS FOR EFFICIENCY IMPROVEMENT OF ELECTRICAL MOTORS	167
USE OF MACHINE LEARNING FOR CURRENT DENSITY DISTRIBUTION ESTIMATION OF REBCO COATED CONDUCTORS	180
APPLICATION OF ARTIFICIAL INTELLIGENCE IN DENTAL MEDICINE	186
ИНТЕГРАЦИЈА НА ДИГИТАЛНИОТ СПЕКТРОФОТОМЕТАР ВО ДЕНТАЛНАТА МЕДИЦИНА – НОВИ МОЖНОСТИ ЗА ТОЧНОСТ И КВАЛИТЕТ	194

CORRELATION OF DENTAL MEDICINE STUDENTS' PERFORMANCE IN PRECLINICAL AND CLINICAL COURSES	205
INTRAORAL ELECTROSTIMULATOR FOR RADIATION INDUCED XEROSTOMIA IN PATIENTS WITH HEAD AND NECK CANCER.....	214
ELECTROMAGNETIC INTERFERENCE OF ENDODONTIC EQUIPMENT WITH GASTRIC PACEMAKER	221
DENTAL IMPLANTS ANALYSIS WITH SEM MICROSCOPE	226
ПРЕДНОСТИ И НЕДОСТАТОЦИ ПРИ УПОТРЕБА НА ЛАСЕР ВО РЕСТАВРАТИВНАТА СТОМАТОЛОГИЈА И ЕНДОДОНЦИЈА.....	231
LASERS AND THEIR APPLICATION IN PEDIATRIC DENTISTRY	238
INCREASE OF ENVIRONMENTALLY RESPONSIBLE BEHAVIOUR THROUGH EDUCATION AND TECHNOLOGICAL INNOVATION.....	242
A DATA-DRIVEN APPROACH TO REAL ESTATE PRICE ESTIMATION: THE CASE STUDY SLOVAKIA.....	249
ANALYSIS OF THE BACKWARD IMPACTS OF A PHOTOVOLTAIC POWER PLANT ON THE DISTRIBUTION SYSTEM	261
VARIANT SOLUTIONS FOR A PARKING LOT COVERED WITH PHOTOVOLTAIC PANELS.....	268
COMPARISON OF ENERGY STATUS IN PORTUGAL AND IN SLOVAKIA	279
DESIGN, ANALYSIS AND IMPLEMENTATION OF PHOTOVOLTAIC SYSTEMS ...	286
BATTERY STORAGE IN TRACTION POWER SUPPLY	297
THE ROLE OF CYBERSECURITY AWARENESS TRAINING TO PREVENT PHISHING.....	304
A REVIEW OF RESOURCE OPTIMIZATION TECHNIQUES IN INTRUSION DETECTION SYSTEMS	311
APPLICATION OF A ROBOTIC ARM IN A SIMPLE PICK-AND-DROP OPERATION	321
SIMULATION-BASED PERFORMANCE ANALYSIS OF A SECURE UAV-TO-TOC COMMUNICATION FRAMEWORK IN MILITARY AND EMERGENCY OPERATIONS	328
DIGITALIZATION OF BPM USING THE CAMUNDA SOFTWARE TOOL ON THE EXAMPLE OF THE CENTRAL BANK OF MONTENEGRO	339
DESIGNING A SECURE COMMUNICATION FRAMEWORK FOR UAV-TO-TOC OPERATIONS IN MILITARY AND EMERGENCY ENVIRONMENTS.....	349



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INCREASE OF ENVIRONMENTALLY RESPONSIBLE BEHAVIOUR THROUGH EDUCATION AND TECHNOLOGICAL INNOVATION

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Abstract

Achieving climate neutrality by 2050 is among the European Union's highest strategic priorities, with public engagement and environmental education serving as fundamental components of this effort. This paper examines the significance of combining education, technological innovation, and behavioural methodologies to foster environmentally responsible behaviour within the university setting. At the Slovak University of Technology in Bratislava, a project was carried out in collaboration with industrial partners, aiming to enhance environmental awareness and promote behavioural change among students and staff. A central element of the project involved the administration of a questionnaire-based survey designed to assess environmental habits, attitudes, and the willingness of participants to engage in sustainability-oriented initiatives. The findings indicate a high level of environmental awareness and a strong willingness to support sustainable practices, particularly in the areas of energy and water conservation, waste management, and the adoption of renewable energy sources. The project underscores the vital role of integrating innovative technologies with educational strategies as effective tools in advancing climate neutrality within the academic environment. The main results of questionnaire are discussed in the paper.

Key words

environment, climate neutrality, questionnaire, renewable energy

Introduction

Climate neutrality has become a central theme of the European Union's environmental strategy, with a net-zero emissions goal set for 2050. This ambitious target requires profound transformation across sectors, including energy, transport, and industry. Achieving it demands not only technological solutions but also significant behavioural shifts within society. Public engagement is essential, as individual lifestyle changes directly impact policy success. Education plays a vital role in cultivating environmentally responsible behaviour. It empowers individuals to make informed choices aligned with sustainability goals. The Slovak University of Technology in Bratislava has responded to this challenge through a project focused on education and innovation. In collaboration other partners e.g. from industry and Slovak Academy of Science, the university aims to support behavioural change among students and staff. The project combines modern renewable energy education with digital tools. A baseline survey was conducted to understand current environmental attitudes. Results indicate strong awareness and willingness to act sustainably. Priorities include energy savings, water

conservation, and improved waste management. These insights form the foundation for targeted educational initiatives. The project demonstrates how universities can lead by example. It aligns with broader EU climate ambitions and promotes a sustainable campus culture. For better understanding of the students and academic staff meaning to the problematic of environment, climate neutrality and sustainability, the questionnaire with 20 questions addressed mentioned problems were prepared. A range of topics which include e.g. energy and water conservation practices, preferred modes of transportation, commuting distances to the university, and factors influencing transportation choices, as well as motivational drivers for adopting more sustainable mobility options. In addition, the survey assessed respondents' awareness of climate change and their interest in participating in environmental initiatives within the university context. The main results of questionnaire are shown and discussed in the paper.

1. Climate neutrality

The concept of climate neutrality is increasingly prevalent in contemporary discourse, particularly in relation to the European Union's strategic environmental goals. The EU has committed to achieving a net-zero emissions balance by 2050, a target that entails a comprehensive transformation across multiple sectors of the economy. This objective is to be realized not only through well-established approaches such as the expansion of renewable energy sources and improvements in energy efficiency, but also through the removal of carbon dioxide and other greenhouse gases from the atmosphere, via both natural processes (e.g., vegetation) and technological interventions.

A crucial component of this transition involves supporting the population in adapting to a greener economy, thereby acknowledging the socio-economic dimensions of climate action. Climate neutrality refers to a state in which a balance is maintained between the greenhouse gases emitted into the atmosphere and those that are removed or offset. This is accomplished through a combination of emission reductions, removals, and compensatory mechanisms, and it contributes to enhanced air quality and public health outcomes. The overarching aim of climate neutrality is to mitigate global warming and protect ecosystems.

Importantly, climate neutrality encompasses not only carbon dioxide (CO₂) but also other potent greenhouse gases such as methane (CH₄) and nitrous oxide (N₂O). The EU's commitment to achieving climate neutrality by 2050 was formalized through the European Climate Law, adopted in 2021, which also sets intermediate targets, including a 55% reduction in emissions by 2030 relative to 1990 levels. [1,2]

This objective forms a central pillar of the European Green Deal, a broad policy initiative designed to transform the EU's economy across key sectors such as energy, transport, agriculture, and industry. It incorporates targeted strategies like the Farm to Fork Strategy and the Circular Economy Action Plan, both of which aim to promote sustainability and reduce environmental burdens.

Furthermore, the European Commission has proposed an interim target of a 90% reduction in greenhouse gas emissions by 2040, compared to 1990 levels. This target serves as a critical milestone on the path toward climate neutrality by 2050 and underscores the urgency of accelerating decarbonization efforts over the coming decades. The transition to renewable energy sources remains a cornerstone of achieving these long-term objectives.

The active involvement of the population is crucial to the successful implementation of proposed measures addressing climate change, as these initiatives necessitate significant changes in individual behaviour, consumption patterns, and lifestyle choices. Without public

support, such transformations may encounter resistance; conversely, when individuals comprehend the urgency and rationale behind these changes, they are more likely to adopt climate-friendly practices—such as home insulation, reduction in consumption, waste separation, and the use of sustainable modes of transport. Accordingly, education and awareness-raising initiatives constitute essential instruments in facilitating a successful transition to a low-carbon society. [1,2,4]

Support for the green economy also manifests through consumer behaviour, particularly in the adoption of energy-efficient technologies and practices. The alignment of individual actions with broader environmental goals enhances the overall effectiveness of climate policies.

2. The results of the questionnaire survey at Slovak University of Technology in Bratislava

In response to the growing imperative to address the climate crisis and to fulfil commitments arising from both European Union directives and the Paris Agreement, an ambitious project was launched at the Slovak University of Technology in Bratislava (STU) in collaboration with industrial partners. This initiative aims, among other objectives, to evaluate the effectiveness of an educational programme and behavioural methodology targeted at students and university staff, with the overarching goal of contributing to or approaching climate neutrality at STU.

The project represents a synergistic integration of cutting-edge technological innovations, education, and empirical assessment, thereby offering a model for how academic institutions can play a leading role in the transition to climate neutrality.

Within the framework of the project, efforts are directed toward motivating individuals to adopt environmentally responsible behaviour. The educational programme is designed to be closely aligned with up-to-date information on advancements in renewable energy sources and related battery storage technologies. The project seeks to establish a link between innovative technological solutions and behavioural change, based on the premise that ecological habits can be encouraged, reinforced, and scaled through the implementation of smart technologies and digital infrastructure. Further information about the project is available at: www.rebecca.sk.

As an initial step toward encouraging individual engagement, a questionnaire-based survey was conducted with the aim of assessing the environmental behaviour and attitudes of students, academic staff, and other employees of the Slovak University of Technology (STU). The survey was carefully designed to yield a comprehensive understanding of daily habits, perceptions of sustainability, and the willingness of individuals to participate in environmental initiatives.

The questionnaire addressed a range of topics, including energy and water conservation practices, preferred modes of transportation, commuting distances to the university, and factors influencing transportation choices, as well as motivational drivers for adopting more sustainable mobility options. In addition, the survey assessed respondents' awareness of climate change and their interest in participating in environmental initiatives within the university context.

The survey also sought to capture respondents' views on potential institutional measures aimed at enhancing resource efficiency, their preferences for environmental activities that could be introduced at the university, and their opinions regarding the integration of sustainability-focused educational programmes into the formal curriculum.

The findings of the survey represent a valuable foundation for the development and implementation of strategies intended to reduce the university's carbon footprint. Furthermore, the data will serve as a mechanism for evaluating the effectiveness of the educational programme, particularly its capacity to encourage behavioural change in support of

sustainability. This methodology aligns with a broader academic trend that emphasizes the interconnection between technological innovation, environmental literacy, and the active engagement of university communities in the transition toward a more sustainable future. A total of 101 respondents participated in the survey, with students comprising nearly 77% of the sample. Notably, only 2% of participants indicated a very low level of awareness regarding climate change and its implications for the planet. Similarly, only 2% of respondents reported either not feeling responsible or not actively contributing to the achievement of climate neutrality (see Fig. 1). These results suggest a generally high level of environmental awareness and a willingness to engage with sustainability initiatives within the university community.

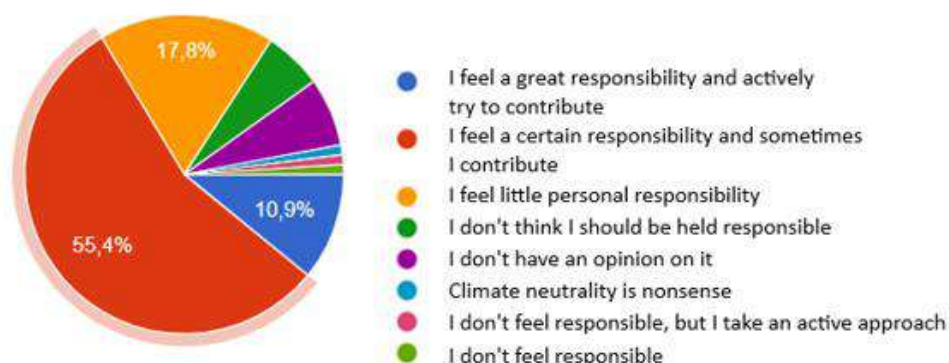


Fig. 1 Percentage distribution of answers to the question: How do you perceive your personal responsibility in achieving climate neutrality?

Among all respondents (101), 42.6% expressed agreement (responding “yes” or “rather yes”) with the proposition that sustainability education programmes should be integrated into university curricula. In contrast, 25.8% considered such integration unnecessary (“no” or “rather no”), while the remaining 31.7% adopted a neutral stance on the matter.

Given that the respondents come from technical institution, it may be reasonably assumed that both academic staff and students possess a relatively high level of awareness and understanding of topics such as energy efficiency, renewable energy sources, and energy consumption. In this context, responses to the question “Which environmental topics should be prioritized at STU over the next five years?” yielded particularly insightful results. Two topics were identified by more than 60% of respondents as priorities: the reduction of operational energy consumption and water conservation. These areas were also highlighted within the project as particularly urgent challenges. The third most frequently selected priority was the improvement of waste management systems, while 34.7% of respondents identified the adoption of renewable energy sources as a key area for future focus. Additionally, in response to the open-ended question inviting further suggestions or comments regarding environmental sustainability at Slovak technical University in Bratislava, several respondents proposed the installation of photovoltaic systems on faculty buildings, indicating a proactive interest in expanding the university’s use of clean energy technologies.

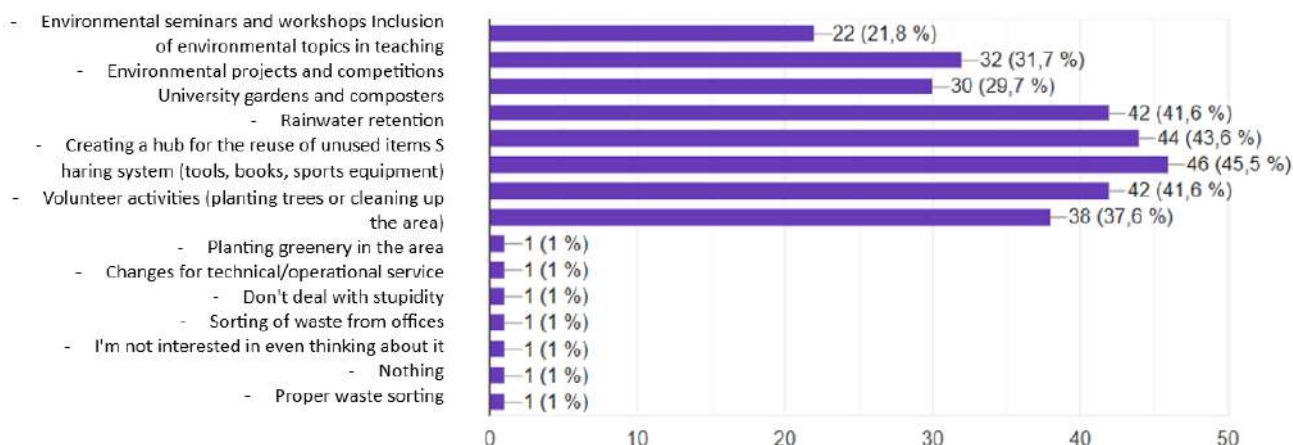


Fig. 2 Percentage redistribution of answers to the question: Which of the following environmental initiatives would you welcome at the university?

As many as 56.4% of respondents identified economic demands as the most significant barrier to achieving climate neutrality at university. Administrative complexity (41.6%) and technological limitations (40.6%) were ranked as the second and third most significant obstacles, respectively. Notably, only 1% of respondents believe that climate neutrality is unachievable, even in the absence of any barriers.

Responses to the question, *"Which of the following environmental initiatives would you welcome at the university?"* are presented in Figure 2. The option *"Volunteer activities (e.g., tree planting or environmental clean-ups)"* received a relatively high level of support. This indicates that respondents are not indifferent to the idea of contributing to a better environment. However, when asked, *"To what extent are you willing to get involved in STU activities and projects focused on sustainability?"*, 45.5% expressed a neutral stance, while 27.7% indicated they were very willing or willing to participate.

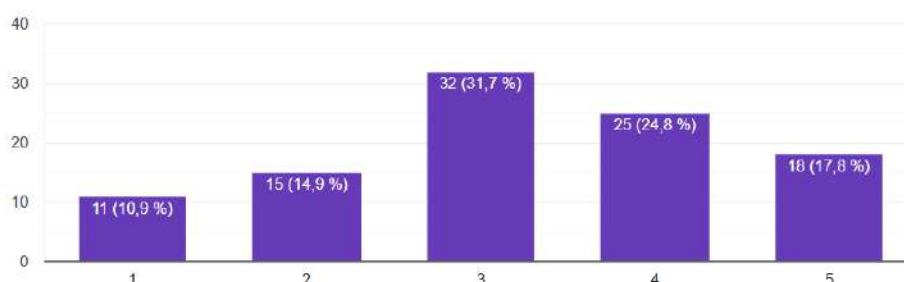


Fig. 3 Percentage redistribution of answers to the question: Do you think sustainability education programs should be part of university teaching? 1 – No, 5 – Definitely yes

When asked whether sustainability should be incorporated into educational curricula, approximately 18% of respondents indicated strong agreement, whereas nearly 11% expressed disagreement. The largest proportion of responses (31,7%) were neutral on the issue (see Fig. 3).

We would like to include a response to an open-ended comment provided by one of the participants: *"Let us act in an environmentally responsible manner, but we must also acknowledge the limitations of the idealized notions of 'green, sustainable, and carbon-free' behavior. In other words, I would first reconsider the terminology used, and I would caution against setting unrealistic expectations. In any case, it is essential to prioritize technical*

solutions that can deliver the greatest possible environmental benefit at the lowest possible cost."

Conclusion

The findings of the questionnaire survey conducted at the Slovak University of Technology in Bratislava confirm the critical role of education and technological innovation in advancing climate neutrality goals. The high level of environmental awareness among students and staff provides a strong foundation for the implementation of targeted sustainability initiatives. Respondents demonstrated a notable willingness to engage in environmentally responsible practices, particularly in areas such as energy and water conservation and waste management. These priorities are consistent with broader EU climate strategies and highlight the relevance of localized action within academic settings. A significant portion of participants also expressed support for integrating sustainability into formal university curricula, reflecting an openness to long-term educational change.

At the same time, the survey revealed certain barriers, notably financial constraints and administrative complexity, that must be addressed to ensure the effective implementation of environmental policies. The results underscore the importance of institutional support in overcoming these challenges and enabling behavioural transformation. Furthermore, respondents' suggestions, including the installation of photovoltaic systems, illustrate a proactive interest in the adoption of renewable energy technologies. While neutral attitudes were recorded in some areas, such as willingness to participate in university-led sustainability projects, this indicates a need for stronger motivational mechanisms.

It is essential to balance environmental ambitions with practical limitations, avoiding idealized expectations in favour of achievable outcomes. The integration of smart technologies with educational programming appears to be a promising pathway for fostering systemic behavioural change. This aligns with the broader objective of transforming university campuses into laboratories for climate innovation and responsible citizenship. The data obtained through this research offer a valuable basis for monitoring progress and guiding future interventions. Ultimately, the project reinforces the idea that higher education institutions have both the opportunity and the responsibility to lead by example in the global transition to climate neutrality.

Acknowledgement

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