



Intergenerational Learning Communities

**TOWARDS ENVIRONMENTAL
SUSTAINABILITY**

**RECOMMENDATIONS AND GUIDELINES
FOR FORWARD-LOOKING COMMUNITY
LEARNING CENTRES**



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INTRODUCTION

In the last decades, European countries and other states all over the world have been taking measures to reduce their negative impact on the environment. With climate change and other environmental challenges posing significant threats to our planet, it is critical that we adopt sustainable practices in all aspects of our lives, including education.

No wonder that the concept of *education for sustainable development* (ESD) has been steadily gaining importance. Education for sustainable development is an approach that seeks to integrate sustainability principles into education at all levels, from primary schools to lifelong learning institutions.

However, ESD is not only about incorporating sustainability as a topic in all subjects and educational activities; both formal and non-formal education institutions have to “practice what they preach”. In other words, they should not only teach sustainability as a subject, but also incorporate it in all fields of their activity: corporate culture (including vision and mission); management and governance, facilities management and maintenance; procurement schemes; development and delivery of training offers; relations with learners, social partners and other stakeholders.

In this document, we provide recommendations and guidelines for all actors (not only training institutions, but also NGOs, libraries, museums, etc.) who strive to become *forward-looking community learning centres* by incorporating sustainability principles in their work, following the ESD principle and communicating their commitment to the outside world.

This way they will not only provide educational services, but will also serve as drivers of positive change in their local communities. When it comes to local communities, it is crucial to engage citizens of all ages – from younger generations to senior people, that is why forward-looking community learning centres should pay special attention to developing *intergenerational educational programmes*.

It is obvious that all the measures suggested below cannot be implemented at once. Therefore, we suggest that the readers consider this document as general guidance and create a roadmap for their own institution by selecting the points that are most relevant for them at the moment and setting a vision for the future. After all, do not forget about the principle “*Think globally, act locally*”.

METHODOLOGY

The development of the Recommendations and guidelines was carried out in two stages: *desktop research* and *field research*.

The aim of the *desktop research* was to analyse the level of embeddedness of sustainability matters in adult education and intergenerational learning (also in terms of legal framework); to collect information about existing practices of teaching sustainability and environmental awareness in adult education; to explore examples of cooperation between various actors as regards sustainability, and to find examples of forward-looking community learning centres. The partners of ILCES project analysed their own experience and practice as well as conducted additional research in articles, studies, other projects, Internet sources, etc.

The *field research* aimed to collect first-hand information from actors active in the field of/promoting the topic of sustainability and environmental awareness: adult education providers, universities, VET schools, museums, libraries, local authorities, NGOs, etc. Each partner conducted surveys with 10 representatives of institutions engaged in education for sustainable development.

The results of both desktop and field research were summarised in national reports prepared by the partners from Latvia, Germany, Ireland, Italy and Croatia. Each partner provided recommendations for four areas preliminarily identified by the project consortium:

- **Organisation and Management** (mission and vision, organisational culture, strategic documents, quality assurance, financing, etc.)
- **Educational Programme** (incorporation of sustainability matters in design and delivery of training programmes, variety of methods, diversity of participants, educators' competences, etc.)
- **Learning and Working Environment** (physical and digital infrastructure, facility management, organising events, procurement schemes, learning and working spaces, etc.)

- **Networking** (membership in networks, associations, working groups, committees promoting environmental awareness and sustainability, generally, and in education, in particular).

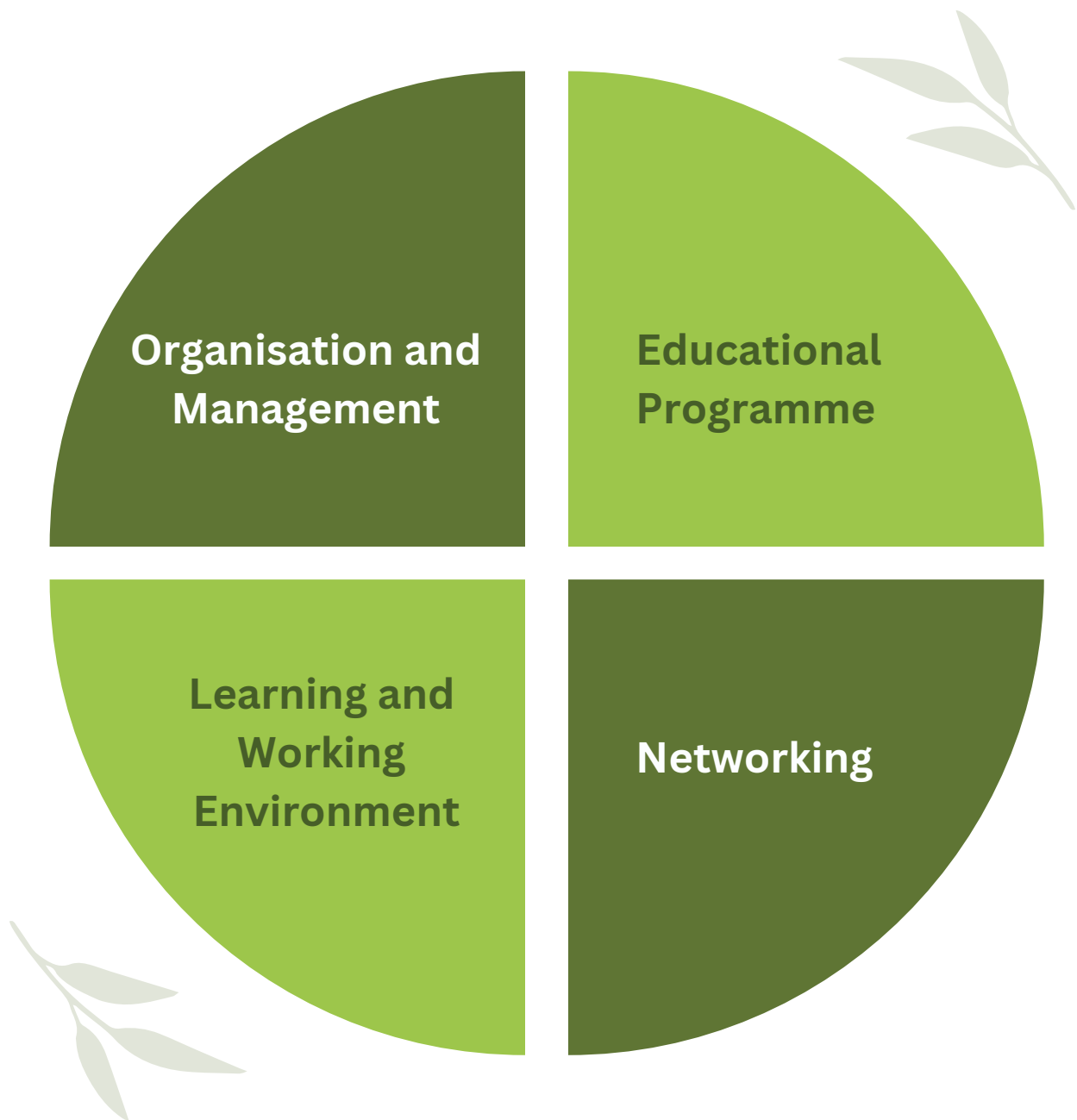
Additionally, existing policy documents and strategic papers on sustainability in education were analysed (the full list of literature used can be found in the *References* section).

RECOMMENDATIONS AND GUIDELINES FOR FORWARD-LOOKING COMMUNITY LEARNING CENTRES

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The given recommendations and guidelines are grouped into four areas: Organisation and Management, Educational Programme, Learning and Working Environment, Networking. These were identified prior to the actual development by researching existing policies, strategic papers, studies and articles and by summarising the results of the research.



ORGANISATION AND MANAGEMENT



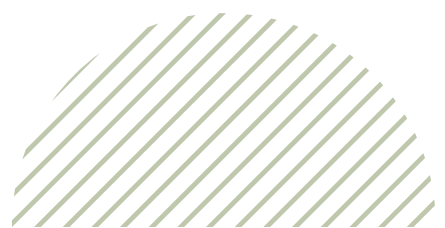
- A community learning centre should explicitly express its **commitment to sustainability** and document education for sustainable development as one of guiding principles in its **mission statement**.
- An educational institution should have a **sustainability policy** or **action plan** to document its commitment to reducing own environmental impact and fostering social wellbeing. Such a policy or action plan should cover the main principles that the organisation commits to follow in social, environmental, economic and governance terms.

A sustainability action plan should set out:

- ✓ the organisation's overall vision in the context of sustainability and quantified targets;
- ✓ the actions to be undertaken;
- ✓ the people responsible for the actions;
- ✓ indicators to measure the organisation's progress and achievement of objectives.

The action plan cannot address single individuals, but rather focus on the mobilisation of all – starting from executives to staff, learners and social partners. Employees should be aware of and share the vision of the organisation; they should have their say in the decision-making process and be engaged in the search for solutions.

- An **environmental committee** can streamline the sustainability agenda when communicating with internal (staff) and external audiences (learners, partners, etc.). It can include not only staff members, but also learners; if the latter are involved, they can also serve as “ambassadors” of sustainability among their peers and in the community.
- Based on the organisation’s vision and sustainability policy/action plan, sustainability principles should be **incorporated in all areas of the institution’s operation**: maintenance of facilities, thrifty use of resources, sustainable event management, planning learning content and conducting training activities, etc.



ORGANISATION AND MANAGEMENT

- **Collect and document the information** related to sustainability in an organisation (use of facilities, sustainable event management, number of activities on the topic of sustainability, etc.). These data should be incorporated into the institution's **monitoring and quality assurance system** as they can serve as evidence base in favour of community learning centres and a means to strengthen their prestige.
- **Communicate your commitment to sustainability on the outside** – for example, by publishing your mission on your website or marking which Sustainable Development Goal a specific educational activity addresses.
- A community learning centre should ensure **fair working conditions** and **remuneration schemes** for all; **diversity** should be valued by providing equal chances to occupy a specific position for persons with similar qualifications regardless of their gender, beliefs, health conditions, etc.

Here are some questions one might consider when introducing sustainability in the organisation's everyday operation and management structures (Aegerter, Menz, 2020):

What place does sustainability or sustainable action already occupy in our institutional structure?

Is there a person/body responsible for the integration of ESD in our center? Does our quality management system include sustainability topics? What are the starting points in the QM system for the topic of sustainability and ESD?

Does our current mission include statements on sustainability, sustainable action, or ESD?

How is employee participation structurally ensured in our institution?

Have we ever conducted advanced training/upskilling courses for various stakeholder groups on the topic of sustainability and ESD? Which knowledge and skills in the field of ESD and sustainability do these stakeholder groups possess?

EDUCATIONAL PROGRAMME

- One of the guiding principles of education for sustainable development is **interdisciplinarity**: adult education programmes should link various areas of knowledge, subjects and topics to foster multiperspectivity. Social, economic and ecological aspects should be addressed as a complex in educational settings.
- **Environmental awareness** should be incorporated in all educational offers of an institution regardless of the subject/topic. It should be done on two levels:
 - ✓ *Information*: raising people's awareness about current environmental challenges and importance of "green" thinking and behaviour.
 - ✓ *Training*: helping people to change habits and behaviour patterns through targeted and meaningful activities.
- Educational activities should help learners develop **the agency to act for the benefit of society** and its future. In its publication "Education for Sustainable Development Goals. Learning Objectives", UNESCO lists eight building blocks of a sustainability competence: systems thinking competency, anticipatory competency, normative competency, strategic competency, collaboration competency, critical thinking competency, self-awareness competency, integrated problem-solving competency (UNESCO, 2017).

A further attempt to define sustainability competence was made in the "GreenComp: The European sustainability competence framework" published by the EU in 2022. The Framework outlines the following competence areas:

Embodying sustainability values	Embracing complexity In sustainability
Valuing sustainability Supporting fairness Promoting nature	Systems thinking Critical thinking Problem framing
Envisioning sustainable futures	Acting for sustainability
Futures literacy Adaptability Exploratory thinking	Political agency Collective action Individual initiative

EDUCATIONAL PROGRAMME



According to GreenComp, equipping learners with relevant knowledge and skills should turn them into “**agents of change**”, which in turn will increase public engagement on sustainability matters in the long term.

- Incorporation of sustainability issues should be reflected in the **contents of educational measures, educational formats, didactical principles** and **specific methods** applied. These should enable learners to make informed decisions and strive for a socially equitable future for all.

When reviewing or developing the portfolio of educational offers, the following questions may be considered:

What do we understand by sustainability and ESD in the context of educational programmes?

In which subject areas does sustainability already play a role in our institution?

Which specific programmes in the field of ESD/sustainability have we already implemented?

What needs, concerns, topics, and wishes do we see in the area of sustainability and ESD? How do we learn about (local) concerns and needs?

What difficulties have we encountered so far with offers on the topics of sustainability?

How do we imagine sustainable learning and teaching?

What do educational programmes have to look like in order to support the transition from knowledge to action?

- The matter of sustainability should be regarded in **connection with the real-life contexts** of learners. For example, during a course on the use of smartphones, a trainer could touch upon the following questions: How are smartphones manufactured? What raw materials are needed for production? How many resources are spent for the production of one smartphone?



EDUCATIONAL PROGRAMME

- Community learning centres can also join and promote international and European sustainability and climate protection initiatives (e.g. Earth Days, Fridays for Future, UN Days and others).
- Community learning centres should consider broadening the range of intergenerational learning offers where older persons and younger generations are brought together and where exchange of ideas is encouraged. Many of the practices used before (for example, repairing instead of throwing away or canning foodstuffs) can become more sustainable solutions to the current ones.
- Sustainable behaviour starts in the family, i.e. parents have great influence on their children's attitudes and habits. That is why it is recommended to conduct parent-children events on the topic of sustainability.
- Educational offers should be accessible to as many target groups as possible (in terms of location, contents, etc.). Digital tools should enhance the accessibility of educational programmes.

Here are some questions to consider when organising and conducting educational programmes (Aegerter, Menz, 2020):

Mobility and location of the event

How are the event locations distributed in the area?

How do our participants travel to and from the respective event location?

What are the obstacles/difficulties when travelling to and from the venues?

Are our course locations easily accessible by public transport?

Barrier-free environment

Are the event locations accessible without any barriers?

Are there parking spaces for people with limited mobility nearby?

Are course materials and delivery of educational programmes barrier-free (to the extent possible)?

EDUCATIONAL PROGRAMME

Course materials

Which course materials are mostly used (e.g., copies)?

How many copies are produced in total in a given period? What are the total costs for the specific amount of time?

Catering

Where do the products used for catering come from?

What are the catering costs for specific events?

How are the costs for catering covered?

- To be able to incorporate environmental awareness in the learning process, **teachers and trainers** themselves should have **clear understanding of what sustainability is**; they should be aware that sustainability does not boil down to thrifty use of resources and correct waste separation – it is a philosophy and a lifestyle that should pervade all spheres of life. In this sense, the management of community learning centres should encourage its teaching staff to learn more about sustainability and **provide opportunities for advanced training and upskilling** so that trainers could incorporate the topic in their training offers.
- Adult educators and trainers themselves should also **seek opportunities to learn more about sustainability** and how it can be incorporated in educational offers regardless of the subject. Education for sustainable development requires continuous lifelong learning from the lecturer himself, the use of digital tools and participation in seminars, trainings and conferences.



To reduce its negative impact on the environment, adult education institutions can take a number of measures:

- An adult education institution should establish a **procurement scheme** in line with (minimal) social and ecological requirements (requirements to the goods, suppliers, etc.).
- When purchasing stationery and other materials for the office, preference should be given to the items that are produced in a **resource-friendly and fair manner** and are **recyclable**.
- Facilities of the institution can be **renovated** using energy-efficient construction materials; **home automation systems** can be installed to reduce energy consumption. Some European states even provide financial support to the institutions that want to conduct renovation to become more energy-efficient and sustainable.
- An adult education institution could (ideally) install solar panels to get energy from renewable sources and increase its energy autonomy. If that is not possible for financial or any other reasons, the institution could consider switching to an energy supplier providing electricity from renewable sources.
- An adult education institution should give preference to **second-hand or reconditioned equipment**, because manufacturing of new equipment requires a lot of resources (raw materials, energy, water, etc.) and produces tonnes of carbon dioxide.
- The rules for **handling resources** should be communicated both to the staff of adult education institution as well as to the learners. These include:
 - ✓ **Reducing the temperature** on the premises, turning off the heating when ventilating;
 - ✓ Using **LED-lighting**, turning off the lights if not needed anymore;
 - ✓ Quite often electronic devices function in stand-by modus consuming energy – this can be avoided by using **multiple outlet strips** that can be switched off by one click;





- ✓ Spending **water** thriftily;
- ✓ Printing requires paper, ink, equipment and storage space; **switching to digital processes** whenever possible can reduce the amount of polluting consumables purchased;
- ✓ If avoiding printing is not possible, documents should be printed out **double-sided** in **black and white**; use of recycled paper is recommended;
- ✓ **Plastic** should be **avoided** whenever possible and exchanged for **reusable options** (e.g., dishware);
- ✓ **Waste recycling** is one of the first steps taken to reduce an organisation's carbon footprint – this means that the institution should provide bins for different types of waste (for example, paper, plastic, bio and mixed waste) that are clearly labelled;
- **Digital technology** sometimes offers an alternative to conventional paper workflow and face-to-face meetings requiring travel by car or plane. However, one should bear in mind that data centres produce huge carbon footprint. Therefore digital technologies should be used responsibly, for example:
 - ✓ Instead of sending an email with a “heavy” attachment to multiple recipient, we could provide a **link** to the file stored on a file-sharing platform;
 - ✓ When browsing the Internet, one could use **environmentally friendly search engines** (e.g., Ecosia) that invest in offsetting their carbon emissions;
 - ✓ For our website and software, we can follow the rules of green-UX and green code, use **open source tools** and use the services of a **green hosting company**.
- When ordering **foodstuffs**, preference should be given to **local producers and distributors**. This does not only help to shorten delivery chains, but also contributes to the economic development of the region. A community learning centre could even sign a cooperation agreement with a local food producer or catering company.



LEARNING AND WORKING ENVIRONMENT

- Both staff and learners of an education institution should be encouraged to use more **environmentally friendly means of transportations**: public transport and bikes whenever possible. If avoiding cars is not possible, carpooling should be encouraged.

Consider the following questions when adapting the learning and working environment according to the sustainability principles (Aegerter, Menz, 2020):

Office materials

Has the aspect of sustainability been taken into account in the procurement of office materials so far?

Who is responsible for procurement?

Who is responsible for ordering office materials? How are the materials delivered to the institution?

How big is the consumption of paper within the institution (e.g., analyze the purchase of paper)?

Resource consumption

What is the consumption of electricity, water, waste, and heat in the institution, in general, and in each individual office?

What costs arise from the consumption of resources?

Where is there potential for savings in terms of resource consumption?

Buildings and technical equipment

Who is responsible for the topics of energy use, buildings, and technical equipment?

Is sustainability taken into account in the procurement of technical equipment?

What is the source/origin of our technical equipment?

What is the condition of the building(s) in terms of energy efficiency? (if you own them)

NETWORKING



Actual sustainable development can only be achieved through **joint efforts of all actors**: governments, companies, educational institutions, citizens, etc. Therefore, community learning centres should consider the following:

- It is important to **create synergies** between networks, associations, companies, schools and all types of organisations to create a collective dynamic towards sustainability.
- A community learning centre should not only be a recipient of or passive participant in other organisation's activities – you should **initiate dialogue** yourself and **provide platform for meeting** and **exchange**.
- Partnership with various stakeholders helps to **develop common projects, intensify individual efforts, share costs** and **resources** (thus reducing their consumption), and enhance local resources (be it know-how, human or financial resources).
- Cooperation with institutions from other spheres (for example, businesses, higher education institutions, NGOs) can bring in a **new perspective** on the matter of sustainability.
- Through partnerships with other organisations, learning can be **extended over to the organisations/venues** beyond a specific community learning centre.
- Forward-looking community learning centres should **analyse** their targeted **community needs** and interests to be able to offer services that are in line with those needs.
- An important contribution to the promotion of environmental education and sustainability is **international cooperation** and participation in **international projects**, such as Erasmus+ projects, where one of the priorities is the environment and the fight against climate change.

Questions to consider (Aegerter, Menz, 2020):

Which actors in your area are active in the field of ESD or sustainability?

Are there networks and networking meetings in the field of ESD/sustainability in your area?

Are there other education centres that are already implementing ESD or sustainability concepts?



GOOD PRACTICE EXAMPLES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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This section provides examples of education activities on the topic of sustainability collected by the members of ILCES team in Latvia, Croatia, Ireland, Italy and Germany.

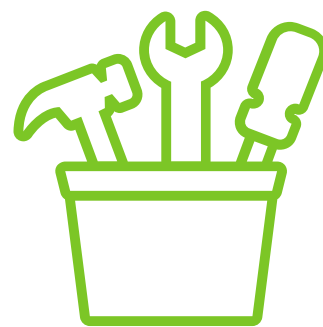
In the description of each good practice, you will find information which principle(s) of the 6Rs of sustainability is/are addressed:



RETHINK



REFUSE



REPAIR



REDUCE



REUSE



RECYCLE

Excursion to the landfill "Getliņi"

Type of activity	A free educational tour for schools, kindergartens, companies, groups of friends and foreign visitors
Location	Latvia
Organiser	Landfill "Getliņi"
Duration	1-hour excursion, anytime
Sustainability principle addressed	☒ Rethinking ☐ Refusing ☒ Reducing ☒ Reusing ☐ Repairing ☒ Recycling ☐ Other:
Description of the activity	The purpose of the educational tour is to get a proper idea of the work of the landfill, energy production, waste processing and environmental protection. During the tours, visitors get acquainted with the following topics: - Waste sorting at the landfill and on a daily basis; - Biodegradable waste processing; - Construction of waste disposal cells, waste water collection and gas extraction at the landfill; - Operation of the energy block from the moment of gas extraction to the production of electricity and heat; - Modern equipped greenhouses, their technologies and innovative solutions; - The connection between the operation of the landfill and the circular economy. Group work and quizzes are organized as part of the excursion. 5,500 – 7,500 people per year visit the landfill regularly.
Further information	https://www.getlini.lv/vides-izglitiba/

Initiative "Clean. Good. City without waste"

Type of activity	The initiative informs and educates general public about sustainability and environmental awareness. It promotes a waste-free lifestyle in Latvia by educating the population and involving local governments in the process of change.
Location	Latvia, Cēsis
Organiser	NGO "Green freedom" and Cēsis Municipality
Duration	ongoing
Sustainability principle addressed	☒ Rethinking ☒ Refusing ☒ Reducing ☒ Reusing ☐ Repairing ☒ Recycling ☐ Other:
Description of the activity	The aim of the initiative is to inform and educate the city's residents, entrepreneurs, organizations about the possibilities to use available resources thoughtfully and meaningfully, reduce the amount of waste generated and promote waste sorting for recycling, as well as to introduce the target audiences to green alternatives and a zero-waste lifestyle approach. Cēsis is the first city in Latvia that undertakes to implement the basic principles of a zero-waste lifestyle, starting with small changes: reducing resource consumption, reusing products and raw materials, as well as sorting raw materials useful for recycling or using them in other ways. The municipality was responsible for: - Developing the city's infrastructure and services in a way that residents and visitors can reduce the amount of waste.

	- Implementing changes in the municipality and its institutions, introducing the basic principles of a zero-waste lifestyle. - Supporting residents' practices, community initiatives and promote exchange of experiences. <u>Traders and organizations committed to:</u> - Offer products that have a reduced impact on the environment during their life cycle, and reduce the amount of waste in their operation. - Inform consumers about environmentally and people-friendly lifestyles and support initiatives that promote a zero-waste lifestyle. - Share experience with other entrepreneurs and wider society in the implementation of zero-waste business. <u>Residents and guests of Cēsis undertake to:</u> - Reduce the amount of waste by giving preference to products without packaging. - Buy new things only when they really need them; repair things when possible or give them to someone who could use them. - Reduce food waste by thoughtfully purchasing products, storing them properly and preparing meals in a way that food should not be thrown away. - Sort waste and encourage others to do so.
Further information	https://www.zalabriviba.lv/tirilabi/

Festival of Sustainable Development

Type of activity	A multi-day activity to raise awareness about sustainable development and promote the culture of sustainability
Location	Italy
Organiser	Italian Alliance for Sustainable Development (L'Alleanza Italiana per lo Sviluppo Sostenibile, ASviS)
Duration	Each year for 17 days
Sustainability principle addressed	✓ Rethinking ✓ Refusing ✓ Reducing ✓ Reusing ✓ Repairing ✓ Recycling ✓ Other: 17 Sustainable Development Goals
Description of the activity	The Festival takes place all over the country for 17 days (according to the number of SDGs) with the aim to involve and raise awareness among general population on sustainable development issues. Conferences, seminars, workshops, exhibitions, shows, sporting events, book presentations, documentaries and many more activities take place. The event is conducted thanks to the collaboration of everyone: individual events can be organised by anyone who wants to contribute to putting Italy and the world on a path to sustainable development. The aim of the Festival is to spread the culture of sustainability, to make sustainable development visible and to draw national and local attention to the problems and opportunities connected with achieving the SDGs. In particular, the Festival intends to:

	• ensure that sustainable development, in its various dimensions (be it fight against poverty, commitment to innovation, quality education or environmental protection) becomes a shared vision of the whole population; • promote a change in culture and in individual and collective behaviour; • enable citizens to exert influence on the country's leadership to respect the commitments made to the UN; • give voice to citizens, businesses, local administrations and civil society to foster dialogue, comparison and sharing of best practices on Agenda 2030 issues and to generate new ideas and solutions for the country's sustainability.
Further information	https://2022.festivalsvilupposostenibile.it/en/english/

Training on educative and responsible tourism

Type of activity	Training on educative and responsible tourism
Location	Palermo, Italy
Organiser	Palma Nana
Duration	Every month
Sustainability principle addressed	☐ Rethinking ☐ Refusing ☐ Reducing ☐ Reusing ☐ Repairing ☐ Recycling ☒ Other: 17 Sustainable Development Goals
Description of the activity	<i>"Promoting tourism implemented according to principles of social and economic justice and in full respect of the environment and cultures means recognising the centrality of the local host community and its right to be a protagonist in the sustainable and socially responsible tourism development of its territory" (<u>Turismo Educativo e Responsabile</u>).</i> The seminar focuses on an in-depth study of the ethical charters of responsible tourism drawn up by A.I.T.R., the Italian Association of Responsible Tourism, charters that are consistent with the objectives and goals of the 2030 Agenda for Sustainable Development and the 17 Sustainable Development Goals of the United Nations. The training pursues the following objectives: • Provide specific skills in the areas of responsible tourism; • Provide tools for carrying out studies on tourist destinations aimed at creating responsible tourism products;

	• Explain how to create tourist itineraries in full respect of communities and the environment, capable of enhancing the excellence of the territories; • Deepen knowledge of ethical and social projects in the field of tourism; • Promote the fundamental principles of responsible tourism; • Identify educational and learning objectives in line with learners' needs and potential; • Select the teaching methods to be used (cooperative learning, peer tutoring, etc.)
Further information	https://www.educazioneambientale.com/id.php?tid=414

AROMA of self-employment

Type of activity	Project, theoretical classes and practical sessions
Location	Croatia (Pula and Slavonski Brod)
Organiser	Diopter - otvoreno učilište
Duration	2013-2014
Sustainability principle addressed	☒ Rethinking ☐ Refusing ☐ Reducing ☐ Reusing ☐ Repairing ☐ Recycling ☐ Other:
Description of the activity	The general goal of the project was to strengthen the capacity of educational institutions through the development of an effective education and training system intended to improve the conditions for self-employment of learners. The specific goal was preparation and implementation of programs for professional development of both unemployed and employed people in the agricultural sector. Within the project theoretical classes on processing of aromatic, spicy and medical plants were held, as well as practical sessions on the cultivation and processing of aromatic, spicy and medicinal plants were conducted. A study trip to the Provence region in France was organised for the professional staff of the project, stakeholders and participants of the education activities. As a result of the study visit, the curriculum originally developed within the project was revised and adapted.
Further information	https://www.youtube.com/watch?v=1_aZvtpePqA https://www.regionalexpress.hr/site/more/diopter-projekt-aroma-samo-zapoljavanja

With us on the green branch

Type of activity	Project, training activity
Location	Croatia (Umag and Pula)
Organiser	Pučko otvoreno učilište “Ante Babić” iz Umaga
Duration	2015 – 2016
Sustainability principle addressed	☒ Rethinking ☐ Refusing ☒ Reducing ☒ Reusing ☐ Repairing ☒ Recycling ☐ Other:
Description of the activity	The project aimed to contribute to increasing the quality and relevance of adult education programs in order to increase the employability of unemployed persons in the waste management and management sector. The goals of the project were: - increasing the employability of people in the waste management sector. - development of occupational standards and professional qualification standards for ecological producer of produce (fruits and vegetables) and aromatic plants for the unemployed in regions of Istria and Slavonija. The project included the development of a new training program for waste sorting and recycling jobs, which was attended by 30 unemployed individuals from the Istrian County area with a minimum of elementary school education.
Further information	https://uciliste-umag.hr/hr/eu-projekti/projekti/s-nama-na-zelenu-granu https://www.zelena-istra.hr/hr/articles/novosti/533/s-nama-na-zelenu-granu/

Bildungsurlaub: Klimaretter Wald (“Educational vacation: Forest – climate savior”)

Type of activity	Educational vacation
Location	Langenhagen, Germany
Organiser	vhs Langenhagen
Duration	2020, 5 days
Sustainability principle addressed	☐ Rethinking ☐ Refusing ☐ Reducing ☐ Reusing ☐ Repairing ☐ Recycling ☒ Other (please elaborate): raising awareness about the role of forests in the fight against climate change
Description of the activity	A five-day educational vacation (from Monday to Friday) explained why a forest has a direct influence on the climate and how they influence each other. This question was addressed through climate lectures, expert talks, excursions and experiments and exciting discoveries about the flora and fauna of the forest. A forest was also presented as a source of healing and healthy nutrition. Apart from that, the challenges of the forest and its inhabitants (both humans and animals) were addressed. Specifically, the following fundamental questions were regarded: • What is a forest? How does a forest work? • How do forests contribute to climate and species protection?

	• The forests of the world. What does climate change do to the forest habitat? • How is the forest community (flora, fauna) adapting or being adapted? • How do the people living in, from and with the forest act? • Can the forest slow down climate change at all?
Further information	n/a

Kölner Fair Trade Night

Type of activity	Awareness raising event, fair
Location	Cologne, Germany
Organiser	Steuerungsgruppe Fairtrade Town Köln KölnAgenda e. V., VHS Köln Allerweltshaus Köln e. V. Fairtrade Deutschland e. V. ökoRAUSCH Festival ConAction e. V. and others
Duration	annually
Sustainability principle addressed	☒ Rethinking ☐ Refusing ☐ Reducing ☐ Reusing ☐ Repairing ☐ Recycling ☒ Other (please elaborate): raising awareness about fair trade
Description of the activity	Fair Trade Night is an annual event conducted by Cologne City in cooperation with the local Volkshochschule (adult education centre), local businesses and NGOs. Its aim is to introduce local residents and organisations to the many facets of the world of fair trade. The event includes, on the one hand, keynote speeches and talks, and presentations of fair trade products and specific initiatives. The participants can try on and taste fair trade alternatives to conventional products. In 2022, the venue of VHS in Cologne was turned into a fashion runway where eco-fair workwear was shown by the employees of Cologne City.
Further information	https://koelnagenda.de/fair-trade-night-2022/

Dublin Community Clean-up

Type of activity	Action campaign
Location	Dublin, Ireland
Organiser	Fingal country council
Duration	Annually, 1 day
Sustainability principle addressed	☐ Rethinking ☐ Refusing ☐ Reducing ☐ Reusing ☐ Repairing ☒ Recycling ☐ Other:
Description of the activity	It is an annual event that get groups and individuals mobilised with a common goal – to improve the surroundings of Dublin. Dublin's Four Local Authorities as well as Clean Coasts, National Spring Clean, Local Authority Waters Programme, Waterways Ireland, Dublin City Canals, Dodder Action, residents, volunteers, and community groups county-wide work together to clean the region. Users registered through a website receive a kit that aids the clean-up.
Further information	www.dublincommunitycleanup.ie

Green Week 2022

Type of activity	Awareness raising campaign
Location	Dublin, Ireland
Organiser	Technological University Dublin
Duration	Annually, 1 week
Sustainability principle addressed	☒ Rethinking ☐ Refusing ☐ Reducing ☒ Reusing ☒ Repairing ☐ Recycling ☐ Other:
Description of the activity	It is an event to debate ideas and to showcase a living lab for environmental sustainability across Ireland's first Technological University. A wide range of events, activities and opportunities to participate in the Green Week are offered, with individual campus schedules also available. TU Dublin inspires sustainable futures among the University students and stakeholders, and engages different aspects of “green” living throughout the faculties of the University.
Further information	https://www.tudublin.ie/explore/news/green-week-2023.html



COUNTRY DOSSIER: LATVIA

Legal frameworks regarding sustainability and environmental awareness:

- Resolution of the UN General Assembly “Transforming our world: the 2030 Agenda for Sustainable Development” (2015) that outlines 17 Sustainable Development Goals, incl. Goal 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.
- Global Action Programme (GAP) on Education for Sustainable Development (ESD)
- Sustainable Development Strategy of the European Union
- The EU Strategy for the Baltic Sea Region defines four tasks one of which is promoting environmental sustainability.
- Sustainable Development Strategy of Latvia until 2030 defines sustainability as one of the guiding principles of the country’s development.
- National Development Plan of Latvia for 2021-2027

Strategic documents on sustainability in adult education:

- Sustainability in adult education policy in Latvia is determined by "Sustainable Development Strategy of Latvia until 2030", "National Development Plan of Latvia for 2021-2027" and "Education and skills development guidelines 2021 – 2027", which take into account the development directions and priorities of the European Union, including sustainability and environmental awareness.

Networks on sustainability and ESD:

- The efforts on promoting sustainability in education are mostly coordinated by the Ministry of Environmental Protection and Regional Development that cooperates with public bodies, international organizations, as well as the academic sector and non-governmental organizations.



- Not only formal and non-formal educational institutions, but also NGOs, state institutions, museums and companies provide their contribution to the promotion of sustainability and environmental awareness in adult education in Latvia.
- An important contribution to the promotion of environmental education and sustainability is provided through international cooperation and participation in international projects, such as Erasmus+.

Sustainability approaches/practices in adult education institutions:

- Latvia's strategic and policy documents currently include references to environmental education and sustainable development, but there are no specific instructions on how an adult education centres should operate.

Training offers for adult educators on sustainability:

- Seminars and courses for educators on sustainability topics are available in Latvia, organized by universities, associations, adult education centers, museums, organizations and libraries.
- As a good helper, there is a manual for educators "Education towards Change: A Guide to Teaching and Learning for Sustainable Development" that is intended as a practical guide to teach and learn for sustainable development.

Intergenerational learning in adult education institutions:

- Intergenerational learning is an important part of adult education in Latvia.
- Intergenerational learning model is applied within the framework of various projects. For example, association "Project Net", in cooperation with the Competence Development Center of the Zemgale region, organized intergenerational digital skills training, within the framework of which young people helped seniors learn.
- In adult learning centers, people with a large age range often study together. Intergenerational learning is mostly found in courses, seminars and various international projects that promote social and digital inclusion of young people and seniors, a sense of community, intergenerational dialogue and understanding.

COUNTRY DOSSIER: ITALY

Legal frameworks regarding sustainability and environmental awareness:

- Environmental Consolidated Act (Norme in materia ambientale or Codice dell'Ambiente) addresses 6 areas: Environmental general principles, Environmental Impact Assessment (EIA) and Integrated Pollution Prevention and Control (IPPC), Water resources management and soil protection, Waste and packaging management, Remediation of contaminated sites, Air protection and air emissions, and Environmental damage.

Strategic documents on sustainability in adult education:

- National Strategy for Sustainable Development serves as a coordination tool for the implementation of the UN 2030 Agenda in Italy. The document addresses six areas (People, Planet, Peace, Prosperity, Partnership and Vectors of Sustainability) and includes education for sustainable development in the system of the so-called vectors of sustainability.
- National Strategy for Global Citizenship Education represents a fundamental tool to ensure a dialogue between institutions, civil society, schools, the media, the world of work and business committed to the themes of citizenship, peace, sustainability, equity, human rights and diversity.
- National Environmental Education Plan adopted in 2015 seeks to distribute information, training, and environmental education programs throughout the country.
- A Cooperation Agreement on environmental and sustainability education was signed in order to support the process of relaunching the national INFEA system (information, training and environmental education) through an agreed plan of actions.

Networks on sustainability and ESD:

- The Italian Alliance for Sustainable Development (ASviS) aims to raise the awareness of the Italian society, economic stakeholders and institutions about the importance of the 2030 Agenda for Sustainable Development, and to mobilize them in order to pursue the Sustainable Development Goals (SDGs).

- The University Network for Sustainable Development (RUS) spreads the culture of sustainability, both within and outside universities (at urban, regional, national, international level).
- The Green City Network is an initiative promoted by the Foundation for Sustainable Development to develop activities and interventions to activate and support a greater commitment of Italian cities to improving ecological quality, climate mitigation, soil saving and efficient and circular use of resources.
- Sustainable Development Forum has the function of ensuring the active involvement of civil society in the implementation of the National Strategy for Sustainable Development.

Sustainability approaches/practices in adult education institutions:

- Sustainability principles are incorporated in education programmes, management, learning and working environment of educational institutions.
- Adult education institutions actively use the methodology of non-formal education, favouring the model of cooperative learning and learning by doing.

Training offers for adult educators on sustainability:

- In Italy, in general, and specifically in the pedagogical sphere, much work has been done to build a culture of sustainability and promote education for its realisation:
 - ✓ A 120-minute e-learning course on the 2030 Agenda and the SDGs was released. The course is meant to support the implementation of the National plan for teacher training, especially in regard to the development of global citizenship competencies.
 - ✓ Three Master degree programs were established: a LUMSA Master in Management for the SDGs, a Master in Journalism with a sustainable development specialization at the University of Bologna, and a Master in Global Economics and Social Affairs at the University of Venice “Ca’ Foscari”.
- Generally, there is no unified approach or centralised programme to teach adult educators on sustainability matters, which upskilling teachers on education for sustainable development remains a responsibility of educational institutions and teaching staff itself.

Intergenerational learning in adult education institutions:

- Intergenerational learning is present in educational activities of adult education institutions, but mostly those of associations and NGOs, and mostly small-scale projects. Some of them address the issues of sustainability and environmental awareness through field activities. For example, La Casa Sabate, a nursing home, has creative workshop activity aimed at environmental education. Older people and children produce playful objects using recycling techniques.

COUNTRY DOSSIER: CROATIA

Legal frameworks regarding sustainability and environmental awareness:

- The Environmental Protection Act regulates the following: principles of environmental protection within the framework of sustainable development, instruments for environmental protection against the impact of burdens, environmental protection subjects, sustainable development and environmental protection documents, etc.

Strategic documents on sustainability in adult education:

- The concept of education for sustainable development issued by the Ministry for Economy and Sustainable Development prescribes the following:
 - ✓ ensure that political, regulatory, and operational frameworks support education for sustainable development,
 - ✓ promote sustainable development through formal, non-formal, and informal learning,
 - ✓ provide teachers with the expertise to include sustainable development in teaching,
 - ✓ ensure access to appropriate tools and materials for sustainable development in education.
- According to the Action Plan on Education for Sustainable Development, education for sustainable development should be conducted at three levels: a) through normal education in teaching institutions, b) outside the usual educational institutions, for example through the activities of non-governmental organisations (non-formal education), and c) through the media (newspapers, television, radio) so that education for sustainable development would be an integral part of everyday life.

Networks on sustainability and ESD:

- There are no formalised networks promoting sustainability in adult education.

- Sustainability and environmental protection are promoted by individual actors, such as Zelena Istra, Sunce, Suma, Studium University, Public Open University Libar, Public Open University Čakovec, Adult Education Institution Dante, etc.
- Cooperation on education for sustainable development is carried out through EU programmes, such as Erasmus+.

Sustainability approaches/practices in adult education institutions:

- Adult education institutions incorporate sustainability principles in their everyday operation, for example: sharing/sending documents electronically instead of printing them out; reducing paper workflow; printing double-sided and black-and-white; digital archiving; provided online or blended learning activities.
- Thematic programs focusing on sustainability are implemented, for example: training in seasonal and regional cooking, which includes learning about local, sustainable food sources, reducing food waste, and understanding the ecological impacts of the food system.
- Subjects like "Knowledge of Goods" cover learning about materials and their environmental impact, sustainable production, and clothing processing. Cooking and pastry exercises are conducted where participants prepare food for the homeless and children from the Children's Home.
- Adult education institutions also collaborate with local communities to promote sustainability. This includes working with local farmers or food producers who practice sustainable farming methods, organising visits to local sustainable businesses, and conducting workshops on recycling and reusing materials.
- Panel discussions on topics such as climate change, environmental awareness, and practical workshops like natural cosmetics making are also held.

Training offers for adult educators on sustainability:

- Adult educators are trained on the topic of sustainability through various seminars, professional development, conferences and round tables.

Intergenerational learning in adult education institutions:

- Intergenerational learning is present in the educational activities of adult education institutions.
- Within the Lifelong Learning Week, persons of all age groups are encouraged to take part in events on the topic of sustainability.

COUNTRY DOSSIER: GERMANY

Legal frameworks regarding sustainability and environmental awareness:

- National Action Plan for the implementation of the World Action Program for Education for Sustainable Development (2015-2019) included 130 goals and 349 specific recommendations that had to make sure that ESD is structurally anchored in the German education at all levels and in every sector.
- UNESCO's programme "Education for Sustainable Development: Towards achieving the SDGs" (ESD for 2030) emphasizes the role of ESD in the implementation of the global sustainability agenda.
- German Sustainability Strategy stipulates the promotion and further development of ESD on a national and international level.

Strategic documents on sustainability in adult education:

On a national level, there is no single legal document that would address the topic of sustainability in adult education (which can be explained by the federal character of the German state and high level of autonomy exercised by individual federal states).

- The National Action Plan (2017) a section "Development of educational landscape with a focus on education for sustainable development".
- The German Adult Education Association (DVV), an umbrella organisation uniting more than 900 adult education institutions (Volkshochschulen) around Germany published guidelines "Education for Sustainable Development in Adult Education Centres" (Handreichung "Bildung für nachhaltige Entwicklung an Volkshochschulen", 2019). In this document, ESD is considered an integral part of the whole-institution approach.
- Public association "Verein Niedersächsischer Bildungsinitiativen e.V." published a document „Sustainability as a cross-cutting educational mission for adult education. A roadmap" (Nachhaltigkeit als ganzheitlicher Bildungsauftrag für die Erwachsenenbildung. Ein Wegweiser). The document lists four building blocks of sustainable development in/of educational institutions: Facilities maintenance and office management, Transformative education, Event management, and Organisational development.

Networks on sustainability and ESD:

- To support the implementation of the World Action Programme, the German Federal Ministry of Education and Research created the National Platform as a key coordinating body. The National Platform unites around 40 high-level representatives of politics, industry, science and society who also serve as multipliers for ESD within their own institutions. The National Platform works together with expert forums and partner networks.
- In Bavaria, an action coalition “Pakt für BNE” (“Pact for ESD”) was created in 2022. It is an association that currently unites 57 civil society organisations recognizing ESD as a leading principle in all fields from pre-school education to adult education/lifelong learning.

Sustainability approaches/practices in adult education institutions:

There are quite little data about the embeddedness of sustainability and environmental awareness in the practices of adult education institutions in Germany. The example of Volkshochschulen (adult education centres) allows drawing the following conclusions:

- The degree to which Volkshochschulen incorporate sustainability in their everyday operation and training offers differs greatly depends on a specific institution.
- Two key areas where sustainability is introduced are: a) everyday operation (renovation of facilities, purchase and use of equipment, economic use of resources), and b) addressing the topic in training offers/activities.
- The activities related to sustainability and “green” living are most often provided within the programme area “Politics/Society/Environment”. However, sustainability-related courses can also be conducted in other programme areas – e.g., a course “Sustainable cooking” is offered within the programme area “Health”.
- The range of topics varies from one adult education institution to another one and includes among other things: Ecosystem Soil (excursion); Climate-friendly cooking, sustainable nutrition, vegan cooking, foodsharing; Reading eco- and bio-labels; Greenwashing in food industry; Slow fashion; Energy saving, solar energy; Gender and global warming; Climate-neutral society; Energy consumption in the household (correct heating, power saving); Reduction of plastic use; Sustainability in HoReCa industry, and others.

Training offers for adult educators on sustainability:

- The level of awareness of sustainability matters varies greatly among adult educators.
- In Volkshochschulen, sustainability awareness is raising steadily: the German Adult Education Association (DVV) offers short-term advanced training “More sustainability in my course. Practical workshop for trainers in all fields” (“Mehr Nachhaltigkeit in meinem Kurs! Praxisworkshop für Dozent*innen aller Fachbereiche”).
- In 2021, DVV presented an app „Stadt|Land|DatenFluss“ that aims to enable people to handle data autonomously and safely. The app is supplemented with a module toolbox with additional training materials; Module 7 is dedicated to the topic of sustainability.
- A publication „Practical toolkit Digital Sustainability: Modular manual for trainers in Volkshochschulen and other fields of adult education” (“Praxisboxen nachhaltig digital: Modulare Handreichung für Dozent:innen in der VHS und anderen Bereichen der Erwachsenenbildung”) addresses the topic of digital sustainability in adult learning.

Intergenerational learning in adult education institutions:

- Generally, intergenerational learning is not usually singled out as a separate line of activities of adult education institutions.
- However, in its work, adult education institutions (Volkshochschulen) follow the principle “Education for all”, so they offer their training programmes to both young adults (starting from 18 years old) and seniors.

COUNTRY DOSSIER: IRELAND

Legal frameworks regarding sustainability and environmental awareness:

- The Environmental Protection Agency has published “Our Sustainable Future: a vision for Ireland. A Framework for Sustainable Development for Ireland” contains a range of measures to address the key challenges and priorities which will support the delivery of a sustainable development agenda. It is also a guide for businesses and individuals on how to approach the topic of sustainability and environment.
- Sustainable Development Goals National Implementation Plan 2022-2024 aims to embed the SDG framework into the work of government departments to ensure more policy coherence, support local authorities in the localisation of the SDGs, offer greater partnerships for the achievement of the SDGs, incorporate the principle “Leave no one behind” into Ireland’s Agenda 2030 implementation and reporting mechanisms.
- The SDG Policy Map enhances the ability of stakeholders to track Ireland’s implementation of specific SDGs and associated targets.

Strategic documents on sustainability in adult education:

- Ireland is mobilising efforts to implement the UN Sustainable Development Agenda by 2030, which means that its Ministry of Education has adopted a number of documents that promote sustainability in education.
- There are eight priority action areas which are considered to be key leverage points to advance the ESD agenda in Ireland: Leadership and coordination; Data collection and baseline measurement; Curriculum at pre-school, primary and post-primary; Professional development; Further education and training; Higher education and research; Promoting participation by young people; Sustainability in action (more information [here](#)).
- Adult education is mentioned as one of priority areas in the ESD to 2030: Implementation Plan 2022-2026 alongside with primary, post-primary and higher education.

Networks on sustainability and ESD:

- The SDG National Stakeholder Forum was established to inform further development of the national SDG framework. This takes place twice yearly, and invites participants and stakeholders to share how policy is put into practice across the Island.
- The Irish Environmental Network (IEN) works individually and jointly to protect and enhance the environment and to place environmental issues centre stage in Ireland and internationally.
- Five cities across the Island of Ireland (Limerick, Cork, Belfast, Derry-Strabane and Dublin) are members of the Irish Network of Learning Cities (INLC), which is part of the UNESCO Global Network of Learning Cities. Sustainability is on the agenda for lifelong learning across the cities in preparation for 2030.

Sustainability approaches/practices in adult education institutions:

- There are several NGO and organisations that promote sustainability and environment to the population by offering courses and educational sessions.
- An example of educational programmes in Ireland is the “Education for Sustainability” programme by Susan Adams, which offers training to both young people in schools and to adults (especially teachers): <https://educationforsustainability.ie>.
- Training for business is also offered by the Irish government. It is called “Climate Ready” and aims to equip businesses with the skills to respond to climate change and thrive in a low-carbon economy.

Training offers for adult educators on sustainability:

- There are theoretical approaches and workshops, as well as practical activities aiming to stimulate the community to develop skills and awareness to the environment and sustainability topics.

Intergenerational learning in adult education institutions:

Intergenerational learning has become a focus in a number of policy papers and strategic documents:

- ASEM Global Lifelong learning Hub has produced papers and reports through CORK University on impact and participation: <https://asemlllhub.org/>.
- The Age-Friendly University of Dublin City University organises Global Intergenerational Weeks and provides frameworks for understanding how to learn across generations.

ABOUT ILCES PROJECT



The project „Intergenerational Learning Communities towards Environmental Sustainability“ (shortly referred to as ILCES) aims to contribute to achieving the goals set in the European Green Deal by introducing innovative learning approaches to educate all community members (students, parents and community, in general) on sustainability matters.

The project's overall goal is to strengthen intergenerational learning within community to promote environmental awareness and change of behaviour towards environmental sustainability through 6 R's of sustainability – *rethinking, refusing, reducing, reusing, repairing, recycling*.

Specifically, the project pursues the following objectives:

- To increase environmental awareness through an active, critical approach involving people of different age groups.
- To increase digital competence of the involved target groups while boosting their awareness on environmental issues.
- To support local community intergenerational learning providers with tools and resources on environmental sustainability.
- To highlight innovative and effective models and approaches of intergenerational learning in local communities through environmental education activities using 6 R's of sustainability: rethinking, refusing, reducing, reusing, repairing, recycling.
- To discover and identify core principles, different structures and approaches of sustainable local community involvement in intergenerational learning to raise environmental awareness through experience exchange and best practices.
- To present challenges to implementing intergenerational learning in local community and forward recommendations for supporting work in this area.



ABOUT ILCES PROJECT



In particular, the project will produce three innovative results:

- a) **Impulse handbook** containing training materials, quizzes and self-assessment tests divided into 6 units according to the 6 R's of sustainability: rethinking, refusing, reducing, reusing, repairing, and recycling.
- b) **Recommendations and guidelines for forward-looking community learning centres**
- c) **E-learning platform** that will incorporate the previous results, provide adult trainers and learners with information, tools and resources to support and enhance education delivery on environmental sustainability in online environments.

The project results and activities aim at the following target groups:

- intergenerational learning providers (non-formal learning institutions, NGOs, etc.),
- adult learners,
- policy makers (local authorities, trade associations, etc.).



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Redial Partnership CLG
<https://www.redialpartnership.org/>



DIOPTER OTVORENO UCILISTE
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