

GOOD PRACTICE GUIDE FOR SUSTAINABLE SCHOOLS

Clear Air for a Sharp Future

A practical framework for healthier, climate-resilient schools across Europe

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1. Introduction and Context

The Good Practice Guide for Sustainable Schools: Clear Air for a Sharp Future is a comprehensive compendium that meticulously refines and documents the high-quality methodologies, innovative pedagogical models, and robust institutional tools developed collaboratively during the Erasmus+ KA220 project, CLEANSURE.

This critical initiative successfully united partners from Germany, Spain, Portugal, and Italy with the shared ambition of empowering primary schools to directly and proactively address the climate emergency.

Serving as a critical resource, this Guide aims to help educational institutions across Europe transition successfully from mere environmental awareness to decisive, measurable action by permanently embedding School Environmental Health (S.E.H.) into their entire operational ecosystem—encompassing curriculum design, internal governance, infrastructure management, and wide-ranging community engagement.

To achieve this systemic transformation, the document provides validated methodologies rigorously tested across all partner countries, transferable tools for monitoring, validating, and scaling sustainable practices institutionally, and concrete examples of student-led actions that drive tangible environmental and organizational changes.

Ultimately, this detailed framework supports schools in becoming healthier, smarter, and more sustainable spaces where environmental literacy and student well-being are recognized and upheld as core educational values.

Vision

“A healthy school environment means cleaner air, sharper minds, and a brighter future.”

By integrating environmental awareness into daily school life — through mobility, air quality management, and creative pedagogy — schools can become powerful agents of ecological and social transformation.

2. Systemic Tools for Institutional Change

The following tools and outputs offer a structured approach for schools to assess, validate, and embed sustainability as a permanent component of their educational misión.

Tool / Output	Description & Purpose	Focus Area
1. “Clean Air School” Environmental Quality Seal	A standardized, evaluable certification that recognizes schools committed to improving air quality and implementing sustainable practices. Schools receive certification after fulfilling measurable environmental and pedagogical criteria.	Recognition & Validation
2. Comprehensive Good Practice Guide & Transdisciplinary Modules	A compendium of strategies promoting Socio-Environmental Health (S.E.H.) and Education for Sustainable Development (ESD). These modules help teachers integrate climate and sustainability topics across subjects such as Science, Citizenship, and Physical Education.	Curricular Integration
3. Modular Digital Archive (Nextcloud Repository)	A public, open-access platform (www.cleansure.eu) hosting all teaching materials, lesson plans, evaluation tools, and reports developed by project partners. Promotes transparency, scalability, and transferability.	Transferability & Access

Recognition systems such as the “*Clean Air School*” *Seal* not only validate a school’s progress but also motivate entire communities to sustain long-term improvements.

Example of Implementation:

In Germany, schools used digital air-quality sensors to measure CO₂ levels during class hours. Once results improved through better ventilation and greenery, the school received the *Clean Air School* certification during a community celebration.

3. Innovative Pedagogical Models and Practices

3.1 Curricular Innovation and Engagement

Practice	Description & Key Outcomes	Partner Origin
The FreiDay Model	Weekly Project-Based Learning (PBL) sessions dedicated to sustainability topics such as air pollution, biodiversity, or local waste management. Promotes teamwork, creativity, and real-world problem solving.	Germany
Citizen Scientific Competence	Students use sensors to measure air pollution, analyze data with digital tools, and share results with local authorities. Develops STEAM skills and civic responsibility.	Transnational
Cycling for a Cleaner City	Students explore sustainable transport by cycling to school and studying emissions reduction. The practice inspires collective responsibility and redesign of school commutes.	Italy
Recycling as an Engine for Development	Encourages reusing materials creatively, linking recycling to identity, economy, and innovation. Students lead local “recycle & reuse” campaigns.	Portugal
Road Safety and Transport Units	Cross-curricular units combining Science, ICT, and Citizenship. Students assess their daily mobility, propose low-carbon alternatives, and communicate findings.	Spain

Example of Implementation:

- In Spain, students used digital maps to track their route to school, measuring air quality along each path. Their data led the local council to install new pedestrian crossings.
- In Italy, schools promoted bicycle use in car-dense areas, proving that sustainable mobility can reshape urban habits.
- In Portugal, recycling projects inspired families to adopt more circular lifestyles, turning “waste” into educational material.

When students see their own data spark real change, they experience empowerment and understand the direct link between science and civic responsibility.

3.2 Sustainable Mobility and Health Action

Practice	Description & Key Outcomes	Partner Origin
The “Bicibus” Campaign	Community-based cycling groups where students and teachers commute together along safe, guided routes. Promotes physical health and reduces CO ₂ emissions.	Germany
“Bike to School” Program	Institutional program integrating cycling safety, parental involvement, and cooperation with local authorities to sustain long-term behavioral change.	Spain
Health in Didactic Units	Combines environmental education with health promotion. Students explore links between clean air, nutrition, and well-being.	Italy
Curricular Health Integration	Embeds environmental health topics into PE and Citizenship lessons, linking physical fitness with planetary care.	Portugal

Example of Implementation:

In Portugal, a “Carbon-Free Day” encouraged all students to walk or cycle to school. They compared calories burned and emissions saved, sharing results with local leaders — turning data into community dialogue.

Linking personal health and environmental action enhances motivation: students understand that what’s good for their body is also good for the planet.

4. Quality Assurance and Sustainability Framework

To ensure excellence and long-term value, the project implemented a structured quality framework integrating evaluation, participation, and sustainability.

Principle	Mechanism	Rationale for High Quality
Systematic Quality Assurance	The different schools led evaluation, documentation, and peer review to guarantee scientific accuracy.	Only validated, adaptable, and effective practices were included.
Multi-Stakeholder Approach	Active involvement of students, teachers, parents, and municipalities.	Ensured ownership, relevance, and sustained behavior change.
Curricular Embedding	Activities integrated within existing subjects and school routines.	Guaranteed continuity without additional resources.
Creative Assessment	Reflection posters, drawings, and audio diaries replaced traditional surveys.	Made evaluation child-friendly and more authentic.
Resource Sustainability	Open-access platform and transnational network via www.cleansure.eu .	Promoted global access and legacy beyond the project lifespan.

Erasmus+ projects reach true sustainability when results become integral to school structures and remain accessible worldwide.

5. Outcomes and Long-Term Impact

5.1 Pedagogical Transformation

CLEANSURE fundamentally shifts the learning paradigm by fostering genuine student agency through project-based and experiential learning. This approach moves beyond theoretical knowledge, leading to a deep, practical environmental literacy and a noticeable increase in STEAM competence (Science, Technology, Engineering, Arts, and Mathematics).

Furthermore, the project ensures lasting impact by empowering educators with a comprehensive catalogue of quality-assured, replicable Education for Sustainable Development (ESD) resources.

Teachers are now equipped with methodologies to seamlessly integrate climate and health topics into the core curriculum.

5.2 Institutional Transformation

The project's most powerful legacy lies in its ability to generate systemic institutional change. By providing validated tools and benchmarks, CLEANSURE supports schools in ensuring the institutionalization of sustainability goals within their School Improvement Plans and daily operational routines. This transformation is validated through the prestigious "Clean Air School" certification, a measurable mechanism that recognizes institutional commitment and public accountability.

Crucially, the initiative has established durable cross-school collaboration networks, enabling continuous peer-to-peer exchange and scalability across European regions.

5.3 Societal Transformation

The impact of CLEANSURE extends far beyond the school gates.

The methodology promotes closer, active cooperation between schools, families, and local municipal authorities, framing the school as a catalyst for community-wide environmental action. By mobilizing students in citizen science and sustainable mobility campaigns, the project provides a direct, grassroots contribution to the ambitious European Green Deal objectives. Ultimately, CLEANSURE achieves its goal of cultivating a new generation of environmentally conscious future citizens prepared to address climate challenges head-on.

6. CLEANSURE PRIMARY SCHOOL ACTION PLAN

Practical, Transdisciplinary Activities for Sustainable Schools

This plan translates the validated methodologies, institutional tools, and successful practices of the Erasmus+ CLEANSURE project into concrete, engaging activities.

These activities are designed to turn students into Agents of Change and Citizen Scientists, ensuring the integration of environmental health (S.E.H.) into the daily school routine.

AXIS 1: MONITORING, CERTIFICATION, AND ENVIRONMENTAL HEALTH

Focus: Achieving the "Clean Air School" Environmental Quality Seal (Recognition & Validation)

Activity Name (Focus)	CLEANSURE Principle Applied	Detailed Student Role and Implementation	Key Transdisciplinary Links
1. The CO ₂ and Ventilation Patrol	Citizen Scientific Competence	Students take turns as "Clean Air Patrol Officers" using simple temperature/CO ₂ sensors to monitor air quality in the classroom three times a day. They record data on a chart (Maths) and are responsible for advising the teacher when to open windows to keep CO ₂ levels below 1000 ppm.	Natural Sciences: Air quality, respiratory health, climate factors. Mathematics: Data recording, averages, graph interpretation. Citizenship: Following rules, responsibility.
2. The Classroom Green Lung Project	Curricular Embedding / S.E.H.	Students conduct a practical investigation into specific indoor plants that are proven air purifiers. They design and maintain a small "green lung" garden in their classroom, assuming full responsibility for plant care and monitoring if their presence correlates with better air readings.	Botany: Plant care, photosynthesis. Art & Design: Planning the layout of the classroom garden.

			Literacy: Researching plant benefits.
3. The Clean Air Certification Day	Recognition & Validation	<p>Organise a quarterly school-wide event where student groups review the past term's CO₂ data, active mobility logs, and recycling efforts.</p> <p>Students design the official school banner or certificate that visually celebrates their compliance with the "Clean Air School" criteria, fostering collective pride.</p>	<p>Visual Arts: Banner design, creating an official emblem.</p> <p>Citizenship: Compliance, self-assessment, public relations.</p>

AXIS 2: PEDAGOGICAL INNOVATION AND ACTIVE CITIZENSHIP

Focus: Comprehensive Guide & Transdisciplinary Modules (Curricular Integration)

Activity Name (Focus)	CLEANSURE Principle Applied	Detailed Student Role and Implementation	Key Transdisciplinary Links
4. The "Zero Carbon" Mobility Challenge	"Bicibus" & Cycling for a Cleaner City	Implement a weekly "Bike Bus" or "Walking Bus" session for safe group commuting. In Mathematics class, students use maps (ICT/Geography) to calculate the total distance travelled by the group and estimate the CO ₂ emissions saved by not using cars (emphasizing the Handprint concept over the footprint).	<p>Physical Education: Physical health, cycling safety.</p> <p>Mathematics: Distance, ratios, calculating savings.</p> <p>Geography: Mapping, route planning.</p>
5. My Identity and Fair Trade Box	Fostering Identity and Inclusion	Students create an "Identity Box" containing personal items that represent them. The activity transitions into a Citizenship unit where they research the origin and ecological	Citizenship: Cultural identity, global economy, ethics.

		footprint of one item (e.g., a cotton shirt), linking their identity to global issues like Fair Trade and ethical consumption.	<p>Art: Creative expression, box design.</p> <p>Language Arts: Presenting their research findings.</p>
6. The "FreiDay" Upcycling Workshop	The FreiDay Model & Recycling for Development	<p>Dedicate a regular "FreiDay" (Project Day) where students work on self-chosen local sustainability problems. They collect specific waste materials and apply upcycling techniques to design and construct useful objects (e.g., vertical gardens from plastic bottles, game pieces from caps).</p>	<p>Technology & Design: Prototyping, material transformation.</p> <p>Natural Sciences: Waste management, material properties.</p> <p>Teamwork: Collaborative problem-solving.</p>
7. Assessing Road Safety and Emissions	Road Safety and Transport Units	<p>Students use ICT tools (e.g., digital maps) to map the safest and most polluted routes to school. They act as urban planners, presenting a proposal to the school management or local municipality suggesting improvements like better pedestrian crossings or bike racks.</p>	<p>Citizenship: Civic responsibility, urban planning.</p> <p>ICT/Geography: Digital mapping, data analysis.</p> <p>Presentation Skills: Formal proposal development.</p>

AXIS 3: DIGITAL ACCESS AND KNOWLEDGE TRANSFER

Focus: Modular Digital Archive (Transferability & Access via www.cleansure.eu)

Activity Name (Focus)	CLEANSURE Principle Applied	Detailed Student Role and Implementation	Key Transdisciplinary Links
8. International Practice Hunters	Transferability & Access (Nextcloud)	Guided by the teacher, student groups navigate the public access platform www.cleansure.eu to locate a specific lesson plan or teaching material created by a partner school (e.g., Spain's mobility unit or Portugal's recycling activity). They adapt and translate the activity, becoming "CLEANSURE Ambassadors" who teach it to a younger class.	Digital Competency: Navigation, resource selection. Languages: Translation, cultural adaptation. Public Speaking: Teaching the new lesson.
9. Project Storytellers and Digital Reporters	Resource Sustainability / Creative Assessment	Students assume the role of the school's digital reporters. They use cameras or tablets to document their ongoing activities (Bicibus, Green Lung) with short texts and photos. They prepare this content for the school's digital archive or website, ensuring their progress is visible, transferable, and part of the project's legacy.	Language Arts: Short-form writing, journalism. Digital Competency: Photo organization, content creation. Citizenship: Public communication.
10. The S.E.H. Illustrated Glossary	Curricular Embedding / Digital Archive	Working with the Comprehensive Good Practice Guide found on the digital archive, students identify and define key project terms (e.g., S.E.H., Handprint, Upcycling, Bicibus). They then illustrate each term and compile them into a digital, multilingual glossary resource for the entire school to use.	Literacy: Vocabulary development, definition writing. Art/Digital: Illustration and layout design. Science: Understanding environmental terminology.

7. CLEANSURE DIDACTIC UNITS: A PRIMARY SCHOOL FRAMEWORK

These units are designed to be cross-curricular, student-led, and highly practical, ensuring the integration of School Environmental Health (S.E.H.) into your daily teaching schedule.

UNIT 1: THE CO₂ AND VENTILATION PATROL

CLEANSURE Axis: Axis 1: Monitoring, Certification, and Environmental Health

Principle Applied: Citizen Scientific Competence

Grade Level Suggestion: Grades 3–5

Duration: 5 Sessions (plus ongoing daily monitoring)

Learning Objectives (LOs):

1. Students will be able to operate a simple CO₂ monitor and record environmental data accurately.
2. Students will understand the direct correlation between classroom air quality and cognitive well-being.
3. Students will take ownership of maintaining a healthy classroom environment by actively managing ventilation.

Transdisciplinary Links	Implementation Steps (Procedure)
Natural Sciences: Air composition, effects on the human body.	Session 1: Introduction to Invisible Air. Discuss why fresh air is important for "sharp minds." Introduce the CO ₂ meter as a "Health Tool" (not a toy). Establish the target—CO ₂ below 1000 ppm.

Transdisciplinary Links	Implementation Steps (Procedure)
<p>Mathematics: Data collection, charting, calculating averages.</p> <p>Citizenship: Rotational responsibility, teamwork.</p>	<p>Session 2: Scientific Data Collection. Teach students how to read the meter (3 times daily: start, mid-morning, end). Practice logging the results on a large, visible chart (Maths activity).</p> <p>Session 3: The Patrol System. Divide the class into "Clean Air Patrol" teams, assigning daily or weekly rotation duties. Create a checklist for their responsibilities.</p> <p>Session 4: Data Analysis and Action. Review the weekly chart. Identify peak times for high CO₂. Discuss why it happens (more people, less ventilation). Formulate a rule: "If the number is high, we open the window for five minutes." Ongoing: The Patrol operates daily. At the end of the month, the class calculates the average CO₂ level to see if their actions improved the air quality.</p>

UNIT 2: THE "ZERO CARBON" MOBILITY CHALLENGE

CLEANSURE Axis: Axis 2: Pedagogical Innovation and Active Citizenship

Principle Applied: "Bicibus" & Cycling for a Cleaner City

Grade Level Suggestion: Grades 4–6

Duration: 4 Sessions (plus weekly action days)

Learning Objectives (LOs):

1. Students will identify climate-friendly methods of commuting (walking, cycling, public transport).
2. Students will use mathematical concepts to calculate their collective environmental benefit (Handprint).
3. Students will promote the health and safety benefits of active mobility to their peers and families.

Transdisciplinary Links	Implementation Steps (Procedure)
<p>Physical Education (PE): Health and fitness, road safety, balance.</p> <p>Mathematics: Distance, ratios, calculating savings (emissions).</p> <p>Geography: Mapping, route planning.</p>	<p>Session 1: Our Carbon Footprint. Students map their current route to school and identify the mode of transport used. Introduce the concept of "Handprint"—the positive impact of their actions.</p> <p>Session 2: The Action Plan. Introduce the "Bike Bus" or "Walking Bus" idea. Discuss safety rules, routes, and adult supervision. Students design informational flyers for parents.</p> <p>Session 3: Calculation Workshop. Implement the first "Bike Bus" session. In Math class, use distance data (e.g., 2 km per child) to calculate the total kilometers traveled by the group. Estimate the amount of CO₂ saved by the absence of cars for that journey (teacher provides simplified conversion factor).</p> <p>Session 4: Public Presentation (PE Link). Students create a chart linking the calories burned (PE focus) to the CO₂ emissions saved. They present these results in the school hall to encourage other classes to join the mobility challenge.</p>

UNIT 3: MY IDENTITY AND FAIR TRADE BOX

CLEANSURE Axis: Axis 2: Pedagogical Innovation and Active Citizenship

Principle Applied: Fostering Identity and Inclusion

Grade Level Suggestion: Grades 1–3

Duration: 3 Sessions

Learning Objectives (LOs):

1. Students will express their personal and cultural identity through creative expression.
2. Students will recognize that personal items have origins linked to global supply chains and environmental impact.

3. Students will understand the basic principles of Fair Trade and responsible consumption.

Transdisciplinary Links	Implementation Steps (Procedure)
<p>Citizenship: Cultural identity, global economy, empathy.</p> <p>Art: Creative construction, decoration.</p> <p>Language Descriptive storytelling.</p> <p>Arts: writing,</p>	<p>Session 1: Building the Identity Box. Students decorate a small shoebox or container, making it unique to them. They bring 3–5 personal items that represent who they are (hobbies, family, favorite food).</p> <p>Session 2: The Story of the Object. Students choose one item (e.g., a plastic toy, a cotton T-shirt). The teacher leads a discussion/story about its potential journey: Where was the plastic/cotton grown? Who made it? This introduces the concept of the ecological and social footprint.</p> <p>Session 3: Fair Choices. Introduce the simple idea of Fair Trade (making sure workers and the environment are treated well). Students draw a poster comparing a "Happy Product" (made fairly) and a "Sad Product" (made unfairly), connecting their personal identity choices to global responsibility.</p>

UNIT 4: INTERNATIONAL PRACTICE HUNTERS

CLEANSURE Axis: Axis 3: Digital Access and Knowledge Transfer

Principle Applied: Transferability & Access (Nextcloud Repository)

Grade Level Suggestion: Grades 5–6

Duration: 5 Sessions

Learning Objectives (LOs):

1. Students will use a digital platform to source and select relevant educational materials from an external source.
2. Students will adapt materials from a foreign language/context to fit their local school environment.

3. Students will develop public speaking skills by teaching the adapted content to a younger audience.

Transdisciplinary Links	Implementation Steps (Procedure)
<p>Digital Competency: Navigation, resource selection, search terms.</p> <p>Languages: Translation, cultural adaptation, terminology.</p> <p>Public Speaking: Presentation skills, teaching pedagogy.</p>	<p>Session 1: The CLEANSURE Treasure Map. Introduce the www.cleansure.eu platform. Guide students on how to navigate the resource archive to find the lesson plans (e.g., look for "Portugal" and "Recycling"). Students choose one activity or module from a partner country.</p> <p>Session 2: Translate and Deconstruct. Students work in teams to translate the core activity. They deconstruct the lesson plan: What materials do we need? What are the key goals? What parts of the activity won't work in our school?</p> <p>Session 3: Cultural Adaptation. Students adapt the lesson plan to their local context (e.g., if the Spanish plan mentions a local council, they substitute their local authority). They develop the new materials needed in the local language.</p> <p>Session 4 & 5: The Ambassador Lesson. The student teams become "CLEANSURE Ambassadors" and travel to a younger primary class (Grade 1 or 2) to teach the adapted activity. They receive feedback on their teaching effectiveness.</p>
	<p>Assessment Method: Teacher evaluation of the adapted lesson plan (quality of adaptation, relevance, and clarity) and peer review from the younger students.</p>

8. Conclusion

The Good Practice Guide for Sustainable Schools: Clean Air for a Sharp Future is more than a compendium of resources; it powerfully demonstrates that education is the single most powerful catalyst for environmental and societal change.

The project successfully provides a scalable blueprint by transforming complex sustainability goals into measurable, daily actions. By integrating citizen science through clean air initiatives, promoting collective responsibility via participatory mobility campaigns, and empowering teachers with creative teaching methodologies, the CLEANSURE partners have proven that systemic transformation is achievable at the primary level.

This holistic approach embeds School Environmental Health (S.E.H.) into the very DNA of the institution, ensuring that schools serve as vital hubs capable of leading entire communities toward a more sustainable, equitable, and healthier world.

As the core philosophy states:

“Clear air sharpens minds — sustainable schools sharpen the future.”

9. Annexes

Annex I: Example of a School Self-Assessment Tool

Domain	Indicator	Evidence	Action	Evaluation Frequency
Air Quality & Well-being	CO ₂ concentration below 1000 ppm in classrooms	Sensor readings (3× per day, 5-day average)	Adjust ventilation schedule / add plants	Once per semester

Annex II: Transdisciplinary Module Example

Subject	Topic	Objective	Duration	Expected Outcome
Citizenship & Physical Education	“Our Carbon Footprint in Motion”	Students calculate their commuting emissions and design solutions to reduce them.	3 sessions	Class plan to reduce transport-related emissions by 20% in one semester.

Annex III: Photo Catalogue

Theme	Photo Description	Purpose
Student Action	Students measuring air quality outdoors	Illustrate student-led science
School Environment	Classroom greenery and ventilation strategies	Highlight air quality awareness
Mobility	"Bicibus" or walking bus in action	Promote active, low-carbon transport
Community	Parents and local leaders participating in school events	Show collective engagement

Annex IV: Partner Institutions

Country	Institution / Role	Main Contribution
Germany	Education Office of Nürnberger Land	Coordination, quality assurance, strategic dissemination
Germany	Primary School Altdorf	FreiDay model, project-based ESD learning
Germany	Primary School Schwarzenbruck	Fair trade curriculum, Bicibus initiative
Spain	AFINE	Communication, translation, and project management support
Spain	CEIP. Puente de Doñana	Promotion of Environmental Quality, Environmental Protection
Spain	CEIP. José Robles	Healthy Lifestyle Habits, Recycling
Portugal	AE André Soares	Recycling and health integration
Italy	ReBike ALTERmobility	Sustainable mobility, cycling promotion
Italy	Istituto Comprensivo Simonetta Salacone	Fostering Healthy Lifestyle Habits, Sustainable Mobility
Transnational	CLEANSURE Consortium	Collaborative framework and open-access dissemination via www.cleansure.eu



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