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# Ho Chi Minh's Ideology on Education: Content and Meaning

**Nguyen Dinh Ninh**

University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, Vietnam

**Abstract**--Education plays a particularly important role, not only contributing to the development of human personality but also a driving force for the development of society. Therefore, most countries in the world consider investment in education as an investment in the future and define educational development. Ho Chi Minh left the Vietnamese people an invaluable theoretical legacy on the fundamental issues of the Vietnamese revolution, including the ideology of religion expressed in his views on the role, purpose, content, and methods of education are very profound, so far still have the same theoretical and practical meaning.

**Keywords**--content, education, Ho Chi Minh's ideology, meaning, Vietnam.

## Introduction

Ho Chi Minh's ideology on education is both a crystallization of the cultural quintessence of the nation and humanity and a dynamic expression of the Vietnamese revolutionary practice as well as the characteristics of the times, based on inheritance, applying and developing creatively the Marxist-Leninist development perspective on education and training to the specific conditions of Vietnam. Therefore, Ho Chi Minh's views on education have profound theoretical and practical significance for the revolutionary cause led by the Communist Party of Vietnam, especially for the fundamental and comprehensive renovation work education in our country today. Ho Chi Minh's thought on education is not only a theoretical basis, a guideline for the development of educational goals and tasks but also a methodological basis for the formulation of contents, methods, and methods education motto to develop a comprehensive education in Vietnam today.

## Methods

Research conducted based on worldview, methodology of dialectical materialism, and historical materialism is based on the views of the Communist Party of Vietnam and the State of Vietnam on education. In addition, the article uses the general method of dialectical materialism and historical materialism, and the author combines using some other methods such as the literary method, and analytical method - synthesis, induction - deduction, logic - history, comparison-contrast, theory combined with practice.

## Research Results

### Contents of Ho Chi Minh's Ideology on Education

One of the legacies of great significance that Ho Chi Minh left for our nation and people is the thought on education, which is expressed with very rich and profound content. It is both the crystallization of the quintessence of national culture and humanity and a vivid expression of the reality of Vietnam's revolution as well as the characteristics of the times, based on the inheritance, application, and creative development of cultural traditions of the Vietnamese people. Ho Chi Minh's thought on education is not only a theoretical basis, a guideline for building educational philosophy and mission, but also a methodological basis for determining goals, contents, and methods of education mottos and methods in Vietnam today. In his life, career, and thought, Ho Chi Minh always considered education as a very heavy but also glorious mission of “growing people”, to create new developed Vietnamese people, comprehensive, “to rebuild the fortunes that our ancestors have left us... shoulder to shoulder with the great powers of the five continents” (Ho Chi Minh, 2000).

With a deep understanding and especially with experience and sharp practical conclusions, Ho Chi Minh saw the inherent limitations of feudal and colonial education. He criticized the conservatism and dogma of feudal education; at the same time, he pointed out the stupidity and enslavement of colonial education, when “teaching young people to love a Fatherland that is not their own and is oppressing them” (Ho Chi Minh, 2000). He condemned the policy of colonial culture that “under the feudal colonial regime, the purpose of going to school was to gain a degree to become a master, he said, “that the purpose of educating slaves of feudal colonists was only to train slave intellectuals to serve them...” (Ho Chi Minh, 2000). He said: “We must make every effort to clean up the remaining colonial influences on education and slavery, such as indifference towards society, away from the working life and struggle of the people; study for a degree, teach in an indoctrination style. And it is necessary to develop the ideology of teaching and learning to serve the Fatherland and the people” (Ho Chi Minh, 2000). Ho Chi Minh's thought on education has a scientific, humanistic, and profound philosophy, which focuses on the following basic contents:

*Firstly*, Ho Chi Minh's view on the important role of education in human and social development. With a very deep knowledge of human nature, and the role of human education and with his rich practical experience, Ho Chi Minh always upholds the important role and function, and great effect of education in

fostering, building, and comprehensively developing people. He said: “Good and evil are not inherent in nature. Much of it is because of education” (Ho Chi Minh, 2000). He advocated building education for people, for people, and towards building a new human - socialist human, to build socialism. He pointed out: “To have socialism, first of all, there must be socialist people” (Ho Chi Minh, 2000).

That role, according to Ho Chi Minh's thought, is reflected in the following basic issues: 1). Education makes a decisive contribution to equipping comprehensive knowledge, from social sciences, and natural sciences to professional and technical levels; from ideal, moral to aesthetic, physical ... for people, forming useful citizens for the country. He once affirmed that to maintain independence, to make the people rich and the country strong, all Vietnamese must understand their rights and obligations, must have new knowledge, and first of all must be able to read and write to participate in the construction of the country. 2). Education plays an important role in the formation and development of personality and human capacity. The revolutionary cause of our people under the leadership of the Party has no other purpose than to bring benefits to everyone, and to make all compatriots free and happy; That great revolutionary cause was carried out by the people themselves. Therefore, the cause of education will help people towards the values of truth - goodness - beauty, forming and developing a new socialist human.

New people with all such qualities, according to Ho Chi Minh, are the first and most important premise for the construction of socialism. 3). Education contributes to the expansion and improvement of people's knowledge, forming a learning society - the way to develop the country quickly and sustainably. He once emphasized that ignorance is a dangerous internal enemy; that, “an ignorant nation is a weak nation” (Ho Chi Minh, 2000). Therefore, education must be developed to bring our country up with advanced countries in the world, create conditions for people to participate in the creation and enjoy cultural values, and “turn an ignorant, extreme suffering into a country of high culture and happy life” (Ho Chi Minh, 2000).

*Second*, Ho Chi Minh's view on the goals and mission of the new education. With an epochal vision, Ho Chi Minh pointed out the most basic goals of education under the new regime, which are to train new Vietnamese people, to develop comprehensively, and to be loyal to the country. filial piety to the people; love people; thrift, integrity, impartiality; have a pure international spirit, serve the Fatherland, serve the people; Education is towards the perfect human development, learning to know, to work, to be human: “Learning to work, to be human, to be an officer. Learning to serve the masses, classes, and people, the Fatherland and humanity” (Ho Chi Minh, 2000).

Education performs the function of culture to foster right ideals and noble sentiments; expand and improve people's knowledge; foster good qualities and styles for people. In other words, education is the way and method to train people to be useful to society. Under the new social system in which the people are the masters and masters, education is aimed at training the successors of the revolutionary cause, “serving the masses, the class and the people, the Fatherland and humanity”, not to be a Mandarin like in the old society, not to

“train people who know how to grumble, Marx said this, Lenin said that, but his duty was assigned to sweep the house again. to fill the house with garbage” (Ho Chi Minh, 2000). It can be affirmed that Ho Chi Minh's view from the 50s of the twentieth century on the goal of education is consistent with the concept of UNESCO (1997) when considering the goal of education in modern society as “learn to know, to work, to live together and to be human”. That shows the foresight in Ho Chi Minh's thought about the purpose of education.

*Third*, Ho Chi Minh's view on the content of comprehensive education. Education in Ho Chi Minh's concept is towards the noble goal of people, comprehensive human development. To achieve that goal, the educational content must be comprehensive and suitable to the nature of the school under the new regime; consistent with the characteristics of Vietnam in the general context of the world. That content includes education level of culture, professional expertise, ideal views, moral qualities, physical, aesthetic, national consciousness, patriotism, and international spirit.

In the field of knowledge education, according to Ho Chi Minh, there must also be a comprehensive education, including cultural education, scientific and technical knowledge education, professional expertise, and political knowledge education; because these pieces of knowledge are closely related to each other. Reminder: Must try to learn technology, culture, politics... If you don't study culture, don't have a cultural level, you can't learn technology, if you don't learn technology, you won't be able to keep up with demand domestic economic demand. However, comprehensive education needs to pay attention to learning political theory, because if you only study culture and technology without studying politics, it will be like a person who closes his eyes and walks away. Studying politics is learning Marxism-Leninism and the core thing is to “learn the spirit of handling everything, towards everyone and yourself; is to learn the universal truths of Marxism-Leninism to creatively apply them to the actual situation of our country” (Ho Chi Minh, 2000). The writer: “coordinating school education with propaganda and general political education of the people” Ho Chi Minh (1972) to “cultivate new ideas to defeat the old ones”, and break with the old self to become the new person” (Ho Chi Minh, 2000). And, according to Ho Chi Minh, “Based on good political education and ideological leadership, it is necessary to strive to improve the quality of culture and expertise to practically solve the problems posed by our country's revolution and in a not-too-distant time, reaching the heights of science and technology” (Ho Chi Minh, 2000).

The comprehensiveness of educational content in Ho Chi Minh's thought is reflected in the fact that education must aim at educating people in virtue, intelligence, body, and beauty; in which, revolutionary moral education must be given top priority. He emphasized: “Just like a river, it has a source to have water, without a source, the river dries up. A tree must have a root, without a root the tree will wither, a revolutionary must be virtuous. Without morality, no matter how talented he is, he cannot lead the people” (Ho Chi Minh, 2000). Therefore, in the context of education, it is necessary to pay special attention to the education of revolutionary morality for cadres and people. He said: “Teaching, as well as learning, must pay attention to both talent and virtue. Germany is a revolutionary ethic. That is the root, very important” (Ho Chi Minh, 2000). In particular, Ho Chi

Minh paid special attention to the education of moral qualities such as “necessity, thrift, integrity, which are the foundation of a new life, the foundation of patriotic emulation” [Ho Chi Minh \(2000\)](#), the foundation for building a new comprehensive person.

*Fourth*, Ho Chi Minh's views on educational mottos and methods. For education to achieve high quality and effectiveness, it is necessary to clearly define that education is a science and must have the right scientific motto and method of education. He said: “Children's education is a science. So you must try to study, research, exchange experiences, to make progress forever” [\(Ho Chi Minh, 2000\)](#). This is very important because it helps to make a difference positively and qualitatively in the new education of the people's democracy compared to the old education of the semi-colonial regime. ideas that are far from reality, stupid, and enslaved.

The most correct and most scientific educational motto, which can help learners acquire knowledge well, thereby applying creativity in practice, as pointed out by Ho Chi Minh, is the motto: education must attach With practice, teaching, and learning must come from the needs of life, serving the Fatherland and the people: “Teaching and learning must follow the needs of the people and the State. Good teachers, and good students, provide enough staff for agriculture, industry, economic and cultural branches. That is the glorious task of teachers and teachers” [\(Ho Chi Minh, 2000\)](#). At the same time, according to Ho Chi Minh, for education to be effective, teaching and learning must also focus on well implementing the motto that learning must go hand in hand with practice, theory must be related to reality, and learning must combine with practice. production labor. The writer: “Learning must think, learning must relate to reality, must have experiments and practice. Learning and practice must be combined” [\(Ho Chi Minh, 2000\)](#). With a broader vision, in the motto of education, Ho Chi Minh also upholds the view of education as a common revolutionary cause, and in the process of carrying out educational work, it is necessary to have a close combination between education and training. factors such as family, school, and society. Because according to Ho Chi Minh: “Education no matter how good it is in school, but without education in the family and society, the results are not perfect” [\(Ho Chi Minh, 2000\)](#). Since then, he affirmed: “Education is the cause of the masses. It is necessary to fully promote socialist democracy, and build a very good relationship and close solidarity between teachers and teachers, between teachers and students, between students, etc., between schools and people to achieve victory. benefit from that mission” [\(Ho Chi Minh, 2000\)](#).

In the educational method, an important requirement that Ho Chi Minh posed is that learners must have the spirit of overcoming difficulties, attach importance to self-study, self-training, and re-training and have to study everywhere. The writer wrote: “It is not only at school, having going to class, learning, cultivating, training and self-improvement. In all revolutionary activities, but we can also and must study and reform ourselves” [\(Ho Chi Minh, 2000\)](#). Self-study, self-training, and knowing how to apply what he has learned into practice is a great thought of Ho Chi Minh. The way Ho Chi Minh became an outstanding cultural celebrity, and the founder of revolutionary education, is also mainly thanks to his self-study, self-training, and hard work. From his childhood studying in schools or in

the process of wandering around the five continents to find a way to save the country as well as when he became the head of the Party and State of Vietnam, Ho Chi Minh always took advantage of self-study and non-stop self-study. He set a shining example of spirit and attitude of striving for self-learning constantly. According to Ho Chi Minh, in order not to fall behind and not be surpassed by reality, each person needs to learn for life. He affirmed that “learning is something that must continue throughout life.... No one can claim to have known enough, knows all” (Ho Chi Minh, 2000). Those are very modern views on education, which Ho Chi Minh, with his deep awareness and vivid practical experiences during his life of revolutionary activities, outlined. and do it very early (Yu et al., 2022; Verma et al., 2016).

Not only that, in educational methods, Ho Chi Minh also paid great attention to firmly sticking to the goals and objectives of education. In particular, according to him, the way of teaching and learning must be appropriate to the age, close to the subject's level, psychology, and activities, combining learning with useful fun activities. Education must be based on “cultural level, living habits, level of enlightenment, the experience of struggle, desire, will, practical situation of the masses” (Ho Chi Minh, 2000). “Workers and farmers are busy doing business, if teaching is not suitable for learners, for doing business, etc., it is not profitable. It must depend on the business situation that the learning organization can be maintained for a long time to have results” (Ho Chi Minh, 2000, vol.8, p. 206).

### **The meaning of Ho Chi Minh's ideology on education development in Vietnam today**

Ho Chi Minh's thought on education is a rich, profound, and comprehensive system of views; This is an important foundation for our Party and State to plan Vietnam's education strategy in the past years and in the coming time. Aware of the position and role of education in the Vietnamese revolution, inheriting Ho Chi Minh's educational ideology, the Communist Party of Vietnam has determined the basic tasks and goals of Vietnamese education as: “to build people and generations who are passionately attached to the ideals of national independence and socialism, have pure morality, have a strong will to build and defend the country; industrialization and modernization of the country; preserve and promote the cultural values of the nation, can absorb the cultural quintessence of humanity (Kunii et al., 2005; Samapundo et al., 2016).

The Platform for National Construction and Development in the Transitional Period to Socialism (added and developed in 2011) once again reaffirms the Party's cross-cutting point of view: “Education and training have a mission to raise people's intellectual level, develop human resources, foster talents, make an important contribution to the development of the country, and build the culture and people of Vietnam. Developing education - training together with science and technology development is the leading national policy; investment in education and training is an investment in development” (Communist Party of Vietnam, 2011).

In the process of education and training development, the Resolution of the 8th Plenum of the Party Central Committee, term XI, “On fundamental and

comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the current economic conditions” socialist-oriented market and international integration”, affirmed: “Education and training is the leading national policy, a decisive factor for the successful implementation of the cause of national construction and defense is the cause of the whole Party and the whole people” (Central Committee, 2013). The resolution identifies the goals of this renovation as to create fundamental and strong changes in the quality and effectiveness of education and training; better meet the national construction and defense work and the people's learning needs. Educating Vietnamese people to develop comprehensively and bring out the best potential and creative ability of each individual; love family, love country, love compatriots; Live well, and work productively. Building an open, practical, practical education, good teaching, good learning, and good management; having a reasonable educational structure and method, associated with building a learning society; ensuring conditions for quality improvement; standardization, modernization, democratization, socialization, and integration of the international education and training system; maintain the socialist orientation and national identity. Striving to 2030, Vietnam's education reaches an advanced level in the region; defining the viewpoints of education and training development in the coming period are: (1) education and training is the leading national policy, the cause of the Party, State and the whole people; (2) fundamentally and comprehensively renovate education and training; (3) development of education and training is to raise people's intellectual level, train human resources, foster talents; (4) education and training development must be associated with the needs of socio-economic development and national defense; with scientific and technological progress; consistent with objective laws; (5) renovating the education system in the direction of openness, flexibility, and connection between education levels and levels and between education and training modes; (6) actively promote the positive side, limit the negative side of the market mechanism, ensure the socialist orientation in education and training development; (7) proactively and actively integrate into the world to develop education and training, and at the same time, education and training must meet the requirements of international integration to develop the country (Nguyen et al., 2018; Thien et al., 2020).

Following this view, the 12th Party Congress continued to affirm: “Education is the first national policy. Develop education and training to improve people's intellectual level, train human resources, and foster talents. To strongly shift the educational process mainly from equipping knowledge to comprehensively developing learners' capacity and qualities; Learning goes hand in hand with practice, theory with practice. Education and training development must be associated with the needs of socio-economic development, national construction, and defense, scientific and technological progress, requirements for human resource development, and the labor market (Communist Party of Vietnam, 2016). This is the orientation point for the development of education and training in our country in the coming years. This guiding point of view is the result of theoretical research achievements and practical summaries of 30 years of educational reform in the national renewal process. The content of the view shows the correct and consistent awareness of our Party in the renovation process about the leading role of the national policy of education and training (Trang et al., 2012; Rakholia et al., 2023).

Institutionalizing the views of the Party, our State has promulgated many mechanisms and policies to create an adequate legal corridor to promote educational development. Typically, the Constitution was promulgated in 2013, the Law on Education in 2005, the Law on Vocational Training, the Law on Vocational Education in 2014, the Law on Higher Education in 2012; promulgate mechanisms and policies on promoting socialization of education; on universalization of primary and lower secondary education; on educational access opportunities for ethnic minorities and policy beneficiaries; on ensuring gender equality in education and training, etc. In particular, the 2019 Education Law (Law No. 43) was approved by the National Assembly on June 14, 2019, to replace the 2005 Education Law and the 2009 Law amending and supplementing several articles of the Education Law. The assessment is that there have been progressive changes in educational objectives, content, and methods, reflecting the educational innovation perspective toward developing learners' competencies and qualities. The provisions in the law have shown the inheritance of educational advantages of Vietnam and the world. Article 2, Education Law of 2019 has defined educational goals: "Education aims to comprehensively develop Vietnamese people with ethics, knowledge, culture, health, aesthetics, and profession; have the qualities, capacity, and sense of citizenship; have patriotism, national spirit, loyalty to the ideal of national independence and socialism; promote the potential and creative ability of each individual; raise people's intellectual level, develop human resources, foster talents, meet the requirements of the cause of national construction and defense and international integration" ([National Assembly, 2019](#)).

Compared to the educational goals in the 2005 law, the standard of "Vietnamese people" that education needs to form is the 2019 law, which adds criteria such as "cultured", and "to promote potential", "individual creativity", education has the additional responsibility of "raising people's intelligence, developing human resources, fostering talents" and meeting more requirements of "international integration" of Vietnam today. In addition, Law No. 43 clarifies the connection, channeling, and career guidance in education; advocates for reforming general education curricula and textbooks; and stipulates the standard qualifications of preschool teachers. pre-schools, primary schools, junior high schools, and university and graduate lecturers have all been raised compared to the previous regulations; providing a policy to support tuition fees and living expenses for pupils and students pedagogy; policy on tuition fees for universal students; and regulations on salary policy for teachers, etc. This is the document with the highest legal value to realize the policy of fundamental and comprehensive renovation of education and training in Vietnam, meeting the requirements of industrialization, modernization, and international integration economic. However, for the law to enter into the vivid reality of the country's education, it is necessary to have more specific and detailed sub-law documents to take effect and promote the cause of educational innovation in the country next time ([Thu & Perera, 2011](#); [Finer et al., 1998](#)).

## **Conclusion**

Ho Chi Minh's thought on education is one of the valuable theoretical legacies that he left to our nation in the process of fighting and building a new society, which



contains the following contents: extremely rich, profound, vivid, comprehensive, practical, clear showing the science, practicality and human spirit expressed in his views on the role, mission, content, and method educational law. Therefore, his thought on education is still valid, and has great and practical significance, from the theoretical to the practical aspect, and is the theoretical basis for the fundamental and comprehensive renovation work. present education and training in Vietnam.

Studying Ho Chi Minh's thoughts on education, we need to thoroughly grasp and creatively apply his thought to the characteristics and requirements of the current task of building and developing our country; On that basis, a scientific and correct education strategy, objectives, mission, content, motto and method were developed, to bring Vietnam's education to the level of regional development and catch up with the regional level. the world, "comparable with the great powers of the five continents", as President Ho Chi Minh always wished.

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