



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Kodas
<b>Sustainable development</b>	

Annotation
The course will provide students with a theoretical conceptualization of sustainable development, taking into account the peculiarities of the interaction of three dimensions of sustainable development (economic, social and environmental). On that basis the individual tasks will be performed assessing sustainable development processes at the national and international levels, using sustainable development indicator systems.

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Prof. dr. Asta Mikalauskiene  <b>Other(s):</b> Asist. dr. Danguolė Oželienė Prof. dr. Skaidrė Žičkienė	Kaunas faculty Institute of Social Sciences and Applied Informatics Muitinės st. 8, LT – 44280 (Kaunas)  Business School (Vilnius) Šiauliai Academy

Study cycle	Type of the course unit (module)
First	General university studies

Mode of delivery	Semester or period when the course unit (module) is delivered	Language(s) of instruction
Face to face, distance	Spring and fall semesters	English

Requisites	
<b>Co-requisites (if relevant):</b> English language skills (B1)	<b>Additional requirements (if any):</b> No

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	50	80

Purpose of the course unit (module)		
To develop the ability to analyse and evaluate sustainable development processes through three main projections of sustainable development - economic, social and environmental, the ability to identify problems, assess and present solutions using sustainable development indicator systems.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Will be able to identify different approaches to sustainable development, understand the most important concepts of sustainable development and the principles of economic growth compatibility / incompatibility with sustainable development.	Problem-based learning, demonstration, active learning methods (group discussion), research methods (information search, preparation of independent written work).	Intermediate assessment - colloquium (test in written form), exam (test in written form), assessment of individual/group written work.
Will understand the essence of sustainable development indicators and their necessity, possibilities for their development at the national and international levels, taking into	Problem-based learning, active learning methods (group discussion), research methods (information search,	Intermediate assessment - colloquium (test in written form), exam (test in written form), assessment of

account the desired characteristics of these indicators.	preparation of independent written work).	individual/group written work.
Will be able to evaluate the basic principles of sustainable production and the possibilities of their implementation, while analysing the ecological and social manufacturing efficiency. Will be able to identify the basic principles of sustainable consumption and identify consumer behaviour in the context of sustainable consumption together with social consumption problems.	Problem-based learning, active learning methods (group discussion), research methods (information search, preparation of independent written work).	Intermediate assessment - colloquium (test in written form), exam (test in written form), assessment of individual/group written work.
Will be able to assess the social and ecological problems related to economic development, the main problems of modern economic development and the causes of their occurrence, to analyse contemporary economic problems in the context of sustainable development.	Problem-based learning, active learning methods (group discussion), research methods (information search, preparation of independent written work).	Intermediate assessment - colloquium (test in written form), exam (test in written form), assessment of individual/group written work.
	All study methods provided in the description can be applied using VU virtual learning environment (VMA) and MS Teams platform.	Assessment using the specified assessment methods can be performed in the VU virtual learning environment (VMA) and MS Teams platform.

Content: breakdown of the topics	Contact hours							Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work	E-learning	Contact hours, total	Individual work	Assignments
1. Introduction to study subject.	2							2	-	
2. <b>Sustainable development concept and concept evolution.</b> Assumptions and origins of the concept of sustainable development. Growth and development. Strong and weak sustainability. Needs and possibilities to meet them.	2		1					3	5	<i>Analysis of scientific literature:</i> Jackson, T. Prosperity without growth, 15-28; Mensah, J., Casadevall, S., R. parts 3,1-3,3, 4; Transforming our World: The 2030 Agenda for Sustainable Development (hereinafter - Agenda 2030), p. 1-17; Living Sustainably <a href="https://www.sustainability-yes.ch/en/?gclid=CjwKCAjwtfqKBhBoEiwAZuesiCx37Hp5GvwtWFOFdGrr2ho_fW43wwaAKSGyqz1hU-hUK8tc94K5_xoCi18QAvD_BwE">https://www.sustainability-yes.ch/en/?gclid=CjwKCAjwtfqKBhBoEiwAZuesiCx37Hp5GvwtWFOFdGrr2ho_fW43wwaAKSGyqz1hU-hUK8tc94K5_xoCi18QAvD_BwE</a> . <i>Recommended reading:</i> Springett, D.; Redclift, M. Sustainable Development. International Handbook of Sustainable Development, p. 3-29.

<p><b>3. Sustainable development dimensions and their interaction.</b></p> <p>Interaction between environment and economy. Interaction between environment and society. Interaction between society and the economy.</p>	2		1					3	5	<p><i>Analysis of scientific literature:</i> Kristic, I.I.; Ilic, A.; Avramovic, D. The Three Dimensions of Sustainable Development: Environment, Economy and Society, p. 197-201; Mensah, J., Casadevall, S., R., parts 5 and 6. Preparation of individual/group work. <i>Recommended reading:</i> Slaper, T. F.; Hall, T. J. The Triple Bottom Line: What Is It and How Does It Work?, p. 4–8; The Three Pillars of Sustainability. <a href="https://www.thwink.org/sustainable/glossary/ThreePillarsOfSustainability.htm">https://www.thwink.org/sustainable/glossary/ThreePillarsOfSustainability.htm</a>; Allen, L. What Are the Three Pillars of Sustainability? <a href="https://www.treehugger.com/what-are-the-three-pillars-of-sustainability-5189295">https://www.treehugger.com/what-are-the-three-pillars-of-sustainability-5189295</a></p>
<p><b>4. Sustainable development indicators.</b></p> <p>Indicator selection process. Desirable characteristics of sustainable development indicators. Complex/integral indicators of sustainable development. Sustainable development indicator systems.</p>	2		1					3	5	<p><i>Analysis of scientific literature:</i> Parris, T., M., Kates, R., W. Characterising and Measuring Sustainable Development, p. 1-24; Burford, G., etc. Can We Improve Indicator Design for Complex Sustainable Development Goals? A Comparison of a Values-Based and Conventional Approach, p. 1-4; Agenda 2030, p. 19-32. Information search (SDG indicators: goal by goal Eurostat <a href="https://ec.europa.eu/eurostat/web/sdi/indicators">https://ec.europa.eu/eurostat/web/sdi/indicators</a>), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work. <i>Recommended reading:</i> Singh, R. K., etc. An Overview of Sustainability assessment methodologies, p. 281–299. The Sustainable Development goals reports 2018-2020.</p>
<p><b>5. Sustainable production.</b></p> <p>Basic principles of sustainable production and possibilities of their implementation. Production efficiency:</p>	2		1					3	5	<p><i>Analysis of scientific literature:</i> Posinasetti, N. Sustainable Manufacturing: Principles, Applications and Directions.</p>

ecological efficiency, social efficiency.										A web-magazine of industr.com; Abubakr, M., etc. Sustainable and Smart Manufacturing: An Integrated Approach, p. 2-19.	
<b>6. Sustainable consumption.</b> Consumption impact on environmental. Social problems caused by consumption. Consumer behavior. Development of environmentally friendly consumer attitudes. Promoting the eco-efficiency of production and services.	2		1						3	5	Sustainable Consumption and Production Handbook for policymakers, p. 10-29, p. 107-131, p. 198-204. Doran, P. Doing More with Less: Ensuring Sustainable Consumption and Production IISD <a href="https://www.iisd.org/articles/doing-more-less-ensuring-sustainable-consumption-and-production">https://www.iisd.org/articles/doing-more-less-ensuring-sustainable-consumption-and-production</a> Information search (Ensure sustainable consumption and production patterns. <a href="https://sdg-tracker.org/sustainable-consumption-production">https://sdg-tracker.org/sustainable-consumption-production</a> ), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work. <i>Recommended reading:</i> Responsible consumption and production. <a href="https://datatopics.worldbank.org/sdgatlas/archive/2017/SDG-12-responsible-consumption-andproduction.html">https://datatopics.worldbank.org/sdgatlas/archive/2017/SDG-12-responsible-consumption-andproduction.html</a> ; Sustainable Consumption. Facts and Trends. <a href="https://docs.wbcsd.org/2008/11/SustainableConsumptionFactsAndTrends.pdf">https://docs.wbcsd.org/2008/11/SustainableConsumptionFactsAndTrends.pdf</a>
7. Preparation for interim assessment			1						1	9	Preparation for interim assessment
<b>8. Sustainable development and inequality between countries.</b> Countries with different levels of development: reasons and consequences. The concept of inequality between countries. The meaning of sustainable development in more and less developed countries.	4		2						6	7	<i>Analysis of scientific literature:</i> Roser, M. Global Economic Inequality. <a href="https://ourworldindata.org/global-economic-inequality">https://ourworldindata.org/global-economic-inequality</a> Achieving the sustainable development goals in the least developed countries, p. 7-34 Search for information (UN Conference on Sustainable Development Rio+20, 2012; Paris Conference, 2015), information collection and systematization, preparation of discussion questions, reflections on colleagues' works,

									preparation of individual/group work. <i>Recommended reading:</i> Heinze, J. The Impact of Globalisation on Poverty and Inequality in the Global South, p. 1-4.	
<b>9. Poverty and social exclusion.</b> The social dimension of sustainable development: poverty and social exclusion. The concept of poverty and social exclusion. Methods for calculating poverty lines. Concepts of absolute and relative poverty.	4		2					6	7	<i>Analysis of scientific literature:</i> Hartley, D. Poverty and social exclusion in Social Advantage and Disadvantage, p. 1-18; Relative vs Absolute Poverty. Habitat for Humanity. <a href="https://www.habitatforhumanity.org.uk/blog/2018/09/relative-absolute-poverty/">https://www.habitatforhumanity.org.uk/blog/2018/09/relative-absolute-poverty/</a> . Search for information (European Commission <a href="https://ec.europa.eu/social/main.jsp?langId=en&amp;catId=751">https://ec.europa.eu/social/main.jsp?langId=en&amp;catId=751</a> ; Social Development. Applied Knowledge Services <a href="https://gsdrc.org/category/social-development/">https://gsdrc.org/category/social-development/</a> ), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work. <i>Recommended reading:</i> Hammonds, R., Hanefeld, J., Ooms, G. Accountability as a driver of health equity; Poverty. The World Bank <a href="https://www.worldbank.org/en/topic/poverty/overview#1">https://www.worldbank.org/en/topic/poverty/overview#1</a>
<b>10. Global change and learning organization.</b> The social dimension of sustainable development: education and science. Global economic change and learning organization. Learning and competence development.	4		2					6	7	<i>Analysis of scientific literature:</i> Henning, S. O. Beyond the current political economy of competence development, p. 153-170; Drejer, A. Organisational learning and competence development, p. 206-220 Search for information (European Commission <a href="http://ec.europa.eu/economy_finance/international/globalisation/index_lt.htm">http://ec.europa.eu/economy_finance/international/globalisation/index_lt.htm</a> ), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work. <i>Recommended reading:</i> Hall, C. M. Global Change, Islands and Sustainable Development. International

									Handbook of Sustainable Development, p. 55-70; Kock, H., Ellström, P-E. Formal and integrated strategies for competence development in SMEs, p. 71-88.	
<b>11. Cultural transformation.</b> The social dimension of sustainable development: preserving cultural identity.	2		1					3	5	<p><i>Analysis of scientific literature:</i> Soini, K., Dessein, J. Culture - Sustainability Relation: Towards a Conceptual Framework, p. 2-12; Parodi, O. The missing aspect of culture in sustainability concepts. Theories of Sustainable Development, p. 169 - 187. Search for information, information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work.</p> <p><i>Recommended reading:</i> Learn 10 Things Why It Is Important to Preserve Culture. <a href="https://thelanguagedoctors.org/why-it-is-important-to-preserve-culture/">https://thelanguagedoctors.org/why-it-is-important-to-preserve-culture/</a>; Duxbury, N.; Gillette, E. Culture as a Key Dimension of Sustainability: Exploring Concepts, Themes, and Models, p. 2-16.</p>
<b>12. Population employment.</b> The social dimension of sustainable development: employment. Population employment criteria. Illegal employment.	2		1					3	5	<p><i>Analysis of literature:</i> Addressing the illegal employment of foreign workers, International Migration Outlook 2018, p. 163-202 Search for information (Global Slavery Index <a href="https://www.globallslaveryindex.org/">https://www.globallslaveryindex.org/</a>; Forced Labour Index <a href="https://www.maplecroft.com/risk-indices/forced-labour-index/">https://www.maplecroft.com/risk-indices/forced-labour-index/</a>), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work.</p> <p><i>Recommended reading:</i> Bosáková, L. A bottom-up approach to employment. An example of good practice. <a href="https://www.euro.who.int/data/assets/pdf_file/0009/37">https://www.euro.who.int/data/assets/pdf_file/0009/37</a></p>

										4328/20180613-bottom-up-broz-6-h0835.pdf; Leach, M. Gender Equality and Sustainable Development. London, Routledge.	
<b>13. Lithuania's sustainable development process in the EU context.</b> Current situation and prospects. Analysis and comparison of Lithuania's sustainable development indicators with other EU countries. Clarification of problem areas and analysis of possible solutions.	<b>4</b>		<b>2</b>						<b>6</b>	<b>6</b>	<i>Analysis of scientific literature:</i> Kopfmüller, J. A global model – universal and contextual. Theories of Sustainable Development, p. 112-125. Information search (World Data forum <a href="https://unstats.un.org/unsd/undataforum/index.html">https://unstats.un.org/unsd/undataforum/index.html</a> ; Global Partnership for sustainable development <a href="https://www.data4sdgs.org/">https://www.data4sdgs.org/</a> ; Sustainable Development Goals Helpdesk <a href="https://sdghelpdesk.unescap.org/data-portals?field_sdgs_target_id=All&amp;title=&amp;page=4">https://sdghelpdesk.unescap.org/data-portals?field_sdgs_target_id=All&amp;title=&amp;page=4</a> ), information collection and systematization, preparation of discussion questions, reflections on colleagues' works, preparation of individual/group work.
14. Preparation for exam			1						1	9	Preparation for exam
<b>Total</b>	<b>32</b>	<b>2</b>	<b>16</b>						<b>50</b>	<b>80</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Interim assessment (test in written form) (T)	30	9-10 week	Test consists of 20 open-ended and closed-ended questions. Each question is rated at 0.5 points. Open-ended questions are assessed as follows: 0.5: Excellent and good knowledge and skills, there may be minor mistakes. 0.25: Average knowledge and skills, there are mistakes, but knowledge and skills still meet minimum requirements. 0: Minimum requirements are not met. Closed-ended questions have four possible answer options (only one answer is correct). If the correct answer is marked, it is evaluated 0.5 points, incorrect - 0 points.
Independent written work 40,000 - 50,000 characters (with spaces) (S)	40	Till the end of semester	The following aspects of the work are assessed: - Structure and scope of the work: the structure of the written work is clear and logical, there are all necessary parts (introduction, where the topic, goals, objectives, methods, empirical materials are presented; analytical, where the analysis and interpretation of empirical materials is given; conclusions), the work is of appropriate scope (5 points); - Analysis and conclusions: the analysis is very detailed, the conclusions are substantiated, formulated on the basis of empirical material (3 points); if the analysis is performed but is not comprehensive, the conclusions are not always

			substantiated, 1 point is awarded, no points are awarded for a superficial analysis. - Written work style and research culture: sources and citations are treated appropriately; formulations and style meet the requirements of scientific work (2 points).
Exam ((test in written form) (E)	30	During the exam session	Test consists of 20 open-ended and closed-ended questions. Each question is rated at 0.5 points. Open-ended questions are assessed as follows: 0.5: Excellent and good knowledge and skills, there may be minor mistakes. 0.25: Average knowledge and skills, there are mistakes, but knowledge and skills still meet minimum requirements. 0: Minimum requirements are not met. Closed-ended questions have four possible answer options (only one answer is correct). If the correct answer is marked, it is evaluated 0.5 points, incorrect - 0 points.
Final rating = T * 0.30 + S * 0.40 + E * 0.30 The assessment strategy, using the specified assessment criteria, can be implemented in VU virtual learning environment (VMA) and the MS Teams platform.			

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
<b>Required reading</b>				
Jackson, T	2011	Prosperity without growth.		Sustainable Development Commission <a href="https://www.growthtransition.eu/wp-content/uploads/prosperity_without_growth_report.pdf">https://www.growthtransition.eu/wp-content/uploads/prosperity_without_growth_report.pdf</a>
	2015	Transforming our world: the 2030 Agenda for Sustainable Development.		United Nations <a href="https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf">https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf</a>
	2021	Living Sustainably.		<a href="https://www.sustainability-yes.ch/en/?gclid=CjwKCAjwtfqKBhBoEiwAZuesiCx37Hp5GvwtWFOFdGrr2ho_fW43wwaAKSGyqz1hU-hUK8tc94K5_xoCi18QAvD_BwE">https://www.sustainability-yes.ch/en/?gclid=CjwKCAjwtfqKBhBoEiwAZuesiCx37Hp5GvwtWFOFdGrr2ho_fW43wwaAKSGyqz1hU-hUK8tc94K5_xoCi18QAvD_BwE</a>
Mensah, J., Casadevall, S., R.	2019	Sustainable development: Meaning, history, principles, pillars, and implications for human action.		Cogent Social Sciences, 5:1, DOI: 10.1080/23311886.2019.1653531
Kristic, I.I.; Ilic, A.; Avramovic, D.	2018	The Three Dimensions of Sustainable Development: Environment, Economy and Society.		<a href="https://www.researchgate.net/publication/329611140_THE_">https://www.researchgate.net/publication/329611140_THE_</a>



				THREE_DIMENSIONS_OF_SUSTAINABLE_DEVELOPMENT_ENVIRONMENT_ECONOMY_AND_SOCIETY
Parris, T., M., Kates, R., W.	2003	Characterising and Measuring Sustainable Development		Annual Review of Environment and Resources, 2813 (1):1-1328 p. 1-24
Burford, G., Tamás, P., Harder, M.K.	2016	Can We Improve Indicator Design for Complex Sustainable Development Goals? A Comparison of a Values-Based and Conventional Approach.		<i>Sustainability</i> , 8, 864-38. <a href="https://doi.org/10.3390/su8090861">https://doi.org/10.3390/su8090861</a>
		SDG indicators: goal by goal		Eurostat <a href="https://ec.europa.eu/eurostat/web/sdi/indicators">https://ec.europa.eu/eurostat/web/sdi/indicators</a>
Abubakr, M. Abbas, A. T., Tomaz, I., Soliman, M. S., Luqman, M., Hegab, H.	2020	Sustainable and Smart Manufacturing: An Integrated Approach		<i>Sustainability</i> , 12 (6). doi:10.3390/su12062280.
	2015	Sustainable Consumption and Production Handbook for policymakers		UN Environment Programme
Posinasetti, N.	2018	Sustainable Manufacturing: Principles, Applications and Directions.		A web-magazine of industr.com <a href="https://www.industr.com/en/sustainable-manufacturing-principles-applications-and-directions-2333598">https://www.industr.com/en/sustainable-manufacturing-principles-applications-and-directions-2333598</a>
	2018	Ensure sustainable consumption and production patterns.		SDG Tracker <a href="https://sdg-tracker.org/sustainable-consumption-production">https://sdg-tracker.org/sustainable-consumption-production</a>
Doran, P.	2021	Doing More with Less: Ensuring Sustainable Consumption and Production.		IISD <a href="https://www.iisd.org/articles/doing-more-less-ensuring-sustainable-consumption-and-production">https://www.iisd.org/articles/doing-more-less-ensuring-sustainable-consumption-and-production</a>
Roser, M.	2013	Global Economic Inequality.		Our World in Data.org. <a href="https://ourworldindata.org/global-economic-inequality">https://ourworldindata.org/global-economic-inequality</a>
	2018	Achieving the sustainable development goals in the least developed countries,		UNCTAD <a href="https://unctad.org/system/files/official-document/aldc2018d4_en.pdf">https://unctad.org/system/files/official-document/aldc2018d4_en.pdf</a>
Hartley, D	2016	Poverty and social exclusion. In: Platt, Lucinda and Dean, Hartley, (eds.) Social Advantage and Disadvantage.		Oxford University Press, Oxford, UK, p. 3-24. ISBN 9780198737070
Henning, S. O.	2013	Beyond the current political economy of competence development.		European journal for Research on the Education and

				Learning of Adults 4 (2), p 153-170 - URN: urn:nbn:de:0111-opus-83020 - DOI: 10.3384/rela.2000-7426.rela9013
Drejer, A.	2000	Organisational learning and competence development.		The Learning Organization, 7 (4), p. 206-220
Soini, K., Dessein, J.	2016	Culture-Sustainability Relation: Towards a Conceptual Framework		Sustainability, 8 (167), p. 2-12. doi:10.3390/su8020
Parodi, O.	2015	The missing aspect of culture in sustainability concepts. Theories of Sustainable Development.		Routledge Studies in Sustainable Development. Ed. J., C. Enders, M. Remig, p. 169 - 187.
Kopfmüller, J.	2015	A global model – universal and contextual. Theories of Sustainable Development.		Routledge Studies in Sustainable Development Ed. J., C. Enders, M. Remig, p. 112-125.
<b>Recommended reading</b>				
Springett, D., Redclift, M.	2015	International Handbook of Sustainable Development		London: Routledge
Slaper, T. F., Hall, T. J.	2011	The Triple Bottom Line: What Is It and How Does It Work?		Indiana Business Review Spring
Allen, L.	2021.	What Are the Three Pillars of Sustainability?		<a href="https://www.treehugger.com/what-are-the-three-pillars-of-sustainability-5189295">https://www.treehugger.com/what-are-the-three-pillars-of-sustainability-5189295</a>
.		The Three Pillars of Sustainability		<a href="https://www.thwink.org/sustain/glossary/ThreePillarsOfSustainability.htm">https://www.thwink.org/sustain/glossary/ThreePillarsOfSustainability.htm</a>
Singh, R. K., Murty, H. R., Gupta, S. K., Dikshit, A. K.	2012	An Overview of Sustainability assessment methodologies		Ecological indicators
		The Sustainable Development goals report 2020.		<a href="https://unstats.un.org/sdgs/report/2020/">https://unstats.un.org/sdgs/report/2020/</a>
		The Sustainable Development goals report 2019.		<a href="https://unstats.un.org/sdgs/report/2019">https://unstats.un.org/sdgs/report/2019</a>
		The Sustainable Development goals report 2018.		<a href="https://www.un.org/development/desa/publications/the-sustainable-development-goals-report-2018.html">https://www.un.org/development/desa/publications/the-sustainable-development-goals-report-2018.html</a>
	2017	Responsible consumption and production		SDG Atlas. The World Bank <a href="https://datatopics.worldbank.org/sdgateas/archive/2017/SDG-12-responsible-consumption-andproduction.html">https://datatopics.worldbank.org/sdgateas/archive/2017/SDG-12-responsible-consumption-andproduction.html</a>
	2008	Sustainable Consumption. Facts and Trends.		World Business Council for Sustainable Development <a href="https://docs.wbcsd">https://docs.wbcsd</a> .

				org/2008/11/SustainableConsumptionFactsAndTrends.pdf
Heinze, J.	2020	The Impact of Globalisation on Poverty and Inequality in the Global South		E-International Relations <a href="https://www.e-ir.info/pdf/82385">https://www.e-ir.info/pdf/82385</a>
Hammonds, R., Hanefeld, J., Ooms, G.	2019	Accountability as a driver of health equity		World Health organization. <a href="https://apps.who.int/iris/bitstream/handle/10665/312282/9789289054096-eng.pdf?sequence=1&amp;isAllowed=y">https://apps.who.int/iris/bitstream/handle/10665/312282/9789289054096-eng.pdf?sequence=1&amp;isAllowed=y</a>
		Poverty.		The World Bank <a href="https://www.worldbank.org/en/topic/poverty/overview#1">https://www.worldbank.org/en/topic/poverty/overview#1</a>
Hall, C. M.	2015	Global Change, Islands and Sustainable Development.		International Handbook of Sustainable Development. London, Routledge
Kock, H., Ellström, P-E.	2011	Formal and integrated strategies for competence development in SMEs.		Journal of European Industrial Training, 35 (1), p. 71-88.
	2011	Learn 10 Things Why It Is Important to Preserve Culture.		The language doctors. <a href="https://thelanguage-doctors.org/why-it-is-important-to-preserve-culture/">https://thelanguage-doctors.org/why-it-is-important-to-preserve-culture/</a>
Duxbury, N., Gillette, E.	2007	Culture as a Key Dimension of Sustainability: Exploring Concepts, Themes, and Models		Creative City Network of Canada
Leach, M.	2015	Gender Equality and Sustainable Development.		London, Routledge.