



Center for International Programs and Sustainability Studies

Course name: Sustainable Consumption and Production

Course code: MKTG-3150

Total contact hours: 48

Prerequisites: A basic knowledge of and/or curiosity in sustainable development and how it impacts our lifestyles

COURSE DESCRIPTION

This course provides the student with an introduction to the concept of sustainable development and specifically consumption and production (SCP)¹ recognized by the United Nations Conference on Sustainable Development (Rio+20) in 2012 as being "*one of three general objectives and indispensable requirements for sustainable development [and that] fundamental changes in the way societies produce and consume are indispensable for achieving global sustainable development*". It was at this conference that the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns (10YFP)² was adopted. This was followed in 2015 by the United Nations General Assembly's adoption of the 2030 Agenda for Sustainable Development with its 17 Sustainable Development Goals (SDG)³, goal 12 of which being Sustainable Consumption and Production.

The course draws on the resources of the 10YFP in support of the standalone SDG #12, and specifically its information and knowledge platform on SCP to enable stakeholders to share tools, initiatives and best practices, as well as data, materials and experiences that have

¹ <http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

² <http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

³ United Nations, 2015. The 17 SDGs and their 169 associated targets are integrated and indivisible in nature and balance the three dimensions of sustainable development: economic, social and environmental, and offer an action plan for people, planet and prosperity over the next 15 years.

http://www.un.org/ga/search/view_doc.asp?symbol=A/70/L.1&referer=/english/&Lang=E

resulted from the COVID-19 pandemic. The latter having provided us with both new challenges and new opportunities.

Likewise, the 26th Conference of Parties (COP26) of the United Nations Framework Convention on Climate Change (UNFCCC) held in Glasgow in 2021, brought the world's attention to our being on the cusp of irreversible and catastrophic climate change. Sustainable consumption and production has taken on a radical new meaning in light of linear economic systems that humankind is at last appreciating as unsustainable in a finite world. The issue of climate equity has come to the fore as a result and is requiring us to question lifestyles that are contributing to this imbalance.

In this course students learn to critically examine production and consumption patterns and systems—from a personal perspective whenever appropriate—with a focus on life cycle sustainability assessments (LCSAs) of different products. These assessments involve material, energy and monetary flows as well as the impacts of production and consumption of all stakeholders – workers, local communities, consumers and society itself – along the respective value chains.⁴ This critical evaluation process focuses on social, environmental, and economic management systems of these value chains reflecting the 5Ps —People, Planet, Prosperity, Partnerships, and Peace— of sustainable development (SD) within the context of climate change and key concepts associated with sustainability such as circular economies, well-being, and vulnerability.

As indicated, this course is built around the concept of responsible consumption and production (SDG 12), as one of three general objectives and indispensable requirements for sustainable development. It thus relates to and impacts all remaining 16 SDGs that will be examined throughout the course employing a systemic focus on current sustainability issues. However, it specifically addresses the concepts of **wellbeing** (SDG 3 – health and

⁴ Executive summary, "*Towards a Life Cycle Sustainability Assessment: Making informed choices on products*", UNEP, 2011.

wellbeing, SDG 6 – clean water and sanitation, SDG 8 – decent work and economic growth, SDG 11 – sustainable cities and communities), and **ecosystem decline** (SDG 13 – climate action, SDG 14 – life below water, SDG 15 – life on land).

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

It is aimed at students with a basic knowledge of and/or curiosity in sustainable development and how it impacts our lifestyles, including:

- The curious consumer with an interest in the impact of different lifestyles on society, the environment, our economies and their interdependencies;
- Environment-related majors seeking an introduction to the social and economic dimensions of sustainable development and their interdependencies;
- Science and math, engineering and technology majors who seek to broaden their perspectives by learning of the social and economic dimensions of sustainable development and their interdependencies;
- Business majors (management, marketing, etc.) seeking a better understanding of the decision-making processes and how these impact economic, social and environmental well-being along value chains;
- Social science majors who would like a global perspective of the implications of sustainable development and its interdependencies; and
- Any student interested in exploring career opportunities in the sustainability field.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How can more sustainable consumption and production practices be ensured in a world challenged by climate change?

The following **generative topics** help answer this question:

- Sustainable consumption and production in the face of climate change
- Value chains and life cycle assessments
- Different concepts related to SCP such as climate equity, vulnerability, programmed obsolescence, agents of change, consumer rights and responsibilities, among others.
- Ecosystem services and global pandemics
- Climate change and a new world economic order
- Gross national happiness and consumerism
- Systems thinking and sustainability
- The nature of values and ecological footprints
- SDGs associated with products' life cycles
- Interrelations and extraction, processing, manufacturing, retail, use, disposal, recycling, and up-cycling processes, as well as products' logistics
- Binding international instruments (conventions, protocols, agreements/accords, etc.), and voluntary norms and standards

It is recognized that our post-pandemic world challenged by climate change is demanding new cognitive, interpersonal, self-leadership and digital skills to help citizens ensure well-being in the labor market. This course already integrates several distinct elements of talent as recognized by the recent McKinsey & Company articleⁱ

The acquirement of the following **skills and abilities** will be promoted during the course:

- Ability to identify different types of systems
- Ability to communicate creatively and effectively the results of LCSAs
- Ability to identify and qualify the social and environmental impacts of products' life cycles
- Ability to recognize the different concepts studied along products value chains
- Ability to critically qualify threats to healthy social and environmental structures and systems
- Ability to understand how our consumption patterns, i.e. lifestyles, can contribute to positive social, environmental and economic wellbeing

The following **values and attitudes** will be promoted among students:

- Team work and leadership
- Systems thinking
- Logical and communicative intelligence
- Oral and written communication
- An interest in learning to learn
- Interacting well with others
- Negotiating while inspiring trust and empathy
- In-depth listening

COMPETENCES, CRITERIA AND EVIDENCE OF PERFORMANCE

For Universidad Veritas competencies are reflexive and comprehensive activities that correspond to the professional profile and contextual problems correctly and with an ethical commitment, integrating learning to be, learning to do, learning to know, and learning to live together, within framework of continued improvement.

Both disciplinary and general competencies are presented, linked to their criteria and evidence of performance for the course on Sustainable Consumption and Production.

Type of competence	Performance criteria	Learning Assessments
Disciplinary skills		
Identify consumer products with a view to analyzing the most significant environmental, social and economic impacts along their value chains considering the life cycle sustainability assessment (LCSA) methodology	Identify those points of greatest environmental, social and economic impact along products' life cycles considering the LCSA methodology	<ul style="list-style-type: none"> ○ Communication of results (presentations) ○ Discussion of issues ○ Mental maps (systems mapping)
	Analyze environmental, social and economic impacts in order to characterize the interrelations among these	<ul style="list-style-type: none"> ○ Case studies resolved ○ Presentations ○ Workshops
	Critically analyze the causes and effects of impacts considering the need to improve the quality of life of certain stakeholders along the life cycle	<ul style="list-style-type: none"> ○ Mental maps (systems mapping) ○ Presentations ○ Research reports
Core skills		
Integrate knowledge, skills and attitudes necessary for continuous learning throughout life considering the effective unfolding in today's knowledge-based society	Learn to know	<ul style="list-style-type: none"> ○ Mental maps ○ Case studies resolved ○ Research reports
Develop the necessary knowledge, skills and attitudes in order to communicate orally and in writing in the native language in the different disciplinary areas covered in the curriculum	Communicate disciplinary ideas orally, graphically and in written form	<ul style="list-style-type: none"> ○ Oral presentations ○ Presentation of projects ○ Analysis of videos or other visual media
Integrate knowledge, skills and attitudes required for team work and leadership considering mentorship and evaluation	Leadership and teamwork	<ul style="list-style-type: none"> ○ Problem solving ○ Oral presentations

Integrate knowledge, skills and attitudes required for learning interpersonal communication techniques	<ul style="list-style-type: none"> ○ Effective interaction with others ○ Negotiate, inspiring trust and empathy ○ Speak with responsibility and ownership 	<ul style="list-style-type: none"> ○ Case studies resolved ○ Research reports
Develop knowledge, skills and attitudes necessary to communicate orally and in written form in a foreign language in different disciplinary areas covered in the curriculum	<ul style="list-style-type: none"> ○ Communicate orally and in writing in a foreign language in day-to-day exchanges and with simple texts 	<ul style="list-style-type: none"> ○ Translation of articles ○ Summaries of videos ○ Group discussions
Integrate knowledge, skills and attitudes necessary to the acquirement of lifestyles and business projects, establishing goals and acquiring the drive as prerequisites for success	Take the lead in developing a personal-professional project demonstrating commitment to collaborative learning	<ul style="list-style-type: none"> ○ Action plan developed
	Design and provide clients with solutions through dialogue and collaboration, establishing and respecting commitments	<ul style="list-style-type: none"> ○ Action plan developed
	Launch new businesses involving draft business plan and branding strategy	<ul style="list-style-type: none"> ○ Action plan developed

COURSE CONTENT

Theme 1. Sustainable consumption and production and the SDGs

- a) Sustainable consumption and production (SCP) and its relevance today
- b) Economics and the SDGs
- c) Interdependencies between SCP and other SDGs
- d) Sustainability – a systems perspective

Theme 2. Wants and needs

- a) Gross domestic product (GDP)
 - b) The circular economy
- a) Wants versus needs in different contexts
 - b) Marketing and sustainable development

Theme 3. Ecological footprint – sustainable cities

- a) The ecological footprint and urbanization
- b) Drivers of the rural exodus in the context of climate change
- c) Quality of life in cities – challenges and opportunities
- d) Consumption patterns and introduction to food chains

Theme 4. Systems and the consumer

- a) Which consumers?
- b) Vulnerability, climate equity and consumerism
- c) Consumerism and climate change
- d) Consumer rights and responsibilities

Theme 5. Our part in value chains and life cycles

- a) Value chains and life cycles: inputs, processes and products
- b) Life cycle assessments and sustainability
- c) Our role in systems
- d) Planned obsolescence and its impacts

Theme 6. Life cycle sustainability analysis and critical thinking

- a) Critical thinking
- b) Building our systems perspective – Step 1
- c) Life cycle inventories – initiating the critical thinking process
- d) Construction of LCSA

Theme 7. Our choices and their impacts

- a) Beliefs, value systems and attitudes
- b) The consumer culture
- c) Sustainable lifestyles

- d) Building our systems perspective – Step 2

Theme 8. Tools to guide us along life cycles

- a) Voluntary and other instruments to keep things in check
- b) Binding international agreements and conventions
- c) Integration of concepts and knowledge

METHODOLOGY

This course provides the student with a holistic perspective of the roles of consumers and producers and the different points of intervention along the life cycles of a variety of products. This perspective is acquired through a life cycle sustainability assessment (LCSA) process with a view to taking informed decisions on products regarding their potential positive and negative environmental, social, and economic impacts.

The life cycle analysis of traditional systems involves linear, cradle-to-grave material, energy and financial flows. However, in order to obtain a holistic perspective, the focus is broadened to incorporate the 5Ps of sustainability: People, Planet, Prosperity, Peace and Partnerships. Reference is made to the SDGs and their targets as they relate to phases of life cycles, with a view to contributing to circular economies characterized by cradle-to-cradle value chains. The holistic and rigorous nature of the LCSA involves collecting and evaluating information from diverse sources relating to how diverse systems —of which we are part as consumers— relate to people, planet, prosperity, peace and partnerships.

The environmental life cycle assessment (E-LCA) evaluates the potential impacts of the extraction of resources, transport, production, use and discharge of waste in the environment; and the social life cycle assessment (S-LCA) will evaluate the social consequences of processes. Life cycle costing (LCC) as defined in the LCSA process is not dealt with in depth in this course. However, the quantification of certain processes, such as logistics, income distribution, among others is considered.

EDUCATIONAL RESOURCES

In order to facilitate learning and course development a range of recent bibliographic materials, multi-media equipment for individual presentations (with wi-fi access in each classroom), furniture and acrylic boards are placed at the disposition of students for weekly sessions and lectures coordinated by the professor to complement proposed teaching activities. The latter include the different learning techniques outlined herewith that optimize the student's ability to assimilate knowledge. The majority of lessons take place in the classroom.

The student has physical access to the institution's library during opening hours study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus.

The university also places the Canvas Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor at all times through an app center.

LEARNING ASSESSMENT

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and

qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	VALUE
Two (2) analytical workshops on SCP issues (10% each)	20%
Four (4) presentations on issues of interest (5% each)	20%
Two (2) systems mapping exercises to identify and explore interrelations (causes and effects) between different parts of relevant systems (10% each)	20%
Final project: Life cycle sustainability assessment (LCSA) of a selected product (1)	40%
TOTAL POINTS:	100%

LEARNING STRATEGIES

Below you will find a sample of rubrics used for evaluation purposes. Most of these will be integrated with individual assignments on the Canvas platform and adjusted accordingly.

- Activities in the form of **workshops**, involving role playing, systems mapping, promoting shared spaces in which students, working in teams, developing skills through oral and written communication, in summarizing, leadership, learning to listen and learning to work together in dealing with sustainability issues in time and space dimensions, specifically addressing sustainable lifestyles.
- Activities in the form of individual and group **presentations** providing opportunities to communicate both orally, written and in graphic form, sharing the results of workshops and research work, and to demonstrate the appropriation of issues and concepts of interest.
- **Systems maps** will also be developed as a means to contribute to the analysis of lifestyle processes and consumption patterns and their environmental (e.g. ecological footprints), social and economic impacts. They will also help contribute to the understanding of the interdependencies between the SDGs and the identification of the causes and effects of different impacts with a view to:

- a) better understanding the complexity of sustainability issues and the situation of different actors involved in decision-making processes;
 - b) identifying possible leverage points so as to influence outcomes and promote change;
 - c) discovering some of the underlying causes of complex problems; and
 - d) providing opportunities for their presentation both graphically and orally.
- The identification and analysis of lifestyles of interest involves **broad research**. This process promotes critical analysis on the part of the student into different consumption patterns and shall be both qualitative and quantitative in nature and examine interrelationships between the 5Ps of sustainability: people, planet, prosperity, peace and partnerships. The results research and the identification, analysis and interpretation of pertinent information resulting from different sources (bibliographies, social media, web pages, communications media, interviews, etc.) will facilitate independent learning, the internalization of new concepts and those introduced in class.

A. Categories for the evaluation of workshops on issues relating to SCP issues

The method involving the resolution of issues relating to SCP in a **workshop** setting relating to life cycles, that includes role playing, promotes shared spaces in which the student, working as part of a team, develops his or her skills in oral and written communication, in summarizing, leadership, listening and interacting constructively with others in dealing with sustainability-related issues integrating real life, time and space dimensions. Two workshops will be carried out, each contributing 10% to the final grade.

B. Categories for the evaluation of presentations

Activities in the form of individual and group presentations will provide opportunities for oral and graphic presentations to a) share the results of workshops and research, and b) demonstrate appropriation of issues of interest. Four (4) presentations will be made during the course, each contributing 5% to the final grade.

C. Categories for the evaluation of systems mapping

Simple **systems mapping** exercises are to be used as a key tool in understanding systems dynamics on a macro scale, with reference to real life issues pertinent to sustainable development. These exercises will contribute to an increased understanding of the interdependencies between the different SDGs, the identification of the causes and effects of different flows (e.g. material, energy and financial), and an appreciation of simple system dynamics within a variety of contexts with a view to: analyzing consumption and production patterns and trends within the context of the 5Ps of sustainable development. It also contributes to:

- a) acquiring a greater understanding of the complexity of sustainability issues and the actors involved in decision making;
- b) appreciating the danger of quick fixes and the importance of seeing the big picture;
- c) understanding the qualitative and quantitative nature of the interrelations between the different parts of a system;
- d) identifying possible places in a system where leverage is desirable/possible in order to stimulate change and positive outcomes;
- e) discovering some of the underlying causes of complex problems;
- f) providing an opportunity to share findings in an innovative and fun way, in both graphic and oral form.

Two (2) systems maps will be developed during the course, each contributing 10% to the final grade.

D. Categories for the evaluation of the final project involving a life cycle sustainability assessment

The final project involves the identification of and research into one product or brand carried out according to the life cycle sustainability assessment (LCSA) methodology. This will require **broad research** and present a clear picture of two or three high-impact areas identified using a life cycle inventory process to identify critical social and/or environmental

and some general economic issues identified along the life cycle of the identified product or brand. This research will also demonstrate an understanding of the types of interrelations and interdependencies between the different parts of the life cycle. Specific **guidelines for the final LCSA project** will complement this information.

The above-mentioned process will promote the student's critical analysis of both qualitative and quantitative aspects of the identified life cycle. Results of the research and the identification, reflection on and interpretation of recent and pertinent information from different types of resources (bibliographic, social media, web pages, the media, interviews, etc.), will facilitate self-learning, the internalization of new concepts including those introduced in class. This final project counts for 40% of the final grade.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

A partial bibliography follows. Given the dynamic nature of sustainability and events relating to climate change each course module will provide students provide students with recent bibliographic sources and other materials of interest.

Lury, Celia. (2011). *Consumer Culture*. 2nd ed. Bodmin, UK: MPG Books Group Limited.

United Nations, Twenty-sixth session, General Assembly of the United Nations Framework Convention on Climate Change, Glasgow Climate Pact, Decision -/CMA.3 (Advance unedited version).
https://unfccc.int/sites/default/files/resource/cma3_auv_2_cover%2520decision.pdf (Accessed 14.11.21.)

United Nations, Seventieth session, General Assembly, document A/RES/70/1 (21 October 2015). Official document that includes the 17 Sustainable Development Goals and their targets.
http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&referer=http://www.un.org/sustainabledevelopment/sustainable-development-goals/&Lang=E

Royal Government of Bhutan. (2012). *The Report of the High-Level Meeting on Wellbeing and Happiness: Defining a New Economic Paradigm*. New York: The Permanent Mission of the Kingdom of Bhutan to the United Nations. Available at:
https://sustainabledevelopment.un.org/content/documents/617BhutanReport_WEB_F.pdf

United Nations Environment Programme. (2010). *ABC of SCP: Clarifying Concepts on Sustainable Consumption and Production*. Paris: UNEP DTIE. Available at: https://sustainabledevelopment.un.org/content/documents/945ABC_ENGLISH.pdf

United Nations Environment Programme. (2016). *Global Guidance for Life Cycle Impact Assessment Indicators: Volume 1*. Paris: UNEP DTIE. Available at: <http://www.lifecycleinitiative.org/training-resources/global-guidance-lcia-indicators-v-1/>

United Nations Environment Programme. (2011). *Towards a Life Cycle Sustainability Assessment: Making informed choices on products*. Paris: UNEP DTIE. Available at: http://www.lifecycleinitiative.org/wp-content/uploads/2012/12/2011_-_Towards_LCSA.pdf

United Nations Environment Programme: (2012). *Greening the Economy Through Life Cycle Thinking*. Paris: UNEP DTIE. Available at: http://www.lifecycleinitiative.org/wp-content/uploads/2013/03/2012_LCI_10_years_28.3.13.pdf

CHRONOGRAM

The following chronogram provides the general course framework. This may be subject to minor modifications in order to take advantage of the dynamic and evolving nature of sustainable development and events relating to climate change.

Week	Sub-competence	Content	Teaching strategies
1		Theme 1. Sustainable consumption and production (SCP) and the SDGs. The reason for SCP; intro. to interdependencies between SCP and other SDGs; Competencies for sustainability and for life; learning styles and team work	Presentation of course, reading of program and personal introductions
2	Identify the points of most critical environmental, social and economic impact along products' life cycles considering the LCSA methodology	Theme 2. Wants and needs. Gross domestic product (GDP); The circular economy; wants versus needs in different contexts; marketing and sustainable development	Presentation #1: results of analyses Analysis and discussion of examples
3		Theme 3. Ecological footprint – sustainable cities. Drivers of urban migration; urbanism, drivers of change and the ecological footprint; quality of life in cities: a range of challenges; cities and supply chains: consumption patterns	Analysis and comparison of footprints Workshop #1: Exchange of perspectives / roll playing
4		Theme 4. Systems and the consumer. The consumer as a driver of change; the concept of vulnerability and consumerism;	Examples of systems Analysis of examples
	Analyze the environmental, social and economic impacts and describe (qualify) the interrelations between them	Theme 4. Systems and the consumer. (Cont.) Consumerism and climate change; the power of the consumer	Presentation #2: Results of analyses
5		Theme 5. Our part in value chains and life cycles. Added value and life cycles: inputs, processes and products	Analysis of issue Workshop of exchanges Mental map #1 of a relevant system
		Theme 5. Our part in value chains and life cycles. (Cont.) Life cycle evaluations and sustainability	Analysis of the issue
6		Theme 5. Our part in value chains and life cycles. (Cont.) Planned obsolescence and its impacts	Presentation #3: of the metal map
7	Critically analyze the causes and effects of impacts considering the need for equity in	Theme 6. What are our responsibilities as consumers? Rights and responsibilities; rights for whom?	Workshop #2: analysis of the issue

8	the quality of life of all stakeholders along products' life cycles	Theme 6. What are our responsibilities as consumers? (Cont.) A right to information and third-party verifiers; what is sustainable consumption?	Presentation #4: presentation and discussion of analysis
9		Theme 7. Our choices and their impacts. The consumer culture; our beliefs, value systems and attitudes; our values and some basic concepts; values and living in harmony	Mental map #2 of a relevant system
10		Theme 8. Tools to guide us along life cycles. Corporate social responsibility; voluntary and other instruments to keep things in check;	Analysis of issue Informal workshop to discuss progress on final research project
11		Theme 8. Tools to guide us along life cycles. (Cont.) binding international agreements and conventions; national regulatory frameworks)	Review of progress
12		Integration of concepts and knowledge	Oral presentation of final research project

NDP/rev. 22.06.22

REFERENCES

- ⁱ McKinsey & Company. (2021). Defining the skills citizens will need in the future world of work. Online. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work#> (accessed 23.12.21)