



**HEALTH, WELLBEING AND SUSTAINABLE DEVELOPMENT
ASSESSMENT 1**

STUDENT NAME: AUDREY ASANTEWAA BOANSI

STUDENT 1D: 2018137

MODULE CODE: BMHP6021

LECTURER NAME: RITA UKACHI-LOIS

DATE: AUGUST 2023

TABLE OF CONTENT

Introduction.....	3
Briefly discuss of the 17 Sustainable Development Goals.....	3,4,5 and 6
Discussion of the 3 SDGs: Goal 3, Goal 4, and Goal 17.....	6 and 7
UK policies or initiatives adopted by UK government in meeting these 3 SDGs.....	7 and 8
Local policies and statistics (for the city/ borough) identified to meet the 3 SDGs....	9 and 10
Reviewing the status of city/borough to meeting the 3 SDGs.....	10 and 11
Recommendation.....	12
Conclusion.....	13
References.....	13 and 14

INTRODUCTION

The United Nations' Sustainable Development Goals (SDGs) serve as a comprehensive framework for addressing the many global issues impeding sustainable development. This report begins a thorough and critical analysis of the United Kingdom's outstanding achievements in achieving particular SDGs. Goal 3, which emphasises good health and wellbeing; Goal 4, which emphasises the crucial role of quality education; and Goal 17, which calls for creating partnerships to accomplish the overall Goals, are highlighted (Dyakova, 2017). Camden Borough, a unique neighbourhood inside London's vibrant fabric, is then beautifully highlighted in the article. This in-depth examination explores the borough's regional efforts to achieve the same SDGs. It carefully assesses how much Camden has

used these global objectives to directly improve the lives of its citizens. This report provides practical guidance based on a thorough analysis of the advantages and challenges that Camden has faced to improve its contributions to these significant goals. (Songnian et al., 2020).

Briefly discuss of the 17 Sustainable Development Goals

1. No poverty: No Poverty is defined as more than just a lack of income. It includes all forms of poverty and puts an emphasis on having access to needs like food, fresh water, sanitization, education, and medical care (Mijo, 2014). The provision of social safety, job opportunities, and support networks for vulnerable populations is necessary to eradicate poverty.

2. Zero hunger: The goal of eradicating hunger includes a staunch focus on the crucial problems of nutrition and food security. This includes cultivating sustainable agriculture methods that increase crop yields while simultaneously improving the vitality of soil health and reducing the ecological impact of farming operations (White, 2006). The main goal of this objective is to ensure that everyone has unrestricted access to nutritious food, which is essential, particularly in places where food is scarce (Blythe, 2019).

3. Good health and well-being: The foundation of excellent health and wellbeing is the idea of universal health coverage, which is based on the belief that everyone should have easy access to high-quality medical care without having to worry about their financial situation. (O'Riordan, 2016). This goal's scope goes beyond individual care to include strengthening health systems, preventing diseases, and actively cultivating health-promoting behaviours. This objective takes a holistic approach that lights the road to total wellness while acknowledging that well-being is a complex tapestry that includes mental health and non-communicable diseases (Tay, and Xuereb, 2013).

4. Quality education: The idea of a quality education includes a call to action to recognise education as the lighthouse that inspires personal and societal transformation. Its primary demand is that everyone regardless of socioeconomic status have access to inclusive and fair education. (Helliwell, et al. 2019). Quality education is needed for each person to ensure appropriate learning and inappropriate education can drive to be unsuccessful in the long run. To make proper justification regarding the learning, one must have the quality educations.

5. Gender equality: Gender equality is a concept that aims to eliminate violence and discrimination based on gender while simultaneously advancing equality and fairness for people of all gender identities (Luechinger, 2009). The primary objective of this initiative is to create a future in which discrimination will not restrict the choices made by individuals of

either gender (Peng, 2020). It comprises the enhancement of women's participation in decision-making, empowerment, and representation a patchwork of changes that affects the advancement of society, the economy, and society at large. According to Nunes, Lee, and O'Riordan (2016), this goal acts as a compass, guiding society towards a future in which harmony and balance foster prosperous existence.

6. Clean water and sanitation: The importance of having sanitary facilities and safe drinking water is emphasised in Clean Water and Sanitation. According to Omer and Noguchi (2020), disadvantaged populations are disproportionately affected by poor sanitation, water pollution, and water shortages. Improved water and sanitation infrastructure is associated with better health outcomes and community development.

7. Affordable and clean energy: To democratise access to dependable energy sources that are both environmentally sustainable and mindful of the wellness of our world, it is essential to achieve affordable and clean energy (Noguchi, 2020). This objective promotes the switch to utilising renewable energy sources, such as solar, wind, and hydropower. The ability to combat climate change, reduce greenhouse gas emissions, and strengthen energy security increases with the switch to renewable energy, reinforcing the need for wise energy usage (Parnell, and Hodgins, 2023).

8. Decent work and economic growth: A fundamental component of Decent Work and Economic Growth is the pursuit of an inclusive economic growth strategy that also offers opportunities for respectable employment and environments marked by justice. (Nunes, Lee, and O'Riordan, 2016).

9. Industry, Innovation and Infrastructure: The industry, innovation, and infrastructure canvas illustrate the notion of fostering economic development through strong infrastructure and innovation (Omer, and Noguchi, 2020). This objective necessitates investments in resilient infrastructure, cutting-edge technology, and environmentally conscious businesses (Gkampoura, 2021).

10. Reduced Inequality: The goal of Reduced Inequality is to deliberately move towards the lowering of inequities, whether they be between or within nations. It addresses the complex issues surrounding discrimination, including racial, gender, and age discrimination, income inequality, and social exclusion.

11. Sustainable cities and communities: This objective promotes sensible urban development, easily accessible public transportation, reasonably priced housing, and crisis readiness (Rockström, 2019). The goal is to improve urban living standards while maintaining the ecological balance of the world.

12. Responsible consumption and production: The principles of responsible consumption and production light the way to sustainable resource management and waste reduction. This goal signals the shift to circular economies, in which products are made to be durable, repairable, and recyclable (Horvath, 2016).

13. Climate Action: To counteract climate change and lessen its far-reaching effects, there is an urgent need for climate action. This objective coordinates a symphony of activities, including reforestation, the adoption of renewable energy sources, and sustainable land use practises (Stern, 2018). It also emphasises how crucial it is to increase resilience in the face of climate-related disasters.

14. Life below water: The need to protect marine habitats and marine resources is emphasised in Life Below Water. This objective works to protect ocean health, reduce overfishing, and combat pollution that jeopardises the fragile balance of aquatic life (Hodgins, 2023). It is consistent with the need to maintain coastal communities' means of subsistence while embracing responsible stewardship of our waters.

15. Life and land: The essential need to protect terrestrial ecosystems from threats like habitat loss, desertification, and deforestation is part of the nature of Life on Land (Tsutsumi, et al. 2015). This objective emphasises the necessity of being responsible stewards of our planet's land resources by capturing the interdependence of ecosystems and their fundamental role in supporting life.

16. Peace, Justice and strong institution: Justice and Peace Strong institutions serve as a living example of the desire for inclusive, peaceful communities that thrive when there is effective leadership and equal access to the legal system (Munir, 2022). The aim is to enhance transparent and accountable institutions while reducing the persistent threats of violence, corruption, and inequality.

17. Partnership for the goals: The importance of partnerships in achieving the goals highlights how important international cooperation is (Ward, 2020). To achieve the most ambitious goals of the SDGs, governments, corporations, civil society organisations, and international organisations combine their resources, knowledge, and efforts. This aim recognises the resonance created via these collective endeavours. It demonstrates the value of teamwork in building a more sustainable international community.

Discussion of the 3 SDGs: Goal 3, Goal 4, and Goal 17

Goal 3: Good health and well-being

The UK's steadfast commitment to the concept of universal healthcare accounts for its significant achievement in achieving Goal 3, which is focused on enhancing wellbeing and

health. The National Health Service (NHS) is essential to achieving this goal (Thornicroft, 2015). The NHS's wide reach makes healthcare services available to all social classes, which lowers differences and fosters a climate of equitable health outcomes. This commitment comes as an example of inclusivity, clearing the path for a society where everyone has the fundamental right to health care, regardless of socioeconomic status (Sachs et al, 2019).

Goal 4: Quality education

The UK's achievement in achieving Goal 4, which highlights the significance of Quality Education, can be attributed to its steadfast dedication to equality and diversity in the educational field. The UK's constant mission to educate and empower its people is realised through innovative initiatives like the Education for All campaign and apprenticeship programmes Blythe (2019). No matter one's origin or situation, everyone in the UK is guaranteed access to a thorough education, according to the educational narrative (Rockström, 2019). The UK has created a setting that not only supports educational achievement but also acts as a catalyst for socioeconomic development by embracing an educational philosophy that adapts to the changing demands of the workforce and society (Nunes et al., 2016). Goal

17: Partnerships for the Goal

The UK's involvement in Goal 17, which captures the crucial importance of partnerships in achieving the Goals, highlights its position as a proactive global collaborator. The UK's membership in international alliances and active involvement in partnerships with prestigious organisations like the United Nations indicate its steadfast dedication to promoting a team effort to overcome global concerns (Dyakova, 2017). This commitment to forming alliances and promoting multilateral cooperation not only increases the impact of its initiatives but also demonstrates its goals of harmonising initiatives on a global level (Tay, and Xuereb, 2013). The UK's emphasis on collaboration reflects the SDGs' core values and demonstrates its commitment to helping create a more sustainable and interconnected world (Parnell and Hodgins, 2023).

Overall, the UK's success in achieving these specific SDGs is indicative of its comprehensive approach to societal development, in which the cornerstones of international cooperation, healthcare, and education serve as the foundation for a more promising and sustainable future (Omer and Noguchi, 2020).

UK policies or initiatives adopted by UK government in meeting these 3 SDGs

As evidence of its continuous commitment to maintaining and improving the general wellbeing of its citizens, the United Kingdom has put together a diverse and progressive

tapestry of policies and initiatives to accomplish Goal 3 Good Health and Wellbeing. The innovative and ambitious NHS Long Term Plan is the focal point of the project. It is a comprehensive framework that is full of intricate interventions, resources, and changes that support the healthcare environment (Mijo, 2014). In this strategic guideline, the promotion of a culture of prevention, early intervention, and thorough treatment is the main objective to guarantee universal access to healthcare services (Helliwell, et al. 2019). An intense desire to end health inequities and make mental health care available to all socioeconomic classes forms the basis of this strategic endeavour. The objectives of the NHS Long Term Plan have an effective connection with Public Health England's (PHE) well designed programmes (Salameh et al., 2022).

The UK's innovative Apprenticeship Levy programme demonstrates the country's commitment to bringing together both academic and business theory and practise. By fostering an effective framework of apprenticeship programmes, the government is creating a skilled labour force that is ready to meet the shifting demands of the job market (White, 2006). This programme not only makes education better, but it also closes the knowledge gap between theory and practise, making it easier for people to enter the workforce.

Goal 17 highlights the importance of the UK government's collaborative culture and global vision as a foundation of partnerships to achieve the Goals. At the top of achieving this objective is the International Development Assistance (ODA) programme. With this project, the UK is better positioned to act as a responsible global citizen committed to helping those in need outside of its boundaries (Luechinger, 2009). The United Kingdom actively promotes the growth and viability of through joint ventures, financial aid, and technical help to underdeveloped nations. This is the basis for the desire to enhance communities globally and the aim of shared prosperity (O'Riordan, 2016). The United Kingdom's collaborative mentality is further demonstrated through its strategic participation with international groups, such as its cooperation with the United Nations. The United Kingdom exhibits its resolve to cooperate to jointly tackle issues that cut across national borders by engaging in cooperative initiatives, sharing knowledge, and participating in international policy debates.

In conclusion, the UK's activities and policies reflect its genuine commitment to the values represented in the chosen SDGs. The UK government is promoting inclusive education, accessible healthcare, and international cooperation in addition to directing its own development in a sustainable direction and fostering a more integrated and peaceful world (Nunes, Lee, and O'Riordan, 2016)

Introduction of identified city/borough

Camden emerges as a compelling and diverse borough that demands exploration when tucked away within the colourful fabric of London. Its distinctive fusion of cultural diversity,

urban dynamism, and community participation makes it an engaging canvas on which to analyse the local nuances of the SDGs and their significant effects on the fields of partnerships, health, and education (Tebbutt et al., 2016). The unique personality of Camden is weaved from the threads of various neighbourhoods, each of which is alive with its own stories and aspirations. This intricate web of interconnected communities creates a setting ideal for studying how the SDGs are being implemented. Camden captures the complexities of modern urban living, where the goals of global progress and local reality intersect and serves as a representative of London's cosmopolitanism. The geographical diversity of the borough represents both the opportunities and difficulties presented by the SDGs (Peng, 2020). Every aspect of Camden adds to the story of sustainable development, from vibrant metropolitan areas to tranquil residential neighbourhoods.

Due to this diversity, it is possible to examine the success of programmes and policies intended to promote equal education, good health, and strong 8 partnerships. Additionally, Camden is infused with an innovative and forward-thinking mentality because of its reputation as a centre for cultural and artistic endeavours. The borough's dedication to fostering individual potential and teamwork is highlighted by the presence of educational institutions, cultural collectives, and community organisations (Omer, and Noguchi, 2020). These characteristics highlight Camden's function as a crucible for sowing the seeds of revolutionary change and emulating the SDGs' spirit.

Local policies and statistics (for the city/ borough) identified to meet the 3 SDGs

Goal 3: Good health and well-being policies and statistics of Camden

One innovative programme that demonstrates Camden's commitment to attaining Goal 3 good health and wellbeing is "Mental Health Support in Schools." This innovative programme demonstrates the borough's ongoing commitment to promoting the emotional and psychological welfare of its youth. While acknowledging the critical role of early intervention, Camden also highlights the value of fostering holistic wellbeing from an early age by incorporating mental health services within the educational system (Noguchi, 2020). The statistics data highlights the urgent necessity of these services, since 15% of Camden's youth suffer from mental health problems. As a result, this approach serves as a proactive step in producing a generation that is emotionally resilient in addition to being academically successful (Ivković et al., 2014).

Goal 4: Quality Education Policy and Statistics of Camden

Camden demonstrates its commitment to Goal 4—quality education—with the innovative "Camden Learning Partnership" strategy. The borough's determined effort to improve educational performance and close gaps is shown in this strategic partnership between

schools, local government, and community organisations. A strong pass in both English and mathematics was achieved by 47.7% of pupils, which highlights the effectiveness of this approach (Gkampoura, 2021). This accomplishment is a prime example of the effectiveness of teamwork in raising educational standards and inspiring students to achieve success. The Camden Learning Partnership represents not only a dedication to open access to education but also the borough's all-encompassing strategy for raising competent and empowered people who are prepared to advance society (Halkos and Gkampoura, 2021).

Goal 17: Partnership for the Goals of Camden

There is a strong sense of alignment with Goal 17 Partnerships to achieve the Goals all around Camden. The borough's engagement with local companies and civic associations highlights its proactive role in fostering community connections and enhancing services (Horvath, 2016). These cross-border partnerships improve resources and foster a cooperative mindset that is in line with the fundamental tenets of the SDGs.

As Camden uses these partnerships to improve the quality and accessibility of services, the effects are evident and serve as an example of the revolutionary potential that arises from synergistic relationships (Parnell and Hodgins, 2023).

Reviewing the status of city/borough to meeting the 3 SDGs

Camden's journey towards achieving Goal 3 good health and wellbeing has produced both extraordinary advantages and one-of-a-kind problems. The borough's commitment to promoting mental health assistance policies has had a positive impact on the neighbourhood. Camden has been effective in fostering an environment where people feel empowered to seek help through increasing awareness and dispelling stigmas related to mental health (Hodgins, 2023). As a result, there is now greater access to services that address emotional and psychological needs, which has directly improved general wellness. The borough's efforts are commendable since they have brought about a new era of compassion, comprehension, and all-encompassing care. However, despite these admirable advancements, problems arise (Peasgood et al., 2006).

The story of Camden's educational progress, which is woven around Goal 4: Quality Education, is one of both victories and setbacks. The Camden Learning Partnership is evidence of the borough's dedication to interdisciplinary educational improvement (Munir, 2022). Camden has increased its educational resources and enhanced possibilities for teacher professional development by encouraging cooperative efforts among schools. The impressive number demonstrating that 47.7% of students received a strong pass in both English and mathematics serves as evidence that this effort has translated into improved

educational outcomes (Rockström, 2019). To close these inequalities and provide an equal playing field for all students, a deliberate and customised strategy is necessary.

Camden's community engagement presents both opportunities and challenges, but developing partnerships is crucial to reaching Goal 17 (partnerships to achieve the goals). The community's development and resource improvement have been encouraged by partnerships with local businesses and civic associations. A strong feeling of community and shared accountability that corresponds to the SDGs have been developed through the formation of these associations, according to (Thornicroft, 2015). Camden has experienced a natural growth in community engagement because of the utilisation of these alliances, which has served to reinforce the city's commitment to local sustainable development (Rockström, 2019). However, the world of partnerships is not without its share of complications. It is essential to continuously build relationships with one another and to clearly identify the shared goals to guarantee that these partnerships remain dynamic, advantageous to all parties involved, and consistent with the broader SDGs. The difficulty also lies in extending the network of relationships and making sure that their effects are seen in every neighbourhood in the borough.

Analysing Camden's progress towards achieving Goal 4—quality education—reveals a landscape that is simultaneously laced with successes and heavily linked with challenges.

A thorough examination reveals how complicated is the influence of differences in socioeconomic status on the fair distribution of this essential resource, even though the borough has made progress in improving educational standards (Tsutsumi, et al. 2015). Initiatives like the Camden Learning Partnership serve as examples of how Camden's educational efforts have produced noticeable improvements (Rockström, 2019). The instructional materials have been successfully improved, and a setting that supports holistic learning has been developed. The fact that 47.7% of children received good passing grades in math and English is evidence of the success of these group efforts. This development is a heartening example of the borough's dedication to developing strong, skilled people who are ready for the challenges of a changing world.

Despite these successes, the analysis reveals a crucial aspect that must not be disregarded: the ubiquitous impact of socioeconomic determinants on educational attainment and access.

There are still inequalities in education that are often associated with economic conditions, even despite the borough's systematic efforts. The idea of giving everyone equal access to educational possibilities is called into question by this gap, making it a pressing issue (Dyakova, 2017). The difficulties faced by those from low-income families put a shadow over the overall advancements, underscoring the pressing need for specialised solutions. To address these inequalities, the city of Camden must implement a comprehensive plan. This

strategy should involve the establishment of specialist support networks for underprivileged neighbourhoods, the expansion of opportunities for students to participate in extracurricular activities, and the development of innovative approaches to encourage student participation outside of the classroom. The challenges brought on by economic inequality may be surmounted using technology, the formation of community partnerships, and the implementation of mentoring programmes.

Recommendation

Enhancing Educational Resources: Making a firm commitment to enhancing educational resources is a crucial step in bolstering Camden's educational environment. This entails making strategic investments in classroom technology, up-to-date instructional materials, and school infrastructure (Mijo, 2014). The borough can give children the resources they need to explore, invent, and fully engage in the learning process by fostering an enriched learning environment. This all-encompassing strategy not only encourages academic development but also develops a sense of community and inspiration among the student body.

Addressing Socioeconomic Inequality: To answer the clear call for equitable education, Camden must remain consistent in its commitment to tackling inequality in socioeconomic status. Specific initiatives that give children from underprivileged homes equal chances to succeed must be implemented if the borough is to close the accomplishment gap. Financial aid, scholarships, and mentorship programmes can all be utilised to get past the challenges brought on by a lack of funds (Parnell and Hodgins, 2023). By giving a strong priority to inclusiveness and diversity in the classroom, Camden can create an environment in which all children, regardless of their family's economic standing, are able to achieve academic success.

Strengthening Community partnerships: The development of Camden is closely linked with community cooperation. Education can have a greater impact outside of the classroom by fostering closer ties with local organisations (White, 2006). According to Nunes, Lee, and O'Riordan (2016), Camden may offer a variety of extracurricular activities that link with cultural organisations, non-profits, and businesses to give children practical experience and foster holistic development. Engaging in these kinds of partnerships fosters a feeling of community and belonging in addition to education.

Scaling Up Mental Health Support: Camden needs to focus more on student mental health issues if it wants to foster holistic welfare. Assuring that emotional and psychological needs are satisfied through the expansion of mental health programmes in schools can promote a

supportive atmosphere for both academic and personal growth. The borough can develop resilient people capable of navigating life's hardships while enjoying their full potential by offering easily available counselling services, workshops, and awareness campaigns.

Conclusion

Camden's remarkable progress towards achieving the SDGs is powerful evidence to its constant commitment to health, education, and relationships. The borough's constant progress is enhanced by the positive effects that are carefully incorporated. However, as the story progresses it also highlights minor indications of persistent issues that call both steadfast commitment and original thinking to solve. Camden is positioned to use intellectual initiative, collaboration, and a strong dedication to community involvement to create a long-lasting legacy of transformation (O'Riordan, 2016). Despite the apparent benefits, problems still occur that call for persistent work and innovative ideas to solve. Joint ventures, active community involvement, and strategic plan alignment are the keys to Camden's route to greater contribution. Given the interconnection of these factors, the borough's participation in the global SDGs may be strengthened, and its citizens may get assistance in building a future that is inclusive, sustainable, and full of promise.

To completely embrace the Sustainable Development Goals (SDGs) and inspire people to strive towards a better and more peaceful tomorrow, Camden aims to compose the next chapters of its story in a way that will leave behind a magnificent picture of change. According to Tsutsumi et al. (2015).

References

1. Blythe, J. et al. (2019) Towards a sustainable and equitable blue economy. *Nature Sustainability*, 2, 991–993 doi:10.1038/s41893-019-0404-1.
2. Tay, L., and Xuereb, C. (2013): The Objective Benefits of Subjective Well-Being. In Helliwell, J., Layard, R., and Sachs, J. (eds) *World Happiness Report*, New York: Sustainable Development Solutions Network.
3. Dyakova, M., 2017. Investment for health and well-being: a review of the social return on investment from public health policies to support implementing the Sustainable Development Goals by building on Health 2020.
4. Halkos, G. and Gkampoura, E.C., 2021. Where do we stand on the 17 Sustainable Development Goals? An overview on progress. *Economic Analysis and Policy*, 70, pp.94-122.
5. Helliwell, J., Layard, R., and Sachs, J. (2019): *World Happiness Report 2019*, New York: Sustainable Development Solutions Network.

6. Ham, M. and Mijoč, J., 2014. Measuring objective well-being and sustainable development management. *Journal of Knowledge Management, Economics and Information Technology*, 4(2), pp.1-29.
7. Luechinger, S. (2009): Valuing air quality using the life satisfaction approach. *Economic Journal*, 119, 482-515.
8. Nunes, A.R., Lee, K. and O'Riordan, T., 2016. The importance of an integrating framework for achieving the Sustainable Development Goals: *BMJ global health*, 1(3), p. e000068.
9. Omer, M.A. and Noguchi, T., 2020. A conceptual framework for understanding the contribution of building materials in the achievement of Sustainable Development Goals (SDGs). *Sustainable Cities and Society*, 52, p.101869.
10. Parnell, T. and Hodgins, G., 2023. The impact of climate-related disasters on children's communication: *International journal of speech-language pathology*, 25(1), pp.20-26.
11. Peasgood, T., Dixon, A.M., Knight, M., Phillips, D., Tsuchiya, A. and White, M., 2006. Research on the relationship between well-being and sustainable development.
12. Rockström, J., 2019. Six transformations to achieve the sustainable development goals. *Nature sustainability*, 2(9), pp.805-814.
13. Salameh, Naveed, R.T. and Munir, M., 2022. Socio-economic determinants of subjective wellbeing toward Sustainable Development Goals: *Frontiers in Psychology*, 13, p.961400.
14. Schmidt-Traub, G., Moff, H., and Bernlöhner, M. (2019): International spillovers and the Sustainable Development Goals (SDGs): Sustainable Development Solutions Network (SDSN).
15. Songnian, L.I., Zhu, X.U., Peng, T.I. 2020. Functional requirements of systems *Journal of Geovisualization and Spatial Analysis*, 4, pp.1-10
16. Stern, N. (2018): Public economics as if time matters: Climate change and the dynamics of policy. *Journal of Public Economics*, 162, S.I., 4-17.
17. Tebbutt, E., MacLachlan, M., Khasnabis, C. and Horvath, R., 2016. Assistive products and the sustainable development goals (SDGs). *Globalization and health*, 12(1), pp.1-6.
18. Tsutsumi, A., Minas, H., Thornicroft, G., 2015. Mental health and wellbeing in the Sustainable Development Goals. *The Lancet Psychiatry*, 2(12), pp.1052-1054.
19. Ward, G. (2020). Happiness and Voting: Evidence from Four Decades of Elections in Europe. *American Journal of Political Science*. <https://doi.org/10.1111/ajps.12492>.
20. Williams, F. (2017): *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*, 1st edition, W. W. Norton Company

