



Rethinking EcCoWell

In the Context of Sustainable Development Goals

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Executive Overview

This paper reviews the experience of the EcCoWell concept which was developed by PASCAL in 2012 as an approach to holistic and integrated development of learning cities.

The conclusions and recommendations of the paper were approved by the PASCAL Board in November 2017 and are now serving as the basis for implementing EcCoWell 2 as a refinement of the EcCoWell concept relevant to progressing the UN Sustainable Development Goals in towns and cities.

1. Background

This paper reviews the experience of the EcCoWell concept for learning city development in the context of the United Nations Sustainable Development Goals, which share a common feature of advocating a holistic and integrated approach to development. This raises the question of whether the EcCoWell idea has been overtaken by the UN Sustainable Development Goals (SDGs) and is now obsolete, or whether there is still a role for EcCoWell ideas in the era of sustainable development.

The origins of EcCowell go back to a trip I made to Taipei in November 2011 for an international conference on planning for a Taipei Learning City. I was impressed by the broad approach to planning being adopted by Taipei City Council that ranged across health, environment, welfare, as well as education and learning. These objectives were confirmed next year when the Taipei Learning City was formally launched by the Taipei City Council.

Following the conference, I raised with my PASCAL colleagues in early 2012 how this broad cross-sectoral approach could be applied in developing sustainable learning cities. This subject had been a PASCAL interest following the inauguration of the PASCAL International Exchanges (PIE) program in the previous year.

Responses from my PASCAL colleagues confirmed the value of such a broad holistic approach and suggested that this concept could be summed up by a term that reflected the key components in such an approach. This discussion led to the concept of EcCoWell as an integrated/holistic approach to developing a sustainable learning city with strategies directed at the following objectives:

Economy, Ecology, Community, Well-being, Lifelong learning.

The terms built into the EcCoWell concept can be seen as an early formulation of the tripartite structure of the UN Sustainable Development Goals later released in 2015 involving economic, social, and environmental goals.

In practice, however, they reflected my experience, with Learning Cities and as a consultant, with Learning Cities, Healthy Cities, and Green Cities, so that when I came to writing the defining paper for the EcCoWell concept in March 2012 my focus was on the integration of

dimensions from these initiatives, although I also touched on community, cultural, and economic dimensions of such integration.

Living and learning in sustainable opportunity cities (2012)

The EcCoWell concept was initially set out in a paper I wrote in March 2012 for the PASCAL PIE program titled *Living and learning in sustainable opportunity cities* (Kearns 2012). This paper brought together the idea of converging strands from Learning Cities, Healthy Cities, and Green Cities that would build synergies and value-add to each of these initiatives, in particular, Learning Cities.

While the paper demonstrated points of connection between Learning Cities, Healthy Cities, and Green Cities in a general sense, I did not at this stage progress to the point of identifying the connectors that linked these initiatives, and the relative strengths of all connections. This later became a prime focus of research following the release in 2015 of the UN 2030 Agenda (*Stakeholder Forum, Bioregional & Newcastle University, 2016; International Council for Science, 2016*).

This 2012 paper developed the theme that the EcCoWell idea was a response to a plethora of sectoral responses building a landscape of unconnected silos. It also contained a number of themes that became important in thinking about Learning Cities. These included community and cultural dimensions, place making, and issues involving the individual and society.

The importance of community and cultural dimensions, including heritage, had been highlighted by the 2010 PASCAL International Conference at Östersund on *Heritage, Regional Development, and Social Cohesion* (Kearns, Kling, & Wistman, 2011). I included the following extract from the report of the conference in pointing to the significance of these issues in a world of mass migration, intensified urbanisation, and the clash of civilisations.

Cultural and heritage issues are increasingly significant in a world of mass migrations and rampant urbanisation leading to increased diversity in many countries. In this context intercultural understanding, tolerance, and cultural competence are necessary attributes of sustainable and cohesive learning communities in building a sense of community and share identity.

(Kearns, Kling, & Wistman, 2011:11)

The broad concept of culture in the EcCoWell paper foreshadowed the interest in spiritual and emotional aspects of good cities that has been brought into current PASCAL Learning Cities Networks.

In suggesting a path towards sustainable EcCoWell cities, the 2012 paper identified place making as an important element in this process. The ideas on place making brought into the EcCoWell paper reflected the work of the New York based Project for Public Places

(<https://www.pps.org>). The place making ideas in the paper linked easily with the ideas on culture and community to provide a further converging strand.

The process of engaging with place provides a context for learning through life and for the development of non-cognitive abilities. The attributes of place (its history, culture, natural and social environment) can play a role in enhancing the learning process through providing real world contexts that foster learning and development.

(Kearns, Kling, & Wistman, 2011:13)

Other themes important for learning cities foreshadowed in the 2012 EcCoWell paper included the need for layers of urban/rural interconnections (both positive and negative) as a foundation in the path towards sustainable EcCoWell cities.

The EcCoWell paper was revised in May 2013 as a paper for the 2013 PASCAL Hong Kong conference. While the paper was shortened a little, the ideas of the paper remained the same. After 2013, the story of EcCoWell development moved to the city of Cork with its efforts to build EcCoWell into its development as a Learning City.

The 2012 and 2013 drafts of EcCoWell were both labelled as A Clarifying Working Paper. This implied that they were working papers in a process of working towards a substantive formulation of the EcCoWell concept of living and learning in sustainable opportunity cities. This progress did not occur at the 2013 PASCAL Hong Kong conference as I had expected. However, the impact of the 2015 United Nations Sustainable Development Agenda brings with it the need, and opportunity, to rethink the EcCoWell concept in this context, a task assigned by the PASCAL Board to the author of this paper.

The EcCoWell concept and the UN Sustainable Development Goals share a common interest in holistic/integrated development in cities across broad fronts. While EcCoWell foreshadowed the UN 2030 Agenda in a number of respects, it did not have the explicit tripartite division of economic, social, and environmental development, including the enhanced interest in climate action. I am therefore addressing in this paper the questions of whether the EcCoWell idea has been overtaken by the UN 2030 Agenda, or whether the Agenda provides an opportunity to enhance the EcCoWell idea in learning city development.

2. The Cork EcCoWell Initiative

EcCoWell ideas were taken forward by the city of Cork in 2013. Cork had become a participant in PIE in 2012, following a visit to the Hume Global Learning Village (Melbourne) that year by the co-ordinator of the Cork Lifelong Learning Festival. When the EcCoWell paper circulated to PIE cities in 2012, Cork became interested in the concept and invited the author of the paper to lead a seminar on the subject during the March 2013 Cork Lifelong Learning Festival. The seminar was well attended and was followed by an international conference on the subject organised by Cork that September. The city of Cork committed to the EcCoWell concept as an approach to holistic city development and established a website to promote the concept.

The interest of Cork in EcCoWell, and in learning cities generally, owed much to the success of the annual Cork Lifelong Learning Festival. The Festival had grown from a modest 65 events over 3 days in 2004 to some 500 events over a week by 2013. The Festival linked Community Education Networks established following the Irish Government's 2000 "White Paper on Adult Learning: Learning for Life" (Kearns *et al.* 2013). This cross-sectoral connecting of people interested in different aspects of quality of life and socio-economic development created the conditions for the EcCoWell concept to take off in Cork, and gain community acceptance.

This was recognised by the Lord Mayor of Cork when he thanked the group that had organised the EcCoWell International Conference comprising representative of the following groups:

Denis Barrett	Cork Education and Training Board
Denise Cahill	Cork Healthy City
Bernie Connolly	Cork Environmental Forum
Deirdre Creedon	Cork Institute of Technology
Elmarie McCarthy	Cork City Council
Tina Neylon	Cork Lifelong Learning Festival

The members of this group became the drivers of the EcCoWell initiative in Cork with a few additions in later years. It will be noted that they reflected the learning, health, and environment emphasis of the 2012 EcCoWell paper.

A prime aspect of the Cork EcCoWell development has been the Learning Neighbourhood Projects which are discussed below.

3. Localising EcCoWell

One of the main lessons from the PIE experience during 2011 and 2013 has been the significance of driving learning city initiatives down to local communities, even in very large cities, where the inhabitants of such communities benefit from the opportunities provided through learning and community building.

This lesson has emerged from the PIE papers provided by Beijing and Shanghai, both very large cities (Yuan 2012; Jian 2013). The Chinese model of a learning city shown by these cities developed at three levels: the city, administrative district, and local community with this tripartite structure echoing the view of urbanist Jane Jacobs, that good urban planning involved development at these levels (Jacobs, 1993).

These ideas about local community provision of learning in large cities were carried forward to the 11th PASCAL International Conference in Hong Kong in November 2013, with its theme *Cities Learning Together: Local Communities in sustainable and Healthy Learning*

Cities. Following the conference, the PIE program was discontinued and replaced by the PASCAL Learning City Networks program.

I continued as director of Networks until the 13th PASCAL International Conference in Glasgow in June 2016. In order for the local community theme that emerged from the PIE experience and the Hong Kong conference to be advanced, I wrote a paper on Learning Neighbourhoods, suggesting to Networks participants that pilot projects to develop these ideas further would have value. Cork and Taipei, the two cities that had most influenced the EcCoWell concept, agreed to participate in the pilot projects that led to the joint presentations of their projects in Glasgow at a special meeting on 6 June 2016, the day after the 14th PASCAL conference in Glasgow

Cork had selected two neighbourhoods for the pilot projects - Ballyphehane and Knocknaheeny, both with active education and community networks with the projects co-ordinated by University College Cork. The projects aimed to build a culture of learning in each of these neighbourhoods. Cork subsequently added two further neighbourhoods (Mayfield and Togher) to the project with all neighbourhoods included in visits during the UNESCO 3rd International Learning City Conference in 2017

Taipei adopted a different approach to the pilot projects with responsibility devolved to the Community Colleges located in each administrative district of the city. This resulted in a diversity of approaches across the six projects that were present in the joint Taipei/Cork meeting held in Glasgow.

The Taipei projects range across cultural, environmental, learning and community objectives with cross-sectoral perspectives demonstrated along with considerable intergenerational learning. A short report on the Taipei and Cork presentations made in Glasgow by Denise Reghenzani is available on the PASCAL web site: (<http://lcn.pascalobservatory.org/pascalnow/blogentry/taipei-and-cork-learning-neighbourhoods-pilots>).

The pilot projects show EcCoWell ideas functioning at a local community level, ranging across sectoral objectives. The Taipei projects show the leadership of Community Colleges aligned with considerable creativity and leadership from within the communities, particularly from senior respected figures in these communities. The Cork projects were less developed at the time of the Glasgow presentations. The current further development of these projects will have considerable interest in showing how EcCoWell objectives can be localised and integrated.

Overall, it is evident from experience to date, that EcCoWell ideas need to be implemented at several levels in cities: at the city level providing a policy framework with clear aims, in district levels in large cities as the intermediate level in converting policy ideas into action, and at the delivery neighbourhood level in action from which people benefit through engagement and learning. The Learning Neighbourhood pilot projects have shown that there are various ways, depending on context, in which these objectives can be realised

The South African Elgin initiative

A variant on the approach adopted by Cork exists in the EcCoWell project in South Africa. This initiative by the PASCAL Centre at the University of Johannesburg in the rural region of Elgin in the Overberg in Western Cape was directed at improving the lives of farm worker families and migrant workers and directed by the Elgin Learning Foundation and Elgin Community College, a registered Further Education and Training College. This initiative is significant in illustrating EcCoWell ideas in a rural community.

The Elgin model, involving collaboration between a university and community college has echoes of learning city initiatives in Beijing and Taipei. However, the development of the concept in a rural community brings a distinctive South African flavour to the initiative and shows how an EcCoWell approach could be adopted in a rural area to promote human centred sustainable development.

One of the features of the Elgin approach I particularly like is the adoption of innovative methods of training using technologies such as smart phones, tablets and work based e-learning. These technologies provide opportunities to foster access to learning throughout life, an approach of particular value in rural areas. Statistics from the 2017 World Happiness Report (<http://worldhappiness.report/ed/2017/>) show the massive growth of cell phones in Africa, but also the disconnect between this and the numbers of individuals using the internet. This need to harness the internet and cell phones to learning provision throughout life has a particular resonance in Africa where much remains to be done to foster human-centred sustainable development.

The Elgin model has considerable value in linking a university/community college partnership to EcCoWell principles to advance learning and employment opportunities and build good sustainable communities. Much could be gained from replication of this approach throughout Africa. A start could be made in South Africa where the government decided in 2015 to establish a community college in each of the 9 provinces of South Africa.

Enhancing happiness in communities as a goal of social policy

An important aspect of localising EcCoWell in communities relates to the need to enhance happiness as a key social goal of development. There is growing international recognition of this need with annual World Happiness Reports now produced as an aspect of achievement of the UN Sustainable Development Goals.

This development has included recognition that “happiness should be seen as the proper measure of social progress and the goal of social policy” in the World Happiness Report, 2017 (<http://worldhappiness.report/ed/2017/>). This Report cites the OECD as supporting this development in committing itself “to redefine the growth narrative to put people’s well-being at the centre of government’s efforts”.

This recognition has gone along with progress in measuring happiness with annual World Happiness Reports now giving a valuable picture of changes in the levels of happiness and well-being in countries. This series now includes useful chapters on special subjects with the 2017 report including chapters on Africa and China which make an interesting comparison.

Developments in the field of positive psychology provide a useful contribution to our thinking on how to enhance levels of happiness and well-being in communities. This includes the important distinction between pleasures and gratifications.

Pleasures are the bodily pleasures that come through the senses and are momentary in time.

Gratifications, on the other hand, engage us fully so that we are immersed and absorbed in them. They give meaning to our lives. (Seligman, 2002:102-121).

There are many ways in which people, and civil society generally, can be involved in community development, including the roles of volunteers. The Learning Neighbourhood pilot projects conducted in Taipei and Cork gave good examples of local action that provided gratifications and a sense of purpose to community members involved in them. This should be a feature of future EcCoWell development.

4. Impact of the UN Sustainable Development Goals

The United Nations Sustainable Development Goals involves 17 Goals to be achieved by 2030. A key feature is reflected in the statement by the UN in the Goals that they are “integrated and indivisible, and balance the three dimensions of sustainable development” (UN 2015:6). This focus on a holistic integrated approach gives common ground with the PASCAL EcCoWell concept, although in a more complex and diverse structure.

Linking the concept of sustainability to a holistic approach that integrates economic development, social inclusion and environmental sustainability raises a raft of questions about how ways this can be achieved. This has led to research seeking to identify the linkages between individual goals that could be brought into a strategic approach.

An early example of research in this area was the report titled “*Seeing the whole: Implementing the SDGs in an integrated and coherent way*”. This report from a consortium involving Stakeholder Forum Bioregional and Newcastle University, led to a methodology in which linkages identified between Goals were classified as *Supporting, Enabling or Relying* linkages.

This approach had much in common with research undertaken by the Wider Benefits of Learning Research Centre at the University of London and reported by (Schuller *et al.* 2004). The report included a chapter by Hammond which examined the impact of learning on well-being, mental health, and effective coping (*ibid*: 37-56). Hammond identified psycho-social mediators which connected learning to health outcomes which have much in common with the supporting and enabling connectors identified in the Stakeholder Forum study. I was aware of the Schuller *et al.* report and took account of this way of linking learning to health outcomes in my work on EcCoWell.

International Council for Science study

A subsequent report by the International Council for Science took this kind of analysis further and provides a way of envisaging the EcCoWell role in this era of sustainable development. This report titled *A Guide to SDG Interactions from Science to Implementation* (International Council for Science 2015) adopted the approach of examining the linkages and interactions between four of the Goals and the other Goals.

The Goals examined were:

SDG2 - Ending poverty

SDG3 - Ensure healthy lives & promote well-being for all at all ages

SDG7 - Ensure access to affordable, sustainable and modern energy for all

SDG14 - Conserve and sustainably use the oceans , seas and marine resources for sustainable development.

The report of this study showed a significant number of linkages and interactions for each of these Goals. For example, SDG 2 had 7 interactions with other Goals, SDG 3 had 5, SDG 7 had 6 and SDG 14 had 6. The report concluded, as the United Nations had, that all SDGs interact with one another with the Goals fundamentally interdependent (ibid: 1).

The Council took the further step of devising a 7 point scale to evaluate the strength of the interactions between Goals. The study identified 316 target interactions overall, with 238 of these positive, 66 negative, and 12 neutral (ibid: 2).

It is unfortunate that the Council study did not address SDG 4 (Ensure inclusive and equitable quality education and provide lifelong learning opportunities for all) as it is likely that this would have shown a large number of interactions with other SDGs with a proportion at the strong end of interactions. The strongest interactions coalesce with the core objectives that have driven the EcCoWell program, such as the links with health and well-being and the environment.

The International Council for Science concluded *that there is clearly no one-size fits all approach to understanding target interactions, and building on this work will require a commitment to continuous interaction and improvement* (International Council for Science:2).

These studies suggest that the complexity of the large number of interactions between the Goals require multiple entry points in cities rather than a single standard approach to achieving the interactions needed to build the integrated holistic approach advocated by the United Nations.

5. Building Mindful EcCoWell 2 Communities

It has become evident that cities and other communities must adapt to a mindful world of constant, unpredictable and accelerating change. This requires individual and community sensitivity to change and the directions of change.

This need was summed up by Sachs in the following terms:

We need a mindful society in which we once again take seriously our own wellbeing, our relations with others, and the operations of our politics. (Sachs, 2012:162)

This requirement was also reflected in the recent UNESCO *Cork Call to Action*:

We aspire to build mindful learning cultures in our cities that foster global consciousness and citizenship through local action to implements the SDGs
(UIL, 2017)

EcCoWell cities in the future will need to cultivate a deeper understanding of processes involved in building a sustainable learning culture, including the role of transformative development, which Wong & Watson summed up as a requirement in the following terms:

In times of increasing change and disruption, the intersections of experiential learning, spirituality and consciousness raising in local neighbourhood contexts can foster transformative learning and improve individual and community quality of life.
(Wong & Watson, 2017)

Consciousness-raising at an individual and community level should be a priority in building communities that are sustainable and able to adapt to constant change in a volatile world.

This will require attention to important influences that make for wellbeing and happiness in communities, such as the capacity of people to give meaning and purpose to their lives.

A useful guide in this area is provided by psychologist Emily Smith who has identified four pillars of meaning: belonging, purpose, storytelling and transcendence (Smith, 2017:41). This approach fits well with the ideas on the value of *gratifications* to give a sense of purpose and meaning. These are particularly relevant to strategies for active ageing in communities.

These are matters not well developed up till now in strategies and actions for building learning cities, so much can be gained from some pilot projects in implementing EcCoWell 2. These could be linked to Learning Neighbourhood projects, or learning development in small communities such as towns and villages. This is a particular contribution that PASCAL could make in adapting learning city ideas sands of the 21st Century.

6. UNESCO Cork Call to Action

The 3rd UNESCO International Conference on Learning Cities held in Cork on 19-21 September 2017 led to a new agenda for learning cities. The Cork Call to Action envisages building sustainable learning cities that are green, healthy, equitable, inclusive, entrepreneurial, and capable of offering their cities decent work opportunities (UIL 2017).

This is an agenda that has much in common with the EcCoWell concept, particularly the integrated core of environment, health, and learning, and with my proposals for extension of the EcCoWell concept. Much could be gained from collaboration between PASCAL and UIL in sharing ideas on implementing the Cork Call to Action and EcCoWell 2, especially in the new areas of development such as entrepreneurship and decent work. PASCAL could also contribute ideas on enhancing happiness as a key aspect of social development in learning cities, and on the harnessing of learning strategies such as transformative learning.

7. Conclusions and follow up

I have concluded that the EcCoWell concept should be developed further as a valuable approach to implementing the UN Sustainable Development Goals in cities and rural areas from the perspective of the learning city concept. This expanded concept of EcCoWell will bring significant benefits to the participating communities

There is a sense in which the PASCAL EcCoWell experience has been a useful trial run for the objective of achieving an integrated holistic approach to implementing SDGs in cities in key areas that link to, and interact with, education and lifelong learning. The approach has generally, up to now, had a focus on a few key areas such as health and well-being, environment, and some aspects of welfare (where there are strong linkages and relationships). The potential exists to develop linkages and interaction over time from this EcCoWell core to other SDGs where the linkages may be initially less strong and immediate, such as the goal of reducing poverty and ensuring food security.

This evolutionary approach to EcCoWell as a pathway to implementing the SDGs in an integrated and holistic way in cities should be flexibly applied so as to take account of particularly strengths in various contexts. For example, the experience of Cork in food through the work of its Food Council suggests that Cork is well placed to link action directed at SDG 2 on food security, nutrition, and sustainable agriculture to the core of EcCoWell areas that have been under development in Cork since 2013. The International Science Council report shows that SDG2 is then linked, and interacts with, a significant number of other SDGs.

Such an evolutionary EcCoWell approach goes along with my conclusion, and that of the International Council for Science, that the task of identifying and understanding the full geography of SDG linkages and interactions will require multiple entry points that build over time the complete web of SDG relationships and interaction to support an integrated/holistic approach to implementing the SDGs. As EcCoWell is already committed to this approach, it could make a useful contribution to the UN 2030 Agenda as well as benefitting participating cities.

An EcCoWell 2 pilot project

Work already undertaken under EcCoWell, particularly by Cork and Taipei, represents a valuable start, but it needs to be taken further in the context of the UN SDGs. I recommend that PASCAL inaugurate an EcCoWell 2 pilot project in 2018 that will build on the EcCoWell concept and experience in three ways:

1. it will add entrepreneurship as an explicit objective;
2. happiness will be an explicit objective in the community/social aspects of EcCoWell;
3. it will be directed at an evolutionary approach that will extend across many of the UN SDGs over time from the base of the EcCoWell core;
4. it will support the UNESCO Cork Call to Action.

Entrepreneurial action in learning cities has been given a boost by the international conference convened by Swansea University and the subsequent publication resulting from the conference (James, Preece and Valdes-Cotera 2017). While entrepreneurial action has been a feature of EcCoWell in Cork and Taipei learning cities, the term entrepreneurial is often wrongly seen as applying to business development only whereas the EcCoWell concept implies that this should be a feature of both social and business development that is embedded in the culture of the community over time. Management guru Peter Drucker takes this position:

What we need is an entrepreneurial society in which innovation and entrepreneurship is normal, steady, and continuous. (Drucker, 1994:236)

There has been growing international interest in happiness as a measure of social progress with annual World Happiness Reports now produced each year linked to progress in the UN SDGs. In this context, it is appropriate to bring happiness as a goal of social progress more directly into EcCoWell development. Findings from the field of positive psychology offer guidance of ways in which happiness levels in communities can be increased.

Research on implementation of the UN SDGs shows the complexity of interactions and relationships between the Goals of the UN 2030 Agenda. Extending the concepts of EcCoWell 2 beyond the core involved in the original model will allow for its progressive extension with due allowance for diversity in various contexts.

I believe it is important that the EcCoWell 2 initiative is not confined to cities, but should be open to rural communities as well. The Elgin Foundation initiative in the Oberberg district of South Africa shows what can be achieved in rural areas. The PASCAL Learning Neighbourhood pilot projects provide insights into local community initiatives that build a sense of belonging and citizenship, as well as knowledge and skills relevant to rural areas and cities alike.

As the UNESCO Cork Conference identified “green and healthy learning cities” as one of the thematic areas for development in the *Cork Call for Action*, there are opportunities for PASCAL to collaborate with UIL in finding good strategies to progress these objectives in learning cities. The EcCoWell experience of PASCAL, if refined in an EcCoWell 2 program with the developments discussed in this paper will make a useful contribution to the *Cork Call for Action*. This is a subject that merits discussion with UIL in the context the existing PASCAL/UIL Memorandum of Understanding.

The most feasible way to implement an EcCoWell 2 project will be to build on the experience of the Learning Neighbourhood initiatives so that the question of how the

strands of EcCoWell can best be integrated could be examined in small communities. I found in discussions support for this approach. While some EcCoWell 2 projects may take the Learning Neighbourhood approach, participation by administrative districts, towns, and even cities should also be available.

Recommendations

I recommend that the PASCAL Board agree that:

1. a follow up EcCoWell program named EcCoWell 2 should be inaugurated during 2018 to provide for participation in both cities and rural areas;
2. the program should be linked to the United Nations Sustainable Development Goals in testing ways of achieving holistic integrated development across the dimensions of sustainability from an EcCoWell learning city entry point;
3. an evolutionary EcCoWell approach should be adopted with an expanded core of EcCoWell objectives connecting to other UN SDGs as experience is gained;
4. the expanded core of EcCoWell objectives should add entrepreneurship, happiness, and the concept of evolution to link to most UN SDGs over time;
5. a progress report on the program should be prepared for the 2018 PASCAL International Conference;
6. the UNESCO Institute for Lifelong Learning (UIL) should be kept informed on progress of the program as a basis for collaboration in follow up on the *Cork Call to Action*.

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