Entrepreneurial Learning and Education for Sustainable Development and Global Citizenship in a Learning City Region

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Abstract

Swansea Bay Entrepreneurial Learning City Region became a UNESCO pilot Learning City in 2012 and was one of 12 UNESCO Awarded Learning Cities in 2015. The region continues to build on the elements of inclusivity, partnership working and entrepreneurship in its approach to Lifelong Learning. An industrial past fostered innovation and shaped the economy of the region, but as industry declined, the region experienced unemployment and economic and social deprivation along with an impoverished and polluted environment. As a response, social enterprises emerged that had learning and skills as their focus and have proved to be sustainable. Today, an emphasis on the knowledge economy is fuelling the new wave of innovation and business. This recent economic development is, however, against a backdrop of global economic, social and environmental uncertainty as the Earth's ecosystem are degraded and global economic inequalities become greater, pointing to a need to rethink current paradigms. Businesses and entrepreneurs shape the economy and interface with consumers; they are innovative, adaptable and creative and as such are well placed to embrace corporate social and environmental responsibility. Integrating principles and methods from Education for Sustainable Development and Global Citizenship with entrepreneurial learning offers possibilities for a new approach that takes into account human and planetary wellbeing.

Introduction

Swansea became a pilot UNESCO Learning City Region in 2012 and received an UNESCO Learning City Award in 2015. This paper focuses on a particular feature of the Swansea Bay City Region's approach and begins by briefly describing the city and its region in order to contextualise developments. It then outlines the process of becoming a Learning City Region. The theme Swansea has chosen is Entrepreneurial Learning and this provides a focus for the wide ranging and sometimes nebulous term and concept of Lifelong Learning. Entrepreneurial Learning was chosen after much deliberation. It is a theme that contributes to the ambition of the region for economic regeneration and growth and at the same time has been found to be inclusive and relevant to people and communities that are marginalised. The Welsh Index of Multiple Deprivation[1] identifies communities that have low mean incomes, high unemployment and a lack of services and amenities. The Welsh Government uses this index to create interventions to tackle poverty and remedy social deprivation. Entrepreneurial Learning is conceptualised and promoted as an inclusive form of learning that enables a broad range of the population to become engaged, through a range of learning activities. It also provides synergy with the priority for Economic Growth as it may result in the development of entrepreneurship.

This paper focuses on post-16 learning in the Swansea Bay City Region of South Wales in the United Kingdom. Adult Education and Education for Sustainable Development and Global Citizenship are the

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[1] http://gov.wales/statistics-and-research/welsh-index-multiple-deprivation/?lang=en

authors' areas of expertise and the paper begins by describing the history and traditions of adult education in the region and explains how this has been built upon to develop a Learning City Region. It will explain briefly about the theme of Entrepreneurial Learning and describe some of the entrepreneurial activities and initiatives in the Swansea Bay City Region linked to Adult Community Learning. The Welsh Government has promoted Education for Sustainable Development and Global Citizenship (ESDGC) since 2000 and currently promotes the development of entrepreneurial skills through the Youth Entrepreneurship Strategy. The synergy between ESDGC and Entrepreneurial Learning is explored here and it is argued that integrating these forms of education is advantageous for individuals, businesses and therefore for Learning Cities and Regions. It will also have a wider impact on society, the economy and the environment. The final part of the paper looks briefly at pedagogy and gives a flavour of methods that can facilitate the development of skills through Entrepreneurial Learning and simultaneously integrate the concepts and principles of Environmental Sustainability and Global Citizenship.

Swansea - Entrepreneurial Learning City Region

The United Kingdom, showing Wales
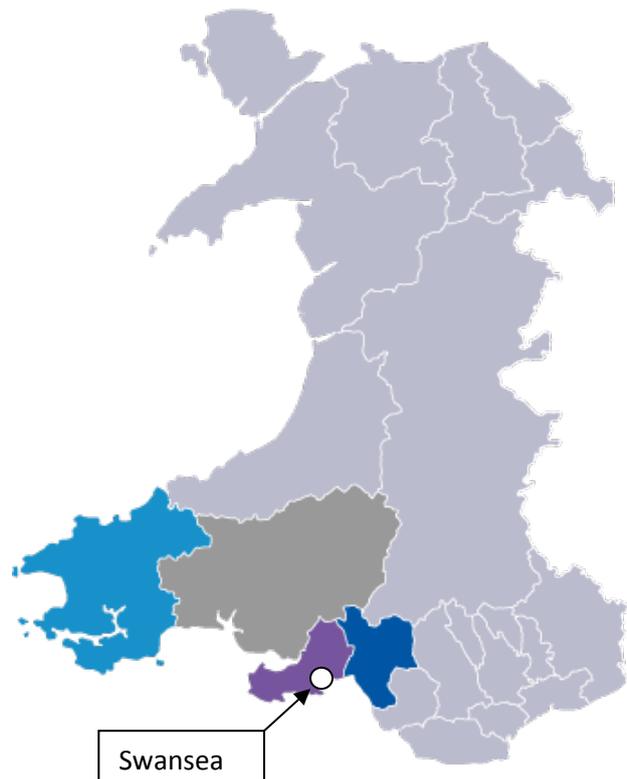
Wales, showing Swansea and the
Swansea Bay City Region

Swansea City Region comprises four counties with Swansea City as its economic hub or centre. The Swansea Bay City Region has a population of about 690,400 and the City and County of Swansea has a population of about 241,300 (2014 figures).

History and Lifelong Learning Traditions

Swansea Bay has one of the highest tidal reaches in the world and is shaped by the river and its estuary. This estuarine tidal port became the centre of the world's copper industry in the 19th century due to its physical geography and the rich resource of coal in the nearby valleys. This combination of water, fuel and ores fuelled an industrial revolution.

Coal mining has been recorded in the Swansea Bay City region since the thirteenth century. There are rich seams of high quality steam coal and anthracite close to the surface in the adjoining valleys and industrial scale mining began in the late eighteenth century. Copper smelting began in the lower Swansea Valley in the 18th century and by 1860 the lower Swansea Valley was smelting two thirds of the copper ores imported into Britain. At the peak of its production 90% of Britain's output of copper was being produced at Swansea.

Canals and railroads were built to bring the coal to Swansea in order to provide the power needed to smelt metals. It was cheaper to bring the ores to the coal for smelting and the port provided the route to export the final metal products. The docks expanded, supporting a range of maritime commercial activities. Industry continued to develop along the south Wales coast and infrastructures to the rest of the UK and the world developed quickly, making the region an important global industrial centre. The whole region was part of this industrial boom and Humphrys (2005) coined the term 'Swansea Bay City Region', now adopted in a contemporary drive for regional unity around an economic centre. Industrial expansion in Swansea and the lower Swansea Valley led to and was driven by innovation and invention, as scientific experimentation and processes were developed. It can therefore be recognised that entrepreneurship created a dynamic cultural and economic environment. Miskell (2006) called Swansea an 'intelligent town' in her comprehensive study of the period 1750-1855.

Small villages merged into a metropolitan hinterland with the rapid rise in population from 6,831 in 1801 to 134,000 in 1901. This brought with it a great many social transformations and particularly the need for a literate and educated population. Stead (1975) explains that schooling at this time began with a voluntary phase, and then moved to one where school boards were appointed and then progressed to be part of the local authority's remit. During the voluntary phase education for both adults and children was provided by the churches, chapels and sometimes by the factory owners. In South Wales the Miners' Institutes were important focal points for adult education; these were buildings established through coal miners pooling a part of their income in order to provide places where social, cultural and educational activities could take place. Each Institute had a reading room and library with newspapers and books that focused on politics, philosophy, economics and religion. Knowledge and an education were highly valued as described by Cope, Hill, Jones and Turner (1996).

As the UK copper ore reserves declined, copper ore was imported from Cuba, Chile, Australia and America. Swansea became the world market centre for copper and became known as Copperopolis. However globalisation, changing economies, technological advances and depleting coal reserves led to the decline of this and other industries in the Swansea Bay City Region. The decline continued into the 1960's when the Copperworks became ruins and the landscape was characterised by pollution

and neglect. Renewing and revitalising Swansea has been taking place since then; it is a process that involves looking anew at the environment, learning, skills, and at the wellbeing of citizens within a global context. History paints a picture of innovation and entrepreneurship and today, the region is continuing in this vein, creating new opportunities based on new technologies and responding to the aspirations and hopes of its citizens. Swansea as an Entrepreneurial Learning City Region is supported and facilitated by the UNESCO Learning City initiative and the process of becoming a Learning City and lessons learned were outlined in a presentation by James at UNESCO's First International Expert Meeting for Preparing the 2nd International Conference on Learning Cities, (James, 2014). She identified five steps that led to Swansea deciding to become a learning city.

- Recognition of need and opportunity
- Identifying and mapping key stakeholders and existing strengths
- Gaining the commitment of local leaders
- Establishing strategic partnerships
- Making the decision to begin the journey.

Here we give a brief outline of the background to becoming an Entrepreneurial Learning City Region in order to contextualise a discussion on Entrepreneurial Learning and the importance and advantages of integrating Education for Sustainable Development and Global Citizenship.

Becoming a Learning City

1985-86 saw the closure of many remaining coal mines and the final disappearance of mining from large parts of the south Wales Valleys (Francis, 2009:77). It was a devastating time as unemployment rose and communities searched for a new identity. "Only one coal mine is now left in Wales, employing just 290 people. Barely credible really when there were 100,000 coal miners in the early 1960s and 250,000 at the peak a century ago" (Morgan, 2013: iv.). Communities in crisis recognised the challenges to rebuild lives, communities and develop new enterprises. Crisis is recognised as a driver for change and for learning (Merriam, Caffarella & Baumgartner, 2007; Mezirow, 1990, 1991), and it is can also stimulate entrepreneurship (Drucker, 1985). Both elements came together in the responses of women in the mining communities, who campaigned to keep the mines open and following the Miners' Strike established community centres that put Lifelong Learning at the centre, in a similar role to the now abandoned Miners Institutes.

The establishment of these social enterprises was motivated by the loss of employment, the changing cultural landscape and the need to learn new skills in a changing economic climate, skills that which could lead to employment or self-employment. Three adult learning centres became established in the valleys adjacent to Swansea, all located in mining villages in areas of multiple deprivation with poor transport infrastructures and high unemployment. These centres developed a strong partnership with the Department of Adult Continuing Education (DACE) at Swansea University, and this was vital in creating a curriculum for, and with, adult learners. This relationship with DACE also helped forge wider partnerships with other institutions and learning providers to support a wide array of learning opportunities for local people. Courses, workshops and learning programmes were established that ranged from beginners IT, to crafts and languages, local history and to a part-time degree in the humanities through Swansea University. Entrepreneurial leadership flourished at these centres and some now have cafes, crèches, gardens growing organic vegetables, business support,

and shops selling second hand clothes. These enterprises make a profit that is then put back into the organisation to support its learning activities.

Partnership working and a strategic networked approach was essential for the development and sustainability of these learning enterprises. In 1993 the Community University of the Valleys was established to support a number of learning enterprises and provide a strategic lead. The curriculum was negotiated with learners and voluntary organisations such as the Workers Education Association also worked with the colleges, universities and local authorities to provide appropriate, relevant learning opportunities. Through the 1990's more community centres in the region began providing a diverse range of lifelong learning opportunities and this spread to urban areas, due to European funding support for lifelong learning developments in disadvantaged regions of the EU. The need for Information Communication Technology (ICT) skills provided a focus as people needed digital skills for employment as well as in day to day life. Facilities and projects grew in size and scope to support social inclusion through learning and skills and an infrastructure of centres, facilities and professionals evolved. The cumulative effect of many grass roots initiatives can build a Learning City if they are recognised and celebrated by the leaders of the city. This bottom-up approach will ensure ownership by the communities involved in developing the learning opportunities and in its turn this will ensure sustainability. "The programme must not be imposed from above - it needs to be owned, and have the belief of, the people whom it is supposed to serve" (Winckler, 2008:26).

It was becoming increasingly important to strategically plan provision in the City Region and the Regional Learning Partnership, led by the local authorities (local government), was established. Within the Regional Learning Partnership all providers of learning come together to strategically plan provision, remove duplication and discuss trends based on evidence and data. This partnership was important in facilitating dialogue amongst people who had the vision to promote the knowledge economy in the region and to develop a Learning City Region. By the late 1990's a survey recorded that the City and County of Swansea was working towards a "City and County of Learning" (NIACE, 1996:41) and by 2011 it was progressing towards becoming a Learning City Region recognised by UNESCO Institute for Lifelong Learning. Representatives from the Department of Adult and Continuing Education (DACE) at Swansea University were invited to participate in the UNESCO Institute of Lifelong Learning's First International Expert Meeting (2011) and from then it has been a process of continued involvement in the UNESCO Network of Learning Cities. It was important to gain the commitment of leaders, who wholeheartedly supported the initiative. These included key stakeholders such as the Political Leader of the City and County of Swansea, the Vice Chancellors of two universities and leaders of the local Further Education Colleges. UNESCO representatives visited Swansea and met with a range of stakeholders from leaders to practitioners and learners and Swansea began developing the learning city case-study.

An advisory group set up by the Welsh Government in 2011 considered case-studies from other cities globally and advised on creating two city regions in south Wales (one centred around Swansea and the other around Cardiff in the east) to deliver economic benefits, align with global market driver, increase skills and develop the knowledge economy through "a greater exchange of knowledge, ideas and innovation. Its success is dependent on the presence of a substantial population with relevant skills, efficient communication networks, and political will" (Welsh Government, 2012:6). As well as enabling people to set up businesses these skills and attributes are in high demand by employers. The impetus to put entrepreneurial learning at the heart of the

learning city was in pursuit of economic development and job creation, which could help bring families out of poverty (Joseph Rowntree Foundation, 2013). Entrepreneurial skills include problem-solving, creativity, flexibility and tenacity. Education, developing appropriate skills and learning pathways that are flexible, accessible and shaped by the needs of industry are vital.

In 2013, key Swansea economic facts were:

- 94% of companies employ less than 10 people;
- there are high numbers in low value-added sectors;
- public sector employment is high at 10.2%, compared to 8.5% in the UK;
- the region has the lowest Gross Value Added (GVA) per head in the UK at 72.3%;
- Youth unemployment is high at 19.3%, compared to the UK at 18.6%;
- Economic inactivity is high at 26.3% compared to the UK at 22.2%.

(Swansea Bay City Region, 2013[2])

In July 2016 there were 428 Social enterprises in the city region; these include businesses in agriculture, business support and consultancy, childcare, culture and leisure, education and training, environment, hospitality, health care, housing, social care and transport.

The learning city initiative grew from a history and tradition of lifelong learning in the region and the need to revitalise innovation, attract investment and create sustainable economic growth. The need to lift people out of poverty through providing jobs and skills pathways to these jobs was also linked to this, although it is recognised that not everyone will benefit from local economic growth (Lee, Sissons, Hughes, Green, Atfield, Adam, & Rodriguez-Pose, 2014).

> The challenge for the Swansea Bay City Region is to boost investment and create jobs in the region while developing a model of economic growth that ensures that everyone, including residents in disadvantaged communities, can benefit from enhanced prosperity. If barriers to participation are not addressed, the development of a successful 'knowledge economy' could increase the gap between rich and poor, and damage social cohesion (James, Preece & Sivers 2015: 150).

The knowledge economy in the region should be aligned with the needs of both local and global industry, and people at all levels must be able to access educational provision, from lower level qualifications to postgraduate level. The two universities in the region are addressing these issues. For example, the Wales Institute for Work-based Learning is a centre for the accreditation of prior experience and learning based at the University of Wales Trinity Saint David. A significant initiative within Swansea University is the establishment of the College University Skills Partnership (CUSP). The CUSP Board of Directors is comprised of Principals of all the local Further Education Colleges in the region. The Vice- Chancellor of Swansea University is the Chair of the board and there is an Employer Advisory Group that has representatives from a range of industry sectors who advise the board on strategic direction and skills needs. Industry sectors highlight the need for certain graduate attributes and one of these is the need for entrepreneurial skills in a growing and diversifying economy.

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[2] **http://www.swanseabaycityregion.com/en/index.htm**

Learning for Sustainable Development and Global Citizenship

Entrepreneurship drives economic growth and countries across the world are recognising Entrepreneurial Learning as a vital part of the curriculum. Exploring new ways of thinking, ways of perceiving problems and approaches to problem-solving, all involve taking into account complex and often contested environmental sustainability issues. Society, economy and environment cannot be separated. This section discusses Education for Sustainable Development and Global Citizenship in Wales and its importance and relevance in Entrepreneurship Education and Entrepreneurial Learning. It begins by looking at why this is worth considering, and then examines similarities and synergies.

Prosperity and Economic Growth

The Earth is a finite system, with finite resources and the report *The limits to growth* (Meadows, Meadows, Randers & Behrens, 1972) details the consequences of the economic model of exponential growth with its attendant population growth. The Worldwatch Institute produces an annual 'State of the World' report and the most recent report (Worldwatch Institute, 2015) provides a systemic analysis that integrates finance, for the first time, into its snapshot of global ecological and societal trends[3]. It is clear that human activity is adversely affecting the atmosphere, water, land (including the surface and deeper strata) and animal and plant life on the planet. For example, as a result of erosion over the past forty years, 30 per cent of the world's arable land has become unproductive (Pimentel & Burgess 2013), 80 per cent of global forest cover has been lost and the oceans are now highly polluted and losing their biodiversity. Urban populations have increased seven-fold since the 1950's, energy use has increased by a factor of five, we use eight times the amount of fertiliser and consequently the amount of nitrogen in the oceans has quadrupled. This evidence all points to the fact that the Earth is shifting into a 'new state' that is becoming less hospitable to human life (Steffen et al., 2011, 2015).

Increasing economic inequalities between countries, resource depletion and environmental degradation along with financial and social instability are major challenges in the twenty-first century. Commenting on global trends Steffen, Persson, Deutsch, Zalasiewicz, Williams, Richardson, & .... Molina (2011) state that "These indicate that 'business-as-usual' cannot continue. We are passing into a new phase of human experience and entering a new world that will be qualitatively and quantitatively different from the one we have known" (Steffen et al., 2011:756). During the last quarter of a century the global economy more than doubled, meanwhile, it is estimated that over 60 per cent of the world's ecosystems have been degraded[4] and carbon emissions globally have risen by 40 per cent since 1990. Evidence is pointing to a pressing need to change as "we risk driving the Earth System onto a trajectory toward more hostile states from which we cannot easily return" (Steffen et al., 2011:739). In 2008 the global economic crisis highlighted the fragility and instability of the current dominant model of exponential economic growth, and as a result many more people are

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[3]**Richard Heinberg, Senior Fellow, Post Carbon Institute, in a review of The Worldwatch Institute. (2015).**

[4]**United Nations Environment Programme - October 200811UNEP - Press Release on the launch of the Green Economy Initiative, London.**

considering the possibility of different models of development. These models take into account environmental and human well-being and they include the concepts of sustainability and global citizenship.

Our life support systems and the resources upon which we rely to supply the goods that furnish our civilization are under threat. Imagining new ways of living, new economic models and new educational paradigms to support and promote them would seem expedient. One interesting way of looking at this is, we think, to consider the prospect of 'Prosperity without Growth' which has been put forward by Jackson, an economist and author of a report for the UK Government Sustainable Development Commission (Jackson, 2009a). In this report we are asked to seriously consider the meaning of prosperity and question our assumptions about continued economic expansion.

> Prosperity is about things going well for us – in accordance with (*pro-* in the Latin) our hopes and expectations (*speres*). Wanting things to go well is a common human concern. It's understood that this sense of things going well includes some notion of continuity. We are not inclined to think that life is going well, if we confidently expect things to fall apart tomorrow. There is a natural tendency to be at least partly concerned about the future (Jackson, 2009a:18).

Jackson (2009a, 2009b) and Steffen et al. (2011, 2015), from different perspectives, conclude that globalisation and the dominant models of economic growth have given rise to imbalance, both in ecological and economic terms as wealth continues to accumulate in the hands of fewer people. A non-systemic view of development which does not take into account the links between financial and ecological sustainability led to the 2008 global banking and financial crisis. This indicates strongly a need to rethink the global economy with long term environmental sustainability and prosperity in mind. Environmentalists have known that the exponential economic growth model is unstable and ecologically damaging, and now we know that it is also economically unstable (Jackson 2009a, 2009b). Even though prosperity has material dimensions, social and psychological dimensions are also vital. Food and shelter are basic needs but humans also require a community and a sense of belonging; we need to be able to trust and be trusted, to respect and be respected and also to participate meaningfully in the societies we live in, and to feel empowered to do so (Jackson, 2009a).

Before moving on to discuss education and learning it is worth mentioning two interrelated features of modern economic life that drive growth and are important for ESDGC and Entrepreneurial Learning. Firstly it is important to understand what 'goods' mean to people and how this drives demand (Jackson, 2009b: 88). Goods are the material possessions that are symbolic of our status and enable us to communicate through giving and receiving. Goods offer us physical comforts and also represent our aspirations and dreams. The other issue is the one of novelty and continuous consumption where businesses have to innovate and constantly design new products, to re-invent novelty and make cheaper and more exciting products to ensure people continue to buy goods. However, as discussed, this ceaseless drive towards change that is inherent in consumerism and continual economic growth is creating unsustainable systems due to its linear and non-integrated nature. Bauman (2000), a critic of postmodern globalisations and consumerism, argues that current patterns of consumerism and global trade stratify social life and create divisions. This is because the wealthy are able to experience globalization as the flow of goods and information as freedom, whereas those at the other end of the economic spectrum do not have the means to participate in

global society, have no access to goods and experience globalization as a form of stifling bondage (Bauman, 2013).

Learning for Sustainable Development

The UN Sustainable Development Goals have been introduced by the United Nations (UN) [5]; they are intended as a seventeen point plan to end poverty, combat climate change and fight injustice and inequality. According to the UN, these goals are the biggest attempt in the history of the human race to make the world a better place. 193 governments have agreed to the goals, which are backed by leading businesses and organisations. Sustainable Development is now a common phrase but it is a highly contested and complex concept, with both global and local relevance and applicability. At its simplest, Sustainable Development has been described as the links between environment, society and economics, but these links are not defined. The notion of 'development' has been synonymous with economic growth and this is problematic. Even though there are multiple and contradictory interpretations and definitions, the definition in the Brundtland Report, *Our Common Future,* (World Commission on Environment and Development (WCED, 1987) remains the most often-quoted "Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987).

Relationships and interrelationships are central concepts in ecology and also in ESDGC; these interrelationships and interdependencies include our relationship to the natural environment, to other living things, the places we inhabit and the people we know. It also includes our dependencies on people and natural resources that are distant and known to us only through media and our imaginations. Fenwick has written extensively on work-based learning, entrepreneurial learning and Lifelong Learning and she proposes that pedagogy is grounded not only in community and in social relations but also in the natural, cultural and the biological (Fenwick, 2006). In his final book**,** *Pedagogy of Indignation***,** Freire wrote, "Ecology has gained tremendous importance at the end of this century, it must be present in any educational practice of a radical, critical, and liberating nature" (Freire, 2004:7). Learning to live in new ways designed to respect ecological integrity takes place at an individual level, within organisations, communities, countries and globally. This involves everyone and may be particularly influenced by entrepreneurs.

Learning for Global Citizenship

The concept of Global Citizenship is intrinsically linked with sustainability (Huckle & Sterling, 2014) and the four key elements of citizenship: rights, responsibilities/duties/obligations, participation, identity/the individual (Williams & Humphreys 2003:4) are integral to sustainability discourses. In Wales, UK for example, Global Citizenship Education is linked explicitly to Education for Sustainable Development (Welsh Government, 2008). Social justice and ethical considerations, our obligations to other human beings and to future generations are central in notions of sustainability. There is an emerging realisation that a sustainable society must also be an equitable society, locally, nationally and internationally, between generations and species (Ageyman, 2007).

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[5] **http://www.globalgoals.org/**

Education for Sustainable Development and Global Citizenship (ESDGC) was introduced as a Strategy by the Welsh Government in 2006 (Welsh Government, 2008); it advocates embedding ESDGC across all levels of education from primary schools to postgraduate level. This educational innovation is part of the Welsh Governments commitment to Sustainable Development which is its Central Operating Principle. This in turn was a response to the issues that were highlighted at the 1992 Rio summit, when environmental degradation and the consequences of this for all life on Earth were brought to the attention of a global public, becoming part of political discourses and a priority for the United Nations. In Wales, bringing Global Citizenship together with, and integrated into, Education for Sustainable Development has led to a complex but potent composite concept. Globalization, inequalities and global ecological degradation, as discussed above, are bringing to our attention the need to address issues on a global scale and to be active, local agents of change as Global Citizens. What does this mean though? Here we briefly clarify our understanding of the term before moving on to look at Global Citizenship Education in the context of Adult and Community Learning in an Entrepreneurial Learning City Region.

> The challenges that face us, particularly climate change, call for a new form of global literacy that enables us to engage with the issues and feel empowered to join with others to effect positive change. ESDGC is not just a body of knowledge; it is equally about values, attitudes and skills. It is an ethos that mirrors the existing ethos of Adult and Community Learning (Welsh Government, 2012:4)

Citizenship, as we understand it, has its origins in the city states of Greece and later Venice. It has traditionally been linked to bounded states or countries and it is usually linked with membership of a political community, or possibly social or moral community. There are many different perspectives on the concept of citizenship and discourses are informed by different ideologies. There are two main ways of looking at what we mean by a 'Global Citizen'

> 1. We are all Global Citizens because we are all human beings. A Global Citizen is a member of the human race.
> 2. There are parameters to being a Global Citizen: you are one through membership of a political community; some are included whilst others are excluded.

The former, inclusive definition is the one proposed here as part of Education for Sustainable Development and Global Citizenship. Whereas traditional citizenship is territorial, Cosmopolitan and Global Citizenship are non-territorial and the common good and matters concerning equality and justice are extended to the human community across nations, states and cultures. Concentric 'circles of concern' which move outward from self to include the global community provide a metaphor where we can explore what it means to be a Global Citizen as we "... work to make all human beings part of our community of dialogue and concern" (Nussbaum, 2010:9). Can we see, think and feel that we are members of a global community as well as members of the subsidiary domains of family, community, nation and culture? The Greek philosopher Diogenes, in about 400 BC, said he was a citizen of the world; it is not a new idea.

An education for Global Citizenship signals a new paradigm as it addresses questions about how we can learn to live sustainably and educating for Sustainable Development derives its coherence through placing the concept of Global Citizenship at the centre. Global Citizenship Education promotes a critical approach which includes the self, community and local affiliations and extends

the principles of rights, responsibilities, participation and identity to include humanity as one species occupying one shared planetary ecosystem. Citizenship Education and Adult Education, in the UK and Wales, both have traditions that encourage and promote the development of independent, critical thinking, linked with democratic participation and social transformation. One of the objectives of Global Citizenship Education is to "stimulate political participation" and to connect adults with experiences "where skills and dispositions of active citizenship can be exercised" (Evans, 2001:112). Bhola (2005) recognizes that adult education has a role in challenging unequal global systems through examining the power structures and systems that perpetuate poverty. Annette and Mayo (2010:49) believe that critical adult education can lead to active citizenship and make a difference to individuals and communities. Adult Community Learning promotes and facilitates participation, whether it is in a class, community or on a national or global platform, and this process begins with the experiences and concerns of learners (Merriam et al., 2007).

At the same time as it is inclusive, Global Citizenship Education recognizes difference, uniqueness and the existence of multiple identities. Todd (2011) draws some distinctions between 'cultural diversity' and 'plurality' where a radical conception of plurality is concerned with ontology and puts the emphasis on 'who' we are and not on 'what' we are in terms of cultural, social or political identity. Sharing our individual and collective narratives enables us to address more fully the political aspects of conflict that plurality can give rise to (ibid. 2011:101-102). Global Citizenship Education encompasses plural outlooks whilst seeking connections. We recognize the unique nature of identity and experience and, through dialogue, critically examine the validity of our own and other ways of seeing, knowing, understanding and acting in the world which, whilst being a shared place, is uniquely understood and experienced. Our interdependence and our shared vulnerability is nowhere more apparent than through the current environmental issues; air and water know no national boundaries and ultimately affect us all. Global Citizenship implies an *Ecological* Global Citizenship (Dobson, 2003; Valencia, 2005).

Entrepreneurial Learning for Sustainability

Entrepreneurial Learning and ESDGC are both concerned with envisioning alternatives and innovative solutions to current challenges. Climate change is one contemporary problem facing humanity and there is evidence that companies responding to climate change through reducing emissions and waste are becoming more profitable. A study by CDP[6], who are a charity working globally with companies to mitigate risk, capitalize on opportunities and make investment decisions that drive action towards a more sustainable world, found that 500 companies[7] that build sustainability into their core strategies are outperforming those that fail to show leadership on climate change (CPD, in Jenkins, 2017, forthcoming). However, most companies are failing to provide data on the full set of sustainability indicators such as energy, greenhouse gas emissions, waste, and water as well as other indicators such as pay equity and injury rate (Corporate Knights Capital, 2014). The missing link in moving towards positive change is, according to Blackman, Kennedy and Quazi (2012), learning. They argue that implementing Corporate Social Responsibility requires

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[6] **https://www.cdp.net/en-US/Pages/About-Us.aspx**
[7] **The S&P 500 stock market index, maintained by S&P Dow Jones Indices, comprises 505 common stocks issued by 500 large-cap companies and traded on American stock exchanges, and covers about 75 percent of the American equity market by capitalization.**

organisations to unlearn their old and probably ineffective ways of operating and learn new ways of thinking, innovating, managing and doing business for sustainability.

Corporate Social Responsibility requires businesses to focus on the individuals that work for the company and those that they interact with including customers. They should promote an empowerment model of learning and include wellbeing perspectives and considerations (Siltaoja, Malin & Pyykkonen, 2014). Experiential and discursive learning has a vital role to play if businesses are to become socially responsible; learning by rote is unlikely to produce results, as employees need to understand the issues and be motivated to change along with the company and its values. Global Corporate Citizenship involves companies seeing themselves as stakeholders and developing a wider frame of reference that questions and critiques existing paradigms and ways of thinking. They need to understand the perspectives of all stakeholders including employees "Social, ethical and environmental concerns are central to the role of business in society and multi-stakeholder learning processes and dialogues are needed to address those concerns" (García-Rosell, 2012: 540).

"The challenge facing companies is to create commercial value from socially responsible principles and ideas" (Jenkins, 2017, forthcoming). This involves developing corporate social entrepreneurship where ethical considerations and the goals of sustainability are integrated into a business model that remains innovative. Entrepreneurial learning has an important role to play in this. Education and learning, in its widest sense, both formal and informal, across organisations and corporations, in schools, colleges and universities can help us begin thinking and acting differently as we realise that lasting prosperity depends on our capabilities and capacity to live within natural bounds. There are opportunities to envisage new ways of living, to create and innovate so that prosperity, measured as more than simply monetarism, can be realised. Creating a demand for different goods, creating new and different jobs and making a profit from new approaches can be seen in examples of innovation in the field of renewable energy and resource efficiency globally. Flourishing within limits is possible if we learn within the model of Education for Sustainable Development and Global Citizenship and share a vision of possibilities through examining consumerism and our shared human values. In Wales, the aim is to integrate ESDGC or embed it into all aspects of education and here we discuss integrating it into entrepreneurship education where it becomes the concern of *all* entrepreneurs. Developing awareness of sustainability principles and, as a result, working differently is the goal and Kurucz, Colbert and Marcus (2013) put forward ideas for management education and sustainability; they highlight the need to take into account context, organisational, curricular and pedagogical elements.

It is interesting and fruitful to look at what might inhibit people from integrating sustainability into entrepreneurship education programmes. Companies might not be aware of the business case for sustainability (Willard, 2005), they might not believe the rhetoric or feel they have enough information to make a judgement or they do not think it is relevant to them. Companies can feel unsure about how to proceed, what learning needs to be undertaken and how to do this, which then inhibits them from engaging with sustainability issues. On the other hand, people who are engaged with and working in the field of sustainability do not know how to communicate with business and the corporate world and they often distance themselves from entrepreneurial education. Entrenched mental models are at play here (Jenkins, 2017, forthcoming). It is, however, important to work with businesses, they are shaping the economy and exerting a powerful effect on social norms,

and once we take a close look at entrepreneurial learning and ESDGC we see that there are similarities, as both are exploring innovative ways of thinking and working.

All learning needs to consider the context of uncertainty and risk in the turbulent twenty-first century and it needs to focus on creative solutions to the challenges we face. Entrepreneurial learning and ESDGC have particular contributions to make as both are future-facing. "Entrepreneurial learning is not characterized by the notions of stability, consistency, or predictability" (Cope, 2005: 392), it is a dynamic process. The need to mitigate against the risks of climate change for example, and the possibility of maximising business opportunities through social and environmental leadership that exceeds society's expectations need to be balanced, and the business world needs to understand the benefits of adopting sustainability principles. Becoming a globally socially responsible company could attract high calibre talent as people who have values in line with sustainability want to work with more ethical businesses. Other benefits could be an increased enthusiasm amongst employees and therefore increased productivity. Reducing expenses though reducing, re-using and recycling and cutting down on waste would be a significant outcome, this is understood as the circular economy. Ultimately there could be increased revenue as green and ethical consumers are attracted to the company's products. Smart business strategies include sustainability strategies according to Willard (2005, 2012) who adopts the nested or embedded conception of the interrelationship between environment, society and economy (Willard, 2012:9) as shown below.

A nested or embedded conception of the interrelationship between environment, society and economy (Willard, 2012:9)

Environment

Society

Economy
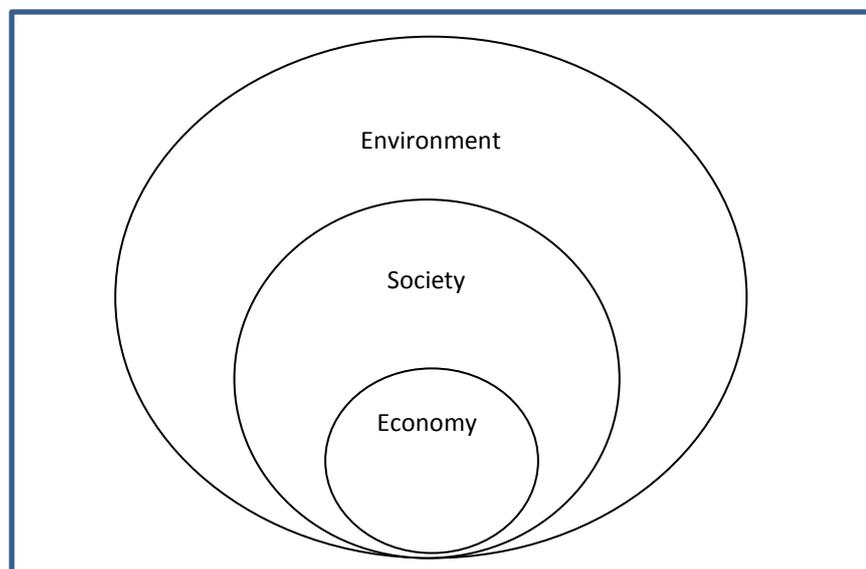
Teaching and Learning for Entrepreneurship and Sustainability

This section stresses the importance of developing a critical pedagogy for Entrepreneurial Sustainability Learning and outlines a very simple method for teachers to use in Lifelong Learning in order to develop critical thinking and other fundamental skills. This method is dialogic discussion and aims to develop critical thinking skills. Discussion can be seen to have two broad purposes: it is a method where content is learned and understood through interaction and communication and it also enables us to develop critical reflection and critical thinking skills, as well as communication skills, including the ability to actively listen and speak clearly (Larson, 2000). We learn how to formulate arguments, participate and express our views confidently. Critical thinking is seen as essential in ESDGC and in Entrepreneurial Learning. It involves questioning the basic premises underlying our contemporary practices (Kurucz et al., 2013: 439, García-Rosell, 2012) as it is a process that uses evaluative and analytical reasoning to question assumptions and explore different perspectives. Critically transforming values, attitudes and behaviours is a central tenet in adult education (Merriam et al., 2007) and is a useful way of approaching entrepreneurial learning for sustainable futures.

Asking educators to consider and integrate sustainability and entrepreneurial learning coherently and meaningfully is challenging. Focusing on and using dialogue and discussion in the classroom is a flexible and reliable way to develop critical reflection that does not require a great deal of additional resources. Brookfield (1987, 2006, 2011) has written about the role of discussion in developing critical thinking and he comprehensively outlines the conditions that facilitate classroom dialogue, particularly the use of protocols and negotiated guidelines. Importantly, Brookfield offers educators a range of methods and techniques that can be used to facilitate discussions that include role-play, case–study scenarios and the use of media. Cruickshank and Fenner (2011) examine the use of a range of activities including role play, games and multi-criteria decision-making in the Master's programme in Engineering for Sustainable Development, at Cambridge University. These are student-centred activities that introduce a range of themes including dealing with complexity, uncertainty, the concerns of different groups of people, environmental limits and trade-offs. Their research, on the use of these methods, found that using a range of activities challenged students' assumptions and developed awareness and competencies. Posing real-life problems and using case-studies facilitates co-investigation as students and teachers work together. Dialogue is a method used as the means for generating new insights that have the potential for transformation (Merriam, et al., 2007).

Case-studies can be useful vehicles for understanding complex issues and scenarios; traditional case studies present real situations and provide factual information such as financial reports, statistics, expert testimonies, press clippings and videos. Presenting a range of facts that highlight possible scenarios or opposing views and also a range of perspectives from different stakeholders helps to increase knowledge and awareness and reveal the rationale behind decision-making which in turn helps to cultivate critical thinking. This method is applicable in all forms of education and learning but is particularly relevant for Entrepreneurial Learning for Sustainability. Simulations or games can be real-life case studies or be created for a particular course or lesson using well researched facts and information. Whether it is a local or global case-study, it is important to include a wide range of perspectives, experiences and interests in order to provide as 'full' a picture as possible, from the point of view of government, business, community, clients and customers and the environment.

Case-studies and simulation allow us to learn about the consequences of actions for different stakeholders without creating real consequences and can be an effective way to engage with difficult issues and develop critical thinking skills. These methods also contribute to team-building, collaboration and the development of communication skills. This form of active learning is enjoyable and allows learners to use their imagination to solve problems, create new products, to innovate, design and imagine possibilities.

Conclusions for a Learning City

Swansea Bay City Region was at the centre of the global industrial revolution during the 19th Century, but its fortunes waned. A new wave of industry is signalling change, often called the 4th Industrial Revolution. An important feature of this renewal is the development of the knowledge economy, demanding new skills and up-skilling of the existing workforce. There is a need to create a confident and aspirational population. Entrepreneurial learning that fosters innovation and a forward looking and flexible approach, coupled with learning for environmental sustainability and social justice is key to unlocking the potential in the Swansea Bay City Region Entrepreneurial Learning City. Entrepreneurs are commonly understood to drive economic growth and integrating Education for Sustainable Development and Global Citizenship into this endeavour is vital for the well-being of citizens and future generations in line with the Welsh Government's vision.[8] Many countries now recommend that sustainability issues become part of political discourses, part of commercial and business discourses and particularly part of educational policy, theory and practice. Putting the principles of Sustainable Development and Global Citizenship at the centre of entrepreneurial learning can benefit companies, their processes, profits and individual entrepreneurial learners.

Methods employed for teaching an integrated model of sustainability learning in entrepreneurial learning can be diverse, and dialogic discussion is advocated here. This method is also an approach that is plural, as it considers multiple perspectives, values and difference as it seeks connections and collaborations, if not consensus. Education for sustainability can be incorporated into frameworks for entrepreneurial education and add a robustness for considering the integrated nature of economic, social and environmental concerns, not through crude trade-offs, but through the pursuit of mutually reinforcing benefits. This form of learning seeks to reinforce social cohesion and to promote conditions for well-being in the citizens of Swansea Bay City Region and the world; now and for future generations.

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[8] **http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en**

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