

# Teaching Materials for ESD

## Exploring Worldviews, Perceptions and Values on Sustainable Development

### Workshop Slides

This work was funded by the National Forum/Higher Education Authority under the Teaching and Learning Enhancement Fund.

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#### Facilitator notes:

These example workshop slides are part of a library of open educational resources developed by Trinity College Dublin (please see last slide for full acknowledgements) that serves as a digital repository where educators can freely access, share, and adapt high-quality teaching and learning materials focused on education for sustainable development. Comprising lesson plans, multimedia resources and a variety of digital content these resources are designed to help learners understand and address complex sustainability challenges across environmental, social, and economic dimensions. For more information on the context for these slides, please visit: <https://www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/>

The material in these slides is designed to align with the Teaching Guide and Workshop Pack for 'the Exploring Worldviews, Perceptions and Values on Sustainable Development' theme available via <https://www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/>

## Prework/preparation: MUST complete before workshop

Exploring worldviews, perceptions and values on sustainable development

In preparation for today's workshop you were asked to complete **three tasks**.

**They are available in folder 'Exploring worldviews, perceptions and values on sustainable development'.**

**The titles are:**

- 1.ESD Block3 -Mining minerals in the Congo: Perspective 1 (Community) Action options – [LMS/VLE]
- 2.ESD Block3 -Mining minerals in the Congo: Perspective 2 (Corporate/ Business) Action options – [LMS/VLE]
- 3.ESD Block3 -Mining minerals in the Congo: Perspective 3 (Government/Policy) Action options – [LMS/VLE]

Each contains questions related to a **case study**, viewed from three perspectives in turn: **Community, Corporate / Business and Government/ Policy.**

Each 'test'/survey presents 12 potential action options for the scenario posed. Collectively the 12 options represent actions at various levels of 'defensibility' from a high of 'Highly Defensible' to a low of 'Not Defensible'. Please remember that these rating activities do not have 'Right' and 'Wrong' answers.

As you will need a record of your three **MOST PREFERRED** and three **LEAST PREFERRED** action options, **AND THE TEXT OF YOUR MOST PREFERRED action option, for engagement in workshop activities**, please ensure that you **photograph, take a screen shot or print a record of your choices before you 'submit'**. Thank you.

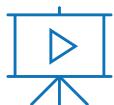
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### Facilitator notes:

- To accommodate a range of terminology identified amongst colleagues involved in teaching, the slide includes reference to LMS (Learning Management System) and VLE (Virtual Learning Environment) – of which Blackboard Learn is one such system.
- It is an advantage to learners that they be familiar with all three perspectives (versions of the case) for the workshop. [... including that some subliminal reflection on the case will inevitably happen between completion and attendance at the workshop!]
- While completion of the rating and ranking activities within a three-hour workshop can be accommodated – provided the facilitator insists that there is no discussion/ each learner completes independently... before workshop group activities begin.

# Prework/preparation: Ideally review videos before the workshop

## Exploring worldviews, perceptions and values on sustainable development



Videos for this theme (also available via the webpage below with fuller video descriptions):

- [Part 1: Worldviews: How Do You See the World? Why does It Matter?](#)
- [Part 2: Beliefs, Attitudes and Values: Exploring Their Impact](#)
- [Part 3: Colonialism and Capitalism Impacts on Climate Justice: DRC in Focus](#)
- [Part 4: Power, Privilege and Social Justice: Inequality and Climate](#)
- [Part 5: Principles of Climate Justice: Framework for Addressing Inequality](#)



[Resources for this theme on the Centre for Academic Practice, Trinity College website](#)

This theme explores worldviews, beliefs, values and some biases that typically frame judgements. Questions posed prompt reflection on how our worldview is likely to impact on our approach to sustainable development. Impacts of colonialism and capitalism on global equity and climate justice are considered. Decision-making frameworks that support reasoning through related dilemmas in an ethically defensible manner are outlined and reviewed.

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### Facilitator notes:

- To accommodate a range of terminology identified amongst colleagues involved in teaching, the slide includes reference to the five videos aligned with the 'Exploring worldviews, perceptions and values' theme, available on [www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/](http://www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/)
- Learners will be in a better position to actively learn during the workshop if they are familiar with these videos, and the background to the Congo as their 'situated learning' context, prior to the workshop. [... including that some subliminal reflection on 'exploring worldviews, perceptions and values will inevitably happen between completion and attendance at the workshop!]
- While a brief overview of the content in these videos could be accommodated at the start of a three-hour workshop— this approach would not be conducive to maximising the experiential learning approach envisaged for this workshop.

(Icons are stock PowerPoint image; remove/change if needed)

# Exploring Worldviews, Perceptions and Values on Sustainable Development

## Facilitation of Workshop

[Add facilitator's name here]

[Add facilitator's title here]

[Add module/associated course details here  
as needed]



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## Facilitator notes.

Adapt as appropriate to context – acknowledgements (see next slide)  
should always be included

## Worldviews, Perceptions, and Values on Sustainable Development [Prompts for activities/facilitation]

### Theme 3 Aim(s):

- to enable and support participants to question their worldviews, perceptions and biases as they debate values related to sustainable development, in preparation for advocating for sustainable existence. (Trinity Graduate Attribute Focus = to Develop Continuously).

### Learning Outcomes:

**By the end of this Workshop/ session, participants will be able to:**

- (i) Identify and describe ethical concepts, values, contradictions and biases in complex Sustainability related scenarios.
- (ii) (Demonstrate the ability to) accommodate diverse perspectives when reasoning through sustainability dilemmas in an ethically defensible manner.

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### Facilitator notes:

Welcome to the Theme/Block of "Exploring Worldviews, Perceptions, and Values on Sustainable Development."

In this Theme/Block, our primary aim is to empower you to question and critically examine inherent worldviews, perceptions and biases as we engage in debates surrounding values related to sustainable development.

The main aims of Theme/Block 3 are to;

Firstly - enable and support participants in questioning their worldviews, perceptions, and biases.

And secondly, - To engage in discussion and debate about values linked to sustainable development, fostering the skills needed to advocate for sustainable existence.

### Learning Outcomes:

By the end of this session, participants will be able to:

- (i) Identify and describe ethical concepts, values, contradictions and biases in complex Sustainability related scenarios.
- (ii) *[Accommodate Perspectives]* Demonstrate the ability to accommodate diverse perspectives when reasoning through sustainability dilemmas in an ethically defensible manner.

This workshop is designed to be an ‘active space’ where you will grapple with real-world scenarios, have peers challenge your assumptions, and further develop your abilities to reason through dilemma(s) scenarios in an ethically defensible manner.

As we explore the complexities of sustainable development, your active engagement and your willingness to consider diverse perspectives will be key.

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Exploring worldviews, perceptions and values on sustainable development

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### Facilitator notes:

- To accommodate a range of terminology identified amongst colleagues involved in teaching, the slide includes reference to LMS (Learning Management System) and VLE (Virtual Learning Environment) – of which Blackboard Learn is one such system.
- It is an advantage to learners that they be familiar with all three perspectives (versions of the case) for the workshop. [... including that some subliminal reflection on the case will happen between completion and attendance at the workshop!]
- While completion of the rating and ranking activities within a three-hour workshop can be accommodated – provided the facilitator insists that there is no discussion/ each learner completes independently... before workshop group activities begin.
- At the workshop, assure that learners/students have completed these activities in advance and have their responses with them. [If appropriate, the assessment process may include a 'mark' for having these completed and with them].

# Workshop process: Session outline/plan including timings

Time	Activity	Learners' activities
0 to 5m	•Organise in tables, introduce to group members etc	5 – intro
5m-10	•Facilitator / academic -Introduction to the workshop. Assign a different perspective to each group of 5 i.e. provide each group with a clean copy of the case and action options. •[Handout #1, also includes group's assignment template].	5 min intro and allocate
10- 30m	•Must agree/rank Group's 3 most and 3 least preferred actions. Template included in the handout .... •Group begins to draft advice (300words), as appropriate to their assigned case, for Jane/Grace/Minister (potentially postwork).	20mins (social constructivism)
30-35m	•The Facilitator provides groups with the justifications list relevant to their assigned perspective [Handout #2] •Individual students/learners complete these independently according to their group's most preferred ACTION option. Do not confer.	5mins (individual constructivism)
35-50m	•The group must agree ranking of the Group's 3 most and 3 least preferred justifications for their choice of most preferred action. •The group must adapt draft advice (e.g. 300words), for Jane/Grace/Minister as appropriate to the group's assigned case, following discussions on justifications. This might be completed and submitted up to 24 hours after the workshop.	15mins (social constructivism)
50-70m	•[Handout #3] - context of the next step will be shared by facilitators, handout includes peer feedback template. •From your (Jane/ Grace/ Minister) perspective, prepare a 2-3 minute 'pitch' to the visitor/ officer charged with making the decision. [Provide each group with the handout feedback template related to 'other' two perspectives] •Each Pitch must demonstrate that the 'perspective' group can <i>Identify and describe ethical concepts, values, contradictions and biases in complex Sustainability related scenarios</i> per feedback sheet provided (available on the LMS/VLE/ sample on tables).	20 mins to prepare group Pitch and summarise on template (provided at the start of the workshop) (collaboration, communicate effectively etc)
70-95m	•Three speakers x1 min. Other group members address the Q&A. •Ensure first speaker clearly states name (Jane/ Grace/ Minister). •Peer review – all members of review group collaborate to <u>prepare one question for each of the two presenting groups</u>	25 mins for 3x1m presentations/ prepare one Question for each other group.
95-110m	Q&A – and time to finalise group agreed final response. E.g. photograph the completed template (including signature of facilitator) and upload to locations required by workshop leader.	15mins

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## Facilitator notes

- This provides an outline of the process used in the workshop as designed.
- Revert to this slide as needed during the workshop.
- Tell students that you will regularly remind them regarding timeframes – in order to ensure they complete all tasks.

## Key tips for facilitators:

- Provision of handouts at appropriate times. Tip: use colour coding for handouts, especially where one Academic/Lead facilitator has several sets of 15+ learners in the room.
- Aim to assign learners to groups rather than let them self-select – group learning is increased if there's there is e.g. a gender mix in each group of 5, the facilitator disperses groups of close friends to different peer-learning groups etc
- When learners are completing rating and ranking activities (individual constructivism) ensure that there is silence in the room/ do not permit them to confer at this stage.
- Move amongst the groups during discussions to confirm that everyone is engaged/ intentionally ask questions of any learners that appear disengaged etc.

## Group Work (a) 'first' hour of two-hour workshop

- Each group is assigned one perspective, and provided with template for activities. [Handout #1]
- Highlight that end of workshop requires c300word group agreed 'advice' to Jane/Grace/Minister – included on template.
- Task 1: Each group member must share their individual **ranking choices** (i.e. not the rating), and the group must agree on the **ranking** or the group's top 3 most preferred and 3 least preferred **Action** options. Complete section on group's template.
- Task 2: Facilitator provides [handout #2] for **individual task** – to rate and rank justifications according to the MOST preferred action option AGREED by the group.
- Task 3: Following completion of individual rating and ranking activity (observable behaviour) the group must agree on the ranking or the group's top 3 most preferred and 3 least preferred **Justification** options. Complete section on group's template.

### Facilitator notes

**Task 1: ensure that the groups do not focus on rating activity (HD, D, Q, ND) as was completed in the individual prework. They are to focus on ranking choices.** This activity forces them to engage with alternate perspectives, discuss/debate/negotiate their way to group agreement etc.

Task 2: the process of rating and ranking a range of justifications enables us to unpack/reflect on motivations and intentions that might underpin our choice of action(s).

Task 3: Groups typically find that members of the group have very different 'justifications' for action choices. This activity forces them to engage with alternate perspectives, discuss/debate/negotiate their way to group agreement etc. It will be common that members of a peer-learning group will agree on ranking of action choices (behaviours) but struggle to agree on the most appropriate justifications (motivations) for that same action choice.

Template = format in which group activities to be submitted:

*This (signed) page can be photographed by learners for upload to the LMS/VLE.*

Please complete the following to ensure that you have evidence of successful engagement in this workshop. For those keeping journals/ePortfolio, you may upload photos to the LMS/VLE e.g. Blackboard

**Instructions:**

- Clearly print each student's name, and each student initials where indicated
- tick under each 'roleplay' demonstrated by student,
- Ensure that you ask the workshop facilitator to initial/ print name/date your completed groupwork summary sheet.
- each student photographs for upload to Blackboard Forum/Journal etc as applicable

Student Name	Student initials	Group decision on actions?	Group decision on justifications?	Role as pitch presenter?	Role as chair, scribe or Q&A	Contribute to Group 300 words of advice

**Workshop facilitator to initial, date and 'print name':**

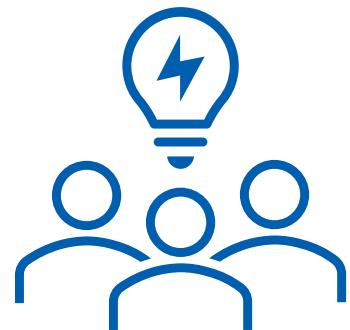
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**Facilitator notes:**

- Highlight this part of the template – adapt to context of curriculum/programme team's preferences
- If used as outlined above, each student is responsible for assuring that they have a photo of the completed template after it has been signed/ and they are individually responsible for uploading the photo to the VLE/LMS/Journal.ePortfolio according to curriculum/programme team requirements
- We recommend that this should be done before leaving the workshop/ or in a defined timeframe directly thereafter.

## Group Work (a) = first 50mins of workshop, then...

Activities in workshop proceed  
until ... announcement...



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### **Facilitator notes:**

Holding slide which can be used while the groups work through activities related to agreeing preferred ranking of actions and justifications.

(Icon is a stock PowerPoint image; remove/change if needed)

## Group Work (b) – second ‘hour’ of workshop Announcement! (and Handout #3)

United Nations is providing funding of \$5 million to address issues related to cobalt mining in the Congo, and one of the ‘perspectives’ (Jane, Grace or the Minister) will control the funding.

Prepare a (maximum) 3 minute pitch using the template provided, 3 speakers @ 1min each, to the UN officer charged with making the decision. Any group member who does not ‘pitch’ should ask or answer a question from the facilitator (or from another group) – i.e. everyone engages.

Handout #3 includes template for peer feedback to those presenting on behalf of the ‘other’ two perspectives. **Students are advised to review the feedback template provided for guidance on what is likely to constitute a ‘good’ pitch.**

Peer review – all members of review group collaborate to prepare one question for each of the two presenting groups

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### Facilitator notes:

- Emphasise that there must be 3 x 1 min presenters, and that others in the group need to identify/be identified as dealing with Q&A/other tasks i.e. otherwise some behaviours not likely to have been demonstrated by individual learners for relevant part(s) of the facilitator checklist.
- The groups learn much from having to identify an agreed question – the competitive nature of workshop design drives groups to ask a question that spotlights weaknesses in other perspectives’ pitch.
- If the workshop runs short of time, groups can ask their questions so the UN decision-maker and other groups can hear them, even if time does not permit presenting groups to answer at that time. In such cases teachers/curriculum might require that the group includes the response they would have made in the group submission after the workshop.

## Slides (9) aligned with Theme's Videos & Workshop pack

-aligned with Videos by Dr Clare Kelly, 2024 and/or Theme Workshop pack, available at:  
[www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/](http://www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/)

- Guidance notes for learners
- The Democratic Republic of the Congo (DRC)
- Cases/scenarios for the three 'perspectives' used in 'prework':
  - Community (Jane)
  - Corporate/business (Grace)
  - Government/policy (Minister of Mines)
- Facilitator checklist (Assessment process)
- The Final section = wrap-up and prompts for reflection (3 slides)

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### Facilitator notes:

This slide is to remind facilitator that extracts/summaries from the workshop pack/videos are included on the following 9 slides as follows:

- Guidance notes for learners – aligned with specific inclusions on Videos by Dr Clare Kelly, 2024.
- The Democratic Republic of the Congo (DRC): aligned with specific inclusions on Videos by Dr Clare Kelly, 2024.
- Cases/scenarios for the three 'perspectives' provided in the workshop pack':
  - Community (Jane)
  - Corporate/business (Grace)
  - Government/policy (Minister of Mines)
- Facilitator checklist (Assessment process)
- Wrap-up and prompts for reflection – end of workshop if time enabled. Also has potential as post-workshop activity. (3 slides)

Term/ ESD concept	Guidance for learners [For further detail see Videos Dr Clare Kelly, 2024]
<b>Gender equality</b> <i>Video 1 [2:18] Worldviews: How do you see the World? Why does it matter?</i> <i>Doughnut economics action Lab.</i>	<p>The concept of gender equality aims to empower all women and girls by ensuring that women have equal access to education, healthcare, decent work, and representation in political and economic decision-making processes. Women and girls continue to face discrimination and violence.</p> <p>In the context of this workshop, gender inequality refers to the disparities, biases and discrimination that individuals may face based on their gender within the scenario and included in broader sustainability discussions.</p>
<b>Social equity</b> <i>Video 1 [3:54] Worldviews: How do you see the World? Why does it matter?</i> <i>Doughnut economics action Lab.</i>	<p>The concept of social equity aims to ensure equality of opportunity and of income in the expectation that people living in more equal societies tend to be healthier, safer and more trusting compared to those in less equal societies. Wide and growing inequalities in many countries are frequently exacerbated by inequalities of race and ethnicity, sexual orientation, religion, age, language, disability and location.</p>
<b>Beliefs/ attitudes</b> <i>Video 2 [4:15]</i> <i>Beliefs, attitudes &amp; values: Exploring their Impact.</i>	<p>A belief is a mental trust, faith, confidence, or acceptance that something is true whereas an attitude is evaluative – e.g. do I like or dislike something? Beliefs and attitudes influence our perceptions and behaviours. They bias us toward having a particular response to people, groups, ideas, and objects.</p>
<b>Biases &amp; Values</b> <i>Video 2 [5:15]</i> <i>Beliefs, attitudes &amp; values: Exploring their Impact</i>	<p>Biases are preconceived notions toward or against something or someone.</p> <p>Values are the principles/standards that guide and inform our thoughts, attitudes and actions.</p>
<b>Colonialism</b> <i>Video 3 [10:15] Colonialism and capitalism impacts on Climate Justice: History of the DRC in focus.</i>	<p>Colonialism is the practice of extending and maintaining political, social, economic, and cultural domination over a territory and its people, by another people, in pursuit of interests defined in an often distant metropole, who also claim superiority. (Source: Wikipedia).</p>

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### Facilitator notes:

Concepts that have been introduced in lectures/videos and activities – reproduced here as reminders when preparing for the workshop. Links to discussions and references are provided as supports to those who are interested in further background.

## The Democratic Republic of the Congo (DRC): For further detail see Videos Dr Clare Kelly, 2024

<b>The Democratic Republic of the Congo (DRC)</b>	The Democratic Republic of the Congo is a large country in central Africa with abundant natural resources (e.g. Lithium, Cobalt, Gold and Uranium) and varied Biodiversity. It has a harrowing history. During the 15 <sup>th</sup> to 19 <sup>th</sup> C, millions of Congolese were thought to have been enslaved and sent to sugar plantations in the Americas. In 1885 King Leopold II from Belgium acquired the state and enacted a barbaric regime to extract rubber using forced labour. Millions of Congolese died.
<b>Colonialism in the DRC (The Congo)</b> <b>Video 3: [10:32]</b> <b>Colonialism and capitalism impacts on climate justice: DRC in focus</b>	“Belgium Congo” became a formal colony in 1908. Mining provided minerals to support development and wealth accumulation in the Global North, including the industrial revolutions, and engagement in war by Europe and the US, including WW1 and WW2. Human rights abuses continued and the Congolese had no right to vote or to form unions or political associations. Following revolution, the Congolese people achieved independence in 1960. Wars ravaged the DRC, especially between 1996 and 2003. The legacy of colonialism in the Congo includes immense human, social and environmental costs for the DRC. The DRC remains politically unstable.
<b>The DRC today</b> <b>Video 3: [12:19]</b> <b>Colonialism and capitalism impacts on climate justice: DRC in focus</b>	The DRC is responsible for about 70% of the world’s cobalt production. Cobalt is a mineral used in the production of goods such as batteries in phones and electric cars, and medical equipment including prosthetics. Of the 255,000 Congolese mining for cobalt, 40,000 are children -some as young as six years. Much of the work is informal small-scale mining in which labourers earn less than \$2 per day while using their own tools, primarily their hands. The work is dangerous, and miners are exposed to toxic chemicals and gases, including Uranium (radioactive).

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### Facilitator notes:

If you are interested in some background to the Congo case – some background is provided here provided here (aligned with videos).

Lest there be any doubt , the focus on Cobalt does not infer that Cobalt is not the only mineral mining of ‘importance to the Congo’, and prosthetics are not the only use to which Cobalt is put.

## Scenario 'Perspective 1' (Prework): Community Perspective

In a rural community in Congo, severe injuries and death are a frequent consequence of dangerous working conditions in the local mines that supply cobalt to manufacturing companies abroad, predominantly for use in electric car batteries.

Families struggle to make ends meet, and despite risks of gender-based violence, many rely on sending both sons and daughters to work in the mines to support their households. Out of the 200,000 Congolese mining for cobalt, 40,000 are Children, some as young as six years old. Cobalt miners earn less than \$2 per day. Mine workers are also exposed to excessive amounts of toxic cobalt dust.

The workers in local cobalt mines have collectively agreed to go on strike to demand safer working conditions. They have refused to work until mining companies address these issues and dangers. However, the strike has created economic hardship for many families who are now struggling to provide for their households.

Some community members contemplate going back to work in the unsafe mines out of economic necessity. As single mothers have limited alternative sources of income, they are particularly vulnerable to the economic impact of the strike and are disproportionately impacted by the strike.

You are Jane, a single mother and you previously worked in the mines with your two children, your son aged 7 and your daughter aged 12. Your family is now starving, you have not eaten in 2 days as there isn't enough food for all three of you. You also have no money left to pay for the room you are renting and you therefore risk eviction from the only shelter you have.

You do not want you or your children to go back to working in unsafe mines, or to starve or be evicted.

What should you do (next)? ('You' are Jane.)

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### Facilitator notes:

Emphasise that its role-play, and they should aim to engage as a freshman/first year student would.

This scenario role-play is 'Jane', in the case of the Community perspective on the scenario.

- These scenarios/cases are included in the slide Deck for information purposes only – **the facilitator does not need to read out etc.**
- All students should have completed the rating and ranking activities prior to the workshop – for all three scenarios/perspectives. They should have a record of their choice of 'three most and three least preferred options' for each of the three scenarios with them.
- They should therefore be familiar with all three perspectives before arriving to the workshop..

## Scenario 'Perspective 2' (Prework): Corporate/Business Perspective

You are Grace, the CEO (Chief Executive Officer) of a medical device company. The company has developed improved prosthetics and is now one of the leading prosthetic providers to amputees in Europe. The demand for the prosthetics has exceeded supplies available in Europe and many patients remain on waiting lists pending increased production capacity in the sector. Your company wants to increase production levels. In addition, as policy in European countries limits what governments will pay for prosthetics, you need to reduce costs.

Your company has previously got all supplies of cobalt from mining companies in Australia. While evidence provided by the Australian mining company assures you and colleagues that the cobalt is sourced ethically and therefore aligns with the Company's values, costs are high. In addition, the Australian company has a limit on the amount of cobalt it supplies each year. Your company must therefore look elsewhere in order to source sufficient cobalt to increase production of prosthetics.

Shareholders in your company have already invested large sums of money and as the company is beginning to turn profits they want to see dividends being paid.

Gavin the Chief Operating Officer (COO) has suggested that the company change its cobalt supplier to mining companies in the Congo where supplies are much cheaper. As there have been a number of reports that the Congo has widespread issues of corruption, unsafe working conditions and unfair pay, Gavin's suggestion has raised concerns. However he argues that it is the mining companies that have a duty to operate legally and ethically. He adds that sourcing from the Congo would allow rapid expansion of the business and secure the factory in Sligo. Your own company could employ more staff, shorten waiting lists for prosthetics and potentially supply at a more cost-effective price for European countries.

What should you do (next)? **[You' are Grace]**

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### Facilitator notes:

Emphasise that its role-play, and they should aim to engage as a freshman/first year student would.

This scenario role-play Grace, in the case of the corporate/business perspective on the scenario.

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## Scenario 'Perspective 3' (Prework): Government/ Policy Perspective

You are the Congolese Minister of Mines, with responsibility for regulation of, amongst other sectors, the mineral mining industry. The Cobalt sector, in particular, has long been characterised by exploitation and unfavourable agreements with foreign private companies. Many of these companies resist implementation of legally required health and safety related legislative requirements, and you do not have sufficient resources to pressurise them to do so. Despite approaching several countries for cheap loans since your appointment one year ago, you have been struggling to find affordable solutions to the problems in the industry.

The Chinese government is offering loans that will support the Congolese government's ownership of cobalt mines, including your Government's acquisition of cobalt mines from exploitative private companies. The current private companies reportedly have poor working conditions such as high levels of toxic cobalt dust. The World Health Organisation (WHO) has conducted assessments that reveal severe health risks for the entire community. You have an obligation to address this WHO finding.

If acquisition of Mines proceeded, the significant boost in the Congo's revenues from cobalt exports would greatly benefit the economy and the people. Increased revenue could be used to improve living conditions, infrastructure, and Education for future generations. Protective equipment for mine workers would also be part of the agreement. This would address the health risks highlighted by the WHO.

However, the interest rates of these loans are high, and the repayment conditions are stringent. Related risks pose a potential burden for future generations.

Additionally, a clause within the loan agreement grants the Chinese government the right to assume ownership of cobalt mines in the event that Congo is unable to meet its obligations. The Chinese government has informed you that the terms are non-negotiable.

What should you do (next)? ('You' are the Minister of Mines)

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### Facilitator notes:

Emphasise that its role-play, and they should aim to engage as a freshman/first year student would.

This scenario role-play is 'minister of Mines', in the case of the Government/policy perspective on the scenario.

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- They should therefore be familiar with all three perspectives before arriving to the workshop..

Block 3 Workshop: Facilitator Checklist(s) Graduate Attribute in Focus= to develop continuously. Relevant behaviours highlighted in yellow.																		
TA name:	Workshop Scenario version:		Completes prework as required and engages in activities in Workshop to demonstrate the ability to 'develop continuously'– Mark out of 16 according to rubric provided. GAs 'Think independently', 'communicate effectively', and 'act responsibly' noted															
Workshop outline	Student →		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Chair	Speaker	Q&A																
Overall prework:																		
Ranked personal options in BBL (x3 scenarios)																		
Has responses x3 scenarios available at workshop																		
Learning outcome demonstration (1 of 2)																		
Is capable of adapting to change and/or shows confidence to take measured risks (DC)																		
Nurtures open-mindedness to evolving perspectives and/or Tracks Developments in Scenario Analysis (DC)																		
Demonstration of Learning outcome: yes/no																		
'Thinks' Critically and/or 'Thinks' Creatively (TI)																		
Listens, persuades and collaborates and/or has language skills (CE)																		
Is an effective participant in teams and/or is ethically aware (AR)																		
Workshop activities																		
Present pre-formed opinions to group (1-2 mins)																		
Agree group options and post to [Forum or journal]																		
Pitch to UN Rep/answer OR pose question(s)																		
Completes feedback template to 2 x other groups																		
Submit final group pitch for Minister (End/after WS)																		
OVERALL [Pass/Fail OR Mark - as required by Module co-ordinator / Assessment Guide																		

## Facilitator Checklist:

### The workshop facilitator

- observes **your** behaviour during the workshop,
- and decides, and records, whether **you** have demonstrated the relevant behaviour(s).

Theme/Block 3 Learning outcome is:  
Question [your] worldviews, perceptions and values related to sustainable development. **(DC)**.

## Facilitator notes:

This template

- Aims to provide support/a process where each individual learners must be evidenced as having demonstrated behaviors relevant to the learning outcome(s) targeted – notably behaviours relevant to the targeted attributes, at the level of novice (freshman/first year).
- Adapted for Institution-specific graduate attributes as relevant.

## Wrapup and discussion

- Significance of DRC (Congo) as a case study
- Prompts for further reflection



### Facilitator notes:

(Icon is a stock PowerPoint image; remove/change if needed)

## Significance of Congo as a case study:

- *The situation in Congo challenges numerous sustainability values, spanning issues related to child labor, gender inequality, and social injustice.*
- *You should also consider broader ethical dimensions related to economic systems, colonial legacies, and intergenerational justice.*
- *The scenario reflects the real-world implications of unsustainable practices, highlighting the **interconnectedness of local and global issues** and the importance of addressing them in a comprehensive and ethically defensible manner.*

(Maryam Yabo and William Reynolds, ESD Interns 2023-24)

■ Press release  
DRC Minister of Mines Joins Cobalt Action Partnership

### Minister of Mines DRC:

*The DRC (democratic republic of the Congo) Ministry of Mines manages the national mining domain in accordance with the DRC Mining Code and its implementing measures. Its main goals are: 1. The promotion and sustainable development of the DRC mineral resources for the benefit of its population.....*

<https://www.unicef.org/drcongo/en/press-releases/drc-minister-mines-joins-cobalt-action-partnership>

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### Facilitator notes:

Scenario perspectives all ‘force’ learners/participants to identify and discuss with colleagues, a range of ethical concepts, values, contradictions, and biases in the context of sustainability.

ESD interns Maryam and William, who led on the development of these scenarios, challenge us to also reflect on the *‘interconnectedness of local and global issues and the importance of addressing them in a comprehensive and ethically defensible manner’*. The use of ‘Sligo’ as the location for the company aligns with the Local to Global aspect for learners in Ireland ... however this can be adapted should a facilitator wish to spotlight a different interpretation of what ‘local’ should mean.

In this workshop, please note that the ‘Minister of Mines’ oversees a ministry that aims to drive *The promotion and sustainable development of the DRC mineral resources for the benefit of its population*. A key question is, of course, to what extent is the current population be prioritised over future populations.

## Workshop wrap-up session – prompts for reflection

- **What did you learn from today's group discussion/activities?**
- **What surprised you?**
- **Did any of the discussion/debate make you uncomfortable about choices you had made in earlier stages of the process?**
- **How will what you learned prepare you for 'enacting' education for sustainable development / advocating for sustainability issues?**

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### Facilitator notes:

Facilitators are reminded to think back on when 'they' were students in this workshop / session – key issues include that:

- a) Learners/participants (need to) become more comfortable with ambiguity and the notion that there is 'no ideal 'answer' for many of challenges facing ESD/sustainability
- b) Learners/participants (need to) become more comfortable with having to reconsider previously articulated 'opinions' in light of alternate perspectives presented – in order to come to group agreed outcomes.
- c) Development of empathy for others' worldviews is a critical step in the process of achieving a globally coherent response to challenges of e.g. biodiversity and climate change.

## Questions?

[Reminder to use discussion  
Forums on the LMS/VLE for Q&A  
with teachers/facilitators.]

[Add facilitator contact details  
here]



### Facilitator notes:

Adapt as appropriate to your context

(Icon is a stock PowerPoint image; remove/change if needed)

## Acknowledgements

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### Facilitator notes:

Adapt as appropriate to context - acknowledgements should always be included.