



Tide~

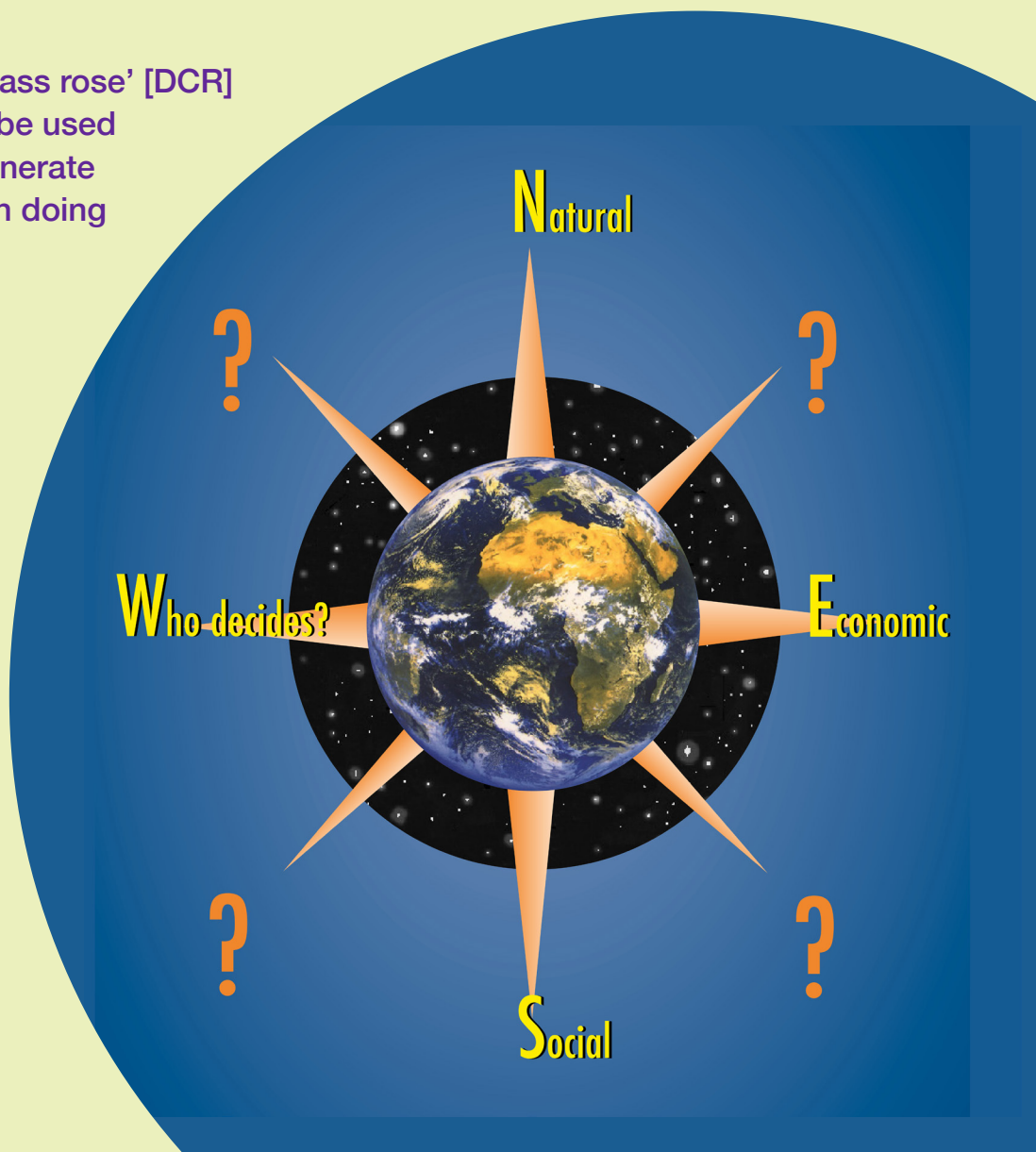
The Development Compass Rose

This is an extract from Elephant Times magazine ET 4.2 on the theme
Seeking an education-driven agenda to respond to the climate crisis

[View whole magazine](#)

The 'development compass rose' [DCR] is a framework that can be used to enable students to generate enquiry questions, and in doing so to make connections between:

- ☐ the different aspects of an issue or situation by focusing on the natural [environmental], social, economic - and considering who decides?
- ☐ a situation local to them and one local in another part of the world.



Who decides?

Who gains? - Who loses?



Cartoon; Martyn Turner

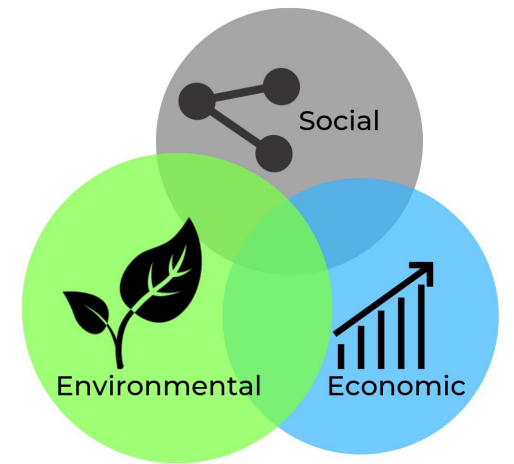
Putting climate change at the heart of education: Is England's strategy a placebo for policy? Lynda Dunlop and Lizzy Rushton raise the debate more sharply asking - is policy in England more about "the appearance of doing something" than engaging with the real challenges?

"We find that there are clear differences in the priorities of government concerning climate change and sustainability and those of teachers and young people. These differences include the focus on economic concerns, the place of science-focused knowledge and skills, and the de-politicization of climate change and sustainability."

The Sustainable Development Goals [SDGs] are grouped into Social, Environmental and Economic themes. It is clear that understanding sustainable development involves making connections between **Natural** [environmental] systems and **Social** and **Economic** activity.

But the important question is **Who decides?**

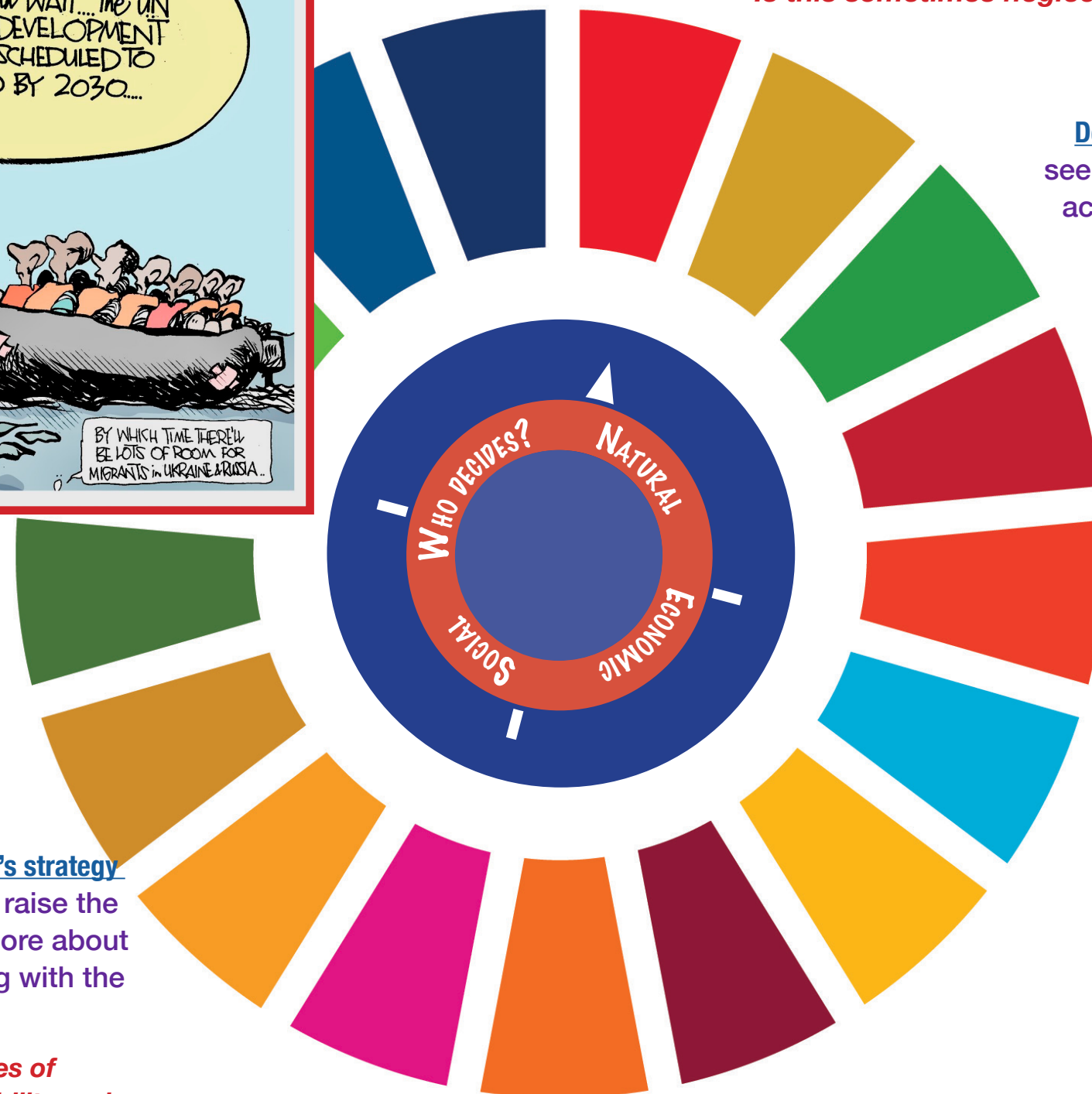
Is this sometimes neglected?



Development Compass Rose activities seek to make such complexity more accessible. These activities enable students to generate questions, then develop their own enquiry routes and make connections between different aspects.

The decisions to explore in the [west] **W - Who decides?** are wide ranging.

The decisions we take individually and those taken by governments, companies and international organisations are all significant. They are key to asking appropriate questions about the potential for change.



That brings us back to the question:
- *who decides about education?*

Asking questions ...

- engaging with complex realities



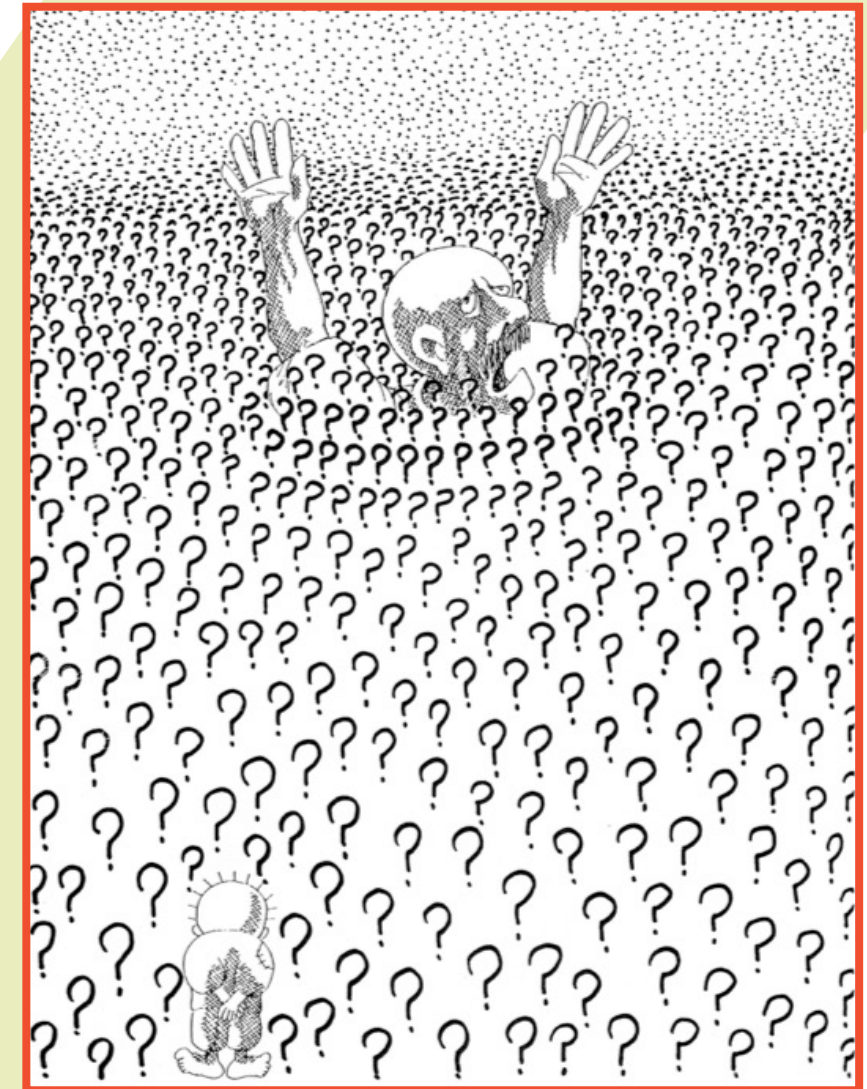
The **ability to form appropriate questions is an important skill.** It is built up over time. It has both individual and group significance. It is key to engaging with more nuanced debate relating to different views, contradictions, and dilemmas.

Asking questions is fundamental to the processes of democracy.

This cartoon is by Palestinian cartoonist Naji al Ali. Hanzala, who features in many of his cartoons, is looking on. **The questions drown out corruption and autocratic tendencies.**

Or another view might be ... better not to ask too many questions for fear of drowning in them! How do you see it?

It is 36 years since Naji al Ali was shot in London for the questions he asked through his cartoons.

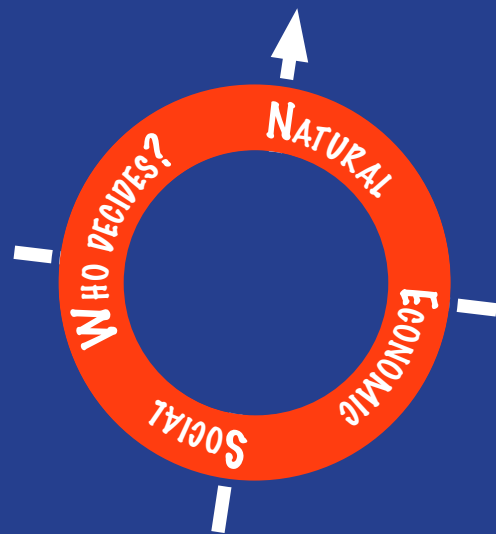


Naji al Ali features in the Tide~ book: [Thin Black Lines](#)

Who is listened to? ...

Young people are asking questions, about climate change, about war, about inequality, about justice for different groups in society.

Could schools make more of this as motivation for learning and creativity?



The idea of the Development Compass Rose was developed by a group of geography teachers working on '[Developing Geography](#)', engaging with proposals for, the then new, National Curriculum.

They were further developed by teacher groups working towards '[Its our world too!](#)'

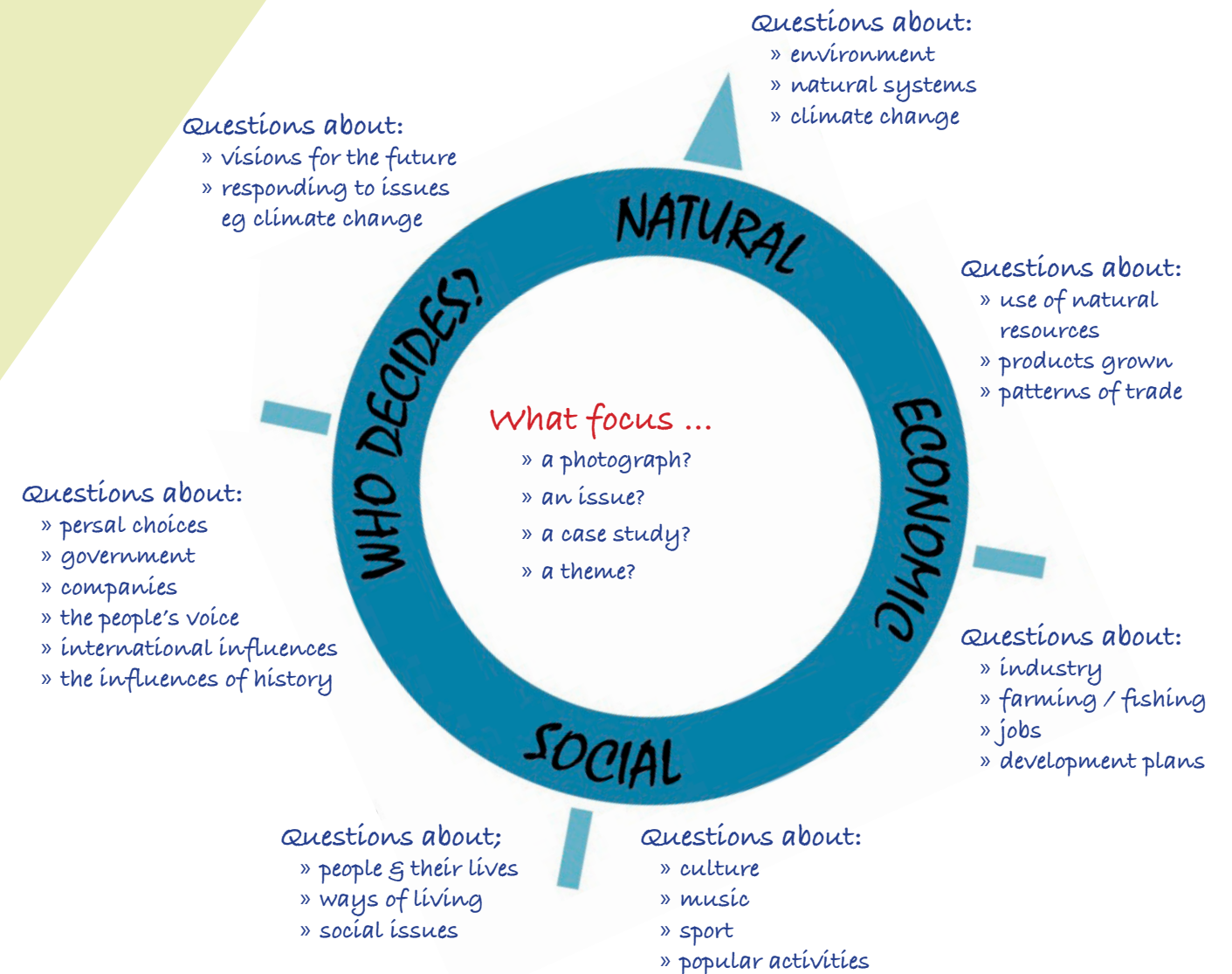
This was at the time of the build up to the Rio Earth Summit in 1992.

Many of the issues that are of growing concern now were on the Rio agenda over 30 years ago.

A [Development Compass Rose consultation pack](#) was published featuring a number of DCR activities and a set of A5 photos provided by Oxfam from their 50th anniversary book.



We need tools that make the complexity of sustainable development more accessible to students. To do this we also have to engage with the realities of **who decides**, including political dimensions, whilst remaining impartial.



The **Development Compass Rose** is a tool for generating enquiry questions.

This is an opportunity to develop the skills to ask questions, to prioritise them and then to consider which are the most important to follow up.

Such **learner generated enquiry** can also have the advantage of individuals, or small groups, focusing on different aspects of an issue or theme.

[See student stimulus including blank compass rose](#)