

In Oman, the Awareness on Planting Native Trees for Adapting to Climate Change Project demonstrates how simple communication strategies involving leaflets, plantation drives and native tree planting competitions can be very effective in raising awareness about the importance of native tree species among communities. Thus education and information successfully triggered public action towards conserving native flora.

Landscape Restoration with Local Communities and Global Awareness and Educational Campaigns using a range of strategies that include developing and integrating environmental curriculum in schools, education material and multimedia campaigns, have helped to sensitize school students and communities to understand and address various environmental challenges including climate change and has also encouraged individuals to take action by equipping them with the requisite skills and knowledge.

These case studies underscore the primary role that education has played in the co-creation of innovative, acceptable and cost effective solutions: facilitating technology transfer, enabling communities to leapfrog by adopting innovative clean technology and sustaining its use, generating readiness for bringing about change and mobilizing and engaging people in the development and implementation of solutions. The outcomes of the case studies suggest that multiple environmental and socio-economic benefits flow from keeping education, environment and people at the heart of the project process. Creating awareness about climate related solutions is imperative to engineering behavioural change without which it is impossible to achieve change towards the goals of the Paris Agreement and sustainability at a large. In every context, information alone is inadequate without interpretive communication and guided demonstration and our case studies are testimony to the singular success that innovative and diverse education and communication strategies can achieve towards climate action.

The table 1 captures the educational components of the selected case studies applied to the six UNFCCC elements - education, training, public awareness, public participation, public access to information and international cooperation¹ - and the UNESCO criteria of cognitive learning, socio-emotional learning and behavioural learning². The table indicates how the UNFCCC education elements can be directly combined with the UNESCO criteria on Education for Sustainable Development Goals that add a qualitative character and objectives to the envisioned educational elements.

¹UNFCCC, 1992: United Nations Framework Convention on Climate Change, http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf

²UNESCO, 2017: Education for Sustainability Goals, <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>