

# Oman Vision 2040: Climate change policy

**Royal  
Geographical  
Society**  
with IBG

Advancing geography  
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## Aim and introduction

Oman is a country in the Middle East, bordering Yemen, Saudi Arabia, and the United Arab Emirates. It is in the southeast corner of the Arabian Peninsula. It has a long 3,165-kilometre coastline which plays a significant role in the country's economy.

Muscat, the capital and a port city, is on the northern coast, sandwiched between the Al Hajar mountains and the Gulf of Oman.

Duqm is found on the central coast and is a growing industrial hub. Salalah is located in the southern Dhofar region, it is popular with tourists because it is known for its lush greenery during the Khareef (the monsoon season) and its historical sites.

Due to this extensive coastline Oman is vulnerable to the impacts of climate change. Its proximity to the tropical waters of the Indian Ocean, the arid climate, economic dependency on hydrocarbons, and fragile biodiversity are all potential environmental challenges.

In this lesson students will learn about the climatic threats to Oman and the policy response from the Sultanate of Oman, called Oman Vision 2040.

This lesson will take between 45 and 60 minutes.

## Curriculum links

AQA

3.2.4.6 Global population futures. Health impacts of global environmental change: climate change.

Edexcel

Topic 6: The Carbon Cycle and Energy Security.

6.7 Biological carbon cycles and the water cycle are threatened by human activity. Climate change, resulting from the enhanced greenhouse effect, may increase the frequency of drought due to shifting climate belts.

OCR

3.1 Climate change.

4. In what ways can humans respond to climate change?

4.b. The impacts of climate change are global and dynamic.

WJEC

4.5: Weather and Climate.

4.5.4 Extreme weather events.

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**Oman**  
Jewel of Arabia

## Learning goals

1. Know the geography and climate context of Oman.
2. Identify the key elements of Oman's 2040 climate change policy.
3. To be able to analyse challenges and opportunities for Oman in addressing climate change.

## Learning outcomes

Greater depth: Students will be able to describe in detail what the Oman Vision 2040 is and what the future changes will be for the country. They will be knowledgeable on the specific climatic threats Oman faces. They will be able to identify the adaptation and mitigation policies. Students will be able to form knowledgeable opinion on which policies to prioritise. They will produce excellent research on Oman Vision 2040, including both opportunities and challenges for the Sultanate.

Expected level: Students will be able to describe what the Oman Vision 2040 is and what the future changes will be for the country. They will be knowledgeable on some of the climatic threats Oman faces. They will be able to identify some of the adaptation and mitigation policies. Students will be able to form opinion on which policies to prioritise. They will produce good research on Oman Vision 2040, including opportunities and/or challenges for the Sultanate.

Working towards: Students will be able to describe what the Oman Vision 2040 is and what the future changes will be for the country. They will be knowledgeable on some of the climatic threats Oman faces. They will produce research on Oman Vision 2040 identifying opportunities and challenges.

### Key terms

- Oman Vision 2040  
*Oman Vision 2040 is a strategic framework from the Sultanate of Oman which aims to guide economic and social development from 2021 to 2040.*
- Cyclones  
*A tropical storm, otherwise known as a hurricane or typhoon.*
- Mitigation  
*Mitigation refers to actions aimed at reducing or preventing the emission of greenhouse gases (GHGs) to slow down global warming and its effects.*

## Challenge and support

To challenge students read this document and follow the *Ask students* subheadings. Encourage students to research additional content for Oman's climate change policy, perhaps by investigating more than one area.

To support students consider printing the photographs and graph with annotated ideas. Create model answers and distribute.

## Starter – climate change

1. Ask students to annotate the geographical features of the country. They then categorise their annotations. For example, into water / landforms, or fluvial / geological.

Using the information, students answer the question: why might Oman be vulnerable to climate change?

2. Students study the photographs in the PowerPoint (also on the student sheet), using the evidence from the images, they identify on their sheet what environmental challenges Oman faces from climate change.

3. Using the data from their sheet, students create a graph using excel (or a similar application). There are instructions on how to create this on excel on the student worksheet. This might need adapting if another application is used. They should then analyse the graph.

NOTE: There is a copy of the completed graph on the teacher presentation for self-assessment.

## Main 1 – Specific risks from climate change

Students complete a mix and match statement sheet to explain the different risks faced in Oman from climate change.

## Main 2 – Oman’s climate change policy

1. Ask students to get into groups of 3 or 4, they then choose one of the areas of Oman Vision 2040 to research and make notes on.

NOTE: These links are replicated on the student worksheet.

Group 1: Renewable energy

1. The renewable energy overview [International Trade Administration](#)
2. What are the advantages of solar for Oman? [SPOTLIGHT ON](#) Anglo-Omani Society
3. What is the current largest domestic energy source in Oman? [iea](#)

Group 2: Water resource management

1. Who is involved in the Omani water sector? [Fanack Water](#)
2. Identify the conventional and non-conventional water resources WSTAGCC [Oman's Strategy for Securing Water Resources](#)
3. Water challenges in Oman [Fanack Water](#)

Group 3: International cooperation

1. Oman joins global effort at COP29 [Oman Observer](#)
2. Oman joins regional climate change initiative [Oman Observer](#)
3. Just energy transitions? Lessons from Oman [Carnegie Endowment for International Peace](#)

Group 4: Mitigation strategies

1. Building resilience: Oman’s approach to climate change [Oman Observer](#)
2. Read [Policy readiness for climate resilience](#) section from the iea
3. What are the 5 key sectors in The Vulnerability & Adaptation theme of the Climate Change Strategy page 14 [National Strategy for Adaptation and Mitigation 2020-2040](#)

To finish, groups will present their findings to the class.

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**Plenary – be the advisor**

Ask students to imagine they are a government advisor for Oman’s government. Get them to identify their priorities in their climate change policy and justify their choice.

Students should also reflect on how they think Oman’s climate change policy differs from others in the region.