# Syllabus

*Course Title*

**International Agreements and National Climate Change Legislation**

*General Information*

*General description of the required education/training, outlining the main objectives and explaining the necessity of the education/training at the organizational/country/regional level*

The course "International Agreements and National Climate Change Legislation" is one of the core components of the professional curriculum for the Master's program in "Climate Change Mitigation and Adaptation." The course will contribute to the development of analytical skills in the field of environmental and climate law, foster an understanding of states' legal obligations and the mechanisms for their implementation, and support the development of practical approaches to incorporating international norms into national legislation.

The main objective of the course is to provide students with a comprehensive understanding of international agreements and national climate change legislation, as well as their role in global and national climate policy regulation. The course examines the principal international treaties, including the Paris Agreement, the Kyoto Protocol, and the United Nations Framework Convention on Climate Change (UNFCCC), their implementation mechanisms, and Ukraine's legislative initiatives and policies addressing climate change.

## *Audience*

*The main target audience of the course and any secondary audience, if it may influence decisions regarding the structure or content of the course*

*Expected level of knowledge and skills of the main audience (current or minimally required), as well as other factors (for example, cultural characteristics, level of technical training, access to the Internet) that should be considered when planning the course, as they may affect the choice of teaching methods, materials, and approaches to interaction with the audience*

The primary audience for this course consists of master's students at higher education institutions in Ukraine who are pursuing studies in the field of climate services. The course may also be used, in part, as a professional development program for specialists in meteorology and climatology, as well as professionals in other fields where decision-making relies on climate information. It is also relevant for experts and civil servants working in environmental policy, law, or international cooperation, as well as for civil society activists and experts interested in the implementation of climate policy.

**Level of knowledge and skills of the primary audience**

*Fundamental Knowledge*

To successfully complete the course "International Agreements and National Climate Change Legislation," students should possess the following foundational knowledge and skills:

Basic understanding of law and international relations.

Climate literacy, including a general understanding of climate change, its causes, and its impacts.

*Analytical Preparation*

Analytical and research skills, including the ability to work with legal and regulatory documents and international treaties.

Critical thinking and information analysis skills.

*Technical Preparation*

Participants should have basic computer and Internet skills and be familiar with tools used to access online learning platforms (e.g., Moodle). Basic skills in data analysis, presentation development, and the use of analytical tools such as Excel are desirable.

*English Language Proficiency*

An intermediate level of English proficiency (B1 or higher) is recommended to enable students to work with international research publications, reports, and policy documents.

**Additional Considerations**

*Inclusivity and Accessibility*

The course will employ a variety of instructional methods, including text, audio, video, and interactive learning activities. Educational materials will be provided in accessible formats, such as large-print text, audio files, and files compatible with screen-reader software.

Participants will be offered flexibility in learning methods, allowing them to choose approaches that best meet their individual needs.

*Internet Access*

The course includes online components; however, all materials will be available for download and offline use to accommodate potential limitations in Internet access.

## *Competencies*

*Training needs at the individual or organization/country/regional level, as well as a description of how these needs were identified and recognized as relevant.*

*Competencies targeted by the training.*

C4. Apply acquired knowledge to navigate legal, communication, and ethical challenges, contributing to effective global climate governance.

## *Learning outcomes and performance criteria*

*Learning outcomes and performance criteria formulated with regard to the knowledge and skills to be acquired during the training process.*

***Performance criteria:***

PC1. Evaluate the implications of applying specific legal instruments (e.g., treaties, regulations, and legislative measures) for climate action and policy development.

PC2. Assess the roles and responsibilities of various stakeholders (e.g., governments, NGOs, and the private sector) in achieving climate goals established under international agreements.

***Learning outcomes:***

LO4. Analyze the key legal frameworks and principles governing climate change at the international, national, and local levels, including treaties, regulations, and case law, in order to understand their implications for climate action and policymaking.

LO5. Evaluate the effectiveness of major international agreements, such as the Paris Agreement and the Kyoto Protocol, in addressing climate change by assessing their compliance and implementation mechanisms, as well as the roles of different stakeholders in achieving climate objectives.

## *Course Content*

*Provide a content outline that corresponds to the learning objectives and outcomes. This may be a course outline as it will be presented to students, but not necessarily a complete curriculum.*

*Include a general list of all topics that you consider necessary to cover. If you believe it would help clarify the scope, indicate what will NOT be covered.*

**Module 1: Analysis of Legal Frameworks and Principles**

Objective:

Analyze the key legal frameworks and principles governing climate change at the international, national, and local levels, including treaties, regulations, and case law, in order to understand their implications for climate action and policymaking.

Topics:

- Fundamentals of climate change legal regulation.
- Key international agreements and their implementation mechanisms.
- Ukraine's national climate legislation.

**Module 2: Evaluation of the Effectiveness of International Agreements**

Objective:

Evaluate the effectiveness of major international agreements, such as the Paris Agreement and the Kyoto Protocol, in addressing climate change by assessing their compliance and implementation mechanisms, as well as the roles of various stakeholders in achieving climate objectives.

Topics:

- Climate litigation and liability for violations of climate-related regulations.
- The future of climate governance and regulation: challenges and opportunities.

## *Learning Solutions and Methods of Implementation*

*List the learning solutions (teaching methods) that will be used and explain why they were chosen. For example: classroom learning, online learning, blended learning, workplace learning, online resources for self-study, coaching or mentoring, etc.*

For master's students, a blended learning approach is preferable whenever possible. Considering practical factors, online learning offers this audience greater flexibility in managing their study time independently. Based on their educational profile, it can be assumed that master's students are well prepared for online learning, as they typically possess well-developed self-directed learning skills, time-management abilities, and a high level of motivation.

However, given that the course aims to achieve complex and multifaceted learning outcomes, it is desirable for online instruction to be complemented by opportunities for the direct application and reinforcement of acquired knowledge in practice. This is most effectively achieved through face-to-face learning activities.

Students are expected to meet with the instructor one to two times per week in person to discuss concepts and knowledge acquired through video lectures and other learning materials, as well as to reinforce and refine their skills and competencies through practical activities. The online component, which will take place primarily in an asynchronous format, will be monitored by the instructor through discussion forums, providing opportunities for more in-depth engagement with questions and issues that arise during the learning process.

At the conclusion of the course, a summative assessment will be conducted to evaluate the achievement of the intended learning outcomes.

Given the current difficult conditions in Ukraine, master's student groups may be offered asynchronous online learning with the possibility of conducting synchronous activities.

In the case of online learning, the educational needs of the master's student can be taken into account better than in the case of offline learning, since it is possible to involve more experts in relevant fields who otherwise could not be involved due to their workload, which will positively influence the effectiveness of learning. In this case, it is very important to ensure the possibility of frequent and purposeful communication between the lecturer and the master's student, since a deep understanding of various aspects (climatic, economic, etc.) of the problems that arise is required, which can only be achieved through close communication.

## *Learning Strategies*

*Consider which learning strategies you will use. Provide justification for why you intend to apply them, including reasons why they will help participants achieve the planned learning outcomes.*

*Combine different learning strategies to create a diverse learning environment that accommodates different learning styles of participants. This will increase the effectiveness of learning and help achieve the planned learning outcomes. This section does not require a detailed description of specific activities.*

The following teaching strategies are planned for use in the course:

The discussion strategy will enable learners to develop practical experience in participating in joint discussions and in addressing theoretical and practical problems.

The situational analysis strategy is an important element in the preparation of future climate managers.

Since the course covers both theoretical and practical aspects of climate law, the teaching strategies should ensure a balance between knowledge acquisition, analytical thinking, and the practical application of the material.

1. Active Learning and Case Analysis
Methods:
1. Working with real climate agreements and legislative acts (Paris Agreement, Kyoto Protocol, Ukrainian laws).
2. Analysis of legal case studies (e.g., Urgenda v. Netherlands, lawsuits by civil society organizations in Ukraine).
3. Discussions on the effectiveness of international and national climate measures.

Expected outcome: Development of critical thinking and legal analysis skills.

2. Project-Based Learning
Methods:
1. Group work on projects simulating real legal challenges (e.g., developing a local climate strategy).
2. Preparation of model legal documents (recommendations, policies, memoranda).
3. Presentation of results and discussion of their effectiveness.

Expected outcome: Application of knowledge in practical scenarios, development of teamwork and analytical skills.

3. Discussion Clubs and Debates
Methods:
1. Organizing debates on topics such as: "Is the Paris Agreement effective?" or "Is a carbon tax needed in Ukraine?"
2. Discussion of international approaches to climate policy (EU vs. USA vs. China).
3. Analysis of prospects for implementing European standards into Ukrainian legislation.

Expected outcome: Development of argumentation skills, ability to defend a position, and formation of an independent perspective on the issue.

## *Learning Activities*

*Describe the main learning activities that will be included, such as lectures, readings, case studies, discussions, exercises, practical assignments, simulations, role-playing games, etc.*
*Also describe the roles of instructors and students during these activities.*

The course includes lectures and practical classes (40% of the total course hours) as well as independent student work (60% of the total course hours). Each module allocates 12 academic hours to contact sessions, while 18 hours are dedicated to independent student work. Thus, contact hours consist of approximately 1–3 lectures and practical sessions, with the remaining time distributed accordingly.

The main organizational form of instruction is the lecture, which serves as the starting point for studying the course. The first lecture introduces students to the instructors, the aims and structure of the course; explains the connection between theoretical content and practical tasks; provides a list of educational and scientific resources; and outlines the conditions for continuous and final assessment.

Requirements for lectures

Lectures must ensure:

- scientific rigor and informativeness;
- strong justification supported by sufficient scientific evidence, facts, documents, and illustrative examples;
- stimulation of student thinking through guiding questions;
- clear structure and logical progression of material;
- methodological clarity, including explanation of new terminology, highlighting key ideas, statements, and conclusions, and reinforcing conclusions in different formulations.

The final lecture provides a concise review of the course content, systematizes knowledge, and explains the most complex examination topics.

The learning process also includes practical classes, which enable deeper study of the course and play an important role in developing students' ability to apply theoretical knowledge to practical tasks. Practical classes allow the instructor to guide and monitor students' understanding of the material. They may include exercises, problem-solving tasks, case studies, and activities aimed at developing teamwork skills through collaborative research and analysis.

Independent student work is a substantial component of the learning process. The effectiveness of classroom activities depends significantly on students' self-study. Effective independent work requires planning and instructor supervision, as well as its integration into the curriculum.

Independent work is carried out not only to master the course content but also to develop general skills for independent work in academic, scientific, and professional contexts. It also fosters responsibility, problem-solving abilities, and the capacity to find constructive solutions in challenging situations.

It includes preparation for lectures, practical classes, and assessment activities, as well as completion of part of the practical assignments.

The role of the instructor in lectures is to ensure overall control of the learning process and to select appropriate educational activities and strategies. During practical classes, the instructor acts as a facilitator

or supervisor, guiding the direction of practical tasks. Throughout the course, the instructor provides support through scheduled and unscheduled consultations.

The role of the student is to acquire knowledge, skills, and competencies in practical and collaborative work through the tasks assigned by the instructor, thereby preparing for future professional activity.

## *Assessment of Learning*

*Describe the assessment plan for participants before, during, and/or after the course, including tests, exercises, activities, and projects that will be assessed. Indicate whether self-assessment or peer assessment will be used.*

*Explain how the assessment is linked to the learning outcomes.*

Before the start of the course, an initial assessment of master's students' knowledge is conducted in the form of an entry-level diagnostic test. Its purpose is to determine the level of students' preparation and their knowledge of the basic components required for studying the course. This form of assessment is considered necessary for the instructor to understand the educational needs of each student and may be conducted in a distance format using the online learning platform.

For monitoring students' progress, a module-based assessment system is used. This system is based on dividing the course into separate logically connected blocks—modules (implemented in the form of various types of tests). The overall assessment of students' theoretical knowledge and skills consists of the results obtained for each module (two theoretical modules, each with a maximum score of 20 points). The final integrated grade includes points from each module, reflecting the importance of the module in mastering core knowledge and skills, as well as students' consistency in completing assessment activities within the deadlines set by the curriculum.

Testing is conducted in a fully online format via the learning platform. It allows the instructor to evaluate the level of students' mastery of theoretical material. Each theoretical test consists of 20 questions. The evaluation scale is as follows: 50–74% correct answers correspond to a satisfactory (minimum) level, 75–89% to a good level, and 90–100% to an excellent level of mastery.

Students may also independently monitor their understanding of the theoretical material using self-assessment tests developed for each course section and available on the online learning platform. This type of assessment is aimed at deeper comprehension of the theoretical content and error correction.

Practical classes are conducted under the supervision of the instructor during contact hours, the number of which is defined in this syllabus (two practical assignments, each with a maximum score of 30 points). The tasks and supporting materials are provided on the online learning platform. Completed assignments are submitted by students through the platform for evaluation and feedback from the instructor. Properly completed practical assignments are assessed according to the achievement of learning outcomes and the quality of work.

Practical assignments are evaluated as follows:

Excellent level – the student completes the task independently (80% of the total score for the assignment), presents results in a presentation format (20%), and answers the instructor's questions during the presentation.

Good level – the student completes the task independently without a presentation (80% of the total score).


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Satisfactory level – the student completes the task with the instructor's assistance (60% of the total score).

The final course grade is calculated as the arithmetic sum of points from all continuous assessment components during the semester (theoretical modules and practical assignments), i.e., a cumulative score accumulated throughout the semester, which represents the final evaluation of course completion..

## *Storyboard of Learning (Learning Storyboard)*

*Use this to create a visual scenario of your blended learning activity*

Acquisition Activities

Learning through acquisition refers to what master's students do when they attend lectures or listen to podcasts, read books or websites, and watch demonstrations or instructional videos.

- Reading materials (digital books, academic articles, multimedia content, websites, documents, and other resources);
- Listening to presentations and lectures (including podcasts, webinars, and online broadcasts);
- Watching demonstrations and tutorials (such as animations, videos, demonstrations, and masterclasses);
- Participation in question-and-answer forums, where students can engage in structured academic discussion and clarification of course content.

## *Learning resources and tools*

*List the available resources that will be used for different types of learning activities and recommended to students.*

*Describe the technologies that will be used to implement learning solutions, including educational technologies and operational equipment (hardware, software, collaboration tools).*

Online Resources

1. https://ucn.org.ua/?page_id=5780
2. https://ecoaction.org.ua/zmina-klimatu-ua-ta-svit.html
3. Kyoto Protocol https://uk.wikipedia.org/wiki/%D0%9A%D1%96%D0%BE%D1%82%D1%81%D1%8C%D0%BA%D0%B8%D0%B9_%D0%BF%D1%80%D0%BE%D1%82%D0%BE%D0%BA%D0%BE%D0%BB
4. https://ips.ligazakon.net/document/MU97421
5. http://www.neia.gov.ua/nature/control/uk/publish/category
6. https://mepr.gov.ua/news/37842.html
7. https://www.unian.ua/ecology/ecologyclimate/1416975-rada-ratifikuvala-parizku-ugodu-schodo-klimatu.html
8. Paris Agreement https://uk.wikipedia.org/wiki/%D0%9F%D0%B0%D1%80%D0%B8%D0%B7%D1%8C%D0%BA%D0%B0_%D0%BA%D0%BB%D1%96%D0%BC%D0%B0%D1%82%D0%B8%D1%87%D0%BD%D0%B0_%D1%83%D0%B3%D0%BE%D0%B4%D0%B0_(2015)
9. http://pgp-journal.kiev.ua/archive/2019/9/16.pdf

10. Law of Ukraine “On the Fundamental Principles of State Climate Policy” https://zakon.rada.gov.ua/laws/show/3991-IX#Text
11. https://poweringpastcoal.org/members/
12. https://ecoaction.org.ua/dekarbonizatsia-ekonomiky-ua.html
13. https://eu-ua.kmu.gov.ua/news/ukrayina-zatverdyla-natsionalnyj-plan-z-energetyky-ta-klimatu/
14. https://poweringpastcoal.org/press-releases/the-united-states-heads-a-group-of-countries-making-new-commitments-to-phasing-out-coal/
15. https://epravda.com.ua/columns/2023/11/27/707042/
16. https://www.elysee.fr/admin/upload/default/0001/15/8e84aa8bb061ad20cfbe8df4fdc973a1a604274d.pdf
17. https://eu-ua.kmu.gov.ua/news/ukrayina-zatverdyla-natsionalnyj-plan-z-energetyky-ta-klimatu/
18. https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020PC0080
19. https://zakon.rada.gov.ua/laws/show/761-2024-%D1%80#Text
20. https://zakon.rada.gov.ua/laws/show/555-15#Text
21. Global Climate Litigation Report 2020 STATUS REVIEW (https://wedocs.unep.org/bitstream/handle/20.500.11822/34818/GCLR.pdf).
22. Leading Climate Litigation Cases (https://ecoaction.org.ua/klimatychni-sudovi-spravy.html).
23. Urgenda Foundation v. State of the Netherlands (http://climatecasechart.com/non-us-case/urgenda-foundation-v-kingdom-of-the-netherlands/).
24. A New Classic in Climate Change Litigation: The Dutch Supreme Court Decision in the Urgenda Case (https://www.ejiltalk.org/a-new-classic-in-climate-change-litigation-the-dutch-supreme-court-decision-in-the-urgenda-case/).
25. Legal Reports (Publications of the Law Library of Congress) (https://www.loc.gov/collections/publications-of-the-law-library-of-congress/ about-this-collection/).
26. Federal Climate Change Act (https://www.bmuv.de/en/law/federal-climate-change-act/).
27. Constitutional complaints against the Federal Climate Change Act partially successful (https://www.bundesverfassungsgericht.de/SharedDocs/Pressemitteilungen/EN/2021/bvg21-031.html).
28. Juliana v. United States (https://www.youthvgov.org/our-case).
29. Climate change disputes: Sustainability demands fuelling legal risk (https://www.whitecase.com/insight-our-thinking/climate-change-disputes-sustainability-demands-fuelling-legal-risk).
30. Climate change: 'Huge' implications to Irish climate case across Europe (https://www.bbc.com/news/world-europe-53619848).
31. Decision № 82680665, 24.06.2019, Circuit Administrative Court of Kyiv City (https://youcontrol.com.ua/en/catalog/court-document/82680665/).
32. Fine for Air Pollution Case in Kyiv Region (https://mykyivregion.com.ua/news/maize-300-tisyac-griven-splatit-pidprijemstvo-taikun-za-zabrudnennya-povitrya-na-kiyivshhini?utm_source).
33. German ministers propose more ambitious climate goals (https://www.dw.com/en/germany-ministers-propose-more-ambitious-climate-goals/a-57435554).
34. Current case law in environmental protection (https://supreme.court.gov.ua/supreme/pres-centr/news/1678488/?utm_source=chatgpt.com).
35. Court decision (13.03.2024), Kyiv Court of Appeal (https://zakononline.com.ua/court-decisions/show/119902072?utm_source=chatgpt.com).
36. Court decision (17.01.2024), Supreme Court of Cassation Administrative Court (https://zakononline.com.ua/court-decisions/show/116365776?utm_source=chatgpt.com).
37. Register of Environmental Court Decisions (https://epl.org.ua/law-tax/reyestr-sudovyh-rishen/?utm_source=chatgpt.com).



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38. European Green Deal and Ukraine's Climate Policy (https://niss.gov.ua/sites/default/files/2022-07/dopov-greendeal-1-red-pogod-do-verstki_12_07_2022_gotove.pdf?utm_source=chatgpt.com).
39. Transformation of EU Legislation under the European Green Deal (https://kyivchasprava.kneu.in.ua/index.php/kyivchasprava/article/view/394?utm_source=chatgpt.com).
40. Climate Change: Impacts and Adaptation Measures (https://niss.gov.ua/sites/default/files/2020-10/dop-climate-final-5_sait.pdf?utm_source=chatgpt.com).
41. Climate Change: New Challenges and Opportunities for Agriculture (https://agrarii-razom.com.ua/news-agro/klimatichni-zmini-novi-vikliki-ta-mojlivosti-dlya-agrariiv?utm_source=chatgpt.com).
42. European Green Deal (https://ukraine-eu.mfa.gov.ua/posolstvo/galuzeve-spivrobitnictvo/klimat-yevropejska-zelena-ugoda?utm_source=chatgpt.com).



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