Syllabus

Course Title

Climate policy in Ukraine

General Information

General description of the required training/preparation, which outlines the main objectives and provides an explanation of the necessity of training/preparation at the organizational/country/regional level.

The course is aimed at developing knowledge and skills in the field of environmental/climate law, understanding the legal obligations of states and mechanisms for their implementation, as well as forming practical approaches to the implementation of international norms into national legislation.

Special attention is given to the analysis of international and national legislation in the field of climate change, their role in global and national regulation of climate policy; the main international agreements are considered (Paris Agreement, Kyoto Protocol, United Nations Framework Convention on Climate Change), their implementation mechanisms, as well as legislative initiatives and climate policy of Ukraine.

Audience

Primary 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 primary audience (current or minimum required), as well as other factors (for example, cultural characteristics, level of technical proficiency, access to the internet) that should be taken into account when planning the course, as they may affect the choice of teaching methods, materials, and approaches to interaction with the audience.

The primary audience of the course is master's degree graduates of higher education institutions in Ukraine who have obtained education in the field of climate services, climatology, hydrometeorology, ecology, or related fields, as well as postgraduate students studying in the field E – natural sciences.

The course may also be partially used as a professional development course for specialists in the field of meteorology and climatology, as well as for professionals from other sectors of the economy whose activities are related to decision-making based on climate observational and forecast information.

1. Level of knowledge and skills of the primary audience:

Fundamental knowledge:

Basic understanding of law and international relations.

Climate literacy (general understanding of climate change, its causes and consequences).

Analytical background:

Analytical and research skills (ability to work with legal acts and international agreements; skills of critical thinking and information analysis).

Technical background:

Participants should have basic computer and Internet skills, as well as experience using online learning platforms such as Moodle.

It is desirable that course participants have experience working with spreadsheets and skills in preparing presentations.

Level of English language proficiency:

An intermediate level of English (B1 or higher) is recommended, which will allow participants to work with international scientific publications, reports of international organizations, and analytical materials in the field of climate services.

2. Other factors:

Inclusiveness and accessibility:

Various methods of content delivery (text, audio, video, interactive tasks) will be used in the teaching process.

Learning materials are provided in accessible formats, such as large-print text, audio files, or files compatible with screen readers.

Students will be given a choice of learning methods that best meet their needs.

Access to the internet:

The course includes online components, but all materials will be available for download and use offline due to possible limitations in internet access.

Learning materials will be provided in accessible formats, including text files with scalable fonts, audio files, or files compatible with screen readers.

The course предусматривает использование онлайн-компонентов, однако все учебные материалы будут доступны для скачивания, что позволит работать с ними в офлайн-режиме в случае ограниченного доступа к Интернету.

Competencies

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

Competencies targeted by the training.

C2. Creation, development, and improvement of concepts and strategies for climate change mitigation and adaptation, independently or in cooperation with representatives of climate-sensitive economic sectors, public authorities, private enterprises, etc., in order to achieve sustainable development goals.

Learning outcomes and performance criteria

Learning outcomes and performance criteria formulated taking into account the knowledge and skills that will be acquired during the learning process."

Performance criteria:

PC1. Closely cooperate with decision-making bodies and policymakers to develop the best strategy for the implementation of international climate agreements in Ukraine.

PC2. Conduct a competent economic cost-benefit analysis and quantitatively assess the strengths and weaknesses of proposed climate policy decisions.

Learning outcomes:

L06. Evaluate the current climate policy of Ukraine, including national legislation, international obligations, and institutional frameworks.

L07. Identify and propose optimal climate policy options for a selected region or economic sector based on economic cost-benefit analysis, taking into account long-term socio-economic and climate uncertainties.

Course content

Provide a content outline that corresponds to the objectives and learning outcomes. This may be the course plan as it will be presented to students, but it does not necessarily have to be a full syllabus.

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

Module 1: Analysis and evaluation of climate policy. Evaluate the current climate policy of Ukraine, including national legislation, international obligations, and institutional frameworks.
Topics:
International treaties and agreements
Climate policy of the European Union
Climate policy of Ukraine in legal and regulatory acts
Law of Ukraine 'On the Basic Principles of State Climate Policy'

Module 2: Cost-benefit analysis of climate policy. Identify and propose optimal climate policy options for a selected region or economic sector based on economic cost-benefit analysis, taking into account long-term socio-economic and climate uncertainties.
Topics:
Issues in cost-benefit analysis of climate change adaptation projects
Lomborg argument
Climate-related co-benefits and the example of Swedish policy

Learning solutions and methods of implementation

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

Considering the specifics of postgraduate training, a significant part of the learning can be conducted online, mainly in an asynchronous mode. This allows postgraduate students to independently plan their study time, combining it with research work, dissertation preparation, and participation in scientific research. As a rule, postgraduate students have sufficient experience in independent work with scientific materials, time management skills, and a high level of motivation for learning.

At the same time, given the complexity and interdisciplinary nature of the course, it is proposed to meet with the instructor offline once a week to discuss the knowledge acquired while reviewing video lectures and other materials, and to consolidate and refine skills and competencies. The online learning, which will take place mostly in asynchronous mode, will be monitored by the instructor through forums, enabling closer discussion of issues arising during the learning process.

Asynchronous online learning involves working with video lectures, scientific articles, analytical reports, and other learning materials available on the learning platform (for example, Moodle). The instructor will support the learning process through forums, online discussions, and consultations, ensuring continuous feedback between the instructor and postgraduate students.

Considering the current challenging conditions in Ukraine, the course may also be delivered fully online using asynchronous learning materials, with the possibility of conducting synchronous online sessions.

The online learning format also creates additional opportunities to involve leading scientists and experts in the field of climate services, who may deliver guest lectures or participate in discussions. This will contribute to broadening the scientific outlook of postgraduate students and familiarizing them with modern international research and practices in the field of climate services.

Regular and purposeful communication between the instructor and postgraduate students is of particular importance in this format, as the study of climate service management requires in-depth analysis of climatic, socio-economic, and institutional aspects. Such interaction will contribute to developing postgraduate students' ability to critically analyze scientific approaches, evaluate the effectiveness of climate services, and apply the acquired knowledge in their own research.

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.

During the course, the following learning strategies will be used:

Lectures and reading resources. Lectures, scientific articles, and analytical reports of international and national organizations will help postgraduate students acquire the necessary theoretical knowledge on the foundations of the formation and implementation of climate policy. Work with academic publications and analytical materials will contribute to the development of a scientific understanding of the principles of designing, implementing, and evaluating climate policy at different levels of governance, including in Ukraine.

Case-based learning strategies. Through the analysis of specific cases of climate policy implementation, postgraduate students will acquire practical skills in evaluating its effectiveness. Case analysis will allow the study of examples of policies for reducing greenhouse gas emissions, climate change adaptation, development of renewable energy, improvement of energy efficiency, and natural resource management.

Discussion strategies. Scientific discussions, seminars, and debriefings will contribute to the development of critical thinking and analytical skills of postgraduate students. During discussions, course participants will analyze the current state of climate policy, consider international experience and the specifics of its implementation in Ukraine, and discuss significant examples of "climate" court cases and their impact on international climate law and the formation of climate policy in Ukraine. This format of learning enables postgraduate students to develop skills in academic discussion, forming well-argued positions, and preparing substantiated recommendations for improving climate policy.

The use of these strategies ensures a learning process that meets two key criteria: flexibility (the ability to adapt the learning process to different educational needs of postgraduate students and learning conditions) and diversity (combining theoretical, analytical, and research approaches to learning).

In addition, the proposed strategies meet both academic and practical requirements of postgraduate training, as they contribute to the formation of deep scientific knowledge, the development of research skills, and the ability to apply climate services to support decision-making.

Learning activities

Describe the main learning activities that will be included, such as lectures, reading, case studies, discussions, exercises, practical assignments, simulations, role-playing, etc.

Also describe the roles of teachers and students during these activities.

The learning activities of postgraduate students will consist of a combination of theoretical classes, analytical work, and the completion of practical assignments. Lectures will account for approximately 30% of the total course time and will be aimed at developing a theoretical understanding of the concept of climate policy in Ukraine and its connection with global climate policy.
Practical sessions will account for about 40% of the time and will be implemented in the form of analytical tasks aimed at analyzing the use of court proceedings as mechanisms for addressing climate change, as well as analyzing the costs and benefits of climate policy proposals.
The remaining 30% of the time is allocated to independent work of postgraduate students, as the effectiveness of classroom work depends on self-preparation. Independent work includes preparation for lectures, practical sessions, and assessment activities, as well as completion of part of the practical assignments.

Learning assessment

Describe the plan for assessing participants before, during, and/or after the course, including tests, exercises, activities, and projects that will be evaluated.

Indicate whether self-assessment or peer assessment will be used. Explain how the assessment is linked to the learning outcomes.

Matrix of correspondence between learning outcomes and assessment methods

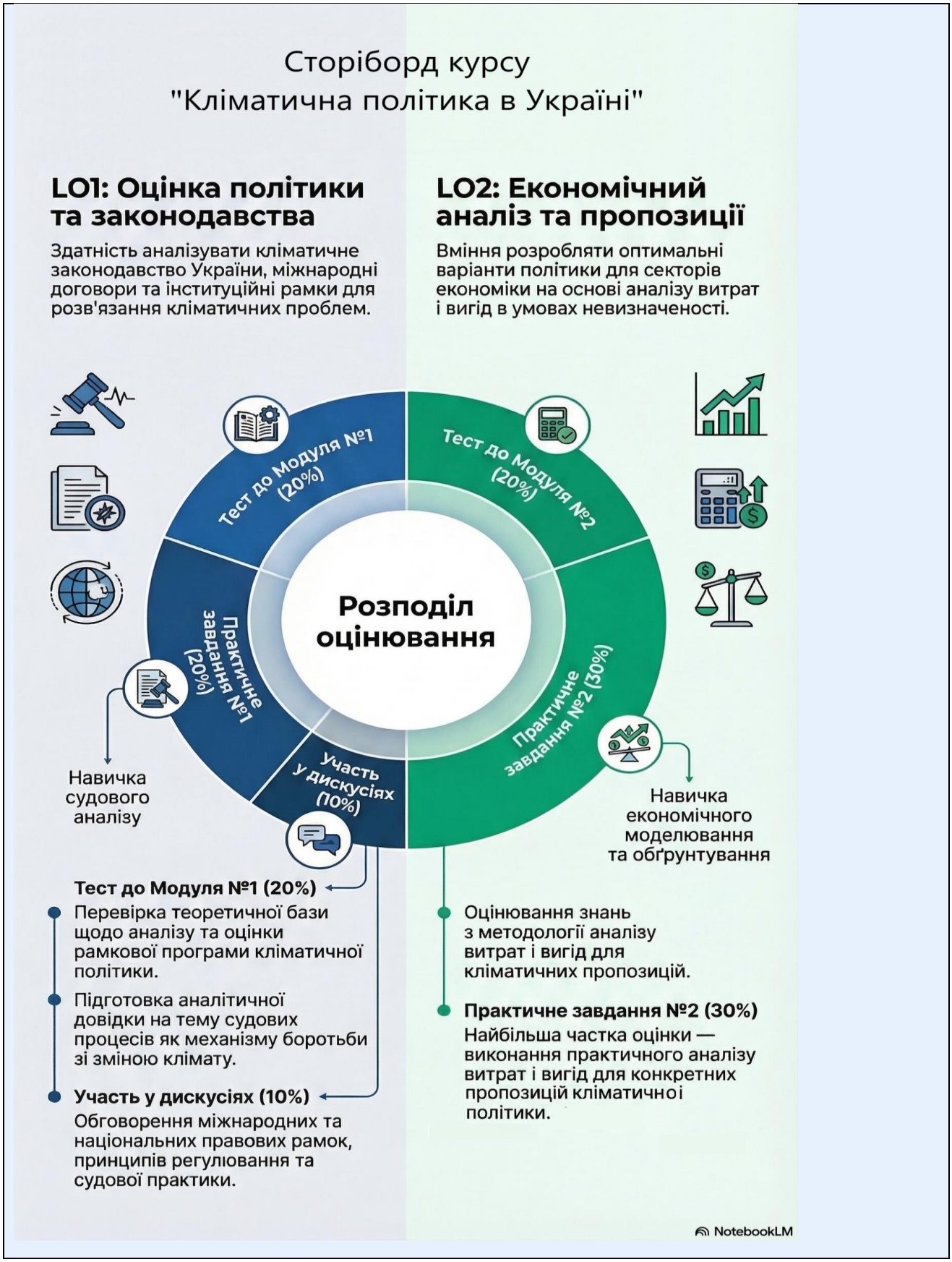
Learning outcomes	Assessment methods	Description of assessment
LO1. Evaluate the current climate policy of Ukraine, including national legislation, international obligations, and institutional frameworks.	Test for Module 1	Assessment of knowledge gained in Module 1 'Analysis and evaluation of the framework program of climate policy'
	Practical assignment for Module 1	Preparation of an analytical brief on the topic: 'Climate litigation as a mechanism for addressing climate change'
	Participation in discussions within the defense of the practical assignment for Module 1	Discussion of the main legal frameworks and principles regulating climate change at international, national, and local levels, including treaties, regulations, and case law
LO2. Identify and propose optimal climate policy options for a selected region or economic sector based on economic cost-benefit analysis, taking into account long-term socio-economic and climate uncertainties.	Test for Module 1	Assessment of knowledge gained in Module 2 'Cost-benefit analysis of climate policy proposals'
	Practical assignment for Module 2	Completion of a practical assignment on the topic 'Cost-benefit analysis of climate policy proposals

Summary of assessment distribution

Вид оцінювання	Share in final grade
Test for Module 1	20 %
Practical assignment for Module 1	20 %
Participation in discussions within the defense of the practical assignment for Module 1	10 %
Test for Module 1	20 %
Practical assignment for Module 2	30 %

Storyboard of learning (instructional storyboard)

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



Learning resources and tools

List the available resources that you will use for different types of learning activities and recommend to students.

Describe the technologies that will be used to implement the learning solutions, including learning technologies and operational equipment (technical equipment, software, collaborative tools).

1. https://poweringpastcoal.org/members/
2. https://ecoaction.org.ua/dekarbonizatsia-ekonomiky-ua.html
3. https://eu-ua.kmu.gov.ua/news/ukrayina-zatverdyla-natsionalnyj-plan-z-energetyky-ta-klimatu/
4. https://poweringpastcoal.org/press-releases/the-united-states-heads-a-group-of-countries-makingnew-commitments-to-phasing-out-coal/
5. https://epravda.com.ua/columns/2023/11/27/707042/
6. https://www.elysee.fr/admin/upload/default/0001/15/8e84aa8bb061ad20cfbe8df4fdc973a1a604274d.pdf
7. https://eu-ua.kmu.gov.ua/news/ukrayina-zatverdyla-natsionalnyj-plan-z-energetyky-ta-klimatu/
8. https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/ ?uri=CELEX:52020PC0080
9. https://zakon.rada.gov.ua/laws/show/761-2024-%D1%80#Text
10. https://zakon.rada.gov.ua/laws/show/555-15#Text
11. Матюшина О. В. Становлення і розвиток кліматичної політики ЄС у контексті міжнародно-правового співробітництва держав з протидії змінам клімату. Правова система України й міжнародне право, порівняльне правознавство. Часопис Київського університету права 2023/3. С. 226 – 232. file:///C:/Users/Artline.ua/Desktop/%D0%9F%D0%BE%D1%87%D1%82%D0%B0/22222/991-%D0%A2%D0%B5%D0%BA%D1%81%D1%82%20%D1%81%D1%82%D0%B0%D1%82%D1%82%D1%96-1850-1-10-20240119-1.pdf
12. https://zakon.rada.gov.ua/laws/show/2697-19#Text
13. https://zakon.rada.gov.ua/laws/show/3991-20#Text
14. https://zakon.rada.gov.ua/laws/show/377-20#Text
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16. https://zakon.rada.gov.ua/laws/show/877-16#Text
17. https://mepr.gov.ua/diyalnist/napryamky/zmina-klimatu/pom-yakshennya-zminy-klimatu/ kontseptsiya-realizatsiyi-derzhavnoyi-polityky-u-sferi-zminy-klimatu-na-period-do-2030-roku/
18. https://mepr.gov.ua/diyalnist/napryamky/zmina-klimatu/pom-yakshennya-zminy-klimatu/ %20plan-zahodiv-shhodo-vykonannya-kontseptsiyi-realizatsiyi-derzhavnoyi-polityky-u-sferi-zminy-klimatu-na-period-do-2030-roku/
19. https://me.gov.ua/view/bb0b9ef5-ea96-4b8a-8f2f-471faf32c9df
20. https://mepr.gov.ua/wp-content/uploads/2023/07/1_Strategiya-ekologichnoyi-bezpeky-ta-adaptatsiyi-do-zminy-klimatu-na-period-do-2030-roku.pdf
21. https://mepr.gov.ua/wp-content/uploads/2023/07/LEDS_ua_last.pdf
22. https://zakon.rada.gov.ua/laws/show/761-2024-%D1%80#n12[12]
23. https://zakon.rada.gov.ua/laws/show/430-2018-%D1%80#Text
24. https://zakon.rada.gov.ua/laws/show/607-2023-%D1%80#Text
25. https://zakon.rada.gov.ua/laws/show/146-2025-%D1%80#Text
26. https://mepr.gov.ua/wp-content/uploads/2025/02/Metodychni-rekomendatsiyi-shhodo-vrahuvannya-klimatychnogo-komponenta-v-dokumentah-derzhavnogo-planuvannya-ta-pid-chas-zdijsnennya-strategichnoyi-ekologichnoyi-otsinky-ta-otsinky-vplyvu-na-dovkillya.pdf
27. https://mepr.gov.ua/wp-content/uploads/2023/07/4_Metodychni-rekomendatsiyi-dlya-zdijsnennya-otsinky-ryzykiv-ta-vrazlyvosti-sotsialno-ekonomichnyh-sektoriv-ta-pryrodnyh-skladovyh-do-zminy-klimatu.pdf
28. https://unfccc.int/sites/default/files/NDC/2022-06/Ukraine%20NDC_July%2031.pdf
29. https://www.mdpi.com/2225-1154/11/2/40
30. **https://www.tandfonline.com/doi/full/10.1080/21550085.2025.2574213#d 1e948**