

INTERNATIONAL AGREEMENTS AND NATIONAL LEGISLATION IN THE FIELD OF CLIMATE CHANGE

*Oleh Prokofiev^{1,2}, PhD, Associate Professor,
Larysa Nedostrelova¹, PhD, Associate Professor,
Oksana Volvach^{1,2}, PhD, Associate Professor*

¹Odesa I. I. Mechnikov National University, Ukraine

²Institute of Climate-Smart Agriculture of the National Academy of
Agrarian Sciences of Ukraine, Ukraine

The course “International Agreements and National Legislation in the Field of Climate Change” is one of the core components of the professional cycle of disciplines within the master's program "Climate Change Mitigation and Adaptation." The course aims to develop analytical skills in the field of environmental/climate law, foster an understanding of legal obligations of states and mechanisms for their implementation, and support the development of practical approaches to integrating international standards into national legislation.

The main goal is to equip students with a solid knowledge of international agreements and national legislation on climate change, their role in global and national climate policy regulation; to examine key international treaties (the Paris Agreement, the Kyoto Protocol, the UN Framework Convention on Climate Change), mechanisms of their implementation, as well as Ukraine’s legislative initiatives and policies on climate change. The primary audience includes master’s students at Ukrainian higher education institutions pursuing studies in the field of climate services. The course may also serve as a professional development program for specialists in meteorology and climatology, as well as for professionals in other fields requiring climate-informed decision-making. This includes experts and civil servants working in environmental policy, law, or international cooperation, as well as civil society activists and experts interested in the implementation of climate policy.

Competencies. C4. Apply the knowledge obtained to navigate legal, communicative, and ethical challenges, contributing to effective global climate governance.

Performance Criteria: PC1. Evaluate the implications of specific legal instruments (e.g., treaties, regulations) on climate action and policy development. **PC2.** Evaluate the roles and responsibilities of various stakeholders (e.g., governments, NGOs, private sector) in achieving climate goals outlined in international agreements.

Learning Outcomes: LO4. Analyse the key legal frameworks and principles governing climate change at the international, national, and local levels, including treaties, regulations, and case law, to understand their implications for climate action and policy.

LO5. Evaluate the effectiveness of major international agreements, such as the Paris Agreement and the Kyoto Protocol, in addressing climate change, assessing their mechanisms for compliance, enforcement, and the role of various stakeholders in achieving climate goals.

For master's students, a blended learning format is recommended whenever possible. Based on practical considerations, it can be concluded that such a format would allow this audience to more easily regulate their study time. Given their educational needs, it can be assumed that master's students are generally well-prepared for online learning, as they typically possess developed self-study skills, time management abilities, and high levels of motivation.

However, since the expected learning outcomes are quite complex and demanding, it is advisable that the learning process be complemented by practical reinforcement of acquired knowledge – something best achieved through offline engagement. Therefore, it is recommended that students meet with the instructor in person 1-2 times per week to discuss the material covered in video lectures and other resources, as well as to refine and consolidate skills and competencies.

The online portion of the course, which will largely take place in asynchronous mode, will be supervised by the instructor through the use of discussion forums, allowing for closer interaction and the opportunity to address questions that may arise during the learning process.

At the end of the course, a final assessment of the learning outcomes will be conducted.

Considering the current difficult conditions in Ukraine, asynchronous online learning with the possibility of synchronous sessions may be offered to master's student groups.

In the case of online learning, it is often possible to better accommodate the educational needs of students compared to offline formats, as it allows for the involvement of a wider range of experts in relevant fields who might otherwise be unavailable due to scheduling constraints. This can have a positive impact on the overall effectiveness of the training.

In such a format, it is particularly important to ensure frequent and targeted communication between the instructor and students, as deep understanding of the multifaceted nature of climate-related issues – including environmental, economic, and legal aspects – can only be achieved through close interaction.

The following teaching strategies will be employed during the course:

- Discussion-based strategy – aimed at developing students' practical experience in collaborative discussion and in addressing both theoretical and applied problems.
- Case-study strategy – an essential component in the preparation of future climate managers, helping to develop analytical and decision-making skills in real-world contexts.