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Project

CCP_Law - Curricula Development on Climate Change Policy and Law

Project No. 618874-EPP-1-2020-1-VN-EPPKA2-CBHE-JP

Deliverable 1.1 Report on Similar Curricula on Climate Change Policy and Law in Europe

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1. Executive Summary

Climate Change is well integrated into national policy and strategy in the UK, Spain and Greece, predominantly drive by wider EU strategy. Climate change is integrated into legislation in all three countries to improve greenhouse gas reduction and adaptation to the impacts of climate change through transport, environmental management, urban planning and development. However the UK is the only country with explicit climate change legislation.

There are no climate change law or policy degrees. Climate change is a key part of a number of other Post Graduate Environmental Law. In addition to environmental law modules most PG Environmental Law programmes contain a combination of generic law, research skills and environmental science, environmental management and/or sustainability modules.

2. Introduction

The following report outlines law and national strategies in relation to climate change in the UK, Spain and Greece. It summarises the results of the desk based study of existing climate change law and policy in the partner countries and presents the results of the stakeholder questionnaires and interviews.

2.1 Project Objectives

The most relevant objectives for this task are regarding the creation of the suitable postgraduate course in Climate Change Policy and law either as LLM or the PGDip. The second key objective for this task is recommendation for the course method of delivery and inclusion of range of teaching methods and pedagogical approaches in face-to face and blended delivery environment.

2.2 Target Groups

The data collection for the report was conducted via desktop research, interviews with specialist in the field such as academics, professional in environmental and climate change, and environmental law lawyers and questionnaires send to the relevant stakeholders covering wider range of professionals in associated disciplines.



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2.3 National Laws and Policies for Climate Change, Environment Protection, SDG's etc.

Much of the climate change law in Spain, Greece and the UK is based upon EU Directives. While the UK has left the EU these laws are still in place and are in the process of being adapted to be UK based. These Directives include:

- The European Emissions Trading Scheme
- The Renewable Energy Directive - Directive 2009/28/EC, revised in 2018, has been proposed for a second revision to align it with the EU's increased climate ambition
- The Energy Efficiency Directive - The 2012 directive, as amended in 2018, sets rules and obligations for the EU's 2020 and 2030 energy efficiency targets.

More recently The European Climate Law was published in the Official Journal on 9 July 2021 and entered into force on 29 July 2021. The Law sets a legally binding target of net zero greenhouse gas emissions by 2050.

UK Climate Change Law & Policy

The UK was the first country to implement domestic, legally binding emissions reduction targets. But the UK has a long history of integrating climate change into law and strategy. The London School of Economics¹ identifies 47 UK initiatives/laws/strategies to mitigate and adapt to climate change:

In total there are 19 legislative controls including:

- Climate Change Act 2008 – The Climate Change Act provides a framework for climate change mitigation, through legally binding reduction targets (net zero by 2050). The Act also sets a framework for climate change adaptation through the development and maintenance of climate change risk assessments and adaptation plans.
- The Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018 – requires quoted, large unquoted and LLPs to report energy and carbon data in their annual report and accounts.
- Climate Change Levy 2001 (amended 2018) – tax paid by certain businesses on electricity, gas and liquid fuel consumption. Exemptions apply.
- Climate Change Agreements – First implemented in 2001, where if businesses enter into an agreement with the Regulator (the Environment Agency) they can receive a reduction in their Climate Change Levy. The Scheme has been extended until March 2025.
- The Environment Act 2021 – the Environment Act's main purpose is to improve water and air quality, reduce waste and halt species decline. Climate change is not explicit within the law, but protection of water, air and land should make it more resilient to climate change. The Law also gives provision for forest protection and restoration, which will play a role in carbon removal.
- Energy Act 2016 – regulates the oil & gas industry and onshore wind power. It requires consideration of carbon removal via carbon capture and storage.

There are 28 executive/strategic controls include

¹ https://climate-laws.org/legislation_and_policies?geography%5B%5D=191



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- Net Zero Strategy 2021² – Build Back Greener – Sets a strategy for carbon reduction and removal to meet the Net Zero Target enshrined in the Climate Change Act.
- National Adaptation Plan (2018³) – based on the UK's climate change risk assessment this details the main threats and actions, by sector, that the UK needs to take in order to adapt to and build resilience to climate change.

Government departments responsible for climate change in the UK include Department for Environment, Food and Rural Affairs and the Department for Business, Energy and Industrial Strategy. These departments control climate change strategy in relation to adaptation and mitigation. The UK Government employs the principle of Integration and climate change is also integrated into wider government policy, for example via the planning process by Department for Communities and Local Government, sustainable transportation by Department for transport.

The Climate Change Committee (CCC) was set up under the Climate Change Act 2008 and is an independent, statutory body, whose purpose is to advise the UK and devolved governments on emissions targets and to report to Parliament on progress made in reducing greenhouse gas emissions and preparing for and adapting to the impacts of climate change.

Spanish Climate Change Law & Policy

Spain has 55 strategic and legislative controls relating to climate change

15 legislative controls including:

- Law 7/2021 on climate change and energy transition – This codifies Spain's commitments and objectives under the Paris Agreement and supports the decarbonisation of the economy and promotes adaptation to climate change.

45 strategic controls including:

- Spain's integrated National Energy and Climate Plan for 2021-2030 – mandated under EU law to ensure compliance with EU targets.
- Long term decarbonisation strategy 2050 – Strategy to reduce and remove GHG emissions.

Greek Climate Change Law & Policy

Greece has 16 strategic and legislative controls relating to climate change

11 legislative controls including:

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033990/net-zero-strategy-beis.pdf

³

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/727252/national-adaptation-programme-2018.pdf



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- Law 4759/2020 on the Modernisation of Spatial and Urban Planning Legislation and other provisions
- Law 3889/2010 Financing Environmental Interventions, Green Fund, Ratification of Forest Maps and other provisions
- Law 3661/2008 on Measures to reduce energy consumption in buildings and other provisions

5 strategic controls including:

- National Strategy for Adaptation to Climate Change
- Greece's National Energy & Climate Plan

2.4 Environmental Protection Index Ranking of ___ (Country) and other initiatives being taken in your country to protect climate change.

The UK

The UK is ranked 4th on the Yale Environmental Protection Index and ranked 2nd under the climate change component of the same Index⁴. In 2020, UK territorial greenhouse gas emissions were 406 million tonnes CO₂ equivalent (MtCO₂e), reducing 9.5% from 2019 and were 49.7% lower than in 1990⁵. The majority of the UK's emissions come from transport (24%) and energy supply (21%). All sectors showed a decrease in emissions 2019-2020, with the exception of the residential sector, which saw a 1% rise. Reductions are associated with decarbonisation of transport, electricity supply and a reduction in transport use as a result of Covid-19 lockdowns.

Spain

Spain is ranked 14th on the EPI and 18th under the climate change component⁶. In 2019 Spain produced 333 MtCO₂e, accounting for 9% of global GHG emissions and has shown a reduction in emissions of 27% between 2005 and 2019, better than the EU average⁷. Like the UK, the majority of Spain's emissions come from transport (27%) and energy supply (16%). The majority of the decrease in emissions is associated with decarbonisation of energy supply

Greece

Greece is 25th has an EPI raking of Greece is ranked 32nd under the climate change component⁸. The LSE estimates Greece has 20 strategic and legislative controls.

⁴ <https://epi.yale.edu/epi-results/2020/country/gbr>

⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1051407/2020-final-emissions-statistics-one-page-summary.pdf

⁶ <https://epi.yale.edu/epi-results/2020/country/esp>

⁷ [https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690579/EPRS_BRI\(2021\)690579_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690579/EPRS_BRI(2021)690579_EN.pdf)

⁸ <https://epi.yale.edu/epi-results/2020/country/grc>



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3. Climate Change Law and Policy: An investigation into the Curricula of Universities in Europe

The following section summarises the approach to and results of the desk based study into the curricula offered at European Universities.

3.1 Desk Research Objectives

- Investigate the universities which offer climate change law and/or policy degrees
- Investigate the structure and content of these degree programmes
- Understand the perceptions of practitioners in relation to desired knowledge, skills and understanding of graduates in the area of climate change law and policy.

3.2 Desktop study

Methods

Programmes in the UK were identified using Findamasters.co.uk and mastersstudies.co.uk. Programmes in Europe more widely and specifically in Greece and Spain were identified via Findamaster.com. Search terms used to identify programmes included “climate change law”, “environmental law”, “climate change policy”. Programmes were identified in Finland, Sweden and The Netherlands. Only LLMs were considered in UK. In Greece and Spain only MSc’s were consider.

A sample of nine universities in the UK were selected for further analysis where available data were collected on: Accreditation; course length; delivery mode (campus/online); degree learning outcomes; modules (number, credit, whether optional or mandatory); assessment types; module/course learning outcome; language of delivery

Modules, whether optional or mandatory, were categorised as follows:

- Climate Change law and/or policy
- Environmental law (e.g. International Water Law)
- Research Skills/dissertation
- Generic legal skills (e.g. International Dispute Resolution, Legal Advice Clinic)
- Energy law (e.g. Oil & Gas Law, International Law of Natural Resources and Energy)
- Generic law (e.g. International Law, Health & Safety Law, Employment Law)
- Environmental science/management/sustainability (e.g. Principles of Sustainability, Environmental Justice)

Results - Climate Change Law and Policy Degree Programmes

UK Programmes

Sixteen degree programmes were identified, nine were selected for analysis, all of which were Environmental Law and/or Policy Programmes. There are no Climate Change Law and/or Policy specific postgraduate programmes in the UK. All programmes in the population and sample were



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LLMs and are delivered in English. Programmes are predominantly 12 months long, for full time study. No programmes were accredited.

While an undergraduate degree in law is preferred candidates with good honours from other academic disciplines will be considered for entry into these programmes.

Majority of programmes are campus based Birkbeck, De Montfort and Birmingham offer blended or online programmes.

Programmes in the UK have between 2-6 mandatory modules and all offer optional modules on average 9 are offered. The majority of programmes offer one research/dissertation module. All but one have a mandatory dissertation module

Climate change law with exception of Birmingham is an optional module in all other programmes.

7 out of 9 programmes offer Environmental management and science as option. These modules include topics such as understanding of environment and development, environmental justice, principle of sustainability and therefore integrate practice with the understanding of practical environment. Research indicates that the pedagogy of the environmental law should be multidisciplinary – integrating the law with physical and social science (e.g. Giraudou 2021, Holder 2013, Hammer 1999)

Four courses include general legal skills, such as dispute resolution, legal clinics and regulation theory. Seven out of nine programmes offer options in other broadly related areas of law such as World Trade Organisation law, Business law, International Human Rights Law

Radar plots showing the number of mandatory and optional modules and against the seven broad categories can be found in Appendix 1.

Greece

Four relevant degree programmes were identified, all from public universities. Three degrees selected for further analysis. All four programmes are MSc, only one programme included environmental law in its title. Two programmes are taught in Greek, one in English (the MSc Energy law, business, regulation and policy at International Hellenic university) and one in Greek and English. Three are offered on campus, one (the MSc Energy law, business, regulation and policy at International Hellenic university) on campus and on-line. All programmes last 16 to 18 months. None of the programmes are accredited.

None of the courses provide any generic legal skills teaching. All three courses include research skills and all include a research dissertation.

All modules on the MSc in Global Environmental Change, Management and Technology are compulsory. The majority of modules are research related, the remaining three modules are generic environmental science and management. The MSc in Applied Environmental Protection Policies and Techniques at University of West Attica has 9 mandatory modules, one environmental law based, one dissertation and the remainder environmental science. They also offer five optional modules, predominantly environmental science and one on energy law.



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The MSc Energy law, business, regulation and policy at International Hellenic University offers ten compulsory modules, including two on energy law, the dissertation and eight relating to energy politics, management and financing, environmental management and renewable energy. Optional modules additional modules on energy policy and policy.

Spain

Three relevant programmes were identified all from public universities, two were selected for analysis. The two selected programmes are based in Faculties of Law. All three programmes are MScs, studied over 12-18 months and taught in Spanish. No details are provided about accreditation. The MSc Environmental law at Univesitat Rovira I vigeli Tarragona is taught partially on-line and partially on-campus. The MSc Environmental and Sustainable Development Law at the Universidad del Allicante is taught on campus.

No details were provided on the modules and their content at the Universidad del Allicante. The MSc in Environmental Law at Univesitat Rovira I vigeli Tarragona offers only compulsory modules. Only one of these is specifically Climate change related “Climate and Energy: Justice and Sustainability”. The programme includes a dissertation and a research skills module. The programme offers eight modules in environmental law and seven modules in environmental science/management.

Other European Countries

The University of Eastern Finland offers a Masters in Environmental and Climate Change Law: Environmental law, Stockholm University offers an LLM in Environmental Law and the University of Groningen offers a LLM in International and European Law: Energy and Climate Law. Limited details on these programmes were available in English.

All modules on the Groningen are compulsory, are taught in English. Modules are predominantly related to energy law, energy trading and contracting. One module is offered in Climate Change Law which focusses on international agreements such as the Paris Agreement and the Clean Development Mechanism. Students are also required to undertake a research dissertation.

4. Interviews & Questionnaires.

4.1 Interview & Questionnaire Objectives

Understand the perception of practitioners in relation to the key knowledge, understanding and skills required in climate change and climate change law/policy

4.2 Methodological framework

A questionnaire was designed for deployment online using JISC online surveys. Participants were recruited via Linked in and via the researchers own networks. Questions included: background on the participant and their current professional role such as their current position and the field that they work in; their professional links with national/regional regulators and other environmental stakeholders; their perception on the key areas of knowledge and the skills/competencies for a PG



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degree in CCLP. Participants were also asked what academic background they might expect an applicant to a PG Degree in CCLP to have.

Interview participants were recruited via LinkedIn and the researchers own networks. Interviews sought to understand, in more depth, the areas explored in the questionnaire. As this is an exploratory and explanatory study a semi-structured interview process was used as this allowed for the research team to gather more in-depth information about the needs and challenges associated with climate change education and climate change legal practice. In semi-structured interviews allowed the research team to work from a list of themes and key questions to be covered, but gave the flexibility to adapt the questions and direction of the conversation depending on the participant and their background (Saunders, Lewis & Thornhill, 2016)

Participant information on the purpose of the project, the use of the data and confidentiality and data protection was provided at the beginning of the questionnaire/interview.

The questionnaire and interview questions can be found in Appendix 2.

Questionnaire Results

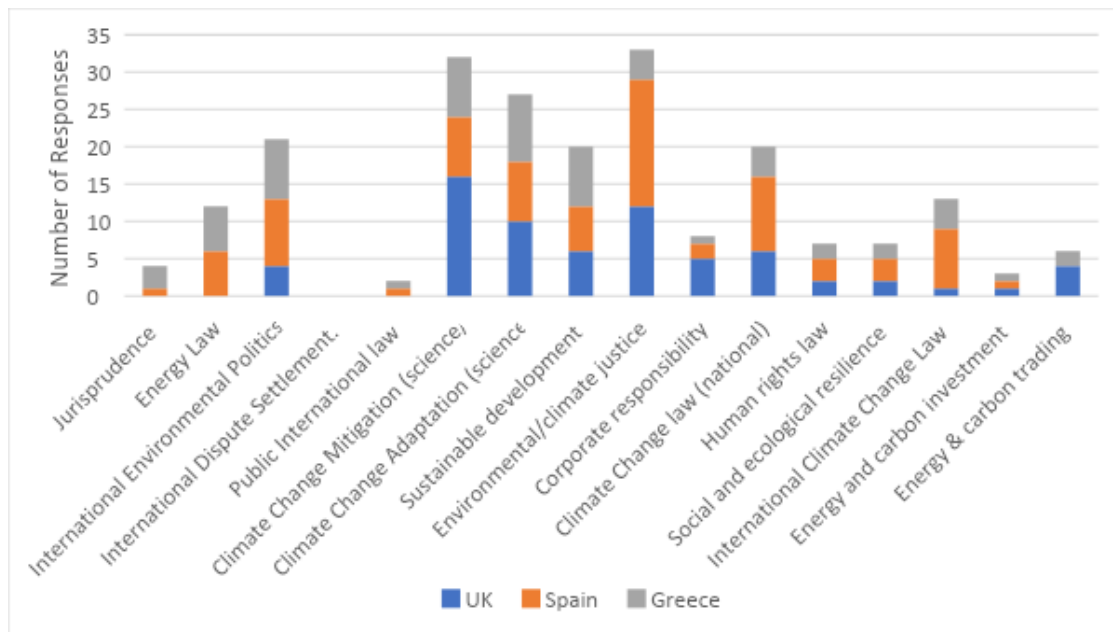
A total of 50 responses were received, 17 from the UK, 18 from Spain and 14 from Greece. Respondents were from a range of backgrounds predominantly from academia, regulators, in-house legal practice and environmental consultancy. Fifty percent had expertise in climate change, the next most prevalent experience was in the area of natural resource management and pollution control (24% in total).

As can be seen from Figure 1 The purpose of the questionnaire was to ascertain the areas of knowledge and skills needed by practitioners in climate change law and policy. The following Figures show the results of these key questions. The two key areas for Spanish respondents in terms of knowledge were national climate change law and environment. The key knowledge areas for the UK and Greece were an understanding of climate change mitigation, adaptation and sustainability.

Figure 1. Q4.What do you consider top 5 areas knowledge/understanding for a course such as this



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Subject specific and transferable skills were explored in the questionnaire (see Fig. 2). An understanding for the environment was particularly important to Spanish and Greek respondents, which aligns to the academic research in the best practice of teaching environmental law (See earlier refs). In the UK greater focus was placed on the transferable skills of communication, stakeholder engagement the ability to evaluate and critique information. Other areas of importance in Spain included working in a transboundary environment, research skills and risk assessment.

Figure 2 What do you consider top 3 skills/competences for a graduate of a course such as this

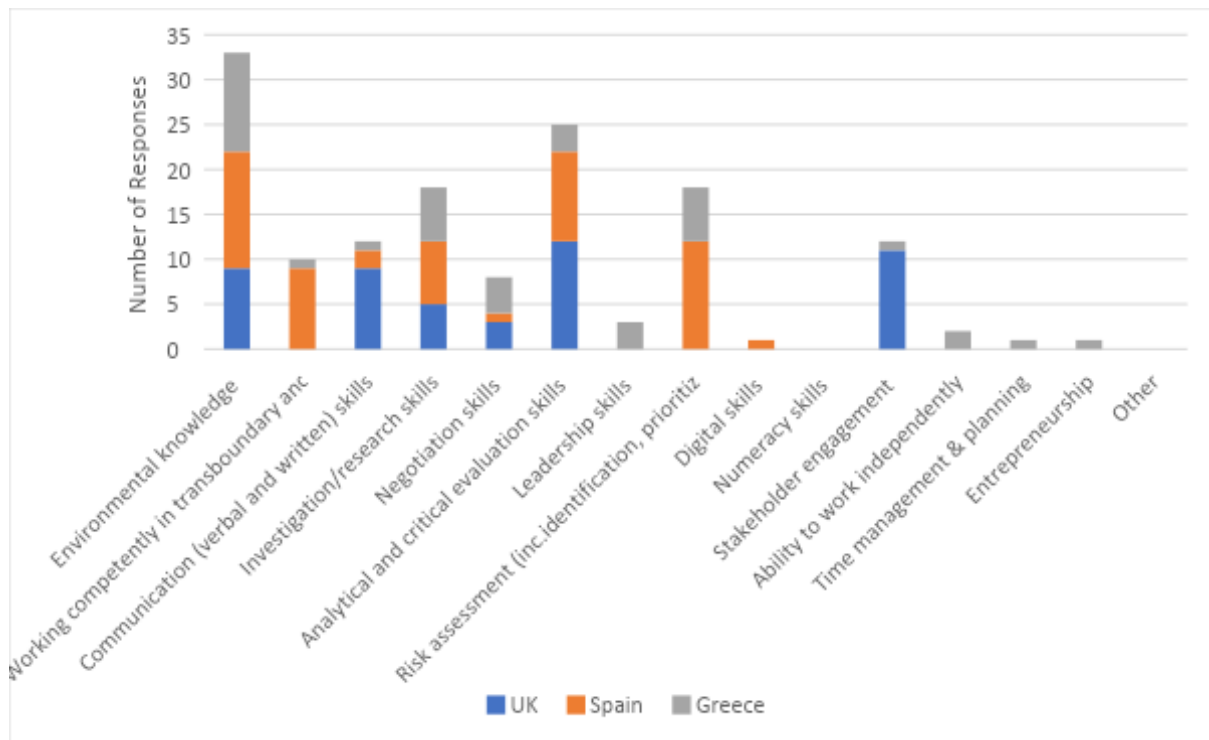
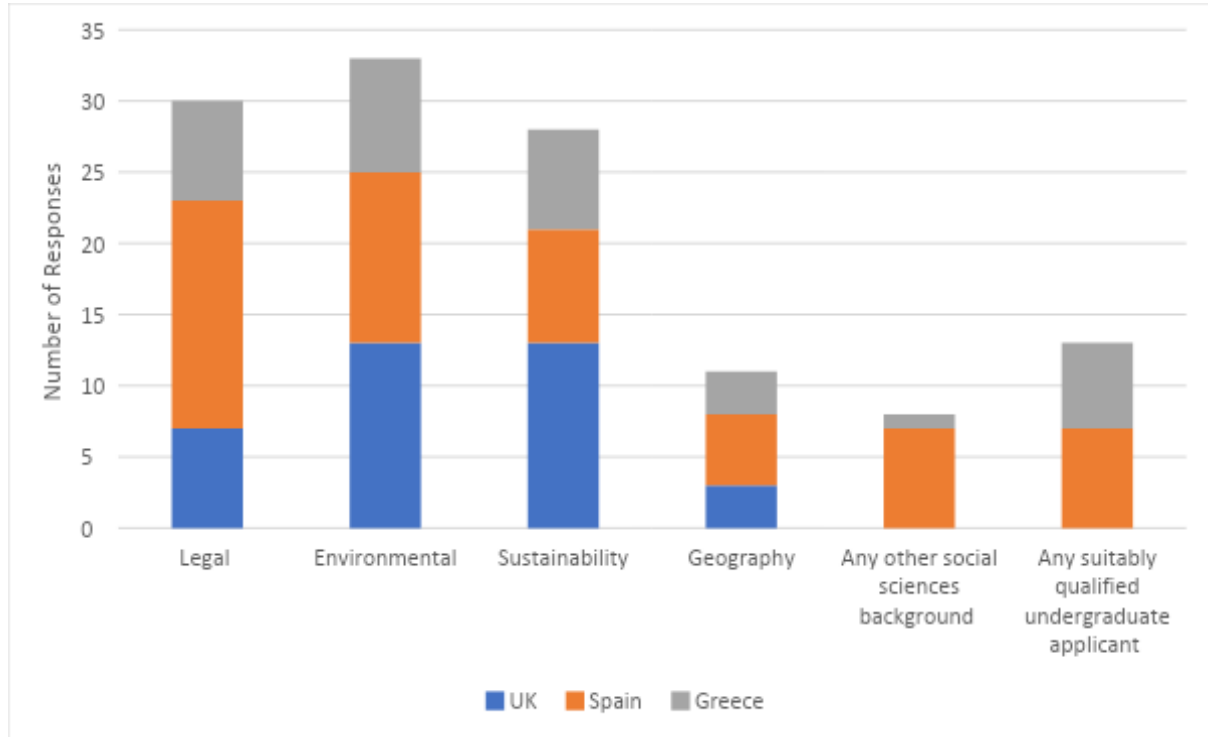


Figure 3 shows that respondents expect that graduates of a programme in climate change law come from a range of backgrounds but particularly a legal background of environment/sustainability background. This aligns to the entry requirements of many of the PG programmes in environmental law which prefer a Bachelors in law, but will accept applicant from related disciplines.

Figure 3 What undergraduate background would you expect applicants for a course such as this to have

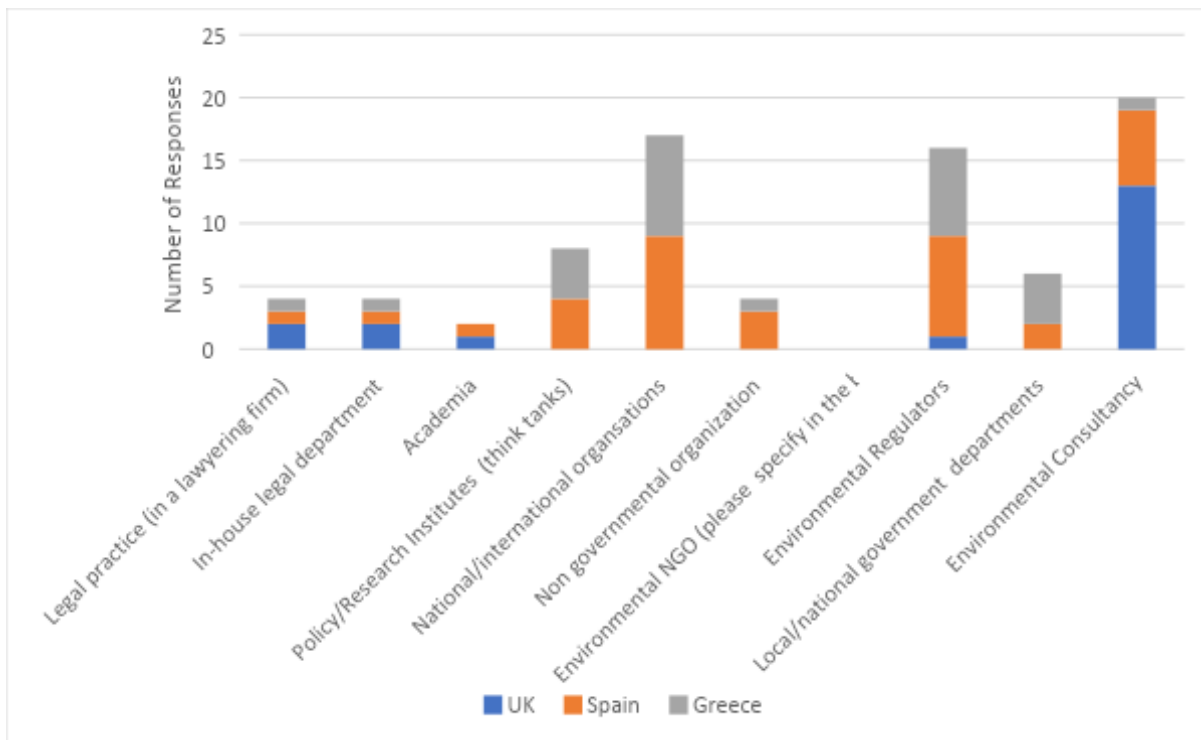


Results on career destinations for graduates of an Postgraduate qualification in Climate Change Law are mixed (see Fig. 4). UK respondents feel that graduates would be particularly well suited to a career in environmental consultancy, while Spanish and Greek respondents feel that graduates would be best suited to careers in regulation or in national/international organisations. Few of the respondent feel that this would lead to a career in legal practice. This is a programme that would support those working in the subject to better understand the requirements and implications of the law, rather than to act as an environmental lawyer.

Figure 4 What would be the most suitable career path for the graduates from this course



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Raw data for interviews can be found in Appendix 3.

Interview Results

Five Greek and three UK academics and two UK practitioners were interviewed.

The interviewees provided valuable insight into the content expected from a postgraduate climate change law education. The interviews all highlighted that there is a need to include a general introduction to the complexity of the environment, environmental problems and climate change.

All interviewees expected that graduates would have undertaken a dissertation, showcasing their ability to research, critique, collect and analyse data/information. They perceived this as a critical skill that is transferable to both the legal and environmental professions.

Interviewees felt that it was vital that students be trained in legislative theory, tools and techniques, but that this be further developed ensure that students could apply the theory to case studies.

Interviewees expected students enrolled on such a course to come with either an environmental background or a legal background and as such the entry requirements should not exclude either group.

All interviewees highlighted the need for a mixture of theory and practice. Guest speakers, field trips, moot court and case study work were all identified as useful ways of helping students apply their knowledge. Where possible online international learning projects should be encouraged to ensure that students learn about other perceptions of climate, environment and sustainability and other approaches to legislation, policy and regulation. Such international collaboration should also foster innovation and discussion around solutions to “wicked problems” such as climate change.



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Academic interviews felt that for a post graduate course, with the potential for part-time study, that the course be designed to facilitate face to face and online delivery.

UK academic interviewees felt that a climate change specific degree was too highly specialized and would potentially fail to recruit viable numbers. Their preference was for an Environmental Law degree with mandatory climate change modules (science, law and politics). Students with an interest in a career in climate change law/policy could then be directed to undertake a climate change specific dissertation. UK practitioners felt, similarly, that graduates were likely to work on a range of projects and needed to be able to understand and apply the requirements of the law in a business context, but were not necessarily expected to be legal practice experts.

5. Gap Analysis and Recommendations

- 1) In all European countries there is no climate change policy or law Master Programme. In all countries climate change law is usually integrated as an optional or mandatory module within a more generic environmental law, science and management programme.
- 2) In the UK law is exclusively an LLM, but in Greece and Spain environmental law may be covered as an LLM or an MSc.
- 3) Many courses, in all three partner countries are open to applicants from a range of backgrounds, not just those from an undergraduate legal programme.
 - a. Partners need to consider what they want their market to be and whether they want to accept applicants from earth/environmental sciences, business/management as well as from law.
- 4) The curriculum is varied (see additional documentation) in all three European countries:
 - a. Interviews and questionnaire participants (as well as pedagogic research) indicate that some multi-disciplinary knowledge into climate change science and politics is valuable. But this is not often taught in the UK LLM programmes. The research highlights the need for not just legal specific knowledge, but also a good grounding in environment and sustainability.
 - b. Depending on the target audience the institutions need to consider whether core legal skills are mandatory or optional.
 - c. A research project should be included - interviews and questionnaires highlight the need for graduates to be able to gather, evaluate, critique and communicate information.
 - d. Environmental law can be considered from a national and subject matter perspective
 - i. Partners may wish to consider which topics to include based on the expertise of faculty members.
- 5) The results of the questionnaires support the desk based research into climate change law curricula and

Our overall recommendations are:

- a postgraduate course must include legal theory and environmental science and management;
- the course must include a substantial research project;



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- pedagogy should include a range of theory and applied practice;
- the course should be open to applicant from a range of backgrounds and not be limited to those with an undergraduate degree in law and
- Careful consideration should be given to the exact title of the degree programme to ensure that there is enough market opportunity for climate change law

6. References

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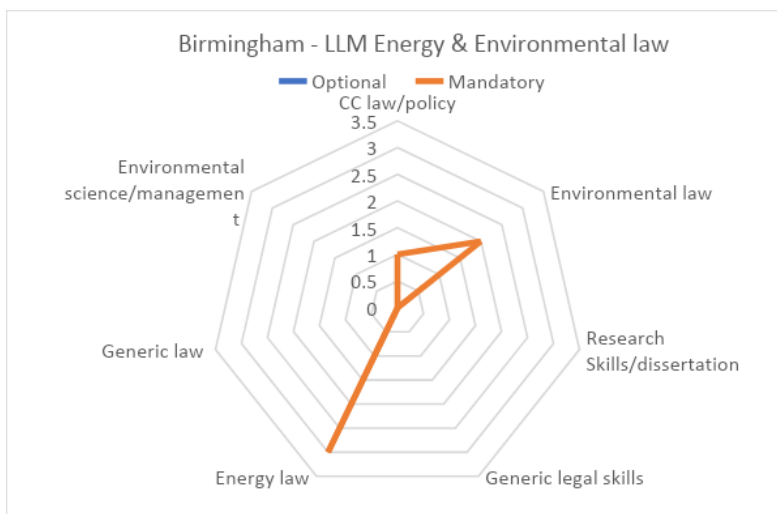
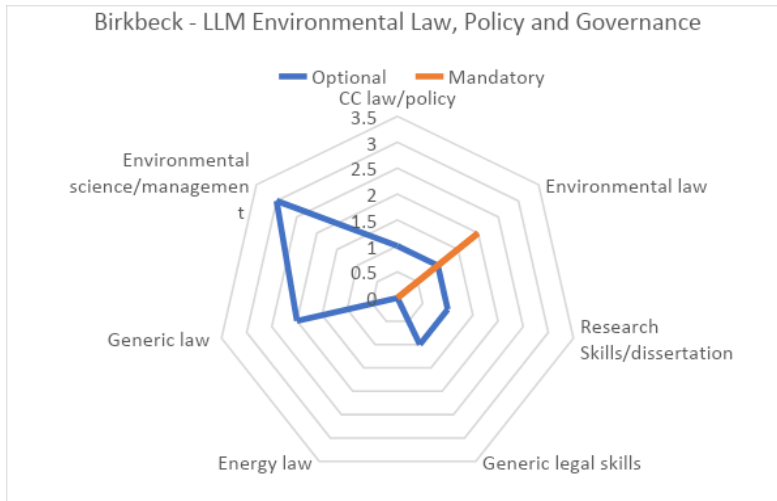


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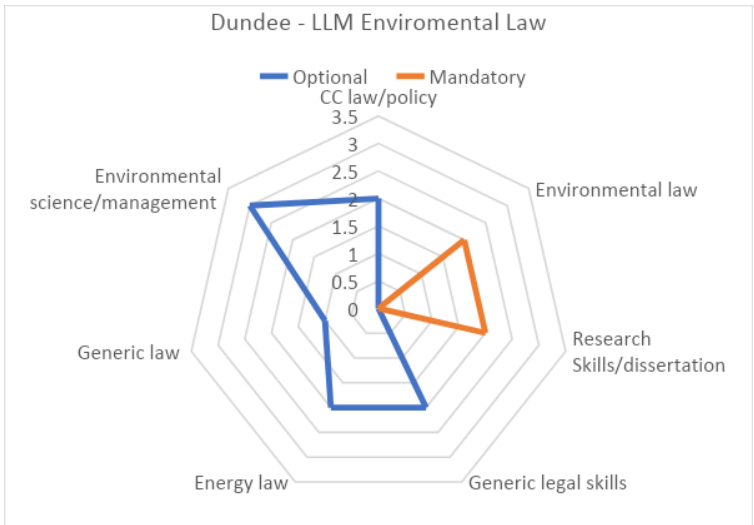
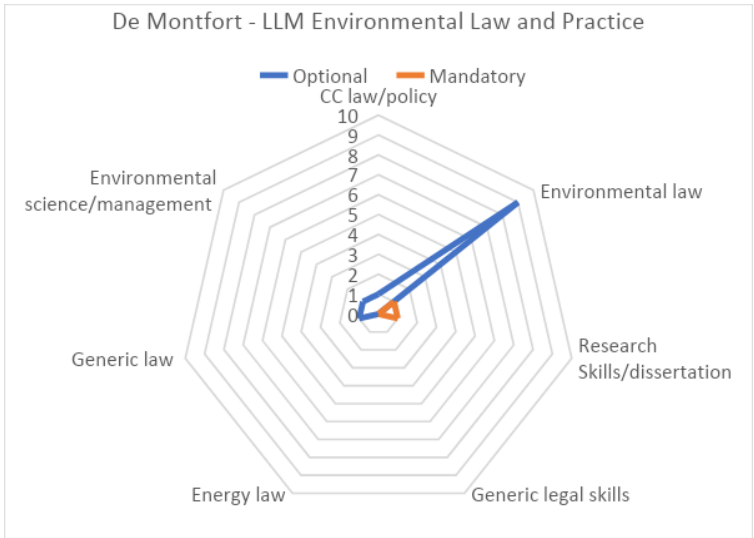
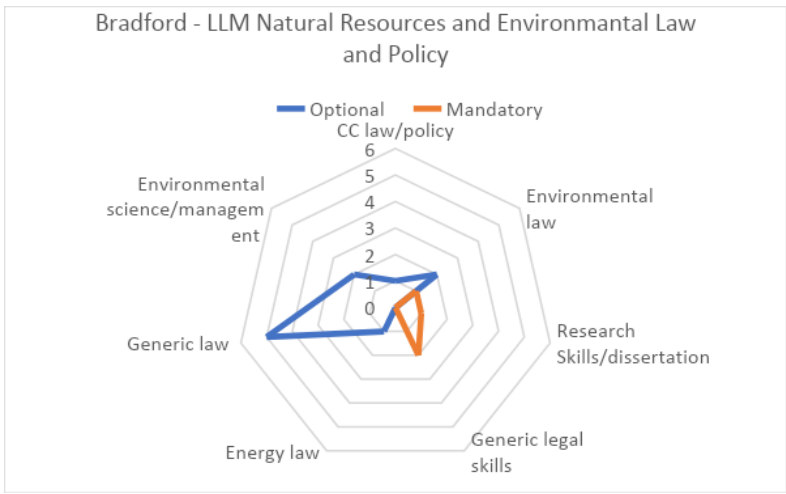
Appendix 1 – Balance of Optional and Mandatory modules in Environmental Law Programmes.

United Kingdom



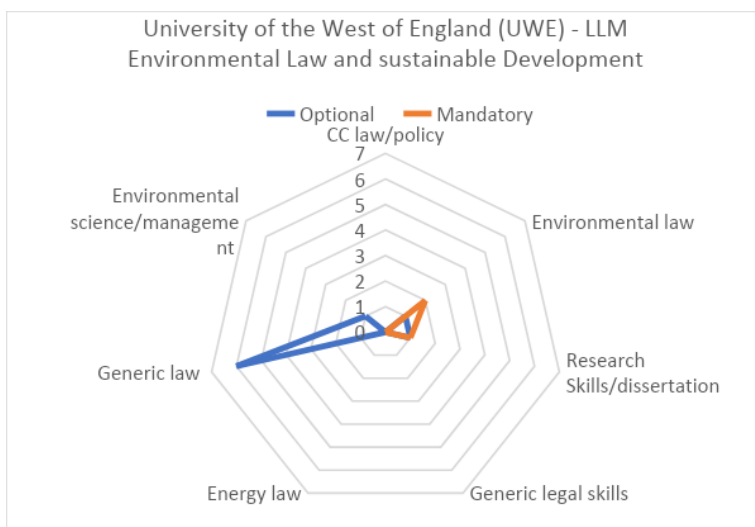
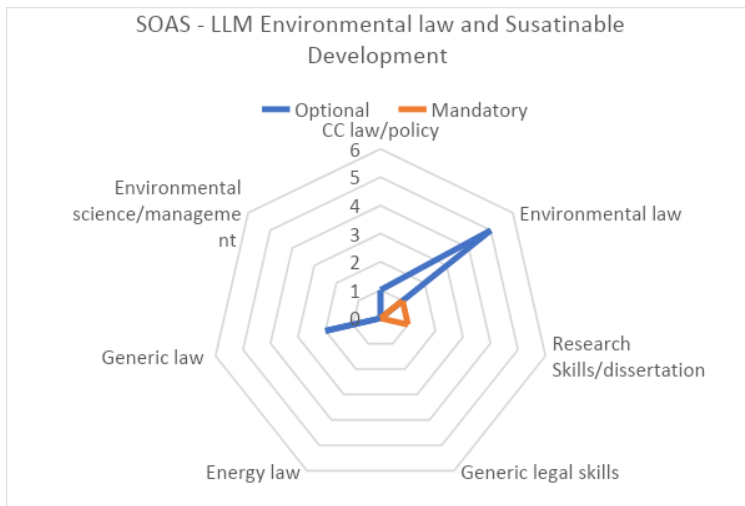
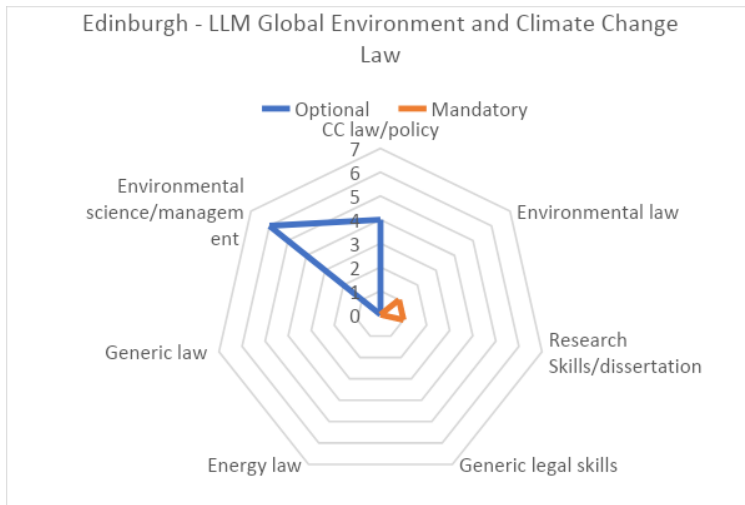


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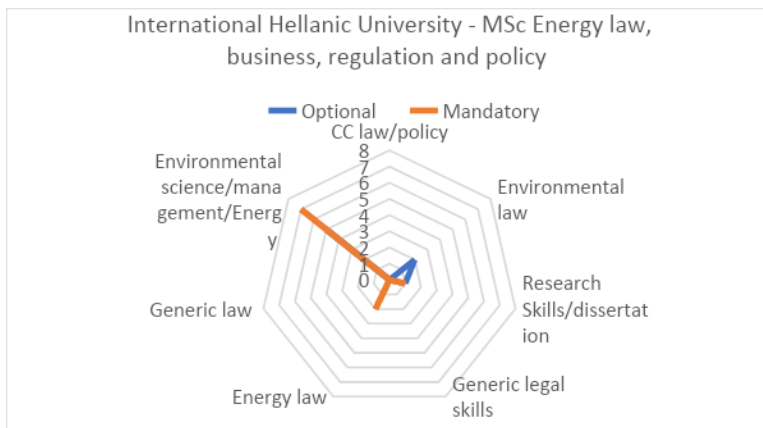
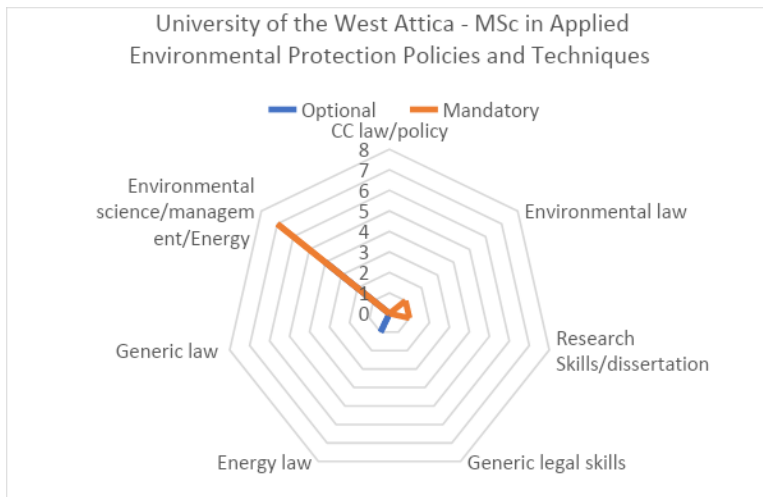
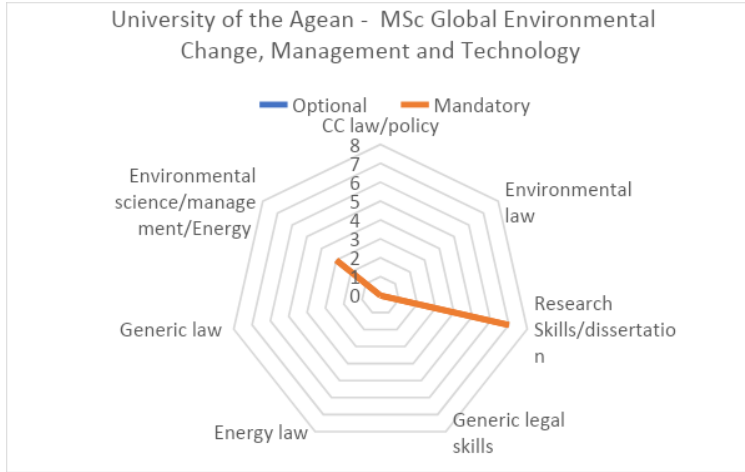




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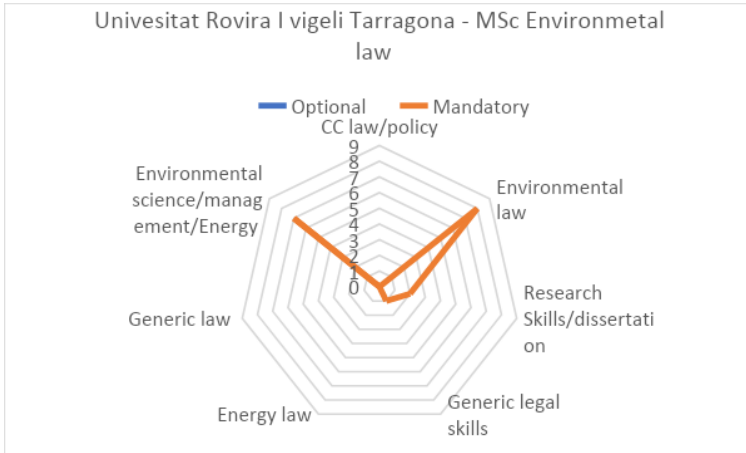
Greece



Spain



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Appendix 2 – Questionnaire and Interview Questions.

CCP_Law En Live

Participant Information Sheet



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Project acronym:	CCP_Law
Project name:	Climate Change Policy and Law
Project code:	618874-EPP-1-2020-1-VN-EPPKA2-CBHE-JP
Project duration:	15 January 2021 - 14 January 2024

The purpose of the research is to

- Develop, test and adapt new curricula in the field of Climate Change (CC) Law.
- Create postgraduate multidisciplinary programme Global Climate Change Policy and Law at project partners' universities in Malaysia, India and Vietnam.
- Support the same partners to set up Law Centres to support the research and the policy making in the Climate Change poly and Law

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- Contribute to improving the quality of the educational provisions in partners' universities in Malaysia, India and Vietnam both in terms of relevance for the labour market as well as incorporating best pedagogical practice and ICT educational tools
- Strengthen cooperation between European and Asian partners involved in the project

The research project is being conducted by Dr Emma Hill, Dr Jason Jordan, Stephen Austin and Amela Bogdanovic at Coventry University as a part of international collaborative project **Climate Change Policy and Law (CCP_Law)** funded under Erasmus+ Capacity Building in the field of Higher Education (**618874-EPP-1-2020-1-VN-EPPKA2-CBHE-JP**)

You have been selected to take part in this questionnaire survey because your considerable experience in field. Your participation in the survey is entirely voluntary, and you can opt out at any stage by closing and exiting the browser. If you are happy to take part, please answer the following questions relating to the required knowledge, skills and competence for the graduate of the proposed course and help the project team in drafting the Programme Specification. Your answers will help us to provide clear information on the key Climate Change and environmental challenges, the current policy, legislative and institutional framework, and the strategies in both Europe and PCs educational programmes. It will be designed to address them with a view to create a competence and multi-disciplinary blended curricula on Climate Change Policy and Law, customized to the needs of India, Vietnam and Malaysia.

The survey should take 15 minutes to complete.

Your answers will be treated confidentially and the information you provide will be kept anonymous in any research outputs/publications. Your data will be held securely on Project team's CU One drive. All data will be deleted by 31 May 2026

The research was granted ethical approval by Coventry University's Research Ethics Committee.

For further information, or if you have any queries, please contact the lead researcher Amela Bogdanovic aa5163@coventry.ac.uk If you have any concerns that cannot be resolved through the lead researcher], please contact ethics.uni@coventry.ac.uk.



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Consent

Thank you for taking the time to participate in this survey. Your help is very much appreciated *
Required

Please select at least 4 answer(s).

- I have read and understood the above information.
- I understand that, because my answers will be fully anonymised, it will not be possible to withdraw them from the research once I have completed the survey
- I confirm that I am aged 18 or over.
- I agree to take part in this questionnaire survey.



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A CCP_Law Respondent's profile (Optional)

Country

Organisation/company

Email address

Gender (insert your own reply or prefer not to answer)

If you are an academic do you run * *Required*

- Environmental Law LLM
- Climate Change Law LLM

Please tell us why your HEI runs a course in this area rather than (and/or in addition to) the broader area



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Q1 How would you define your work role? * Required

- In-house legal practitioner
- Private practice legal practitioner
- International government body
- National government body
- Local government body
- Regulator
- NGO
- Environmental/sustainability practitioner
- Academic/researcher
- Other

If you selected Other, please specify:

Q2 Which field do you work/practice/teach/research in (tick all that apply)? *

Required

- Climate Change Policy and Law
- Environmental Law
- Climate Change Migration
- Protection of Human Rights law
- Green Advocacy
- International Energy Law
- Natural Resources Management
- Pollution Control
- Climate Change and Gender
- Other

If you selected Other, please specify:



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Q3 Do you or your organisation have any professional/academic/research practice/consultancy/training links with any of the following (for research & practice informed teaching purposes).

	Research	Consultancy	Training delivery
National Government (please specify department(s) in the box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental regulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Government (please specify department(s) in the box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Environmental NGOs (please specify in the box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United Nations Framework Convention on Climate Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United Nations Environment Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United Nations Development Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biodiversity Authorities (District/State/ National please specify in the box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community/Civil Society Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

National government

Local Government



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Local Government

9 / 15

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National Environmental NGOs

--	--

Biodiversity Authorities

--	--

Any other

--	--



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Q4. What do you consider top 5 areas knowledge/understanding for a course such as this * *Required*

Please select between 2 and 5 answers.

- Jurisprudence
- Energy Law
- International Environmental Politics and Law
- International Dispute Settlement.
- Public International law
- Climate Change Mitigation (science/policy)
- Climate Change Adaptation (science/policy)
- Sustainable development
- Environmental/climate justice
- Corporate responsibility
- Climate Change law (national)
- Human rights law
- Social and ecological resilience
- International Climate Change Law
- Energy and carbon investment
- Energy & carbon trading
- Other

If you selected Other, please specify:



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Q6. What undergraduate background would you expect applicants for a course such as this to have * *Required*

Please select between 1 and 6 answers.

- Legal
- Environmental
- Sustainability
- Geography
- Any other social sciences background
- Any suitably qualified undergraduate applicant

Q5 What do you consider top 3 skills/competences for a graduate of a course such as this * *Required*

Please select between 1 and 3 answers.

- Environmental knowledge
- Working competently in transboundary and global context
- Communication (verbal and written) skills
- Investigation/research skills
- Negotiation skills
- Analytical and critical evaluation skills
- Leadership skills
- Risk assessment (inc. identification, prioritization, assessment & mitigation)
- Digital skills
- Numeracy skills
- Stakeholder engagement
- Ability to work independently
- Time management & planning
- Entrepreneurship
- Other

If you selected Other, please specify:



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Semi Structured Interview Questions

Climate Change Policy and Law (CCP_Law)

Erasmus+ Capacity Building in the field of Higher Education
(618874-EPP-1-2020-1-VN-EPPKA2-CBHE-JP)

Suggested interview questions:

What should post graduate climate change law education focus on and what are graduates expected to accomplish? (the learning outcomes, course topics)

What is the current state of climate change education in particular in relation to climate change law?

What are the most effective learning methods for climate change law education?

Are there any particular issues that have not been covered sufficiently or adequately in the current climate change law education?

What is most likely profile of the applicant for the course? What are expected pre requisites for this course?



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Appendix 3 – Questionnaire raw data.

Q1 How would you define your work role?	UK	Spain	Greece
In-house legal practitioner	3	1	2
Private practice legal practitioner			
International government body			
National government body			2
Local government body			
Regulator	5		
NGO			3
Environmental/sustainability practitioner	5		
Academic/researcher	4	17	4
Other			3
	17	18	14
If you are an academic do you run			
Environmental Law LLM	4	16	3
Climate Change Law LLM			1
Q2 Which field do you work/practice/teach/research in (tick all that apply)?			
Climate Change Policy and Law	11	7	5
Environmental Law	15	14	5
Climate Change Migration		2	1
Protection of Human Rights law		7	1
Green Advocacy		6	1
International Energy Law		1	2
Natural Resources Management	2	2	9
Pollution Control	6	3	5
Climate Change and Gender		1	1
Other		3	3
Q3 Do you or your organisation have any professional/academic/research practice/consultancy/training links with any of the following (for research & practice informed teaching purposes).			
National			
Research	4	7	6
Consultancy	5	3	7
Training delivery	9	0	3
Environmental regulators			
Research		1	1
Consultancy		2	5
Training delivery	5	1	0
Local Government			
Research		8	3
Consultancy		6	9



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Training delivery		2	3
National Environmental NGOs			
Research		7	3
Consultancy		4	3
Training delivery		4	1
United Nations Framework Convention on Climate Change			
Research		3	
Consultancy			3
Training delivery			
United Nations Environment Programme			
Research		1	1
Consultancy			3
Training delivery			0
United Nations Development Programme			
Research		1	
Consultancy			2
Training delivery			
Biodiversity Authorities (District/State/ National)			
Research		4	2
Consultancy		4	1
Training delivery		2	
Private sector organisations			
Research		4	5
Consultancy		3	4
Training delivery		2	1
Community/Civil Society Groups			
Research		1	2
Consultancy			
Training delivery		2	
Any other(please specify)			
Research			1
Consultancy		1	1
Training delivery			
Q4.What do you consider top 5 areas knowledge/understanding for a course such as this			
Jurisprudence		1	3
Energy Law		6	6
International Environmental Politics and Law	4	9	8
International Dispute Settlement.			
Public International law		1	1
Climate Change Mitigation (science/policy)	16	8	8
Climate Change Adaptation (science/policy)	10	8	9
Sustainable development	6	6	8
Environmental/climate justice	12	17	4



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Corporate responsibility	5	2	1
Climate Change law (national)	6	10	4
Human rights law	2	3	2
Social and ecological resilience	2	3	2
International Climate Change Law	1	8	4
Energy and carbon investment	1	1	1
Energy & carbon trading	4	0	2
Other		2 Environmental Administrative law, human rights (can be included in environmental justice	Applied environmental protection
		Climatology and Earth System Science (introduction)	
			Spatial planning and climate change
Q5 What do you consider top 3 skills/competences for a graduate of a course such as this			
Environmental knowledge	9	13	11
Working competently in transboundary and global context		9	1
Communication (verbal and written) skills	9	2	1
Investigation/research skills	5	7	6
Negotiation skills	3	1	4



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Analytical and critical evaluation skills	12	10	3
Leadership skills			3
Risk assessment (inc. identification, prioritization, assessment & mitigation)		12	6
Digital skills		1	0
Numeracy skills		0	0
Stakeholder engagement	11	0	1
Ability to work independently		0	2
Time management & planning		0	1
Entrepreneurship		0	1
Other		0	0
Q6. What undergraduate background would you expect applicants for a course such as this to have			
Legal	7	16	7
Environmental	13	12	8
Sustainability	13	8	7
Geography	3	5	3
Any other social sciences background		7	1
Any suitably qualified undergraduate applicant		7	6
What would be the most suitable career path for the graduates from this course			
Legal practice (in a lawyering firm)	2	1	1
In-house legal department	2	1	1
Academia	1	1	0
Policy/Research Institutes (think tanks)		4	4
National/international organisations		9	8
Non governmental organization		3	1
Environmental NGO (please specify in the box below)			
Environmental Regulators	1	8	7
Local/national government departments		2	4
Environmental Consultancy	13	6	1