

CLIMATE JUSTICE LIVING LAB

Training Curriculum

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**CLIMATE LAW
e
CLIMATE JUSTICE**

Credits

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ABSTRACT

The *Climate Justice Living Lab* project envisages the creation of an innovative and interdisciplinary course of study focusing on climate law and climate litigation to be implemented in the project partner universities. To this end, the partners actively collaborate in the realisation of an educational curriculum that fills the gaps in current academic courses on climate change with a focus on the sphere of law, which are often fragmented and lack an integrated approach to the complex challenges posed by the climate crisis. The aim is to create an educational pathway that can be replicated in other higher education institutions in order to train students, graduates, legal professionals, journalists and activists, fostering the emergence of a new class of experts capable of addressing the growing drama of the climate issue through a rights-based, equity-based and sustainability approach.

1. INTRODUCTION

1.1 CONTEXT

In the current historical context, the ongoing climate crisis seriously threatens the health of the planet and human rights, including those of future generations, making the role of legal professionals crucial for action. Therefore, the training of law students or students of related disciplines, doctoral and post-doctoral students, and young legal professionals in climate change issues is crucial to enable them to acquire appropriate tools to face the challenges of the climate issue.

Climate law is an evolving field that integrates national and international legislation, regulations and policies aimed at reducing greenhouse gas emissions and promoting sustainable practices. Training young people in this field means equipping them with the tools they need to understand and deal with the legal issues related to climate change, from natural resource disputes to climate migration, which increasingly cross courtrooms. As the field of climate litigation is relatively new, young lawyers are called upon to be pioneers in representing the interests of the community, including vulnerable communities living in the territories most affected by the negative effects of climate change. Training in climate law gives them the opportunity to develop specific skills to defend human rights and ensure that climate policies are just and inclusive.

Investing in the training of young lawyers means not only preparing competent professionals, but also promoting a new legal culture that considers sustainability and environmental and social justice as human rights. Through appropriate training, it is possible to facilitate the implementation of innovative and legally sound strategies to address climate challenges, from adaptation to mitigation policies.

Collaboration between universities, institutions and legal practitioners is crucial to create effective training programmes. Through workshops, seminars and *internships*, students can gain practical experience and build professional networks that will help them become agents of change.

Against this backdrop, **climate litigation** is undoubtedly emerging as an increasingly relevant legal phenomenon, representing a possible response to global challenges. In recent years, courts around the world have indeed become a crucial arena for addressing issues of environmental liability, public policy and human rights. One of the most significant aspects of climate litigation is its ability to influence public policy. Through lawsuits, environmental organisations and citizens can pressure government institutions to fulfil international commitments and adopt stricter climate measures. For example, important lawsuits such as the one brought by Urgenda against the Dutch government have led to rulings requiring more ambitious measures to reduce CO₂ emissions.

Moreover, climate litigation extends beyond national jurisdictions, creating a global dialogue on legal standards and liability. Courts in different nations are developing common interpretations of climate law and international environmental law, which can help set new standards and practices. Climate change is, in fact, a global problem that requires effective coordination between states, and legal action can effectively push governments to recognise the importance of working together to ensure a comprehensive and coherent response to the climate crisis, promoting solutions that are legally and politically sustainable for all.

Climate disputes also have a direct impact on social justice. Vulnerable communities, often the most affected by climate change, are beginning to use the courts as a platform to defend their rights. Through these actions, they can obtain recognition and compensation for the damages they have suffered, while emphasising the importance of adaptation and mitigation policies that take their needs into account. However, climate litigation also faces significant challenges. The causes are complex and require solid scientific evidence, as well as the ability to prove a causal link between human activities and climate impacts. Growing public awareness and the urgency of the climate crisis are fuelling a growing interest in this area of law.

In sum, climate law is emerging as an important field of modern law and climate litigation has become a tool that can influence political decisions, promote social justice and contribute to more effective global *governance*. As climate challenges increase, the

role of legal instruments is set to become increasingly central in the battle for a sustainable future. Highly professionalised training opportunities on climate law, with a focus on climate litigation, therefore appear essential to ensure effective legal responses.

1.2 PROJECT OVERVIEW

Climate science is clear: the scale and urgency of the climate emergency requires that all sectors of society mobilise to rapidly implement a radical and just transition to address anthropogenic climate impacts. To address these challenges, the field of law is an essential tool for structural change at all levels: it can provide binding solutions to prevent and manage the climate emergency, while ensuring the protection of human rights from climate change violations and inviting governments and corporations to more ambitious climate action. European public opinion is witnessing the problems of dependence on fossil fuels and the need for an energy transition towards decentralised and renewable systems, as also demonstrated by the impacts of the recent conflict in Ukraine on energy systems.

Climate law and climate litigation have been expanding fields over the past 20 years and the 2015 Paris Agreement has accelerated this process, making legal practitioners key players in the climate change policy arena. Climate disputes, defined as '*cases brought before administrative, judicial and other investigative bodies, in national and international courts and organisations, raising questions of law or fact concerning climate change science and climate change mitigation and adaptation efforts*' (Setzer and Higham, 2021, Markell and Ruhl, 2012; Burger and Gundlach, 2017), will continue to grow in number and the range of claims and defendants will continue to diversify.

New trends are emerging that must be supported by a continuous training and updating effort, which cannot but involve higher education systems.

In this context, the *Climate Justice Living Lab* project aims to strengthen the role of higher education in addressing the societal challenges brought about by climate change by building the capacity of legal practitioners, students, activists and journalists as real actors of change in the sphere of law and climate justice. The project aims to improve

cross-sectoral cooperation, appropriateness and availability of learning outcomes and curricula in this field and to provide target groups with in-depth knowledge and understanding of climate justice and current issues of law.

PARTNERSHIP

The lead partner of the project is the **University of Palermo - Department of Law (Di.Gi.)**, which plays a key role in the Mediterranean context and is among the first universities in Italy to set up an Interdepartmental Centre for Sustainability and Ecological Transition (CSTE). The Di.Gi., in collaboration with the CSTE and the Department of Engineering, promotes a Master's Degree in Law and Technique of Ecological Transition. Moreover, the Di.Gi. of the University of Palermo was awarded the title of Department of Excellence on the basis of a national evaluation by the Ministry of University and Research (MIUR) both in 2017 for the five-year period 2018/2022 and in 2022 for the five-year period 2023/2027.

The project partnership also includes the following entities:

- **A Sud Ecologia e Cooperazione:** an independent ecological organisation, based in Italy, that has been working on environmental and climate justice for over 20 years, using campaigning, training, reporting, and advocacy as tools. In 2020, it launched a campaign entitled 'Giudizio Universale' (Universal Judgement), in the framework of which, together with 203 other organisations and individuals, it filed the first Italian climate litigation in 2021, denouncing before the Civil Court of Rome the inaction of the Italian State in the field of climate policy.
- **Universitat Rovira i Virgili:** The University of Tarragona, specifically the Centre for Environmental Law Studies of Tarragona (CEDAT), has played a relevant role in the field of human rights and environmental justice. CEDAT aims to generate and socialise knowledge on environmental law at different levels and sectors from an environmental justice perspective, including the rights of present and future generations. As a research group, CEDAT aims to promote collaborative, interdisciplinary and socially impact-oriented research projects.

- **Mariupolskyi Derzhavnyi Universytet:** Mariupol State University (MSU) is a Ukrainian university. Since its foundation in 1991, MSU has developed into an important regional higher education institution offering a broad spectrum of education and training programmes. Due to the Russian military aggression of 24 February 2022, MSU's facilities were damaged and the university lost a large part of its capacity and human resources, which was followed by the need in May 2022 to move the university's headquarters from Mariupol to Kiev. The institution's expertise in the field of natural resource utilisation is determined by the presence of the Department of Rational Nature Management and Environmental Protection and the Centre for Ecological Scientific Research. In addition, the Department of Law participates in activities and projects aimed at the rational use, protection and restoration of natural resources, particularly relevant in the context of military operations. The personnel of the Department of Law have experience in the field of natural resource management, including the regulation of climate problems and are currently participating in the 8th online course 'Mechanisms for the Protection of Nature under Conditions of War', organised by the international human rights organisation 'EPL', and are also carrying out activities in the field of environmental protection, maintenance, restoration and improvement of its conditions.
- **C.M. SKOULIDI & SIA E.E.: P-consulting** is an IT, training and consulting company focused on web development, digital transformation and business consulting. The company cooperates with schools, vocational training institutes, chambers, NGOs and other public and private organisations in Greece and the EU and has a long experience in international projects. Its main objective is the digital transformation of companies and organisations through the innovative exploitation of existing tools, ensuring a fast, sustainable and effective process.

1.3 PURPOSE AND SCOPE OF THE PROJECT

The *Climate Justice Living Lab* project aims to strengthen the competences of **100 legal practitioners (including lawyers and judges), 200 law students, 50 students of other related disciplines, 50 climate activists and 20 journalists**, aimed at making them actors of

change in the field of climate justice and climate litigation. One of the specific objectives of the project is to improve the appropriateness and availability of learning outcomes in the field of environmental law in climate change and climate justice through the development and dissemination of a tailor-made training curriculum. This provides an opportunity for legal professionals and students to enhance their practice-oriented knowledge, responding to the priority of developing green sector skills strategies and methodologies and future-oriented curricula that better meet the needs of individuals.

A central activity of the training curriculum is the activation - for two consecutive years - of an experimental course on climate law at the partner universities.

The course aims to provide students with a broad grounding in the following topics:

- *General hints of climate science* (for an interdisciplinary understanding of the phenomenon and its specificities, which are reflected in legislation and regulation);
- *National and international environmental and climate regulations and their evolution over time;*
- *Climate Governance Institutions and Mechanisms ;*
- *Human rights and climate change;*
- *Focus on climate litigation* (evolution, classification, legal issues, trends and perspectives);
- *Climate litigation cases.*

The main objectives of the course - the details of which are contained in the following chapters of this document - include the study of the *body of law* at different levels (national, European and international) and aim to develop students' ability to understand and apply fundamental legal principles in the specific context of climate law, preparing them to work professionally in the field.

1.4 IMPACT AND TARGET AUDIENCE

The results of the *Climate Justice Living Lab* project will benefit the entire partnership, which will have an enlarged and diversified network throughout Europe, starting with the project network countries Spain, Italy, Greece and Ukraine. At the end of the project all partners will have built and/or strengthened their capacities and will be able to further develop collaborative, cross-sectoral and transdisciplinary activities and programmes in the field of climate law and climate justice. The partner universities will be able to contribute to the innovation of higher education in climate law with higher levels of excellence. The teaching and methodological materials and *OERs* created will provide key building blocks for future curricula and learning outcomes, updating and transforming them and promoting replicability of the promoted activities.

Following the project, it is to be expected that the associated partners will see their engagement in climate law promotion and climate justice education strengthened, further expanding the direct impact of the project. Through a robust dissemination and exploitation strategy, the training materials and *OERs* supported by the replication guidelines will facilitate the adoption of the project results by other universities, training organisations, climate NGOs and other NGOs. Being open access, all interested *stakeholders* will be able to benefit from the project results to be implemented in other training or for self-training and research purposes. The project will have fostered cross-sectoral cooperation in the field of climate law and climate justice, making contributors within and outside the partnership - scholars from different disciplines, climate justice activists, legal practitioners, journalists and communication experts - more likely to exploit the synergies created through their participation in the workshop.

Specifically, the target groups identified for the implementation of the activities are:

- European universities and law departments, starting with the universities involved;
- Students of law and other relevant disciplines;
- Legal practitioners of all types and professional backgrounds;
- Climate justice promoters (civil society): i.e. activists and members of non-profit and grassroots organisations;
- Journalists and communication officers.

1.5 NATURE OF THE DOCUMENT

This document is public and represents the project output containing the **training curriculum** developed in order to train the identified target groups on the project focus topics. The final version was shared with the partners and binds them to adhere to it in the implementation of related activities.

Similarly, it can be used by further actors - in particular universities, study centres, educational institutions etc. - as an open access tool for the replicability of Climate Justice Living Lab activities. - as an *open access* tool for the replicability of the *Climate Justice Living Lab* project activities.

2. METHODOLOGY

2.1 NEEDS ANALYSIS

In order to facilitate the implementation process of the *Climate Justice Living Lab* project in the part related to the training curriculum, a needs assessment survey was first carried out, through the administration of a questionnaire intended for different target groups. This survey was designed by the University of Palermo (UNIPA), with the support of all partners, in order to carry out a reconnaissance of the training purposes preparatory to the elaboration of the detailed training proposal. In fact, the needs assessment survey proved useful in identifying gaps within the existing curricula and training programmes on environmental law and climate disputes. Furthermore, it provided valuable insights into the specific needs of the target groups: students, legal professionals, communication experts and activists.

The analysis carried out therefore played a fundamental role in defining the *work of Work Package 2* (dedicated to the development of the training curriculum, the experimental course and the intensive courses), and also represented an orientation tool for the implementation of the subsequent *Work Packages*, in particular for the realisation of the support tools for the teaching activity envisaged within *Work Package 3* (dedicated to the writing of the handbook) and *Work Package 4* (dedicated to the realisation of the digital platform "Living Lab").

More specifically, the needs assessment survey was carried out through the administration of a questionnaire addressed to different target groups: law professors, university professors (of other disciplines besides law), law students, university students (of other disciplines besides law), students in post-graduate training (doctorates and masters), researchers (in law and other fields), legal practitioners, communication professionals and activists.

QUESTIONNAIRE STRUCTURE

The questionnaire was structured in a total of 160 questions divided into 10 sections. Two questions were part of a general introductory section entitled 'general information', which

was designed to gather information on the country of origin (understood as the country in which one worked or studied) and to allow users to choose which target group to enter. The questionnaire was set up in such a way that, depending on the selected target group, only the section of questions specifically constructed for that group would be opened. At the end of the questionnaire, there was a concluding section entitled 'conclusions', which allowed all interested parties to leave comments and provide their e-mail address in order to stay informed about future project activities.

MAIN EVIDENCE

In order to provide a general overview of the responses, it is appropriate to divide the evidence on the basis of target groups.

- More than 70 per cent of the **university professors of law** consider the introduction of an autonomous, interdisciplinary training programme on environmental law and climate justice topics to be necessary, and are also in favour of enhancing climate expertise for activists and legal professionals.
- More than 80% of **university professors teaching other disciplines** than law point out the lack of specific climate law curricula. However, they do not show a significant interest in integrating activists or communication professionals, but focus more on collaboration with experienced scientists, believing that the promotion of an interdisciplinary approach to tackling the climate emergency is crucial.
- As far as the needs of **law students are concerned**, they declare a minimal knowledge of the subject, showing interest in their universities' adoption of specialised training programmes that can provide them with professional opportunities, the inclusion of internships and international exchange programmes.
- **Students enrolled in non-law university courses** also express their interest in studying topics related to environmental law and social justice through interdisciplinary teaching plans that combine legal and scientific topics.
- In addition to these target groups, there are also **researchers**, who declare themselves interested in the climate issue with a percentage of 90%. They argue that universities should develop specific training content on these issues, promoting collaboration between

universities, research centres, activists and legal professionals. Furthermore, they emphasise the importance of creating international exchange programmes and mentoring programmes to integrate scientific evidence into climate change legal cases.

- **Legal practitioners** also stated that training should deepen the importance of integrating scientific evidence as a means of enhancing climate disputes. Other relevant issues, according to legal practitioners, include administrative and corporate measures for pollution prevention, state and corporate liability for environmental damage, international treaties and agreements related to climate change, the development of climate justice jurisprudence, and procedural rules for initiating and managing climate disputes. Communication professionals, who identify a lack of media coverage on the climate issue, find it useful to implement specific training to better understand the legal framework and communicate effectively, including fact-checking techniques and translation of scientific data for the public.
- Finally, most of the **activists** involved in the needs survey expressed a lack of direct experience in the field of climate litigation, recognising the importance of strengthening their skills in this area. Specifically, they stated that they were in favour of university courses that also deal with practical experiences supported by activists and NGOs and that promote cooperation with legal professionals.

In general, it can be concluded that there is a growing and diverse demand for training in environmental law and related topics. The responses suggest that the main areas of interest include climate legal disputes, legal procedures, international agreements and interdisciplinary cooperation. The prospect of practical training focusing on specific topics and collaboration between different *stakeholders* emerges as a crucial element in meeting the needs and expectations of the various groups involved.

Main key messages emerging from the needs analysis:

An interdisciplinary and inter-professional approach is essential to tackle climate challenges;

Short courses and practical sessions are preferred to maximise the effectiveness of training;

The involvement not only of university professors, but also of legal professionals, activists and communication experts will improve the comprehensiveness and variety of the training;

Collaboration between legal practitioners, activists, communicators and students is crucial to develop an integrated understanding of climate law and promote effective action for climate justice.

The results of the survey provided a roadmap for the design of a training programme to meet the specific needs of each target group, thus helping to fill current gaps in training in environmental law, climate justice and climate litigation.

2.2 DEVELOPMENT OF THE *TRAINING CURRICULUM* AND UNIVERSITY COURSE

In the light of the needs that emerged from the above questionnaire, the project envisages as a result of *Work Package 2* the development of an innovative training *curriculum*, whose training activities are focused both on the study of the existing legal framework and on litigation strategies and key insights from the natural and human sciences that could be used by stakeholders to pursue climate justice litigation. The curriculum, which is defined in detail below, is characterised by an interdisciplinary approach and aims to constitute a 48-hour **course of** classroom teaching, both frontal and laboratory-based, to be tested within the training offerings of the individual partner universities, complemented by a series of

supporting training tools defined by the other *Work Packages*.

The course aims to train groups of students on the complexity of climate challenges, making them aware citizens and, at the same time, enabling them to become professionals prepared to deal with the climate emergency. In order to strengthen cooperation between universities and organisations promoting climate disputes, the course is expected to involve academic trainers from various disciplines: legal professionals, scientists and members of NGO partners and associated partners. This cross-sectoral approach, on the one hand, is designed to deepen students' knowledge of the legal aspects that may be involved when dealing with climate issues and climate litigation (philosophy of law, administrative law, environmental law, civil procedure, criminal procedure) and, on the other hand, gives students the opportunity to learn about other disciplines. Furthermore, through the contribution of partner organisations promoting climate litigation, students have the opportunity to put what they have learnt in class into practice in real scenarios. In order to assess the acquired competences *in itinere*, the development and administration of entry and exit questionnaires is planned. Finally, the development of specific replicability guidelines aimed at transferring the training curriculum to non-partner institutions is envisaged, in order to foster the adoption of the new curriculum at other higher education institutions, with particular reference to the European Union, that wish to improve the skills and competences of their students and consequently offer new opportunities for professional development.

2.3 THE ISP: INTENSIVE TRAINING SESSIONS

Two intensive training sessions (ISPs - Intensive Study Programmes) are also included in the *training curriculum*: a summer session (*Summer School*), which takes place in presence, and a winter session (*Winter School*), which is provided in online mode in order to facilitate maximum participation of all target groups.

As for the first ISP, i.e. the *Summer School*, it primarily targets law students (both undergraduate and postgraduate) and legal professionals and aims to deepen their

knowledge of climate justice and climate litigation and to gain practical experience through simulations. Specific attention is paid to bridging training gaps related to the scientific aspects of the topics covered. The teaching activity is therefore considered to be mainly aimed at law students from the partner universities and legal professionals from the partner countries (Italy, Spain, Greece and Ukraine). The requirement for participation is enrolment in a university law course or profession. If the expected limit of participants is reached (minimum 10 participants, 25 expected, up to 35 admitted), other students (maximum 20 recommended) who do not participate in the 48-hour project course and who show high motivation and other professionals (maximum 15 recommended) can be included in the course.

The second ISP, the *Winter School*, is aimed at a broader range of target groups (i.e. 25 journalists, 25 students from other disciplines and 25 activists from all over Europe), enabling them to acquire legal knowledge, when lacking, and practical skills to strengthen their ability to make the best use of the legal sphere, thanks also to the offer of practical simulations. Experience in climate activism or the practice of journalism (including journalists in training) is required to participate. If the limit of participants (75) is reached, preference will be given to candidates whose profile and motivation show the best potential for impact.

2.4 DEVELOPMENT OF THE TRAINING HANDBOOK

In order to facilitate learning, *Work Package 3* envisages the co-creation of a handbook, with the intention of providing teaching material on EU environmental law and climate litigation. It is aimed at legal professionals, researchers, practitioners, high school students and climate justice advocates. Specifically, the handbook takes up and develops the four thematic clusters into which the training curriculum is divided and consists of a substantial theoretical part, with basic legal and scientific references, and a part of case studies, in order to provide indications and suggestions for better defining and assessing climate justice challenges and climate litigation strategies. The handbook is an interdisciplinary learning tool applicable to different legal contexts.

Furthermore, the handbook is a support tool for students, professors and other *stakeholders* interested in understanding international climate governance mechanisms and how innovative policies and laws can induce climate-friendly changes and how legal instruments can contribute to the fight against climate change. Finally, thanks to the handbook, potential future climate litigants, whether plaintiffs or lawyers, will increase their capacity to enforce the violation of rights and can become actors of change in the field of climate justice.

Contributors participating in the drafting of the handbook include professors, researchers, climate scientists, legal practitioners and activists also from outside the project team, in order to ensure the final product has different disciplinary approaches and a plurality of perspectives on the topics covered. The handbook elaboration process includes a consultation phase with all partners, a writing phase, an internal revision phase and, finally, an external revision phase entrusted to subject matter experts.

The handbook is designed to become a reference text for training in climate law and climate justice, both at European and international level.

2.5 THE *LIVING LAB*

As a further training tool provided by the project, the digital platform established by the *Climate Justice Living Lab* constitutes a reference point for all users interested in consulting educational materials on climate justice and climate litigation. The purpose of the platform is in fact to make available open educational resources to which users will have free access, but also to foster the exchange of information and opportunities aimed at creating a community within which projects and synergies can be created.

THE LIBRARY

The teaching materials are contained in a special section, which consists of the platform's *Library*, and consist of open educational sources (*Open Educational Resources*). The Library

contains a large number of selected documents and insights from experts and academics, including scientific papers, articles, normative sources, case studies, commentaries on court rulings, reports from governmental organisations and NGOs, a legal glossary and other content useful for the study of climate justice issues.

WEBTALKS

In order to animate *the Living Lab*, the platform also hosts interactive *webtalks* featuring national and international experts and open to interaction with the users of the digital platform.

STUDY AND RESEARCH OPPORTUNITIES

Through the platform, it is possible to publish and make available to users educational and research opportunities, such as *calls for ideas*, *calls for papers*, *calls for actions* and external funding opportunities on project-related topics, aiming to broaden the possibilities for in-depth study, training and practice for users interested in becoming scholars or legal professionals in the field of climate law.

COMMUNITY

In order to develop new approaches and promote social innovation related to climate justice issues, the platform has a vocation and a practice-oriented approach dedicated to building a *community of interest* engaged in the analysis of climate policy, law and climate disputes, also with a view to fostering the development of research and training projects based on collaboration, support and guidance to realise impactful actions in the climate field.

WORKING GROUPS

No less important, a further aim of the platform is to promote, through *Working Groups*, cooperation between universities active in the field of climate studies, as well as with organisations supporting climate justice and climate disputes, by fostering the cross-fertilisation of expertise and knowledge. In this sense, the platform represents a key

opportunity to strengthen cooperation with partners outside the project, including other education, training and youth fields or other socio-economic sectors, in order to create new *multi-stakeholder* synergies.

It is hoped that the use of the tools on the platform *Climate Justice Living Lab groups* will contribute to improve the specific knowledge on climate justice and climate disputes of approximately 500 professionals, activists and students, making them aware actors of change. In particular, it is expected that around 250 students, from those involved in the other training activities of the project, will benefit from improved networking and subject-related skills, which will stimulate their professional development and improve their level of employability. It is also expected that the legal practitioners involved will strengthen their skills and be able to network with other social and institutional actors in order to gain greater capacity to influence climate policies and acquire strategic skills in climate litigation. Likewise, journalists and other media professionals are expected to increase their knowledge of the scientific, social and legal elements of climate change, climate justice and climate litigation in order to promote the creation and dissemination of quality news content. Furthermore, the content of the platform is also aimed at climate activists or NGO representatives, who will have the opportunity through the Living Lab to enhance their strategic thinking skills in relation to the development of climate litigation and to build relationships and collaborations with other target groups with a view to strengthening climate justice actions.

3. CJLL CURRICULUM AND SYLLABUS

The *training curriculum*, developed on the basis of the needs that emerged from the questionnaire, comprises the entire training course and the set of teaching tools provided. Within it, the *syllabus* is defined, detailing the topics of the curriculum and the teaching methods used.

3.1 THEMATIC CLUSTERS

Specifically, *the syllabus* of the *Climate Justice Living Lab* project is developed in four thematic clusters:

1. Climate science
2. Environmental and climate *governance*
3. Human rights in the context of climate change
4. Climate litigation and climate justice

The curriculum thus defined provides the basis for the experimentation of the dedicated university course.

On the basis of the guidelines and contents of the *syllabus*, developed by the project leader Unipa with the cooperation of the academic partners MSU and URV and of A Sud, it is envisaged that each university will test, for two consecutive academic years, a 48-hour course within the didactic offer of its own university. The specific contents and delivery methods will be determined according to each university's organisational procedures and teaching schedule.

3.2 ARTICULATION OF INDIVIDUAL CLUSTERS

In detail, the organisation of the teaching modules of the four thematic clusters is structured as follows.

CLUSTER 1 - Science

METHODS / TEACHING TOOLS	Frontal training, in-depth readings, workshops.
STRUCTURE	2 Modules + exercise <u>Pre-course preparation (estimated): 8 hours</u> <u>Training: 4 hours of face-to-face training</u> <u>Workshop/workshop: 2 hours</u> <u>Post-course evaluation: 6 hours</u>
TRAINING CREDITS	Each university will award credits to the entire course or to individual modules depending on how the university operates.

MODULE 1	
Title:	Scientific basis of climate change. Evolution of climate science.
Duration:	2 h
Recommended readings:	Allen M., <i>The scientific basis for climate change liability</i> . In: Lord R., Goldberg S., Rajamani L., Brunnée J. (eds.), <i>Climate change liability: Transnational law and practice</i> , Cambridge University Press, pp. 8-22, 2011. Heede R., <i>Carbon Majors: Accounting for carbon and methane emissions 1854-2010 Methods & Results Report</i> . Climate Accountability Institute, 2014.

MODULE 2	
Title:	Emission trends, reduction pathways, Climate Change scenarios. Accredited scientific sources: IPCC, UNEP, WMO
Duration:	2 h
Recommended readings:	Cox R.H.J., <i>The Liability of European States for Climate Change</i> . <i>Utrecht Journal of International and European Law</i> , 30 (78), pp. 125-135, 2014. IPCC, 2023: <i>Summary for Policymakers</i> . In: <i>Climate Change 2023: Synthesis Report</i> . Contribution of Working Groups I, II and III to the Sixth

	<p>Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, 2023.</p> <p>UNEP - United Nations Environment Programme, <i>Executive summary</i>. In <i>Emissions Gap Report 2024: No more hot air ... please!</i> With a massive gap between rhetoric and reality, countries draft new climate commitments. Nairobi, 2024.</p> <p>Zillman, J.W., <i>Some observations of the IPCC assessment process 1988-2007</i>. Energy and Environment, 18,7,8, 869-891, 2007.</p>
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EXERCISE / SIMULATION	
Duration:	2 h

Cluster description: The cluster provides introductory elements for an understanding of the scientific basis of climate change, including the evolution of climate science, emission trends and greenhouse gas reduction trajectories developed by the scientific community. The teaching focuses on the importance of using accredited scientific sources, starting with those provided by bodies such as the IPCC, UNEP and the WMO, to understand climate phenomena and develop science-based documents and arguments. A practical simulation completes the learning, allowing students to apply theoretical notions.

Learning outcomes: learners will acquire a basic understanding of climate science sufficient to navigate the scientific literature, learn to interpret science-based mitigation scenarios and use accredited sources for research. Learners will be able to analyse complex problems and propose informed and realistic solutions.

CLUSTER 2 - Environmental and governance

METHODS / TEACHING TOOLS	Frontal training, in-depth readings, case studies, workshops.
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STRUCTURE	5 Modules + exercise <u>Pre-course preparation (estimated): 20 hours</u> <u>Training: 14 hours of face-to-face training</u> <u>Workshop/workshop: 2 hours</u> <u>Post-course evaluation: 6 hours</u>
TRAINING CREDITS	Each university will award credits to the entire course or to individual modules depending on how the individual university operates.

MODULE 3	
Title:	General profiles of environmental and climate law.
Duration:	2 h
Recommended readings:	Butti L., Nespor S., <i>The Law of Climate</i> , Mimesis Edizioni, 2022. Bodansky D., Brunnée J. & Rajamani L., <i>Introduction to International Climate Change Law</i> . In: <i>International Climate Change Law</i> . Oxford Univ Press, 2017. Poorhashemi A., <i>International Environmental Law</i> . In: González Hauck S., Kunz R., Milas M., (eds.), <i>Public International Law. A multi-perspective approach</i> . Routledge, Taylor & Francis Group, 2024.

MODULE 4	
Title:	International climate <i>governance</i>: from Stockholm to Paris.
Duration:	4 h
Recommended readings:	Andonova L.B., Betsill M.M., Bulkeley H., <i>Transnational Climate Governance</i> . <i>Global Environmental Politics</i> , 9(2), 2009.

MODULE 5	
Title:	The sources of climatic law.
Duration:	4 h
Recommended readings:	Bodansky D., <i>The United Nations framework convention on climate change. A commentary</i> . <i>Yale journal of international law</i> , pp. 452 ff., 1993. Di Pierri M., <i>Il contenzioso climatico. Origini, prospettive e questioni</i>

	<i>giuridiche</i> , Editoriale Scientifica, Naples, 2024, chapter II.
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MODULE 6	
Title:	Sources of Climate Bonds for States and Private Entities
Duration:	2 h
Recommended readings:	Savaresi A., Scott J., (eds.), <i>Implementing the Paris Agreement: Lessons from the Global Human Rights Regime</i> . Special Issue 9 Climate L., 3, pp. 159-262, 2019. Di Pierri M., <i>Il contenzioso climatico. Origini, prospettive e questioni giuridiche</i> , Editoriale Scientifica, Naples, 2024, chapter II.

MODULE 7	
Title:	Regional and national climate policies
Duration:	2 h
Recommended readings:	Kulovesi K., Oberthür S., van Asselt H., Savaresi A., <i>The European Climate Law: Strengthening EU Procedural Climate Governance?</i> , in: <i>Journal of Environmental Law</i> , Volume 36, Issue 1, March 2024, Pages 23-42. Szyrski M., Climate Law in European Union Legislation. Does it already exist? in <i>Ruch Prawniczy, Ekonomiczny I Socjologiczny</i> , 85(3), 43-54, 2023.

EXERCISE / SIMULATION	
Duration:	2 h

Cluster Description: The cluster provides an overview of general environmental and climate law, delving into international climate *governance* and the role of regulatory sources in defining the climate responsibilities of states and individuals. The focus is on global developments, such as the Conferences of the Parties (COPs), as well as regional and national policies, with particular reference to the European context.

Learning outcomes: students will be able to identify and interpret international and national regulations related to climate change, understanding the role of states and private actors in meeting climate obligations. They will also be able to critically analyse climate policies and assess their impact.

CLUSTER 3 - Human Rights in the Changing Context

METHODS / TEACHING TOOLS	Frontal training, in-depth readings, case studies, workshops.
STRUCTURE	3 Modules + exercise <u>Pre-course preparation (estimated): 8 hours</u> <u>Training: 8 hours of face-to-face training</u> <u>Workshop/workshop: 2 hours</u> <u>Post-course evaluation: 6 hours</u>
TRAINING CREDITS	Each university will award credits to the entire course or to individual modules depending on how the individual university operates.

MODULE 8	
Title:	Evolution of human rights in the context of climate change.
Duration:	4 h
Recommended readings:	<p>McInerney-Lankford S., <i>Climate Change and Human Rights: an introduction to legal Issues</i>. Harvard Environmental Law Review, 33, 2009.</p> <p>Gullo N. (ed.), <i>Human Rights and the Environment. Legal, Economic and Ethical Perspectives</i>. Editoriale Scientifica, Naples, 2021.</p>

MODULE 9	
Title:	Catalogue of threatened human rights: academic literature and studies <i>(Among them: right to life, health, food, housing, etc.; vulnerable groups, e.g. women, children, migrants, indigenous peoples. Intersectionality and climate vulnerability).</i>
Duration:	2 h

Recommended readings:	<p>Adger W.N., Pulhin J.M., Barnett J., Dabelko G.D., Hovelsrud G.K., Levy M., Oswald Spring Ú., Vogel C.H., 2014: <i>Human security</i>. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects</i>. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 755-791, 2014.</p> <p>Boyd D.R., <i>Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment</i>. United Nations General Assembly, A/74/161, 2019.</p>
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MODULE 10	
Title:	Human rights and climate justice. Equity, vulnerability, protection.
Duration:	2 h
Recommended readings:	<p>Trujillo I., <i>Climate Change, Human Rights and Global Justice</i>. In: Gullo N. (ed.), <i>Human Rights and the Environment. Legal, Economic and Ethical Perspectives</i>. Editoriale Scientifica, Naples, 2021.</p> <p>Adger W.N., Pulhin J.M., Barnett J., Dabelko G.D., Hovelsrud G.K., Levy M., Oswald Spring Ú., Vogel C.H., 2014: <i>Human security</i>. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects</i>. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 755-791, 2014.</p>

EXERCISE / SIMULATION	
Duration:	2 h

Cluster description: The cluster focuses on the intersection between climate change and human rights, analysing the implications of global warming on the enjoyment of human rights and reviewing the catalogue of rights threatened by climate change through the study of existing literature, starting with the relevant output of UN human rights bodies and the reporting of UN agencies and leading international NGOs. It includes a focus on groups particularly affected by climate change: women, children and indigenous peoples.

From a theoretical perspective, it addresses issues of climate justice and equity.

Learning outcomes: students will learn to identify and analyse the catalogue of human rights threatened by climate change, focusing on the concept of climate vulnerability and developing tools to promote equity and protection.

CLUSTER 4 - Climate Litigation and Justice

METHODS / TEACHING TOOLS	Frontal training, in-depth readings, case studies, workshops.
STRUCTURE	4 Modules + exercise <u>Pre-course preparation (estimated): 24 hours</u> <u>Training: 18 hours of face-to-face training</u> <u>Workshop/workshop: 4 hours</u> <u>Post-course evaluation: 8 hours</u>
TRAINING CREDITS	Each university will award credits to the entire course or to individual modules depending on how the individual university operates.

MODULE 11	
Title:	From Environmental Justice to Climate Justice. Climate litigation as a stimulus for climate action. Overview.
Duration:	2 h
Recommended readings:	<p>Baxi U., <i>Towards a climate change justice theory?</i>. Journal of Human Rights and the Environment, Vol. 7 No. 1, pp. 7-31, 2016.</p> <p>Carducci M., <i>The search for the differential characters of 'Climate Justice'</i>. DPCE Online Vol. 43 No. 2, 2020, p. 1347-8.</p> <p>Preston B.J., <i>The influence of climate change litigation on governments and the private sector</i>. Climate Law 2(4):485-513, 2011.</p>

MODULE 12	
Title:	Overview of climate litigation: types and classifications. (<i>Strategic climate litigation, human rights-based climate litigation, climate policy-aligned cases and non-aligned cases etc.</i>)
Duration:	10 h

Recommended readings:	<p>Setzer J., Higham C., <i>Global Trends in Climate Change Litigation: 2024 Snapshot</i>. London: Grantham Research Institute on Climate Change and the Environment, London School of Economics and Political Science, 2024.</p> <p>UNEP - United Nations Environment Programme. <i>Global Climate Litigation Report: 2023 Status Review</i>. UNEP and Columbia Law University - Sabin Center for Climate Change Law, Nairobi, 2023.</p> <p>Di Pierri M., <i>Il contenzioso climatico. Origini, prospettive e questioni giuridiche</i>, Editoriale Scientifica, Naples, 2024, Chapters IV and V.</p> <p>Kotzé, L.J., Mayer, B., van Asselt, H., Setzer, J., Biermann, F., Celis, N. et al., <i>Courts, climate litigation and the evolution of earth system law</i>. <i>Global Policy</i>, 15, 5-22, 2024</p>
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MODULE 13	
Title:	Emerging legal issues: legal standing, separation of powers, enforcement of judgments.
Duration:	2 h
Recommended readings:	<p>Mazzamuto M., <i>Environmental Public Law: NGOs' locus standi in Italian Case Law</i>. In: Gullo N. (ed.), <i>Human Rights and the Environment. Legal, Economic and Ethical Perspectives</i>. Editoriale Scientifica, Naples, 2021.</p> <p>Di Pierri M., <i>Il contenzioso climatico. Origini, prospettive e questioni giuridiche</i>, Editoriale Scientifica, Naples, 2024, chapter III.</p>

MODULE 14	
Title:	Trends, relevance and perspectives in the evolution of climate litigation.
Duration:	2 h
Recommended readings:	<p>Setzer J., Higham C., <i>Global Trends in Climate Change Litigation: 2024 Snapshot</i>. London: Grantham Research Institute on Climate Change and the Environment, London School of Economics and Political Science, 2024.</p> <p><i>(See also the previous editions of the annual report Global Trends in Climate Change Litigation 2023, 2022 and 2021 for more details)</i></p> <p>Savaresi A., Auz J., <i>Climate Change Litigation and Human Rights: Pushing the Boundaries</i>. <i>Climate Law</i> n.9 (3): 244-262, 2019.</p> <p>Di Pierri M., <i>Il contenzioso climatico. Origini, prospettive e questioni giuridiche</i>, Editoriale Scientifica, Naples, 2024, Chapter VI.</p>

EXERCISE / SIMULATION	
Duration:	4 h

Cluster description: The last cluster provides a comprehensive overview of the phenomenon of climate litigation, framing its role as a tool to promote climate action and address climate justice issues. The different types of litigation and emerging legal challenges are examined through the examination of a wide range of case studies. The exercises and simulations provided allow students to apply the knowledge acquired.

Learning outcomes: Through in-depth case studies, as well as the theoretical elements supporting the legal field of climate litigation, students will understand how climate litigation can influence climate policy and contribute to climate justice. In doing so, students will acquire skills to analyse complex legal cases and propose innovative legal strategies.

4. SKILLS DEVELOPMENT

The four thematic clusters described in the previous section constitute the teaching units of the *syllabus* and courses that will be implemented in the project partner universities.

Analysing the structure of the individual clusters more specifically, these are subdivided into training modules that are intended to deepen the general theme of the cluster in such a way as to provide a comprehensive picture of the subject matter, exploiting an interdisciplinary approach as far as possible. The competence development expected for each individual module is detailed in the following paragraphs.

CLUSTER 1

The first cluster makes a predominantly scientific contribution to the course, focusing on the analysis of the mechanisms regulating climate change and providing students with a solid basis for understanding the interactions between human activities and climate

systems. The entire cluster is devoted to climate science, with a view to ensuring a multidisciplinary approach and on the assumption that climate law is a science-based law. In this sense, knowing the scientific basis of the phenomenon is preparatory to the examination of the other topics that are part of the curriculum.

The modules that make up this cluster are as follows:

MODULE 1 - Scientific basis of climate change. Evolution of climate science.

This module focuses on the fundamentals of climate science, exploring how natural and anthropogenic processes interact to influence the Earth's climate system. Students will analyse the milestones in the evolution of climate science and will be guided through the detailed explanation of the main climate factors, developing a critical understanding of the dynamics driving climate change. At the end of the module, students will be able to understand the scientific basis governing climate change, gaining an understanding of mechanisms such as the radiative budget and the greenhouse effect. Furthermore, they will acquire skills in recognising and evaluating the scientific evidence that supports the existence and impact of climate change, and gain an awareness of the role of scientific research in guiding climate policy.

MODULE 2 - Emission trends, reduction pathways, Climate Change scenarios. Accredited scientific sources: IPCC, UNEP, WMO.

The module explores global trends in greenhouse gas emissions, analysing the crucial sectors that contribute most to global warming. It includes a focus on the emission reduction trajectories needed to meet the international climate targets set by the Paris Agreement. In order to study the aforementioned phenomena, the module focuses on the importance of using accredited scientific sources to understand climate change studies and to develop responses that are based on reliable, factual data. Students will be introduced to the reporting work of the main international bodies: Intergovernmental Panel on Climate Change (IPCC), United Nations Environment Programme (UNEP), World Meteorological Organisation (WMO) and so on. In this way, students will have the opportunity to delve into various climate scenarios, from mitigation to inaction, and

understand how these may impact future developments on the planet, supporting their analyses with authoritative scientific data. In addition, they will learn to interpret emission trends, compare the various proposed reduction *pathways*, and effectively communicate the results of their investigations, making an assessment in terms of effectiveness, feasibility and considering the implications of the various options in terms of technology and policy.

Exercise/workshop: a final exercise will be carried out in order to test the acquisition of new skills and abilities, both theoretical and practical, developed during the course.

CLUSTER 2

In the second cluster, teaching shifts to more legal terrain through training modules dedicated to environmental law and *governance*. The cluster addresses the general contours of environmental and climate law, analysing how law regulates action against climate change at the international, regional and national levels. Through a pathway from the Stockholm and Rio global conferences to the UN Climate CoPs and the Paris Agreement, the cluster provides an understanding of the role of climate *governance* in defining obligations for states and private actors. In addition, an overview is provided of European legal sources and climate policies, which are essential for understanding how principles of law are translated into operational strategies.

The cluster is developed in the following modules:

MODULE 3 - General profiles of environmental and climate law.

The module offers an introduction to the general principles of environmental and climate law, exploring the fundamental principles governing environmental protection and climate change mitigation and adaptation. Students will analyse how these laws define the management and preservation of natural resources, paying particular attention to the concept of sustainability. Participants will then be able to identify and interpret the key principles governing environmental law and understand how these influence global and local policies. They will also acquire in-depth knowledge of the regulations aimed at protecting the environment in the context of the current climate crisis.

MODULE 4 - International climate *governance*: from Stockholm to Paris.

The module focuses on the evolution of international climate *governance*, exploring the main events and agreements. Students will delve into the functioning and content of the United Nations Framework Convention on Climate Change (UNFCCC) and its Conferences of the Parties (COPs), with a focus on the regulatory and negotiating instruments adopted at these conferences. In this way, it will be possible for learners to fully understand how international climate *governance* mechanisms promote multilateral cooperation to combat climate change, highlighting its challenges, limitations and perspectives.

MODULE 5 - The sources of climatic law

The module explores the normative sources that make up the *body of* climate law, including international treaties, national legislation, regional regulations and *soft law* instruments. Students will gain a specific understanding of the multi-level legal landscape governing climate actions, examining how these sources interact and complement each other. Students will be able to identify the different regulatory sources relevant to climate law, understanding how these influence mitigation and adaptation policies and strategies. They will also be able to critically evaluate the consistency and effectiveness of existing regulations.

MODULE 6 - Sources of climate obligations for States and private entities

The module aims to explore the legal responsibilities of states and private actors in the context of climate change. The mechanisms through which environmental law imposes specific obligations, such as reducing emissions, adopting adaptation measures and complying with international regulations, will be analysed. Students will acquire skills in analysing the legal responsibilities of public authorities and private entities, understanding how climate obligations are applied in different legal contexts. They will also be able to assess the impact of these obligations on the achievement of global climate goals.

MODULE 7 - Regional and national climate policies.

The last module of the cluster explores how existing European and national climate policies are integrated into a broader international *governance* framework. Students will analyse the main regulatory instruments, such as the European *Green Deal*, and their impact on local mitigation and adaptation strategies. Students will be able to interpret European and national climate policies, understanding their practical and strategic implications. They will acquire skills in the comparative analysis of policies and the assessment of their effectiveness in promoting sustainable development at national and European level.

Exercise/workshop: a final exercise will be carried out in order to test the acquisition of new skills and abilities, both theoretical and practical, developed during the course.

CLUSTER 3

The third cluster addresses the intersection between the climate issue and the protection of human rights. In particular, the cluster analyses the impact of climate change on the enjoyment of human rights, highlighting how the climate crisis is exacerbating social inequalities and the vulnerabilities of certain social groups. Through the analysis of concrete cases and reflection on threatened rights, such as the right to life, health, housing and security, students will gain an in-depth understanding of the links between the climate crisis and the protection of fundamental rights. In addition, workshops and simulations will allow them to apply theoretical knowledge to practical scenarios, starting with those drawn through the rich reporting activities promoted by NGOs and UN agencies. The teaching modules of the third cluster are structured as follows:

MODULE 8 - Evolution of human rights in the context of climate change.

The module addresses the evolution of the human rights system in response to the effects of climate change. It analyses how global warming is creating new challenges for the protection of fundamental rights, leading to a redefinition of the positive responsibilities and obligations of states and the international community. Existing international treaties and initiatives to integrate the climate dimension into human rights protection will be explored. Students will be able to understand how climate change affects human rights

protection mechanisms and threatens the full exercise of human rights; they will also be able to analyse the evolution of the international normative framework, identifying existing gaps and assessing the potential of global initiatives to address these challenges.

MODULE 9 - Catalogue of threatened human rights: academic literature and case studies.

The module analyses the catalogue of human rights that are particularly threatened by the impact of climate change, such as the right to health, life and housing, by examining data from UN agency and NGO reports. A special *focus* is placed on human groups considered most vulnerable, including women, children, migrants and indigenous peoples, highlighting how intersectionality and climate vulnerability are intertwined in complex ways. Students will examine real case studies to understand the practical implications of climate threats on human rights, with the aim of proposing solutions based on justice and equity. In addition, participants will acquire the ability to identify and analyse the rights most prone to negative consequences from climate change, understanding the intersectional dynamics that exacerbate the vulnerability of certain social groups in general.

MODULE 10 - Human rights and climate justice. Equity, vulnerability and protection.

The module analyses the link between human rights violations by climate change and the notion of climate justice, providing a first general introduction to the concept, with particular reference to its interdisciplinary role as a tool to focus on the inequalities exacerbated by the climate crisis. Policy and legal instruments to ensure that mitigation and adaptation strategies respect fundamental rights will be examined, enabling students to acquire skills in interpreting the concept of climate justice and applying it as an analytical lens to the protection of human rights in a global context. In a broader sense, learners will be able to analyse the ethical and legal implications of climate strategies and propose solutions that promote equity and inclusion.

Exercise/laboratory: a final exercise will be carried out in order to verify the acquisition of new competences and skills developed during the course.

CLUSTER 4

The fourth and last thematic cluster starts from the already introduced notion of climate justice to focus on the legal focus of the course, dedicated to the jurisprudential strand of climate litigation. The latter, in fact, plays a relevant role in the promotion of climate justice, serving as a tool to guide strategic action. Through an in-depth analysis of different types of litigation and their developments, the cluster explores how judicial systems can influence climate policies and promote the adoption of measures to counter the negative effects of climate change, focusing on emerging legal issues, trends, challenges and the scope of this fascinating new legal field. Students will concretely analyse relevant case studies and address relevant emerging legal issues. Finally, practical simulations will be introduced to develop skills in handling complex cases. The cluster consists of the following teaching modules:

MODULE 11 - From Environmental Justice to Climate Justice. Climate Litigation as a stimulus for climate action. Overview.

This module analyses the conceptual and practical transition from environmental justice to climate justice, highlighting the specificities of climate challenges compared to traditional environmental challenges. The political and philosophical excursus that led to the emergence of the concept of climate justice will be analysed, highlighting its ability to interpret climate impacts in light of theories of justice. Its contents and instances will be examined and key principles such as equity, vulnerability and differentiated responsibility will be explored, emphasising the role of legal actions in promoting equitable solutions. Students will acquire the ability to analyse how lawsuits can be used to promote equity and counter social inequalities exacerbated by environmental issues.

MODULE 12 - Overview of climate litigation: types and classifications

The module explores the different categories of climate litigation, starting with the subdivision based on the type of defendant, which divides actions mainly into two strands: cases against public authorities and cases against private actors. The legal strategies underpinning climate litigation are explored in detail depending on the subject matter of

the claim brought; these include: the acknowledgement of one or more human rights violations resulting from the non-fulfilment or inadequacy of climate policies; the integration of climate considerations into legislation and policy decisions; the demand for monetary compensation based on the recognition of the polluter pays principle; the demand for the discontinuation of funding for projects and activities not aligned with climate action, and so on. Students will analyse classifications of climate litigation and investigate how these cases have influenced climate policies and actions in the context of individual jurisdictions, starting with the analysis of a large body of case law. They will be able to identify and classify climate litigation, understand the legal and policy implications of each type of case and acquire the ability to assess its impact on public and corporate policy and decision-making processes at local, national and global levels.

MODULE 13 - Emerging legal issues: legal standing, separation of powers, enforcement of judgments.

The module addresses the main challenges emerging in the field of climate litigation, such as the notion of victim *status*, legal standing, separation of powers and the recognition of the causal link between conduct and climate effects. It will also address the crucial issue of the difficulty in enforcing successful judgments.

Students will be able to analyse sensitive and new legal issues, exploring the legal liability of state and non-state actors, such as large corporations, in the context of the climate crisis. In addition, the module will address the predominantly technical issues of defining and analysing climate litigation, focusing in particular on attribution science, which underpins the scientific evidence needed to link climate change to the specific actions of states and companies. Students will explore the scientific methods used to calculate greenhouse gas emissions and to determine a fair and sustainable carbon budget, as well as the fair share, i.e. the share of national contribution to achieving the Paris goals. The integration of this technical information is crucial for strengthening legal arguments in climate litigation, enabling students to apply scientific principles to complex legal issues and to understand how science can support the construction of fairer climate justice.

MODULE 14 - Trends, relevance and perspectives in the evolution of climate litigation.

In continuation of the previous module, this teaching unit explores emerging trends and future perspectives in climate litigation, with a focus on evolving legal strategies and the impact of pioneering cases. Students will reflect on the growing role of courts and tribunals as key actors in the fight against climate change, in order to understand the potential of climate litigation in influencing the global legal and political landscape.

Workshop/simulation: the cluster involves the promotion of simulations and exercises on litigation cases to test the acquisition of new skills and abilities, both theoretical and practical, developed during the course.

CONCLUSIONS

The synergy between the different components of the training curriculum and between the training tools and methods (syllabus, university course, intensive sessions, *handbook*, *living lab*, *library* with *OERs*) together constitute a highly adaptable **modular system**, designed to meet differentiated needs and targets.

This feature ensures maximum versatility to the curriculum, and is a useful element for its replicability at other universities but also at professional associations of the legal professions, higher education courses, etc.

Finally, the plurality of training registers makes many of the contents developed suitable for delivery to targets outside the strictly legal field, providing tools for training students and professionals from other disciplines, including the world of information and activism.

EXTENDED BIBLIOGRAPHY

Below is an extensive bibliography useful for in-depth study of all the topics covered by the *training curriculum*.

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