****

**UNIVERSITY OF NAIROBI**

**FACULTY OF LAW**

**REGULATIONS AND SYLLABUS FOR THE DEGREE IN**

**MASTER OF ARTS IN WOMEN, CHILDREN AND NATURE RIGHTS IN ENVIRONMENTAL GOVERNANCE**

**MARCH 2023**

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# INTRODUCTION

## Background

The proposed Master's programme on **Women, Children and Nature Rights in Environmental Governance** (WCNREG) takes a cross-cutting, multilevel, multidisciplinary and socio-legal approach, exploring how the rights of women, children and nature are protected and put into practice in environmental governance processes. The programme interrogates the interplay between laws and policies that govern climate change interventions and sustainable natural resource management, and laws and policies concerning women’s rights, children’s rights and nature’s rights. The programme studies this interplay as it takes place across levels, including international, national and local laws and policies.

The programme’s approach breaks away from the formalistic and positivist way in which the law has traditionally been taught in most schools of law, adopts as a starting point the living conditions and rights of different groups of women, children and non-humans and interrogates how they engage with existing governance structures in striving for their own and future generations’ livelihood resources. This new, specialised programme on women's, children's and nature's rights in environmental governance allows us to transcend disciplinary silos and break down boundaries through grounded trans-disciplinary research and teaching approaches. The programme also allows us to examine how law and policy work in practice and whether they deliver the rights of women, children and nature.

The material and procedural human rights of women and children and rights of nature, in the course of the last ten years, made a significant mark on international laws and policies concerning sustainable natural resource management and climate change adaptation. This development is also reflected in new constitutions, laws and policies in many African countries. While there is a rapidly increasing body of legal literature in these intersecting fields there is little empirical knowledge about how and with what outcome these laws and policies have been put into practice and enforced by the different national and local governance institutions that are involved. The proposed masters and research program WCNREG, takes a cross-cutting, intersectional, multilevel and socio-legal practice approach, exploring how the rights of women, children and environment are put into practice and balanced against legal principles in national, local government and local institutions that deal with land and water management, environmental protection and climate change adaptation.

The programme is regional in focus targeting African experiences and builds on over thirty years of collaboration between the University of Nairobi, the University of Oslo, the University of Zimbabwe and the University of Malawi. It is derived from the “*Women, Environment and Access to Resources*” module offered as an elective in the Masters’ in Women’s Law program at the SEARCWL, University of Zimbabwe and a research project “Gender, Human Rights and Water Governance in Kenya, Malawi and Zimbabwe” Norwegian Agency of Development Cooperation (NORAD) Programme for Capacity Development in Higher Education and Research (NORHED II).

The programme is multidisciplinary and thus anchored on various categories 042 (Law), 022 (Humanities), 031 (Social and behavioural sciences) and 052 (Environment) of the UNESCO Standards Classification of Education and Training (ISCED-F, 2013). The programme contributes to the realisation of the Africa Agenda 2063: *The Africa We Want*; and the Sustainable Development Goals, especially SDG1, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16 and 17.

The programme seeks to build capacity amongst academic staff working in the intersecting areas of natural resource and climate change law and women's, children's, nature's rights and environmental governance; strategic government actors at the national, provincial, county and local governance level who deal with management of land, water, forests, environmental protection and climate change adaptation; non-governmental organisations inclusive of community-based organisations, civil society organisations, grassroots organisations, international NGOs.

## The Philosophy of the programme

The philosophy of the programme is premised on the need for the reorientation of environmental governance from an anthropocentric and androcentric perspective to an inclusive, engendered, decolonising, ethical and moral approach, one that recognises the living law of communities as key to ensuring livelihood resources and rights of women, children and nature.

## Rationale of the programme

There is, to our knowledge, no regional research or teaching program in the Southern and Eastern African Region that cuts across legal disciplines like natural resource law, climate change law, child law, women’s law, ecofeminist legal theory and human rights law. Legal disciplines like environmental law, natural resource law, climate change law and public administrative law are taught in disciplinary silos. Further, there are no global and regional programmes that combine law and practice to explore whether and how international, national and local decision-makers and program implementers in the fields of of environmental law, natural resource law and climate change adaptation include women, children and non-humans. Many universities the world over have been offering numerous courses and researching women’s, children’s, nature’s rights and environmental governance in different units dealing with different subjects, including law, diplomacy, economics, geography, chemistry, agriculture and gender. Children’s rights have largely been allied to and associated with women’s rights as carers and family providers, in research and teaching on women’s access, use and ownership of natural resources.The approach is both fragmented and dogmatic, with different units specialising in different facets of these areas confined to their disciplinary focus with no attention to the points of convergence and divergence.

* + 1. **Justification of the need for the programme**

This programme is based on the rationale that there is a need to:-

1. Adopt a novel approach to investigating tripple planetary crises by situating women, children and nature at the centre of environmental governance which is critical for addressing the crisis.
2. Disrupt the prevailing existing anthropocentric and androcentric discourses in environmental governance which exclude women, children and nature rights thus failing to effectively respond to multiple planetary crises.
3. Transcend a silo approach to the research and teaching of women, children and nature’s rights.
4. Connect the cross-cutting issues, linkages and synergies between and within women’s, children’s and nature’s rights, which are often ignored or are taught in silos and detached from practice.
5. Focus on the rights that women, children, and nature have in environmental governance.
6. Ensure that children are identified and approached as legal subjects, both with a view to rights to resources such as nourishing food, clean drinking water and a healthy environment and a right to be consulted and heard in environmental governance.
   * 1. **Needs assessment and situational analysis**

The programme is based on a situational analysis conducted on existing programmes in Kenya, Zimbabwe and Malawi. The analysis is also based on literature and law review conducted at local, regional and international levels. Moreover, the needs assessment is derived from national stakeholder engagements held in Nairobi, Harare, Malawi, Oslo and United Nations Environment Program. The situation analysis revealed the following key issues:-

1. Although many African countries such as Malawi, Kenya, Uganda and Zimbabwe have put in place constitutions and supportive laws, policies and plans to ensure equality and non-discrimination, human rights, women's, children's and nature's rights, challenges remain in several areas such as environment and socio-economic rights. These challenges include adverse impacts of climate change, increasing water scarcity, biodiversity and ecosystem loss, desertification, cyclical droughts, low resilience to natural disasters, energy crises, food crises, health insecurity, urbanization, degradation of the environment, and a growing gap between the rich and the poor. Extreme weather events have raised the need to develop better disaster response mechanisms and technology transfer for food security among others. There is an urgent need to look critically at the paradox of positive and enabling constitutional provisions co-existing with unrealized rights of women, children and nature in the context of environmental governance in African countries.
2. The University of Nairobi has been offering many courses and researching women’s, children’s, nature’s rights and environmental governance in different units dealing with different subjects, including law, diplomacy, economics, geography, chemistry, agriculture and gender. The approach is both fragmented and dogmatic, with different units specialising in different facets of these areas confined to their disciplinary focus with no attention to the points of convergence and divergence. The cross-cutting issues, linkages and synergies between and within the fields in the different programs are ignored as the subjects are taught in silos for the most part. In the units addressing rights at the Faculty of Law, black letter, positivist and doctrinal methods are used as the rights of children, women and nature are taught in isolation from each other and detached from practice.
3. There is growing research and teaching of courses on gender, women, children and the environment at the University of Malawi both at undergraduate and postgraduate levels, but more is needed. As regards research, there is a need for more rigorous academic research into the relationship between the lived realities and theory for teaching and policy formulation. In the Faculty of Law, gender and law and human rights are mandatory courses while environmental law and natural resources courses as electives. The rights of children and women are taught in law courses. The School of Natural and Applied Sciences offers an Environmental Law, Policy and Ethics as a module in its MSc Environmental Science Programme and it offers a Water Policies, Laws and Institutions module in its MSc in Water Science and Management. There is no specific program focusing on women’s and children’s rights and participation in resource or environmental governance hence the need for the regional masters’ program to address this gap.
4. The SEARCWL program on women, land and environment, which is the springboard for this proposed programme, looks at the links between women’s rights and environmental rights. It has, however, not analysed the links between women’s, children’s and processes and contributes to the overall academic and pedagogical approaches in the proposed regional programs.
   * 1. **Stakeholders involvement**

This programme was developed with the input of several stakeholders. Stakeholders include the academia, public and private sectors, international organisations, civil society organisations, African think tanks, experts from legal and environment fields, women and children’s studies; Nature rights, educationists and experts on curriculum development. The stakeholder engagements included the following:-

1. The University of Nairobi Workshop- I held on January 19, 2022. The workshop brought together partners from the University of Oslo, University of Nairobi, University of Zimbabwe and University of Malawi to brainstorm on developing the curriculum framework.
2. Curriculum Design Workshop April 4 – 8, 2022, at the Southern and Eastern Regional Center in Women’s Law (SEARCWL) University of Zimbabwe. The workshop brought together partners from the University of Oslo, University of Nairobi, University of Zimbabwe and University of Malawi to discuss the situational analysis and brainstorm on the justification and the rationale for the programme.
3. The University of Nairobi Workshop -III held from July 19th to July 20, 2022. The workshop brought together stakeholders from the University of Nairobi, the University of Zimbabwe and the University of Malawi to review the first draft curriculum.
4. The Southern and Eastern African Regional Centre for Women’s Law (SEARCWL) under the Faculty of Law, University of Zimbabwe held a half-day stakeholders workshop on 14th October 2022. The purpose of the workshop was to discuss the draft curriculum for the WCNREG Masters programme; to dialogue and have an interactive and open discussion and input on critical issues that need to be addressed in the programme; to get stakeholder input on what else might need to be included in the programme. The stakeholders noted, among other things, that looking at intersectional approaches is critical as people tend to generalise the effects of climate change. They also noted that the programme is coming at a critical time when tensions between the government’s stance/policy on investment and local people protecting their local environment are at an all-time high.
5. Regional Stakeholder meeting. United Nations Environment Programme (Nairobi) and University of Nairobi Faculty of Law, and Women's, Children's and Nature Rights in Environmental Governance (WCNREG) meeting, Nairobi 21st July 2022.
6. A national stakeholder engagement was held on Tuesday, November 15, 2022 at Amaryllis Hotel in Blantyre. The objective of this consultative workshop was; to outline the curriculum framework for the purposes of the development of the MA - WCNREG curriculum. To review the draft curriculum and the draft course descriptions. To brainstorm on the structure, the content and program delivery of the WCNREG. The ultimate aim of the consultative workshop was togive stakeholders a platform to analyse, basing on their vast experience on issues that WCNREG program is tackling, and input in the curriculum. Approximately, 20 participants from various key institutions, including academicians, activists, and key non-governmental organisations attended the consultative workshop. The stakeholders provided critical insights on all the course descriptions and recommended changes for improvement of the curriculum document.
7. The proposed WCNREG curriculum was presented and discussed at the 2022 Oslo International Environmental Law Conference “The Transformative Power of Law: Addressing Global Environmental Challenges” organised by IUCN and the University of Oslo, Faculty of Law 3-6 October 2022.
8. A national stakeholder engagement workshop was held in Nairobi on 19th January 2023.
9. The University of Nairobi Experts Roundtable held on January 23, 2023. Experts in environmental governance, gender, and children discussed the curriculum.

## Goal of the programme

The goal of the programme is to equip learners with grounded, multidisciplinary and transformative skills to facilitate the meaningful participation of women and children in environmental governance and the protection of the rights of nature as an essential element in the resolution of the global tripple crises.

## Expected learning outcomes

At the end of the programme, the learner should be able to: -

1. Critique the current paradigms and frameworks informing environmental governance.
2. Formulate alternative approaches to environmental governance which recognise and facilitate the participation of women and children; and develop the capacity to address the rights of nature.
3. Develop transformative jurisprudence in light of legal, policy, and theoretical implementation gaps in environmental governance.
4. Carry out research that applies a combined, critical, grounded and contextual approach to the study of women, children and nature rights in environmental governance
5. Apply multilevel, engendered and interdisciplinary approaches to resolve global environmental challenges and realise sustainable development goals within an African context.

# MODE OF DELIVERY

## Face-to-face mode

This will be offered through interactive lectures; seminar discussions; tutorials; case studies; clinical teaching and simulations; discussions; guest speakers and field research.

## Open distance and e-learning mode

This will be offered using asynchronous and synchronous modes of learning including web conferencing, online modules and self-instructional print and electronic study materials.

## Blended learning mode

This will combine both face-to-face and online learning approaches.

## Deferment of studies

Subject to the University regulations on deferment a student may defer studies at any time for a good cause by an application in writing to the Academic Registrar through the Dean of the Faculty of Law.

# ADMISSION REQUIREMENTS

## Minimum admission requirements

* + 1. The common regulations for the Master’s Degree of the University of Nairobi shall apply.
    2. The following shall be eligible for admission:

1. Holders of a Bachelor’s degree, with at least Upper Second Class Honours, or equivalent in law, environment, physical or biological sciences, natural resource management, gender studies, human rights or other related fields.
2. Holders of Bachelor’s degree, with at least Lower Second Class, or equivalent in the areas specified in (a) above, with additional relevant training or evidence of atleast two years research work or work experience.
3. Holders of a Postgraduate Diploma in the areas specified in (a) above provided that the applicant satisfies the minimum requirements for admission to a Bachelor’s degree qualification level.

## Regulations for credit transfer

* + 1. The learner may be allowed credit transfer for up to one-third of the course units provided that such courses were completed in institutions recognized by the Senate, subject to the following conditions:

a) Having passed similar course units at Master’s or equivalent level; and

b) Payment of prescribed non-refundable fees.

* + 1. A student shall be allowed exemptions from units of which credit transfers have been approved.

## Request for credit transfer and exemptions

* + 1. Request for credit transfer and exemption must be made in writing, on admission and addressed, through the Dean Faculty of Law, to the Deputy Vice-Chancellor (AA) and must be accompanied by officially certified supporting documents including the institution’s syllabuses for the relevant courses and official transcripts indicating the courses that may be equivalent.
    2. No student shall be exempted from the core courses as described in this syllabus, even if they had undertaken a similar course previously in another institution.

# COURSE REQUIREMENTS

## Learner obligations

The learner is expected to:

1. Register for units to be taken in any semester within the first five weeks of the semester;
2. Attend and actively participate in at least two-thirds of all lectures in each course;
3. Duly undertake formative assessments prior to sitting summative assessment;
4. Sit for examinations as prescribed in the timetable.

## Lecturer obligations

A lecturer assigned a course is expected to:

1. Furnish learners with the course outline at the beginning of the semester;
2. Design course modules and progressively issue instruction materials to learners promptly;
3. Attend classes as scheduled in the timetable and exhaustively deliver the course content set out in the syllabus;
4. Duly assess learners and submit results within the stipulated timelines;
5. Provide learners with academic mentorship;
6. Regularly update teaching materials to reflect developments in the area.

# STUDENT ASSESSMENT CRITERIA

Students will be assessed continuously through the following:

**5.1 Formative assessment**

These will comprise take-home exercises, tutorials, group discussions and presentations, seminar discussions, clinical teaching and simulations, review of guest speeches, and place-based learning. These shall be conducted throughout the semester.

**5.2 Summative examination**

Each student shall be expected to take an end-of-semester examination.

**5.3 Research project assessment**

Project grades, writing and presentations.

# GRADING SYSTEM

Each course unit shall be graded as follows:

|  |  |
| --- | --- |
| **GRADE** | **MARKS** |
| A | 70 –100 % |
| B | 60 – 69% |
| C | 50 – 59% |
| D | Below–50%=Fail |

# EXAMINATION REGULATIONS

## Coursework examination

The common examination regulations of the University of Nairobi and the Faculty of Law shall apply. The learner must comply with the registration and class attendance requirements under these regulations to be eligible to sit for an examination. Examinations shall be governed by the following regulations:

* + 1. **General**

1. Each course unit shall be graded out of a maximum of 100 marks.
2. Except where otherwise provided, written examinations shall constitute 60 per cent and continuous assessment or coursework 40 per cent of the marks in each course unit offered.
3. The pass mark in each course unit shall be 50 per cent.
   * 1. **Supplementary examinations**
4. A candidate who fails an ordinary examination in any course unit shall be permitted to sit for a supplementary examination of that unit when it is next offered or in any event within a period of not more than one year.
5. A candidate shall only be permitted to sit for a maximum of two supplementary examinations in a one-course unit.
6. The highest final mark that may be awarded to a candidate in a supplementary examination shall be 50%.
   * 1. **Special examinations**
7. The common examination regulations of the University of Nairobi on special examinations shall apply.
8. A candidate who, for good cause, as stipulated in the University of Nairobi examination regulations, fails to sit for an examination, and who provides evidence of the circumstances that led to the absence, may be allowed to take a special examination.
9. The results of the special examination shall be processed as those of an ordinary examination.
10. Before sitting the special examination the candidate shall pay prescribed fees where applicable.
    * 1. **Retaking courses/programme**
11. A candidate who fails two or more supplementary examinations shall retake the programme in the failed courses only.
12. A candidate who fails up to one third of the courses shall sit supplementary examinations once only and will not proceed to the following year of study before passing the failed course unit(s).
13. A pass obtained by sitting supplementary exams shall be recorded as 50%.
14. Any candidate who fails in more than one third of the course units taken in the academic year shall be discontinued.
15. A candidate who fails any supplementary examination shall repeat the failed course unit(s) once.
16. For the avoidance of doubt, retaking means that the student will pay fees, attend classes, and undertake coursework and examinations afresh.
    * 1. **Discontinuation**
17. A candidate who upon repeating courses in the programme subsequently fails the courses shall be discontinued from the programme.
18. A candidate who fails a course after repeating the entire programme shall be discontinued.
19. Without prejudice to (l) and (2) above, a candidate who fails in four or more course units in the ordinary examinations shall be discontinued from the programme.

## Research project assessment

* + 1. The common regulations of the University of Nairobi and the Faculty of Law regarding the examination of research projects shall apply.
    2. The candidates shall be required to submit Research Projects for examination at least three weeks before the end of the semester in which they are to be examined.
    3. The research project shall be examined by two internal examiners and subjected to oral defence by a panel constituted by the Chair of the Postgraduate Committee.
    4. The pass mark for the research project shall be 50%.
    5. A student who fails in the research project may, on the recommendation of the Faculty of Law Committee of Examiners be allowed once to re-submit the project for examination, within the stipulated period.
    6. A pass obtained in the re-submission of a research project shall be recorded as 50%.
    7. A student who fails to obtain a pass mark in the project paper at the re-submission shall, on the recommendation of the Faculty of Law Committee of Examiners and approval by the Senate, be discontinued.

## Moderation of examinations

* + 1. The course instructors designated as internal examiners shall set the examinations for their respective courses.
    2. Internal moderators designated by the Faculty Academic Committee will carry out internal moderation to enhance the quality of the examination process.
    3. The internal examiner shall mark the examination papers and project papers, and the external examiners appointed by the University shall moderate the marked examination scripts and project papers.

# GRADUATION REQUIREMENTS

## Award of the degree

* + 1. On successful completion of the requirements of the degree, the candidate will be awarded the degree of **Master of Arts in Women, Children, and Nature Rights in Environmental Governance**.
    2. To qualify for the graduation and the award of the degree of Master of Arts in Women, Children, and Nature Rights in Environmental Governance, the candidate shall meet the following requirements:

1. Pass all the compulsory taught course units by scoring a mark of fifty per cent (50%) or above
2. Successfully defend the research project paper
3. Meet all the University graduation requirements including clearance and payment of graduation fees.

## Classification of degree

The degree shall not be classified.

# DESCRIPTION OF RESEARCH PROJECT

## Rationale of the research project

The purpose of the research project is to enable the learner to apply what he/she has learnt in undertaking guided in-depth independent research and as appropriate grounded research leading to the production of a project paper of high quality

## Facets of the research project

* + 1. The components of the research project shall comprise topic identification; research design; proposal development; data collection; data analysis; data presentation; project paper.
    2. The draft proposal shall contain the following: preliminary pages; introduction; statement of the research problem; research objectives; research assumptions; research methodology; justification; theoretical/conceptual framework; literature review; analysis and interpretation; and conclusions.

## Regulation of research project

* + 1. The first step in the research project is topic selection. The learners must identify a researchable issue, engage with existing literature, law and policy and justify the need for the study.
    2. The second step entails elaborating assumptions, research questions, literature and law review through mini-field work.
    3. All learners must obtain research permission and ethical clearance from their country-specific ethical review boards or institutions as the case might be.
    4. All learners must establish early contact with stakeholders and engage them from the very onset of the project.
    5. Before the end of the second year's first semester, a candidate shall be required to submit a draft proposal to the Faculty Postgraduate Studies Committee.
    6. The Faculty Postgraduate Studies Committee shall allocate supervisors at the start of the second year's first semester.
    7. Before the end of the second year's first semester, the candidate shall submit a final proposal to his/her supervisor.
    8. At the beginning of the second year the second semester, present preliminary findings from field research as analysed in relation to the conceptual basis of the research.
    9. All candidates will be required to present their research at a compulsory data analysis seminar at the beginning of semester 4.
    10. Before the end of the fourth semester, the candidate shall submit her/his project paper for examination.
    11. The project paper will be subjected to a plagiarism check using relevant university-recommended software before submission.
    12. After submission of the project paper, it will be subjected to examination by a Reader appointed by the Chair of the Graduate Studies Committee.
    13. The learners will present their project to an Examination Committee appointed by the Chair of the Faculty Postgraduate Studies Committee.
    14. The Examination Committee shall comprise the supervisor, the reader and at most two other faculty members.
    15. All members of the examination committee shall grade the learner based on their oral.
    16. The Supervisor and Reader shall grade the learner’s written project.
    17. The Final Mark shall be an average of the supervisor, the reader and the members of the committee.
    18. The learner will make final corrections based on the Examination Committee’s comments before submitting the final document to the Dean, Faculty of Law.

# COURSE EVALUATION

The programme shall be evaluated by students, staff and other stakeholders as follows:

1. The students shall evaluate each course at the end of each semester and this will comprise the course content, instructional process, infrastructure and equipment for the delivery, instructional materials and assessment criteria.
2. The faculty members will undertake an annual assessment, which will comprise teaching aspects, attendance and student performance.
3. The programme shall be subjected to a comprehensive assessment after every five years and the review will cover the course content, instructional process, infrastructure and equipment and other resources for the programme.

# MANAGEMENT AND ADMINISTRATION

## Programme placement

The programme shall be domiciled in the Faculty of Law.

## Academic leadership

The programme shall be headed by the academic staff at the rank of Senior Lecturer and above, who possess a PhD in the relevant area of specialization or equivalent; and at least five (5) years of university teaching experience. The academic leader shall be appointed by the Dean of the Faculty.

## Quality assurance mechanisms

The internal quality assurance mechanisms as outlined in the University quality management systems (QMS) manual shall apply.

# COURSES UNITS OFFERED

## List of courses

|  |  |  |  |
| --- | --- | --- | --- |
| **SN** | **Code** | **Course title** | **Contact hours** |
|  | **Year one: Semester one** | |  |
|  | **Core units** |  |  |
|  | WCNREG 001 | Applied Research Methodology in WCNREG | 45 |
|  | WCNREG 002 | Environmental Governance | 45 |
|  | WCNREG 003 | Women rights in Environmental Governance (core) | 45 |
|  | WCNREG 005 | Nature’s Rights in Environmental Governance | 45 |
|  | **Year one: Semester two** | |  |
|  | **Core Units** |  |  |
|  | WCNREG 004 | Children’s Rights in Environmental Governance | 45 |
|  | WCNREG 007 | Justice for Women, Children and Nature | 45 |
|  | **Year one: Semester two (Electives)- Learners to choose any TWO** | |  |
|  | WCNREG 009 | Indigenous Knowledge in Environmental Governance | 45 |
|  | WNCREG 016 | Urbanization for Sustainability | 45 |
|  | WCNREG 017 | Marine and Ocean Governance | 45 |
|  | WCNREG 013 | Sustainable Biodiversity and Equality | 45 |
|  | WCNREG 015 | Soil and Land Governance | 45 |
|  | **Year two: Semester one Core Course** | | |
|  | WCNREG 006 | Seminars in Research Design | 45 |
|  | **Year two: Semester one (Electives)- Learners to choose any THREE** | |  |
|  | WCNREG 010 | Scientific Knowledge for Transformative Policy Advocacy | 45 |
|  | WCNREG 008 | Disaster and Risk Management Policies and Practices | 45 |
|  | WCNREG 012 | Livelihoods and Climate Change | 45 |
|  | WCNREG 011 | Health and Environment | 45 |
|  | WCNREG 014 | Corporate Responsibility and Environmental Governance | 45 |
|  | **Year two: Semester two** | | 45 |
|  | WCNREG 011 | Research Project (Equivalent 4 units) | 180 |
|  | **TOTAL** | | **945** |

## Duration and structure

* + 1. **Duration**
  1. The programme shall be covered in a minimum of four (4) and a maximum of eight (8) semesters for both full-time students and part-time students from the date of registration.
  2. Each course unit shall consist of a minimum of **45 contact hours** and shall be covered within a semester of **15 weeks**.
  3. The programme has **six (6) core units** which shall be undertaken in year one, semesters one and two, and year two semester one; and **four (4) elective** courses which shall be done in year one semester two, and year two semester one. A student shall study and pass **10-course units** to qualify for the award of the degree.
  4. Each student shall be required to complete the prescribed courses in each respective semester and academic year of study.
  5. No learner shall proceed to a subsequent academic year before completing the courses of the preceding lower academic year.
  6. Students wishing to defer their admission shall fill out the relevant deferment form stating the reason for deferral and when he/she will take up admission.
  7. Deferrals shall be granted for a period not exceeding 8 semesters. Applicants seeking deferrals for more than 8 semesters shall be required to make a fresh application for admission.
     1. **Structure**

1. The degree programme shall consist of coursework, an examination and a final research project.
2. In each semester, students shall be required to take a minimum of **2 units** and a maximum of **4 units**.
3. The research project shall be equivalent to **four (4) course** units.
4. The Faculty reserves the right to advise students on subject combinations.
5. The Faculty may from time to time determine the elective courses offered in any academic year.
6. Graduate projects shall be done under the guidance of a supervisor(s) allocated based on their knowledge of the topic, research methodologies, and any other technical expertise.
7. To enhance linkages and networking, place-based learning visits and academic fieldwork shall be done at least once (preferably in year one) or before students graduate.
8. The instructional methods for the course shall comprise lectures, discussions, class presentations, seminars, demonstrations, fieldwork, student lecturer- consultation, supervision of research, media production, or any combination of these plus any other the course leader /lecturer may identify.

## Course Matrix

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Core courses** | **Electives courses** |
| 1. Critique the current paradigms and frameworks informing environmental governance; | WCNREG 003; 004; 005; 006 |  |
| 1. Formulate alternative approaches to environmental governance which recognise and facilitate the participation of women and children; and recognise the rights of nature; | WCNREG 003; 004; 005; 006; | WCNREG 007 |
| 1. Develop transformative jurisprudence in the light of legal, policy, and theoretical implementation gaps in environmental governance; | WCNREG 001; 003; 004; 005; 006 | WCNREG 007; 009 |
| 1. Carry out research that applies a combined, critical, grounded and contextual approach to the study of women, children and nature rights in environmental governance; | WCNREG 001; 002; 011 | WCNREG 009; 010; |
| 1. Apply multilevel, engendered and interdisciplinary approaches to resolve global environmental challenges and realise sustainable development goals within an African context | WCNREG 001; 002; 003; 004; 005; 006; 011 | WCNREG 007; 008; 009; 011; 012; 013; 014; 015; 016; 017 |

# COURSE DESCRIPTION

**WCNREG 001: APPLIED RESEARCH METHODOLOGY IN WCNREG**

**Prerequisite: None**

**Course Purpose**

This course enhances research skills by introducing theories and methods relevant to exploring and critiquing women’s, children’s, and nature’s rights at the international, national, and local levels. To advance the learners' ability to apply appropriate research perspectives and methodologies in exploring legal and policy frameworks; identifying gaps in current governance arrangements, and juxtaposing lived realities with existing laws and policies at all levels. To equip the learners with the requisite library science, computer, and online participation skills for the effective pursuit of the programme.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Assess environmental governance issues from a combination of appropriate legal, empirical and ethical perspectives.
2. Distinguish between different research methods and their suitability for the analysis of international, national, and local environmental governance.
3. Plan and conduct empirical research using appropriate skills.
4. Appraise a holistic, multilevel and problem-oriented approach to researching women’s, children’s and nature’s rights.
5. Employ Information Communication and Technology (ICT), and Information Library Science (ILS) to engage in online education opportunities, conduct research, and write up research findings.

**Course Content**

Introduction to research: E-learning; Library and information science; Research Approaches: Feminist; Ecological; Children’s, and Nature approaches to the triple crisis; Grounded theory; Feminist research methodologies; Human rights-based approaches; Interdisciplinary, problem-, person and context-oriented approaches; Interplay between different theoretical and methodological frameworks; Problem Formulation: Juxtaposing legal and policy analysis against empirical findings, engagement with customary laws and local indigenous practices. Methodologies in Legal and Policy Analysis: Explorative, explanatory, and transformative research design; Doctrinal methods; Legal positivism, dynamic and context-based interpretations, and socio-legal research methods; Research Design: Grounded empirical research design involving triangulation of qualitative and quantitative data; and case studies. Mixed methodologies including ethnography, narratology, case studies, historical methods, and comparative research methodology. Field Work: Development and Administration of Research Tools; Textual Data collection, data analysis and data presentation: Writing: Academic writing skills, and anti-Plagiarism. Research Ethics: Ethical Considerations; Approval Processes; researching vulnerable populations, Consent processes.

**Mode of Delivery**

Student active learning, Individual and collaborative learning and research capacitation, experiential research exercises, grounded research, case study methodology, fieldwork, seminar discussions; individual student and group presentations, problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instruction aids; flip-charts; whiteboard/smartboards; legal and policy instruments; Law Reports; International Instruments; Committee Reports; Books & journals Periodic Reviews; Discussion Aids; LCD Projector and screens; Chalk/white boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Course work: 50%; Research Paper 50%

**Core Reading Materials**

1. Bentzon, A. W., Hellum, A., & Stewart, J. (1998). Pursuing grounded theory in law: South-North experiences in developing women's law. (Selected Chapters available online at searcwl.uz.ac.zw(open access)
2. Hellum, A. (2017). How to study human rights in plural legal contexts: an exploration of plural water laws in Zimbabwe. In *Research Methods in Human Rights*. Edward Elgar Publishing.
3. Mihalopoulos A. & Brooks V (2017). *Research Methods in Environmental Law A Handbook Handbooks of Research Methods in Law series.* Edward Elgar Publishing.
4. Tsanga, A., & Stewart, J. E. (Eds.). (2011). *Women & law: Innovative approaches to teaching, research and analysis*. Weaver Press.
5. Kabira, W & Maloy, L Maloy (2018). *Feminism and Feminist Research: Making Research Work for African Women.*ISBN-13-979-8672619040

**Recommended References**

1. Andreassen, Bård A.; Sano, Hans-Otto & McInerney-Lankford, Siobhán (Eds.). (2017), Research methods in human rights: a handbook. Edward Publishing.
2. Ballin, E. H. (2020). *Advanced introduction to legal research methods*. Edward Elgar Publishing.
3. Bryman, A. (2016). *Social research methods*. Oxford university press.
4. Creswell, J.W. (2016). 30 Essential skills for the qualitative researcher. SAGE.
5. Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
6. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
7. Dawn Watkins and Mandy Burton (Eds.) (2018). Research Methods in Law. Routledge.
8. Fine, M. and Torre, M.E. (2019). “Critical Participatory Action Research: A feminist project for validity and solidarity.” Psychology of Women Quarterly, 43(4), 433-444.
9. Flick, U. (2015). “Introducing research methodology: A beginner’s guide to doing research project.” Sage Publications.
10. Gournelos, T., Hammonds, J. R., & Wilson, M. A. (2019). “Doing academic research: A practical guide to research methods and analysis.” Routledge.
11. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
12. Kritzer, H.M. (2021). “Advanced introduction to empirical legal research.” Edward Elgar Publishing.
13. Monateri, P. (2021). *Advanced Introduction to Comparative Legal Methods*. Edward Elgar Publishing.
14. Omondi, S., Sitawa, M., (2021). Research Methodology Simplified. Law Africa.
15. Paris, D. and Winn, M.T. (Eds.). (2013). “Humanizing research: Decolonizing qualitative inquiry with youth and communities.” Sage Publications.
16. Schutt, R. K. (2018). *Investigating the social world: The process and practice of research*. Sage publications.

**WCNREG 002: ENVIRONMENTAL GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

This course equips the learner to critically interrogate the triple planetary crisis from greening, engendering and decolonial perspectives. It also enables the learner to investigates key sites of tension and contradiction in the quest for environmental Governance, evaluate the relationship between the formal institutional, legal and policy governance frameworks against lived realities, interrogate the principles of international environmental governance for their relevance in African socio-political contexts and explores the tensions between local and international frameworks. The learner also explores the role of non-state actors and informal actors in environmental governance.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Evaluate processes, actors and trends in environmental governance.
2. Appraise the tensions and contradictions in environmental governance.
3. Assess the relevance of principles of international environmental governance to the African socio-political context.
4. Critique the developments and trends in environmental rule of law.
5. Design environmental governance frameworks that are responsive to women, children and nature rights.

**Course Content**

Introduction to environmental governance: Social arrangements of environmental management; Philosophical and foundational approaches to environmental governance: Evolution of environmental governance: Principles of environmental governance: Institutions of environmental governance: Legal and policy frameworks: Tensions in environmental governance: Actors in environmental governance: Multilevel and multicultural regimes, recognising actors, networks, structures, and institutions in environmental governance; participation: Environmental rule of law: Tensions in environmental governance: Role of women, children, and nature in environmental governance:

**Mode of Delivery**

Student active learning, Individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, case study methodology, seminar discussions; individual student and group presentations, and problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instruction aids; flip-charts; whiteboard/smartboards; legal and policy instruments; Law Reports; International Instruments; Committee Reports; Books & journals Periodic Reviews; Discussion Aids; LCD Projector and screens; Chalk/white boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Atapattu S., (2016) *Human Rights Approaches to Climate Change.* Routledge.
2. Agüera Cabo, M. (2011). Environmental governance from a gender perspective. Theoretical reflections and case studies.
3. Bennett, N. J., & Satterfield, T. (2018). Environmental governance: A practical framework to guide design, evaluation, and analysis. *Conservation Letters*, *11*(6), e12600.
4. Okoth-Ogendo, H.W.O, & Tumushabe, G.W., Governing the Environment; Political Change and Natural Resources Management in Eastern and Southern Africa (1999) African Center for Technology Studies
5. Rajamani, L., & Peel, J. (Eds.). (2021). *The Oxford handbook of international environmental law*. Oxford University Press.

**Recommended References**

1. Bäckstrand, K. (2004). Scientisation vs. civic expertise in environmental governance: Eco-feminist, eco-modern and post-modern responses. *Environmental Politics*, *13*(4), 695-714.
2. Dhillon, C. M. (2020). Indigenous feminisms: Disturbing colonialism in environmental science partnerships. *Sociology of Race and Ethnicity*, *6*(4), 483-500.
3. Dove, M. R. (2006). Indigenous people and environmental politics. *Annual review of anthropology*, *35*(1), 191-208.
4. Dryzek, J. S. (2005). Making sense of earth’s politics: A discourse approach. *The politics of the earth. Environmental discourses*, *12*(7), 3-24.
5. DeCaro, D. A., Chaffin, B. C., Schlager, E., Garmestani, A. S., & Ruhl, J. B. (2017). Legal and institutional foundations of adaptive environmental governance. *Ecology and society: A journal of integrative science for resilience and sustainability*, *22*(1), 1.
6. Eckerberg, K., & Joas, M. (2004). Multi-level Environmental Governance: a concept under stress?. *Local environment*, *9*(5), 405-412.
7. Gaard, G. (2015). Indigenous Women, Feminism, and the Environmental Humanities. *Resilience: A Journal of the Environmental Humanities, 1*, 86 - 99.
8. Gurney, G. G., Mangubhai, S., Fox, M., Kim, M. K., & Agrawal, A. (2021). Equity in environmental governance: perceived fairness of distributional justice principles in marine co-management. *Environmental Science & Policy*, *124*, 23-32.
9. Hardin, G. (2019). The tragedy of the commons. In *Green Planet Blues* (pp. 41-49). Routledge.
10. Holley, C., Gunningham, N., & Shearing, C. (2013). *The new environmental governance*. Routledge.
11. Kimani, N. (2010). A collaborative approach to environmental governance in East Africa. *Journal of Environmental Law*, *22*(1), 27-57.
12. Kimani, N. N. (2010). Participatory aspirations of environmental governance in East Africa. *Law Env't & Dev. J.*, *6*, 200.
13. Kotzé, L. J. (2012). *Global environmental governance: Law and regulation for the 21st century*. Edward Elgar Publishing.
14. Maclean, K., & Cullen, L. (2009). Research methodologies for the co‐production of knowledge for environmental management in Australia.
15. Mireri, C., & Letema, S. (2012). Review of environmental governance in Kenya: Analysis of environmental policy and institutional frameworks. *POLITICAL, SOCIAL AND ENVIRONMENTAL ISSUES*, 153.
16. Mukherjee, R. (2013). Eco-Feminism׃ Role of Women in Environmental Governance and Management. *Galgotias Journal of Legal Studies*, *1*(2), 1-7.
17. Okoth-Ogendo, H. W. O., In Kameri-Mbote, P., In Odote, C., & University of Nairobi. (2017). *The gallant academic: Essays in honour of HWO Okoth-Ogendo*.
18. Paavola, J. (2007). Institutions and environmental governance: A reconceptualization. *Ecological economics*, *63*(1), 93-103.
19. Partelow, S., Schlüter, A., Armitage, D., Bavinck, M., Carlisle, K., Gruby, R. L., ... & Van Assche, K. (2020). Environmental governance theories: a review and application to coastal systems.
20. Pelletier, N. (2010). Of laws and limits: An ecological economic perspective on redressing the failure of contemporary global environmental governance. *Global Environmental Change*, *20*(2), 220-228.
21. Taylor, B., & de Loe, R. C. (2012). Conceptualizations of local knowledge in collaborative environmental governance. *Geoforum*, *43*(6), 1207-1217.
22. Young, O. R. (2003). Environmental governance: the role of institutions in causing and confronting environmental problems. *International Environmental Agreements*, *3*(4), 377-393.

**WCNREG 003**: **WOMEN RIGHTS IN ENVIRONMENTAL GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

The purpose of the course is to explicate the core concepts, theories, and methods relevant to d assessing the gendered intersectional consequences of the triple planetary crisis. To explore how women’s livelihood rights (land, water and food), rights to a healthy environment and participation have been captured in international, regional and national frameworks. To examine the gendered consequence of environmental interventions at international, national and local levels.

**Expected learning outcomes**

By the end of this course, the learner should be able to:

1. Appraise the effects of the triple planetary crisis on the realisation of women’s rights from a grounded, intersectional and multi-disciplinary perspective.
2. Examine how different theoretical perspectives see women’s lived realities, their agency and participation in environmental governance.
3. Evaluate the gendered consequences of environmental interventions with a view to their consequences for ( advancing) women’s rights at the national, regional and global levels.
4. Design women-friendly environmental governance frameworks.

**Course Content**

Women’s rights in environmental governance: Historical evolution of women’s engagement in environmental governance: Gendered consequences of colonialism and triple planetary crisis: intersecting inequalities and vulnerabilities: Theoretical frameworks- ecofeminism, feminist environmentalism, feminist political ecology, feminist theories of multiculturalism, gender law and power theories, law and economy theories: Women’s rights framework: Approaches for ensuring women’s rights in environmental governance: Human rights-based approach; legal pluralism; grounded women’s approach; African feminist approaches; Environmental outcomes for women- food, energy and water, mainstreaming women’s rights in environmental governance; Political Economy of women’s rights activism in environmental governance.

**Mode of Delivery**

Student active learning, Individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, case study methodology, seminar discussions; individual student and group presentations, and problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instruction aids; flip-charts;; whiteboard/smartboards; legal and policy instruments; Law Reports; International Instruments; Committee Reports; Books & journals Periodic Reviews; Discussion Aids; LCD Projector and screens; Chalk/white boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Arora-Jonsson, S. (2012). *Gender, development and environmental governance: theorizing connections*. Routledge
2. Foster, E. (2021). Ecofeminism revisited: critical insights on contemporary environmental governance. *Feminist Theory*, *22*(2), 190-205.
3. Campbell, Meghan, “A greener CEDAW: Adopting a women’s substantive  
   equality approach to climate change”, in Cathi Albertyn et al (eds). (2022). Feminist Frontiers in Climate Justice Gender Equality, Climate Change and Rights (Edward Elgar)
4. Lisa Chamberlain, “The value of litigation to women environmental humanrights defenders in South Africa” in Cathi Albertyn et al (eds). (2022). *Feminist Frontiers in Climate Justice Gender Equality, Climate Change and Rights*. Edward Elgar

**Recommended References**

1. Anna Kaijsera and Annica Kronsell ‘Climate change through the lens of intersectionality’ (2014) 23:3 *Environmental Politics*, 417–433,
2. Alston, M. (2014). Gender mainstreaming and climate change. In *Women's Studies InternationalForum* (Vol. 47, pp. 287-294). Pergamon.
3. Chinkin, C., & Yoshida, K. (2020). Women’s Human Rights and Climate Change: State Obligations and Standards. *LSE Law-Policy Briefing Paper*, (43).
4. Derman, B., & Hellum, A. The human right to water and beyond: Some reflections on water justice and water reform in Zimbabwe. In *Beyond Law and Development* (pp. 177-197). Routledge.
5. Daza, V. (2019). Two fights in one: Feminism and environmentalism. *site da organização Dejusticia*, *22*.
6. Eastin, J. (2018). Climate change and gender equality in developing states. *World Development*, *107*, 289-305.
7. Fraser, N. (2015). Feminism's two legacies: A tale of ambivalence. *South Atlantic Quarterly*, *114*(4), 699-712.
8. Goldsworthy, H. (2010). Women, global environmental change, and human security. Global environmental change and human security, 2010, 215-36.
9. Harris, P., A., (2021). Towards a Law and Political Economy to Environmental Justice, in the Cambridge Handbook of Environmental Justice and Sustainable Development. Cambridge University Press. 2021, 453-464.
10. Kuran, C. H. A., Morsut, C., Kruke, B. I., Krüger, M., Segnestam, L., Orru, K., ... & Torpan, S. (2020). Vulnerability and vulnerable groups from an intersectionality perspective. *International Journal of Disaster Risk Reduction*, *50*, 101826. <http://www.elsevier.com/locate/ijdrr>
11. MacGregor, S., & Seymour, N. (2017). Men and nature: hegemonic masculinities and environmental change.
12. McCright, A. M., & Xiao, C. (2014). Gender and environmental concern: Insights from recent work and for future research. *Society & Natural Resources*, *27*(10), 1109-1113.
13. Kameri-Mbote, P. (2011). Pathways to Real Access to Land-Related Resources for Women: Challenging and Overturning Dominant Legal Paradigms.
14. Workineh Kelbessa (2019) Women and the environment in Jonathan O. Chimakonam (ed) *Africa in African Philosophy and Environmental Conservation.* Routledge, 83-102

**WCNREG 004: CHILDREN’S RIGHTS IN ENVIRONMENTAL GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

This Course appraises the normative basis for exploring children’s environment-related rights; explores local, regional, and international legal and policy frameworks, including customary law and informal norms, underpinning children’s environment-related rights against children’s lived realities; interrogates the relationship between children’s rights and the environment with an intersectional approach; examines environmental governance from a child-centred lens; explores children’s agency in global responses to environmental problems.

**Expected Learning Outcomes**

By the end of this course, the student should have the skills and competency to:

1. Appraise the normative foundations of children’s environment-related rights against children’s lived realities.
2. Analyse local, regional, and international legal and policy frameworks underpinning children’s environment-related rights.
3. Critique the applicability of environmental governance frameworks in African social-economic and political contexts for children.
4. Evaluate children’s agency in contributing to global responses to environmental problems.
5. Design children-responsive environmental governance frameworks.

**Course Content**

Children’s rights in environmental governance: Historical and theoretical framework for children’s rights; Local, National, Regional and International frameworks for children’s rights; African perspectives and narratives on children’s rights; Principles and concepts underpinning children’s rights in environmental governance: Childhood, best interests of a child, participation, child-centred approaches, non-discrimination, children’s intersecting vulnerabilities, sustainability, inter-generational equity;Environmental dimensions to children’s rights: Participation and agency of children in environmental decision-making; Children’s access to environmental information and justice; Environmental education in schools, local communities, and society; The rights of children in environmental emergencies.

**Mode of Delivery**

Student active learning, Individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, case study methodology, seminar discussions; individual student and group presentations, and problem-based learning.

**Instruction Materials and/or Equipment.**

Computers; Internet; Audio-visual instruction aids; flip-charts; whiteboard/smartboards; legal and policy instruments; Law Reports; International Instruments; Committee Reports; Books & journals Periodic Reviews; Discussion Aids; LCD Projector and screens; Chalk/white boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Fenton-Glynn, C. (Ed.). (2019). *Children's Rights and Sustainable Development: Interpreting the UNCRC for Future Generations*. Cambridge University Press.
2. Fambasayi, R. (2021). The Protection of the Environmental Rights and Interests of Children: A South African Perspective. Economic Policy, 337, 337-338.
3. Fambasayi, R., & Addaney, M. (2021). Cascading impacts of climate change and the rights of children in Africa: A reflection on the principle of intergenerational equity. *African Human Rights Law Journal*, *21*(1), 29-51.
4. The Significance of the Human Right to Environment. *Denv. J. Int'l L. & Pol'y*, *50*, 89.
5. UN Committee on the Rights of the Child (forthcoming 2023), General Comment No. 26 on Children’s Rights and the Environment with a Special Focus on Climate Change

**Recommended Reference Materials**

1. Ansell, N. (2016). *Children, youth and development*. Routledge.
2. Brice, S. E. (1994). Convention on the rights of the child: Using a human rights instrument to protect against environmental threats. *Geo. Int'l Envtl. L. Rev.*, *7*, 587.
3. UN Committee on the Rights of the Child, *Report of the 2016 Day of General Discussion: Children’s Rights and the Environment.* Available at *https://www.ohchr.org/sites/default/files/Documents/HRBodies/CRC/Discussions/2016/DGDoutcomereport-May2017.pdf* accessed 30 June 2022.
4. Hyde, S. (2020). Healthy Environment, Healthy Mind: Constitutionally Guaranteeing Children the Right to a Healthful Environment. *Chi.-Kent J. Env't Energy L.*, *10*, 2.
5. King & Wood Mallesons, ‘Children’s Rights to a Healthy Environment in East Asia and the Pacific’ (UNICEF EAPRO 2020).
6. Landrigan, P. J., Rauh, V. A., & Galvez, M. P. (2010). Environmental justice and the health of children. *Mount Sinai Journal of Medicine: A Journal of Translational and Personalized Medicine: A Journal of Translational and Personalized Medicine*, *77*(2), 178-187.
7. Lewis, B. (2021). Children’s Human Rights-based Climate Litigation at the Frontiers of Environmental and Children’s Rights. *Nordic Journal of Human Rights*, *39*(2), 180-203.
8. Makuch, K. E., Zaman, S., & Aczel, M. R. (2019). Tomorrow’s Stewards. *Health and Human Rights*, *21*(1), 203-214.
9. Pegram, Joni (2018), Overlooked and undermined. Child rights and climate change, in Duyck S, Jodoin S, Johl A, Routledge Handbook on Human Rights and Climate Change Governance (Routledge 2018)
10. Phoenix, A., Boddy, J., Walker, C., & Venman, U. (2017). *Environment in the Lives of Children and Families* (p. 184). Policy Press.
11. Thoko Kaime, ‘Children’s Rights and the Environment’ in Ursula Kilkelly and Ton Liefaard (eds) International Human Rights of Children.
12. United Nations Environment Programme (2021). Principles and Policy Guidance on Children’s Rights to a Safe, Clean, Healthy and Sustainable Environment in the ASEAN Region.
13. United Nations Framework Convention on Climate Change, ‘Youth in action on climate change: inspirations from around the world’ (United Nations Joint Framework Initiative on Children, Youth and Climate 2013).
14. Wabwile, M. N. (2016). Realising Children’s Economic and Social Rights: Towards Rights-Based Global Action Strategies. In *Handbook of Children's Rights* (pp. 185-205). Routledge.

**WCNREG 005: NATURE RIGHTS IN ENVIRONMENTAL GOVERNANCE**

**Prerequisite:** **None**

**Course Purpose**

This course evaluates the developments and discourses in the recognition of nature’s rights in environmental governance. To appraise the existing frameworks on nature rights at the local, national, regional and international levels. To disrupt the conventional discourses on environmental rights vis-à-vis nature and demonstrate the interconnectedness between nature’s rights and transformative environmental governance.

**Expected Learning Outcomes**

By the end of this course, the students should be able to:

1. Critique mainstream approaches to environmental rights and protection of nature.
2. Evaluate the existing philosophical, policy, legal and institutional foundations of nature’s rights.
3. Assess the ‘nature rights paradigm’ as a tool for facilitating transformative environmental governance.
4. Evaluate African conceptions of the recognition of nature rights.
5. Critique ecological approaches on how best nature is captured as an interest and priority in environmental governance.

**Course Content**

Nature’s rights in environmental governance: Conceptual and philosophical foundations of nature’s rights; African perspectives and indigenous narratives; Policy, Legal and Institutional Frameworks at local, national, regional and international levels on nature rights: Rights of nature and environmental governance in practice: Implementation of the rights of nature; Jurisprudence on Nature Rights: Nature’s Rights and Human Rights Linkages: Trends and developments in contemporary interpretations of nature’s rights.

**Mode of Delivery**

Student active learning, Individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, case study methodology, seminar discussions; individual student and group presentations, and problem-based learning.

**Instruction Materials and/or Equipment:**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Boyd, D. R. (2017). *The rights of nature: A legal revolution that could save the world*. ECW Press.
2. Ojwang, J. B. (1991). Laying a Basis for Rights. *Holdsworth L. Rev.*, *15*, 73.
3. Sheber, K. (2020). Legal rights for nature: how the idea of recognizing nature as a legal entity can spread and make a difference globally. *Hastings Envt'l LJ*, *26*, 147.Available at:<https://repository.uchastings.edu/hastings_environmental_law_journal/vol26/iss1/8>
4. Stone, C. D. (2010). *Should trees have standing?: law, morality, and the environment*. Oxford University Press.
5. Tosam, M. J. (2019). African Environmental Ethics and Sustainable Development. Open Journal of Philosophy, 9, 172-192.<https://doi.org/10.4236/ojpp.2019.92012>

**Recommended Reference Materials**

1. Carolina Valladaresa, Rutgerd Boelens (2019), Mining for Mother Earth: Governmentalities, sacred waters and nature’s rights in Ecuador [Geoforum](https://www.sciencedirect.com/journal/geoforum), [Volume 100](https://www.sciencedirect.com/journal/geoforum/vol/100/suppl/C), p68-79
2. Elizabeth MacPherson (2021), A Comparative Study of Emerging Legal Rights for Rivers and Lakes in the United States in the United of America and Mexico, Duke Environmental Law and Policy Forum Vol 31, p327
3. Kaitlin Sheber (2020), Legal Rights for Nature: How the Idea of Recognizing Nature as a Legal Entity Can Spread and Make a Difference Globally Hastings Environmental Law Journal Vol. 26 (1)
4. Kauffman, C. M., & Martin, P. L. (2020). Constructing Rights of Nature Norms in the US, Ecuador, and New Zealand (Reprinted from Global Environmental Politics, Vol 18, Pg 43-62, 2018). *Global Environmental Politics*, *20*.
5. Kersten, J. (2017). Who Needs Rights of Nature?. *RCC Perspectives*, (6), 9-14.
6. Nash, R. F. (1989). *The rights of nature: a history of environmental ethics*. Univ of Wisconsin press.
7. Ordóñez, M. F., Shannon, K., & d’Auria, V. (2022). The materialisation of the Buen Vivir and the Rights of Nature: Rhetoric and Realities of Guayaquil Ecológico urban regeneration project. *City, Territory and Architecture*, *9*(1), 1-17.
8. Rights of Rivers: A Global Survey of the Rapidly Developing Rights of Nature Jurisprudence Pertaining to Rivers (2020),<https://www.internationalrivers.org/resources/reports-and-publications/rights-of-river-report/>

**WCNREG 006: SEMINARS IN RESEARCH DESIGN**

**Prerequisites: Research Methods in Environmental Governance**

**Course Purpose**

The purpose of this course is to equip the learner with practical skills in research design, proposal development, and data collection.

**Expected Learning Outcomes**

At the end of this course the learner should be able to:

1. Identify a researchable issue for masters level research on women, children and nature’s rights in environmental governance.
2. Engage with existing literature, law, and policy and justify the need for the study.
3. Elaborate assumptions, research questions, literature, and law review through mini-field work.
4. Develop and present a researchable proposal.

**Course Content**

Topic Selection: preliminary research; legislative and policy review of laws and policies at local, regional and international levels; literature review, justification of the study; Develop, present and revise concept paper: Elaborating Assumptions: Identify research questions and maintaining ongoing interactive research findings, literature and law review, obtaining research permission, observing Research Ethical Requirements based on the country and disciplinary requirements; Developing a Draft proposal: Research objectives, Research hypothesis/Assumptions, research Questions. Applying appropriate research methodologies: including grounded research on appropriate aspects of the selected topic, theoretical/conceptual framework, and a literature review;Designing data collection instruments: Proposal presentation.

**Mode of Delivery**

Student active learning, individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, supervision meetings; data analysis, seminar presentations, seminar discussions; peer-to-peer learning, writing boot camps.

**Instructions Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Coursework **100**

**Core Reading Materials**

1. Boote, David N and Beile, Penny (2005).Scholars before researchers: On the centrality of the dissertation literature review in research preparation, Educational Researcher, Vol. 34, No. 6, pp. 3–15
2. Creswell, JW (2014). Research Design: Qualitative, quantitative and mixed methods approach. New Delhi: Sage.
3. Edmonds, W. Alex & Kennedy, Thomas D, (2017).An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods (Second edition), New Delhi: Sage.
4. Grant, C. and Osanloo A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house,” Administrative issues Journal: Connecting education, practice and research. volume 4 issue 2, pp. 12-26. DOI: 10.5929/2014.4.2.9.
5. Leavy, Patricia (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York: The Guilford Press.

**Recommended References**

1. Allen, Q., Baber, L., Bell, D., Bell, D., Bell, D., Benson, J., Boysen, G., Vogel, D., Cope, M., Hubbard, A., Brien, M., Forest, J., Mageau, G., Boudrias, J., Desrumaux, P., Brunet, L., Morin, E., ... Solórzano, D. (2017). Chapter 9 An example of a real-world mixed methods study: The racial microaggressions study proposal. SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483399980>
2. Byrne, D. (2016). *Research ethics*. SAGE Publications, Inc.
3. Grbich, C. (2004). New approaches in social research. SAGE.
4. Matanda, E., & Mawere, M. (2022). Research methods and statistics for cross-cutting research: Handbook for Multidisciplinary Research. Langaa Research & Publishing CID.
5. Punch, K. F. (2009) Introduction to research methods in Education, London: Sage
6. Robson, C. (1993) Real World Research: a resource for social scientists and practitioner-researchers, Oxford, Blackwell Publishers Limited.
7. Schon, D. (1983) The Reflexive Practitioner, London, Temple-Smith
8. Silverman, D. (2006) Interpreting Qualitative Data: methods, for analysing talk, text and interaction, third edition, London, Sage Publications.
9. Silverman, D. (2010) Doing Qualitative Research: a practical handbook, third edition, London, Sage Publications.
10. Stake, R. E. (1995) The Art of Case Study Research, London, Sage.
11. Zoogah, D. B. (2014). Advancing Research Methodology in the African context: Techniques, methods, and designs. Emerald Publishing.

**WCNREG 007**: **JUSTICE FOR WOMEN, CHILDREN AND NATURE**

**Prerequisite: None**

**Course Purpose**

This course evaluates environmental justice approaches and movements for women, children and nature. It appraises perspectives that are relevant to formulating just and equitable solutions and strategies for addressing gender, generational and environmental justice. It It examines the gendered nature of environmental justice and explores modalities of attaining equitable distribution of environmental costs, benefits and responsibility for current and future generations.

**Expected Learning Outcomes**

1. Explicate the conceptual, theoretical and practical context of environmental justice for women, children and nature.
2. Appraise the role of laws, policies and practices in responding to the gendered and generational inequalities in environmental justice.
3. Analyse the role of communities and specifically women’s and children’s agencies in the equitable distribution of environmental benefits, costs and responsibility.
4. Design grounded solutions using case studies that respond to the triple planetary crisis and the quest for social gender and generational environmental justice.

**Course Content**

Gender and intergenerational equity: Theories and concepts in environmental justice: Principles of environmental justice: Legal, Policy and institutional frameworks on gender, generational equity and environmental justice: Gender and intersectional inequalities: Geo-political context of environmental justice: Environmental harm and benefits: Gender, intergenerational, and environmental justice in practice: Recourse and remedies for environmental injustice; Local, National, Regional and international approaches, actors and movements for environmental justice: Emerging trends in in environmental justice and their implication on women children and nature; Artificial intelligence; natural language processing; genetic mapping.

**Mode of Delivery**

Student active learning, individual and collaborative learning and research capacitation, field research exercises, Draft law reform recommendations based on experiential and empirical data obtained from short research exercises using grounded theory methodological approaches, seminar discussions; individual student and group presentations, problem-based learning and intellectual exploration through the field and related research.

**Instructional Materials and /or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core reading materials**

1. Dunn, L. L. (2009). The gendered dimensions of environmental justice. In *Environmental justice in the new millennium* (pp. 115-133). Palgrave Macmillan, New York.
2. MacGregor, S. (2020). Gender matters in environmental justice. In *Environmental Justice* (pp. 234-248). Routledge.
3. Muigua, K., & Kariuki, F. (2021). Towards environmental justice in Kenya.
4. Unger, N. C. (2008). The role of gender in environmental justice. *Environmental Justice*, *1*(3), 115-120.
5. Westra, L. (2012). *Environmental justice and the rights of unborn and future generations: law, environmental harm and the right to health*. Routledge.

**Recommended References**

1. Bandelow, N. C., Hornung, J., Schröder, I., & Vogeler, C. S. (2022). Advancing theories of public policy for the analysis of environmental challenges across countries. *Review of Policy Research*, *39*(1), 6-7.
2. Derman, B., & Hellum, A. (2022). The human right to water and beyond: Some reflections on water justice and water reform in Zimbabwe. In *Beyond Law and Development* (pp. 177-197). Routledge.
3. Edwards, G., Reid, L., & Hunter, C. (2016). Environmental justice, capabilities, and the theorization of well-being. Progress in Human Geography, 40(6), 754–769
4. Glotzbach, S., & Baumgartner, S. (2012). The relationship between intragenerational and intergenerational ecological justice. *Environmental Values, 21(3),* 331-355.
5. Pulido, L., & De Lara, J. (2018). Reimagining ‘justice in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition. *Environment and Planning E: Nature and Space*, *1*(1-2), 76-98.
6. Schlosberg, D., (2007). Defining environmental justice: theories, movements, and nature. Oxford University Press.
7. Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, *5*(3), 359-374.
8. Spijkers, O. (2018). Intergenerational equity and the sustainable development goals. *Sustainability*, *10*(11), 3836.
9. Verchick, R. R. (2004). Feminist theory and environmental justice. *New perspectives on environmental justice: Gender, sexuality, and activism*, 63-77.

**WCNREG 008: ENVIRONMENTAL DISASTER & RISK GOVERNANCE.**

**Prerequisite: None**

**Course Purpose**

This course examines the impacts of disaster and risk on women, children and nature.It explores the different types of disasters, risks, their management and lived experiences for children and women. It examines theoretical, legal, policy, and institutional frameworks underpinning disaster risk management and governance. It evaluates the extent to which these frameworks and approaches protect women, children, and nature. It explores indigenous knowledge and approaches to disaster & risk governance. It assesses local, national, regional and international best practices in fostering resilience in disaster and risk management among children and women.

**Expected Learning Outcomes**

At the end of the course, the learners should be able to:

1. Critique theoretical constructs and contextual applications of disaster risk governance relating to women, children and nature.
2. Evaluate policy and legislation frameworks for disaster and risk governance.
3. Appraise the technologies, techniques and strategies for managing disasters and risks that affect children, women and nature.
4. Design effective strategies for governing disaster and risk relating to women, children, and nature.

**Course Content**

Concepts and theories in disaster Risk and Governance: Typology of environmental disasters, risks; Implications of environmental disaster and risk governance on children/women and nature rights; Local, national regional and international frameworks of environmental and disaster risk governance; Women and children’s resilience to risks and disasters; Institutional mechanisms in environmental disaster and risk governance: Case studies on the place of women, children and nature in disaster risk governance; Environmental disaster risks and implication on health: African indigenous practices in environmental disaster and risk governance.

**Mode of Delivery**

Lectures, Tutorials, Case studies; Seminar discussions; individual student and audio-visual, group presentations, problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Kibugi, R. (2016). Legal Options for Mainstreaming Climate Change Disaster Risk Reduction in Governance for Kenya. In *Adaptation to Climate Change: ASEAN and Comparative Experiences* (pp. 409-431).
2. Juha U. and Shaw R. (Eds) (2019). *Sustainable Development and Disaster Risk Reduction*. Springer Nature, Switzerland AG.
3. Khorram-Manesh, A., Goniewicz, K., Hertelendy, A., & Dulebenets, M. (Eds.). (2021). *Handbook of disaster and emergency management*. Kompendiet.
4. Mandalakas, A., Torjesen, K., & Olness, K. (Eds.). (1999). *Helping the children: a practical handbook for complex humanitarian emergencies*. Kenyon, MN: Health Frontiers.
5. Mbote, K. P., Meroka, M., A., (2020). Gendered Impacts of Responses to the Covid-19 Pandemic in Kenya. University of Nairobi.

**Recommended References**

1. Akerkar, S. (2007). Disaster mitigation and furthering women’s rights: learning from the tsunami. *Gender, Technology and Development*, *11*(3), 357-388.
2. Azad, M. A. K., Uddin, M. S., Zaman, S., & Ashraf, M. A. (2019). Community-based disaster management and its salient features: a policy approach to people-centred risk reduction in Bangladesh. *Asia-Pacific Journal of Rural Development*, *29*(2), 135-160.
3. Bradshaw, S. (2015). Gendered rights in the post‐2015 development and disasters agendas. *IDS Bulletin*, *46*(4), 59-65.
4. Dingel C.C and Tiwari A. (2010). *Report on the Status of Disaster Risk Reduction in Sub-Saharan Africa*. World Bank. Washington DC.
5. Levy, J. K., & Gopalakrishnan, C. (2010). A policy-focused approach to natural hazards and disasters—towards disaster risk reduction (DRR): introduction to a special issue of the Journal of Natural Resources Policy Research. *Journal of Natural Resources Policy Research*, *2*(4), 317-323.
6. Madu, C. N. (2017). *Handbook of Disaster Risk Reduction & Management: Climate Change and Natural Disasters*. World Scientific Publishing Company.
7. Mutanda N., Orindi, V. A., & Ochieng, K. (2018). Strengthening disaster management in Kenya.
8. Penrose, A. and M. Takaki (2006) ‘Children’s Rights in Emergencies and disasters. Lancet. 367: 698-99

**WCNREG 009: INDIGENOUS KNOWLEDGE AND CUSTOMARY PRACTICES IN ENVIRONMENTAL GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

This course explores the nature and importance of Indigenous Knowledge in Environmental Governance. It develops the capacity of learners to assess the significance of mainstreaming indigenous knowledge and customary practices in shaping environmental governance at national and regional levels. It explores how cultural norms and values of different ethnic groups can be protected and preserved through formal legal means.

**Expected Learning Outcomes**

**At the end of this course the learner should be able to:**

1. Appraise indigenous knowledge and customary practices in environmental governance.
2. Designs appropriate modes for documenting indigenous knowledge content and customary practices.
3. Incorporate indigenous knowledge, and customary practices in existing frameworks on women, children and nature rights for environmental governance.
4. Apply indigenous knowledge in the protection of women, children and natures’ rights.

**Course Content**

Concepts and theories underpinning indigenous knowledge and customary practices: Sources of indigenous knowledge, Mapping traditional knowledge and customary practices: Historical foundations of indigenous knowledge and customary practices: perspectives of indigenous knowledge and customary practices: Use of indigenous knowledge and customary practices in strengthening environmental governance; gendered paradigms and inclusiveness in the indigenous knowledge and customary practices: Nexus between indigenous knowledge, SDGs and human rights: Indigenous Feminism and Indigenous power hierarchies; Deconstructing and re-ordering power hierarchies in national and regional environmental governance framework with indigenous knowledge and customary practices; Intellectual property rights in traditional knowledge and its protection.

**Mode of Delivery**

Student active learning, individual and collaborative learning and research capacitation, mini-field research exercises, Draft mini–law reform recommendations based on experiential and empirical data obtained from short research exercises using grounded theory methodological approaches, seminar discussions; individual student and group presentations, problem-based learning and intellectual exploration through the field and related research.

**Instructional Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Kelbessa, W. (2015). African environmental ethics, indigenous knowledge, and environmental challenges. *Environmental Ethics*, *37*(4), 387-410.
2. MacIntosh, C. (2019). Making Space for Indigenous Feminism ed. by Joyce Green. *Canadian Journal of Women and the Law*, *31*(1), 187-194.
3. Magni, G. (2017). Indigenous knowledge and implications for the sustainable development agenda. *European Journal of Education*, *52*(4), 437-447.
4. Muigua, K. (2016). Harnessing Traditional Knowledge for Environmental Conflict Management in Kenya.
5. Ngulube, P. (Ed.). (2016). *Handbook of research on theoretical perspectives on indigenous knowledge systems in developing countries*. IGI Global.

**Recommended References**

1. Ludwig, D., & Macnaghten, P. (2020). Traditional ecological knowledge in innovation governance: a framework for responsible and just innovation. *Journal of Responsible Innovation*, *7*(1), 26-44.
2. McElwee, P., Fernández‐Llamazares, Á., Aumeeruddy‐Thomas, Y., Babai, D., Bates, P., Galvin, K., Brondízio, E. S. (2020). Working with Indigenous and local knowledge (ILK) in large‐scale ecological assessments: Reviewing the experience of the IPBES Global Assessment. *Journal of Applied Ecology*, *57*(9), 1666-1676.
3. McGregor D, ‘Traditional Knowledge and Water Governance: The Ethic of Responsibility (2014) 10 Alternative: An International Journal of Indigenous Peoples 493
4. McGregor, D. (2021). Indigenous Knowledge Systems in Environmental Governance in Canada. *KULA: Knowledge Creation, Dissemination, and Preservation Studies*, *5*(1), 1-10.
5. Moody, O. (2020). Climate action and sustainability: Indigenous peoples are part of the solution. *WIPO MAGAZINE*, (1), 44-49.
6. Muigua, K. (2014). Towards meaningful public participation in natural resource management in Kenya. *University of Nairobi, Nairobi*.
7. Martin, D. (2008). Maat and order in African cosmology: A conceptual tool for understanding indigenous knowledge. *Journal of Black Studies*, *38*(6), 951-967.
8. Muigua, K. (2000). Revisiting the Place of Indigenous Knowledge in the Sustainable Development Agenda in Kenya by Kariuki Muigua. *Management*, *10*(5).
9. Muigua, K. (2021). Integrating Community Practices and Cultural Voices into the Sustainable Development Discourse. *Typesetting by*, 45.
10. Nyong, A., Adesina, F., & Osman Elasha, B. (2007). The value of indigenous knowledge in climate change mitigation and adaptation strategies in the African Sahel. *Mitigation and Adaptation Strategies for Global Change*, *12*(5), 787-797.
11. Rathwell, K., Armitage, D., & Berkes, F. (2015). Bridging knowledge systems to enhance governance of environmental commons: a typology of settings. *International Journal of the Commons*, *9*(2).
12. Reyes-García, V., Fernández-Llamazares, Á., Aumeeruddy-Thomas, Y., Benyei, P., Bussmann, R. W., Diamond, S. K., ... & Brondizio, E. S. (2022). Recognizing Indigenous peoples’ and local communities’ rights and agency in the post-2020 Biodiversity Agenda. *Ambio*, *51*(1), 84-92.
13. Tsosie, R. (1996). Tribal environmental policy in an era of self-determination: the role of ethics, economics, and traditional ecological knowledge. *Vt. L. Rev.*, *21*, 225.
14. Yap, M. L. M., & Watene, K. (2019). The sustainable development goals (SDGs) and indigenous peoples: another missed opportunity? *Journal of Human Development and Capabilities*, *20*(4), 451-467.

**WCNREG 010: SCIENTIFIC KNOWLEDGE FOR TRANSFORMATIVE POLICY ADVOCACY**

**Prerequisites: None**

**Course Purpose**

This course explores the place of scientific evidence in driving policy advocacy for transformative environmental governmental governance. It interrogates how scientific knowledge can be utilised to influence the design of environmental governance frameworks that are responsive to women, children and nature. It evaluates the limits and potential of scientific knowledge for transformative policy advocacy.

**Expected Learning Outcomes**

At the end of the course the learner should be able to:

1. Appraise the importance of scientific knowledge for policy advocacy that transforms natural resource governance.
2. Evaluate linkages between scientific knowledge and policy decisions on women, children and nature in environmental governance.
3. Assess existing approaches for science-policy interface in environmental governance.
4. Design effective tools to communicate scientific knowledge for environmental governance policy influence and local, national, regional and international levels.

**Course Content**

Theories and concepts of scientific knowledge; Historical evolution of science policy interface; Role of scientific knowledge in shaping environmental governance; Science communication; Science policy interface: Citizen science and engagement; policy advocacy; use of technology in advancing the role of science in transformative policy advocacy; climate change science; actors in translating scientific knowledge to policy action; trust in science; linkages between scientific knowledge and indigenous knowledge; African Science.

**Mode of Delivery**

Tutorials; Case method; Seminar discussions; individual student and group presentations, problem-based learning.

**Instructions Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

* + - 1. Cash, D.W., Clark, W.C., Alcock, F., Dickson, N.M., Eckley, N., Guston, D.H., Ja¨ger, J., Mitchell, R.B., 2003. Knowledge systems for sustainable development. PNAS 100 (14), 8086–8091
      2. Edler, J., Karaulova, M. & Barker, K. Understanding Conceptual Impact of Scientific Knowledge on Policy: The Role of Policy Making Conditions. Minerva 60, 209–233 (2022). https://doi.org/10.1007/s11024-022-09459-8
      3. Goldman, I., & Pabari, M. (Eds.). (2020). Using Evidence in Policy and Practice: Lessons from Africa (1st ed.). Routledge. https://doi.org/10.4324/9781003007043

1. Hutchings JA, Stenseth NC. Communication of science advice to government. Trends Ecol Evol. 2016;31(1):7–11.
2. Chimakonam, J. O. (2012). *Introducing African science: Systematic and philosophical approach*. Author House.

**Recommended References**

1. Agrawal, A., 1995, ’Dismantling the Divide between Indigenous and Scientific Knowledge, Development and Change, Vol 26: 413-39
2. \_\_\_\_\_ 1997, ’Writing Development Policy and Policy Analysis Plain or Clear: On Language, Genre and Power’, in C. Shore and S. Wright (eds), Anthropology of Policy: Critical Perspectives on Governance and Power, London: Routledge
3. Keeley, J., & Scoones, I. (2014). Understanding environmental policy processes: Cases from Africa. Routledge.
4. Erismann, S., Pesantes, M.A., Beran, D. *et al.* How to bring research evidence into policy? Synthesizing strategies of five research projects in low-and middle-income countries. *Health Res Policy Sys* 19, 29 (2021). <https://doi.org/10.1186/s12961-020-00646-1>
5. Gluckman, P. D., Bardsley, A., & Kaiser, M. (2021). Brokerage at thescience–policy interface: from conceptual framework to practical guidance. *Humanities and Social Sciences Communications*, *8*(1), 1-10.
6. Hajer M. A-frame in the fields: Policymaking and the reinvention of politics. In: Hajer M, Wagenaar M, editors. Deliberative policy analysis: Understanding governance in the network society. Cambridge: Cambridge University Press; 2003. <http://dx.doi.org/10.1017/CBO9780511490934.005>
7. Petes LE, Meyer MD. An ecologist’s guide to careers in science policy advising. Front Ecol Environ. 2018;16(1):53–4.
8. Stoker G, Evans M. Evidence-based policymaking in the social sciences: methods that matter. Bristol: Policy Press; 2016.
9. Swift, J., 1996, ’Desertification: Narratives, Winners, Losers’, in M. Leach and R. Mearns (eds), The Lie of the Land: Challenging Received Wisdom on the African Environment, London: James Currey
10. Swilling, M. (2014). Rethinking the science-policy interface in South Africa: experiments in knowledge co-production. South African Journal of Science, 110(5-6), 01-07.
11. United Nations Environment Programme (UNEP). (2021). Reflecting on the Past, Imagining the Future: A Contribution to the Science Policy Interface.
12. United Nations Environment Programme (UNEP). (2017). Strengthening the science-policy interface: A gap analysis.
13. Van Der Arend, Jenny. 2014. Bridging the research/policy gap: policy officials’ perspectives on the barriers and facilitators to effective links between academic and policy worlds. Policy Studies 35: 611–630.
14. Vogel, C., Moser, S.C., Kasperson, R.E., Dabelko, G.D., 2007. Linking vulnerability, adaptation, and resilience science to practice: pathways, players, and partnerships. Global Environmental Change 17 (3–4), 349–364.
15. Weible, C.M., et al. 2010. Harnessing expert-based information for learning and the sustainable management of complex socio-ecological systems. Environmental Science & Policy 13(6): 522–534.
16. Weichselgartner, Jergen, and Roger Kasperson. 2010. Barriers in the science-policy-practice interface: Toward a knowledge-action-system in global environmental change research. Global Environmental Change 20: 266–277.
17. Weiss, C., (ed), 1977, Using Social Research in Public Policy Making, Lexington, Mass.: D,C, Heath
18. White, G.F., Kates, R.W., Burton, I., 2001. Knowing better and losing even more: the use of knowledge in hazard management. Global Environmental Change Part B: Environmental Hazards 3 (3–4), 81–92.

**WCNREG 011:PROJECT PAPER**

**Prerequisites**: All courses

**Course Purpose**

The purpose of the course is to enable the student to apply appropriate research methodologies and methods to produce original research projects on environmental governance issues involving women’s, children’s and nature’s rights at different levels under the guidance of a supervisor.

**Expected Learning Outcomes**

By the end of the course the learner should be able to:

1. Collect relevant data using appropriate research tools and methodologies.
2. Analyse collected data, integrate research findings into coherent reporting, and synthesised writing framework.
3. Develop a well-written and properly documented project paper that: Appraises solutions to an identified environmental governance problem; and recommends law and policy reform.

**Course Content**

Field research on identified research problem: Analysis and triangulation of collected data: Presentation of research findings: Preparation of first draft of the project paper: Presentation of the first draft to research supervisor/s; Reviewing of the draft by the supervisors; Preparation of final draft: Defence of project paper: Revision and submission of final project paper.

**Mode of Delivery**

Student active learning, individual and collaborative learning and research capacitation, experiential research exercises, grounded women’s law approach, supervision meetings; data analysis seminar presentations, seminar discussions; peer-to-peer learning, and in-house writing of final drafts.

**Instructional Materials and/or Equipment:**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Project Paper **100**

**Core Reading Materials**

1. Andreassen, B. A., Sano, H. O., & McInerney-Lankford, S. (Eds.). (2017). *Research methods in human rights: A handbook*. Edward Elgar Publishing.
2. Andreassen, B. A., Sano, H. O., & McInerney-Lankford, S. (Eds.). (2017). *Research methods in human rights: A handbook*. Edward Elgar Publishing.
3. Ogden, E. H. (2007). *Complete your dissertation or thesis in two semesters or less*. Rowman & Littlefield.
4. Schutt, R. K. (2018). *Investigating the social world: The process and practice of research*. Sage publications.
5. Silverman, D. (2006) Interpreting Qualitative Data: methods for analysing talk, text and interaction, third edition, London, Sage Publications.

**Recommended References**

1. Ballin, E. H. (2020). *Advanced introduction to legal research methods*. Edward Elgar Publishing.
2. Bentzon, A. W., Hellum, A., & Stewart, J. (1998). Pursuing grounded theory in law: South-North experiences in developing women's law.

(Selected Chapters available online at searcwl.uz.ac.zw (open access)

1. Bryman, A. (2016) Social research methods (5th.ed). Oxford University Press.
2. Creswell, J.W. (2016). 30 Essential skills for the qualitative researcher. SAGE.
3. Creswell, J.W. and Clark, V.L. (2018). Designing and conducting mixed methods research. 3rd. ed. SAGE.
4. Creswell, J.W. (2014). Research design: qualitative, quantitative and mixed methods approaches. 4th.ed. SAGE.
5. Dawn Watkins and Mandy Burton (Eds.) (2018). Research Methods in Law. Routledge.
6. Fine, M. and Torre, M.E. (2019). “Critical Participatory Action Research: A feminist project for validity and solidarity.” Psychology of Women Quarterly, 43(4), 433-444.
7. Flick, U. (2015). Introducing research methodology: A beginner’s guide to doing research project. Sage Publications.
8. Gournelos, T., Hammonds, J. R., & Wilson, M. A. (2019). Doing academic research: A practical guide to research methods and analysis. Routledge.
9. Kothari, C.R. (2004). Research Methodology (Methods and techniques). 2nd.ed. New Age International.
10. Kritzer, H.M. (2021). Advanced introduction to empirical legal research. Edward Elger Publishing.
11. Monateri, Pier. (2012). Advanced introduction to comparative legal methods. Edward Elger Publishing. (2021 edition expected.)
12. Paris, D. and Winn, M.T. (Eds.). (2013). Humanizing research: Decolonizing qualitative inquiry with youth and communities. Sage Publications.
13. Qualitative research practice: A guide for social science students and researchers. Ritchie, J. and Lewis, J. Eds.), Sage Publications, 2003.
14. Sage Encyclopedia of Action Research, The (2014). “Participatory Action Research.” (pp.583-588.) Sage Publications.
15. Strunk, W. & White, E.B. (1999). The Elements of Style. Longman
16. Tsanga, S. and Stewart, J.E. (Eds.), (2011). Women and law: Innovative approaches to teaching, research and analysis. (Chapters 1 to 4.). Weaver Press.

**WCNREG 012: ONE HEALTH GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

This course appraises the interdependence between human, animal and environmental health. It evaluates the impacts of ecosystem disruption on human and animal health. It explores local, national, regional and global frameworks for one health governance and their impacts on women, children and nature.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Apply the concept of one health to the protection of women, children and nature rights.
2. Evaluate the linkages between health, environmental rights and sustainable development through the lens of women, children and nature.
3. Assess the role of the One Health approach in addressing human, animal and environmental health and strengthening environmental governance.
4. Evaluate the efficacy of the current environmental governance frameworks in fostering one health.

**Course Content**

The one health concept: Historical evolution of one health: Local national regional and international frameworks for one health: Contemporary practices on the governance of the interaction between humans, animals and nature: Inequalities and burdens caused by unhealthy ecosystems on women, children and nature: Pandemics and Environmental Management: Impacts of Ecosystem Disruptions on health of women, children and nature: African perspectives to one health approach: emerging trends in one health governance.

**Mode of Delivery**

Tutorials; Case method; Seminar discussions; individual student and group presentations, problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Addaney, Michael, Elsabé Boshoff, and Michael Gyan Nyarko (2018). "Protection of environmental assets in urban Africa: Regional and sub-regional human rights and practical environmental protection mechanisms." *Australian Journal of Human Rights* 24, No. 2: 182-200.
2. Atapattu, Sumudu (2002). "The right to a healthy life or the right to die polluted: The emergence of a human right to a healthy environment under international law." *Tul. Envtl. LJ* 16: 65.
3. Nweke, Onyemaechi C., and William H. Sanders III (2019). "Modern environmental health hazards: a public health issue of increasing significance in Africa." Environmental health perspectives 117, No. 6: 863-870.
4. Odote, C (2020) “Human Rights-Based Approach to Environmental Protection: Kenyan, South African and Nigerian Constitutional Architecture and Experience” in Michael Addaney and Oluborode Jegede (eds), Human Rights and the Environment Under African Union Law (Palgrave Macmillan) 381-414.
5. Okidi Odidi, C., & Odote, C. (2017). Developments in environmental governance in Kenya: experiences using the Owino-Uhuru case. *the gallant academic: essays in honour of HWO Okoth Ogendo*, 277-295.

**Recommended Reading Materials**

1. Agelebe, Dennis (2021). "Management of Epidemic in Africa; Should Science Seek the Help of Law?." The Journal of Health, Environment, & Education, 12, 23-30.
2. Atapattu, Sumudu. and Andrea Schapper (2019). Human Rights and the Environment: Key Issues, Routledge, Taylor & Francis.
3. Ayobami, Olaniyi, Godwin Mark, Zaharat Kadri-Alabi, Chioma Rita Achi, and Joy Chinwendu Jacob (2021). "COVID-19: an opportunity to re-evaluate the implementation of a One Health approach to tackling emerging infections in Nigeria and other sub-Saharan African countries." Journal of the Egyptian Public Health Association 96, no. 1: 1.
4. Forget, Gilles, and Jean Lebel (2001). "An ecosystem approach to human health.”
5. IPBES (2019): Global assessment report on biodiversity and ecosystem services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. E. S. Brondizio, J. Settele, S. Díaz, and H. T. Ngo (editors). IPBES secretariat, Bonn, Germany. 1148 pages. <https://doi.org/10.5281/zenodo.3831673>
6. Kameri-Mbote, P., & Odote, C. (Eds.). (2019). *Blazing the Trail: Professor Charles Okidi's Enduring Legacy in the Development of Environmental Law*. University of Nairobi, School of Law. ISBN 978-9-966-19522-7
7. Mathee, Angela (2011). "Environment and health in South Africa: gains, losses, and opportunities." *Journal of Public Health Policy* 32, no. 1: S37-S43.
8. Okidi, C. O., Kameri-Mbote, P., & Akech, M. (2008). Environmental governance in Kenya: Implementing the framework law. ISBN 978-9966255822.
9. Omole, David O., and Julius M. Ndambuki (2014). "Sustainable living in Africa: Case of water, sanitation, air pollution and energy." *Sustainability* 6, no. 8: 5187-5202.
10. Rweyemamu, Mark, Dominic Kambarage, Esron Karimuribo, Philemon Wambura, Mecky Matee, Jean-Marie Kayembe, Aaron Mweene et al .(2012) "Development of a one health national capacity in Africa." *One Health: The Human-Animal-Environment Interfaces in Emerging Infectious Diseases* (2012): 73-91.
11. Reaser, Jamie, Gary M. Tabor, Daniel J. Becker, Philip Muruthi, Arne Witt, Stephen J. Woodley, Manuel Ruiz-Aravena et al. "Land use-induced spillover: priority actions for protected and conserved area managers." (2020).
12. Terraube, Julien, and Álvaro Fernández-Llamazares. "Strengthening protected areas to halt biodiversity loss and mitigate pandemic risks." Current Opinion in Environmental Sustainability (2020).)
13. United Nations Environment Programme and International Livestock Research Institute. ‘Preventing the Next Pandemic: Zoonotic diseases and how to break the chain of transmission.’ Nairobi, Kenya. (2020).
14. World Health Organization (1992). *Our planet, our health: Report of the WHO Commission on Health and Environment*.
15. World Health Organization (2005). *Ecosystems and human well-being: health synthesis: a report of the Millennium Ecosystem Assessment*.
16. World Health Organization (2017). "Leading the realization of human health rights and through health: report of the high-level working group on the health and human rights of women, children and adolescents."

**WCNREG 013: SUSTAINABLE BIODIVERSITY AND EQUALITY**

**Prerequisite: None**

**Course Purpose**

This course examines trends in biodiversity conservation and their implications on women’s children’s and nature’s rights. It explores national, regional and global law and policy frameworks on biodiversity and their implications for sustainable development. It interrogates options for promoting equity and equality in biodiversity conservation in Africa.

**Expected Learning Outcomes**

By the end of the course students should be able to:

1. Assess theoretical and conceptual approaches to biodiversity conservation for their focus on equality.
2. Interrogate the relationship between biodiversity laws and policies and lived realities of women and children.
3. Appraise African implementation of biodiversity laws and policies and their impacts on women and children.
4. Propose legislative and policy reforms to address threats to biodiversity conservation.

**Course Content**

Theories and concepts of biodiversity conservation: Threats to biodiversity: Historical evolution of biodiversity governance: Principles of biodiversity governance: Gender perspectives in biodiversity governance: actors and structures: National and international legal and policy frameworks: Children and women participation and agency in biodiversity governance: Globalisation and glocalization: Global and local challenges in the implementation of conservation laws and policies; post 2020 global biodiversity framework; Access and benefit sharing in biodiversity governance; interface between formal and informal biodiversity governance arrangements: Liability for Damage to Biological Diversity: a comparative analysis of south-south and north-south experiences in biodiversity conservation and equality integration.

**Mode of Delivery**

Lectures and tutorials; blended learning; “Flipped” learning; In-class individual and team-based power-point presentations, role plays, educational documentaries and short videos, debates, roundtable discussions and seminars. Question and Answer (Q&A) sessions and reaction papers as well as assignments that may include position papers and policy briefs; class and online discussions, team projects, online assignments and field visits and/or community service learning.

**Instructional Materials and/or Equipment:**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials:**

1. Cyrille de Klemm and Clare Shine (eds.) “Biological Diversity Conservation and the Law: Legal Mechanisms for Conserving Species and Ecosystems,” Environmental Policy and Law Paper No. 29, IUCN Publications. (open access book) https://portals.iucn.org/library/sites/library/files/documents/EPLP-029.pdf
2. Kameri-Mbote, P., Paterson, A., Ruppel, O. C., Orubebe, B. B., & Kam Yogo, E. D. (2019). *Law| Environment| Africa*. Nomos Verlagsgesellschaft mbH & Co. KG.
3. Kameri-Mbote, P. (2002). *Property rights and biodiversity management in Kenya: The case of land tenure and wildlife*.
4. Kameri-Mbote, P. (2013). Fallacies of equality and inequality: Multiple exclusions in law and legal discourses.
5. Kameri-Mbote, P., & Odote, C. (Eds.). (2019). *Blazing the Trail: Professor Charles Okidi's Enduring Legacy in the Development of Environmental Law*. University of Nairobi, School of Law. ISBN 978-9-966-19522-7.

**Recommended references**

1. Anwadike, B. C. (2020). Biodiversity conservation in Nigeria: perception, challenges and possible remedies. Curr Invest Agric Curr Res 8 (4): 10.
2. Carol J. Pierce Colfer; Bimbika Sijapati Basnett and Marlene Elias, Gender and Forests: Climate Change, Tenure, Value Chains and Emerging Issues, 2016, Routledge, Taylor and Francis (Open Access Book) BColfer1701.pdf (cifor.org)
3. Dianne Rocheleau and David Edmunds. “Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes,” World Development Vol. 25, No. 8, pp. I351-I371, 1997 (Open Access)
4. Kevin J. Gaston and John I. Spicer. Biodiversity: An Introduction, 2nd Edition, 2004 Blackwell Publishing (Online)
5. Link to International Case Law and other Resources on Nature Rights, Law and Policy: http://www.harmonywithnatureun.org/rightsOfNature
6. Marvier, M. et al. “Conservation in the Anthropocene: beyond solitude and fragility.” Breakthrough Journal Winter 2012.
7. Matthew Himley, Elizabeth Havice, and Gabriela Valdivia (eds.) The Routledge Handbook of Critical Resource Geography, 2022, Routledge International Handbooks, Routledge, Taylor and Francis (Open Access book). (PDF) The Routledge Handbook of Critical Resource Geography (researchgate.net)
8. Matulis B, Moyer J. Beyond inclusive conservation: the value of pluralism, the need for agonism, and the case for social instrumentalism. 2016. Conservation Letters (online)
9. McCauley, DJ. “Selling out on nature.” Nature 443: 27-28, 2006.
10. Stone, Christopher D. Should Trees Have Standing? Law, Morality and the Environment. 2010 (Original document: “Should Trees Have Standing? -Towards Legal Rights for Natural Objects,” Southern California Law Review 45 (1972): 450-501 (Open Access). stone-christopher-d-should-trees-have-standing.pdf (wordpress.com))
11. Stone, Christopher D. Stone Revisits "Should Trees Have Standing?" Available on YouTube (3.07 mins): https://youtu.be/eV9JmQwFXg0
12. Sumudu Atapattu and Andrea Schapper. Human Rights and the Environment: Key Issues, 2019, Routledge, Taylor & Francis
13. UNCCD. Briefing Note: Land Degradation Neutrality for Biodiversity Conservation, 2019 (online)

**WCNREG 014: LIVELIHOODS AND CLIMATE CHANGE**

**Prerequisite: None**

**Course Purpose**

This course interrogates the impacts of climate change on the livelihoods of women and children. It also explores the effects of climate change on the environment and the protection of nature’s rights. It appraises the efficacy of the existing theories and regulatory frameworks in enhancing environmental protection for sustainable livelihoods.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Assess the impacts of climate change on nature and the livelihoods of women and children.
2. Interrogate the intersectional vulnerabilities of livelihoods as a result of climate change.
3. Evaluate the efficacy of existing legal and governance arrangements in addressing the impacts of climate change on livelihoods.
4. Appraise the role of indigenous knowledge in protecting nature and the livelihoods of women and children from climate change vulnerabilities.
5. Examine the role of women and children in building climate resilience in Africa.

**Course Content**

Theories, principles and concepts on climate change, and resilience; impact of climate change on women and children livelihoods. Indigenous knowledge for climate change response. Interface between international, regional, national, local norms and practices on climate change response; participation and agency of women and children in climate change justice and governance.

**Mode of Delivery**

Tutorials; Case method; Seminar discussions; individual student and group presentations, problem-based learning, debates,

**Instruction Materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Ackerly, B.A., Anam, M., Gilligan, J. and Goodbred, S., 2017. Climate and Community: The human rights, livelihood and migration impacts of climate change. In Climate Change, Migration and Human Rights (pp. 189-202). Routledge.
2. Boyle, A., 2007. Human rights or environmental rights? A reassessment. Fordham Environmental Law Review, pp.471-511.
3. Jakhar, Praveen, et al. (2020) "Climate change: A challenge for gender equity and future possibilities." Ann. Agric. Res. New Series Vol. 41 (4): 404-417
4. Kameri-Mbote, P. (2013). Climate Change and Gender Justice: International Policy and Legal Responses. In O. C. Ruppel, C. Roschmann, & K. Ruppel-Schlichting (Eds.), Climate Change: International Law and Global Governance: Volume I: Legal Responses and Global Responsibility (1st ed., pp. 323–348)
5. Albertyn, C., Campbell, M., Garcia, H. A., Fredman, S. (2023) Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights

**Recommended references**

1. Anton, D.K. and Shelton, D.L., 2011. Environmental protection and human rights. Cambridge University Press.
2. Hellum, Anne; Ikdahl, Ingunn & Kameri-Mbote, Patricia (2015). Turning the Tide: Engendering the Human Right to Water and Sanitation.
3. Hellum, Anne; Kameri-Mbote, Patricia & van Koppen, Barbara (2015). The Human Right to Water and Sanitation in a Legal Pluralist Landscape: Perspectives of Southern and Eastern African Women. I Hellum, Anne; Kameri-Mbote, Patricia & van Koppen, Barbara (Red.), Water is Life - Women's human rights in national and local water governance in Southern and Eastern Africa. Weaver Press. ISSN 978-1-77922-263-3. s. 1–31. doi: 10.2307/j.ctvh8qxqc.6.
4. Hiskes, R.D. and Hiskes, R.P., 2009. The human right to a green future: Environmental rights and intergenerational justice. Cambridge University Press.

Ikdahl Ingunn, Patricia Kameri-Mbote, Hellum Anne, Tor Benjaminsen, Randi Kaarhis. Human rights, formalisation and women's land rights in southern and eastern Africa, NORAD Report in Studies in Women’s Law No. 57/2005 –University of Oslo.

1. Ruppel, O. C., C. Roschmann, and K. Ruppel-Schlichting(eds) (2013) Climate change: international law and global governance. Konrad-Adenauer-Stiftung 1. edn.
2. Philippe Sand (2003) Principles of International Environmental Law Cambridge University Press.
3. Pillay, A. G. (2013). Economic, Social and Cultural Rights and Climate Change. In O. C. Ruppel, C. Roschmann, & K. Ruppel-Schlichting (Eds.), Climate Change: International Law and Global Governance: Volume I: Legal Responses and Global Responsibility (1st ed., pp. 243–260).
4. Ruppel-Schlichting, K., Human, S., & Ruppel, O. C. (2013). Climate Change and Children’s Rights: An International Law Perspective. In K. Ruppel-Schlichting, O. C. Ruppel, & C. Roschmann (Eds.), Climate Change: International Law and Global Governance: Volume I: Legal Responses and Global Responsibility (1st ed., pp. 349–378).

**WCNREG 015: CORPORATE RESPONSIBILITY FOR ENVIRONMENTAL SOCIAL GOVERNANCE**

**Prerequisite: none**

**Course purpose**

This course examines the role of corporates in promoting environmental sustainability. It explores theories, key concepts and frameworks of corporate social responsibility (CSR) and environmental governance (EG) in the context of sustainable development (SD). It interrogates the extent to which ESG practices integrate women, children and nature rights.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to

1. Appraise the concept of Environmental Social Governance in relation to women, children and nature rights.
2. Critique existing policy and legal frameworks ESG for enhanced corporate responsibility.
3. Evaluate corporate ESG practices for the protection of women children and nature rights.
4. Design innovative strategies for integrating women, children and nature rights in corporate ESG policies and practices.

**Course Content**

Concept of ESG, Corporate Social Responsibility and implications for Environmental Governance; Historical evolution of ESG, Business, Human Rights and the Environment: corporate liability for environmental harm; Ecocide; corporate accountability; green public procurement; the place of women, children and nature in ESG; local, national, regional, and international, frameworks on ESG, corporate policies and practices on ESG; enforcement and compliance; voluntary enforcement mechanisms; environmental corporate responsibility in Africa.

**Mode of Delivery**

Tutorials; Case methods; Field research, Seminar discussions; Individual student and group presentations, and problem-based learning.

**Instruction Materials and/or Equipment**

Computers; Internet; Laws; Law Reports; Discussion Aids; Whiteboards and necessary accompaniments; Online meeting platforms; Library; DVDs; CD-ROM; Business Source Premier; E-Journals: Lexis-Nexis; Heinonline; JSTOR.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Amodu, N. (2020). Corporate Social Responsibility and Law in Africa: Theories, Issues and Practices. 10.4324/9781003009825.
2. Blowfield, M. and Murray, A. (2013). *Corporate Responsibility*. 3rd Edition. Oxford University Press
3. Cheruiyot, Thomas & Onsando, Patrick. (2016). Corporate Social responsibility in Africa: Context, Paradoxes, Stakeholder Orientations, Contestations and Reflections.
4. Crane, A. and Matten, D. (2016). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalisation.*4th Edition. Oxford University Press
5. Crane, A, McWilliams, A et al (2008).  *The Oxford Handbook of Corporate Social Responsibility*. Oxford University Press.

**Recommended References**

1. Brady, Ebbage & Lunn: "Environmental Management in Organisations: The IEMA Handbook", 2013, Francis & Taylor;
2. Elkington & Zeitz: "The Breakthrough Challenge - Ten Ways to Connect Today's Profit with Tomorrow's Bottom Line", 2014, Wiley;
3. Epstein, M.J. and Rejc Buhovac, A (2014). *Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts*. 2nd Edition. Greenleaf Publishing
4. Fambasayi & Addaney, M. ‘Cascading impacts of climate change and the rights of children in Africa: A reflection on the principle of intergenerational equity (2021) 21 African Human Rights Law Journal 29-51.
5. Fambasayi, Rongedzayi. "The Protection of the Environmental Rights and Interests of Children: A South African Perspective." *Stellenbosch Law Review*, vol. 32, no. 3, Dec. 2021, pp. 386+. *Gale Academic OneFile*,
6. Hitchcock & Willard: "The Business Guide to Sustainability: Practical Strategies and Tools for Organisations", 2nd Edition, July 2009, Routledge;
7. Hitchcock, D. and Willard, M. (2015). *The Business Guide to Sustainability: Practical Strategies and Tools for Organisations*.  3rd Edition. Routledge
8. Revantha Gajadhur & Angelo Nicolaides, ‘A Reflection on Corporate Social Responsibility in Africa contrasted with the UAE and some Asian Nations’ Athens Journal of Law - Volume 8, Issue 2, April 2022 – Pages 157-172. Available at: https://www.athensjournals.gr/law/2022-8-2-4-Gajadhur.pdf
9. Tricker, R. (2012).  *Corporate Governance: Principles, Policies and Practices*. 2nd Edition. Oxford University Press

**WCNREG 016: SOIL AND LAND GOVERNANCE**

**Prerequisite: None**

**Course Purpose**

This course examines the place of women, children and nature rights in the governance of soil and land resources. It explores how integrated and wide-scale implementation of sustainable soil and land management practices, can enhance the protection of ecosystems, increase agricultural yields, enhance resilience to climate change while protecting the rights of women, children and nature. It assesses the role of indigenous knowledge in soil and land governance.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Evaluate soil and land governance frameworks for the inclusion of women, children and nature rights.
2. Critique the efficacy of the key Sustainable Soil and Land Management (SSLM) concepts and practices.
3. Evaluate the contribution of soil and land governance practices to sustainable development in Africa
4. Assess the contributions of women and children in the governance of soil and land resources.

**Course Content**

Principles and concepts of soil and Land Governance: linkages between Soil and Land: Sustainable soil and Land Management Practices: Strategies for Sustainable Soil and Land Governance: Land Tenure Rights and Sustainable Soil Management: Soil Management and Food Security: Institutional Arrangements for Soil and land Governance: local, national, regional and international legal and policy frameworks for soil and land governance: Political economy of women, children and nature rights in soil and land governance: African practices on soil and land governance and nexus to the protection of women children and nature rights.

**Modes of delivery**

Lectures (mainly virtual classes -with a blend of physical as may be arranged), seminars, problem-solving, case studies, site visits, and multimedia tools.

**Instructional materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Baritz, R., Wiese, L., Verbeke, I. and Vargas, R., 2018. Voluntary guidelines for sustainable soil management: global action for healthy soils. In International yearbook of soil law and policy 2017 (pp. 17-36). Springer, Cham.
2. De Donà, M., 2021. Matching institutionalised expertise with global needs: Boundary organizations and hybrid management at the science-policy interfaces of soil and land governance. Environmental Science & Policy, 123, pp.82-90.
3. Ginzky, H., Dooley, E., Heuser, I.L., Kameri-Mbote, P., Kibugi, R., Markus, T. and Ruppel, O.C., 2022. International Yearbook of Soil Law and Policy 2020/2021.
4. Hadijah Yahyah, Harald Ginzky, Emmanuel Kasimbazi, et al. (eds) (2020) Legal Instruments for Sustainable Soil Management in Africa. International Year of Soil Law and Policy Regional Perspective, 1st edn. Springer Nature Switzerland AG. ISBN-10: 3030360032.
5. Okoth-Ogendo, H. W. O., In Kameri-Mbote, P., In Odote, C., & University of Nairobi. (2017). *The gallant academic: Essays in honour of HWO Okoth-Ogendo*.

**Recommended References**

1. Boer, B.W., Ginzky, H. and Heuser, I.L., 2017. International soil protection law: history, concepts and latest developments. In International Yearbook of Soil Law and Policy 2016 (pp. 49-72). Springer, Cham.
2. Couzens E, Enforcement of Environmental Law: Good Practices from Africa, Central Asia, Asean Countries and China (2014) United Nations Environment and China Asean Environmental Cooperation
3. D S Olawuyi, Principles of Nigerian Environmental Law 2nd ed (2015) Afe Babalola University Press
4. Food and Agriculture Organization of the United Nations (2015) Revised World Soil Charter, 2015.
5. Ginzky, H., 2021. Soil Protection Governance in Germany. In International Yearbook of Soil Law and Policy 2019 (pp. 295-333). Springer, Cham.
6. Ginzky, H., Dooley, E., Heuser, I.L., Kasimbazi, E., Markus, T., Qin, T. and Ruppel, O.C. eds., 2017. International yearbook of soil law and policy 2016 (p. 283). Berlin, Germany: Springer.
7. H. Bernd, L. Andreas, M. Stefan (2018) Justifying Soil Protection and Sustainable Soil Management: Creation-Ethical, Legal and Economic Considerations .https://www.mdpi.com/2071-1050/10/10/3807
8. M. Fuare & W du Plessis, The Balancing of Interests in Environmental Law in Africa (2012) Pretoria University Law Press
9. Martin, P., 2017. Soils governance, an Australian perspective. In International Yearbook of Soil Law and Policy 2016 (pp. 31-36). Springer, Cham.
10. Wangari Maathai (2011) The challenges of Africa. Sustainability Science 6(1):1-2. doi: 10.1007/s11625-010-0120-2

**WCNREG 017: URBANISATION FOR SUSTAINABILITY**

**Prerequisite: None**

**Course Purpose**

This course appraises the theoretical and practical approaches to the protection of children, women and nature rights in urban governance. It explores the theme of administration, planning, environment, and citizenship in urbanisation for sustainability. It interrogates the New Urban Agenda for its responsiveness to women, children and nature’s rights.

**Expected Learning Outcomes**

At the end of the course, learners should be able to

1. Appraise the theoretical underpinnings of urban governance for sustainability.
2. Critique the place of children, women’s and nature rights in Urban Governance
3. Evaluate the challenges of urbanisation relating to children, women and nature.
4. Critique the efficacy of urban governance frameworks in protecting women’s, children’s and nature’s rights.
5. Appraise the urban inequities and unequal access to urban services for children and women.

**Course content**

Urban sustainability; governance; inclusive urban planning; children and urbanisation; Women’s right to the city; women children and urban mobility; urban inequities; urban vulnerabilities urban green spaces and scale of urban childhoods, urbanisation and climate change; Governance of African Cities; Urban migration; participation of women and children in urban governance; urban pollution; service delivery; urban violence and crime; Local, National, Regional and international frameworks for urban governance, urban unemployment; Smart urbanism and cities

**Mode of Delivery**

Lectures (mainly virtual classes -with a blend of physical as may be arranged), seminars, problem-solving, case studies, site visits, and multimedia tools.

**Instructional materials and/or Equipment**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core reading materials**

1. Danielle Resnick (2021) The politics of urban governance in sub-Saharan Africa, Regional & Federal Studies, 31:1, 139-161
2. UN Women (2017) Safe cities and safe public spaces. Global Results Report. http://un-women.
3. Porter, G. (2021) Women’s mobility and transport in the peripheries of three African Cities: Reflecting on early impacts of Covid. *Transport Policy.*
4. Cities for Children: Children's Rights, Poverty and Urban Management. Sheridan Bartlett, RogerHart, David Satterthwaite, Ximena de la Barra, and Alfredo Missair; UNICEF, Earthscan Publications, London, 1999, 305 pages
5. ARUP (2017). *Cities Alive: Designing for Urban Childhoods*. Londres: ARUP. [[Google Scholar](https://scholar.google.com/scholar_lookup?title=Cities+Alive:+Designing+for+Urban+Childhoods&publication_year=2017&)]

**Recommended references**

1. Ataol Ö., Krishnamurthy S., van Wesemael P. (2019). Children's participation in urban planning and design: a systematic review. *Child. Youth Environ*.
2. Beard, V.A., A. Mahendra and M.I. Westphal, (2016) ‘Towards a More Equal City: Framing the Challenges and Opportunities.’ Working Paper, World Resources Institute, Washington, DC,
3. Brown C., de Lannoy A., McCracken D., Gill T., Grant M., Wright H., et al.. (2019). Special issue: child-friendly cities. *Cities Heal.* 3, 1–7. 10.1080/23748834.2019.1682836 [[CrossRef](https://doi.org/10.1080%2F23748834.2019.1682836)] [[Google Scholar](https://scholar.google.com/scholar_lookup?journal=Cities+Heal.&title=Special+issue:+child-friendly+cities&author=C.+Brown&author=A.+de+Lannoy&author=D.+McCracken&author=T.+Gill&author=M.+Grant&volume=3&publication_year=2019&pages=1-7&doi=10.1080/23748834.2019.1682836&)]
4. Campbell, K. (2011). *Massive Small: The Operating Programme for Smart Urbanism. Beta Version*. Urban Exchange.
5. Chawla, L (2002), "Insight, creativity and thoughts on the environment: integrating children and youth into human settlement development", Environment and Urbanization, Vol. 14 No. 2, pages 11-21
6. Dadvand P., Gascon M., Markevych I. (2019). “Green spaces and child health and development,” in *Biodiversity and Health in the Face of Climate Change*, editors M. R. Marselle, J. Stadler, H. Korn, K. N. Irvine, and A. Bonn (Cham: Springer International Publishing; ), 121–130. [[Google Scholar](https://scholar.google.com/scholar_lookup?title=Biodiversity+and+Health+in+the+Face+of+Climate+Change&author=P.+Dadvand&author=M.+Gascon&author=I.+Markevych&publication_year=2019&)]
7. Duhn I., Malone K., Tesar M. (2017). Troubling the intersections of urban/nature/childhood in environmental education. *Environ. Educ. Res.* 23, 1357–1368. 10.1080/13504622.2017.1390884 [[CrossRef](https://doi.org/10.1080%2F13504622.2017.1390884)] [[Google Scholar](https://scholar.google.com/scholar_lookup?journal=Environ.+Educ.+Res.&title=Troubling+the+intersections+of+urban/nature/childhood+in+environmental+education&author=I.+Duhn&author=K.+Malone&author=M.+Tesar&volume=23&publication_year=2017&pages=1357-1368&doi=10.1080/13504622.2017.1390884&)]
8. Falu, A. (2017) Women Right to the city: Reflections on Inclusive urban planning.
9. Fambasayi, Rongedzayi & Chiname, Josephine & Katsidzira, Rejoice. (2022). Children’s Environmental Rights and Environmental Governance in Zimbabwe A constitutional approach. Available at; <https://www.researchgate.net/publication/362316168_Children's_Environmental_Rights_and_Environmental_Governance_in_Zimbabwe_A_constitutional_approach>
10. Glasser, M. ( 2015) Urban Law: A key to accountable urban government and effective urban service delivery. Centre for urban law and Finance in Africa.
11. Tacoli, C (2012). Urbanization, Gender and Urban Poverty: Paid Work and Unpaid Carework in the City. Working Paper No. 7. Urbanization and Emerging Population Issues. International Institute for Environment and Development and the United Nations Population Fund.
12. Zerlina D., Sulaiman C. C. (2020). Towards the innovative planning for child-friendly neighbourhood in Jakarta. *IOP Conf. Ser. Earth Environ. Sci.* 592, 012023. 10.1088/1755-1315/592/1/012023 [[CrossRef](https://doi.org/10.1088%2F1755-1315%2F592%2F1%2F012023)] [[Google Scholar](https://scholar.google.com/scholar_lookup?journal=IOP+Conf.+Ser.+Earth+Environ.+Sci.&title=Towards+the+innovative+planning+for+child-friendly+neighbourhood+in+Jakarta&author=D.+Zerlina&author=C.+C.+Sulaiman&volume=592&publication_year=2020&pages=012023&doi=10.1088/1755-1315/592/1/012023&)]

**WCNREG 018: MARINE AND OCEAN GOVERNANCE**

**Prerequisite: None**

**Course purpose**

This course examines marine and ocean governance in relation to women's, children's and nature's Rights. It interrogates the design and implementation of local, national, regional, and international legal and policy frameworks on marine and ocean governance. It evaluates Africa’s marine and ocean governance approaches and their impact on women, children and nature.

**Expected Learning Outcomes**

By the end of this course, the learner should be able to:

1. Evaluate the capacity of marine and ocean governance frameworks in addressing women's, children's and nature rights.
2. Apply the theoretical and philosophical underpinnings of women, children and nature rights in marine and ocean governance.
3. Appraise the participation of women and children in marine and ocean governance.
4. Design marine and ocean governance frameworks to enhance women, children and nature rights in Africa.

**Course content**

Status and threats to marine and ocean resources: Theories and concepts on marine and ocean governance: Historical evolution of marine and ocean governance: principles in marine and ocean governance: local, national, regional and international legal, policy and institutional frameworks in marine and ocean governance: state responsibility in marine and ocean governance: role of private sector: piracy; illegal, unregulated and unreported fishing; Trade in marine-life, Whaling and Regulation of invasive species; Climate change and ocean governance: sustainable blue economy: marine spatial planning: procedural rights in ocean governance: African perspectives in marine and ocean governance: women children’s and nature rights in marine and ocean governance.

**Mode of Delivery**

Tutorials; Case method; Seminar discussions; individual student and group presentations, problem-based learning.

**Instructional Materials and/or Equipment:**

Computers; Internet; Audio-visual instructional aids, Flip charts; legal and policy instruments; Law Reports; International Instruments; Committee Reports; books and journals; Periodic Reviews; Discussion Aids; LCD projector and screens; Chalk/white/smart boards and Libraries; Apps, e-learning platforms, and E-Journals.

**Course Assessment:** Examination 60%; Continuous Assessment 40%

**Core Reading Materials**

1. Douvere, F. (2008). The importance of marine spatial planning in advancing ecosystem-based sea use management. *Mar. Policy* **32**, 762–771.

2. Kimani, E.N., Aura, M.C., Okemwa, G.M., (eds.) (2018). The Status of Kenya Fisheries: Towards the sustainable exploitation of fisheries resources for food security and economic development. Kenya Marine and Fisheries Research Institute (KMFRI), Mombasa. 135 pp.

3. Matsue, N., Daw, T. & Garrett, L. (2014). Women Fish Traders on the Kenyan Coast: Livelihoods, Bargaining Power, and Participation in Management. *Coast. Manag.* **42**, 531–554.

4. OECD (2016). The Ocean Economy in 2030. OECD Publishing, Paris, Retrieved from<https://doi.org/10.1787/9789264251724-en>

5. OECD (2020). Sustainable Ocean for All: Harnessing the Benefits of Sustainable Ocean Economies for Developing Countries, The Development Dimension, OECD Publishing, Paris,<https://doi.org/10.1787/bede6513-en>

**Recommended** **References**

1. Camacho-Garza, A., Acevedo-Sandoval, O. A., Otazo-Sánchez, E. M., Roman-Gutiérrez, A. D., & Prieto-García, F. (2022). Human Rights and Socio-Environmental Conflicts of Mining in Mexico: A Systematic Review. Sustainability, 14(2), 769.
2. Faroque, S., & South, N. (2022). Water pollution and environmental injustices in Bangladesh. International Journal for Crime, Justice and Social Democracy, 11(1), 1-13.
3. Grimmel, H., Calado, H., Fonseca, C., & de Vivero, J. L. S. (2019). Integration of the social dimension into marine spatial planning–Theoretical aspects and recommendations. Ocean & Coastal Management, 173, 139-147.
4. Knox, J. (2018). Framework principles on human rights and the environment. UN Human Rights Special Procedures: Special Rapporteur, Independent Experts & Working Groups. Geneva.
5. Milupi, I. D., Chileshe, B., Moonga, S. M., & Monde, P. N. (2020). Women and natural resource conservation: A study of the Chongwe District of Zambia. International Journal of Humanities Social Sciences and Education, 7(3), 22-30.
6. Okafor-Yarwood, I., Kadagi, N. I., Miranda, N. A., Uku, J., Elegbede, I. O., & Adewumi, I. J. (2020). The blue economy–cultural livelihood–ecosystem conservation triangle: the African experience. Frontiers in Marine Science, 586.
7. Rao, N., Lawson, E. T., Raditloaneng, W. N., Solomon, D., & Angula, M. N. (2019). Gendered vulnerabilities to climate change: insights from the semi-arid regions of Africa and Asia. Climate and Development, 11(1), 14-26.
8. Samoilys, M.A., Osuka, K., Maina, G.W., Obura, D. (2016). Artisanal fisheries on Kenya’s coral reefs: Decadal trends reveal management needs. Fisheries Research, 186:177-191.
9. Singh, K. (2015). Women and their role in natural resources: a study in Western Himalayas. Int J Res Granthaalayah, 3(1), 128-138.
10. UN Environment, (2019). Women and the environment: a preliminary analysis of gaps and opportunities in Latin America and the Caribbean
11. UNEP (2015). Blue Economy: Sharing Success Stories to Inspire Change. Nairobi: United Nations Environmental Programme Regional Seas Report and Studies, 195.
12. UNEP-Nairobi Convention and WIOMSA (2015). The Regional State of the Coast Report: Western Indian Ocean. UNEP and WIOMSA, Nairobi, Kenya, 546 pp.
13. Urlich, S. C., White, F. R., & Rennie, H. G. (2022). Characterising the regulatory seascape in Aotearoa New Zealand: Bridging local, regional and national scales for marine ecosystem-based management. Ocean & Coastal Management, 224.
14. Westra, L. (2012). Environmental justice and the rights of Indigenous peoples: International and domestic legal perspectives. Routledge.
15. Zou, K., & Chang, Y. C. (2022). Preserving Community Interests in Ocean Governance towards Sustainability.

# APPENDICES

## Appendix I: Facilities

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Number** | **Capacity** | **Usage**  **Own/Shared** |
| Lecture Rooms | 2 | 25 pax each | Shared |
| Boardrooms | 1 | 20 | Shared |
| Lecturer Offices | 7 | 2 Officers each | Shared |
| Programme Office | 1 | 5 Officers | Own |
| Graduate Libraries - Parklands /Main Campus  Online Subscriptions | 2 | 500 | Shared |
| Kitchenette | Equipped - Microwave oven  Water Dispenser  Electric Kettle | Own | Adequate |
| Baby/Nursing Station | 1 equipped room | Own | Adequate |

## Appendix II: Equipment and Teaching Materials

|  |  |  |
| --- | --- | --- |
| **Item** | **Number** | **Usage**  **Own/Shared** |
| Desktop PCs | 2 | Own |
| Laptop Computers | 6 | Own |
| ConferenceAudio/Visual Camera | 1 | Own |
| Large LED Smart Screen | 1 | Own |
| Wireless (SIM) Routers | 2 | Own |
| Workstation Desks | 2 Four Seaters | Own |
| Internet Connectivity | Annual Subscription to Online Platform (Zoom) | Own |

## Appendix III: Core Texts and Journals

**Core Texts**

1. Albertyn, C., Campbell, M., Garcia, H. A., Fredman, S. (2023) *Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights*
2. Atapattu, S., & Schapper, A. (2019). *Human Rights and the Environment*:(1st ed.). Routledge.
3. Bentzon, A. W., Hellum, A., & Stewart, J. (1998). *Pursuing grounded theory in law: South-North experiences in developing women's law*.
4. Bryant, A., & Charmaz, K. (Eds.). (2007). *The Sage handbook of grounded theory*. Sage.
5. Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. sage.
6. Hellum, A., Kameri-Mbote, P & van Koppen, B. (Eds.) (2012), *Water is Life - Women's human rights in national and local water governance in Southern and Eastern Africa*. Weaver Press. ISSN 978-1-77922-263-3.
7. Kameri-Mbote, P., & Odote, C. (Eds.). (2019). *Blazing the Trail: Professor Charles Okidi's Enduring Legacy in the Development of Environmental Law*. University of Nairobi, School of Law. ISBN 978-9-966-19522-7.
8. Ngulube, P. (Ed.). (2016). *Handbook of research on theoretical perspectives on indigenous knowledge systems in developing countries*. IGI Global.
9. Okidi, C. O., Kameri-Mbote, P., & Akech, M. (2008). Environmental governance in Kenya: Implementing the framework law. ISBN 978-9966255822.
10. Okoth-Ogendo, H. W. O., In Kameri-Mbote, P., In Odote, C., & University of Nairobi. (2017). *The gallant academic: Essays in honour of HWO Okoth-Ogendo*.
11. Omondi, S., Sitawa, M., (2021). Research Methodology Simplified. Law Africa.
12. Rajamani, L., & Peel, J. (Eds.). (2021). *The Oxford handbook of international environmental law*. Oxford University Press.

**JOURNALS**

1. African Human Rights Law Journal. Pretoria University Law Press. ISSN: 1609-073X, E-ISSN: 1996-2096. <<https://www.ahrlj.up.ac.za/>>
2. East African Law Journal. Legal Publications Ltd. ISSN 0070-797X. <<http://eajle.eanso.org/>>
3. Journal of Environmental Law. Oxford University Press. ISSN 0952-8873. <<https://academic.oup.com/jel>.>
4. Strathmore Law Journal. Strathmore University Press. ISSN 2411-5975. <<https://press.strathmore.edu/index.php?page=strathmorelj1>>
5. International Journal for Crime, Justice and Social Democracy. Brisbane Queensland University of Technology, Crime and Justice Research Centre.  ISSN 2202-8005. <<https://www.crimejusticejournal.com/about/index>>
6. International Journal of Disaster Risk Reduction. Esevier Ltd. ISSN 2212-4209. <<https://www.sciencedirect.com/journal/international-journal-of-disaster-risk-reduction/vol/6/suppl/C>>
7. Journal of Natural Resources Policy Research. Penn State University Press. ISSN 1939-0467. <<https://www.psupress.org/journals/jnls_JNRPR.html>>
8. Nordic Journal of Human Rights. Norwegian Centre for Human Rights. ISSN 1891-8131. <<https://www.jus.uio.no/smr/english/research/njhr/>>
9. Open Journal of Philosophy. Scientific Research Publishers. ISSN 2163-9434. <<https://www.scirp.org/journal/OJPP/>>
10. Athens Journal of Law. Athens Institute for Education and Research ISSN 2407-9785. <<https://www.athensjournals.gr/aje>>
11. Australian Journal of Human Rights. Australian Human Rights Institute. ISSN 2573-573X. <<https://www.humanrights.unsw.edu.au/research/australian-journal-human-rights>>
12. Canadian Journal of Women and the Law. University of Toronto Press. ISSN 0832-8781. <<https://www.utpjournals.press/loi/cjwl>>
13. Southern African Journal of Environmental Education. Grahamstown Environmental Education Association of Southern Africa. ISSN2411-5959. <<http://www.eeasa.org.za/index.php?option=com_c>>
14. **African Journal of Environmental Science and Technology. Academic Journals. ISSN 1996-0786. <** <https://academicjournals.org/journal/AJEST>**>**
15. The Journal of Sustainable Development Law and Policy.Elsevier ltd. ISSN 2754-4170. <<https://www.journalsdg.org/jlss/about>>

## Appendix IV: Academic Staff

**University of Nairobi Academic Staff**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **STAFF NAME** | **ACADEMIC RANK** | **QUALIFICATION** | **YEAR AND UNIVERSITY** | **AREA OF SPECIALISATION** | **TEACHING EXPERIENCE**  **(YEARS)** | **FT/PT** |
|  | Dr. Sarah Kinyanjui | Senior Lecturer | PhD  LLM  LLB | 2008 – Leicester  2005 – Warwick  2002 - UoN | Child justice  Gender  International law  Criminal justice  Research methods | 16 | FT |
|  | Prof. Collins Odote | Associate Professor | PhD  LLM  LLB | 2010 – UoN  2004 - UoN  1998 - UoN | Environmental law  Environmental governance | 13 | FT |
|  | Dr. Nkatha Kabira | Senior Lecturer | SJD  LLM  LLB | 2005 – UoN  2008 – LLM  2015 – Harvard | Governance  Women’s rights  International law  Research methods | 14 | FT |
|  | Prof. Richard Mulwa | Associate Professor | PhD  LLM  LLB | 2006 – Giessen  2001 – UoN  1998 - UoN | Environmental and resource economic | 14 | FT |
|  | Dr. Elvin Nyukuri | Senior Lecturer | PhD  MA  BEd | 1998 - Kenyatta University 2005 -  UoN 2013 - Open University (UK | Environmental Policy and Practice | 7 | FT |
|  | Prof. Albert Mumma | Professor | PhD  LLM  LLB | 1991 - Cambridge  1987 - Yale  1985 - UoN | International Environmental Law | 31 | FT |
|  | Prof. Francis Situma | Professor | PhD  LLM  LLB | 1995 – Fletcher  1987 – UoN  1978 - UoN | International Environmental Law |  |  |
|  | Dr. Akunga Momanyi | Senior Lecturer | PhD  LLM  LLB | 1998 - UoN  1992 - UoN | Blue economy | 21 | FT |
|  | Dr. Robert Kibugi | Senior Lecturer | PhD  LLM  LLB | 2011 - Ottawa  2006 - UoN  2005 - UoN | Environment  Natural resources  Land use  Climate change  Property law | 12 | FT |
|  | Dr. Scholastica Omondi | Senior Lecturer | PhD (2)  MA  LLB | 2021 - Kenyatta University  2013 - UoN  1991**-** UoN | Child law  Fisheries | 11 | FT |
|  | Dr. Constance Gikonyo | Senior Lecturer | PhD  LLM  LLB | 2018 - Witwatersrand  2005 - Kent  2003 - Moi | Blue economy  Research methods | 10 | FT |
|  | Dr. Kariuki Muigua | Senior Lecturer | PhD  LLM  LLB | 2011 - UoN  2005 - UoN  1988 - UoN | Environmental Law  Alternative Dispute Resolution | 13 | FT |
|  | Dr. Agnes Meroka | Senior Lecturer | PhD  LLM  LLB | 2013 – Warwick  2008 – Warwick  2005 - UoN | Gender and the law, property law, law and development, human rights | 13 | FT |
|  | Dr. Naomi Njuguna | Lecturer | PhD  LLM  LLB | 2022 - Leicester  2003 - Manchester  2002 - Manchester | Health law  Labour Law | 18 | FT |
|  | Dr. Mercy Deche | Lecturer | PhD  LLM  LLB | 2019 – UoN  2009 – Univerity  of London  1991 - UoN | Gender and the law  Property law | 15 | FT |
|  | Prof. Wanjiku Kabira | Professor | PhD  MA  BA | 1994 - UoN  1980 -Wisconsin  1978 - UoN | African women studies | 43 | FT |
|  | Prof. Patricia Kameri Mbote | Professor | LLD  JSD  Mphil  LLM  LLB | 1999 - Stanford  1996 - Stanford  1989 - Warwick  1987 - UoN | International environmental law  Property law  Women’s rights | 35 | Adjunct |

**University of Zimbabwe Teaching Staff**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **STAFF NAME** | **ACADEMIC RANK** | **QUALIFICATION** | **YEAR AND UNIVERSITY** | **AREA OF SPECIALISATION** | **TEACHING EXPERIENCE**  **(YEARS)** | **FT/PT** |
|  | Prof Julie Elliott Stewart | Full Professor | * LLB | 1970 – University of London | Women’s Law, Customary Law, Contract, Succession, Property Law, Legal Research Methodologies | 52 Years | Full time |
|  | Dr Rosalie K Katsande | Senior Lecturer | * D Phil * MWL * LLB | 2016 – University of Zimbabwe  2005 – University of Zimbabwe  LLB – University of Zimbabwe | Women’s rights and Research Methodologies | 13 Years | Full Time |
|  | Dr.Elizabeth Rutsate nee Lwanda | Senior Lecturer | * DPhil * MWL * LLB * BL | 2016 – University of Zimbabwe 2010 – University of Zimbabwe  1990 – University of Zimbabwe | Women’s Law; Natural Resources Law and Governance (Water, Land, Environment and Minerals), Human Rights Law, Constitutional Law, Family Law and Succession Law | 7 years | Full Time |
|  | Ms. Paidamwoyo Mukumbiri | Lecturer | * PhD- pending * Masters in Women’s Law * Masters in Human Rights * Bachelor of Laws Honours | 2014 - University of Zimbabwe 2012 - University of Pretoria –  2007- University of Zimbabwe | Women’s rights | 6 years | Full Time |

**University of Malawi Teaching Staff**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **STAFF NAME** | **ACADEMIC RANK** | **QUALIFICATION** | **YEAR AND UNIVERSITY** | **AREA OF SPECIALISATION** | **TEACHING EXPERIENCE**  **(YEARS)** | **FT/PT** |
|  | Enoch Chilemba | Senior Lecturer | LLD  LLM  LLB | 2014 - University of Western Cape 2011 - University of Pretoria  2009 - University of Malawi | International Law  International Human Rights Law  Children’s Rights  Socio-Economic Rights  Disability Rights  International Humanitarian Law  Constitutional Law and Constitutionalism  Legal Research | 12 | FT |
|  | Ngcimezile Mweso | Senior Lecturer | LLD  LLM  LLB | 2016 - University of Western Cape  2008 -  University of Pretoria  2006 - University of Malawi | Gender Governance,  Environmental Law,  Human Rights, Women’s Rights | 13 | FT |
|  | Bernadette Malunga | Senior Lecturer | PhD  MWL  LLB | 2018 - UoN  2010 - University of Zimbabwe  2006 - University of Malawi | Gender and Customary Law | 12 | FT |
|  | Garton Kamchedzera | Associate Professor | PhD  LLM  LLB | 1996 - University of Cambridge 1990 - University of Warwick  1986 - University of Malawi | Customary law, gendered access to resources, Trust, Advanced Research Method |  | FT |
|  | Chikosa Banda | Senior Lecturer | LLM  LLB | 1999 - University of Essex 1995 - University of Malawi | International Human Rights Law,  Environmental Law | 19 | FT |
|  | Ngeyi Kanyongolo | Associate Professor | PhD  LLM  LLB | 2007 –Warwick  1998 - University of London  1990 -University of Malawi | Gender, Women and Law, Equality and Inclusion, Labour, Corporate Governance, Social Protection and Law | 23 | FT |

**University of Oslo Teaching Staff**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **STAFF NAME** | **ACADEMIC RANK** | **QUALIFICATION** | **YEAR AND UNIVERSITY** | **AREA OF SPECIALISATION** | **TEACHING EXPERIENCE**  **(YEARS)** | **FT/PT** |
|  | Christina Voigt | Professor | PhD  LLM  LLB | 2007 - Oslo  2002 - Auckland  1996 - Passau | International environmental law, public international law | 15 | FT |
|  | Ann Hellum | Professor | PhD  MSC | 1998  - University of Oslo  1979 - University of Oslo | Women's law,  equality and anti-discrimination law, law and development, legal anthropology | 36 | FT |
|  | Kirsten Sandberg | Professor | PhD  MSC | 2003 - Univ of Oslo (Dr.juris) 1980 - Univ of Oslo (Cand.jur) | Child law and children's rights | 37 | FT |

## Appendix V: Evidence of Curriculum Approvals

1. Postgraduate Studies Committee – February 13, 2023.
2. Faculty Academic Committee – March 6, 2023.

## Appendix VI: Fee Structure

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **FIRST YEAR** | **SECOND YEAR** | **TOTAL** |
| Tuition Fee | 252,000 | 252,000 | 504,000 |
| Course Examination Fees | 5,000 | 5,000 | 10,000 |
| Project/Thesis Fee | - | 30,000 | 30,000 |
| Medical Fee | 6,500 | 6,500 | 13,000 |
| ICT Services | 7,000 | 7,000 | 14,000 |
| Caution Fee | 5,000 | - | 5,000 |
| Library Fee | 5,000 | 5,000 | 10,000 |
| Activity Fee | 2,000 | 2,000 | 4,000 |
| Registration Fee | 4,500 | 4,500 | 9,000 |
| Student ID | 1,000 | 1,000 | 2,000 |
| Student Organisation | 1,000 | 1,000 | 2,000 |
| **TOTAL** | **289,000** | **314,000** | **603,000** |