

# THE CHALLENGES OF DEVELOPING AND TEACHING CLIMATE CHANGE LAW IN NIGERIAN UNIVERSITIES

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## *Introduction*

The earth continues to experience record-breaking temperatures caused by increased concentrations of carbon dioxide (CO<sub>2</sub>) and other greenhouse gases in the atmosphere. This buildup is the result of human activities, especially our use of fossil fuels in, for example, automobiles and power plants. The Intergovernmental Panel on Climate Change (IPCC), the world's leading scientific body assessing climate change, recently raised its estimate of warming in this century to a possible 10.8° F. The impacts of this unprecedented warming-increased floods and drought, rising sea levels, spread of deadly diseases such as malaria and dengue fever, increasing numbers of violent storms-threaten to be more severe and imminent than previously believed.<sup>1</sup>

Nigeria is an Anglo-phone independent West African country with a land area of about 923,770 square kilometers. Long before 1500 B.C., the territory of what is now Nigeria was home to individual nations of the various groups who still live there today: the *Yoruba*, *Hausa*, and *Nupe*, followed later by the *Fulbe* and *Igbo*. Today Nigeria is Africa's most populous country; recent estimates suggest that the population has grown to around 150 million.<sup>2</sup>

The country is divided into six geo-political zones and three major ethnic groups, *Yoruba* around *Lagos* and southwest, the oil-producing regions of the *Igbo* in the southeast and *Hausa* in the north. Along with these, however, there are another 400 or so smaller ethnic groups. Richly endowed, Nigeria possesses relatively substantial reserves of diverse natural and mineral resources. Uranium, gypsum, marble, tin, bitumen, coal, iron and bauxite are some of the mineral resources found in exploitable quantities in the country. Nigeria also has vast oil reserves – an alleged total of 35 billion barrels (1 barrel equals 159 litres) – and an oil infrastructure that includes more than 600 oil fields and pumping stations. These, however, are often located on rough terrain or offshore in the Atlantic Ocean

She is one of the world's biggest producers of crude oil and has vast reserves of natural gas.<sup>3</sup> Nigeria, the 6th largest oil producer in the world, the 1st largest in Africa

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<sup>2</sup> [www.nationalpopulationcommission.org](http://www.nationalpopulationcommission.org)

<sup>3</sup> Omorogbe, Y. *The Legal Framework for Public Participation in Decision making on Mining and Energy development in Nigeria: Giving voice to the voiceless* in Zillman, D. et al (eds) *Human Right in National Resources Development* (2002) Oxford, Oxford University Press, P. 557-558

and the most prolific oil producer in sub-Saharan Africa, is beset by the gas flaring scourge being ranked among the top three global flarers. This is not surprising because the Nigerian economy is largely dependent on its oil sector, which supplies 95% of its foreign exchange earnings. A member of OPEC, the global oil cartel, Nigeria has a daily production of about 2.0 million barrels per day and a proven gas reserve base of over 187 trillion cubic feet as confirmed by the then Presidential Adviser on Petroleum and Energy matters, Dr. Edmund Daukoru, estimated to be the largest in the world and approximately 30% of African Gas reserve.<sup>4</sup>

Calls by academics and politicians for the general protection of the environment of Nigeria's Niger Delta do not address gas flaring as a Climate Change issue. Even though, the nation is already being impacted, Nigeria's gas regulations do not specifically deal with climate change, and presently there is no national legal framework to deal with climate change. The legal framework supporting the development of renewable energy in Nigeria is both complex and a changing mix of Federal and State laws and policies. The country does not yet have a "climate change policy."<sup>5</sup> Instead, there has evolved a patchwork of various Federal and States laws which attempt to discourage the activities giving rise to climate change.

The impact of climate change especially on rise of sea level may cost Nigeria a whopping N375 billion for protection in case of just 1 meter rise in sea level. Apart from this, an estimated population of 3.7 million people could also be forced to become refugees due to relocation resulting from flood of about 18,000 square kilometers of coastal areas.<sup>6</sup> Speaking on "Climate Change and the future of Nigerian Cities," Olowokudejo pointed out that Nigerian coastal cities are at high risk considering their low lying nature, which is below sea level adding that depending on the extent of sea level rise and protection measures put in place, up to 8.5 million people may be affected. Over 90 percent of the economy is derived from the oil and gas industry, which is located within the coastal zone.<sup>7</sup>

Nigeria today has fifty-eight Public Universities (both Federal and State owned) as well as thirty-four private Universities,<sup>8</sup> i.e. a total of ninety-two universities. The National Universities Commission is charged with the accreditation of courses for all government approved Universities. Of the ninety-two universities, Law is offered by twenty-five of them<sup>9</sup>; of this number only two private universities have been accredited.<sup>10</sup> Energy Law<sup>11</sup> and Environmental law which are the core courses which would deal with pollution (and therefore climate change issues) are listed in the

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<sup>4</sup> [www.nigeriafirst.org](http://www.nigeriafirst.org), accessed 13<sup>th</sup> august, 2008

<sup>5</sup> There was an attempt to introduce a climate change bill in the national assembly, but it was not successful.

<sup>6</sup> Prof. Dele Olowokudejo while delivering a lecture at the Annual General Meeting of the Lagos State Chapter of the Nigerian Institute of Town Planners (NITP).

<sup>7</sup> *ibid*

<sup>8</sup> [www.nigerianuniversitiescommission.org](http://www.nigerianuniversitiescommission.org), assessed 13<sup>th</sup> august, 2008.

<sup>9</sup> [www.nigeria-law.org/universities](http://www.nigeria-law.org/universities) with faculties of law, assessed 13<sup>th</sup> august, 2008

<sup>10</sup> College of Law, Igbenedion University, Okada, near Benin City, Nigeria, and Faculty of law, Madonna University.

<sup>11</sup> Whether properly so called or in some other related form i.e. Oil & gas law, Petroleum law or Mineral law.

prospectus of all existing faculties of law in Nigeria, but the reality is that only a few of the faculties actually mount the course due *inter alia* to unavailability of qualified teaching personnel.<sup>12</sup>

This paper considers the challenges involved in developing a climate change law curriculum and proffer probable solutions to same

### *On the need for a climate change law curriculum*

Climate change refers to a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.<sup>13</sup> Is the climate changing? The United Nations certainly thinks so. And so do most (but not all) scientists who study climate. In February 2007, the United Nations Intergovernmental Panel on Climate Change (IPCC) released a report that said global warming was "very likely" – meaning an at least 90 per cent certainty – caused by human activity.<sup>14</sup> Simply put, the world is getting warmer and the temperature is rising faster than ever.

What is causing the world to warm up? Greenhouse Gases: 99 per cent of our atmosphere is made up of only two gases: 78 per cent nitrogen and 21 per cent oxygen. They don't really affect the climate regulation on the planet. The six trace gases that are blamed for global warming make up only 1 per cent of gases in the atmosphere. The gases created mainly by human activities are: Carbon dioxide, Methane, Nitrous oxide, Sulphur hexafluoride, Hydrofluorocarbons, Perfluorocarbons. Most scientists blame industrialization. Since the 19th century, the richer countries of the Northern Hemisphere have been pumping out ever-increasing volumes of heat-trapping greenhouse gases like carbon dioxide. Industrial societies burn fossil fuels in their power plants, homes, factories and cars. They clear forests (trees absorb carbon dioxide) and they build big cities. Greenhouse gases allow solar radiation to pass through the earth's atmosphere. But after the earth absorbs part of that radiation, it reflects the rest back. That's where the problem lies. Particles of greenhouse gas absorb the radiation, heating up, and warming the atmosphere. The

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<sup>12</sup> This issue is addressed in detail later in the paper

<sup>13</sup> United Nations Framework Convention on Climate Change

<sup>14</sup> The report has some telling predictions. The document forecasts that the average temperature will rise 1.8 C to 4 C by the year 2100 and sea levels will creep up by 17.8 centimetres to 58.4 centimetres by the end of the century. If polar sheets continue to melt, another rise of 9.9 centimetres to 19.8 centimetres is possible. Past reports from the organization have examined the changes in the previous century. In a 2001 report, the IPCC said the average global surface temperature had risen by about 0.6 degrees since 1900, with much of that rise coming in the 1990s – likely the warmest decade in 1,000 years. The IPCC also found that snow cover since the late 1960s has decreased by about 10 per cent and lakes and rivers in the Northern Hemisphere are frozen over about two weeks less each year than they were in the late 1960s. Mountain glaciers in non-polar regions have also been in "noticeable retreat" in the 20th century, and the average global sea level has risen between 0.1 and 0.2 metres since 1900.

increasing levels of greenhouse gases are causing too much energy to be trapped – the so-called greenhouse effect<sup>15</sup>

The growth of Environmental Education (EE) in Nigeria was enhanced in 1990 when the National Council on Education (NCE) approved the National conservation Education Strategy (NCES) and directed the infusion of EE elements into all school subjects at all levels, starting with the citizenship Education Curriculum. All states were further requested to designate state conservation education coordinators and encourage the establishment of conservation clubs in schools. Subsequently, governmental and non-governmental organizations as well as international agencies collaborated and are achieving some landmarks. The Nigerian Government, through the Federal Environment Protection Agency (FEPA) and other relevant agencies, has undertaken programmes to enlighten, educate, and raise awareness of the Nigerian population through media (both print and electronic) campaigns on environmental issues. Identification, education, and training of officials that would form the cores of the Environmental Education Network nationwide are being undertaken. In addition, the FEPA has encouraged the establishment of Environmental Conservation Clubs in Secondary Schools. It has also collaborated with the Federal Ministry of Education through the National Educational Research and Development Council (NERDC) on the development of an Environmental Educational Master plan and Curricula for both the formal and informal educational system in Nigeria.<sup>16</sup>

Burning of fossil fuel is universally recognized as one of the major contributors of increased greenhouse gas emissions. Fossil fuels formed by long-dead plants and animals are the single biggest source of humanity's greenhouse gas emissions. Burning coal, oil and natural gas releases billions of tons of carbon every year that would otherwise have remained hidden in the Earth's crust, as well as large amounts of methane and nitrous oxide. More carbon dioxide is released when trees are cut down and not replaced. Meanwhile, massive herds of livestock emit methane, as do rice farms and waste dumps. The use of fertilizers produces nitrous oxide. Long-lived gases such as CFCs, HFCs and PFCs, used in air conditioning and refrigeration, are manufactured by industry and eventually enter the atmosphere. Many of these greenhouse gas-emitting activities are now essential to the global economy and form a fundamental part of modern life.

Prof. Omorogbe has opined 'that until recently, the role of the law and that of the energy lawyer was not particularly respected. The energy field is dominated by engineers and geologists who operate as jacks of all trades – as the accountants, economists, managers and lawyers of the petroleum industry ... legal issues (and

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<sup>15</sup> The content of this section was taken from the UN factsheets on climate change, Issued by the UN Department of Public Information – DPI/2468 (E) - September 2007: [www.un.org/climatechange](http://www.un.org/climatechange)

<sup>16</sup> Habiba Muda Lawal, *Assessing Nigeria's Progress On Agenda 21 Since Rio: Some Selected Indices-Education/Public Awareness And Training*,

committees) usually being presided over by technical persons'.<sup>17</sup> The above also represents the status on climate change issues in Nigeria. The Science of Climate Change has advanced greatly and is engaging specialised research in fields of geography, engineering and even medicine in as much as it seeks to address impacts of climate change on health. The role of law has been sidelined. This is reflected in the fact that there is hardly any curriculum or on going research on Climate Change Law in any Nigerian University.

Presently, International Legal instruments on Climate Change are being negotiated by the technical personnel who have little or no knowledge of the legal implications and consequences of same. There is no doubt that Nigeria's ability to position itself for active participation in the development of any future international legal instrument on Climate Change will be dictated to a large extent on the level of knowledge and awareness of policy makers and other interested persons. Teaching climate change law would provide specialist knowledge that can help fill the gap.

The question then is how can the issue of developing and teaching a Climate Change curriculum within the existing regime in Nigeria Universities be brought to the front burner. We shall use the University of Ibadan as the primary case study.

### *Challenges of Developing and Teaching Climate Change Law*

Several challenges exist concerning teaching climate change law in Nigerian Universities including: Lack of a national legal framework, Wrong perceptions, Dearth of environmental law teachers, Non-specialisation, Bureaucracy, Funding, Capacity building, Inadequate materials and resources. These are discussed in-depth hereafter.

#### ***Non-availability of a National Legal Framework***

The content of law courses taught at undergraduate level in Nigerian universities is the substantive national laws in respect of that area. For example, the Nigerian criminal code forms the basis of the course content for the criminal law courses; the Evidence Act is also the bedrock of the law of evidence course. In respect of climate change, as stated earlier, there is no 'single' climate change law. Rather what exist are 'scattered' pieces of legislation touching on activities which impact on the climate. It will be difficult to develop course content where no national legal framework exists. Similarly, at post graduate level, the curriculum is geared towards comparative study with other international jurisdictions. In the absence of national laws, there is no basis for such.

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<sup>17</sup> Omorogbe Y. 'Why we have no Energy', (2008) Ibadan, University Press, Pg 11

### ***Wrong Perceptions***

In spite of the increasing emphasis on educational research, in the universities and colleges, students and even some staff perceive research into new areas as difficult and unexciting. Ordinarily, the bulk of students who enter for law are basically *Art* oriented as opposed to *science* students. For a majority of them, any perceived *technical* or science content subject is therefore a *no go area*.

With regard to courses such as Oil and Gas and Climate Change, the perceived 'science' content (mention of CO<sub>2</sub>, methane and other gases) scares away a good number of students. For example in University of Ibadan, the total number of 500 level students registered for the 2007/2008 session was one hundred and twenty. Of this number, only twenty students offered Oil and gas law. Of the twenty, only about half of them had offered environmental law as an elective at 400 level. In Lead City University,<sup>18</sup> only eighteen students offered Oil and gas law at 500 level. Again, of this number, only eight had environmental law background, which course was available as an elective at 400 level. These figures show the limited number of students who can potentially become teachers of Environmental Law and who can also potentially undertake postgraduate research in the area of climate change.

Informal interactions with students on why they choose to stay away from these courses - oil and gas law and environmental law, reveal that they perceive the course to have 'too much' technical content. I recall my first oil and gas class in the 2007/2008 session where I distributed a material on 'the science of petroleum'. It was meant to be an introductory statement on how oil is formed in the ground. Five students withdrew from the class thereafter. Further enquiries revealed that they felt intimidated by the notion of studying the science of how petroleum is formed.

### ***Dearth of Environmental Law Teachers***

As stated earlier, the number of students electing to study environmental law in the undergraduate programme is limited, consequentially limiting the number of available environmental law lecturers. Also, speaking generally, in most developing countries, Nigeria inclusive, the number of professionals opting for a career in academics has been declining steadily over the years. This is more true especially for 'lawyers' in Nigeria. Various factors have been identified as reasons for this, the most outstanding being financial. A graduate who for example opts for a banking career, has hope of a starting salary of about N200,000 per month i.e. (equivalent to \$1,709.40), whereas that is the present salary of a Senior Lecturer in the University.

Obviously then, academia becomes a career of last resort and may not attract the best hands. Research workers are not well paid and apart from their meagre salaries there are little or no incentives for them. The few who reside in official quarters live in miserable conditions while the majority who are forced to live inside the town suffer

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<sup>18</sup> A private university based in Ibadan – the law faculty is awaiting NUC accreditation.

all sorts of hardships ranging from transportation, incessant power disruption, to shortage of water supply and even cooking gas or kerosene fuel. These problems, in addition to the mirage of family problems, serve as potent sources of distraction even to the best brains.<sup>19</sup>

Another reason for dearth of Environmental Law lecturers is that Environmental Law can still be considered as a relatively new course in Nigerian universities – It has only been recently introduced i.e. in the late 90's. For example, in the University of Ibadan of about eight lecturers recruited in 2007, none had any undergraduate knowledge of environmental law. As at today, only two lecturers in the entire faculty can teach environmental law and of the two, only one can teach at postgraduate level. In view of the above, it would be challenging for these new 'entrants' into the field to immediately specialise as they too need to be fully grounded in the basics.

Only a limited number of Environmental Law teachers are being trained each year. Most of the existing Lecturers in the field were self trained; they took an interest in the course and developed their own capacity.

### ***Non Specialisation***

The popular adage 'Jack of all trade, master of none' succinctly exposes the danger of non-specialisation in any field of endeavour. Specialisation provokes/evokes expertise. In Africa generally and Nigeria in particular, the 'trend' is against specialisation. Most people don't want to be associated with just one area of skill for fear of becoming *irrelevant* if their area of specialisation does not *fly*. Post-graduate curriculum ordinarily is the first step toward specialisation; yet in Nigerian Universities, particularly in the Law programmes offered nationwide, what is available is an interdepartmental rather than specialised programme.

Again, using University of Ibadan as an example, a master's student is required to take four courses for a postgraduate programme. Of the four, there must be a mix from the two existing departments – Private and Business law on the one hand and Public and International law on the other. It is possible therefore and this is the current reality in the faculty of law, that a master's student would offer four 'unrelated' courses such as Alternative Dispute Resolution, Criminal Law, Company Law and Environmental Law. At the end of the course, the student is 'master' at none. This is contrary to what happens in other countries where it is possible to obtain masters in a single area e.g. Human Rights<sup>20</sup> or Global Health Law<sup>21</sup> or Environmental Law. In such situations a student would have had the opportunity of in-depth research into

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<sup>19</sup> Nworgu, B.G, *Educational Research. Basic Issues and Methodology*, 2006, Ibadan, Wisdom Publishers Pg. 13

<sup>20</sup> E.g. LL.M in Human Rights & Democratisation in Africa, offered in University of Pretoria, South Africa

<sup>21</sup> Offered in Georgian University Law Center, Washington

specific areas of Environmental Law as Climate Change, rather than the general knowledge obtained in one course out of four.

### ***Bureaucracy***

University Administration in Nigeria is centralised, particularly in relation to the curriculum. Initiating a new course begins at the departmental level where a 'committee' first discusses the proposed new courses i.e. the content, the lecturers available to teach the course etc. If the new course is approved by the department, it is then taken to the faculty board for approval. If the faculty approves, it is forward to the post graduate curriculum committee and finally to Senate. This process can take as much as two years. Yet even after senate approval, the course cannot be officially taught until one year later after such approval.

Once the internal university hurdle is passed, there is still the further external requirement of getting NUC accreditation for courses offered at the University level. Public service in Nigeria is known for its 'red tape'. So this process could again last for another year. Within this period, it is possible that the Lecturer who was available to teach the course may have transferred his services to another University and so the course though now accredited cannot be mounted for lack of a competent hand. The lecturer again at his new 'station' may begin the process of accrediting the new course since this is his field of expertise. For reasons of promotion, he may be forced to move again even before the process is over and so the cycle continues. In the interim, such lecturer has not transferred his knowledge or expertise to anyone else in the system.

### ***Funding***

One of the usual reasons stated by the Academic Staff Union of University (ASUU) in Nigeria for going on strike is the lack of adequate funding for tertiary institutions in Nigeria. In the immediate post-independence era, when the different regions of Nigeria were in control of their own institutions, 25% of the total budget was allocated to education – when the Unitary Military Government took over the Universities, the total budget for education was less than 7%<sup>22</sup>. Of course they could nor cope.

In Nigeria, Universities, whether federal of state owned depend almost entirely on the government for funding. The Government is responsible for both capital and recurrent expenditure. It is no surprise therefore that government always tries to do only the minimum possible, so that the available funds can be evenly distributed. The University of Ibadan Law faculty was established in 1984; until recently, the

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<sup>22</sup> See Kayode Eso, *Thoughts on Human Rights and Education*, St. Paul Publishing House, Ibadan, 2008

maximum number of lecturers at any particular time in the entire faculty was not more than ten. In such circumstances, all efforts were concentrated on teaching 'core' compulsory courses – Contract, Tort, Criminal Law, Constitutional Law, Evidence, Jurisprudence *etc.* Even the issue of 'electives' were streamlined– students were given 'compulsory' electives. Of course such over-worked lecturers can hardly find the time (or strength) to stretch themselves into new research areas such as Climate Law.

The situation is even worse in privately owned universities. Due to lack of funds, such institutions prefer to employ just enough hands to teach the compulsory courses. I know of a particular law faculty of a private university which had only four lecturers in the entire faculty. The workload of these ones can only be best imagined.

In sharp contrast to what obtains in the developed nations, research in the developing nations is yet to attain an impressive status. Research institutes, universities and colleges are starved of funds to embark on meaningful research. Research equipment in most centres has become obsolete and can no longer meet the demands of modern research. Research workers in these centres and institutions are virtually crippled. There is hardly any provision for nationally co-ordinated and properly funded research projects: the type that can really result in meaningful national development and progress. What one finds instead, are individual research workers in various locations scratching the surface of their discipline in personally-funded research projects in order to make enough publications for promotion. This type of research which lacks co-ordination can hardly lead to meaningful development and progress. Lecturers in public and private sectors continue to demand for better working conditions, in particular, wages. The government insists it cannot fund such new salary structure. In the midst of the debate, something is bound to give, and the most likely focus would be to reduce staff strength. This has started already as seen in the ongoing 'Civil Service reforms/rationalisation'. A lot of workers were laid off. The few existing hands will be yet overburdened still. Where is the time for new research?

### ***Capacity Building***

Flowing from the issue of lack of adequate funding, is the further challenge of capacity building. In our universities, the situation has assumed a crisis dimension. Research has almost come to a halt because of lack of funds. The days of research grants are almost over. There are bright university academic staffs that have stayed as much as ten years in the place and have never had a single research grant either from within or outside. These staff (and they are in the majority) have to use their meagre salaries in funding their research.<sup>23</sup> Lack of funds means lack of sufficient personnel. Where only minimum number of lecturers is employed, it is difficult for any of them to take time off to attend seminars, workshops, conferences and other capacity building programmes. This is because there would be no one else to step in for them in their absence, as his other colleagues are already overloaded.

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<sup>23</sup> Nworgu, *supra*

Again, flowing from the issue of lack of fund as it relates to capacity building is that the Universities, both public and private claim they cannot afford to send lecturers for capacity building/training programmes due to lack of fund. How then can the lecturer keep up with current trends in their fields of research?

### ***Inadequate Materials/Resources***

Communication network in Nigeria and most developing nations is still a far cry from being developed. This seriously hampers teaching and research. Non-access to resources is critical in most Nigeria universities. Most lecturers' offices do not have private internet access. Again in the university of Ibadan faculty of law library, the staff section presently has only two computers with internet access, meanwhile there are twenty two academic staff in the faculty. Obviously, this is grossly inadequate.

The books and journals in the libraries are outdated; most of the books on the shelves are those that were acquired at the establishment of the faculties and in most cases no longer represent the current position of the law. Climate change law is a relatively new course in Nigeria. Books on the topic are non-existent in the university and faculty libraries. Also, there are no digital collections and access to online resources is limited. The only digital library subscribed to by the university of Ibadan is Jstor, this is inadequate for legal research. Furthermore, access to this online resource is limited to the physical confines of the university. Energy challenges on the campus translate to the fact that a researcher can be without access to the internet for more than a week.

### **The way forward**

These identified challenges are not insurmountable. Some suggestions as to how to overcome them are provided below.

*\*Legal Framework* - Usually, the faculties of law restrict their discussions on contemporary issues to class discuss/academic papers for publication. It can make itself relevant by convening a stakeholder's conference, calling for memoranda on the contents of a climate change policy and law. A Bill can then be drafted and submitted to the national assembly.

*\*Perceptions* – The basics of climate change can be introduced to students at the entry level (i.e. 200level). This will disabuse their minds on the content of the course as being scientific/technical. It will help them make informed choices when they get to the higher level and not rely on misleading statements from colleagues.

*\*Dearth of Environmental Law Teachers* – Affirmative action should be taken to train environmental law teachers and in particular more people should be encouraged to take interest in research in climate change law. Collaboration with other universities

that are already teaching climate change law is critical. Exchange programmes, visiting fellowships/teaching schedules can be organised.

\* *Specialisation* – The post-graduate curriculum must undergo a paradigm shift towards specialisation especially in environmental issues.

\* *Funding* – Faculties must shift from total dependence on government funding and seek private sector funding in terms of endowments, grants, etc.

\* *Inadequate Materials/Resources* – The developed nations can play a key role in providing access to materials and resources. Identified persons undertaking research in climate change may be connected or given access to the e-library of their universities.

\* *Capacity Building* – More lecturers must be engaged to reduce the workload of existing staff, thus creating time to attend capacity building programs/initiatives. No academic staff teaching at post graduate level should teach more than two core courses at this level and the same maximum at undergraduate level. Universities can also adopt the policy that every lecturer should undertake/attend at least two capacity building programmes in a year. This can be in form of a mandatory continuing legal education program similar to what was adopted by the Nigerian Bar Association for lawyers since 2007.

### ***Conclusion***

Strategies/mechanisms for stabilisation, adaptation and mitigation of climate change impacts cannot be achieved without law. Teaching climate change law is therefore a necessity in today's university curricula. Education/awareness is crucial. This paper has identified the challenges of developing such a curriculum and proffered solutions to such challenges. This will positively impact on future negotiations of international climate change agreements.