

Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of management named by L.Mykhailova

Syllabus of the educational component

EUROPEAN GREEN DEAL (selective)

Specialty	D3 Management
Educational program	Management
HE level	doctor of philosophy the third (educational and scientific) level of higher education

Creator: Inna Sokhan, Dr.Sci in Management, professor of Management
department named by L.Mykhailova

Considered, reviewed and approved on the meeting
of the department of Management
named by L.Mykhailova, prot.# 15 from "10" 06 2025

The head
of the department

Alvina OREKHOVA
(sign) (name)

Approved:

Guarantor of the educational program

Inna SOKHAN
(sign) (name)

Dean of the Faculty

Svitlana LUKASH
(sign) (name)

Head of PhD Department

Svitlana Yaroshchuk
(sign) (name)

A review of the work program has been provide

A. Orekhova
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Methodist of the Department of Education Quality,
licensing and accreditation

N. Borachen
(sign)

N. Borachen
(name)

Registered in the electronic database: date: 03.07. 2025

Information on viewing the work program (syllabus):

Academic year in which the changes are made	The number of the annex to the work program with a description of the changes	The changes were reviewed and approved		
		Date and number of the protocol of the meeting of the department	Head of department	Guarantor of EP

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name of EC	European Green Deal		
2.	Faculty/Department	Faculty of Economic and Management / Department of Management named by L.Mykhailova		
3.	State of EC	Selective		
4.	Program/Specialty (programs) of which the OC is a component (to be filled in for mandatory OCs)			
5.	Program/Specialty	Scientific and educational program «Management». The third (educational and scientific) level of higher education. Level of higher education: doctor of philosophy. Field of study: D - «Management and administration». Specialty: D3 - «Management».		
6.	Level of NFC	8		
7.	Semester and studying duration	Full-time 14 weeks, 4 semestr		
8.	ECTS credits number	5		
9.	Total workload and time allotment Language of instruction	Directed study		
		Lectures	Seminars	Self-directed study
		20	30	100
10.	Lecturer/Leader of educational component	English		
11.	ECTS credits number	Inna Sokhan, Dr.Sci in Management, professor of Management department named by L.Mykhailova		
11.	Contacts	Consultations hours – every tuesday at 12.15, online; inna.sokhan@snau.edu.ua		
12.	Educational component description	The educational component "European Green Deal" is an important component of the training of those seeking education at the third (educational and scientific) level and occupies a significant place in future practical activities. The importance of the course is determined by the formation of students' understanding of the role of the environment as a key resource and the main factor in the sustainable development of economic systems at all organizational levels, which necessitates the development of the concept of effective management of this resource. The educational component is aimed at obtaining professional competences in terms of the ability to systematically implement the principles of the European green course and turn them into long-term sustainable development strategies, build modern resource management models and systems, and implement the concept of sustainable development at the micro, meso, and macro levels.		
13.	Educational component aim	The formation of a new trend of management thinking, based on the directives of sustainable development and the implementation of the principles of the European green course into the foundation of business development at the micro, meso, and macro levels.		
14.	Prerequisites for educational component studying, connection with	1. The educational component is based on the study of EC: OC3, OC5, OC6 2. The educational component is the basis for studying EC: organization of preparation of scientific publications and writing of dissertations		

	other educational components of EP	
15.	Policy of academic integrity	According to the Code of Academic Integrity of the Sumy NAU, academic integrity is a set of principles, rules of behavior of participants in the educational process, aimed at forming an independent and responsible personality, capable of solving tasks in accordance with the educational level in compliance with the norms of law and social morality. Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results. It is expected that students of higher education will adhere to the principles of academic integrity, being aware of the consequences of its violation, which is determined by the regulatory documents of the Sumy National Agrarian University, in particular the Code of Academic Integrity, the Regulations on the Prevention and Detection of Academic Plagiarism at the Sumy NAU (a full list of regulatory documents is posted on the university's website. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). For violation of academic integrity, students of higher education may be held to the following academic responsibility: - repeated assessment (test, exam, credit, etc.); - repeated completion of the training course; - warning; - issuing a reprimand; - expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty, or deprivation of liberty, with deprivation of the right to hold certain positions or engage in certain activities with a fine.
16.	Moodle link:	
17.	Keywords:	Energy efficiency, alternative energy, green economy, European initiatives, sustainable development, globalization, climate change

2. LEARNING OUTCOMES UNDER THE EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC (MLOs): On successful completion the educational component, the student will be able...	Program learning outcomes, PLOs (specify the number according to the numbering given in EP) ¹			How is assessed
	PLO ₅	PLO ₉	PLO ₁₀	
MLOs 1. Understand the essence and principles of the European Green Deal (EGD); the role and relationship of tools, mechanisms and components of the system of sustainable development relations, formulate the problem and evaluate the results.		x		Cases
MLOs 2. Investigate the regulatory impact on the environment of the structural elements of the EGD, use the latest tools, technologies and research methodology in combination with modern management science, know approaches to the formation of a sustainable development system.	x			Individual task
MLOs 3. Apply the latest theories and concepts of sustainable development management, create a resource concept of sustainable development management			x	Multiple choice test

PLO₅ Deeply understand the general principles and methods of management sciences, as well as the methodology of scientific research, apply them in one's own research in the field of management and in teaching practice.

PLO₉. Demonstrate a systematic scientific worldview, rationally understand the challenges facing science in the context of socio-economic and environmental problems of today (ethical dilemmas, values, global social transformations).

PLO₁₀. Develop management theories, concepts and principles for the implementation of the principles of sustainable development at different levels of management, integrate the obtained research results into logical structures for solving theoretical and practical management problems in accordance with the topic of own research.

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget			Learning resources
	Class work		Individual work	
Topic 1. EGD and Climate Plan 1. Global trends of climate change 2. Climate policy of the European Union 3. Priorities of implementation of the European Green Deal (EGD) 4. Priorities of Ukraine's climate policy in context of European green deal 5. Challenges of the EGD for Ukraine	2	4	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 21, 22
Topic 2. Environmental protection at the EGD Plan 1. Climate change trends: globalization and military aggression 2. Policy and measures in the field of reduction of anthropogenic emissions of greenhouse gases and adaptation to climate change 3. Threats and the influence of anthropogenic factors on the structural elements of the ecosystem, biological and landscape diversity 4. Biosphere Reserves and World Natural Heritage. Phytoremediation. 5. Regulatory, financial and institutional support, international cooperation in the field of environmental protection, use of natural resources and ensuring environmental safety	2	4	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 22
Topic 3. EGD and Energy Plan 1. Structure of energy production and use 2. Efficiency of energy consumption and energy saving 3. Impact of the energy industry on the environment 4. Use of renewable energy sources and development of alternative energy	2	2	10	1, 2, 3, 4, 5, 6, 7, 9, 14, 19, 22
Topic 4. EGD and Circular Economy Plan 1. The structure of waste generation and accumulation 2. Waste management (collection, storage, utilization and removal) 3. State policy in the field of waste management 4. Circularity of production	2	2	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 22
Topic 5. EGD and agriculture Plan 1. Trends in the development of agriculture	2	4	10	1, 2, 3, 4, 5, 6, 7, 14, 18, 19, 22

2. Impact on the environment of applying pesticides and fertilizers to cultivated land and under perennial plantations 3. Ecological aspects of irrigation and land drainage 4. Trends in animal husbandry 5. Organic agriculture.				
Topic 6. EGD and industry Plan 1. Structure and volumes of industrial production 2. Impact on the environment of industries 3. Measures for greening industrial production	2	2	10	1, 2, 3, 4, 5, 6, 7, 9, 14, 19, 22
Topic 7. EGD and transport Plan 1. Transport network of Ukraine and the EU 2. Impact of transport on the environment 3. Measures to reduce the impact of transport on the environment	2	2	10	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13
Topic 8. EGD and "sustainable" territories Plan 1. Sustainable consumption and production. Consumption trends and characteristics 2. Introduction of elements of sustainable consumption and production 3. Public participation in the decision-making process on environmental issues 4. Environmental education and information 5. SMART-cities	2	4	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 17, 18, 19, 20
Topic 9. EGD and financial instruments Plan 1. The financial infrastructure of the implementation of the EEC policy 2. Financial regulation in the field of environmental protection, use of natural resources and ensuring environmental safety	2	4	10	1, 2, 3, 4, 5, 6, 7, 11, 14, 15, 16, 19, 22
Topic 10. EGD and Ukraine's future membership in the EU Plan 1. National and regional environmental policy 2. Improvement of normative and legal regulation in the field of sustainable development 3. International cooperation in matters of implementation of the principles of EGD	2	2	10	1, 2, 3, 4, 5, 6, 7, 13, 14-22
Total	20	30	100	

4.TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during classroom classes</u> , consultations)	Teaching methods (what types of educational activities should the student <u>perform independently</u>)
MLOs 1. Understand the essence and principles of the European Green Deal (EGD); the role and relationship of tools, mechanisms and components of the system of sustainable development relations, formulate the problem and evaluate the results.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills
MLOs 2. Investigate the regulatory impact on the environment of the structural elements of the EGD, use the latest tools, technologies and research methodology in combination with modern management science, know approaches to the formation of a sustainable development system.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills
MLOs 3. Apply the latest theories and concepts of sustainable development management, create a resource concept of sustainable development management	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills

The following teaching methods will be used during lectures and practical classes:

Explanation. Interpretation of concepts, phenomena, principles, terms, etc., mainly during the teaching of new material.

Educational discussion. This is a discussion of an important issue, an exchange of ideas between students of higher education and/or a teacher, aimed not only at the assimilation of new knowledge, but also at the creation of an emotionally saturated atmosphere that would contribute to a deep penetration into the truth.

Illustration. Using presentations and other media content to reinforce material being explained, discussed or tasks being performed.

Demonstration. Presentation by the teacher of educational materials in dynamics (use of professional programs, situations, etc.).

Written and oral test tasks. Independent concentration and reproduction of acquired knowledge and skills in conditions of limited time and sources of information.

Cases. Algorithmic search for a solution through the use of typical methods, which, unlike the solution of cases, does not require identification of the problem and original approaches to its solution.

Demonstration and discussion of presentations. Visual display of the media accompaniment of the oral presentation with elements of the discussion.

Comparison. With its help, common and distinctive features of objects and phenomena are established.

Exercises. In their essence, they are multiple repetitions of certain actions or types of activity with the aim of their assimilation, which is based on understanding and is accompanied by conscious control and correction. The following types of exercises are used in the educational process: preparatory (they prepare students of higher education to perceive new knowledge and ways of applying it in practice); introductory (contribute to the assimilation of new material based on the distinction of related concepts and actions); trial (first tasks to apply newly acquired knowledge); training (contribute to the formation of skills in standard conditions: according to a sample, instruction, task); creative (the content and method of execution are close to real life situations); control (mainly educational: written, graphic, practical exercises).

Analysis method. Its essence consists in the study of objects or phenomena according to individual signs and relations, in the division into elements, and the understanding of the connections between them.

5. EVALUATION BY THE EDUCATIONAL COMPONENT

5.1.1 To assess the expected learning outcomes, it is provided:

№	Methods of summative assessment	Points / Weight in the overall assessment	The date of compilation
1.	Cases	40/40%	6,13 week
2.	Individual task	30/30%	14 week
3.	Test	30/30%	14 week

5.1.2 Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Cases	< 15 points	15-24 points	25-35 points	36-40 points
	The task requirements have not been fulfilled	Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task have been fulfilled	All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed
Individual task	<18 points	18-21 points	22-26 points	27-30 points
	the correct answer was provided for less than 60% of the tasks	the correct answer was provided for 60%-74% of the tasks	the correct answer was provided for 75%-89% of the tasks	90% or more tasks were answered correctly
Test	<18 points	18-21 points	22-26 points	27-30 points
	The task requirements have not been fulfilled	Most of the requirements are met, but some	All requirements of the task have been fulfilled	All the requirements of the task were met, creativity and thoughtfulness were

		components are missing or insufficiently disclosed		demonstrated, and an own solution to the problem was proposed
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5.2. Formative assessment:

5.2.1 To evaluate the current progress in education and understand the areas of further improvement, is provided

№	Elements of formative assessment	Date
1	Testing after learning the topics № 2,4,5,7-10.	3 week, 7 week
2	Verbal feedback from the teacher during classroom work	constantly
3	Oral survey during classes and feedback from the teacher during classroom work	constantly
4	Conversation and discussion during classroom lectures	constantly
5	Written feedback from the teacher based on the results of the INHW	6,13 week
6	Discussion of situational tasks and presentations on the subject of independent study of the discipline	constantly
7	Verbal feedback from the teacher and students after the exam	14 week

Self-assessment can be used as an element of summative assessment and formative assessment.

5.3 Total number of points for EC and rating scale

The total number of points for the educational component is 100 points.

5.3.1 Evaluation scale operating at the University:

The sum of points for all types of educational activities	Evaluation on a national scale	
	For an exam, course project (work), practice, qualification work	For a credit
90 – 100	excellent	passed
82-89	good	
75-81		
69-74		
60-68	satisfactory	
35-59	not satisfactory with the possibility of retaking	not passed with the possibility of retaking
0-34	not satisfactory with obligatory repeated study of the discipline	not passed with obligatory repeated study of the discipline

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Preferred:

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2. Buying green! A hand book on green public procurement. 3rd edition. (<https://ec.europa.eu/environment/gpp/pdf/Buying-Green-Handbook-3rd-Edition.pdf>)
3. A Clean Planet for all – A European strategic long-term vision for a prosperous, modern, competitive and climate neutral economy. COM(2018) 773, Brussels, 28.11.2018 (<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0773&from=EN>)
4. Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions. The European Green Deal. COM(2019) 640 final. (https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf)
5. European Green Deal: possibilities for Ukraine. <https://dixigroup.org/storage/files/2020-05-26/european-green-dealwebfinal.pdf>

Additional:

6. Emmanuel Kwame Nti, Samuel Jerry Cobbina, Eunice Efua Attafuah, Evelyn Opoku, Michael Amoah Gyan, Environmental sustainability technologies in biodiversity, energy, transportation and water management using artificial intelligence: Asystematic review // Sustainable Futures 4 (2022) 100068.
7. Maruf Sanni, Elena Verdolini, Eco-innovation and openness: Mapping the growth trajectories and the knowledge structure of open eco-innovation // Sustainable Futures 4 (2022) 100067.
8. Dzhura N., Boretska I., Podan I. Impact of oil pollution and humates on the growth of Poaceae // Journal Environmental problems, 2022 Vol. 7, No. 2 : pp.62-70.
9. Sushchenko O., Schwarze R. Economics and finance of disaster risk reduction and climate change adaptation: main gaps identified in the PLACARD project and arising alignment opportunities for the EU Green Deal. PLACARD project, FC.ID. – Lisbon, 2020. (https://www.placard-network.eu/wp-content/PDFs/PLACARD-Economics-and-finance-of-CCA-DRR.pdf?fbclid=IwAR2OfyHIS9w7tpog7V1M9xrjAhmY9tMT_41drZ0LKbm895JUmlH5UgaQjnc)
10. Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions. The European Green Deal. COM(2019) 640 final. Action Plan: Financing Sustainable Growth COM/2018/097 final (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018DC0097>)
11. Regulation (EU) 2019/2088 of the European Parliament and of the Council of 27 November 2019 on sustainability-related disclosures in the financial services sector (<http://data.europa.eu/eli/reg/2019/2088/oj>)
12. Strategy on Sustainable Finance. 6 February 2020 | ESMA22-105-1052. (https://www.esma.europa.eu/sites/default/files/library/esma22-105-1052_sustainable_finance_strategy.pdf)
13. EBA Action Plan on Sustainable Finance. 6 december 2019. (<https://eba.europa.eu/file/376050/download?token=oMDnkR18>)
14. Communication. Sustainable food – ‘farm to fork’ strategy. (<https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12183-Farm-to-Fork-Strategy>)
15. Special Report. Climate Change and Land. (<https://www.ipcc.ch/srccl/>)
16. Commissioner Valean’s Speech: ‘EU strategy for mobility and transport: measures needed by 2030 and beyond’. 03/02/2020. (https://ec.europa.eu/transport/themes/strategies/news/2020-02-03-commissioner-valeans-speech-eu-strategy-mobility-and-transport_en)

15. National energy and climate plans (NECPs) (https://ec.europa.eu/energy/topics/energy-strategy/national-energy-climate-plans_en)
16. A policy framework for climate and energy in the period from 2020 to 2030. COM(2014) 15, Brussels, 22.1.2014 (<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014DC0015&from=EN>)
17. Proposal for a regulation of the European Parliament and of the Council establishing the framework for achieving climate neutrality and amending Regulation (EU) 2018/1999 (European Climate Law). COM(2020) 80, Brussels, 4.3.2020 (https://ec.europa.eu/info/sites/info/files/commission-proposal-regulation-european-climate-law-march-2020_en.pdf)
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DOI: 10.33543/140139712 https://www.magnanimitas.cz/ADALTA/140139/papers/A_01.pdf
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Methodological support:

1. Educational and methodological materials of the course “European Green Deal” in the MOODLE distance learning system
2. Sokhan I.V. (2025) European Green Deal: methodological recommendations for conducting practical classes for students of the third educational and scientific level in the specialty 073 Management, Sumy: SNAU, 85 pages.
3. Sokhan I.V. (2025) European Green Deal: methodological recommendations for independent study of the discipline for students of the third educational and scientific level in the specialty 073 Management;
4. Sokhan I.V. (2025) European Green Deal: lecture notes for students of the third educational and scientific level in the specialty 073 Management

Рецензія на робочу програму (силабус) ОК European green deal
Розроблену викладачем кафедри менеджменту Сохань І.В.

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)			
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення			

Член проєктної групи ОП _____
(назва) (ПІБ) (підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою			
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення			
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)			
Зміст ОК сформовано відповідно до структурно-логічної схеми			
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)			
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти			
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету			
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом			
Навантаження студентів є адекватним обсягу освітнього компонента			
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)			
Література є актуальною			
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти			

Рецензент (викладач кафедри) _____
(назва) (посада, ПІБ) (підпис)