



# Developing Environmental Law Champions

Strengthening the Capacity For Environmental and Climate Change Laws  
in Asia and the Pacific



# Session 1: Introduction to the Course

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*“The aim of the technical assistance is to strengthen the capacity of environmental law professors and lecturers in Asia and the Pacific because of their critical role in educating the environmental law profession and creating the pipeline of teachers, judges, public interest lawyers, civil servants and other environmental law practitioners.”*







“STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC:  
DEVELOPING ENVIRONMENTAL LAW CHAMPIONS”

*“If the legal education system has no, or insufficient, capacity to educate teachers and lawyers for these positions, then the implementation and enforcement of environmental laws will inevitably be compromised through a lack of qualified educators and lawyers to assist in these areas.”*

*ADB Brochure, DEVELOPING ENVIRONMENTAL LAW CHAMPIONS, 2016.*

# The TTT Project Design

- **Format:** 4-day intensive program
- **Focus:** to demonstrate in a practical manner
  - teaching **formats** (lectures, seminars, tutorials, small-groups)
  - teaching **methodologies** (reflective, teacher-based, active/participatory & research-based)
- **Substantive content:** only provided to demonstrate the broad scope of environmental law (e.g. to include natural resources management, heritage protection, energy and climate change)
- **Course materials:** delivered electronically via ADB's Environmental Law Champions web-site

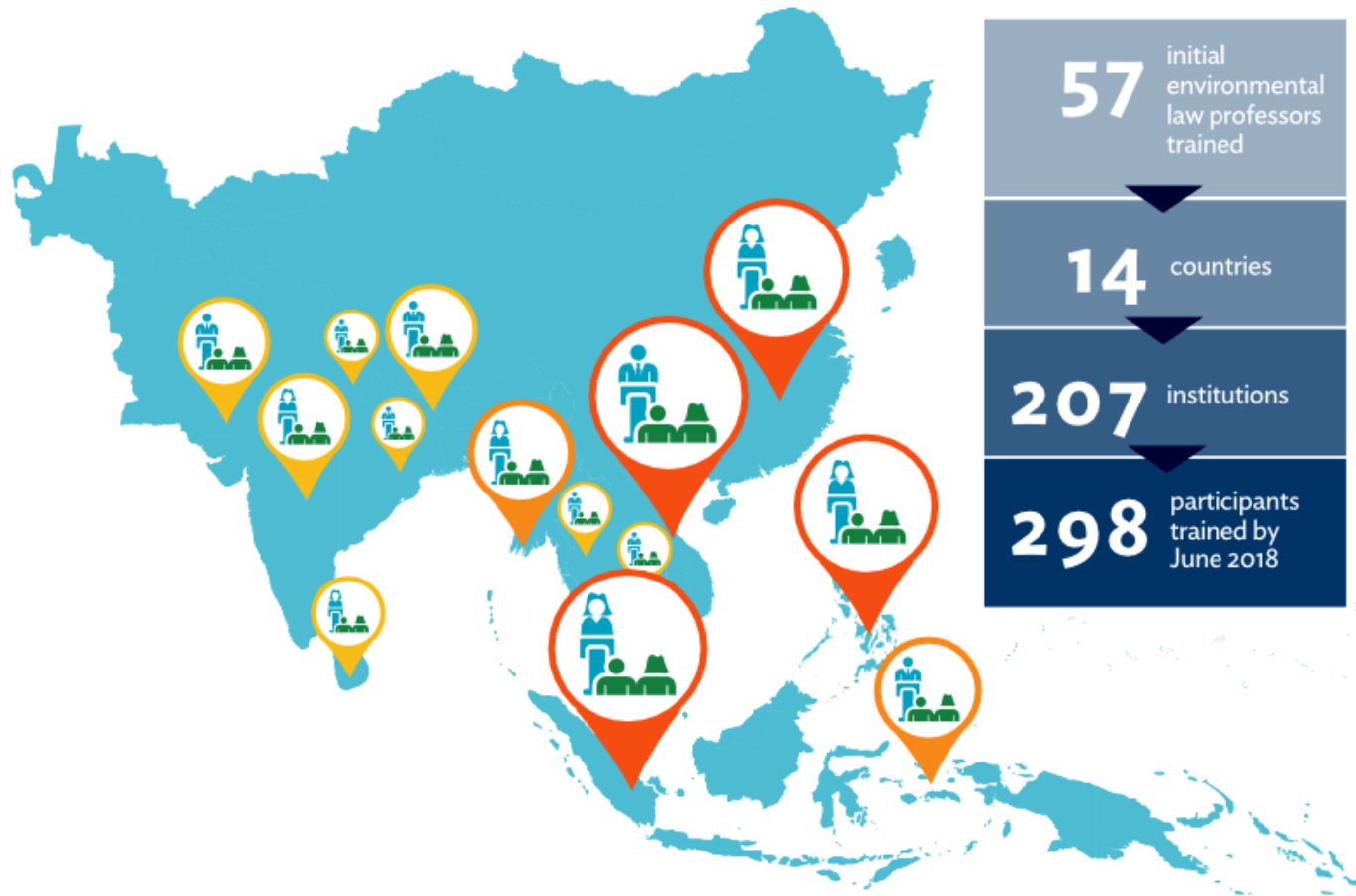


# TTT Activities to Date

- Two advanced Train the Trainers courses were delivered to 57 participants in total in 2015 at ADB headquarters in Manila
- Two Roundtable events have been conducted (Manila, 2016 and Cebu, 2017)
  - 2-day events for previous TTT participants to maintain their interest and involvement and to reinforce national/regional networks
- Various in-country TTT programs have been delivered during 2016-18:
  - Malaysia (10-14 May 2016, Putrajaya)
  - Vietnam (23-27 May 2016, Hanoi)
  - Philippines (22-26 August 2016, Cebu City)
  - China (17-21 October 2016, Beijing)
  - Thailand (19-24 June 2017, Chiang Mai)
  - Cambodia/Laos (27 November – 1 December 2017)
  - Myanmar (12-16 March 2018)
  - Sri Lanka (28 May – 1 June 2018)









Environmental law Champions Roundtable, Cebu, May 2017





# Purpose of the TTT Program

- This Program is based upon a Training the Teachers (TTT) course developed by the Academy over several years to promote the teaching of environmental law around the world.
- The core purpose of this course is **to increase and improve the teaching of environmental law in Law Schools in countries within the Asian region;**
- The course is not primarily about the substance of environmental law, **but rather about how best to design and teach an environmental law course;**
- As a result, it will have a heavy emphasis upon the demonstration of various **teaching methodologies** that can contribute to more effective teaching of environmental law





# Expectations of Course Participants

- Participants have been selected for this course because you are considered to be potential environmental law “champions” who will **develop or improve their own environmental law course within their own institution.**



# Content of the TTT Course

- **Day 1:** Overview of the scope and content of environmental law; reflective practice in teaching and learning; welcome dinner
- **Day 2:** Climate change law; transboundary water law; environmental impact assessment law; role-play exercise
- **Day 3:** Field trip, environmental justice and the judiciary; review of teaching methodologies and assessment options
- **Day 4:** Environmental law course design exercise; review of TTT outcomes and discussion of activities by participants in the future; closing dinner



# Important Concepts

- **Learning Outcomes**

- A learning outcome is a statement of what is expected to be learned by students
- It may apply to an overall course, or to particular components of the course
- It may extend beyond gaining a substantive knowledge of particular subject-matter to include an understanding of how the relevant law is implemented (i.e., its effectiveness and its interaction with other, non-legal measures)
- In this course, learning outcomes are expressed for each session (in relation to both the particular session topic and the relevant teaching methodology being demonstrated)





# Important Concepts

- **Teaching Methodologies**
  - For details, see “Explanation of Teaching Methodologies” document in Course Materials (and short summary thereof)
  - **Teaching formats**
    - Lectures, seminars, tutorials
    - Small-group activities
    - Flipped classroom
  - **Teaching Methodologies: 4 categories**
    - Reflective
    - Teacher-based
    - Student-centred (participatory)
    - Research- based





**Role-play exercises:** In this method, each group is asked to represent a different set of interests within a fact situation. If it is a mediation exercise, the same groups can be used to represent the different interests, but with the addition of the use of a mediator.

**Farmer  
Irrigators**





**Field trips:** Field trips are widely recognized as one of the strongest teaching methodologies in environmental law as they expand the experience and understanding of the students concerning legal aspects of environmental issues that are addressed in the course.





**Small-group discussions:** Many students are reluctant to speak in larger classes, and small-group discussions is one way to encourage them to engage verbally in their learning process.



# Reflective Practice

- We will spend more time on this concept in Session 4
- For the purposes of this session, you should be aware of the **Reflective Journal**
- A reflective journal is similar to a diary, which can be prepared by students in order to record the main learning outcomes at the end of a teaching session
- It can also include any questions that the student may have which can be discussed at the next class
- There is no need for the reflective journal to be handed in to teachers



# Reflective Journal Entries...

- The main issues discussed today were...
- I made the following comments in class...
- I asked the following questions in class...
- I answered the following questions from the lecturer...
- I had difficulty understanding the following issues...
- I will research the following issues before the next class...
- I will discuss the following issues with my classmates before the next class...
- How I felt about what I have read...
- I will ask the lecturer to clarify the following issues in the next class...





# Use of the Reflective Journal in the TTT

- See **Reflective Journal** document included in the Preliminary Materials
- The idea of a reflective journal is to make brief entries at the end of each session on the various **learning outcomes** and **teaching methodologies** that you have experienced.
- There is no need to show your reflective journal to the trainers or to the other participants, but you should feel free to do so if you wish
- Participants may also record some general reflections at the end of each day. These may help in completing the evaluation form on the final day.



