

Colombo, Sri Lanka	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 1 (May 28th 2018)
8.30 – 9.00 am Session 1: 9.05 - 10.30 am	OPENING CEREMONY & GROUP PHOTO SESSION 1: INTRODUCTION TO THE COURSE

1. SESSION CONTENT

- Opening Ceremony + group photo
- Introductions (trainers, participants)
- Purpose of course and course structure/content
- Outline of course materials
- Concept of learning outcomes
- Teaching methodologies to be demonstrated during the course
- Reflective journal

2. TEACHING METHODOLOGY

- Class introduction exercise – assisting students to get to know each other and feel comfortable in the class-room situation
- Use of a reflective journal:
 - Similar to a diary
 - To be prepared at end of each session to record main learning outcomes
 - May include questions to be asked later or discussed with other participants
- Can assist in completion of course evaluation document in the closing session

3. SESSION STRUCTURE

	ACTIVITY	PRESENTER(S)/CONVENOR
8:30 – 9:00	Opening ceremony <ul style="list-style-type: none"> • Speeches by representatives of ADB, IUCNAEL and Country-based trainers • Group photo 	ADB Speaker – Ms. Sri Widowati, Country Director, ADB Sri Lanka Resident Mission IUCNAEL Speaker – Professor Rob Fowler, former Chair of IUCN Academy of Environmental Law and IUCNAEL Team Leader, TTT Program Country speakers: Sri Lanka: Professor Camena Guneratne, Open University of Sri Lanka, and India: Professor (Dr.) Sanjeevi Shanthakumar, GD Goenka University, .
9:00 – 9:05	Short break	

9:05 – 10:00	<p>Introduction of international trainers & IUCNAEL Project Manager</p> <p>Introduction of trainers (local)</p> <p>Introduction of ADB support team</p> <p>Introduction of participants</p>	<p>International trainers to introduce each other</p> <p>Local trainers to introduce each other Cristina Velez, ADB Knowledge Products Team, to lead</p> <p>Participants to introduce each other (Assistant Professor Dr. Nupur Chowdhury, Jawarlalal Nehru University, India, convenor)</p>
10:00 – 10:30	<p>Introduction to the program: Explanation of:</p> <ul style="list-style-type: none"> • Purpose • Structure and content • Focus on SDGs and climate change as key aspects of environmental law • Concept of learning outcomes • Teaching methodologies to be demonstrated during the course • Reflective Journal 	Rob Fowler

4. LEARNING OUTCOMES

4.1 Session Content

- Understand purpose and structure of the training program
- Identify the inter-active teaching methodologies to be demonstrated in the program

4.2 Teaching Methodology

- Enabling students to connect with others in the classroom through a class introduction exercise (ice break exercise)
- Understand the value of using a reflective journal to record main learning outcomes and to assist in completion of the course evaluation document in the closing session

COURSE MATERIALS

Preliminary Materials

- List of contents
- Welcome statements (IUCNAEL, ADB, Open University of Sri Lanka)
- Program organisers (ADB, IUCNAEL, Open university of Sri Lanka, Department of Law)
- Course Outline
- Explanation of Teaching Methodologies (and Summary)
- International trainers bios
- Local trainers bios
- List of participants
- Composite session plans

- Teaching exercises
- Reflective Journal
- Teaching resources
- Consent forms
- PP presentation: Introduction to the Course (Rob Fowler)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 1 (28 th May 2018)
Session 2: 11.00 am - 12.30 pm	2A: BUILDING ENVIRONMENTAL LAW CHAMPIONS 2B: GLOBAL, REGIONAL and NATIONAL ENVIRONMENTAL AND CLIMATE CHANGE ISSUES

1. SESSION CONTENT

- Introduction to ADB TTT Knowledge Platform
- Global/regional/national environmental issues

2. TEACHING METHODOLOGY

- Small-group structured discussion and report back to full class:
 - Can be used in large classes, as well as seminars and smaller groups
 - Ensure that all members of group actively participate in group discussion
 - Promote confidence in speaking publicly

3. SESSION STRUCTURE

	ACTIVITY	PRESENTER(S)/ CONVENOR
11:00 – 11:20	<ul style="list-style-type: none"> • ADB video on Environmental Law Champions (5 mins) • Presentation of ADB Knowledge Platform : http://www.teachenvirolaw.asia/ (15 mins.) 	Cristina Velez and Angelo Jacinto, ADB Knowledge Products team
11:20 – 11:35	<ul style="list-style-type: none"> • Introductory presentation on GEO-6 report (global and Asian perspectives) (15 mins.) • Note sustainability as a core challenge • Identify climate change as a major driver of unsustainability 	Professor Dr. Bharat Desai, Jawaharlal Nehru University
11:35 – 12.10	<ul style="list-style-type: none"> • Participants divided into 3 groups (2 from India and 1 from Sri Lanka) to identify 3 key national environmental and climate change issues (20 mins.) • Each group to select 1 person for a 5-minute report back to the class (15 mins) 	Local trainers to assist each group
12.10 – 12.30	<ul style="list-style-type: none"> • Plenary discussion on the environmental and climate change issues identified 	Bharat Desai to moderate

4. LEARNING OUTCOMES

- a. Session Content
 - Raise awareness of the ADB Knowledge Platform for the TTT project
 - Appreciation of the anticipated commitment by participants to the promotion of environmental law and its teaching in their country
 - Enhanced awareness of critical environmental issues, at global, regional and national levels
- b. Teaching Methodology
 - Demonstration of structured small group discussion

COURSE MATERIALS

- PP slides: GEO-6 regional report for Asia (Bharat Desai)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 1 (May 28th 2018)
Session 3: 1.30-3.00	INTRODUCTION TO ENVIRONMENTAL AND CLIMATE CHANGE LAWS : GOALS, PRINCIPLES & NORMS

1. SESSION TOPIC(S)

- Sustainable development and the UN Sustainable Development Goals (SDG's)
- National SD strategies and processes for reporting on implementation of SDGs
- Core principles/norms of environmental law
- Core components of environmental law (see Sessions 4-9)
- Relationship of environmental law to other disciplines (science, economics, ethics, philosophy)

2. TEACHING METHODOLOGY

- Small-group drafting activity and feed-back
- Free-form discussion in small groups

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
1.30 – 2.10	<p>Drafting exercise on legislative definition of “environment”:</p> <ul style="list-style-type: none"> • Participants to be divided into 5 groups to draft legislative definition of “environment” (10 mins.) • (Each group to write-up their legislative definition on whiteboard (5 mins.) • Class discussion on the definitions (10 mins) • Presentation of definitions in relevant environmental laws (15 mins.) 	<p>Local trainers to assist small groups</p> <p>Camena Guneratne to lead discussion</p> <p>Bharat Desai</p>
2:10 – 2:40	<p>Presentation: Introduction to Environmental and Climate Change Law</p> <ul style="list-style-type: none"> • Goals: Sustainable Development & the UN Sustainable Development Goals (SDGs) • National SD strategies and process for national reporting on implementation of SDGs • Core principles of environmental law (directing and design) and their links to the goal of Sustainable Development (e.g., precautionary and prevention principles) • Norms of environmental law: general rights and duties • Core components of environmental law, including climate change law (introduction to Sessions 4-8) 	<p>Professor Carmen Gonzalez, Seattle University</p>

	<ul style="list-style-type: none"> Relationship of environmental law to other disciplines (science, economics, ethics, philosophy and religion) <p>Q & A (5mins.)</p>	
2:40 – 3:00	Participants to divide into 5 groups (2 Sri Lanka, 3 India) for a free form discussion on how the SDGs are being implemented in your country	Facilitated by local trainers
3.00 – 3.30	Tea Break	

4. LEARNING OUTCOMES

4.1 Session topic

- Understand the Sustainable Development Goals and their implementation through national strategies, policies etc
- Understand the underlying foundations and core content of environmental law
- Understand relevance of other disciplines to the teaching of environmental law;

4.2 Learning methodology

- Appreciate function of definition exercise in assisting comprehension of the scope of environmental legislation
- Appreciate the nature and value of a free-form discussion in small groups.

COURSE MATERIALS

- PP presentation: Definitions of “environment” (Bharat Desai)
- PP Presentation: Introduction to Environmental and Climate Change Law (Carmen Gonzalez)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 1 (28 MAY 2018)
Session 4: 3.30-5.15	SPATIAL PLANNING AND ENVIRONMENTAL IMPACT ASSESSMENT (EIA) LAW

1. SESSION TOPIC(S)

- Relevant SDGs
- Spatial/land-use planning law
 - History of development
 - Planning policy instruments
 - Development control mechanisms
 - Appeal mechanisms
 - Related measures (e.g., coast protection laws)
 - Development facilitation laws
- Environmental impact assessment
 - Scope of EIA processes
 - Procedural elements (EIS etc.)
 - Public participation
 - Substantive mandate
 - Judicial oversight of EIA process
 - Strategic EIA
- Case study on EIA implementation: the Port City Project, Colombo

2. TEACHING METHODOLOGY

- Case study for a full class
- Small group discussion and report back to full class
- Use of a guest lecturer

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
3.30 - 4:00	Presentation: Overview of spatial planning and EIA law <ul style="list-style-type: none"> • Relevant SDGs • Planning law (history, policy, development control, appeals, other measures) • EIA law (history, scope, procedures, public participation, mandate, judicial oversight, strategic EIA) • Consideration of how SD principles (e.g., precaution) and climate change are reflected in planning and EIA laws Q & A (5 mins.)	Rob Fowler

4:00 – 4:20	Participants to divide into 5 groups (2 Sri Lanka, 3 India) for discussion with local trainers regarding relevance of presentation to India/Sri Lanka environmental law.	Local trainers
4:20 – 4:35	Report back by local trainers on discussions within groups	Local trainers
4:35 - 5:15	Case-study: examination of development proposal involving the operation of EIA legislation: Port City project (25mins presentation + 15 mins Q&A)	Guest Lecturer: Mr. Pulasthi Hewammane, Attorney-at-Law.

4. LEARNING OUTCOMES

4.1 Session topic

- Understand the purpose of spatial planning law, particularly the balancing of economic and environmental factors.
- Understand the purpose and scope of EIA law and underlying procedures

a. Learning methodology

- Use of small-group discussion and report back mechanism
- Understand the role of the case-study as a learning tool.
- Appreciate the value of an expert, guest lecturer

COURSE MATERIALS

- PP presentation: Spatial Planning and EIA Law (Rob Fowler)
- Case study: Port City project, Colombo (Pulasthi Hewammane)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 2 (29 th May 2018)
Session 5 : 9.00 – 10.45 am	ENVIRONMENTAL PROTECTION LAW

1. SESSION CONTENT

- Relevant SDGs
- General v specific environment protection laws
- National v sub-national laws
- Scope of environment protection laws:
 - Pollution (air, water, land, marine, noise)
 - Waste management (including hazardous wastes)
 - Site contamination
 - Risk assessment (chemicals, radioactive substances, GMO's etc.)
 - Integrated environmental management
- Institutional arrangements
- Regulatory Tools: Standards, approvals, licences, orders
- Economic tools: pollution taxes and emissions trading systems
- Enforcement mechanisms (criminal and civil)
- Voluntary schemes (ISO 14001, etc.)

2. TEACHING METHODOLOGY

- Tutorial problem – demonstration of traditional tutorial format

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
9:00 – 9:30	Presentation on environmental protection law <ul style="list-style-type: none"> • Relevant SDGs • Scope of environmental protection law (pollution, wastes, chemicals, site contamination and recent extension to carbon emissions) • General v specific environment protection laws • National – v sub-national laws • Institutional arrangements • Regulatory tools: standards, approvals, licences, orders • Economic tools: pollution taxes and emissions trading systems • Enforcement mechanisms (criminal and civil) • Voluntary schemes (e.g., ISO 14001 accreditation) Q & A (5 mins.)	Carmen Gonzalez
9:30 – 9:50	Participants to divide into 5 groups (mixed) for discussion with local trainers re relevance of presentation to India/Sri Lanka environmental law	Local trainers

9.50-10.05	Report back by representative from each group on discussions within groups (3 mins each)	
10.05 – 10:45	Tutorial exercise: hypothetical problem regarding water pollution from industrial chemical waste (participants to be allocated to 3 groups (1 Sri Lanka, 2 India) with local trainers to lead tutorial discussion; international trainers to observe and contribute as appropriate)	All trainers
10.45 – 11.00	Tea Break	

4. LEARNING OUTCOMES

4.1 Session content

- Understanding the various elements of environmental protection law and the trend towards integration of these elements (general v specific laws)
- Understanding of the tools/mechanisms for environmental protection and for the enforcement of environment protection legislation
- Appreciation of relevance of administrative arrangements (where multiple levels of government involved)

4.2 Teaching methodology

- Use of tutorial format to develop the ability of students to apply relevant legislation to a particular problem - in this instance, industrial wastewater pollution (demonstration of problem based learning approach).

COURSE MATERIALS

- PP presentation on Environment Protection Law (Carmen Gonzalez)
- Tutorial problem : Industrial wastewater pollution (see Preliminary Materials – Teaching Exercises – separate problems for Indian and Sri Lankan participants)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 2 (29 th May 2018)
Session 6 : 11.00-12.30	PROTECTION OF BIODIVERSITY/ NATURAL AND CULTURAL HERITAGE

1. SESSION TOPIC(S)

- Relevant SDGs
- Concept of biodiversity and mechanisms for its protection:
 - Protected areas (terrestrial and marine)
 - RAMSAR wetlands.
 - Endangered and threatened species (listing, trade regulation)
 - Bio-safety measures
- Concepts of natural and cultural heritage (built, indigenous, intangible, moveable items, right to identity) and links between them
- Purpose of natural and cultural heritage laws and mechanisms employed to achieve these purposes
- Role of biodiversity protection laws in supporting climate change mitigation and adaptation

2. TEACHING METHODOLOGY

- Use of film/video in the classroom
- “Free form” full class discussion

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
11:00 – 11:30	Presentation: <ul style="list-style-type: none"> • Relevant SDGs • Concept of biodiversity and mechanisms for its protection (protected areas, species listings, regulation of trade etc) • concepts of natural and cultural heritage and links between them; • purpose of natural and cultural heritage laws and mechanisms employed to achieve these purposes • role of biodiversity protection laws in supporting climate mitigation and adaptation Q & A (5 mins.)	Bharat Desai
11:30 – 11:45	Participants to divide into 3 groups (mixed) for discussion with local trainers re relevance of presentation to India/Sri Lanka environmental law	Local trainers
11.45-12.00	Report back by selected participant from each group	
12:00 – 12.15	Short films on iconic natural/cultural heritagesites in India/Sri Lanka (10 mins.) + debrief on film (5 mins.)	Camena Guneratne to introduce films
12.15 – 12:30	“Free form” class discussion: “What in India/Sri Lanka is worth protecting in terms of its natural/cultural heritage, why, and how?”	Sanjeevi Shanthakumar

12.30 – 1.30	Lunch	

4. LEARNING OUTCOMES

a. Session Topic

- Understanding the concepts of biodiversity and natural and cultural heritage and the links between them
- Understanding the mechanisms for the protection of biodiversity and natural and cultural heritage
- Identifying the purpose of legal measures concerning biodiversity/ natural and cultural heritage
- Examining the role of biodiversity protection laws in supporting climate change measures

b. Teaching Methodology

- Appreciating the value of “inspirational” material by using films to enhance student interest in the subject of environmental law
 - Understanding the value of a free-form class discussion
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COURSE MATERIALS

- PP presentation on protection of biodiversity/natural and cultural heritage (Bharat Desai)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAWS IN ASIA AND THE PACIFIC
SESSION PLAN	Day 2 (29 th May 2018)
Session 7 : 1.30-3.15	NATURAL RESOURCES MANAGEMENT LAW

1. SESSION TOPIC(S)

- Relevant SDGs
- Introductory overview of natural resources law
- Nature of “eminent dominant” as basis of natural resources laws
- Mechanisms for allocation of rights to natural resources (permits, licences, title, etc.)
- Integrated natural resources management
- Overview of relevant national measures
 - Land (including indigenous land rights)
 - Water
 - Forests
 - Minerals and petroleum
 - Fisheries
- Role of NRM laws in supporting climate change mitigation and adaptation

2. TEACHING METHODOLOGY

- Role play exercise (Part One)

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
1.30 – 2.00	Presentation: Overview of natural resources management law: <ul style="list-style-type: none"> • Relevant SDGs • Eminent domain as basis of natural resources legislation • Mechanisms for allocation of rights to natural resources (permits, licences, title, etc.) • Integrated natural resources management • Public participation in natural resources management • Overview of relevant national measures: <ul style="list-style-type: none"> ○ Land (including indigenous land rights/communal title) ○ Water ○ Forests ○ Minerals and petroleum ○ Fisheries • Role of natural resources management laws in supporting climate mitigation and adaptation (e.g., sustainable management of carbon sinks, including soils, wetlands and forests) Q & A (5 mins.)	Rob Fowler
2.00 – 2.15	Participants to divide into 3 groups (mixed) for discussion with local trainers re relevance of presentation to India/Sri Lanka	Local trainers

2.15 – 2.30	Report back by selected participant from each group	
2:30 – 3:15	<p>Role play (part 1): re contamination of residential area by previous industrial pollution</p> <ul style="list-style-type: none"> Describe nature of role-play exercise and allocate participants to small groups – 5 - 6 persons/role + identify two mediators (10 mins.) Small groups to work on their contribution to the role-play (with local/international trainer in each group) (35 mins.) 	<p>Rob Fowler to introduce</p> <p>Local + international trainers</p>
3.15 – 3.45	Tea Break	

4. LEARNING OUTCOMES

4.1 Session Topic

- Understanding the legal concepts of ownership and allocation of natural resources
- Understanding the shift from resource exploitation to sustainable and integrated natural resources management
- Understanding the role of resource-specific legislative schemes and their relationship with other environmental laws
- Explore role of NRM legislation in supporting climate change measures.

4.2 Teaching Methodology

- Understanding the concept of a role play by preparing to engage in this activity (to be conducted in Session 12)

READING MATERIALS

- PP presentation on overview of natural resources law (Rob Fowler)
- Role-play description (see preliminary materials – teaching exercises)
- Note: separate document setting out role statements for each group to be distributed to the small groups in class

SESSION PLAN	Day 2 (29 th May 2018)
Session 8 : 3.30 – 5.15	CLIMATE CHANGE/ CLEAN ENERGY LAW

1. SESSION TOPIC(S)

- Introduction to climate change science (causes, impacts, etc.)
- International mitigation measures (UNFCCC/Kyoto Protocol/ Paris Agreement)
- Links between Paris Agreement and SDGs
- NDCs under the Paris Agreement
- domestic mitigation measures – carbon tax, emission trading schemes, emission standards, clean energy legislation)
- Use of REDD and flexible mechanisms
- Adaptation measures

2. TEACHING METHODOLOGY

- Full class guided brainstorming exercise
- MEA Research exercise (distribution)

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
3.45 – 4.15	Presentation: <ul style="list-style-type: none"> • the science of climate change (causes, impacts) • international mitigation measures (including Paris Agreement) • Use of REDD and flexible mechanisms • Links between Paris Agreement and SDGs • NDCs: reporting and accountability mechanisms • Domestic mitigation measures (carbon tax, emissions trading schemes, clean energy legislation etc.) • Adaptation measures Q & A (5mins.)	Carmen Gonzalez
4.15 – 4.45	Presentations on climate change legislation and NDC implementation (15 mins. each) <ul style="list-style-type: none"> • India • Sri Lanka 	Bharat Desai Camena Guneratne
4.45 – 5.00	Guided brainstorming exercise (full class) <ul style="list-style-type: none"> • participants to address the question of “what role can environmental law scholars play in the implementation of NDCs in their country?” (with 3 participants to facilitate the discussion for 5 minutes each) 	Select 3 participants (2 from India/1 from Sri Lanka) as discussion facilitators

4.45 – 5.00	Constructive Feed-back session: <ul style="list-style-type: none"> • participant facilitators to reflect on their efforts • class to give constructive feed-back to facilitators • feed-back by trainer to class and facilitators • participants to reflect on feed-back session (reflective journal) 	All trainers
5.00 – 5.15	Distribution of MEA research exercise (5 small groups to be assigned a particular MEA each – UNFCCC, CBD, CITES, World Heritage Convention & Basel Convention): <ul style="list-style-type: none"> • When did India/Sri Lanka sign/ratify the particular MEA? • What implementing legislation has been adopted? • What are the administrative arrangements for this legislation? • What are the key measures in the implementing legislation? [Groups to present their “assignment” in full class in Session 11]	Carmen Gonzalez

4. LEARNING OUTCOMES

4.1 Session Topic

- Understand the basic science of climate change
- Understand the international regime on climate change (including REDD)
- Understand the scope and content of domestic climate law
- Understand emerging developments in clean energy law

4.2 Teaching Methodology

- Understand the value of a brainstorming exercise to generate ideas
- Ability to give constructive feedback to peers
- Understand the relevance of, and possible approaches to, teaching climate change and clean energy law as part of an environmental law course

READING MATERIALS

- PP presentation on climate change and clean energy law (Carmen Gonzalez)
- MEA Research Assignment (see Course Materials – Teaching Exercises)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 3 (30th May 2018)
Session 9 : 9.00 - 10.30	ENVIRONMENTAL DISPUTE RESOLUTION AND THE ROLE OF THE JUDICIARY

1. SESSION TOPIC(S)

- Environmental litigation - a comparative perspective
 - Criminal law (compliance and enforcement)
 - Administrative law (public interest litigation – judicial review, civil enforcement)
 - Civil law (liability for environmental harm/ class action procedure)
- Appeal processes (administrative and legal)
- Specialist environmental courts (Including India's National Green Tribunal)
- Role of the judiciary (guest presentation)
- Perspective on public interest environmental litigation

2. TEACHING METHODOLOGY

- Use of guest lecturers

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
9:00 – 9:20	Presentation: overview of environmental litigation from a comparative perspective <ul style="list-style-type: none"> • Relevant SDGs • Public interest environmental litigation (PIEL): judicial review and civil enforcement • Innovative climate change-related PIEL (Urgenda, Juliana cases etc.) • administrative remedies and merits appeals • class actions • specialist environmental courts • publication and enforcement of judgments Q & A for 5 mins	Rob Fowler
9.20-9.25	The Indian Experience with the National Green Tribunal	Bharat Desai
9:25 – 9.50	Guest Presentation: The role of the judiciary in the operation of environmental law and emerging climate change law Q & A for 5 mins	Justice Priyantha Jawardene, Judge of the Supreme Court of Sri Lanka – to be

		introduced by Camena Guneratne
9.50-10.15	Guest presentation - A practitioner's perspective on public interest environmental litigation Q & A for 5 mins	Anandal Nanajakkara, Attorney-at - Law - to be introduced by Camena Guneratne
10.15 - 10.30	Panel discussion	Rob Fowler and Guest Presenters
10.30 - 11.00	Tea Break	

4. LEARNING OUTCOMES

a. Session Topic

- Awareness of the various forms of environmental litigation available to resolve environmental disputes
- Awareness of the particular role of the judiciary in dealing with environmental disputes

b. Teaching Methodology

- Appreciating the capacity to use guest lecturers

READING MATERIALS

- PP presentation on comparative perspectives re environmental litigation (Rob Fowler)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 3 (30 th May 2018)
Session 10 : 11.00 – 12.30	RIGHTS IN ENVIRONMENTAL AND CLIMATE CHANGE LAW

1. SESSION TOPIC(S)

- Rights-based approaches in environmental law:
 - Substantive rights (including human rights/rights to nature/environmental constitutionalism)
 - Procedural rights (ICJ & Aarhus convention)
- The role of environmental law clinics

2. TEACHING METHODOLOGY

- Structured small group discussion

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
11.00 – 11.20	Presentation: <ul style="list-style-type: none"> • substantive rights in environmental law (using a comparative approach): <ul style="list-style-type: none"> - human rights and the environment - recognition of right to a clean and healthy environment (and links to SDGs) - environmental constitutionalism - Emerging recognition of rights for nature/public trust doctrine - Rights-based approaches to climate change (e.g., re small island states, indigenous peoples) • Procedural rights in environmental law: <ul style="list-style-type: none"> - Aarhus Convention and procedural rights - Recognition of right to information by International Court of Justice 	Bharat Desai
11.20 - 11.40	Comments by Judge followed by Q & A	
11.40 – 12.00	Presentation on role of environmental law clinics (20 mins)	Carmen Gonzalez
12.00 – 12.30	Three small groups for a structured discussion to answer the following question (15 mins.) – “what are the challenges in establishing and operating an environmental law clinic in your law school?” Feedback from each group by a selected participant (15 min)	
12:30 – 1.30	Lunch Break	

4. LEARNING OUTCOMES

- a. Session Topic
 - Awareness of the emergence of rights-based approaches in environmental law (particularly via human rights law and recognition of rights to nature)
 - b. Teaching Methodology
 - Experience use of a structured small-group discussion exercise with feed-back to full class
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READING MATERIALS

- Presentation on environmental rights (Bharat Desai Paterson)
- Presentation on the role of environmental clinics (Carmen Gonzalez)

SESSION PLAN	Day 3 (30 th May 2018)
Session 11 : 1.30 - 3.00	INTERNATIONAL ENVIRONMENTAL LAW

1. SESSION TOPIC(S)

- Overview of International environmental law (sources, basic principles, interface with domestic environmental law)
- The role of the moot as a teaching tool

2. TEACHING METHODOLOGY

- Mooting (discussion)
- Guided research exercise

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER/CONVENOR
1.30 – 2.10	Presentation: <ul style="list-style-type: none"> - International law and its relationship with IEL - Sources and key concepts of IEL (including goal of sustainable development and relevant general principles) - Distinction between hard and soft law - Key international institutions - Summary of major MEAs (for climate change, see also Session 8) - Environmental dispute resolution at the international level - the role of the International Court of Justice and the Permanent Court of Arbitration - The role of the law moot as a teaching tool Q & A + discussion re mooting (10 mins.)	Carmen Gonzalez
2:10 – 2:30	Presentation on the process for ratification of treaties in India/Sri Lanka	Sanjeevi Shanthakumar (India) / Camena Guneratne (Sri Lanka)
2.30 – 3.00	Research exercise: National implementation of MEA's : groups to present their written "research assignment" in full class (5 X 5 minutes each] Class discussion (5 mins.)	Carmen Gonzalez

3.00 -- 3.30	Tea Break (and final preparation for role-play)	
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4. LEARNING OUTCOMES

- a. Session Topic
 - Understand basic aspects of international environmental law (sources, principles etc.)
 - Appreciate the relationship between national and international environmental law, including the influence that IEL can have on national law and vice versa
 - Understand the process and level of national implementation of selected multinational environmental agreements
 - b. Teaching Methodology
 - Understand the role of a guided research exercise
 - Understand the role of moots as a learning tool for students
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READING MATERIALS

- PP presentation on overview of IEL, including presentation on the role of the law moot (Carmen Gonzalez)
- Presentations on process for ratification of treaties in Sri Lanka (Camena Guneratne) and India (Sanjeevi Shanthakumar)

SESSION PLAN	Day 3 (30 th May 2018)
Session 12 : 3.30 – 5.00	ALTERNATIVE APPROACHES TO ENVIRONMENTAL DISPUTE RESOLUTION - ROLE-PLAY EXERCISE

1. SESSION TOPIC(S)

- Alternative approaches to environmental dispute resolution (mediation) - role-play exercise, as explained to participants in Session 7

2. TEACHING METHODOLOGY

- Role-play exercise (Part 2)

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
3:30 – 4:30	Participants to engage in various roles, as previously allocated, for purposes of conducting a simulated mediation exercise + reflection on legal issues raised at conclusion of role play	Selected co-mediators to lead the exercise
4.30 – 5.00	Class discussion: <ul style="list-style-type: none"> feedback on the process, including some reflections and critique of the value of mediation to resolve environmental disputes (20 mins) Short class discussion: participants to reflect on whether and how they might incorporate a role play into an environmental law course. (10 mins) 	All trainers Sarweswaran Arulanantham + Rob Fowler to moderate discussion

NOTE: detailed guidance on how to set up and conduct this role-play exercise is provided in the Preliminary Materials – teaching exercises folder.

3. LEARNING OUTCOMES

3.1 Session Topic

- Appreciation of the role of alternative approaches such as mediation to the resolution of environmental disputes. The advantage and disadvantages of mediating an environmental dispute.
- Awareness of the multiple, and often conflicting, interests involved in most environmental disputes

3.2 Teaching Methodology

- Appreciation of the function of a role-play exercise in enhancing student understanding of the nature of environmental disputes and of alternative approaches to their resolution

READING MATERIALS

- Materials provided for Session 7 (see preliminary materials + role statements handed out to each group in Session 7)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 4 (31st May 2018)
Session 13 : 9.00 – 10.10 am	REGIONAL ENVIRONMENTAL LAW

1. SESSION TOPIC(S)

- Overview of regional environmental law in South Asia and other regions
- Dealing with trans-boundary issues through regional arrangements – case studies

2. TEACHING METHODOLOGY

- Case study of regional environmental issues:
 - India-Sri Lanka fisheries dispute
 - Sethusamundram canal project

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
9.00 – 9.30	Presentation: Overview of regional environmental law systems in South Asia (including recognition of goal of sustainable development and measures regarding climate change) (25 mins) Q& A (5 mins.)	Bharat Desai
9.30 – 10.30	Presentation (20 mins) and class discussion (10 mins) for each case study on a regional environmental issue: (a) Fisheries dispute between India and Sri Lanka (b) Sethusamundram project	Dr. Steven Creech Sanjeevi Shanthakumar
10.30 – 11.00	Tea Break	

4. LEARNING OUTCOMES

- a. Session Topic
 - Understanding the links between regional and domestic environmental law
- b. Teaching Methodology

- Understanding how case studies can be used to analyse strengths and weaknesses of regional arrangements
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READING MATERIALS

- PP presentation on ASEAN regional arrangements (Bharat Desai)
- PP presentations on:
 - India-Sri Lanka fisheries dispute (Steven Creech)
 - Sethusamundram canal project (Sanjeevi Shanthakumar)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC CHAMPIONS
SESSION PLAN	Day 4 (31st May 2015)
Session 14 : 10.30-12.00	DESIGNING AN ENVIRONMENTAL AND CLIMATE CHANGE LAW COURSE (Part 1) – REVIEW OF TEACHING METHODOLOGIES

1. SESSION TOPIC(S)

- Review of teaching formats and methodologies
- Technology-based approaches (electronic resources, distance (online) learning)

2. TEACHING METHODOLOGY

- Use of electronic resources as a teaching tool
- Seminar format

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
11.00 – 11.10	Introduction: Designing an Environmental and Climate Change Law Course – Methodology Options	Rob Fowler
11.10 – 11.50	Plenary discussion of technology-based approaches: <ul style="list-style-type: none"> - Educating millenials on the use of technology in teaching (10 mins) - Online environmental and climate change law resources (15 mins) - Online teaching platforms (10 mins) (see also list of Electronic Data-Bases in preliminary materials (under “Teaching Resources”)) Q & A (5 mins)	Sanjeevi Shanthakumar Nupur Chowdhury Camena Guneratne
11.50 – 12.30	Seminar: <ul style="list-style-type: none"> • Review and discussion of teaching methodologies used in the course, including use of reflective journals maintained during the course by participants (lectures, seminars, tutorials, group work, class presentations, role-play, etc.) • Discussion on lecturing skills (divide into 3 seminar groups to discuss challenges in using methodologies (20 mins.); report back from groups (10 mins.); and plenary seminar-style discussion (10 mins.))	Local trainers to lead seminar groups Carmen Gonzalez to moderate report-back/discussion

12.30 – 1.30	Lunch break and preparation for field trip	
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4. LEARNING OUTCOMES

a. Session Topic

- Evaluating the effectiveness of the different teaching methodologies available for environmental law
- Understanding how to make use of electronic teaching resources
- Understanding the nature of the online teaching platform

b. Teaching Methodology

- Experiencing the format of a seminar
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READING MATERIALS

- Presentation: Designing an environmental law course – methodology options (Rob Fowler)
- Teaching methodologies document + summary document (included in the preliminary materials)
- Environmental law Electronic Data-bases document (included in the preliminary materials – teaching resource materials)
- Presentations: Technology-based approaches to teaching environmental law (Tracy Bach)
- Presentations:
 - Educating millenials on the use of technology in teaching (Sanjeevi Shanthakumar)
 - Online environmental and climate change law resources (Nupur Chowdhury)
 - Online teaching platforms (Camena Guneratne)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 4 (31 st May 2018)
Sessions 15 & 16 : 1.30 - – 8.30 pm	FIELD TRIP and COURSE DINNER

1. SESSION TOPIC(S)

- Undertake a field trip where issues re the protection of biodiversity can be explored.

2. TEACHING METHODOLOGY

- Field trip to Bellawila-Attidiya Sanctuary

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
1.30 – 1.45	Field Trip Presentation: <ul style="list-style-type: none"> • Safety/security briefing • Distribution of field trip materials 	Rob Fowler
1.45 – 2.45	Travel by bus to field trip site	
2.45 – 3.00	First stop (Bellanwila Park and Walkway) - Briefing on flood mitigation efforts	Prof. Devaka Weerakoon, Department of Zoology, University of Colombo Dr. Nalin Wikramanayake, Department of Civil Engineering, Open University of Sri Lanka.
3.00 - 4.00	Second stop - Walking tour of the Bellanwila wetlands	
4.00 – 4.15	Visit to wildlife rehabilitation centre	
4.15 – 5.15	De-briefing session (at Central Environmental Authority Centre) <ul style="list-style-type: none"> • Discussion of legal and policy issues arising • discussion of field trip as a teaching methodology, including rationale, logistical considerations, safety issues, and function of the de-brief 	All trainers
5.15 – 6.00	Travel to dinner venue (OZO Hotel restaurant)	
6.00 – 8.00	Course Dinner	
8.00 – 8.30	Return by bus to hotel	

4. LEARNING OUTCOMES

- a. Session Topic
 - Observing through a field trip a practical example of how environmental law applies to a particular environmental issue or problem

 - b. Teaching Methodology
 - Learning to design a field trip
 - Understanding how it relates to the environmental law course
 - Understanding the role and responsibilities of the teacher in organising a field trip
 - Understanding the use of experts in conducting the field trip
 - Understanding how to debrief after a field trip
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READING MATERIALS

- Field trip information materials (see Preliminary Materials)
- Refer also to field trip planning section in teaching methodologies document (see Preliminary Materials)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 5 (1st JUNE 2018)
Session 17 : 9.00-10.am	DESIGNING AN ENVIRONMENTAL AND CLIMATE CHANGE LAW COURSE (PART 2) - THE ROLE OF ASSESSMENT & REVIEW OF ASSESSMENT OPTIONS

1. SESSION TOPIC(S)

- The role of assessment
- Summative and formative types of assessment
- Different assessment techniques
- Provision of feed-back

2. TEACHING METHODOLOGY

- Free-form, self-directed small group discussion

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER/CONVENOR
9:00 – 9:15	Presentation: Role of assessment <ul style="list-style-type: none"> • The need for assessment • Linking learning to assessment (learning outcomes) • Constructive feed-back (oral and written) • Assessment options • Plagiarism 	Carmen Gonzalez
9:15 – 9:30	Presentation: Assessment options: <ul style="list-style-type: none"> • Prescriptive v consultative assessment schemes • Oral v written assessment • Examination v written assignment (including nature of examination (e.g., take home?)) • Class presentations (individual v group assessment) • Problem-based v essay-style v multiple choice • Self-assessment v peer-assessment 	Bharat Desai
9.30 - 10:00	Participants to be divided into three groups to discuss their preferences for assessment options (free-form, self-directed discussion)	
10.00 – 10.30	Report back from groups by selected participants (10 mins. each group) and plenary discussion	Sarweswaran Arulunatham to moderate
10.30 – 11.00	Tea Break	

4. LEARNING OUTCOMES

a. Session Topic

- Understanding how assessment supports the learning objectives of an environmental law course
- Appreciating the range of assessment options available when teaching an environmental law course

b. Teaching Methodology

- Understanding how to make use of self-directed discussion to enable students to develop insights through interactive discussion
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READING MATERIALS

- Session plan
- PP Presentation: The Role of Assessment (Carmen Gonzalez)
- PP Presentation; Assessment Options (Bharat Desai)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 5 (1 st JUNE 2018)
Session 18 : 11.00 - 12.30	DESIGNING AN ENVIRONMENTAL AND CLIMATE CHANGE LAW COURSE (Part 3) – SYLLABUS DESIGN EXERCISE

1. SESSION TOPIC(S)

- Self-guided exercise for each participant to design an environmental and climate change law course syllabus (utilising subject-matter and methodologies demonstrated in TTT course)

2. TEACHING METHODOLOGY

- Participants to work in groups of five persons

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER/CONVENOR
11:00 – 12:30	Participants to divide into 6 groups to prepare an environmental and climate change law syllabus for undergraduates in the LL.B programme in your country that addresses the following: <ul style="list-style-type: none"> - Course content (areas of environmental and climate change law to be taught); - Use of different teaching methodologies; and - assessment options 	Rob Fowler to coordinate
12.30 – 1.30	Lunch break	

4. LEARNING OUTCOMES

- Session Topic
 - Application of learnings gained during the TTT course through development of an outline and detail of an environmental law course
- Teaching Methodology

- Understanding another use of small group teaching and peer assessment
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READING MATERIALS

- Course syllabus design template (see preliminary materials – teaching exercises).

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 5 (1st JUNE 2018)
Session 19: 1.30-3.15	DESIGNING AN ENVIRONMENTAL AND CLIMATE CHANGE LAW COURSE (PART 4) – PRESENTATION of COURSE SYLLABUS

1. SESSION TOPIC(S)

- Presentation by each group of their course syllabus outlines and plenary, free-form discussion of the presentations
- Overview of IUCN Academy of Environmental Law and IUCN World Commission on Environmental Law

2. TEACHING METHODOLOGY

- Free-form full class discussion

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
1.30 – 2.30	Presentation of the syllabus by a representative from each group (10 mins each)	All trainers
2.30 – 2.45	Plenary free-form discussion on the syllabus presentations.	All trainers
2.45 – 3.00	<ul style="list-style-type: none"> • Description of the IUCN Academy of Environmental Law (see also: list of IUCNAEL Teaching Resources in preliminary materials (under “Teaching Resources”)) • Description of the IUCN World Commission on Environmental Law 	Carmen Gonzalez Rob Fowler
3.00 – 3.30	Tea Break	

4. LEARNING OUTCOMES

- Session Topic
 - Design of an environmental and climate change law course syllabus
 - Role of IUCNAEL and IUCN WCEL

b. Teaching Methodology

- Appreciation of value of collaborative small-group discussion in identifying and addressing challenges with respect to development and delivery of an environmental law course syllabus
 - Use of free-form discussion amongst whole class to identify issues and challenges
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READING MATERIALS

- Presentation on IUCNAEL & IUCN WCEL (Carmen Gonzalez and Rob Fowler)
- IUCNAEL membership application form (See Preliminary Materials – Teaching Resources folder)

COLOMBO, SRI LANKA	STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC
SESSION PLAN	Day 5 (1 st JUNE 2018)
Session 20 : 3.45 - 5.00pm	CLOSING SESSION: COURSE OUTCOMES & REVIEW

1. SESSION TOPIC(S)

- Class discussion of course outcomes and in-country networking opportunities
- Course evaluations
- Closing ceremony

2. TEACHING METHODOLOGY

- Class feed-back at conclusion of a course
- Use of course evaluation instruments

3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
3.30 - 4.00	Discussion of course outcomes and in-country networking for India and Sri Lanka – Where to next? Participants to divide into two country groups for discussion	Rob Fowler + Camena Guneratne + Sanjeevi Shanthakumar
4.00 - 4.30	Report back and plenary discussion	
4.30 - 4.45	Completion of Program Evaluation Form by participants	
4.45 - 5.30	Closing Ceremony: Closing speeches + presentation of Course Certificates	All trainers

3. LEARNING OUTCOMES

3.1 Session Topic

- Participants and trainers to jointly identify areas of possible net-working activity within their country, including the delivery of future TTT courses

3.2 Teaching Methodology

- Demonstration of value of class feed-back at the conclusion of a course on possible improvements
- Demonstration of the use of a course evaluation

READING MATERIALS

- Course evaluation form
- Course completion certificates (to be presented in Closing Ceremony).