



Commitment to Excellence



**ADB Regional Capacity Development Technical Assistance
Strengthening Capacity for Environmental Law in the Asia-Pacific:
Developing Environmental Law Champions
Train-the-Trainers Program
November 27- December 1, 2017
Siem Reap, Cambodia**

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS) |
| SESSION PLAN | Day 1 (Nov 27 th 2017) |
| 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

| TIME | ACTIVITY | PRESENTER(S)/CONVENOR |
|---------------|---|--|
| 8:30 – 9:00 | Opening ceremony <ul style="list-style-type: none"> • Speeches by representatives of ADB, IUCNAEL and host institution (Pannasastra University of Cambodia, • School of Law and Public Affairs) • Group photo | ADB Speaker – Sonia Chand Sandhu, Senior Advisor to Vice-President, Knowledge Management and Sustainable Development, ADB IUCNAEL Speaker – Professor Rob Fowler, former Chair of IUCN Academy of Environmental Law and Team Leader, TTT Program Dr. Sam-Ang Sam, Chancellor, Paññāsāstra University of Cambodia |
| 9:00 – 9:05 | Short break | |
| 9:05 – 10:00 | Introduction of international trainers & IUCNAEL Project Manager Introduction of trainers (local) Introduction of participants | Rob Fowler, IUCNAEL Team Leader Phallack Kong Phallack Kong |
| 10:00 – 10:30 | Introduction to the course: Explanation of: <ul style="list-style-type: none"> • Course purpose and structure/content • Concept of learning outcomes • Teaching methodologies to be demonstrated during the course • Reflective Journal • ADB video on Environmental Law Champions | 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

- Welcome statements (IUCNAEL, ADB)
- Program organisers (ADB, IUCNAEL, U o C)
- Course Outline
- Explanation of Teaching Methodologies

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| | <ul style="list-style-type: none"> • International trainers bios • Local trainers bios • List of participants • Composite session plans • Teaching exercises • Reflective Journal • Teaching resource materials • PP presentation: Introduction to the Course (Rob Fowler) |
| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS) |
| SESSION PLAN | Day 1 (27 November 2017) |
| Session 2: 11.00 am - 12.30 pm | 2A: BUILDING ENVIRONMENTAL LAW CHAMPIONS AND 2B: GLOBAL & REGIONAL ENVIRONMENTAL ISSUES |

1. SESSION CONTENT

- Introduction to ADB TTT web-site and SELT Report
 - Global/regional/national environmental issues
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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
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3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER(S)/CONVENOR |
|---------------|--|--|
| 11:00 – 11:20 | <ul style="list-style-type: none"> • Presentation of ADB web-site: http://www.teachenvirolaw.asia/ (15 mins.) | Angelo Jacinto, ADB consultant Cristina Velez, ADB consultant |

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| | | <ul style="list-style-type: none"> Introduction to the State of Environmental Law Teaching (SELT) Report | Joyce Melcar Tan, ADB consultant |
| 11:45 – 12:10 | | <ul style="list-style-type: none"> Participants divided into 5 groups (3 Cambodia/2 Laos) to identify 5 key national environmental issues (25 mins.) | Local trainers |
| 12.10 – 12.20 | | <ul style="list-style-type: none"> Presentation on Cambodia Environmental Issues (10 mins.) | Hoy Sereivathanak Reasey |
| 12.20-12.30 | | <ul style="list-style-type: none"> Presentation on green projects in Cambodia and Laos - policy and implementation challenges | Sonia Chand Sandhu |
| 12.30 – 1.30 | | Lunch | |

4. LEARNING OUTCOMES

- a. Session Content
 - Appreciation of the concept of environmental champions and an associated commitment to the promotion of environmental law and its teaching
 - 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 (Sandy Paterson)
- Presentation on Cambodia Environmental Issues (Hoy Sereivathanak Reasey)
- Presentation on green projects in Cambodia and Laos - policy and implementation challenges (Sonia Chand Sandhu)

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| SIEM REAPI | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 1 (November 27th 2017) |
| Session 3: 1.30-3.00 | INTRODUCTION TO ENVIRONMENTAL LAW: GOALS, PRINCIPLES & NORMS |

1. SESSION TOPIC(S)

- Sustainable development and the UN Sustainable Development Goals (SDG's)
 - 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)
 - Challenges in teaching environmental law to non-law students
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2. TEACHING METHODOLOGY

- Small-group drafting activity and feed-back
 - "Free form" discussion in small groups
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3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 1.30 – 2.10 | Drafting exercise on legislative definition of "environment": | Local trainers to assist small groups |

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| | <ul style="list-style-type: none"> • Participants to be divided into groups of 5 to draft legislative definition of “environment (10 mins.) • Each group to write-up their legislative definition (5 mins.) • Class feed-back/discussion on definitions (10 mins.) • Presentation of definitions in relevant environmental laws (15 mins.) | Amanda Kennedy Phallack Kong Khemnguen Pongmala |
| 2:10 – 2:40 | <p>Presentation: Introduction to Environmental Law</p> <ul style="list-style-type: none"> • Goals: Sustainable Development & the UN Sustainable Development Goals (SDGs) • Core principles of environmental law (directing and design) • Norms of environmental law: general rights and duties • Core components of environmental law (introduction to Sessions 4-8) • Relationship of environmental law to other disciplines (science, economics, ethics, philosophy and religion) • Challenges in teaching environmental law to non-law students <p>Q & A (5mins.)</p> | Rob Fowler |
| 2:40 – 3:00 | Participants to divide into 5 groups for a free form discussion with local trainers on how the precautionary principle could be implemented in practice in your country | Local trainers |
| 3.00 – 3.30 | Tea Break | |

4. LEARNING OUTCOMES

4.1 Session topic

- Understand the Sustainable Development Goals and their implementation
- Understand the underlying foundations and core content of environmental law
- Understand relevance of other disciplines to the teaching of environmental law;
- Examine particular challenges in teaching environmental law to non-law students

4.2 Learning methodology

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

COURSE MATERIALS

- PP presentation: Definitions of “environment” (Amanda Kennedy, Phallack Kong and Khemnguen Pongmala)
- PP Presentation: Introduction to Environmental Law (Rob Fowler)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 1 (27 November 2017) |
| Session 4: 3.30-5.15 | ENVIRONMENTAL (SPATIAL) PLANNING AND ENVIRONMENTAL IMPACT ASSESSMENT (EIA) LAW |

1. SESSION TOPIC(S)

- 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 Bakun Dam, Malaysia

2. TEACHING METHODOLOGY

- Case study for a full class
 - Small group discussion and report back to full class
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3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 3.30 - 4:00 | <p>Presentation: Overview of environmental (spatial) planning and EIA law</p> <ul style="list-style-type: none">• Planning law (history, policy, development control, appeals, other measures)• EIA law (history, scope, procedures, public participation, mandate, judicial oversight, strategic EIA) <p>Q & A (5 mins.)</p> | Sandy Paterson |
| 4:00 – 4:30 | Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Cambodia/Laos environmental law, using hypothetical on tourist facility in national park | Local trainers |
| 4.30 – 4.45 | Report back by local trainers on discussions within groups | |
| 4:45 - 5:15 | Case-study: examination of development proposal involving a judicial decision re operation of EIA legislation: Bakun Dam, Malaysia (20mins presentation + 10 mins Q &A) | Amanda Kennedy |

4. LEARNING OUTCOMES

4.1 Session topic

- Understand the purpose of environmental (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

- Understand the role of the case-study as a learning tool.
- Experience small-group discussion with feed-back process to full class

COURSE MATERIALS

- PP presentation: Environmental (Spatial) Planning and EIA Law (Sandy Paterson)
- Case study: Bakun Dam, Malaysia (Amanda Kennedy)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 2 (28 th November 2017) |
| Session 5 : 9.00 – 10.45 am | ENVIRONMENTAL PROTECTION LAW |

1. SESSION CONTENT

- 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
- Tools: Standards, approvals, licences, orders
- Enforcement mechanisms

2. TEACHING METHODOLOGY

- Tutorial problem – demonstration of traditional tutorial format
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3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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|----------------|---|----------------|
| 9:00 – 9:30 | Presentation on environmental protection law <ul style="list-style-type: none"> • General v specific environment protection laws • National – v sub-national laws • Scope of environmental protection law • Institutional arrangements • Tools: standards, approvals, licences, orders • Enforcement mechanisms Q & A (5 mins.) | Rob Fowler |
| 9:30 – 9:50 | Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Cambodia/Laos environmental law (using hypothetical again) | Local trainers |
| 9.50-10.05 | Report back by local trainers on discussions within groups | |
| 10. 05 – 10:45 | Tutorial exercise (participants to be allocated to 3 groups with local trainer to lead tutorial discussion; international trainers to observe and contribute as appropriate) (Problem re solid waste management, including mixing of household and medical waste, plus management of sewerage discharges) | All trainers |
| 10.45 – 11.00 | Tea Break | |

4. LEARNING OUTCOMES

4.1 Session content

- Understanding of various elements of environmental protection law and trend towards integration of these elements (general v specific laws)
- Understanding of 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, waste management (demonstration of problem based learning approach).

COURSE MATERIALS

- PP presentation on Environment Protection Law (Rob Fowler)

- Tutorial problem : Waste management problem (see Preliminary Materials – Teaching Exercises)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 2 (28 th November 2017) |
| Session 6 : 11.00-12.30 | PROTECTION OF BIODIVERSITY/ NATURAL AND CULTURAL HERITAGE |

1. SESSION TOPIC(S)

- 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 mechanisms for protection

2. TEACHING METHODOLOGY

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

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 11:00 – 11:25 | Presentation: <ul style="list-style-type: none"> • 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; | Sandy Paterson |

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| | <ul style="list-style-type: none"> purpose of natural and cultural heritage laws and mechanisms employed to achieve these purposes Q & A (5 mins.) | |
| 11:25 – 11:45 | Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Cambodia/Laos environmental law (using hypothetical again) | Local trainers |
| 11.45-12.00 | Report back by selected participant from each group | |
| 12:00 – 12.15 | Short film on iconic cultural heritage sites in Cambodia/Laos (10 mins.) + debrief on film (5 mins.) | Georgina Lloyd |
| 12.15 – 12:30 | “Free form” class discussion: “what in your country is worth protecting in terms of its natural/cultural heritage, why, and how?” | Hoy Sereivathanak Reasey |
| 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

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

COURSE MATERIALS

- PP presentation on protection of biodiversity/natural and cultural heritage (Sandy Paterson)
- Film on heritage sites in Cambodia

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 2 (28 th November 2017) |
| Session 7 : 1.30-3.15 | NATUR8L RESOURCES MANAGEMENT |

1. SESSION TOPIC(S)

- Introductory overview of natural resources law
- Nature of “dominant” title to natural resources
- 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

2. TEACHING METHODOLOGY

- Role play exercise (Part One)

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 1.30 - 1.50 | Presentation: Overview of natural resources management law: <ul style="list-style-type: none"> • Nature of “dominant” title to natural resources | Amanda Kennedy |

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| | <ul style="list-style-type: none"> • 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 right and/or communal title) ○ Water ○ Forests ○ Minerals and petroleum ○ Fisheries <p>Q & A (5 mins.)</p> | |
| 1.50 – 2:10 | Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Cambodia/Laos environmental law (use hypothetical again re indigenous peoples' removal) | Local trainers |
| 2.10 – 2.25 | Report back by selected participant from each group | |
| 2:25 – 3:15 | <p>Role play (part 1): re site contamination incident</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 participants as co-mediators (10 mins.) • Small groups to work on their contribution to the role-play (with local trainers to assist each group) (35 mins.) | <p>Rob Fowler + Phallack Kong/Khemnguen Pongmala</p> <p>Local 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.

4.2 Teaching Methodology

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

READING MATERIALS

- PP presentation on overview of natural resources law (Amanda Kennedy)
- PP presentation on use of role play (Rob Fowler + Phallack Kong / Khemnguen Pongmala)
- Role-play description (see preliminary materials – teaching exercises)
- Note: separate document setting out role statements for each group to be distributed to the five groups in class

SIEM REAP

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

SESSION PLAN

Day 2 (28th November 2017)

Session 8 : 3.30 – 5.30

CLIMATE CHANGE/ CLEAN ENERGY LAW

1. SESSION TOPIC(S)

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

2. TEACHING METHODOLOGY

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

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 3.45 – 4.15 | Presentation: <ul style="list-style-type: none">• the science of climate change (causes, impacts) | Rob Fowler |

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| | <ul style="list-style-type: none"> • international mitigation measures (including Paris Agreement) • INDCs under the Paris Agreement • domestic mitigation measures (carbon tax, emissions trading schemes, clean energy legislation etc.) • Use of REDD and flexible mechanisms <p>Q & A (5mins.)</p> | |
| 4.15 – 5.05 | <p>Guided brainstorming exercise (full class)</p> <ul style="list-style-type: none"> • participants to address the question of how climate change and clean energy law can best be incorporated in an environmental law course in Thailand (with 3 participants to facilitate the discussion) | Select 3 participants as discussion facilitators) |
| 5.05 – 5.15 | <p>Feed-back session:</p> <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 |
| 5.15 – 5.30 | <p>Distribution of MEA research exercise (5 small groups to be assigned a particular MEA each – CITES, CBD, UNFCCC, World Heritage Convention & Basel Convention):</p> <ul style="list-style-type: none"> • When did Thailand 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? <p>[Groups to present their “assignment” in full class in Session 11]</p> | Rob Fowler |

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 in an environmental law course

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| READING MATERIALS | <ul style="list-style-type: none"> • PP presentation on climate change and use of REDD + (Rob Fowler) • MEA Research Assignment (see Course Materials – Teaching Resources) |
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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 3 (29 st November 2017) |
| Session 9 : 9.00 - 10.30 | ENVIRONMENTAL DISPUTE RESOLUTION AND THE COURTS |

1. SESSION TOPIC(S)

- Role of the judiciary
- 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

2. TEACHING METHODOLOGY

- Use of guest lecturer

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 9:00 – 9:30 | Presentation: The role of the judiciary in the area of environmental law | Introduction of guest presenter: Phallack Kong (5 mins.) Guest presenter: Justice Kong Tarachhath, Supreme Court of Cambodia (25 mins.) |
| 9:30 – 9:50 | Full class Q & A with guest presenter | |
| 9:50-10:10 | Presentation: overview of environmental litigation from a comparative perspective <ul style="list-style-type: none"> • Public interest litigation (judicial review, civil enforcement) • administrative remedies and merits appeals • class actions • specialist environmental courts • publication and enforcement of judgments | Amanda Kennedy |
| 10:10 - 10:30 | Comments by Justice Kong Tarrachhath, followed by Q & A | Justice Kong Tattachhath |
| 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 (Amanda Kennedy)

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| SIEM REAPI | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 3 (29 st November 2017) |
| Session 10 : 11.00 – 12.30 | RIGHTS IN ENVIRONMENTAL LAW |

1. SESSION TOPIC(S)

- Rights-based approaches in environmental law (including human rights/rights to nature)
- The role of environmental law clinics

2. TEACHING METHODOLOGY

- Structured small group discussion

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
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| 11.00 – 11.20 | Presentation: <ul style="list-style-type: none"> • substantive and procedural rights in environmental law (using a comparative approach): <ul style="list-style-type: none"> - human rights and the environment - environmental constitutionalism - Aarhus Convention and procedural rights - Emerging recognition of rights for nature/public trust doctrine | Sandy Paterson |

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| 11.20 11.40 | - | Comments by Justice Kong Tarrachhath, followed by Q & A | Justice Tarrachhath | Kong |
| 11.40 11.50 | - | Presentation on role of environmental law clinics (10 mins) | Sandy Paterson | |
| 11.50 12.00 | - | Presentation on clinical programs at PUC School of law and Public Affairs (10 mins.) | Phallack Kong | |
| 12.00 12.30 | - | Three small groups for a structured discussion to answer the following question: What potential is there for an environmental law clinic in your country? (15 mins.) Feedback from each group by a selected participant (15 min) | Phallack Kong to moderate | |
| 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

READING MATERIALS

- Presentation on environmental rights (Sandy Paterson)
- Presentation on the role of environmental clinics (Sandy Paterson)
- Presentation on clinical programs at PUC School of Law and Public Affairs (Phallack Kong)

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| CHIANG MAI | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 3 (21 st June 2017) |
| 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
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2. TEACHING METHODOLOGY

- Mooting (discussion)
 - Guided research exercise
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3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER/CONVENOR |
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| 1.30 – 2.10 | Presentation: - International law and its relationship with IEL | Rob Fowler |

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| | <ul style="list-style-type: none"> - Sources and key concepts of IEL - Distinction between hard and soft law - Key international institutions - Summary of major MEAs - Environmental crime under IEL - The role of the law moot as a teaching tool <p>Q & A + discussion re mooting (15 mins.)</p> | |
| 2:10 – 2:30 | Plenary discussion: what is the process for ratification of treaties in your country? | Phallack Kong (Cambodia) Khemnguen Pongmala (Laos) |
| 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 (10 mins.) | Rob Fowler to moderate |
| 3.00 -- 3.30 | Tea Break (and final preparation for role-play) | |

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 | <ul style="list-style-type: none"> PP presentation on overview of IEL, including presentation on the role of the law moot (Rob Fowler) Presentations on process for ratification of treaties in Cambodia (Phallack Kong) and Laos (Khemnguen Pongmala) |
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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 3 (29 st November 2017) |
| 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 | Phallack Kong + 1 participant (to be selected) to act as co-mediators |

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| 4.30 – 5.00 | <p>Class discussion:</p> <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) | <p>All trainers</p> <p>Hoy Sereivathanak Reasey to moderate</p> |
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NOTE: detailed guidance on how to set up and conduct this role-play exercise is provided in the preliminary materials – teaching exercises.

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)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 4 (30 th November 2017) |
| Session 13 : 9.00 – 10.30 am | REGIONAL ENVIRONMENTAL LAW |

1. SESSION TOPIC(S)

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

2. TEACHING METHODOLOGY

- Comparative law case-studies

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
|-------------|--|------------|
| 9:00 – 9:30 | <p>Presentation: ASEAN and other regional environmental law systems (25 mins)</p> <p>Q& A (5 mins.) (RF to send current presentation to PK to review Mekong section)</p> | Rob Fowler |

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|---------------|---|------------------------------|
| 9.30-10.30 | Presentation (2 X 15 mins) and class discussion (2 x 15 mins) of two case-studies on trans-boundary pollution: <ul style="list-style-type: none"> • Timor Sea Montara oil spill • Protected areas management in a trans-boundary context: Great Limpopo Transfrontier Park | Rob Fowler Sandy Paterson |
| 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 comparative case studies can be used to analyse strengths and weaknesses of regional arrangements
-

READING MATERIALS

- PP presentation on ASEAN regional arrangements (Rob Fowler)
- PP presentation on Timor Sea Montara oil well spill (Rob Fowler)
- PP presentation on Protected areas management in a trans-boundary context: Great Limpopo Trans-frontier Park (Sandy Paterson)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 4 (30 th November 2017) |
| Session 14 : 11.00-12.30 | DESIGNING AN ENVIRONMENTAL LAW COURSE (Part 1) – REVIEW OF TEACHING METHODOLOGIES |

1. SESSION TOPIC(S)

- Review of teaching formats and methodologies
- Technology-based approaches (electronic resources, virtual classroom/ 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 Law Course – Methodology Options | Amanda Kennedy |

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|---------------|--|---|
| 11.10 – 11.40 | Presentation + Plenary discussion of technology-based approaches to teaching environmental law: <ul style="list-style-type: none"> - Use of electronic resources as a teaching tool - Comparative video-conference teaching | Amanda Kennedy (+ PK/KP to add brief comment re Cambodia/Laos) |
| 11:40-12.30 | 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 <p>(divide into 3 seminar groups to discuss challenges in using particular methodologies (25 mins.); report back from groups (15 mins.); and plenary seminar-style discussion (10 mins.))</p> | Local trainers to lead seminar groups Khemnguen Pongmala to moderate |
| 12.30 -1.15 | Lunch break and Preparation for Field Trip | |

4. LEARNING OUTCOMES

a. Session Topic

- Evaluating the effectiveness of the different teaching methodologies available for environmental law
- Understanding how to work with the electronic teaching resources
- Understanding the nature of the video-conference teaching format

b. Teaching Methodology

- Experiencing the format of a seminar

READING MATERIALS

- Presentation: Designing an environmental law course – methodology options (Amanda Kennedy)
- Teaching methodologies document (included in the preliminary materials)
- Presentation: Technology-based approaches to teaching environmental law (Amanda Kennedy)

- Environmental law Electronic Data-bases document (included in the preliminary materials – teaching resource materials)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 4 (30 th November 2017) |
| Sessions 15 & 16 : 1.15 -- 9.00 pm | FIELD TRIP and COURSE DINNER |

1. SESSIONS TOPIC(S)

- Undertake a field trip where issues re wildlife conservation and trade in endangered species can be explored.

2. TEACHING METHODOLOGY

- Field trip

3. SESSIONS STRUCTURE

| TIME | ACTIVITY | PRESENTER |
|-------------|--|----------------|
| 1.15 – 1.30 | Field Trip Presentation: <ul style="list-style-type: none"> • Distribution and explanation of information materials | Georgina Lloyd |

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|-------------|---|--|---|
| | | <ul style="list-style-type: none"> • Safety/security briefing | |
| 1.30 - 2.30 | - | Travel by bus to field trip site – Kbal Spean, Phnom Kulen National Park | |
| 2.30 - 3.00 | - | Briefing on field trip issues | Georgina Lloyd Michael Mayerhoff, Project Manager, ACCB |
| 3.00-4.30 | | Tour of ACCB | |
| 4.30 - 5.30 | - | De-briefing session (at training venue): <ul style="list-style-type: none"> • Discussion of legal and policy issues arising from field trip subject-matter • discussion of field trip as a teaching methodology, including rationale, logistical considerations, safety issues, and function of the de-brief | All trainers + Georgina Lloyd + Michael Mayerhoff |
| 5.30-6.30 | | Return by bus to dinner venue | |
| 6.30 - 8.30 | - | Course Dinner at Malis Restaurant, Siem Reap | |

4. LEARNING OUTCOMES

- a. Session Topic
 - Observing 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 of the teacher
 - Understanding the use of experts in conducting the field trip
 - Understanding how to debrief the field trip

READING MATERIALS

- Field trip background brief (prepared by Georgina Lloyd) (see preliminary materials – teaching resources):
 - Written information on the site or facility visited;
 - Notes on environmental issues involved
- Refer also to field trip planning section in teaching methodologies document (see preliminary materials)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 5 (1 st December 2017) |
| Session 17 : 19.00-10.30 | DESIGNING AN ENVIRONMENTAL 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
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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) | Sandy Paterson |

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|---------------|---|--------------------------------|
| | <ul style="list-style-type: none"> • Constructive feed-back (oral and written) • Assessment options | |
| 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 questions v multiple choice questions • Self-assessment v peer-assessment | Sandy Paterson |
| 9.30 - 10:00 | Participants to be divided into five groups to discuss their preferences for assessment options (free-form, self-directed discussion) | |
| 10.00 – 10.30 | Report back from groups by selected participants (5 mins. each group) and plenary discussion | Khemnguen Pongmala 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

READING MATERIALS

- Session plan
- PP Presentation: The Role of Assessment (Sandy Paterson)
- PP Presentation; Assessment Options (Sandy Paterson)

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| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 5 (1 st December 2017) |
| Session 18 : 11.00 - 12.30 | DESIGNING AN ENVIRONMENTAL LAW COURSE (Part 3) - DESIGN EXERCISE |

1. SESSION TOPIC(S)

- Self-guided exercise for each participant to design an environmental law course (utilising subject-matter and methodologies demonstrated in TTT course)
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2. TEACHING METHODOLOGY

- Individual work followed by presentation and feedback in small groups
-

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER/CONVENOR |
|---------------|---|--------------------------|
| 11:00 – 12:30 | Participants to work individually on course design outline that addresses: - Course content (areas of environmental law to be taught); | Rob Fowler to coordinate |

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|--------------|---|--|
| | <ul style="list-style-type: none"> - Use of different teaching methodologies; and - assessment options <p>as covered in the TTT course. Prepare a course outline for a 14(?) week course, then a more detailed plan of course content and teaching methodology for 2-3-weeks.</p> | |
| 12.30 – 1.30 | Lunch break | |

4. LEARNING OUTCOMES

- a. Session Topic
 - Application of learnings gained during the TTT course through development of an outline and detail of an environmental law course
- b. Teaching Methodology
 - Understanding another use of small group teaching and peer assessment

READING MATERIALS

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

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|------------------------------|---|
| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 5 (1 st December 2017) |
| Session 19: 1.30-3.00 | DESIGNING AN ENVIRONMENTAL LAW COURSE (PART 4) – PRESENTATION of COURSE DESIGNS |

1. SESSION TOPIC(S)

- Presentation by participants of their course outlines and feed-back in small groups
 - Overview of IUCN Academy of Environmental Law and IUCN World Commission on Environmental law
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2. TEACHING METHODOLOGY

- Collaborative small-group discussion
 - Free-form discussion
-

3. SESSION STRUCTURE

| TIME | ACTIVITY | PRESENTER |
|-------------|---|--------------------------|
| 1.30 – 2.00 | Presentation by participants of their course outlines and feedback in small groups of 3 (10 mins each) | All trainers |
| 2.00-2.30 | Plenary free-form discussion: Participants to ask questions or comment on design challenges identified. | Amanda Kennedy + PK + KP |

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|----------------|---|--|
| 2.30 – 3.00 | <ul style="list-style-type: none"> • Description of the IUCN Academy of Environmental Law • Description of the IUCN World Commission on Environmental Law | Winnie Carruth, TTT Project Manager, IUCNAEL |
| 3.00 – 3.30 | Tea Break | |

4. LEARNING OUTCOMES

a. Session Topic

- Design of an environmental law course
- 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
- Use of free-form discussion amongst whole class to identify issues and challenges

READING MATERIALS

- Presentation on IUCNAEL & IUCN WCEL (Winnie Carruth)

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|-----------------------------------|---|
| SIEM REAP | STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS |
| SESSION PLAN | Day 5 (1 st December 2017) |
| Session 20 : 3.30 - 5.00pm | CLOSING SESSION: COURSE OUTCOMES & REVIEW |

1. SESSION TOPIC(S)

- Concept of Environmental Law Champions Network
- Class discussion of course outcomes
- 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 – 3.45 | Champions Session: Creation of Environmental Law Champions Network | Cristina Velex/Joyce Melcar Tan, ADB |
| 3.45-4.15. | Plenary free-form discussion of course outcomes/in-country networking for Cambodia and Laos – Where to next? | All trainers (separate groups for Cambodia + Laos) |

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|----------------|---|----------------|
| 4.15- 4.30 | Completion of Course Evaluation forms by participants | Winnie Carruth |
| 4.30 - 5.00 | Closing Ceremony: <ul style="list-style-type: none"> • presentation of Course Certificates • closing speeches | All trainers |

3. LEARNING OUTCOMES

3.1 Session Topic

- Participants and trainers to jointly identify areas of possible improvement in relation to 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 course evaluations

READING MATERIALS

- Course evaluation forms
- Course completion certificates.