

<b>CHIANG MAI</b>	<b>STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS)</b>
<b>SESSION PLAN</b>	Day 1 (June 19 <sup>th</sup> 2017)
<b>8.30 – 9.00 am</b> <b>Session 1: 9.05 - 10.30 am</b>	<b>OPENING CEREMONY &amp; GROUP PHOTO</b> <b>SESSION 1: INTRODUCTION TO THE COURSE</b>

## 1. SESSION CONTENT

- Opening Ceremony + group photo
- Introductions (trainers, participants)
- Purpose of course and course structure/content
- 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"> <li>• Speeches by representatives of ADB, IUCNAEL and host institution (Chiang Mai University School of Law)</li> <li>• Group photo</li> </ul>	ADB Speaker – Sonia Chand Sandhu, Senior Adviser 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 Dean, Chiang Mai University Law School.
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  Chacrit Sitdhiwej Chacrit Sitdhiwej
10:00 10:30	–	Introduction to the course: Explanation of: <ul style="list-style-type: none"> <li>• Course purpose and structure/content</li> <li>• Concept of learning outcomes</li> <li>• Teaching methodologies to be demonstrated during the course</li> <li>• Reflective Journal</li> </ul>	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 (to be provided by email to participants in advance of the training program)

- Frontispiece
- Welcome statements (IUCNAEL, ADB)
- Program organisers (ADB, IUCNAEL, U o C)
- Course Outline
- Explanation of Teaching Methodologies
- International trainers bios
- Local trainers bios
- List of participants
- Composite session plans
- Teaching exercises
- Reflective Journal
- Teaching resource materials

Session One presentation (to be provided by email to participants in advance of the training program) :

- PP presentation: Introduction to the Course ( Rob Fowler)

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<b>SESSION PLAN</b>	Day 1 (19 June 2017)
<b>Session 2: 11.00 am - 12.30 pm</b>	2A: BUILDING ENVIRONMENTAL LAW CHAMPIONS AND 2B: GLOBAL & REGIONAL ENVIRONMENTAL ISSUES

### 1. SESSION CONTENT

- Examples of inspirational leaders in environmental law
  - Global/regional 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"> <li>• Presentation related to identification of inspirational leaders in environmental law</li> <li>• Video film re late Seub Nakasatun (20 mins.)</li> </ul>	Chacrit Sitdhiwej + Rob Fowler
11:20 – 11:45	<ul style="list-style-type: none"> <li>• Introductory presentation on GEO-6 regional report (global and Asian perspectives) (15 mins.)</li> <li>• Presentation on GMS perspective and ADB's Green Initiatives (10 mins.)</li> </ul>	Gerthie Mayo-Anda Sonia Chand Sandhu
11.45 – 12.30	<ul style="list-style-type: none"> <li>• Participants divided into 5 groups (to identify 3 key national environmental issues (20 mins.)</li> <li>• Each group to select 1 person for a 4-minute report back to the class (15 mins)</li> </ul>	Local trainers

	<ul style="list-style-type: none"><li>• Class debrief (5 mins) (2 slides)</li></ul>	Arisara Leckham
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#### 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 and report back methodology

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<b>COURSE MATERIALS</b>	<ul style="list-style-type: none"><li>• Video of the late Seub Nakasatun</li><li>• PP slides: GEO-6 regional report for Asia (Lye Lin Heng)</li></ul>
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<b>CHIANG MAI</b>	<b>STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS</b>
<b>SESSION PLAN</b>	Day 1 (19 June 2017)
<b>Session 3: 1.30-3.00</b>	<b>INTRODUCTION TO ENVIRONMENTAL LAW: GOALS, PRINCIPLES &amp; NORMS</b>

## 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

## 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	Drafting exercise on definition of "environment": <ul style="list-style-type: none"> <li>• Participants to be divided into 5 groups of 5 to draft legislative definition of "environment (15 mins.);</li> <li>• Each group to write-up their definition (5 mins.)</li> <li>• Class feed-back/discussion on definitions (10 mins.)</li> <li>• presentation by trainer of definitions in relevant environmental laws (10 mins)</li> </ul>	Local trainers to assist small groups  Lye Lin Heng
2.10–2.40	Presentation : Introduction to Environmental Law <ul style="list-style-type: none"> <li>• Goals: Sustainable development and the sustainable Development Goals (SDG's)</li> <li>• Core principles of environmental law</li> <li>• Norms of environmental law (general rights and duties)</li> <li>• Core components of environmental law (see Sessions 4-8)</li> <li>• Relevance of other disciplines (science, economics, ethics, philosophy)</li> <li>• Challenges in teaching environmental law to non-law students</li> </ul>	Rob Fowler

2.40-3.00	Participants to divide into 5 small groups for a free form discussion with local trainers re how SDG's may be implemented in thailand (20 min)	All trainers
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## 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.
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## COURSE MATERIALS

- PP presentation: Definitions of “environment” (Lye Lin Heng)
- PP Presentation: Introduction to Environmental Law (Rob Fowler)

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<b>SESSION PLAN</b>	Day 1 (19 June 2017)
<b>Session 4: 3.30-5.15</b>	<b>ENVIRONMENTAL (SPATIAL) PLANNING AND ENVIRONMENTAL IMPACT ASSESSMENT (EIA) LAW</b>

## 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
- Overview of the Asian Development Bank's environmental safeguards

## 2. TEACHING METHODOLOGY

- Case study for a full class

## 3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
3.30 - 4:00	Presentation: Overview of environmental (spatial) planning and EIA law <ul style="list-style-type: none"> <li>• Planning law (history, policy, development control, appeals, other measures)</li> <li>• EIA law (history, scope, procedures, public participation, mandate, judicial oversight, strategic EIA)</li> </ul> Q & A (5 mins.)	Natasha Affolder
4:00 –		Local trainers



4:30	Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Thailand's environmental law	
4.30 – 4.45	Report back by local trainers on discussions within groups	
4:45 - 5:15	Case-study: examination of contested development proposal in Thailand involving a judicial decision: Rajatewa sewerage treatment project (20mins presentation + 10 mins Q &A)	Nuthamon Kongcharoen

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## 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.

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### COURSE MATERIALS

- PP presentation: Environmental (Spatial) Planning and EIA Law (Natasha Affolder)
- Case study: Rajatewa sewerage treatment project

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<b>SESSION PLAN</b>	Day 2 (20 <sup>th</sup> June 2017)
<b>Session 5 : 9.00 – 10.30 am</b>	<b>ENVIRONMENTAL PROTECTION LAW</b>

## 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

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## 2. TEACHING METHODOLOGY

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

TIME	ACTIVITY	PRESENTER
9:00 – 9:30	Presentation on environmental protection law <ul style="list-style-type: none"> <li>• General v specific environment protection laws</li> <li>• National – v sub-national laws</li> <li>• Scope of environmental protection law</li> <li>• Institutional arrangements</li> <li>• Tools: standards, approvals, licences, orders</li> <li>• Enforcement mechanisms</li> </ul> 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 Thailand's environmental law	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	Namphon Limpajate to introduce

	trainers to observe and contribute as appropriate)	All trainers
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## 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 for environmental protection and for 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, air pollution). Demonstration of problem based learning.

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## COURSE MATERIALS

- PP presentation on Environment Protection Law (Rob Fowler)
- Tutorial problem : Water pollution problem in Thailand (see Preliminary Materials – Teaching Exercises)

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<b>SESSION PLAN</b>	Day 2 (20 <sup>th</sup> June 2017)
<b>Session 6 : 11.00-12.30</b>	<b>PROTECTION OF BIODIVERSITY/ NATURAL AND CULTURAL HERITAGE</b>

## 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
11:00 – 11:30	Presentation: <ul style="list-style-type: none"> <li>• Concept of biodiversity and mechanisms for its protection (protected areas, species listings, regulation of trade etc)</li> <li>• concepts of natural and cultural heritage and links between them;</li> <li>• purpose of natural and cultural heritage laws and mechanisms employed to achieve these purposes</li> </ul> Q & A (5 mins.)	Lye lin Heng
11:30 – 11:45	Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Thailand’s environmental law	Local trainers
11.45-12.00	Report back by selectd participant from each group	
12:00 – 12.15	Short film on iconic cultural heritage sites in Thailand (10 mins.) + debrief on film (5 mins.)	Chacrit Sitdhiwej
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?”	Chacrit Sitdhiwej

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#### 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 through the use of films in enhancing student interest in the subject of environmental law
  - Understanding the value of a free-form class discussion
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#### COURSE MATERIALS

- Film on heritage sites
- PP presentation on protection of biodiversity/natural and cultural heritage (Lye Lin Heng)

	CHAMPIONS
SESSION PLAN	Day 2 (20 <sup>th</sup> June 2017)
Session 7 : 1.30-3.15	NATURAL 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
1.30 - 1.50	Presentation: Overview of natural resources management law: <ul style="list-style-type: none"> <li>• Nature of “dominant” title to natural resources</li> <li>• Mechanisms for allocation of rights to natural resources (permits, licences, title, etc.)</li> <li>• Integrated natural resources management</li> <li>• Overview of relevant national measures <ul style="list-style-type: none"> <li>○ Land (including indigenous land rights)</li> <li>○ Water</li> <li>○ Forests</li> <li>○ Minerals and petroleum</li> <li>○ Fisheries</li> </ul> </li> </ul> Q & A (5 mins.)	Rob Fowler
1.50 – 2:10	Participants to divide into 5 groups for discussion with local trainers re relevance of presentation to Thailand’s environmental law	Local trainers
2.10 – 2.30	Report back by selected participant from each group	
2:30 – 3:15	Role play (part 1): re offshore oil pollution incident	

	<ul style="list-style-type: none"> <li>• Describe nature of role-play exercise and allocate participants to small groups – 5 - 6 persons/role + identify two participants as co-mediators (10 mins.)</li> <li>• Small groups to work on their contribution to the role-play (with local trainer in each group) (35 mins.)</li> </ul>	<p>Rob Fowler + Nuthamon Kongcharoen</p> <p>Local trainers</p>
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## 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

<b>READING MATERIALS</b>	<ul style="list-style-type: none"> <li>• PP presentation on overview of natural resources law (Rob Fowler)</li> <li>• PP presentation on use of role play (Nuthamon Kongchareon)</li> <li>• Role-play description (see preliminary materials – teaching exercises)</li> <li>• Note: separate document re roles assigned to each group to be distributed to the six groups in class</li> </ul>
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	CHAMPIONS
SESSION PLAN	Day 2 (20th June 2017)
Session 8 : 3.30 – 5.00	CLIMATE CHANGE/ CLEAN ENERGY LAW

## 1. SESSION TOPIC(S)

- Introduction to climate change science (causes, impacts, etc.)
- International measures (UNFCCC/Kyoto Protocol/ Paris Agreement)
- Use of REDD and flexible mechanisms
- INDCs and domestic mitigation measures – carbon tax, emission trading schemes, emission standards, clean energy legislation)
- 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"> <li>• the science of climate change (causes, impacts)</li> <li>• international mitigation measures (including Paris Agreement)</li> <li>• Use of REDD and flexible mechanisms</li> <li>• INDCs and domestic mitigation measures (carbon tax, emissions trading schemes, clean energy legislation etc.)</li> <li>• Adaptation measures</li> </ul> Q & A (5mins.)	Natasha Affolder
4.15 – 5.05	Guided brainstorming exercise (full class) <ul style="list-style-type: none"> <li>• 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)</li> </ul>	Namphon Limpajate to lead (with 2-3 participants as discussion facilitators)
5.05 – 5.15	Feed-back session: <ul style="list-style-type: none"> <li>• participant facilitators to reflect on their efforts</li> <li>• class to give constructive feed-back to facilitators</li> </ul>	Natasha Affolder + Namphon Limpajate



	<ul style="list-style-type: none"> <li>• feed-back by trainer to class and facilitators</li> <li>• participants to reflect on feed-back session (reflective journal)</li> </ul>	
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 &amp; Biodiversity Convention):</p> <ul style="list-style-type: none"> <li>• When did Thailand sign/ratify the particular MEA?</li> <li>• What implementing legislation has been adopted?</li> <li>• What are the administrative arrangements for this legislation?</li> <li>• What are the key measures in the implementing legislation?</li> </ul> <p>[Groups to present their “assignment” in full class in Session 11]</p>	Natasha Affolder

## 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

## READING MATERIALS

- PP presentation on climate change and use of REDD + (Natasha Affolder)

**SESSION PLAN**Day 3 (21<sup>st</sup> JUNE 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
9:00 – 9:30	Presentation: The role of the judiciary in environmental dispute resolution	Introduction of guest presenter: Nuthamon Kongcharoen, Guest presenter: Justice Dr. Parichart Munsgool, Thailand Court of Justice (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"> <li>• Public interest litigation (judicial review, civil enforcement)</li> <li>• administrative remedies and merits appeals</li> <li>• class actions</li> <li>• specialist environmental courts</li> </ul>	Rob Fowler
10.10 - 10.30	Comments by guest presenter followed by Q & A	Justice Dr. Parichart Munsgool (Nuthamon Kongcharoen to moderate)

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#### 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
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#### READING MATERIALS

- Presentation on the role of the judiciary in resolving environmental disputes (Justice Dr. Parichart Munsgool)
- PP presentation on comparative perspectives re environmental litigation (Rob Fowler)

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**STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN  
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CHAMPIONS**

<b>SESSION PLAN</b>	<b>Day 3 (21<sup>st</sup> JUNE 2017)</b>
<b>Session 10 : 11.00 – 12.30</b>	<b>RIGHTS IN ENVIRONMENTAL LAW</b>

### 1. SESSION TOPIC(S)

- Rights-based approaches in environmental law (including human rights/rights to nature)
  - The role of environmental law clinics
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### 2. TEACHING METHODOLOGY

- Structured small group discussion

### 3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
11.00 – 11.20	Presentation: <ul style="list-style-type: none"> <li>• substantive and procedural rights in environmental law (using a comparative approach):               <ul style="list-style-type: none"> <li>- human rights and the environment</li> <li>- environmental constitutionalism</li> <li>- Aarhus Convention and procedural rights</li> <li>- Emerging recognition of rights for nature</li> </ul> </li> </ul>	Lye lin Heng
11.20-11.40	Comments on presentation topic in Thailand context	Justice Dr. Parichart Munsgool + Nuthamon Kongcharoen (Chananphon Boonkerdsap to moderate)
11.40 – 11.50	Q & A re presentation and comments	Lye lin Heng
11.50 – 12.30	Presentation on role of environmental law clinics (10 mins)  Three small groups for a structured discussion to answer the following question: What potential is there for an environmental law clinic in your Law School? (15 mins.)  Feedback from each group by a selected participant (15 min)	Rob Fowler           Chananphon Boonkerdsap to moderate

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#### 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
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#### READING MATERIALS

- Presentation on environmental rights (Lye Lin Heng)
- Presentation on the role of environmental clinics (Rob Fowler)

**CHIANG MAI**

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

**SESSION PLAN**

Day 3 (21<sup>st</sup> June 2017)

### 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
- Guided research exercise

### 3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER/CONVENOR
1.30 – 2.10	<p>Presentation:</p> <ul style="list-style-type: none"> <li>- International law and its relationship with IEL</li> <li>- Sources and key concepts of IEL</li> <li>- Distinction between hard and soft law</li> <li>- Key international institutions</li> <li>- Summary of major MEAs</li> <li>- The role of the law moot as a teaching tool</li> </ul> <p>Q &amp; A + discussion re mooting (15 mins.)</p>	Natasha Affolder
2:10 – 2:20	<p>Presentation : what is the process for ratification of treaties in Thailand?</p>	Arisara Lekkham
2.20 – 3.00	<p>Research exercise: National implementation of MEA's : groups to present their written "assignment" in full class (5 X 6 minutes each]</p> <p>Class discussion (10 mins.)</p>	Arisara Leckham to moderate

#### 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 (Rob Fowler)

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CHAMPIONS

#### SESSION PLAN

Day 3 (21<sup>st</sup> JUNE 2017)

#### Session 12 : 3.30 – 5.00

ALTERNATIVE APPROACHES TO ENVIRONMENTAL

## 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	Chananphon Boonkerdsap and two participants to act as co-mediators
4.30 – 5.00	Class discussion: <ul style="list-style-type: none"> <li>• feedback on the process, including some reflections and critique of the value of mediation to resolve environmental disputes (20 mins)</li> <li>• Short class discussion: participants to reflect on whether and how they might incorporate a role play into an environmental law course. (10 mins)</li> </ul>	All trainers  Chananphon Boonkerdsap to moderate

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



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**READING MATERIALS**

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

**CHIANG MAI****STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN  
THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL  
CHAMPIONS****SESSION PLAN****Day 4 (22<sup>nd</sup> JUNE 2017)**

## 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	Presentation: ASEAN and other regional environmental law systems (25 mins)  Q& A (5 mins.)	Chacrit Sitdhiwej
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"><li>• Timor Sea Montara oil spill</li><li>• Xyaburi dam (Laos/Thailand)</li></ul>	Rob Fowler Arisara Lekham

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## 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
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## READING MATERIALS

- PP presentation on ASEAN regional arrangements (Chacrit Sitdhiwej)
- PP presentation on Timor Sea Montara oil well spill (Rob Fowler)
- PP presentation on Xyaburi dam (Laos/Cambodia) (Arisara Leckham)

## CHIANG MAI

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

## SESSION PLAN

Day 4 (22<sup>nd</sup> June 2017)

## Session 14 : 11.00-

DESIGNING AN ENVIRONMENTAL LAW COURSE (Part 1) –

## 1. SESSION TOPIC(S)

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

## 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	Natasha Affolder
11.10 – 11.40	Plenary discussion of technology-based approaches: <ul style="list-style-type: none"> <li>- Use of electronic resources as a teaching tool</li> <li>- Comparative video-conference teaching</li> </ul>	Lye lin Heng
11:40- 12.30	Seminar: <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Discussion on lecturing skills</li> </ul> <p>(divide into 3 seminar groups to discuss challenges in using particular methodologies (25 mins.), report back from groups (15 mins.) then plenary seminar-style discussion (10 mins.)</p>	Local trainers to lead seminar groups  Namphon Limpajate to moderate

## 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

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**READING MATERIALS**

- Presentation: Designing an environmental law course – methodology options (Natasha Affolder)
- Teaching methodologies document (included in the preliminary materials)
- Environmental law Electronic Data-bases document (included in the preliminary materials – teaching resource materials)

**CHIANG MAI**

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

**SESSION PLAN**

Day 4 (22<sup>nd</sup> June 2017)

## 1. SESSION TOPIC(S)

- Undertake a field trip where issues re industrial pollution, biodiversity loss, heritage protection or natural resource management (e.g., water scarcity, land degradation) can be explored.
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## 2. TEACHING METHODOLOGY

- Field trip
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## 3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER
1.15 – 1:45	Field Trip Presentation: <ul style="list-style-type: none"> <li>• Distribution and explanation of information materials</li> <li>• Safety/security briefing</li> <li>• Briefing on field trip site</li> </ul>	Nuthamon Kongcharoen Rob Fowler Professor Somchot Ongsakul, Lanna study Center, Faculty of Humanities, Chiang Mai University
1.45 – 2.15	Travel to field trip site – Wiang Kumkam heritage site	
2.15 – 4.15	Field trip inspection of Wiang Kum Kam heritage site on two trolley buses	
4.14 - 5.15	Return on bus to hotel	
5.15 – 6.00	De-briefing session (at training venue): <ul style="list-style-type: none"> <li>• Discussion of legal and policy issues arising re the heritage site</li> <li>• discussion of field trip as a teaching methodology, including rationale, logistical considerations, safety issues, and function of the de-brief</li> </ul>	All trainers
6.00 - 9:00	Course Dinner at Shangri-La Hotel	

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## 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

- Separate folder for participants and trainers, to include:
  - Written information on the site or facility visited;
  - Notes on environmental issues involved;
  - Maps and photographs, as appropriate.
- Refer also to field trip planning section in teaching methodologies document (see preliminary materials)

<b>CHIANG MAI</b>	<b>STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS</b>
<b>SESSION PLAN</b>	Day 5 (23 June 2017)
<b>Session 17 : 19.00-</b>	<b>DESIGNING AN ENVIRONMENTAL LAW COURSE (PART 2) - THE</b>

## 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"> <li>• The need for assessment</li> <li>• Linking learning to assessment (learning outcomes)</li> <li>• Constructive feed-back (oral and written)</li> <li>• Assessment options</li> </ul>	Lye lin Heng
9:15 – 9:30	Presentation: Assessment options: <ul style="list-style-type: none"> <li>• Prescriptive v consultative assessment schemes</li> <li>• Oral v written assessment</li> <li>• Examination v written assignment (including nature of examination (e.g., take home?))</li> <li>• Class presentations (individual v group assessment)</li> <li>• Problem-based v essay-style questions v multiple choice questions</li> <li>• Self-assessment v peer-assessment</li> </ul>	Natasha Affolder
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 and comments by trainers (5 mins. each group)	Local trainer

## 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
- 

<b>READING MATERIALS</b>	<ul style="list-style-type: none"> <li>• Session plan</li> <li>• PP Presentation: The Role of Assessment (Lye Lin Heng)</li> <li>• PP Presentation; Assessment Options (Natasha Affolder)</li> </ul>
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<b>CHIANG MAI</b>	<b>STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC: DEVELOPING ENVIRONMENTAL CHAMPIONS</b>
<b>SESSION PLAN</b>	Day 5 (23 <sup>rd</sup> June 2017)

### 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
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### 3. SESSION STRUCTURE

TIME	ACTIVITY	PRESENTER/CONVENOR
11:00 – 12:30	Participants to work individually on course design outline that addresses: <ul style="list-style-type: none"><li>- Course content (areas of environmental law to be taught);</li><li>- Use of different teaching methodologies; and</li><li>- assessment options</li></ul> 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.	Rob Fowler to coordinate

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### 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

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

## CHIANG MAI

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

## SESSION PLAN

Day 5 (23<sup>rd</sup> JUNE 2017)

## Session 19: 1.30-3.00

DESIGNING AN ENVIRONMENTAL LAW COURSE (PART 4) –

## 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

## 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.	Rob Fowler + Chacrit Sitdhiwej
2.30 – 3.00	<ul style="list-style-type: none"> <li>• Description of the IUCN Academy of Environmental Law</li> <li>• Description of the IUCN World Commission on Environmental Law</li> </ul>	Winnie Carruth

## 4. LEARNING OUTCOMES

- Session Topic
- 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

- Presentation on IUCNAEL & IUCN WCEL (Winnie Carruth)

**CHIANG MAI**

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

<b>SESSION PLAN</b>	Day 5 (23 <sup>rd</sup> JUNE 2017)
<b>Session 20 : 3.30 - 5.00pm</b>	<b>CLOSING SESSION: COURSE OUTCOMES &amp; REVIEW</b>

## 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	Rob Fowler + Winnie Carruth
3.45- 4.15.	Plenary free-form discussion of course outcomes/in-country networking	Rob Fowler + Nuthamon Kongcharoen
4.15- 4.30	Completion of Course Evaluation forms by participants	
4.30 - 5.00	Closing Ceremony: <ul style="list-style-type: none"> <li>• presentation of Course Certificates</li> <li>• closing speeches</li> </ul>	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.