

The logo for the Asian Development Bank (ADB), consisting of the letters 'ADB' in white serif font on a dark blue square background.

ADB

STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC : DEVELOPING ENVIRONMENTAL LAW CHAMPIONS
Chiang Mai, Thailand, 19-23 June 2017

SESSION ONE: INTRODUCTION TO THE TTT PROJECT & THIS PROGRAM

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



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





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

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

ADB Brochure, DEVELOPING ENVIRONMENTAL LAW CHAMPIONS, 2016.

THE TTT PROJECT DESIGN

- **Format:** 5-day intensive program
- **Focus:** to demonstrate in a practical manner
 - teaching formats (lectures, seminars, tutorials, small-groups)
 - teaching methodologies (reflective, teacher-based, active/participatory & research-based)
- **Substantive content:** only provided to demonstrate the broad reach of environmental law (e.g., to include natural resources management, heritage, energy and climate change)
- **Course materials:** delivered electronically via ADB's EL Champions web-site (see later)
- **Course structure and content:** tailored to each country's particular needs and circumstances (2-day planning meeting about 8 weeks before the program)

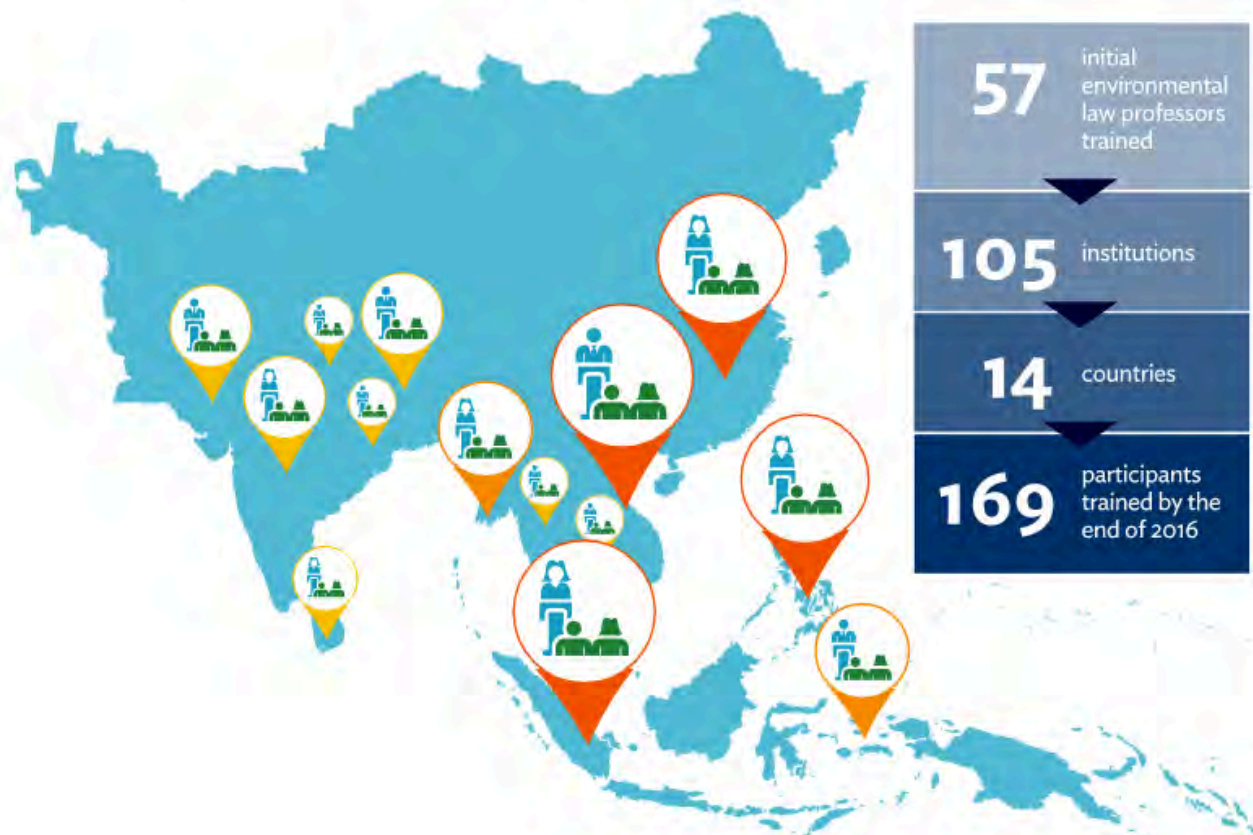


ACTIVITIES TO DATE

- Two advanced Train the Trainers courses delivered to 57 participants in total in 2015 at ADB headquarters in Manila
- Two Roundtable events conducted (2-day events for previous TTT participants to maintain their interest and involvement and reinforce regional networks)
- Four in-country TTT programs delivered during 2016:
 - Malaysia (10-14 May 2016, Putrajaya)
 - Vietnam (23-27 May 2016, Hanoi)
 - Philippines (22-26 August 2016, Cebu City)
 - China (17-21 October 2016, Beijing)



Current results of the Train-the-Trainers





**Environmental law Champions
Roundtable, Cebu, May 2017**

THE PURPOSE OF THIS TTT PROGRAM

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

EXPECTATIONS OF THE COURSE PARTICIPANTS

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

CONTENT OF THE TTT COURSE- see COURSE OUTLINE

- Days 1 and 2: Overview of the scope and content of environmental law
- Day 3: Environmental dispute resolution, environmental rights, international environmental law and conduct of role-play exercise
- Day 4: regional environmental law, review of teaching methodologies/IT options and field trip/course dinner
- Day 5: Assessment theories and options, course design exercise, review of course outcomes and discussion of activities by participants in the future

INTRODUCTION TO IMPORTANT CONCEPTS

1. LEARNING OUTCOMES (see SESSION PLANS)

- A statement of what is expected to be learned by students .
- May apply to an overall course, or to particular components of the course.
- May extend beyond gaining a substantive knowledge of particular subject-matter to include an understanding of how the relevant law is implemented, its effectiveness and its interaction with other, non-legal measures .
- In this course, learning outcomes are expressed for each session (in relation to both the **particular session topic** and the relevant **teaching methodology** being demonstrated - see section 4 of each Session Plan).

INTRODUCTION TO IMPORTANT CONCEPTS

2. TEACHING METHODOLOGIES

- For details, see “Explanation of Teaching Methodologies” document in Course Materials
- Teaching formats
 - Lectures, seminars, tutorials
 - Small-group activities
 - Flipped classroom
- Teaching Methodologies
 - Reflective
 - Teacher-based
 - Student-centred: participatory
 - Research- based



**Farmer
Irrigators**

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



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



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



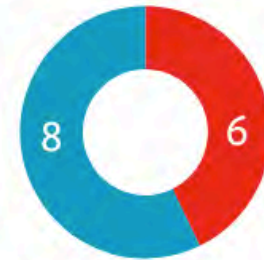


REPORT on the STATE of ENVIRONMENTAL LAW TEACHING in ASIA – Preliminary Findings

- Approximately 90 surveys provided by TTT program participants during 2015-16 re the current state of EL teaching in their 14 countries;
- Difficulties experienced in getting wholly reliable information due to lack of adequate data, especially re elective courses;
- Draft ADB-IUCNAEL report already prepared and to be further developed for publication by end-2017
- Will be a unique repository of information that will reinforce the need for further training of EL teachers across Asia.

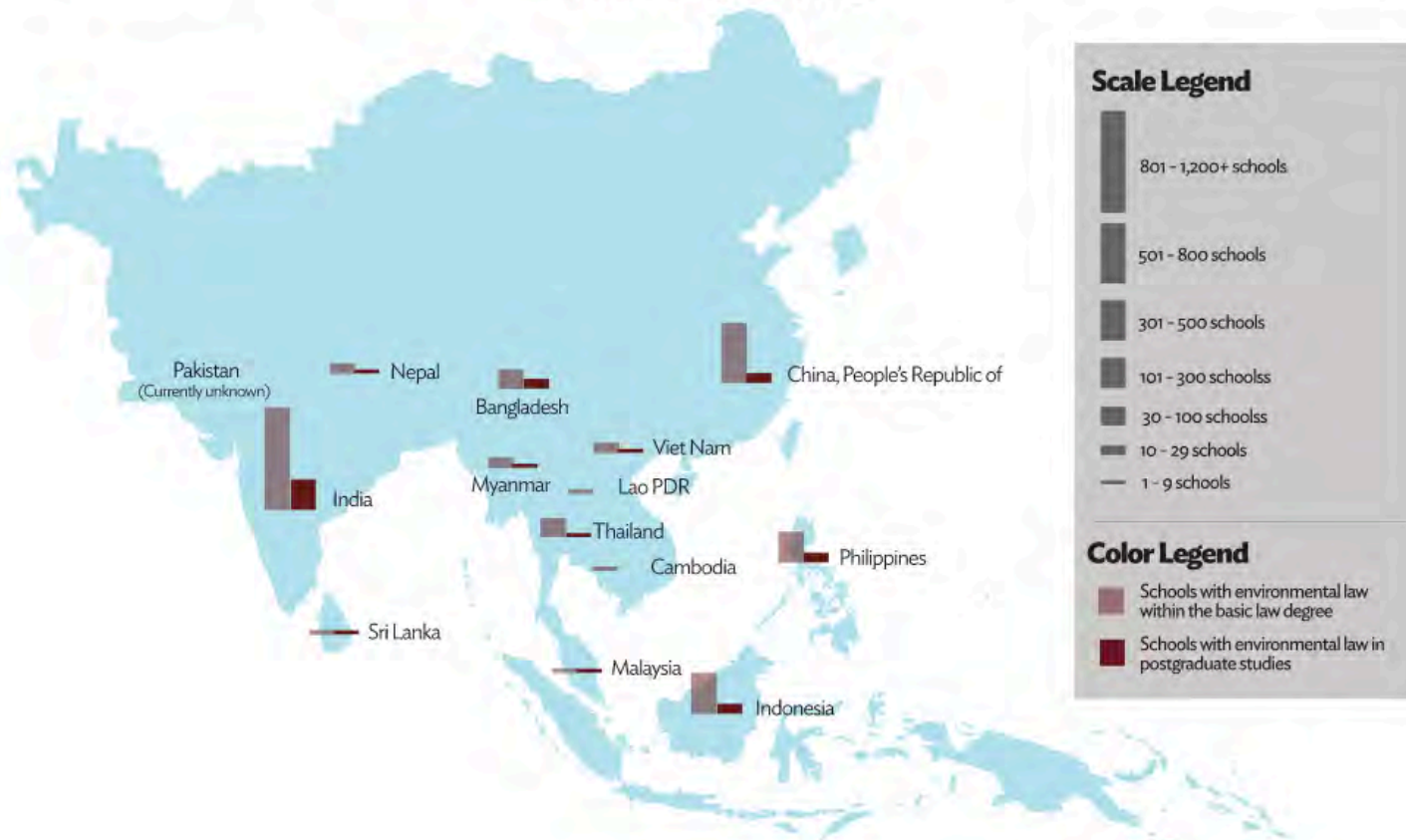


Developing countries where environmental law is a compulsory subject

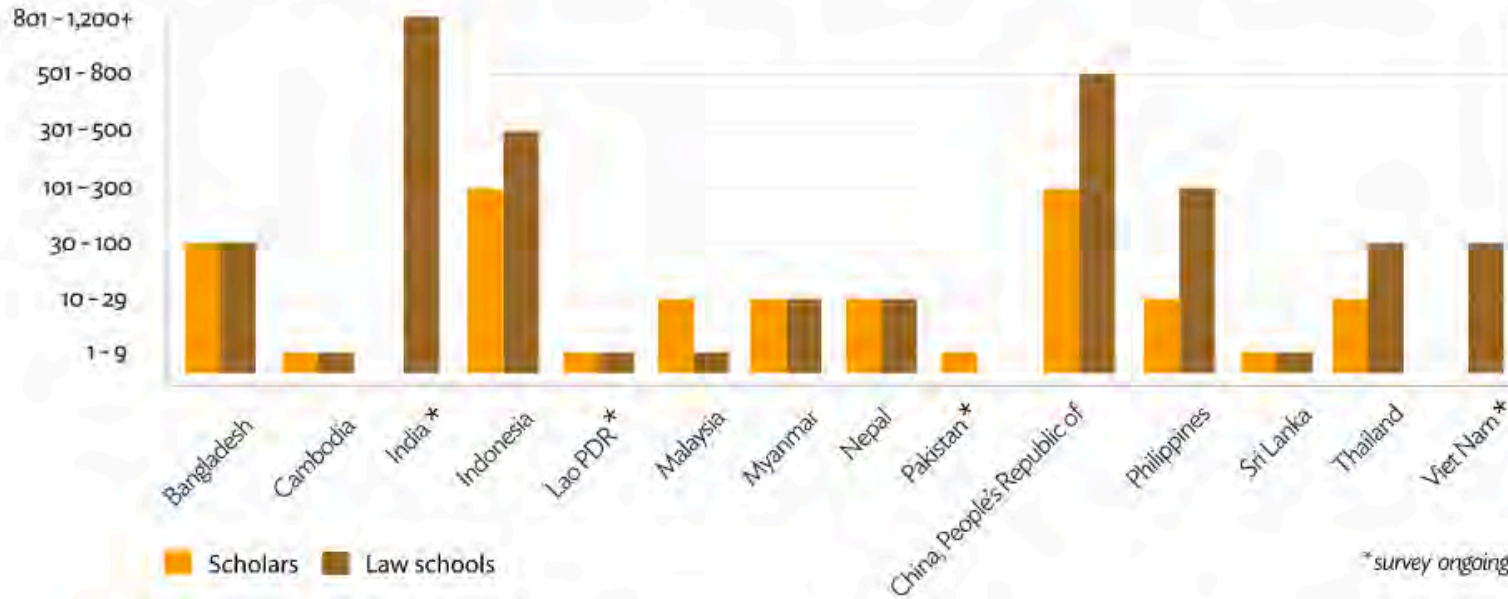


Only 6 of the 14 DMCs have Environmental Law as a Compulsory Subject

Number of law schools that offer environmental law within the basic law degree and postgraduate studies by country



Estimated number of scholars involved in teaching environmental law compared to the estimated number of law schools that offer it within the basic law degree



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CHAMPIONS***

Beijing, PRC, 17-21 October 2016

REFLECTIVE JOURNAL EXERCISE

What is a reflective journal ?

- A reflective journal is similar to a diary, which can be prepared by students in order to record the main learning outcomes at the end of a teaching session.
- It can also include any questions that the student may have which can be discussed at the next class.
- There is no need for the reflective journal to be handed in to the trainers.

Possible Content for a Reflective Journal entry

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

Use of the reflective journal in this TTT course

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