

# Training Manual for the Train-the-Trainers (TTT) Program in Environmental Law for Higher Education Institutions in the MENA Region



Association of Environmental Law Lecturers  
in Middle East and North African Universities

جمعية محاضري القانون البيئي في جامعات الشرق الأوسط وشمال إفريقيا



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## Foreword

Environmental Law is a quickly evolving body of law. UNEP's Environmental Rule of Law: First Global Report (2019) indicates a 38-fold increase in environmental laws put in place since 1972. Despite this exponential growth in environmental law formulation, environmental legal education systems are relatively at a nascent stage especially within the MENA region. Additionally, environmental law has conventionally not been taught as a core legal subject thus leading to fragmented approaches in its teaching.

Designing effective and innovative environmental law education programmes will not only promote a methodical and coherent development of this body of law but will also stimulate curiosity among young minds. Importantly, such programmes will contribute to the achievement of environmental education targets under goals 4 and 13 of the 2030 Sustainable Development Agenda.

With UNEP's support, the Association of Environmental Law Lecturers in Middle East, and North African Universities (ASSELLMU) is seeking to address gaps in MENA's environmental legal education frameworks. A key step towards this is the development of this Training Manual that will be instrumental in an upcoming *Train-the-Trainers (TTT) Program in Environmental Law* for MENA's higher education institutions.

The TTT Program will provide an overview of environmental law education, demonstrate different technologies and innovative ways of bringing life to environmental law, and act as a forum for exchange on good teaching practices and networking. The training manual itself provides a step-by-step process, delving into significant modules such as tenets of environmental law education, pedagogical methodologies, curriculum design, and course assessments among others. It promises to build a solid foundation for the future of environmental law education in the MENA region.

It is my hope that this manual will meet the training needs of MENA's environmental law educators and ultimately the students. I look forward to continued collaboration with MENA's higher education institutions towards entrenchment of environmental law courses in all legal education programmes.



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## Introduction

Welcome to the Train-the-Trainers (TTT) Program for environmental law academics in law faculties and universities in the Middle East and North Africa (MENA) region. The aim of this program is to examine and demonstrate innovative teaching methodologies, technologies, and approaches through which MENA environmental law academics can advance the effective design, delivery, and implementation of environmental law courses.

Despite the rise in policy formulation on environmental sustainability in the MENA region, a mapping of the scope of environmental law teaching across the region shows a clear need for greater cooperation and knowledge sharing amongst key stakeholders and actors. The Association of Environmental Law Lecturers in Middle East and North African Universities (ASSELLMU) was established in 2018 to address this gap. Since its establishment, ASSELLMU, with support from the United Nations Environment Program (UNEP), has pursued the mandate of bringing together leading environmental law scholars, practitioners, and policy leaders in MENA higher education institutions (HEIs) to discuss legal innovations and approaches for promoting environmental law education in the MENA region. Further to the second ASSELLMU conference in Settat (Morocco) from 4 to 5 November 2019, the need was identified for more in-depth and tailored capacity development for the integration of environmental law teaching in the legal education in the region. UNEP assists in efforts to address this need, among others through the design of this TTT programme.

The overall objective of this TTT Programme is to enhance the technical capacity for environmental law education in MENA universities through an in-depth exploration of innovative approaches for curriculum design, teaching pedagogies, and student assessment. This one-week training course will introduce the nature, history, and scope of environmental law in the MENA region, as well as practical expertise and skills needed to spearhead the design and delivery of innovative environmental law courses. The aim is to equip participants with requisite knowledge and skills that will enable them to implement a wide range of environmental law courses in their institutions, such that the subject can in a few years become a mandatory course across all law schools in the MENA region.

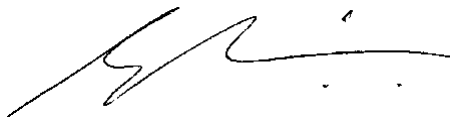
As presented in Table 1 below, the specific objectives of this TTT Programme therefore are to: (i) appraise the status of, and review the key tenets of, environmental law education at MENA universities; (ii) enhance understanding of the key role played by environmental education stakeholders, institutions, and values in the design and delivery of environmental law education at MENA universities; (iii) provide opportunities for practical and integrated engagement of environmental law lecturers in framing and designing innovative curricula, teaching approaches and forms of assessment for environmental law education; and (iv) enhance opportunities for professional networking, teaching and research linkages amongst legal professionals engaged in environmental law education.

<b>Table 1: Course Overview</b>	
Course goal	The overarching goal of this regional TTT is to equip MENA environmental law academics with knowledge and skills needed to design and implement innovative courses on environmental law in their institutions.
Description of course participants	<ul style="list-style-type: none"> <li>▪ Law faculty (tutorial fellows, lecturers, senior lecturers, associate professors, full professors) currently conducting research, or teaching environment related law courses, in a university in the MENA region.</li> </ul>
Topics covered	<p>The TTT Programme will comprise seven main modules. The content to be focused on, and, the tasks to engage participants in each module are:</p> <ul style="list-style-type: none"> <li>▪ Value and purpose of environmental law education.</li> <li>▪ Tenets of environmental law education.</li> <li>▪ Pedagogical approaches in environmental law education.</li> <li>▪ Curriculum development for environmental law programmes.</li> <li>▪ Course design, course outline, and pedagogical options for delivery of different environmental law course, at different (undergraduate/graduate) and in various contexts (e.g technology, etc).</li> <li>▪ Practicums and other participatory methods for ensuring highest level of participant contribution in a classroom context.</li> <li>▪ Specific environmental law topics that will support the inquiry into, and enhancement of the pedagogical approaches.</li> <li>▪ Innovative forms of assessment (summative and formative).</li> </ul>
Skills or pre-requisites required for TTT participants	<ul style="list-style-type: none"> <li>▪ LL.M degree or equivalent.</li> <li>▪ Currently conducting research in, or teaching environmental law related programmes</li> <li>▪ Current and valid university teaching appointment at the levels set out above, or equivalent.</li> </ul>
Course objectives	<ul style="list-style-type: none"> <li>▪ Enhance understanding of the key role played by environmental education ethics, philosophies and values in the design and delivery of environmental law education at the university level.</li> <li>▪ Appraise the status of, and review the key tenets of, environmental law education at the university level.</li> <li>▪ Provide an opportunity for detailed, practical and integrated engagement for environmental law lecturers in framing and designing innovative curricula, teaching approaches and forms of assessment for environmental law education.</li> <li>▪ Engage environmental law lecturers in assessing and framing the practice of mentoring as an effective pedagogical approach.</li> <li>▪ Provide opportunities for professional networking, teaching and research linkages amongst legal professionals engaged in environmental law education.</li> <li>▪ Enhance the substantive knowledge and analytical skills and capabilities of environmental lawyers on sustainable development and environmental governance.</li> <li>▪ Ensure that the TTT Programme is undertaken with gender balance and inter-generational considerations in the selection of participants from amongst university lecturers.</li> <li>▪ Provide a TTT Programme that is balanced in its scope and process, providing significant roles and opportunities for participants to practically engage in the knowledge, skills and methodology introduced to them during the programme through activities, exchanges and discussions.</li> </ul>
Total number of participants	40

<b>Table 1: Course Overview</b>	
Estimated course length	5 days, full time and residential.

This TTT programme, and the use of this training manual, will provide an essential foundation for MENA environmental law academics to understand best practices in environmental law education. By so doing, participants will be equipped to directly contribute to a wide range of the United Nations Sustainable Development Goals (SDGs), especially, Target 4.7 of SDG4 which aims to ensure that all learners ‘acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles’ by the year 2030.<sup>1</sup>

As new laws, regulations and knowledge emerge, follow up technical courses will be required to ensure that participants are up-to-date and are well placed to continually improve their skills and knowledge on environmental law education. Larger benchmark and standardization studies and training can be undertaken at a later stage provided that the necessary staff time and funding are available.



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<sup>1</sup> United Nations, *Transforming Our World: the 2030 Agenda for Sustainable Development*, Resolution adopted by the General Assembly on 25 September 2015, A/RES/70/L.

# Module 1: Context and Current Status of Environmental Law Education

## Introduction

This first module will provide a refresher on the meaning, nature and history of environmental law. We will investigate the ethos, philosophies and values impacting environmental law in the context of the MENA region.

The specific objectives of this module are to:

1. To understand the context of environmental law in the MENA region,
2. Finally, in sharing with others our own journeys, to at the same time note some opportunities and diverse approaches to further the teaching of environmental law.

### ***Preparatory Task for Participants:***

- In this First Module, using the guidelines provided, we will:
  - Trace the journey of environmental law environmental law education in our country and/or law school.
  - Provide an overview of the pedagogical methods and assessment methods that we currently use in our teaching.

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*“The Court also recognizes that the environment is not an abstraction, but represents the living space, the quality of life and the very health of human beings, including generations unborn. The existence of the general obligation of States to ensure that activities within their jurisdiction and control respect the environment of other States or of areas beyond national control is now part of the corpus of international law relating to the environment.”<sup>2</sup>*

## **1. What is Environmental Law?**

The environment consists of water, air, land, plants, animals, humans, and other living organisms that make up the ecosystem.<sup>3</sup> Environmental law is therefore the body of law

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<sup>2</sup> *Nuclear Weapons Advisory Opinion*, ICJ Reports (1996) 241-2, para 29.

<sup>3</sup> See *General Regulations of Environment in the GCC States 1997*, <<http://nshr.org.sa/en/wp-content/uploads/2014/01/1274260384.pdf>>. See also Damilola Olawuyi, ‘Corporate Accountability for the Natural Environment and Climate Change’, in Ilias Bantekas and MA Stein (eds), *Cambridge Companion to Business and Human Rights* (Cambridge University Press 2021).

designed to protect and preserve all aspects of the environment from degradation or pollution. Such laws may take the form of international treaties and conventions, regional legal frameworks, national legislation and regulations, common law, or any other instruments that operate to reduce the impacts of human activity on the natural, physical, biological, and cultural environment.

## **2. The context of Environmental Law in the MENA region**

Over the last several decades, environmental has grown rapidly as a distinct legal discipline in the MENA region. The history and development of environmental law in the MENA region can be broken down into three basic periods: the pre-1991 era, the 1991 era, and the post-1991 era.

### **2.1. Pre-1991**

Care and stewardship for the environment for present and future generations appeared very early in religious beliefs, culture and civilizations across the MENA region.<sup>4</sup> Despite this recognition however, prior to 1991, environmental law was not clearly reflected as a distinct source of law in MENA countries. What existed was a complex web of distinct and separate laws, such as public health law, or pollution law.

As one of the earliest hubs for oil and gas exploitation, MENA countries as far back as the 1970s enacted a wide range of laws to address the environmental impacts of oil production and to achieve safe, orderly, and responsible resource development.<sup>5</sup> Some of these legislative efforts were in direct response to developments at the international level which emphasised the need to ensure that economic activities do not result in adverse health, safety and environmental impacts. For example, a number of landmark decisions began to emerge that emphasised the responsibility of states to protect the environment and ensure that activities in their jurisdictions do not affect the environment of other countries.<sup>6</sup> Furthermore, with increasing concerns on the impact of industrialization and globalization on the environment, and with the publication of Rachel Carson's *Silent Springs* in 1962, a global environmental movement, which advocated for the enactment of national, regional, and international laws to protect the environment,

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<sup>4</sup> See Islamic Principles for the Conservation of the Natural Environment (IUCN Environmental Policy and Law Paper 20, 1983). See also the Islamic Declaration on Global Climate Change <<http://islamicclimatedeclaration.org/islamic-declaration-on-global-climate-change/>>

<sup>5</sup> See for example, Qatar's Decree - Law No. 4 of 1977 on the Conservation of Petroleum Resources. Also, Bahrain's Legislative Decree No. 12 of 1980 on regulation of groundwater use, Egypt's Law No. 48 of 1982 on the protection of River Nile and water channels against pollution, Kuwait's Law No. 46 of 1980 on the conservation of fish resources, and Law No. 12 of 1964 on pollution prevention by oil in navigation water, among others. See also Qatar's Law No. 8 of 1974 on Public Hygiene; and Law No. 3 of 1975 on the Commercial, Industrial and Public Premises, and amending laws thereof.

<sup>6</sup> See Trail Smelter Arbitration (U.S.A. v. Canada), 1938-1941, 9 I.L.R. 315; Laclanoux Arbitration (France v. Spain), 1957, 24 I.L.R. 101; Corfu Channel Case (*UK v Albania*) (Assessment of Compensation) [1949] ICJ Rep 15 XII 49; and Case Concerning the Gabčíkovo- Nagymaros Project (Hungary v Slovak Republic), 32 ILM (1993) 1293



began to emerge.<sup>7</sup> The aftermath was a geometric rise in the adoption of multilateral environmental agreements towards the end of the 1960s.<sup>8</sup>

Some of other landmark developments at the international level include:

### 2.1.1. The Stockholm Conference

In the global context, the United Nations Conference on the Human Environment (UNCHE), in Stockholm from June 5-16, 1972, was the foundational conference in which international environmental policy began in an official capacity. The UNCHE was the very first interstate conference which focused solely on the environment.<sup>9</sup> The conference was convened for the purpose of creating a unifying declaration which would embody these basic principles and objectives of protection of the environment, along with mutual cooperation and responsibility with regard to the global community.<sup>10</sup> The conference at Stockholm represented the first time that the transboundary human impact on the environment was assessed and discussed with the goal of creating a common set of international policies and legal frameworks.<sup>11</sup> Therefore, the Stockholm Conference represented the first major milestone in the “modern era” of the evolution of international environmental law.<sup>12</sup>

Many fundamental developments emerged from the conference, such as (1) the adoption of the Stockholm Declaration on the Human Environment, (2) the establishment of the United Nations Environment Program (UNEP), (3) an Action Plan for the adoption of environmental policy (administered by UNEP), and (4) the creation of the Environment Fund.<sup>13</sup>

Though non-binding, the Stockholm Declaration elaborates 26 important Principles that have played major roles in the rapid development of international environmental law. Principle 1 affirms that both aspects of man’s environment, the natural and the man-

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<sup>7</sup> For an excellent discussion of these events, see Elizabeth Mrema & Aphrodite Smagadi, ‘The United Nations Environment Programme: promoting climate law education in the MENA Region’ in Damilola Olawuyi (ed), *Climate Change Law and Policy in the Middle East and North African Region* (Routledge, 2022) 1-10.

<sup>8</sup> For example, the 1968 African Convention on the Conservation of Nature and Natural Resources, the 1967 Treaty on Principles Governing the Exploration and Use of Outer Space (which declares that states should avoid contamination as well as harmful modifications of the earth through the introduction of extra-terrestrial substances) and conventions relating to oil pollution control in the North Sea, International Convention relating to intervention on the high seas in cases of oil pollution casualties, 25 May 1975, 970 UNTS 211.

<sup>9</sup> Patricia Birnie, Alan Boyle, and Catherine Redgwell, *International Law and the Environment* (Third Edition, Oxford University Press, 2009) p. 48.

<sup>10</sup> [https://www.un.org/ga/search/view\\_doc.asp?symbol=a/res/2398\(XXIII\)](https://www.un.org/ga/search/view_doc.asp?symbol=a/res/2398(XXIII))

[https://www.un.org/ga/search/view\\_doc.asp?symbol=a/res/2581\(XXIV\)](https://www.un.org/ga/search/view_doc.asp?symbol=a/res/2581(XXIV))

<sup>11</sup> Stockholm Declaration on the Human Environment, in *Report of the United Nations Conference on the Human Environment*, UN Doc.A/CONF.48/14, at 2 and Corr.1 (1972).

<sup>12</sup> Sand, “The Evolution of International Environmental Law,” in D. Bodansky, J. Brunnée & E. Hey, eds., *The Oxford Handbook of International Environmental Law* 29 (2007).

<sup>13</sup> Patricia Birnie, et al., pp. 48-49.

made, are essential to his well-being and to the enjoyment of basic human rights the right to life itself. Principle 21 emphasizes the responsibility of States to ensure that the activities within their jurisdiction or control do not cause damage to the environment of other states or of areas beyond the limits of national jurisdiction. In addition, the Declaration affirms that states should cooperate to develop international law regarding liability and compensation for victims of pollution and other environmental damage produced outside their boundaries. Principle 26 condemns nuclear weapons and all other means of mass destruction.

### **2.1.2. Effect on MENA region**

The Stockholm Conference inspired many nations worldwide, including MENA countries, to incorporate rules and regulations protecting the environment into their national agendas. Along with increased development globally, it had become clear to the international community that the degradation of the environment was inextricably linked to industrialization, and that a more sustainable type of development was needed, that safeguarded the environment for future generations. In the MENA region, the following conferences and conventions emerged, largely as a result of the successes of the Stockholm Conference.

Firstly, in April 15-23, 1978, the Regional Conference of Plenipotentiaries on the Protection and Development of the Marine Environment and the Coastal Areas of Bahrain, Iran, Iraq, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates was convened in Kuwait. On April 23, 1978, the Conference adopted the *Action Plan for the Protection and Development of the Marine Environment and the Coastal Areas*, the *Kuwait Regional Convention for Co-operation on the Protection of the Marine Environment from Pollution (the "Kuwait Convention")*, and the *Protocol concerning Regional Co-operation in Combating Pollution by Oil and Other Harmful Substances in Cases of Emergency*.<sup>14</sup> Although these were non-binding solutions, they demonstrated a first step toward creating a regional plan for the Arab world. It also resulted in the establishment of the Regional Organization for the Protection of the Marine Environment (ROPME) headquartered in Kuwait, with the mandate to prevent marine pollution.

Secondly, on October 13-15, 1986, in Tunis, Tunisia, the Arab Ministerial Conference on Environmental Considerations in Development was organized and held by the League of Arab States, the Arab League Educational, Cultural and Scientific Organization (ALECSO) and UNEP. The Conference developed and adopted a five-point *Arab Declaration on Environment and Development* (Tunis, 1986) and set up an Arab Ministerial Council on the Environment and an interim executive bureau to implement the decisions taken, including those leading to the institutionalization of the Conference.<sup>15</sup>

The Conference also established the Council of Arab Ministers Responsible for the Environment (CAMRE), in accordance with the League of Arab States Council Resolution 4738, as a regional mechanism to develop regional cooperation and harmonization in safeguarding the environment in the region. CAMRE identified three main areas of

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<sup>14</sup> [http://ropme.org/1\\_Sea\\_Area\\_EN.clx](http://ropme.org/1_Sea_Area_EN.clx)

<sup>15</sup> <https://digitallibrary.un.org/record/1292205?ln=en>

cooperation: spreading environmental awareness, combatting industrial pollution, and combatting desertification. The coordination of environmental protection and sustainable development across the region was particularly important in light of Arab governments' diverse approaches to addressing environmental matters. Each state has a different array of regulations, procedures and substantive legislations regarding environmental issues, and the states' institutions for the environment have varying levels of power and authority.

As a result of this landmark conference, the Arab Environment Day is marked on October 14 of every year to celebrate the start of regional cooperation on environmental issues in the region.

## **2.2. 1991**

One of the most critical periods in the history of environmental law in the MENA region, is the year 1991 when the Second Arab Ministerial Conference on Environmental Considerations in Development was held in 1991, in Cairo, Egypt, resulting in the adoption of the landmark *Arab Declaration on Environment and Development and Future Perspectives* (Cairo, 1991). Though not legally binding, the Arab Declaration is one of the most important documents in the development and codification of environmental law in the Arab region.<sup>16</sup>

The 1991 Conference and its resulting Declaration were designed to elaborate a common regional position ahead of the 1992 Earth Summit in Rio de Janeiro.<sup>17</sup> The Arab Declaration proclaimed that all Arab countries must respect, protect and fulfil 'the rights of peoples to sustainable development'. According to the Arab Declaration, Arab countries agree to limit the degradation of the environment and natural resources, and manage them "in a sustainable manner that ensures Arab water and food security, the preservation of ecosystems and biodiversity and the control of desertification."<sup>18</sup> In addition, the Declaration refers to "the right of individuals and non-governmental organizations to acquire information about environmental issues relevant to them."<sup>19</sup>

As a result of the Arab Declaration, several countries in the MENA region began to introduce and codify environmental human rights in their constitutions and legislations.<sup>20</sup> Similarly, some regional conventions for the protection and preservation of the marine environment took place across the Arab world, in the Gulf, the Red Sea, the Gulf of Aden, the Mediterranean and the Atlantic and established protocols, as well as a comprehensive

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<sup>16</sup> United Nations, The 1991 Arab Declaration on Environment and Development and Future Prospects, E/ESCWA/ENVHS/1992/1, <<https://digitallibrary.un.org/record/1292205?ln=en>>

<sup>17</sup> <https://digitallibrary.un.org/record/132695?ln=en>

<sup>18</sup> First and Third Agenda, *Arab Declaration to the World Summit on Sustainable Development* (Adopted on 24 October 2001 by the Arab Ministers responsible for development affairs, planning and environment, meeting at the headquarters of the League of Arab States in Cairo, Egypt).

<sup>19</sup> Arab Declaration (Cairo, September 1991), A/46/632, cited in U.N. Doc. E/CN.4/Sub.2/1992/7, 20.

<sup>20</sup> See Damilola S Olawuyi, 'Human rights and the environment in the Middle East and North African region: trends, limitations and opportunities' in James May and Erin Daly (eds), *Encyclopaedia of Human Rights and the Environment, Indivisibility, Dignity and Legality* (Edward Elgar 2019)

cooperative legal framework for the protection of the marine environment at the regional level, such as, for example, the Arabian Gulf 1990 Kuwait Protocol, and Protocol concerning Pollution from Land-Based Sources and Activities on 27 October 1999 (see Table 2).

### **2.3. 1991 to date**

Another landmark conference which spurred further initiatives was the 1992 Conference on Environment and Development was held in Rio de Janeiro (Earth Summit) (see Table 2). This summit bolstered the objectives of the Arab Ministers of the League of Arab States, when they agreed to limit the degradation of the environment and natural resources, and oversee them “in a sustainable manner that ensures Arab water and food security, the preservation of ecosystems and biodiversity and the control of desertification.”<sup>21</sup>

The Summit adopted an agenda for environment and development in the 21st Century called *Agenda 21: A Programme of Action for Sustainable Development*. The Summit also adopted the *Rio Declaration on Environment and Development*, which recognizes each nation’s right to pursue social and economic progress and assigned to States, the responsibility of adopting a model of sustainable development. It declares that ‘Man...bears a solemn responsibility to protect and improve the environment for present and future generations’<sup>22</sup> The Rio Declaration contains 27 important principles that recognise the need for international protection of the environment through sustainable utilization of its resources. Principle 2 recognizes that States have the sovereign right to exploit their own resources pursuant to their own environmental and developmental policies. They also have the responsibility to ensure that activities within their jurisdiction or control do not cause damage to the environment of other States or of areas beyond the limits of national jurisdiction.

As a result of the Rio Declaration, environmental law increasingly gained a life of its own across the MENA region. For example, in addition to increasing spate of legislation and constitutional recognition of environmental rights, countries of the Gulf Cooperation Council (GCC) convened on April 20, 1994, in Abu Dhabi and outlined *the General Regulations of Environment in the GCC States*. The GCC Regulation has been endorsed by the Ministerial Council of the GCC as the minimum basic requirement for preparing and developing similar national environmental legislations in the member states.<sup>23</sup> Similarly, in 2001, the Abu Dhabi Declaration on the Future of Environment Action in the Arab World,<sup>24</sup> outlined a strategy that encouraged capacity-building, advocacy and institutional development, by promoting the participation of civil society, and other such

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<sup>21</sup> See First and Third Agenda, *Arab Declaration to the World Summit on Sustainable Development* (Adopted on 24 October 2001 by the Arab Ministers responsible for development affairs, planning and environment, meeting at the headquarters of the League of Arab States in Cairo, Egypt), quoted in Olawuyi, p. 484, footnote 2.

<sup>22</sup> United Nations, *Rio Declaration on Environment and Development*, < <http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=78&ArticleID=1163>>

<sup>23</sup> GCC General Regulations rei880.147tt1.pdf

<sup>24</sup> [https://digitallibrary.un.org/record/437007?ln=zh\\_CN](https://digitallibrary.un.org/record/437007?ln=zh_CN)

measures. In preparation for the 2002 Johannesburg Summit, Arab countries adopted the *Arab Declaration to the World Summit on Sustainable Development 2001*, which renewed the commitment of Arab countries to promote regional cooperation in order to advance environmental protection and sustainable development. The 2001 Arab Declaration highlighted several practical obstacles that limit progress on environmental protection and sustainable development in the Arab world.

### **2.3.1. Conference on Sustainable Development (Rio + 20)**

The third Conference on Sustainable Development was convened by the UN on June 20-22, 2012, in Rio de Janeiro, Brazil, bringing together various stakeholders such as NGOs, private sector corporations, and member states, together to renew their pledge to sustainable development. The conference created a document called *The Future We Want*, which affirmed the common vision and the goal of working together toward a sustainable future.<sup>25</sup>

In terms of Rio+20's effect on the MENA region, this spurred another landmark Memorandum of Understanding (MOU) at the 51st Meeting of the Council of Arab Ministers Responsible for the Environment. On November 10, 2014, UNEP and the League of Arab States (LAS) signed a Memorandum of Understanding (MoU) at the 51st Meeting of the Council of Arab Ministers Responsible for the Environment (CAMRE). The MoU provides the basis for enhanced cooperation and coordination on a range of programmes and activities related to biodiversity, climate change, environmental governance, the green economy, post conflict assessments and recovery, sustainable consumption and production (SCP) and water resources. The MoU builds upon a previous agreement between UNEP and LAS, which was signed in 1986, and will help to advance cooperation on planning and implementing global and regional environmental programmes in the Arab region. The MoU is "aligned with joint UN-LAS strategic priorities for Economic, Social and Environmental Clusters for the period 2013-2017," and also responds to the outcome of the UN Conference on Sustainable Development (UNCSD, or Rio+20) outcome document, according to UNEP.<sup>26</sup>

### **2.3.2. Transforming Our World: The 2030 Agenda for Sustainable Development**

In 2015, the UN General Assembly convened to create a global sustainable development agenda for the post-2015 era, called *Transforming Our World: The 2030 Agenda for Sustainable Development*.<sup>27</sup> This agenda contains 17 Sustainable Development Goals (SDGs) and 169 targets. Three important frameworks came from this conference, including The Paris Agreement, which focused on climate change; the Addis Ababa Action Agenda, which focused on the financing of sustainable development; and the

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<sup>25</sup> "The Future We Want," Outcome document of the United Nations Conference on Sustainable Development, Rio+20, Rio de Janeiro, Brazil, 20–22 June 2012

<https://sustainabledevelopment.un.org/content/documents/733FutureWeWant.pdf>

<sup>26</sup> <http://sdg.iisd.org/news/unep-league-of-arab-states-cooperating-on-environment/>

<sup>27</sup> [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

Sendai Framework for Disaster Risk Reduction, which focused on anticipating, reducing, preventing and responding to disaster risks globally.

The impact of the 2030 Agenda on the MENA region was significant in that each country has developed, or begun to develop, 2030 visions in their national priorities and planning mechanisms. For example, in Qatar, recognizing the inevitable conflict between rapid development and environmental protection, Qatar has incorporated its environmental agenda into its official state vision.<sup>28</sup> The preservation and protection of the environment is the fourth pillar of the Qatar National Vision (QNV 2030), and expressly states, “The State of Qatar seeks to preserve and protect its unique environment and nurture the abundance of nature granted by God. Accordingly, development will be carried out with responsibility and respect, balancing the needs of economic growth and social development with the conditions for environmental protection.”<sup>29</sup> The three main guiding principles for this vision include education about the dangers posed to the environment, a strong legal system to protect the environment, and public awareness of contemporary environmental efforts through research and technology.<sup>30</sup>

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<sup>28</sup> IRENA. Renewable Energy Market Analysis: The GCC Region, 2016. p. 41.

<sup>29</sup> QNV 2030. General Secretariat for Environmental Planning, 2008. p. 30.  
[https://www.psa.gov.qa/en/qnv1/Documents/QNV2030\\_English\\_v2.pdf](https://www.psa.gov.qa/en/qnv1/Documents/QNV2030_English_v2.pdf)

<sup>30</sup> QNV 2030. General Secretariat for Environmental Planning, 2008. p. 31.  
[https://www.psa.gov.qa/en/qnv1/Documents/QNV2030\\_English\\_v2.pdf](https://www.psa.gov.qa/en/qnv1/Documents/QNV2030_English_v2.pdf)

**Table 1: Pre-1991 Initiatives**

Year	City	Conference	Outcomes
<b>First International Conference on Environmental Law</b>			
1972	Stockholm	UNHCE (United Nations Conference on the Human Environment)	<ol style="list-style-type: none"> <li>1. Stockholm Declaration on the Human Environment</li> <li>2. UNEP (United Nations Environment Program)</li> <li>3. Action Plan</li> <li>4. Environment Fund</li> </ol>
<b>Outcomes from Stockholm on MENA region</b>			
1978	Kuwait	ROPME (Regional Conference of Plenipotentiaries on the Protection and Development of the Marine Environment and the Coastal Areas) Area	<ol style="list-style-type: none"> <li>1. Action Plan</li> <li>2. Kuwait Regional Convention</li> <li>3. Protocol</li> </ol>
1986	Tunis	<ol style="list-style-type: none"> <li>1. First Arab Ministerial Conference on Environmental Considerations in Development</li> <li>2. CAMRE (Council of Arab Ministers Responsible for the Environment)</li> </ol>	<ol style="list-style-type: none"> <li>1. 1986 Arab Declaration</li> <li>2. League of Arab States Resolution 4738</li> </ol>
<b>Outcomes from Stockholm Internationally</b>			
1988	Geneva	IPCC	<ol style="list-style-type: none"> <li>1. Established by UNEP/World Meteorological Association (WMA)</li> <li>2. General Assembly Resolution 45/53 of 6 Dec 1988</li> </ol>
1988-1989	Rome	Environmental Perspectives 2000	<ol style="list-style-type: none"> <li>1. Adheres to General Assembly Resolution 38/161 19 Dec 1983</li> <li>2. World Commission on Environment &amp; Development (WCED) recommendations</li> <li>3. Reviewing and reporting mechanisms, paragraphs 114 and 117 of Environmental Perspective</li> </ol>

**Table 2: 1991 Initiatives**

<b>Arab Declaration</b>			
1991	Cairo	<b>Second Arab Ministerial Conference on Environmental Considerations in Development</b>	<b>1991 Arab Declaration</b> <ol style="list-style-type: none"> <li>1. Ratified the principles of the First Arab Declaration of Tunis</li> <li>2. Affirmed the Arab States' participation on the UN Conference on the Environment and Development, Resolution 44/228</li> <li>3. Affirmed WCED report</li> <li>4. Agreed to limit and manage resources in a sustainable manner</li> <li>5. Affirmed the right to acquire information about environmental issues</li> </ol>
<b>Outcomes of the Arab Declaration on the MENA region</b>			
1990-1999	Kuwait	Arabian Gulf Kuwait Protocol Protocol concerning Pollution of Land Based Sources and Activities Codifying Constitutional Provisions	<ol style="list-style-type: none"> <li>1. Regional conventions</li> </ol>

**Table 3: Initiatives 1991 to date**

Second International Conference on Environmental Law			
1992	Rio	UNCED Earth Summit	<ol style="list-style-type: none"> <li>1. Rio Declaration</li> <li>2. Agenda 21</li> <li>3. Non-legally Binding Authoritative Statement of Principles for a Global Consensus on the Management, Conservation and Sustainable Development of all Types of Forests</li> <li>4. The Framework Convention on Climate Change (UNFCCC)</li> <li>5. Convention on Biological Diversity</li> <li>6. UN Convention to Combat Desertification.</li> </ol>
1994	Marrakesh	World Trade Organization (WTO)	<ol style="list-style-type: none"> <li>1. First economic treaty to acknowledge the objectives of sustainable development and environmental protection</li> <li>2. Created a Committee on Trade &amp; Environment</li> <li>3. Marrakesh Accords COP-7</li> </ol>
1994	Abu Dhabi	General Regulations of the Environment in the GCC States	Ministers of environmental affairs agreed upon minimum basic requirements
1998		Nile Basin Initiative	Create a regional partnership to facilitate the pursuit of sustainable development and management of the Nile waters, composed of treaties and MOUs
1998	Kuwait	ROPME Protocol	<ol style="list-style-type: none"> <li>1. 20 year anniversary of Kuwait Convention of 1978</li> <li>2. Kuwait Regional Protocol on the Control of Marine Transboundary Movements and Disposal of Hazardous Wastes and other Wastes ("ROPME Protocol")</li> <li>3. Reference to Article 11 Basel Convention</li> </ol>
2000	New York	Millennium Convention	<ol style="list-style-type: none"> <li>1. Integrate the principles of sustainable development into country policies and programmes, and reverse environmental resources loss;</li> <li>2. Achieve significant reduction in biodiversity loss by 2010;</li> <li>3. Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation;</li> <li>4. Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020.</li> </ol>
2000	Saudi Arabia	Global Environmental Forum from an Islamic Perspective	Declaration promotes environmental protection and identifies that sustainable development from an Islamic perspective is the development and rehabilitation of the Earth in a manner that does not disrupt the equilibrium established by God
2001	Tehran	Tehran Declaration on Environment, Religion and Culture	<ol style="list-style-type: none"> <li>1. Promote environmental education, religion and environmentally responsible behavior</li> <li>2. Intersections of environment, religion and culture, as a direct response to the 2030 Agenda for Sustainable Development</li> </ol>
2001	Abu Dhabi	Abu Dhabi Declaration on the Future of Environment Action in the Arab World	Strategy that encouraged capacity-building, advocacy and institutional development, by promoting the participation of civil society, and other such measures.



2001	Qatar	Fourth WTO Ministerial Conference	<ol style="list-style-type: none"> <li>1. Enhance the mutual support of trade and environmental policies <ol style="list-style-type: none"> <li>a. the relationship between WTO rules and multilateral environmental agreements (MEAs);</li> <li>b. the collaboration between the WTO and MEA secretariats;</li> <li>c. the elimination of tariffs and non-tariff barriers on environmental goods and services</li> </ol> </li> </ol>
2002	Johannesburg	World Summit on Sustainable Development	<ol style="list-style-type: none"> <li>1. Declaration on Sustainable Development</li> <li>2. Plan of Implementation</li> </ol> <p>Three “interdependent and mutually reinforcing pillars” of sustainable development :</p> <ol style="list-style-type: none"> <li>a. economic development</li> <li>b. social development</li> <li>c. environmental protection</li> </ol>
2012	Rio	Rio+20 : Conference on Sustainable Development	<i>The Future We Want</i>
2014	Jeddah	Memorandum of Understanding 51st Meeting of the Council of Arab Ministers Responsible for the Environment	<ol style="list-style-type: none"> <li>1. UN Environment Programme (UNEP) and the League of Arab States (LAS) signed a Memorandum of Understanding (MoU) at the 51st Meeting of the Council of Arab Ministers Responsible for the Environment (CAMRE)</li> <li>2. The MoU provides the basis for enhanced cooperation and coordination on a range of programmes and activities related to biodiversity, climate change, environmental governance, the green economy, post conflict assessments and recovery, sustainable consumption and production (SCP) and water resources</li> </ol>
2015		Transforming Our World : The 2030 Agenda for Sustainable Development	<p>Three important frameworks came from this conference, including</p> <ol style="list-style-type: none"> <li>1. The Paris Agreement, which focused on climate change;</li> <li>2. The Addis Ababa Action Agenda, which focused on the financing of sustainable development;</li> <li>3. The Sendai Framework for Disaster Risk Reduction, which focused on anticipating, reducing, preventing and responding to disaster risks globally</li> </ol>
2016	Abu Dhabi	Abu Dhabi Declaration on Sustainable Energy and Cities, Habitat III of January 20, 2016	<p>Declaration acknowledges the need for closer cooperation between national and sub-national governments to ensure that top-down policy signals are aligned with bottom-up city-level climate action; and encourages existing and new national, regional, and international networks and partnerships between cities, as well as between large cities and their surrounding regions, to advance sustainable energy solutions.</p>
2018	New York	Proposed Global Pact for the Environment (Global Pact) in	<p>The General Assembly requested the Secretary-General to submit, at its seventy-third session in 2018, a technical and evidence-based report that</p>

Regional Instruments League of Arab States (Arab League)

identifies and assesses possible gaps in international environmental law and environment-related instruments with a view to strengthening their implementation

### **3. Conclusion**

As a result of the increasing development of international environmental law at global levels, a regional consensus has fast developed in the MENA region as to the core principles of environmental law and regulation that should be present in national constitutional and legislative provisions across the region. Environmental law has also developed in the region as a tool to address the complex and multifaceted environmental and sustainability challenges facing the region. The problems of water scarcity, energy poverty, food insecurity, climate change, extractive sector pollution, wars and conflicts, terrorism and the destruction of cultural heritage, among others pose significant ecological threats that require urgent legal solutions.<sup>31</sup> Consequently, several countries in the MENA region have increasingly formulated national visions and plans aimed at addressing these emerging ecological threats, as well as accelerating low carbon energy transition.<sup>32</sup>

However, despite the rise in policy formulation on water, energy, food and climate change related environmental challenges in the MENA region, environmental law education is still at an alarming stage of infancy in the region, especially when compared to many other regions. The next module examines the importance of environmental law education as a tool for boosting regional and domestic responses to environmental challenges facing the region.

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<sup>31</sup> UNDP-RBAS and SIDA (2013) Water Governance in the Arab Region: Managing Scarcity and Securing the Future; World Bank (2012) Adaptation to a changing climate in the Arab countries: a case for adaptation governance and leadership in building climate resilience Washington DC; World Bank.

<sup>32</sup> See for example, Qatar National Vision 2030; Algeria's National Climate Plan (2013); Morocco National Plan Against Climate Change (2009); Kuwait's National Vision 2035.

## **Module 2: Scope and Objectives of Environmental Law Education**

### **Introduction**

Welcome to our second Module in the Training the Trainers program.

The TTT process began with a history of environmental law, and an assessment of environmental law education and its current status as a discipline. Today, we will investigate the ethos, philosophies and values impacting environmental law education in the context of the MENA region. We will examine the role of other disciplines which complement environmental law in framing the content and delivery of environmental law education. Lastly, we will assess the impact of our specific context on the teaching of environmental law.

### **Learning Objectives**

Our first Module provided us with an overview of the history of environmental law, as a sub-set of environmental studies in general. In this second Module, we will appraise the status of, and review the key tenets of, environmental law education at the university level. We will learn what practical issues and challenges arise in the teaching of environmental law, while understanding that although there are key tenets to teaching environmental law, those tenets are by no means fixed, and require our input and our experience to situate them in our specific context.

### ***Content:***

The tenets of environmental legal education:

- 1.1 What is Environmental Law Education?
- 1.2 How can we promote excellence in Environmental Law Education?
- 1.3 What are the objectives of Environmental Law Education?

### ***Task for Participants:***

- Detailed review of the tenets of environmental law education by participants in small groups.
- Are there other tenets unique to context, or not included in the list above?
- How do these tenets impact our role in environmental law education, in practice?
- At least 1.5 hours should be assigned to plenary discussion by participants, with key lessons and outcomes distilled and written down.

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## **1. The Tenets of Environmental Law Education**

### **1.1. What is Environmental Education?**

Goal 4 of the United Nations Sustainable Development Goals (SDGs) contains a commitment by all countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by the year 2030. Specifically, Target 4.7 of SDG4 aims to ensure that all learners 'acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles' by the year 2030.<sup>33</sup> Target 13.3 of SDG 13 also encourages countries to 'improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.' The importance of environmental education is also well reflected in a wide range of legal and policy instruments adopted by the League of Arab States, especially the Sustainable Development Initiative in the Arab Region 2002 which encourages all Arab countries to integrate environmental education at all educational levels 'with a view to raising a new generation whose members are aware and conscious of their responsibility for environmental protection.'<sup>34</sup>

With a view to contributing to the attainment of all the 17 SDGs at national and global levels, especially SDG 4 on education for all, environmental educators worldwide are looking to look for new ways to advance excellence in environment education (EE) initiatives and programs.<sup>35</sup> Apart from being one of the important tools for awareness and promotion of the SDGs, EE provides the skills that enable the public to develop the skills needed to make informed and responsible decisions to address several of the complex environmental problems facing our current world.<sup>36</sup>

A subset of EE is environmental law education (ELE) which focuses on the study of the core principles of law relating to the protection of the environment. Over the last decade and through the leading work of the Law Division of the United Nations Environment Program (UNEP) in promoting global environmental rule of law and ELE, environmental law has grown as a discipline that allows stakeholders, both state and non-state actors, to acquire in-depth knowledge of the general legal framework for the regulation and protection of elements of the environment such as air, land, water, sea, amongst others.<sup>37</sup> Environmental law evaluates the body of laws, rules, regulations and statutes that regulate the interactions between humans and the natural environment with the aim of reducing the impacts of human activity on the environment.

As environmental law is becoming an increasingly vital element of international and domestic policy making, the role of higher education institutions in relation to training and developing the next generation of environmental law scholars and administrators has

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<sup>33</sup> United Nations, *Transforming Our World: the 2030 Agenda for Sustainable Development*, Resolution adopted by the General Assembly on 25 September 2015, A/RES/70/L.

<sup>34</sup> League of Arab States, 'The Sustainable Development Initiative in the Arab Region' [https://www.un.org/esa/sustdev/partnerships/activities\\_initiate/101202\\_sd\\_initiative\\_arab\\_region.pdf](https://www.un.org/esa/sustdev/partnerships/activities_initiate/101202_sd_initiative_arab_region.pdf)

<sup>35</sup> North American Association for Environmental Education, 1999. Excellence in EE-guidelines for learning (K-12). Troy, OH: NAAEE

<sup>36</sup> "What Is Environmental Education?" EPA, Environmental Protection Agency, 5 Nov. 2018, [www.epa.gov/education/what-environmental-education](http://www.epa.gov/education/what-environmental-education).

<sup>37</sup> See Mrema and Smagadi (n. 7).

become accentuated across the world, including the MENA region. For example, Article 7 of Qatar’s Environmental Protection Law provides that “all authorities responsible of education shall include environmental awareness subjects in all the educational stages.”<sup>38</sup> Similarly, the Sustainable Development Initiative in the Arab Region 2002 encourages all Arab countries to integrate environmental education at all educational levels ‘with a view to raising a new generation whose members are aware and conscious of their responsibility for environmental protection.’<sup>39</sup> MENA HEIs can play lead roles in promoting the SDGs through courses, training, and research programs that expose students to the various legal regimes governing human relationships with the environment. Implementing holistic and comprehensive ELE courses can enhance evidence-based policy making, societal awareness, and local empowerment on environmental law and sustainability in the region, specifically on issues related to water, energy and food security, climate change, clean technology entrepreneurship and preservation of cultural heritage.

## **1.2. What are the objectives of Environmental Law Education?**

### *Description*

Environmental law as a course aims to expose students to the various legal regimes governing human relationships with the environment. It explores the values, assumptions, and guiding principles, which underlie legal instruments designed to advance environmental protection. Drawing on principles of ethics, ecology, economics, and the science of risk assessment, environmental law as a discipline explores and analyzes the regulatory regimes governing air and water pollution, hazardous waste, climate change, biodiversity and toxics. Students will also learn the practical, problem-solving art of lawyering in this complex and fascinating field.

Environmental law education also emphasizes practical skills and requirements on how stakeholders, especially business enterprises, corporate organizations, lawyers and law firms can anticipate, prevent, and mitigate environmental liability in their operations, especially through corporate social responsibility, sustainability reporting, green supply chains and procurements, and strategic risk management.

The tenets of environmental legal education therefore are to promote:

- Awareness and sensitivity to the challenges facing the environment, including gaps in law and governance structures.
- Information and knowledge exchange on the local contexts, barriers and motivations to improve or maintain environmental quality, including ethics, religious, and/ or cultural values.

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<sup>38</sup> Law No. 30 of 2002 Promulgating the Law of the Environment Protection 30 / 2002

<sup>39</sup> League of Arab States, ‘The Sustainable Development Initiative in the Arab Region’

[https://www.un.org/esa/sustdev/partnerships/activities\\_initiate/101202\\_sd\\_initiative\\_arab\\_region.pdf](https://www.un.org/esa/sustdev/partnerships/activities_initiate/101202_sd_initiative_arab_region.pdf)

- The delivery of pedagogical skills to students to identify and help resolve environmental challenges, and deployment of legal solutions innovatively.
- Participation by students in activities that lead to the technical and legal resolution of environmental challenges.
- Critical thinking taught to students through application of theory, law and evidence to assess and draw conclusions.
- Legal vocation training for students through various pedagogical approaches.
- Development and application of suitable pedagogical approaches, depending on contexts of environmental law education.

***Task for Participants:***

- Detailed review of the tenets of environmental law education by participants in small groups.
- Are there other tenets unique to context, or not included in the list above?
- How do these tenets impact your role in environmental law education, in practice?
- At least 1.5 hours should be assigned to plenary discussion by participants, with key lessons and outcomes distilled and written down.

## **Module 3: Pedagogical Methodologies for Environmental Law Education**

### **Introduction**

Welcome to our third Module in the Training the Trainers program. In our first and second Modules, we learned about the history of environmental law, the current status of environmental education, and appraised the central tenets of the teaching of environmental law, while also bridging those to our own shared values and interrelated context.

### **Objectives**

1. To understand what are the various pedagogical methods in Environmental Law education (what they are)
2. To understand the purpose and value of pedagogical methods in Environmental Law education (what they mean)
3. To understand the contexts and circumstances impacting the choice of pedagogical method(s) (how they differ from one another)
4. To understand what is needed to deliver Environmental Law education effectively

### **1 Pedagogical Methods in Environmental Law Education**

Generally, there are three broad pedagogical approaches: (1) the traditional approach, (2) the experiential approach, and (3) the performance-based approach

#### **A. Traditional lectures**

In terms of the teaching methods, the most popular way through which EL courses are currently disseminated is through traditional classroom lectures. As indicated in Table 2 below, under this approach, the faculty member actively transfers knowledge to students in form of pre-prepared lesson notes, or PowerPoint presentations.

TABLE 2: Pedagogical approaches

Approaches	Traditional	Experiential	Performance-based
<b>Course Goal</b>	Knowledge transfer by training faculty member	The faculty member serves as facilitator or resource person who introduces the topic and the learner becomes active and influences the learning process	Faculty and students work cooperatively in the learning process, especially in research supervision
<b>Course Activities</b>	Lecture-style presentations by the faculty member	Clinic-styled sessions, role play through real or simulated situations in which the trainees will eventually operate. Field visits and study tours	Seminar-styled and analytical group discussions in which faculty member provides reading materials in advance and students discuss in class to extract knowledge Case study, textbook reading; class debate
<b>Course Assessment</b>	Examination to test comprehension and knowledge	Competency-based evaluations and practical assignments such as drafting and memo writing	Reflection papers or research reports and analysis

## B. Experiential Learning

Under this approach, students are divided into small practice groups and clinics to develop skills in identifying legal issues and solve problems. The faculty member serves as facilitator that provides feedback and directions to students on their roles. This can be implemented through

- Field excursion and documentation of process and outcomes (e.g. students develop “a live” report such as a documentary film for discussion in class).
- Embedding students in situations where the legal problem or issue is alive with clear learning objectives and supervision.
- The privilege/power walk to demonstrate value of equity and protection of fundamental human rights.



- Training in classical and innovative advocacy techniques.
- Simulated negotiations for international law and policy type environmental law challenges.
- Transformative social learning approaches – for graduate students through small groups for participants to learn and understand behaviours, values, and attitudes by listening to, observing and interacting with one another. In this case all participants are considered to be experts with meaningful contributions to make.

### C. Performance based/ Seminar Style

Students are provided reading material and related legislation ahead of the class and then students participate in focused discussions of the assigned readings. This also includes the supervision of students in environmental law education research activities: research papers, dissertations, theses.

## **2 Types of Course Assessments in Environmental Law Education**

As indicated in Table 2 above, three key methods are important for evaluating student performances in environmental law, namely (i) written examination; (ii) competency-based assessments; and (iii) research papers and class presentations

*Written examinations:* This entails the traditional approach of providing a set of hypothetical or essay type questions to test the knowledge of the students on key concepts and themes. This approach is often useful in a foundation class such as when teaching environmental law to an undergraduate class.

*Competency based assessment:* This involves a wide range of practical assignments, such as drafting, interviewing or small group work that allow students to demonstrate the skills and knowledge acquired. This method is useful when teaching environmental law to graduate or executive level students who are already in, or expect to occupy, senior leadership positions in the practice, design and implementation of environmental law instruments. For example, practicing lawyers, administrators, and ministry officials.

### ***Practicum: Small Group Work***

- Participants are divided into small groups, and they identify and critically review each pedagogical method discussed above:
- Participants will be urged to give real and practical experiences in their use of the methods, highlight challenges, propose options and solutions.
- Participants will be requested to detail out the parameters of their environmental law education context and how it impacts on their use of the above teaching methods.

*Research papers and class presentations:* This approach is suited for research-oriented and academically inclined graduate students who are preparing for a career in academia, policy institutes and research think-tanks. It involves assigning distinctive topics to students in areas covered in the course, and requesting them to develop and submit a research paper of a certain word count or page length that analyses and explores the topic question, with relevant and rich materials. In preparing this paper, students are instructed to apply knowledge acquired during the course. Generally, a descriptive paper that is not analytical will often score a very low grade. Analytical papers are papers that explore the problems facing a concept or issues and proposes innovative suggestions or reflections on how best to address them. The papers must comply with standard referencing and citation formats, such as the Oxford University Standard for the Citation of Legal Authorities (OSCOLA). Students may also be asked to present their research papers in class for critical analysis and feedback by their colleagues.

### **3. Selecting the right teaching and assessment methods**

According to Bass and Vaughan, the teaching and assessment methods to be applied in course delivery should generally be selected on the basis of the degree to which they do the following:

1. Allow active participation of the learners.
2. Help the learners transfer learning experiences from class to the real world.
3. Provide the learners with knowledge of results about their attempts to improve.
4. Provide some means for the learners to be reinforced for the appropriate behavior.
5. Provide the learners with an opportunity to practice and to repeat when needed.
6. Motivate the learners to improve their own performance.
7. Help learners increase their willingness to change.<sup>40</sup>

Other factors are: classroom environment, student demographics, and available facilities, resources and technologies. For example, the available facilities in term of size of classroom, may influence the teaching style selected.

Generally, no single method can effectively satisfy the needs of any course. It is therefore imperative for a faculty to select one key method, and then supplement with one or more supporting approaches in order to provide students with a wide variety of learning experience and knowledge opportunities. For example, adopting various assessment methods can allow students to acquire skills and succeed in areas that are directly related to their past experiences and future career aspirations.

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<sup>40</sup> Bass, B. M., & Vaughan, J. A. (1966). *Training in industry: The management of learning*. Belmont, CA: Wadsworth Publishing.

## Module 4: Environmental Law Curriculum Design and Development of Teaching Materials

*Teachers are designers. An essential act of our profession is the design of curriculum and learning experiences to meet specified purposes.*

Wiggins and McTihe, *Understanding by Design* (2005)

### Introduction

Welcome to the fourth Module of our training. This Module builds upon the foundation laid in Modules 1-3 on the context and current status of environmental law education, tenets of environmental law and the pedagogical and andrological methodologies for delivering environmental legal education.

#### **Content:**

- Discussion by participants in plenary, of the outcomes of the small group “life maps” exercise on “tracing evolution in the development and content of environment law curricula, and design of environmental law programs.”
- Elements of a state-of-the-art environmental law curriculum.
- Critical substantive and procedural tenets and elements in development of an environmental law education programme/course for university level teaching.

### Learning Objectives

The objectives of this Module are to:

- Learn how to design effective environmental law curricula;
- Evaluate the teaching and assessment methods in various environmental law curricula that participants are currently using based on the life map discussed in the earlier Modules.

### Learning Outcomes

By the end of this Module, we will be able to:

- Develop environmental law curricula relevant to national and international jurisdictions;
- Design effective environmental law curricula exhibiting “best practice approaches.”

#### 4.1 Effective course design

Course design is the process of determining the learning goals, objectives, and outcomes of a course. Effective course design progresses through five important stages. First is setting the course goals and objectives, which as defined in Module 2, highlight the

learning experience and knowledge that the course is meant to create. Second is to define the course activities, in terms of the pedagogical approaches to be adopted in teaching (see Module 3 on the various types). Third is to determine the method of assessment to be applied, as discussed in Module 3. A fourth step is to gather this essential information into a syllabus. The syllabus should be seen as a form of contract between the faculty and students, so it should not be misleading in anyway. A fifth step is to ensure that the course integrates opportunities for feedback, meetings and consultations through which students can provide continuous feedback on course effectiveness. An effective training program emphasizes practical learning outcomes at all stages of course development, preparation, assessment, grading and evaluation.

**Table 3: Course design steps**

	<u>Activity</u>	<u>Key consideration</u>
1.	Set the Course Goals	“What do I want students to be able to know and / or do by the end of the semester?”
2.	Define Course Activities	“What kinds of activities and assignments will best engage my students and help them meet course goals?”
3.	Course Assessment	“How will I determine if students are progressing towards my goals and gaining the most they can from content and activities?”
4.	Prepare Course Syllabus	Assemble all the essential facts about the course into the syllabus so as to specify what will be taught and how it will be taught.
5.	Establish Feedback Mechanism	Provide opportunities for continuous feedback on course effectiveness

**4.2 Scope of Environmental Law Courses**

One general environmental law course can be developed to cover a wide range of topics, while specialist courses can be developed on climate change law and policy, human rights and environment, biodiversity law, and sustainable development law amongst others.

Whatever the approach taken, it is important for the learning goals, objectives and outcomes must be well clarified. While learning goals are broad statements written from an institution's perspective that give the general content and direction of a learning experience, learning objectives are specific statements of what the course will cover from an instructor's standpoint. Learning outcomes focus on the learner and how the learner will demonstrate proficiency in the course. Effective learning outcomes are student-centered, measurable, concise, meaningful, achievable and outcome-based (rather than task-based).

For example:

*Learning Goal of Environmental Law:* This course exposes students to the various legal regimes governing human relationships with the environment.

*Learning Objectives:* The course examines and analyzes the regulatory regimes governing air and water pollution, hazardous waste, biodiversity and toxics. Students will also learn the practical, problem-solving art of lawyering in this complex and fascinating field.

*Student Learning Outcomes:*

By the end of the course, students should be able to:

1. Understand the term "environment" and the nature of legal protection required to achieve a sustainable management of the environment and its resources under international and comparative law;
2. Appraise and understand the general legal framework governing the environment in the country;
3. Explore the laws and institutions that address specific environmental issues such as air pollution, water pollution, waste management, and environmental health; and
4. Exhibit good cognitive and technical skills to independently examine, research, and analyze how stakeholders, especially business enterprises, corporate organizations, lawyers and law firms can anticipate, prevent, and mitigate environmental liability in their operations.

*Essential course resources*

It is essential for instructors to identify essential texts that can guide students throughout the course. Examples include:

1. Damilola S. Olawuyi, *Climate Change Law and Policy in the Middle East and North African Region* (Routledge, 2022)
2. Patricia Bernie, Alan Boyle, and Catherine Redgwell, *International Law and the Environment* (Third Edition, Oxford University Press, 2009)
3. William A. Tillerman, Alastair R. Lucas, Sara L. Bag, Patricia Galvao Ferreira, *Environmental Law and Policy* (4th edition, Emond, 2020)
4. The United Nations Information Portal on Multilateral Environmental Agreements (InforMEA) provides a one-stop shop for key multilateral environmental agreements, as well as self-paced courses which explains how international environmental agreements and policies are made, by whom, and how they are complied with, and enforced. Students can be required to take one or more courses at any time during the course of the term as part of the assessment or requirement for the environmental law course. More information is available here: <https://www.informe.org>
5. The Constitution
6. Domestic Environmental Legislation: which are freely available on <http://www.fao.org/faolex/en/>
7. Supplementary brief news articles and commentary – in the manner of ‘current events’ – should be assigned for class discussion.

### Goals for Environmental Law Education

In terms of curriculum, it is important to define the overall goals and structure of the environmental law (EL) program (Table 1). Once the larger framework has been decided upon, then the specific taxonomy can be addressed (Table 2).

Table 1. Curriculum Design and Goals: Decision Matrix

S/N	Setting the course goal	Key considerations	Recommended options
1.	Who?	Students? a. Non-majors b. EL majors	a. Should teach EL generally, focusing on the acquisition of skills, the role of agencies and

			<p>the implementation of laws.<sup>41</sup></p> <p>b. Should teach specific substantive content in addition to skills acquisition.<sup>42</sup></p> <p>c. Should teach environmental law system.<sup>43</sup></p>
2.	When?	<p>Where do the EL courses fall?</p> <p>a. First year?</p> <p>b. Second year?</p> <p>c. Third year?</p>	<p>a. Required?</p> <p>b. Elective?</p>
3.	What?	<p>First year</p> <p>Second, third year, and executive students</p>	<p>a. EL law students should be introduced to the foundation of EL</p> <p>b. Traditional approach is still the best for foundation courses (analytic, interpersonal and organizational skills)</p> <p>Interactive and experiential pedagogy is very important, especially when students already have some foundational knowledge in environmental law related courses.</p>
4.	Where?	<p>EL course can demonstrate:</p> <p>a. The functioning of the legal system</p>	<p>a. Where the laws come from (statutes and regulations)</p> <p>b. How they are implemented (procedural)</p> <p>c. How they are interpreted (methods)</p> <p>d. How lawyers and other stakeholders influence</p>

<sup>41</sup> 16. A. Dan Tarlock, *Current Trends in the Development of an Environmental Curriculum*, in LAW AND THE ENVIRONMENT 297, at 323 (M. Baldwin and J. Page eds. 1970), *citing* 1944 Committee on Curriculum of the Association of American Law Schools, *The Place of Skills in Legal Education*, 45 COLUM. L. REV. 345, 388 (1945).

<sup>42</sup> Joel Mintz, *Teaching Environmental Law: Some Observations on Curriculum and Materials*, 33J. LEGAL EDUC. 94, 97 (1983).

<sup>43</sup> Heidi Gorovitz Robertson. "Methods for Teaching Environmental Law: Some Thoughts on Providing Access to the Environmental Law System" Cleveland State University, 1998.

		a. EL as a legal process in a legal system	these processes (technique) e. Influence of EL in foreign diplomacy
5.	How?	How are the EL courses taught a. Introductory courses  b. Specialized  c. Interdisciplinary	a. Environmental law and policy b. Environmental litigation  a. Climate Change Law b. Water Law c. Waste Management Law d. Oceans and Coastal Law e. Biodiversity Law  a. Human rights and environment b. Administrative law c. Energy law d. Law and economics e. Land Law f. International Law g. Law and Technology
6.	Pedagogy	Time frame   Approaches	a. One semester course b. Two semester course  a. Traditional approaches b. Case study method c. Problem oriented approaches d. Skills labs e. Mega courses f. Environmental law clinics g. Externship/internship program h. EL Moot court competitions

Generally, when designing higher education instruction, the fundamental structure relied upon in order to begin is Bloom's Taxonomy.<sup>44</sup> However, in terms of the specific needs of legal education, the following revised taxonomy from Krathwohl, provides a more context- and content-specific platform for Environmental Law Education (ELE).<sup>45</sup>

<sup>44</sup> Bloom, B. (Ed.) (1956). *Taxonomy of educational objectives: The classification of educational goals*. Susan Fauer Company, Inc. pp. 201-207.

<sup>45</sup> *Time to Blossom: An Inquiry into Bloom's Taxonomy as a Hierarchy and Means for Teaching Legal Research*



The cognitive process outlined in Table 2, demonstrates, in increasing sophistication, the learning activities in the stages of the learning process generally. This can be adapted to ELE in order to produce learning outcomes about environmental law and sustainability which provide for empowered students to then move into the workforce: whether in the legal sphere, the government, the private sector, education, or society at large.<sup>46</sup>

Table 2. Bloom’s Taxonomy revised for Environmental Education

<b>Original Bloom’s Taxonomy</b>	<b>Structure of the Cognitive Process Dimension of the Revised Taxonomy of Krathwohl (2002)</b>
Knowledge	<b>1.0 Remember—Retrieving relevant knowledge from long term memory.</b> 1.1 Recognizing 1.2 Recalling
Comprehension	<b>2.0 Understand—determining the meaning of instructional messages, including oral, written, and graphic communication.</b> 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining
Application	<b>3.0 Apply—carrying out or using a procedure in a given situation</b> 3.1 Executing 3.2 Implementing
Analysis	<b>4.0 Analyze—Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.</b> 4.1 Differentiating 4.2 Organizing 4.3 Attributing

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Skills.[https://www.researchgate.net/publication/287007998\\_Time\\_to\\_Blossom\\_An\\_Inquiry\\_into\\_Bloom%27s\\_Taxonomy\\_as\\_a\\_Hierarchy\\_and\\_Means\\_for\\_Teaching\\_Legal\\_Research\\_Skills](https://www.researchgate.net/publication/287007998_Time_to_Blossom_An_Inquiry_into_Bloom%27s_Taxonomy_as_a_Hierarchy_and_Means_for_Teaching_Legal_Research_Skills)

<sup>46</sup> Chalkley, B. (2006). Education for sustainable development: Continuation. *Journal of Geography in Higher Education*, 30(2), 235-236.

Synthesis	<b>5.0 Evaluate—Making judgments based on criteria and standards.</b> 5.1 Checking 5.2 Critiquing
Evaluation	<b>6.0 Create—Putting elements together to form a novel, coherent whole or make an original product.</b> 6.1 Generating 6.2 Planning 6.3 Producing

### **Tasks for Participants**

Participants will be required to bring their respective environmental law curricula and critically evaluate them in relation to the mode(s) of teaching and course content provided therein.

#### **“World Café” Activity:**

- Several of the tenets and elements are identified and a participant named to convene a group for each tenet/element.
- Participants are divided into small groups, and each group migrates from one table/tenet to the other for a detailed discussion and drawing of conclusion.
- Significant time will be allowed for this activity, which is part of preparation for the practicum activity following next.

## **Module 5: Practicum in Design of an Environmental Law Programme, Course Materials and Pedagogical Methods**

### **Introduction**

Welcome to our fifth Module in the Training the Trainers program. So far, we have looked into the context and current status of environmental law education, and explored its primary tenets. We have investigated pedagogical methodologies for environmental law education, and examined environmental law curriculum design and development. Today, we will take what we have learned and apply it practically and strategically.

### **Learning Objectives**

The overall objective of this Module is to take what we have learned over the last four modules, and to begin implementing that learning into the actual design of a course outline in one of the many subject areas of environmental law, including the specific tenets and pedagogical methods explored.

### **Content & Activity**

- Group assignment (small number of participants) appointed.

We have provided you with a Simulation Exercise (annexed) which you can use when thinking of how to develop a Sample Course Outline, although you could apply this to any one of the subjects set out below.

In Module 4, we learned that we need to embrace more interactive approaches in teaching environmental law. To this end, in Module 5, we must ensure that we facilitate deliberate communication of relevant information across all environmental interest groups/stakeholders. Through enquiry-based learning, this Simulation Exercise can be used as one example which targets this diverse group of stakeholders, and promotes more interactive approaches with the aim of anticipating, preventing and mitigating environmental liability, supporting corporate social responsibility, and managing environmental risk strategically in an environmental law education course.

- Task: Develop a sample course outline for any one of the subjects set out below:
  - Climate change law and policy
  - Human rights and environment
  - Theoretical foundations of environmental governance, legal philosophy and ethics for sustainable development
  - Constitutional law and evolving jurisprudence for environmental governance
  - Property rights in land and the governance of land use
  - Law and pollution in the management of waste
  - Climate change law and governance
  - Implications of ICT on environmental governance
  - Biodiversity conservation, biosafety and biosecurity

- Environmental assessment and audit
- Each course outline should include all the tenets/elements previously discussed
- Each course outline should include a pedagogical method chosen for delivery.

### **Learning Outcomes**

By the end of this Module, we should have the ability to create more effective course outlines, which utilize central tenets and provide specific frameworks and recognized pedagogical methodologies for the teaching of environmental law.

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## Module 6: Practicum in Pedagogy for the Teaching of Environmental Law

### Introduction

Welcome to our sixth Module in the Training the Trainers program. The overall objective of this Module is to provide practical guidance and feedback to the participants on their teaching approaches. Participants will present a course section using one or more methods discussed in Module 3 and course outlines/lessons developed in Module 5. Participants will be provided a feedback on what works well and what can be improved.

The specific objectives of this module are to:

1. Enhance skills of teaching in a university environmental law classroom;
2. Demonstrate the knowledge of teaching methods in a live Environmental Law class;
3. Identify and utilize appropriate and optimal pedagogical/andragogical teaching methods of teaching environmental law at different levels of classes;
4. Deliver a specific lesson using selected teaching methods.
5. Develop and integrate teaching materials and aids into the ODeL platform.

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### Background

The aim of teaching is to make student learning possible. In order to create a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, a faculty member should constantly monitor and reflect on the processes of teaching and student understanding and seek to improve them.

To achieve effective learning in environmental law, a number of framework principles have been proposed to guide the design, delivery and implementation of environmental law courses.<sup>47</sup>

#### *A. Set Clear Vision, Objectives and Goals*

The teaching of environmental law requires the program to have a clearly articulated vision and set of goals for students to emerge from their studies with effective and practical lawyering skills. In order to become successful lawyers, students must be steered through an enormous ocean of legal and political material, such as those outlined

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<sup>47</sup> NAFSA: Association of International Educators. "Creating a Path Forward: International Education, Climate Change and Sustainability." *Trends & Insights*. May 2021.

by Lavey,<sup>48</sup> who states that students rising from environmental law programs into the workforce as lawyers should be capable of

- a) Understanding threats from changing environmental conditions and laws
- b) Navigating complex regulatory mechanisms
- c) Developing innovative transactions and litigations
- d) Guiding corporations in considering disclosing climate-related measures and risks
- e) Planning land uses for resiliency and lower emissions
- f) Other activities demanding knowledge and skills absent from most law courses

#### *B. Emphasize Inter- and Transdisciplinary Knowledge*

The teaching of environmental law requires new pedagogical methodologies and other educational activities that promote training and capacity development, networking and partnerships, and bring about a greater community awareness. These new methodologies can be better achieved through more inter- and transdisciplinary exposure and cross-disciplinary experiential learning. It is through this more holistic approach to knowledge dissemination and acquisition that a more robust and sustainable environmental law program can be advanced and practiced.

#### *C. Ensure Co-Creation of Knowledge and Shared Values with Stakeholders*

In order to build an effective and influential environmental law program, it is essential that environmental law education courses have a long-term approach, and cross-sector engagement, particularly with industry, government, NGOs, environmental activists and community members. But most importantly, the core principles of this program must be enshrined in an agreed upon set of values where people, culture and the environment are respected, with commitments to mutually beneficial and symbiotic relationships.

#### *D. Promote Active Knowledge Exchange through an Environmental Law Education Network*

Environmental Law programs must ensure that they work together with other EL programs and research and teaching centers, in a strong, transparent, and accessible regional and global network, so that sound partnerships and transnational projects and goals can be attained more readily and effectively. In this manner, EL programs can build better foundations for the learning of environmental governance, legal philosophy and ethics for sustainable development, as well as be apprised of evolving jurisprudence for environmental governance. The work of ASSELLMU in this area is very important and environmental law academics in the region should actively participate in knowledge exchange through this network.

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<sup>48</sup> Lavey, Warren G. "TOOLKIT FOR INTEGRATING CLIMATE CHANGE INTO TEN HIGH-ENROLLMENT LAW SCHOOL COURSES." *Environmental Law* 49, no. 2 (2019): 513-86.

By sharing teaching and assessment methods in various environmental law curricula and agreeing upon the critical substantive and procedural tenets and elements in the development of environmental law education programs and courses, a global knowledge common can be established which would promote best practices in environmental and sustainable legal education.

*E. Adopt innovative and disruptive education technologies*

The key to an effective, long-term, robust environmental law education program is to continually deploy innovative teaching technologies that promote experiential and hands-on learning. For example, online learning platforms, as well as Ed-Tech tools that allow students to continue to interact and exchange information and ideas within and outside the traditional classroom setting are very important for promoting active learning.<sup>49</sup>

**Activity**

- Participants would have been divided into 4 working groups for Module 5.
- Each group will focus on the course material and lesson developed during Module 5.
- Using the simulation questions annexed, each small group will choose a section of the course material for delivery to participants in plenary “as a participating environmental law education classroom.”
- The chosen pedagogical method(s) will be deployed in a “live manner.”
- Engagement with the “classroom” will be mandatory.
- At the end of the assigned time for the “teaching demonstration” participants will engage in a Question & Answer feedback session on their experience during the session, and the efficacy of the chosen method and the course content delivery.
- Substantive time for feedback between each class shall be provided.

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<sup>49</sup> Hilary Bell, ‘Tackling the Legally Disruptive Problem of Climate Change with Disruptive Legal Education, in Damilola Olawuyi (ed), *Climate Change Law and Policy in the Middle East and North African Region* (Routledge, 2022) 1-10.

## **Module 7: Reflections on the Train the Trainers Program Content, Delivery Approach and Outcomes**

### **Introduction**

Welcome to our last Module in the Training the Trainers program.

We have spent the last four days working on the Training the Trainers program, from Module 1 to Module 6. The TTT process evolved from framing lecturers and group work on substantive environmental law matters, to the teaching of environmental law.

During Module 4, we engaged in work around the regulatory frameworks for environmental law education, as well as the development of curriculum to the instructional design of teaching programs through course outlines, and lessons in a manner that combines environmental law content, as well as teaching methods.

This culminated in the collaborative group work we undertook during Module 5, that resulted in experiential learning on instructional design of an environmental law teaching program, and a lesson for us to teach.

Thus, in Module 6, the entire cohort was converted into a university environmental law classroom, as the group members taught the selected lesson, applying various skills, methods and aids for effective teaching. Module 6 set out some of the best practices for the effective teaching of environmental law in a university classroom. Now in Module 7, we are invited to engage in a reflective exercise that completes the pathway of a TTT program in legal education.

### **Learning Objectives**

The overall objective of this Module is to provide an opportunity for participants to engage in a systematic thought process for discussion and reflection, during a plenary format, on whether the objectives of the TTT program were sufficient; and whether the design of the program was optimal to support effective delivery. In addition, participants are invited to reflect on a number of specific elements.

The specific objectives of this module are to:

1. To provide feedback on the design and implementation of this TTT program, especially the content, and flow of activities during the TTT program.
2. To highlight the core teaching approaches identified during the TTT program as best practices suited for MENA universities.
3. To explore the role of, and the framing of a teaching philosophy for environmental law education in MENA universities.
4. To review the role of, and innovative and effective approaches for assessment of MENA lecturers by students of environmental law.
5. To review lessons learned, and to record areas of improvement.



6. Participants will also discuss how to enhance teaching networking options for environmental law lecturers.
7. To discuss and frame strategies for sustaining the knowledge and gains made during the TTT program, including further training, networking, and research sharing.

### **Module Content**

This session will be undertaken in plenary format. Participants will be required to make interventions precise and short. Participants will be invited to avoid repeating a point that has been made.

### ***Indicative Content & Activity***

- During the week, and after each module, participants will be requested to complete the attached feedback form (Appendix B).
- On this last day of the course, participants will engage each other in small groups on a reflection on whether the objectives of the TTT programme had been fulfilled.
- Participants will discuss the findings of the small groups in a plenary session.
- Lessons learned, and areas of improvement will be documented.
- Participants will also discuss how to enhance teaching networking options for environmental law lecturers.

## APPENDIX A: SIMULATION EXERCISE FOR MODULE 5

### – DESIGN AND IMPLEMENTATION OF ENVIRONMENTAL LAW COURSES –

While this case study is based on actual stakeholders, the facts have been changed to meet the instructional exigencies of the case study. As a result, the case study should not be construed as an accurate factual depiction of the stakeholders' strategies, activities, project or financial condition. Nor should the case study be treated as making any inference about the merits of the actual strategies, activities, or financial condition.

**DATE: MAY, 2021**

### ***University of Wadis College of Law***

The University of Wadis College of Law (**UWCL**) is a top tier university and runs an undergraduate program in law. UWCL has a diverse student body consisting of a majority of students from the Middle East and North Africa. After reading about Wadis' economic diversification plans and strategic goals for the year 2030, UWCL applied for funding from the Ministry of Education to design and implement new courses in the field of environment and sustainable development law. UWCL was granted significant funding in January, 2021, with the intention to advance the country's national vision on sustainable development. A detailed environmental education assessment was conducted from January-April, 2021, and prepared for the approval of the UWCL College Board. UWCL promptly contacted various stakeholders to discuss theoretical and practical aspects of the course design. By May 2021, a number of UWCL professors had commenced the design process for various environmental law units. By the end of May, 2021, UWCL hopes to come up with approved curricula for two or more environment-related courses.

However, it is important that certain relevant elements are included in the discussion behind the course design:

1. The regulatory framework for designing and developing environmental law curricula is applied, and that quality assurance for the curriculum is assumed by an external regulatory component based on a government-funded, but autonomous regulatory agency, and an institutional component within each higher institution of learning.
2. Furthermore, it is essential that the practices used for designing and developing teaching programs are effective and current, and are relevant to national and international best practices, as well as adhere to national strategic visions.
3. Additionally, to embrace more interactive approaches in teaching environmental law, some of the key issues in the design derive from ensuring that all relevant environmental interest groups and stakeholders are represented in the course.

### **GROUPS**

The class will be divided into four groups and each group will receive its set of unique and **confidential** instructions.

<b>S/N</b>	<b>Group</b>
1	Ministry of Education of the State of Wadis
2	University of Wadis College Board
3	International Environmental Law Professors
4	University of Wadis College of Law Students

## **MINISTRY OF EDUCATION OF THE STATE OF WADIS**

The Ministry of Education understands that there are various forces that drive stakeholders today, particularly with the increasing degree of the transparency of institutions that affect environmental quality due to greater reporting requirements and the influence of non-governmental organizations. This transparency, combined with greater societal expectations for stricter environmental regulation and better environmental quality, and policy commitments, all underlie the importance of the Environmental Pillar of the National Vision 2030 in terms of substance and visibility on an international scale. For these and other reasons, the Ministry is keen to back the development of a number of important environmental law courses, especially in areas of water law, climate change law, and comparative environmental law.

As such, the Ministry wants course proposals that promote the nation's efforts toward environmental goals and their overall image, which not only advances the country's national vision and platform on sustainable development, but also reflects local context and cultural values.

In terms of context, one of the challenges the Ministry is apprehensive about is the attention that could be brought to the somewhat vaguely defined extant environmental laws which may not provide adequate support for new policy objectives and goals. Nevertheless, the State of Wadis has supported its national platform on sustainable commitments by budgeting an enormous sum of money toward education and infrastructure, WR 19 billion and WR 33 billion, respectively.

Henceforth, the Minister has issued his approval and has asked your team to prepare a detailed plan of environmental law education framework to be issued to education stakeholders in Wadis and meet with him first thing tomorrow morning.

### ***Instructions:***

Ahead of the meeting, you have decided to prepare a power point presentation to be presented to the Minister, that discusses a list of things that could be included in the environmental law courses. Your PowerPoint should elaborate on the key issues to be included in the course design, especially the regulatory frameworks applicable to the environmental law curricula. Your presentation should outline issues such as (1) due diligence steps that ought to be taken prior to the approval; (2) steps to have been taken after the approval; (3) an assessment of the current applicable domestic, regional and international laws and regulations; and (4) what can be done to promote and support the course across various sectors.

Your PowerPoint should involve no more than ten slides and should take no more than 20 minutes to present.

## **UNIVERSITY OF WADIS COLLEGE BOARD**

The University College Board generally explores how to develop curricula in post-secondary education institutions to promote college readiness as part of the college admissions process. The College Board trustees are responsible to the shareholders and stakeholders such as students, parents in private universities and state authorities and citizens in public universities. As such, the University College Board sets the strategic direction for teaching, and the trustees often sit on the boards of other organizations related to the university. The main responsibilities of the trustees are to ensure quality and relevance of education programs, and stay ahead of the competition with other institutions and online learning programs.

In addition, the University College Board approves courses taught at the university, taking into account wider policy ramifications across political, economic, social and cultural factors in the State of Wadis. Also, the College Board takes into account available resources and facilities within the university needed to provide support for those approved courses. Hence, the College Board will coordinate with the Ministry regarding environmental education at university levels, and seek to understand what measures can be taken to provide support for this initiative within the reasonable bounds of their university budget and facilities. Furthermore, the College Board will evaluate any short-term and long-term implications emanating from the course design and other objectives. After much deliberation, it was decided that the Board should gather facts and ascertain the practical ramifications of designing the course in various ways.

The trustees have raised your group to elaborate a course approval framework that meets the needs of the University as well as other stakeholders. They have asked you to design your own terms of reference for their approval, and to report to them exactly the structure, process and outcome of how you plan to approach this important task. They also want to know if you will need any additional personnel or resources within or outside the university to achieve your aims and goals. They asked you to meet them first thing tomorrow morning to go over your plans.

### ***Instructions:***

Review the case file presented to you and determine whether the information therein is sufficient to proceed with the proposed investigation.

Design and enumerate the general terms of your representation of the department for the assessment, and report these terms in a PowerPoint.

Your PowerPoint presentation, which you will deliver to the trustees should outline: (1) necessary steps that you plan to undertake to determine the resources required, (2) the teaching methods that can meet the strategic goals of the University, Ministry and other stakeholders and (3) the outline of what the course approval guidelines will look like when you finish.

Your PowerPoint should involve no more than ten slides and the Class presentation should take no more than 20 minutes.

## **ENVIRONMENTAL LAW PROFESSORS**

In response to the mission issued by the University College Board, you have scheduled a meeting for next week, with the aim of deciding on how to address the challenges relating to the course design. Ahead of the meeting, you received notification from UWCL that they will be sending a team from the College Board to attend next week's meeting in order to discuss the course design with you and the Dean of the College of Law. You have decided to be prepared for that meeting by articulating your hopes and overall goals for the courses in a clear manner.

The plan is to discuss in detail the learning outcomes and objectives for the courses on environmental law, in line with international best practices and best delivery approaches, and what the College Board must do in order for the courses to be approved and implemented. College Board trustees are known to be tough and reluctant when approving courses because of the larger policy implications on the College of Law and the University of Wadis overall, so you must plan for the worst. Furthermore, some of the basic research that you have done confirms that in every college that environmental law has been taught, it has been an isolated course, even an elective, and has not been taken seriously as a core component of the university curriculum. You are determined to do all it takes to avoid such a situation here at the UWCL, and ensure that the environmental law courses are not only a fundamental part of the curriculum, but can pave the way to additional related courses, and support larger national policy objectives for sustainable development and environmental protection in the State of Wadis.

### ***Instructions:***

In order to be well prepared for your meeting with the College Board, you have decided to prepare your position in a PowerPoint. Your PowerPoint should involve no more than ten slides and your Class presentation should take no more than 15 minutes. In the course of your presentation to the College Board, please address the following issues:

Prepare one or more course outlines that you intend to present to the College Board for approval, highlighting the course overview, course learning objectives, student learning outcomes, delivery and assessment methods, topic breakdown and recommended texts;

How does the environmental law course design affect your short- and long- term objectives for the university curricula? What exactly are the legal, social and human rights issues and questions that the environmental law course must carefully address before continuing with the design? Are there specific international, regional or domestic implications that UWCL must be aware of?

If the College Board truly wants to approve the course, you want them to establish a collaborative mechanism through which future relevant issues can be addressed in a fair and timely manner, so that they will be likely to approve further proposed environmental law courses. Tell them your expectations as to what you want the panel to look like.

Listen carefully to any presentation or speech made by College Board officials and be prepared to respond in detail. Be aware that this may be your only chance to get these courses approved in the near future.



## **UNIVERSITY OF WADIS COLLEGE OF LAW STUDENTS**

In response to your professors' proposal for new environmental law courses, UWCL has scheduled a meeting for next week, with the aim of deciding on how to address the challenges relating to the proposed environmental law courses. You have been permitted to send a student representative to attend next week's meeting in order to discuss this with the College Board and your professors and the Dean of the College of Law. You have decided to be prepared for that meeting by articulating the student body's hopes and aspirations for the courses in a clear manner.

The plan is for you to respond to any proposal presented by your professor with a view to making them see things from a student's perspective. The meeting may be tough given reluctance of the College Board to approve previous courses having to do with the environment. The College Board is known to be discerning and hesitant when it comes to using university resources and facilities, so you must plan for the worst. Your preliminary findings have shown fellow students to be highly receptive to such a course in theory, but as an elective, and not as a core university course, as they wonder about its relevance to their particular chosen paths of study. Also, students want a course that is practical and blends the use of modern technology. However, undertaking such a course that is thorough and applicable realistically demonstrates that it could potentially require more than one semester. It may therefore make sense to offer it as a year-long course, co-taught by professors from different disciplines to make it accessible and relevant for all students at the College of Law. Moreover, some of students from other colleges, such as public policy and international affairs, or international trade and commerce, may want to take it as well, increasing the number of students taking the course, and therefore the load on the individual professors and IT department. You will have to take these dynamics into account.

### ***Instructions:***

In order to be well prepared for your meeting with the College Board, your professors and the Dean of the College of Law, you have decided to prepare your position in a PowerPoint. Your PowerPoint should involve no more than ten slides and your class presentation should take no more than 15 minutes. In the course of your presentation, please address the following issues:

Based on expectations of fellow students, highlight what course satisfaction means from the perspectives of students.

Are the course proposals satisfactory? If you reject the proposals made by the professors and the board, let them know and state why and what you would propose instead. If you accept some or all of the proposals, state your expectations and next step in terms of a collaborative mechanism through which the relevant issues can be addressed in a fair and timely manner, so that further environmental law courses can be proposed at the university.

You have been reliably informed that one of the trustees on the College Board sits on the board of one of the petroleum companies as well. According to your source, he is hardly an environmentalist and cares mainly about his new cars and new yacht. Develop strategies to address the potential incentives to having an environmental law course for a more wide-ranging selection of stakeholders during the meeting.

Listen carefully to any presentation or speech made by the College Board and professors, and be prepared to respond in detail. Be aware that trustees in the meeting can be dangerously unreceptive when provoked.

## **SIMULATION EXERCISE II FOR MODULE 6**

– INTRODUCTION TO LEGAL EDUCATION TECHNOLOGIES AND PEDAGOGIES –

While this case study is based on actual stakeholders, the facts have been changed to meet the instructional exigencies of the case study. As a result, the case study should not be construed as an accurate factual depiction of the stakeholder strategies, activities, project or financial condition. Nor should the case study be treated as making any inference about the merits of the actual strategies, activities, or financial condition.

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## **PRACTICAL ASSIGNMENT 2**

Based on the meeting with the Ministry, the College Board, the Dean and student representative, you were successful in getting the environmental law courses approved. However, the State of Wadis is currently battling with the outbreak of the Corona Virus Disease of 2019 (COVID-19). Due to the sudden and unprecedented pandemic, all courses have to be moved online and the necessary facilities are not available at the university at present to implement the environmental law courses as designed.

As for the various parties, each has their own set of conditions for the implementation of the environmental law courses. Firstly, the Ministry insists that the courses must proceed as approved; should their fundamentals change, the adjustments would require a separate reapproval process, and the academic year would be lost. Secondly, the College Board wants to know from the professors the needed facilities for online/Ed-Tech delivery, and how the practical components of the course, such as internships, can still be met. They do not want any reputational damage or clash with the Ministry so they have to issue clear instructions to all affected professors. Thirdly, the Professors are shouldered with the greatest burden in that they have to adapt the courses in light of current circumstances without changing any of the core components of the proposed courses, but still provide online instruction using international best practices and best delivery approaches. Additionally, the courses must continue to align themselves with national strategic visions for 2030. Lastly, the students want a more active course with less examination. Any proposal that includes an in-class examination will not be supported by the students. They want the professors to be more imaginative and come up with other forms of assessments in light of the pandemic.

The professors contemplate the path that lies before them at the college and university levels. They need to urgently resolve the arising issues in order to avoid having to submit any changed courses for reapproval, and risk wasting the academic year. They work tirelessly to map out steps to take in order to arrive at a resolution with the Ministry, the College Board, the Dean of UWCL, and the student body.

## **MINISTRY OF EDUCATION**

The Minister of Education is determined to ensure that the proposed environmental law courses proceed as planned at the UWCL. The State of Wadis has received some rather bad press lately due to the petroleum spill off the northern coast, and the announcement of a new set of courses for environmental law would contribute some much needed good publicity in the international press. The development of a number of important environmental law courses, especially in areas of water law, climate change law, and comparative environmental law would demonstrate that despite some issues, Wadis is proceeding with its environmental and sustainable national long-term goals, as well as following international targets such as UN SDGs by aggressively promoting environmental education in the nation. She has received personal assurances from certain members of the College Board of trustees that they intend to take steps to resolve any issues with the courses in a timely manner, and get them launched as soon as possible. In order to guide the Ministry on the steps they should be taking now to resolve any problems, she has asked you to prepare an assessment report on the options available to the Ministry to ensure the environmental law education framework is in compliance with all applicable laws and regulations in Wadis.

The Honorable Minister asked your team to prepare a detailed response and meet with her first thing tomorrow morning.

### ***Instructions:***

Ahead of the meeting, you have decided to prepare a power point presentation to be presented to the Minister, that discusses the options available to the Ministry under Wadis law in order to sustain environmental law education policy objectives in Wadis.

Your PowerPoint should elaborate on the key steps that the Ministry should take in order to support the technology infrastructure needed during the unprecedented pandemic in Wadis. Your presentation should outline issues such as (1) what guidelines and resources can the Ministry give its various educational institutions to get them running online as quickly and as efficiently as possible; (2) the Ministry's role in the process based on applicable domestic laws and regulations; and (3) highlight what is negotiable in the list of tasks and what is not, and what is of the highest priority, and what is not.

Your PowerPoint should involve no more than ten slides and should take no more than 20 minutes to present.

## **UNIVERSITY OF WADIS COLLEGE BOARD**

The College Board has consulted with the Ministry of Education, and has voiced their support for the continuation of the proposed environmental law courses. They hope to jointly explore how to respond to the concerns and anticipated set of needs emanating from the professors, particularly in terms of the facilities for online/Ed-Tech delivery. Other essential matters that will have to be hammered out are how the practical components of the course, such as internships, can still be met.

The College Board, having to compete to some degree with other universities for the Ministry's favor, does not want any reputational damage or clash with the Ministry, so they have to issue clear directives to all professors involved, while also listening and working actively to meet their professors' needs so they can create and implement the courses in line with international best practices. Furthermore, the University of Wadis is due for its periodic review, and the College Board want to be sure the university receives the highest marks for quality education on par with global standards in order to gain international accreditation, and raise its name recognition and overall academic prestige.

After much deliberation, it was decided that the College Board should immediately raise a team to gather more facts and ascertain the true needs of the environmental law faculty. The trustees have raised your group as the fact finding and verification team. They have asked you to develop a presentation that describes the expectations of what true environmental law education entails based on applicable international, regional and national standards of best practices.

### ***Instructions:***

Design and enumerate the expectations of what excellence in Ed-Tech and disruptive environmental law education entails and the steps for achieving it. Report these terms in a PowerPoint.

Your PowerPoint presentation, which you will deliver to the College Board should outline (1) necessary steps that you plan to undertake to assess and provide the teaching resources required, (2) the teaching methods that can most efficiently meet the strategic goals of the University, Ministry and other stakeholders and (3) the list of what technological resources and facilities will be needed to implement the course.

Your PowerPoint should involve no more than ten slides and the class presentation should take no more than 20 minutes.

## **ENVIRONMENTAL LAW PROFESSORS**

After much deliberation, the environmental law professors have decided to negotiate with the College Board and the Ministry of Education. The negotiation process is meant to ensure that the environmental law professors will be supported financially and logistically with the creation, implementation and execution of the proposed environmental law courses in an online environment during the unprecedented pandemic.

Ahead of the formal negotiation, you have been appointed as the negotiation team that will represent the environmental law professors and the Dean of the College of Law. You will be conducting the negotiation in class tomorrow. Ahead of the negotiation, be prepared to present clear and comprehensive arguments on what the Dean and the professors should do, and get ready to respond to any demand or position prepared by the College Board.

The College Board has appointed a strong negotiation team and highly skilled negotiators, so you need to be very prepared.

### ***Instructions:***

The negotiation will take place at the College Boardroom. Your team is expected to make an opening statement (5 minutes) and then proceed to discuss your expectations (20 mins), after which the College Board will respond and you will give a detailed response and closing arguments to College Board's position (10 mins)

In the course of your presentation to the College Board, please address your expectations and positions concerning:

Amount of funding required (the Ministry of Education has an extensive budget of WR 19 Million for education alone) that must be allocated across educational institutions in Wadis. The University, as the top tier university in Wadis, can expect to receive a significant percentage of the budget to add to its other funding sources. Because this funding is supplemental, many new innovative programs and creative initiatives such as yours are likely to receive support.

Prepare your detailed proposal on you plan to deliver and assess the course using appropriate education technologies. The online assessments should highlight three areas of training and capacity development, such as in the form of seminar style reading, presentation, and discussion; clinics, practice groups and simulations identifying legal issues and solving problems; and practical skills development through exposure to interdisciplinary collaboration. Additionally, students could gain credit for their environmental law courses via three types of methods, such as through environmental moot courts, the establishment of environmental clubs, and membership and participation in national, regional or international environmental associations. Furthermore, students could earn credit by researching national and regional sustainable efforts in waste recycling, energy efficiency, water conservation, and green building programs. Finally,

another opportunity for students to earn credit could be through their initiatives in community awareness, such as local community training, environmental law newsletters, the creation of podcasts, or the maintenance of environmental blogs. Any number of combinations of the above could provide useful means for assessing student learning outcomes and building of capacity and skill sets in imaginative ways in online circumstances.

If the College Board truly wants to approve the course, you want them to establish a collaborative mechanism through which future relevant issues can be addressed in a fair and timely manner, so that they will be likely to approve further proposed environmental law courses, and further funding. Tell them your expectations as to what you want the panel to look like.

Listen carefully to any presentation or speech made by College Board officials and be prepared to respond in detail. Be aware that this may be your only chance to get the proper funding approved for in the near future.

You are free to prepare your positions in a PowerPoint. Your PowerPoint should involve no more than ten slides and your Class presentation should take no more than 15 minutes.



## UNIVERSITY OF WADIS COLLEGE OF LAW STUDENTS

After much deliberation, the Student Body has decided to engage with the UWCL environmental law professors to advocate for their own needs in terms of the academic program and learning objectives. The negotiation process is meant to document a formal agreement with the professors on steps that the professors will take to address the key tenets of environmental law education with more imaginative approaches to teaching which not only inspire students to learn, but also provide them with concrete skills that they may apply in their future careers. Furthermore, this negotiation process will hopefully lead to an agreement between the professors and students regarding each other's expectations in class, responsibilities, and the parameters for the courses, because the students believe that the courses will lead to a greater set of practical skills.

Ahead of the formal negotiation, you have been appointed as the negotiation team that will provide the perspectives of the students to the College Board and achieve the best resolution possible. Your role is to ensure that the College Board achieves an outcome that will ensure the students continue their education and learning in the best possible manner that does not impose unreasonable strains on the students in a pandemic.

You will be conducting the negotiation in class tomorrow. Ahead of the negotiation, be prepared to present clear and comprehensive arguments on what UWCL is prepared to do, and get ready to respond to any demand or position prepared by the professors.

The College Board has appointed a strong negotiation team and highly skilled investigators, so you need to be very prepared.

### ***Instructions:***

The negotiation will take place at the University Conference Room. You will introduce your team for 5 minutes. After a presentation by the Student Body representative, your team is expected to respond by discussing your expectations (20 mins), after which representatives of the Ministry, College Board, and professors will respond and you will give a detailed response and closing arguments to your position (10 mins). If you have a rebuttal or final statement, you can do so for 10 minutes after the Student Body representative's closing speech.

In the course of your presentation to the Student Body, please be prepared to respond to UWCL's demands and expectations aligning with sustainable development goals concerning:

- Compliance with applicable regulations;
- Current social and environmental challenges with the proposed courses;
- Flexible and practical teaching approaches;
- Flexible assessment options in light of the pandemic; and
- Internships and skills acquisition in a pandemic.

You are free to prepare your positions in a PowerPoint. Your PowerPoint should involve no more than ten slides and your Class presentation should take no more than 15 minutes.

Listen carefully to any presentation or speech made by the Ministry, College Board, and professors and be prepared to respond in detail. After the sessions, let them know if you are ready to support this proposal.

## APPENDIX B: TRAINING EVALUATION FORM

### TRAIN THE TRAINERS PROGRAM IN ENVIRONMENTAL LAW

Course Name: **MENA Environmental Law and Policy Scholars' Roundtable and Conference**

Facilitators:

**A. Course Design** (Circle the number to indicate your level of agreement/disagreement with each of the aspects of course design.)

		Strongly agree disagree		Strongly		
1.	The course content met my needs. 5	1	2	3	4	
2.	Length of the presentation was adequate 5	1	2	3	4	
3.	What did you like most about the module/unit? 5	1	2	3	4	
4.	What specific things did you like least?	1	2	3	4	5
5.	If the course was repeated, what should be changed?	1	2	3	4	5

**B. Evaluation of each facilitator member in stated area:**

		Strongly agree disagree		Strongly		
1.	Content was presented in an organized manner	1	2	3	4	5
2.	Content was presented clearly and effectively	1	2	3	4	5
3.	Facilitator was responsive to questions/comments 5	1	2	3	4	
4.	Teaching aids/audio-visuals were used effectively 5	1	2	3	4	
5.	Teaching style was effective 5	1	2	3	4	
6.	Content met stated objectives	1	2	3	4	5

7. Content presented was applicable to my practice      1      2      3      4  
5

**C. As a result of attending this course, I see the value to me in the following ways (check all that apply):**

I gained one or more specific ideas that I can implement in the design and delivery of my course.

I learned a new approach to my research and practice of environmental law.

It may help me do a better job in innovative teaching and technology approaches

I do not see the impact of this course on my job.

Other

**D. By attending this course, I believe (check all that apply):**

I was able to update my skills.

I acquired new and/or advanced skills.

I have better knowledge upon which to base my decisions/actions in the practice setting.

I am reconsidering my views toward the topic(s) presented.

The topic presented was appropriate, but I am undecided as to my own views.

Other

**E. Overall, I would rate this session as:**

Excellent

Good

Average

Poor

**F. Other suggestions as well as comments on how this course could be improved to better suit your educational needs are always welcomed.**