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Training Guide on Regulatory Frameworks and Market Surveillance

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Training Guide on Regulatory Frameworks and Market Surveillance

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1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
SUSTAINABLE DEVELOPMENT GOALS

INTRODUCTION
TO TRAINING METHODOLOGY & LEARNING AGENDA

Introduction

This guide is a practical tool to help trainers in the preparation, delivery and follow-up to a set of training workshops. Both this guide and the workshop materials have been prepared by the UNECE Secretariat, in collaboration with training and subject-matter experts.

The subject of the trainings that this guidebook supports concerns how to build risk-based regulatory frameworks.

Key Learning Objective of the Trainings

This guide will instruct trainers in teaching how to design regulatory systems that result in an efficient, effective and transparent management of risks, in particular the risks related to the implementation of Agenda 2030.

Risk-Based Regulatory Systems

The foundation of these trainings is the large body of UNECE work aimed at promoting the use of risk management tools in regulatory systems.

This large toolbox – developed since 2009 under the umbrella of the UNECE Working Party on Regulatory Cooperation and Standardization Policies – has now been widely implemented by administrations within and beyond the UNECE region.

UNECE WORKING PARTY ON REGULATORY COOPERATION AND STANDARDIZATION POLICIES (WP.6)

WP. 6 is a forum for dialogue among regulators and policymakers. Its broad mandate includes technical regulations, standardization, conformity assessment, metrology, market surveillance and risk management.

The WP. 6 also works to increase regulatory cooperation in specific sectors that have a critical impact on sustainability and on resilience to natural and man-made hazards. It also works to promote the use of standards by policy-makers and the business sector as a tool for reducing technical barriers to trade.

Standards and regulations

Building regulatory frameworks based on a consistent risk management process allows countries to protect their citizens, their livelihood and the natural environment without creating unnecessary obstacles to international trade and unwanted impacts on the industry's competitiveness.

Technical authorities – including regulatory agencies - are tasked with the development and implementation of a large variety of regulatory instruments. These are developed with the overall goal of changing the behaviour of consumers, communities, economic operators and other key decision-makers. Taken collectively, these tools make key contributions in ensuring that products are safe, organizations' processes are stable and consumers are better protected from hazards.

From the UNECE perspective, the process of developing and implementing these technical regulations needs to be informed and rooted in risk management. In other words, technical regulatory authorities should aim – through their work – to identify and address "public risks", defined as risks that may have an undesirable impact on society.

The 2030 Development Agenda and the Global Goals

The 2030 Agenda for Sustainable Development (commonly referred to as the 2030 Agenda) sets forth an ambitious and transformative plan of action to propel the world towards sustainable development. The 2030 Agenda represents a universal commitment to renew action across all three dimensions of sustainable development: the economic, social and environmental.

Comprised of 17 goals ('the Sustainable Development Goals (SDGs)'), 169 targets and 232 indicators of achievement, the 2030 Agenda lays out a compelling direction for the work of agencies, regulatory bodies and decision-making authorities, across all levels.

With respect to the work of regulatory and administrative agencies, the global goals will help to define their respective agendas. This includes, efforts to identify, assess and manage the broad range of risks, which may hinder the realization of the goals and targets of the 2030 Agenda.

How to use the Guide

The training manual presents the primary content areas of the training module and offers fundamental guidance and advice to trainers, so they may conduct their workshops in an efficient and informed manner. In addition to practical information, the manual advises readers on best practice in the delivery of modules, outlines key training competencies and proposes certain solutions to challenges commonly encountered throughout workshop preparation and delivery.

The modules and training supports contained in this guide can also be used in a *training of trainers* programme on risk-based regulatory frameworks.

Depending on user requirement, the guide can be used:

- To instruct trainers on best practice in workshop facilitation.
- To enhance trainer competency and skill-base.
- To direct workshops on regulatory frameworks and provide instructive tools for effective learning.

The guide is structured according to the continued needs of trainers throughout the workshop. To ensure convenience and utility, the guide is divided into three distinct areas: before the workshop, during the workshop and after the workshop.

Each phase of training preparation and facilitation includes tips and suggestions for trainers to conduct the workshop effectively. The guide is intended to prepare trainers for their sessions, show them how to structure the training, and give pedagogical and didactical guidelines for achieving the participants' learning objectives.

Workbooks for participants and online courses complement the guide, and will be made available through a dedicated interface that will be accessible from the website of WP. 6: http://www.unece.org/trade/wp6/welcome.html

Course Toolbox

The manual equips trainers with a set of competencies and tools that will allow them to:

- Examine the learning needs of the target audience.
- Develop workshops, which can be conducted independently or as a series regarding building risk-based regulatory frameworks.
- Share knowledge & methodologies to facilitate and conduct the workshop.
- Evaluate the learning results achieved by the target audience and to track the impact of the workshop.
- Determine the priorities for participants within each workshop and adapt the course content accordingly.

Owing to the inherent diversity of participants, the programme for learning needs to be appropriately tailored to the training requirements of the group, and thought must be given to the suitability and relevance of training materials.

Learning Approach

This guide incorporates a specific learning approach which can be summarized as follows:

Participatory and Learner-Centric

The activities that the trainer facilitates will enable participants to make use of the guide in their own reform context and effort. The training approach progressively passes initiative and knowledge development from the trainer to the learner. This is achieved in an interactive and participatory way.

Context Based and Flexible Modular Design

Specific learning paths have been developed to discuss key issues and challenges regarding risk-based regulatory frameworks and to describe relevant tools and solutions. Through these learning paths, participants are given a contextualized approach to the guide's contents, which they can relate to concrete reform scenarios. These pathways are modular and allow the trainers to build around the learning needs and interests of the particular target audience being trained.

Practical Contextualized Learning

By embedding learning material and instructions in familiar contexts, participants are more likely to learn.

A successful trainer will understand the real-world application of the context. The use of contextual learning strategies will help participants take to engage with real-world challenges when encountered in their work.

PHASE 1:
BEFORE THE WORKSHOP

Preparation of the training workshop is vital to ensure that:

- Trainers are versed in best practice and continue to adapt the workshop to reflect contemporary information
- The course is tailored to the learning objectives and experience level of participants
- Activities and examples are contextually appropriate, relatable and suited to the participant group
- Participants are aware of the intellectual demands and rigours of the workshop.

Best Practice in Adult Learning

As the learning process constitutes the very basis of all training, it is vital that workshop trainers possess an acute understanding of the process.

The ability to adapt this process will grant trainers a means of effectively adapting a workshop to a particular environment.

Current best practice indicates that adult participants appear most receptive to new learning opportunities when:

- Individuals have been empowered to define or adapt their learning objectives.
- A contextual learning approach is employed and the featured content draws on real problems/situations/experiences of the group.
- Training in highly interactive and engaging.

As demonstrated in the below illustration, the learning cycle involves (i) concrete experience, (ii) observation & contemplation, (iii) theoretical concepts and (iv) application and analysis.

The learning cycle is championed by practitioners for including both inductive and deductive forms of learning.

The role of the trainer is a key distinction between the

Deductive learning

In deductive learning situations, the trainer educates by introducing the content and discussing the concepts to participants; the expectation being that participants come to better understand the corresponded concepts through the completion of tasks.

Inductive learning

Inductive learning is a participant-focused approach, in which students are presented with a variety of pertinent examples and activities. Through a process of 'noticing' (participants become aware of something in particular or come to understand a rule by deducing commonalities between examples and activities) or logical inference, inductive learning introduces participants to sub-processes that go into a bigger subject. For example, participants gain a more lucid understanding of discrete relationships, generate tentative hypothesis and examine data more closely to draw a subsequent conclusion.

Both forms of learning are invaluable and appeal to different forms of learners. Either learning style is important in training delivery (e.g. teaching concepts, processes and competencies) and the workshop trainer must measure its application.

The effective application of these different methods is dependent on a number of factors and the trainer should consider the following, when deciding which method to employ for a particular topic:

- Participants often favour inductive approaches.

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