STAND4ALL

Training committee members in standardization

Index of the Manual

And than information on the separate topics of the training:

General introduction

This general introduction gives information on the background of the STAND4ALL training. Besides this general introduction there is information on all of the training topics. Each consist of:

- a short description of the topic,
- the presentation handouts and,
- extra information, for example, instructions for assignments.

Description of the project

Standards for All (STAND4ALL) is a project funded by the European Commission with the main goals of ensuring disability awareness by Technical Committee members and promoting the participation of consumers/end-users in the standardization process. These can be achieved within the context of the CEN/CENELEC Guide 6 *'Guidelines for standards developers to address the needs of older persons and persons with disabilities'*. This is the focus of the project and the developed training course. The project started in January 2009 and ended in March 2010. The project consortium is composed of the National Standards Bodies of The Netherlands, Spain and the United Kingdom, Institute for long-term care 'Vilans' of the Netherlands, User organization BAG Selbsthilfe of Germany, and research institutes from Germany and Belgium.

Participant no. *	Participant organizationname	Short name	Country
1 (Coordinator)	Dutch Standardization Institute	NEN	The Netherlands
2	Spanish Association for Standardization and Certification.	AENOR	Spain
3	British Standards Institution	BSI	United Kingdom
4	VILANS	VILANS	The Netherlands
5	German Working Party for the Assistance of Persons with Disabilities and Chronic Diseases	BAG Selbsthilfe	Germany
6	German Research Institute Technology and Disability	FTB	Germany
7	Katholieke Universiteit Leuven Research and Development	K.U.Leuven	Belgium

Need for STAND4ALL

There are a number of drivers that have led to the need for a greater involvement of older and disabled people in standardization and recognition of the specific requirements of this user group in order to permit hat involvement.

The UN Convention on the Human Rights of Disabled People, of which the European Union is a signatory, European and Member State legislation and European Union policy all move towards a non-discriminatory society with respect for the individual and equality of opportunity. The UN Convention in particular, in Article 9, requires the promotion of inclusive design, the development of standards for minimum access and accessibility training.

These legislative and policy drivers reflect developments in demographics and society, whereby people live longer and expect more and better products and services that reflect their potentially changing needs.

The new demographic reality can also provide a business opportunity in terms of inclusive products and services. If *designed for all*, services and products can meet the needs of a broader market.

Standards are a tool of the market that provide for interoperability, safety and market access. If standards can take into account the needs of older and disabled persons then this business opportunity can more easily be realized. However, in order for this to occur, the standardization process itself must reflect those needs. Standardization

is a process whereby all interested parties can come together to set common technical specifications for goods, processes and services.

The European Commission has identified the need for training to better enable the views of older and disabled people to be taken into account in standards development. It was for this reason that the STAND4ALL project came about.

The initial project activities focused on identifying the following barriers to the standardization process:

- Economic barriers (high cost of implementation in product, service or process)
- Different requirements in different countries/regions
- Legal requirements in different countries/regions
- Unfeasibility due to lack of technical development
- No need due to existence of assistive products for persons with disability in the market
- Lack of experts on accessibility matters participating in the TC/SC

To follow the policy of inclusion of the European Commission and the demand of the European Disability Forum from the European Year of the Disabled "Nothing about us without us" it was the time to take on board the philosophy of including consumers/end-users in all relevant technical committees and working groups in the standardization process.

Development of training courses & material

There are two training courses developed for the following two purposes:

- To train consumers/end-users on how to take an active role in standardization and to use CEN Guide 6
- To raise awareness amongst a group of committee members in standardization already involved in standardization processes but who have no or little contact to the group of consumers/end-users.

Because there are two target groups with related, but different goals, two training courses are developed. It is important to note the interaction between the two target groups and the fact that the training courses have the possibility to overlap. In this way the two groups are brought together to get acquainted with relevant issues facing each group.

Each manual follows the same basic structure, comprising an introduction and the training course manual itself. The manuals differ primarily in the course modules and the level of detail with variations based on the subject matter and audience (Committee members/users/trainers/trainees).

The training course manuals provide information on the different topics of the training, the material that can be used and how to present this material. Each module of the training courses consists of:

- short introduction to the topic
- information on the topic
- presentation of the topic
- possible extra material

Trainees' manual for end-user/consumer

This manual is the trainees' manual for end-users/consumer. The manual is set-up for trainees with basic knowledge of accessibility and inclusion but with little knowledge on standardization. The training course manual is arranged into the following sections:

1. Programme for the course
2. Training course modules:

i. Welcome and introduction
ii. Motivation and background
iii. Information on Standardization
iv. User Aspects
v. User Participation
vi. Exercises
vii. Interactive session: 'Role Play' or 'Simulation of a TC Meeting'
viii. Further Implementation

3. Evaluation
4. Annexes

Objectives consumers/end-users

Objectives of training for consumers/end-users:

- Understanding why standards are important and why consumers/end-users should be involved and what the preconditions are under which this could be done (USEM principles)
- Understanding Guide 6 and how this guide can be used in standards development
- Users have knowledge on how to ensure consumer issues are considered in the standardization process and what skills are necessary in doing so

Training

Are you active in looking after the interests of older people or people with disabilities?

Standardization is a means to make sure the demands of these groups are taken into account.

With this training you will learn on the background of rules and regulations in Europe and what the place of standardization is in this.

The process of standardization is explained and ways of how a consumer/end-user representative can influence standardization processes. This is also done by practical exercises to simulate standardization activities. The CEN/CENELEC Guide 6 will be discussed and used to find out how it is set-up and how this Guide can be used by you.

This two day training shows the importance of participating in standardization and how to do this using Guide 6 as important document in the hand.

In the training the participants will be divided in two groups as mentioned above. Parts of the training will be conducted in separate sessions for each group, whilst there will also be opportunities to interact during role play exercises. This interaction is an important feature of the training.

Outcome

A successful result of the STAND4ALL trainings will be a group of trained consumers/end-users who are able to take an active part in the work of technical committees in the standardization process. Additionally, the trained committee members can make use of their knowledge and promote the inclusion of the group of consumers/end-users in their standardization work.

STAND4ALL Training course [place], [date] for committee members in standardization

08.30 – 9.00 h	Registration and coffee
09:00 – 9:30 h	Introduction
09:30 – 10:15 h	Topic 1: Background & Motivation
10.15 – 10.45 h	Topic 2: User participation in standardization; how to use Guide 6? (part one)
10:45 – 11:00 h	**Coffee Break**
11:00 – 11:30 h	Topic 2: User participation in standardization; how to use Guide 6? (part two)

After this morning session committee members in standardization and Consumers/end-users will join together

11:30 – 12:00 h	Preparation of role play
12:00 – 12:45 h	Interactive role play
12:45 14:00 h	**Lunch Break**
14:00 – 14:30 h	Discussion of interactive role play
14:30 – 15:30 h	Further implementation
15:30 – 16:00 h	Closure

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Topic 'Welcome and Introduction'

Introduction to 'Welcome and introduction'

The goal of this topic is to provide background information regarding the STAND4ALL training, its initiation, set up, and the expected results from trainees.

It is very important to have a positive learning environment in which a trainee feels inspired and comfortable to learn in. Besides background information on STAND4ALL, the trainer will also pay attention to the trainees (their background, aims etc). Also, routine business will be explained (where to find toilets etc).
On top of that, the trainer will introduce the host, who is available for all kind of questions during the day.

The training day begins with half an hour registration and informal session with coffee and tea. This informal session smoothly changes into this first session 'Welcome and Introduction'.

As the aim of the topic “Welcome and Introduction" is further to provide understanding of the concept of 'Accessibility in Standardization", it is important that trainees understand the need for the STAND4ALL training.

Within this topic we will discuss the following issues:

- What are the background and objectives of the STAND4ALL training?
- Introduction of both trainers and trainees
- The set-up of the training

The Welcome and Introduction session should ensure:

- Understanding of the aim of the training; namely that the standardization experts need to learn about accessibility and that accessibility experts (thus: users) need to know about standardization.
- Understanding of the goals of the training
- Understanding of expectations/aims of trainees in frame of STAND4ALL

Annexes:

- STAND4ALL document 'Welcome and introduction'
- Presentation

For further reading and more information the following website can be used:

- www.STAND4ALL.eu

Information on Welcome and Introduction

Preliminary note: This topic should be treated as an interactive discussion, so please ask the trainer questions throughout.

As trainers and other key persons (contact persons for the venue etc) need to be aware of the requirements of disabled people in the audience throughout the course, please make sure they are aware of any disability /requirement you might have.
The trainer will carefully check the list of trainees, including their organizations and country beforehand, but it is extremely important that you speak up about your specific needs as early as possible (preferably in this first presentation of the training).

The trainer will start the session by introducing him/herself. By doing so, he/she will inform the trainees with his/hers name, company, country and perhaps some personal details.
The trainer will ask you to introduce yourself as well and also what your link is with the training. Also include some information about your experience with disability and standardization, your aims of today and that why you are attending the training.

The trainer will ask you:

Who are you and What do you expect today?

It is wise to think about these questions beforehand, so that you know what to respond. The trainer might want to use a Flip Chart so that he/she can write down some of the statements made by you and other trainees. The visible statements can function as a reminder for both yourself and other trainees as for the trainer, during the course.

After the personal introductions, the trainer will start to introduce the concept of the STAND4ALL training. The trainer will provide general information on the background of the STAND4ALL project and the STAND4ALL trainings. More details will be given on today's' session.

<u>Background STAND4ALL</u>
The STAND4ALL consortium was established in October 2008, after a formal request for a task by the European Commission. The European Commission launched this request as a "Call for Tender on 'Training of stakeholders on consultation on standardization'".
Seven organizations from six different countries in Europe decided to collaborate in order to reply successfully to the European Commission.
After the award of the contract, the actual work began 1st of January 2009. The STAND4ALL consortium was developed to include inputs from key stakeholder groups such as national standards bodies, research institutes and user organizations.

As the STAND4ALL acronym implies, the consortium has included the idea of STANDARDIZATION and STANDARDS considering ALL needs, which also includes the universal principle of Design for All. STAND4ALL is about including people with disabilities, not only in the content of the standards, but also in the standardization process.

The consortium has worked hard (period January 2009 – April 2010) to establish an enlarged European network of accessibility specialists in the field of standardization. STAND4ALL aimed to ensure that it was recognised that the essential requirements from

older people and people with disabilities need to be taken into account in the field of standardization. CEN/CENELEC Guide 6'-experts was used to achieve this.

STAND4ALL confirmed that consumers are not well represented in European standardization. This applies to consumers in general, but even more so to consumers with disabilities. In CEN/CENELEC/ETSI/TCs representatives are not well informed about the needs of older people and those with disabilities and that qualified users (who represent user organizations) with disabilities rarely participate in the standardization process.

It is therefore needed both to inform representatives in European standardization about the needs of people with disabilities and to encourage them to take these needs into consideration while developing a standard. It is also needed to involve users with disabilities in the field of standardization.

Training set-up
There are two trainings; one for (representatives of) users and one for committee members. Although these training courses have a slightly different focus, the end goal for both will be a good use of Guide 6 in standardization and knowledge from both groups on each other's world.

The STAND4ALL training will:
- Facilitate participation of user organizations in the standardization process and also qualify more users (which represent user organizations) with disabilities to participate in European standardization
- Learn committee members in standardization how the needs of consumers/end-users can be integrated into standardization processes.

In short set-up of the STAND4ALL training:

- 2 days for users
- 1 day for committee members in standardization
- Different topics, several exercises, short intermezzos and time to get to know your European colleagues/ other trainees
- Combined session of the two groups

Welcome and Introduction

Content presentation

- Background and objectives STAND4ALL Training
- Introducing ourselves
- Content of the training

Background STAND4ALL

Responsibility European standardization institutions:
all stakeholders involved in the process

Practice European standardization institutions:
NOT all stakeholders involved in the process

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Objectives STAND4ALL

- An EU-funded project, in which both
  - consumers (or end users) with a functional impairment and
  - committee members in standardization
- are trained to take into account the needs of older people and people with disabilities in standardization.

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STAND4ALL project

- European project training professional users
- Training committee members in standardization

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STAND4ALL trainees

- Users:
  people with knowledge on accessibility issues, but no – or little - knowledge on standardization.
- Committee members in standardization:
  people involved in standardization (at both national or European level) with no – or little- knowledge on accessibility issues.

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Several partners involved:

introduction of the consortium partners

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Several trainees involved

Introduction of trainees:

who are you and what do you expect today?

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Content of the training

- 2 days for users
- 1 day for committee members in standardization
- Different topics, several exercises, short intermezzos and time to get to know your European colleagues/ other trainees
- Combined session of the two groups

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Today's programme

- Background & Motivation
- Implementing Guide 6 in the standardization process
- Preparation of interactive session
- Interactive session
- Further Implementation

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Have a good day!

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Topic 'Background and motivation'

Background and Motivation

Why do we want to promote the user perspective in standardization? Is it to be a good guy? Maybe it is a legal obligation or very interesting for marketing purposes?

There are several developments at national level, European level and on global level which give a push to consumer/end-user participation. The developments, regulations, etcetera that are important will be mentioned in this topic. Of course the link with standardization is being made. What is the value of standardization? And what can your role be in the standardization process?

The topic will consist of the following parts:

1. non-discrimination, equal rights (Developments in the US, UN convention). It is our duty to make sure all people have the same rights and possibilities
2. because of growth of the elderly population more people need help and a larger economic impact can be observed -> more political interest
3. solutions; movements in general/groups that make a voice

Goal: Understanding the need for consumers/end-users' input in different international and national developments and how to organise to make consequent changes.

Annex:

- STAND4ALL information on background and motivation
- presentation

Examples where to find information related to this topic:

- website UN (www.un.org/disabilities)
- Wikipedia for info on the social model (http://en.wikipedia.org/wiki/Social_model_of_disability)
- Website on design for all (www.designforalleurope.org)

Information on topic 'Background and Motivation'

In this topic you will learn more about the legislative and demographic forces that are behind the concept of accessibility in standardization You will also learn more about concrete European initiatives and current work in standardization related to the subject of accessibility.

As the background and motivation behind the concept of accessibility in standardization are complex, this session is built up of 5 sub-topics.

Sub-topic 1: policy and legislation
Sub-topic 1 is about relevant policy and legislation within European and International contexts and how these cover 'equality' and 'accessibility for people with disabilities'.

The EU promotes the active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues. Disability is a rights issue and not a matter of discretion. This approach is also at the core of the UN Convention on the Rights of People with Disabilities, to which the European Community is a signatory.

The UN Convention on the Rights of Persons with Disabilities serves as an instrument for policy-making and as a basis for technical and economic cooperation. It promotes, protects and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

In 2006 the international community accepted a new human rights agreement. This agreement has judicial consequences.
(http://www.un.org/disabilities)

Also the European Community and its Member States have confirmed their view that disability is a broad Human Rights issue. That is why they set up the EU Disability Strategy that is build upon three pillars:
- EU anti-discrimination legislation and measures, which provide access to individual rights
- Eliminating barriers in the environment that prevent people with disabilities from exercising their abilities
- Mainstreaming disability issues

This STAND4ALL training is part of this framework.

Sub-topic 2: demographic changes
Sub-topic 2 is on demographic issues and changes in society which underline the need for a consumer focus, especially for consumers with more needs than others.

<u>People getting older</u>
As people are living longer, there is an increasing number of older people which has an impact on the number of disabled people due to age related impairments. The United Nations estimates that by 2050 one out of every five people will be over 60 years, and by 2150, one third of the worlds' population is expected to be 60 years of age or older.
In Europe we see the same trend. In 1995 there were 101 (15%) million of 65+, in 2050 Europe will have 173 (20%) million of 65+.

By 2020, 25% of the EU's population will be over 65. To respond to this growing demographic challenge, the Council of Ministers approved a Commission's plan to make Europe a hub for developing digital technologies designed to help older people to continue living independently at home.
(http://europa.eu/rapid/pressReleasesAction.do?reference=IP/08/994&format=HTML&aged=0&language=EN).

Besides people getting older there are less young people. People do not get that many children as 50 years ago. This means that there will be put tremendous pressure on society in terms of supporting the elderly population, and any means to assist them to continue contributing to and participating in society, and to "age in place", needs to be adopted.

People living independent for longer period of time
Another trend is that elderly people are living at home more and more instead of living in nursing homes. This trend means that there are more houses needed to be used by elderly, which mostly have some kind of a disability. And to live as independent as possible, products and services should be useable by this target groups as well.

More opportunities
Disabled people have more opportunities; they are able to improve their life chances through education, employment and social participation so they demand access to services. This is partly because of changed regulations; anti-discrimination rules that this is possible.

Sub-topic 3: models of disability and inclusion
Sub-topic 3 is about two models which are focused on people with disabilities and how the society, including products and buildings, can be designed to include people with disabilities.

The Social Model of Disability
According to the **individual model of disability**, the "problem" of disability is located within the individual, and the problems that people with disabilities experience are direct consequences of their impairment. Consequently, the main task of professionals is to help the individual adjust to his or her disabling condition.
Further, illness and disability are not the same thing, even though some illnesses may have disabling consequences and disabled people may have illnesses at various points in their lives. Because of the medicalisation of the individual model of disability it is known to many as the **medical model of disability**.

The **social model of disability** locates the problem of disability within society. In other words, the cause of the problems is not individual limitations but the failure of society and of the social environment as they don't provide appropriate services and goods to ensure the needs of disabled people are fully taken into account.
Inclusive standards all play a role within the social model of disability and can enable persons with disabilities to participate in society.

Design for All/Inclusive Design
Design for All is design for human diversity, social inclusion and equality. This holistic approach constitutes a creative and ethical challenge for all planners, designers, entrepreneurs, administrators and political leaders.

Design for All/Inclusive Design aims to enable all people to have equal opportunities to participate in every aspect of society. To achieve this, the built environment, everyday objects, services, culture and information – in short, everything that is designed and made by people to be used by people – must be accessible, convenient for everyone in society to use and responsive to evolving human diversity.

Sub-topic 4: EU initiatives and organizations
What does the European Commission offer to member states (e.g. National Standards Bodies) on Universal Design?

The Commission promotes and supports the process of technical standardization in various sectors through mandates to the European Committees for Standardization (CEN, CENELEC and ETSI).

Some examples (can also be found via http://stand4all/links.html and http://ec.europa.eu/enterprise/policies/european-standards/standardization-policy/policy-activities/services/index_en.html) :

- M/376: Standardization Mandate to CEN, CENELEC and ETSI in support of European Accessibility Requirements for Public Procurement of Products and Services in the ICT Domain (PDF) (7 December 2005)
    - The CEN documents for phase 1 of this mandate are available on the website of CEN BT WG 185 pt.
    - The ETSI documents for phase 1 of this mandate are available on the website of Specialist Task Force 333 (accessible version) or Specialist Task Force 333 (ETSI version).
- M/420: Standardization Mandate to CEN, CENELEC and ETSI in support of European Accessibility Requirements for Public Procurement in the Built Environment (PDF) (21 December 2007).

There are several organizations focusing on the elderly and disability focus in Europe, to make sure that life will be possible for this growing group of people. For example, by Design for All. For a good idea on what is going on in Europe, it is important to know which organizations are active and in what way. For this training it is also interesting because it gives opportunities for cooperation and liaison.

EDF
One of these organizations is EDF. The European Disability Forum (EDF) is an independent European non-governmental organization (NGO) that represents the interests of 65 million disabled people in the European Union and stands for their rights.

EDF's mission is to promote equal opportunities for disabled people and to protect their Human Rights, making sure that no decisions concerning disabled people are taken without disabled people.
http://www.edf-feph.org/page_generale.asp?docid=14010

European blind union

EBU aims to protect and promote the interests of all blind and partially-sighted people in Europe. Its objects and powers are set out in Article II of its Constitution. EBU currently has 45 member countries, each represented by a national delegation. Its work is directed by an Executive Board of 13 elected members who are accountable to a General Assembly held every four years.

European deaf union

The European Union of the Deaf (EUD) is a European non-profit making organization whose membership comprises National Associations of Deaf people in Europe. Established in 1985, EUD is the only organization representing the interests of Deaf Europeans at European Union level.
EUD aims to establish and maintain EU level dialogues, making sure deaf issues are raised. We do this in consultation with National Deaf Associations' members.

Age Europe

AGE, the European Older People's Platform, aims to voice and promote the interests of older people in the European Union and to raise awareness of the issues that concern them most. Everyone in the European Union is increasingly affected by decisions taken by its institutions : the Council of Ministers, the Commission, the European Parliament and the Court of Justice. Decisions affect the daily lives of all its inhabitants - including older people.

ANEC

Another organization focused on users, so not only people with disabilities, but active in the field of standardization is ANEC.

ANEC, the European consumer voice in standardization, defends consumer interests in the process of standardization and certification.

This means representing the European consumer interest in the creation of technical standards developed to support the implementation of European laws and public policies.

DATSCG

In standardization there are several special interest groups, one of them is the Design for All and Assistive Technologies Standardization Co-ordination Group (DATSCG). This group addresses the area of eAccessibility. This WG aims to be a single standardization entry point for people with disabilities and the organizations that represent them. DATSCG is part of ICTSB (information and communications technologies standards board). So this means its focus is on ICT in standardization and not on every standard that is produced.

Position CEN

CEN is conscious about the special interest Group of consumers: people with disabilities. During the European Year of people with disabilities in 2003 for example the three European standards organizations fully supported this campaign and organized a large conference with the theme ''Accessibility for All', which covered accessibility in the public domain, in the home and on the move, as well as comparing the situation in Europe to that in other regions of the world.

(From the CEN-website <http://www.cen.eu/cenorm/news/success+stories/index.asp>)

For CEN, the high profile events of 2003 were the culmination of many years of hard work by dedicated experts. As a result, the CEN portfolio of published standards now includes many documents, which take into account the needs of people with disabilities. These documents (standards) are an important step towards improving life for many people, providing them with access to products and services that were previously unavailable to them. This is not only important for people personally affected by disability but also for the European market, which, thanks to these standards, has a wider client base and greater potential.

Sub-topic 5: Developments in standardization
Sub-topic 5 is about solutions/opportunities within standardization. It focuses on initiatives that already exist and give power to consumers/end-users.

CEN/CENELEC Guide 2: Consumer interests and the preparation of standards
CEN/CENELEC developed a guide to cover consumer interests in standardization.
'Member bodies of CEN and CENELEC recognize and support the objectives of the EEC preliminary for a consumer protection and information policy, in particular that there should be 'consultation with and representation of consumers in the framing of decisions affecting their interests'.
It is a principle of standards activity that all interests affected by the work are taken into account.

CEN/CENELEC Guide 6: Guidelines for standards developers to address the needs of older persons and persons with disabilities
CEN/CENELEC developed also a guide especially developed for including user requirements of people with disabilities -> Guide 6. This Guide is used in the STAND4ALL training sessions.

The guide is a document for participants in standardization activities at CEN and CENELEC that contains guidance for the creation and the revision of standards to ensure greater accessibility of products and services. The document is a "Guide", in other words, not a European Standard (EN). The guide is identical to ISO/IEC Guide 71 was adopted by both the CEN Technical Board and the CENELEC Technical Board, and published in January 2002. The adoption of CEN/CENELEC Guide 6 resulted from a European mandate to the European standardization organizations. (wikipedia)

The guide is supposed to be used in standardization process. This is the focus of this training; how to make sure Guide 6 is implemented.

Mandate 376
Design for All and Assistive Technologies Standardization Co-ordination Group (DATSCG) addresses the area of eAccessibility as we discussed earlier.

EUROPEAN ACCESSIBILITY REQUIREMENTS FOR PUBLIC PROCUREMENT OF PRODUCTS AND SERVICES IN THE ICT DOMAIN – M/376
The aim of the mandate M/376 is to enable the use of public procurement and practice for ICT´s to remove barriers to participation in the Information Society by disabled and older people. The mandate was given by the European Commission to the European Standards Organizations (ESOs) to come up with a solution for common requirements and conformance assessment.

Background and Motivation

Goal of this topic

- To understand what the drivers are for involving disabled and older people in standards development
- To inform you about some relevant EU wide initiatives

The drivers for involvement

- Policy and legislative drivers
- Demographic changes and changes in society
- The business case
- The political and moral case

Policy and legislative drivers

- The UN Convention on the Human Rights of Disabled People
- EU and Member State legislation on non-discrimination and rights of disabled people

UN Convention

- Purpose of the convention:

  To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity

UN Convention: Guiding Principles (1)

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity

UN Convention: Guiding Principles (2)

- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

EU and Member State legislation

- EU Employment Equality Directive – will affect any service or product used in am employment context
- Member State legislation e.g. in the UK the Disability Discrimination Act which includes rights of access to employment, services, education, housing and transport

Demographic issues and changes in society

- People are living much longer than they used to
- Many more older people live independently at home
- Older people's aspirations for inclusion are growing – 'grey power'

Demographic issues and changes in society

- More disabled babies are being born and surviving into adulthood
- Many more disabled people living independently not institutions
- More disabled people are able to improve their life chances through education, employment and social participation so they demand access to services

The Business Case

- More older and disabled people expecting access to employment and services – they will purchase products that meet their requirements
- Making products and services inclusive can save money - no retrofitting

The Business Case

- More disabled people are setting up their own businesses to provide products – competition will only increase
- Take the lead of Mac where access software is part of the operating system...smart companies know the way forward

The Political/Moral Case

- Political awareness of disabled people about their position in society – recognising and understanding the causes of exclusion and oppression and how to tackle them
- The Social Model of Disability

Social Model of Disability

- Instead of locating the problem within the individual (**individual model of disability**), The **social model of disability** locates the problem of disability within society. The cause of the problems is society's failure to provide appropriate services and adequately ensure the needs of disabled people are fully taken into account in its social organisation

Design for All

- Design for All (DfA)/Inclusive design:
- Design for All is design for human diversity, social inclusion and equality
- To achieve this, the built environment, everyday objects, services, culture and information must be accessible, convenient for everyone in society to use and responsive to evolving human diversity.

Some relevant EU wide initiatives

EU Policy (1)

- CoE Resolution ResAp (2001)1 "on the introduction of the principles of universal design into the **curricula** of all occupations working on the **built environment**" ("Tomar Resolution")
- => "Universal design"
- ResAP(2007)3 "Achieving full participation through Universal Design"

EU Policy (2)

- Recommendation Rec(2006)5 of the Committee of Ministers to member states on the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015
- EU Disability Action Plan (DAP) 2008-2009

Relevant Organisations

European Disability Forum (EDF)

- Mission:
  to promote equal opportunities for disabled people and to protect their Human Rights, making sure that no decisions concerning disabled people are taken without disabled people.

Organisations for specific groups of disabled people

- Other international dissability-specific interest organizations:
  - European Blind Union (EBU)
  - European Union of the Deaf (EUD)
  - AGE European Older People's Platform
  - Mental Health Europe

ANEC

- "European consumer voice in standardization"
- Defends consumer interests in the process of standardization and certification.

DATSCG

- Design for All and Assistive Technologies Standardization Co-ordination Group (DATSCG)
- Working group of the Information and Communications Technologies Standards Board (ICTSB)

CEN/CENELEC/ETSI

- More awareness on consumer end disability issues
- Supported the 'European Year of People with Disabilities'

Developing Solutions within standardization

European Mandates (1)

- Mandate 283 - Mandate to the European Standards Bodies for a guidance document in the field of **safety and usability** of products by people with special needs (e.g. elderly and disabled).
- Mandate 273 - Mandate to the European Standards Bodies for standardization in the field of **information and communications technologies** (ICT) for disabled and elderly people.

European Mandates (2)

- Mandate 292 - Mandate to the European Standards Bodies for a guidance document in the field of **safety** of consumers and children - **Product information**.
- Mandate 293 - Mandate to the European Standards Bodies for a guidance document in the field of **safety** of consumers and children - **Child safety**.

European Mandates (3)

- Mandate 376 - standardization mandate to CEN, CENELEC and ETSI in support of European accessibility requirements for **public procurement** of products and services in the **ICT** domain.

CEN/CENELEC Guide 2

- Member bodies of CEN and CENELEC recognize and support the objectives of the EEC preliminary for a consumer protection and information policy, in particular that there should be '**consultation with and representation of consumers** in the framing of decisions affecting their interests'.

CEN/CENELEC Guide 6

- A guide specially developed for standards developers to help them include the requirements of all disabled and older people in standards
- Uses tables which prompt you to think of relevant issues and provides detailed information to help you

Redefining Experts

- By working together disabled people can committee members can understand complex issues and work together to deal with them
- It's exciting – many issues and solutions will never have been thought about before!

STAND4ALL

Topic
'User participation in standardization'

User participation in standardization; How to use Guide 6 in the Standardization Process?

Several issues stand in the way of standards that address the needs of older persons and persons with disabilities. These issues a lack of awareness of the principles of CEN/CENELEC Guide 6, and a lack of knowledge about how Guide 6 can be used in standardization. This topic addresses these issues and makes trainees more familiar with the use of the Guide.

The topic will consist of the following parts:

1. the barriers to end-user representation in standardization, and how the USEM principles and standardization principles deal with these barriers;
2. factors to consider in the design of accessible products and services;
3. how to use the tables in clause 7 of Guide 6;
4. a group assignment on the use of the tables in clause 7 of Guide 6.

The goals of this topic:

- Trainees have basic knowledge of the principles of Guide 6 and how it is set up.
- Trainees know how to use Guide 6 in standardization (CEN, CENELEC, ETSI).

Annexes:

- Presentation handouts
- Prose document: “Topic 2: Implementing Guide 6 in the Standardization Process”. This document contains a lot of information on this crucial topic of the course.
- Description of group assignment

Some examples where to find information related to this topic:

- Website USEM project for the USEM principles (www.usem-net.eu)
- Website CEN for information on principles in standardization (http://www.cen.eu/cenorm/workarea/handson/handsonguidejan091.pdf)
- CEN for Guide 6

Implementing Guide 6 in the Standardization Process

Objectives

- You know the barriers to user participation
  &
  how they can be addressed.

- You know how to use CEN/CENELEC Guide 6 in standardization.

USEM Principles and standardization

(**US**er **EM**powerment in standardization)

USEM Principles

- **USEM** is a European Commission funded project that aims to promote the empowerment of end users with disabilities and of old age in standardization activities.

4

USEM Principles

- The USEM concept is part of the core curriculum for the training of end users. It is based on six principles which govern the involvement of end users in standardization activities

5

USEM Principles

Ideal model of user participation

- Partnership
- User based organisation
- Financing
- Accessibility
- Qualified Staff
- Sound Plan

6

Principle 1-Partnership

- USEM: Partnership as a basis
- ESO: standardization is open for all stakeholders in a transparent process.

- **Attitude**, not just "procedures"!

7

Principle 1-Partnership

- Guide 2: beyond "openness":
  - "At national level there should be provision for consumer participation in the initiation and planning…"
  - "At national level consumer interests should be invited to participate…"

- => Refer to Guide 2 to put planning for user participation in context.(Consumer Interests and the preparation of European standards)

8

Principle 2- User Based Organisation

- USEM: Users are members and/or representatives of user organizations.
- ESO: Like any other participant in standardization, user participants are expected to defend the positions of the constituency on whose behalf they participate.
- Users can fall back on their organisation (e.g. working group)

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Principle 3-Financing

- USEM: Financing contribution should not be a barrier for participation.
- ESO: Participation is not reimbursed.
- Guide 2: "Where the representation of consumers is hampered through the lack of finance, Member bodies should use their best efforts in finding solutions to overcome these difficulties."

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Principle 4- Accessibility

- USEM: Accessibility of all relevant materials and premises is guaranteed.
- ESO: All participants have access to the relevant information.

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Principle 5- Qualified Staff

- USEM: Every partner guarantees respect and expertise.
- ESO: Participants have a specific field of knowledge and have the intention of creating consensus.
- Reaching consensus often requires creativity on all sides.

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Principle 6- Sound Plan

- USEM: Detailed plan for the project (including timing of drafts, meetings and opportunities for commenting/influencing the standards work and expectation of user participation).
- ESO: Any standard development process follows a timetable with possibilities to influence, which is known when the project starts.

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CEN/CENELEC Guide 6

- Describes a **Process** by which the needs of older persons and persons with disabilities may be considered during the development of standards
- Provides **Tables** to enable standards developers to relate the relevant clauses of a standard to the factors which should be considered to ensure all abilities are addressed

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CEN Guide 6

- Offers descriptions of body functions or human abilities and the practical implications of impairment
- Offers a List of sources that Standards Developers can use

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Structure of Guide 6

(…)

Clause 5. Using Guide 6

Clause 6. Developing standards – Issues to consider during the standards development process

Clause 7. Tables of factors to consider …

Clause 8. Factors to consider

Clause 9. Describes human abilities and the consequences of impairment

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Clause 6

Developing Standards – Issues to consider during the standards development

- Define standards project
- Ensure committee is well equipped
- Develop content of the Standard (CEN Guide 6)
- Review Process
- Publish Standard

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Clause 7

Tables of factors to consider during the standards development process

- Each **Table** identifies **typical clauses** or **sections** of a **Standard**
- Within each Table, the **first column identifies**, through **key words** , the **factors** which should be considered
- The **key words** are number as they are **described** in **Clause 8** of the Guide

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Clause 7 and 8

- Table1-Clauses on Information
- Table 2-Clauses on packaging
- Table 3-Clauses on materials
- Table 4-Clauses on installation
- Table 5-Clauses on the user interface
- Table 6-Clauses on maintenance, storage and disposal
- Table 7-Clauses relating to the built environment

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Clause 8

Factors to consider, e.g.

- Alternative format
- Location and layout of information and controls and positioning of handles
- Lighting levels and glare
- Colour and contrast
- Size and style of font and symbols in information
- Clear language in written or spoken information
- Graphical symbols and illustrations
- Loudness and pitch of non-spoken communication
- Slow pace of information presentation
- Distinctive form of product, control or packaging

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Clause 8

Factors to consider cont'd

- Ease of handling
- Expiration date marking
- Contents labelling and warning of allergens
- Surface temperature
- Accessible routes
- Logical process
- Surface finish
- Non allergenic/toxic materials
- Acoustics fail safe
- Ventilation
- Fire safety materials

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Alternative Formats

- Two approaches:
  - Presenting information via different senses
  - Presenting information via different aspect of the same sense

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Via Different Senses

Tactile paving

Via Different Senses

Closed or open captions

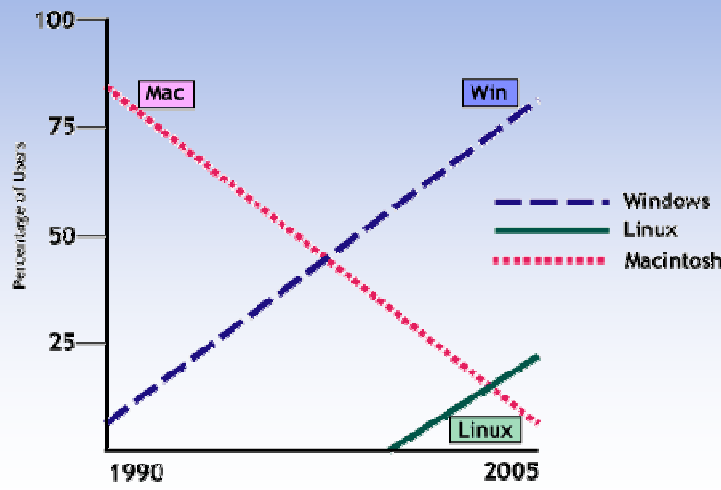
Via Different Senses

Braille

Via Different Senses

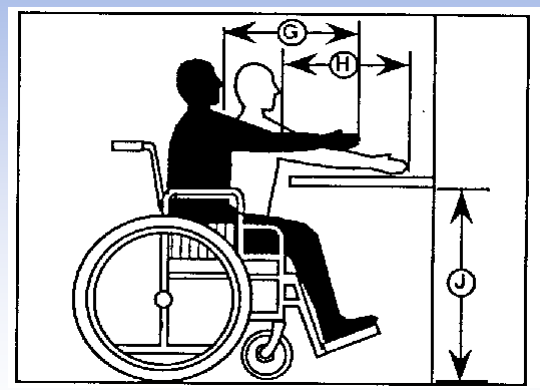
Headphone jack in ATM

Via Different Aspect



27

Location and Layout



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Lighting Levels and Glare

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Colour and Contrast

The green apple has been poisoned!

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Colour and Contrast

Personal

Fields that are in red are required.

Mr. First: MI: Last:

Maiden: (if applies)

Street:

City: State: Zip:

Country: (if not U.S.)

Colour and Contrast

Color Tested	Contrast Samples		Brightness	Difference	Luminosity Ratio
#00007d	#FA3200	#00007d	89.85 !	425 ?	4.26:1 ?
#000096	#FA3200	#000096	87 !	450 ?	3.83:1 ?
#0000af	#FA3200	#0000af	84.15 !	475 ?	3.41:1 ?
#0000c8	#FA3200	#0000c8	81.3 !	500 ✓	3.01:1 ?
#00194b	#FA3200	#00194b	80.875 !	350 !	4.45:1 ?
#001964	#FA3200	#001964	78.025 !	375 !	4.17:1 ?
#00197d	#FA3200	#00197d	75.175 !	400 ?	3.85:1 ?
#001996	#FA3200	#001996	72.325 !	425 ?	3.5:1 ?
#0019af	#FA3200	#0019af	69.475 !	450 ?	3.14:1 ?
#003200	#FA3200	#003200	74.75 !	250 !	3.79:1 ?
#003219	#FA3200	#003219	71.9 !	275 !	3.76:1 ?

Style & size of fonts & symbols

Fonts for screen or print

Arial	Verdana	Trebuchet MS	Tahoma	Times New Roman
Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568
Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568	Il1i¡| OOQ aeso S568

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Graphical Symbols and Illustrations

E.g. ISO 7001

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Graphical Symbols and Illustrations

Some symbols are not so obvious...

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Ease of Handling

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Clause 9

Detail about human abilities and the consequences of impairment

- Sensory abilities
- Physical abilities
- Cognitive abilities
- Allergies

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Using the Tables in Guide 6

Clause 7: Tables

1. Select the tables that are relevant to the product or service to be standardised
2. Identify the human abilities that are relevant to the product or service
3. Within each relevant table: identify factors that need to be considered (rows)
4. Translate the relevant factors into recommendations/requirements
5. Compare the recommendations/ requirements with the clauses in the standard or draft

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Clause 7: Additional Detail

Subclauses in Clause 8 | Subclauses in Clause 9

Factors to consider in standards clauses on information (labelling, instructions and warnings)	9.2 Sensory					
	Seeing 9.2.1	Hearing 9.2.2	Touch 9.2.3	Taste/ smell 9.2.4	Balance 9.2.5	Dexterity 9.3.1
8.2 Alternative format						
8.3 Location/layout						
8.4 Lighting/glare						
8.5 Colour/contrast						
8.6 Size/style of font						
8.7 Clear language						
8.8 Symbols/drawings						

Group Assignment: Using Guide 6 to identify Accessibility Requirements

Group Assignment (1a)

- Groups of 3 or 4
- Topic: Photocopier

Group Assignment (1a)

Keys steps of installing and using a photocopier

- Unpack
- Instructions (Customer Services)
- Install (physical location)
- Install (electrical)
- Install (software)
- Insert Toner/Paper
- Operation
- Maintenance
- Disposal

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Group Assignment (1a)

- Use Guide 6 to specify accessibility requirements:
  - Define Scope of the Standard
  - For the purpose of this exercise the scope is the "Operation of the Photocopier"
  - Exclude everything else
  - Select relevant tables in Clause 7 based on the Scope of the Standard

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Group Assignment (1a)

- Use Guide 6 to specify accessibility requirements:
  - Select relevant tables in Clause 7 based on the Scope of the Standard
  - Tables 1,2,3,4,5

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Group Assignment (1b)

- Stay in the same groups
- Use Table 5 – User Interface
- Task: Photocopy 10 sheets of paper

- What are the key steps in carrying out this task

- Review Table 5 and identify the keys factors that impact on usability of this task

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Group Assignment (1b)

Input: Review Table 5 and identify the **keys factors** that impact on usability of this task (8.2 – 8.21)

Output: Group Assignment Summary

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Additional Information and Guidance

Related Standards / Guides

- ISO/TR 22411:2008
  - "Ergonomics data and guidelines for the application of ISO/IEC Guide 71 ..."
- Sector guides:
  - CWA 14661: "Guidelines to Standardisers of ICT products and services in the CEN ICT domain"
  - CWA 15778:2008: "Document Processing for Accessibility"

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Related Standards / Guides

- Sector guides:
  - CWA 45546-1: "Guidelines to standardisers of Collective Transport Systems - Needs of older people and persons with disabilities - Part 1: Basic Guidelines"
  - The Build-for-All Reference Manual (2006)

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Photo & Image Credits

- YouTube Captions demo: www.youtube.com/watch?v=QRS8MkLhQmM
- Chateu Neuf du Pape 2007 à la Braille: www.flickr.com/photos/adactio/89778576/
- Chart Mac – Win – Linux: webstandards.psu.edu/book/export/html/23
- "The green apple has been poisoned": www.naturewallpapers4u.com/2008/11/apple-desktop-wallpaper-wide-screen.html adapted with Vischeck.

Photo & Image Credits

- Wheelchair: http://msucares.com/pubs/publications/p1825.htm
- Avoiding screen glare: http://forum.santabanta.com/showthread.htm?t=132048
- ISO 7001: Public Information Symbols: see www.tiresias.org/research/guidelines/pictograms.htm
- Symbols: preferred contrast (Fennell 2006): www.tiresias.org/research/reports/colour_contrast_preference.html
- "Don't slip on giant keys": www.flickr.com/photos/my__spot/3901834337/
- "Gruesome" by Drew McLellan (Creative Commons): www.flickr.com/photos/drewm/280526485/
- Ease of handling: http://www.esn-network.com/281.html

Group Assignment

Implementing Guide 6 in the Standardization Process

Divide yourselves into groups of 3 or 4. If possible, make sure that more than one disability is represented in each group. Your task consists in using Guide 6 to specify accessibility requirements for photo copiers.

1.a. Start by selecting the tables in **clause 7** that are relevant to a photo copier.

The next questions are focussed on table 5 of Guide 6: 'factors to consider in clauses on the user interface'.

1.b. Shortly discuss the **impairments and allergies** that are relevant to photo copiers. (You may do this by putting each impairment or allergy into one of three categories: "relevant", "maybe relevant" and "not relevant".)

Then, study table 5 and check what **factors** you will need to consider in the standard. (Refer to the lists of end-users and relevant factors.)

If you need additional information on the factors to consider, go to the relevant sections in **clause 8**. Determine whether each of these factors can be addressed by providing an alternative, by a different design, by means of assistive technology or something else. While doing this, take note of anything that might be missing in Guide 6.

At the end of the exercise, one person will **report** to the complete group about the following aspects:

1. The list of relevant impairments and allergies.
2. The factors that you selected.

And maybe additionally:

3. Requirements based on the relevant impairments and factors. Make sure that – at a minimum – both sensory and physical impairments are considered.
4. Any aspects that CEN/CENELEC Guide 6 does not cover.

STAND4ALL

Topic Interactive session

‘Roleplay’or ‘Simulation of a TC meeting’

For this topic there are two variants. Both are described here.
The first is the ‘Roleplay’ the second is the ‘Simulation of a TC Meeting’.

The documents for the **Roleplay** are:

- Short description of a roleplay
- Presentation
- Roleplay description in detail

The documents for the **Simulation of a TC Meeting** are:

- Short description of Simulation of a TC Meeting
- Presentation
- Description of the standardization meeting
- Extract from Directive 2009/48/EC ‘Safety of Toys’, ANNEX V ‘Warnings’
- EN 71.1:2005+A9:2009 Safety of Toys – Part 1: Mechanical and physical properties (Clause 6 & 7)
- FACTSHEET Annex V Warnings

Roleplay

The goal of this session is: understanding the real situation in a CEN/TC meeting or WG-meeting with user representatives there.

The aim of the role play is to discuss the needs of revision of EN 81-70 *"Accessibility to lifts for persons including disabilities"* after 5 years of publication and point out the positions of the different parties concerned in view of a necessary revision.
Trainees will be asked to "impersonate" the different stakeholders representatives at the final meeting of CEN TC 10 before the launch of the public enquiry about revision.

With the roleplay the trainees will use the information gained during the training in a real-life setting. By playing a role in a standardization committee the interesting parts of participation.

The time for this topic is divided in time for:

- Preparation on the roleplay
- The roleplay itself
- Retrospective view on the roleplay

Goal: understanding the real situation in a CEN/TC meeting and discovering the skills and strategies which are needed; discovering also alies and supporting groups among the participating representatives
Trainees are asked to make use of their 'negotiating skills" and standardization knowledge acquired during the training.

Annexes:

- Presentation with the main key issues
- Role play description in detail

ANEC
The European consumer voice in standardization and conformity assessment

ROLE-PLAY

Monika Anna Klenovec, Access Consultant

Goal of this topic

Understanding the real situation in a CEN/TC meeting and discovering the skills and strategies which are needed; discovering also aliens and supporting groups among the participating representatives

Different approach for consumer participation in …

- **New Work Items and standard development**

or

- **Revision of published standards**

Practical experiences of consumer participation after publication of EN 81-70

Role play

Negotiation exercise – Case Study

Revision of EN 81-70 …
Accessibility to lifts for persons including persons with disability

Photos are telling more than 1000 words!

Negotiation exercise – Case Study

EN 81-70 Accessibility to lifts for persons including persons with disability

Table 1 — Minimum car dimensions for cars with a single entrance or two opposite entrances

Type of lift	Minimum car dimensions [a]	Accessibility level	Remarks
1	450 kg Car width : 1 000 mm Car depth : 1 250 mm	This car accommodates one wheelchair user.	Type 1 ensures accessibility to persons using a manual wheelchair described in EN 12183 or electrically powered wheelchair of class A described in EN 12184.
2	630 kg Car width : 1 100 mm Car depth : 1 400 mm	This car accommodates one wheelchair user and an accompanying person.	Type 2 ensures accessibility to persons using a manual wheelchair described in EN 12183 or an electrically powered wheelchair of class A or B described in EN 12184. Class B wheelchairs are intended for some indoor environments and capable of navigating some outdoor obstacles.
3	1 275 kg Car width : 2 000 mm Car depth : 1 400 mm	This car accommodates one wheelchair user and several other users. It also allows a wheelchair to be rotated in the car.	Type 3 ensures accessibility to persons using a manual wheelchair described in EN 12183 or an electrically powered wheelchair of class A, B or C described in EN 12184. Class C wheelchairs are not necessarily intended for indoor use but are capable of travelling over longer distances and navigating outdoor obstacles. Type 3 provides sufficient turning space for persons using wheelchairs of class A or B and walking aids (walking frames, rollators etc.).

[a] Car width is the horizontal distance between the inner surface of the structural walls, measured parallel to the front entrance.
Car depth is the horizontal distance between the inner surface of the structural walls, measured perpendicular to the width.

Role Play

ANEC

Revision of EN 81-70 Accessible *Lifts*

Facts:

- **lift typ 1 lift (1000 mm x 1250 mm) too small for powered wheel-chairs - contradicts scope and Annex A and many national standards**
- **small door width: 800 mm instead of 900 mm**
- **no place for an accompanying person – independent use (with assistance)?**
- **control devices: 900 mm – 1100/1200 mm; preferred: 850 mm - 1000 mm**

Role Play

Revision of EN 81-70 Accessible *Lifts*

Legal requirements … ?

- **NEW: UN Convention of Human Rights for Persons with Disabilities**
- **EU Directives: Lift Directive**
- **ECA – European Concept of Accessibility**
- **Mandate 283 etc.?**
- **CEN/CENELEC Guide 6**
- **Standards: ISO, EN, national standards**
  lift car: min. size 1100 mm x 1400 mm!!!

Role Play – in 2 groups

Participating persons in each group

- ✓ **Convenor of TC 10 Lifts (A) –** Trainer from Standard Bodies
  Representative from lift manufacturer – global player
- ✓ **(Secretariat of TC 10) (B)**
- ✓ **(1) R&D Test Institute representative**
- ✓ **(2) Lift manufacturer representative – global player C**
- ✓ **(3) Lift manufacturer representative – global player D**
- ✓ **(4/5) Representative from lift manufacturer – small company E from Italy/company F from Spain**
- ✓ **(6) Lift manufacturers Association representative**
- ✓ **(7) Wheelchair Producer**
- ✓ **(8/9) Consumer representatives**
- ✓ **(10) Elderly consumer representatives**

Role-Play Tipps

- Project plan and time table – short time and long time strategy
- How you start the project?
- What information you need before you attend the meeting?
- Identify skills and strategies you need – consider ANEC's presentation
- At which time you present your subject during the TC meeting?
- Attend the TC or WGs meeting? Different approach?
- Is lobbying an issue in this case? Who may be interested in the subject?

Role-Play Tipps

How to start? …

- read carefully the general informations about the subject – see handout
- study your personal role description
- meet with your companion who plays the same role in the other group and discuss your strategy

Role-Play Tipps

- are there other persons / representatives who would support your strategies? – contact them
- think about the advantages or common goals for all different representatives concerning your strategy

- return in 20 minutes for the start of the role play!

Good luck for your role play!

Thank you for your attention!

www.anec.eu

Role play

Revision of EN 81-70: Safety rules for the construction and installation of lifts – Particular applications for passenger and good passengers lifts – **Accessibility to lifts for persons including persons with disability**

DISCLAIMER: although based on a real situation, the participants and the positions expressed in this case study are purely fictional and do not reflect by any means any official position.

Background

prEN 81-70 «
Part 70: Accessibility to lifts for persons including persons " is already published.

- The aim of the role play is to discuss the needs of revision of EN 81-70 after 5 years of publication and point out the positions of the different parties concerned in view of a necessary revision
- Trainees will be asked to "impersonate" the different stakeholders representatives at the final meeting of CEN TC 10 before the launch of the public enquiry about revision
- Trainees are asked to make use of their 'negotiating skills" and standardization knowledge acquired during the training

Political background situation

Member States are bound by national building codes obligations with regards to accessibility of the built environment. The ratified UN Convention of Human Rights for persons with Disabilities becomes more and more important and legally binding also for the Member States in Europe.

However, lifts fall under harmonised legislation. The EU lift directive is relevant for the Member States and the harmonised lift standard EN 81-70 is part of national standardization.

UK, Germany and France have recently announced plans aimed at combating the current economic and financial crises with massive investment in public works, including public housing and public places such as theatres, offices and railway station.

For accessible buildings no European or International Standard is available. Only in ISO/TR 9527 the main building requirements for accessibility can be found. The European Concept of Accessibility (ECA) has included an ANNEX where the main accessibility requirements of the national standards of the Member States are summarized. Therein the minimum lift car size of an accessible lift is mentioned with 1100 mm x 1400 mm which is in many countries state of the art and also in ISO/TR 9527.

Three topics of the agenda during the CEN/TC 10 meeting
(can also be reduced to 2 topics)

In agenda item 7 the main topics of future revision of EN 81-70 during a fictional standardization meeting of CEN/TC 10 are summarized with additional explanation. Several comments and proposals have been sent to CEN/TC 10 according this revision enquiry:

7 Proposals to revise EN 81-70

7.1 Size of different lift cars (see table 1):

— car type 1: 1000 mm x 1250 mm (too small for electrical wheelchairs and large manual wheelchairs, no accompanying person is possible, too small for persons with walking aids, who cannot turn around);
Proposal from ANEC representative to delete car type 1 from the standard or at least to give clear instructions that this lift can not be used by the majority of persons with powered wheelchairs; should only be applied for adaptation of existing buildings with minor importance and less users if no larger lift car is possible.

— car type 2: 1100 mm x 1400 mm (minimum size for person in wheelchair with an assistance – for manual and electrical

wheelchairs); this lift car type is supported by all users as the minimum car size.

— car type 3: 1400 mm x 2000 mm (for persons in wheelchairs – manual and electrical – also with an assistance, for persons with walking aids).
Proposal from the wheelchair manufacturers who promote this car size due to increasing number of persons with powered wheelchairs and with walking aids of elderly persons. It should be explained very clearly that only this car type 3 is sufficient for **all users** – with powered wheelchairs and with walking aids.

7.2 Height of control devices (see table 2):

Height of control devices is now 900 mm until 1100 mm. These two measures should be reduced too preferred 850 mm to 1000 mm – especially for persons in powered wheelchairs with reduced arm function. A proposal has been sent to CEN/TC 10 by consumer representatives and is supported by EDF (European Disability Forum). Global lift companies are not in favour due to higher buildings where more place is needed for more control buttons.

Wheelchair manufacturers strongly support this proposal. Their main user groups with powered wheelchair need the lower range for their reduced hand mobility.

7.3 Size and design of control buttons

In the general part of the standard the size of control buttons is 490 mm^2 (about 25 mm diameter). Only in the informative Annex G "Other Devices" extra large control devices are mentioned for horizontal panels. The wheelchair manufacturer's organisation and EDF promote to use only horizontal panels for all control buttons in accessible lifts to meet the needs of persons with mobility impairments especially with powered wheelchairs. They have sent a proposal to CEN/TC 10 which has to be discussed in this meeting. This proposal is also supported by EBU (European Blind Union) where they mentioned also the importance of larger control devices projecting from the surrounding panel.
Lift companies (especially the smaller companies) are strongly against this proposal due to the higher costs. The global players

of the lift manufacturers are also not in favour but it can be a matter of negotiation when only the horizontal panels will be produced. On the other hand there may be a problem in higher buildings where is too less place for horizontal arrangement of extra large control buttons.

Different roles in the role play

The interests represented in the case study are (minimum **5 roles** /maximum 10 roles)

- **CEN/TC Convenor A** (Stand4All trainers from national standards bodies)
- CEN/TC Secretary B (facultative) - " -

1. **National certification institutes (representing also national legislation and EU Directives) for lifts**
2. **Lifts manufactures: global players** (company C)
3. **Lift manufactures: global player** (company D)
4. **Lifts manufactures: smaller companies** (e.g. company E from Italy)
5. Lifts manufactures: smaller companies (e.g. company F from Spain) (facultative)
6. Lifts manufactures Association (facultative)
7. Wheelchair manufacturers (facultative)
8. **Consumers representatives: users representing different impairments e.g. representing ANEC or other NGO organisations (1 or 2)**
9. Consumer representatives: users representing ANEC with special focus on persons with impaired vision (facultative)
10. Elderly consumer representatives (facultative)

The meeting is conducted by the **CEN/TC convenor (role A)** and supported by the CEN/TC secretary (role B - facultative). These

roles should be played by trainers of STAND4All who are familiar with standardization meetings and proceedings. If no person as CEN/TC secretary is available the convenor has to check also the target dates and all other details during the revision stage of the standard.

The CEN/TC convenor should always have in mind his/her neutral position. His/her main goal is to find a solution by consensus in all contradicting issues and proposals although he is a representative of a global player of the lift manufactures industry.

The CEN/TC secretary is an officer of a national standards organisation and responsible for the target dates of revisions of the standards and all organisatorial details.

Task 1

Adopting the role assigned to you, work with your group (either with the same representative of the parallel role-play and/or with other players who may support your proposal – consider descriptions of different Agenda topics) to identify the key issues and arguments for your position in the negotiation exercise.

Work out a strategy for achieving your goal.

Task 2

Conduct the role play exercise, playing your role to try to win your case.

1. National Certification Institutes (O)

Member States are bound by national building codes obligations with regards to accessibility of the built environment. However, lifts fall under harmonised legislation, the EU lift directive. National certification institutes represent also their national view within the TC meetings and are prepared to check all relevant testing details within the lift standard in connection with the EU lift directive.

National Certification Institutes will support user's view in deleting lift type 1 which is too small for all users from the table

They understood the problem of persons especially in powered wheelchairs who cannot use lift type 1 which is too small.

Both refurbishing and new constructions are concerned. In developed countries lifts are included in all new residential houses with several floors. It is more or less standard to use lift type 2 due to many national building regulations where this is an obliged requirement since years.

Position and main arguments:

National certification bodies are more or less aware about deleting lift type 1 from the table of EN 81-70 during the revision and they know that this small lift type is not any more state of the art.

CEN/CLC Guide 6 is generally known but not in details.

They understand the needs for bigger space within the lift for persons using a wheelchair or walking aids. Even for persons using walking aids it is recommended already within table 1 that only lift car type 3 meets their requirement to turn around within the lift before exit the car.

Especially in public buildings, railway stations etc. they propose to use only lift type 3 (1400 mm x 2000 mm) to meet all requirements for an inclusive society according the design for all approach.

They promote a clearer explanation within the table about the usage of the different lift types.

They support also in the other points the proposals of the consumer groups, EDF and EBU generally but are looking for consensus with the lift companies.

2. / 3. LIFTS MANUFACTURERS - GLOBAL INDUSTRIES (O)

UK, Germany and France have recently announced plans aimed at combating the current economic and financial crises with massive investment in public works, including public housing and public places such as theatres, offices and railway station.

The global players of the lift industry expect that lift type 2 and 3 will be the most wanted car types for this investment strategy. Lift manufactures of global industries see a big chance to improve their business. Especially the new initiative of some Member States is an interesting chance to improve their business.

They want to promote lifts not only in public buildings but also lift type 2 in residential houses to improve life quality during the demographic change. They see a lot of market chances developing now.

Position and main arguments:

Company 1 and 2: The global players of the lift industry expect that lift type 2 and 3 will be the most wanted car size for this investment strategy started by UK, Germany and France. They understood the problem of persons especially in powered wheelchairs who cannot use lift type 1 which is too small.

Concerning the height and size of control devices different positions exist:

Company 1: they support the present requirement due to many already produced control panels. They not agree to the proposed changes.

Company 2: they are not acting and arguing against the proposed changes for control devices. They are producing on demand and therefore have no problems with existing control panels. To produce horizontal panels instead of vertical ones - if less control buttons are needed - is no problem for them.

They are aware about the problems with many control buttons in higher buildings. In this case telephone panels can also be used.

4. / 5. LIFTS MANUFACTURERS - SMALL INDUSTRIES (O / F)

In some countries (Italy and Spain) the most common lift put in place should not be too burdensome and expensive, especially for SMEs. Therefore during the last years the lift car type 1 was widely used.

Lift manufacturers of smaller companies have more interest to keep the situation pretty much as it is because they do not wish to see any change in the rules that will make their business more difficult.

Position and main arguments:

Especially the smaller lift companies situated in Italy and Spain have proven to be very powerful in their blocking of the standard and will continue to do so. The national legislation in these countries is more focused on the small lift type 1 as the minimum size.

Italian and Spanish lift manufacturers are highly interested in continuing producing and selling the small lift type 1 (1000 mm x 1250 mm) which is their main business field.

They fear if type 1 is not longer part of EN 81-70 they will loose a lot of market chances and business. Due to the economic crises they fear that the market will collapse in Italy and Spain where in the southern parts of their countries the residential houses will not longer promote to build lifts in their premises. Keeping lift type 1 within the standard they see more chances to sell their lift cars also in small residential houses and to improve life quality for an ageing society.

Small lift company Y from Italy: very strong and powerful representative arguing against excluding of lift type 1 from this standard. Italian legislation is also in line with this minimum lift requirement and therefore nothing should be changed. They vote strongly against the additional horizontal panel and the larger control buttons due to higher costs.

Small lift company Z from Spain: the company representative is also arguing against any change within the standard due to decreasing of business chances but supports the proposal for the larger control buttons for blind users. In Spain there is a big

lobby for blind persons very active and influences the public authorities and legislation. The accessibility building standard in Spain has already included lift type 2 as a minimum requirement.

6. LIFTS INDUSTRY ASSOCIATION (F)

The lifts industry association, expressed support towards the recent initiatives of some Member States, aimed at combating the current economic and financial crises with massive investment in public works, including public housing and public places such as theatres and railways stations.

The main interest for the lift industry association is to support their members and to improve their market chances; of course they are financed by all members but have more focus on the global acting companies.

Position and main arguments:

They have a similar position than the representatives of the global acting lift industries. The association has also in mind the big overseas markets as China where the lift business is increasing. They are usually also focused on EN standards.

Support for lift type 2 and 3 but considering also some market chances for lift type 1 in the developing countries due to the lower costs.

The demographic change is also an issue in their strategy to improve life quality for an ageing society.

The description of the different lift cars in table 1 should be improved to make it very clear for which user groups the indicated lift is best suitable. This description is now incomplete (as in lift type 1) and/or misleading.

Architects and planners should have clear guidance in this matter to choose the right lift car size for their projects.

7. WHEELCHAIRS MANUFACTURERS (F)

The majority of wheelchairs manufactures are small medium enterprises, who produce assistive aids for a local market.

Position and main arguments:

They generally have a very hard line in favour of increasing accessibility requirements in standards. The wheelchairs manufactures welcomed the revision of EN 81-70 as it could eliminate one of the main obstacles (too small lifts) to secure an important market share for their latest products, the “bulky” electric powered wheelchairs.

They will support to delete lift type 1 from the table and ask for more clear explanation how the different lifts can be used. They promote lift type 3 for their latest products and for walking aids.

Especially for powered wheelchairs larger lift cars with at least 900 mm door width are necessary.

The height of the control devices should be reduced to 850 mm – 1000 mm as proposed by EDF and consumer groups. Wheelchair manufacturers are focused to meet all needs of wheelchair users to the greatest extend possible.

Size and design of control buttons: horizontal control panels are preferred by the wheelchair manufacturers due to the ergonomic needs of persons using powered wheelchairs with reduced hand function.

8. / 9. CONSUMER REPRESENTATIVES (O / F)

If only one consumer representative takes part in the role-play he/she should consider all arguments mentioned here and for the elderly consumer representative (see role 10 next page) including all comments concerning all different types of disabilities and special needs of elderly persons.

If two persons are available for the consumer representatives there may be one to play the role of a blind person or with vision impairment and arguing all needs for this user groups. The other one should take the arguments for mobility impaired users on board.

Consumer organisations think that lift type 1 in table 1 of EN 81-70 is not in line with CEN/CLC Guide 6, European concept of accessibility (see Annex) and with most of the national standards of the member states for an accessible built environment where the minimum size for a lift car is 1100 mm x 1400 mm.

Position and main arguments:

Raise awareness for binding UN Convention and different EU Directives and legislation where the design for all approach is included.

Agenda Item 7.1 Car size:

The small lift type 1 with the car size 1000 mm x 1250 mm can not be used from all persons in a powered wheelchair. Many of them need assistance by an accompanying person which is also not possible as the photos before demonstrated. Independent living which is also required within this standard is restricted or not even possible.

Persons with walking aids cannot move around in this small lift car – they would even prefer lift car type 3 where they can turn around when they exit the car. Add the importance of preventative measures during the demographic change. Most people want to live also in old age in their homes. Lifts are the most important aids to overcome steps.

All these points contradict also the scope of EN 81-70 and the requirements within. In Annex B, which is normative, all

categories of disabilities concerned are taken into account but not fully applied within the standard.

New point to be raised:

A new point should also be raised under agenda item 7.1 which is not on the list until now. The door size of the lift car has now the minimum measure of 800 mm. This measure should be enlarged to 900 mm (which is already recommended in the standard but not obligatory) as stated in most national standards and legislation. 800 mm door width is not longer state of the art.

Agenda item 7.2 Height of control devices:

Additional the height of the control devices within the car should be restricted from the range of 900 mm to 1100 mm / 1200 mm to a lower range. A range between 850 mm to 1000 mm or maximum 1100 mm supports most people with mobility impairments – especially people sitting in a powered wheelchair with additional hand functions.

People using a powered wheelchair and often having reduced hand function would support to enlarge the size of the control buttons due to their own needs.

Agenda item 7.3 Size and design of control buttons:

This size should be enlarged for blind users. Vision impaired and blind people need larger control buttons with projecting design from the surrounded panel area. Only in ANNEX G "Other Devices" extra large (XL) control devices – 50 mm x 50 mm - are required for the horizontal control panel but this is only an informative part of the standard. The concerned blind people want to have in all accessible lifts larger control buttons which should be projecting from the surrounding panel. It is not necessary to enlarge it to 50 mm but about 25 mm diameter as required in the main part of the standard is too small. Several tests results show that 40 mm diameter (or square) would be a recommended measure of control buttons.

Compare with CEN/CLC Guide 6 table 7 for buildings and check if some other requirements are missing within the standard EN 81-70.

10. ELDERLY CONSUMER REPRESENTATIVES (F)

If one elderly consumer representative takes part in the role-play he/she should take all arguments concerning persons with walking aids, crutches etc. on board.

Stress the importance of preventative measures during the demographic change. Most people want to live also in old age in their homes. Lifts are the most important aids to overcome steps.

Especially the increasing needs of an ageing society should be brought in the discussion. If lifts are executed this investment should be sustainable and considering all future needs of the population.

It makes no sense to build in lift car type 1 when in few years later much more persons with wheelchairs and persons with walking aids are on the way. Especially the last user group cannot leave the lift car backwards – they need to turn around in the lift car and promote therefore strongly lift car type 3.

Special focus should be given to the contrasting design of control buttons to support elderly persons with vision impairment.

For persons with hearing impairment an induction loop system is necessary to hear the indication of floor announcement.

If no extra role for elderly consumer representative is available these arguments should be taken on board also by the consumer representative.

Interactive Standardization Meeting/ Planning for Accessibility

The aim of this meeting is to discuss the needs of revision of EN 71-1 *"Safety of toys - Part 1: Mechanical and Physical Properties"* after 5 years of publication and point out the positions of the different parties concerned in view of a necessary revision.

Trainees will be asked to "consider" the needs of all users at the meeting of CEN TC 52 before the launch of the public enquiry about revision.

Within the meeting the trainees will use the information gained during the training in a real-life meeting setting.

The time for this topic is divided in time for:

- Preparation and familiarisation with documents
- The Meeting itself
- Evaluation of the Meeting in relation to addressing the needs of all users

Goal: understanding the real situation in a CEN/TC meeting and discovering the skills and strategies which are needed; understanding how all opinions are valid and should be considered
Trainees are asked to make use of their 'negotiating skills" and standardization knowledge acquired during the training

Annexes:

- Presentation with the main key issues
- Description of the standardization meeting
- Extract from Directive 2009/48/EC 'Safety of Toys', ANNEX V 'Warnings'
- EN 71.1:2005+A9:2009 Safety of Toys – Part 1: Mechanical and physical properties (Clause 6 & 7)
- FACTSHEET Annex V Warnings

Simulation of a standardization Meeting (a TC Meeting)

Goal of this topic

- Understanding the real situation in a CEN/TC meeting;
- Discovering the skills and strategies which are needed;
- Using Guide 6 in developing and revising standards

Product specific requirements

Directive 2009/48/EC Safety of Toys

- Directive 2009/48/EC Safety of Toys Annex V Warnings
- EN 71.1:2005+A9:2009 Safety of Toys – Part 1: Mechanical and physical properties (Clause 6 & 7)
- FACTSHEET Annex V Warnings

Accessibility Requirements

- Policy
- Directives
- Legislation
- Mandates
- Standards
- Guidance Documents

Technical Meeting

- Have a Simulated Technical Committee Meeting
- 2 groups (Mix of Users/Experts)
- Breakout Rooms (2 Rooms)
- 2-4 Facilitators/Trainers per group
- 1 Chairperson per Group

Technical Meeting

Step 1

A. Critique the Product (Remote Controlled Car)

B. Develop a list of problems/issues

Technical Meeting

Step 2: Packaging/Information

- Consult CEN Guide 6 Tables 1 and 2
- Review the listed factors in Tables 1 and 2
- Identify what factors are critical to make the information and packaging of the product accessible

Feedback from Group (s)

Technical Meeting

Step 3: Proofing Technical Standard

- EN71-1: Safety of Toys – Part 1 Mechanical and Physical Properties
- Product Example

Guide 6: Clause 7

Table 1 - Clauses on Information

- Table 2 - Clauses on packaging
- Table 3 - Clauses on materials
- Table 4 - Clauses on installation
- Table 5 - Clauses on the user interface
- Table 6 - Clauses on maintenance, storage and disposal
- Table 7 - Clauses relating to the built environment

Technical Meeting

Step 3: Proofing Technical Standard

Focus of the Meeting:

- Clause 7 of EN 71-1
- Clause 7.1: Warnings and instructions for use- General

Technical Meeting

Step 3: Proofing Technical Standard

- Referring to CEN Guide 6 Table 1 identify accessibility gaps in EN 71 – 1 clause 7.1

Technical Meeting

Step 4: Proofing Technical Standard

Focus of the Meeting:

- Now with Guide 6 , Table 1 revise the content of Clause 7.1 of EN 71-1

Technical Meeting

Step 4: Proofing Technical Standard

Focus of the Meeting:

- Prepare proposed text for the revision of Clause 7.1

FEEDBACK FROM GROUPS

- What did you learn – Users & Committee members ?

Standardization Meeting/ Planning for Accessibility

Revision of EN 71-1: Safety of Toys - Part 1: Mechanical and physical properties

Background
prEN 71-1 «
Safety of Toys - Part 1: Mechanical and physical properties
is already published.

- The aim of the meeting is to discuss the needs of revision of EN 71-1 after 5 years of publication and point out the positions of the different parties concerned in view of a necessary revision
- Trainees will be asked to consider the opinions of stakeholders /representatives at the meeting of CEN TC 52
- Trainees are asked to make use of their 'negotiating skills" and standardization knowledge in relation to CEN Guide 6 acquired during the training

Two topics on the agenda during the CEN/TC 52 meeting

- Item 4: Future revision of EN 71-1 Clause 6 Packaging

  Consideration of CEN Guide 6 Table 2 & Table

- Item 4 : Future revision of EN 71-1 Clause 7: Warning and instructions for use

  Consideration of CEN Guide 6 Table 1 and Table 5

The meeting is conducted by the CEN/TC convenor (role A) and supported by the CEN/TC secretary (role B - facultative). These roles should be played by trainers of STAND4All who are familiar with standardization meetings and proceedings if none of the Committee members have experience in this area

The CEN/TC convenor should always have in mind his/her neutral position. His/her main goal is to find a solution by consensus in all contradicting issues and proposals

The CEN/TC secretary is an officer of a national standards organisation and responsible for the target dates of revisions of the standards and all organisational details.

Task 1

Review the relevant parts of EN 71 Part 1 Clause 6 Packaging

Task 2

Review the relevant parts of EN71 Part 1 Clause 7 Information and instructions for use

CONSUMER REPRESENTATIVES

Consumer representatives should consider all opinions in relation all different types of disabilities and special needs of elderly persons. The needs of blind persons / vision impairment /mobility impaired users , older persons should be considered.

Position and main arguments:

Participants will have the opportunity to hear arguments from all committee members including technical considerations, economic & moral considerations, and viability of including particular requirements in a Standard.

Participants will have the opportunity to become familiar with existing legislation, European Directives and development of standards.

Documents used during the Meeting

1. Directive 2009/48/EC Safety of Toys
2. Directive 2009/48/EC Safety of Toys Annex V Warnings
3. EN 71.1:2005+A9:2009 Safety of Toys – Part 1: Mechanical and physical properties
4. FACTSHEET Annex V Warnings
5. CEN Guide 6
6. Product: Remote Controlled Car (used to assist the Technical Committee with its work)

DIRECTIVES

DIRECTIVE 2009/48/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the safety of toys

Extract of ANNEX V

ANNEX V **WARNINGS** (as referred to in Article 11)

PART A

GENERAL WARNINGS

The user limitations referred to in Article 11(1) shall include at least the minimum or maximum age of the user and, where appropriate, the abilities of the user, the maximum or minimum weight of the user and the need to ensure that the toy is used only under adult supervision.

PART B

SPECIFIC WARNINGS AND INDICATIONS OF PRECAUTIONS TO BE TAKEN WHEN USING CERTAIN CATEGORIES OF TOYS

1. Toys not intended for use by children under 36 months

Toys which might be dangerous for children under 36 months of age shall bear a warning such as 'Not suitable for children under 36 months' or 'Not suitable for children under three years' or a warning in the form of the following graphic:

These warnings shall be accompanied by a brief indication, which may appear in the instructions for use, of the specific hazard calling for this precaution.

This point shall not apply to toys which, on account of their function, dimensions, characteristics or properties, or on other cogent grounds, are manifestly unsuitable for children under 36 months.

2. Activity toys

Activity toys shall bear the following warning:

'Only for domestic use'.

Activity toys attached to a crossbeam as well as other activity toys, where appropriate, shall be accompanied by instructions drawing attention to the need to carry out checks and maintenance of the main parts (suspensions, fixings, anchorages, etc.) at intervals, and pointing out that, if these checks are not carried out, the toy may cause a fall or overturn.

Instructions must also be given as to the correct assembly of the toy, indicating those parts which can present a danger if incorrectly assembled.

Specific information regarding a suitable surface on which to place the toy shall be given.

3. Functional toys

Functional toys shall bear the following warning:

‘To be used under the direct supervision of an adult’.
In addition, these toys shall be accompanied by directions giving working instructions as well as the precautions to be taken by the user, with the warning that failure to take these precautions will expose the user to the hazards – to be specified – normally associated with the appliance or product of which the toy is a scale model or imitation. It shall also be indicated that the toy must be kept out of the reach of children under a certain age, which shall be specified by the manufacturer.

4. Chemical toys
Without prejudice to the application of the provisions laid down in applicable Community legislation on the classification, packaging and labelling of certain substances or mixtures, the instructions for use of toys containing inherently dangerous substances or mixtures shall bear a warning of the dangerous nature of these substances or mixtures and an indication of the precautions to be taken by the user in order to avoid hazards associated with them, which shall be specified concisely according to the type of toy. The first aid to be given in the event of serious accidents resulting from the use of this type of toy shall also be mentioned. It shall also be stated that the toy must be kept out of reach of children under a certain age, which shall be specified by the manufacturer.
In addition to the instructions provided for in the first subparagraph, chemical toys shall bear the following warning on their packaging:
‘Not suitable for children under (*) years. For use under adult supervision’.
In particular, the following are regarded as chemical toys: chemistry sets, plastic embedding sets, miniature workshops for ceramics, enamelling or photography and similar toys which lead to a chemical reaction or similar substance alteration during use.

5. Skates, roller skates, online skates, skateboards, scooters and toy bicycles for children
Where these toys are offered for sale as toys, they shall bear the following warning:
‘Protective equipment should be worn. Not to be used in traffic’.
Moreover, the instructions for use shall contain a reminder that the toy must be used with caution, since it requires great skill, so as to avoid falls or collisions causing injury to the user or third parties. Some indication shall also be given as to recommended protective equipment (helmets, gloves, knee-pads, elbow-pads, etc.).

6. Aquatic toys
Aquatic toys shall bear the following warning:
‘Only to be used in water in which the child is within its depth and under adult supervision’.

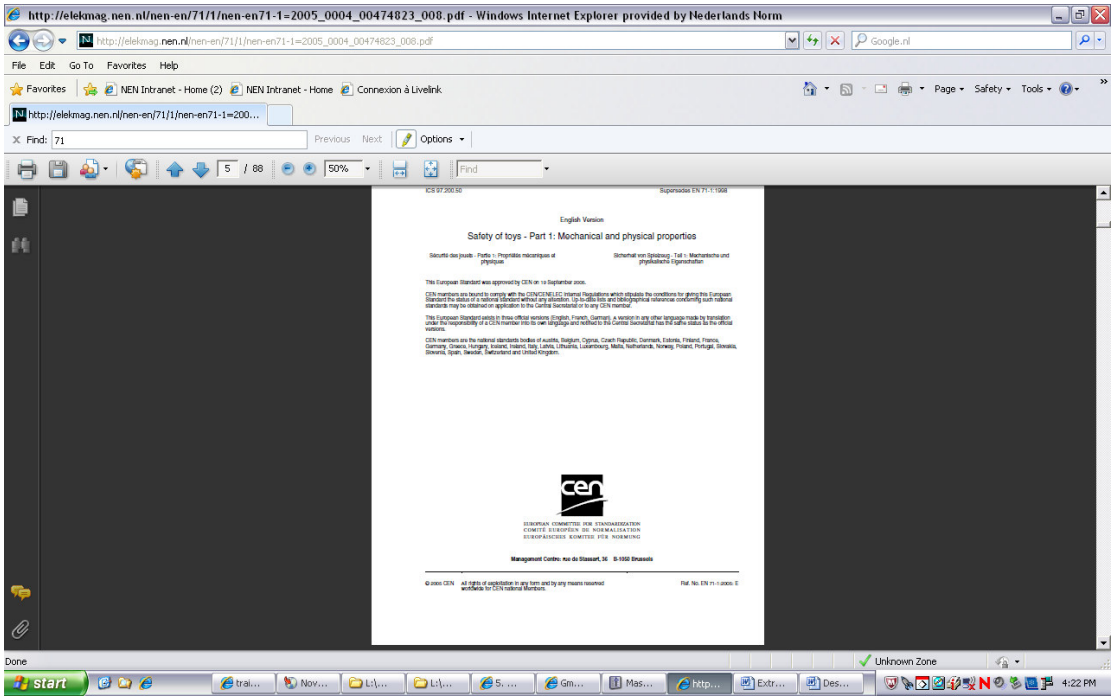
7. Toys in food
Toys contained in food or co-mingled with food shall bear the following warning:
‘Toy inside. Adult supervision recommended’.

8. Imitations of protective masks and helmets
Imitations of protective masks and helmets shall bear the following warning:
‘This toy does not provide protection’.

9. Toys intended to be strung across a cradle, cot or perambulator by means of strings, cords, elastics or straps
Toys intended to be strung across a cradle, cot or perambulator by means of strings, cords, elastics or straps shall carry the following warning on the packaging, which shall also be permanently marked on the toy:
‘To prevent possible injury by entanglement, remove this toy when the child starts trying to get up on its hands and knees in a crawling position’. EN L 170/36 Official Journal of the European Union 30.6.2009
(*) Age to be specified by the manufacturer.

10. Packaging for fragrances in olfactory board games, cosmetic kits and gustative games
Packaging for fragrances in olfactory board games, cosmetic kits and gustative games that contain the fragrances set out in points 41 to 55 of the list set out in the first paragraph of point 11 of Part III of Annex II and of the fragrances set out in points 1 to 11 of the list set out in third paragraph of that point shall contain the following warning:
‘Contains fragrances that may cause allergies’.

Extract from EN 71 Safety of Toys Part 1 Clause 6 & Clause 7



NEN-EN 71-1 - Safety of toys - Part 1: Mechanical and physical properties

6 Packaging

The requirement in 6 a) does not apply to:

- shrunk-on film *packaging*, which is normally destroyed when the *packaging* is opened by the user;

- bags made of perforated sheets which conform to the requirements in 4.3 b).

The *packaging* of toys shall conform to the following requirements:

a) Bags made of flexible plastics with an opening perimeter greater than 380 mm used for external or internal *packaging*, shall have an average sheet thickness of 0,038 mm or more when tested according to 8.25.1 (plastic sheeting, thickness).

b) Bags made of flexible plastics with an opening perimeter greater than 380 mm shall not have a drawstring or *cord* as a means of closing.

7 Warnings and instructions for use (see A.33)

7.1 General

NOTE Users of this European Standard are reminded of the legal requirements in each country.

For the European Union, note that

- toys must be accompanied by appropriate clearly legible warnings in order to reduce inherent risks in their use as described in the essential safety requirements in European Council Directive 88/378/EEC of 3 May 1988 concerning the safety of toys (published in the Official Journal of the EC No. L 187 of 16 July 1988).

- the manufacturer or his authorised representative or the importer into the community shall in a visible, easily legible and indelible form affix his name and/or trade name and/or mark and address on the toy or on its *packaging* together with the CE-marking as declaration of presumption of conformity with the essential safety requirements of the above directive.

The legal requirements for the CE-marking are given in European Council Directive 93/68/EEC of 22 July 1993.

For details, refer to the directives or corresponding national legislation.

-In the following clauses, the location of the warnings is indicated (on the toy itself, on the *packaging*, in the instructions for use, on an accompanying leaflet).

Small toys that are sold without *packaging* shall have appropriate warnings affixed to them. In all cases the warning shall be clearly legible at the point of sale.

When a requirement states that a toy shall carry a warning this means that the warning shall appear on the toy itself.

7.2 Toys not intended for children under 36 months (see A.34)

-The provisions in 7.2 do not apply to toys which, on account of their function, dimensions, characteristics,properties or other cogent grounds, are clearly unsuitable for children under 36 months. Toys which are not intended for but might be dangerous for children under 36 months shall be accompanied by a warning, for example:

"Warning! Not suitable for children under 36 months" or "Warning! Not suitable for children under three years

together with a brief indication of the specific hazard calling for this restriction.

When more than one hazard is present, at least one of the principal hazards shall be indicated.

Examples of specific hazards are:

“Warning! Not suitable for children under 36 months. Choking hazard”

“Warning! Not suitable for children under 36 months. Suffocation hazard”

“Warning! Not suitable for children under 36 months. Strangulation hazard”

The manufacturer should provide appropriate information about the hazard(s) through the examples mentioned above or through other sentences that achieve the same result.

The age warning shall be clearly legible at the point of sale of the product and shall appear either on the toy itself or on its *packaging*.

The indication of the specific hazard may appear in a leaflet or in the instructions for use.

The phrase: "Warning! Not suitable for children under 36 months" or "Warning! Not suitable for children under three years" may be substituted by the symbol as specified in Figure 14.

Figure 14 – Age-warning symbol

The details of the design shall be as follows:

- the circle and the stroke shall be red;
- the background shall be white;
- the age range and the outline of the face shall be black;
- the symbol shall have a diameter of at least 10 mm and the proportions between its different elements shall be such as those prescribed in Figure 14;
- the age range for which the toy is not suitable shall be expressed in years, i.e. 0-3.

The symbol shall be used to indicate only “0 to 3” years and not for any other age-grade warning to avoid misinterpretation of the symbol.

7.3 Latex balloons (see 4.12 and A.16)
The *packaging* of latex balloons shall carry the following warning:

"Warning! Children under eight years can choke or suffocate on uninflated or broken balloons. Adult supervision required. Keep uninflated balloons from children. Discard broken balloons at once."

The *packaging* of natural rubber latex balloons shall indicate "Made of natural rubber latex".

- f there is no *packaging*, the information shall be on the balloons and/or on a leaflet accompanying the balloons.

7.4 Aquatic toys (see 4.18 and A.23)
Aquatic toys and their *packaging* shall carry the following warning:

"Warning! Only to be used in water in which the child is within its depth and under
supervision."

- The warning on the toy shall be visible, indelible and in a colour which contrasts with the body of the toy.
The height of letters shall be 3 mm or more and the marking on inflatable toys shall be 100 mm or less from one of the air inflation inlets.

No advertising copy or graphics shall state or imply that the child will be safe with such a toy if left unsupervised.

7.5 Functional toys (see A.35)
Functional toys or their *packaging* shall carry the following warning:

"Warning! To be used under the direct supervision of an adult."

In addition, these toys shall be accompanied by directions giving working instructions and precautions to be taken by the user, with the warning that failure to take these precautions would expose the user to the hazards - to be specified - normally associated with the appliance or product of which the toy is a scale model or an imitation. It shall also be indicated that the toy shall be kept out of the reach of very young children.

7.6 Hazardous sharp functional edges and points (see 4.7 and 4.8)
For toys that incorporate hazardous sharp *functional edges* (see 8.11, sharpness of edges) or hazardous sharp *functional points* (see 8.12, sharpness of points), attention shall be drawn to the potential hazards of such points and *edges* on the *packaging* and in the instructions for use accompanying the toy, -if appropriate.

7.7 Projectiles (see 4.17.3 c) and 4.17.4 c))

7.7.1 -Toys with projectiles which are able to discharge an object other than that provided with the toy
Toys with *projectiles* which are able to discharge an object other than that provided with the toy shall be accompanied by instructions for use which draw attention to the hazards of using missiles other than those supplied or recommended by the manufacturer.

7.7.2 Toys capable of discharging a projectile with a kinetic energy greater than 0,08 J
Toys capable of discharging a *projectile* with a kinetic energy greater than 0,08 J shall carry the following warning on the toy and/or its *packaging* and in the instructions for use:

"Warning! Do not aim at eyes or face."

7.8 Imitation protective masks and helmets (see 4.14.2 and A.19)
Toys that are imitations of protective masks and helmets (for example motorcycle helmets, industrial safety helmets and fireman's helmets) and their *packaging -deleted text*. shall carry the following warning:

"Warning! This is a toy. Does not provide protection."

7.9 Toy kites (see 4.13)
Toy kites and other flying toys with *cords* exceeding 2 m linking the toy to the child shall carry the following warning:

"Warning! Do not use near overhead power lines or during thunderstorms."

7.10 Roller skates, inline skates and toy skateboards (see 4.15.1.2)
- Roller skates, inline skates and skateboards for children, offered for sale as toys, and their *packaging* shall carry the following warning:

"Warning! Protective equipment should be worn. 20 kg max."

Moreover, the instructions for use or the *packaging* or the toy shall contain a reminder that the toy shall be used with caution since it requires great skill, so as to avoid falls or collisions causing injury to the user and third parties. Some indication shall also be given as to recommended protective equipment (helmets, hand/wrist protection, knee-pads, elbow-pads etc.).

7.11 Toys intended to be strung across a cradle, cot, or perambulator (see 5.4 e))
Toys intended to be strung across a cradle, cot, or perambulator by means of strings, *cords*, elastics or straps shall carry the following warning:

"Warning! To prevent possible injury by entanglement, remove this toy when the child begins to push up on hands and knees."

7.12 Liquid-filled teethers (see 5.5)
- Liquid-filled *teethers* or their *packaging* shall carry the following instruction:

"Cool only in a refrigerator. Do not place in the freezer compartment."

7.13 Percussion caps specifically designed for use in toys (see 4.19)
The *packaging* of percussion caps shall carry the following warning:

"Warning! Do not fire indoors or near eyes and ears. Do not carry caps loose in a pocket."

7.14 /Acoustics (see 4.19 and 4.20 f))
Toys which produce high impulse sound levels, or their *packaging* shall carry the following warning:

"Warning! Do not use close to the ear! Misuse may cause damage to hearing."

For toys using percussion caps add !adjacent to the text above":

"Do not fire indoors! !Use only percussion caps recommended by the manufacturer.

7.15 Toy bicycles (see 4.15.2.2)
- *Toy bicycles* and their *packaging* shall carry the following warning:

"Warning! A protective helmet should be worn when cycling!"

In addition, the instructions for use shall contain a reminder that the bicycle is not suitable for use on public highways. Moreover, parents or carers should ensure that children are properly instructed in the use of *toy bicycles*, particularly in the safe use of the braking systems.

7.16 'Toys intended to bear the mass of a child (see 4.10.1, 4.15.1.2, 4.15.3 and 4.15.4)
- Toys that due to their construction, strength, design or other factors are not suitable for children of 36 months and over shall carry the following warning on the toy and its *packaging*:

”Warning! Not to be used by children over 36 months.”

together with a brief indication of the specific reason for this restriction (e.g. insufficient strength).

The age warning shall be clearly legible at the point of sale of the product.

7.17 Toys comprising monofilament fibres (see 5.9)
- Toys comprising monofilament fibres of straightened length greater than 50 mm attached to a fabric base, or their *packaging*, shall carry the following warning:

”Warning! Not suitable for children under 10 months due to long hair.”.

)*deleted text**

7.18 Toy scooters (see 4.15.5.2)
- *Toy scooters* intended for children with a body mass of 20 kg or less and their *packaging* shall carry the following warning:

“Warning! Protective equipment should be worn. 20 kg max.”

Toy scooters intended for children with a body mass of 50 kg or less and their *packaging* shall carry the following warning:

“Warning! Protective equipment should be worn. 50 kg max.".

The instructions for use shall contain a reminder that the toy shall be used with caution, since it requires great skill, so as to avoid falls or collisions causing injury to the user and third parties. They shall also, as appropriate, include information such as:

- the warnings indicated above;
- how to safely fold or unfold foldable scooters;
- the necessity to pay attention that all locking devices are engaged;
- the dangers of using it in public highways;
- a recommendation to use protective equipment such as helmet, gloves, knee-pads and elbow-pads.

7.19 -Rocking horses and similar toys (see 4.15.3 and A.21)
Rocking horses and similar toys, where the intended sitting surface is 600 mm or more above the ground, shall carry the following warning:

”Warning! Risk of falling. Do not leave children under 36 months sitting or playing unattended.”

The warning shall be clearly legible at the point of sale of the product..

A.30 Liquid-filled toys (see 5.5 and A.42)
These requirements are intended to address the hazards associated with punctured *teethers* and similar products where the child might come into contact with liquids that are contaminated or become contaminated due to a puncture.

The requirements do not apply to electrolyte in batteries nor to paints, finger paints or similar items in containers.

The warning required in 7.12 is intended to make parents aware of the hazard associated with a *teether* which is so cold that it could harm the child.

A.31 Shape and size of certain toys (see 5.8 and A.43)
These requirements are intended to address potential impaction hazards associated with toys intended for children who are too young to sit up unaided.

Toys should be tested according to 8.16 (geometric shape of certain toys) "as supplied". In other words, they should be tested for this requirement before other relevant tests are conducted.

In determining which toys are intended for such children, the following factors are relevant: the manufacturer's stated intent (such as on a label) if it is reasonable, the advertising, the promotion, the marketing and whether the toys are generally considered as suitable for the age group in question.

It is recognised that children normally sit up unaided between five and ten months of age.

A.32 Toys comprising monofilament fibres (see 5.9)
Monofilament fibres attached to fabric base is not the usual method of production, but a toy made in this way was involved in the death of a child of 5 months. The requirement does not apply to monofilament hair which is normally rooted in a dolls head or to pile fabric used in the manufacture of teddy bears and animals etc., for which there are no accident data.

A.33 Warnings and instructions for use (see 7.1)
Warnings, precautions and instructions for use should as a rule be given in the national language(s) of the country where the toy is sold.
Small toys that are sold without *packaging* (for example from a display box or from a vending machine) should have appropriate warnings etc. affixed to them. It is not sufficient to have the warning only on the display box.

General information on how to elaborate and present information for the consumer is given in ISO/IEC Guide 37 - *Instructions for use of products of consumer interest*.

A.34 Warning for toys not intended for children under 36 months (see 7.2)

- The use of the warning should not be misleading or incorrect. Toys intended for children under 36 months should comply with the requirements of Clause 5 (small parts, small balls, sharp edges, sharp points etc.)
The warning does not release the manufacturer or his authorized representative from his obligation to meet these requirements. Information on deciding which toys are intended for children under 36 months and which toys are not, for example, can be found in CR 14379.

The use of the warning should not be confused with a recommendation for use. A recommendation for use
could, for example, be a positive age recommendation by the manufacturer indicating the intended age of use.

Factsheet

The 2009 Toy Safety Directive

Provisions on Warnings

October 2009

This document is one of a series of factsheets, aimed at providing a general overview of the changes introduced by the new Toy Safety Directive (2009 TSD) as adopted in 2009. The objective of the TIE/EC factsheets is to provide guidance to toy manufacturers across the EU regarding the implementation of the 2009 TSD. A particular focus is put on the obligation of manufacturers.

The 2009 TSD will strengthen the rules as laid down in the 1988 TSD. As a result, this new legislation will require adaptations in the manufacturing chain, as well as new procedures along the supply chain.

The 2009 TSD was published in the *Official Journal of the European Union* on 30 June 2009 and entered into force on 20 July 2009. The general provisions of the 2009 TSD will be applicable to toys placed on the market as of 20 July 2011, while the chemical provisions will be applicable to toys placed on the market as of 20 July 2013 (additional 2-year transition period for chemical properties). In practice, this means that the toys compliant with the 1988 TSD will be allowed to be placed on the market until 19 July 2011 or 19 July 2013 in the case of certain chemical provisions.

Warnings

General rules

General warnings which specify user limitations should be provided with the toy where appropriate for safe use. In addition, Part B of Annex V of the 2009 TSD provides that specific warnings for certain categories of toys should be provided.

In addition to the mandatory requirements set out in the 2009 TSD, the harmonized standards also specify warnings that should accompany certain categories of toys.

Within its territory, a Member State may stipulate that the warnings shall be written in a language or languages easily understood by consumers, as determined by the Member State.

Location of the warnings

The manufacturer shall mark the warnings in a clearly visible, easily legible and understandable and accurate manner.

Warnings must be marked on the toy, an affixed label or the packaging. If appropriate, warnings should also be included in the instructions.

It is important to note that in cases where the toy is sold without packaging, the warning needs to be affixed on the toy itself. Affixing warnings on a counter display box is not sufficient to meet the requirements of the 2009 TSD.

Warnings which determine the purchase decision, such as minimum and maximum user age indications and the specific warnings described in Part B of Annex V of the 2009 TSD, must appear on the consumer packaging or be otherwise clearly visible to the consumer before the purchase, even in cases where the purchase is made online.

Specific warnings
User limitations must contain at least the minimum or maximum age of the user. If appropriate, they shall also contain the abilities or characteristics required by a user to be able to use the toy safely (e.g. ability to sit unaided, maximum and minimum weight of the user, need to use the toy under supervision).
Economic operators may choose between a warning phrase or pictogram (or both):
Warning - Not suitable for children under 36 months
In any case, the wording and/or the pictogram must be preceded by the word "Warning" or "warnings" as appropriate.
The specific warning *"Not suitable for children under 3 years"* and pictogram described in Part B of Annex V of the 2009 TSD in relation to children under 3 years cannot be used for toys intended for children under 3 years.
More generally, specific warnings provided for certain categories of toys must not conflict with the intended use of the toy, as determined by virtue of its function, dimension and characteristics.
If necessary, the European Commission may propose wording for the specific warnings of certain categories of toys.

Sources of information
The final text of the 2009 TSD is available here and as a backgrounder the text of the 1988 TSD is available here.
The two documents can also be found at the following URLs:
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ%3AL%3A2009%3A170%3A0001%3A0037%3AEN%3APDF
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CONSLEG:1988L0378:20090112:EN:PDF.

Important notice
This factsheet reflects our understanding of the 2009 TSD text published in the *Official Journal of the European Union* on 30 June 2009 and is intended merely to highlight in a general manner certain provisions of that text. TIE does not make any warranties about the completeness of the information herein and assumes no responsibility for any use of or reliance on this factsheet.
TOY INDUSTRY OF EUROPE DG ENTERPRISE
Boulevard de Waterloo, 36 Rue Belliard, 100
1000 Brussels 1049 Brussels
www.tietoy.org http://ec.europa.eu/enterprise/index_en.htm

STAND4ALL

Topic 'Further Implementation'

Introduction to 'Further Implementation'

In the training several topics are being addressed to make clear why user input in standardization is important and how this can be achieved. With exercises and a role-play we supported this in a practical way. The question is; what do you do with the information gained in this training when you go back home? What are the possibilities to use the training in daily work?

In this topic we will address different opportunities to work in standardization and discuss the role the trainees would like to play.

The topic will consist of the following parts:

1. possibilities of follow-up projects
2. personal future activities

Goals of this topic are:

- Trainees understand the benefits of user involvement in standardization
- Trainees know about possibilities for further action and make a personal implementation plan

Annexes:

- STAND4ALL document 'Further Implementation'
- Presentation
- List of relevant CEN TC’s
- ETSI contact overview

Sustainability & further implementation

In the training several topics are being addressed to make clear why user input in standardization is important and how this can be achieved. With exercises and a role-play we supported this in a practical way. The question is; what do you do with the information gained in this training when you go back home? What are the possibilities to use the training in daily work?

In this topic we will address different opportunities to work in standardization and discuss the role the trainees would like to play.

For further reading about the subject of active participation, the following documents and websites can be used:

- CEN Brochure on The World of European Standards ftp://ftp.cen.eu/CEN/AboutUs/Publications/Compass.pdf
- CEN Brochure on making standards via ftp://ftp.cencenelec.eu/PUB/MakingEuropeanStandards.pdf
- CEN Brochure of Standards at Play via ftp://ftp.cen.eu/PUB/Standards@play.pdf
- ISO Brochure 'Your voice matters'(ISO) via http://www.iso.org/iso/copolcoyourvoicematters.pdf
- www.anec.org and www.edf-feph.org
- www.stand4all.eu
- E-Learning module STAND4ALL via www.stand4all.eu

Background information

Standards play a role in everyday life and so they play a role in people's quality of life. Therefore the views and experiences of those affected by a standard should be taken into consideration. Both the secretary and committee member have the responsibility to make sure these views and experiences are taken into consideration.

The STAND4ALL trainings promoted: Users involvement means input with a professional and personal view.
The 'Further Implementation session' aims to transfer this conclusion into concrete steps.

***Further Implementation session**: 'A mutual increased understanding of the needs and viewpoints of both stakeholder groups'*

Two groups of stakeholders: users and committee members

The objective for Users

What ?
Promote, transfer and spread your knowledge on accessibility to standardization experts

How?
Via participation of users in standardization, either at European or national level

Explanation:
(Representatives of) users who want to share their particular knowledge and experience about the products and services they use or that matter to them can participate in standardization. By participating in standardization, both at European and at national level, users have an opportunity to influence the standardization process by providing information about their attitudes, experiences and their (technical) knowledge.
A (representative of) user participates in meetings of national or international Technical Committees where standards are developed.

Participation of users in standardization, either at European or national level: how does it work?

1. Contact your national user umbrella organization
The umbrella's often cooperate with national standards bodies, or with larger consumer group. Examples such as the Maltese situation where the NSB has an agreement with a disability umbrella organization for membership and input and other countries, a government department supports umbrella organizations financially to take (partly) part in standardization, can be used as a model.

2. Contact your National Standardization Body (NSB)
This body is the representative national standards body of your country. Contact details are available on CEN Website, via 'Members':
http://www.cen.eu/cen/Members/Pages/default.aspx
However, it depends on how the NSB in a country is structured and how it channels consumer views into its work. In some countries, national standards bodies seek the views of consumers by involving one or more national consumer associations both in policy-making and in standards development work.

Several NSBs have a specific team or division promoting consumer interests in standardization. A range of models exist, with the chosen model differing according to resource availability in the NSBs. Other NSBs have no specific activity in this field.

Due to the differing sizes of NSBs and national contexts within the EU a single model for user participation for all NSBs would not be appropriate.

Contact the European consumer and user organizations
At European level, both ANEC and EDF are active in standardization. The ANEC Design for All Working Group includes experts from both the consumer movement and the disability/elderly organizations and is represented in various Technical Committees, for example CEN TC 293 'Assistive products for persons with disabilities', CEN TC 261 WG 2 'Accessible Packaging' and CENELEC TC 61 WG 4 'Safety of household appliances for vulnerable people'. EDF is involved in standards development with regard to accessibility; examples are M/420, M/376, CEN TC 256 WG 44 TSI PRM and CEN WS 51. ANEC and the European Disability Forum (EDF) signed a Memorandum of Understanding (MoU). Building on the long-standing collaboration between the ANEC Design for All WG and EDF, the EDF Executive Committee and the ANEC Steering Committee have agreed to join forces in order to achieve a high level of safety and accessibility for consumers of all ages and abilities. More information can be found via: www.anec.org and www.edf-feph.org

The objective for committee members

What ?

- **Promote, transfer and spread your knowledge on accessibility to standardization other standardization experts**
- **Promote, transfer and spread your knowledge on standardization to 'new' stakeholders**

How?

By taking into account the needs of elderly and disabled people – using CEN/CLC Guide 6 on a regular basis

Being a committee members, you should 'spread' the word in your standardization work. You have a task in convincing your "standardization colleagues" while developing or reviewing a standard. This could be based on an exception mechanism, where committee member provides a clear statement of whether that document would have implications for older and disabled people, with evidence supporting decisions not to include accessibility requirements.

You, as a committee member, are asked to make effective use of CEN/CENELEC Guide 6, whose use by TCs is already mandated by CEN.

Also, you should contact their NSB
As said before, it depends on how the NSB in a country is structured and how it channels consumer views into its work. It is of high importance that committee members know how their NSB is organized and how the NSB deals with this matter; some NSBs take the responsibility for co-ordinating the participation of user representatives and committee members in subjects such as child safety or ergonomics. The committee member can support users in those projects to transfer their requirements into standardization processes.

The NSBs can also provide guidance for a nomination of the expert to the (mirror committee of) CEN/CENELEC BT WG on Guide 6 Implementation mechanism.

Examples of follow-up by committee members is given in box below

What you have done yourself with regard to accessibility issues or CEN/CLC Guide 6 in standardization after your course?

- I am currently helping to draft a new British Standard on Inclusive Service Provision, which deals specifically with the accessibility of services by consumers who may be in vulnerable circumstances, so I will try to ensure that the relevant parts of Guide 6 and other learning from the training are reflected in the draft standard.
- For me this was a great opportunity to network and meet some people for the first time. I will likely join the BSI disabled experts user reference group as a result of the course.
- The message I transmitted to my colleagues [in Germany] who are, TC Chairmen, TC Secretaries, committee members, was that active participation of disabled persons within TC working groups needs to be considered with due attention, as well as introduction of any specific requirements that may be of interest to any disabled persons.

E-Learning module

Both the user trainees and the Committee members-trainees can contribute to ‘accessibility in standardization’ by making the use of the E-Learning module, developed by STAND4ALL . Information exchange on that platform is essential, both between the two groups of stakeholders as for within one group of stakeholders. In the E-Learning environment there are different types of activities: the discussion forum, a wiki and the quizzes.

The discussion forum is a good method to answer a question and to discuss the views of different users. A typical task in a forum would be to answer the question given and to reply to at least three other discussion threads. As discussions can take place over an extended period of time wherein the trainees are asked to return to the forum and to check what has been discussed. In a forum you can also exchange information on practical solutions.
Wiki is used to collect, sort, and arrange information in a structured way. The trainer usually provides a subject, topic or theme and creates a basic structure. The content is provided by the trainees who may use a forum to discuss how to proceed with the assignment.
Quizzes can be used to assess whether pre-defined learning goals were achieved. In the STAND4ALL E-Learning module there are different types of quizzes including closed texts, multiple choice answers, or free text. Trainees can monitor their performance in the course. A messaging system allows individuals to get in touch with each other.

Further Implementation

Agenda

- Part 1:

Repetition of training and trainee objectives

- Part 2:

Presentation on follow-up projects

Interactive session on personal future activities

Session objectives:

PART 1

- Trainees understand STAND4ALL objectives : the benefits of user involvement in standardization

PART 2

- Trainees set personal follow up actions

PART 1
STAND4ALL objectives

Trainees understand the benefits of user involvement in standardization

Trainees understand the benefits of user involvement in standardization

Users: input with a professional and personal view

Trainees understand the benefits of user involvement in standardization

The drivers for involvement

- Policy and legislative drivers
- Demographic changes and changes in society
- The business case
- The political and moral case

PART 1
STAND4ALL objectives

For users:

Promote, transfer and spread your knowledge on accessibility to standardization experts

> Participation of users in standardization

PART 1
STAND4ALL objectives

For committee members in standardization:

Promote, transfer and spread your knowledge on accessibility to other standardization experts

Promote, transfer and spread your knowledge on standardization to 'new' stakeholders

PART 2

- Presentation on follow-up projects
- Interactive session on personal future activities

Follow up activities

Existing relevant TCs and how to get involved

Existing relevant projects and how to get involved

STAND4ALL Network

STAND4ALL Network

Public website
http://stand4all.eu

Trainees information exchange system
Communication/virtual meetings:
E-Learning

PART 2
Individual activities

What have you learnt?

What is your view of
CEN/CLC Guide 6?

What about personal objectives?

Three questions???

- What will you do yourself with regard to accessibility issues or CEN/CLC Guide 6 in standardization after your course?
- What is the current status at your National Standards Body (NSB) with regard to accessibility
- issues?
- Do you have any suggestions/comments to the STAND4ALL consortium on what should be done in future?

Conclusion

Accessibility

<>

standardization

No more exclusion !

STAND4ALL List of relevant ETSI persons	

ETSI Secretariat

Delegates to the DATSCG group (Design for All and Assistive Technology Standardization Coordination Group):

Chauvel Yves, <Yves.Chauvel@etsi.org>
Gerd Ochel (Coordination officer), <Gerd.Ochel@ETSI.ORG>

All members of DATSCG can be reached through:
ICTSB_DATSCG@LIST.ETSI.ORG

ETSI/TC HF(Technical Commmittee Human Factors)
Head:
Stephen Furner, BT
+44 1473 641869
stephen.furner@bt.com

Key persons:
Walter Mellors
mellors@etsi.org

Bruno von Niman
bruno@vonniman.com

ETSI STF's

Following are the STF's that have a relation with Design for All/Assistive Technology

STF181 (closed)

Requirements of Assistive Technology Devices in ICT (STF 181)
No homepage available anymore.

Members can possibly be reached by contacting the STF181 secretary:
ted.laverack@etsi.org

STF184 (closed)

Design for All: Guidelines for ICT Products and Services (STF 184)
No homepage available anymore.

Members can possibly be reached by contacting the STF184 secretary: ted.laverack@etsi.org

STF265 (closed)

User Profile Management (STF 265)
http://portal.etsi.org/STFs/STF_HomePages/STF265/STF265.asp

Members are listed on the homepage and can probably still be reached by sending an email
to the convener: francoise.petersen@apica.com

STF284 (closed)

Human related technical guidelines for real-time person-to-person communication services (STF 284)
http://portal.etsi.org/STFs/STF_HomePages/STF284/STF284.asp

Members are listed on the homepage and can probably still be reached by sending an email to the STF leader, bjorn-olav.hestnes@telenor.com

STF286 (closed)

Access symbols for use with video content and ICT devices (STF 286)
http://portal.etsi.org/STFs/STF_HomePages/STF286/STF286.asp

Members are listed on the homepage and can probably still be reached by sending an email to the STF leader, mellors@etsi.org

STF287 (closed)

User-oriented handling of multicultural issues in multimedia communications (STF287)
http://portal.etsi.org/stfs/STF_HomePages/STF287/STF287.asp

Members are listed on the homepage and can probably still be reached by sending an email to the STF's email address: mailto:multicultural@etsi.org

STF304 (closed)

AT Commands for Assistive Mobile Device Interfaces (STF 304)
http://portal.etsi.org/STFs/STF_HomePages/STF304/STF304.asp

Members are listed on the homepage and can be reached as follows:
Nick Hine <nhine@computing.dundee.ac.uk>,
Francoise Petersen <francoise.petersen@apica.com>,
Erik Zetterström <erik.zetterstrom@omnitor.se>

STF322 (closed in March 2009)

Guidelines for generic user interface elements for 3G mobile terminals, services and applications (STF 322)
http://portal.etsi.org/STFs/STF_HomePages/STF322/STF322.asp

Members are listed on the homepage and can probably still be reached by sending an email to the convener: bruno@vonniman.com

STF324 (closed)

Extending e-Inclusion to Public Internet Access Points (PIAPs) (STF 324)
http://portal.etsi.org/STFs/STF_HomePages/STF324/STF324.asp

Members are listed on the homepage and can probably still be reached by sending an email
to the convener: francoise.petersen@apica.com

STF326 (closed)

Generic spoken command vocabulary for ICT devices and services (STF 326)
http://portal.etsi.org/STFs/STF_HomePages/STF326/STF326.asp

Members are listed on the homepage and can probably still be reached by sending an email
to the responsible person: stephen.furner@bt.com

STF342

Personalization and User Profile Management Standardization (STF342)

http://portal.etsi.org/STFs/STF_HomePages/STF342/STF342.asp

Name	Role	Tel + email
Petersen Francoise	STF Leader	+33 4 93 65 63 29 francoise.petersen@apica.com
Furner Stephen	Responsible	+44 1473 641869 stephen.furner@bt.com
STFLINK	STF Support	+33 4 92 94 4950 STFLINK@etsi.org
Sim Dong Hi	Support Officer	+33 4 92 94 42 73 DongHi.Sim@etsi.org
Alonso Alvarez Valentin	Expert	+34 983 367903 vaalva@tid.es
Bartolomeo Giovanni	Expert	+39 06 7259 7453 giovanni.bartolomeo@uniroma2.it
Cadzow Scott	Expert	+44 1279 447447 scott@cadzow.com
Frisiello Antonella	Expert	+39 011 2276 201 antonella.frisiello@GMAIL.COM
Kovacikova Tatiana	Expert	+421 41 5134 335 tatiana.kovacikova@kis.fri.uniza.sk

STAND4ALL List of relevant CEN/TCs	

3.1 Construction

CEN/TC 33: Doors, windows, shutters, building hardware and curtain walling
nathalie.girardot@afnor.org

CEN/TC 163: Sanitary appliances
cristiano.fiameni@uni.com

CEN/TC 247: Building automation, controls and building management
mschumacher.sce@bluewin.ch

CEN/TC 278 Road transport and traffic telematics
jelte.dijkstra@nen.nl

CEN/TC 315: Spectator facilities
annemieke.venemans@nen.nl

CEN/TC 339: Slip resistance of pedestrian surfaces – Methods of evaluation
michael.schmitt@din.de

3.2 CONSUMER PRODUCTS

CEN/TC 136: Sports, playground and other recreational equipment
daniela.rickert@din.de

CEN/TC 207: Furniture
fabrizio.tacca@uni.com

3.3 HEALTH AND SAFETY

CEN/TC 70: Manual means of fire fighting equipment
catherine.pineau@afnor.org

CEN/TC 122: Ergonomics
stefan.krebs@din.de

CEN/TC 169: Light and lighting
soheil.moghtader@din.de

3.4 HVAC etc (gas appliances etc)

Appliances burning gaseous fuels
CEN/TC 49: Gas cooking appliances
raffaella.angelini@uni.com

CEN/TC 58: Safety and control devices for gas-burners and gas-burning appliances
mike.leggett@bsigroup.com

CEN/TC 62: Independent gas-fired space heaters
Danny.Peacock@bsi-global.com

CEN/TC 109: Central heating boilers using gaseous fuels
han.leonhard@nen.nl

3.5 ISSS (ICT)

CEN/TC 224: Machine-readable cards, related device interfaces and operations
clement.chevauche@afnor.org

3.6 MECHANICAL ENGINEERING

CEN/TC 10: Lifts, escalators and moving walks
gael.cholletmeirieu@afnor.org

CEN/TC 98: Lifting platforms
armin.weih@vdma.org

CEN/TC 152: Fairground and amusement park machinery and structures – Safety
giovanni.micciche@uni.com

3.7 SERVICES

CEN/TC 329: Tourism services
claudia.laabs@din.de)

CEN/TC 331 Postal services
Tim.Kniep@nen.nl

3.8 TRANSPORT AND PACKAGING

CEN/TC 242: Safety requirements for passenger transportation by rope

CEN/TC 261: Packaging
annick.galpin@afnor.org

STAND4ALL

Evaluation Forms

Evaluation Form - For completion by committee members in standardization

Understanding the requirements of disabled people and how to apply these in the context of standards development - training feedback form

Name:

Organisation:

Current involvement in standards work:

Email address or preferred contact method:

We hope that you have found the training informative and useful, please complete the feedback form to help us evaluate the training and improve it for the future.

Session 1 – Introduction

a. Was it clear from the introduction what the aims of the training were?

Yes

No

Comments:

b. Did you feel able to raise any concerns during this session?

Yes

No

Comments:

c. If you did raise a concern or ask a question, was it dealt with appropriately?

Yes

No

Comments:

Session 2 – Topic 1 background and motivation

a. Did the session help you to understand the need to involve disabled and older people in standards?

Yes

No

Comments:

b. Were there other issues or topics that you think should have been covered in this section?

Yes

No

Comments:

Session 3 – Implementing Guide 6 in the standards development process

a. Do you feel more knowledgeable about how Guide 6 should influence the standards development process?

Yes

No

Comments:

Session 4 – Role-plays and follow up

a. Did you feel that the role-play work helped you to understand that issues?

Yes

No

Comments:

b. Did you have any concerns about the role-play session?

Yes

No

Comments:

c. What do you think would improve this session?

Session 5 – Further implementation

a. Do you feel more confident about implementing Guide 6 in standards development now that you have completed the training?

Yes

No

Comments:

b. What else would you need to help you feel better able to use Guide 6?

c. Did you gain confidence about how to involve disabled people in the standards process?

Comments

Please base your responses to the questions below on the following scoring system:

A = excellent B = good C= satisfactory D = poor E = very poor

Other issues

1. Overall, how would you rate the training?

Please choose A, B, C, D or E

Comments

2. Were the training materials provided useful and appropriate?

Please choose A, B, C, D or E

Comments

3. How would you rate the venue?

Please choose A, B, C, D or E

Comments

4. How would you rate the food and refreshments provided during the training?

Please choose A, B, C, D or E

Comments

Learning actions

1. What have you learnt from the training?

2. How do you think the training could be improved?

3. Would you like to make any other comments?

STAND4ALL evaluation case study

Now that you have completed the STAND4ALL training, we would like to ascertain whether or not you feel you can apply your learning in future standards development processes. So we have devised a short case study to help you to demonstrate your competence at using Guide 6 to deal with disability and accessibility issues when you are working with a committee to develop a new standard or revise an existing standard.

The task

You have been asked to work with a group of experts and disabled people to scope out a standard for a biometric capture system for identity verification for a building security system. The scope of the standard only cover s the actual capture of the biometrics from building users and visitors, it does not cover the specification of the security system that will be used thereafter. So the scope of the standard is as follows:

- What biometrics will be captured?
- How will they be captured?
- How will the process of capture be managed including setting up capture locations, getting people there to record biometrics, the process of capture
- What training will staff need to do the biometric capture?
- How will confidentiality, data protection and privacy issues be dealt with?
- End process verification – ensuring the biometrics captured can be used successfully for verification of identity.

Stage 1

Using Guide 6, firstly set out below which tables you think are relevant to this proposed standard and why you think they are relevant:

Stage 2

Go back over each table and look back to the scope of the standard, what do you think the accessibility and disability issues are for each element?

Stage 3

What solutions could you suggest to solve these issues?

Background information that may be useful

Relevant standards

ISO/IEC 19795 - Biometric Performance Testing & Reporting
ISO/IEC 19792 - Framework for Security Evaluation of Biometric Systems

Section 5.4.38 Biometric Characteristics of the draft European standard EN 1332-4 Identification Card Systems - Man-Machine Interface - Part 4: Coding of user requirements for people with special needs relates to a multimodal tag.

Best Practices in Testing & Reporting Biometric Device Performance
www.cesg.gov.uk/site/ast/biometrics/media/BestPractice.pdf

Standards

A draft ISO standard is under development that will highlight the needs of disabled and older people and suggest practical ways of addressing their needs:

1. Systems using a biometric should be designed so that as many potential subjects as is reasonably possible can use the system effectively and with the minimum of discomfort.
2. In the design of such new systems or services, the needs of disabled subjects should be considered from the outset.
3. Before systems are deployed, they should be thoroughly tested with subjects who represent the widest range of abilities (that is, in respect of visual, auditory, physical, cognitive and behavioural ability).
4. For subjects with a disability, adequate training in the use of the system should be offered.
5. Wherever practicable, the subject should have a choice of biometric systems, and should not be discriminated against if their disability prevents them from using a specific biometric.
6. Where no alternative biometric is available and where the disability prevents the use of this biometric, subjects should be permitted to use an alternative method. Wherever practicable, the use of such an alternative should not result in an inferior level of service or functionality to the subject.

7. If the subject can no longer use a verification system reliably, the subject should be provided wherever feasible with the opportunity to repeat the registration process.
8. Staff operating systems using a system with biometrics should be trained in how to process disabled subjects.
9. A system using a biometric should not store details of a subject's disabilities without their informed consent.
10. The rights of privacy of a disabled subject should be the same as those of a non-disabled subject.

What are biometrics?

A biometric is a physical or behavioural feature or attribute that can be measured. It can be used as a means of proving that you are who you claim to be, or as a means of proving without revealing your identity that you have a certain right.

Biometrics which are commonly used to confirm identity include:

- Fingerprint recognition
- Iris recognition
- Face recognition
- Hand geometry recognition
- Vein recognition
- Voice recognition
- Dynamic signature recognition

What is a biometric system?

A biometric system is essentially a pattern recognition system that operates by acquiring biometric data from an individual, extracting a feature set from the acquired data, and comparing this feature set against the template set in the database.

If you would like further background information on biometrics please click on the following link: An introduction to biometrics

Some physiological and medical factors can affect the usability and efficiency of biometrics:

Advantages of biometrics for people with disabilities
The obvious advantage of biometric systems is that the user no longer has to remember PINs (personal identification numbers) and keep this number secret. People with a cognitive impairment will find most biometric systems much easier to use and provide a greater level of security.

People who have limited or no use at all of arms or hands will find using face and iris recognition systems an advantage as they will not have to swipe a card or type in a name or PIN number.

Enrolment Terminals

To register a biometric for public use (e.g. for a passport), the subject will usually have to go to a centre where specialist staff take the biometric and check other relevant documentation. Ideally these staff should be trained to work with people with disabilities. For private use (e.g. replacement for a password on a personal device such as a laptop computer), the subject is expected to follow instructions on the screen or in a printed manual to register the biometric.

The environment of the enrolment centre needs to meet the general accessibility for public access terminals. However specific biometrics will require special consideration (see details in the sections related to the various biometrics).

Authentication Terminals

These may be fully supervised, partially supervised or un-supervised; this is likely to be significant for occasional users and for some people with disabilities. In general, a consistent user interface will benefit all users and may be of particular importance for some people with disabilities. With un-supervised terminals it would be beneficial for there to be a standardised set of icons, symbols and pictograms for the operation of the terminal.

It is essential that the authentication terminal is comfortable to use. For instance, enrolment of fingerprints will normally be done with the subject sitting down. However the authentication may be done with subject

standing. It is important that the height and angle of the fingerprint reader is comfortable for both a tall person and someone in a wheelchair. If it is not viable to make the reader variable height (or on a flexile lead), it might be helpful if it was tiltable to allow a comfortable angle for the wrist. A wrist rest might be beneficial for a subject with hand tremor.

Like all input devices on public terminals, it is important that the device gives both auditory and visual feedback of the current status (e.g. still processing, accepted, rejected). It is also important that error messages are helpful and give guidance on what the subject should do differently.

Ability to update biometric

The biometric information can be stored in a central database or on a smart card. Users are likely to prefer the information to be stored on their card rather than on a remote database. However, it is easier to regularly update the database with revised biometric data as the user's characteristics change.

Using multimodality to enhance the usability of systems

Two (or more) modalities could be combined in parallel to produce a system that would allow more flexible use. For example biometric systems built for both fingerprint and face recognition, could allow the use of only the facial image for verification when users have problems enrolling their fingerprints and vice-versa. Moreover, this procedure could prove extremely useful to those users who have temporarily lost the ability to provide one of their biometric traits (for example, a temporary eye problem that rules out an iris scan). The same could apply in cases where people refuse to use a specific modality (for religious or health purposes, for instance). A multimodal system therefore allows enhanced flexibility by providing alternatives for the identification process. As such, it also has the potential to be more socially inclusive.

Providing instructions in an accessible format

- If the terminal is unmanned, or an assistant is not always available to help the user, audio instructions should be provided, taking the user step-by-step through the enrolment and authentication process.
- Instructions should be provided, explaining any progress made.

  For example, if a fingerprint scan is successful: "This scan was successful, please remove your finger and place it on the reader again."

- Any further instructions explaining what the user is doing wrong would also be very helpful.

For example, if an iris scan is not successful: "This scan was not successful, please turn your head slightly to the right."

or

if a fingerprint scan is not successful: "This scan was not successful, please hold your finger still on the reader."

- There should be a clear sound to indicate a success and a failure. A success should be signified by a higher more pleasant sound (e.g. chimes ringing), a failure by a lower less pleasant sound (e.g. buzz).
- The user should be told, before the scanning process starts, if it is necessary for more than one scan to be taken for registration.
- When the first scan has been taken there should be an audible acknowledgement (such as a chime sound) followed by a spoken instruction: "The first scan has been successfully recorded. Please place your finger on the fingerprint reader for the second scan." And so on.
- There should be a clear indication when the registration process is complete. For example an audio message "Your iris pattern has been successfully registered."
- If the terminal is awaiting further information, the instruction should say this. If not, it should indicate that the user has reached the end of the process. For example "The registration process is now complete. Thank you."
- If registration fails, there should be a clear indication that the process will restart. For example "The registration has failed because the four images did not match. The process will now restart."

Informing the user that the reader is waiting for him/her to take action

- The reader should be lit when it is awaiting input from the user.
- The reader should only light up when it is ready to enroll a biometric. When the process is complete the light should turn off.
- A spoken message to inform users that the biometric reader is awaiting input would help users who have insufficient vision to see the visual signal.
- A timeout feature on the terminal should not be excessively short, as the user may need an extended period of time to find the reader and to complete the required actions.
- If the user is taking an unusually long period of time to respond to an instruction the instruction should be repeated at least once before the terminal times out.

Catering for users who do not require audio instructions (e.g. those who have good vision, or those who are familiar with the process)

- An option to bypass the audio instructions should be provided. This could simply be that the audio comment is skipped or cuts out if the user provides the correct input.

Reference: Identification of Accessibility Issues for Visually Impaired Users of Biometric Technologies: Fingerprint Readers

Research

In the United States of America, the Biometric Standards, Performance and Assurance Laboratory of Purdue University, focuses on the data collection of "extreme populations". Two examples are the elderly and those that have illnesses that can affect a biometric either through the illness of the treatment:

- Image quality and the elderly: an initial study examined how fingerprint image quality was affected by age
- Extreme populations: focuses on data collection of "extreme populations". Two examples are the elderly and those that have illnesses that can affect a biometric either through the illness or the treatment

The primary aim of the Social and Environmental Special Interest Group of the European Biometrics Forum is to investigate and report on issues and concerns which might arise from the mass implementation of biometric systems across the European Community, from the end user perspective. These include issues and concerns relating to:

- Physically disabled and people with learning difficulties

The Biometric Foundation is dedicated to a systematic program of research and education to reduce impediments to wide adoption and use of all biometric technologies. The Foundation will address technical, societal, and legal aspects of biometric technologies and their applications. Accordingly, the Foundation's agenda will include studies of public attitudes toward uses of biometrics; demonstration and evaluation of alternative biometric technologies; inquiry into biometric standards issues; development of formal educational curricula that encourage students to enter the field of biometrics as a professional career choice; and conferences and seminars about the most effective uses of biometrics in key applications.

UK Passport Service (UKPS) Biometrics Enrolment Trial (PDF)
The goal of the UKPS Biometrics Enrolment Trial was to test the processes and record customer experience and attitude during the recording and verification of facial, iris and fingerprint biometrics, rather than test or develop the biometric technology itself. One of the 3 sample groups recruited were a disabled participant sample of 750.

According to the UKPS, the trial results highlighted several issues that require further investigation or work. Among other things, further trials are needed, specifically targeted towards those disabled groups that have experienced enrolment difficulties due to environment design, biometric device design, or to specific group problems - for example, black participants and participants aged over 59 had lower iris enrolment success rates.

Further information

- Ashbourne, J, Ethnicity in Relation to Biometric Identity Verification, March 2004

- Ashbourne, J, The Social Implications of the Wide Scale Implementation of Biometric and Related Technologies, (PDF) , January 2005
- Biometrics: Designing for People (PDF)
- Biometrics: Usability & User Acceptance (PDF)
- European Biometrics Forum
- Fennell, A, Dr. Identification of Accessibility Issues for Visually Impaired Users of Biometric Technologies: Fingerprint Readers
- International Biometric Group
- Maghiros, I, Punie, Y, Delaitre, S, Lignos, E, Rodgríguez, C, Ulbrich, M, Cabrera, M, Clements, B, Beslay, L, Van Bavel, R. Biometrics at the Frontiers: Assessing the Impact on Society (PDF), EUR No**:** EUR 21585 EN, February 2005
- Proceedings of Conference on Accessible Biometrics,18th May 2005, London
- Resources Related to Biometrics and People with Disabilities
- UK Passport Service (UKPS) Biometrics Enrolment Trial (PDF)
- Using speech: Designing Biometric Devices

Acknowledgements

The information contained in this section was collected from the following sources:

- Maghiros, I, Punie, Y, Delaitre, S, Lignos, E, Rodgríguez, C, Ulbrich, M, Cabrera, M, Clements, B, Beslay, L, Van Bavel, R. Biometrics at the Frontiers: Assessing the Impact on Society (PDF), EUR No**:** EUR 21585 EN, February 2005
- Marek Rejman-Greene, Home Office
- Anil K. Jain, Arun Ross and Salil Prabhakar, An Introduction to Biometric Recognition (PDF) , Appeared in IEEE Transactions on Circuits and Systems for Video Technology, Special Issue on Image- and Video-Based Biometrics, Vol. 14, No. 1, January 2004. (Section 8. Multimodal Biometric Systems)