

TRAINER'S NOTES TO SUPPORT THE TRAIN THE TRAINER PRESENTATIONS COVERING CONSUMER PARTICIPATION IN STANDARDIZATION

Introduction

- 1 These notes are designed to support trainers when using the six PowerPoint presentations covering Consumer Participation in Standardization.
- 2 The notes assume that you have received and are familiar with the content of the Distance Learning Manual "Consumers and Standards: Partnership for a Better World". Working through the manual will take approximately four hours.
- 3 The six sets of PowerPoints are:
 - **Setting the Stage:** explains what standards are and why they are important for consumers;
 - **Models and Realities:** describes consumer influence at a policy level at the National Standards Body (NSB), as well as factors influencing consumer participation and some examples of how consumers are currently involved at both policy and technical level;
 - **The Way Forward:** considers two national examples of how consumer participation has been improved in recent years;
 - **Using Valuable Resources:** outlines the support that ISO and CI can provide and their activities;
 - **Consumer Issues in Standards:** presents mini-case studies and examples to illustrate how consumers have made a difference and introduces an ISO/IEC Guide that is designed to help consumer representatives in particular;
 - **Bringing Solutions Home:** explores what actions NSBs and consumer organizations can take at a national level, and encourages collaboration.
- 4 The sets of PowerPoints can be used together sequentially, or separately, depending on the emphasis of the training you are delivering and the knowledge and experience of those you are training.
- 5 The presentations are flexible in that you can select particular slides, insert examples from Presentation 5 and include slides of your own. Each individual slide, however, should not be altered (both for copyright reasons, and as this may distort the message it is intended to convey). To avoid confusion, each individual slide throughout the set has a unique title.
- 6 We would strongly advise that you use presentations 1 - 4 in that order. However, although Presentation 3, "The Way Forward" builds on material in the second presentation, "Models and Realities", you may want to replace some of the examples used with other appropriate national examples that you know about. The presentations will likely be interspersed with discussion sessions.
- 7 Presentation 5, "Consumer issues in Standards", is rather different. Depending on the nature of the course you are delivering you may care to use the material as a "stand-alone presentation" or use parts of it to expand on points in earlier presentations. It may be more relevant to use examples from your country or region if these are available.

- 8 Presentation 6, "Bringing Solutions Home", encourages participants to consider what practical steps they can take when they return home that would improve or develop consumer participation in standardization at the national level.
- 9 What follows are some notes to support each presentation. Each set of notes ends with some suitable questions to use for discussion. The notes provide extra explanation or guidance over and above the information in the Distance-learning Manual referred to in paragraph 2, or provide information which is not self-explanatory from the slide. Therefore supporting notes do not necessarily appear for each individual slide.

TRAINER'S NOTES: PRESENTATION 1

SETTING THE STAGE – WHY ARE STANDARDS SO IMPORTANT FOR CONSUMERS?

Setting the stage explores what standards are by looking first at the history of standards and the evolution of their role to meet changes in society and developments in technology. It then explores what standards do in the modern world, how they are defined and how they can be used to support technical regulation.

The presentation then concentrates on the consumer issues that can occur in standards that are intended to have a role in consumer protection in its broadest sense. It looks at the United Nations-agreed consumer rights and shows that consumer involvement is necessary in deciding which standards are developed as well as in their technical development.

The presentation

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| Slide 2: Introduction | Replace this slide to give the correct date and place of your training course. |
| Slide 3: Content | Outlines the overall content of the presentation. |
| Slides 4-6:History | <p>Give examples to show that formal standards have existed from very early times. (Slide 6 is an example from Egypt at around 7000 B.C.) Different standards have been developed to meet the changing needs of society and technology. In the 19th century, with the development of the mass production of products there was emphasis on standards for components.</p> <p>In the contemporary world standards are developed for the needs of IT and communication technologies. Some of these may be formal standards in which several stakeholders have contributed. Others, e.g. Microsoft Windows may be developed by a dominant manufacturer or commercial interest but, because of their dominance, become de facto international standards.</p> |

Slide 7: Who develops standards?

Looks at the range of organizations that develop standards. These include the international standards bodies, and national and regional standards bodies. Most of this course material is concerned with these. It also mentions other organizations who have traditionally developed standards to meet their own needs:

- Governments frequently develop their own standards to underpin legislation.
- International government bodies and agencies e.g. Codex Alimentarius which develops food-related standards.(frequently, these do not have a process which encourages consumer participation as the standard development is seen as a governmental responsibility).
- Standards-development organizations such as American Society for Testing and Materials whose standards are promoted and used internationally.
- A more recent development is standards-making consortia. There are many of these and some are permanent organizations.

To complete the picture there are the de facto standards: e.g. Microsoft Windows and VHS.

Almost all large organizations have their own formal internal standards. These may be developed in-house or by a standards supplier of one sort or another.

Slide 8: Definition

There are lots of definitions that have been developed by different standards bodies. On this slide we give two. The first is easier and includes essential elements. These are:

- Documentation, so that the standard can be used in a similar way at different times and in different locations;
- Agreement by experts representing different interested parties;
- Provision of guidance on design, use or performance;
- Application to all matters: materials, products, processes, services, systems or people.

The second definition also covers all these elements and is the formally agreed definition of ISO and IEC. It is explained in the ISO/IEC Guide 2.

* A few acronyms explained - ISO: International Organization for Standardization; IEC: International Electrotechnical Commission; ITU – International Telecommunication Union.

National Standards Bodies – KATS: Korean Agency for Technology and Standards; BSI: British Standards Institution; CEN: European Committee for Standardization.

Standards-developing organizations (SDOs): ASTM: American Society for Testing and Materials; ASME: American Society of Mechanical Engineers; IEEE: Institute of Electrical and Electronics Engineers.

Slides 9, 10: Stakeholders, benefits	Are self-explanatory.
Slide 11:Regulations	You may have examples from your country of a standard (national or international) that has been used as a basis for technical regulation. The first point highlights the essential difference between standards and regulations. However, it is also important to note that governments and the marketplace ultimately decide whether or not a standard is voluntary!
Slide 12: What consumers want	Sums up in a light hearted way what all consumers probably want! A point to make here is that standards can contribute to almost all aspects of a product or service that would make it 'the best'. However, unless that is within the framework of being affordable and available for many people it will be of limited benefit to consumers as a whole –and perhaps not a very competitive product or service!
Slide 13: Rights	Lists the up-to-date version which consists of eight consumer rights as developed by Consumers International and adopted by the United Nations family of Agencies. The concept of consumer rights is behind consumer protection, fair trade and other legislation. However the first broad statement of consumer rights as a whole was put forward by president John F. Kennedy.
Slides 14, 15: Issues	Identify the consumer issues that standards can be used to address.
Slide 16: Responses	A range of standards, international and national, which have been developed as a result of consumer initiatives are shown on this slide. For all of them there was a clear consumer problem and a standard was seen as an appropriate first stage. Implementation and enforcement of the standard are also required to achieve full consumer protection. You may have other examples that you could include. Also included is an IWA – International Workshop Agreement – which is a recognized ISO product. It is developed over a short time scale as the result of a meeting of experts. The IWA has a limited life before it either has to be developed into another ISO document or withdrawn. In the case this IWA on Image Safety (exposure in particular circumstances of children for long periods to computer, TV screens etc) was the result of an initiative by consumer representatives in Japan.
Slide 17: Contributions	Development of a formal standard is a process that involves a number of stages and activities. This slide indicates the stages and activities where experience shows a consumer representative is most likely to make a significant contribution. To make a real impact, consumers need to be involved actively in the process, not merely commenting on drafts. Experience in the U.K. and elsewhere suggests that the earlier in the process a consumer representative is involved, the greater the contribution that can be made. Indeed, ensuring appropriate scope of a standard is often where the contribution starts!
Slide 18: Impacts	Gives a range of standards and standards products where the presence of a consumer representative had an impact on the standard produced so that it met consumer requirements better.

The examples given are mainly standards and relate to products, services, and an ISO/IEC Guide. Guide 71 helps standards developers to take account of the needs of elderly and persons with disabilities when developing or revising standards.

Many of the examples here appear as case studies in Presentation 5, "Consumer issues in Standards".

Slide 19: New areas

Indicates the newer areas of standardization where there are issues of great importance to consumers. International standards for some of these areas have been identified by consumers. Within these areas, such as public security, aspects of social responsibility and environmental protection, consumers further identified particular priorities. COPOLCO has an important role in drawing together broader consumer concerns and identifying not only individual 'New Work Items' but also potential areas for standardization to benefit consumers.

Slide 20

Concludes the presentation and is self-explanatory. It leads into the second presentation , "Models and Realities" in which the concept of consumer participation is explored and developed.

Discussion questions:

1. How is standardization conducted in your country?
2. How do standards fit within the regulatory framework in your country?
3. How are consumer issues taken into account?
4. What standards are needed in your country?

TRAINER'S NOTES: PRESENTATION 2

MODELS AND REALITIES: THE CURRENT SITUATION OF CONSUMER PARTICIPATION IN STANDARDIZATION

Consumer representation and the contribution of consumers in the development of standards have been described in "Setting the Stage". This presentation considers the influence consumers can have at a policy or strategic level as well as at the technical level. Any model for involving consumers in standards development needs to encourage involvement both in policy and at the technical level.

The presentation considers the "macro" factors that influence the kind of model that a country might consider and includes examples. When delivering this presentation you may want to substitute other examples from your own country or region. It then goes on to describe three national models and one regional model.

Finally, the presentation addresses the problem of the existing barriers to consumer participation, even in countries where there seem to be appropriate structures and processes.

The presentation

Slide 2: Title Slide	Replace this slide to give the correct date and place of your training course.
Slide 3: The current situation	Outlines the content of the presentation.
Slide 4: Where can Consumers be Involved?	<p>Consumers and their organizations can and do exert influence outside their NSB. They can identify problems which could be addressed at least in part by a standard, they can identify where a standard is, for example, not severe enough to give adequate protection. They can then lobby relevant government departments or agencies; they can contact the press and other media, TV and radio can be particularly useful.</p> <p>Within the NSB their influence at a policy level will depend on being in the appropriate forum. This will vary according to the structures of the NSB and is mentioned at the relevant point in the examples.</p>
Slide 5: Policy areas where consumers can make a contribution	This slide is self-explanatory.
Slide 6: Factors affecting consumer involvement	<p>The slide explores the factors which influence the kind of model for consumer representation that is likely to be developed. There are explanations with examples for each of the factors. If you know of other examples, do use them.</p> <ul style="list-style-type: none">• <u>The structure of the standards body</u> An NSB may be a membership and accrediting body of Standards developing organizations, such as the American National Standards Institute (ANSI). It may be a single national body, like British Standards Institution (BSI) in the U.K. The NSB may, in effect, be part of a

government department (usually Department of Trade), a model that is very common in developing countries but also in Japan and Canada. A model that is more common in Europe is for NSBs to be independent enterprises.

Other related variables are: whether relevant stakeholders have to subscribe (pay) in order to participate in the activities of the NSB, as in Germany, or have a right to be involved as in the U.K. and Sweden.

- The geography of the country: The relatively much shorter distances in European countries facilitate physical attendance at meetings, both in terms of time and cost. Argentina and Canada both have very large physical distances. Canada has equipped its consumer representatives with good IT support, enabling them to participate electronically whereas Argentina has not so far, been so fortunate.
- Historical perspective of how societal issues are addressed. In Sweden, a very socially democratic state, society invested this responsibility with the government. Consumer organizations and their participation in standards development is government funded. In the US consumer organizations are membership bodies and there is currently no co-ordinated funding for consumer participation in standards development. The U.K. has a long tradition of public service and people engaging in voluntary work at all levels. In line with this the U.K. has developed a process for representing consumer interests in standards development which depends largely on "non-professional consumer volunteers".
- The organization of the consumers at the national level. In the U.K., for example, there are three main general consumer bodies. 'Which?', is a very active and thriving subscription body, centred on its consumer magazine. The National Consumer Council, on the other hand is funded entirely by government and charged, as a kind of counterbalance, with a particular responsibility for ensuring that the voice of the disadvantaged consumer is heard.

A host of other bodies that are concerned with specific consumer groups or issues (e.g. visually-impaired people, Action on Smoking and Health) are co-ordinated through a third national organization, the National Consumer Federation.

Only having three main bodies makes it easier for the NSB to identify contacts etc. In contrast, in Spain, there are a host of consumer organizations, mainly with a local geographic focus, and there appears to be no national focus.

- The nature of Government: the extent of regulation, market surveillance and the like also have an impact. If the standards body is part of a government department this

may influence its view of the role of standards and hence national priorities, e.g. the balance between promoting trade and consumer protection.

Resources: these are addressed in the presentation "Using Valuable resources".

Slide 7: Models

Needs no explanation.

Slide 8: U.K. national model for Consumer and Public Interest in Standardization

This slide needs some explanation! The turquoise lettering indicates BSI staff. The orange lettering indicates consumer and public interest activities. The Standards Policy and Strategy Committee membership includes the chair of the BSI CPI (Consumer and Public Interest) strategic advisory committee.

The BSI CPI strategic advisory committee membership includes key U.K. consumer organizations and the CPI Co-ordinators. It is supported administratively by the CPI manager (BSI staff). The CPI steering panel consists of nine CPI co-ordinators and is supported administratively by the CPI manager. The co-ordinators are all consumer experts with expertise in particular areas. They are freelance and given a small honorarium, but in reality much of their time spent on BSI activities is given voluntarily.

The co-ordinators liaise with the BSI staff who work in the relevant area: the section heads. They also co-ordinate the activities of the consumer and public interest experts who sit on technical committees nationally, in Europe and internationally. These experts may be individual volunteers or from relevant consumer or public interest organizations and are supported by a member of BSI staff.

The advisory committee organizations, the CPI Co-ordinators, the volunteer and organizational consumer and public interest experts, together with the two CPI staff, form the BSI CPI network.

Slide 9: U.K. national model (BSI/CPI)

The 40 or so individual volunteer network members are supported financially by the U.K. government. This covers their travel and subsistence costs in the U.K., E.U. and internationally.

Slide 10: Argentine national model (IRAM)

This needs no further explanation here. There is much more detail about this in the presentation "The Way Forward".

Slide 11: Canadian national model: Standards Council of Canada (SCC)

Standards Council of Canada (SCC) is a crown agency and part of the Canadian Government. SCC has an advisory committee, the Consumer and Public Interest Committee, that deals with policy issues, priorities and policy aspects of consumer and public interest representation. This committee reports to the governing council of SCC. The Committee's mandate includes both policy and representation issues, and the slide indicates its range of membership.

Standards development organizations in Canada (Currently 4) are licensed by SCC to develop national standards. One aspect of the licence covers stakeholder representation therefore there is some pressure on standards developers to engage stakeholders.

Consumer representation in technical work in Canada is mainly through a network of consumer and public interest organizations, although there are some non-professional representatives. Financial resources are a limitation, but there is some limited central funding for international policy activities.

Slide 12: European regional model, CEN/CENELEC and ANEC

The slide gives enough detail about ANEC. CEN is European Committee for Standardization, the regional European standards development body. Membership is open to NSBs from all the EU countries, accession countries as well as remaining European Economic Area countries (Iceland, Liechtenstein and Norway), and Switzerland.

CEN develops standards covering the same range of activities as ISO. In essence it operates very much like ISO. However, in contrast to ISO and COPOLCO all consumer input (policy and technical) is through ANEC.

CENELEC is the European equivalent of the IEC. Its activities are restricted to electrical standards. Its membership is drawn from the same countries as CEN's.

Slide 13: What skills do consumer representatives need?

Countries that have a model usually provide some additional training. Although some training will be specific to the country in question some of the materials developed by CI and COPOLCO will be useful.

Slides 14-16: Breaking down the barriers

These slides identify the barriers to consumer participation that have been identified as hindering participation at the national, regional or international level. On analysis they can be categorized into those related to process, and those related to behaviour and support (slide 16). This analysis helps to identify actions likely to improve the situation.

Slide 17: Enabling consumer involvement

This slide summarizes the reality. The actions, support and networking that can improve the situation are developed in other presentations.

Slide 18: Relating to your national situation

Here are some questions that trainees might consider.

Discussion questions:

1. Are consumers organized in your country?
2. How do local laws, culture and standards organizations affect consumer representation in standardization?
3. What are the opportunities for consumer organizations and standards bodies to work together? Do consumers have any influence on standards policy now?

TRAINER'S NOTES: PRESENTATION 3

THE WAY FORWARD – DEVELOPING CONSUMER PARTICIPATION

Introduction

The way forward considers two national examples, from Malaysia and Argentina, of how consumer participation in standards development has been improved in recent years. In the case of Argentina, there has been a slow progression from a small beginning. It was necessary to build trust and confidence and this started in a small way. As the benefits of consumer participation became more evident so the relationship between the National Standards Body (IRAM) and the national consumer organizations grew. This is a common route to successful consumer participation.

The Malaysian example shows development over a much shorter period and describes a different route to success through educational activities. As in some other countries, the establishment of a new organization “The Malaysian Association of Standards Users” with commitments from Government and the Federation of Malaysian Consumers Associations, gave an immediate and coordinated approach. Argentina's approach was more gradual.

The presentation

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| Slide 2 | Adapt this slide to give the title date and place of your training course |
| Slide 3:Introduction | Comment that whilst the presentation is specific to Argentina and Malaysia, it shows more generally how relationships can be developed into a successful collaboration. |
| Slide 4:The extremes | <p>This slide describes some common perceptions (and misperceptions). The NSB has an open door and expects consumer organizations to join in as industry does. While industry sees financial benefits in cost savings and great sales potential, a consumer organization (CO) sees intangible benefits that do not fund the costs of direct participation. Hence, the NSB believes consumers are not interested, which may or may not be true – they may have other priorities.</p> <p>A CO needs to understand and measure the value to its work of participating in standards development. This can then be used to seek the resources it needs.</p> <p>It is a common misconception that COs need high technical expertise to participate. They don't – they bring their own consumer expertise that is unique and valued by other stakeholders.</p> |
| Slide 5: Issues considered | <p>There are many different models of consumer participation in standardization. These will depend on:</p> <ul style="list-style-type: none">• Resources of the NSB and CO• Commitment of the NSB and CO• The legal framework• Geographic considerations – widely spread population e.g. Canada, or a more densely populated country with a well-defined accessible centre. |

(See "Models and Realities" for more about these factors.)

Hence, Argentina considered the specific conditions prevailing in their country and you will find it very valuable to do the same.

It is important to consider goals and effectiveness. Goals can be short and long-term. With the goal of broad consumer participation but with very limited resources and available time, consumer representatives had to start in a very limited way to build the confidence of both NSB and CO and to demonstrate real successes.

After the effectiveness of consumer participation was proven, an increase in resources to broaden participation seemed more justifiable. More detail of how things developed will be described in a later slide.

Slide 6: Argentina's consumer perspectives

DEVCO/COPOLCO training events have proved very positive for the continued development of consumer participation in standards development in Argentina, both for the formal training and networking opportunities.

If the NSB is unresponsive to an approach by a CO, ISO's recommendations provide a valuable reminder to the NSB of their responsibilities and it may be useful to encourage them to take consumers seriously.

However, consumer organizations also need to be aware that NSBs have funding constraints and may have to restrict their support more than they would ideally like to do.

COs that choose to use the recommendations need to do so in a spirit of cooperation and not confrontation, which can easily close a partially open door! However, in general doors are open to a CO approach.

But now to the negatives:

In Argentina, the CO did not understand what the NSB did or how it went about its business. So whom do you approach at the NSB?

- Ask who is responsible for committee membership
- Ask if they have anyone specifically interested in consumers
- Ask if they are members of COPOLCO and who is the named COPOLCO member
- Ask to be invited in to learn more about how the NSB goes about standards making. This will help inform COs how to get more directly involved.

The consumer role is to provide insight into the real use of products and services and to provide an external perspective that manufacturers and suppliers often miss, such as common misuse.

The need for resources recurs often. It is often necessary to start in a small way as Argentina did. As the benefits of consumer participation become understood, it becomes easier to justify increases to both CO priority setting and participation and NSB support.

So how did consumer/NSB relationships develop in Argentina?

Next slide

Slide 7: What did we do?

Argentina started at the top! Others, however, may need to find another way. Look for “champions”: Individuals within the NSB or CO that can quickly see the benefits of consumer participation. Then use these champions to gain information and advice on how best to make a positive impact on the other body (whether NSB or CO).

The Argentine CO found it was important to build relationships on positive attitudes emphasizing the mutual benefits of consumer participation.

Slide 8: What resources did we have?

Argentina’s Consumer Organization started small by using their existing activities to underpin and support the work of the engineer and technical advisor.

They found there was no need to be over-awed by the technical expertise of the industry and governmental representatives on the standards committees. Argentina’s two consumer representatives brought their own specialist consumer expertise.

It is also worth noting that standards committee members working within the detailed drafting of their standards may lose sight of the wider picture. By asking the simple question or commenting on something that looks odd to them, the consumer representative can change the perspective of the whole committee – it’s called common sense!

Slide 9: What did we think?

Consumers needed to be careful to make comments on consumer issues and not stray into non-consumer or specific technical areas outside their knowledge.

Participation in the process allowed the two consumer representatives to learn new skills and broaden experience that fed back into their own later work. This built the confidence of the consumer representatives and acceptance of their input by other members of the standards committees.

Slide 10: What we found

Consumer organizations often complain that the development of a standard takes too long. However, it takes time to change minds and resolve difficult issues. This can be turned to advantage, allowing consumer representatives time to learn and to influence committee members.

Time is also needed to build alliances, to see who supports or will promote your views. One tactic was to work with like-minded people to influence the committee, especially if they are dominant characters – that is, people who seem to be listened to whenever they speak! Support may come from surprising sources including industry representatives.

Where there are difficult or “sticking” points the consumer representatives sometimes deferred discussion to a later meeting to allow time for thought and informal contacts to suggest ways forward.

Whether the work is to develop a national standard or an international one, contact with other consumer organizations may provide insights and ideas that help to get consumer views across.

From the negative perspective:

- In an existing committee or mature industry many people already know each other and consumer representatives can feel very isolated. However, there is time to get to know people and to build alliances (lunch, coffee breaks).
- In Argentina, the consumer representatives found weaknesses in what they knew – the need is to bridge these gaps as soon as possible. They used informal opportunities to ask questions and to develop knowledge.
- Sometimes, a high level of technical knowledge is required. How this is handled depends on the importance of the consumer issues. If very important, it is necessary to build expertise or seek experts that can help, or otherwise seek another solution.

In Europe, where resources are relatively good, ANEC, The European Consumer Voice in Standards, uses volunteer consumer representatives on most of the relevant European Standards Committees, but in one or two highly technical areas e.g. traffic, information technology, they have paid consultants to represent them.

Slide 11: What is effective?

The message here is not to be afraid to ask questions, both in the formal meetings and breaks – and keep on asking! Research before a meeting is also very valuable. The provision of hard data can ensure that a committee considers the implications of what you provide. It is hard to argue against an objective set of data.

One of Argentina's main sources of information is their comparative testing resources. There are many other sources including governmental accident data, reports by NGOs and academia. It is useful to network with other organizations and use the internet (if available) to get the information you need.

There is no guarantee consumer representatives will be listened to immediately, but the Argentine representatives stayed and expressed their views. A view put forward by a consumer representative may be rejected at one meeting and accepted at a later one. Another stakeholder representative may bring this view up at a later meeting and it becomes accepted. It sometimes just takes time for the message to "sink in".

An important lesson is not to be discouraged if all points are not accepted: it is the overall achievement of the standard that counts, and it is possible as well to influence a future revision of a standard.

Slide 12: Is it enough?

So from Argentina's perspective – what are the keys to success? The NSBs need to do more than tell consumers the door is open.

They need to:

- Encourage them;
- Ensure a named person to maintain contacts;
- Develop relationships.

This is a shared responsibility. Consumer organizations need to:

- Build expertise in standardization
- Keep approaching the NSB

It worked for Argentina, where from a small beginning cooperating at a strategic level, consumer organizations are now expanding into technical areas of standardization.

Slide 13: What has IRAM done

This slide describes the actions taken by the Argentine NSB. The open door policy was a first step, but to make a real difference a commitment from the National Standards Body and/or Government to assist and support the participation of consumers in standards development is essential.

Then it is necessary to find cost-effective ways of gaining and maintaining strong links with consumer organizations and consumers.

From the Consumer Organization perspective, it is important to respond to any approach by the National Standards Body and to develop an on-going relationship, or to be pro-active in seeking a closer relationship, using the arguments and support materials much as Argentina has done.

Slide 14: Malaysia's experience

The Malaysian Association of Standards Users ("Standards Users") is a more recent initiative than the Argentine experience that has developed over a decade or more.

The initiative has moved ahead rapidly due to the support and assistance from the National Standards Body and FOMCA. In 2007 "Standards Users" received a three-year funding programme from the National Standards Body, DSM, and other support from the Ministry of Domestic Trade and Consumer Affairs, and other government-affiliated companies.

Slide 15: Education

Some programmes have concentrated in engaging with students, adults and teachers to raise awareness and interest in the benefits of standardization.

- **Educational materials**

Education materials are used whenever Standards Users conduct outreach programmes at schools and during training. The materials definitely facilitate understanding among the participants and teachers and enhance effectiveness of the activities carried out. Standards Users were able to:

- Increase the frequency of conducting school outreach programmes and training sessions.
- Influence and increase participation in an essay competition

- **Training courses**

The training sessions are designed for teachers, especially those who play advisory roles for consumer clubs or other student associations in schools. The teachers are given the education materials above and coached on how to use them for maximum

results. For "Standards Users" the teachers then become:

- contact points whenever they need to conduct school outreach programmes ,
- Liaisons to gather participants and conduct activities related to standards and consumers in schools.

Slide 16: Outreach

Essay contest:

The pre-requisite to participate in the essay competition was for the participants to submit a questionnaire, based on their knowledge of standards and consumers in Malaysia. Questions included, "Who is the NSB? Who represents consumers? What are standards and why are standards important? There are four choices of answers. In the course of three years (2005 to 2007) Standards Users witnessed:

- An increase in right answers, and an increase in participation, therefore
- More participants put in a situation where they need to do some reading and seek information in order to answer the questions and write their essays. This enhanced their understanding of the importance of standards for consumers.

Slide 17:
Supporting
resources

ISO and Consumers International provide many supporting resources
(This is covered in more detail later)

But comment here on national and regional partners:

- NSB support varies greatly from country to country but it is well worth approaching an NSB to see what is available
- The same holds true for government agencies
- NGOs also may have relevant information and support resources that can help with specific issues, e.g. disability

Discussion questions

1. What were your perceptions about your NSB/Consumer Organization(s) and how do the experiences of Argentina influence your thinking?
(Refer to Slide 4 for Argentina's initial perceptions and the rest of the presentation for possible answers)
2. What conditions exist in your country that will affect the type of consumer participation model that will suit your circumstances?
(Refer to slide 5 and its notes)
3. Looking at Argentina's experience of what is effective (Slide 11): Do you agree with their assessment? Are there other things that may help you in developing an effective way forward?
4. The Malaysian experience is very different to that of Argentina. Which elements from each approach do you think might be useful to try to develop in your situation?

TRAINER'S NOTES: PRESENTATION 4 USING VALUABLE RESOURCES – NETWORKS AND ACCESSING KNOWLEDGE

"Using valuable resources" builds on the presentations, "Setting the stage", and "Models and realities". To some extent the case studies presented in "The way forward" also illustrate how a country can develop its consumer representation when it draws on some of the resources available. This presentation describes the structures and organizations that are available to help consumer representatives and consumer organizations engage productively in standards work at all levels. It shows how the International Organization for Standardization (ISO) facilitates consumer interest representation at the international level, and how consumer interests can connect with the ISO network through the National Standards Body in each country.

This presentation also demonstrates the relevance of ISO's forum for developing countries and suggests that the interests of consumers and developing countries in standardization often converge. Finally, it highlights Consumers International's role in coordinating consumers' voice in standards work and explains the relationship of Consumers International to key work taking place within the ISO System.

In this presentation, it is important to emphasize that consumer representatives and consumer organizations do not have to work in isolation. With a little bit of research and initiative, they are able to connect with organized networks which can help them pool their knowledge and resources, and engage their views in an optimal way.

The presentation

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| Slide 2: Title | Replace this slide to give the correct date and place of your training course. |
| Slide 3: Helps | <p>COPOLCO stands for ISO's Committee on consumer policy. DEVCO stands for ISO's Committee on developing country matters.</p> <p>CI is a worldwide federation of consumer groups dedicated to protecting consumer's rights. There are many international agencies and non-governmental organizations having a direct interest in favourable outcomes for standards, and some work actively with ISO. More about this appears at the end of the presentation.</p> |
| Slide 4: Structure | <p>COPOLCO and DEVCO are policy development committees reporting to the ISO Council, which is ISO's "executive board". Their activity, respectively in consumer affairs and developing country matters, impacts both policy and standardization matters within ISO.</p> <p>COPOLCO does not produce standards, but makes suggestions for new standards work and recommendations on standardization matters.</p> |
| Slide 5: Networks | <p>It is important to emphasize the difference between the memberships of ISO's policy committees on the one hand, and CI on the other hand.</p> <p>Delegations to COPOLCO often include other stakeholders than just NSB staff. ISO's stated policy recommends varied stakeholder participation in all committees.</p> <p>As a liaison organization, CI attends COPOLCO's meetings and participates actively in COPOLCO's plenary and working groups.</p> |

Slide 6: Membership	<p>Over the years, the membership of COPOLCO has evolved to include progressively more developing countries. That is why the connection with DEVCO is so important.</p> <p>The Organisation for Economic Co-operation and Development, another liaison organization, exchanges information and views with COPOLCO, particularly on "global market" issues such as e-commerce and customer satisfaction.</p>
Slide 7: Role	<p>The last four bullet points explain COPOLCO's role and are a simplified version of its terms of reference (see "distance learning" module for the exact Terms of Reference of COPOLCO).</p>
Slide 8: Activities	<p>This slide gives a broad overview of what COPOLCO does.</p> <p>COPOLCO provides its members with a variety of services: information, networking, training, and especially - a meeting point to make decisions and debate new proposals for ISO to consider.</p>
Slide 9: Participation	<p>Any ISO full member may join COPOLCO, either as a participating or observer member. Correspondent members of ISO may be observer members in COPOLCO. A simple written request is enough.</p> <p>There are two ways for a CO to link with COPOLCO:</p> <ol style="list-style-type: none"> 1) Contact the country's NSB and ask about it, or 2) Contact a local member of Consumers International: CI has direct representation in COPOLCO.
Slide 10: Communication	<p>The COPOLCO Secretariat administers the COPOLCO programme, including COPOLCO's working groups, and is based at the ISO Central Secretariat in Geneva, Switzerland. This slide shows that communication between consumer bodies at the national level and the COPOLCO Secretariat is indirect; it is through the NSBs. If consumer bodies are CI members, it is through the CI Office.</p> <p>THEREFORE:</p> <p>It is vital for NSBs and CI to be a reliable "bridge"; i.e. facilitate engagement.</p> <p>It is equally vital for national consumer bodies and CI members to be proactive!</p>
Slide 11: Groups	<p>There are also working groups which write and revise "Guides": documents giving best practices to standards-writers on broad themes such as services.</p> <p>The annual workshop addresses a different theme each year of interest to consumers. See <i>ISO Online</i> www.iso.org (Consumers/workshops) for a complete list of topics and proceedings. This information is publicly available.</p> <p>The working groups are open to consumer experts from all COPOLCO member countries. Participation is possible by correspondence. This is a good way to become involved in COPOLCO activities.</p>
Slides 12 & 13: Publications	<p>A distance learning manual – a self-learning guided introduction to consumer interest representation – have been made available online in the course of 2008. These publications can all be found on <i>ISO Online</i> www.iso.org (Consumers/Publications).</p>

Slides 14-16: DEVCO and DEVT	<p>Emphasize the following:</p> <ol style="list-style-type: none"> 1) ISO/DEVCO is the policy committee for strategy definition, monitoring and exchange of information. 2) ISO/DEVT means Development and training services. It builds capacity among the developing country members of ISO. 3) DEVCO identifies key strategic areas in the Action Plan. Among other things, DEVT organizes workshops and training in key standards areas, including but not limited to: Social responsibility (SR), Food safety, and management systems standards. Big implications for consumers!
Slides 17-18: CI identity, membership	<p>Consult www.consumersinternational.org</p> <p>Emphasize that CI has global coverage and has engaged with standards-related issues for many years. This is just one aspect of its advocacy and campaigning work.</p> <p>CI has strict criteria to ensure independence of its views; it takes NO corporate donations or support.</p>
Slides 19: CI Objective	Self-explanatory.
Slide 20: CI's involvement	<p>Point out that CI recognizes that standardization has expanded into many more consumer-oriented areas in recent years. Standards are increasingly used as a basis for national legislation, hence their value for consumer protection.</p>
Slide 21: CI role in standards	<p>The IEC is the International Electrotechnical Commission.</p> <p>ISO: CI participates in other ISO and IEC Technical and advisory Committees as well as COPOLCO. It operates both at national level, through its members, and international levels.</p> <p>CI prioritizes its involvement in standards and changes its areas of focus periodically. Consult CI's website to stay up to date with latest developments!</p>
Slide 22: CI Networking	<p>CI provides valuable resources to its members. Here is a list of just a few of them.</p>
Slide 23: Policy papers	<p>In recent years, CI has developed specific guidance for consumer representatives involved in standards work. Its members have an important monitoring role in the implementation of standards.</p>
Slide 24: CI doing training	<p>CI has collaborated very intensively with COPOLCO and DEVCO on a series of basic training courses on consumer participation in standardization from 2003 to 2007. These took place in Bangkok, Cairo, Prague, Toronto, Kuala Lumpur (Malaysia), Gaborone (Botswana) and Vienna, Austria.</p> <p>This is the 2005 seminar in Toronto, where the CI Policy Advisor, Sadie Homer, is standing in front of the flipchart, and the past CI President, Marilena Lazzarini (the lady with glasses), is seated facing us.</p>
Slide 25: Other opportunities	<p>Look at Web sites and do other research to find out what other organizations are interested in the same issues you are! Here is a translation of the "alphabet soup" of acronyms on the slide.</p> <p>World Standards Day: October 14 annually. For more information, contact your NSB (see list on ISO Online www.iso.org)</p>

UNIDO – United Nations Industrial Development Organization
UN/ECE – United Nations Economic Commission for Europe
WHO – World Health Organization
SIDA – Swedish International Development Cooperation Agency
EU – European Union

Discussion questions:

1. What resources are available?
 - 1a) For consumer organization representatives: what are the resources available to consumer organizations in your country?
 - 1b) For standards professionals: what resources are available to enable you to engage with consumer or other stakeholder interests?
- 2) Is your organization aware of resources available to it?
- 3) Perhaps there is little awareness and cooperation in your country on a particular consumer issue that you consider to be important.
 - 3a) What can you do to improve the situation?
 - 3b) What can your organization as a whole do to improve the situation?

TRAINER'S NOTES: PRESENTATION 5

SOME CONSUMER ISSUES IN STANDARDS – CASE STUDIES

This presentation is rather different from the preceding ones. The PowerPoints are designed so that they can be used as one presentation to illustrate the ways that consumers can influence standards development – from the inception of a standard to its completion. The individual examples can also be used separately to illustrate points in other presentations or to lead discussion, answer questions etc. The examples given can be interspersed with examples from your country; indeed local examples, or ones with which you are familiar, make a presentation more immediate and appealing to the audience.

The presentation provides two longer case studies or examples – the development of the ISO/ IEC Guide 76, *Development of service standards – Recommendations for addressing consumer issues*, and SR (Social Responsibility). These are followed by six further examples: three relating to product standards, two relating to services and one to customer satisfaction.

Slide 2	Replace this slide to give the correct place and date for your training course.
Slides 3: Guide 76	ISO/IEC Guide 76 is a document for use by experts who write standards, which will help them design a service that is more likely to provide customer satisfaction. It can be used to develop standards for use by any type of organization, and by any type of service.
Slide 4: Need for a guide	An increasing number of standards are being developed in the services sector. ISO/COPOLCO saw a need for a guide that provides an introduction to how key consumer principles (given in the third bullet point) relate to standards development. Without the guide, some of these principles were being missed by standards committees as they developed their standards.
Slide 5: What it covers	It is important to stress that the aim of the guide is to provide practical help to those developing standards in the service sector. The checklist provides a simple tool and is backed up with examples to encourage use of the guide.
Slide 6: Communication	Product standards often include requirements for purchase information and instructions for use. Standards for services tend to rely very much more heavily on communication at every stage of the process. This needs special attention by the standards developers if consumer expectations are to be met.
Slide 7: Tools for services	Guide 76 is one of a series of guides and standards that can assist consumer representatives and standards committees when developing their standards for the service sector. Trainees need to know these guides exist and where to find them when dealing with consumer issues in standardization.
Slide 8: Social responsibility	Social responsibility is a new area for ISO. The proposal to develop a standard in this area stimulated an unusual amount of interest on the part of representatives of labour, civil society and industry. ISO undertook a great deal of international consultation (a COPOLCO workshop and research project, followed by an international workshop under the auspices of its standards policy programme, among other measures).

In order to ensure that the standard would adequately reflect the constituency it is supposed to serve, a multi-stakeholder strategic advisory group proposed a new way of working to develop this unique and important standard, to promote a balanced multi-stakeholder working group with participation that included developed and developing countries.

A public Web site exists with more information: www.iso.org/sr .
Trainers are strongly urged to consult this web site.

Slide 9: SR –
Solution

In addition to ensuring the right balance of stakeholders being represented in the SR group, measures were taken to ensure the correct regional balance as well. As SR is just as much a matter for developing countries, it was crucial to ensure their participation in the process, both at working group meetings and during comment periods. Donor funding was secured to allow this.

In addition, the SR working group established a separate Trust Fund to sponsor participants from developing countries as well as developed countries (in the latter case, from liaison organizations).

Slide 10: SR –
Result

ISO requested its members to submit nominations according to six distinct stakeholder groups: industry, consumers, government, labour, non-governmental organizations and "service, support, research and others" (SSRO - including academia). The experts each have equal rights and serve in a personal capacity representing their stakeholder category. This is significant because it represents a departure from normal ISO procedure where a national brief is prepared before a meeting.

Slides 11 and 12:
Lifejackets

By the time international standardization of life jackets and buoyancy aids started in the late 1980s, the Nordic consumer agencies had already had their common safety guidelines for these items for more than a decade. Nordic representatives were therefore concerned when the convenor of the working group for a new standard for lifejackets indicted early in the process that only the highest possible safety level of these garments was acceptable.

The consumer representatives, however, felt that the new safety standards should also include such criteria as comfort, fashion and various practical features so that fishermen, canoeists, water-skiers and others would be more inclined to use this equipment.

As a result, three consumer standards for lifejackets and buoyancy aids were developed (EN 393, EN395 and EN 396), representing various levels of safety, and thereby stimulating the use of an important type of equipment.

Slide 13:
Contraception

This is a case where consumer representatives were involved in the revision of an existing international standard. The consumer representative came from a developing country with a tropical climate. She realized that the test methods in the standard assumed that condoms would not be exposed for prolonged periods to high temperatures during transport and storage. Such a situation was unrealistic in a hot climate in a developing country. She worked hard to persuade the committee to accept that the standard needed to take account of the real situation in many countries. The revised standard eventually contained realistic

testing and performance criteria.

To get the standard right is only one aspect of consumer protection. It needs to be implemented and enforced in order to ensure protection. In this case unless it is widely enforced, condoms which do not meet the standard can still be available in countries without surveillance and enforcement. So, although the improvement to the standard is a major step in the right direction, it is not an answer in itself.

Slide 14: School buses

Shafik and Lila Kent's 10 year old daughter dropped a box of raisins on the road when she was crossing in front of the school bus on her way home from school. It was a cold, wintry day in Montreal and the windows and mirrors of the bus did not allow the driver to see Anna. Tragically, Anna was killed. This was not the only fatality and, following this horrible accident, the parents became involved in an association of parents who had lost children in school bus accidents. They advocated for improved school bus safety.

When CSA was updating its school bus standard, it approached Mr. Kent and asked him to serve on the Technical Committee. Mr. Kent was an engineer by profession. He agreed to serve, recognizing that it would be very difficult, but feeling that there was an opportunity to turn their personal tragedy into improved safety for other children.

The Technical Committee took Mr. Kent's recommendations seriously and the next edition of the standard not only included requirements for crossing arms at the front of buses, but it also put in requirements for improved defrosting systems and mirrors, something that was particularly important in Canada's winter driving conditions. Mr. Kent was highly respected by the other members of the committee for his outstanding personal contribution to this standards work and childhood injury prevention.

This example demonstrates that consumers working together can have an impact. In this case they were helped by Mr. Kent's professional background as an engineer, so he understood the test methods and the potential for change in the standard. Because of his personal loss he was also highly motivated. Fatalities are powerful motivators for the development of improved protection including standards.

The crossing arm is on the front of the bus. When the bus stops and lights go on, the crossing arm comes out to protect the children from being hit. Once the kids cross the crossing arm goes back in.

Slide 15: Water safety

Consumers International was invited to participate in the newly formed ISO Technical Committee 224, covering service activities relating to drinking water supply and sewerage. The original intention was to address the "connected" pipe and sewer systems of the richer countries. The CI representative argued successfully for increasing the scope to include the development of standards for non-integrated networks characteristic of poorer countries, wells, bulk delivered water, pit latrines, septic tanks, and other

non-connected systems. Obviously some of these additional aspects will be relevant to rural areas and emergency systems in the richer countries too.

Slide 16: Leisure diving services

Scuba diving can be very dangerous. One mistake under water may result in death. The leisure diving industry was very concerned that anyone could buy scuba diving equipment and take people diving without the necessary experience and qualifications. A series of standards were commissioned to differentiate between qualified and unqualified service providers and diving instructors.

It is interesting to note that although these standards are for the services provided, they refer to product standards to ensure that all aspects of the activity are safe.

There was much discussion within the standards committee as to how requirements for the services could be verifiable. Some committee members did not think this was possible for a services standard. It was the consumers who insisted that all requirements needed to be verifiable, and showed how this could be achieved. Since this work, ISO/IEC Guide 76 has been published and this would have been a very valuable resource to support the consumer position and hasten agreement on this fundamental point.

Slide 17: Complaints handling

This standard (ISO 10002) was developed as a result of an initiative by ISO/COPOLCO. At the time there were two rather different national standards in existence and others in preparation. COPOLCO could see that, with the development of the global market and internet purchasing, there was a strong case for an international standard. Complying with such a standard could also be one way a company could satisfy aspects of ISO 9001.

As consumers were involved from the inception, the outline scope of the standard already took account of consumer concerns. During the development of the standard the consumer representative was able to ensure that the standard gave guidance on managing companies from those with a visual or hearing impairment. The representative also ensured that the standard was relevant and could be implemented by all manner of organizations including small organizations and non-commercial providers such as public hospitals.

This standard is one of three that address different aspects of customer satisfaction. The other two are on external dispute resolution (ISO 10003) and market-based codes of conduct (ISO 10001). All three were developed as a result of consumer initiatives and consumers have been active in their development.

TRAINER'S NOTES: PRESENTATION 6

BRINGING SOLUTIONS HOME – DEFINING THE SCOPE FOR AN “ACTION PLAN”

Introduction

This presentation explores what actions NSBs and Consumer Organizations can take at a national level and encourages collaboration. It covers the need for the development of an action plan to ensure the lessons learned from the previous presentations and workshop sessions in this series result in real progress in consumer participation in standardization.

The main elements of a suitable action plan are described and consideration is given to what the NSBs and consumer organizations can do to ensure that realistic priorities are set. If the plan is to be successful there is a need for an on-going dialogue between the NSBs and consumer organizations and for regular re-adjustments and up-dating of the plan as it is put into operation.

The slides in the presentation are mainly self-explanatory and the detailed notes below provide some key points to bring out and some additional information that may help your presentation.

The Presentation

- | | |
|---------------------------------|--|
| Slide 2 | Adapt this slide to give the title date and place of your training course. |
| Slide 3: Outline | This slide provides an outline of the presentation. |
| Slide 4-5:
Looking forward | These two slides remind your trainees of the broad outline of the previous sessions to ensure the messages have been received and understood. |
| Slide 6: A good action plan | A good action plan needs to cover all elements listed in this slide if it is to support a successful collaboration between NSBs and consumer organizations. However, people need to be pragmatic and to develop at a speed that builds on successes and on increasing confidence between the parties involved. You may not achieve all objectives at the first attempt! |
| Slides 7-11:
Actions to take | These five slides, the main ‘body’ of the presentation, describe what should be done by the NSB and consumer organization (CO) if consumer participation in standardization is to be successful. Emphasize that these are actions that could be taken and that trainees should consider what is likely to be most successful in their situation in the short, medium and long term, taking account of existing and potential financial and other resources. It is then possible to prioritize actions to build on success. As you go through these slides, it is valuable to discuss with trainees why these individual actions are important and how NSBs and COs might best address the actions in your situation. |

- Slide 12: What to consider today The previous five slides having discussed **what** actions need to be considered, this slide emphasizes the need to start while the lessons from this training are fresh in the mind. It provides some suggestions as to **how** the relationship between the NSB and CO can be channelled into an action plan – recognizing that there may be gaps, particularly in early stages of collaboration.
- Slide 13: Future Actions To ensure that any initial enthusiasm is channelled into on-going success, it is important to set a date to review progress. This should lead to regular review dates, possibly on an annual basis once an action plan has been agreed, so that it is regularly kept up-to-date, recognizing changing priorities and the arrival of new challenges that need to be taken into account.

Discussion questions:

Note: Trainees should be given copies of this presentation before attempting these questions.

1. In your situation, what actions do you think your Standards Body (NSB) and consumer organization(s) should consider for inclusion in an action plan?
2. What are the barriers to consumer participation in your situation and how might they be overcome?
3. Can you draw up a timescale for the development and implementation of an action plan? Who might be involved and what would help to ensure a plan is developed and implemented?
4. Whom could I usefully contact, and when?