

# Making your city smoke-free workshop package

Workshop guide



World Health  
Organization

#### **WHO Library Cataloguing-in-Publication Data**

Making your city smoke-free: workshop package.

Contents: Participant's workbook – Workshop guide

1.Smoking - prevention and control. 2.Tobacco smoke pollution - prevention and control. 3.Tobacco smoke pollution - legislation and jurisprudence. 4.Cities. 5.Urban health. 6.Teaching materials. I.World Health Organization.

ISBN 978 92 4 150604 5 (Participant's workbook)

(NLM classification: WM 290)

ISBN 978 92 4 150605 2 (Workshop guide)

#### **© World Health Organization 2013**

All rights reserved. Publications of the World Health Organization are available on the WHO web site ([www.who.int](http://www.who.int)) or can be purchased from WHO Press, World Health Organization, 20 Avenue Appia, 1211 Geneva 27, Switzerland (tel.: +41 22 791 3264; fax: +41 22 791 4857; e-mail: [bookorders@who.int](mailto:bookorders@who.int)).

Requests for permission to reproduce or translate WHO publications –whether for sale or for non-commercial distribution– should be addressed to WHO Press through the WHO web site ([www.who.int/about/licensing/copyright\\_form/en/index.html](http://www.who.int/about/licensing/copyright_form/en/index.html)).

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted lines on maps represent approximate border lines for which there may not yet be full agreement.

The mention of specific companies or of certain manufacturers' products does not imply that they are endorsed or recommended by the World Health Organization in preference to others of a similar nature that are not mentioned. Errors and omissions excepted, the names of proprietary products are distinguished by initial capital letters.

All reasonable precautions have been taken by the World Health Organization to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

# **Making your city smoke-free**

## **Workshop guide**

---

## CONTENTS

<b>Introduction</b>	4
<b>Acknowledgements</b>	5
<b>Workshop overview</b>	6
Background	6
Workshop objectives, skills development and outcomes	6
Preparing for the workshop	7
Workshop structure and content	9
Workshop evaluation	10
Follow-up plan	10
<b>Workshop programme and guide</b>	11
Proposed workshop schedule	11
Group assignment and facilitators	13
<b>Part I: Introduction to the “making your city smoke-free” Workshop</b>	14
Session 1: Workshop overview	14
Session 2: Tobacco use epidemic and smoke-free cities	15
<b>Part II: Strategic planning sessions</b>	17
Session 3: Assessment of current situation	18
Session 4: Policy	23
Session 5: Enforcement	25
Session 6: Information and communication	28
Special session: Learning from local experience	31
Session 7: Stakeholders	32
<b>Part III: Wrap-up</b>	34
Session 8: Consolidation and wrap-up	34
<b>Annexes</b>	37
Annex I: Group exercise examples	37
Tool #1: Spidergram assessment (Session 3)	37
Tool #2: Barrier analysis (Session 3)	38
Enforcement scenario (Session 5)	39
Tool #6: Communication plan (Session 6)	40
Tool #7: Influence and interest grid (Session 7)	40
Annex II: Participant’s evaluation sheets	43

# INTRODUCTION

This Workshop guide is part of the materials designed to provide a sample training infrastructure and guidance for facilitators in preparing and delivering a “Making your city smoke-free” workshop. The materials in this guide may be adapted by the facilitators to meet local needs.

The “Making your city smoke-free” workshop is specifically designed to facilitate strategic planning and action at city level aiming the implementation of a comprehensive smoke free policy. The purpose of this training is to equip relevant city teams with the basic knowledge, skills and tools of adult education and with the specifics of promoting, developing, implementing, and enforcing comprehensive city legislation to protect the public and workers from exposure to second-hand tobacco smoke.

The workshop methodology and format are both based on three main source documents:

- “Making cities smoke-free” – a publication of the World Health Organization addressed to mayors and their staff as well as other city officials in order to prepare and implement smoke-free legislation that is popular, followed and effective in improving health (available at: [http://www.who.int/tobacco/publications/second\\_hand/making\\_cities\\_smoke\\_free/en/index.html](http://www.who.int/tobacco/publications/second_hand/making_cities_smoke_free/en/index.html));
- “Building Capacity for Tobacco Control – Protect people from tobacco smoke: smoke-free environments” – a training package of the World Health Organization and International Union against Tuberculosis and Lung Disease (The Union) (available at: [http://www.who.int/tobacco/publications/building\\_capacity/en/index.html](http://www.who.int/tobacco/publications/building_capacity/en/index.html));
- “Stakeholder mobilization for a smoke-free city” – a workbook of the WHO Western Pacific Region (available at [www.wpro.who.int](http://www.wpro.who.int)).

The workshop materials were tested in 2011 during a pilot training workshop conducted in the Philippines (Makati) and revised in line with lessons learnt and suggestions shared by facilitators and participants.

# ACKNOWLEDGEMENTS

The “Making your city smoke-free” workshop materials were produced thanks to the collaboration of several institutions and individuals. Mina Kashiwabara (World Health Organization Western Pacific Region) coordinated the preparation and production of materials in collaboration with Francisco Armada and Loic Garcon of the WHO Kobe Centre for Health Development; Miriam Nave and James Rarick of the World Health Organization Western Pacific Region; Armando Peruga and Luminita Sanda of the World Health Organization Headquarters. This joint work was supervised by Alex Ross (WHO Kobe Centre for Health Development), Susan Mercado (World Health Organization Western Pacific Region), and Douglas Bettcher (World Health Organization Headquarters).

Administrative support was provided by Yoko Inoue, Maria Angela Pestano, Jean-Michel Pedroso.

We thank all city teams that participated in the pilot workshop conducted in Makati, the Philippines, in 2011, i.e. Changchun, Harbin, Qingdao, Shenyang, Tianjin (China), Gwangmyong (Republic of Korea), Johor, Penang (Malaysia), Ulan Bataar (Mongolia), Puerto Princesa, Santa Rosa, Tagaytay (the Philippines), Hue City (Viet Nam), as well as the observers from Japan and Tonga. Their contributions were critical to the preparations of these materials.

# WORKSHOP

## OVERVIEW

### BACKGROUND

Tobacco is the leading preventable cause of death in the world today and a major contributor to the increasing burden of noncommunicable diseases. It is estimated that 6 million people die from tobacco-related disease each year. Knowledge and understanding of the impact that smoking has on health is well established. But there is less public awareness of the effects of second-hand smoke (SHS) on health.

Each year, 600 000 deaths are attributed to exposure to SHS. There is strong evidence concerning the hazards of exposure. For instance, SHS exposure has been clearly linked to heart attacks, strokes and acute respiratory conditions. There is also new evidence to show that SHS can alter DNA even after brief exposure. Despite the fact that the International Agency for Research on Cancer (IARC) has classified SHS as a carcinogen, only 11% of countries have comprehensive laws to protect people from exposure to SHS.

There are many reasons why it has been difficult to pass national legislation to ban indoor smoking. Tobacco industry interference in national policy-making is a major barrier.

At local levels, however, there has been greater promise for strong tobacco control measures. Municipalities, cities, provinces, prefectures and other local government units are increasingly important intervention points for public health. Subnational legislation can usually be passed more easily because local leaders are directly accountable to the people, and communities and civil society advocates can be more readily mobilized for policies on issues where there may be competing interests. For example, among the 100 biggest cities in the world, 22 have measures to protect people from SHS, 13 of which use subnational legal mechanisms (e.g. Mexico City and New York City).

The “Making your city smoke-free” workshop focuses on the local level. It is designed to facilitate preparation and implementation of local smoke-free legislation. The workshop is based on a recently published report *Making cities smoke-free*<sup>1</sup> developed by the Tobacco Free Initiative (TFI) of the World Health Organization (WHO) together with the WHO Centre for Health Development in Kobe, Japan. The methodology was adapted from Building capacity for tobacco control: training package 1 (*Protect people from tobacco smoke: Smoke-free environments*)<sup>2</sup> developed by WHO and the International Union against Tuberculosis and Lung Disease, and the workbook Stakeholder mobilization for a smoke-free city developed by TFI in the WHO Western Pacific Region.

### WORKSHOP OBJECTIVES, SKILL DEVELOPMENT AND OUTCOMES

The workshop aims to promote and facilitate the adoption and implementation of subnational smoke-free policy. The workshop provides tools to strengthen the capacity of municipalities to implement and enforce local smoke-free interventions, thus contributing to increasing the proportion of the world's population that is properly protected from SHS.

---

1 *Making cities smoke-free*. Geneva, World Health Organization, 2011 [[http://whqlibdoc.who.int/publications/2011/9789241502832\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789241502832_eng.pdf), accessed 26 August 2012].

2 *Building capacity for tobacco control: training package. Protect people from tobacco smoke: Smoke-free environments. Facilitator's guide*. Geneva, World Health Organization and International Union against Tuberculosis and Lung Disease, 2011 [[http://whqlibdoc.who.int/publications/2011/9789241501354\\_TP1\\_facilitators\\_guide\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789241501354_TP1_facilitators_guide_eng.pdf), accessed 26 August 2012].

**The objectives of the workshop are:**

- to present the *Twelve steps* and the model ordinance for successful local smoke-free interventions;
- to provide an opportunity for local smoke-free actors to build a network and to share and learn from the smoke-free experiences of others;
- to identify an effective mechanism to facilitate local smoke-free interventions.

**The learning objectives for the workshop participants are:**

- to understand the rationale for initiating local smoke-free interventions;
- to understand the means to implement the *Twelve steps* and the model ordinance;
- to understand the current local tobacco-control situation and to identify feasible actions;
- to foster a common understanding of the needs and goals regarding the development, implementation and enforcement of smoke-free policy in participants' areas of responsibility;
- to build a network with other participating jurisdictions in the region to share and learn from local smoke-free experiences;
- to develop a strategic action plan for a local smoke-free initiative.

**The skills developed during the workshop will be:**

- the ability to formulate a strategic plan to develop, implement and enforce smoke-free legislation for the particular jurisdiction of responsibility;
- the ability to identify the resources and support (technical, human and financial) needed to implement the plan and achieve the goals;
- the ability to respond to opposition through skilled debate and strategic action;
- the ability to mobilize different stakeholders to engage them in smoke-free interventions.

**The outcomes of the workshop will be:**

- a strategic plan for the development, implementation and enforcement of smoke-free legislation in the jurisdiction of the participants;
- a network of participating jurisdictions (i.e. potential smoke-free cities in the region);
- enhanced collaboration between the individuals and organizations implementing smoke-free policies in those jurisdictions.

**PREPARING FOR THE WORKSHOP****Participants**

The workshop is targeted at persons responsible for promoting, developing and implementing comprehensive smoke-free legislation at subnational levels, who have the authority to do so. It is recommended that a maximum of four participants attend from each subnational jurisdiction with the explicit intention to implement smoke-free policy.

The workshop is best delivered to jurisdictions with similar legal systems in order to address issues that are situation-specific. A maximum of eight jurisdictions (a total of 32 participants) is recommended for facilitating the exchange of ideas among the jurisdictions.

Participants may include:

- representatives of municipal governments responsible for the overall planning of smoke-free legislation, promoting legislation and preparing for its implementation, enforcing legislation, or evaluating and monitoring the impact of legislation (such as mayors, policy-makers and personnel of municipal health departments);

- 
- representatives of civil society organizations who will be key partners with government in the process of local smoke-free interventions, including tobacco-control groups, public health organizations and others (such as women's groups, environmental organizations, workers' groups and trade unions, academic institutions and media organizations).

Participants do not necessarily have to be working in the area of tobacco control. It is recommended that a broad range of participants be involved with the implementation of the future smoke-free action plan should be selected from each jurisdiction.

The participants will be requested to collect background information on the local tobacco-control situation in their jurisdictions prior to the workshop and to prepare a presentation. Details of the information to be prepared by the participants are provided in Session 2.

It is recommended that participants be asked about any special dietary or accommodation requirements prior to the workshop.

### **The facilitation team**

The facilitation team is critical to the success of the workshop. The team should include people who will be in charge of technical activities. In addition, it is recommended that the facilitation team includes:

- a lead facilitator with experience of workshop facilitation;
- local tobacco-control experts with experience in dealing with tobacco industry interference, preferably from local nongovernmental organizations (NGOs).

It is necessary to have a few logistics assistants who will support the team in producing the workshop materials and facilitating logistical needs during and after the workshop.

### **Materials**

A workshop binder/folder should be provided to the participants when they register on the first day.

Materials recommended for inclusion in the binder/folder are:

- the workshop programme;
- a list of participants;
- *Making your city smoke-free* participant's workbook;
- *Making cities smoke-free*;
- Twelve steps to a smoke-free city (*an extract from Making cities smoke-free*);
- Model ordinance (*an extract from Making cities smoke-free*);
- *WHO Framework Convention on Tobacco Control* (WHO FCTC); <sup>3</sup>
- *WHO Framework Convention on Tobacco Control Article 8 Guidelines*. <sup>4</sup>

In addition, a USB flash drive containing the technical presentations and other relevant documents will be distributed to each participant at the end of the workshop.

---

<sup>3</sup> *WHO Framework Convention on Tobacco Control*. Geneva, World Health Organization. 2003 [<http://whqlibdoc.who.int/publications/2003/9241591013.pdf>, accessed 26 August 2012] [see Article 8].

<sup>4</sup> *WHO Framework Convention on Tobacco Control Article 8 Guidelines*. Geneva, World Health Organization, 2007. [[http://www.who.int/entity/fctc/cop/art%208%20guidelines\\_english.pdf](http://www.who.int/entity/fctc/cop/art%208%20guidelines_english.pdf)].

---

Materials required for group exercises are:

- blank flip charts;
- large copies of activity tools;
- cut-outs for activity tools;
- black, blue and red markers ;
- post-it notes;
- adhesive tape;
- laptops;
- blank USB flash drives.

Technical equipment:

- microphones;
- projectors;
- screens for projector;
- pointers;
- printers;
- laptops;
- internet access.

### **Workshop venue and room set-up**

The workshop venue should be smoke-free. It is recommended that the workshop is held in a city which has already implemented local smoke-free legislation. This will facilitate on-site learning.

It is recommended that participants are seated around tables, with a separate table for each city or jurisdiction represented.

## **WORKSHOP STRUCTURE AND CONTENT**

The workshop is divided into three parts – Part I: Introduction to the “Making your city smoke-free” workshop; Part II: Strategic planning sessions; and Part III: Consolidation and Wrap-up. The workshop has nine sessions, one of which is a special session that includes a study tour. The sessions address various themes and aspects of strategic planning relevant to implementing smoke-free legislation.

A lead facilitator will be responsible for facilitation throughout the workshop and other members of the facilitation team will be responsible for presentations and exercises during the sessions.

Most sessions include group exercises on which participants from the same city work together. Assignment of group facilitators is recommended. A member of the facilitation team, preferably someone with local knowledge, can join each city group to guide discussion and exercises. See “Group assignment and facilitators” below for more details.

Each day begins with an introduction and ends with a wrap-up of the day, led by a lead facilitator. The introduction may address the programme and expectations of the day, and should include a recap of the lessons and feedback received from the participants during the previous day. In the wrap-up at the end of each day, the lead facilitator should summarize take-home messages and key achievements of the day and should ask participants to complete evaluation and learning sheets (see “Workshop evaluation” below for more details).

---

## WORKSHOP EVALUATION

The facilitation team will hold an evaluation meeting after the wrap-up each day so that any adjustments can be incorporated into the rest of the workshop.

Evaluations by participants will be collected in two formats:

- **Evaluation and learning sheet**

At the end of each day, participants are given time to fill out an evaluation and learning sheet (Annex I) which asks what they learned and that requests their feedback on the day's sessions. On the final day, participants are asked to complete the evaluation of Day 3 and of the overall workshop. The sheets will be collected on-site.

- **Online follow-up survey**

A few months after the workshop, participants will receive an invitation to take part in an online follow-up survey. The survey mainly asks about barriers encountered while implementing the draft action plan in the participant's city.

## FOLLOW-UP PLAN

Post-workshop follow-up may include:

- an online survey;
- documentation of legislation in the participating municipalities;
- revision of the workshop programme;
- introduction of a local surveillance system using *Tobacco questions for surveys*.<sup>5</sup>

---

<sup>5</sup> *Tobacco questions for surveys: A subset of key questions from the Global Adult Tobacco Survey (GATS)*, 2<sup>nd</sup> Edition. Global Adult Tobacco Survey Collaborative Group. Atlanta, GA, Centers for Disease Control and Prevention, 2011 ([http://www.who.int/tobacco/publications/surveillance/en\\_tfi\\_tqs.pdf](http://www.who.int/tobacco/publications/surveillance/en_tfi_tqs.pdf), accessed 26 August 2012).

# WORKSHOP

## PROGRAM AND GUIDE

### PROPOSED WORKSHOP SCHEDULE

A sample schedule for a three-day workshop is provided below. The schedule may be modified according to local needs.

It is recommended to assign an activity facilitator to take charge of activities in each session. An activity facilitator may be one of the group facilitators (See “The facilitation team”, page 8). The activity facilitator will introduce each exercise in plenary session, highlighting the structure and objectives, and should answer any questions that participants may have.

Day 1	
08:30 – 09:00	Registration (P)
Part I: Introduction to the “Making your city smoke-free” workshop	
Session 1: Workshop overview	
09:00 – 09:15	Welcome and opening remarks (P)
09:15 – 09:45	Participant introductions (P)
09:45 – 10:00	Introduction to Part I: Workshop overview and administrative announcements (P)
10:00 – 10:10	Photo session (P)
10:10 – 10:25	Break
Session 2: Tobacco use epidemic and smoke-free cities	
10:25 – 10:45	Presentation: Second-hand smoke and health (P)
10:45 – 11:05	Presentation: Brief overview of the current situation (P)
11:05 – 11:15	Questions and answers – 1
11:15 – 11:35	Presentation: Smoke-free cities in action – case studies on subnational smoke-free interventions (P)
11:35 – 11:55	Presentation: Tobacco industry tactics and the WHO FCTC Article 5.3 (P)
11:55 – 12:05	Questions and answers – 2
12:05 – 13:05	Lunch
Part II: Strategic planning sessions	
13:05 – 13:20	Introduction to Part II: Strategic planning sessions (P)
Session 3: Assessment of current situation	
13:20 – 14:40	Sub-plenary presentations: Overview of the local tobacco-control situation (G)
14:40 – 15:25	City group exercise: Spidergram assessment (G)
15:25 – 15:40	Break
15:40 – 16:40	City group exercise: Barrier analysis (G)
16:40 – 17:10	Presentation: Overview of the <i>Twelve steps</i> (P)
17:10 – 17:30	Wrap-up and evaluation of Day 1 (P)

<b>Day 2</b>	
08:30 – 08:40	Re-cap of Day 1 and introduction to Day 2 (P)
<b>Session 4: Policy</b>	
08:40 – 09:10	Presentation: Legislation (P)
09:10 – 09:20	Introduction to the assessment of local policy (P)
09:20 – 09:45	City group exercise: Assessment of local policy (G)
09:45 – 10:00	Break
10:00 – 10:30	Feedback and discussion of the local policy assessments results (P)
<b>Session 5: Enforcement</b>	
10:30 – 11:00	Presentation: Enforcement (P)
11:00 – 11:15	Introduction to enforcement scenarios in a selected priority setting (P)
11:05 – 11:15	Questions and answers – 1
11:15 – 11:45	City group exercise: Enforcement scenarios in a selected priority setting (G)
11:45 – 12:00	City group market: Enforcement scenarios (G)
12:00 – 13:00	Lunch
13:00 – 14:00	City group exercise: Enforcement plan (G)
<b>Session 6: Information and communication</b>	
14:00 – 14:30	Presentation: Information and communication (P)
14:30 – 14:45	City group exercises: Myths and barriers (G)
14:45 – 15:15	City group exercise: What is the most important myth in your city? (G)
15:15 – 15:30	Break
<b>Special session: Learning from local experience</b>	
15:30–18:30	Smoke-free study tour
<b>Day 3</b>	
08:30 – 09:00	Re-cap and evaluation of Day 2 and introduction to Day 3 (P)
<b>Session 7: Stakeholders</b>	
09:00 – 09:15	Introduction to city group exercise: Stakeholder mapping (P)
09:15 – 10:00	City group exercise: Stakeholder mapping (G)
10:00 – 10:15	Break
<b>Part III: Wrap-up</b>	
<b>Session 8: Consolidation and wrap-up</b>	
10:15 – 10:30	Introduction to city group exercises: Action plan development (P)
10:30 – 12:30	City group exercises: Action plan development (G)
12:30 – 13:30	Lunch
13:30 – 15:00	Presentations: City action plans (P)
15:00 – 15:15	Break
15:15 – 16:15	Presentations: City action plans (P) – continued
16:15– 16:45	Closing session, workshop evaluation and photo session (P)

(P): Plenary activities; (G): Group activities.

## GROUP ASSIGNMENT AND FACILITATORS

All exercises are conducted in groups of participants from the same jurisdiction. The “city groups” will remain the same throughout the workshop and each group will work with an assigned group facilitator.

The group facilitator will guide the city group through the tasks identified for each exercise. It is recommended to designate a person who is familiar with the local context as a group facilitator for each city group. The discussions should be focused and strategic, and should lead as far as possible to best practices.

Sub-plenary groups can be created if there is a significant difference between the levels of progress of cities in their enforcement of smoke-free environments. For example, cities can be divided into two groups, such as “cities with smoke-free ordinances that cover limited public places” and “cities with no smoke-free legislation”. Cities can also be divided according to their local legislative system. The presentation of each city group exercise and/or action plan on Day 3 may be discussed in the plenary groups.

Sub-plenary group	City group	Group facilitator
1	City A	Facilitator A
	City B	Facilitator B
	City C	Facilitator C
	City D	Facilitator D
2	City E	Facilitator E
	City F	Facilitator F
	City G	Facilitator G
	City H	Facilitator H

\* Modify the table above as needed

## PART I: INTRODUCTION TO THE “MAKING YOUR CITY SMOKE-FREE” WORKSHOP

### SESSION 1: Workshop overview

Time required: 1 hour 10 minutes

15 minutes	Welcome and opening remarks
30 minutes	Participant introductions
15 minutes	Introduction to Part I: Workshop overview and administrative announcements
10 minutes	Photo session

#### GOALS AND EXPECTED OUTCOMES

- Facilitators will establish a good learning environment and a collaborative atmosphere for the workshop
- Participants will have a common understanding of the goals of the workshop
- Facilitators and participants will learn about the experience of other participants and of their expectations for the workshop

#### MATERIALS

- Workshop binder

#### AGENDA

##### 1-1 Welcome and opening remarks

The welcome and opening remarks should be given by the host organization or by the lead facilitator.

##### 1-2 Participant introductions and workshop expectations

The facilitator should first introduce him/herself and request for the other participants to introduce themselves (name, title, organization/agency and city they are representing). It is recommended to ask participants to briefly share their expectations for the workshop. Such expectations may be general or personal and may range from wanting to improve specific knowledge or skills to broader expectations of the outcome. This will provide participants with an opportunity to offer their perspectives and will help you to identify particular areas of interest or strength, or areas for improvement, that may affect the emphasis of different workshop components.

The facilitation team should record the expectations so that they may be readdressed at the closing of the workshop to show if they have been met.

##### 1-3 Introduction to Part I: Workshop overview and expectation exercise briefing

The facilitator gives the workshop overview, summarizing:

- the goals, learning objectives and content of the workshop;
- the workshop process and structure (i.e. presentations and group exercises);
- the expected output of the workshop (i.e. draft action plan);
- the fact that the workshop is designed to meet the needs of the participants and the goals of their jurisdiction(s) – thus, the workshop can be adjusted as necessary in order to do this.

Administrative announcements should follow.

##### 1-4 Photo session

This is an optional activity. An official photo session may be carried out at the end of the Session 1.

## SESSION 2: Tobacco use epidemic and smoke-free cities

Time required: 1 hour 40 minutes

20 minutes	Presentation: Second-hand smoke in the region
20 minutes	Presentation: Brief overview of the current situation
10 minutes	Questions and answers – 1
20 minutes	Presentation: Smoke-free cities in action – case studies on subnational smoke-free interventions
20 minutes	Presentation: Tobacco industry tactics and the WHO FCTC Article 5.3
10 minutes	Questions and answers – 2

### GOALS AND EXPECTED OUTCOMES

- Participants will obtain a basic understanding of the key issues relating to exposure to second-hand tobacco smoke, the rationale for protection, and the solution
- Case studies of subnational smoke-free interventions will demonstrate the important issues to participants
- Participants will obtain a basic understanding of the elements that need to be in place in order to become a successful smoke-free city by means of local legislation
- Participants will obtain an in-depth understanding of tobacco industry tactics, the arguments against smoke-free environments, and how to counter them

### MATERIALS

- Workshop binder
- Presentation 1: *Second-hand smoke in the region*
- Presentation 2: *Brief overview of the current situation*
- Presentation 3: *Smoke-free cities in action – case studies on subnational smoke-free interventions*
- Presentation 4: *Tobacco industry tactics and the WHO FCTC Article 5.3*

### AGENDA

#### 2-1 Presentation: Second-hand smoke in the region

The aim of this presentation is to provide an overview of the evidence and arguments that participants should be familiar with and can expect to use in promoting smoke-free legislation. The presentation describes:

- the health effects and magnitude of exposure to SHS in the region and the scientific basis for the evidence;
- the international legal and policy context that supports protection from SHS through smoke-free environments, including the WHO FCTC, WHO policy recommendations on SHS, international human rights laws, and the WHO MPOWER technical assistance package;
- why 100% smoke-free environments are the only effective way to protect non-smokers from the health effects of exposure to SHS, and why alternatives such as improved ventilation are not effective;
- the benefits of smoke-free environments in terms of improving workers' health, reducing indoor air pollution, having a neutral or positive economic impact, and the popularity of smoke-free environments among the public;
- the role of smoke-free environments in reducing tobacco use by helping smokers quit or smoke less, by making their homes smoke-free, and by preventing young people from starting to use tobacco.

---

## 2-2 Presentation: Brief overview of the current situation

This presentation provides an overview of the current tobacco-control situation, focusing on the national level. It describes:

- the demographic profile (population, smoking prevalence, tobacco-related burden of disease etc.) of the participants' countries;
- existing tobacco-control measures (national and subnational);
- existing smoke-free interventions (national and subnational).

National-level information helps participants to become familiar with the context in which they are going to develop smoke-free interventions. The presentation should avoid introducing details of the participating jurisdictions' interventions since there will be presentations on local interventions in Session 3.

## 2-3 Presentation: Smoke-free cities in action – case studies on subnational smoke-free interventions

The purpose of this presentation is to give participants the opportunity to learn about actual examples of subnational smoke-free interventions. The presentation should highlight the role of local governments in promoting smoke-free environments and should introduce jurisdictional experiences of local smoke-free interventions. The presentation may introduce the following nine smoke-free city case studies that are available online from WHO Centre for Health Development in Kobe, Japan (2011):

- *Almaty – the first smoke-free city in the post-Soviet region*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/kazakhstan\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/kazakhstan_web_final.pdf)).
- *Experience of Chandigarh as a smoke-free city*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/chandigarh\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/chandigarh_web_final.pdf)).
- *Towards breathing clean air in Chennai – a smoke-free city case study*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/chennai\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/chennai_web_final.pdf)).
- *Advancing the enforcement of the smoking ban in public places – Davao City, Philippines*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/davao\\_city\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/davao_city_web_final.pdf)).
- *From city to national legislation: a case study of Liverpool's smoke-free intervention*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/liverpool\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/liverpool_web_final.pdf)).
- *Tobacco-free cities for smoke-free air: a case study of Mecca and Medina*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/mecca\\_medina\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/mecca_medina_web_final.pdf)).
- *Towards a 100% smoke-free environment: the case study of Mexico City, Mexico*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/mexico\\_city\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/mexico_city_web_final.pdf)).
- *Smoke-free Nakuru – the first east African city implementing subnational smoke-free policy*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/nakuru\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/nakuru_web_final.pdf)).
- *Recife breathing better: case study of smoke-free policy*  
([http://www.who.int/kobe\\_centre/interventions/smoke\\_free/recife\\_web\\_final.pdf](http://www.who.int/kobe_centre/interventions/smoke_free/recife_web_final.pdf)).

The presenter should emphasize that these are not examples of the best practice since some of these cities allow designated smoking areas. Rather, these are the examples that show different ways to implement local smoke-free interventions in various political and cultural contexts. You are encouraged to include or focus on examples from other jurisdictions that are similar to the participants' jurisdictions.

## 2-4 Presentation: Tobacco industry tactics and the WHO FCTC Article 5.3

This presentation introduces tobacco industry tactics in opposing smoke-free legislation, and how to protect smoke-free legislation in relation to the WHO FCTC Article 5.3. The presentation may cover:

- the strategies and tactics of the tobacco industry, including recent examples from a variety of countries and subnational jurisdictions;
- other stakeholders who oppose smoke-free legislation (trade unions, the hospitality industry, the ventilation industry, other businesses etc.);
- the WHO FCTC Article 5.3;
- how to prepare for and respond to standard industry arguments.

Below is a list of suggested references on tobacco industry interference:

- *WHO Framework Convention on Tobacco Control*. Geneva, World Health Organization, 2003 (<http://whqlibdoc.who.int/publications/2003/9241591013.pdf>) [see Article 5.3].
- *Guidelines for implementation of Article 5.3 of the WHO Framework Convention on Tobacco Control*. Geneva, World Health Organization, 2008 ([http://www.who.int/fctc/guidelines/article\\_5\\_3.pdf](http://www.who.int/fctc/guidelines/article_5_3.pdf)).
- *Tobacco industry interference with tobacco control*. Geneva, World Health Organization, 2008 ([http://whqlibdoc.who.int/publications/2008/9789241597340\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241597340_eng.pdf)).

It is recommended that a representative of a local tobacco-control NGO, or a local tobacco-control advocate, be in charge of this presentation.

The facilitator should make sure to provide sufficient time for discussion that allows participants to ask questions or to discuss a particular topic of interest. The proposed schedule includes two 10-minute periods for questions and answers, each one coming one following two presentations.

## PART II: STRATEGIC PLANNING SESSIONS

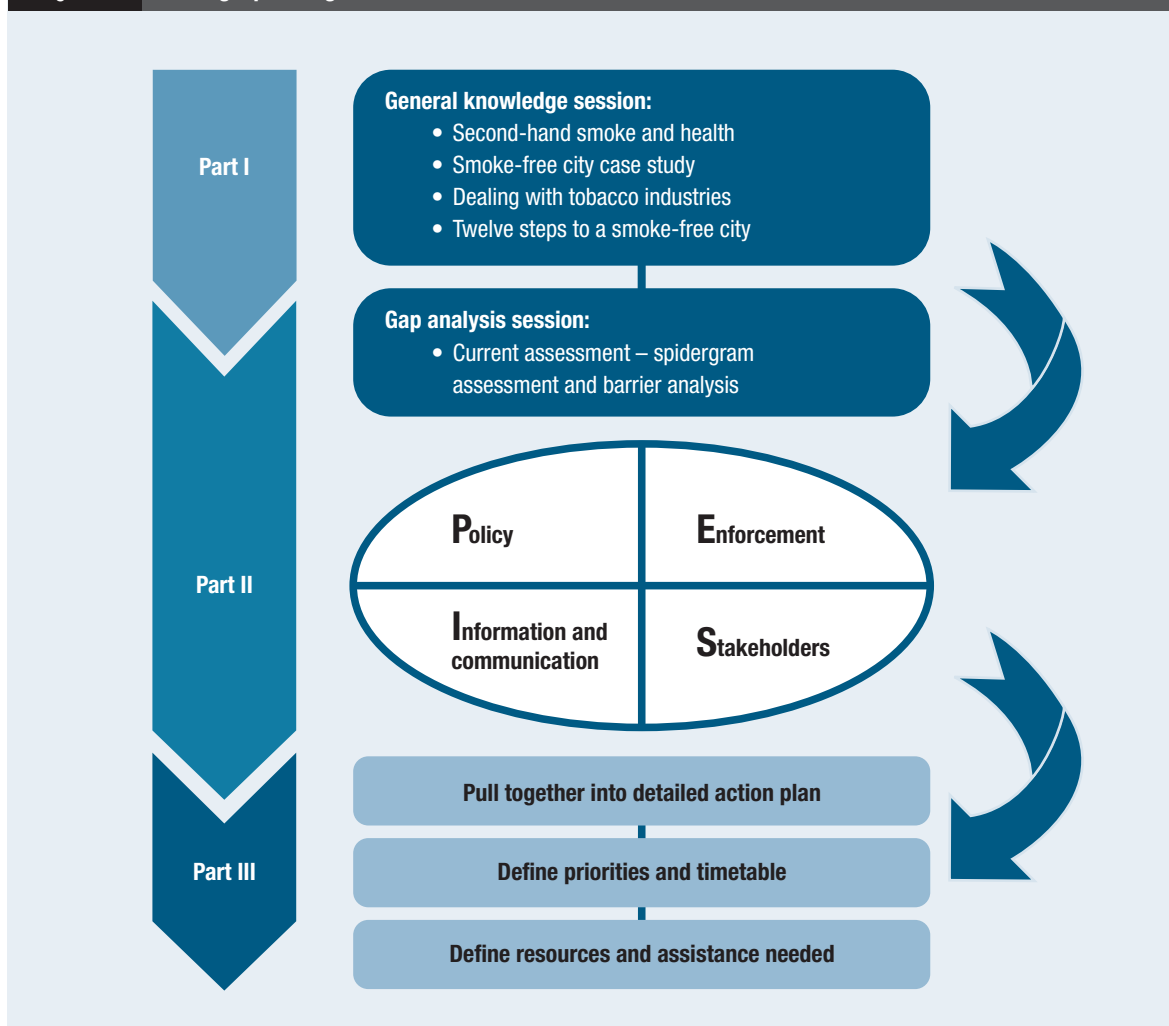
The strategic planning sessions cover four key areas: (1) policy, (2) information and communication, (3) enforcement and compliance, and (4) stakeholder engagement – the “PIES” framework.

On the basis of the information provided in Part I, participants will “strategically plan” smoke-free legislation for their locality. The *Twelve steps* introduced in Part I will guide them through the process.

The overall objective of the strategic planning exercise is to enable participants to develop a plan of action for each jurisdiction. The exercise is divided into smaller components and exercises, each of which comprises tasks that are designed to guide the participants progressively, starting with assessing their current situation all the way to developing an action plan. This includes setting priorities and fixing an implementation timeline.

The final outcome of the strategic planning sessions is a cohesive action plan for each city. The **strategic planning flowchart** (Figure I) summarizes the process and outcome of each of the strategic planning exercises.

Figure I Strategic planning flowchart



## SESSION 3: Assessment of current situation

Time required: 3 hours 35 minutes

1 hour 20 minutes	Presentation: Overview of the local tobacco control situation
45 minutes	City group exercise: Spidergram assessment
1 hour	City group exercise: Barrier analysis
30 minutes	Presentation: Overview of the Twelve steps

### GOALS AND EXPECTED OUTCOMES

- Participants will have a clear picture of the situation in their jurisdiction and weaknesses and barriers in the current policy
- Participants will learn about the *Twelve steps* to making a city smoke-free

---

## MATERIALS

- Workshop binder
- Tool #1: Spidergram
- Tool #2: Barrier analysis
- Cut-outs
- Post-it notes
- Markers
- Laptops
- Presentation 5: *Overview of the twelve steps*

## AGENDA

### 3-1 Sub-plenary presentations: Overview of local tobacco-control situation

The purpose of this programme is to give participants an opportunity to share their jurisdictions' situations and experience with smoke-free interventions. It is recommended that the participants are divided into two (or three) sub-plenary groups in order to allow sufficient time for presentations.

The jurisdictions may be divided at random or according to the status of local smoke-free policy (e.g. "no policy" group and "policy exists but not comprehensive" group).

In each subplenary group, jurisdictions present their current local situation with regard to smoke-free environments. It is recommended to provide participants prior to the workshop with details of the information that the presentation must cover. The recommended topics to be included in the participants' presentations are:

- tobacco data (national, provincial and local)
  - tobacco use prevalence (adults and youth by gender),
  - exposure to SHS;
- existing smoke-free policy (national, provincial and local)
  - type of policy (decree, ordinance, rule etc.),
  - time (adoption and enforcement date),
  - key measures included in the policy,
  - settings to which it applies,
  - enforcement (regulations, responsible agency etc.);
- challenges in implementing smoke-free policy;
  - potential opposition (by whom and why);
  - opportunities to overcome the expected challenges/opposition.

A provision of a presentation format that includes the above topics may facilitate participants' preparation for the workshop. Each presentation is allocated not more than 15 minutes in order to allow time for discussion.

### 3-2 City group exercise: Spidergram assessment

This exercise is designed to obtain a clearer picture of perceptions of the current situation in a jurisdiction from the different participants from that jurisdiction and to develop a common understanding. As a result of the exercise, participants will be able to identify settings in which to focus their interventions. Participants will work in their own city group, together with group facilitators.

The facilitators must have standard definitions of the terms used in this exercise in order to avoid discrepancies between the groups. A common mistake is the definition of “stakeholders”. In this workshop, “stakeholders” means those who should be involved in implementing smoke-free policy, and therefore the tobacco industry should not be considered as a stakeholder.

**The spidergram exercise has four steps:**

**Step 1:** Assess the status of policy.

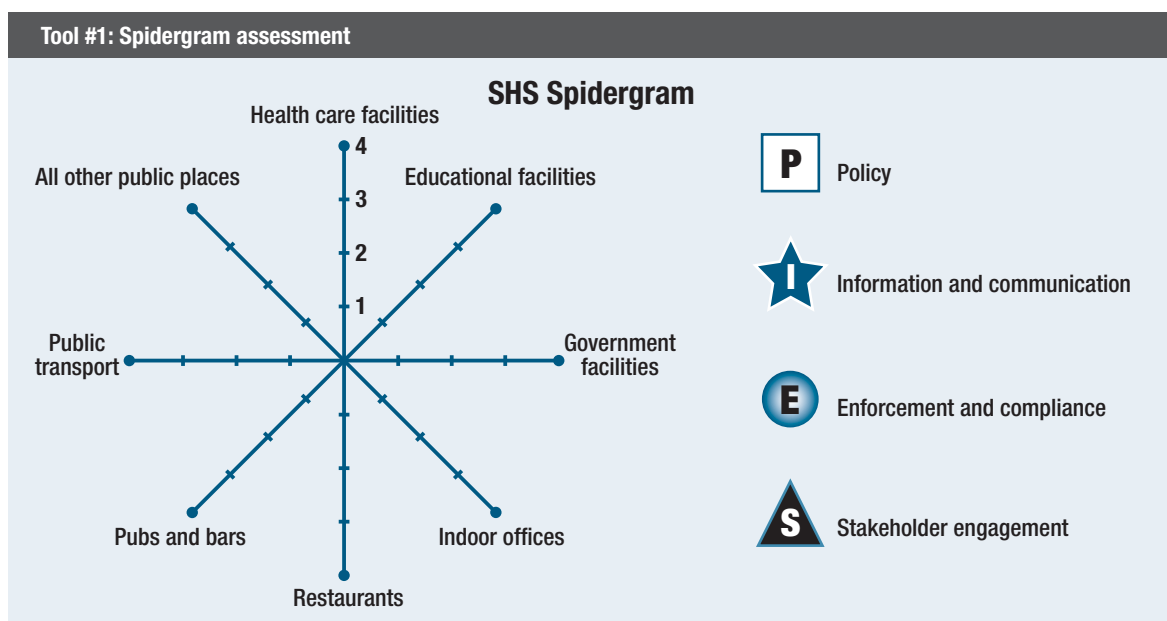
**Step 2:** Assess the status of information and communication.

**Step 3:** Assess the status of enforcement and compliance.

**Step 4:** Assess the status of stakeholder engagement.

The four steps above allow participants to analyse the current status of “PIES” – i.e (1) Policy, (2) Information and communication, (3) Enforcement and compliance, and (4) Stakeholder engagement – that affects the implementation of complete bans on indoor smoking.

In your city group, discuss with the participants and place different cut-outs on a scale (1–4) in the spidergram (Tool #1) according to the current status of each factor on protection from SHS, as explained below.



**Step 1: Mark the status of policy (ordinance/regulation) with a square.**



1. No ordinance/regulation.
2. Ordinance/regulation is weak; designated indoor smoking areas are allowed.
3. Ordinance/regulation completely bans indoor smoking.
4. Ordinance/regulation completely bans indoor smoking and extends to perimeters from entrances and exits and/or delineates distances of smoking areas.

---

**Step 2: Mark the status of information and communication on existing ordinance/regulation with a star.**



1. No policy/ordinance/regulation, no information.
2. Limited information available on policy/ordinance/regulation but no planned information strategy.
3. Some mass media being used to provide information to a broad audience.
4. Well planned information and communication strategy using paid and earned media and with specific messages targeting different audiences.

**Step 3: Mark the status of enforcement of, and compliance with, existing ordinance/regulation with a circle.**



1. No compliance, no enforcement.
2. Limited compliance in jurisdictions where enforcement is occasionally observed.
3. Good compliance with minimal violations.
4. Excellent compliance and strong social norms for 100% indoor smoke-free settings.

**Step 4: Mark the status of stakeholder engagement in advocacy for strong ordinance/regulation and enforcement with a triangle.**



1. No stakeholder engagement.
2. Stakeholder engagement limited to the health sector and enforcement officers.
3. Stakeholder engagement covers multiple organized sectors (e.g. workers' unions, teachers' federations, bus drivers' associations).
4. Stakeholder engagement includes the general public and groups that are usually excluded from decision-making (e.g. women, children, trainees, cancer survivors).

Note that having a strong policy does not necessarily mean that the city has good status in the other three areas. An example of a completed spidergram is provided in **Annex I**.

It is recommended to allow at least 15 minutes for groups to share their results with others. The sharing may be done as presentations or in a market style where participants visit other groups while one person remains at his/her group's table in order to explain the results to others.

Facilitators should recommend that participants record the exercise results electronically (or in the participant's workbook) for review later in the workshop.

### **3-3 City group exercise: Barrier analysis**

Each city group should select three settings of focus according to the results of the spidergram exercise. The settings can be where there is the biggest delay or where the current situation is most favourable for promoting smoke-free legislation.

Once the settings are selected, participants should identify barriers in the PIES framework to promoting smoke-free environments in each setting. Write down the barriers on post-it notes and stick them on the barrier analysis table (Tool #2).

Tool #2: Barrier analysis			
	Settings of focus		
Policy			
Information and communication			
Enforcement and compliance			
Stakeholder engagement			

See **Annex I** for an example.

### 3-4 Presentation: Overview of the Twelve steps

When it comes to carrying out smoke-free interventions, a common question is “How do you develop an intervention?” The *Twelve steps* will guide participants in finding answers to this question. This presentation aims to introduce the Twelve steps to the participants. The *Twelve steps* were developed on the basis of a comprehensive review of subnational smoke-free interventions and international recommendations. Presentation 5 on *Overview of the twelve steps* covers:

- 12 key steps which are necessary in order to become a smoke-free city;
- real examples for each step, taken from interventions in other jurisdictions.

*Making your city smoke-free* provides further details of the *Twelve steps* as well as examples.

After the presentation, the facilitator should leave at least 10 minutes for questions and answers.

## SESSION 4: Policy

Time required: 1 hour 35 minutes

30 minutes	Presentation: Legislation
10 minutes	Introduction to city group exercise: Assessment of local policy
25 minutes	City group exercise: Assessment of local policy
30 minutes	Feedback and discussion on the results of the assessment of local policy

### GOALS AND EXPECTED OUTCOMES

- Participants will have a common understanding of the legislative situation in their jurisdiction
- Participants will have a clear understanding of the legislative content needed in their jurisdiction to achieve best practice

### MATERIALS

- Workshop binder
- Presentation 6: *Smoke-free legislation*
- Laptops with internet access
- Tool #3: Policy assessment survey
- Copies of existing ordinance/regulation (national and local)

### AGENDA

#### 4-1 Presentation: Legislation

This presentation aims to provide an understanding of what a smoke-free ordinance/regulation should contain. The presentation covers:

- a summary of the key international legal instruments that support legislation for smoke-free workplaces and public places (these are covered in the overview presentation, so the summary should be brief);
- the various components of a typical smoke-free law;
- discussion of each of the components, including examples of recommended legislative text from the model ordinance;
- common loopholes to be avoided.

The presenter should emphasize key elements of an ordinance, such as definitions and scope, and key components that the tobacco industry tends to attack to undermine the ordinance. A hard copy of the model ordinance may be distributed as an example that participants can adapt in their jurisdictions. A legal expert with experience of tobacco-control legislation may be invited to explain the technical terms and how the tobacco industry intervenes in legislation when a policy is being drafted.

It is recommended that hand-outs with definitions of key terms should be distributed to participants after the presentation in order to help in the following exercise.

The presenter should leave at least 10 minutes for discussion.

#### 4-2 Introduction to city group exercise: Assessment of local policy

In the plenary, give instructions on the following exercise on “Assessment of local policy”.

The purpose of this exercise is to assess the state of current local legislation, comparing it to the recommended policy for smoke-free environments (i.e. the model ordinance and the WHO FCTC Article 8 implementation guidelines).

Prior to the workshop, develop a policy assessment survey that incorporates relevant issues for the participating jurisdictions. Tool #3 can be distributed in hard copy and collected again after the exercise. If internet access is available at the workshop venue, it is recommended to use an online survey tool such as *SurveyMonkey*<sup>6</sup>, which allows you to collect and manage the survey results efficiently.

### 4-3 City group exercise: Assessment of local policy

Facilitate the participants in completing Tool #3.

Sample questions are included in Tool #3 below. These questions are based on the model ordinance from *Making your city smoke-free*. The questions should be adjusted to the local context.

Tool #3: Policy assessment survey (sample)	Yes	No	Not sure
1. Does the current smoke-free ordinance clearly state that its purpose is to protect residents from the harmful effects of exposure to tobacco smoke in workplaces and public places?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there a reference to any human rights, such as the right to health, in the rationale for the ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the ordinance state that exposure to tobacco smoke is recognized by WHO or other respected health authorities as causing death and serious illness in nonsmokers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the ordinance clearly state that there is no known safe level of exposure to tobacco smoke?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the ordinance cite any international guidelines advising individuals that the only way to protect the public adequately from exposure to tobacco smoke is to eliminate the source of the smoke?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the ordinance provide a clear definition of “enclosed spaces”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the ordinance provide a clear definition of a person in charge of an establishment or a vehicle, as applied to areas covered by the ordinance (e.g. “an employer, owner, manager, or other person with permanent or temporary authority over the operation of an establishment or of a vehicle”)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a broad definition of public places covered by the ordinance? Does this include a list of covered places for clarity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the ordinance specify distances from any entry, window or air intake of an enclosed public place or workplace in which smoking is not allowed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the ordinance describe specific actions and duties for which employers and businesses are responsible in the prevention of smoking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are penalties and fines high enough to provide an adequate deterrent to both individuals and businesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are fines for businesses proportionately higher than fines for individuals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the ordinance clearly state which persons within the municipal government have the authority to enforce its provisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the ordinance grant authority to the head of the municipal authority to designate an additional class or classes of inspectors for the purpose of enforcing the ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the ordinance describe the breadth of authority of the inspectors regarding the enforcement of the ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the ordinance include a section describing a process by which the public can report violations or suspected violations of the ordinance to the appropriate inspection agency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the ordinance set out guidance for the relevant local authority to establish a means, such as a telephone number or web site, which can be advertised to assist the public in reporting violations of the ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the ordinance include specifications for signage? This would include the size of text, location in specific settings (e.g. vehicles or establishments), and a visual sample that meets the standards described in the ordinance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>6</sup> See: <http://www.surveymonkey.com/>.

#### 4-4 Feedback and discussion on the results of the assessment of local policy

It is recommended that the results of the policy assessment survey be shared in the plenary in order to allow participants to learn about the situation in other jurisdictions and to make comparisons with their own local situation. Individual feedback to each jurisdiction may be given by the group facilitators.

## SESSION 5: Enforcement

Time required: 2 hours 30 minutes

30 minutes	Presentation: Enforcement
15 minutes	Introduction to city group exercise: Enforcement scenarios
30 minutes	City group exercise: Enforcement scenarios in a selected priority setting
15 minutes	City group market: Enforcement scenarios
1 hour	City group exercise: Enforcement plan

### GOALS AND EXPECTED OUTCOMES

- Participants will have a clear understanding of key elements needed for successful and proper enforcement of a local smoke-free ordinance
- Participants will have the opportunity to develop an enforcement strategy for a priority setting in their own jurisdiction

### MATERIALS

- Workshop binder
- Presentation 7: *Enforcement*
- Blank flipcharts
- Cut-outs
- Markers
- Tool #4: Enforcement plan
- Laptops

### AGENDA

#### 5-1 Presentation: Enforcement

Even when a comprehensive smoke-free law is in effect, effective protection cannot be achieved unless a proper enforcement plan is developed. The purpose of this presentation is to provide key elements of effective enforcement of smoke-free policy. The presentation covers:

- essential components for successful and proper enforcement;
- various enforcement mechanisms, including public and institutional awareness-raising, penalties and enforcement protocols;
- examples of enforcement activities.

The presenter should leave at least 10 minutes for discussion afterwards.

---

## **5-2 Introduction to city group exercise: Enforcement scenarios**

In the plenary, give instructions about the exercise on enforcement scenarios.

The enforcement scenario exercise aims to familiarize participants with the actual practice of enforcing smoke-free policy. In this exercise, participants build a scenario where the smoke-free legislation is enforced in a selected setting. It is recommended to prepare cut-outs and flipcharts so that each city group can use them to make a picture that will illustrate the scenario. The scenario can be an imaginary situation under existing ordinances/regulations or it can be a future scenario in which potential smoke-free legislation needs to be enforced.

## **5-3 City group exercise: Enforcement scenarios in a selected priority setting**

Each city group should select at least one priority setting (but no more than three settings) and discuss issues relevant to enforcing the smoke-free legislation in the selected setting. It is recommended to provide questions to guide the discussion. Sample questions are:

- Is there a sign that states “No smoking”? Is it in a visible location?
- Will someone enforce the smoking ban? Who do you think should enforce the ban?
- Is a monetary fine imposed on the establishment or on the person after a smoking incident? Is there a telephone number or website for reporting violations?

Build a scenario on the basis of the discussion. Advise participants to write down explanatory notes and/or to use text balloons to show conversation in the scenario as necessary.

See **Annex I** for an example.

## **5-4 City group market: Enforcement scenarios**

Place the scenario on the wall (or on the table) and allow participants to visit other groups to see the results of their discussions. It is recommended that at least one person stay by his/her group’s flipchart to explain the results to other participants. It is recommended to leave time for participants to discuss what they learn from the other groups.

## **5-5 City group exercise: Enforcement plan**

In each city group, participants discuss existing enforcement mechanisms and develop an enforcement plan (Tool #4). Tool #4 provides key elements that an enforcement protocol must cover. First, consider what actions have been taken in the city for each key element and write them down under the “action taken” column. Then, consider gaps between the existing enforcement plan and the effective enforcement of smoke-free policy; discuss what actions are needed to fill the gaps. It is recommended that the enforcement plan should cover all public places.

The previous exercise on enforcement scenarios should help in identifying gaps between the current situation and an ideal situation where a comprehensive smoke-free policy is in effect. Specific actions should be planned on the basis of the gaps identified,

Allow at least 15 minutes for sharing the work among the groups.

Tool #4: Enforcement plan			
Outline of enforcement plan	Actions taken	Gaps	Actions needed
Designation of enforcement authorities, bodies, individuals			
Who has/will have the power to enforce? (list)			
Have they been informed of their responsibility? If not, how will they be informed of their responsibility?			
Enforcers' ability to issue fines			
Enforcers' training			
Protocol (system and tools) for inspections			
Mechanism for the public, owners of premises, managers etc. to report a violation or to request assistance (web site, telephone helpline etc.)			
Demonstration of the will to enforce (communication on fines, enforcement and compliance)			
Monitoring compliance, gathering information from government agencies and departments			

## SESSION 6: Information and communication

Time required: 1 hour 15 minutes

30 minutes	Presentation: Information and communication
15 minutes	City group exercise: Myths and barriers
30 minutes	City group exercise: Assessment of local policy
30 minutes	City group exercise: What is the most important myth in your city? What message and who should get the message?

### GOALS AND EXPECTED OUTCOMES

- Participants understand effective communications and media advocacy approaches and messages related to smoke-free environments
- Participants will gain increased confidence in using the media for communications and advocacy
- Participants have the opportunity to develop an information and communications strategy for their own jurisdictions

### MATERIALS

- Workshop binder
- Presentation 7: *Information and communication*
- Tool #5: Myths exercise sheet
- Tool #6: Communication plan
- Markers
- Laptops

### AGENDA

#### 6-1 Presentation: Information and communication

The presentation covers:

- how to assess the status of change towards a 100% smoke-free environment;
- how to plan communication strategies that fit with various stages of the campaign;
- how to determine appropriate audiences, messages, and media, depending on the communications goals;
- effective media options for information and communications, including paid mass media and earned media;
- how to match messages to the stage of the campaign and to the relevant audiences;
- examples of effective messages and media campaigns.

Allow at least 10 minutes for discussion.

#### 6-3 City group exercise: Myths and barriers

The purpose of this exercise is to identify communication barriers that are specific to each jurisdiction. The exercise requires a set of common myths related to smoking, SHS and smoke-free interventions which are often used by the tobacco industry in its arguments against smoke-free policies or in hindering policy-makers from implementing smoke-free policies. Tool #5 is an exercise sheet with sample myths. The myths should be adjusted as necessary depending on the local context.

Tool #5: Myths exercise sheet	
Myth	Weight 1–5
Second-hand smoke is not harmful to health.	
Legislation is not needed. A voluntary policy will work instead.	
Smoke-free laws are unpopular. Most people don't want them.	
Smoke-free laws violate an individual's right to smoke.	
Businesses have a right to allow smoking since tobacco is a legal product and smoking restrictions violate businesses' right to their property and their right to commerce.	
Ventilation and designated smoking rooms for smokers provide adequate protection from second-hand smoke.	
Smoke-free laws harm the economy.	
Smoke-free laws harm the hospitality and tourism industries.	
Smoke-free laws will result in more smokers smoking in their homes and will expose more children to the dangers of second-hand smoke.	
Smoke-free laws are not feasible or appropriate for all countries.	

This exercise sheet may be completed by participants individually or by each city group. The allocation of a higher weight means that the myth is more common or is more likely to undermine efforts to create a smoke-free environment in the local context.

### 6-3 City group exercise: What is the most important myth in your city?

On the basis of the results of the exercise on myths and barriers, identify the most important myths (up to three) in each jurisdiction. The selected myths are the barriers to a smoke-free policy in the jurisdiction. Myths causing greater barriers can be selected, or those that are easier to address can be selected. Ask each city group to discuss what message should be delivered and who should receive the message in order to address the local myths. A communication plan (Tool #6) should be developed on the basis of the discussion.

See **Annex I** for an example.

Tool #6: Communication plan			
Barrier (myths)			
Communication goal			
Target audience			
Themes/messages			
Messenger			
Delivery medium/format			

## SPECIAL SESSION: Learning from local experience

Time required: 3 hours

3 hours

Smoke-free study tour

### GOALS AND EXPECTED OUTCOMES

- Local examples of a subnational initiative in smoke-free legislation will be demonstrated
- Participants will see how smoke-free policy is implemented in a local city

### MATERIALS

- Presentation by a local city representative

### AGENDA

#### 1 Smoke-free city study tour

It is recommended to organize a tour to a local smoke-free city so that participants may observe and learn about actual implementation of subnational smoke-free legislation. A local city representative may make a presentation, based on local experience, addressing the challenges and lessons of smoke-free legislation. The tour may include visits to local smoke-free venues or any other relevant places where participants can see the implementation of smoke-free legislation.

It is recommended to provide study guide questions for participants to consider during the tour. Sample study guide questions could include:

- What are your observations on the policy, the information provided to the public, enforcement, and stakeholder engagement?
- Overall, how does my city compare to the local city being toured?

## SESSION 7: Stakeholders

Time required: 1 hour

15 minutes	Introduction to city group exercise: Stakeholder mapping
45 minutes	City group exercise: Stakeholder mapping

### GOALS AND EXPECTED OUTCOMES

- Participants will have the opportunity to analyse the level of interest and influence of stakeholders in a particular setting and will learn how to involve others to support the smoke-free policy in their own jurisdiction

### MATERIALS

- Workshop binder
- Tool #7: Influence and interest grid
- Markers
- Post-it notes

### AGENDA

#### 7-1 Introduction to city group exercise: Stakeholder mapping

In the plenary, give instructions for the stakeholder mapping exercise. The definition of “stakeholders” and the position of the tobacco industry (see Session 3) should be readdressed.

The facilitator may show examples of potential stakeholders for inclusion in the grid.

#### 7-2 City group exercise: Stakeholder mapping

The purpose of this exercise is to consider the position of stakeholders in relation to their interest and influence in developing and implementing smoke-free policy in a selected setting.

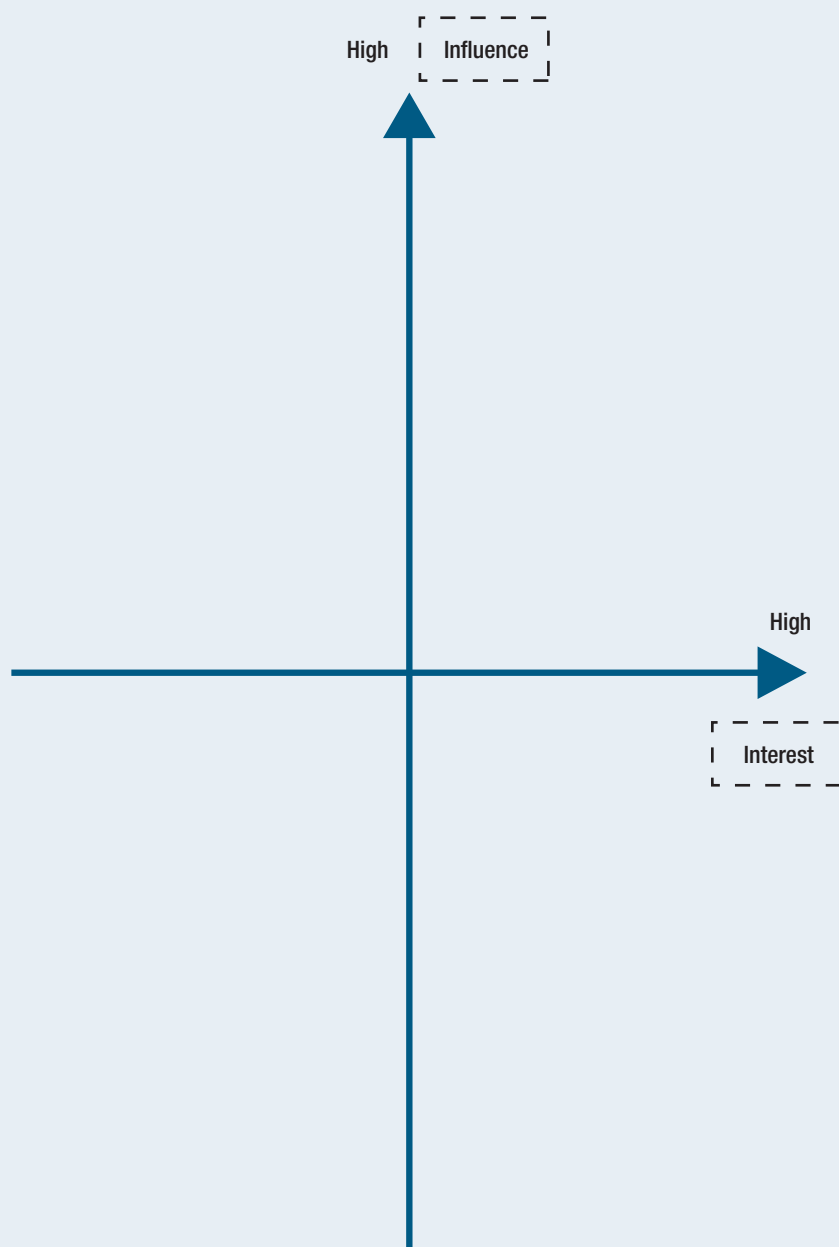
Work with participants in your city group to complete the following exercise:

1. Position the different stakeholder groups/individuals on the influence and interest grid (Tool #7) according to their interest in improving protection from SHS in the selected setting and their influence in changing policy and bringing about action. Be as specific as possible.
2. Discuss how stakeholders with high interest and influence can further engage other stakeholders in the grid.

Leave at least 15 minutes for sharing the results and for discussion.

See **Annex I** for an example.

**Tool #7: Influence and interest grid**



## PART III: WRAP-UP

### SESSION 8: Consolidation and wrap-up

Time required: 5 hours 15 minutes

15 minutes	Introduction to city group exercise: Action plan development
2 hours	City group exercise: Action plan development
2 hours 30 minutes	Presentation: City action plan
30 minutes	Closing session and workshop evaluation

#### GOALS AND EXPECTED OUTCOMES

- Participants will leave the workshop with at least the core of a realistic action plan of their own design and with a commitment to implement the plan
- Participants will make specific commitments of action to begin implementation of the action plan so that it becomes a reality
- Participants will have a solid foundation of links to experts and resources that they are encouraged to draw on as they leave the workshop and implement their strategies

#### MATERIALS

- Workshop binder
- Tool #8: Action plan
- Markers
- Laptops

#### AGENDA

##### 8-1 Introduction to city group exercise: Action plan development

In the plenary, give a brief introduction to the exercise on the development of the action plan and provide guidance regarding the presentations that follow.

##### 8-2 City group exercise: Action plan development

Using the results of the previous exercises, participants should pull together components of the action plan and should identify goals, priority activities, timelines, resources, and responsibilities. Focus on what the jurisdiction wants to achieve in the next 24 months and how the hosting organization can help in the process.

In your city group, work with participants to complete the following:

1. Compile the summary results into an action plan. Participants should take the results of their strategic work from the previous days and compile the summary results into a cohesive action plan. Use the action plan format (Tool #8).
2. Discuss and identify goals, priority activities, timelines, resources, and responsibilities in the consolidated action plan. Use the action plan format (Tool #8).

Tool #8: Action plan								
Project title:								
Priority settings:								
	Goal	Target date	Activities	Expected outcome	Indicator	Resources needed	Person in charge	
Policy								
Information and communication								
Enforcement and compliance								
Stakeholder engagement								

---

Leave the final 20 minutes for discussion of the next steps in expanding smoke-free cities in your country and of how the hosting organization can help in this process.

During this exercise, each group should prepare a short presentation to share its plan in the plenary.

### **8-3 Presentations: City action plan**

Each group representative will make a presentation on the draft action plan of his/her city. Suggested time length for each city's presentation is a maximum of 10 minutes.

It is recommended that this presentation session should allow a longer time for discussion. For example, in the first one hour and a half, city groups present the action plan. Then, in the last hour, group facilitators may present highlights of each city's action plan and ask for comments and suggestions in the plenary.

### **8-4 Closing session and workshop evaluation**

Participants should be asked to spend a few minutes completing the evaluation and learning sheet for Day 3 and an overall workshop evaluation (Annex II).

A final photo session with all the participants may be conducted. The participants can take their draft action plans with them to show their accomplishments at the workshop and their commitment to future action.

The facilitator should close the workshop with expressions of thanks to those who have played key roles in organizing it (particularly administrative staff), and with acknowledgement of participation (possibly certificates, and/or humorous awards, can be presented).

In addition, the facilitator should enthusiastically congratulate the participants on the work that they have done.

# ANNEXES

## ANNEX I: GROUP EXERCISE EXAMPLES

Group facilitators have an important role in facilitating the group exercises which lead to the development of the city draft action plans. Here, examples are given and key issues are explained for some exercises.

### **Tool #1: Spidergram assessment (Session 3)**

Types of public places and scales on the spidergram may be modified according to the local context. Here, four cut-outs for “PIES” are placed on the spidergram on the next page according to the following scenario of XX City.

#### **Step 1: Mark the status of policy**

*Suppose that XX City has already implemented local smoke-free legislation in which:*

- health care and educational facilities are completely smoke-free;*
- designated smoking rooms are allowed in government facilities, indoor offices, and on public transport;*
- restaurants, pubs and bars are exempted;*
- the situation varies in other public places such as sports facilities, shopping malls and hotels;*
- there is no provision relating to outdoor perimeters from entrances and exits.*

In some cities, 100% smoking bans are encouraged by the ordinance but are not obligatory. In such cases, the ordinance should not be considered as banning smoking on the premises.

#### **Step 2: Mark the status of information and communication**

*Since adoption of the ordinance, XX City has launched an intensive campaign to inform people about the implementation of the ordinance. The campaign involved paid and earned media and continued after the ordinance came into force.*

The definitions of “paid media” and “earned media” may need to be clarified. Media include television, newspapers, magazines, radio, the internet, and other mass media outlets. “Paid media” relates to elements of your campaign that you pay for (e.g. advertising on billboards, television and radio). “Earned media” describes coverage you receive as a result of your promotional efforts – such as newspaper articles or news items on television and radio.

#### **Step 3: Mark the status of enforcement**

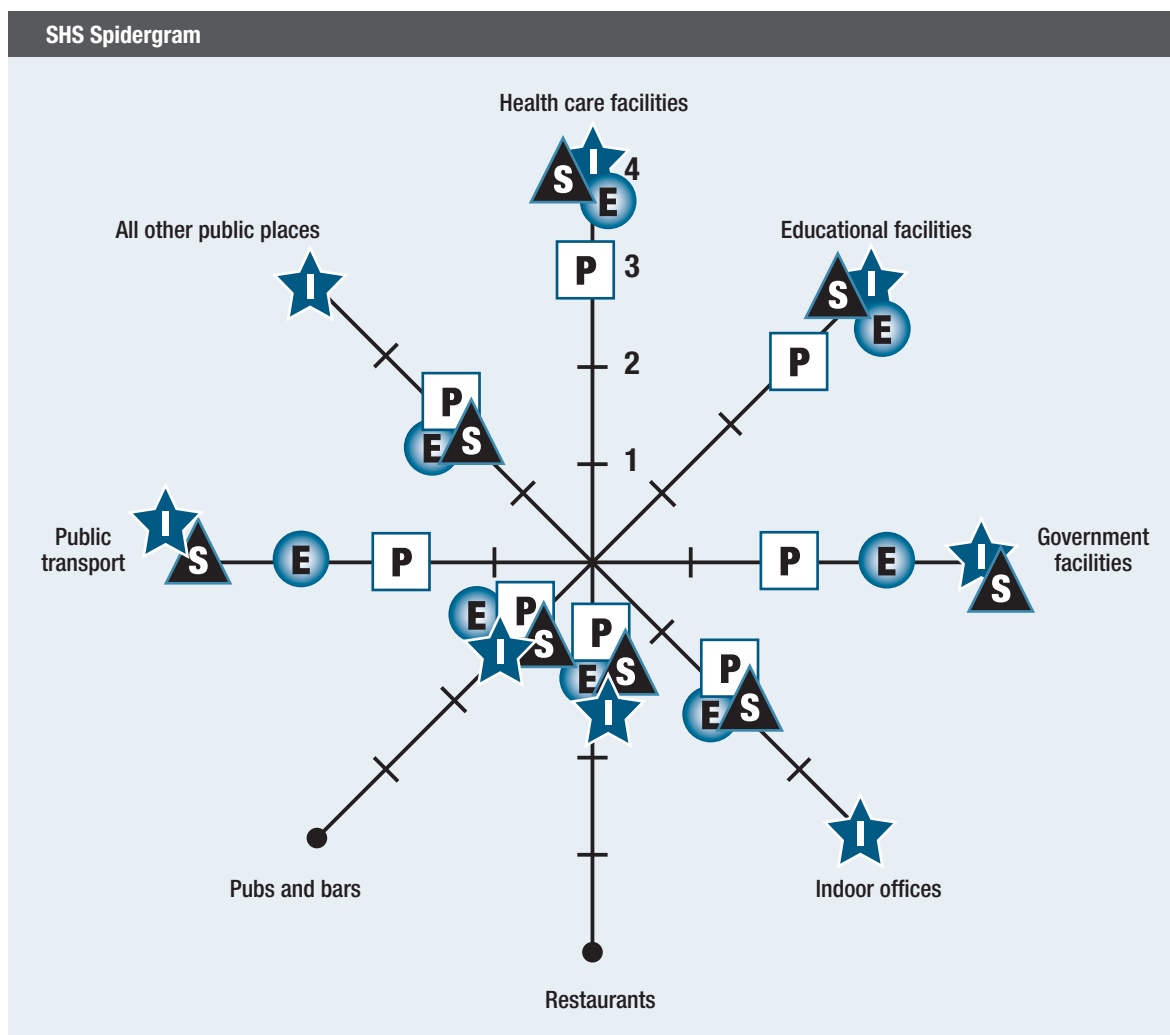
*High compliance is observed in health care and educational facilities. In government facilities and on public transport, enforcement activities – such as regular inspections and a violation reporting system – are implemented in collaboration with the managers and minimal violations have been reported. In other public places where designated smoking rooms are allowed, no regular inspection is planned and violations are constantly reported.*

Note that having a smoke-free policy does not necessarily mean that public places are smoke-free. In the absence of enforcement and monitoring activities, the smoke-free policy may be disregarded and public smoking may continue.

#### **Step 4: Mark the status of stakeholder**

*In health care, educational and government facilities and on public transport, a wide range of stakeholders – such as managers, workers’ unions, parent-teacher associations, students and the general public – are reported to be involved in advocacy for and enforcement of the smoke-free policy. However, stakeholders in indoor offices and other public places are not supportive of the enforcement activities.*

“Stakeholder” does not include the tobacco industry but includes all others who are involved in the implementation of the smoke-free policy. It includes both those who enforce the policy and those who comply with it.



### Tool #2: Barrier analysis (Session 3)

In this exercise, each city group selects its own three settings of focus. The settings may be the places where the city is experiencing the biggest delay in implementation, or where the current situation is the most favourable for promoting smoke-free legislation. The choice of settings depends on the city’s objective.

If we follow the spidergram example from the previous exercise, we might select “restaurants” and “pubs and bars” as settings where the biggest delay exists in the status of “PIES”, and we could select “public transport” as a setting where the city has adequate resources but has weak provisions.

An example of a barrier analysis table with one selected setting is given below.

	Barriers
	Setting of focus: Public transport
Policy	<ul style="list-style-type: none"> <li>• Opposition from smokers among staff and passengers</li> <li>• Obtaining support from policy-makers</li> <li>• Current policy allows designated smoking areas</li> </ul>
Information and communication	<ul style="list-style-type: none"> <li>• The tobacco industry has a joint media campaign with transport companies to promote smoking areas in stations</li> <li>• The designated smoking rooms are considered protective against SHS</li> <li>• Lack of resources and funds</li> </ul>
Enforcement and compliance	<ul style="list-style-type: none"> <li>• Other issues take priority</li> <li>• Lack of resources for enforcement activities</li> <li>• No standard guideline for implementation</li> <li>• No inspection system</li> <li>• Many customers are reluctant to stop smoking</li> </ul>
Stakeholder engagement	<ul style="list-style-type: none"> <li>• Lack of involvement of workers in enforcing the existing law</li> </ul>

What are the barriers to promoting 100% smoke-free policy in the selected setting? For example, in public transport:

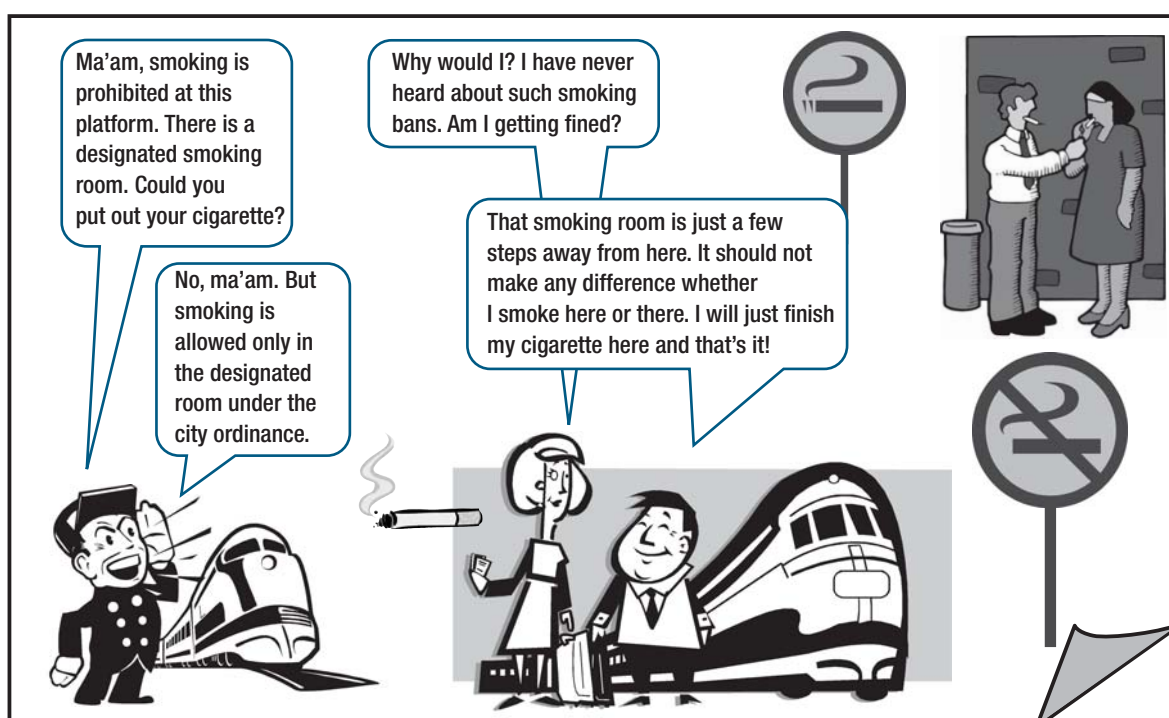
- Who is opposing the policy?
- Why is public transport not fully smoke-free?
- Is anyone assigned to enforce the ordinance?
- Are the managers supportive?
- Are there enough resources?

Barriers are elements that hinder the city from promoting a comprehensive smoke-free policy. Thus the tobacco industry may be included as a barrier in this table.

### Enforcement scenario (Session 5)

In this exercise each city group should select one setting for building an enforcement scenario. Below is an example of an enforcement scenario of XX City, with “public transport” as the priority setting.

*In XX City, smoking is prohibited except in designated smoking areas at stations but no penalty is imposed on violators. Station staff voluntarily ask passengers who are found smoking to stop but have no authority to compel violators to stop.*



## Tool #6: Communication plan (Session 6)

This exercise uses the results of the previous exercise on myths and barriers. From the myths on the exercise sheet, each city group selects three myths which are most important in the city.

It is useful to provide guidance to help cities identify goals and target audiences. For example, you can provide a list of communication goals specific to the level of change. For instance, let us assume that one of the most important myths in the city is the one regarding ventilation and designated smoking rooms. Is there still a need to convince ourselves? Is your city at the level where you have to convince decision-makers or the public? Are you preparing to change to 100% smoke-free since you already have public support? Depending on the level at which the city is, the city group should set a specific goal and target audience. Below is an example.

<b>Barrier (myths)</b>	Ventilation and designated smoking rooms for smokers provide adequate protection from SHS.	
<b>Communication goal</b>	Raise awareness among decision-makers and mobilize support for 100% smoke-free policy	Decision-makers believe that ventilation and designated smoking rooms are effective in protecting people from SHS. Thus this goal targets awareness and support among decision-makers.
<b>Target audience</b>	Decision-makers	
<b>Themes/messages</b>	<ul style="list-style-type: none"> <li>• Why ventilation and designated smoking rooms do not protect health</li> <li>• Harm caused by exposure to SHS</li> <li>• Scientific evidence</li> <li>• Success stories on implementing 100% smoke-free policy in other jurisdictions</li> </ul>	
<b>Messenger</b>	<ul style="list-style-type: none"> <li>• Mayor</li> <li>• City councillor</li> <li>• Civil society organization</li> </ul>	The citizen's voice is one way to motivate decision-makers. While targeting decision-makers, the communication plan can also involve the general public in generating support.
<b>Delivery medium/format</b>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Workshop</li> <li>• Personal meetings</li> <li>• Signature collection campaign</li> </ul>	The medium can be, for example, town hall meetings, personal meetings, newsletters, billboards, and social media. Select the medium that best delivers the messages to the target audience.

## Tool #7: Influence and interest grid (Session 7)

Each city group should select one setting of focus and should identify stakeholders in promoting smoke-free policy in that setting. Stakeholders may include government organizations, civil society organizations, the United Nations, multilateral organizations, etc. Examples of stakeholders could be:

- Department of Health;
- hospitals, health-care facilities;
- transport authority;
- law enforcement and public safety agencies;
- Treasury (e.g. Department of Finance, licensure);
- hospitality and tourism industries;

- 
- Customs service;
  - Department of Justice, Attorney General's office;
  - community development and social welfare agencies and groups (vulnerable populations);
  - media;
  - churches;
  - international, national and local foundations;
  - women's associations;
  - cancer survivors' associations;
  - labour unions;
  - academia;
  - WHO.

The stakeholders listed above are general examples. However, it is recommended that each city should identify specific stakeholders.

Consider the following questions when placing stakeholders on the grid:

- What is their *current* role?
- What is their *current* level of influence?
- What is their *current* level of interest?

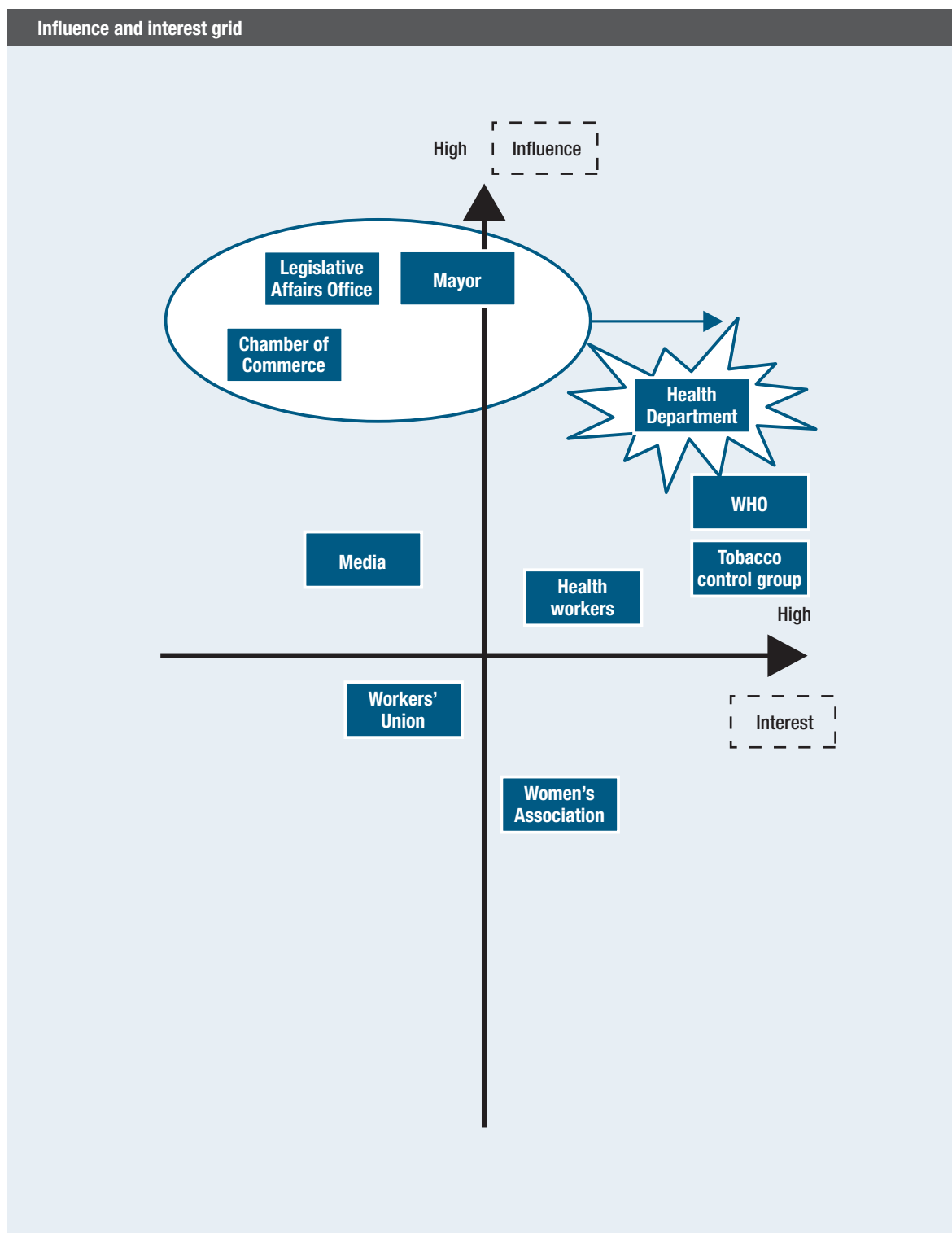
Once stakeholders are placed on the grid, consider the following questions and discuss how stakeholders with high interest and influence can further engage other stakeholders:

- What is their *potential* role?
- What is their *potential* level of influence?
- What is their *potential* level of interest?

The focus can be on how to bring those stakeholders with low interest into the higher interest group or on how to bring those with low influence into the higher influence group. Stakeholders in the upper right section – i.e. those with high interest and high influence – are likely to be good supporters of smoke-free policy.

For example, if we assume that XX City's selected setting is restaurants, then stakeholders can be placed on the grid as shown on the following page.

The Health Department has relatively high influence as well as high interest, while the Mayor, the Legislative Affairs Office and the Chamber of Commerce have higher influence. XX City can focus particularly on these three stakeholders.



## ANNEX II: PARTICIPANT'S EVALUATION SHEETS

### EVALUATION AND LEARNING SHEET: DAY 1

#### Session 1: Welcome and workshop overview

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on my city's context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

#### Session 2: Tobacco use epidemic and smoke-free cities

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

### Session 3: Assessment of current situation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

### Overall evaluation for Day 1

List three key things (knowledge, skills, attitudes) you have learned today.

**Additional comments****EVALUATION AND LEARNING SHEET: DAY 2****Session 4: Policy**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

## Session 5: Enforcement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

## Session 6: Information and communication

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

**Special session: Learning from local experience**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

**Overall evaluation for Day 2**

List three key things (knowledge, skills, attitudes) you have learned today.



**Session 8: Consolidation and wrap-up**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic is relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There was enough time for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tool(s) helped me to reflect on the context in my city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please give any feedback you may have on this session. (You can think in terms of the following criteria: relevance, facilitation, discussions, responses to questions, content of the session, organization of the session, presentations, visual aids and tools used, the learning environment, allocation of time, and pace of the session.)					

**Overall evaluation for Day 3**

List three key things (knowledge, skills, attitudes) you have learned today.

Additional comments

## EVALUATION AND LEARNING SHEET: OVERALL WORKSHOP

Your feedback is very important and extremely helpful to us improving the workshop. Please take a few minutes to answer the questions below.

Date:

Name (optional):

City (optional):

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The workshop topic and materials were relevant and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The workbook, tools and other resources were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The case studies were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The material was easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There was a good balance between presentations, discussions and exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The time allocated for knowledge presentations was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The speakers made their presentations interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The facilitators explained the exercises clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The time allocated for group work was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The study tour was relevant and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The overall organization of the workshop promoted a good learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Food, meals, and accommodation were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The venue was conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I would recommend this training to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I intend to put into practice the lessons I learned during this workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My expectations were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List three key things (knowledge, skills, attitudes) you have learned that you can put into practice when you go back to your organization.

If you feel that there was something that should have been covered but was not, please indicate below.

What would you shorten or eliminate from the current programme, if anything?

**Please write any comments on how this training workshop could be improved in the future (please continue on an additional sheet of paper, if necessary)**

**Additional comments**



**World Health  
Organization**

Prevention of Noncommunicable  
Diseases (PND)  
World Health Organization

20 Avenue Appia  
1211 Geneva 27  
Switzerland

Tel.: +41 22 791 21 11  
Fax: +41 22 791 48 32  
Email: [pnd@who.int](mailto:pnd@who.int)  
<http://www.who.int/tobacco/en/>

World Health Organization  
Centre for Health Development  
(WHO Kobe Centre)

I.H.D. Centre Building, 9th Floor  
1-5-1 Wakinohama-Kaigandori  
Chuo-ku, Kobe 651-0073  
Japan

Tel.: (+81) 78-230-3100  
Fax: (+81) 78-230-3178  
Email: [wkc@who.int](mailto:wkc@who.int)  
[http://www.who.int/kobe\\_centre](http://www.who.int/kobe_centre)

ISBN 978 92 4 150605 2

