



World Health
Organization

Western Pacific Region

MAKING YOUR CITY



SM  KE FREE

Participants' workbook

Making your city smoke free workshop package – Western Pacific Region

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Making your city smoke free workshop package – Western Pacific Region

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WORKSHOP OVERVIEW



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.

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 leaders, community representatives and civil society organizations to build a network and to share and learn from the experiences of other smoke-free cities; and
- 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; and
- 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; and
- 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); and
- enhanced collaboration between the individuals and organizations implementing smoke-free policies in those jurisdictions.

WORKSHOP SCHEDULE

Time	Programme
Day 1	
08:30 – 09:00	Registration (P)
Part I: Introduction to the “Making your city smoke free” workshop	
Session 1: Welcome and 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: Epidemic of tobacco use 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	Subplenary 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 Twelve steps (P)
17:10 – 17:30	Wrap-up and evaluation of Day 1 (P)

Day 2	
08:30 – 08:40	Re-cap of Day 1 and introduction to Day 2 (P)
Session 4: Policy	
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 on the results of the assessment of local policy (P)
Session 5: Enforcement	
10:30 – 11:00	Presentation: Enforcement (P)
11:00 – 11:15	Introduction to enforcement scenarios in a selected priority setting (P)
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)
Session 6: Information and communication	
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
Special session: Learning from local experience	
15:30–18:30	Smoke-free study tour
Day 3	
08:30 – 09:00	Re-cap and evaluation of Day 2 and introduction to Day 3 (P)
Session 7: Stakeholders	
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
Part III: Wrap-up	
Session 8: Consolidation and wrap-up	
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 will be conducted in groups of participants from the same jurisdiction. These “city groups” will remain the same throughout the workshop and each group will work with an assigned group facilitator.

GROUP ASSIGNMENT Subplenary 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

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

SESSION 1: Welcome and workshop overview

OBJECTIVES

- Learn about the experience of other participants and of their expectations for the workshop.

PROGRAMME

- Welcome and opening remarks.
- Participant introductions.
- Introduction to Part I: Workshop overview and administrative announcements.
- Photo session.

No exercise in this session.

SESSION 2: Epidemic of tobacco use and smoke-free cities

OBJECTIVES

- Understand key issues relating to exposure to second-hand tobacco smoke, the rationale for protection, and the solution.
- Learn about subnational smoke-free interventions being implemented in other cities.
- Understand the general factors and elements recommended in order to become a successful smoke-free city through local legislation.
- Learn about tobacco industry tactics, and the arguments against smoke-free environments, and how to counter them.

PROGRAMME

- Presentation: Second-hand smoke and health.
- Presentation: Brief overview of the current situation.
- Presentation: Smoke-free cities in action – case studies on subnational smoke-free interventions.
- Presentation: Tobacco industry tactics and the WHO FCTC Article 5.3.

No exercise in this session.

PART II: STRATEGIC PLANNING SESSIONS

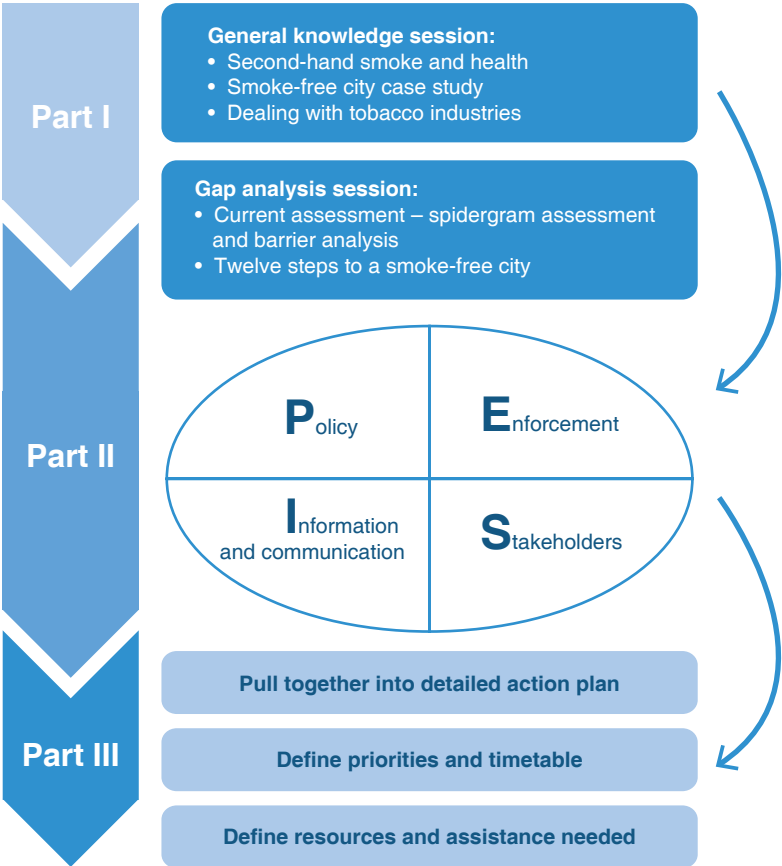
The strategic planning sessions cover four key areas: (1) Policy, (2) Information and communication, (3) Enforcement and compliance, and (4) Stakeholder engagement – the “PIES” framework.

On the basis of the information provided in the 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 take the participants progressively from assessing their current situation through 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 the strategic planning exercises.

Figure I. Strategic planning flowchart



SESSION 3: Assessment of current situation

OBJECTIVES

- Gain a clear picture of the situation in your jurisdiction and weaknesses and barriers in the current policy.
- Learn about the *Twelve steps* to making a city smoke free.

PROGRAMME

- Presentation: *Overview of the local tobacco control situation.*
- City group exercise: Spidergram assessment.
- City group exercise: Barrier analysis.
- Presentation: *Overview of the Twelve steps.*

City group exercise: Spidergram assesment (45 minutes)

Task:

In your city group, complete the SHS spidergram (Tool #1) to consider four factors – (1) policy, (2) information and communication, (3) enforcement and compliance, (4) stakeholder engagement – that affect the implementation of complete bans on indoor smoking. Place different cut-outs on a scale (1–4) in the spidergram according to the status of each factor in protecting from SHS, as explained below.

Rank the status of policy (ordinance/regulation) and mark with a **black 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.

Rank the status of information and communication on existing ordinance/regulation and mark with a **yellow star**.



1. No policy/ordinance/regulation and 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.

Rank the status of enforcement of, and compliance with, existing ordinance/regulation and mark with a **green 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.

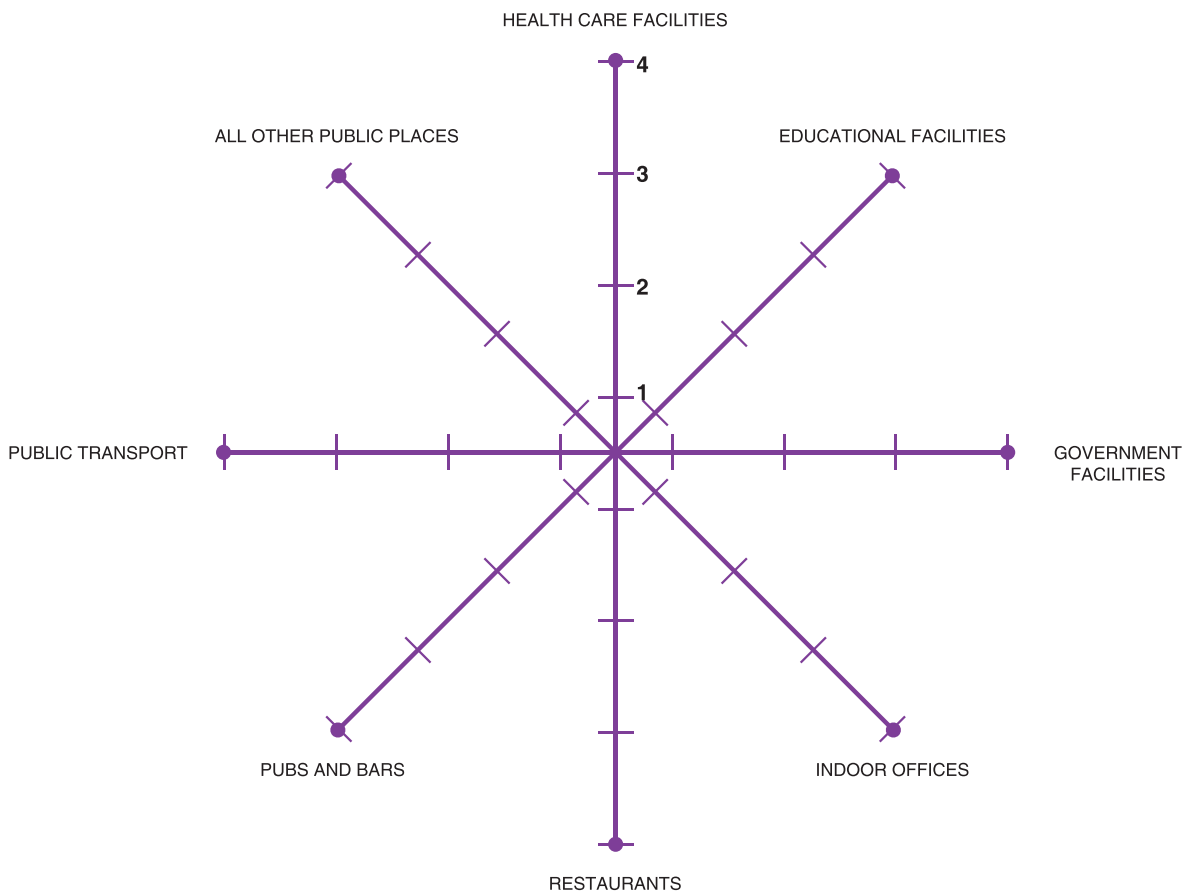
Mark the status of stakeholder engagement in advocacy for strong ordinance/regulation and enforcement with a red triangle.







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).

Tool #1: Spidergram assessment

SHS SPIDERGRAM



-  Policy
-  Information and communication
-  Enforcement and compliance
-  Stakeholder engagement

City group exercise: Barrier analysis (1 hour)

Task:

In your city group, select three settings of focus based on the results of the spidergram exercise. Your group can select settings with the biggest delays or settings that have proven to be most favourable for promoting smoke-free legislation.

Once the settings are selected, 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) on a flipchart. It is recommended to record the results in this workbook as well.

Tool #2: Barrier analysis

	Settings of focus		
Policy			
Information and communication			
Enforcement and compliance			
Stakeholder engagement			

SESSION 4: Policy

OBJECTIVES

- Understand the legislative situation in your jurisdiction.
- Understand the legislative content needed in your jurisdiction to achieve best practice.

PROGRAMME

- Presentation: Legislation.
- City group exercise: Assessment of local policy.
- Feedback and discussion on the results of the assessment of local policy.

City group exercise: Assessment of local policy (25 minutes)

Task:

In your city group, assess the state of current legislation in your city. Go through the survey questions (Tool #3) and rate the level of achievement. Discuss results in the group.

Tool #3: Policy assessment survey (sample)

	Yes	No	Not sure
1. Does the current smoke-free ordinance have a clear statement 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. In the rationale for the ordinance, is there a reference to any human rights, such as the right to health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the ordinance include a statement 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 that advise 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"/>

	Yes	No	Not sure
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. “means 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. Are public places that are covered by the ordinance defined broadly and is there a list of places covered 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?	<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 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 the ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the ordinance describe the authority of 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 are authorized to 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, which include size of text and location in specific settings (e.g. vehicles or establishments), and a visual sample of signs that meet the standards described?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SESSION 5: Enforcement

OBJECTIVES

- Understand the key elements needed for successful and proper enforcement of a local smoke-free ordinance.
- Develop an enforcement strategy for a priority setting in your jurisdiction.

PROGRAMME

- Presentation: Enforcement.
- City group exercise: Enforcement scenarios in a selected priority setting.
- City group market: Enforcement scenarios.
- City group exercise: Enforcement plan.

City group exercise: Enforcement scenarios in a selected priority setting (30 minutes)

Task:

Select at least one priority setting (but no more than three settings) and discuss issues relevant to enforcing the smoke-free legislation. Consider the following questions during the discussion:

1. Is there a sign that states “No smoking”? Is it in a visible location?
2. Will someone enforce the smoking ban? Who do you think should enforce the ban?
3. Is a monetary fine imposed on the establishment or on the person who smoked? Is there a telephone number or web site for reporting violations?

Build a scenario in which the smoke-free legislation is enforced, and place cut-outs on a flipchart to describe the scenario. The scenario can be a situation under existing ordinances/regulations or an imaginary situation where smoke-free legislation is being enforced in the future. You may write down explanatory notes and/or use text balloons to show conversation in the scenario.

City group market: Enforcement scenarios (15 minutes)

Task:

Visit other groups to see the results of their discussions. One person should remain by his/her group’s flipchart to explain the results to participants from the other groups. Discuss what you learn from other groups.

City group exercise: Enforcement plan (1 hour)

Task:

In your city group, discuss existing enforcement mechanisms and develop an enforcement plan (Tool #4).

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

OBJECTIVES

- Understand effective communications and media advocacy approaches and messages related to smoke-free environments.
- Gain increased confidence in using the media for communications and advocacy.
- Develop an information and communication strategy for your own jurisdiction.

PROGRAMME

- Presentation: Information and communication.
- City group exercise: Myths and barriers.
- City group exercise: What is the most important myth in your city? What message and who should get the message?

City group exercise: Myths and barriers (15 minutes)

Task:

In your city group, complete the myths exercise sheet (Tool #5). Higher weight means that the myth is more common or is more likely to undermine efforts to create a smoke-free environment in your local context.

Tool #5: Myths exercise sheet

Myths	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.	

City group exercise: What is the most important myth in your city? (30 minutes)

Task:

On the basis of the results of the previous exercise, identify the most important myths (up to three) in your city. The selected myths are the barriers to a smoke-free policy in your jurisdiction. What message should be delivered, and who should receive the message in order to address the local myths? Discuss and develop a communication plan (Tool #6).

Tool #6: Communication plan

Barrier (myths)	Barrier #1:	Barrier #2	Barrier #3:
Communication goal			
Target audience			
Themes/messages			
Messenger			
Delivery medium/ format			

SPECIAL SESSION: Learning from local experience

OBJECTIVES

- Learn about local examples of a subnational initiative in smoke-free legislation.
- Learn how smoke-free policy is implemented in a local city.

PROGRAMME

- Smoke-free city study tour.

Smoke-free city study tour (3 hours)

Task:

During the study tour, consider the following questions:

1. What are your observations on the policy, the information provided to the public, enforcement, and stakeholder engagement?
2. Overall, how does your city compare to the local city?

SESSION 7: Stakeholders

OBJECTIVES

- Analyse the level of interest and influence of stakeholders in a particular setting and learn how to involve others to support the smoke-free policy in your jurisdiction.

PROGRAMME

- City group exercise: Stakeholder mapping.

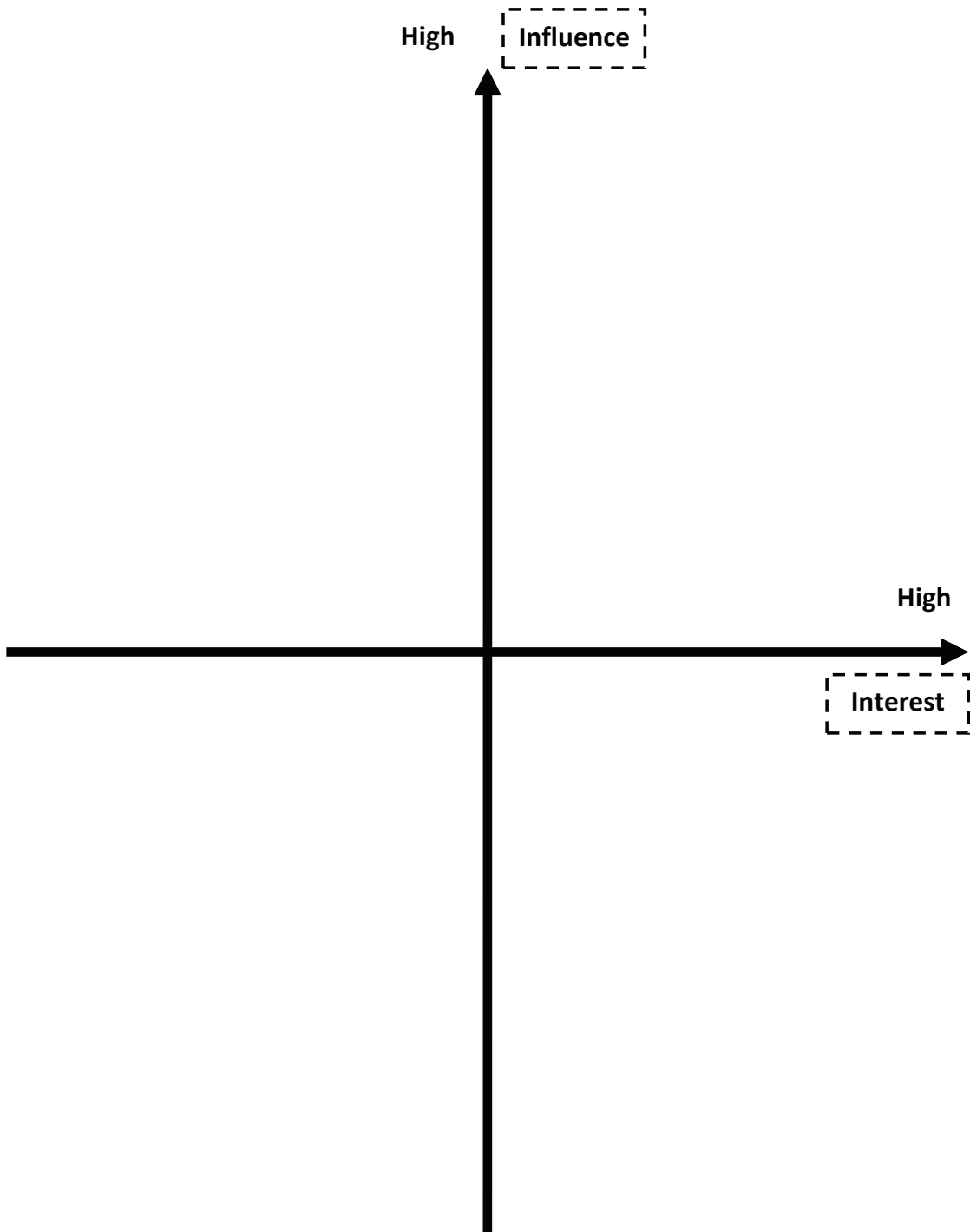
City group exercise: Stakeholder mapping (45 minutes)

Task:

In your city group, discuss the relative interest and influence of stakeholders with regard to policy and action on protection from SHS in the selected setting.

1. Position the different stakeholder groups/individuals on the interest and influence 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.

Tool #7: Influence and interest grid



PART III: WRAP-UP

SESSION 8: Consolidation and wrap-up

OBJECTIVES

- Develop an action plan of your jurisdiction and make a commitment to implement it.
- Gain a solid foundation of links to experts and resources to help you implement your strategies.

PROGRAMME

- City group exercise: Action plan development.
- Presentations: *City action plan*.
- Closing session and workshop evaluation.

City group exercise: Action plan development (2 hours)

Task:

Pull together components of the action plan and identify goals, priority activities, timelines, resources and responsibilities.

1. Take the results of your 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							



Evaluation and learning sheet: Day 1 (sample)

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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

Session 2: Epidemic of tobacco use 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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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

	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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

Special session: Learning from a 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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

Overall evaluation for Day 2

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

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Additional comments:

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Evaluation and learning sheet: Day 3

Session 7: Stakeholders

	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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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 effective in conveying the key messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials were 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"/>
<p>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.)</p>					

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 to us. It is extremely helpful to us in further developing and 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 materials were easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The balance between presentations, discussions and exercises was good.	<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 were effective in explaining the issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The facilitators explained the exercises clearly and made them lively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The time allocated for group work was sufficient.	<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. Meals and accommodation were satisfactory.	<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 learnt 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 you may have on how this training workshop could be improved in the future (please continue on an additional sheet of paper, if necessary)

Additional comments:

