MAKING YOUR CITY

SMOKE FREE

Workshop guide

Making your city smoke free workshop package – Western Pacific Region
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Workshop guide
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There is abundant evidence to support adverse effects of exposure to second-hand smoke, which has been classified as a “known human carcinogen” by the International Agency for Research on Cancer. In the Western Pacific Region, where about one third of the world’s smokers reside, it is estimated that two people die every minute from tobacco-related disease, and half of all men, women and children are regularly exposed to second-hand smoke at home and in public places.

In the Western Pacific Region, all eligible Parties have ratified the WHO Framework Convention on Tobacco Control, which necessitates protection from exposure to tobacco smoke in Article 8. Although all Parties are obligated to implement the treaty, smoke-free legislation in compliance with Article 8 is still limited.

Throughout the Western Pacific Region, many cities or subnational jurisdictions possess political authority to implement local legislation to enforce smoke-free environments. Some cities, such as Hong Kong (China) and Sydney, have become completely smoke free by implementing subnational legislation. Many other cities, although not 100% smoke free, are working diligently to eliminate tobacco smoke from public places and workplaces.

The “Making your city smoke free” workshop aims to promote and facilitate the adoption and implementation of subnational smoke-free legislation with practical guidance covering four essential aspects of effective smoke-free legislation: policy, information and communication, enforcement and stakeholders – “PIES”.

Drawing on examples from the regional cities that participated in the pilot workshop held in November 2011 in Makati, Philippines, this workshop package was adapted to the Western Pacific Region.
This “Making your city smoke free” workshop package was developed by the World Health Organization and adopted to the Western Pacific Region. The workshop methodology is based on three key materials:

- *Making cities smoke-free*, a WHO publication;
- *Building capacity for tobacco control: training package 1 (Protect people from tobacco smoke: Smoke-free environments)*; and
- a workbook, *Stakeholder mobilization for a smoke-free city*.

The workshop aims to promote and facilitate the adoption and implementation of a subnational smoke-free policy. Thus it is targeted at persons with the authority and responsibility for adopting and implementing such policies.

The workshop package includes the Workshop guide and the Participants’ workbook. This Workshop guide is intended to assist facilitators in preparing for and delivering their local “Making your city smoke free” workshop. Facilitators should adapt the materials in this guide to meet local needs.
BACKGROUND

Tobacco use is a major contributor to the increasing burden of noncommunicable diseases. It is also the leading preventable cause of death in the world today. It is estimated that 6 million people die from tobacco-related diseases each year. Knowledge and understanding of the impact of smoking on health is well established. However, there is less public awareness of, and concern for, 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 to SHS. For instance, SHS exposure has been clearly linked to heart attacks, strokes and acute respiratory conditions. Recent evidence also shows that SHS can alter DNA even after brief exposure. The International Agency for Research on Cancer (IARC) has classified SHS as a carcinogen. Despite this, 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 the local level, however, there has been greater promise for strong tobacco control measures. Municipalities, cities, provinces, prefectures and other local government units have increasingly become important intervention points for public health. Usually, subnational legislation passes 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 in place to protect people from SHS. Thirteen of these cities, including Mexico City and New York City, use subnational legal mechanisms.

The “Making your city smoke free” workshop focuses on the local level and 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, 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), 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.

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.
PREPARING FOR THE WORKSHOP

Participants
The workshop is targeted at persons who are responsible for promoting, developing and implementing comprehensive smoke-free legislation at subnational levels, and who have the authority to do so. It is recommended that a maximum of four participants from each subnational jurisdiction should attend 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); and
- 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 broader range of participants who will be involved in the implementation of the future smoke-free action plan should be selected in each jurisdiction.

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 on it. 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 and accommodation requirements prior to the workshop.

The facilitation team
The facilitation team is critical to the success of the workshop. The team should include not only people who will be in charge of technical activities, but also the following:
- a lead facilitator with experience of workshop facilitation; and
- local tobacco-control experts, especially with experience in dealing with tobacco industry interference and 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 workshop package: Workshop guide

– Making your city smoke free: participants’ 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 (FCTC)\(^3\); and
– WHO FCTC Article 8 Guidelines\(^4\).

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.

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 required are:
– 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 be held in a city that has already implemented local smoke-free legislation to facilitate on-site learning. It is recommended that participants be 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: Wrap-up.

The workshop consists of nine sessions, including a special session with a study tour. The sessions address various themes and aspects of strategic planning relevant to implementing smoke-free legislation.

A lead facilitator is responsible for facilitation throughout the workshop. Other members of the facilitation team are responsible for presentations and exercises during the sessions.

Most sessions include group exercises that team up participants from the same city. It is recommended to assign a facilitator to each group. A member of the facilitation team, preferably someone with local knowledge, can join each city group to assist and 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 the lead facilitator. The introduction may address the programme and expectations of the day, and should include a recap of the lessons from the previous day and feedback received from the participants. In the wrap-up at the end of each day, the lead facilitator may 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 to review the programme and materials of the day so that adjustments needed to make the workshop more useful can be incorporated in the rest of the workshop.

Evaluation from participants will be collected in two formats:

- **Evaluation and learning sheet**
  At the end of each day, participants will be given time to fill out an evaluation and learning sheet (Annex I), which asks what they learnt and requests their feedback on the day’s sessions. On the final day, participants will be 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 may ask about barriers encountered while implementing the draft action plan in the participants’ cities.
FOLLOW-UP PLAN

Post-workshop follow-up may include:
– an online survey;
– documentation of legislation in the participating municipalities;
– revision of the workshop programme; and
– introduction of a local surveillance system using Tobacco questions for surveys.

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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 – possibly a member of the facilitation team (page 7) – to take charge of activities in each session. The activity facilitator will introduce each exercise in plenary session, highlighting the structure and objectives, and will answer participants’ questions.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>08:30 – 08:40</td>
<td>Re-cap of Day 1 and introduction to Day 2 (P)</td>
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<tr>
<td><strong>Session 4: Policy</strong></td>
<td></td>
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<tr>
<td>08:40 – 09:10</td>
<td>Presentation: Legislation (P)</td>
</tr>
<tr>
<td>09:10 – 09:20</td>
<td>Introduction to the assessment of local policy (P)</td>
</tr>
<tr>
<td>09:20 – 09:45</td>
<td>City group exercise: Assessment of local policy (G)</td>
</tr>
<tr>
<td>09:45 – 10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Feedback and discussion on the results of the assessment of local policy (P)</td>
</tr>
<tr>
<td><strong>Session 5: Enforcement</strong></td>
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<tr>
<td>10:30 – 11:00</td>
<td>Presentation: Enforcement (P)</td>
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<tr>
<td>11:00 – 11:15</td>
<td>Introduction to enforcement scenarios in a selected priority setting (P)</td>
</tr>
<tr>
<td>11:15 – 11:45</td>
<td>City group exercise: Enforcement scenarios in a selected priority setting (G)</td>
</tr>
<tr>
<td>11:45 – 12:00</td>
<td>City group market: Enforcement scenarios (G)</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>City group exercise: Enforcement plan (G)</td>
</tr>
<tr>
<td><strong>Session 6: Information and communication</strong></td>
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<tr>
<td>14:00 – 14:30</td>
<td>Presentation: Information and communication (P)</td>
</tr>
<tr>
<td>14:30 – 14:45</td>
<td>City group exercises: Myths and barriers (G)</td>
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<tr>
<td>14:45 – 15:15</td>
<td>City group exercise: What is the most important myth in your city? (G)</td>
</tr>
<tr>
<td>15:15 – 15:30</td>
<td>Break</td>
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<tr>
<td><strong>Special session: Learning from local experience</strong></td>
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<tr>
<td>15:30–18:30</td>
<td>Smoke-free study tour</td>
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### Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>08:30 – 09:00</td>
<td>Re-cap and evaluation of Day 2 and introduction to Day 3 (P)</td>
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<tr>
<td><strong>Session 7: Stakeholders</strong></td>
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<tr>
<td>09:00 – 09:15</td>
<td>Introduction to city group exercise: Stakeholder mapping (P)</td>
</tr>
<tr>
<td>09:15 – 10:00</td>
<td>City group exercise: Stakeholder mapping (G)</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>Break</td>
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<tr>
<td><strong>Part III: Wrap-up</strong></td>
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<tr>
<td>10:15 – 10:30</td>
<td>Introduction to city group exercises: Action plan development (P)</td>
</tr>
<tr>
<td>10:30 – 12:30</td>
<td>City group exercises: Action plan development (G)</td>
</tr>
<tr>
<td>12:30 – 13:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30 – 15:00</td>
<td>Presentations: City action plans (P)</td>
</tr>
<tr>
<td>15:00 – 15:15</td>
<td>Break</td>
</tr>
<tr>
<td>15:15 – 16:15</td>
<td>Presentations: City action plans (P) – continued</td>
</tr>
<tr>
<td>16:15– 16:45</td>
<td>Closing session, workshop evaluation and photo session (P)</td>
</tr>
</tbody>
</table>

(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 group’s local context. The discussions should be focused and strategic, and should lead as far as possible to best practice.

Subplenary groups can be created if there is a significant difference between the levels of progress of cities in terms of 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 subplenary groups.

<table>
<thead>
<tr>
<th>Subplenary group</th>
<th>City group</th>
<th>Group facilitator</th>
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<tbody>
<tr>
<td></td>
<td>City A</td>
<td>Facilitator A</td>
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<td>City B</td>
<td>Facilitator B</td>
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<td>City C</td>
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<td>City D</td>
<td>Facilitator D</td>
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<td>1</td>
<td>City E</td>
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<td>City F</td>
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<td>City G</td>
<td>Facilitator G</td>
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<tr>
<td></td>
<td>City H</td>
<td>Facilitator H</td>
</tr>
</tbody>
</table>

*Modify the table above as needed*
PART I: INTRODUCTION TO THE “MAKING YOUR CITY SMOKE FREE” WORKSHOP
SESSION 1: Welcome and 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 host organization or lead facilitator gives the welcome and opening remarks.

1-2  Participant introductions and workshop expectations

The facilitator introduces himself/herself and requests other participants to introduce themselves (name, title, organization/agency and city they are representing). It is recommended to ask participants to share briefly 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 exercise will provide participants with an opportunity to offer their perspectives and will help the facilitator 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 determine 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); and
- the fact that the workshop is designed to meet the needs of the participants and the goals of their jurisdiction(s), and therefore the workshop can be adjusted as necessary in order to do this.

Administrative announcements should follow.

Combining participant introductions with an icebreaker activity may be useful to encourage learning by actively involving the participants at the beginning of a workshop.

1-4 Photo session

An official photo session may be carried out at the end of the Session 1.
SESSION 2: Epidemic of tobacco use and smoke-free cities

- **Time required:** 1 hour 40 minutes

  20 minutes   Presentation: Second-hand smoke and health
  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 understand 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, and the arguments against smoke-free environments, and how to counter them.

MATERIALS

- Workshop binder
- Presentation 1: Second-hand smoke in the Western Pacific 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 and health

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 they will be their 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):

• Experience of Chandigarh as a smoke-free city (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).
• 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).
• 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).

• Tobacco-free cities for smoke-free air: a case study in Mecca and Medina (http://www.who.int/kobe_centre/interventions/smoke_free/mecca_medina_web_final.pdf).

• Towards 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).


The presenter should emphasize that these are not examples of the best practice since some of these cities allow designated smoking areas. However, they 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 the tobacco industry interference:


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 must provide sufficient time for discussion so that participants can ask questions or discuss a particular topic of interest. The proposed schedule includes two 10-minute periods for questions and answers, each after two presentations.
Making your city smoke free workshop package: Workshop guide
PART II: STRATEGIC PLANNING SESSIONS
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

<table>
<thead>
<tr>
<th>Time required: 3 hours 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
<tr>
<td>1 hour</td>
</tr>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

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 Subplenary 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) subplenary 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.

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 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 in 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 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 analyze 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.
Tool #1: Spidergram assessment

SHS SPIDERGRAM

Policy
Information and communication
Enforcement and compliance
Stakeholder engagement
Step 1: Mark the status of policy (ordinance/regulation) 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.

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

Step 4: 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).

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 II**.

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...
Making your city smoke free workshop package: Workshop guide

groups while one 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

<table>
<thead>
<tr>
<th>Settings of focus</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforcement and compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stakeholder engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Annex II 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 cities 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 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 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 cities smoke-free*. The questions should be adjusted to the local context.

*Tool #3: Policy assessment survey (sample)*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In the rationale for the ordinance, is there a reference to any human rights, such as the right to health?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the ordinance clearly state that there is no known safe level of exposure to tobacco smoke?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>6. Does the ordinance provide a clear definition of &quot;enclosed spaces&quot;?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>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. &quot;means an employer, owner, manager, or other person with permanent or temporary authority over the operation of an establishment or of a vehicle&quot;)?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>8. Are public places that are covered by the ordinance defined broadly and is there a list of places covered for clarity?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>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?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>10. Does the ordinance describe specific actions and duties for which employers and businesses are responsible?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>11. Are penalties and fines high enough to provide an adequate deterrent to both individuals and businesses?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>12. Are fines for businesses proportionately higher than fines for individuals?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>13. Does the ordinance clearly state which persons within the municipal government have authority to enforce its provisions?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>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?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>15. Does the ordinance describe the authority of inspectors regarding the enforcement of the ordinance?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>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?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
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? □ □ □

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? □ □ □

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 should be shared in the plenary in order to allow participants to learn about the situation in other jurisdictions and to make comparisons with their local situation. Individual feedback to each jurisdiction may be given by the group facilitators.
SESSION 5: Enforcement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation: Enforcement</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Introduction to city group exercise: Enforcement scenarios</td>
<td>15 minutes</td>
</tr>
<tr>
<td>City group exercise: Enforcement scenarios in a selected priority setting</td>
<td>30 minutes</td>
</tr>
<tr>
<td>City group market: Enforcement scenarios</td>
<td>15 minutes</td>
</tr>
<tr>
<td>City group exercise: Enforcement plan</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

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
- Presentation7: 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.

5-2 Introduction to city group exercise: Enforcement scenarios

In 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 to illustrate the scenario. The scenario can be an imaginary situation under existing ordinances/regulations or 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 who smoked? Is there a telephone number or web site for reporting violations?

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

See Annex II 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 should 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 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, and 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

<table>
<thead>
<tr>
<th>Outline of enforcement plan</th>
<th>Actions taken</th>
<th>Gaps</th>
<th>Actions needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation of enforcement authorities, bodies, individuals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who has/will have the power to enforce? (list)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have they been informed of their responsibility? If not, how will they be informed of their responsibility?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforcers’ ability to issue fines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforcers’ training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protocol (system and tools) for inspections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanism for the public, owners of premises, managers etc. to report a violation or to request assistance (web site, telephone helpline etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of the will to enforce (communication on fines, enforcement and compliance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring compliance, gathering information from government agencies and departments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 6: Information and communication

Time required: 1 hour 15 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation: Information and communication</td>
<td>30 minutes</td>
</tr>
<tr>
<td>City group exercise: Myths and barriers</td>
<td>15 minutes</td>
</tr>
<tr>
<td>City group exercise: What is the most important myth in your city? What message and who should get the message?</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

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 communication strategy for their own jurisdiction.

MATERIALS

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

AGENDA

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 communication goals;
- effective media options for information and communication, including paid mass media and earned media;
- how to match messages to the stage of the campaign and to relevant audiences;
- examples of effective messages and media campaigns.

Allow at least 10 minutes for discussion.
6-2  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 that 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 a sample myths exercise sheet. The myths should be adjusted as necessary depending on the local context.

*Tool #5: Myths exercise sheet*

<table>
<thead>
<tr>
<th>Myths</th>
<th>Weight 1–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-hand smoke is not harmful to health.</td>
<td></td>
</tr>
<tr>
<td>Legislation is not needed. A voluntary policy will work instead.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws are unpopular. Most people don’t want them.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws violate an individual’s right to smoke.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Ventilation and designated smoking rooms for smokers provide adequate protection from second-hand smoke.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws harm the economy.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws harm the hospitality and tourism industries.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws will result in more smokers smoking in their homes and will expose more children to the dangers of second-hand smoke.</td>
<td></td>
</tr>
<tr>
<td>Smoke-free laws are not feasible or appropriate for all countries.</td>
<td></td>
</tr>
</tbody>
</table>

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 II for an example.

Tool #6: Communication plan

<table>
<thead>
<tr>
<th>Barrier (myths)</th>
<th>Barrier #1:</th>
<th>Barrier #2</th>
<th>Barrier #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes/messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messenger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery medium/format</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 see, 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:

1. What are your observations on the policy, the information provided to the public, enforcement, and stakeholder engagement?
2. Overall, how does my city compare to the local city?
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 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 II for an example.
Tool #7: Influence and interest grid
Workshop participant placing stakeholders on the grid. It is recommended to use post-it notes for the stakeholder analysis as it enables stakeholders to be repositioned depending on the discussions.
PART III: WRAP-UP
SESSION 8: Consolidation and wrap-up

Time required: 5 hours 15 minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Introduction to city group exercise: Action plan development</td>
</tr>
<tr>
<td>2 hours</td>
<td>City group exercise: Action plan development</td>
</tr>
<tr>
<td>2 hours 30 minutes</td>
<td>Presentation: City action plan</td>
</tr>
<tr>
<td>30 min</td>
<td>Closing session and workshop evaluation</td>
</tr>
</tbody>
</table>

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, the facilitator introduces the city group exercise on the development of the action plan and provides 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. Group facilitators should focus on what the jurisdiction wants to achieve in the next 24 months and how the hosting organization can help in the process.

Working in city groups, participants complete the following:

1. Compile the summary results into an action plan. Specifically, 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

<table>
<thead>
<tr>
<th>Priority settings:</th>
<th>Goal</th>
<th>Policy</th>
<th>Information and communication</th>
<th>Enforcement and compliance</th>
<th>Stakeholder engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project title:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person in charge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Participants should be provided with an electronic version of the action plan format (Tool #8) to facilitate the presentation of action plans in the plenary and the finalization of action plans upon their return home.

Groups should be advised to leave the final 20 minutes for discussion of the next steps in expanding smoke-free cities in their 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 to allow a longer time for discussion during this presentation session. For example, city groups could present their action plans in the first hour and a half, and group facilitators could present highlights of each city’s action plan and ask comments and suggestions in the last hour.
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 I).

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, could be presented).

In addition, the facilitator should enthusiastically congratulate the participants on the work that they have done.
ANNEX I: Participant’s evaluation sheets

Below is a sample evaluation sheet. The purpose of this sheet is to assess the relevance and usefulness of this workshop to the participants. The evaluation and learning sheet of each day contains the same set of questions for each session on that day, plus general questions about the day. At the end of the workshop, it is recommended to request overall evaluation of the workshop.

**Evaluation and learning sheet: Day 1 (sample)**

**Session 1: Welcome and workshop overview**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic is relevant to my work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. There was enough time for the topic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. The speaker was effective in conveying the key messages.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. The materials were easy to understand.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. The tool(s) helped me to reflect on the context in my city.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I was satisfied with the session.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>List three key things (knowledge, skills, attitudes) you have learned today.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Additional comments:
### Evaluation and learning sheet: Overall workshop (sample)

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The workshop topic and materials were relevant and informative.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>2. The workbook, tools and other resources were useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>3. The case studies were useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>4. The material was easy to understand.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>5. The balance between presentations, discussions and exercises was good.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>6. The time allocated for knowledge presentations was sufficient.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>7. The speakers were effective in explaining the issues.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>8. The facilitators explained the exercises clearly and made them lively.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>9. The time allocated for group work was sufficient</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>10. The study tour was relevant and useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>11. The overall organization of the workshop promoted a good learning experience.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>12. Meals and accommodation were satisfactory.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>13. The venue was conducive to learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>14. I would recommend this training to my colleagues.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>15. I intend to put into practice the lessons I learnt during this workshop.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>16. My expectations were met.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td><strong>List three key things (knowledge, skills, attitudes) you have learned that you can put into practice when you go back to your organization.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If you feel that there was something that should have been covered but was not, please indicate below.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>What would you shorten or eliminate from the current programme, if anything?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>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)</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Additional comments</strong></th>
</tr>
</thead>
</table>
Annex II: 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 below according to the following scenario of XX City. In addition, two examples of the spidergram done by two cities in the Region: Tagaytay in Philippines and Ulaanbaatar in Mongolia are provided.

Example 1: 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.
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.

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.

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.

IMPORTANT NOTES

• 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 a ban on smoking on the premises.

• 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 a campaign that are paid for (e.g. advertising on billboards, television and radio). “Earned media” describes coverage received as a result of promotional efforts – such as newspaper articles or news items on television and radio.

• 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.

• “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.
Example 2: Tagaytay, Philippines

Tagaytay does not have local smoke-free legislation, but a national tobacco control law prohibits smoking in some public places. Stakeholders are engaged in all areas. The Tagaytay city group selected restaurants, pubs and bars, and public transport as its three settings of focus because they lacked smoke-free policies.

Example 3: Ulaanbaatar, Mongolia

Ulaanbaatar does not have local smoke-free legislation. However, Mongolia’s national tobacco control law prohibits/restricts smoking in some public places. Although the level of enforcement is high in health care and educational facilities, the existing policy is insufficient to provide protection. Restaurants, pubs and bars were identified as areas that lacked PIES. The Ulaanbaatar city group selected educational facilities, restaurants, pubs and bars, and all other public places as its settings of focus for the group exercise on barrier analysis.
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 of City X 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.

**Example 1: City X**

<table>
<thead>
<tr>
<th></th>
<th>Setting of focus: Public transport</th>
</tr>
</thead>
</table>
| **Policy**             | • Opposition from smokers among staff and passengers  
                         • Obtaining support from policy-makers  
                         • Current policy allows designated smoking areas |
| **Information and communication** | • The tobacco industry has a joint media campaign with transport companies to promote smoking areas in stations  
                                • The designated smoking rooms are considered protective against SHS  
                                • Lack of resources and funds |
| **Enforcement and compliance** | • Other issues take priority  
                                   • Lack of resources for enforcement activities  
                                   • No standard guideline for implementation  
                                   • No inspection system  
                                   • Many customers are reluctant to stop smoking |
| **Stakeholder engagement** | • Lack of involvement of workers in enforcing the existing law |

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.

The barrier analysis table completed by Ulaanbaatar, Mongolia is shown below.

**Example 2: Ulaanbaatar, Mongolia**

<table>
<thead>
<tr>
<th></th>
<th>Other public places (shops, hotels and common halls)</th>
<th>Restaurants, pubs and bars</th>
<th>Educational facilities (colleges and universities)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td>• Current ordinance allows designated smoking rooms.</td>
<td>• Current ordinance allows designated smoking areas/sections.</td>
<td>• Current city ordinance bans indoor smoking.</td>
</tr>
<tr>
<td><strong>Information and communication</strong></td>
<td>• Designated smoking rooms are considered protective.</td>
<td>• Designated smoking areas/sections are considered protective.</td>
<td>• Peer pressure • “Cool guy” image</td>
</tr>
<tr>
<td><strong>Enforcement and compliance</strong></td>
<td>• Poor enforcement • No regular inspection</td>
<td>• Poor enforcement • Penalty is too small for business entities.</td>
<td>• Poor enforcement • No regular inspection for selling points in surrounding areas</td>
</tr>
<tr>
<td><strong>Stakeholder engagement</strong></td>
<td>• District authority grants permission to sell cigarettes.</td>
<td>• Restaurant owners associations are against smoking bans • Customers are against 100% smoking bans</td>
<td>• Poor tutors role/behaving to encourage students in smoking cessation • User friendly cigar selling points</td>
</tr>
</tbody>
</table>
Enforcement scenario (Session 5)

In this exercise, each city group should select one setting for building an enforcement scenario. The example below shows an enforcement scenario for City X, with “public transport” as the priority setting. The photos that follow show enforcement scenarios developed by workshop participants.

Example 1: City X

*In City X, 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.*

Ma’am, smoking is prohibited at this platform. There is a designated smoking room. Could you put off your cigarette?

No, ma’am. But smoking is allowed only in the designated room under the city ordinance.

Why would I? I have never heard about such smoking bans. Am I getting fined?

That smoking room is just a few steps away from here. It should not make any difference whether I smoke here or there. I will just finish my cigarette here and that’s it!
Example 2: Haerbin, China

1. A traveller goes to a hotel. He cannot smoke on the plane, in the taxi or in the hotel. He goes to a pub and have a drink.

Waiters and business owners: They ignore and do not intervene because they think it would affect business.

2. There is no sign in the pub and he starts smoking.

3. Many customers are not happy about this while some just accept this situation.

4. Someone calls an enforcement officer.

5. Implementer comes and intervene.

Example 3: Qing Dao, China

If a hospital is found violating the ban, it may be fined.

Barrier: There are fines stipulated in law, but by the time an enforcement officer arrives, the smoker could leave the premise.

There is someone smoking in the hospital... We thought there is a law that bans smoking.

Ma'am, please step outside to smoke to protect our patients in the hospital.

Ma'am, smoking is not allowed.

Please ask your visitor not to smoke here.
Example 4: Chang Chun, China
Tool #6: Communication plan (Session 6)

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

City groups may need guidance to identify goals and target audiences. For example, group facilitators can suggest communication goals and target audience specific to the level of change. For instance, let us assume that one of the most important myths in the city is: “Ventilation and designated smoking rooms provide adequate protection from SHS.” Is the city at the level where it has to convince decision-makers or the public? Or is the city preparing to change to 100% smoke-free since it already has public support? Depending on the level at which the city is, the city group should set a specific communication goal and target audience. Below is an example.

<table>
<thead>
<tr>
<th>Barrier (myths)</th>
<th>Ventilation and designated smoking rooms for smokers provide adequate protection from SHS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication goal</td>
<td>Raise awareness among decision-makers and mobilize support for 100% smoke-free policy</td>
</tr>
<tr>
<td>Target audience</td>
<td>Decision-makers</td>
</tr>
</tbody>
</table>
| Themes/messages | • Ventilation and designated smoking rooms do not protect health.  
• Harm caused by exposure to SHS  
• Scientific evidence  
• Success stories on implementing 100% smoke-free policy in other jurisdictions |
| Messenger | • Mayor  
• City councillor  
• Civil society organization |

| Delivery medium/format | Newspapers  
• Workshop  
• Personal meetings  
• Signature collection campaign |

Decision-makers believe that ventilation and designated smoking rooms are effective in protecting people from SHS. Thus the communication goal is to raise awareness and support among decision-makers.

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.

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 and multilateral organizations. 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; and
– WHO.

The stakeholders listed above are general examples. However, 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.
The following pictures are examples of stakeholder mapping grids completed by workshop participants.

**Example 1: George Town, Malaysia**
Example 2: Johor Bahru, Malaysia
Example 3: Puerto Princesa, Philippines

- City Mayor
- Bishop of the Catholic Church
- Members of Committee on Health
- City Health Officer
- Palawan Press Club
- City Information Officer
- Puerto Princesa Ministerial Fellowship
- City Legal Officer
- NGOs
- City Environment Division
- Hospital of Palawan
- City Dept. of Education
- DoH
- City Tourism Council
- Philippine National Police
- City Traffic Management Office
- Ligang Barangay captains
- Palawan Press Club
- City Mayor
- Bishop of the Catholic Church
- Members of Committee on Health
- City Health Officer
- Palawan Press Club
- City Mayor
- Bishop of the Catholic Church
- Members of Committee on Health
- City Health Officer
Example 4: Santa Rosa, Philippines