

## KEY RESOURCES

### Key policy resources (high-level overviews, summaries, policy papers)

- WHO FCTC Article 13, at: [http://www.who.int/fctc/text\\_download/en/index.html](http://www.who.int/fctc/text_download/en/index.html) (Annex 1 in *Participants' Workbook*)
- WHO FCTC Article 13 Guidelines, at: [http://www.who.int/fctc/guidelines/article\\_13.pdf](http://www.who.int/fctc/guidelines/article_13.pdf) (Annex 2 in *Participants' Workbook*).
- WHO FCTC Article 5.3 Guidelines, at: [http://www.who.int/fctc/guidelines/article\\_5\\_3/en/index.html](http://www.who.int/fctc/guidelines/article_5_3/en/index.html) (Annex 3 in *Participants' Workbook*).
- WHO FCTC Implementation Database  
Article 21 of the WHO FCTC calls upon Parties to submit to the Conference of the Parties periodic reports on implementation of the Convention. The WHO FCTC Implementation Database contains and provides access to information from the reports submitted by the Parties to the Convention. The database can be searched by individual Parties and by treaty articles and measures. When searching for full reports by Parties, please note that the searchable list contains all Parties that have reported at least once. Within treaty articles, searches can be carried out by individual measures and/or questions of the reporting instrument. It should be noted that some questions are specific to either the two-year or five-year reports. The article overview table, accessible by clicking on the respective article names, contains only the latest available information from Parties. The database is updated regularly as reports arrive from the Parties. The WHO FCTC Implementation Database can be accessed at: <http://apps.who.int/fctc/reporting/database/>

The reports and their annexes, submitted by the Parties on their implementation of the Convention can be accessed on the website of the Convention Secretariat at: [http://www.who.int/fctc/reporting/party\\_reports](http://www.who.int/fctc/reporting/party_reports)

### Session 1

#### • Summary of evidence

The impact of tobacco marketing on tobacco consumption and the effectiveness of comprehensive bans.

Findings of the monograph on the role of the media in promoting and reducing tobacco use, at:

<http://cancercontrol.cancer.gov/tcrb/monographs/19/index.html>

- Training workshop checklist of types of tobacco advertising, promotion and sponsorship (TAPS) (Annex 4 in *Participants' Workbook*)

### Session 2

- "How do you sell death..." at: [http://www.fctc.org/index.php?option=com\\_content&view=article&id=255:how-do-you-sell-death&catid=163:advertising-promotion-and-sponsorship&Itemid=183](http://www.fctc.org/index.php?option=com_content&view=article&id=255:how-do-you-sell-death&catid=163:advertising-promotion-and-sponsorship&Itemid=183)
- **Myths and facts about tobacco displays at point of sale**  
at: <http://www.quit.org.au/downloads/POSsheet2.pdf> and at:  
<http://www.ashscotland.org.uk/ash/files/ASH%20Scotland%20Briefing%20Paper%20on%20the%20Myths%20and%20Realities%20of%20Tobacco%20Point%20of%20Sale%20Display%20Bans.pdf>.
- **Myths and facts on economic impacts and civil liberty issues** at:  
<http://www.tobaccoinaustralia.org.au/chapter-11-advertising>.  
Tobacco's dirty tricks at: <http://no-smoke.org/getthefacts.php?id=16>.
- *Smoke-free movies: from evidence to action*, WHO 2009, at:  
[http://whqlibdoc.who.int/publications/2009/9789241597937\\_eng.pdf](http://whqlibdoc.who.int/publications/2009/9789241597937_eng.pdf).

### Session 4

- Practical framework for implementing legislation for comprehensive bans on tobacco advertising, promotion and sponsorship (TAPS) (See Annex 5 in *Participants' Workbook*)
- Excerpts from various legislation/regulations on banning tobacco advertising, promotion and sponsorship (TAPS) (Annex 6 in *Participants' Workbook*)
- Training workshop checklist of types of tobacco advertising, promotion and sponsorship (TAPS) (Annex 4 in *Participants' Workbook*)

### Session 5

- John S. *Enforcement of tobacco control policies: global best practices*. Healthbridge, 2008. See case studies on bans on TAPS from Australia, Bangladesh, France, India Ireland, Norway, Pakistan, Singapore and United Kingdom, at: [http://www.whoindia.org/en/Section20/Section25\\_1691.htm](http://www.whoindia.org/en/Section20/Section25_1691.htm).

### Session 6

- Practical framework for implementing legislation for comprehensive bans on tobacco advertising, promotion and sponsorship (TAPS) (Annex 5 in *Participants' Workbook*)
- Excerpts from various legislation/regulations on banning tobacco advertising, promotion and sponsorship (TAPS) (Annex 6 in *Participants' Workbook*)

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### Session 7

- **Advocacy planning**

Strategy planning for tobacco control advocacy, American Cancer Society/UICC, 2003 at: [http://strategyguides.globalink.org/pdfs/guide1\\_AdvocacyGuide.pdf](http://strategyguides.globalink.org/pdfs/guide1_AdvocacyGuide.pdf)

- **Communications and media advocacy**

Using the media for tobacco control, PATH Canada, 2002 at: [http://bata.globalink.org/documents/media\\_guide.pdf](http://bata.globalink.org/documents/media_guide.pdf)

### Session 8

- IARC handbook. Volume 12: Methods for evaluating tobacco control policies. IARC handbooks of cancer prevention in tobacco control, 2009, at: <http://www.iarc.fr/en/publications/pdfs-online/prev/handbook12/index.php>

## ANNEXES

### ANNEX 1

#### Needs Assessment Checklist

To make the most of the training programme, it's important to complete an assessment of your country's current needs. This assessment forms the basis for the first discussions with the facilitators to determine the most suitable components of the training package.

Activities to consider when doing a needs assessment:

- consult with stakeholders both inside and outside the organisation
- consult with consumers e.g. through surveys, focus groups
- review relevant journals and publications
- research relevant health statistics and demographic data
- review and learn from previous tobacco control programmes
- review relevant government reports and policies

One simple way of producing a needs assessment is to form a focus group of key people with a leading person asking several questions and another recording the answers for a period of around 60 to 90 minutes. Some suggested questions are:

1. Who are the most relevant stakeholders in government and/or non-governmental organisations who would benefit from attending the training programme?
2. What are our needs that we expect this training to help us with?
3. What key information do we have that will provide important input into the training process (such as latest or proposed draft legislation, any previous or pending legal challenges to TC legislation, any action plans/ reports on successes and challenges in tobacco control, what specific projects have been funded in the last five years and what has been the outcome, examples of tobacco industry tactics and loopholes in laws etc., any specific enforcement problems, who are the major opponents of better legislation and enforcement)?
4. What relevant information we have gathered and analysed from staff members and other stakeholders?
5. Can we identify health and demographic data to better inform us and our faculty about the scope of the issue?
6. Have we collected information from consumers and other people affected by TAPS?
7. Can we distribute the needs assessment to others for further comment?
8. What are we expecting to get out of this training programme?

# Workshop Participant Evaluation

Name of workshop: \_\_\_\_\_

Day, month, year: \_\_\_\_\_

City, country: \_\_\_\_\_

Your feedback is very important to us. It is extremely helpful for us in our work to further develop and improve the training workshop

Please take a few minutes to answer the questions below, and deposit the completed evaluation sheet in the evaluation box.

Date: \_\_\_\_\_ Name (optional): \_\_\_\_\_

Country: \_\_\_\_\_

1. How likely is it that you can put the lessons learned during this training workshop into practice? (circle one)

Very likely

Likely

Somewhat likely

Not likely

2. List three key knowledge / skills / attitudes you have learned that you could put to practice when you go back to your organisation.

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3. The workshop material was relevant and informative. (circle one)

Strongly agree

Agree

Disagree

Strongly disagree

4. How useful were the pre-readings and handouts. (circle one)

Extremely useful

Useful

Somewhat useful

Not useful at all

5. How useful were the case studies? (circle one)

Extremely useful

Useful

Somewhat useful

Not useful at all

## Workshop Participant Evaluation

6. How would you rate the balance between presentations, discussions and exercises? (circle one)

Excellent

Good

Fair

Poor

7. How would you rate the time allocated for knowledge presentations? (circle one)

Sufficient

Somewhat sufficient

Somewhat insufficient

Insufficient

8. How would you rate the time allocated for group discussion, questions and answers? (circle one)

Sufficient

Somewhat sufficient

Somewhat insufficient

Insufficient

9. How would you rate the time allocated for group work? (circle one)

Sufficient

Somewhat sufficient

Somewhat insufficient

Insufficient

10. The general organisation promoted a good learning experience. (circle one)

Strongly agree

Agree

Disagree

Strongly disagree

11. I would recommend this training to my colleagues. (circle one)

Strongly agree

Agree

Disagree

Strongly disagree

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

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13. What would you shorten / eliminate from the current programme, if anything?

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14. Please write any comments you may have on how this training could be improved in the future

(please continue on other paper, if necessary)

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## Workshop Participant Evaluation

**15. Please give any feedback you may have on specific sessions.** (You can think in terms of the following criteria: relevance, facilitation, discussions, handling questions, session content, session organisation, presentations, visual aids and tools used, learning environment, allocation of time and pace of the session)

**Session 1: Welcome, workshop expectations and issue overview**

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**Session 2: Best practices in banning TAPS**

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**Session 3: Countering opposition**

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**Session 4: Strategic planning: Assessment of current situation: legislative and political environment**

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**Session 5: Strategic planning: Enforcement**

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**Session 6: Strategic planning: Legislative development**

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# Workshop Participant Evaluation

Session 7: Strategic planning: Information and communication

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Session 8: Strategic planning: Evaluation and monitoring

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Session 9: Consolidation and wrap-up

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16. Additional comments (please continue on other paper, if necessary)

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17. The hotel accommodation, meals, transport arrangements and conference facilities were good.

(circle one and write any comments you may have)

Strongly agree

Agree

Disagree

Strongly disagree

18. My expectations were met. (circle one)

(circle one and write any comments you may have)

Strongly agree

Agree

Disagree

Strongly disagree

19. How would you rate the training workshop overall? (circle one)

Excellent

Good

Fair

Poor

**THANK YOU FOR YOUR TIME!**

For further information, kindly contact **TFI** or **The Union** as follows:

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ISBN 978 92 4 150135 4



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