



**World Health
Organization**
Western Pacific Region



Prevention and Control of Areca (Betel) Nut and Tobacco Use

A Guide for Workshop Facilitators

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**World Health
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Introduction

The health, social and economic burdens of tobacco use – in all of its forms – are devastating. The use of tobacco with areca nut, commonly referred to as betel nut, has played a significant role in the increased incidence of adverse health effects among its users in many countries of the Western Pacific Region. In particular, studies have linked the incidence of cancer of the oral cavity and oesophagus in some Pacific island countries to the use of betel nut both with and without tobacco (WHO IARC, 2004).

Advocacy and awareness-raising activities can provide decision-makers with evidence of the serious harm caused by betel nut chewing, with and without tobacco. Community-based strategies are also needed to overcome social and cultural beliefs and practices that are barriers to sound public health measures. This is essential to prevent unnecessary suffering from oral cancer and related diseases.

The *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report* developed by the WHO Regional Office for the Western Pacific (2010), offers guidance for government representatives, nongovernmental organizations (NGOs), community organizations and health professionals in addressing betel nut and tobacco use. The report highlights a set of effective measures to prevent and control betel nut and tobacco use, including:

- Policies and legislation
- Education and advocacy
- Strategies to promote behaviour change
- Clinical services
- Surveillance and research
- Partnerships and alliances

Prevention and Control of Areca (Betel) Nut and Tobacco Use: A Guide for Workshop Facilitators, aims to reiterate learnings from the Technical Report and encourage workshop participants to promote actions to reduce betel nut and tobacco use within the Western Pacific Region.

Background

Purpose and target audience

This Guide for Workshop Facilitators primarily targets:

- government representatives
- NGOs
- community organizations
- health professionals

It was developed to increase understanding of betel nut and tobacco use and to promote actions to reduce its use in affected countries within the Western Pacific Region.

Workshop structure

This Guide includes six modules that cover the following topics:

- What betel nut is and the different ways it is used
- Health consequences of betel nut and tobacco use
- Socioeconomic and environmental consequences of betel nut and tobacco use
- Situational assessment of current situation and potential action areas
- Analysis of local context and stakeholders
- Action plan development

Facilitators may choose to use all or some of these modules.

How to use this Guide

This Guide is a tool to aid in the development of a workshop on the Prevention and Control of Areca (Betel) Nut and Tobacco Use. The content assumes a mix of participants with varying degrees of knowledge and experience on the topic. The workshop agenda and activities should be adapted to reflect the specific needs of the participants. Needs should be assessed through consultation with in-country counterparts.

This guide provides facilitators with a list of: (i) objectives; (ii) background readings; (iii) materials needed; (iv) guiding questions to help prompt group discussion; and (v) exercises for action planning.

Workshops are envisioned to be held regionally and/or at the country level, with support from WHO and other relevant partners.

Facilitators should review the following information prior to conducting a workshop on betel nut and tobacco use:

- *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report* (WHO Regional Office for the Western Pacific, 2012)
- Annex I of this document – Hints and Tips for Facilitators

Facilitators are also encouraged to research betel nut and tobacco use within the local context relevant to workshop participants.

Evaluation form

An evaluation form is included in Annex II. Providing participants with the opportunity to evaluate the workshop is a useful way for the facilitator to reflect on what went well, what did not go well, and ways to improve for future workshops.

The facilitator may wish to ask participants to complete an evaluation form after each module; each day; or at the very end of the workshop.

Day 1

Betel Nut and Tobacco Use: *What We Know*

Goals and Expected Outcomes

At the end of the *What We Know* modules, participants should be able to:

1. Describe what betel nut is.
2. Recall the health impacts of betel nut and tobacco use, including the links between betel nut, tobacco and cancer.
3. Recognize the socioeconomic and environmental consequences of betel nut and tobacco use.

Suggested Timetable

Recommended Time	Modules	Topic
30 minutes	Opening	Overview of the day, including goals and intended outcomes. Introduction and icebreaker.
60 minutes	Module I	What betel nut is and the different ways it is used
60 minutes	Module II	Health consequences of betel nut and tobacco use
60 minutes	Module III	Socioeconomic and environmental consequences of betel nut and tobacco use
30 minutes	Closing	Summary of workshop/closing remarks

Opening

Time required

30 minutes

Materials

Flip chart

Steps

- 1 Welcome participants and introduce the facilitator(s) and other individuals assisting with the running of the workshop.
- 2 Ask participants to introduce themselves to one another using an icebreaker activity (see example below).
- 3 Outline the overarching goals of Day 1 and how each session will be run.

Suggested activity

Workshop Agenda Setting

- 1 As a group, ask participants to share what they hope to learn from the workshop.
- 2 Write responses down on a flip chart.
- 3 Share the pre-planned purpose and objectives of the workshop with the group.
- 4 Look at the flip chart and tick off all the participant responses that are covered by these pre-planned objectives.
- 5 Circle the points on the participants' responses that are not covered in the pre-planned workshop objectives.
- 6 Plan how and where these points will be incorporated into the workshop agenda.

Module 1

What Betel Nut is and the Different Ways it is Used

Time required

60 minutes

Recommended Reading

Annex 1 of *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report* – Betel nut and tobacco use: origin, history and current trends

Goals and Expected Outcomes

At the end of Module 1, participants should be able to:

- Describe what betel nut is and the different ways it is used.
- Describe betel nut trends among particular demographic groups within their local context.

Steps

It is up to the facilitator to decide how to deliver this module. The guiding questions listed below should be used to help focus the session on Module 1's goals and expected outcomes.

Guiding questions

- What is your understanding of betel nut? How is it used? Who uses it? When do they use it?
- How common is betel nut chewing in your community?
- In your opinion, why is betel nut commonly used (or not)?
- What are common beliefs about betel nut in your community?
- In some countries/areas, chewing betel nut has deep historical, social and cultural roots. Can you give examples of traditional or social customs behind betel nut chewing in your local context?
- Are these customs changing or have they remained more or less the same over time? Why/why not?
- Are there any particular demographic groups for whom betel nut chewing is more common in your community? If so, why do you think this is the case?

Module 2

Health Consequences of Betel Nut and Tobacco Use

Time required

60 minutes

Recommended Reading

Annex 2 of *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report – Health concerns: why is betel nut use a problem?*

Goals and Expected Outcomes

At the end of Module 2, participants should be able to:

- Identify the key health issues related to the use of betel nut and tobacco use.

Steps

It is up to the facilitator to decide how to deliver this module. The guiding questions listed below should be used to help focus the session on Module 2's goals and expected outcomes.

Guiding questions

- What are the health effects of betel nut and/or tobacco use?
- Which of these health effects have you observed in your local context?
- Do you think most people in your local context know that betel nut and tobacco use is bad for them? If not, why not? If yes, why do so many people still decide to start using betel nut and/or tobacco?
- Why do you think people continue to use betel nut and/or tobacco?
- How would you rank oral cancer as a health problem in your local community?
- What are the treatment options for oral cancer in your community?
- Patients often don't seek treatment until it is too late. In your opinion, why do people wait so long before they seek treatment?

Module 3

Socioeconomic and Environmental Consequences of Betel Nut and Tobacco Use

Time required

60 minutes

Materials

For the World Café activity, you will also need: flip chart, markers

Recommended Reading

Annex 1 of *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report* – Betel nut and tobacco use: origin, history and current trends

Goals and Expected Outcomes

At the end of Module 3, participants should be able to:

- Recognize the socioeconomic and environmental effects of betel nut and/or tobacco use.

Steps

It is up to the facilitator to decide how to deliver this module. The guiding questions listed below should be used to help focus the session on Module 3's goals and expected outcomes. These questions can also be used as part of the World Café activity included on page 9.

Guiding questions

- The use of betel nut as a commercial product is a relatively recent phenomenon in the Region. Why do you think the market for betel nut has grown?
- Betel nut and tobacco use have consequences that extend beyond the individual. The following questions are specifically about the socioeconomics of betel nut and tobacco use:
 - ▶ What do you think "socioeconomic" refers to?
 - ▶ What are the implications of betel nut, tobacco and noncommunicable diseases (NCDs) in terms of social and economic development?
- Income generation:
 - ▶ How is betel nut a source of income generation in your community?
 - ▶ Do you think there are ways to promote alternatives to betel nut as a source of income? If so, please share your ideas.

- Income expenditure:
 - ▶ How much of an average household's income do you think is spent on purchasing betel nut?
 - ▶ What effect do you think the purchasing of betel nut in place of other items has on members of a household?
- Food production:
 - ▶ Do you know of individuals or families who rely on betel nut (i.e. a cash crop) as their main source of income?
 - ▶ How might the reliance on a cash crop affect food security?
- Environmental impact:
 - ▶ How does the cultivation of substances associated with betel quid (such as lime) impact the environment?

Suggested activity

World Café

- 1 Divide the participants into groups of approximately 4 people.
- 2 Set up flip charts in different areas of the room corresponding to the number of groups. Each flip chart will have a pre-prepared open-ended question on it.
Note: you may wish to use the guiding questions included in this module to help you develop questions for the flip charts/groups.

Depending on the number of flip charts/groups, questions could be:
 - Broad (e.g. what are the potential socioeconomic consequences of betel nut and/or tobacco use? What are the potential environmental consequences of betel nut and/or tobacco use?); or
 - Specific (e.g. how is betel nut a source of income generation in your country? How does betel nut production impact food security?)
- 3 Direct the participants to discuss possible answers to the question on their flip chart. Each group should select a scribe to write their responses under the question.
- 4 Upon completing the first round of conversations, ask each group to move to the next flip chart.
- 5 Repeat step 3, but only write down new responses to the question.
- 6 Repeat step 4 until all groups have moved through all the flip charts.
- 7 Join together and have different volunteers present the final list of responses for each flip chart question to the larger group.

Day 2

Action Planning

Goals and Expected Outcomes

At the end of the *Action Planning* modules, participants should be able to:

1. Analyse their local context and identify key stakeholders integral to the prevention and control of betel nut and tobacco use.
2. Conduct an assessment of the current situation and potential action areas to prevent and control betel nut and tobacco use within their local context.

Suggested Timetable

Recommended Time	Modules	Topic
30 min	Opening	Recap of Day 1 Overview of the day, including goals and expected outcomes
60 min	Module I	Situational assessment and potential action areas
60 min	Module II	Analysis of local context and stakeholders
60 min	Module III	Action plan development
30 min	Closing	Summary of workshop/actions moving forward Evaluation form

Opening

Time required

30 minutes

Steps

- 1 Welcome participants.
- 2 Recap the key lessons learned from Day 1 of the workshop (if the workshop is more than one day long).
- 3 Outline the overarching goals of the Action Planning modules and how each session will be run.
- 4 Introduce the Existing and Future Activities Table (Annex III).

Module 1

Situational Assessment and Potential Action Areas

Time required

60 minutes

Materials

- Existing and Future Activities Table (Annex III)
- Flip chart
- Sticky notes (2 different colours)
- Markers

Recommended Reading

Box 1, page 10-11 of *Review of Areca (Betel) Nut and Tobacco Use in the Pacific: A Technical Report* – Betel nut and tobacco use: origin, history and current trends

Goals and Expected Outcomes

At the end of Module I, participants should be able to:

- Assess ongoing and proposed activities for the prevention and control of betel nut and tobacco use.
- Categorize each of these activities based on the following criteria: (A) impact on public health; (B) political and public support; and (C) feasibility.
- Identify key priority areas in their local context in relation to the prevention and control of betel nut and tobacco use.

Steps

This exercise has four steps:

- 1 List existing activities
- 2 Identify future activities
- 3 Rate action areas
- 4 Discuss the results

1 List existing activities

In groups, brainstorm activities addressing betel nut and tobacco use. Include national and subnational activities that are being or have been recently implemented. Write them down on sticky notes (one activity per note) and place them on the flip chart under the “existing activities” column, according to the following six strategic areas:

- Legislation and policies
- Governance and local enforcement
- Public awareness, education, communication and advocacy
- Alliance and partnerships
- Betel nut and tobacco dependence treatment
- Surveillance and knowledge management

Guiding questions

- What has been done in the past five years in your local context to control betel nut and tobacco use?
- How are these activities intended to prevent or control betel nut and tobacco use?
- Who are the target audiences for these activities?

Suggested activity A template for this activity is included in Annex III.

		Activities	
		Existing activities	Future activities
Strategic Areas	Legislation and policies	Tobacco Control Act	
	Governance and local enforcement	Tobacco Control Taskforce	
	Public awareness	Radio Programme	

2 Identify future activities

In groups, consider activities that could be undertaken across the six strategic areas that have not yet been implemented. Write these actions on sticky notes preferably of a different colour from what was used for Step 1 and place them under the “future activities” column.

Guiding questions

- What do you think is missing, and what activities need to be developed?
- What are the key challenges encountered in the existing activities identified in Step 1? What future activities could be developed to help overcome these challenges?

Suggested activity

		Activities	
		Existing activities	Future activities
Strategic Areas	Legislation and policies	Tobacco Control Act	Legislation to ban betel nut sales to minors
	Governance and local enforcement	Tobacco Control Taskforce	Enforcement programme against betel nut in schools
	Public awareness	Radio Programme	

3 Rate the activities

Using the scale below, either in small groups or individually, rate each of the future activities in relation to the following criteria: (A) public health impact; (B) political and public support; and (C) feasibility. Use the table below to calculate the final score for each activity. The “future activity” with the highest score represents the activity that should be given the highest priority for implementation.

(A)
Public health
impact

(B)
Political and
public support

(C)
Feasibility

(A) Public health impact

Assign a score of 1, 2, 3 or 4 based on your answer to the question:
What is the impact of this activity on betel nut and/or tobacco use and public health consequences?

- No or minimal impact
- Minor impact
- Some impact
- Major reduction in the use of betel nut and/or tobacco

(B) Political and public support

Assign a score of 1, 2, 3 or 4 based on your answer to the question:
How much political and public support do you have for this activity?

- No or minimal support at present
- Limited support
- Some support
- Sufficient support

(C) Feasibility

Assign a score of 1, 2, 3 or 4 based on your answer to the question:
Do you have the resources and capacity to implement this activity?

- No or minimal resources and no or minimal capacity at present
- Limited resources and capacity
- Some resources and capacity
- Sufficient resources and capacity

Suggested activity

Future activities for each strategic area	(A) Public health impact	(B) Political and public support	(C) Feasibility	Total ([A+B]*C)
1. Legislation and policies				
Legislation to ban betel nut sales to minors	4	1	2	10
2. Governance and local enforcement				
Enforcement programme against betel nut in schools	2	2	2	8

4 Discuss results

Guiding questions

- Which of the future activities came out with the highest score?
- What could be done to increase the scores of some activities? (e.g. finding a way to increase political or public support)
- Were some actions identified that did not really fit into one or more of the six strategic areas in the activities table?

Module 2

Analysis of Local Context and Stakeholders

Time required

60 minutes

Materials

- Flip chart
- Sticky notes
- Markers

Goals and Expected Outcomes

At the end of Module II, participants should be able to:

- Identify strengths, weaknesses, opportunities and threats in implementing activities targeting betel nut and tobacco use.
- Gauge the level of interest and influence of stakeholders in addressing betel nut and tobacco use.
- Think of ways in which high-interest/high-influence stakeholders can motivate other stakeholders to commit to taking action.

Tasks

This exercise is divided into two tasks:

- 1 Strengths, weaknesses, opportunities and threats (SWOT) analysis
- 2 Stakeholder analysis

1 SWOT analysis

Reflect on the selected activity identified in the first group exercise and the local country context. Write down strengths, weaknesses, opportunities and threats on sticky notes and place them on the flip chart.

Guiding question

- What do you perceive as strengths, weaknesses, opportunities and threats in your community as it tries to successfully develop and implement activities to control betel nut and tobacco use?

Suggested activity

Priority Activity: Legislation to ban betel nut sales to minors

Strengths	Weaknesses
Local tobacco control taskforce	Lack of public awareness on the health impacts of betel nut use
Opportunities	Threats
The new mayor is interested in betel nut issues	

2 Stakeholder Analysis

Brainstorm potential partners to support the development and implementation of policies on betel nut and tobacco use. Then, situate stakeholder groups/individuals on the influence and interest grid below according to:

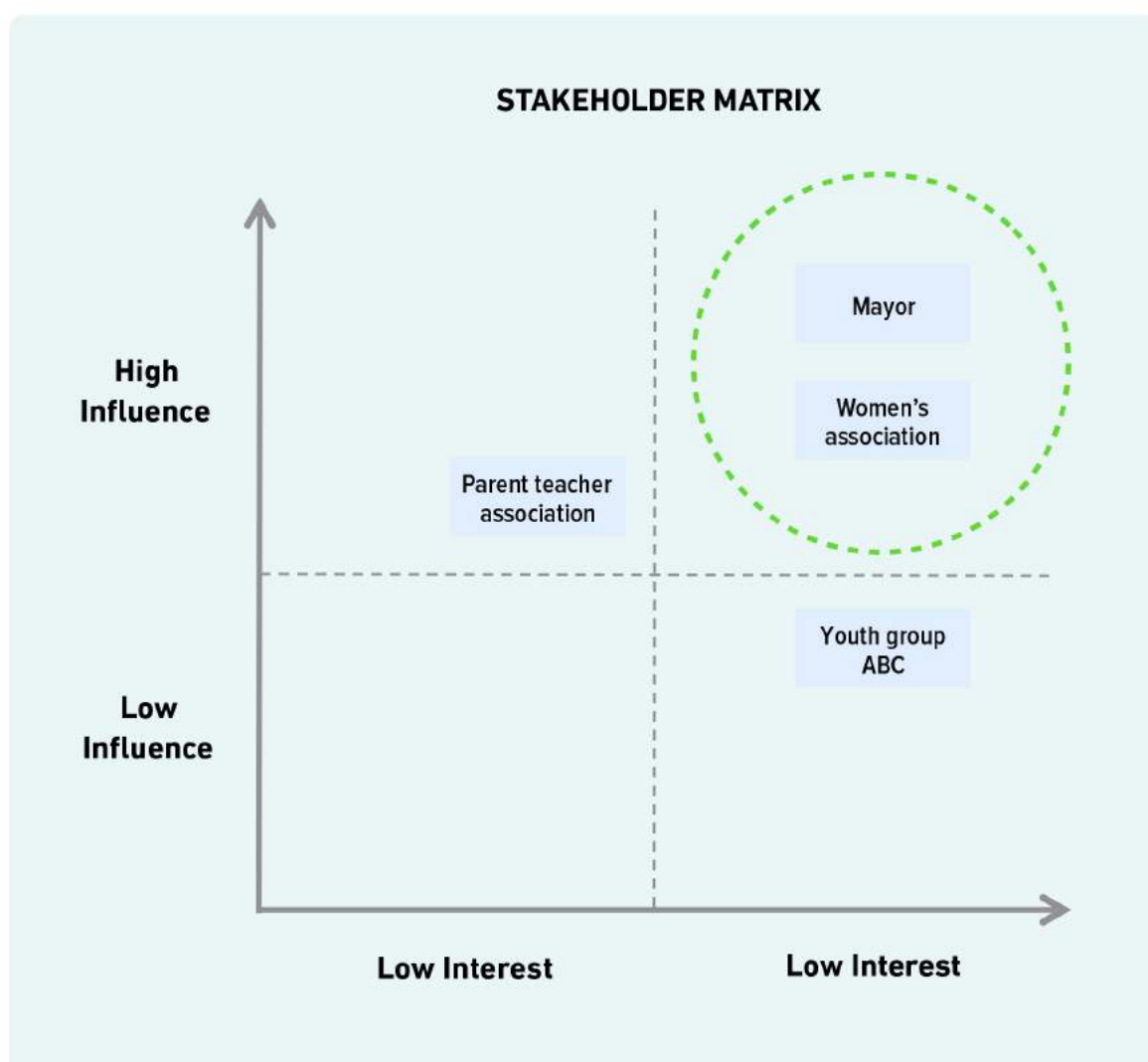
- their interest in reducing/preventing use of betel nut and tobacco use; and
- their influence in the process of change and bringing about action.

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?

Stakeholders in the upper right section – those with high interest and high influence (circled in green) – are likely to be good supporters of measures addressing betel nut and tobacco use.

Suggested format for the flip chart:



Discuss how stakeholders with high interest and high influence can further engage other stakeholders. Consider the following questions:

- What are ways to motivate stakeholders with low interest to move into the high-interest quadrant?
- What are ways to motivate stakeholders with low influence to move into the high-influence quadrant?

Module 3

Action Plan Development

Time required	Materials	
60 minutes	<ul style="list-style-type: none">• Markers• Flip chart	<ul style="list-style-type: none">• Action Planning Table (Annex IV)

Goals and Expected Outcomes

At the end of Module III, participants should be able to:

- Leave the workshop with an action plan adapted to their local context and with a commitment to implement the plan.
- Draft an action to begin implementation so that the plan becomes a reality.

Guiding questions

Using the results of the previous exercises, pull together components of the action plan, focusing on what the community wants to achieve to prevent and control betel nut and tobacco use. Be as specific as possible.

- What is your selected priority activity? (e.g. legislation to ban betel nut sales to minors)
- What specific activities will you need to undertake to achieve the overarching priority activity?
- Using the Action Planning Table (Annex IV) and the example below, identify a selected task or action to focus on for this activity. Then, complete the remainder of the table, including the target audience; partners needed to complete the activity; resources needed; and the responsible entity/person to lead the activity.

Suggested activity – Action Planning Example

Country/geographical area: The city of xxx	
Selected Activity: <i>Legislation to ban betel nut sales to minors</i>	
Sub-activity	Raise awareness among communities of the health consequences of betel nut use among minors
Selected task/action	<ul style="list-style-type: none"> Develop an advocacy brochure
Target audience	<ul style="list-style-type: none"> Minors Families of minors
Partners	<ul style="list-style-type: none"> NGOs Advocacy group(s) School groups
Resources needed	<ul style="list-style-type: none"> Someone to write the content of the brochure Someone to design the layout of the brochure Printer
Responsible entity/person	<ul style="list-style-type: none"> Community-led youth organization, called xxx
Sub-activity	Develop a briefing note for parliamentarians recommending that betel nut sales be banned to minors
Selected task/action	<ul style="list-style-type: none"> Draft the sections of the brief that will support the recommendation to ban betel nut sales to minors (e.g. the health effects of betel nut use; and the potential benefits of banning sales to minors)
Target audience	<ul style="list-style-type: none"> Policy makers/relevant parliamentarians
Partners	<ul style="list-style-type: none"> Relevant policy-makers Community representatives
Resources needed	<ul style="list-style-type: none"> Evidence (e.g. data, journal articles) Government briefing template
Responsible entity/person	<ul style="list-style-type: none"> Ministry of xxx
Sub-activity	Gather evidence to support the proposal for a law banning the sale of betel nut to minors
Selected tasks/action	<ul style="list-style-type: none"> Conduct a literature review and compile evidence
Target audience	<ul style="list-style-type: none"> Policy-makers/parliamentarians
Partners	<ul style="list-style-type: none"> Academics from the University of xxx Civil society organization xxx Intergovernmental organizations
Resources needed	<ul style="list-style-type: none"> Access to journal databases
Responsible entity/person	<ul style="list-style-type: none"> Policy officer from the Ministry of xxx

* A template of the above table is included in Annex IV.

References

International Agency for Research on Cancer (2004). Volume 85: betel-quid and areca-nut chewing and some areca-nut-derived nitrosamines. Lyon: International Agency for Research on Cancer (<http://monographs.iarc.fr/ENG/Monographs/vol85/mono85.pdf>, accessed 19 September 2017).

WHO Regional Office for the Western Pacific (2012). Review of areca (betel) nut and tobacco use in the Pacific: a technical report. Manila: WHO Regional Office for the Western Pacific (<http://www.wpro.who.int/tobacco/documents/betelnut.pdf>, accessed 19 September 2017).



Annexes

Annex I

Hints and Tips for Facilitators

Car Park

This technique involves placing a piece of flip chart paper up on the wall with the title “Car Park”. Whenever a thought or question is raised by a participant that is not relevant to the current discussion, ask them to write it on a sticky note and “park” it in the car park. Be sure to respond to the question/comment at some point during the day.

Round-the-Circle Recap

If there has been a significant amount of information provided to participants (especially within a short amount of time), this exercise is a useful way to provide a quick recap that summarizes the key points of the discussion. The purpose is to get participants to list a select number of things that they have learned/taken away from the discussion.

Facilitators could ask participants to form a circle, and for everyone to contribute one thing that they have learned. For quieter groups who prefer more time to think, allow them time to write their thoughts down on a piece of paper. Then ask for volunteers to share their response with the bigger group.

Time to Reflect

At the end of each day, give time for participants to reflect upon the content of the workshop, with the following questions in mind:

- What have I learned?
- How will I use what I have learned when I return to my workplace?
- What questions do I have for the facilitator(s) and/or my peers?
- What are some gaps in my knowledge that I would like to improve upon by the end of the workshop?

Annex II

Participant Evaluation Form

Please select the appropriate response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Betel Nut and Tobacco Use – What We Know (Day 1)					
The questions asked during the group discussions were clear and easy to understand.					
The group discussion helped increase my understanding of this topic.					
Because of the group discussion, I feel more motivated to take action on this topic.					
The facilitator was effective in leading the group discussion.					
<p>List three things you have learned today:</p> <p>1</p> <p>2</p> <p>3</p>					
<p>General comments/feedback:</p>					

***Questions for participants who used the Action Planning Modules (Day 2)**

Please select the appropriate response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Betel Nut and Tobacco Use - Action Planning Modules (Day 2)					
The action planning tools were easy to understand and use.					
The action planning materials were useful in identifying concrete activities within my local context.					
I feel confident that we will be able to implement the activities described in our action plan.					
The facilitator was effective in helping me use the planning tools.					
<p>List three things you have learned today:</p> <p>1 .</p> <p>2 .</p> <p>3 .</p>					
<p>General comments/feedback:</p>					

Overall evaluation

If you feel that something was missing from the workshop, please indicate below:

What would you shorten/eliminate from the programme, if anything? Is there anything you would have liked to spend more time on?

General comments/feedback:

Annex III

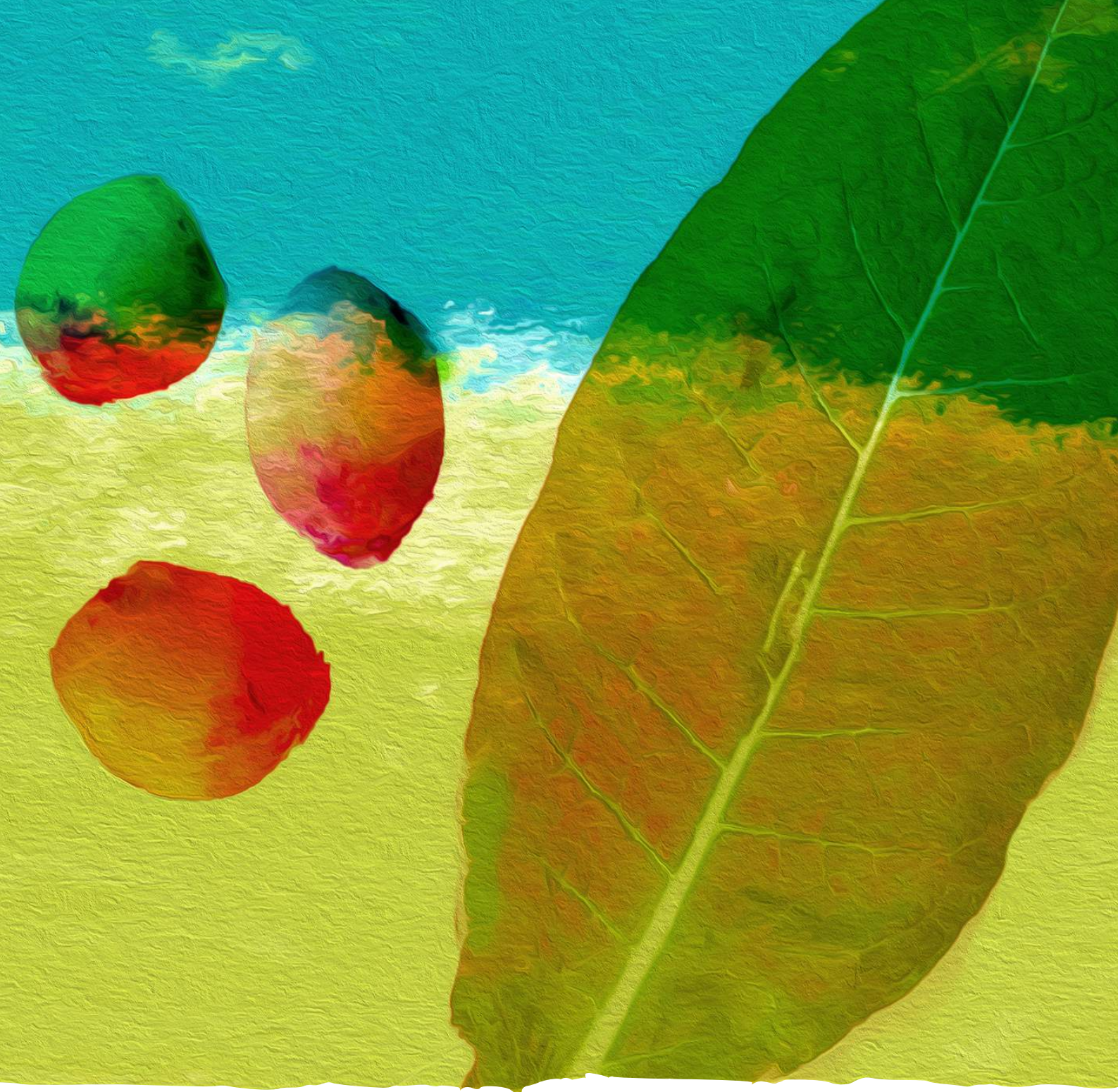
Existing and Future Activities Table

STRATEGIES	ACTIVITIES	
	Existing activities	Future activities
Legislation and policies		
Governance and local enforcement		
Public awareness, education, communication and advocacy		
Alliance and partnerships		
Betel nut and tobacco dependence treatment		
Surveillance and knowledge management		

Annex IV

Action Planning Table

Country/geographical area:	
Selected activity:	
Sub-activity	
Selected task/action	
Target audience	
Partners	
Resources needed	
Responsible entity/ person	



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WHO Western Pacific Region
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