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DEVELOPMENT SKILLS

# EMERGENCY COMMUNICATION WORKSHOP

PANDEMIC INFLUENZA  
MASS MEDIA channels

## GENERIC FACILITATOR'S GUIDE

This was developed for the USAID Avian and Pandemic Influenza Preparedness and Response Unit (APIRU)  
Prepared by AED



# INTRODUCTION

PANDEMIC INFLUENZA  
informal  
CHANNELS  
MASS MEDIA  
COMMUNICATION

## PREFACE

One of the most important factors in ensuring a successful response to any disaster or emergency is effective and timely communication between responders, decision-makers and the public, from the national level to the community level. The purpose of an emergency communication workshop is to address at the field level (the point closest to the emergency impact), the issue of communications preparedness in the event of a major emergency and to develop an appropriate communications plan in response to the community emergency. By conducting this type of workshop, responders, decision-makers, and community members will, by virtue of their participation, take greater ownership of the communication plan, become more familiar with their respective roles and responsibilities, establish personal and direct linkages with one another, and become more prepared to effectively initiate communications in the event of an emergency. The workshop should aim to achieve the development of community specific communication chains, assist in the development of a communications framework and plan in response to emergencies, and provide guidance on how the communications plan should be institutionalized.

## THE PARTICIPANTS

Persons participating in the work shop should represent a cross-section of community organizations, institutions and individuals that have a vested interest in disaster mitigation and are best positioned to develop and implement a communications plan in response to an emergency. For the most part these representatives should be based in the field; national and or regional representatives should be kept to a minimum so that the focus of the plan remains local and practical. Whereas it is anticipated that many of the potential participants would represent government/public sector institutions, every effort should be made to include representatives from NGOs, religious and civic organizations, effective professional associations and the private sector. The participants will be required to not only contribute the added value of their institutions to the communications plan but acknowledge and initiate effective linkages with all institutions so that the communications plan is strengthened, more vibrant, pro-active and institutionalized. The number of participants should be no less than 15 and no more than 25 persons.

## FACILITATORS AND SUPPORTERS

The facilitators should be experienced communication practitioners who are further experienced in training or facilitating workshops. Experience in emergency communication would also be an asset. At least one facilitator should be very familiar with the environment and local language or dialect of the group. The facilitators should meet prior to the workshop to familiarize themselves with the program for the work shop and to determine specific roles and responsibilities during the course of the work

shop. The overall responsibilities of the facilitators are to manage and guide the workshop toward the achievement of the objectives and to ensure the full participation of all participants.

Presenters should be assisted in the formatting of their presentations to maintain a clear and cohesive format throughout the workshop. Presenters should also be rehearsed to ensure clarity of delivery and as important adhering to the time allowed for the presentation.

Resource person(s) would be responsible for logistics and administration and as well to record the details and outcomes of discussions and decisions taken.

## KEY INFORMANT INTERVIEWS

In preparation for the work shop a series (10 -12) of personal in-depth interviews should be conducted with a cross-section of stake holders from the community who have/may have a stake in emergency responsiveness; some of these individuals may also be participants in the work shop. (See Interview questionnaire at Appendix). The purpose of the interviews is to inform the development of the issues and agenda for the work shop, guide discussion points and determine the role and function of specific organizations in the event of an emergency in that community. The outcomes of these discussions should be synthesized and shared with all participants at the work shop (see Key Informant Interviews – Findings and Discussions).

## WORKSHOP FORMAT

Talking points, discussion points and presentations should all be formatted in power point and pre-assembled in a single file. The entire work shop would then flow as per the power point presentation for each item on the agenda ensuring continuity and cohesiveness in discussions and maintaining a determined course toward achieving workshop goals and objectives.

## THE OBJECTIVE

- Recognize the role and importance of communication as an integral tool in emergency response
- Develop a flexible, robust and community specific communications plan to respond to major emergencies
- Establish approaches/mechanisms to institutionalize, internalize and sustain the effectiveness and viability of the emergency communication plan
- Enrich through the experiences of the work shop, the approach to the development of emergency communication plans for the benefit of replication in other communities

# THE WORK SHOP

PANDEMIC INFLUENZA  
INFORMAL  
CHANNELS  
MULTIMEDIA  
COMMUNICATION

**PRE-OPENING EVENING EXERCISE** (In the three day agenda, this exercise occurs after dinner on the first evening).

**PURPOSE:** The opportunity is to bring the participants together in a relaxed informal environment to establish acquaintanceship, dissolve personal constraints through familiarity and begin to create a sense of unity of purpose. The exercise should have been preceded by a group meal (dinner) so that some interaction has already begun. The room should be a lounge area or outdoor patio that facilitates movement unobstructed by furniture, and does not in any way reflect the formality of a meeting room. It is further recommended that this first gathering should not be in the work shop area or conference room.

**WARM-UP EXERCISE:** This is intended to be an ice breaker, an exercise to create relaxation, loosen reservation and encourage personal interchange so each participant gets a sense of who everyone is on a personal rather than professional level. Discussion about job, or position should be discouraged and information about self and self interests encouraged.

**ICEBREAKER- FACTS AND FICTION:** Participants are provided cards or paper and pens or pencils. Each person writes two truths and one lie about themselves. Moving around the room introduce yourself by first name only (Hi I am Ben) and then tell the person you are speaking to the three things you wrote about yourself. The goal is to convince

others that your lie is truth so everything you say about yourself appears to be true. Participants should not reveal the lie until asked to do so by the facilitator. Participants are then asked to stand in a circle and each person introduces their three statements to the group. The group would then try to determine which statement is a lie. If the majority identifies your lie you must admit to it.

**PARTICIPANT'S WORKSHOP EXPECTATIONS:** (In the three day agenda, participants should complete the questionnaire immediately after lunch and prior to the opening of the workshop). In order to assess the extent to which the work shop meets the expectations of participants and achieved its objectives a pre and post work shop questionnaire should be administered. Below is a proposed pre-workshop questionnaire that should be completed by each participant prior to the start of the workshop preferably the evening before.

# PRE-WORKSHOP QUESTIONS

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

## PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Have you been involved in responding to an emergency in \_\_\_\_\_  
(name of locale) municipality?

Please circle one:        **YES**                      **NO**

If yes, please describe:

2. Do you believe that \_\_\_\_\_ (name of locale) municipality  
should have an emergency communication plan to follow during an  
emergency event?

Please circle one:   **YES**                      **MAYBE**                      **NO**                      **UNSURE**

Please describe why:

3. Have you been involved in planning for an emergency in \_\_\_\_\_ (name of locale) municipality?

Please circle one:            **YES**                    **NO**

a. If yes, please describe:

b. If no, do you think you or your organization should be involved in emergency planning activities for \_\_\_\_\_ (name of locale) municipality?

Please circle one:            **YES**                    **NO**

a. If yes, please describe why and how you would like to be involved.

4. What are the three main objectives you hope this workshop will meet?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

# DAY I

**THE ENVIRONMENT:** This is the setting of the formal workshop and the participants should be seated at a U shaped conference table to facilitate eye contact with each other and allow for easy interaction between the facilitator and presenters and the participants. Visuals when used should be projected on a large screen. The room should have sufficient wall space to accommodate several flip chart sheets to record discussions and decisions during the workshop. The facilitation must be conversational rather than didactic with an emphasis on discussion and consensus.

**OPENING FORMALITIES:** The formal opening of the workshop should follow standard practices with full regard for local customs, following protocols and acknowledging important people especially with regard to the head table and other seating arrangements. Persons involved in the opening formalities must be fully briefed in advance of the event, reminded of their specific role and time allotted and diplomatically informed when they have exhausted their allotted time. A Master of Ceremonies (M.C.) should “orchestrate” these formalities.

The purpose of the morning session is to establish a level playing field of information and knowledge so that no participant is any less informed and feels any less capable of contributing to the discussions.

**WORKSHOP: PURPOSE, OBJECTIVES, OUTCOMES:** Short, unambiguous and precise statements that can be easily recalled and to which each participant acknowledges their understanding and pledge their support. If necessary clarify through discussion so that everyone is on the same page.

### **PANDEMIC INFLUENZA – What’s it about?**

The intent is to provide a common definition and understanding of an influenza pandemic so that each participant will have the same understanding and reference. The presentation provides a basic overview of an influenza pandemic and position communication as an integral part of the response initiatives. The facilitator will encourage discussion around the following issues:

- What is the difference between a pandemic and an epidemic
- What are the participants perception of an influenza pandemic and its potential impact on a community
- The question on preparedness is not whether a pandemic would affect their community but IF it does.
- Who should be the key players to plan and manage influenza pandemic communication
- Would participants need to do anything (approach communications) differently in the face of a pandemic than they are now doing in their regular work

**SETTING THE STAGE:** The purpose of this session is to focus the thinking of the participants on emergency events that may have been experienced in their own country and possibly community. National events should be presented inclusive of how communications were implemented and the communications lessons to be derived. It is possible that some participants may have played a role in such events and if so they should be encouraged to share their personal lessons. Discussions should be limited to such personal

experiences/lessons and avoid speculation or second guessing of the events.

**EMERGENCY PREPAREDNESS PLAN:** The intent is to inform or remind each participant of the Standard Operating Procedures for addressing emergencies at the local level. This is the official emergency response plan to be presented by the local representative of the official organization responsible for disaster preparedness and response. The presentation should identify district-level stakeholders, their expected roles and responsibilities and lines of accountability.

**KEY INFORMANT INTERVIEWS – FINDINGS AND DISCUSSIONS:** The common threads and major differences discerned from the key informant interviews should be presented for validation, clarification and explanation. These results will essentially inform the entire group how each individual organization or person functions/would function in an emergency and therefore begins to establish boundaries of expectation. These findings should highlight:

- stakeholders,
- their roles and responsibilities in an emergency,
- the chain of communication,
- modes/dissemination of communication,
- communication barriers and constraints,
- Emergency planning/communications structure.

The facilitator should present the findings from those interviews without comment or conclusions.

**GROUP DISCUSSIONS:** The intent of the group discussion is to validate, confirm and clarify the structure and function of emergency communication as it is currently experienced, explain differences and anomalies and identify gaps and

issues. The discussion will concretize the issues and provide a starting point for developing and/or refining an effective emergency communication framework and plan. The facilitator should encourage discussion on the following issues:

- Is there clarity in the current communications chain?
- Who are the stakeholders
- What is the value added of each stakeholder in the communication chain? Can this be improved, what makes this value important
- Is there a difference between reporting information and communications in the context of an emergency – what is the difference
- How do/could we communicate with stakeholders, our community members and the general public in abnormal/emergency situations when standard modes of communication are disrupted
- Who decides what is to be said to the community in an emergency, how and when based on the current communication framework.
- What are the functions, differences and advantages of the District Task Force and the Emergency Operations Center as they currently exist? If none exist what are the perceptions.
- What is the most effective feature of your current emergency plan and why?
- What are the major barriers and constraints in the current emergency plan?

## **DEVELOPING THE COMMUNITY EMERGENCY COMMUNICATION PLAN**

Given all the information and discussions to this point all participants would be fully focused on emergency communication. The intent now is to build on prior experiences and informed by the recent discussions to

address a new emergency communications frame work. The new frame work must be grounded in reality, what can be achieved in the community, how to make such emergency communication relevant, effective and participatory, how to keep the plan current, how to be comprehensive and achieving accountability and buy-in.

- ***Community Level Communication Mapping:*** This process is an identification of organization/institutions and persons that are involved with emergency communication in the community. Based on what is, the mapping should further identify what needs to be. After the listing of all the pertinent organizations and persons, the group should rationalize the purpose, role and value added of each organization or persons listed. This will hopefully eliminate redundancies (except where such a redundancy represents important added capacity), identify further gaps and justify the presence of organizations/persons. A final communications map should then reflect a consensus of the absolutely necessary organizations/persons that must be involved in executing the community emergency communication initiative.
- ***The Communication Chain – Establishing “The Telephone Tree”:*** Having identified who should be involved in planning and implementing the community emergency communication plan the next step is to identify the horizontal and vertical lines of communication in the chain. Informed by the roles and functions of the organizations the group will establish who should be linked to whom to establish a logical, coherent and disciplined communication chain that avoids confusion and enhances efficiency and effectiveness. It is important that each person on the Telephone Tree has a specific assignment/ assigned a specific role to ensure that not only is vital information

being passed on but also that action is/will be taken. Again lines must be justified and agreed before set as part of the function. The telephone tree when completed must contain at least two of the following three contact points for each organization/person listed: i) a land line phone number, preferably a direct line or if it's the switchboard, an extension must be included; ii) a cell phone number and iii) an email address for a specific person.

- **Identifying Technical Expertise:** The key to effective communication is accuracy and credibility and this comes from indisputable facts and expert information. Essential then to a communications plan is to identify and engage in advance expert sources of/for technical information. Granted that such expertise would be specific to a given emergency situation the intent of the exercise is to establish the necessity of such expertise, establish who they are and where to find them and what will be required of them and when. The framework should identify potential technical expertise and then add such expertise to the communications chain at the appropriate place.
- **Detailed Outline of the Communication Framework:** Having identified the main players in the community communication plan the group would now focus on determining what goes into the plan. To ensure that the plan is comprehensive the discussion should start with structuring the outline of the plan – specifically:
  1. Communication Goals
  2. Plan Implementers - Roles and Functions
  3. Conducting a Situation Analysis – Rapid Assessment
  4. Identifying the Communication Chain
  5. Setting up the Communications Control Center
  6. Links to technical expertise

7. Identify target audiences:
  - Public
  - Stakeholders
  - Media
  - Government
8. Key Message Points: The critical information, guidance and/or direction that the community needs to have to protect/prevent loss – personal or material
9. Channels of Communication
  - Mass media
  - Electronic
  - Traditional
  - Interpersonal
10. Managing Misinformation
11. Tracking and Monitoring Communication

## Case Simulations

***Introduction:*** The participants were given a broad overview of an influenza pandemic to better understand that kind of emergency. The following case study represents a pandemic situation as a simulated scenario for the development of a communication plan. The scenario should not be too technical and, as much as possible, should pertain to the local environment (see italics below) to make it more relevant to the participants.

## CASE SIMULATIONS

**Introduction:** The participants were given a broad overview of an influenza pandemic to better understand that kind of emergency. The following case study represents a pandemic situation as a simulated scenario for the development of a communication plan. The scenario should not be too technical and, as much as possible, should pertain to the local environment (see italics below) to make it more relevant to the participants

### SIMULATION SCENARIO I

A new form of influenza (flu) has spread across the world, affecting some countries more than others. It can make people sick and can spread between people easily. The World Health Organization has declared that a Pandemic has been reached.

Many countries in (West Africa) have reported cases of this flu. Reports in (Ghana) show that hospitals and clinics do not have room for everyone seeking care for flu-like illnesses. Hospitals and clinics are asking that only people with life-threatening conditions seek care. Unofficial reports state that 1 out of 4 people are sick and about 3% of these people die.

(Ghana Health Services) report that there have been at least 15 deaths and that there are more than 500 cases of influenza country-wide over the last couple of weeks.

There are many rumors about how the sickness is spread. Some say it spreads through drinking water. People want truthful information on what is happening and how to prevent influenza from infecting themselves and their families.

*Include information pertaining to the country/ community the exercise is being implemented in...*

**Group Discussion:** The participants should be divided into groups of 7 – 8 persons each and directed to discuss and address the following issues.

1. Based on the information provided in the scenario prepare a brief description of the problem using a maximum of 60 words.
2. There are rumors and unofficial reports of the gravity situation, how would you conduct a situation analysis to verify the information required.
3. Develop a “telephone tree” that identifies all the people in your district that needs to be in communication on this matter.
4. What specific information would you give to persons on the tree (other than your committee) and what would you want them to do?
5. What kind of technical expertise would you require to address this situation, how do you access this expertise, what role would they play.

Responses to the issues must be based on the realities of your district and must reflect what is doable and achievable rather than what would be desirable.

## SIMULATION SCENARIO 2

There have been a total of 1,215 confirmed sick people with the flu in (Accra, Tema, Koforidua, and Sunyani) over the last four weeks since the first sick person was identified. The (Korle Bu Teaching Hospital in Accra) has reported that they no longer have room for patients. An Emergency has been declared in the following regions: (Greater Accra, Eastern, and Brong Ahafo). These regions have the most number of people sick. There are rumors that thousands of people are sick with the flu and that they are going to (Accra) to see doctors.

*Include information pertaining to the country/ community the exercise is being implemented in...*

Many students in (Tema) are not going to school and some teachers have not reported for work. Trucks that bring supplies are not operating as normal. Many of the truck drivers have become sick. People want help and information from the government, religious organizations, and other community organizations.

**Group Discussion:** This scenario presents further developments in the influenza situation and building on the foregoing activity the group will develop an outline of a communication framework specific to this situation.

1. Based on the additional information, review the “telephone tree” (representing communication mapping and the communication chain) and make adjustments/ revisions as and if required.
2. Develop an outline of a communication framework to include the following:
3. The communication goals
4. The target audiences
5. The key message points for each audience
6. Identify the channels of communication and explain how each channel will be utilized
7. Identify potentials break downs or interruption in communication and describe a back-up plan (E.g. major disruption in power supply for two days)
8. Managing rumors and misinformation
9. Monitoring communications effectiveness

## DAY 1 WRAP UP

At the conclusion of the day’s activities, the facilitators should summarize all that was discussed primarily to emphasize the building process toward achieving the communication plan. Specifically, the facilitators should:

1. Highlight the key points that came out of the day's activities inclusive of the workshop purpose and objectives; perspectives on emergency communication preparedness; coordination and collaboration through mapping and the communication chain; and the communication framework.
2. Encourage and acknowledge feedback and comments from participants on specific issues or concerns that arose from the day's discussions and proceedings.

This would then be an effective way to cement the key outcomes of the day and ensure that participants are at the same place in their understanding of the process at the end of the first day.

Before closing, the facilitators should describe the evening session that should commence immediately after dinner.

## **EVENING SESSION (THIS ACTIVITY TAKES PLACE ON THE AFTERNOON OF DAY II)**

The respective groups should reconvene immediately after dinner to prepare their group presentation for reporting next morning. The groups will take the opportunity to review the decisions taken during their discussions of the two scenarios. The group should prepare their presentation that must include but is not limited to the following:

- A sixty word description of the emergency situation
- A situational analysis
- The Telephone Tree
- The communication goals
- The target audiences
- The key message points for each audience
- Identify the channels of communication and explain how each channel will be utilized

- Managing rumors and misinformation
- Monitoring communications effectiveness

The groups should utilize a simple flip chart presentation with each member of the group given a role to participate in the presentation.

# DAY 2

**OPENING SESSION:** The Master of Ceremonies (MC) appointed for the day should welcome everyone to the start of the second day and depending on local customs may have a brief convocation not to exceed three minutes. The MC should then acknowledge all the hard work that went into the preparation of the group presentations during the previous evening, acknowledge any new presenters or participants joining the work shop and proceed to explaining the process of the simulation reports. A random selection would determine the order in which the groups present.

## SIMULATION REPORTS

Approximately *thirty (30) minutes* should be allocated to each group for presentation and discussion. During the reports and discussions the facilitators should note any issues that appear to need further clarification or misunderstanding and misconceptions in approach. The opportunity should also be taken to respond to issues generated by the participants and the appropriate disaster management organization so that there is a clear understanding of the rationale and process to this point. The discussion should emphasize the necessity of grounding the emergency communication process and framework in reality working within the boundaries of the resources and situation as it exists in the community.

## GROUP EXERCISE: COMMUNICATION COLLABORATION

This exercise actively engages the group to develop skills in observation, perspective taking, assessment, collaboration and problem solving. The facilitators should select three photographs depicting a disaster scene that involved severe physical damage and possible loss of life, at least one photograph should depict a regional or local disaster. A jig-saw puzzle will be made of the three photographs and a piece of the puzzle will be given to each participant. The objective is for the participants to verbally discuss what they presume their piece of the puzzle is depicting with the hope of identifying which photo their piece of the puzzle belongs to. No one should show their piece of the puzzle during these discussions until they are sure that they are in a group that possibly has a picture of the same disaster. The group should then put the puzzle pieces together to make a complete picture and then be able to tell a brief coherent story of the picture. Each group should then briefly describe their pictured disaster and for each group the facilitator would lead a lead a discussion around the following issues:

- Why was it hard to get the story together
- What type of communication was used in attempting to solve the problem
- What communication methods might have worked better
- Who were the leaders, why?
- What style of leadership might have worked better

## COMPLETING THE EMERGENCY COMMUNICATION FRAMEWORK

Building on the outline of the framework discussed earlier the workshop now addresses the details that would be specific to each area of the framework. The outcome would

be the appearances of a finished draft communication plan inclusive of specific information to guide implementation. Some of this information would be specific to a particular emergency but the broad approach would guide the development of a communication plan in the eventuality of any emergency in the community.

- Who specifically is involved in each activity, why and what is their purpose and function
- What specifically will such persons be doing – assign specific role and accountability
- When are they expected to carry out their responsibility – establish activity expectations and milestones, proof of implementation
- How will the communication be carried out – define a redundancy plan in the event unanticipated difficulties (to be defined)
- Where is each person/organization expected to do their in the communication plan
- Due Diligence: How will the communication process be monitored during implementation and how will corrective actions be taken
- How does the committee propose to keep the communication plan fresh/refreshed, current and sustainable

## **GROUP EXERCISE – “SELLING” THE COMMUNICATION PLAN TO STAKEHOLDERS**

New Groups of 7 – 8 persons would be convened with half of the participants in the evening session group assigned to another group. The purpose is to bring fresh thinking and experiences into each group as they prepare to articulate the communication plan to stakeholders. Each group should assign a person or persons to record the discussion and

decisions on a flip chart. Each group will also appoint a presenter, preferably an original member of the group, to lead a community town hall meeting to introduce and explain the communication plan to address an emergency in the community. The presenter is required to succinctly state the issue, provide information, provide directions on what the community should do and address concerns from the community. Comments and discussions on each presentation should come from participants who were not members of the group represented by the presenter. In this manner each presentation gets the benefit of a reality check and provides the opportunity to clarify or address issues raised in discussion. At the completion of the exercise the workshop would have explored the important inputs required for an emergency communication plan, essentially drafted a plan and presented the draft plan for ratification.

## **INSTITUTIONALIZING THE PLAN – OWNERSHIP AND LEADERSHIP**

The emergency communication framework developed during the course of the workshop is intended to be a relevant, practical and actionable document designed to serve the needs of the community and particularly the community disaster management committee in preparing emergency responsiveness. The group needs to recognize that the document as it is, is incomplete and needs to be refined and finalized specific to their needs. This final session of the workshop should focus on discussing how to complete the process, who will assume leadership, how the plan will be internalized within the community, how the plan will be sustained, how the plan will be finalized and identifying supporting resources as necessary.

## WORKSHOP EVALUATION

A formal evaluation questionnaire should be distributed to the participants (suggest during the lunch break) to be completed and returned prior to the start of the final period of the workshop. (Proposed post work shop evaluation questionnaire)



# POST-WORKSHOP QUESTIONS

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

## PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Do you think the workshop sessions were helpful?

Please circle one: **Very helpful**      **Somewhat helpful**      **Not helpful**

a. Why?

2. Do you think the workshop sessions were clear and understandable?

Please circle one: **Very clear**      **Somewhat clear**      **Not clear**

a. Why?

3. Was enough time allowed for each of the sessions?

Please circle one: **YES**      **NO**

a. If no, which sessions required more time?

4. Would you like to be involved in emergency planning activities for Tema municipality?

Please circle one:        **Yes**            **No**            **Already Involved**

a. If yes, please describe why and how you would like to be involved.

5. Do you believe that Tema municipality should have an emergency communication plan to guide communication activities during an emergency?

Please circle one:   **Yes**            **Maybe**            **No**            **Unsure**

6. How effective do you think the workshop facilitators were?

Please circle one:   **Very effective**        **Somewhat effective**        **Not effective**

7. Was the room(s) set up conducive to the workshop activities?

Please circle one:        **Yes**            **No**

a. If no, how could it be better?

8. What are three (3) things that you learned during this workshop:

9. What sessions did you like best from the workshop?

a. Why?

10. Is there anything from the workshop that is unclear?

Please circle one:            **Yes**            **No**

a. If yes, please describe.

11. What suggestions do you have for improving the workshop?

12. In the event of an emergency in Tema municipality:

a. Who do you believe will communicate with you first about an emergency in Tema municipality?

b. Who will you communicate with first about an emergency in Tema municipality?

Thank you for your participation!



## PARTICIPANT COMMENTS AND WRAP UP

As a closing gesture each participant should be allowed an opportunity to briefly share their experiences and highlights of the work shop. Such comments should be carefully noted and shared since they provide guidance on improving and enhancing the workshop experience.

In formally closing the workshop the official host organization should acknowledge those comments and commend the participants for their commitment to the process and the activity, recognize the contribution made by all (with specific references as necessary) to the success of the workshop, briefly speak to next steps, address any final matters of logistics and formally close the work shop.

If local custom allows, the MC should invite a pre-selected participant to lead the group in a closing convocation.

