

# Manual for the expert groups involved in the preparations of MINEPS VI

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**Accompanying document**

**Matrix – Common Framework for the follow-up to Declaration of Berlin and the International Charter of Physical Education, Physical Activity and Sport**

# I. Introduction

## 1. Background

Following Resolution [CIGEPS 2015/3](#), the UNESCO Secretariat has initiated preparations for the organization of the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI) to be held in Kazan, Russian Federation, from 3 to 5 July 2017.

The success of [MINEPS V](#) is largely due to the collective work undertaken by government representatives together with non-governmental experts in the preparation of the Declaration of Berlin and during the Conference itself. UNESCO's proposals for the preparations of MINEPS VI are underpinned by the ambition of sustaining this collective dynamic.

The preparations of MINEPS VI will thus entail extensive consultations with key stakeholders and experts who are to be invited to take part in informal expert groups with a view to gathering information pertaining to the follow-up framework of the [Declaration of Berlin](#) ("the Declaration"), adopted by MINEPS V in 2013, and the [International Charter of Physical Education, Physical Activity and Sport](#) ("the Charter"), adopted by the General Conference at its 38<sup>th</sup> Session in 2015.

## 2. Scope for action

This policy follow-up framework reflects an initial proposal from UNESCO Secretariat, in close consultation with UNESCO's Intergovernmental Committee for Physical Education and Sport ([CIGEPS](#)) and its [Permanent Consultative Council](#) (PCC), and will be submitted to MINEPS VI for endorsement. The framework can be presented in the form of a matrix which identifies different policy areas, on the one hand, and follow-up parameters, for each of the policy areas, on the other hand. In this connexion, the matrix had been conceived as the simplest structure possible gathering relevant information and assessing the related progress made since MINEPS V.

Bearing in mind that the policy framework for MINEPS VI needs to reflect two distinct standard-setting texts (the Declaration and the Charter), and taking into account that an international sport policy follow-up framework needs to be integrated in to the broader United Nations policy context, the framework developed for MINEPS VI will address the specific linkages of sport with the [Sustainable Development Goals / Agenda 2030](#), adopted by the UN General Assembly in 2015.

The preamble of Agenda 2030 recognizes sport as an important enabler of sustainable development and peace. It does, however, not contain specific, sport-related goals or targets. It is therefore important that a follow-up framework developed for MINEPS VI contributes to determine the contributions of sport to the SDGs, with a view to empowering national sport authorities within a competitive context.

In April 2016, feedback was received from CIGEPS Member States, PCC members and other partners on the first draft of the follow-up framework for MINEPS VI. With due consideration of the inputs received, **three main policy areas** have been identified that will structure the agenda of MINEPS VI and around which informal expert working groups are being established:

- (i) Developing a comprehensive vision of inclusive access for all
- (ii) Maximizing the contribution of sport to sustainable development and peace
- (iii) Protecting the integrity of sport

## II. Expected Outcomes of MINEPS VI

MINEPS VI is expected to produce four main outcomes:

- (i) **Endorsement of the Follow-up Framework for the Declaration of Berlin and the new International Charter:** sport ministers may acknowledge the need for a common framework to harmonize and stimulate the follow-up to international sport policy commitments and recommendations; they may recognize that the international follow-up framework elaborated for MINEPS VI should be further developed and consistently used for further MINEPS editions, as well as other sport policy fora; they may also recommend that this framework serve as reference for assessing relevant policies and programmes at the regional and national levels.
- (ii) **Recognition of available resources and identification of gaps:** sport ministers may acknowledge that the norms, resources, M&E parameters, good practice and other data gathered to inform the follow-up framework are valuable assets for supporting their own policy development, strengthening their capacity and assuring convergence of national sport policies with international standards; sport ministers may also identify policy areas and follow-up parameters for which no or insufficient information is available, i.e. which require specific follow-up (see iv below).
- (iii) **Clarification** of areas where and how the sport sector can contribute to the achievement of the **SDGs/Agenda 2030**.
- (iv) **Adoption of an action plan/call for action:** in light of the gaps identified in the data informing the follow-up framework (see ii above), ministers may commit to priority actions they will jointly and individually undertake and the progress of which will be assessed at MINEPS VI. The actions agreed upon must be linked to the **SDGs / Agenda 2030**.

### III. How are the expert groups organized?

#### 1. Methodology

To prepare the agenda and outcomes of the conference, expert groups will be established gathering key stakeholders and experts, on a voluntary basis, in order to develop this policy follow-up framework into a powerful mechanism for promoting international convergence of sport policies both, by national authorities and international institutions and organisations.

The preparations of MINEPS V demonstrated the value of keeping expert work as informal as possible and that there is no need for establishing specific hierarchies within expert groups. In this way, these expert groups are inclusive. It is up to experts belonging to the groups to assume a leading role in their field of expertise, knowing that the groups will be co-moderated by facilitators.

For the sake of efficiency and clarity of the expert groups' work, this manual presents some guidelines relating to the different tasks the groups will achieve in the next few months.

#### 2. Communication with UNESCO

The International Council of Sport Science and Physical Education (ICSSPE) is mandated by UNESCO to coordinate the three working groups. ICSSPE has established a **virtual working space** (<https://www.icsspe.org/user/login>; username: **wogromin**, password: **147MIN17#**) in which relevant information can be shared amongst members of the three working groups. In order to do so, please send the respective information to the following **contacts**

- Ms Iva Glibo at [iglibo@icsspe.org](mailto:iglibo@icsspe.org) and
- Mr Patrick Stolpmann at [pstolpmann@icsspe.org](mailto:pstolpmann@icsspe.org),  
with cc: to
- Mr Philipp Müller-Wirth at [p.muller-wirth@unesco.org](mailto:p.muller-wirth@unesco.org) and
- Ms Veronika Fedorchenko at [v.fedorchenko@unesco.org](mailto:v.fedorchenko@unesco.org) .

ICSSPE will also moderate the **discussions of these groups via e-mail**.

All contributions to these discussions should therefore be sent by e-mail to ICSSPE, namely to Detlef Dumon and Iva Glibo, with cc: to Philipp Müller-Wirth and Veronika Fedorchenko. ICSSPE should be consulted on the following issues:

- contacts of possible new members for the expert group;
- organization of physical meetings;
- linkages with other expert groups (for example in case of overlapping policy areas);
- general enquiries about the work and follow-up modalities as well as process;
- proposals/initiatives that are outside the scope of the policy framework;
- submission of reports and other documents produced by the group.

## IV. What will be the missions of the expert groups?

### 1. Finalizing the follow-up framework

Expert groups are invited to finalize the policy follow-up framework for consideration by UNESCO. In this connexion, Annex I contains a list of the most relevant Specific Policy Areas per Main Policy Area. This list will be continuously up-dated on the virtual working space.

It is understood that this thematic breakdown cannot be perfect as specific policy areas may overlap and the list of these specific policy areas cannot be exhaustive. The thematic structure is not meant to be a scientific acknowledgement but a pragmatic compromise to facilitate the follow-up of policy implementation. It should therefore be limited to the main policy areas that are relevant for policy-makers.

Bearing in mind that it is important that MINEPS VI agree on a unified thematic structure, expert groups are free to propose other specific policy areas or to adjust the definitions of the existing three main themes.

#### Example:

*Under theme 3, specific policy area “Protection of participants, spectators and workers”, we propose that the definition of this policy area be revised as follows: [...] .*

### 2. Populating the follow-up framework

One of the main tasks of the expert groups is to populate the framework with concrete information by identifying international norms, tools, etc. that were developed since MINEPS V, i.e. 2013.

#### Example:

*Theme 3, specific policy area “Fight against the Manipulation of Sports Competitions” / International Norms: “Convention of the Council of Europe on the Manipulation of Sports Competitions (2015)”*

Each member of the expert groups, according to its competency and field of interest is invited to submit specific information. **Point V below provides guidance** for the expert groups concerning the form in which each information is expected to be provided.

### **3. Identify gaps and propose international action**

The compilation of data from the expert groups should highlight a number of gaps in the progress made since MINEPS V/ 2013. Expert groups are invited to identify such gaps and to suggest related actions at the international level as part of an action plan to which MINEPS VI should commit.

#### Example:

*Theme 1, specific policy area “Multi-stakeholder partnership and governance” – gaps in terms of common principles and practical guidance; MINEPS VI to support the elaboration of a practical toolkit for cooperation between sport ministries and other public authorities*

### **4. MINEPS VI Glossary**

Expert groups are invited to up-date the Glossary of the Declaration of Berlin and propose definitions based on new evidence which will constitute the glossary of technical terms of the outcome declaration of MINEPS VI.

#### Example:

*The term “gender equality” is not contained in the Glossary of the Declaration of Berlin. We propose the following definition: [...] .*

### **5. Identifying experts & keynote speakers for the Forum and the Conference**

The Conference will be structured in two parts:

- the formal part (4 and 5 July): key note speakers will mainly represent governments or intergovernmental institutions.

- the informal part (3 July): representatives from academia, civil society will also intervene as speakers in their capacity as experts.

Expert groups are invited to suggest (i) experts who could intervene in the expert forum, (ii) sport ministers who would be particularly well-placed to present good practice during the official conference, (iii) as well as other ministers (e.g. health, gender equality, social affairs, finance/budget/economy, justice, etc;) who have made particular contributions to national sport policy development.



## V. How to populate the follow-up policy framework?

Whenever expert group members, in addition to their participation in the discussion, wish to share a document, e.g. a convention, declaration, position statement or something similar with other expert group members, they are requested to consider the following:

### 1. Compliance with Main/ Specific Policy Areas

Please make sure that each information submitted in the follow-up policy framework matches with a specific policy area and a follow-up parameter (See Annex I).

Example: *International Convention against Doping in Sport, as an international norm/standard (follow-up parameter), Theme 3, specific policy area "Fight against Doping".*

### 2. Abstract

Please complete the information with a concise summary of the technical content of the aforementioned information (**30-100 words**) or with a short explanation why you consider the document helpful for the expert group.

Example: *Through the International Convention against Doping in Sport, adopted by the General Conference of UNESCO in 2005, States Parties commit to establish and enforce national legislations, regulations, policies and/or administrative practices aiming to fight doping in sport and support the implementation of the World Anti-Doping Code.*

### 3. Key words

Please suggest key words in line with the respective policy area.

Example: *Doping, Anti-Doping, Sport Integrity, Regulation*

### 4. Date

Please date information. To facilitate the follow-up and monitoring of the Declaration and the Charter, **information should not be prior to MINEPS V**, except for international norms.

Example: *Convention ratified by 10 Member States between May 2013 and December 2016, bringing it to a total of 183 State Parties.*

### 5. Source

Please specify the source of information, whether it comes from an international governmental organisation, NGOs, national government.

Example: *Source - UNESCO*

### 6. Regional Scope

Please specify the origin of the information, according to the official nomination of UNESCO. For this purpose, please find in Appendix I the official nomination of the 195 members (and the

10 associate members of UNESCO), as of November 2015 (by region and in alphabetical order).

Example: *Regional scope - global*

## **7. Open data / URL**

Please make sure that information is continuously and readily accessible on the Internet. Whenever possible, the link(s) to the Internet site(s) on which the information is available (in different languages) should be specified.

Example: [English](#) , [French](#) , [Spanish](#)

## **8. Language**

Please specify the languages in which the information is available:

- For tool with international relevance, the information should be available in one of the two languages of the UNESCO Secretariat (English and French).

- For tool with regional relevance, the information should be available in at least one of the sixth official languages of UNESCO (English, French, Spanish, Chinese, Russian or Arabic)

## Annex : Thematic Breakdown and Follow-up Parameters

To formulate strategies and policies that will maximize the potential of sport in realizing the 2030 SDGs, it is proposed to consider the following policy areas:

### 1. Main and Specific Policy Areas

<b>THEME 1: Developing a comprehensive vision of inclusive access for all</b>	
To maximize the potential of sport, a unified global vision and policy coherence is required. A strategic vision for sport is a prerequisite for policy development and planning at different levels. For any sport system to be successful, this global vision needs to be broadened through well-formulated programmes, notably to include children, women, the aged, persons with disabilities, indigenous people, migrants and refugees as well as other minorities. The programmes should not only target these populations but these should actively be involved in their development. The status of sport for all as a fundamental right has an obligation for governments, multi-lateral institutions and others in civil society to ensure that opportunities exist for everyone to participate in sport.	
<b>SPECIFIC POLICY AREAS</b>	<b>SDGs</b>
<b>Alignment with overall development priorities</b> Integration of sports policies in other public policies (health, social cohesion, education, economy...) to achieve sustainable development priorities.	SDG 17.14 SDG 16.b
<b>Multi-stakeholder partnership and governance</b> Promote and encourage the cooperation between public and private stakeholders to develop and implement legislations, regulations and national sport development plans Consultation of the global sport sector (Sport movement, UN and inter-governmental agencies, sponsors and corporate entities, NGOs, media...) will enable governments and stakeholders to better understand the changing environment of sport and thus formulate global strategies and policies that will maximize the inclusive potential of sport.	SDG 16.7
<b>Gender equality</b> Gender equality and women's empowerment are essential components of sustainable development that are universally recognized as fundamental human rights. The international community has put these issues at the centre of the Sustainable Development Agenda recognizing that the empowerment of women and girls will make a crucial contribution to progress across all goals and targets.	SDG 4 SDG 4.1 SDG 4.7 SDG 5 SDG 5.1 SDG 5.5 SDG 5.c SDG 10.2
<b>Quality physical education</b> Learning experience offered to children and young people through physical, educational lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. <sup>1</sup>	SDG 4 SDG 4.1 SDG 4.4 SDG 4.7 SDG 4.c SDG 8.6
<b>Fight against discrimination based on disabilities</b> As a powerful vector of inclusion, Sport is an ideal means of expression for disabled people.	SDG 4 SDG 4.5 SDG 4.a

<sup>1</sup> Source: UNESCO QPE: Guidelines for Policy-Makers, adapted from Association for Physical Education (AfPE) Health Position Paper, 2008

	SDG 10.2
<b>Fight against other forms of discrimination</b> Racism in sport, as any distinction, exclusion, restriction or preference based on race, colour, ethnic or national origin or religious intolerance, is a scourge that must be eradicated.	SDG 4 SDG 10.2

<b>THEME 2: Maximizing the contribution of sport to sustainable development and peace <sup>2</sup></b>	
<p>There is an increasing acknowledgement that sport, as a universal language, can contribute to a culture of peace within and among nations. Sport is recognized as an excellent mean of fostering reconciliation between divided communities and of alleviating the most profound social tensions.</p> <p>As recognized by the Berlin Declaration, the major sport events may leave tangible and intangible benefits for the host country's society and economy. For countries to benefit, the entire process starting with the bid has to be managed in a sustainable manner taking into consideration the needs of all stakeholders, including local residents.</p> <p>Every participant in sport must be empowered through sustainable development to attain a level of achievement which corresponds to their capabilities and interest.</p>	
<b>SPECIFIC POLICY AREAS</b>	<b>SDGs</b>
<p><b>Physical activity and health</b></p> <p>The importance of healthy lifestyles across people's life cycle is prioritized in the Sustainable Development Agenda. Physical Activity reduces health risks and results in a general improvement in both physical and mental health. This in turn reduces public and private health care costs.</p> <p>In addition healthy, physical active lifestyles can contribute to better cognitive functioning which is a prerequisite for learning and to contribute to development. Physical Activity is proven to have a positive influence on executive functions in children that result in being more successful as adults. Quality physical education is understood as an important basis for lifelong participation in sport.</p>	<p>SDG 3 SDG 3.4 SDG 3.d</p>
<p><b>Social inclusion</b></p> <p>Understood as the process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life.</p>	<p>SDG 4.1 SDG 4.5 SDG 4.a SDG 8.5 SDG 10.2 SDG 11.7</p>
<p><b>Youth empowerment</b></p> <p>The practice of sport is an excellent experience for young people insofar it brings a better understanding of their qualities and helps them being more confident and responsible in their daily life. In addition, physical activity can contribute to better cognitive functioning which has an impact on the learning process. Better education can have a positive impact on development.</p>	<p>SDG 4.4 SDG 8.6 SDG 8.7 SDG 8.b</p>
<p><b>Sport values / Civic education</b></p> <p>Sport movement's core values, beliefs and principles centred on fair play, respect, honesty, friendship and excellence make sport an important breeding ground to civic engagement "whereby citizens can be involved in the economic, social, cultural and political processes that affect their lives"<sup>3</sup></p>	<p>SDG 4.7</p>
<b>National cohesion</b>	

<sup>2</sup> In the workshop of this working group (Monte Carlo, 24 November 2016), it was agreed that these sub-topics will be regrouped along 4-5 main policy areas combining critical Sustainable Development Goals, as well as related targets and indicators.

<sup>3</sup> Source : UNDP

Sport has proven to bridge relationships across social, economic and cultural divides within society, and in the process building a sense of shared national identity and fellowship among communities in the same nation.	
<b>Urban planning</b> The provision of sport infrastructure should be seen as integral to broader community development. To support, develop and maintain an active and healthy lifestyle for citizens, public authorities should integrate opportunities for sport into all urban and rural planning to ensure safe spaces and promote active cities.	SDG 9 SDG 11 SDG 11.3 SDG 11.7 SDG 11.b
<b>Sport in post-conflict / migration settings</b> Sport has the unique potential to rebuild trust and hope for people uprooted from their homes. It can be a space of reintegration for those who lost everything because of war and therefore, it can lay the cornerstone for sustainable peacebuilding.	SDG 16
<b>Promoting indigenous and traditional sports and games</b> Traditional Sports and Games are part of the universal heritage diversity within civilization. In a globalized and interdependent world, they can contribute to transcend cultural identities, make peoples proud of their legacy.	SDG 4.7
<b>Sustainability / Legacy of major sport events</b> Major Sport Events are understood as a sport event with a large number of spectators, national and/or international media attention. All parties involved in the realization of major sport events must ensure a sustainable legacy for the hosting communities.	SDG 8 SDG 12 SDG 16.6 SDG 16.7
<b>Sport and economic development</b> The 2030 SDGs recognize the impact of sport on sustained economic growth. It is therefore important to raise the productivity in the sport sector. With the global growth of major sport events, sport tourism has become an increasingly important part of the economy. The 2030 SDGs also recognize the importance of creating conditions for shared prosperity and decent work for all. The positive impact of sport on job creation can occur at both a macro level, through jobs created in and through the growth of the sport industry, and at a micro level through deliberately planned programmes that support vocational training and employability outcomes. In addition, sport is, to a large extent, characterised by voluntary contributions of officers, coaches, parents and other groups who support cost-effective sport and physical activity programmes.	SDG 4.4 SDG 8 SDG 8.2 SDG 8.3 SDG 8.5 SDG 8.8 SDG 8.9 SDG 12.b
<b>Sport and ecology</b> As an important value the inherent link between a clean environment and participation in sport contributes to the impact of sport as a powerful tool worldwide for communicating environmental messages and encouraging actions to clean up the environment. Any negative impact of indoor and outdoor sport activities to the environment should be prevented.	SDG 3.9 SDG 4.7 SDG 11.7 SDG 12 SDG 12.2 SDG 12.8 SDG 13 SDG 13.2 SDG 13.3

<b>THEME 3: Protecting the integrity of sport</b>	
The sport sector needs to provide effective responses to concerns linked to phenomena such as doping, corruption, political exploitation and manipulation of sport competitions, which jeopardize the integrity and the ethical values of sport. Concerted action and co-operation worldwide between relevant stakeholders at all levels is required to protect the integrity and potential benefits of sport.	
<b>SPECIFIC POLICY AREAS</b>	<b>SDGs</b>
<b>Good governance of sports organizations</b> All organizations and institutions dealing with sport have to implement principles of good governance. These include transparent and democratic procedures for elections and decision-making, regular consultations with stakeholder groups, as well as clear provisions for the redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency. Effective good governance measures are also understood as means to fight corruption.	SDG 12.7 SDG 16 SDG 16.5 SDG 16.6 SDG 16.7 SDG 17.18 SDG 17.19
<b>Fight against doping</b> Doping refers to an athlete's use of prohibited drugs or methods to improve training and sporting results. <sup>4</sup>	SDG 3 SDG 3.5
<b>Fight against the manipulation of sports competitions</b> Manipulation of sport competitions means an international agreement, act or omission aimed at an improper alteration of the result of the course of a sports competition in order to remove all or part of the unpredictable nature of the aforementioned competitions with a view to obtaining an undue advantage for oneself or for others. <sup>5</sup>	SDG 16.5 SDG 16.6
<b>Protection of participants, spectators and workers</b> Public authorities need to take the necessary actions to ensure secure threat-free environments (stadiums for example) that are stimulating, supportive and inclusive. <sup>6</sup>	SDG 11 SDG 16
<b>Child protection</b>	
<b>Fight against sexual exploitation and misconduct</b>	
<b>Prevention Education &amp; Awareness Raising</b>	

<sup>4</sup> UNESCO

<sup>5</sup> Council of Europe, Convention on the Manipulation of Sports Competitions, 2014

<sup>6</sup> Parts from UNICEF, Child Friendly Spaces, 2009

## 2. Follow-up Parameters

Norms	
<b>Declaration of Berlin</b>	Articles contained in the Declaration of Berlin (2013)
<b>International Charter of Sport</b>	Articles contained in the International Charter of Physical Education, Physical Activity and Sport
<b>UN Agenda 2030</b>	Sustainable Development Goals and its specific targets that could be achieved thanks to the contribution of sport
<b>UN Resolutions related to Sport for Development and Peace</b>	UN Resolutions adopted by the General Assembly as well as Resolutions adopted by its Human Rights Council
<b>Other International Norms and Standards</b>	All the norms and standards produced by International or Regional Champions (See below) and internationally recognized as such
Resources	
<b>International Champions</b>	Leading organizations (IGOs, NGOs) with relevant expertise
<b>Regional Champions</b>	Organizations that take responsibility for implementation
<b>Guidelines/ Training Tools</b>	Rule or instruction that shows or tells how something should be done <sup>7</sup>
<b>Good Practice</b>	A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it. <sup>8</sup>
Monitoring & Evaluation	
<b>Indicators</b>	An indicator is a pre-defined variable which helps to identify (in)direct differences in quality and/or quantity within a defined period of time. As a “unit of measure” it allows to judge if an intervention was successful or not. <sup>9</sup>
<b>Self-Assessment tools</b>	Continuing process through which the organisation at all levels evaluates the effectiveness of its performance in all areas of responsibility, and determine what improvements are required. <sup>10</sup>
<b>Benchmarks</b>	Something that serves as a standard by which others may be measured or judged <sup>11</sup>
Research	

<sup>7</sup> [www.merriam-webster.com](http://www.merriam-webster.com)

<sup>8</sup> FAO

<sup>9</sup> [http://www.sportanddev.org/en/toolkit/monitoring\\_evaluation/glossary\\_of\\_key\\_terms/](http://www.sportanddev.org/en/toolkit/monitoring_evaluation/glossary_of_key_terms/)

<sup>10</sup> <http://www.businessdictionary.com/definition/self-assessment.html>

<sup>11</sup> [www.merriam-webster.com](http://www.merriam-webster.com)



<b>Quantitative and qualitative data collection and analysis</b>	
<b>Promotion / Advocacy</b>	