

## Competences Children & Youth gain in Sport for WASH Programmes

**Goal 6** of the Sustainable Development Goals (SDGs) is to ensure access to water and sanitation for all. In relation to SDG 6, sport can be used to promote a variety of topics related to Water, Sanitation and Hygiene including the **importance of handwashing with soap** and **proper toilet use**. Through sport-related programs, children and youth can be educated about, the **proper disposal of waste, menstrual hygiene management** and **safe water handling**, as well as their own role in society and their community in ensuring safety for all. Sport not only improves social skills, and teamwork but can also be used as a tool for WASH education, sensitisation and mobilisation. Given the broad appeal of sport, particularly among young people who are difficult to reach, sports activities are an ideal way to **promote WASH-related development goals**.

In the following competence framework, the outlined **WASH-related competences** are streamlined, including specific competences in the areas of **self-competence, social competence, methodological/strategic competence and sport-specific competence**.

In line with other theoretical systems and to **explain change on an individual level**, we divided the competences into **three levels: Recognising, Assessing and Acting**.<sup>1</sup>

**S4D programmes** which are designed to contribute to selected **SDG 6 targets** should include activities for boys and girls (10 – 16 years old) to enable them to...

... learn about the importance of different WASH-related behaviours including handwashing with soap and proper use of toilets.

... know about the importance of safe water handling and proper disposal of garbage to save water and protect water quality.

... learn to distinguish facts from myths about menstrual hygiene management.

... know about WASH-related diseases.

... realise how unsafe sanitation and hygiene practices can have impacts on their health, education and general well-being.

... critically reflect on social, cultural, religious assumptions and practices underlying menstrual hygiene and toilet use.

... understand their roles in achieving access to clean water and sanitation for all.

... use relevant measures to enhance change in behaviours (including the practice of handwashing with soap, proper disposal of garbage and human waste as well as safe water handling, etc.).

... embrace strategies to raise awareness in their schools and communities.

... share about WASH with their peers at school and at home / in their communities.

The competence framework is considered as a **comprehensive collection** and not all competences are automatically gained by all children and youth. Additionally, not all levels are always represented. Each S4D Programme has to decide on the **selection of competence that** they would like to develop with their beneficiaries. However, the frameworks are a useful presentation of competences that may and could be gained by children and youth taking part in S4D activities.

<sup>1</sup> It was decided to use this model (recognising-assessing-acting) which was developed in the context of “global learning” (KMK & BMZ, 2016), because it fits best into the thematic area of S4D. Similar models include the steps “knowledge-attitude-behaviour” or “connect-improve-transform” (see Commonwealth, 2019, p. 42).

Competences Children and Youth gain in Sport for WASH programmes (10 – 16 years) <sup>2</sup>	
Self-competence: Children and youth are able to...	<p><b>Self-confidence and trust</b></p> <p>... recognise the need to change their behaviours to stay safe and healthy.</p> <p>... trust in their own power, abilities, and instinct regarding their sanitation and hygiene behaviours (especially handwashing and maintaining their bodies).</p> <p>... trust others, such as teammates, teachers, parents and friends to support them in maintaining hygiene (especially menstrual hygiene management).</p>
	<p><b>Motivation</b></p> <p>... learn about the different measures in achieving safe sanitation and hygiene.</p> <p>... realise that teamwork in schools and communities can help them in achieving safe sanitation and hygiene.</p> <p>... overcome obstacles at the individual and community level to reach clean water and sanitation.</p>
	<p><b>Responsibility</b></p> <p>... know about the importance of maintaining a safe and consistent routine (including hand washing with soap, proper use of toilets, menstrual hygiene management, safe water handling, proper disposal of garbage, etc.).</p> <p>... understand their role in their schools and communities in keeping a safe environment for everyone.</p> <p>... support one another in their efforts to achieve safe sanitation and hygiene measures in their schools and homes.</p>
	<p><b>Critical Ability, Conflict Ability</b></p> <p>... learn how to correct negative behaviours by transforming newly learned techniques into lasting routine behaviours.</p> <p>... reflect on feedback regarding their sanitation and hygiene behaviours.</p> <p>... manage constructive criticism on sanitation and hygiene issues and work towards changing to safe sanitation and hygiene practices.</p>
	<p><b>Resilience</b></p> <p>... gain knowledge on how to use sport as a tool to sensitise their schools and communities on important WASH issues.</p> <p>... understand the benefits of changing towards positive behaviour (e.g. prevention of diarrhoeal diseases, protecting water quality, etc.).</p> <p>... consistently make better choices for themselves and the people around them.</p>
	<p><b>Goal Orientation</b></p> <p>... recognise unsafe sanitation and hygiene practices and make efforts to change those behaviours.</p> <p>... develop personal and team commitment to promoting safe sanitation and hygiene practices in their schools, homes and communities.</p> <p>... set clear goals regarding safe sanitation and hygiene practices.</p>

<sup>2</sup> The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#).

	<p><b>Adaptability</b>          ... recognise new practices that could be incorporated into their daily routine to change their behaviour.          ... critically reflect on changing practices and their ability to flexibly adapt to new strategies to protect themselves and their communities.          ... include safe sanitation and hygiene practices in their daily routines and lives.</p> <p><b>Creativity</b>          ... identify their knowledge, competences and experiences in order to generate new ideas to avoid unsafe sanitation and hygiene practices.          ... generate new ideas regarding sport and hygiene-related behaviours to share their WASH knowledge with their peers (e.g. develop a new football for WASH game).          ... encourage others to make decisions and act in favour of promoting sanitation and hygiene behaviours.</p>
<p><b>Social Competence: Children and youth are able to...</b></p>	<p><b>Change of Perspective and Empathy</b>          ... learn about solidarity both individually and collectively for the well-being of others.          ... reflect on how others make decisions about their behaviours and can make decisions from their perspective.          ... interact with people affected by unsafe sanitation and hygiene practices and feel empathy for their situations and feelings.</p>
	<p><b>Respect, Fair Play and Tolerance</b>          ... recognise the WASH needs, perspectives and actions of others.          ... realise that the promotion of safe sanitation and hygiene is based on values (such as respect, tolerance, etc.).          ... be respectful and stay tolerant towards others (especially regarding menstrual hygiene management).</p>
	<p><b>Solidarity</b>          ... understand the benefits of community awareness around sanitation and hygiene promotion.          ... develop strategies to raise awareness of WASH issues, which can be an opportunity to unite their communities.          ... exhibit an attitude of inclusiveness and care about other people's WASH needs (e.g. females on their period).</p>
	<p><b>Communication</b>          ... recognise different communication means (ways) to create awareness on sanitation and hygiene.          ... argue in favour of positive ways to promote sanitation and hygiene.          ... listen to others (teammates, colleagues, friends, teachers and parents) and interpret their body language.</p>
	<p><b>Cooperation</b>          ... learn to develop (common) goals and strategies to implement safe sanitation and hygiene measures (e.g. to reduce diarrhoeal diseases, myths around menstruation etc.).          ... consider that sport is a great way to learn about teamwork in schools and communities.          ... work with others towards achieving behavioural change in regards to the promotion of sanitation and hygiene.</p>

<b>Methodological Competence, Strategic Competence: Children and youth are able to...</b>	<b>Critical Thinking</b> ... identify strategies on how to promote safe hygiene and sanitation behaviours. ... question norms, opinions and practices concerning hygiene and sanitation (i.e. myths around MHM, women not using the toilet, etc.). ... cope with the consequences of their actions in the area of sanitation, hygiene and water handling.
	<b>Decision-Making</b> ... understand the importance of safe hygiene behaviours in their daily routines. ... realise that they are responsible for their decisions and should therefore make wise choices to protect themselves and others around them. ... take action based on informed decisions with regard to sanitation and hygiene promotion.
	<b>Problem-Solving</b> ... analyse problems regarding issues around unsafe sanitation and hygiene practices (e.g. open defecation, disposal of waste, myths around menstruation that prevent girls from attending school, etc.). ... develop ideas on how to use sport and physical activity to tackle WASH-related issues to pass on knowledge to their peers and family. ... implement strategies that promote safe sanitation and hygiene behaviours to improve health and education.
<b>Sport-specific Competences<sup>3</sup>:</b>	<ul style="list-style-type: none"> <li>- Development of general motor competences (speed, endurance, strength, coordination, flexibility).</li> <li>- Development of basic technical competences (sport-specific): Children and youth are able to...                             <ul style="list-style-type: none"> <li>o ... run, jump, skip, dribble, pass, shoot, throw, catch etc.</li> <li>o ... use different sensory and motor techniques in various ways.</li> </ul> </li> <li>- Development of basic tactical competences: Children and youth are able to...                             <ul style="list-style-type: none"> <li>o ... explain the structures and strategies of a game.</li> <li>o ... act in a planned and target-oriented manner. In this manner, participants make clever choices using available means and possibilities offered by another individual, a group or a team.</li> <li>o ... know in specific game situations which action leads to success (“game intelligence”).</li> <li>o ... act creatively and choose various solutions (“game creativity”).</li> <li>o ... comprehend the communicative and cooperative behaviour of individual team members.</li> </ul> </li> </ul>

<sup>3</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.