S4D Impact Indicator Framework SDG 6

This S4D Impact Indicator Framework advocates for a systematic and specific approach to measure the contribution of sport, physical education and physical activity to the SDGs.

The framework is based on the competences that children and youth (10 – 16 years old) gain in the area of Sport for WASH and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 6**.

Therefore, relevant **SDG Targets** are listed.[1] For each of the targets **S4D Main Indicators** are formulated. Selected S4D specific Competences from the S4D Competence Framework represent **S4D Sub-Indicators**. These S4D Main Indicators and Sub-Indicators are variables to measure the impact on programme or project level with regard to different depth and types (cf. The Commonwealth 2019, p. 44f.).[2] In the following, the outlined **competences** are simplified in a systematic way, including **specific competences** in the area of self-competence, social competence, methodological/ strategic competence and sport specific competence. **The competences are divided into three levels: Recognising, Assessing and Acting.** The Impact Indicator Framework is not to be understood as complete and each S4D Programme has to decide on the selection of competences that they would like to develop with their beneficiaries. The overall **impact hypothesis** behind this framework is the following:

If children/youth (1) regularly take part in S4D Trainings[3], (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG Targets.

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[1] The selection of targets is based on the Commonwealth Publication "Enhancing the Contribution of Sport to the SDGs" (Lindsey & Chapman, 2017).

[2] Based on the *Commonwealth Toolkit and model indicators draft document*, these indicators are so-called *category 3 (Programmatic) indicators*. "The Category 3 indicators are not meant to act as a common approach to measurement, given the variety of programme types, methodologies and contexts. Instead, we aim to utilise them to establish a common language to describe the type and depth of impact of sport, physical education and physical activity on sustainable development. This will support a more coherent approach across a diverse range of contexts, explicitly linked to national development priorities and SDGs and targets. Category 3 indicators are not necessarily designed for national or network-level aggregation, given the significant resource and logistical requirements involved in capturing this; however, a common process creates this possibility" (p. 42).

[3] Implemented by qualified S4D coaches; focusing on S4D topics and the development of competences in all parts of the training;

(1) If children/youth **regularly take part** in S4D training sessions…

(2) … **involving S4D Activities focusing on SDG 6**,[4]…

(3) … they **may gain S4D specific competences**…

(4) … contributing to **SDG targets**.

General Dimension: S4D Competence Cluster	Sub Dimension: S4D Competences	S4D Sub-Indicator: Selected[5] S4D specific competences	S4D Main Indicators:	SDG Target:
		XY % of children/youth…[6]	XY% of children/youth…	**Target 6.2** **By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations**
Self-competence	Self confidence and trust	… trust in their own power, abilities, and instinct regarding their sanitation and hygiene behaviours (especially handwashing and maintaining their bodies). … trust others, such as teammates, teachers, parents and friends to support them in maintaining hygiene (especially menstrual hygiene management).	… learn about the importance of different WASH-related behaviours including handwashing with soap and proper use of toilets. … learn to distinguish facts from myths about menstrual hygiene management. … know about WASH-related diseases.	
	Motivation	… learn about the different measures in achieving safe sanitation and hygiene. … realise that teamwork in schools and communities can help them in achieving safe sanitation and hygiene.		
	Responsibility	… support one another in their efforts to achieve safe sanitation and hygiene measures in their schools and homes.		
	Critical Ability,	… learn how to correct negative behaviours by transforming newly learned techniques into lasting routine behaviours.		

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[4] Please have a look into the following documents: S4D Activity SDG 3/6 "Virus Chain"; A4D Training Session SDG 6/5 "Menstrual Hygiene Management"

[5] The S4D specific competences are selected from the S4D Competence Framework, depending on how they match with the SDG Target.

[6] Scale: 0 = Children/ Youth don´t show the competence; 1= Children/ Youth show the competence

	Conflict Ability	… manage constructive criticism on sanitation and hygiene issues and work towards changing to safe sanitation and hygiene practices.	… 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. … share about WASH with their peers at school and at home / in their communities.	
	Resilience	… understand the benefits of changing towards positive behaviour (e.g. prevention of diarrhoeal diseases, etc.). … consistently make better choices for themselves and the people around them.		
	Goal Orientation	… recognise unsafe sanitation and hygiene practices and make efforts to change those behaviours. … develop personal and team commitment to promoting safe sanitation and hygiene practices in their schools, homes and communities.		
Social competence	Respect, Fair Play and Tolerance	… recognise the WASH needs, perspectives and actions of others. … be respectful and stay tolerant towards others (especially regarding menstrual hygiene management).		
	Solidarity	… understand the benefits of community awareness around sanitation and hygiene promotion. … exhibit an attitude of inclusiveness and care about other people's WASH needs (e.g. females on their period).		
	Cooperation	… learn to develop (common) goals and strategies to implement safe sanitation and hygiene measures (e.g. to reduce diarrhoeal diseases, myths around menstruation). … work with others towards achieving behavioural change in regards to the promotion of sanitation and hygiene.		
Methodological competence/ Strategic competence	Critical Thinking	… question norms, opinions and practices concerning hygiene and sanitation (i.e. myths around MHM, women not using the toilet, etc.).		
	Decision Making	… understand the importance of safe hygiene behaviours in their daily routines.		
	Problem Solving	… 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.).		

		… implement strategies that promote safe sanitation and hygiene behaviours to improve health and education.		
		XY % of children/youth…	**XY% of children/youth…**	**Target 6.3**
Self-competence	Responsibility	… know about the importance of maintaining a safe and consistent routine (proper disposal of garbage, etc.). … understand their role in their schools and communities in keeping a safe environment for everyone.	… know about the importance of safe water handling and proper disposal of garbage to save water and protect water quality.	**By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally**
	Resilience	… gain knowledge on how to use sport as a tool to sensitise their schools and communities on important WASH issues.		
	Creativity	… 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).	… understand their roles in achieving access to clean water and sanitation for all.	
	Adaptability	… critically reflect on changing practices and their ability to flexibly adapt to new strategies to protect themselves and their communities.		
Methodological / Strategic competence	Decision Making	… realise that they are responsible for their decisions and should therefore make wise choices to protect themselves and others around them.		
		XY % of children/youth…	**XY% of children/youth…**	**Target 6.4**
Self-competence	Motivation	… overcome obstacles at the individual and community level to reach clean water and sanitation.	… know about the importance of safe water handling and proper disposal of garbage to save water and protect water quality.	**By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.**
	Adaptability	… recognise new practices that could be incorporated into their daily routine to change their behaviour.		
Social competence	Solidarity	… develop strategies to raise awareness of WASH issues, which can be an opportunity to unite their communities.	… understand their roles in achieving access to clean water and sanitation for all.…	
Methodological competence/ Strategic competence	Critical Thinking	… cope with the consequences of their actions in the area of sanitation, hygiene and water handling.	embrace strategies to raise awareness in their schools and communities.	
	Problem Solving	… develop ideas on how to use sport and physical activity to tackle WASH-related issues to pass on knowledge to their peers and family.		