

Professional Competences of S4D Coaches in Sport for WASH¹ Programmes

Goal 6 of the Sustainable Development Goals (SDGs) is to ensure access to water and sanitation for all. In relation to SDG 6, coaches can use sport 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, coaches can educate children and youth about, the **proper disposal of waste**, **menstrual hygiene management** and **safe water handling**, as well as their 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**.

The **professional competences** of an S4D coach are key to ensure that children and youth will develop competences in different areas. So, **S4D coaches should be able to...**

**support, encourage, sensitise, teach, guide, stimulate, help, motivate, qualify, lead,
raise/build/increase awareness of,
foster knowledge of, offer opportunities to children/youth...**

so that children and youth can develop **self-, social and methodological/strategic competences**
on the levels of **Recognising, Assessing** and **Acting**.²

This framework focuses on the **professional competences** of S4D coaches. If you want to know which self, social and methodological/strategic competences are needed at the coaching level, have a look in the general framework [Competences of S4D Coaches](#). It gives an overview of which **professional competences are needed at the coaching level** to foster the development of self-, social, methodological/strategic and sport-specific competences on the level of participants with the focus on **Sport for WASH**. The different colours stand for different levels regarding the **competences of children and youth (recognising-assessing-acting)**. For further information, please have a look into the [Competence Framework Children & Youth Sport for WASH](#).

The competence framework is considered a **comprehensive collection** and not all competences are necessarily held by all coaches, nor can all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide which competences he/she would like to focus on. However, the framework is a useful guide to the professional competences of coaches implementing S4D training sessions with a focus on SDG 6.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 6.

² 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).

| Professional Competences of S4D Coaches in Sport for WASH programmes ³ | |
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| Self-competences of children & youth: Coaches are able to... | <p>Self-confidence and trust</p> <ul style="list-style-type: none"> ... support participants in recognising the need to change their behaviours to stay safe and healthy. ... enhance participant's trust in their own power, abilities, and instinct regarding their sanitation and hygiene behaviours (especially handwashing and maintaining their bodies). ... encourage participants to trust others, such as teammates, teachers, parents and friends to support them in maintaining hygiene (especially menstrual hygiene management (MHM)). |
| | <p>Motivation</p> <ul style="list-style-type: none"> ... raise participant's motivation to learn about the different measures in achieving safe sanitation and hygiene. ... bring participants to realise that teamwork in schools and communities can help them in achieving safe sanitation and hygiene. ... help participants to overcome obstacles at the individual and community level to reach clean water and sanitation. |
| | <p>Responsibility</p> <ul style="list-style-type: none"> ... foster participants knowledge 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.). ... sensitise participants to understand their role in their schools and communities in keeping a safe environment for everyone. ... inspire participants to support one another in their efforts to achieve safe sanitation and hygiene measures in their schools and homes. |
| | <p>Critical Ability, Conflict Ability</p> <ul style="list-style-type: none"> ... encourage participants to learn how to correct negative behaviours by transforming newly learned techniques into lasting routine behaviours. ... increase participant's awareness to reflect on feedback regarding their sanitation and hygiene behaviours. ... help participants to manage constructive criticism on sanitation and hygiene issues and work towards changing to safe sanitation and hygiene practices. |
| | <p>Resilience</p> <ul style="list-style-type: none"> ... raise participants knowledge on how to use sport as a tool to sensitise their schools and communities on important WASH issues. ... enhance participant's understanding of the benefits of changing towards positive behaviour (e.g. prevention of diarrhoeal diseases, protecting water quality, etc.). ... support participants in consistently making better choices for themselves and the people around them. |

³ 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 \(UNESCO, 2017\)](#).

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| | <p>Goal Orientation ... guide participants in recognising unsafe sanitation and hygiene practices and make efforts to change those behaviours. ... stimulate participants to develop a personal and team commitment to promoting safe sanitation and hygiene practices in their schools, homes and communities. ... help participants in setting clear goals regarding safe sanitation and hygiene practices.</p> <p>Adaptability ... motivate participants to recognise new practices that could be incorporated into their daily routine to change their behaviour. ... encourage participants to critically reflect on changing practices and their ability to flexibly adapt to new strategies to protect themselves and their communities. ... inspire participants to include safe sanitation and hygiene practices in their daily routines and lives.</p> <p>Creativity ... guide participants in identifying their knowledge, competences and experiences in order to generate new ideas to avoid unsafe sanitation and hygiene practices. ... support participants in generating 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). ... qualify participants to encourage others to make decisions and act in favour of promoting sanitation and hygiene behaviours.</p> |
| <p>Social Competences of children & youth: Coaches are able to...</p> | <p>Change of Perspective and Empathy ... increase participants willingness to learn about solidarity both individually and collectively for the well-being of others. ... offer opportunities for participants to reflect on how others make decisions about their behaviours and can make decisions from their perspective. ... encourage participants to interact with people affected by unsafe sanitation and hygiene practices and feel empathy for their situations and feelings.</p> <p>Respect, Fair Play and Tolerance ... guide participants to recognise the WASH needs, perspectives and actions of others. ... stimulate participants to realise that the promotion of safe sanitation and hygiene is based on values (such as respect, tolerance, etc.). ... lead participants to be respectful and stay tolerant towards others (especially regarding menstrual hygiene management).</p> <p>Solidarity ... educate participants to understand the benefits of community awareness around sanitation and hygiene promotion. ... encourage participants to develop strategies to raise awareness of WASH issues, which can be an opportunity to unite their communities. ... support participants to exhibit an attitude of inclusiveness and care about other people's WASH needs (e.g. females on their period).</p> <p>Communication ... enhance participant's ability to recognise different communication means (ways) to create awareness on sanitation and hygiene. ... teach participants to argue in favour of positive ways to promote sanitation and hygiene. ... encourage participants to listen to others (teammates, colleagues, friends, teachers and parents) and interpret their body language.</p> |

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| | <p>Cooperation ... lead participants to develop (common) goals and strategies to implement safe sanitation and hygiene measures (e.g. to reduce diarrhoeal diseases, myths around menstruation etc.). ... bring participants to consider that sport is a great way to learn about teamwork in schools and communities. ... motivate participants to work with others towards achieving behavioural change in regards to the promotion of sanitation and hygiene.</p> |
| <p>Methodological Competence, Strategic Competence of children & youth: Coaches are able to...</p> | <p>Critical Thinking ... support participants to identify strategies on how to promote safe hygiene and sanitation behaviours. ... encourage participants to question norms, opinions and practices concerning hygiene and sanitation (i.e. myths around MHM, women not using the toilet, etc.). ... enhance participant's ability to cope with the consequences of their actions in the area of sanitation, hygiene and water handling.</p> <p>Decision-Making ... improve participant's understanding on the importance of safe hygiene behaviours in their daily routines. ... help participants to realise that they are responsible for their decisions and should therefore make wise choices to protect themselves and others around them. ... encourage participants to take action based on informed decisions with regards to sanitation and hygiene promotion.</p> <p>Problem-Solving ... teach participants to 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.) ... support participants in developing ideas on how to use sport and physical activity to tackle WASH-related issues to pass on knowledge to their peers and family. ... lead participants to implement strategies that promote safe sanitation and hygiene behaviours to improve health and education.</p> |
| <p>Sport-specific Competences of children & youth⁴: Coaches are able to...</p> | <p>... support and instruct the age specific-development of general motor competences (speed, endurance, strength, coordination, flexibility) of the participants. ... support and instruct the age-appropriate development of basic technical competences (sport-specific) in a way, that the participants are able to...</p> <ul style="list-style-type: none"> ○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc. ○ ... use different sensory and motor techniques in various ways. <p>... support and instruct age-appropriate development of basic tactical competences in a way, that the participants able to...</p> <ul style="list-style-type: none"> ○ ... explain the structures and strategies of a game. ○ ... 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. |

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

- ... know in specific game situations which action leads to success (“game intelligence”).
- ... act creatively and choose various solutions (“game creativity”).
- ... comprehend the communicative and cooperative behaviour of individual team members.