Academic background document

*Football for Water*

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Management summary

Since 1997 the Royal Netherlands Football Association (KNVB) runs the WorldCoaches program. This program has trained football coaches in developing countries across the world. WorldCoaches are educated so that they can transfer their knowledge on football and social issues, such as HIV/AIDS and gender inequality, to future WorldCoaches in their area. The KNVB WorldCoaches program also recognizes the importance of water, sanitation and hygiene for good health and self-esteem. Unsafe water, inadequate sanitation and bad hygiene practices are a huge risk for the health and dignity of many children in schools and communities in developing countries. KNVB WorldCoaches wants to use the power of football to improve the quality of life in developing countries.

The Football for Water (F4W) program is a cooperation between KNVB WorldCoaches, the Water, Sanitation and Hygiene (WASH) sector and the Dutch Ministry of Foreign Affairs. The aim of F4W is to teach life skills to boys and girls in primary schools - to live a healthier life. By combining this with installing drinking water points and building toilets at schools, more than 700,000 children in Ghana, Kenya and Mozambique will get access to clean drinking water and toilets, learn important lessons about hygiene and healthy living and will learn life skills through playing football.

This document describes the basic principles and conceptual considerations underlying the pedagogical and didactical approach of F4W’s life skills training and provides a framework clarifying how the program objectives will be reached. Those principles and considerations are based on a large number of academic studies in the fields of sport, development, education and pedagogy.

Principles and considerations

The leading principles in F4W life skills training are:

- **Context specific:** Football is considered to be an effective instrument in raising awareness and teaching children to deal with WASH issues in their social context. At the same time, football does not automatically lead towards the desired outcomes. It *may* facilitate personal growth or community development, but the structure and context of the activity determine whether football participation leads to positive or negative outcomes. F4W acknowledges the uniqueness of each context. Therefore, a blueprint approach for teaching life skills is considered ineffective.

- **Coaching is key:** The social value of football largely depends on the coach. The WorldCoach plays an important role in learning life skills through playing football. Also, he or she is in the position to transfer the life skills learned in football to other life domains. Therefore, F4W is aimed at supporting WorldCoaches by providing them sufficient handles and tools to design and perform effective training programs in their specific contexts.

A clear learning philosophy is crucial for effective teaching and coaching practices and the attainment of educational objectives. The F4W learning philosophy consists of the following basic elements:

- Individual and holistic perspective on development.
- Active and interactive learning process.
- Participative learning process.

The learning philosophy has impact on the didactics of F4W. The required didactical principles, in order to implement the learning philosophy in an effective and optimal way, are:

- Fun and enjoyment.
- Challenge.
• Variation.
• Participation.
• Structured repetition and reflection.
• Safe and positive learning climate.

An optimal learning process can only be achieved by WorldCoaches, who possess certain skills. Three categories of skills will stimulate effective implementation of F4W:

• Inter- and intrapersonal skills.
• Pedagogical skills.
• Organizational skills.

F4W Manual

The learning philosophy, didactical conditions and the required skills of the WorldCoaches will be integrated into an applicable F4W manual. The F4W manual offers the WordCoach the following:

• Roadmap to design an effective training program
• Tools, based on best practices
• Monitoring and evaluation instruments

Herewith, F4W provides optimal support for its coaches to design a context specific training program, in the knowledge that many –non influential – variables also will determine the actual outcomes of the program.
Table 1: F4W logical framework

Football For Water

Football training | WASH skills training | Facilities

Learning philosophy

Individual and holistic perspective | Active and interactive learning process | Participative learning process

Didactical conditions

Fun and enjoyment | Challenge | Variation | Participation | Structured repetition and reflection | Safe and positive learning climate

WorldCoaches Skills

Inter- and intrapersonal skills | Pedagogical skills | Organizational skills

Football for Water Manual

Roadmap and Action Plan | Training and teaching tools | Monitoring and evaluation

Coaching / teaching of children -->
behavioural changes and better health
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1. Introduction

Since 1997 the Royal Netherlands Football Association (KNVB) runs the WorldCoaches program. This program has trained football coaches in developing countries across the world. WorldCoaches are educated so that they can transfer their knowledge on football and social issues, such as HIV/AIDS and gender inequality, to future WorldCoaches in their area. KNVB WorldCoaches wants to use the power of football to improve the quality of life in developing countries.

The KNVB WorldCoaches program also recognizes the importance of water, sanitation and hygiene for good health and self-esteem. Unsafe water, inadequate sanitation and bad hygiene practices are a huge risk for the health and dignity of many children in schools and communities in developing countries. Most primary schools in developing countries do not have appropriate drink water points and toilet facilities for the children. The KNVB wants to use the power of football to improve the quality of life in developing countries by using football as an effective instrument.

The Football for Water (F4W) program is a cooperation between KNVB, the Water, Sanitation and Hygiene (WASH) sector, including Unicef Netherlands, Simavi, Vitens Evidens International, Aqua for All and the Dutch Ministry of Foreign Affairs. The aim of F4W is to teach life skills to boys and girls in primary schools - to live a healthier life. By combining this with installing drinking water points and building toilets at schools, more than 700,000 children in Ghana, Kenya and Mozambique will get access to clean drinking water and toilets, and will learn important lessons about hygiene and healthy living.

Life skills are necessary to avoid risk-taking behaviours and to adopt healthier life styles. KNVB has experienced that teaching life skills can be integrated in football training. KNVB’s WorldCoaches program combines teaching football skills with life skills training in various developing countries. Until recently, these life skills trainings were not aimed specifically at WASH issues.

Therefore, KNVB and Utrecht University developed a Football for Water Life Skills Manual. This manual will be used by WorldCoaches at schools in Ghana, Kenya and Mozambique and will help the WorldCoaches to develop an effective and efficient football and life skills program for their players. The manual is based on field research and practical experiences in Ghana as well as on academic literature.

This academic background document describes the basic principles and conceptual considerations underlying the pedagogical and didactical approach of ‘Football for Water’. It provides a framework clarifying how the program objectives will be reached. The structure of this document is as follows:

- Chapter 2 explains the relation between football, sanitation and hygiene. This chapter describes the vision of the KNVB on ‘learning how to play (better) football’ and how this relates to learning life skills/ achieving behavioral change regarding hygiene practices.
- Chapter 3 focuses on the learning philosophy behind F4W. This chapter will answer the following questions: How can children change their hygiene behavior by playing football? What stimulates this learning process?
- Chapter 4 analyses the didactical consequences of the F4W learning philosophy for the F4W training sessions by WorldCoaches.
- Chapter 5 translates the learning philosophy and didactical consequences into the skills needed by WorldCoaches to be able to execute the F4W program properly.
- Chapter 6 concludes which elements are crucial in the preparation of the training and how these elements are translated into the Football for Water manual.
2. **KNVB and Football For Water**

Football and society are closely related and can reinforce each other. Football is considered to be an effective instrument in raising awareness and teaching children to deal with social issues, such as WASH and health. Considering the vision of the KNVB on ‘learning how to play (better) football’ (2007) as a starting point, this chapter shows how the assumptions of the KNVB football vision are helpful for the training of WASH skills.

This chapter starts with a broad perspective on the role of football in society (2.1) and developing life skills through football (2.2). Sub part 2.3 analyses how WorldCoaches can have added value with regards to changing WASH behaviour, and therefore have impact in the improvement of children’s lives and health.

### 2.1 Football and society

An increasing number of scholars recognize the power of sports and its potential to address social issues. Sport can contribute to a variety of social issues such as social inclusion (Coalter 2002), community development and peace building (Skinner et al., 2008), the fight against HIV/AIDS (Bosmans 2006), social and personal change (Grove & Dodder 1982; Spreitzer & Snyder 1975), social bonding and character-building (Briere et al. 2005), positive peer relationships (Evans & Roberts 1987), citizenship and civil behaviour (Elley & Kirk 2002), leadership (Wright & Cote 2003), the combat against school dropout (Eccles & Barber 1999), the attainment of development goals (VandenAuweele et al. 2006), discipline, friendship development, improved eating habits, enhanced communication and listening skills, increased self-reliance, skill improvement, and enhanced prestige (Manjone 1998). Football, as the most popular sport around the globe and with many followers in developing countries, offers many chances to identify and influence developments in society, since it is part of society and society is part of football (cf. Guillianotti, 1999, Briere et al. 2005).

Some studies show that sport participation *in itself* contributes to address social issues, especially on the local community level (Briere et al. 2005). Other studies stress that there’s nothing about sport itself that is magical (Coalter 2013). Sport *may* facilitate personal growth or community development, but the structure and context of the activity determine whether sports participation leads to positive or negative outcomes (Mahoney & Stattin 2000, Van Eekeren & Vermeulen 2012).

As Coakley (1998) stated: ‘Sports are sites of experiences’. The meaning of these experiences can be either positive, negative or neutral. The individual’s experience might be the most critical factor in achieving success (or not) in organized sport programs and to enhance personal development (Ewing, e.a., 2002). Authors conclude that bringing personal growth can only be achieved when youth sports programs are focused on the individual’s experience of sport participation (Papacharisis, e.a., 2005). In order to influence this process of experience positively, authors suggest focusing on the valuable skills and attitudes which might be learned during the sport participation and how youth can apply the learned skills in their daily life.
The football game itself contains elements that play an important role in everyday life, such as dealing with success and failure, following rules as well as rule evasion, team unity and individual differences, and self-control. At the same time, football training can be used to spread social messages and to expose model behavior to specific target groups. Whether football training results in actual (personal) development strongly depends on the coach. He or she can be an identity agent, by participating in the identity formation of children (Van Eekeren & Vermeulen 2011).

The recognition of the power of football, and the notion that simply delivering football is not enough to acquire positive outcomes, has resulted in a so-called sport-plus approach: ‘Whereas the traditional sports development approach might be regarded as product led and sports centred, this approach is more ‘needs based’, using sport to address broader aspects [...] and as a means to promote aspects of personal, social and community development’ (Coalter 2002).

With this knowledge in mind, the KNVB has been using football as a tool to address social issues in developing countries for many years. The KNVB trains so-called WorldCoaches in football skills as well as life skills (KNVB 2010). These coaches have to combine the fun of the football game with addressing and contributing to social issues in their local communities, such as WASH.

2.2 Football and life skills

The KNVB’s credo says ‘you learn football by playing football’ (e.g. Behets 2006). The KNVB (2007) argues that football players become better players by repeating specific exercises in different game situations. While playing the game, a footballer has to make decisions and communicate constantly with his or her teammates. Winning is important, but having fun is even more important; fun is seen as an important motivator. The level and needs of the children in the team determine the pace and level of the training (KNVB 2007). The coach analyses the context of the game, in order to adapt his training to the specific needs.

The KNVB-experience with training coaches, and the assumptions behind their learning philosophy, can be applied in the training of life skills, including WASH life skills. Life skills can be described as ‘the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life’ (WHO 2004). Life skills are generally applied in the context of health and social events. WASH skills are thus part of general life skills.

UNICEF specifies three areas for life skills: knowledge, attitude and behaviour. Examples of WASH skills as life skills are elaborated in the table below:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Attitude</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing how to act hygienically</strong></td>
<td><strong>Being convinced of the importance of hygienic behaviour</strong></td>
<td><strong>Acting hygienically as an habit</strong></td>
</tr>
<tr>
<td><strong>For example</strong></td>
<td><strong>For example</strong></td>
<td><strong>For example</strong></td>
</tr>
<tr>
<td>Knowledge on ways to behave hygienically after sanitation</td>
<td>- Value appropriate ways to deal with sanitation and health</td>
<td>- Wash hands after using the toilet and before meal preparation</td>
</tr>
<tr>
<td>- Value prudence with possibly polluted water</td>
<td>- Disposing excreta safely and sustainable</td>
<td></td>
</tr>
</tbody>
</table>
Zarret et al. (2009) suggest that combining sport with life skills training, supplemented by positive role models, can contribute to the development of positive behaviours of young people. First, life skills – and more specific WASH skills – are similar to physical skills in the way they are learned through *demonstration and practice* (Papacharisis et al. 2005). Second, many of the life skills learned in sport are *transferrable to other life domains*. Basic principles of learning football can be applied to the learning of WASH skills; several skills are important *on* as well as *off* the playing field. The following table illustrates this match between football and life skills, focused on WASH skills.

<table>
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<th>Principles in training football</th>
<th>Principles in training WASH skills</th>
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<tr>
<td>Learning by doing: you learn football by playing football</td>
<td>Learning by doing: you learn WASH skills by practicing them</td>
</tr>
<tr>
<td>Take the game as a starting point</td>
<td>Take the context as a starting point</td>
</tr>
<tr>
<td>Apply football skills in different game situations</td>
<td>Apply WASH skills in different unhealthy/unhygienic situations</td>
</tr>
<tr>
<td>Make informed decisions based on what is best for the game</td>
<td>Make informed decisions based on what is best for your health and the health of the community</td>
</tr>
<tr>
<td>Communicate with teammates in the game; act as part of a team</td>
<td>Communicate on WASH with involved actors in the community; act as part of a network</td>
</tr>
<tr>
<td>Fun is most important, not winning</td>
<td>Fun is most important, not winning</td>
</tr>
</tbody>
</table>

This implies that a WorldCoach - who is primarily focused on the football game - can use his or her position to educate, train and mentor pupils on other issues, such as water, sanitation and hygiene. When football training (with the emphasis on fun) adds (or even better: integrates) WASH components, it can increase the knowledge and improve the attitude towards water, sanitation and hygiene. It might therefore, in combination with a variety of other variables, contribute to change hygienic behaviour.
2.3 WorldCoaches and Football for Water

KNVB wants to use football to teach boys and girls in primary schools about healthy living and, therewith, improve their WASH skills. This means that F4W focused on education and learning WASH skills through football and life skills training by WorldCoaches (see figure 1).

Figure 1: The implementation process of F4W.

The previous notions about the social value of football and the relationship between football training and life skills lead to the following basic principles of F4W:

- **Context specific:** Football is considered to be an effective instrument in raising awareness and teaching children to deal with WASH issues in their social context. At the same time, football does not automatically lead towards the desired outcomes. It may facilitate personal growth or community development, but the structure and context of the activity determine whether football participation leads to positive or negative outcomes. F4W acknowledges the uniqueness of each context. Therefore, a blueprint approach for teaching life skills is considered ineffective.

- **Coaching is key:** The social value of football largely depends on the coach. The WorldCoach plays an important role in learning life skills through demonstration and practice. Also, he or she is in the position to transfer the life skills learned in football to other life domains. Therefore, F4W is aimed at supporting WorldCoaches by providing them sufficient handles and tools to design and perform effective training programs in their specific contexts.
3. Learning philosophy

This chapter describes the learning philosophy behind F4W. As concluded earlier, learning life skills are essential to change WASH behavior and WorldCoaches are key in this process. Having a clear learning philosophy is a crucial factor in determining the guiding of effective teaching and coaching practices and the attainment of educational objectives.

The F4W learning philosophy is inspired by the didactic approach of the WorldCoaches program, the vision of the KNVB on ‘learning how to play (better) football’ (2007) and the latest developments in pedagogical sciences and the field of sport for development. Since education is always contextual and perceptions on childhood and youth are understood in very different ways in different societies and at different times (Ansell, 2005), these dimensions are put in the context of the educational situation of developing countries.

3.1 Individual and holistic perspective on development

The F4W acknowledges that learning starts with an individual perspective. This perspective focuses on the micro level – the children and their coach. F4W (and most other learning contexts) is characterized by a large diversity of coaching styles, coaches’ personalities, a huge variation in development of children in the different age classifications, etc. As stated by Devereaux (1971), a good learning environment should be a child-oriented setting. A child-centered environment is a setting in which the existing knowledge and skills of children are the main starting point and where children play in self-paced and intrinsically motivated activities. Therefore it is important that the teacher or coach adapts his or her lessons and activities to the level of the children.

Having insights in, and having knowledge of, age specific features of learning is important in the F4W learning philosophy. An age specific perspective is crucial for preparing and empowering the future WorldCoaches by giving them insights in different age related aspects of the social, physical, emotional and intellectual development of children. At the same time, the dynamic and unpredictable process of children’s development makes it quite difficult to use just one theoretical model for all children between 6 and 12 years old. This is further complicated because most theoretical models are based on Western assumptions (Ansell, 2005).

It is crucial for WorldCoaches to keep in mind the diversity among children regarding the speed, the way and the timing to learn and develop. At the same time, individuals are part of the community and a wider society, which affects the chances of positive developments and the possibilities to deal
with personal problems and challenges (Van Uchelen, 2000). Therefore, the learning and coaching process is also seen from a holistic perspective (Potrac, e.a., 2000). “Holistic” refers to the complete understanding of the development of children by taking into account the physical, emotional, social and intellectual dimensions of development and recognizing the context in which this process is taking place.

a) Physical dimension: What does the physical development of children look like? What are the physical capabilities and limits of the individual child and how can physical overtraining be avoided?

b) Emotional dimension: What does the individual child feel like? Does the child have sufficient self-esteem? The training should give the child the needed security and confidence to develop life skills, which are transferable to other life domains.

c) Social dimension: Understanding the social context of children is a crucial condition to be able to understand children’s perception. What is the family situation of the child? What is the role of the parents? The role of school is also essential in understanding the social context of children: What is the teacher’s and WorldCoach view on the individual development of children? Do teachers and WorldCoaches notice any behavior changes?

d) Intellectual dimension: What potential do players have regarding critical thinking skills? Is the child able to make proper choices during the game and during critical health situations?

### 3.2 Active and interactive learning process

The F4W project underlines the importance of having an interactive learning process between the WorldCoach and the child on the one side, and the WorldCoach and the community on the other side. WorldCoaches aim to teach children how to deal with hygiene issues properly and stimulate them to develop their skills by participating in a social context, which supports children’s talents and progress. Roussou (2004) argues that having an interactive, participatory way of training increases the experience of children and has positive effects on leisure and their learning ability. This interactive experience of children is defined by involving children physically, intellectually, emotionally and/or socially (Adams, e.a. 2002 in Roussou 2004).

Furthermore, the interaction between the WorldCoach and child is also important for the learning process of the WorldCoach. Interaction with children can trigger teachers/WorldCoaches to reflect on their own behavior and stimulate the development of the intrapersonal skills of the WorldCoach (see paragraph 5.1).

Figure 2: Two-way interaction WorldCoach/teacher & children

Interaction is not only the relation between child and coach. F4W considers the integration of the social context in the learning process - in which the child and coach are taking part - as an important
condition for effective learning. In order to understand the perception of children and to be able to get the signs of the child’s development on time, it is essential to get (and to keep) the WorldCoaches connected with the social community of children, like family, friends and school teachers.

Studies argue that communities are committed to ‘a set of values that guide their behavior through allies social norms’ (Field, 2003 in Skinner e.a., 2008: 255). Field (2003) argues that behavioral change is effected at the community level children live in. At the same time, Collins & Kay (2003) underline the ‘non-tangible’ benefits of sport participation for the community, like creating a community identity, which influences the behavior of its members. The immaterial advantages of sport participation for the community are described in terms of positive self-esteem and social inclusion (Vail, 2007; Coalter, 2002).

In short, an effective learning process is seen as a process in which the WorldCoach has a strong interactive relation with the social community of the children. Figure 3 illustrates the interaction between teachers (i.e. WorldCoach), children and their community.

Figure 3: The role of the social context in the learning process

3.3 Participative learning process

Boud, Keogh and Walker (1985) underline the benefits of participative learning and conclude that reflection on the human activity is an important part in the learning process. Learning by doing, evaluating and doing things again, in order to improve the human activity, are seen as crucial elements in an effective learning process. They argue that reflection is an important human activity, which offers people the possibility to revive their experience and to reconsider their former decisions in order to learn from it. This way of learning forms an important element in the learning process of F4W project.

Also Kolb (1984) emphasizes the role of “active experimentation” and “concrete experience” in stimulating the reflection abilities, which enable individuals to improve their learning process. Kolb considers an effective learning process as cycles, which offers space to learn by practicing reflection. The WorldCoach/child can get optimal learning results by linking the learning experience to a particular meaning in the learning process.
The WorldCoach plays a central role in facilitating this process of learning. He/she can use the learning cycles (see figure 4), which provide the attention to experience learning by using observation, reflection and creating new ideas about the former experience.

Figure 4: The Experimental learning process of Kolb (1984).
4. Didactics

The former chapter described the importance of the (social-) contextual factors in the development of children. The fact that each context is different and unique requires a context specific approach, which is seen as a crucial condition for successful delivery of F4W and achieving its objectives.

The learning philosophy in chapter 3 has impact on the didactics of F4W. This chapter describes the required didactical principals in order to implement the learning philosophy in an effective and optimal way.

There are six didactical conditions, which form the structure of this chapter:

4.1 Fun and enjoyment

Fun is seen as a basic assumption for having motivated children who enjoy playing and are able to get the maximum effect of learning. Having fun in training is seen as a crucial and meaningful investment in optimizing the learning process of children. Children will learn more effectively and will achieve more sustainable learning results when they are having fun (cf. Orlick et. al. 1975; Siedentop 2002).

4.2 Challenge

The experience of challenge during the training and lessons creates a high-powered, exciting training, which allows children to learn optimally and develop their talents (Wormhoudt, et. al. 2013). Coaches who invest in challenge during the training or lessons motivate children to play the game and teach them not to give up in case of difficulties (Wormhoudt, et. al. 2013).

WorldCoaches include the following elements in their didactics:

a) Seeking for the limits of the comfort zone: this concept is based on the believe that individuals will grow when they face challenging situations, which enable them to overcome their hestancy or fear (Brown, et al. 2012; Prouty, et al. 2007). Children who experience a healthy level of challenge will take the maximum out of their learning process.

b) The real relevance of winning: Cumming (2007) describes that success is not always equivalent to winning, and that losing a game does not lead automatically to failure. F4W considers winning as a great instrument to motivate children to work hard for achieving
(small or big) dreams. The real winning situation is when behavioural change has been achieved.

4.3 Variation

Variation affects the learning process positively by motivating children to achieve an optimal level of challenge, fun and development in the learning process (Wormhoudt, et al. 2013; Franck, et al. 2010). Variation can be achieved at two levels:

a) Variation in composing the group of children who are playing with each other. Franck (2010) found that varying the selection of the players in a team could improve their learning development in a positive and visible way.

b) Variation in the offered exercises, tools or instructions during the training or a lesson. Wormhoudt (2013) describes variation in the training structure (exercises and tools) as an important instrument to challenge children emotionally and physically.

4.4 Participation

Having an interactive and participative way of training or teaching increases the learning development of children and stimulates them in a very positive way (Roussou, 2004). The participative way of learning assists individuals in developing knowledge and encourage children to experience their critical thinking (Boud, et al. 1985; Abel, et al. 2005). Kolb (1984) describes the participative learning process with the term ‘Experiential learning’ (see paragraph 3.2).

4.5 Structured repetition and reflection

An important part of the participative learning process is the repetition of experience in order to reflect and develop new information, which can increase the level of the learning development (see paragraph 3.1). Kolb & Parry et al. found that giving new information and experiences without time for reflection is likely to result in poor processing of the information. Parry et al. (2011) also argue that the given weight of the importance of information is determining the speed of learning. Structured repetition is required to improve the learning process of the individual child. Children will also learn more effectively when the WorldCoach informs them about the importance (and the goals) of learning some experiences.

4.6 Safe and positive learning climate

A safe learning environment can be approached from two different perspectives. The first is physical safety, which is ensured by playing in a safe environment in order to protect the child in a physical sense (Forst, et al. 2008). The second perspective on safety is psychological safety, which is related to the quality of the interpersonal relationship in order to invest in a positive and stimulating learning climate for individuals (Forst, et al. 2008, Potract, et al. 2010). Carmeli (2007) also found that openness is an important aspect of psychological safety. Openness makes individuals feel safe to discuss the mistakes and failure in their learning process and to learn from it.
5. **WorldCoaches Skills**

The former chapters gave insights in the learning philosophy and the required didactical conditions in order to achieve an optimal learning process, which will contribute to behavioural changes. This optimal learning process can only be achieved by well-prepared WorldCoaches, who are seen as ‘the key’ to opening the door to learning opportunities for children in the different specific contexts. This chapter aims to describe three categories of skills, which are needed by WorldCoaches, to stimulate effective implementation of F4W.

This chapter is subdivided in three paragraphs. Each paragraph describes a specific skill category. The three skills complement each other and are necessary to achieve the level of an expert WorldCoach.

5.1 **Inter- and intrapersonal skills**

Both, the inter- and intrapersonal skills are required to optimize the individual learning process of the child and the WorldCoach. *Interpersonal* interaction refers to the regular interaction between the coaches and their sport environment such as children, assistant coaches, parents and other professionals, which is required to achieve effectiveness in the coaching process (Côté, et al., 2009). Bowes et al. 2006 and Cushion et al. 2003 describe the interpersonal interaction as a basic skill in the complex coaching process.

Interpersonal skills empower the coach to create and stimulate a motivational and positive learning climate, which influences the learning process of children in a positive way (Conroy, et al., 2007; Smoll, e.a., 2002). Côté (2009) underlines the importance of continuously development of the interpersonal skills of the coaches. The communication skill is seen as a required aspect to be able to communicate effectively with the social system of the coach. Furthermore, Côté draws attention to the age specific knowledge of the coach, which is needed to coach the different development levels of children.

Other studies argue - besides the interpersonal skills - the importance of *intrapersonal* skills. Intrapersonal skills refer to the understanding of oneself and the ability for reflection (Gilbert, et al. 2005; Nelson, et al. 2006; Knowles, et al., 2007; Côté, et al. 2009; Knowles, et al., 2010). Gilbert et al. (2005) underline the importance of interpersonal skills in developing the experiential learning in order to develop the learning process of the coach. Last but not least, Côté (2009) stresses the importance of “the sensitivity of the coach to the uniqueness of their learners and their cultural context” in order to optimize the intrapersonal learning development.
5.2 Pedagogical skills

Different studies argue that having pedagogical skill is essential in being able to understand the needs of children (in the different age categories) in order to construct the practice, influence the amount of the provided information and the transportation of knowledge, according to the individual learning development of children (Banks, et al., 2005; Carmeli, 2007). Taking the individual child experience as the key starting point of interaction between child and coach plays an incredibly important role in being able to translate the pedagogical skills to the daily practice of the coach.

Another meaningful pedagogical skill is being able to create a safe, positive and stimulating learning climate (see paragraph 4.6). This learning climate should be for the child and the coach, which encourages the commitment between child and coach in a positive way (Potrac, et al., 2010).

5.3 Organizational skills

Organizational skills are incredibly important in creating balance between ‘what coaches know’ and ‘what coaches do’ (Abraham, et al., 2003:14). Creating a bridge between knowledge and practice is crucial in achieving successful practices of sport programs (Abraham, et al. 2003). Chantal and Gordon (2005) divide the organizational skills into two parts: 1) planning and 2) management/administration. Planning involves creating a (seasonal) plan, preparing practices, assuring readiness for the games and training and providing adequate rest time for recovery and avoiding overload (Chantal, et al., 2003). At game level, planning helps to realize enjoyable time, effective practices and variation in the training, which are needed for an optimal individual learning process (see paragraph 4.1 and 4.3). Management/administration refers to the activity of the coach among selecting children to compose one team. The team composition is crucial in achieving a challenging learning process.

The organizational skills in F4W also include the skills to monitor and evaluate the individual progress of children. The central role of the WorldCoach in the interactive learning process of children makes her/his evaluation incredibly valuable. Figure 5 gives an overview of the many involved actors in/around the coaching process of teachers/WorldCoaches. In such a social complex environment, organizational skills are required to achieve adequate planning, administration/management and monitoring and evaluation (M&E).

Figure 5: The required organizational skills in the (social) environment of the teacher/WorldCoach.
6. Design principles Football 4 Water manual

The learning philosophy, didactical conditions and the required skills of the WorldCoaches need to be integrated into an applicable F4W manual. The F4W manual will offer the WordCoach practical suggestions among:

- Involvement of the school management.
- Involvement of the other actors within the context of F4W.
- Organizing the needed and available facilities.
- Commitment to the child’s social context.
- Developing own activities and tools.
- Intrapersonal skills (self-reflection on personal development).
- Age specific knowledge in order to stimulate the ‘child centred approach’.

This chapter aims to describes the design principles of the F4W manual and is divided into the next three sections:

6.1 Roadmap and action plan

Since F4W aims to be context specific, a F4W manual will not be a blueprint for WorldCoaches. WorldCoaches will have to make their own Action Plan, which will be based on their specific school context and the local WASH issues. The action plan is necessary in order to plan and structure the different steps in the coaching process. Figure 6 shows an example of an F4W Action Plan.

Figure 6: F4W Action Plan

<table>
<thead>
<tr>
<th>Football for Water action plan (example)</th>
</tr>
</thead>
</table>

| Prepared by: David and Irene           |
| Community/Name of School: Cess Naam (Presty) Junior High School |
| Head teachers: Mrs. Solem               |

| Start date: March 2, 2013       |
| End date: May 23, 2013          |
| Number of weeks: 8 weeks        |
| Number of training sessions: 14 training sessions |
| Duration of training session: 60 minutes |

| Class: 4A                        |
| Age category: 6 - 9 years         |
| Number of players: 26 children    |

| Conditions of water and sanitation facilities: poor/medium/good (please circle) |
| Conditions of football equipment: poor/medium/good (please circle) |

| Evaluation date: April 29, 2013 |

| Learning objectives: children: |
| 1. Children are able to demonstrate proper hand washing |
| 2. Children are able to explain proper sanitation methods |
| 3. Children are able to explain the risks of contaminated water |

<table>
<thead>
<tr>
<th>Achieved by:</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>All WorldCoaches in school</td>
<td>Prepare briefing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David and Irene</td>
<td>Prepare meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irene</td>
<td>Prepare meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David and Irene</td>
<td>Making session plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Funding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When? Week</th>
<th>What Activities</th>
<th>Who is involved?</th>
<th>What resources/organization?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Bridging head teacher about Football for Water course</td>
<td>All WorldCoaches in school</td>
<td>Prepare briefing</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction of Football for Water at the staff meeting</td>
<td>David and Irene</td>
<td>Prepare meeting</td>
</tr>
<tr>
<td>Week 1</td>
<td>Establishment of a Football for Water working group at the staff meeting</td>
<td>Irene</td>
<td>Prepare meeting</td>
</tr>
<tr>
<td>Week 2</td>
<td>Orientation/Introduction of children to Football for Water e --- Introduction activities during training sessions</td>
<td>David and Irene</td>
<td>Making session plans</td>
</tr>
<tr>
<td>Week 2</td>
<td>Purchasing products and equipment for Football for Water program (when needed)</td>
<td>David</td>
<td>Funding</td>
</tr>
</tbody>
</table>
In order to assist the WorldCoach to design his or her specific Action Plan, the F4W Manual will offer a Roadmap. The Roadmap offers the WorldCoach an easy ‘tool’ to use as a checklist, which will guide him or her through all relevant issues and questions. By going through the Roadmap the Action Plan will automatically be designed.

Figure 7 shows the F4W Road Map.
Figure 7: Football 4 Water Roadmap

START

Step 1: Finding your partners
Do you have determined which other people will participate in developing your action plan?

Yes

You are doing a good job! To see how you can keep your school management involved, see page x. Go ahead!

No

STOP! First analyze if there are others to involve or if you will develop the action plan by yourself (see page x).

Step 2: School management
Have you informed your school management about your action plan?

Yes

You are on the right track! Fill in the number of weeks and training sessions and the duration of each session. Take the time available into account when setting objectives. For more information, see page x.

No

STOP! First brief your school management about Football for Water and your plans. See page x for advice how to do this.

Step 3: Target group
Have you defined your target group in agreement with your head master or PE-coordinator?

Yes

You are doing a good job! To see how you can keep your school management involved, see page x. Go ahead!

No

STOP! First discuss with your head master or PE-coordinator who will be your target group. See page x for age specific information.

Step 4: Available time
Have you determined with your head master or PE-coordinator how much time is available in the curriculum for Football for Water?

Yes

Take a break! First discuss with your head master or PE-coordinator who will be your target group. See page x for advice how to do this.

No

STOP! First talk to your PE-coordinator. If needed talk to your head master as well. Why this is important? See page x.

Step 5: Water and sanitation facilities
Are water and sanitation facilities available?

Yes

Make proper use of it and continue. See page x for advice how to keep it in good conditions.

No

You can go ahead. However, take this into account when setting objectives. Be inventive in finding solutions and safe alternatives.

Step 6: Football equipment
Is football equipment available?

Yes

You can continue. Be creative and improvise! Think about alternatives like using tins or other materials. See page x for tips and tricks.

No

STOP! First analyze what the main WASH-issue is in your school. Page x can help you analyzing your school.

Step 7: Main WASH
Do you know what the main issues are regarding water, sanitation and hygiene in your school? Hand washing, safe sanitation, safe water, food hygiene, personal issue(s).

Yes

Fill in the main WASH issue(s) in your action plan.

No

STOP! First analyze what the main WASH-issue is in your school. Page x can help you analyzing your school.

Step 8: Learning objectives
Determine which goals you want to achieve by which date. What are the learning objectives for your target group?

Yes

Page x can help you to analyze what the current level of knowledge and skills is of your players. At page x example learning objectives are provided.

No

You can go ahead. However, take this into account when setting objectives. Be inventive in finding solutions and safe alternatives.

Step 9: Didactics
Take a moment to think about which role you can play and what will be appropriate teaching methods to achieve the learning objectives you set. Page x can help you!

Step 10: Structuring your tools and activities
Structure your action plan. Determine for each week which topics will be central. For advice how to structure your plan, see page x.

Step 11: Session planning
Plan your activities session by session.

Step 12: Evaluation
Determine when and how you will evaluate your action plan. See page for an evaluation form.

DONE!

Start carrying out your action plan.
### 6.2 Tools for the WorldCoaches

Although every WorldCoach will use a unique, context specific Action Plan, he or she does not have to reinvent the wheel. Many exercises have been used and tested during other sport for development programs and might be applicable in other contexts. The manual will provide a selection of the best practice tools, relating to specific aspects in the WorldCoaches Action Plan. The focus of these tools lies on the didactical conditions as described in chapter 4.

Figure 8 provides a summary of the six hygiene themes, the required behaviour, the role of the WorldCoach and the “life skills” and “movement” tools.

**Figure 8: Summary of the six hygiene themes, the required behaviour, the role of the WorldCoach and the tools (Life Skills tools and Movement Tools).**

<table>
<thead>
<tr>
<th>WASH themes</th>
<th>Good behaviour</th>
<th>Role WorldCoach</th>
<th>Life skills tool</th>
<th>Movement tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe sanitation</td>
<td>- Stop open defecation</td>
<td>Educator, trainer and confidential counsellor</td>
<td>-Story telling</td>
<td>-Traffic light</td>
</tr>
<tr>
<td></td>
<td>- Being aware of the (health) risks of open defecation</td>
<td></td>
<td>-Latrines evaluation</td>
<td>-Space and spread of diseases</td>
</tr>
<tr>
<td></td>
<td>- Using latrines properly</td>
<td></td>
<td>-Building children’s latrines</td>
<td>-Stop open defecation</td>
</tr>
<tr>
<td></td>
<td>- Able to practice different methods to dispose human excreta and solid waste in safe and sustained ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand washing</td>
<td>- Instructions about when and how to wash hands?</td>
<td>Educator, trainer and trainer</td>
<td>-High five</td>
<td>-Relay race</td>
</tr>
<tr>
<td></td>
<td>- Wash hands in a correct ay with soap</td>
<td></td>
<td>-Hand washing demonstrations</td>
<td>-Soap game</td>
</tr>
<tr>
<td></td>
<td>- Wash hands at the four critical moments (after defecation, after cleaning a child, before preparing food and before feeding a child)</td>
<td></td>
<td>-Making a tippy-tap</td>
<td>-The blue hand game</td>
</tr>
<tr>
<td></td>
<td>- Being aware of the (health) risks of not washing hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe water</td>
<td>- Avoid unsafe water sources</td>
<td>Educator and trainer</td>
<td>- Avoid unsafe food practices</td>
<td>-I protect my water!</td>
</tr>
<tr>
<td></td>
<td>- Able to handle water safely (collection, transport and storage)</td>
<td></td>
<td>-Handle food safely (storage and preparation)</td>
<td>-Keeping water clean</td>
</tr>
<tr>
<td></td>
<td>- Being aware of the (health) risks associated with the use of unsafe water sources</td>
<td></td>
<td>-Being aware of the risks of a lack of food hygiene</td>
<td>-Mosquito tag</td>
</tr>
<tr>
<td></td>
<td>- Water disinfection</td>
<td></td>
<td>-Ranking Water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Safe storage</td>
<td></td>
<td>-Filtering the flow</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-The F-diagram</td>
<td></td>
</tr>
<tr>
<td>Food hygiene</td>
<td>- Avoid unsafe food practices</td>
<td>Educator, trainer and mentor</td>
<td>-Draw a line</td>
<td>-Safe or unsafe?</td>
</tr>
<tr>
<td></td>
<td>- Handle food safely (storage and preparation)</td>
<td></td>
<td>-Food vendor discussion</td>
<td>-Food is important</td>
</tr>
<tr>
<td></td>
<td>- Being aware of the risks of a lack of food hygiene</td>
<td></td>
<td></td>
<td>-Memory game</td>
</tr>
</tbody>
</table>
### Personal hygiene
- Able to practice the five most important elements of good personal hygiene
  - Bathing 2 times a week
  - Cleaning face and eyes daily
  - Washing hands at critical moments with soap
  - Washing and drying feet
  - Using hair shampoo and rinsing hair.
- Being aware of the differences and different needs of boys and girls (for example the need for privacy when using a latrine or washing themselves and approaching menstruation as a normal and natural event, and not unhygienic in itself); Girls come to school when they have their period.
- Being aware of the health and social reasons to practice good personal hygiene

### Environmental hygiene
- Able to (assist others in) keeping the school, household, and community environment free of waste materials
- Able to avoid behaviors or factors that can contribute to poor environmental hygiene (e.g. unsafe waste disposal, open defecation, storing drinking water uncovered)
- Being aware of the (health) risks associated with poor environmental hygiene
- Dropping waste in the dustbins
- Flushing water after using the latrine and clean sanitation facilities.
- Maintaining water sources.

### Educator, trainer and confidential counsellor
- The problem box
- Drawing and discussing
- Personal hygiene demonstration
- Making a fly trap
- Taking time for personal hygiene
- Dribbling and discussing
- Shooting game

### Educator and trainer
- Waste Management
- Consequences quiz
- Community campaign
- Sticking to the rules
- Avoid the waste area
- Cooperation please!

## 6.3 Monitoring and Evaluation (M&E)

The monitoring and evaluation of F4W will be based on two levels. The first level is the level of monitoring the development of the WorldCoach. Chapter 5 described the different necessary skills of the WorldCoach. These skills need to be developed and monitored during the interaction between the instructor and the WorldCoach. A self scan tool will be developed, see figure 9.

The second level of monitoring and evaluation is the individual development of children. The WorldCoach is seen as the key person in this process, because of his or her intensive interaction with the child during the learning process. The F4W manual will offer an evaluation form, which explains to the WorldCoach which elements are required in the evaluation and monitoring, see figure 10.
### WASH skills and knowledge

<table>
<thead>
<tr>
<th>WorldCoach skills</th>
<th>WorldCoach</th>
<th>Evaluator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper hand washing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe sanitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional and didactical skills

<table>
<thead>
<tr>
<th>WorldCoach skills</th>
<th>WorldCoach</th>
<th>Evaluator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the principles of ‘Football for Water’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on the relation between water, sanitation and hygiene and health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on the components of a football training session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate WASH issues with football</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interpersonal skills

<table>
<thead>
<tr>
<th>WorldCoach skills</th>
<th>WorldCoach</th>
<th>Evaluator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilize and motivate children between 6-12 years old</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively and establish working relationships with other WorldCoaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathize with the children and create a friendly atmosphere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act as a role model for children, resulting in proper hygiene behavior and positive social behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pedagogical skills

<table>
<thead>
<tr>
<th>WorldCoach skills</th>
<th>WorldCoach</th>
<th>Evaluator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with children in a participatory way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create safety and confidence in a WASH football training session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the different roles of the WorldCoach (educator, referrer, trainer, confidential counselor, mentor)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understand the needs and characteristics of individual children and to set realistic learning objectives

**Organizational skills**

Demonstrate the ability to work with, or within, a team

Develop an action plan for Football for Water

Evaluate and report about the learning process of the children

Commit important stakeholders (e.g. school management, parents, other teachers) to the program, persuade them of the value of football and life skills practices

---

**Figure 10: Evaluation form F4W Action Plan**

**Evaluation Football for Water action plan**

| Prepared by: ... | Evaluation date: ...
| Community/name of school: ... | Head teacher: ... |
| Start date: ... | Number of weeks: ...
| End date: ... | Number of training sessions: ...
| | Duration of training session: ...
| Class: ... | Age category: 6–9 years / 10–12 years / other (please circle) |
| | Number of players: ... |

**Central WASH issue(s):** Hand washing / Safe sanitation / Safe water / Food hygiene / Personal hygiene / Environmental hygiene (please circle)

---

With whom have you cooperated?

In what conditions are the water and sanitation facilities in your school? If the conditions are poor, what did you do to improve?

Is football equipment available in your school? If not, what alternatives did you find?

Was there enough time allocated in the curriculum for football for Water?

Looking at your action plan, what haven’t you done? Why?
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