

**Abstracts of  
KEYNOTE PAPERS**

## **THE POWER OF SPORT FOR COMMUNITY ACTION: KAZEMBA VILLAGE, ZAMBIA**

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### **Context**

This paper presents a project implemented since March 2002 by the Sport in Action programme, used to deliver various forms of development to individuals, families and communities. The project is designed to address challenges of poor community cohesion and participation to unhealthy lifestyles and poverty faced by the community of 6,000 in Kazemba village. The project is run by youths under 22 years and supported by their parents using soccer, Zambian traditional games and netball clubs as tools. Significant successes have been made in poverty eradication and HIV/AIDS life skills development.

Project objectives were to:

- improve the lives of over 600 young people and their parents by raising their annual income by at least 40% during 2003-06 through equipping them with social and economic skills as farmers through sport clubs
- contribute to the improving social cohesion and community participation through social mobilization via sport, and to
- provide equitable sporting opportunities to more than 900 young people through PE and sport for all by 2006.

### **Methods included**

***Giving life skills via Peer Coaching education***, in this method, young active and influential players are equipped with facilitation and leadership skills in sport and life skills and are called peer leaders. The peer leaders plan and conduct soccer, netball and traditional games sessions 5 days weekly for 60 to 90 minutes per day. The peer leaders also facilitate thematic life skills sessions in HIV/AIDS, Child Rights and Substance Abuse using movement games integrated with specific lessons for the day for 20 to 30 minutes per day before or/and after the sport session.

***Group discussions***: in this method peer leaders or any other appointed team member facilitates a topical group discussion on a selected life skill for the day. The discussions are highly participatory and focused on relevant life personal and community challenges. Most resolutions are recorded for future reference use and also as indicators for knowledge gaps to be filled.

***Traditional games***: in this method all club members have specific hours of the week in which traditional games are played for both competition and team building. Traditional games have cultural lessons that are integrated with health education, civic education and general leadership development.

***Role plays*** in this method, club members are given 2 to 5 minutes to act out a way of life in their community depicting a certain good or bad life style relating to the life skills topic for the day. The role play then is used as a centre of participatory discussion facilitated by a peer leader.

***Drama*** is used in the same way as role plays but takes longer and usually full stories with a specified message. The audience may not have the chance to discuss the act but take the message given.

***Quizzes***: selected questions relative to the topic of the day are given to club members during activity breaks. Correct answers are given to wrong answers; quiz points are added to sport competition points.

***Video and Poems*** are used to deliver specific information 3 to 4 times a month. It also provides better evening recreation for a community without TV services.

**Communication and information materials, Public electronic and print media:** in these methods printed educational materials are in easy to read English and Tonga language. The materials are distributed to members for their personal use in school and home.

**Sport skills methods:**

*Sport skills clinics and camps*, these are 2 to 5 days intensive sport skills sessions for club players. *Training of coaches and referees* are 3 to 5 days training sessions for selected coaches and referees. *Tournaments and Leagues* are organized competitions involving teams all age category sport teams in the village and those invited from surrounding villages.

**Income generation methods:**

*Young farmers clubs*, these are gardening activities implemented by the sport clubs at the project's farm. Vegetables are grown, sold and profits shared to improve their financial status. 70% of the profits are equally shared while the 30% is reinvested in the project including purchase of sport and gardening equipment.

**How were projects implemented?**

The project was initially implemented by a team of local young concerned boys and girls with SIA secretariat staff who upon being approached by the village youth, organized a needs assessment workshop with 77 parents, youths, children, police, health workers, church leaders and traditional leaders. The needs were indicated through focused group discussions and questionnaires. The results were as follows:

- 89% poverty levels. 80% unemployment rates. 20% HIV/AIDS infection rates.
- 95% inactive youth. 64% Youth drug/alcohol related violence. 5% PE in schools
- 8% trained sport club coaches. Inadequate adult support. Inadequate sport facility.

A project committee was formed through an election and the age of 16 to 20 years. The committee has 4 working groups running peer educators/leaders, netball, soccer and traditional games. The project is delivered through activities which are explained above in the Methods section above. A monitoring tool is applied every 6 months. A parents' forum was introduced in which parents to participants meet to discuss their roles and also give council to the project management team. Equipment and funding for specified sport and life skills activities are provided by the SIA secretariat. The public media are involved to market the project and advocate for various needs from stakeholders. Visiting teams are invited to compete with local teams periodically. Annual review and planning workshops are held every year end.

**Findings**

**Indicators of project needs**

In the initial stage of the project the needs analysis conducted gave the following findings through focused group discussions and questionnaires. The results were as follows:

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- 95% inactive youth. 64% Youth drug/alcohol related violence. 5% PE in schools
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**Indicators of project success**

- The village now has fewer conflicts, more partnerships and observed better life styles. This is as expressed by members and stakeholders during project review meetings and as observed by activity leaders
- The quality of life of the project activity participants has improved due to the active and healthy life styles and income through Fun and Fitness activities, which improve cardiovascular health and stress management. This is as expressed by individual project members
- The School attendance levels in the schools especially the community schools which have introduced Physical Education through Traditional Games have improved in the school year 2004 by 20%. This is as deduced from school class attendance registers

- The number of children and youth participating in sport and play activities in target communities has increased from 209 in March 2003 to 1046 in June 2005 due to the increased facilities through the school and community sport and play facility repair and creation projects
- More than six hundred (600) children, women and youths have been taking part in HIV/AIDS, civic education substance abuse activities with evidence of learning
- Sixty-three (63) peer Coaches activity leaders trained in Kicking AIDS Out concept planning and implementation
- 20% increase in the average income per project member household per annum in farming season 2003 to 2004
- An increased community concern and participation in social and economic issues.

### **Conclusion**

There is a definite need for sport in the villages of Zambia as the only recreations available to the young are alcohol drinking and church going, and significant failures in making profits from individual farming mean co-operative approaches are needed, and we have experienced and observed the enormous effectiveness of the link between community action and sport in development. When young people are mobilized using interesting activities, given leadership roles, positively guided and motivated, their participation and success levels are high. A careful integration of sport and income generation can significantly contribute to increased sustainable better living and economic empowerment. Sport has given an undisputed contribution to poverty reduction and improved life skills in HIV/AIDS and civic responsibility. Kazembe's success needs to be spread nationwide, but more research into this wide and deep effective tool needs to be invested.