



Luanda Skatepark Project
Trimester 1 - 2019

Weekly reports

Analysis Skatepark Reports - Week 1

Topic	Report information	Comments
Attendance	39 children	Great start, 1 away from maximum capacity
General atmosphere	High energy and excitement in all classes	
Learning the skateboarding skill	No issues, all managed to learn	
Learning the life-skill of the week (positive mentality)	1 of the 4 classes worked on the intended life-skill of this week. The other classes reported to have worked on a different life-skill/way skateboarding can contribute to your life.	It seems the teachers have only taken out the skateboarding skill of this week's lesson plan, and haven't focussed on the linked life-skill.
What went well today?	Teachers report the children didn't stop skating, were disciplined and respectful making it easy to teach them	
What could have gone better?	No specific points mentioned, mostly getting into things this first lesson. 1 teacher did not show up.	
Outstanding students	Denilson in group A was praised positively by his teacher as the rest of the group followed his example.	

Analysis Skatepark Reports - Week 2

Topic	Report information	Comments
Attendance	18 children	Only received the reports of 2 classes this week
General atmosphere	Excitement in all classes like the first week	
Learning the skateboarding skill	Some difficulties in the beginning but all managed to learn	
Learning the life-skill of the week (positive mentality)	Teachers report the children didn't stop skating, were disciplined and respectful making it easy to teach them	1 class mentioned the children actively worked on paying attention to each other and the teachers, the other class gave a vague description and seemed to not have read the lesson plan.
What went well today?	The children were disciplined and the classes ran well	
What could have gone better?	The children arrived a bit late	
Outstanding students	Not in particular, some students learn faster than others	

Analysis Skatepark Reports - Week 3

Topic	Report information	Comments
Attendance	33 children	
General atmosphere	Energetic and excitement	
Learning the skateboarding skill	Some fear at the start, but eventually went well	
Learning the life-skill of the week (positive mentality)	Not all teachers reported on working on confidence today. Closest was the class who worked on trusting the teacher in helping and then themselves. Other report on working on persistence.	Again the lesson plan did not seem to be read. Teachers do tend to work on a life-skill, but not following the curriculum.
What went well today?	Children were excited to learn new things	
What could have gone better?	1 teacher mentioned more helmets are necessary, as well as water due to the heat. Another reported some children were distracted and another mentioned they wanted to have learned more.	
Outstanding students	1 teacher mentioned this lesson helped in creating trust between him and 1 particular student	

Analysis Skatepark Reports - Week 4

Topic	Report information	Comments
Attendance	23 children	Only received the reports of 3 classes this week
General atmosphere	2 teachers reported to have calm children, 1 teacher reported excited children	
Learning the skateboarding skill	Went well, no problems	
Learning the life-skill of the week (positive mentality)	General answers not specific to the life-skill, 1 teacher mentioned the kids got the point about tolerance.	Again the lessonplan did not seem to be read. Teachers do tend to work on a life-skill, but not following the curriculum.
What went well today?	Teachers mention the children learned a lot and are excited to learn more	
What could have gone better?	Not all children showed up, providing water for the children.	
Outstanding students	Nothing in particular	

Analysis Skatepark Reports - Week 5

Topic	Report information	Comments
Attendance	20 children	Only received the reports of 3 classes this week
General atmosphere	Calm because less students were present at the classes (due to start-up school), but the children that were there enjoyed themselves a lot	
Learning the skateboarding skill	It was not easy to learn, but the children went for it and always want to learn what they don't know yet	
Learning the life-skill of the week (positive mentality)	Teachers acknowledged courage was necessary for the drop in, 1 teacher focussed more on enjoying together.	This skill made it inevitable to work on courage
What went well today?	Teachers mention working on courage and beating their fears	
What could have gone better?	Not all children showed up, children adapt with time to difficulty level, water for the children	
Outstanding students	1 student did a switch drop in	

Analysis Skatepark reports week 6: no reports

Analysis Skatepark reports week 7: no reports

Analysis Skatepark reports week 8: no reports

Analysis Skatepark reports week 9: no reports

Analysis Skatepark reports week 10: no reports

Analysis Skatepark reports week 11: no reports

NO REPORTS FROM THE CACAJ YOUTH SHELTER CLASSES WERE RECEIVED

Analysis: Weekly Reports - Trimester 1

A few important issues came up the first trimester of Edu-skate in Angola that need to be addressed in order to improve the programme for the following trimesters.

Beneficiaries and attendance

The registration list set up by CJF and the ASU teachers who taught the trail skate lessons on the opening day of the skatepark with over 20 registrations was eventually not utilized by ASU, possibly because of the 3 week gap between the opening day of the skatepark and the first week of lessons. ASU managed to fill all 4 weekly skate classes to maximum capacity (4x10 = 40) by going into the neighborhood around the skatepark for interested children. Beneficiaries turned out to be predominantly boys this way, in contrast to the presence of girls on the trail lessons on the opening day of the skatepark. Average attendance of reported classes was 83%. **For next trimesters, registration should be done as much as possible on the contest day to finish the last trimester, to have an organised approach to include both interested boys and girls in the new skate lessons at the skatepark.**

Attendance rates range wildly due to the absence of reports. If this is in accordance with the absence of classes is unclear, as all reports except of those from the first week were related to CJF at the end of the trimester. A clear event related to the drop in attendance (and possibly skateclasses) is the start-up of school in week 5. Children up until the age 12 have school until noon, and children older than 12 have school after noon in Angola: the skate classes start at 14:00 PM. A few of the skate students already went to secondary school, so couldn't come to the skate classes when school started back up. **For next trimesters registration should only be open to primary school students.**

The programme

With a few exceptions of calmer lessons, almost all lessons are reported by the teachers to be high on energy and excitement. Children are reported to be excited about learning new skateboarding tricks, and no problems are reported with them learning the skateboard skills of the programme.

In regards to teaching the life-skills of the programme: the teacher do tend to incorporate a specific life-skill in their lesson, but not necessarily the one of the lesson plan set out for that week. The life-skills of the programme are linked to specific skateboarding skills/activities, suitable to work on these life-skills. By not linking the skateboarding skills/activities to these life-skills, the programme did not exert its full potential. **For next trimesters, the importance of reading the lesson plans and linking specific skateboarding skills/activities to specific life-skills should be emphasizes to the Edu-skate teachers for the programme to exert its maximum potential.**

Teaching

What went well? Teachers report the students of the skate classes were disciplined, respectful and easy to teach. They also report the students did not stop skating, were excited to learn new things and that they learn a lot. Especially in the 'courage' lesson, the teachers report students working on being courageous and beating their fears.

What could have gone better? Reports mostly mention attendance of both teachers and students could improve. Teachers didn't always show up for their classes, student attendance fluctuated (lowest attendance per class reported was 6) and arrived late at times. 1 teacher mentioned the need for more helmets and water for the students. Before the lessons commenced, ASU and CJF agreed to ask the students to bring a bottle of water to the skate classes. **Follow up is needed with ASU to see if this has been happening or why it hasn't been possible.** One teacher reported children being distracted and wanting to have learned more, another teacher reports some students having some difficulty with keeping up with the level of the rest. **For next trimesters, students that have already finished a trimester of lessons should be grouped together based on competence levels.**

Outstanding students

One student stood out in spreading his positive spirit and setting the example for the rest of his class. Another teacher reported one student improved his trust relation with the teacher in the 'confidence' lesson and a final teacher reports a student learned to drop in switch in the 'courage' lesson.

Programme management

From the reports of the lessons at the youth shelter CACAJ, 0 reports have been received. Setting up the lessons here took some time, ASU had a meeting with the youth shelter on how to shape the programme. Once decided, CACAJ fundraised some money for ASU to teach the lessons. A miscommunication occurred here, as ASU included the provision of skateboards in the proposal for necessary funds towards CACAJ, even though CJF had provided these boards for lessons at the youth shelter. Follow up with ASU is needed to obtain information on if the lessons at CACAJ have taken place and how they have been going.

Of the 44 skatepark lesson reports that should have been received, 16 were received. The programme seems to have come to a halt after the 5th week, what exactly happened is still unclear as all reports (except for the ones of the first week) were not related back to CJF until the end of the trimester, with little communication on the progression of the programme in the meantime. Communication with ASU after the first trimester pointed out that after the 5th week, only the students from the monday class came to skate at the park every weekday. Follow up with ASU is needed to obtain information on what went wrong and how this can be improved for next trimesters.

With the severe lack of communication back to CJF regarding reports, occurring issues or updates on the development of the programme, there is not enough information to reach a verdict on how ASU managed the programme.