

EDU-SK

REPORT

EDU-SKATE

Report Alto Trujillo Season 1 (2019)

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1. Introduction

Edu-Skate is Concrete Jungle Foundation's youth programme, aimed at stimulating personal and community development through skateboarding. The programme is based on the Self-Determination Theory and aims to stimulate life-skills related to building competence and relatedness (social skills), and adopts an autonomy supportive teaching approach to learning, focussed on stimulating and supporting the intrinsic drive of students to learn and grow.

The programme consists of 11 different lessons, with an extensive lesson evaluation after every lesson by the Project Manager and a student and teacher evaluation at the end of the season. The lesson evaluation covers general information like lesson attendance and specific information on how the lessons went with open questions for evaluation of the lessons and their execution, and scale scores on observed motivation, achievement and integration of the lesson objectives of the students.



→ After 9 months of the Alto Trujillo project being on hold due to the closure of our local partner organisation SKIP, the programme was re-implemented in Partnership with local NGO Espaanglich from September until December 2019 for children aged 6-12 years old as part of their school curriculum. The programme was implemented by our Project Manager Arthur Bonal with the help of local youth leaders, while extensive monitoring it for the first time. The Project Manager had a weekly meeting with Concrete Jungle Foundation's Programmes Director to reflect on the week and prepare for the next week. In the following you find the report of all the data that was collected during this season of Edu-Skate.



An oversight in numbers

Number of students at the start of the season	41 (26 boys (63%), 15 girls (37%)) <i>(19 of whom followed the programme before)</i>
Number of students at the end of the season	41 (30 boys (73%), 11 girls (27%)) <i>(21 of whom followed the programme before)</i>
Number of classes given	57
Number of cancelled classes	20 (26%)
Number of teachers involved	7 (2 international (France), 5 local)
Attendance rate of the classes	86%
Number of students that dropped out	5 (4 girls, 1 boy)
Number of weekend sessions organised	0

Materials

Complete skateboards	44 (6 brand new)
Decks	19 (18 brand new)
Griptape	31 sheets
Trucks	8 sets 8 single trucks
Wheels	42 sets (16 brand new)
Bearings and hardware (1 skate tool)	14 boxes new A lot of used bearings A lot of spare hardware (20 new sets)
Contributions this season	<p>The Skateroom donation</p> <ul style="list-style-type: none"> 20 decks 6x trucks 19x wheels 18x bearings 31x griptape 20x bolts <p>Skatedays donation</p> <ul style="list-style-type: none"> 10 helmets <p>Arthur/Tim collected donations</p> <ul style="list-style-type: none"> 10x decks 9x trucks 16x wheels 4x helmet <p>JB brought materials</p> <ul style="list-style-type: none"> 2 completes <p>Espaanglich & the school</p> <ul style="list-style-type: none"> Materials storage Sandbag parameter around the skatepark
Costs this season	5 completes + 2 decks (teachers)



2. A word from the Project Manager: Arthur Bonal

How to start...

First impression when I came to the school the first time: kids are so nice and welcoming !!! Some kids were spending their whole time with us while we were preparing for the beginning of the program, always happy to help, always laughing and having fun!

First time I met Hernan (the school's director) was epic ! Such a nice guy that made me feel pretty comfortable. Always present to answer any questions and always ready to help us. Thanks a lot to him!

And of course, a big thank you to David (Español director) who helped me with all the preparations!

Then we started the program... We had a nice work team, everybody seemed motivated, the kids were really stoked to skate, the park was in good conditions...

It was a bit confusing the first times cause we had to deal with all the kids that were not part of the program and playing on the park or trying to use the boards without permissions. Then I also had to find out a good way to communicate with the other teachers (not an easy part...). Of course, I had to deal with the peruvian lifestyle (peruvian time (9:00 means 9:30 if you're lucky, don't expect to be told when the teachers were not coming, when there was an event or an excursion...). And to finish, I think the hardest part for me was to deal with the teachers. I have to admit that they are unfortunately not the most reliable guys even if I'm sure they have a good heart. I had a lack of communication with them because of my spanish skills so it didn't helped the situation.

That's for the negative part...

→

→ Because of course, it was a fucking amazing experience !!! We got more prepared with time, kids from the school started to understand the rules, kids from the program were so cool, some of them are really good and have a perfect skate spirit, we had a lot of fun and if I would have do it again, I would say YES without any hesitation. It's a bit complicated to explain my feelings, even more cause it's not over yet, and maybe since I'm in Huanchaco and that we've started the summer program, I can feel that the rest of the trip's gonna be even better, but, for the moment, it's definitely one of the best experiences.



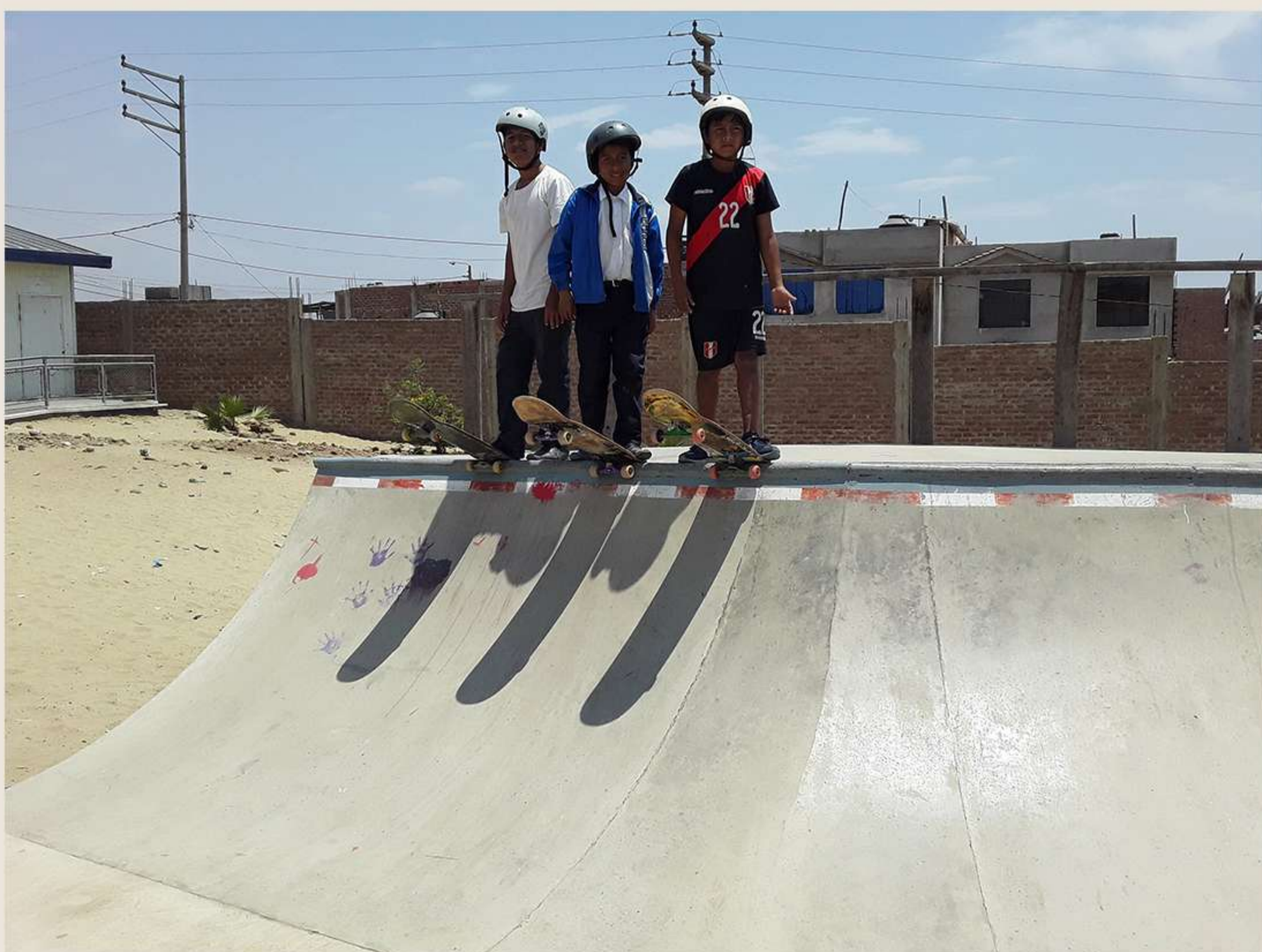
3. The season at a glance

With 41 students, the programme had fewer participants than previous years (54 in 2018 and 70 in 2017). This could be attributed to the fact that the school's director was a bit careful with restarting the programme, and only gave permission slips to students on his own selection terms, opposed to before, when the programme was open for anyone to join.

There was also more of an imbalance of male/female participants at the end of the season (73%/27%) than before when it was around 60%/40%. The project manager noted that 3 girls dropped out after the only accident that happened this season: a student that broke his arm.

With a number of 57 classes, there were more classes given this season than in any season before. The programme started with 9 different classes per week, but of those classes 1 got cancelled as there was only 1 participant, and 2 classes got merged together as they had PE at the same time. The amount of cancelled classes, the attendance rate of the classes and the amount of teachers involved in the programme were about the same as before.

Despite the usual high number of cancelled classes (26%), there was not 1 week throughout the season with no classes: the lowest amount of classes given in a week was 4. There was 1 lesson not executed effectively, because the programmes director didn't upload the necessary documents (Teamwork cards for the Teamwork class).



Teacher attendance started off high, but declined over time, with a low point at week 9, where no teachers but the Project Manager showed up for class. Unfortunately no-show numbers were not recorded with the teacher evaluation. In 3 classes teachers were reported as showing up late.

1 major difference during this season was that no open sessions during the weekends were hosted. This fact also coincides with the director's caution, as he kept postponing the implementation of these open sessions.

This season was a great boost for the materials side of things at the project: with a big donation from The Skateroom, as well as donated materials that the volunteers brought along, the project is more stocked than it has ever been before.

At the startup of the season Espaanglich also helped to create a clean and organised storage for the materials, as well as a sandbag barrier around the skatepark against the sand.



4. Average scale scores from the lesson evaluations per lesson

An oversight in numbers of the average scale scores per lesson (all 5-point scales)

	Lesson motivation	Life-skill success rate	Degree of motivation	Trick success rate	Enjoyment of trick	Motivation for free skate	Overall average score	Effectiveness lesson*
PMA	5	5	3,6	4,9	4,9	4,6	4,67	17,9
Attention	3,7	4,3	3,3	4	4,3	3,9	3,92	13,4
Confidence	5	4,8	3,8	4,8	4,8	4,8	4,67	18
Respect	4,6	4,4	4,2	3,6	4,4	5	4,37	19
Resilience	3,8	4,2	2,6	2,6	3,8	4	3,50	11,4
Cooperative Learning	3	2,6	2,6	2,6	3,2	3,6	2,93	9
Perseverance	4,6	4,4	4,2	3,6	4,6	4,4	4,30	19,8
Supportive attitude	3,7	4,6	2,2	2,8	3,7	4,8	3,63	9,3
Courage	4,6	4,8	2,4	4,4	4,6	4,4	4,20	11,6
Creativity	4,3	4,5	3,5	4,5	4,3	5	4,35	17
Teamwork	3,5	2,5	3,3	2,5	3,5	5	3,38	7,8
Average scores	4,16	3,95	3,25	3,46	4,19	4,5	3,99	14,02

*Success rate x Degree of Motivation
25 points-scale



5. An in depth look at the qualitative data of the lesson evaluations

In the lesson evaluation there were 6 optional open questions, in order to capture any information on the classes that the scale questions couldn't capture:

- 1 Additional comments for the organised lesson part of class
- 2 Additional comments for the free skate part of class
- 3 Teaching: what went well this lesson?
- 4 Teaching: what could have gone better this lesson?
- 5 Individual student comments
- 6 General comments

A total of **327 comments** have been left by the Project Manager in the lesson evaluations. Comments have been labelled per question and organised by label. In the following you'll find an overview of the labels per question with a short description.

6. Summary of the qualitative data

Positive

Most positive comments concerned the motivation and attention of the students during the classes: the Project Manager reported kids not wanting to stop skating, cheering each other on (also kids from outside of the programme), having fun and being engaged in the challenges. There were only a handful of comments of classes where students were not motivated to learn or lacking attention. In only 1 class the Project Manager reported students found the trick too difficult. These results show a promising foundation to work upon: students were generally engaged and motivated for the lessons, the programme seems to connect well to their interest. →



→ On top of that the Project Manager reported an abundance of observations of the life-skills, especially during the free skate part of class. This concerned the life-skills Mindfulness, Confidence, Courage, Resilience, Cooperative Learning, Perseverance, Supportive Attitude and Creativity. The Project Manager mentioned in multiple comments the determination of the students during free skate to overcome their fears and push their limits.

Difference in skill levels was mentioned in multiple groups, but was never mentioned as a problem: according to the Project Manager the students were engaged in progressing at their own level, and students with higher skill levels were reported to encourage and support the less advanced students. There were a few comments on students becoming less shy and expressing themselves more and a lot of comments on students progressing and becoming more confident. The Project Manager also mentioned the teachers became more confident and better prepared for classes through experience.

Negative

The most negative incident this season was that a student broke his arm during the second week of the programme. The student was known for breaking bones easily and the teachers were teaching in a safe manner. This unfortunate accident had its obvious negative consequences for the student, but also for the class: 3 girls dropped out of the programme because the incident had scared them. On the other hand, the incident did help with the week's life-skill: paying attention. Students of the other classes had heard of the incident and understood the importance of paying attention to what you're doing and to your environment.

As expected, there were some factors related to the circumstances of the project that interfered with running the programme, which will be described below.

Other factors

The hot weather was something that interfered with a few classes. Besides that, the Project Manager mentioned multiple times that more teachers were needed for the classes. He mentioned that the Peruvian volunteers could explain the lessons better than the international volunteers.

School environment

A lack of communication from the school and its teachers resulted in a number of unannounced cancelled classes (because of absent teachers, excursions etc.) or classes being cut short. On the other hand, this regularly lead to fuller skate classes as well, as the students whose school classes were cancelled came to join the skate classes instead (voluntarily). Especially at the start-up kids that did not have skate classes were playing and disturbing some classes, but this improved over time as the students of the school started to understand the rules of the skate project. The Project Manager reported on several occasions that the PE teacher started his class with too rough of a warm-up, leaving the students with little energy for the skate classes.

There were some problems with permission slips at the beginning, either being returned late or with a fake signature from the parents. The comment mentioned most for improvement was the wish for more students in the programme.



7. Teacher evaluations

At the end of the season, 5 teachers filled out an evaluation regarding their experiences over the season. The evaluation consists of 13 questions: 6 scale questions that result in a number between 1 and 10 and 7 open questions. The results are presented below.

Scale questions	Average score between 1 and 10
How much fun was it to teach the skateboarding classes?	9.6
How much do you feel supported by your supervisor?	9.2
How well were you prepared for teaching the classes?	8.6
How competent did you feel at teaching the classes?	9.2
How much did you feel you belonged in the skateboarding classes?	9.6
How much did you feel you could make your own decisions in teaching the classes?	9.6

The scale questions provide an insight in the teacher experience and the satisfaction of their basic psychological needs in our work. On average, the teachers scored over a 9 on satisfying all 3 basic psychological needs in our work. They felt competent at teaching the classes, they felt like they could make their own decisions and belonged in the environment.

As the Self-Determination theory suggests, these results coincide with a high intrinsic motivation for the lessons: the teachers reported they found teaching the classes fun with an average of 9.6 out of 10. Furthermore the Project Manager seemed to have done a good job at guiding his team: the teachers felt well supported by their supervisor with an 9.2 out of 10. The lowest average score was an 8.6 for how prepared they felt for teaching the classes. To improve this score, the teacher training and preparation before a lesson should be revised.



8. Open questions

Positive notes

The majority of teachers commented that they liked all of the classes, but the ones that stood out the most for them were 'A Positive Mentality', 'Mindfulness', 'confidence', 'perseverance' and 'creativity'.

What the teachers liked the most about Edu-Skate was:

- Teaching skateboarding through life-skills to help the children grow as persons
- Helping/teaching the children and learning together
- The quality of the skatepark, materials, teachers and Project Manager
- There is a Youth Leadership Programme
- Helping children with appreciating going to school
- The love they get back from the students

Teachers commented they learned or improved the following in teaching Edu-Skate:

- Punctuality, responsibility and honesty
- Getting to know new friends
- Controlling my emotions and giving the best of myself to the students
- Cheering on others and helping each other
- Improving own skateboarding skills
- Explaining the life-skills, and being reminded of their importance

All the teachers commented there were no negative ways Edu-Skate influenced them or others

Improvements

Teacher mentioned they could use help with more tricks to teach and methods to teach them, more obstacles for the students to skate and having more teachers at the classes. One teacher mentioned that because of work he didn't always have time to help, and an international volunteer mentioned that his Spanish skills were an obstacle in teaching.

To improve the programme, they suggested:

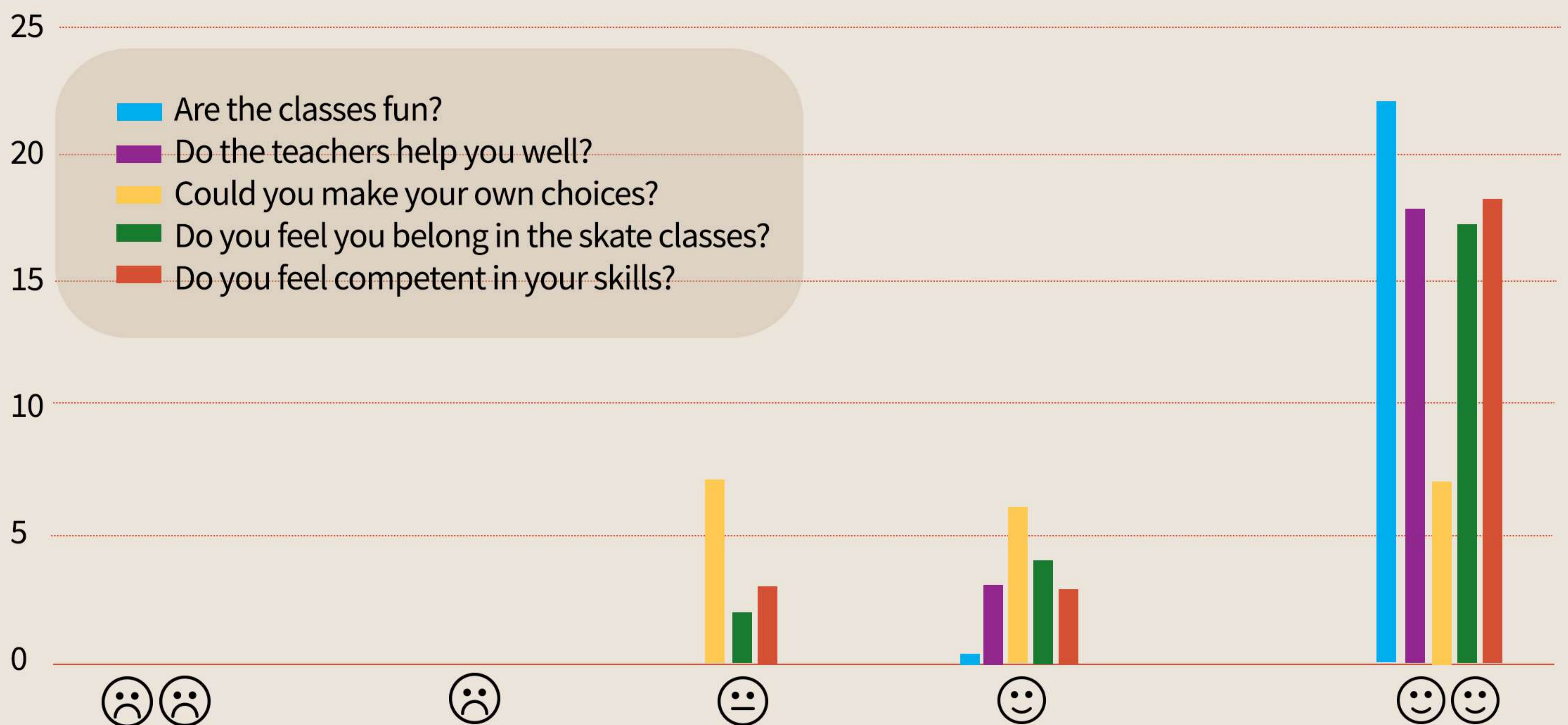
- To have more shade at the skatepark
- Do excursions with the students
- Reaching more children
- Giving more responsibilities to the Youth Leaders
- Quotes or examples related to the life-skills to help teach them
- Get materials sponsored for the students like shoes



9. Student evaluations

To get a better understanding of how our students experience Edu-Skate, we let the students fill out an evaluation form after the programme. Unfortunately not all students were at school after the programme, so only about half of the students filled out an evaluation.

The evaluation consists of 10 questions in total: there are 4 open questions, 5 questions that are answered with a smiley, 1 question to reflect on the life-skills of the programme.



Scale question results

The first thing that stands out is that none of the students gave a negative judgement on any of the questions, and that most answers landed on the most positive judgement.

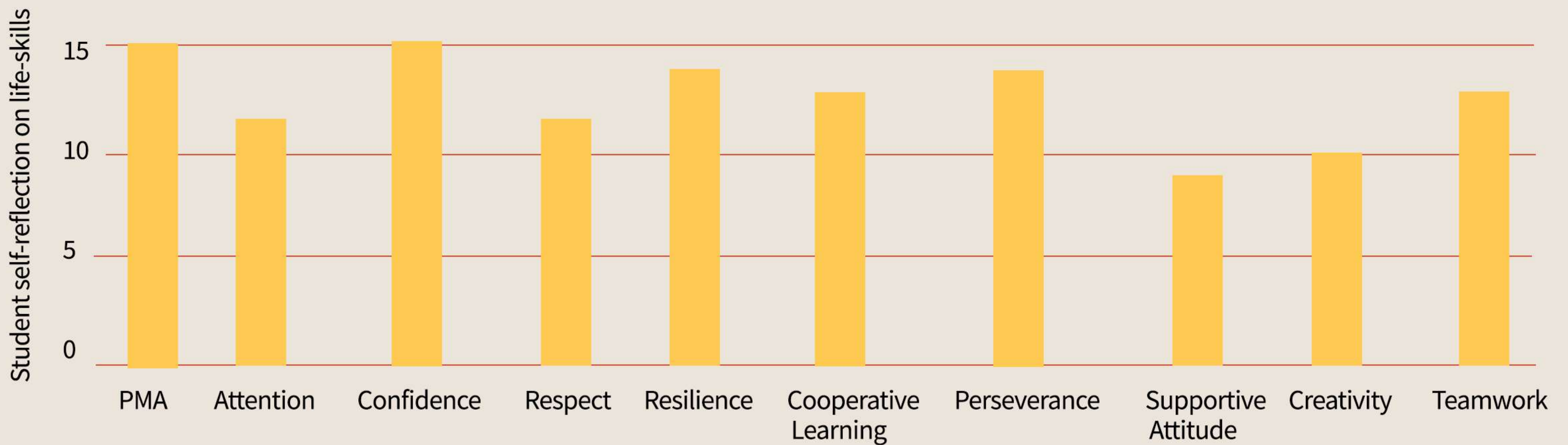
In the following, the results are analysed per question. Note that the questions are shortened in the graph for easier display.

- **Fun.** This was the most positively responded question: all but one reply were on the most positive answer. It's safe to say that the students experienced the classes as fun.
- **Teacher Support.** The students also reported they were supported well by the teachers: all responses were positive, with all but 3 responses on the most positive answer.
- **Autonomy.** The answers to this question were the most spread out with 8 responses on indifferent, 7 on positive and 8 on very positive. This could have to do with that half of the Edu-Skate lesson is organised and half unorganised with the freedom to do what they choose.
- **Belonging.** The majority of the students felt belonging in the classes with 4 positive responses and 17 very positive responses. 2 students were indifferent.
- **Competence.** At the end of the season the majority of the students felt competent in their skateboarding skills with 2 positive responses and 18 very positive responses. 3 students were indifferent.

The students reported to have satisfied their basic psychological needs well through the programme. Related to these results or not, the students had a high level of intrinsic motivation for the classes: they had a lot of fun, which is a valuable resource for transmitting the life-skills the programme aims to teach.

Self-reflection on the life-skills

In the evaluation we asked the students to reflect on which of the life-skills they worked on. In the following you find a graphic representation of these results, and a comparison with the evaluation of the Project Manager on how these life-skills lessons went.



By looking at these results, a few things stand out.

- The Courage lesson is not included (due to an administrative fault)
- The 2 classes that scored highest on average in the lesson evaluations also scored highest in the self-reflection of the students.

To compare the evaluation results from the students with the results from the lesson evaluations, a Pearson correlation is executed with the students self-reflection on learning the life-skills and the Lesson Effectiveness results from the lesson evaluations. With a Pearson correlation coefficient of 0.30, it can be said that there is a medium correlation between these results.

What was the most important thing you've learned in the skateboard classes?

With 29% of the answers to this question relating to skateboarding tricks (like 'ollie'), the majority of the answers related to life-skills of the programme.

- Trying something new (PMA): 12%
- Believing in myself (Confidence): 18%
- Respecting others (Respect): 12%
- Trying again after falling (Resilience): 6%
- Not giving up (Perseverance): 12%
- Cheering for others (Supportive attitude): 6%
- Doing something scary (Courage): 6%

What did you like the most about the classes?

- The majority of the replies to this question were related to skateboarding: 20% of the students replied with 'skateboarding' and 40% of the students replied with a specific skateboard trick like 'going down the ramp' or 'ollie'. The rest of the replies related to the students feeling confident, that they were learning something, creativity, working together with others, having friends and feeling free.

What could be better in the skateboarding classes?

- Students mentioned here that there could be more respect and helping each other, that kids that don't have classes shouldn't be in the skatepark, that they would like more time, they'd like to lose their fear but mostly that they wanted to learn more tricks, especially the kickflip (30% of the replies).

What is your best memory of the skateboarding classes?

- With 60% of the replies to this question relating to the teachers, it is clear that the teachers had an important impact on the programme. The rest of the replies related to learning something new, or learning a specific skateboard trick. One student replied with 'not giving up'.

10. Conclusion

Participation rate

In order to increase participation rate in the programme, a fixed set of criteria needs to be discussed and agreed on with the director of the school. This could be based on behaviour or school grades, or an incentive for the students to improve their school results. Although the Project Manager mentioned that a few students per group was easier to manage when starting up the season, eventually the most mentioned comment in 'what could have gone better?' was 'more students', especially for the Relatedness lessons which focussed on social interaction. The project manager reported that whenever a new participant joined the programme, this led to more motivation in the other students as well: the lessons are expected to be more fun with more students per group. This could also prevent the case of a class being cancelled this season due to there being only 1 participant in the class.

Teacher engagement

Despite the high scores in the teacher evaluations, the Project Manager reported a high prevalence of Peruvian teachers not showing up to their classes: their engagement seemed to drop significantly this season. Teachers did not always notify the Project Manager of their absence, and sometimes only came to skate or change materials. This affected the quality of the classes as well, as the Project Manager mentioned that the Peruvian volunteers generally are better at explaining the classes than international volunteers. The following 2 measures are suggested to improve the teacher's engagement:

- ▶ Set clear expectations to the teachers for their involvement, with consequences and rewards, and be consistent with follow-up
- ▶ Develop a more engaging structure for their involvement in the project: what do they want to do in skateboarding? Provide them the opportunity to realise their own project with a direct impact on the whole project, with a monetary reward for them and their parents based on the success. Teaching a certain number of skate classes will be a criteria to realise their own projects.

Open sessions

No open weekend sessions were hosted throughout the season. This needs to be addressed with the school's director, as it provides an essential community aspect of the project.

High scores

Overall 'Positive Mental Attitude' and 'Confidence' scored highest in both student and lesson evaluations. In the lesson evaluations 'Respect', 'Creativity', 'Perseverance' and 'Courage' followed close after. All these classes scored higher than 4 out of 5 on average over all measured variables. All these classes except for 'Courage' also scored higher than 17 out of 25 on lesson effectiveness. In the student evaluations 'Perseverance' scored high as well, accompanied by 'Resilience' that scored lower in the lesson evaluations. These scores suggest that Edu-Skate has a high potential to work on these life-skills.

Out of the 6 variables measured in the lesson evaluations, 'Motivation for the free skate part of the class' scored highest on average with a 4.5 out of 5. This result suggests that Edu-Skate has a high potential of exciting its participants for skateboarding and/or an activity where learning is based on the students' intrinsic drive: in 62% of the classes the Project Manager reported 'students enjoyed skating so much, they pushed their limits and didn't want to stop' during the free skate part of class. These results are backed up by the student evaluations, with an overwhelmingly positive response to the classes being fun.

More data needs to be collected to confirm Edu-Skate's effect on these scores.

Low scoring classes

‘Cooperative Learning’, ‘Teamwork’, ‘Resilience’ and ‘Supportive Attitude’ scored lowest on average over all scores measured in the lesson evaluations. These classes also scored lowest on ‘Lesson Effectiveness’. A reason for these low scores could relate to the fact that only the lowest scores per class were taken into consideration in the calculations. The Project Manager mentioned that a bad atmosphere and low motivation during some classes of the ‘Cooperative Learning’ class caused the low scores on this class. External factors might have played a role here, as during the free skating part of other classes the Project Manager observed throughout the programme that the students were teaching each other tricks, as well as supporting each other.

The low scores on the Teamwork class could have to do with the fact that the Programmes Director did not provide the necessary materials to execute this class, leaving the Project Manager to figure this out for himself.

The low scores on the Resilience class could have to do with that this was the only class with a purposefully high trick level to work on falling and getting back up, which might have discouraged the students for the lesson. An approach needs to be developed where the students can be successful in achieving the trick, as well as work on falling and getting back up.

These results could suggest that Edu-Skate has little potential to work on these life-skills, more data needs to be collected to confirm Edu-Skate’s effect on these scores.

Apart from low scores on ‘Supportive Attitude’ in the student evaluations as well, the students perceived the other low scoring classes better than the lesson evaluations suggest. Despite these lessons were reported not being well executed, the students still seemed to have picked up the message, or alternatively, already understood the value of these life-skills.

Out of the 6 measured variables in the lesson evaluation, ‘Degree of motivation’ scored lowest on average, followed by ‘Trick success rate’. The lower scores on ‘Degree of motivation’ were expected, as this is the most complicated variable measured: it estimates the degree to which the life-skills are integrated in the behaviour of our students by observing what type of motivation the students had for working on the life-skill. These low scores could confirm the accuracy of the measurement of the variables, as it follows the expectation-pattern. →

→ The low scores on ‘Trick success rate’ could relate to the fact that the programme was delivered in online documents, and little-to-no training was given on teaching the tricks. An in-person training or a clear training document with a focus on teaching the tricks of the programme could result in higher scores.

Lesson evaluation

From this data, a few changes in the evaluation are suggested. First off all, a question needs to be added regarding ‘no-show’ teachers, to register this data and better insight in the teacher engagement.

Secondly, it is suggested to add a question to the free skate part of class concerning which life-skills have been observed. This way, a deeper insight of the life-skill lessons on the behaviour of the students throughout the season can be registered.

Finally, a more precise way of registering the scale scores needs to be developed to take differences between students into account, instead of giving one score for a whole group. This could represent more accurately the average scores of students in the end.

An in-depth evaluation of the lesson evaluation with the Project Manager resulted in clearer formulated questions to leave less room for interpretation and come to a more accurate representation of reality through the answers.

Teacher evaluation

All teacher evaluations showed very positive results: the teachers scored higher than a 9 out of 10 on average on satisfying all 3 basic psychological needs in their work, and with an average of 9.6, they reported to have fun teaching the classes. They felt well supported by their supervisor with an average of 9.2 and well prepared for the classes with an average of 8.6.

Besides more tricks and methods to teach tricks and life-skills, most improvement the teachers brought up were about expanding our work: reaching more participants and being able to provide more activities and support for our students.

Student evaluation

The student evaluations also showed positive results, with no negative responses on any of the questions. Like the teachers, the students seemed to satisfy their basic psychological needs through the programme. An interesting result is that the 2 highest scoring classes in the lesson evaluations were also the 2 highest scoring classes in the student evaluation. A comparison between the student and lesson evaluations regarding learning the life-skills, resulted in a medium correlation.

Even though the students responded mostly with 'skateboarding' or specific tricks regarding what they liked most about the lessons, the majority answered with life-skill related answers on the most important thing they've learned in the lessons. This result provides support for the programme's aim of transmitting life-skills through the fun of skateboarding.

Overall impression of the programme

First of all it needs to be reiterated that the data measured establishes a baseline of the scores of our students at best: follow-up is needed to see if Edu-Skate is actually contributing to the development of these life-skills. This season was the first test of intensively monitoring Edu-Skate, and it only provides an initial insight based on the efforts and observations of the Project Manager on the variables chosen to measure: no hard conclusions can be made based on this data alone.

Having said that, the programme seems to engage the disadvantaged youth it targets: the programme kept its number of participants of 41 (with 5 drop outs and 5 new participants) with an attendance rate of 86% throughout the season. On average the students were reported to be 'engaged throughout the lessons and enjoyed practicing the life-skills the programme offers' (lesson motivation score 4/5), and showed even higher scores during the free skate part of class, closer towards being 'so engaged that they pushed themselves past their limits and didn't want to stop skating' (motivation score 5/5). Accompanied by the high scores on 'fun' in the student evaluation, this result suggests the programme provides a platform to satisfy a need the students have to be in charge of their own development, and it's well suited to work on the programme's goal of stimulating and supporting students in their intrinsic drive to learn and grow. →

→ Students were reported to be attentive and motivated to learn: they seemed to be captured by what skateboarding has to offer. Whether or not this was caused by the programme, the students achieved the lesson goals (that represented the life-skills) on average 'because they valued them as personally important to them' (integration score 3/5), and showed a number of the life-skills that the programme entails during free skating on out of their own choice. Accompanied by the majority of students identifying one of the life-skills as 'most important thing I've learned' in the student evaluation, these results suggest the programme provides them a platform to expose them to the value that these life-skills have. Despite the sometimes unpredictable circumstances of the project location, 57 life-skill classes have been given in the period of 3 months with the dedication of the Project Manager and his team. The structure of the programme seems to be well received and executable, with 84% of the executed classes following the standard lesson plan, and only a handful of reported cases of ineffective classes (class mean score lower than 3).

Although a declining engagement of Youth Leaders has been noticed, all Youth Leaders stayed involved on a voluntary basis over the season, and gave positive feedback in their evaluations.

It is highly suggested that the feedback of this in-depth analysis of the programme is taken into account in the further development of the programme.

