

Skateboarding for Development:

A pilot study measuring the
impact of The Freedom
Skatepark in Kingston, Jamaica

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Acknowledgements

Many thanks to the following individuals, groups and institutions for making this study possible:

Blake Burnett, Bull Bay Football Club, Flipping Youth, Freedom Skatepark Foundation, Jamnesia Surfcamp, Jeff Crossley, Maggie and Billy Wilmot, Negita Brown, Nicholas Balla, RISE Life Management Services, The Skateroom, Sandals Foundation, Seprod Foundation, and Tabettha Phillips

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Abbreviations

ASDP	Action Sports for Development and Peace
BPNSFS	Basic Psychological Need Satisfaction, and Frustration Scale
CBO	Community Based Organisation
CDC	Community Development Committee
CSME	CARICOM Single Market Economy
CJF	Concrete Jungle Foundation
GDP	Gross Domestic Product
GNI	Gross National Income
HDI	Human Development Index
IMF	International Monetary Fund
(I)NGOs	(International) Non-Governmental Organisations
LAC	Latin America and the Caribbean
MPI	Multidimensional Poverty Index
PYD	Positive Youth Development
SDGs	Sustainable Development Goals
SFAs	Social Focus Areas
SOE	State of Emergency
SDT	Self-Determination Theory
SfD	Sport for Development
ZOSOs	Zones of Special Operations

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Executive Summary

Introduction

The last 24 months have been some of the most challenging times for the global charitable and development sector. As the Covid-19 Pandemic hit globally as did the demands for charitable services. Running concurrently to these trends were unprecedented economic decline that affected both charities and beneficiaries of their work.¹ However, we must be wary of narratives that envision a sector in crisis; research shows growing popularity and public funding for International Non-Governmental Organisations (INGOs) despite government withdrawal of funding schemes.² Yet, this support tends to favour the largest and most “professionalised” organisations despite a growing body of research outlining the proliferation and effectiveness of smaller-to-medium-sized organisations that also tend to provide innovative methodologies and new approaches to the sector.³

This is reflected by the growing field of Sport for Development (SfD) which utilises sports-based programming to tackle key societal issues both domestically and internationally. There are an estimated 955 SfD organisations of which one third focus primarily on football.⁴ SfD programmes are found to broadly counter four social concerns: community cohesion, education, employment and health and well-being. SfD practices are often paired with broader youth development approaches in which a sports-based intervention serves as a “hook” to affect wider personal and social development.⁵ There has also been a growing number of skateboarding-based social projects since the turn of the millennium which implement a variety of SfD frameworks. This proliferation of skateboarding-based social projects has been coupled with the inclusion of skateboarding in the 2020 Tokyo Olympic Games and changes in public attitudes towards skateboarding. Likewise, there is a growing number of academic and research-based literature that recognises the physical, psychological, and social benefits of skateboarding. There are now an estimated 117 social skateboarding projects working across 61 countries of the world of which 31% have an annual budget less than \$5000.⁶ The total

¹ Sharma et al. (2021) “Life in Lockdown”

² Banks and Brockington (2020) “Mapping the UK’s Development NGO”

³ Banks, Schulpen and Brockington (2020) “New Sectoral Perspectives”

⁴ Svensson and Woods (2017) “A Systematic Overview”

⁵ Commonwealth Secretariat and Laureus Sport for Good Foundation (2018) “Sport for Development”

⁶ Skateistan and Pushing Borders (2020) “2020 Survey”

budget of these projects combined fell by 33% between 2019 and 2020.⁷ The majority source of funding these groups receive are “in-kind donations” such as skateboards and helmets, with 66% of staff members working for these organisations on a part-time or voluntary basis.⁸ The majority of beneficiaries of these projects experience poverty, social marginalisation, violence, abuse, and live in particularly vulnerable areas within “The Global South.”⁹ It is at this intersection of skateboarding and SfD that Concrete Jungle Foundation (CJF) and The Freedom Skatepark in Kingston, Jamaica sits, broadly understood as what we described as a “Skateboarding for Development” intervention.

CJF are an INGO that build skateparks and implement youth development programming. They are a small-to-medium sized organisation centred around infrastructural development that enables wider youth development for project beneficiaries. They have worked in Peru, Angola, Jamaica, and Morocco constructing six skateparks in as many years. These skateparks are free-to-use facilities which run youth development programming particularly aimed toward children and young adults. During construction CJF run a Planting Seeds Apprenticeship Programme (PSA) to teach transferrable skatepark construction skills from industry professionals to local skateboarding communities. Once constructed, they run the Edu-Skate Programme; beginner skateboarding lessons that utilises the Self Determination Theory (SDT) to satisfy psychological well-being and personal development of 6–16-year-old participants through improving their competence, relatedness and autonomy. They also run broader youth development programming at the skateparks such as extra remedial education and youth enterprise workshops. Collectively, CJF aims to build local-capacity through alignments with the Sustainable Development Goals (SDGs) and create economically self-sustaining skateparks in which the local skateboarding communities independently manage their operations. The work of CJF utilises skateboarding as a tool for positive self-development drawing on the prosocial benefits of the sport whilst also yielding it as an incentive to engage disenfranchised and underprivileged youth into wider youth development programming. This research project seeks to explore the effectiveness of both Edu-Skate and wider youth development at The Freedom Skatepark in Kingston, Jamaica in responding to local community needs and in relation to the island’s wider development path.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

In 2020, CJF constructed The Freedom Skatepark in the Bull Bay area of Kingston, Jamaica. The purpose of this study is to measure the impact of The Freedom Skatepark in Jamaica one year after construction. Collectively, we seek to explore how The Freedom Skatepark may contribute to shifting Jamaica's currently flatlining development path in terms of SDGs. To do this, we first outline Jamaica's national development path detailing how the island is susceptible to external economic shocks as we see in the post-Covid-19 periods, and how this combines with Jamaica's postcolonial history and extreme violent crime to create a "self-perpetuating cycle of underdevelopment." This current development path is mapped out in relation to Jamaica's national development goals as highlighted in *Vision 2030 Jamaica*, and examined on a community level in which The Freedom Skatepark exists as detailed within *The Bull Bay Community Priority Plan*. These policy documents also provide the framework in which The Freedom Skatepark is analysed as a Skateboarding for Development intervention. We first look at the impact of Edu-Skate Classes on participants through observing changes in perceptions of SDT indicators within a framework of enacting Positive Youth Development (PYD). We then examine the impact of the wider skatepark whereby every user of The Freedom Skatepark was asked to complete a Youth Development Survey to understand the ways in which community needs and national development outcomes are enacted there. The results from both Edu-Skate and Youth Development Survey are then discussed in conjunction to examine how Skateboarding for Development at The Freedom Skatepark may address the local community needs as well as enact national development outcomes and associated SDGs.

Research Relevance and Contribution

This report directly responds to calls for both SfD and wider youth development responses to enhance methodological research and reporting.¹⁰ Without adequate description, analysis and reporting of methodologies developed within these organisations, the quality and validity of project outcomes are limited. Therefore, the purpose of this report is to analyse and review the methodologies and practices of CJF broadly understood as Skateboarding for Development. Accordingly, this report represents a pilot study for more rigorous researching of the emerging

¹⁰ Commonwealth Secretariat and Laureus Sport for Good Foundation (2018) "Sport for Development"

field of skateboarding-led SfD approaches from which robust methods and practices can be developed. Furthermore, this research report outlines the potentialities and pitfalls of SfD for Jamaica in relation to the island's national development goals. This research report also took place during the Covid-19 Pandemic in 2021. This provides useful insights into youth development programming and performing research during unprecedented times that has significantly disrupted the lives of young people whilst also contributing to negative development outcomes.¹¹ Accordingly, this report has three main audiences.

Firstly, this report represents a crucial signifier for CJF as the organisation navigates transitioning from a small to medium sized organisation. With a framework to effectively measure, test and analyse the impact of CJF's work in Jamaica, the outcomes of this report can be utilised internally and externally to support this transition. Internally, this report will provide a valuable analysis of the organisation's practices which can be utilised to best comprehend their impacts and improve evidence-based programming in Jamaica and their other projects worldwide. The pilot study also represents a framework to develop and implement more effective and long-term research-led analysis of all their projects. This is particularly important as the organisation scales-up its impact through the development of the Edu-Skate Worldwide Network (ESWN) as their model for Skateboarding for Development is utilised by organisations external to CJF. Externally, this report represents CJF's commitments to robustly researching their work and maximising effectiveness to partners and donors who may support the organisation as they upscale and broaden their impacts. Combined, this research report improves CJF's capabilities and impact through an empirically grounded understanding of their Skateboarding for Development interventions, as well as serving to improve this impact through empirically-informed targeted programming which can also aid in the successful implementation of ESWN.

Secondly, this report is of the attention to other skateboarding-based NGOs and wider SfD organisations. It directly responds to calls for enhancing research and reporting of SfD practices and programming.¹² Accordingly, both the practices and research methods contained within this report present a framework for other organisations to develop and maximise their own impacts. As CJF develops their Edu-Skate Toolkit for other organisations to utilise, this report

¹¹ Sharma et al. "Life in Lockdown."

¹² Commonwealth Secretariat and Laureus Sport for Good Foundation (2018) "Sport for Development"

provides a robust account of the programme's impacts and how to best yield its components to contextually maximise impacts. Furthermore, thus far skateboarding-led social projects and organisations have failed to present robust research beyond baseline data of project participants. However, this research report presents a pilot study that tests skateboarding as a youth development intervention based on SDGs which serves as a framework to illuminate good practices and research methodologies within this field.

Thirdly, the findings within this report are of attention to organisations, practitioners, researchers, policymakers, and academics interested in youth development programming, scholarly engagements with skateboarding, and child behavioural theory. This report presents robust findings on Edu-Skate and SDT, Skateboarding for Development practices, and their interplay with wider youth development programming. In particular, the research measures the impact of participants in the Edu-Skate Programme relative to changes in indicators of SDT. Accordingly, scholars in the theory and those with wider interests in child behavioural theory can draw insights from this report regarding SDT's application in children, in non-Western context, within a skateboarding intervention, as a development practice and how to best research the theory. This report also provides valuable insights into the psychological and social benefits of skateboarding in relation to SDGs, and serves as an analysis of SfD and youth development programming in Jamaica.

Report Overview

Following this introduction, the report begins with a contextual summary of the context in which research was enacted. This begins by examining Jamaica's currently development trajectory defined around intended targets outlined within the national policy document *Jamaica Vision 2030* which are underpinned by SDGs. Whereas the early 2000s showed hope for a promising and positive development path on the island, by the mid-2010s this had plateaued and living standards for poorer communities in Jamaica had drop significantly creating notable inequalities and deprivation. Jamaica is thought to be "trapped in a vicious cycle" of low economic growth, lack of opportunities, and extreme violent crime. This has created a perpetuating cycle of stagnated development which disproportionately affected the young population understood as "unattached youth" who face underfunded and poor education,

little job opportunities, and the allurement of crime and gang involvement. With data on the effects of the Coronavirus Pandemic not yet available, following global trends and early indication in Jamaica, it is assumed that this has both negatively influenced individual living standards and wider national development path. We then look at how these development trends are unfolding within the community of Bull Bay where The Freedom Skatepark is located. Drawing on census data and community-outreach programmes, we see that there are particular concerns for young people in the community who are considered marginalised and susceptible to gang violence due to high levels of youth unemployment, school drop-outs, and lack of skills training. We then provide a brief outline to how The Freedom Skatepark project was designed to intervene in these context as a Skateboarding for Development intervention, and discuss the effects of The Coronavirus Pandemic on the local community and the research project.

With this context in mind, in the next chapter we map current trends in development, SfD and Skateboarding for Development research and practices, as well as how they may unfold within the aforementioned development path of Jamaica. We begin by discussing *Jamaica Vision 2030* and SDGs, drawing on *National Youth Policy* and previous research on unattached youth on the island to argue the potentiality for The Freedom Skatepark to enact PYD. Secondly, we explore growing research and scholarship of SfD which is argued to be well suited in Jamaica due to the island's rich history in sporting achievement and identity. However, SfD is problematised due to an unequitable reliance on football-based programming, elite-level focus in Jamaica, and failure to align growing research and literature on skateboarding in terms of SDGs. This leads us to then outline this growing scholarship in skateboarding broadly considered as socio-political. This foregrounds an uptake of Edu-Skate understood in terms of SDT which focuses on participant autonomy, competence and relatedness which lends itself to earlier comparisons to skateboarding research and ways to enact PYD across Jamaica. From this chapter we draw on five questions that this research report seeks to answer:

- 1) *Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) *Is Skateboarding for Development an effective practice of SfD?*
- 3) *What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*

4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?

5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence, and relatedness?

We then map out the research methodology undertaken to answer the above questions. This is grounded in earlier engagements with development, skateboarding, and SDT literature. After working with scholars of SDT to develop a suitable research methodology, we combined survey and interview data with both children who participated in Edu-Skate and their children to measure the impact of the skateboarding classes. Children and their parents completed surveys and interview prior to enrolment and three-months later after completing one semester of skateboarding classes to comparatively analyse the impact of Edu-Skate as a Skateboarding for Development intervention on perceptions of participant autonomy, competence and relatedness. We posit that positive changes in these SDT indicators equate to the “Big Three” of PYD which potentially enact positive development outcomes in the wider community and contributions to *Vision 2030 Jamaica*. In Chapter Five, we examine the impact of Edu-Skate Classes on PYD through changes in participant autonomy, competence, and relatedness. We find that participants had a higher self-perception of SDT indicators after completing a semester of Edu-Skate Classes. This net effect changes from the survey were supported by interview data from the children and their parents who highlighted the effectiveness of Edu-Skate in offsetting the negative impacts of the Covid-19 Pandemic, the application of these SDT indicators within the wider environment of participants, and the benefits of wider exposure to The Freedom Skatepark beyond just Edu-Skate Classes. The latter of these findings is supported by a comparison between our two sample groups in which we found that benefits in SDT indicators transcended socioeconomic differences but seemed to be more influenced by more frequent use of The Freedom Skatepark.

After this, Chapter 6 then draws on data from the Youth Development Survey to examine the modes in which PYD are enacted at The Freedom Skatepark. This questionnaire was based on SfD research and matched to scholarship that engages with skateboarding and skateparks in terms of public space, skills building, prosocial benefits, inclusivity and mental health and well-being. The first two sections of this chapter asks, “who uses The Freedom Skatepark?” and

“how do people use The Freedom Skatepark?” These sections highlight a high percentage of “unattached youth” at The Freedom Skatepark, as well as a more nuanced understanding of highly skilled and educated users of the skatepark to design targeted programming around. The third section of this chapter compares how PYD is enacted at The Freedom Skatepark relative to wider Jamaican society. We find that the skatepark is a space in which individuals felt empowered in the decision-making, can make friend, experience belonging and community, as well as personal develop and learn life-skills greater than in wider Jamaican society. From this data we see The Freedom Skatepark tackling community concerns as outlined within *The Bull Bay Community Priority Plan* and providing modes to enact *Vision 2030 Jamaica* through cross-cutting SDG implementation. In Chapter 7 we examine how our results from measuring the impact of Edu-Skate and Youth Development Survey response to our research questions. We describe how The Freedom Skatepark as a Skateboarding for Development intervention contributes to Jamaica achieving *Vision 2030 Jamaica* through the enactment of PYD. In particular, we see how Edu-Skate serves as an enabling SfD intervention that supports personal growth whilst creating further opportunities for PYD through exposure to The Freedom Skatepark as a site of “catalytic accelerator” of multiple SDG implementation. We then align these results to SfD research understanding The Freedom Skatepark as a holistic approach to youth development that relies on structured youth development programming underpinned by unique contributions of the act of skateboarding. The chapter then concludes by outlining the results report in relation to the three main audiences of the research – CJF, SfD practitioners, and development policy makers.

Contextual Summary: Jamaica, Bull Bay, and The Freedom Skatepark

This chapter collates secondary research, observational data, and interviews with Bull Bay community members to examine Jamaica's development path on a national, community and individual level. In doing so, this chapter presents the developmental context in which The Freedom Skatepark as a practice of Skateboarding for Development intervenes. It begins by outlining Jamaica's national developmental path as "the confounding island" defined by paradoxes yet potentials. Despite a rich social, cultural, and political capital of Jamaica, the island has failed to develop in comparison to other Caribbean states and is defined by persistent underdevelopment. We examine a postcolonial history of high debt repayments and vulnerabilities to external economic shocks which we account to low economic growth and high social deprivation on the island. We then draw on trends of extreme violent crime in Jamaica to propose a cycle of underdevelopment in which economic vulnerabilities and low growth drive social deprivation which fuels violent crime in a perpetuating nature. We then look at how these national development outcomes affect young people in Jamaica, accounting for the phenomenon of "unattached youth," as well as detailing the potential for PYD to transcend these cycles of underdevelopment. Following this, we utilise census data, local policy papers and interview data to examine how these national development cycles affect the community in which The Freedom Skatepark intervenes. In particular, *The Bull Bay Community Priority Plan* outlines 5 key priority areas which align with the current national development pathway and our earlier conceptualisations of a perpetuating cycle of underdevelopment that disproportionately affects young people on the island. We then provide an account for The Freedom Skatepark as an SfD intervention, detailing the potential of PYD at the skatepark to challenge Jamaica's current development pathway. Collectively, this chapter presents the developmental context of Jamaica in which The Freedom Skatepark intervenes. It allows us to account for the developmental trends in which we seek to examine impact of The Freedom Skatepark as a Skateboarding for Development intervention. We are able to conceptualise Jamaica's developmental pathway at a national, community and individual level through *Vision 2030 Jamaica*, *The Bull Bay Community Priority Plan* and trends in PYD. In doing so, this chapter allows us to draw on a contextually informed theoretical matrix to test

the impact of The Freedom Skatepark as outlined in Chapter 3 of this report. Here, Jamaica as “the confounding island” posits a perpetuating cycle of underdevelopment yet the potential to harness a unique socio-political environment in which The Freedom Skatepark can enact PYD to obtain community and national developmental outcomes.

Jamaica and “The Confounding Island”: Development, Crime and “Unattached Youth”

Jamaica’s Development: paradoxes and potentials

Jamaica is a Small Island Developing State in the Western Caribbean Sea. It is a postcolonial state having gained independence from Great Britain in 1962. It has a population of nearly 3-million people understood as going through a demographic transition of lowering birth and death rates.¹³ However, since independence the country has navigated a challenging development path shaped by a colonial past, post-independence governance, and economic ties with the IMF and more recently, China.¹⁴ Accordingly, Jamaica faces development challenges through political instability and corruption, labour unrest, unstable internal security, a decline in civil society, and low performance rates across the public and private sector.¹⁵ These interlinked challenges saw a steady improvement following the 2008 Financial Crisis however they have since been exacerbated by the Covid-19 Global Pandemic.¹⁶

Jamaica is classified as an upper middle-income country by the World Bank. It is considered a major player in the regional economy and founding member of the CARICOM Single Market Economy (CSME). However, data indicates Jamaica experiences more intense social and economic challenges than its regional counterparts. In 2019, Jamaica’s Human Development Index (HDI) value was 0.734 putting the country in the high development category, positioning 101 out of 189 countries.¹⁷ The HDI serves as a popular barometer of development offering a

¹³ “Assessment of Development Results”

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ “Trapped”

¹⁷ “The Next Frontier”

comprehensive formula constituted of average population's longevity, education, and income. With the Sustainable Development Goals (SDGs) offering a destination for development, HDI is utilised a useful tool to indicate if a country is on track to obtain them. Jamaica's HDI has improved by 13.8% since 1990 with improvements in life expectancy at birth, mean years of schooling, and GNI per capita indicating an upwards trend in development, yet one that has plateaued since 2017.¹⁸ Jamaica sits below average HDI value for countries in Latin America and the Caribbean (LAC) with a ranking suggesting Jamaica is less developed than neighbouring Dominican Republic and Trinidad and Tobago.¹⁹

As such, over the past 20 years, annual growth rates have averaged little over than half a percent in Jamaica.²⁰ It is one of the most heavily indebted countries in the world with debt servicing consuming over 50% of the Jamaica's annual budget, peaking at a staggering 145% of GDP in 2012.²¹ During the mid-2010s, government policy focused on reducing debt and achieving macroeconomic stability with encouraging results, however due to particular sensitivities to external shocks, any gains in this time are likely to have been reversed due to the Covid-19 Pandemic and Global Economic Downturn. Key economic activities in the country are mining (particularly Bauxite), tourism, agriculture, and remittances of Jamaicans living abroad. However, domestic consumption of goods remains low due to fall in real wages and unemployment;²² unemployment rates were 8.5% in 2021, however this is likely to have increased further following the Covid-19 Pandemic which also had a significant negative effect on tourism in Jamaica. Furthermore, with an estimated 40% of workers are in the informal sector, this presents significant challenges to the state collection of taxes, government debt repayments and the provision of welfare.²³

¹⁸ Ibid; this is a pre-COVID-19 assessment as data for 2021 is yet to be released. It is expected that this number is to fall.

¹⁹ Ibid.

²⁰ STATIN, "National Accounts Data"

²¹ UNDP "Assessment of Development Results"

²² *Vision 2030 Jamaica*

²³ STATIN, "Assessment of Development Results"

DIMENSIONS OF POVERTY	INDICATOR	DEPRIVED IF LIVING IN A HOUSEHOLD WHERE...	WEIGHT	SDG AREA
Health (1/3)	Nutrition	Any person under 70 years of age for whom there is nutritional information is undernourished .	1/6	SDG 2: Zero Hunger
	Child mortality	A child under 18 has died in the household in the five-year period preceding the survey.	1/6	SDG 3: Health and Well-being
Education (1/3)	Years of schooling	No eligible household member has completed six years of schooling .	1/6	SDG 4: Quality Education
	School attendance	Any school-aged child is not attending school up to the age at which he/she would complete class 8 .	1/6	SDG 4: Quality Education
Living Standards (1/3)	Cooking fuel	A household cooks using solid fuel , such as dung, agricultural crop, shrubs, wood, charcoal, or coal.	1/18	SDG 7: Affordable and Clean Energy
	Sanitation	The household has unimproved or no sanitation facility or it is improved but shared with other households.	1/18	SDG 6: Clean Water and Sanitation
	Drinking water	The household's source of drinking water is not safe or safe drinking water is a 30-minute or longer walk from home, roundtrip.	1/18	SDG 6: Clean Water and Sanitation
	Electricity	The household has no electricity .	1/18	SDG 7: Affordable and Clean Energy
	Housing	The household has inadequate housing materials in any of the three components: floor, roof, or walls .	1/18	SDG 11: Sustainable Cities and Communities
	Assets	The household does not own more than one of these assets : radio, TV, telephone, computer, animal cart, bicycle, motorbike, or refrigerator, and does not own a car or truck.	1/18	SDG 1:

Figure 1: The global Multidimensional Poverty Index (Alkire and Suppa 2020)

These economic and financial conditions adversely affect living conditions in Jamaica; low economic growth, high debt repayments and weak social protection create deprivation on the island. During the 2010s, the government ran one the most austere budgets globally to obtain macroeconomic stability, maintaining a primary surplus of more than 7.5 percent of GDP for

three consecutive years.²⁴ Typified by wage freezes, increased taxation, and lack of spending on welfare provision, low growth and high debt repayments serve to drive social deprivation. Over this time poverty reached 20% in 2015 and is now at an estimated 23% in 2021.²⁵ As such, the most recent survey data publicly available for Jamaica's Multidimensional Poverty Index (MPI) indicates 4.7% of the population are multidimensionally poor whilst an additional 6.4% are classified as vulnerable to multidimensional poverty.²⁶ This index utilises indicators from the "Three Dimensions of Poverty" of health, education and living standards that intersect with multiple SDGs (see Table 1). The breadth of deprivation intensity in Jamaica, which is the average deprivation score experienced by people in multidimensional poverty, is 38.7%.²⁷ The MPI in Jamaica is higher than both neighbouring Dominican Republic and Trinidad and Tobago.²⁸

Social Deprivation and Violent Crime in Jamaica



Figure 2: Jamaica's perpetuating cycle of underdevelopment

²⁴ *Vision 2030 Jamaica*

²⁵ *Ibid*; World Bank

²⁶ UNDP "Assessment of Development Results"

²⁷ *Ibid*.

²⁸ *Ibid*.

Violent crime is inescapably interlinked with the economic and financial conditions adversely affecting living conditions in Jamaica. The IMF state that crime is the number one impediment to Jamaica's economic growth whereas economic stagnation and societal inequality are argued to foster the conditions for more violent crime.²⁹ This creates a self-perpetuating cycle of underdevelopment whereby violent crime is both a multiplier and outcome of stagnated development (see Figure 1). Here, low economic growth and high debt repayments drives social deprivation, unemployment, and poverty that in turn increases violent crime with further negative effects on both economic growth and social deprivation. As such, Jamaica experiences high levels of violent crime, political violence, and social and domestic violence.³⁰ Regionally, LAC is the most violent region in the world.³¹ Jamaica recorded 46.5 homicides per 100,000 people in 2020, the highest in the LAC, and 3rd globally.³² The impact of the drug trade is argued to account for the rising homicide rates and gang-related killings since the 2000s, as well as violence, corruption and coercion constituting high levels of criminal violence.³³ Jamaica had the 2nd highest amount of violent protests in the Caribbean between 2000 and 2019 with high incidents of excessive use of force and emergency declarations that limit basic freedoms, reflected in the government utilisation of a State of Emergency (SOE) and Zones of Special Operations (ZOSOs) in Kingston.

These trends in extreme violence in Jamaica can be situated within the island's cycle of underdevelopment through low economic growth and inequality. Inequality is measured by the GINI index and is associated with increases in violence measured by homicide and victimisation rates within LAC.³⁴ Greater inequality may foster more violence through three distinct channels. Firstly, greater disparities increase incentives for illegal activities. Secondly, inequality engenders lack of opportunity and alienation that reduces societal fabric. Thirdly, inequalities in power, income, and social status fuel violence in vulnerable communities.³⁵ Whereas inequality increases violence, violence increases inequality through its effects on development outcomes. Violence is disproportionately experienced by populations facing

²⁹ OASC, "Jamaica 2020"; UNDP "Trapped"

³⁰ "The Effects of Violence"

³¹ "Trapped"

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

socio-economic adversities, it contributes to state deprivation, and worsens social conditions such as education, health, and job opportunities.³⁶ When considering this interplay of crime and violence in LAC with faltering development outcomes, recent trends in the economic and social conditions of Jamaica is reflected by the country's global and regional rankings for homicide and violent crimes rates. However, with development outcomes and violent crime associated with each other, progressing in combating crime in Jamaica may pave the way to upwards development trends.



































Vision 2030 Jamaica Goals	National Outcomes	2030 Agenda Sustainable Development Goals
	A healthy and stable population	  
GOAL 1: Jamaicans are Empowered to Achieve their Fullest Potential	World class education and training	
	Effective social protection	  
	Authentic and transformative culture	With Agenda 2030, culture is viewed as a cross cutting theme.
GOAL 2: Jamaican Society is Secure, Cohesive and Just	Security and safety	 
	Effective governance	 
GOAL 3: Jamaica's Economy is Prosperous	A stable macro-economy	
	Enabling business environment	 
	Strong economic infrastructure	 
	Energy security and efficiency	  
	A technology-enabled society	
	Internationally competitive industry structures	    
GOAL 4: Jamaica has a Healthy Natural Environment	Sustainable management and use of environmental and natural resources	   
	Hazard risk reduction and adaptation to climate change	 
	Sustainable urban and rural development	  

Figure 3: The alignment of Vision 2030 Jamaica and the Sustainable Development Goals

³⁶ Ibid.

In recognising the social and economic challenges of the island, *Vision 2030 Jamaica* represents the country's long-term national development plan to obtain developed country status by 2030. The plan has four broad national objectives: (i) Jamaican's are empowered to achieve their fullest potential; (ii) Jamaican society is secure, cohesive, and just; (iii) Jamaica's economy is prosperous; and (iv) Jamaica has a healthy natural environment.³⁷ Each objective lists national developmental outcomes that integrate the United Nations' SDGs (see Table 2). Prior to the Covid-19 Pandemic, in pursuit of Vision 2030, Jamaica's economy showed stability as evidenced by low unemployment and inflation rates, a declining debt-to-GDP ratio, and seven consecutive years of economic growth.³⁸ However, there has since been shortcomings in long-term development targets reflected in the gross domestic product (GDP) annual growth, nominal GDP per capita, unemployment and poverty prevalence rates which are expected to be exacerbated by Covid-19 Pandemic reflected by Jamaica being particularly vulnerable to external economic shocks.³⁹ Accordingly, the Jamaican government are in a process of revising Vision 2030 due to stagnating development patterns.⁴⁰ It is at this intersection of perpetuating underdevelopment and *Vision 2030 Jamaica* with the policy paper's intended goals, outcomes and SDGs that The Freedom Skatepark is examined in relation to Jamaica's national development pathway.

Unattached Youth and Positive Youth Development in Jamaica

With crime in the region disproportionately affecting vulnerable communities that fuel inequality, social deprivation and low economic growth, these extreme levels urge young people struggling with a lack of opportunities to turn to illegal activities and crime, further depressing growth and development outcomes.⁴¹ For example, lack of economic growth in Jamaica causes youth unemployment rates to be nearly three times higher than that of the

³⁷ "Vision 2030"

³⁸ "Government Reviews"

³⁹ *Idib.*

⁴⁰ *Idib.*

⁴¹ Levy "Youth Violence"

national average at 23.9%.⁴² Moreover, these labour market trends of a large informal sector, underemployment and unemployment disproportionately impact young people which encourages a “brain drain” whereby young, skilled, working-age populations leave Jamaica to work abroad.⁴³ Similarly, social inequalities disproportionately affect young people in Jamaica whereby 89.7% of 17-to-18-year-olds in the richest quintile of demographics are enrolled in education, lowering to 42% for the poorest quintile of this age group.⁴⁴ School attendance for the poorest group in Jamaican society is 59.6% compared to 92.8% for the wealthiest.⁴⁵ This runs concurrently with trends whereby young people are both primary victims and perpetrators of violent crime in LAC.⁴⁶ The results of these high crime rates in Jamaica are an extraordinary loss of human life and the weakening of civil society alongside fragile economic growth and development outcomes. This interconnected nature of crime and development outcomes for young people in Jamaica has fuelled a proliferation of “unattached youth” referring to adolescents and emerging adults outside the labour force and fulltime education.⁴⁷ This is a process whereby there are a lack of opportunities for young people because of stagnated development, which in turn further increases economic and social vulnerabilities that fuel crime and gang membership as more attractive alternatives which goes to further perpetuate deficits in opportunity, investment, and productivity nation-wide and increases numbers of unattached youth.⁴⁸

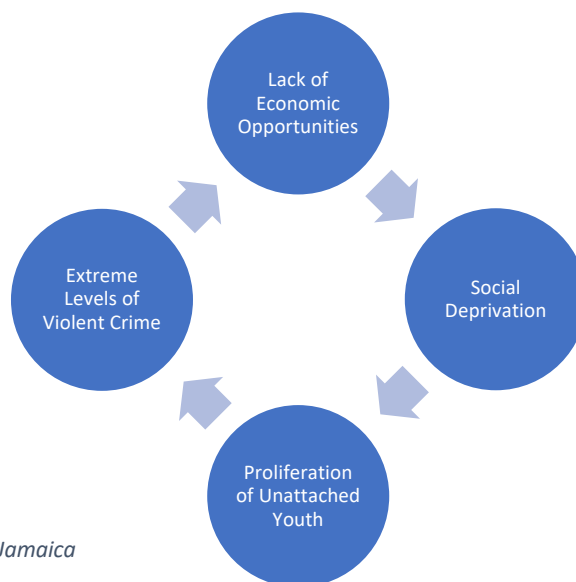


Figure 4: Unattached youth in Jamaica

⁴² *Vision 2030 Jamaica*

⁴³ *Ibid.*

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

⁴⁶ *Trapped*

⁴⁷ Hull et al., “Positive Youth Development.”

⁴⁸ *Trapped*

Within Jamaica this has led to progress within development approaches to specifically target unattached youth. Beyond focusing on isolated problems such as academic failure or drug use, this approach incorporates a totality of interconnected issues and practices known as “positive youth development” (PYD).⁴⁹ By recognising the interconnected nature of issues affecting young people, this approach incorporates a multitude of issues individuals face in Jamaica including violent crime, academic failure, antisocial behaviour, conduct disorders, substance abuse, and teenage pregnancy within a paradigm of positive contributions to the wider community to enact state-wide development outcomes.⁵⁰ This focus on positive contributions rather than offsetting negative deficits relies on the “Big Three” of PYD as positive and constructive social relations, participation and/or leadership in community-based activities, and involvement in life-skill building activities.⁵¹ Accordingly, the enactment of PYD supports young people to become economically self-sufficient, health physically and mentally, and form prosocial relations within the wider community.⁵² PYD approaches have been institutionalised as the National Youth Service of Jamaica, recognising the value of an integrated strategy for youth development that targets at-risk youth for vocational and social programs with wider benefits for Jamaica pursuing *Vision 2030 Jamaica* development objectives.⁵³ Utilising a longitudinal study of the National Youth Service of Jamaica, research has shown the effectiveness of wide-reaching PYD in improving vocational based life-skills and self-efficacy which can effectively provide youth with the structure and skills necessary to achieve Jamaica’s developmental goals.⁵⁴ As such, when considering the cycle of underdevelopment in Jamaica and how this affects young people on the island, we look to ways in which PYD may be enacted at The Freedom Skatepark to achieve individual, community and national development outcomes.

⁴⁹ Hull et al. “Positive youth development”

⁵⁰ Ibid.

⁵¹ Ibid.

⁵² Ibid.

⁵³ “Revised National Youth Policy”

⁵⁴ Ibid.

Community Life in Bull Bay, Kingston

COMMUNITY PROBLEM	DESCRIPTION
❖ Crime	<p>Internal war/conflict</p> <p>Gun violence</p> <p>High level of unemployment</p> <p>School drop-outs</p> <p>Idle Youths on the Corner</p> <p>Youth Delinquencies</p> <p>Murders</p> <p>Wounding</p> <p>Gang warfare</p> <p>Domestic Violence</p>
❖ Unemployment	<p>No jobs available which frustrate residents both youths and adults</p> <p>High levels of depression among youths-</p> <p>High school dropouts, poor school attendance, poor nutrition.</p> <p>Increased crime rate</p> <p>Lack of skills</p> <p>Certification</p>
❖ Lack of Skills	<p>Lack of skills training available for attached/unattached youths</p> <p>High illiteracy rate</p> <p>Youths as well as adults are unable to find jobs</p> <p>Increase in idle youths on the corner and unproductive activities</p> <p>young people have to travel long distances to access skills training, and this can be a costly venture as well as a deterrent</p>
❖ Poor Environmental Practices	<p>Beach Erosion</p> <p>Coral depletion</p> <p>Sedimentation</p> <p>Air Pollution</p> <p>Waste Management</p> <p>Deforestation</p> <p>Illegal Mining</p>
❖ Dislocation of residents as a result of the construction of the Southern Coastal Highway	

Figure 5: The five key priorities of The Bull Bay Community Priority Plan

The Freedom Skatepark is located in the Eight Miles district of Bull Bay, Kingston. It is one of six communities that constitute the Harbour View and Port Royal Development Area, encompassing four primary mile markers east of Kingston in Seven, Eight, Nine and Ten Miles, on the boarder of St Andrew and St Thomas Parish of Jamaica. It has 3001 dwellings and a population of 11,680.⁵⁵ As the name suggests, the area is a traditionally agricultural and working-class suburb of Kingston, however a steady development of a middle-class since the 1960s and more recent housing redevelopment projects has afforded Eight Miles as a middle-class suburb relative to the rest of Bull Bay.⁵⁶ In recent decades, mining companies have established within the area capitalising on natural resources, particularly the mineral gypsum. Bull Bay is predominantly hilly and sits on the floodplains of five rivers supplementing the area for agricultural prosperity. However this makes the surrounding suburbs particularly at-risk to dangerous levels of flooding which have been signalled as an ongoing issue of concern stagnating Jamaica's economy and development outcomes and also affecting the day-to-day lives of the Bull Bay community, particularly in hurricane season.⁵⁷ Located on the southeast coast of Jamaica, Bull Bay has a rich cultural, musical and sporting history within reggae music, surfing and skateboarding which situates The Freedom Skatepark within a community of interest.

Daily life in Bull Bay can be linked to the stagnated development of Jamaica in which the local population outline five key challenges: unemployment, crime, lack of skills, poor environmental practices and dislocation resulting from the construction of new highway infrastructure (see Table 3).⁵⁸ Economic hardship stems from no clear major industry, lack of investment, high levels of unemployment, uncertified labour, lack of educational facilities, and frequent bouts of gang-related violence.⁵⁹ Bull Bay has a youthful population with 55% people under the age of 30.⁶⁰ Accordingly, community concerns mirror national developmental trends whereby issues disproportionately affect the young population of Bull Bay. For example, 19.4% of 15–25-year-olds are unemployed, with high levels of depression among youths, high

⁵⁵ *Bull Bay Community Priority Plan*

⁵⁶ Interview with Claudette Wilmot

⁵⁷ *Bull Bay Community Priority Plan*

⁵⁸ *Ibid.*

⁵⁹ *Ibid.*

⁶⁰ *Ibid.*

levels of school dropouts, lack of skills training for attached and unattached youth, high illiteracy rates, and high youth-led violent crime within the community.⁶¹

Following trends in Jamaica and wider LAC, it is no surprise Bull Bay's particularly young and marginalised population are susceptible to gang and violence with crime cited as the most critical problem challenging the community.⁶² This issue of crime has been linked to internal war and conflict, gun violence, murders, gang warfare, domestic violence, high levels of youth unemployment and school dropouts.⁶³ The high level of violent crime in Bull Bay is reflected by the initiation of SOEs and ZOSOs whereby curfews, roadblocks and wider police powers are put in place in response to particularly high murder rates across seven police divisions.⁶⁴ Whereas curfews affect the entirety of Bull Bay, roadblocks in Nine Miles and Seven Miles earmark particularly high levels of violent crime and have further reaching societal effects preventing community fundraising activities, community insecurity and further challenges for people in Bull Bay to access employment and skills training.⁶⁵ Although crime was cited as the most critical challenge facing the Bull Bay community, targeting youth unemployment, low skills level and economic prosperity was signalled as a possible solution to overcome violence in the community reflected in wider trends of development in LAC.⁶⁶ PYD seems a particularly useful framework within the context of Bull Bay due to a particularly high youth population and challenges that mirror a perpetuating cycle of economic stagnation, social deprivation and violent crime, as well as community-cited solutions that largely focus around supporting the young population of Bull Bay.⁶⁷ Here, modes of PYD are presented as possible ways to support unattached youth in Jamaica and Bull Bay whereby the "Big Three" of prosocial relations, community-based activities and skills training simultaneously challenge lack of opportunities and social deprivation and in doing so, reduce the allurements of crime within the community.

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

⁶⁴ "States of Public Emergency"

⁶⁵ *Bull Bay Community Priority Plan*

⁶⁶ Ibid.

⁶⁷ Ibid.

The Freedom Skatepark

The Freedom Skatepark was constructed in February to April 2020 by a team of international volunteers and Jamaican skatepark construction apprentices headed by Concrete Jungle Foundation (CJF). Construction went ahead after the project was first initiated by UK-based charity Flipping Youth, developed alongside CJF, and supported by the Bull Bay Community Development Committee (CDC) on the site of Community Based Organisation (CBO) Bull Bay Football Club. The construction team was amalgamated by CJF who paired skatepark construction professionals from around the world with members of the local skateboarding community as part of the Planting Seeds Apprenticeship Programme. Within the programme Jamaican youth worked in paid roles work whilst learning vocational skills training within skatepark construction and project management. The skatepark construction finished in April 2020 amid the Covid-19 Pandemic after which and whilst following government guidelines, the park was opened to the public. The park is open as a free-to-use skatepark with structured beginner skateboarding “Edu-Skate Classes” run by the local skate community, and an accompanying youth centre which hosts youth development programming for children and young adults.

The Edu-Skate Programme provides skateboarding lessons for beginners and intermediates with more experienced Jamaican skateboarders as tutors. The lessons are designed around the Self-Determination Theory (SDT) whereby each lesson is aimed at improving a participant’s autonomy, competence, or relatedness over a three-month semester. In understanding positive youth development as a more holistic and constructive approach to development concentrating on fostering affirmative relationships, participation in community-based activities, and life-skill building behaviours, SDT presents itself as a potentially potent tool within development by fostering psychological well-being through a sense of volition and freedom, a sense of effectiveness and mastery, and a sense of intimacy and connection with others.⁶⁸ Alongside the Edu-Skate Programme, The Freedom Skatepark provides workshops and classes providing vocational skills to participants. These include extra remedial education, digital literacy classes,

⁶⁸ Hull et al. “Positive Youth Development”; Van der Kaap-Deeder et al., “BPNSFS”

wood workshops, car mechanics, and music programming. This programming offered at the skatepark is organised and run predominantly by young adults of the local community who further support the establishment of positive youth-adult mentor relationships. Accumulatively, programming at The Freedom Skatepark lends itself to prosocial and life-skill building aspects of PYD practices, whilst also targeting the issues highlighted by the Bull Bay public that foster violent crime within the community. Accordingly, The Freedom Skatepark echoes wider sentiments in Jamaican society calling for community-based practices in youth violence prevention countering social exclusion through education, sport, culture, jobs, training, life skills, and positive mentorship.⁶⁹

The Global Covid-19 Pandemic

The global Covid-19 Pandemic has inescapably been entangled with The Freedom Skatepark. The pandemic first became a global issue during construction of the skatepark and continues to affect the openings and programming in accordance with Jamaican government guidelines. Beyond the day-to-day running of the skatepark, Covid-19 has played an inexorable role within Jamaican development, The Freedom Skatepark, and this research project. The global pandemic has negatively affected development worldwide and in Jamaica; it has disrupted progress towards *Vision 2030 Jamaica*, destabilised the economy, accentuated inequalities and burdened an already fragile social, education and health sector.⁷⁰ This reflects trends in Jamaica's stagnated development whereby economic growth is particularly susceptible to external shocks which affects social deprivation on the island, and since Covid-19 Pandemic and unfolding Global Economic Downturn, policymakers have had to review the national development goals. Nonetheless, with Jamaica's social and economic issues already playing out within the daily challenges the community of Bull Bay prior to the global pandemic, it is likely that they have also further accentuated these community problems particularly when considering the relationship between unemployment, lack of opportunities and crime in the area. This is something that became quite evident over the course of Summer 2021 as the research took place. Beyond accumulatively more stringent lockdown measures between June

⁶⁹ Levy, "Youth Violence"

⁷⁰ "COVID-19"

and September, the social and economic impacts of Covid-19 were continually cited across interviews with community members and users of The Freedom Skatepark, as well as increased violent crime within the community over this time.

Furthermore, the pandemic not only affects societal development, but also *human* development. A recent UNICEF report investigating the effects of Covid-19 Pandemic on child development concluded that higher levels of depression, fear, anxiety, anger, irritability, negativity, conduct disorder, alcohol and substance use, and sedentary behaviours were reported in children and adolescents compared to pre-pandemic rates in 2020.⁷¹ When considering the immense societal and human costs of the global pandemic on development, The Freedom Skatepark remained largely open serving as a facility that offsets both the national development and human costs of Covid-19 through positive youth development approaches and the Edu Skate Programme underpinned by SDT. For example, over 2021 national education in Jamaica was moved online and it became apparent that a lot of local children were using The Freedom Skatepark during schooling hours. As such, CJF developed the “Homework Programme” with local teachers to provide remedial education at the skatepark which was scheduled in the same afternoon as Edu-Skate Classes. Whilst this example shows the ways in which The Freedom Skatepark operated during Covid-19 Pandemic, the impact on children and wider community cannot be underestimated.

When examining data which highlights the immense negative impact on youth development, considerations of research results must be taken within the context of these unprecedented times. For example, changes in SDT indicators of autonomy, competence, and relatedness would no doubt be affected by Covid-19 Pandemic, as well as wider modes in which PYD may be enacted. Nonetheless, with results from the research contained within this report having been analysed in relation to the above-mentioned effects of Covid-19 on child development, this also marks the timely delivery of this research report. the research contained within this report represents an invaluable body of research which examines the effect of Covid-19 on child and adolescent psychological well-being and the impacts of a Sports for Development (SfD) intervention on mediating these factors during unprecedented times.⁷²

⁷¹ “Life in Lockdown”

⁷² Ibid.

Initialising a Theoretical Matrix of Skateboarding for Development to Address National, Community and Individual Development Goals

This chapter contextualises this research report by examining current trends in Jamaican development, community life in Bull Bay, the activities at The Freedom Skatepark, and the role of the ongoing Covid-19 Global Pandemic. To do this, this chapter primarily draws on the most recent development reports in LAC and Jamaica, census data and policy papers from within the Bull Bay community, and CJF reports on activities at The Freedom Skatepark. In particular, *Vision 2030 Jamaica* and *The Bull Bay Community Priority Plan* provided ways to conceptualise Jamaica's national and community development pathways, as well as a framework to assess the impact of The Freedom Skatepark. Development in Jamaica is analysed as stagnated yet with potential; the country sits relatively low in the HDI lists compared to other Caribbean countries and appears to be failing to obtain the development goals detailed within *Vision 2030 Jamaica*. Violent crime is examined as endemic within Jamaica and particularly Kingston, with the country sitting third in the most homicides per capita in the world, and the most violent country in the most violent region of the world. As such, we posited a self-perpetuating cycle of underdevelopment whereby low economic growth shaped by vulnerability to external shocks and high government debt repayments drives social deprivation which encourages such trends in violent crime. As such, low growth, social deprivation, and violent crime are presented as both a products and causal factors of Jamaica's flatlining development progress, suggesting that tackling either or both issues can break this vicious cycle in an accelerating manner. We found it useful to uptake the term "confounding island" when considering these trends as despite worrying signs of development patterns, Jamaica also offers a rich social, cultural, and sporting capital which may be harnessed to transcend these cycles of underdevelopment.

Accordingly, with growth in Jamaica particularly vulnerable to external shocks, Covid-19 Pandemic and subsequent Global Economic Downturn has highlighted shortcomings in obtaining national development goals and outcomes as outlined in *Vision 2030 Jamaica*. On a community-level, we see these shortcomings play out through *The Bull Bay Community Priority Plan* in which the locality in which The Freedom Skatepark exists highlight five key priorities. These were: (i) unemployment, (ii) crime, (iii) lack of skills, (iv) poor environmental

practices, and (v) dislocation from highway infrastructure. These key needs also reflected national trends whereby they were disproportionately affecting the young population of Bull Bay. Here, crime and violence were seen to stem from unemployment and lack of skills training in which youth issues such as poor mental health, school drop-out, lack of employment opportunities, and poor access to skills training served to drive more crime amongst the young population of the community. Similarly, our interview and observational data also highlighted how Covid-19 Pandemic and Economic Downturn perpetuated these cycles and further alienated the young population of Bull Bay. This has created a phenomenon of “unattached youth” in Jamaica as 14-to-24-year-olds who are not in employment, education, or skills-training. Likewise with national trends, Bull Bay also has a rich social, cultural, and sporting history which may be harnessed to address the community priorities and national development goals. With this in mind, we look to The Freedom Skatepark as a way to fuse these unique socio-cultural histories through skateboarding that appeals to unattached youth as a way to address priorities of unemployment, lack of skills training and crime that can aid in enacting *Vision 2030 Jamaica* (see Figure 3).

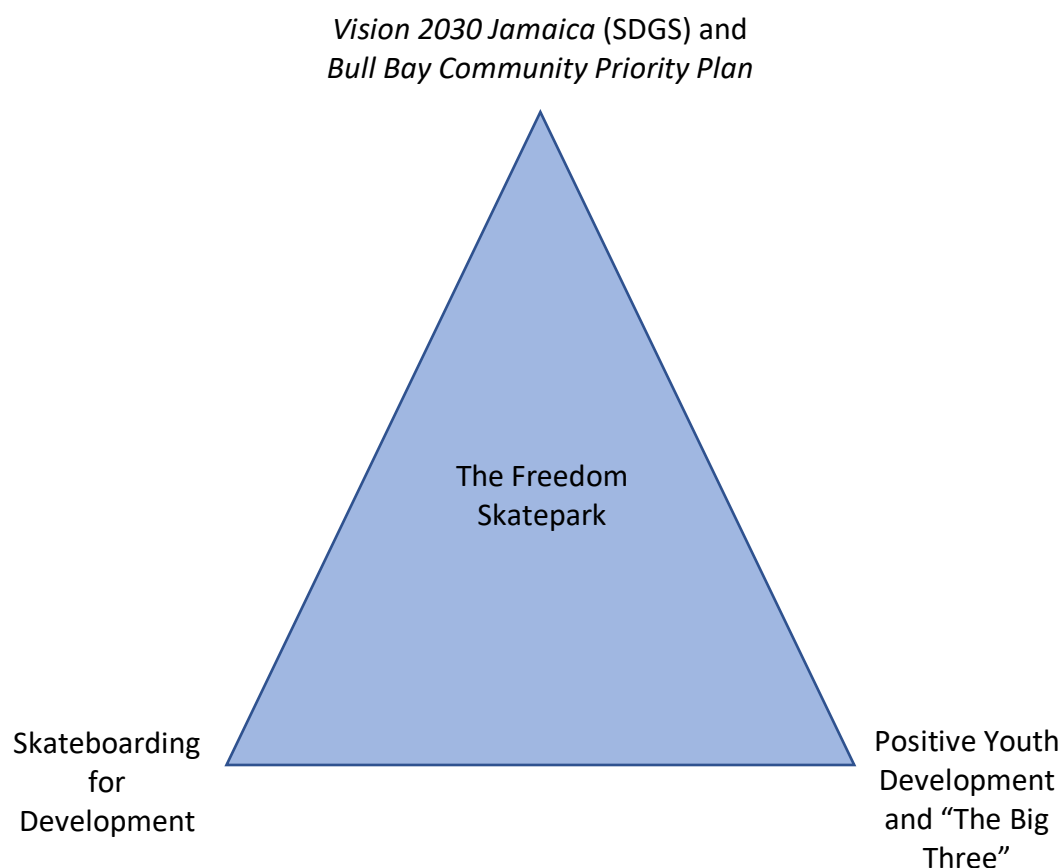


Figure 6: A theoretical matrix of Skateboarding for Development at The Freedom Skatepark

Subsequently, we uptake positive youth development (PYD) as a means to consider the The Freedom Skatepark as a practice of Skateboarding for Development. Here, PYD is utilised as a means to enact individual development outcomes, as well as address community and national objectives. PYD frameworks posit a “Big Three” of prosocial relations, participation in community-based activities, and life-skills training as a means to enhance youth ability to thrive which includes positive developmental contributions to the wider community. As such, PYD presents a useful framework to analyse the impact of The Freedom Skatepark for Y reasons. Firstly, PYD programming is attuned to addressing “unattached youth” as 14-to-24-year-olds who are not in education, employment, or training. This a demographic that we particularly marginalised within national and local development patterns. Secondly, PYD programming relies on holistic approaches to development integrating multiple contexts of development that reflects The Freedom Skatepark and the multiple modes in which PYD may unfold there from structured skateboarding classes to wider youth development programming and employment opportunities. This “totality” of developmental approaches embedded within PYD frameworks seems particularly important when considering the interconnected nature of the perpetuating cycles of underdevelopment explored earlier in this chapter. Here, we see the potential of PYD to enact multiple and cross-cutting modes of positive development outcomes across social, economic, and crime-led issues. Finally, although PYD is focused on individual development of youth, previous research posits modes in which personal development outcomes permeate in wider ecologies of young people and contribute to community and national development outcomes.⁷³ As such, we look to analyse the impact of The Freedom Skatepark in terms of PYD, and too look how these positive youth outcomes are addressing the Bull Bay community needs and national development goals.

Through outlining the national and local patterns of development, we are able to create a theoretical matrix of Skateboarding for Development at The Freedom Skatepark (see Figure 3). This is one that seeks to utilise skateboarding as a practice of PYD to create positive development outcomes for Jamaican youth and to address community needs and enact national outcomes. This is one that seeks to challenge the perpetuating cycle of underdevelopment in which low economic growth, social deprivation, and violent crime create interconnected negative development outcomes that disproportionately affect Jamaican youth. In particular,

⁷³ Hull et al. “Positive Youth Development.”

this theoretical matrix seeks to enact a holistic approach to integrating multiple developmental contexts as well as harnessing the unique social, cultural, and sporting capital of Jamaica and Bull Bay. With this in mind, the next chapter of the report situates this context of The Freedom Skatepark and a developing Jamaica within academic and policy research by building on earlier engagements with PYD through integrating literature from The Self Determination Theory, Sports for Development, and skateboarding-research. It seeks to further contextualise the matrix of Skateboarding for Development at The Freedom Skatepark through examining the potentiality of skateboarding within SfD practices to engage unattached youth and details the theoretical underpinning of SDT in relation to child behavioural theory. In doing so, the chapter situates this report within a particular audience of concern by outlining the ways in which the results can be examined in relation to development, SfD, skateboarding and SDT literature. Accordingly, having situated the context in which The Freedom Skatepark exists and outlined a theoretical underpinning as a space for youth development, we outline five research questions that this report seeks to answer. From here, these questions and theoretical considerations rationalise the research methodology utilised within this report which is detailed in Chapter 4.

The Potential of Skateboarding for Development in Jamaica:

Positive Youth Development, Skateboarding and The Self

Determination Theory

To begin understanding the impact of Skateboarding for Development in Jamaica, we first outlined the context in which The Freedom Skatepark is intervening. To do this, we examined Jamaica's current development trajectory at a national, community and individual level. We defined Jamaica's national development within a perpetuating cycle of underdevelopment. Here, low economic growth shaped by high debt repayments and vulnerabilities to external shocks fuels social deprivation on the island that can in large, account for the extreme levels of violent crime in Jamaica. As such, violent crime has been cited as one of the key reasons for low economic growth in Jamaica whilst also further accentuating inequalities and degrading societal fabrics which in turn, encourages more crime. We saw similar patterns within the Bull Bay community where The Freedom Skatepark has been constructed. In particular, crime, unemployment and lack of skills are cited as key priorities to address in Bull Bay, demonstrating the interconnected nature of these societal challenges. At both national and community level, we see how these cycles of underdevelopment disproportionately affect young people. Here we see challenges around employment, schooling and opportunities which are highlighted as challenges that encourage young Jamaicans into pathways of violent crime. This has created the phenomenon of "unattached youth" on the island, as 14-to-24-year-olds who are not in education, employment or training. Within the Bull Bay community, concerns for unattached youth bridge the 5 key priorities of the area, in particular how lack of skills and employment opportunities coupled with poor schooling and issues of mental health encourage crime in the community. As such, we uptake a positive youth development (PYD) framework to analyse the impact of The Freedom Skatepark in tackling individual, community and national development problems. Here, the "Big Three" of PYD as prosocial relations, community participation, and life-skills training integrates multiple developmental contexts whereby young people develop skills for personal growth which may permeate into the wider community and align with national development goals.

As such, we are looking at The Freedom Skatepark as a Sports for Development (SfD) intervention or, a practice of Skateboarding for Development. We seek to examine the impact of The Freedom Skatepark at an individual, community and national level. To do this, in this chapter we draw from *Vision 2030 Jamaica* to provide a framework to analyse the effectiveness of Skateboarding for Development in terms of the national development goals, outcomes and associated SDGs. We then draw on skateboarding based literature and research to examine the possibilities of Skateboarding for Development in terms of *Vision 2030 Jamaica*, SDGs and PYD. Here, we highlight the currently under recognised potential for SfD in Jamaica in which current policy documents favour elite-led sports. Alternatively, we situate CJF's practice of Skateboarding for Development within a "sports plus" model of SfD in which pedagogically underpinned structured skateboarding classes are matched with wider youth development programming at The Freedom Skatepark. We pay particular attention to Edu-Skate Classes and their utilisation of the Self-Determination Theory (SDT) from which we align the three indicators of SDT and wider youth development programming at The Freedom Skatepark to the "Big Three" of PYD. Collectively, this chapter examines the potential of Skateboarding for Development in enacting PYD amongst Jamaican youth, and how this may contribute to community and national development outcomes through alignment with SDGs. This leads us to highlight a number of research questions this report intervenes at, which demand particular research methodologies which are presented in Chapter 4.

Vision 2030 Jamaica and the Sustainable Development Goals

In 2015, the Member states of the United Nations adopted the 2030 Agenda for Sustainable Development. This earmarked a global approach for a fairer and more sustainable world embodied by 17 Sustainable Development Goals (SDGs) which are translated into 169 targets measured by 231 indicators. With Jamaica playing a leading role in developing the 2030 Agenda for Sustainable Development, running concurrently to these global targets were an internal vision of Jamaica's development conceptualised within *Vision 2030 Jamaica*. This national outcome document integrates the agreed outcomes of 2030 Agenda for Sustainable Development within a national development planning framework reflected within the four key outcomes: (i) Jamaicans are empowered to achieve their fullest potential, (ii) Jamaican Society is secure, cohesive and just, (iii) Jamaica's economy is prosperous, and (iv) Jamaica has a

healthy natural environment.⁷⁴ Subsequently, *Vision 2030* is considered “strongly aligned with SDG” whereby Jamaica’s planning documents reflect, either fully or partially, 91% of the 115 SDGs applicable to the country.⁷⁵ *Vision 2030 Jamaica* is considered the axis in which SDG implementation is organised within Jamaica serving as a vehicle to obtain the nation’s development goals.

As such, each goal of *Vision 2030 Jamaica* posits a number of national outcomes and corresponding SDGs (see Table 1). For Goal 1, there are national outcomes of a healthy and stable population, world class education and training, effective social protection, and an authentic and transformative culture. These are said to align with SDGs of zero hunger (SDG2), good health and well-being (SDG3), clean water and sanitation (SDG6), quality education (SDG4), no poverty (SDG1) and reduced inequalities (SDG10), with the national outcome of a transformative culture argue to be a cross cutting theme of multiple SDGs. Goal 2 has national outcomes of security and safety, as well as effective governance which corresponds to sustainable cities and communities (SDG11), peace and justice (SDG16), gender equality (SDG5) and reduced inequalities (SDG10). Goal 3 has national outcomes of a stable macro-economy, enabling business environment, strong economic infrastructure, energy security and efficiency, a technology-enabled society, and internationally competitive industry structures. As such, these align with the additional SDGs of decent work and economic growth (SDG8), industry, innovation and infrastructure (SDG9), affordable and clean energy (SDG7), responsible consumption and production (SDG12) and life below water (SDG14). Finally, Goal 4 posits national development outcomes of sustainable management and use of environmental and natural resources, hazard risk reduction and adaption to climate change, and sustainable urban and rural development. These outcomes align with additional SDGs of life on land (SDG15) and climate action (SDG13). Collectively, these are the national developmental outcomes and SDGs in which we seek to analyse the impact of The Freedom Skatepark in relation to. Through analysing Edu-Skate Classes and results from the Youth Development Survey, we are looking for the enactment of SDGs and the national developmental outcomes that contribute to the four goals of *Vision 2030 Jamaica*, and in doing so, analysing the effectiveness of Skateboarding for Development at The Freedom Skatepark in aligning with Jamaica’s national development goals and SDGs.

⁷⁴ *Vision 2030 Jamaica*

⁷⁵ *Idib.*



































Vision 2030 Jamaica Goals	National Outcomes	2030 Agenda Sustainable Development Goals
	A healthy and stable population	  
GOAL 1: Jamaicans are Empowered to Achieve their Fullest Potential	World class education and training	
	Effective social protection	  
	Authentic and transformative culture	With Agenda 2030, culture is viewed as a cross cutting theme.
GOAL 2: Jamaican Society is Secure, Cohesive and Just	Security and safety	 
	Effective governance	 
GOAL 3: Jamaica's Economy is Prosperous	A stable macro-economy	
	Enabling business environment	 
	Strong economic infrastructure	 
	Energy security and efficiency	  
	A technology-enabled society	
	Internationally competitive industry structures	    
GOAL 4: Jamaica has a Healthy Natural Environment	Sustainable management and use of environmental and natural resources	   
	Hazard risk reduction and adaptation to climate change	 
	Sustainable urban and rural development	  

Figure 7: The alignment of Vision 2030 Jamaica and Sustainable Development Goals

However, the ambition of *Vision 2030 Jamaica* requires SDG accelerators that prioritise “catalytic actions” that drive progress across multiple goals and targets simultaneously.⁷⁶ These catalytic accelerators are said to be interventions that increase or boost the implementation of

⁷⁶ Idib.

SDGs and affect multiple development priorities and have a multiplier effect across the goals and outcomes of *Vision 2030 Jamaica*.⁷⁷ Recent monitoring and reporting of *Vision 2030* detail a number of key SDG accelerators argued to support Jamaica's four development goals outlined in the national outcome document.⁷⁸ To progress towards the first national goal of empowering Jamaicans to reach their fullest potential, reporting suggests focusing on strengthening the outreach efforts of social protection programmes, expanding care services for children and the elderly, pursuing multi-disciplinary non-communicable disease prevention efforts, and addressing the health and psycho-social consequences of violence within communities. To accelerate progress towards the second national objective of a secure and cohesive society, reporting suggests focusing on strengthening the judiciary and police systems and stimulating education and community environments that help prevent violent behaviour within youth. To move towards the third goal of a prosperous economy for all, reporting suggests supporting medium to small sized businesses by establishing inclusive procurement processes, strengthening supply chains, and encouraging inclusive financing. Finally, to secure a healthy natural environment, proposed ideas include strengthening the land use management system, building on disaster and climate risk management efforts, strengthening protected areas, enhancing public awareness, and improving waste management.⁷⁹ As such, when analysing the impact of The Freedom Skatepark in terms of *Vision 2030 Jamaica*, we are not looking for isolated SDG implementation or positive development outcomes, but “catalytic accelerators” that drive multiple SDGs at once and can be situated across multiple outcomes and development goals.

Accordingly, SDG accelerators serve to achieve *Vision 2030 Jamaica* working alongside engaging with civil society to ensure public ownership of development agenda including particularly marginalised demographics such as young people and unattached youth.⁸⁰ This recognition of young people as key drivers of SDGs and achieving *Vision 2030* has been recognised within Jamaica's *National Youth Policy 2017-2030*.⁸¹ Within such document, the creation of a range of contexts or settings, including people and activities that promote youth

⁷⁷ Idib.

⁷⁸ Idib.

⁷⁹ Idib.

⁸⁰ Idib.

⁸¹ *National Youth Policy*

development are outlined as key to an empowered youth-led development process.⁸² Alongside recognising the micro-benefits of youth-led development such as socio-political, physiological, and prosocial outcomes for individuals, this holistic, sustainable and interconnected approach to development is argued to permeate into larger macro-system that surrounds young people in a process of Positive Youth Development (PYD). Here, we look at the ways in which The Freedom Skatepark may support individual-level development through the enactment of PYD, but the ways in which this holistic and interconnected approach to youth-led development aligns with calls for “catalytic accelerators” within *Vision 2030 Jamaica* that can support multiple development outcomes and SDGs. Here, PYD is conceptualised through three crucial components known as the “Big 3.” These are: opportunities for youth participation in and leadership of activities, opportunities that emphasize development of life skills, and development practices that unfold within the context of a sustained and caring adult-youth relationship.⁸³ Accordingly, this multiplicity of PYD is a useful framework to examine national development goals whereby Jamaica’s *National Youth Policy* outlines the important roles of education, justice reform, health, entrepreneurship, and labour market development that contributes to accelerating the success of *Vision 2030 Jamaica*.

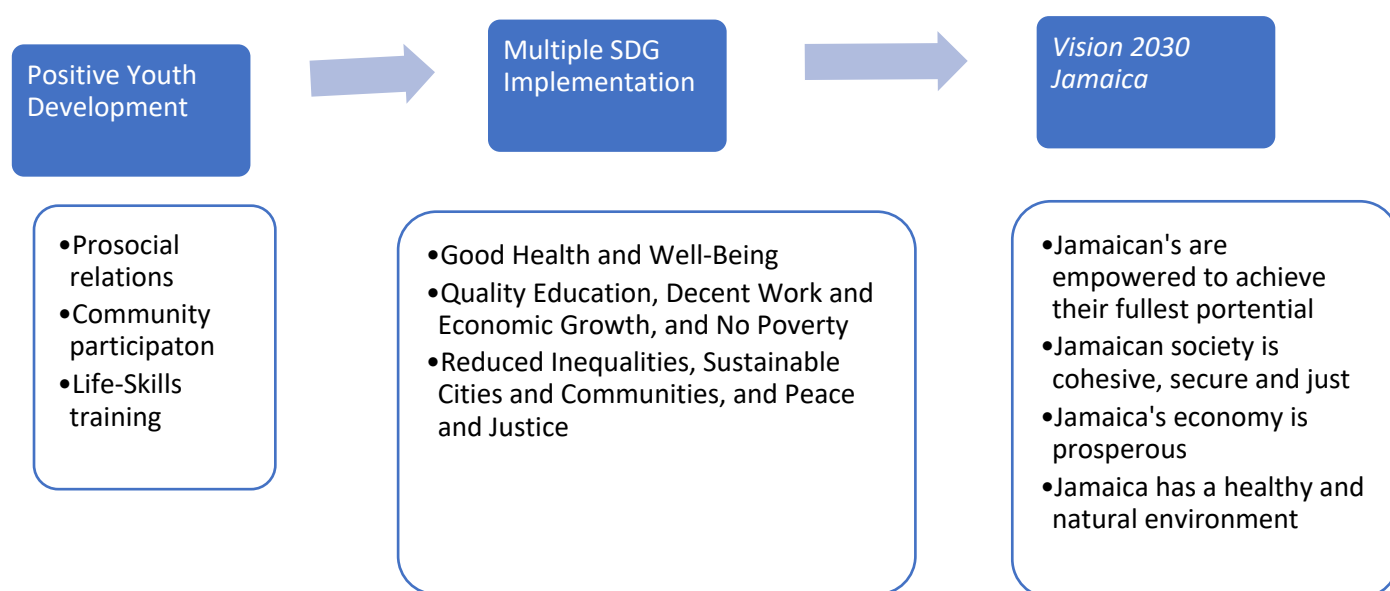


Figure 8: Pathways from positive youth development to achieving Jamaica’s national development goals

⁸² Idib.

⁸³ Hull et al. “Positive Youth Development.”

With this in mind, this report looks to examine The Freedom Skatepark as a practice of Skateboarding for Development in that it supports PYD which contributes to national development outcomes and goals as outlined within *Vision 2030 Jamaica*. The corresponding SDGs to each national outcome and goals provides a framework to examine the success of Skateboarding for Development in enacting PYD that supports national development outcomes. However, it is important to outline that PYD research posits that individual-level positive development outcomes do not necessarily equate to wider community and national benefits.⁸⁴ Alternatively, although we seek to enact PYD on an individual level, we also wish to examine how this may contribute to national and community development goals. It is at this cusp of personal and wider community development outcomes that multiple SDGs and outcomes serve as catalytic accelerators for sustainable youth-led development. As such, we look to not only examine individual outcomes, but pay close attention to how these are or are not, being enacted in wider ecology of users of The Freedom Skatepark. To do this, we broaden our research methodologies to capture potentials for community and national level development contributions and aligning these methods with *Vision 2030 Jamaica*. In particular, we explore how Skateboarding for Development and the Self-Determination theory may align with the “Big Three” of PYD at The Freedom Skatepark in terms of a holistic and total approach to youth development that integrates multiple developmental contexts. In doing so, this report utilises *Vision 2030 Jamaica* within a PYD frame work to answer our first research question:

1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?

Sports for Development (SfD) and Skateboarding

SfD approaches employ sports-led interventions as a tool for social development broadly aligned with SDGs. Following the uptake of 2030 Agenda underpinned by SDGs, the UN developed their office for *Sport for Development and Peace* in 2015 as to institutionalise

⁸⁴ Idib.

commitments for utilising sport as a tool for global change. Accordingly, a resolution to *Agenda 2030* adopted in 2015 posits:

“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals, and communities as well as to health, education, and social inclusion objectives”⁸⁵

With sport being outlined to underpin all 17 SDG goals, sport is found to be particularly efficient in supporting six Social Focus Areas (SFAs).⁸⁶ These are: health and wellbeing, education, women and girls, employability, inclusive societies, and peaceful communities.⁸⁷ SfD initiatives support SFAs through the supporting psychosocial benefits of exercise, improving self-esteem and confidence, developing ‘life-skills’ of project beneficiaries, as well as typically hosting wider youth-development programming wielding sport as a ‘hook’ to cultivate wider development outcomes.⁸⁸ Accordingly, there are over 3000 SfD organisations, however predominantly operate in Africa in either multiple sports or entirely focused on football.⁸⁹ Despite a blossoming SfD sector, shortcomings in researching and evaluation of SfD outcomes have been outlined as a matter of concern for practitioners, researchers and policy-makers.⁹⁰ Furthermore, there have been calls to review SfD interventions for the individual *and* wider-community, to examine both contextual and explanatory factors, and base research to develop theories and practices accordingly.⁹¹ Collectively, research-driven examination of SfD approaches can not only help stakeholders empirically examine the impact of programming, but better understand their impact within the local community and develop more efficient and effective sport-led programming.

⁸⁵ “2030 Agenda A/RES/70/1”

⁸⁶ “Sport for Good.”

⁸⁷ Ibid.

⁸⁸ “Beyond Borders”

⁸⁹ “A systematic overview”

⁹⁰ “Road to Evidence”

⁹¹ Ibid.

With a long history of great sporting achievement in Jamaica, sport presents itself as a potentially potent tool for development. This potential of SfD has been encapsulated through *The Jamaican National Sports Policy*. This document provides a framework for national sports development strategies that align with *Vision 2030 Jamaica*. Broadly, *National Sports Policy* presents a vision for sport in which there is a universal increase in recreational and competitive sports, sports it utilised as a significant contributor to economic growth and development, Jamaica continues to produce elite athletes, and professional sports is promoted as a measure of economic and social development.⁹² Whereas *National Sports Policy* provides a useful framework in which Jamaica recognises the potential of sports to obtain their development goals, the policy paper undoubtedly situates the social and developmental benefits of sport within elite competition, and fails to account for the modes in which non-competitive sports may support the island's achievements of *Vision 2030 Jamaica* and associated SDGs. Furthermore, although *National Sports Policy* outlines the potential for sports to support youth development, this is not equated to utilising sport interventions as part of wider development programming, nor details how youth development may be enacted beyond understandings of well-being and community. Nonetheless, in recognising the need to “create the conditions in which public and private sector institutions can work effectively together with communities to meet common goals,” The Freedom Skatepark presents a fieldsite to examine a more nuanced approach Jamaica's *National Sports Policy* in terms of skateboarding as a “hook” for accompanying youth development programming, and their subsequent effects of the island's wider development path as outlined with *Vision 2030 Jamaica*.

Despite skateboarding appearing to be a potentially potent tool to utilise within development practices,⁹³ both Jamaica and SfD approaches have failed to fully utilise this potential. Skateboarding has been on the island of Jamaica since the 1970s from which popularity in the sport has ebbed and flowed in reflection of global engagement with the practice. Much like the early beginnings of the sport in the USA, skateboarding in Jamaica has been intertwined with a growing surfing community. This has made the surfing-hotspot of Bull Bay an ideal location for The Freedom Skatepark. Prior to 2019, Jamaica had no formal skatepark, with only non-professional obstacles having been built by the skateboarding community littered across the island but centering primarily in Bull Bay with ‘The Gully DIY’ acting as the hub for

⁹² “National Sports Policy”

⁹³ “Beyond Boarders”

Jamaican skateboarding. Upon the announcement of skateboarding as an Olympic sport as of Tokyo 2020, the Jamaican Olympic Association (JOA) has supported the creation of the Jamaica Skateboarding Federation (JSF). Although initially elite-focused, JSF has more recently taken active steps in focusing towards a social and developmental approach to the grassroots of Jamaican skateboarding. However, it has been primarily INGOs that have supported the development of skateboarding withing an SfD paradigm on the island. In 2019, Boston BMX and Skatepark was constructed in Portland onsite of the Boston Community Centre which supports unattached youth of the area. However, this skatepark was built independent of any structured skateboarding programme. In 2020, The Freedom Skatepark and Youth Centre was constructed in Bull Bay which utilised an approach to youth development more targeted towards SDGs. Accordingly, a research-led approach to The Freedom Skatepark one year after construction presents a pilot study to examine the potential of skateboarding as a tool for development in Jamaica.

There are 117 documented social skateboarding projects operating in 61 countries in the world, reaching over 21,000 participants.⁹⁴ Drawing on engagements with skateboarding in terms of place making and community cohesion, as well as outlining the sport's value framework in terms of autonomy, creativity and socialisation, skateboarding is argued to present an encompassing conceptualisation of SfD approaches with particular focus on PYD.⁹⁵ Yet, despite recent research and scholarship in skateboarding highlighting the pro-social benefits of the sport, skateboarding-based SfD approaches remain a growing yet markedly under researched phenomenon. Recent overviews of Actions Sports for Development and Peace (ASDP) illustrate a growing field that encompasses skateboarding NGOs. ASDP are said to be able to develop different skills and learning opportunities than the sports typically used in SDP programmes through the rise of grassroots initiatives in which CJF have emerged from.⁹⁶ Likewise, we are able to draw influence on significant research conducted largely in the Global North, such as studies which found skateparks are embedded with communities of skaters *and* non-skaters with noticeable benefits for mental and physical health, relationships and the community, race and gender and skill learning.⁹⁷ Recent scholarly engagements with the Skateboarding for Development approaches provide useful insights to this study, particularly

⁹⁴ "Good Push"

⁹⁵ "Beyond Boarders."

⁹⁶ "SDP and Action Sports"

⁹⁷ "Beyond the Board"

skateparks as a site for social cohesion and peace building, and as a site for empowering youth within unstable environments.⁹⁸ As we see blossoming research that details the positive impact of skateboarding within an interventionist development framework it remains important to be pragmatic with this. Issues of wider impact, care for participation and marginalisation remain under studied;⁹⁹ something particularly important within the context of varying users and stakeholders from NGOs to funders, policymakers, and local- users, within SfD contexts.

This paper draws from and seeks to expand these bodies of research through an empirically-led, multi-method research approach to Skateboarding for Development at The Freedom Skatepark. In particular, the report aligns closely with SfD, PYD and wider understandings of development in terms of SDGs. Moreover, this report seeks to respond to calls to disentangle skateparks vis-à-vis the act of skateboarding to understand their impact independent of each other.¹⁰⁰ To do this, we present an empirically driven analysis of *both* skateboarding programming (Edu-Skate Impact) and wider youth development programming (Youth Development Survey) in which we analyse these independent of each other and then collectively to best understand the impact of The Freedom Skatepark. Consequently, following on from this review of the SfD field and through engaging with the growing number of skateboarding NGOs in Jamaica and across the world, this pilot research project earmarks an important milestone for both SfD and skateboarding for development practices. The research not only yields insights into the effectiveness of SfD in Jamaica's development path, but also serves as the first empirically-led, multi-method analysis of skateboarding for development. In doing so this paper can not only serve to measure the current field of skateboarding for development but also provides a framework for other skateboarding NGOS and wider SfD practitioners to engage and develop their own empirically-led analysis. Therefore, this paper also seeks to answer the following four questions:

2) Is Skateboarding for Development an effective practice of SfD?

⁹⁸ "Smoothing Space"; "Skateboarding in"

⁹⁹ "Performing Citizenship"

¹⁰⁰ Ibid.

3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?

4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?

Edu-Skate and The Self-Determination Theory (SDT)

The Edu-Skate Programme – a topic of inquiry for researching the impact of The Freedom Skatepark – is based on SDT. SDT posits the psychological needs for autonomy, competence, and relatedness as essential for personal development.¹⁰¹ In sum of the theory, the extent of which volition and psychological freedom (*autonomy*), a sense of effectiveness and mastery (*competence*) and a sense of intimacy and connection with others (*relatedness*) interplay across human experience, the more an individual's psychological well-being and health should be enhanced.¹⁰² More recent scholarship has disentangled needs *frustration* and needs *satisfaction* within the theory which posit each indicator of SDT can be understood in terms of an

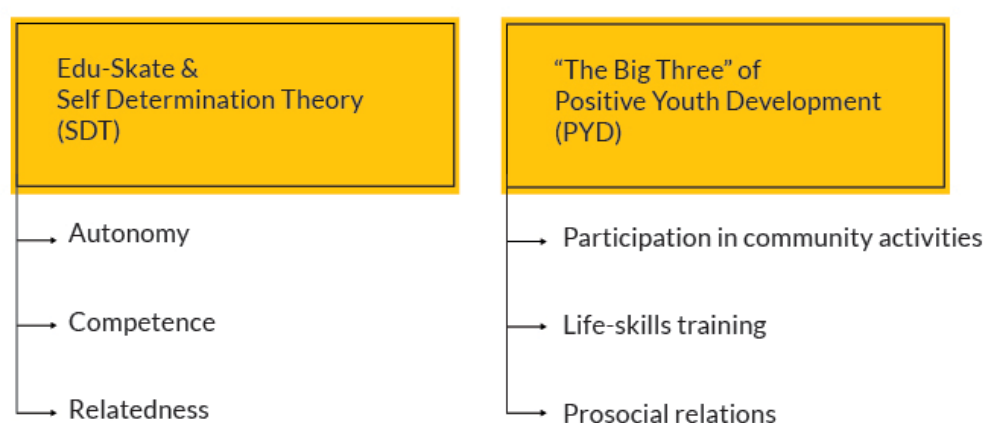


Figure 9 Edu-Skate and Positive Youth Development

¹⁰¹ "Self-Determination Theory"

¹⁰² Ibid.

individual's frustration or satisfaction.¹⁰³ Over thirty years after the publication of SDT there is now extensive research into SDT in many areas from healthcare, work, sport, and parenting.¹⁰⁴ The empirical literature examining the effects of SDT-based interventions is increasing, however it is unknown about utilizing SDT needs in development practices and skateboarding. However, previous research on the effectiveness of SDT within sport interventions and in non-western contexts provides firm theoretical and empirical base to develop our own research methodologies.¹⁰⁵ Moreover, with SDT argued to be cross-culturally effective, the utilisation of the theory within development practices presents potentiality for high impact programming.¹⁰⁶

Skateboarding lessons within Edu-Skate Classes are designed around improving participant autonomy, relatedness, and competence in which the satisfaction of these psychological needs supports personal psychological development amongst Edu-Skate participants. Earlier engagements with research outcomes on skateboarding and the potentiality of PYD relative to *Vision 2030 Jamaica* and SDGs provide a useful framework to present the potentiality of Edu Skate underpinned by SDT. Firstly, engagements with skateboarding as an essentially non-competitive and self-expressive practice from which personal endeavour within a highly socialised environment lends itself to supporting notions of autonomy, competence, and relatedness.¹⁰⁷ Secondly, Edu-Skate can be said to support the “Big 3” of personal development within unmatched youth from which participants in the programme have the potential to strengthen pro-social relationships, achievement, and self-efficacy which are argued to be key drivers to PYD. These positive outcomes for children and youth are argued to support long-term advantages to the community beyond personal development such as employment, economic prosperity, and social cohesion.¹⁰⁸ However, these positive outcomes in terms of Edu-Skate and PYD that underpinned by changes in participant autonomy, competence and relatedness may not necessarily equate to benefits to individuals wider community and beyond.¹⁰⁹ As such, in understanding PYD as framework that incorporates

¹⁰³ “BPSNF”

¹⁰⁴ “Self-Determination Theory”

¹⁰⁵ “BPSNF”

¹⁰⁶ Idlib.

¹⁰⁷ “Action Sports;” “Beyond Borders”

¹⁰⁸ “Positive-Youth Development”

¹⁰⁹ Hull et al. “Positive Youth Development.”

multiple developmental contexts, we seek to examine changes in SDT indicators in conjunction with other developmental results displayed at The Freedom Skatepark and alongside wider applications of outcomes beyond the individual. Accumulatively, within the context of Bull Bay an examination of SDT and skateboarding through Edu Skate provides insights into tackling community concerns as laid out in *The Bull Bay Community Priority Plan*. Furthermore, in examining SDT results and wider effects on the Bull Bay community, we seek to examine wider pathways for youth-led development in Jamaica in-line *Vision 2030 Jamaica* and paying close attention to multiple enactments of SDGs as “catalytic accelerators” for national development goals and outcomes. To do this, the research seeks to examine the following question and in doing so, explore both Edu-Skate, SDT and skateboarding as a driver for development at The Freedom Skatepark in terms of PYD.

5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence and relatedness?

The Significance of Researching Skateboarding for Development at The Freedom Skatepark in Bull Bay, Jamaica

This chapter situated the context of The Freedom Skatepark within academic and policy research. To do this, it presented how The Freedom Skatepark can be conceptualised in terms of SDGs, *Vision 2030 Jamaica* and Jamaican-led PYD. The chapter then explored and analysed the current field of within SfD and trends in Skateboarding for Development. Here, we see an emergent field within SfD which is able to utilise a unique subculture-informed sport in skateboarding, yet there are significant gaps in research-informed programming that can help understand impact and maximise intervention effectiveness. In understanding CJF's practice as a Skateboarding for Development intervention, we matched this to Jamaica's uptake of sports as an effective means for development, yet problematised a heavy focus on elite sport vis-à-vis grassroots social impact work. As such, despite proliferation of Skateboarding for Development NGOs presenting encouragement within the SfD sector, this research report can be understood as the first empirical-led research on Skateboarding for Development in terms of national development goals shaped by SDGs and thus highlights a significant contribution of the field. Accordingly, this paper also presents an important contribution on *how* to research

Skateboarding for Development which is explored further in the proceeding chapter. This chapter also engaged with Edu-Skate and SDT, drawing on earlier conceptualisations with PYD and skateboarding to theoretically situate programming at The Freedom Skatepark. Here we see how the three indicators of a positive development amongst emergent adults as changes in perceptions of autonomy, competence, and relatedness can be equated to the “big three” of PYD as prosocial relations, community participation and life-skills training. Therefore, this report also offers valuable contributions in terms of researching SDT within an SfD framework and through the act of skateboarding. Therefore, this report is also of attention to scholars and practitioners of SDT. Likewise, the following chapter is of interest to SDT scholars and practitioners engaged with *researching* the theory. In sum, five key questions are drawn from this theoretical situating of this research report. They are:

- 1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) Is Skateboarding for Development an effective practice of SfD?*
- 3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*
- 4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?*
- 5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence, and relatedness?*

The next chapter presents the research methodology devised to answer these questions. These are conceptualised within a multi-method approach that measures the impact of the Edu-Skate Programme relative to SDT, and a wider survey for users of The Freedom Skatepark in terms socio-spatial engagements with the skatepark. Therefore, the chapter presents a working methodology to measure skateboarding as a practice of SfD of interest to skate NGOs, scholars of SDT, and practitioners engaging with PYD within Jamaica and beyond. Further on in the report there is a critical engagement with the research methodologies from which CJF and other

interested parties may consider a more holistic approach to empirically researching skateboarding or similar SfD practices.

Researching The Freedom Skatepark: Skateboarding and the Self-Determination Theory

When analysing Jamaica's development path, it was found full of paradoxes and potentials. Despite a growing middle class, natural resources, tourism, stable democracy and high cultural exports, Jamaica has failed to achieve broad developmental growth akin to neighbouring Caribbean islands and is blighted by extreme levels of violence and crime. Although since the 1990s the island's HDI had been on steady incline, this has plateaued in 2017 and with no-post Corona Virus data available yet, is it safe to assume the cost of living and hardships in Jamaica have changed noticeably since 2018. Accordingly, coupled with data in multidimensional poverty and breadth of deprivation on the island, it is widely accepted the country has stagnated on their development path towards *Vision 2030 Jamaica*. What makes this particularly worrying for Jamaica is the long-term ramifications of this. The country's troubling numbers of violence, crime and homicide rank Jamaica as one of the most violent countries in the world which had been highlighted as a key constraint to achieving SDGs. Jamaica finds itself in a dangerous perpetuating cycle of stagnated development which encourages violent crime that subsequently protrudes the country further from achieving their SDGs. Of note is how these patterns disproportionately affect young people; poor quality schooling, lack of opportunities and low economic growth propels a brain drain fuelled by a strong diasporic population or makes gang membership a particular alluring proposition for those unable to leave Jamaica with high numbers of unattached youth island wide.

These trends in development exist no more so than in the community of Bull Bay, Kingston with a lack of opportunity, schooling and economic prosperity fuelled a spite of violent crime and unattached youth. It is within this community that the Freedom Skatepark was constructed in 2020 at the start of the Coronavirus Pandemic unfolding on the island. Constructed at the hands of CJF and Jamaican skateboarders, The Freedom Skatepark utilises skateboarding under SfD approaches to enact PYD to not only offer alternatives to violent crime for young people but also recognise them as instigators of Jamaica obtaining *Vision 2030* targets. To do this, The Freedom Skatepark offers skateboarding lessons known as Edu-Skate designed around SDT to enact PYD through improving participant's autonomy, competence and relatedness as precursors to a happy and positive development amongst young people. Likewise, the onsite

youth centre serves as a pivot of youth development programming that provides a wealth of soft and hard skills training, employment for adolescent and young adults from the surrounding community, and positive role model structures. This has led to several questions being posed around The Freedom Skatepark we seek to answer within this report:

1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?

2) Is Skateboarding for Development an effective practice of SfD?

3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?

4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?

5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence, and relatedness?

It is important to answer these questions for several reasons. Firstly, this report responds to calls to provide more robust accounts of SfD programming.¹¹⁰ More specifically, this report also marks the first empirical-based and mixed-methods inquiry investigating skateboarding in terms of SfD and SDGs. In doing so, this report's findings and methodologies are of use to researchers, practitioners and funders concerned with SfD, skateboarding and Jamaica's development path in terms of young people. Secondly, approaching these questions in a research-led manner allows CJF to improve programming and impact at the Freedom Skatepark through empirically identifying effective practices. This includes The Freedom Skatepark more generally, specific programming, the organisation of Edu-Skate and feedback on how to conduct future reports. Accordingly, care and consideration in constructing a research design and methodology was needed to produce as robust results as possible. The proceeding section follows guidance for researchers within SfD that calls for recognition of challenges in conducting SfD research, the use of validated measures,

¹¹⁰ "Sport for Development"

declaration of positionality, consideration of disseminating information publicly and widely, and presentation of rational when developing this methodology.¹¹¹ This is organised into two sections. Firstly, situating the methodology relative to scholarship and sensibilities of researching in Jamaica. Secondly, a presentation of the research design and account of how it was conducted over three months between June and September 2021. Accordingly, the two proceeding analysis chapters discuss how this data was analysed with reflections that engage with the shortcomings of this research design and considerations for new directions future research on CJF programming may take.

Situating the Research Methodology

Edu-Skate, Self-Determination Theory and BPNSFS

To measure the impact of The Freedom Skatepark this pilot study was split into two approaches. To measure Edu-Skate we drew on the theoretical underpinning of the skateboarding course in terms of SDT which we argue accounts for PYD amongst unattached youth in Bull Bay. According to SDT scholarship, students of Edu-Skate can be intrinsically motivated to achieving PYD by fulfilling three psychological needs of autonomy, competence and relatedness. Autonomy is defined as “the perceived origin or source of one’s behaviour,” competence means “feeling effective in one’s ongoing interactions...experiencing opportunities to exercise and express one’s capabilities,” and relatedness is “the desire to connect to others.”¹¹² The satisfaction of these three psychological needs are said to represent essential nutrients for personal growth.¹¹³ It was our intention to measure participant autonomy, relatedness, and competence before enrolling in Edu-Skate programming and once again three-months after in which each participant had completed a full semester of Edu-Skate.

To develop a research design that measured the changes in participant indicators of SDT utilising Edu-Skate as a sports intervention we worked with scholars of the theory from the University of Ghent. It was decided that the BPNSFS Scale¹¹⁴ was the best suited to answering

¹¹¹ Ibid.

¹¹² “The what and why of goal pursuits”

¹¹³ Ibid.

¹¹⁴ “BPNSFS”

our questions on Edu-Skate for four main reasons. Firstly, given the asymmetrical relation between need satisfaction and need frustration, we were not only concerned with measuring the absence of the indicators of SDT but also experiences in which participants have satisfied needs of autonomy, competence and relatedness.¹¹⁵ Secondly, BPNSFS has been successfully used in publications among both Western *and* non-Western populations making it well suited for implementation in Jamaica. Thirdly, the scale lends itself to more experimental and domain-specific designs which attunes to the uptake of BPNSFS in terms of skateboarding in Jamaica and our adaption to suit the context in which it was implemented. Finally, BPNSFS has been developed for both school children and adults which was utilised when attempting a holistic understanding of Edu-Skate from both the participants and their parents.¹¹⁶ Drawing on this scholarship around SDT we developed two separate questionnaires and interview guides based on BPNSFS for the participants in Edu-Skate and their parents.

The Youth-Development Survey

Beyond measuring the impact of Edu-Skate Programming, the Youth-Development Survey attempts to analyse The Freedom Skatepark more generally. With only *X%* of users of the skatepark enrolled in Edu-Skate, the Youth Development Survey explores the effects of The Freedom Skatepark to a wider user group and is more shaped towards adolescents and young adults. The questionnaire was based on SfD defined as “the use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution.”¹¹⁷ This was matched to scholarship that engages with skateboarding and skateparks in terms of public space, skills building, prosocial benefits, inclusivity and mental health and well-being. This combination marks commitments to understanding The Freedom Skatepark in terms of an “interventionist approach” whereby sport interventions are argued to contribute to change and transformation within a much larger framework of initiatives and programmes.¹¹⁸ Accordingly the Youth-Development Survey was designed to *not* measure the practice of skateboarding, but The Freedom Skatepark as an assemblage of mentorship, skills training and sports intervention with a wider guise to

¹¹⁵ “On psychological growth”

¹¹⁶ “Toward A Hierarchical Model”

¹¹⁷ “Sport for Development”

¹¹⁸ “Sport and Development”

enact PYD. This becomes particularly useful when discussing the results of Edu-Skate Impact and Youth Development Survey in which there is an attempt to isolate skateboarding as an intervention and analysis of the two combined in which The Freedom Skatepark is treated as an assemblage of SfD practices with a wider ranging community of concern.

Researching in Jamaica

The research methodology was based on scholarship from SDT and skateboarding, drawing on feedback and development from individuals prominent in both fields as well as allowing adaption for implementation within the context of Jamaica. Accordingly, the research methodology was developed over four stages of the research project which allowed for a reflexive and situated research design that was adaptable to changing conditions in the field such as unfolding Covid-19 lockdown restrictions. The first stage as detailed above, drew on research and scholarship within the fields of study to produce an empirically-based research design seeking to answer the proposed research questions. Secondly, this prototype research design was developed further following consultation and feedback from community leaders and social scientists in Bull Bay and Jamaica. They were able to highlight any potential cultural sensitivities and offer guidance on the practicalities of the research plan which was adjusted accordingly.

Following a redesign of the research plan, a trial period took place in which two families partook in answering questionnaires and interviews from which we were able to receive further feedback. This was largely based around the suitability of BPNSFS for young people growing up in Jamaica, as well as the reaction from parents who were being asked potentially sensitive and private questions about their children. Thirdly, the data collection stage of the research project was delivered by a team of research assistants from Bull Bay and wider Jamaica. This included a social scientist who previously worked on a research project exploring marine biology and surfing, a recent university graduate who went on to work for the Jamaican government, and staff member at The Freedom Skatepark. Beyond the appropriateness of undertaking data collection situated within the community in which the participants of the project were based, this also allowed for further feedback and development whereby each assistant was able to draw on their own background and expertise to adjust the methodologies accordingly over two days of training. Finally, there were further feedback and development days after finishing the first stage of data collection and before starting the final stage. This

was valuable in immediately reflecting on data collection which could be altered logistically and practically for the second stage, provided important initial thoughts that reflect the analysis of the data, and offered feedback from research assistants into the redesign of future research projects. Although we were not able to change questionnaires at this point, we were able to discuss useful feedback and support on conducting semi-structured interviews that aided in the subsequent stages of data collection.

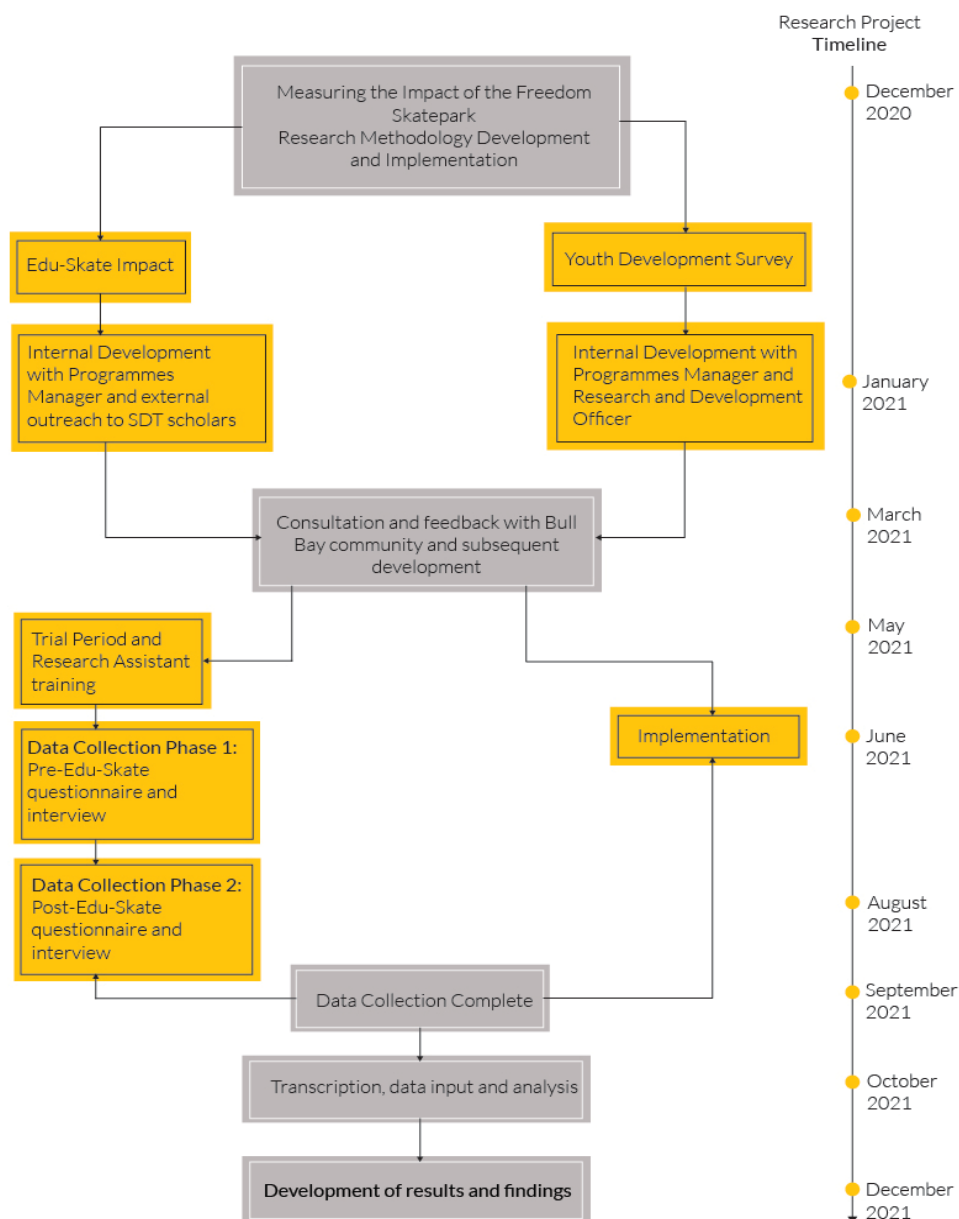


Figure 10: Researching skateboarding in Jamaica

The Research Design - Edu-Skate Impact

Participants

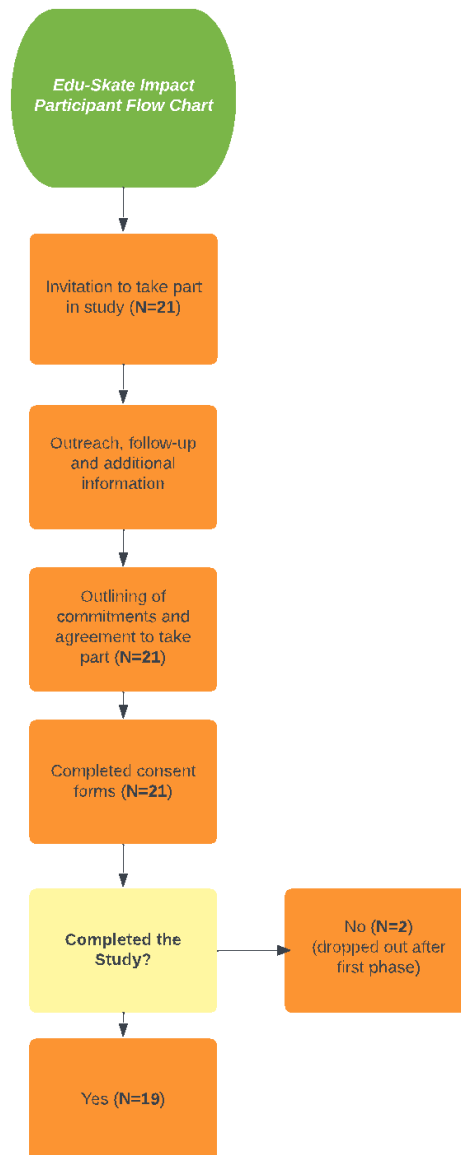


Figure 11: Edu-Skate participant flow chart

To perceive the effects of Edu-Skate enrolment in terms of SDT and needs satisfaction and frustration of each indicator, we based the questionnaires and interviews largely on BPNSFS. The first phase of the study took place at the start of June 2021 and the second phase took place at the end of August/start of September 2021. Over this time each child completed 3-month semester of Edu-Skate, consisting of weekly two-hour skateboard classes underpinned by

notions of autonomy, competence and relatedness. In total, 21 children and their parents were asked to take part in the research project, of which every person agreed with some citing a recognition of the importance of research and data collection. However, after the first phase of data collection two participants pulled out due to family circumstances. Upon receiving permission for enrolment in Edu-Skate, each parent received a factsheet and invitation letter to partake in the research project. The parents were asked to return a signed consent form if they wished for themselves and their children to partake in the research project, or to leave a phone number if they required more information. Before any data collection took place, each child and their parents were reminded of the scope of the project and what was expected in their involvement.

	Community	RISE
Gender split (M/F)	9/2	6/4
Age range and average	6-14 (N=11.5)	6-15 (N=10)
Skated before? (%)	100%	0%
Average days at skatepark	4.5	1
Attendance of other youth development programming at FSP? (%)	66%	0%
Average attendance of Edu-Skate (out of 12 lessons)	8	9

Figure 12: Comparative baseline data for Edu-Skate participants between RISE and Community Groups

11 children and their parents living in Bull Bay took part in the research and are referred to as 'Community.' 7 of these children lived within a five-minute walk to the skatepark. 2 children did not finish the second stage of the research because of a bereavement in the family related to gang violence; their data has been removed from analysis. There were 2 girls and 9 boys in the Community group aged between 6 and 14 (N=11.5). All the Community participants had skateboarded before and would spend between 2 and 7 days at the skatepark (N=4.5). Likewise, 66% would also partake in the youth development programming on offer at The Freedom

Skatepark. It was more common for parents in the Community to have two children participating in the research project; 6 out of 9 children who completed the research project were from 3 families. The modal value for highest educational qualification in the household was Highschool Diploma. Only one child had a family member who had obtained a Bachelor's Degree. The parents worked largely blue-collar jobs. The median number of people in the households of the Community group was 7. There are 12 Edu-Skate Classes in a semester; attendance ranged from 5-12 (N=8).

	Community	RISE
Modal highest qualification	Highschool Diploma	Bachelor's Degree
Modal job types	Blue collar	White collar
Multiple children participating? (Y/N)	3/6	3/10
Household number median	7	5

Figure 13: Baseline comparative data for parent's of Community and RISE Edu-Skate participants

10 of the children were from inner-city Kingston and associated with RISE Life Management Services (RISE). RISE are a community centre offering programming and education to at-risk youth living in central Kingston. These children are referred to as 'RISE.' All participants from RISE completed the research project. They lived approximately 45-minute drive away from the skatepark and visited once a week for an afternoon for Edu-Skate lessons and would spend additional time using the skatepark up to an extra hour. None of the children had skateboarded before and spent no additional days at the skatepark. None of the children attended any other youth development programming at The Freedom Skatepark, however all would be enrolled in a variety of other programming through-out Kingston as organised by RISE. The age range of participants from RISE was 6-15 (N=10). There were 6 boys and 4 girls. The modal value of

highest educational achievement in the household of RISE participants was Bachelor's Degree. The parents worked largely white-collar jobs. The median number of people in the households of the RISE group was 5. Attendance for Edu-Skate Classes ranged from 7 to 10 (N= 9).

Questionnaire

Autonomy	
1) I am free to choose the things I do	(satisfaction)
2) Most of the things I do, I do because I have to	(frustration)
7) I do the things I do because I really want to do them	(satisfaction)
8) I feel forced to do many things that I actually do not want to do	(frustration)
13) I choose the things I do because I want to do them	(satisfaction)
14) I feel pressured to do too many things	(frustration)
Competence	
5) I can do things well	(satisfaction)
6) I often have doubts about whether I'm good at things	(frustration)
11) I am good at what I do	(satisfaction)
12) I feel disappointed in a lot of things I do	(frustration)
17) I can achieve my goals	(satisfaction)
18) I feel insecure about what I am able to do	(frustration)
23) I am good at difficult tasks	(satisfaction)
24) I sometimes feel like a failure when I make mistakes	(frustration)
Relatedness	
3) The people that I like, also like me	(satisfaction)
4) I feel excluded from the group I want to be part of	(frustration)
9) I feel close to the people I care about	(satisfaction)
10) I feel that people who are important to me are unkind to me	(frustration)
15) I feel close to and connected with the people who are important to me	(satisfaction)
16) The people I spend time with don't like me	(frustration)
21) I have warm feelings towards the people I spend time with	(satisfaction)
22) I feel that the relationships I have with other people are easily broken	(frustration)

Figure 14: Sample survey for Edu-Skate participants

The quantitative questionnaires were based on the BPNSFS. They were administered in standardised English. The children received a child version of the questionnaire and their parents an adult version. There were minor alterations on the wording of some questions within the child's questionnaire following feedback from the trial stages of the research project. Each participant received the same questionnaire before enrolment in Edu-Skate and three months after once the course had been completed. The aim of doing this was to compare the results. Of note, there were no references to skateboarding or Edu-Skate within the questionnaire. Some

of the children and parents had trouble reading and writing; when this was the case research assistants read the questionnaires to the participants and answered accordingly.

The questionnaires were based on the 5-Likert scale: *Completely not true* (1); *Not true* (2); *Neutral* (3); *True* (4); *Completely true* (5). The questions measured both needs satisfaction and frustration of SDT. This creates 6 distinct facets of SDT; Autonomy Satisfaction, Autonomy Frustration, Competence Satisfaction, Competence Frustration, Relatedness Satisfaction, Relatedness Frustration. As guided by BPNSFS, these facets were mixed within the questionnaire. We have created individuals composite scores for each three needs by combining the need satisfaction and reversed need frustration items for each SDT need (*Autonomy*, *Competence*, *Relatedness*), a composite score for each SDT indicator in terms of frustration and satisfaction (*Autonomy_frus*, *Autonomy_sat*, *Competence_frus*, *Competence_sat*, *Relatedness_frust*, *Relatedness_sat*), and composite score combining all three indicators of SDT into need satisfaction and need frustration (*Satisfaction*, *Frustration*). Each indicator of SDT (Autonomy, Competence, Relatedness) equated to 8 answers within the questionnaire. Accordingly, 4 of these questions related to frustration or relatedness for each indicator of SDT. Each new variable was created by calculating an average from the related questions. For example, *Autonomy* was calculated by averaging all 8 answers related to that indicator, whereas *Frustration* was calculated by finding the average of 12 questions across all three indicators. The survey was answered by the children and their parents participating before and after the skate lessons in a period of 3 months. Accordingly, in analysis Edu-Skate was valued 0 and 1 serving to measure the effects of the lessons as an intervention.

Interviews

Each child and their parent were interviewed before enrolment in Edu-Skate and three months later after they had completed one semester of classes. Each interview lasted around 10-minutes in length. Semi-structured interviews were selected due to the researchers having determined some areas of the phenomenon based on previous knowledge, for example scholarship of SDT and Edu-Skate, as well as our intentions for studying participant perceptions and opinions on these topics which may be complex and sensitive.¹¹⁹ Likewise, the use of semi-structured interviews allowed for an open discussion on the topic at hand which facilitated diverse

¹¹⁹ "Systematic methodological review"

perceptions to be expressed.¹²⁰ Using aforementioned knowledge on both SDT and Edu-Skate, we were able to develop a loose interview guide that drew heavily on BPNSFS and research on skateboarding. Whereas questionnaires were generic in nature, the semi-structured interviews asked directly about Edu-Skate, The Freedom Skatepark and related topics such as behaviour at school or at home. Beyond drawing from an extensive literature review, trial periods of the research project, feedback from community leaders and training/reflection days with research assistants allowed us to “consult the experts” and adapt the semi-structured interviews to the context at hand.¹²¹ The interview guide was formulated as a list of topics around the three indicators of SDT and examples of follow-up questions which served as starting points to engage with open and diverse discussion. Accordingly, the guide was “loose” and “flexible,” allowing for dialogue within the interview with the opportunity to change the order of questions that were open-ended in nature to facilitate spontaneous and in-depth discussion.¹²²

Each interview was conducted and transcribed by the research assistants. The conversations mostly took place in Jamaican Standard English, commonly known as Jamaican Patois. Feedback from the interviewees valued local Jamaican research assistants and the less formal structure which facilitated a “more natural conversation.” The second phase of data collection took place during a wave of Coronavirus in Jamaica and subsequent government-issued lockdowns, mostly between Thursday and Sunday. Accordingly, due to the shortened week participants from the Community found it difficult to make time to visit the skatepark for interviews and four of the interviews took place over the telephone. In terms of analysis, a three-step technique was carried out.¹²³ Step 1, the data underwent repeated reads for familiarity. Step 2, the data was analysed in terms of SDT in which associated words or sentences related to autonomy, competence and relatedness were underlined and coded. Step 3, the context, frequency and changes of indicator-related words and phrases were recorded. These were then examined independently and in relation to each participant’s questionnaire outcomes.

¹²⁰ Ibid.

¹²¹ Ibid.

¹²² Ibid.

¹²³ “Effects of Daily Routine”

The Research Design – Youth Development Survey

Profile

- 1) Name of respondent
- 2) Date of survey
- 3) Do you consent with the processing and publication of this data?
- 4) What is your gender?
- 5) How old are you?
- 6) Do you consider yourself as having a disability?
- 7) Which area of Jamaica do you live?
- 8) Are you enrolled in full-time education?
- 9) What is the highest educational qualification you have received?
- 10) Are you in employment?

The Freedom Skatepark

- 11) On average, how many days per week do you visit the skatepark?
- 12) On average, how long do you spend at the skatepark per visit?
- 13) How do you use the skatepark?
- 14) Have you partaken in any of the organised activities at the skatepark?
- 15) Would you partake in the following organised activities?
- 16) How do you travel to the skatepark?
- 17) What are the main difficulties regarding transportation to the skatepark?
- 18) Do you feel influential in the decision-making at the skatepark?
- 19) Do you feel there is a strong community at the skatepark?
- 20) Do you feel you belong at the skatepark?
- 21) Do you feel safe at the skatepark?
- 22) Are you able to meet people and make new friends at the skatepark?
- 23) Is the skatepark a place you can personally develop?
- 24) Are you able to learn valuable life-skills at the skatepark?
- 25) Is there anything you would like to see at the skatepark that is not there?

Development and Work-Skill Training

- 26) Have you received any form of training outside of education?
- 27) When did you receive this training?
- 28) Would you like to receive additional training at the skatepark?

Jamaican Society

- 29) Do you feel there is a strong community and unity in wider Jamaican society?
- 30) Do you feel that you belong to the wider Jamaican community?
- 31) Do you feel influential in the decision-making of the wider-community?
- 32) Do you feel safe in public?
- 33) Are you able to meet new people and make new friendships in wider society?
- 34) Do you access any other free-to-use public facilities (besides The Freedom Skatepark?)
- 35) How satisfied are you with Jamaica's provision of free-to-use public spaces?
- 36) Are there enough opportunities for personal development in Jamaican society?
- 37) Do you have enough opportunities to learn general life-skills in wider Jamaican society?

Figure 15: The Youth Development Survey

The Youth Empowerment Survey was created through two approaches. Firstly, we developed a more general Needs Assessment Questionnaire in which we intended to provide baseline data on the surrounding community and families of those who use the skatepark. The goal was to best understand the community needs in which CJF could develop specific programming around. This was formalised as a 78-question, household survey which asked question on family profile, housing conditions, food provision, water, sanitation and hygiene, health, socio-economic status, and adult literacy and work-skill training. This survey was handed over to local community members and leaders as part of the research project feedback process. Although it was recognised that this data would be valuable to obtain, members of the community voiced concerns of privacy and practicalities of implementing an ambitious needs assessment. It was suggested that the research project should focus on the individuals who use the skatepark in terms of youth development and draw on census data and previous community outreach initiatives publicly available online. Accordingly, the census data and community outreach initiatives were utilised when exploring the context of Jamaica's development, Bull Bay community concerns, and lived experiences of the surrounding community to The Freedom Skatepark.

In line with these recommendations, the Youth Development Survey was drawn from earlier conceptualisations of a more general Needs Assessment, and then shaped around scholarly engagements with SfD and skateboarding. The survey first profiled each respondent along age, gender, and schooling and employment status. Secondly, questions focused on the respondents engagements with The Freedom Skatepark. They were asked how many days a week do they use the space, for how long, what activities to they partake in, what future activities would they be interested in, and the modes of travel they use to reach the skatepark including any difficulties they face in doing so. After this, questions revolved around how each respondent feels at the skatepark in terms of empowerment, community, belonging, safety, socialisation, and personal development scored on a 1-5 Likert scale. There was also a space to suggest any improvements that may be implemented at The Freedom Skatepark. Thirdly, respondents were asked about their personal development and work-skill training. However, there were confusions about if these questions relating to the wording in 'training' referring to sports or life-skills more generally, and if the questions were specifically asking about activities at The Freedom Skatepark or opportunities across Jamaica. Within this section we were seeking to understand trends in *any* engagements with life-skills and personal development *outside* of the Freedom Skatepark to possibly replicate popular programming at the skatepark. Due to

confusing wording this has created a response bias and has been omitted from analysis. The final section asked the same questions regarding respondent feelings at The Freedom Skatepark however in relation to wider Jamaican society. This was intended for comparative purposes. After this, we asked about respondent's use and experiences of public spaces in Jamaica. Of note, differing understandings of what constitutes a public space provided unintentional yet valuable insight of attitudes to the provision of public space in Jamaica.

The Youth Development Survey was implemented between June and September 2021. It was intended for all users of the skatepark over this time to complete. In total, 84 people completed a survey. The survey was available in physical form at the skatepark (N=76) and available to fill-out online via GoogleForms (N=8). The majority of respondents completed a form after being asked to and discussing the merits of their participation. Social media was used to encourage people to complete surveys however was largely ineffective. Future implementations require substantive in-person encouragement at the site of delivery. Most respondents were able to complete a survey without explanation of questions, however younger respondents required some support. The results of this survey are discussed in Chapter 6 and Chapter 7 of this report.

Concluding thoughts on Researching Skateboarding in Jamaica

This chapter presents the methodologies that were utilised to answer the 5 questions set out within the previous chapter. These were:

- 1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) Is Skateboarding for Development an effective practice of SfD?*
- 3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*

4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?

5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence, and relatedness?

In doing so, this research report seeks to examine the impact of The Freedom Skatepark one-year anniversary and lay an empirical groundwork for conceptualising Skateboarding for Development. To do this, we have attempted to measure the impact of Edu-Skate Programme on 19 participants in Jamaica over three months between June-August 2021. Due to the programme having been theorised within a framework of SDT, we looked to examine changes in participant autonomy, competence, and relatedness as precursors for PYD. After working alongside scholars of the theory, we up took the BPNSFS scale in the format of questionnaire administered to both participants of Edu-Skate and their parents. The research project also went through significant development, trial and re-development before final implementation drawing on a range of people and experiences in an attempt to make the methodology as robust as possible. This was because the BPNSFS Scale allowed us to measure both needs frustration and needs satisfaction providing a more nuanced understanding of Edu-Skate, it was proven to be effective in non-Western contexts, it was experimental and utilised across domain-specific environments suiting Skateboarding for Development, and had questionnaires adapted for both children and adults. This questionnaire was also supported by semi-structured interviews before and after enrolment in Edu-Skate. Children from the local of community of The Freedom Skatepark and those living in inner-Kingston partook in the research project. This will yield insightful and important comparisons for both CJF and wider practitioners of interest.

As part of the research project, we also implemented a Youth Development Survey to be completed by all users of the skatepark over the three months in Summer 2021. This was based on previous research conducted within SfD field and wider skateboarding scholarship. We looked to profile users of the skatepark and ask them how they feel in the space in terms of empowerment, community, belonging, safety, socialisation, and personal development which can be compared to answers from the same questions but relating to wider Jamaican society. There were also opportunities within the survey for respondents to voice their opinion on the skatepark and offer improvements in programming and infrastructure. The profiling of respondents allows CJF to gain a clearer understanding of who is using the skatepark and who

is not. The comparisons between feelings of the skatepark and wider Jamaican society should reveal the impact of the skatepark that align with SfD approaches alluding to ways or ways not PYD is being enacted there compared to Jamaica's wider development. The following chapter discusses the results of the Edu-Skate Impact segment of the research project. This is followed by a chapter outlining the findings for the Youth Development Survey. The final chapter of this research report discusses the results in tandem outlining the impact of The Freedom Skatepark one-year after construction.

Measuring the Effects of Edu-Skate Classes as a Skateboarding for Development Intervention

Edu-Skate Classes are designed to support personal development and growth through structured skateboarding classes that teach and nurture positive life skills underpinned by the three indicators of SDT; autonomy, competence and relatedness. The programme is aimed at children between the ages of 6-16 years old, with weekly lessons that last two hours. Each week the lesson focuses on a specific life skill that are: a positive mental attitude, awareness, confidence, respect, cooperative learning, resilience, perseverance, a supportive attitude, courage, creativity, and teamwork. The selection of these life skills is underpinned by the three indicators of SDT which are argued to support psychological well-being and positive personal development.¹²⁴ In terms of Edu-Skate as a practice of SfD, we examine the programme's potentiality to enact PYD across participants and its subsequent contribution to *Vision 2030 Jamaica*. There are twelve lessons in a semester of Edu-Skate after which the participants become graduates of the programme (although encouraged to continue enrolling for more seasons). The lessons begin by a group warm-up and discussion on the previous week's lesson and the life-skill that the most recent lesson will be centred around. There are questions on our understanding of that life-skill, how it may apply in skateboarding, at The Freedom Skatepark and more generally in the participant's day-to-day life. After this, participants enter the skatepark to undertake a skateboarding task based on the lesson's life-skill; this may be creating a new trick for creativity or attempting a particularly daunting obstacle for courage. Throughout the lesson the Edu-Skate teachers educate, encourage, and assist whilst centering the lesson's life skill throughout. After roughly one hour, there is a drink and fruit break followed by a free skate for the remainder of the lesson. The children are encouraged to continue developing the prior tasks whilst deciding to skateboard in whatever way they wish. After a free-skate time, the lesson concludes with further group discussion around the life-skill, how it was applied within the specific lesson and what can be taken in a wider application into the children's daily lives.

¹²⁴ Deci and Ryan, "Self Determination Theory"

	Community	RISE
Gender split (M/F)	9/2	6/4
Age range and average	6-14 (N=11.5)	6-15 (N=10)
Skated before? (%)	100%	0%
Average days at skatepark	4.5	1
Attendance of other youth development programming at FSP? (%)	66%	0%
Average attendance of Edu-Skate (out of 12 lessons)	8	9

Figure 16: Comparative baseline data for Edu-Skate participants between RISE and Community Groups

	Community	RISE
Modal highest qualification	Highschool Diploma	Bachelor's Degree
Modal job types	Blue collar	White collar
Multiple children participating? (Y/N)	3/6	3/10
Household number median	7	5

Figure 17: Baseline comparative data for parent's of Community and RISE Edu-Skate participants

The Edu-Skate semester in which this research report took place ran between June and September 2021. This was roughly one-year after the construction of The Freedom Skatepark. It took place during the summer school holidays, however for some time schools on the island had largely been closed or offering online lessons due to Covid-19. It is worth noting that some of the children at The Freedom Skatepark do not have the necessary technological infrastructure to attend online schooling. Furthermore, whereas at the beginning of the semester Jamaica was largely open and day-to-day life was not greatly affected by Covid-19 and lockdown measures, by September 2021 a 3-day complete lockdown was in place between

Thursday evening and Monday morning, as well as nightly curfews. This is discussed further when considering the results in terms of child autonomy, competence, and relatedness. Likewise, the summer term would have affected participation rates and allowed for a more-structured and comprehensive youth development programming beyond just Edu-Skate known as the “Summer Programme.” Here, there were additional youth development programming including homework club, wood workshop, car mechanics, music lessons, and field trips that were largely attended by the Community Group however not attended by the children from RISE. The Edu-Skate semester in question was RISE’s first involvement with the Freedom Skatepark; the children had never skateboarded before. The lessons were largely taught by members of the local skateboarding community with support from three international volunteers. This chapter primarily examines the impact of completing a semester of Edu-Skate Classes as well as providing a comparative analysis of Edu-Skate Classes between the Community and RISE groups.

This chapter aims to measure the impact of the Edu-Skate enrolment on the participants from RISE and Community in terms of SDT indicators of autonomy, relatedness, and competence. Earlier in this report, we presented a theoretical matrix that argued improvement in participants autonomy, relatedness, and competence as indicators of psychological well-being and positive personal development would enact PYD which in turn contributes to improvements in Jamaica’s wider development path. Therefore, in this chapter we seek to answer the following research questions:

- 1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) Is Skateboarding for Development an effective practice of SfD?*
- 3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*
- 4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?*

5) Does enrolment in Edu-Skate Programming effect changes in a participant's autonomy, competence, and relatedness?

To answer these questions, we draw on quantitative and qualitative analysis from questionnaires and interviews conducted prior to enrolment in Edu-Skate and after completion of one semester of classes. This was done with both the children and their parents from the Community and RISE groups. We first draw on a quantitative analysis of questionnaire data from the children enrolled in the programme seeking to analyse changes in autonomy, competence, and relatedness. We find that on average, following three months of Edu-Skate Classes participants' self-perception of all three SDT indicators were higher than prior to enrolling in the skateboarding lessons. We then turn to creating models that best predict the outcomes of these changes in SDT indicators that were statistically significant. There is also a discussion regarding the questionnaires from the parents which were removed from analysis due to sampling error resulting from exogenous factors that distorted results. We then analyse interview data from both the parents and children enrolled in Edu-Skate in terms of participant changes in autonomy, competence, and relatedness. We did this by interviewing the children and their parents prior to enrolment in Edu-Skate and once the semester was completed. Interviews were transcribed and coded in terms of the three SDT indicators. Finally, there is a discussion results from the interviews and questionnaires in terms of PYD and *Vision 2030 Jamaica*. In general, we see positive changes in participant autonomy, relatedness, and competence supported by both interview and questionnaire data. There are also interesting outcomes regarding the effects of Community or RISE groups and parents indicating other programming at The Freedom Skatepark that they see as supporting the positive effects of Edu-Skate Classes. Accordingly, analysis and discussion of these variables are important to understand the outcomes and limitations of Edu-Skate as a practice of Skateboarding for Development, for CJF to improve programming, and to foreground analysis on the Youth Empowerment Survey in the proceeding chapter.

Quantitatively Measuring the Impact of Edu-Skate Classes Through Changes in Participant Self-Perceptions of Autonomy, Competence, and Relatedness

Measuring the Changes in Autonomy, Competence and Relatedness, Prior and After Edu-Skate Classes

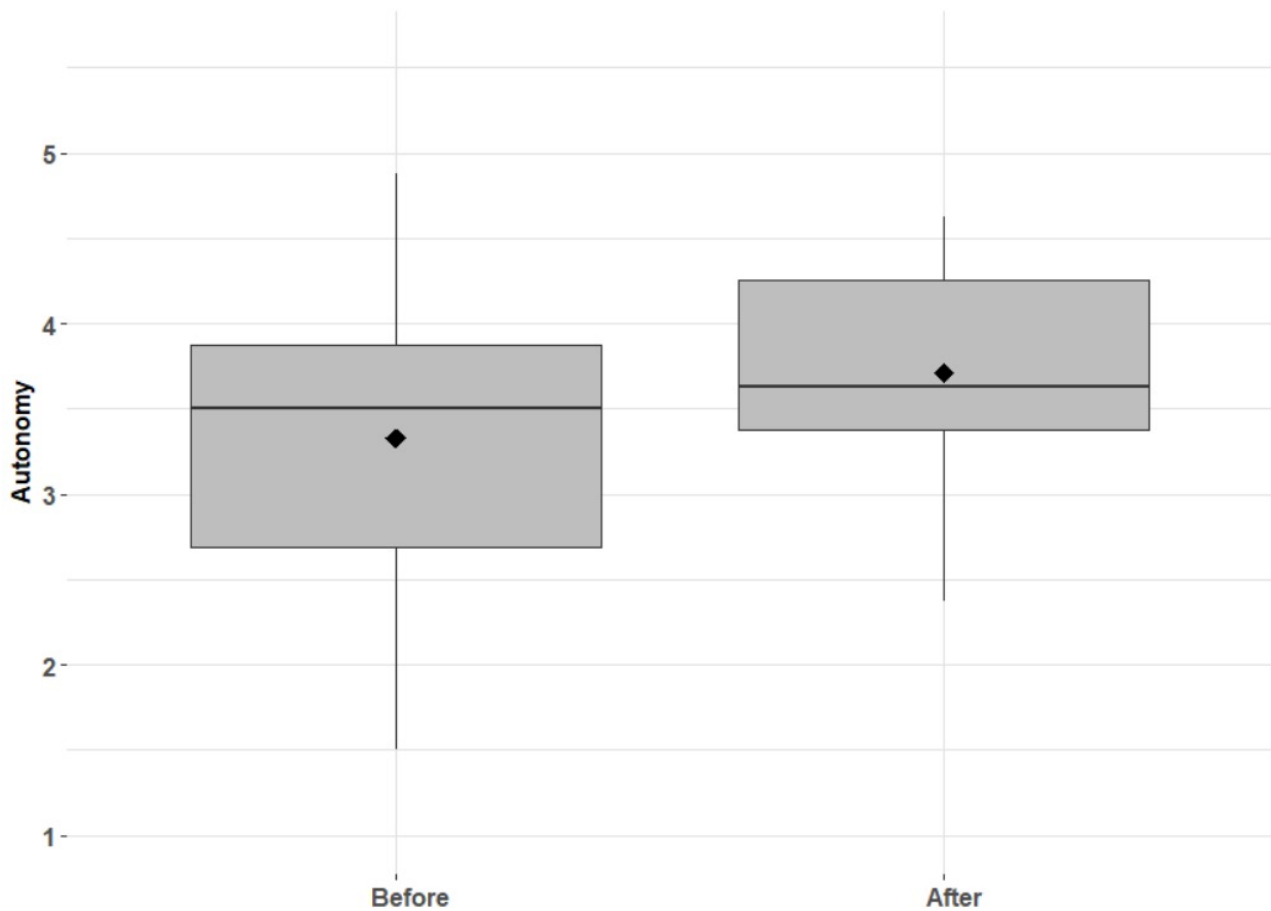


Figure 18: Boxplot comparison of average changes in Edu-Skate participant perceptions of autonomy before and after three months of Edu-Skate Classes

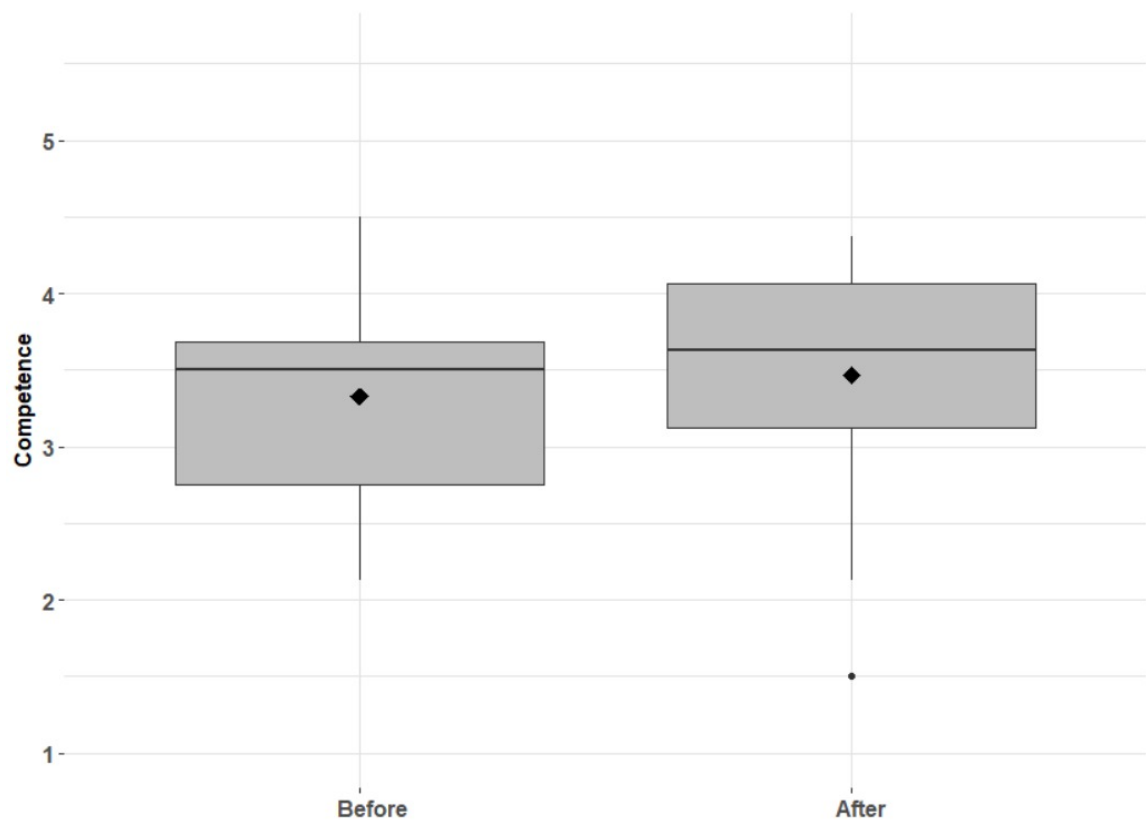


Figure 20: Boxplot comparison of average changes in Edu-Skate participant perceptions of competence before and after three months of Edu-Skate Classes

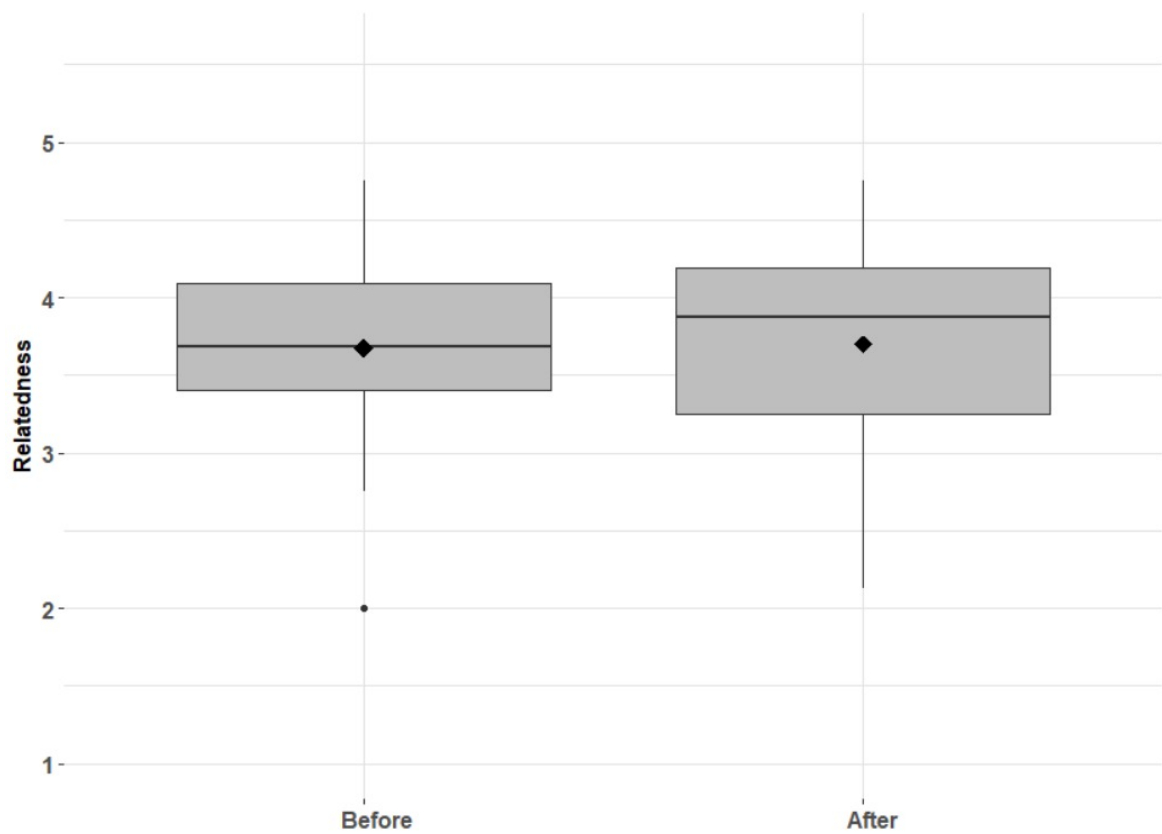


Figure 19: Boxplot comparison of average changes in Edu-Skate participant perceptions of relatedness before and after three months of Edu-Skate Classes

To assess the impact of Edu-Skate on the participants of the programme, we aimed to measure the perception of changes in perceived autonomy, relatedness, and competence. To do this, we created composite variables of the three SDT indicators. Each indicator had 8 questions for each category valued from 1 to 5. To capture both the satisfaction and the frustration component of each indicator, the values of frustration had to be reversed. That is, satisfaction varied from 1 to 5 with 1 equating to the most negative answer and 5 the most positive, whereas this was the opposite to questions relating to needs frustration. Therefore in our analysis positive changes in perceptions of needs frustration equate to a decrease in participant frustrations which is desirable in terms of the impact of Edu-Skate Classes and our subsequent conceptualisations of Sfd and PYD. Furthermore, Edu-Skate is treated as a binary intervention whereby one observation took place before enrolment in classes (valued as 0) and one observation of the same questionnaire after completion of three months of skateboarding lessons (valued as 1). Firstly, we observed if there were any changes in the children's perceived average scores for the composite variables of autonomy, competence, and relatedness. We then tested to see if any of these changes in autonomy, competence and relatedness were statistically significant. Secondly, we compared how these average scores differed across the Community and RISE group. Thirdly, we created scores for each three indicators of SDT in terms of needs satisfaction and needs frustration. We then tested to see if there were any changes in autonomy satisfaction and autonomy frustration, competence satisfaction and competence frustration, and relatedness satisfaction and relatedness frustration. We then check to see if these were also statistically significant.

Figures 18, 19 and 20 are boxplot graphs that demonstrate the average changes in Edu-Skate participant self-perceptions of autonomy, competence, and relatedness prior to enrolment in the skateboarding classes and three months later after completing one semester of lessons. From these results we see that all three indicators of SDT showed some improvement across the mean and median after three months of Edu-Skate Classes. For the average score of autonomy, we saw the greatest increase in value moving from a mean score of 0.38 on the Likert-scale, whilst competence improved by 0.14 and relatedness improved by 0.02. This improvement was statistically significant within a 97% confidence interval only in the case of autonomy. That is, we are 97% confident improvement in participant autonomy was correlated to enrolment in Edu-Skate Classes. Figures 21, 22, and 23 demonstrate the result of changing self-perceptions across the three SDT indicators between pre-and-post Edu-Skate enrolment in comparison to the Community (N=1 in blue) and RISE (N=0 in red) groups. From these results

we see four important observations emerging. Firstly, the net effect changes from pre to post Edu-Skate Classes is larger amongst the Community group than RISE group, except for autonomy in which it is equal. Secondly, the average unit scores taken after completing a semester of Edu-Skate Classes was higher across all three SDT indicators for the Community group compared to RISE. Thirdly, the average scores for the RISE group reduced by a net effect of -0.2 for competence and -0.3 for relatedness. Fourthly, for the mean scores prior to Edu-Skate, the Community group exhibited higher scores for the SDT indicators except for relatedness, however after the semester of the skateboarding classes the Community group had higher average scores for all indicators.

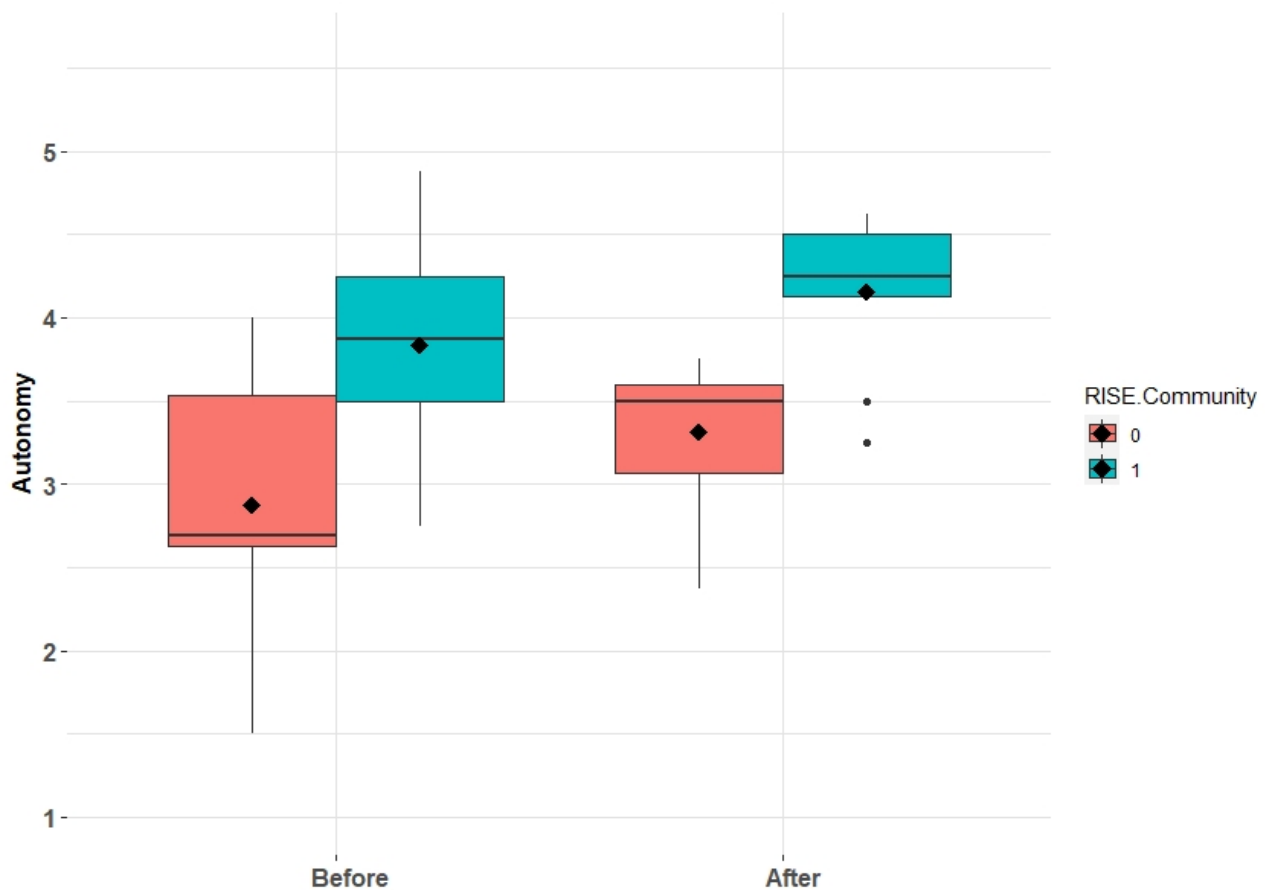


Figure 21: Comparing average scores for changes in self-perception of autonomy across Community and RISE groups

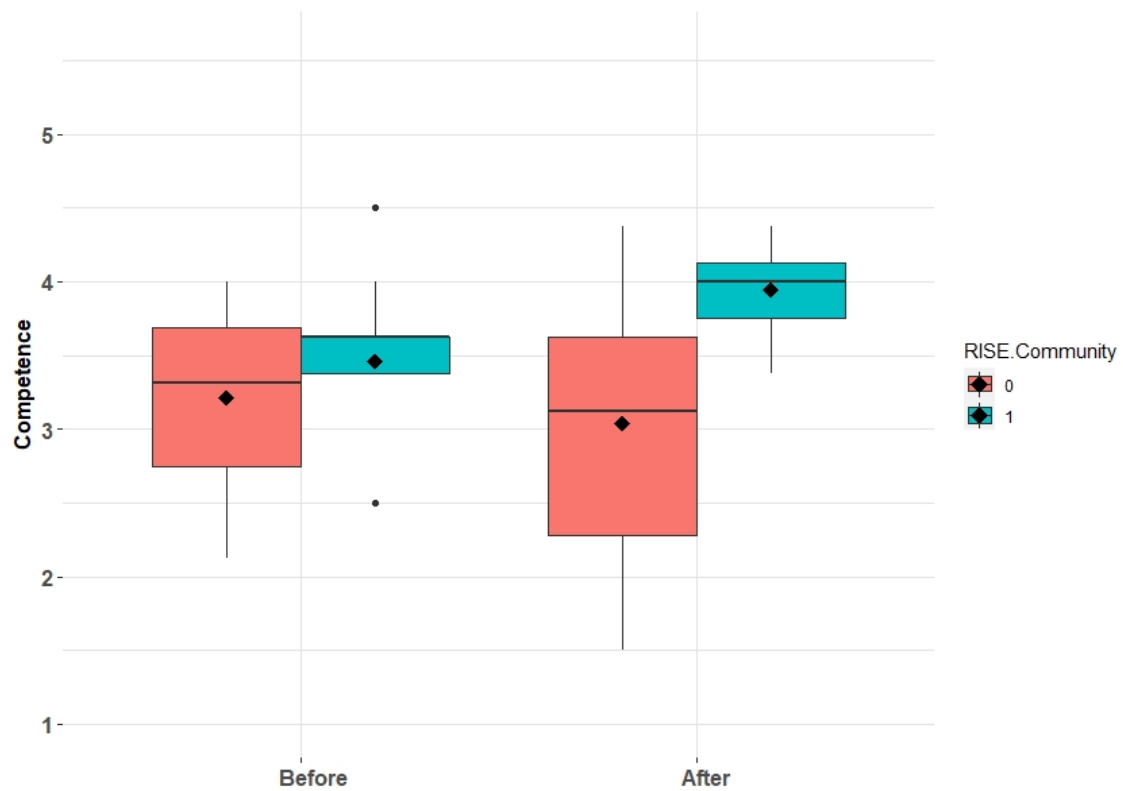


Figure 23: Comparing average scores for changes in self-perception of competence across Community and RISE groups

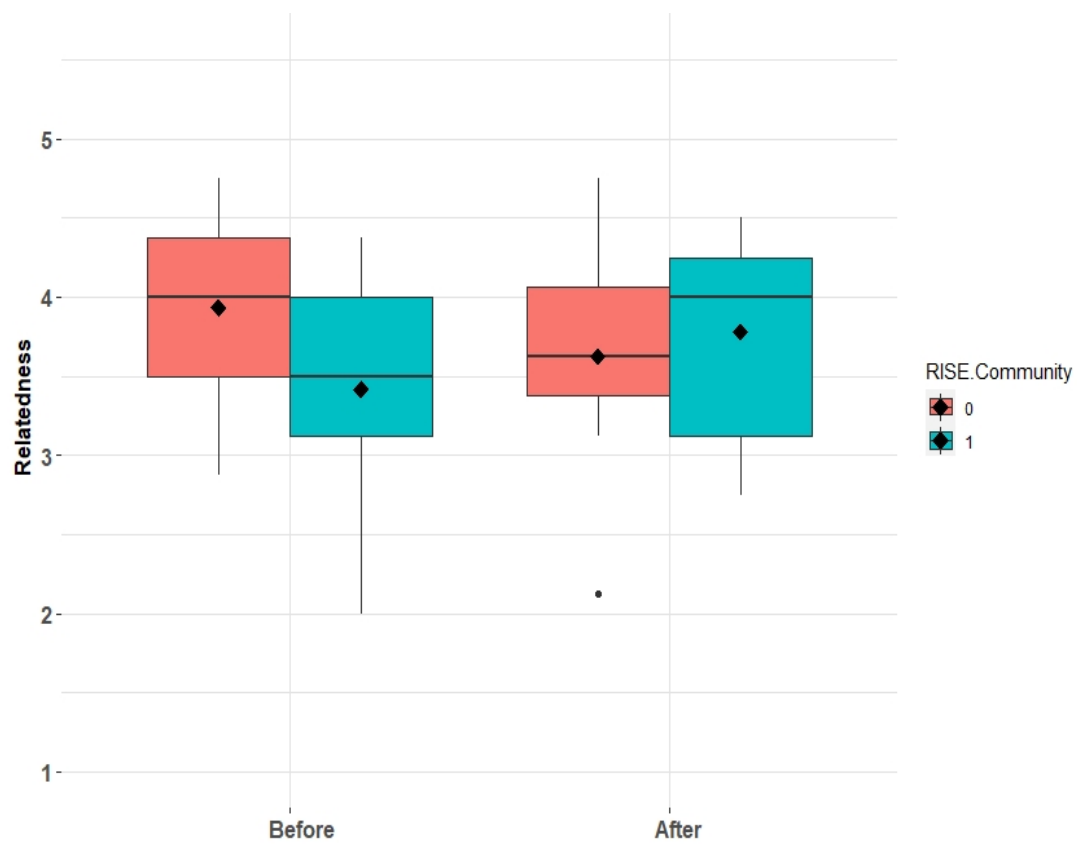


Figure 22: Comparing average scores for changes in self-perception of autonomy across Community and RISE groups

Pre/Post Edu-Skate	Before	Before	Before	After	After	After
All/Rise/Community Groups	All	RISE	Community	All	RISE	Community
Autonomy	3.3	2.9	3.8	3.7	3.3	4.2
Competence	3.3	3.2	3.5	3.5	3.0	3.9
Relatedness	3.7	3.9	3.4	3.7	3.6	3.8
Autonomy Satisfaction	3.7	3.1	4.3	3.8	3.6	4.1
Autonomy Frustration*	3.0	2.6	3.4	3.6	3.0	4.3
Competence Satisfaction	3.8	3.5	4.0	3.8	3.2	4.2
Competence Frustration*	2.9	2.9	2.9	3.3	2.9	3.7
Relatedness Satisfaction	3.7	3.9	3.4	3.6	3.5	3.7
Relatedness Frustration*	3.7	3.9	3.4	3.8	3.7	3.9

Figure 24: Composite means scores for SDT indicators and needs satisfaction/frustration for all Edu-Skate Participants and RISE/Community groups

In our research design we chose to uptake the BPNSFP scale to measure the effects of the three SDT indicators. We did this to not only measure the effects of changes in participant autonomy, competence, and relatedness, but also measure these three indicators in terms of needs satisfaction and needs frustration. Whereas psychological need satisfaction is found to play a critical role in individuals' growth and well-being, need frustration is predictive of problem behavior and psychopathology.¹²⁵ Accordingly, a net increase of needs satisfaction and a net reduction of needs frustration indicate positive outcomes in terms of personal development.¹²⁶ Due to reversing the scoring on the Likert-scale during analysis, unit increases of needs frustration displayed within Figure 23 and corresponding graphs indicate a reduction in an individual's self-perceptions of frustration which is the desired outcome in terms of PYD. With this in mind, we found that one average autonomy satisfaction improved by 0.15 and autonomy frustration increased by 0.62. With competence satisfaction we saw an average reduction of 0.092 and an average increase in competence frustration of 0.37. For relatedness satisfaction we saw a reduction by 0.07 and a increase in relatedness frustration of 0.09. As such, these results suggest that on average, Edu-Skate participants are less frustrated with self-perceptions of SDT indicators after three months of Edu-Skate Classes. Moreover, their satisfaction is also increasing but at a far smaller unit effect (except in the case for autonomy satisfaction). Furthermore, when comparing autonomy satisfaction across Community and RISE groups, we

¹²⁵ Vansteenkiste and Ryan, 'On psychological growth.'

see a net unit increase of 0.5 for RISE group and a net reduction of 0.2 for the Community group. For autonomy frustration, the RISE group had a net increase of 0.4 and the Community group had an increase of 0.9. For competence satisfaction RISE group had a mean net reduction of 0.3 whilst the Community group had an increase of 0.2. With competence frustration there was no change for RISE yet the Community group increased relatedness frustration by 0.6. Finally, with relatedness satisfaction, RISE group reduced by 0.4 and the community group increased by 0.03. Similarly, RISE group relatedness frustration reduced by 0.2 and the Community group relatedness frustration increased by 0.2.

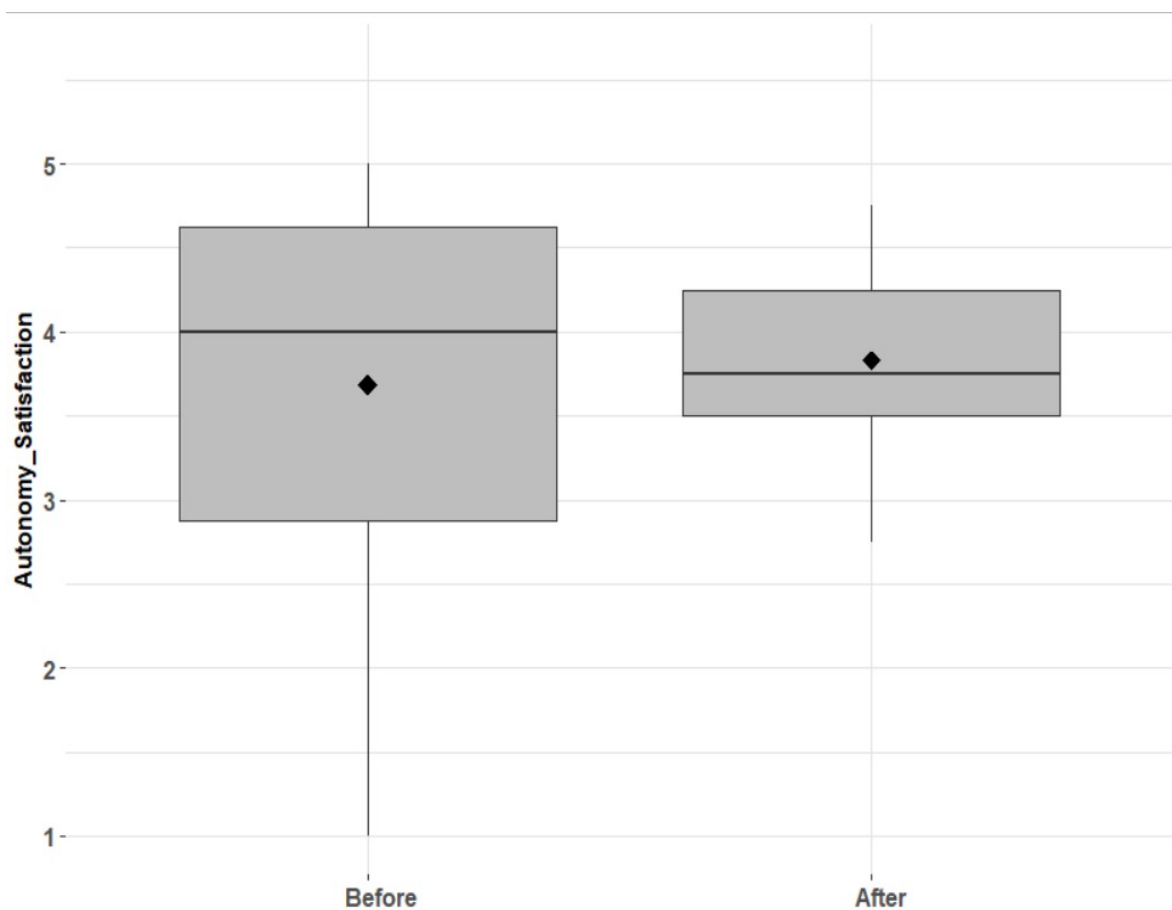


Figure 25: Comparing mean scores of Autonomy Satisfaction before Edu-Skate enrolment and after

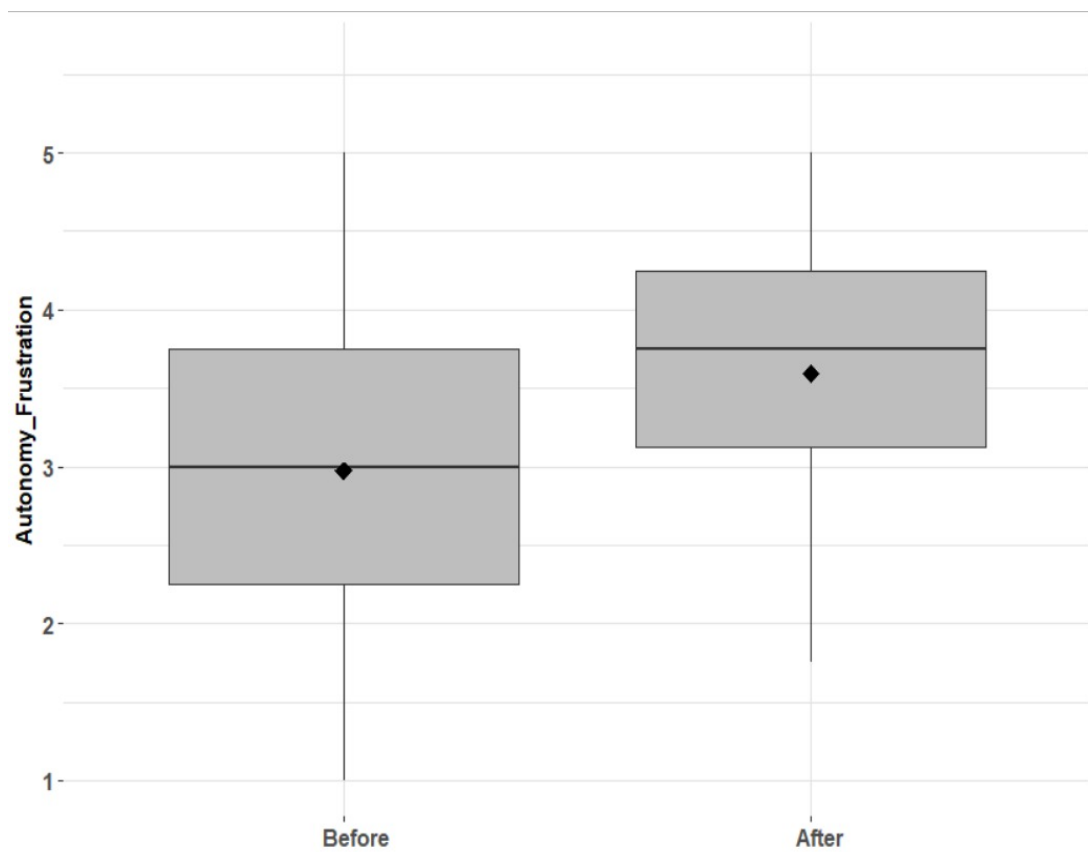


Figure 27: Comparing mean scores of Autonomy Frustration before Edu-Skate enrolment and after

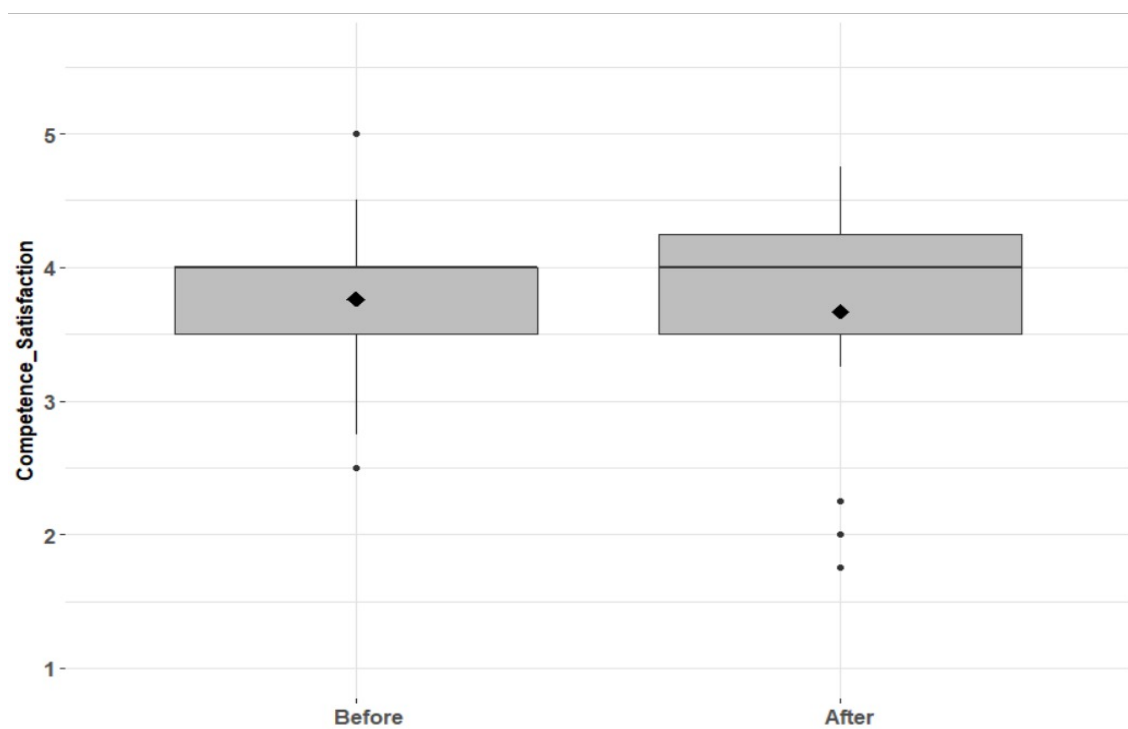


Figure 26: Comparing mean scores of Competence Satisfaction before Edu-Skate enrolment and after

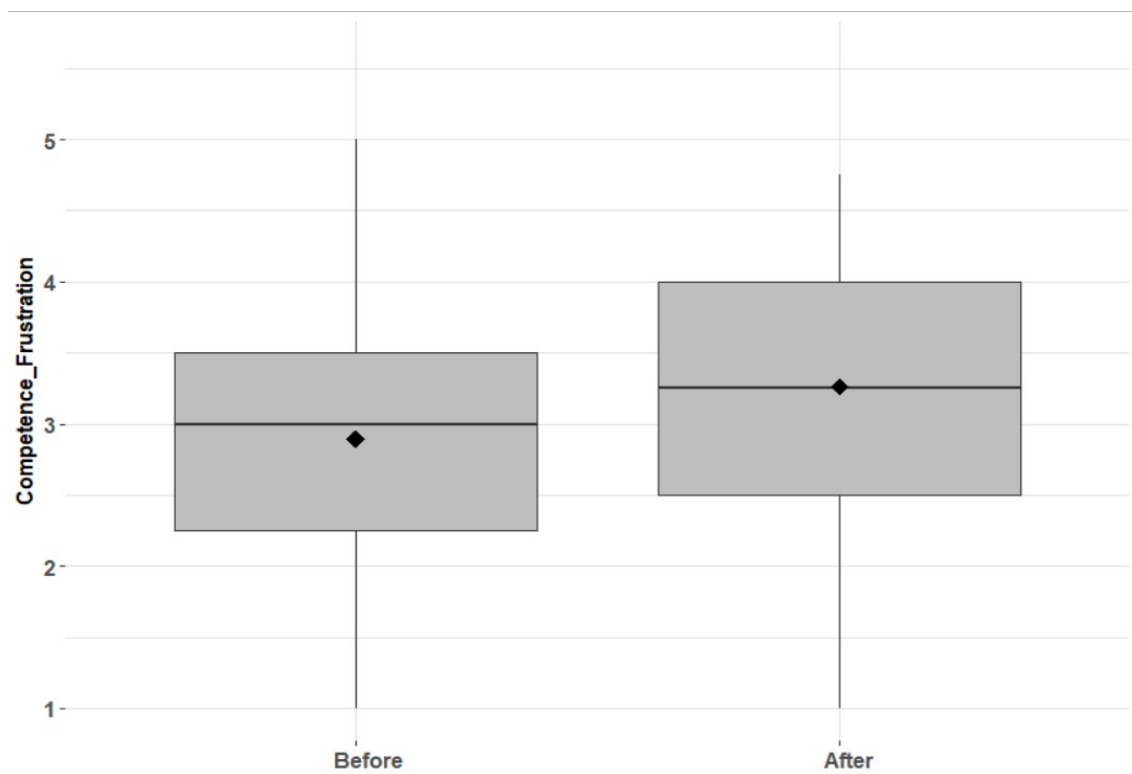


Figure 28: Comparing mean scores of Competence Frustration before Edu-Skate enrolment and after

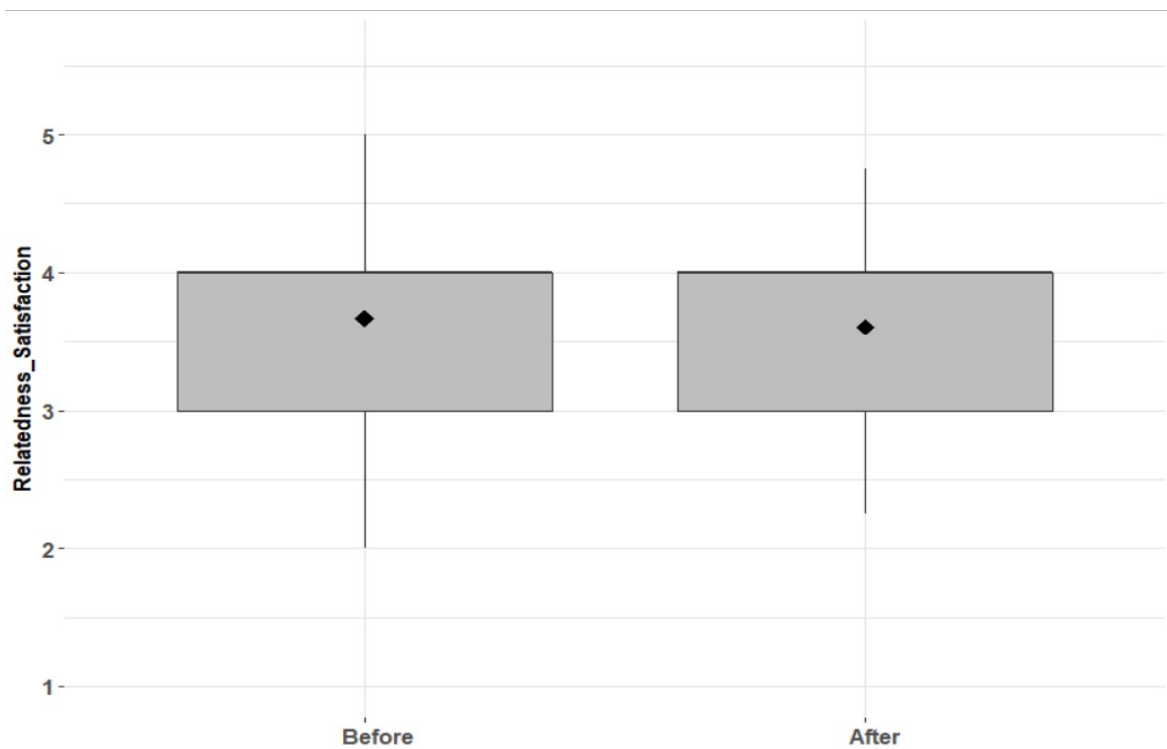


Figure 29: Comparing mean scores of Relatedness Satisfaction before Edu-Skate enrolment and after

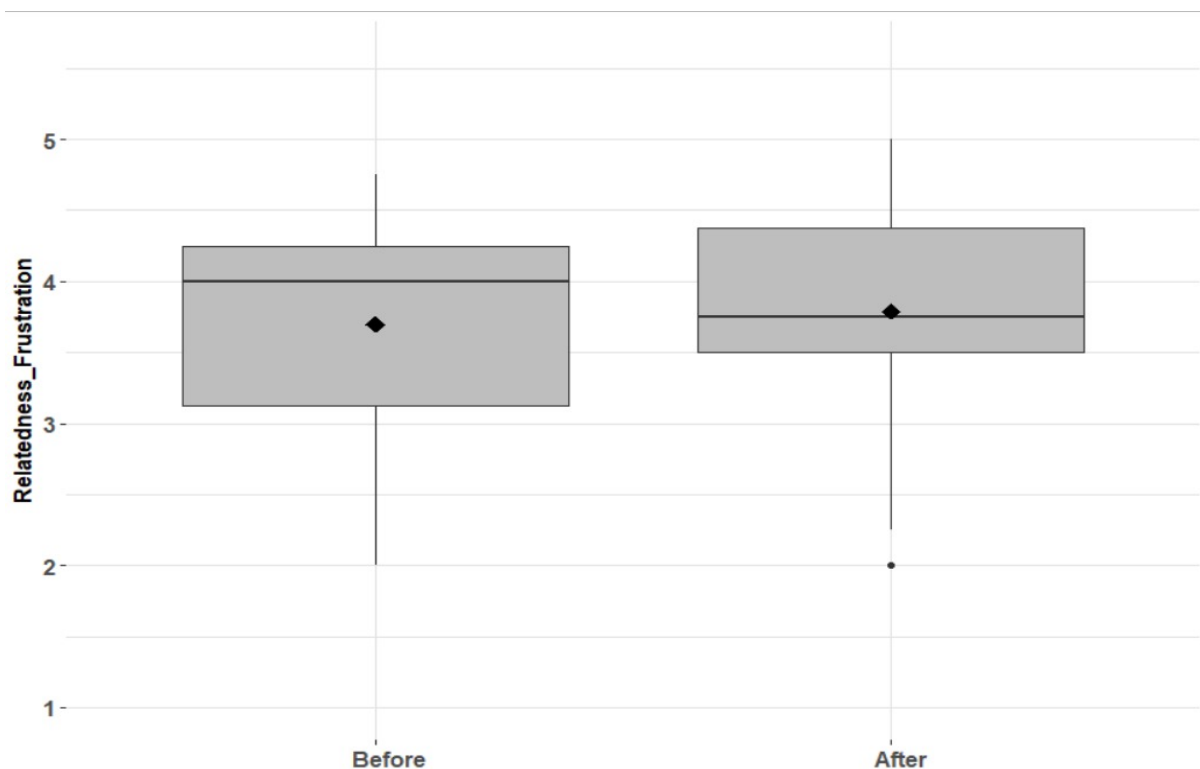


Figure 30: Comparing mean scores of Relatedness Frustration before Edu-Skate enrolment and after

Finding the “Best-Fit Models” to Explain Changes in Perceptions of SDT Indicators

The above observations tell us about average changes in self-perceptions of SDT indicators across those who participated in Edu-Skate Classes, how this looked when disaggregating these into needs satisfaction and needs frustration, and the comparative differences between the RISE and Community groups. Whereas this provided useful information regarding positive (and sometimes negative) changes in SDT indicators over this time, we wish to highlight in more detail the variables that account for these changes. That is, is enrolment in Edu-Skate Classes correlated to these SDT outcomes? Therefore, in our data analysis we uptake “best-fit regression models.” This method of model building helps us identify which variables are best predictors for the results we see in multiple regression models. This method creates models that comprises all variables that our questionnaire asked, and accounts for every possible combination of these variables and creates a “best-fit model” that accounts for the correlation between these changes in SDT indicators within a 95% confidence interval. In terms of our research questions, we are most concerned with best-fit models that account for our pre/post

Edu-Skate classes and RISE/Community variables within this confidence interval. However, results may also include variables such as gender, age, days at the skatepark, and other independent variables of interest to CJF as to develop high-impact programming.¹²⁷ In some cases an interaction occurred between two variables whereby changes in SDT outcomes may be accounted for by two variables that are interacting with each other. For example, pre/post Edu-Skate Classes may interact with the age of the child whereby as each variable increases (completion of Edu-Skate Classes and the age of the child) this has a greater effect on the change of an SDT indicator.

For autonomy, we see that the mean score across all Edu-Skate participants improved from 3.33 to 3.71. Using our best-fit model approach, we find that attendance of Edu-Skate Classes, age, and whether the child was in RISE of Community group account for this outcome which as a net effect change of 0.38. This model and effect change for autonomy is statistically significant to a p-value of 0.03, and as such, we are 97% confident that Edu-Skate Classes in interaction with age and group of participants has an effect change of 0.38 in improving participant's self-perception of autonomy. Furthermore, using this same best-fit model, we see that the net effect change of RISE-Community variable is 1.21 for a child of 10.8 years old who begins Edu-Skate in RISE group and finishes Edu-Skate as a community participant. This effect is statistically significant within our 95% confidence interval. When considering the mean score for autonomy as 3.33 equating to just above neutral on the Likert-scale, this would then improve to 4.5 for this model, indicating a net increase from neutral to between good and very good outcome for self-perceptions of autonomy. Elsewhere, we see that a change from RISE to Community group prior to Edu-Skate classes has a net effect of 1.18 for autonomy satisfaction within our confidence interval. If this is then interacted with completing a semester of Edu-Skate Classes this net change is 0.91. Although this presents a unit increase on the Likert-scale, this is not significant within our confidence interval. Finally, changing variable from RISE to Community group had a net effect change of increasing competence satisfaction by 0.72 within our confidence interval, which again presents a unit increase on our Likert-scale from the mean score prior to Edu-Skate enrolment. However, our pre-post Edu-Skate variable was not present in our best fit model for Competence Satisfaction. Interestingly, we see that RISE-Community variable is only present in models that account for changes in needs

¹²⁷ There is a full-table of best-fit results with every SDT indicator outcome including question-by-question in Appendix 1.

satisfaction but not needs frustration. Alternative, pre-post Edu-Skate variable is found within models for both needs frustration and needs satisfaction of SDT indicators, but none of these are statistically significant. We discuss the implications of these models alongside the interview data analysis in terms of PYD in the final section of this chapter.

	Mean before	Mean after	Best-fit model with Edu-Skate	Effect change of Pre-Post	P.value	Best-fit model with RISE/Community	Effect change of Rise-Community	P.value
Autonomy	3.33	3.71	10.8 years-old child from RISE	0.38	0.03*	10.8 years-old child before Edu-Skate	0.82	0.01*
			10.8 years-old child from Community	0.38	0.03*	10.8 years-old child after Edu-Skate	1.21	0*
Competence	3.33	3.47	No model defined	n/a	n/a	No model defined	n/a	n/a
Relatedness	3.67	3.70	No model defined	n/a	n/a	No model defined	n/a	n/a
Autonomy Satisfaction	3.68	3.83	Community group	0.50	0.2	Before Edu-Skate	1.18	0.02*
			Rise group	-0.25	0.76	After Edu-Skate	0.93	0.09
Autonomy Frustration	2.97	3.59	10.8 years-old male	0.62	0.13	Not present in model		
			10.8 years old female	0.62	0.13	Not present in model	n/a	n/a
Competence Satisfaction	3.76	3.67	Edu-Skate not present in model	n/a	n/a	Only variable present	-0.72	0*
Competence Frustration	2.89	3.26	Only variable present	0.37	0.16	No model defined	n/a	n/a
Relatedness Satisfaction	3.67	3.61	2.2 days av. weekly skatepark use	-0.03	0.8	Not present in model	n/a	n/a
Relatedness Frustration	3.70	3.79	No model defined	n/a	n/a	No model defined	n/a	n/a

Figure 31: Finding the "best fit models" that predict our Edu-Skate Impact results

Sampling Error

The above results are drawn from the Edu-Skate participant's self-perceived autonomy, competence, and relatedness as indicators of SDT. The research design included the same survey questions answered from the participant's parents and guardians. Originally, this was included into the research design as to support the results drawn from the participant surveys. However, the results from the parent's questionnaires were not included in the quantitative analysis due to a sampling error. Following the completion of data collection with both parents and Edu-Skate participants, we spent time receiving feedback on the research process and methodologies used. Prior to the implementation of the survey both parents and children received information sheets and face-to-face explanations of the research and its purpose in terms of measuring the impact of the skateboarding classes on terms of SDT. However, after completing of the questionnaire, we found that the parents were sceptical at the survey, citing that they did not see how it was related to the skateboarding lessons but rather that we were measuring their parenting ability. This feedback matches earlier developments of the surveys with Bull Bay community leaders who warned of being "too obtrusive into Jamaican family life" which is of sensitivity as researchers and community outsiders. In understanding that the parents were answering the questionnaire in the perceived response of their parenting ability rather than providing answers that relate to their child's behaviour, the results from their surveys have been omitted. However, we have chosen to include their interview data as the questions followed the same thematic themes of the survey but were able to be more directed to Edu-Skate and The Freedom Skatepark which mitigates the above sampling error. These are discussed below.

Interview Analysis with the Edu-Skate Children

Child Perception of Autonomy

Drawing on SDT literature, we consider autonomy as individuals as experiencing a sense of choice, volition, and self-determination, and that they perceive self-endorsement of their decisions whilst not feeling controlled or compelled by internal or external forces.¹²⁸ As such, before enrolment in Edu-Skate, 33% of participants (7/21) were considered as having low

¹²⁸ Stone, Deci and Ryan, "Beyond Talk."

autonomy. For example, some participants noted that they were being forced into making decisions; “I feel like I am being forced into things” (P8) and “I feel pressured... because a lot of people are depending on me, telling me to do this and that.” Likewise, some students spoke about a lack of volition; “When I think I am doing something wrong, and I don’t really know what to do... I don’t know why but I just do, I don’t really get out” (P12). What is interesting here is the child expressing low sense of autonomy, and the subsequent effect on not wishing to leave the house which can be equated to autonomy frustration. Similarly, participants spoke about a lack of autonomy in relation to fears they have (P15; P18), and one participant indicated a lack of autonomy due to the violence in their life: “I get into trouble... at home and at school sir when I’m at home with friends sir there’s just trouble around me... you have some people that push violence and I don’t want to fight... but then I fight, but not all the time” (P20).

However, after three months of Edu-Skate Classes, 57% of participants (12/21) indicated some form of positive change in their perceived autonomy, with a reduction to 19% of participants (4/21) considered as having low autonomy. These changes in autonomy can be attributed to a participant expression of new confidence (P2; P15; P16; P18), displaying newfound perseverance and willingness post-Edu-Skate classes (P5; P6; P9; P14; P16; P17; P21), and in relation to factors of autonomy effecting making new friends (P5, P18, P21). Here, students indicated post-Edu-Skate Classes that they are feeling more confident; “Edu-Skate taught me confidence” (P2) with some participants indicating that Edu-Skate classes allowed them to overcome previous fears that they had; “I am afraid of heights, but I really wanted to do it because it might be fun... I feel confident” (P15) and “I am afraid of heights... I saw my friends doing it so I decided to try it and I listened to what my teacher said to me... I feel more confident every time I go” (P18). Likewise, students highlighted a newfound perseverance and willingness, largely attributed to learning in Edu-Skate about determination, bravery, and falling and trying again: “For bravery, like things that scares me, I try and do it. And things that I fail, I do it again and again until I get it” (P5) and “It helped me to do my schoolwork a lot too because while the tasks are hard and I fail it a lot, I have to try again and get it correct” (P21). The participants also indicated more autonomy in relation to external influences such as newfound supportive networks from friends. For example, one child highlighted that the other participants were “a good influence when I’m doing my tricks, they cheer me on and help build my confidence” (P5) and that “you have people in the group that always help you and motivate you at the same time” (P21).

In sum, the interviews with the children who attended Edu-Skate Classes support earlier findings from quantitative analysis that Edu-Skate Classes are correlated to positive changes in perceived autonomy. This was largely due to participants highlighting positive changes in confidence from skateboarding classes and a newfound perseverance or willingness, which can be attributed to a trend in participants highlighting the mantra of “falling down and getting back up again,” and the creation supportive networks that underpin the children’s sense of choice, volition and self-determination. Moreover, these themes emerging from the interview analysis align with the Edu-Skate curriculum such as lessons that focus on confidence, cooperative learning, resilience, perseverance, a supportive attitude, courage, and teamwork. Interestingly, a sense of confidence and willingness to not succumb to difficult tasks can also be linked to the participant’s perceived competence. Likewise, the creation of supportive networks and subsequent development of volition within such networks can link positive changes in autonomy to relatedness. This suggests the interconnected nature of the three indicators of SDT whereby significant changes in one indicator may have effects on the other two. Finally, a majority participants who displayed changes in autonomy were from the local community (7/12), and those from the local community who displayed positive changes in autonomy attended more Edu-Skate Classes than the sample average (N=9). This aligns with earlier analysis from the survey data whereby participants in the community and completion of Edu-Skate were displaying more significant changes in perceived autonomy.

Child Perception of Competence

Drawing on SDT literature, we understand competence as a sense of mastery and efficacy in one’s activities and that an individual feels capable to accomplish tasks and in turn, achieve goals.¹²⁹ As such, prior to enrolment in Edu-Skate Programming, 38% of participants (8/21) were demonstrating low levels of competence. For example, prior to Edu-Skate enrolment participants indicated that in relation to completing hard tasks that “I give up and I think it’s difficult” (P8), “sometimes I feel anxious and sometimes I just want to give up” (P16), and “I just try to let it go and let it be” (P12), with a particular focus on the difficulties with school work such as “sometimes I try then I close the book and then I try another book but I still don’t get it, I just don’t get it” (P20). However, across the 21 participants, after Edu-Skate the interview data indicates 38% of children (8/21) demonstrated positive changes in their

¹²⁹ Stone, Deci and Ryan. “Beyond Talk.”

perceived competence. Furthermore, after completion of three months Edu-Skate Classes, only 19% (4/21) of participants indicated a low-level of perceived competence, indicating a reduction by 50% prior to Edu-Skate enrolment.

The interview data indicates two clear changes in participant perceived competence. Firstly, seven participants (P5, P6, P8, P9, P13, P15, P18) noted positive changes in relation to their perceived skateboarding ability. Participants noted that they learnt “things for bravery. Like things that scares me, I try and do it. And things that I fail, I do it again and again until I get it” (P5) and that “sometimes me find it hard but sometimes me overcome and me try again like when me did a do the rainbow rail 5050 whole heap a drop, me drop, me all drop and lick up see and me still try it back” (P6). Often, such narratives on changes to competence would also align with themes from the Edu-Skate curriculum suggesting the correlations with the SfD intervention, with participants often citing overarching lesson themes such as bravery, commitment, and perseverance. Secondly and encouragingly, the participants who tended to equate positive changes in competence to skateboarding ability, also indicated how they may apply this *externally* to the Edu-Skate Classes. For example, five participants (P1, P2, P5, P12, P21) indicated a positive change in their perceived competence in skills outside of skateboarding. These were often discussed in terms of school (P1 and P21), trying new activities (P2, P21), and mediating specific challenges in teenage life (P12, P5).

We can see reoccurring themes within the interview data that participation in Edu-Skate was having a positive impact on perceived competence. When citing changes in self-perceptions of accomplishment and capabilities of achieving goals, this was often defined within narratives of the lesson themes as outlined within the Edu-Skate curriculum. This is particularly true for gaining better skateboarding skills however it is also encouraging to find that children often spoke about their competence in day-to-day life. In understanding Edu-Skate within a PYD framework, it would seem that the participants are utilising key life-skills in their wider circumstances and contexts which reflects how Edu-Skate Classes may enact wider developmental pathways for young people in Jamaica; “It helped me to do my school work a lot too because while the tasks are hard and I fail it a lot, I have to try again and get it correct” (P21). Interestingly, 7/8 participants who indicated low-levels of competence prior to Edu-Skate Classes were from RISE group, and only 3/8 positive changes in competence were from RISE as well. Whereas previous research highlighted how those in lower-socioeconomic

segments of Jamaican society were more at risk at stagnating development outcomes,¹³⁰ our baseline data suggests those from RISE group are from a higher socioeconomic stratum than that of the Community group. As such, it seems that this does not account for these trends in comparisons between the two groups. Alternatively, this mirrors our best fit models which lists number of days at The Freedom Skatepark as accounting for positive changes in participant competence, yet this finding was only significant to a 90% confidence interval.

Child Perception of Relatedness

When analysing the interview data, we understood relatedness as more interpersonal than the other two indicators of SDT. As such, our conceptualisation of relatedness reflects the extent to which a person feels connected to others, has caring relationships, and belongs to a community.¹³¹ Accordingly, 48% of participants (10/21) were considered as having low relatedness prior to enrolment in Edu Skate Classes. The number of participants indicating a low level of perceived relatedness seems markedly high which may reflect the effects of Covid-19 and associated lockdown measures in terms of a child's socialisation as well as wider issues with community cohesion in Jamaica. Correspondingly, participants noted that "I don't have many friends" (P3), "I feel insecure [around friends] and... I don't have close relationships with people" (P18), and that "sometimes I feel some discomfort... because I am not used to meeting new people... I don't really talk to people; I only talk to my family" (P21). Yet, after three months of Edu-Skate Classes 7 participants indicated positive changes in relatedness. However on completion of Edu-Skate, 24% (5/21) still displayed low levels of relatedness demonstrating a 25% reduction.

Two key themes emerged from the interview data when analysing outcomes of Edu-Skate in terms of changes in participant's perceived relatedness. Firstly, 10 students (P1, P2, P5, P6, P17, P18, P19, P20 and P21) indicated a change in relatedness relative to perceived newfound teamwork. For example, "I am making new friends... once you're there and you're doing a trick, you have your friends there to tell you 'yeah, you can do it.' They're helping you to do the trick" (P1). Similarly, "I start to understand people more, be more kind and honest... I like other helping kids, teaching them what I can do and helping them learn new stuff" (P2), "a lot of people came and I met some new friends... we help each other when we fall, to get back up

¹³⁰ Vision 2030 Jamaica

¹³¹ Stone, Deci and Ryan. "Beyond Talk."

and try again” (P19), and “it is fun to educate others and I want to work in a team... I respect other children” (P20). Like competence, with the children utilising specific discourse from the Edu-Skate Curriculum, it seems that the classes are supporting positive changes in participant’s perceived relatedness. Secondly, 6 students (P1, P6, P8, P17, P19, P21) indicated that the skatepark was a space in which they were able to meet new friends. One student noted that prior to the skatepark “I used to stay in the yard more, I never used to come out... I never really had that much friend” (P6) and that the skatepark is “awesome, where we get to meet new friends” (P21). From these two themes it seems that Edu-Skate enrolment is be improving relatedness in terms of nurturing a supporting and community-based environment within which young people can co-learn and support each other’s personal development paths. In comparison with RISE and Community groups, prior to Edu-Skate enrolment, 60% of participants indicating low Relatedness were from the RISE group. Likewise, 3 out of 7 children who demonstrated a positive change were from the RISE group, which left a majority of RISE participants still indicating low-levels of relatedness post-Edu-Skate. Moreover, of the 7 participants who demonstrated a change in perceived relatedness, only 2 participants (P17 and P18) were female, with one female participant (P9) noting that “Sometimes I feel like I don’t fit into some of the groups that are here.” This gendered approach to community space making is investigated more in the proceeding chapter in which The Freedom Skatepark is discussed with a focus on how women experience the space.

Interview Analysis with the Parents of the Edu-Skate Participants

Parent Perception of Autonomy

Prior to enrolment in Edu-Skate Classes, the interview data indicates that the parents of the children considered 38% (8/21) of participants as having low autonomy. This perceived low autonomy was often equated to the effects of Covid-19 on the daily routines of the children. For example, one parent noted that “Because of online classes he was inside more, and he is more sulky” (P5), or that their child “would just sit down and waste time” (P6), and that “because of Corona they haven’t had a lot of exposure outside” (P13). Furthermore, parents highlighted a lack of confidence in their children; “I think she has some self-doubt, maybe not a lot but she has self-doubt... she’s not very confident as she is pretty shy, and I want to get her out of that shyness” (P14). This reflects trends in the children’s sense of autonomy that was

often equated to how confident or self-determined they felt. Yet, following three months of Edu-Skate classes interview data with the parents of the children enrolled indicates 52% (11/21) of participants demonstrated some positive change in how parents perceived their child's sense of autonomy, with only one child considered as having low autonomy following completion of the programme. Moreover, there does not seem to be a clear difference in how the parent's perceived such changes when comparing RISE and Community Groups.

Such changes in how the parents perceived the participant's autonomy tended to fall into two categories; some parents highlighted that their children were displaying more confidence (P1, P3, P4, P9, P12, P17, P16, P19 and P20), and that the children were being more outgoing and proactive (P2, P5, P6, P7, P9, P12, P13, P16, and P17). This aligns with the child's own sense of perceived autonomy in which a newfound confidence and perseverance was a reoccurring theme in interview data which could be equated to the lesson themes of Edu-Skate. In terms of confidence, parents noted that "In terms of changes, he is more confident because he likes to do his thing and prove to himself he can do that; he has more motivation" (P3) and that the children were "eager to do more stuff now. Eager to learn more stuff now" (P12). In terms of a willingness to be more outgoing and proactive, parents noted that "he gets a chance to come out on the road and do what he loves. He's gotten a lot more jovial" (P5), that children "are now more willing to go hang out with his friends and be all about with their skateboards" (P6) and that "she's been more outspoken, jovial, and friendly since coming to the skatepark because she has to interact with whoever... she's more outspoken and more open" (P9). Also mirroring the interviews with the children, these changes in autonomy are associated with making new social relations at the skatepark and improved levels of confidence. Moreover, when discussing the outgoingness of their children, parents from the Community group would largely reference Edu-Skate Classes within a wider array of youth development programming on offer at The Freedom Skatepark, and how this had positive effects on their children's desire to try new experiences. As such, where as Covid-19 was highlighted a key determinant in perceived autonomy frustration of the children, The Freedom Skatepark and provision of youth development programming is seen as parents as a way in which their children are offered new experiences which has had positive effects on their autonomy satisfaction.

Parent Perception of Competence

For competence, 19% (4/21) of participants were considered as having low competence by their parents prior to enrolment in Edu-Skate Classes. One parent noted how their child “feels that he has failed by trying... he definitely gets uptight. He gets so uptight and feels disappointed and goes to his room and stays there for a while... you have to try and convince him to do it again” (P2). Interestingly, this is 50% less than the children’s own perception of their competence. Nonetheless, 33% of parents (7/21) indicated that there were positive changes in their child’s sense of competence following the completion of three months of Edu-Skate Classes. Encouragingly, prior to three months of Edu-Skate classes, only one child was considered as still having low competence. Furthermore, 3/4 participants considered as having low competence prior to enrolment in the season’s Edu-Skate Curriculum were from the Community Group, and 4/7 participants who displayed a positive change were from RISE. However, when looking at the interview data from the Community group parents, they would often outline a positive change in their child’s competence and equate this to wider youth development programme rather than Edu-Skate per se. For example, “he says he learned how to do music and make music and he played it for me... it doesn’t sound bad, he says he loves music” (P6). This reflects similar trends with perceptions in child’s autonomy whereby Community group parents referenced Edu-Skate and wider youth programming at the skatepark.

Whereas some parents from the Community referenced this additional programming when demonstrating positive changes in their child’s sense of competence, both Community and RISE parents highlighted the benefits Edu-Skate was having on their child’s activity outside The Freedom Skatepark including schooling (P1, P6, P13, P15, P17). For example: “I like his character and he’s showing me that he is learning... he tells me about the school and they say he’s smart” (P6), “we were at the beach the other day and I was impressed how much he has learnt... I am really, really impressed with him” (P13), and “he has improved at school you know... seeing him more focused and stuff like that” (P15). Another theme that arose in terms of changes of perceived competence was a newfound perseverance to challenging tasks (P2, P3, P16). For example, one participant’s parent (P16) detailed that “she was very nervous about Edu-Skate Classes at first... I attended the first day and she was really timid.” However, they then noted post-Edu-Skate Classes that “I do not see that anymore... she’s more confident because she’s willing to try the difficult things that she is shown... she tried and failed, and she got back up and tried it again” (P16). In terms of Edu-Skate, we see themes of individual lessons such as perseverance and resilience having a positive impact on changes in participant

competence, with encouraging feedback that parents have seen positive effects of Edu-Skate on their children outside of The Freedom Skatepark in wider Jamaican society. Of note, parent's seemed to highlight their child's needs frustration in perceptions of competence, yet post-Edu-Skate, their child demonstrated needs satisfaction in achieving tasks particularly at school.

Parent Perception of Relatedness

Prior to enrolment in Edu-Skate, the interview data from the parents indicates that 24% (5/21) of the participants were displaying low levels of relatedness. Following completion of the three-month course, only one parent indicated that they believe their child was displaying low-levels of relatedness with 48% (10/21) indicating some positive change in how they perceived their child's relatedness. Similar to other indicators of SDT, the parents believe low levels of relatedness was caused by the ongoing Covid-19 Pandemic and related lockdown measures; "because of the corona they haven't had a lot of exposure outside so when they went to school he had a lot of friends you know?" (P13), with some children displaying signs of isolation; "he's not talkative... he's more quiet... he talks less when he is around other people... he's not the friendly type... he mostly stays by himself" (P2). Yet, 33% of parents (7/21) indicated that The Freedom Skatepark was a space in which their children were making new friends; "he has met a lot of new friends... he learns a lot and is experiencing a lot and interacting with a lot of different people and it's helping him develop a lot to correspond and cope with people" (P6). Similarly, one parent noted "Yes she has found best friends since then... that was a big part because I think she has just transiting into the High School system and because of Covid, for the past two years she basically lost connection with her school friends and you know, basically it was like she did not have any friends anymore. So now coming to the skating programme finding new friendship, I think she has built new friendships that she may have for a very long time. That was very positive for her" (P16).

These trends demonstrate that not only the skatepark is a space for friendship in which Edu-Skate can bring children together (P16), the specific skills nurtured through classes such as teamwork and cooperative learning has provided social skills to develop a sense of relatedness (P6). Similarly, 4 parents (P6, P6, P9 and P17) detailed improvements in relatedness whereby the skatepark exposed their children to social relations they would otherwise not have. For example, one parent noted how their child "has been exposed to a wider variety of persons.

Adults and others above his age” (P6). Here, the parent is alluding to the presence of positive role models at the skatepark and hierarchies of respect and mentorship that exist between staff, older skateboarders, and international volunteers. Although this falls outside of the paradigm of Edu-Skate Programming, it does suggest that longer exposure to such role models and mentorship structures will have positive impacts on participant relatedness. This is supported by the interview data from the parents whereby 73% of changes in relatedness down to finding new friends at the skatepark or the exposure to new social relations were from the Community Group who visit the skatepark more frequently than RISE counterparts (8/11). In fact, 3 parents detailed that their children made no new friends at the skatepark all of whom were from the RISE Group (P14, P17 and P20), with one parent (P17) outlining concerns of local children at the skatepark during lessons. This suggests that more concerted efforts to expose and homogenise visiting groups within The Freedom Skatepark community may further improve changes in relatedness.

Edu-Skate and Positive Youth Development (PYD): What do we know?

PYD is said to have three main components; opportunities for youth participation in and leadership of activities, opportunities that emphasize the development of life skills, and creation of experiences that occur within the context of a sustained and caring adult-youth relationship.¹³² It is argued that implementation of these three components for at-risk youth has the potential to strengthen pro-social relationships, academic achievement, job potential, and youth self-efficacy, whilst reducing engagement in risky or problematic behaviour.¹³³ PYD is often applied to contexts of “unattached youth” whereby emergent adults develop work-based life skills, vocational experiences, technical competence, reinforced behavioural respect, and self-efficacy.¹³⁴ Therefore, PYD programmes present a potentially potent social tool in which young people in Jamaica may be presented alternative opportunities to the violent crime that has led to a stagnated development pathway. With this in mind, this research report uptakes PYD as a means to enact *Vision 2030 Jamaica* at The Freedom Skatepark. This is based on the observation that PYD within highly supportive developmental environments not only supports personal growth of young people, but programmes that integrate multiple developmental

¹³² Hull et al. “Positive Youth Development.”

¹³³ Hull et al. “Positive Youth Development.”

¹³⁴ Blom and Hobs, “School and Work.”

contexts may support emerging adults within wider social relationships that can lead to positive outcomes within their community and beyond.¹³⁵ Accordingly, Edu-Skate is understood as a PYD and SfD intervention that aims to foster personal growth with intentions for wider societal developmental benefits. This is drawn on the pedological underpinning of Edu-Skate based on SDT. Here, autonomy, competence and relatedness are understood as indicators of healthy and positive growth amongst young people, which is equated to the “big three” of PYD. Therefore, this chapter looks to examine the potential for Edu-Skate Classes to enact PYD through SDT, which foregrounds happy and healthy adolescent development whereby Jamaica’s youth may become instigators of societal change and support the island’s development trajectory. Accordingly, this chapter seeks to answer if enrolment in Edu-Skate Classes effect positive changes in participant autonomy, competence, and relatedness, as well as provide insights into how this may play out within a PYD framework. To do this, we utilised a mix methods approach to measure participant changes in the three indicators of SDT drawn from survey and interview data.

The Three Indicators of Self-Determination Theory

Autonomy

Drawing on SDT literature, we consider autonomy as individuals as experiencing a sense of choice, volition, and self-determination, and that they perceive self-endorsement of their decisions whilst not feeling controlled or compelled by internal or external forces.¹³⁶ From the questionnaire data, the composite score for autonomy showed the highest increase by a net effect change of 0.38 between June and September 2021. This is also reflected in the interviews with the children in which 57% of participants and 52% of their parents indicated some positive change in their perceived autonomy over this time. When speaking with the parents, low-levels of autonomy were often equated to the effects of Covid-19 whereby children were not willing to leave the house and lacked confidence. This also accounts for children who highlighted autonomy frustration prior to Edu-Skate enrolment. These trends reflect wider research that highlights the damaging effects of Covid-19 in child development.¹³⁷ Yet, improvements in autonomy were statistically significant in correlation to Edu-Skate classes, as well as age and

¹³⁵ Lerner et al., “Using Relational Developmental Systems.”

¹³⁶ Stone, Deci and Ryan, “Beyond Talk.”

¹³⁷ Sharma et al., “Life in Lockdown.”

whether the participant was in the Community or RISE group. This reflects trends in the interview data in which both parents and children highlighted the effects of skateboarding lessons on supporting a new confidence and willingness to try new experiences. In particular, the parents of Edu-Skate participants highlighted their child's changes in motivation, proactiveness, and openness which align with SDT conceptualisations of autonomy in terms of volition, self-determination and willingness to act without control from external influences.

In terms of our confidence interval, we are able to highlight the statistical significance of Edu-Skate on improving participant's sense of autonomy. This is supported by tendencies for Edu-Skate participants to detail overarching lesson themes when discussing their new sense of autonomy. Encouragingly, parents highlighted the effects of Covid-19 lockdowns on low autonomy, yet these positive improvements continued to take place during a time when lockdown measures were becoming stricter. In terms of PYD, this demonstrates a statistically significant trend in Edu-Skate supporting life-skill development around autonomy such as resilience, self-determination, self-efficacy, and confidence. Moreover, participant tendencies to highlight the role of social networks at The Freedom Skatepark in supporting their development of autonomy aligns with PYD approaches that highlight the need for constructive social relations to nurture positive developmental outcomes.¹³⁸ Likewise, parents from the Community group highlighting the additional contributions of participation in wider youth development programming at The Freedom Skatepark demonstrates the need for integrating multiple contexts of developmental environments.¹³⁹ As such, these improvements in participant autonomy also follow PYD trends whereby both children and parents highlighted the effects of these positive outcomes in terms of contributions to their wider ecology such as schoolwork, community relations, and family.

Competence

When looking for changes in perceptions of competence, we followed SDT literature that which highlights a sense of mastery and efficacy when undertaking challenges, and that an individual feels capable to accomplish tasks and achieve goals.¹⁴⁰ As such, our composite competence variable improved by 0.14 from pre-to-post Edu-Skate Classes, however this

¹³⁸ Hull et al. "Positive Youth Development."

¹³⁹ Lerner et al. "Positive Youth Development."

¹⁴⁰ Stone, Deci and Ryan. "Beyond Talk."

change nor the effect of Edu-Skate was statistically significant. Moreover, we saw an average reduction in competence satisfaction over this time. However, on average frustrations in competence reduced over this time by 0.37, with Edu-Skate being the only variable present within our best-fit models, however this was not statistically significant. Nonetheless, these changes in competence frustration reflect the interview data whereby participants regularly highlighted their frustration in self-efficacy and achieving tasks, generally understood as “giving up.” Likewise, those who were displaying low-levels of frustration reduced by 50% post-Edu-Skate Classes. These changes in competence followed similar trends across parent and child interviews. Firstly, positive changes in competence were equated to improvements in skateboarding ability, with both parents and children highlighting that they were overcoming fears, displaying bravery and persevering with difficult tasks, which stands in contrast to earlier sentiments of frustrations and tendencies to “give up.” Secondly, children and parents also highlighted how new-found competence has been applied external to skateboarding. These included improvements in school, developing more skills in other sporting activities, and utilising such skills in mediating difficulties of adolescence.

With Edu-Skate designed specifically for young people who have never skateboarded before, it is expected that through structured lessons to teach the basic skills, participants would begin to feel a sense of competence and mastery. As such, Edu-Skate as a practice of SfD provides fertile ground to enhance youth’s ability to thrive and accomplish. Although positive changes in perceptions of competence were not statistically significant, both children and their parents highlighted a mastery and development of skateboarding over the course of the Edu-Skate Semester. Yet, successful PYD programmes do not necessarily equate to individuals making positive contributions to the wider community.¹⁴¹ Nonetheless through the interview data, we see a clear trend in which participants apply the life-skills necessary to gain competence in skateboarding to their wider circumstances. Of note, this may go some way to account for positive changes in participant perceptions of competence frustration widely cited as tendencies to “just give up” on difficult tasks, yet later developed into mediating adolescent life-challenges, new sporting endeavours, and academic achievement; “it helped me do my school work a lot too because while the tasks are hard and I fail a lot, I have to try again and get it correct.” As such, this gives weight to CJF’s overarching claim of “fostering and sustaining the positive values inherent to skateboarding” in which Edu-Skate looks to address frustrations in

¹⁴¹ Lerner and Benson, “Developmental Assets.”

competency through skateboarding tuition which offers wider benefits for developing competency through utilising the life-skills necessary to master the practice.

Relatedness

Relatedness was understood as an interpersonal aspect of SDT in which a person feels connected to others, has caring relationships, and belongs to a community. Yet, out of the three indicators of SDT this had the weakest association with Edu-Skate Classes. This is somewhat surprising due skateboarding literature unanimous in highlight the pro-social qualities of the sport as well as the skatepark environment more generally.¹⁴² Nonetheless, average self-perceptions of relatedness amongst Edu-Skate participants improved by 0.02 units on the Likert-scale, which was not statistically significant. Similarly, although frustrations in relatedness dropped on average by 0.09 units, relatedness satisfaction also reduced by 0.07. Likewise, there were no models that accounted for these changes that included completion of Edu-Skate semesters. These weak trends in relatedness are also mirrored in the interview data whereby the number of children considered as displaying low-levels of relatedness, and the number of children who demonstrated positive changes in relatedness were the lowest for all three SDT indicators. Many of the children highlighted frustration at “not having many friends” or being “not used to meeting new people” which reflected their parents highlighting the impact of Covid-19; “because of the Corona they haven’t had a lot of exposure outside... [before] he had a lot of friends.”

With participation in community activities and the establishment of constructive youth-adult relationships constituting two out of the PYD “big three,” accounts for mentorship and role-model structures were largely absent from interview data with children and parents which may contribute to weak associations in improvements of participant relatedness. However, Edu-Skate participants highlighted the supportive environment of the programming in which they “worked in a team,” “met some new friends,” and where they were able to “help each other.” As such, this cooperative learning environment was also picked up by the parents of the children which aligns with PYD facet of prosocial involvement within a community. Here, Edu-Skate looks to be a rich and supportive developmental environment which also reflects trends in relation to other SDT indicators whereby both improvements in autonomy and

¹⁴² Corwin et al. “Beyond the Board.”

competence were highlighted within such community contexts. With both parents and children highlighting that the programming was a space to make friends, it also seemed that these social networks enhanced youth ability to develop further and contribute to positive outcomes beyond The Freedom Skatepark; “she has found best friends since then... that was a big part because I think she has just transiting into the High School system and because of Covid, for the past two years she basically lost connection with her school friends and you know, basically it was like she did not have any friends anymore. So now coming to the skating programme ... she has built new friendships that she may have for a very long time. That was very positive for her.”

Comparing RISE and Community Groups: Socioeconomic Background, Exposure to Edu-Skate and Beyond

	Community	RISE
Gender split (M/F)	9/2	6/4
Age range and average	6-14 (N=11.5)	6-15 (N=10)
Skated before? (%)	100%	0%
Average days at skatepark	4.5	1
Attendance of other youth development programming at FSP? (%)	66%	0%
Average attendance of Edu-Skate (out of 12 lessons)	8	9

Figure 32: Recapping our baseline data for Edu-Skate participants

	Community	RISE
Modal highest qualification	Highschool Diploma	Bachelor's Degree
Modal job types	Blue collar	White collar
Household number median	7	5

Figure 33: Recapping our baseline data for Edu-Skate participant's parents

The research undertaken when measuring the impact of Edu-Skate Classes provides useful comparisons between two different groups. These are RISE who predominantly live in central Kingston and partook in Edu-Skate Programmes as an NGO that support vulnerable people in Jamaica, and the Community Group who all live within walking distance of the skatepark in Bull Bay. The purpose of such a comparison assumed that those travelling from RISE would be from more disadvantaged background to those in the local community, with a comparison between such groups conducted to understand how Edu-Skate may play out across different demographics in Jamaica. However, such an assumption was not the case. In fact, the data obtained from the children and their parents within the survey suggests that those from RISE are from a more socio-economically privileged segment of Jamaican society than the Community Group. We can see this from the area of Kingston RISE children were living, the job of their highest household earner, and the highest qualification achieved within their household. As such, two important factors need to be considered from this comparative baseline data (Tables 5 and 6) which provide context for the Edu-Skate results and for CJF in developing targeted programming. Firstly, it is generally accepted that negative developmental outcomes disproportionately affect those from lower socioeconomic backgrounds which has been highlighted in *Vision 2030 Jamaica* and policy documents that detail trends in violent crime on the island.¹⁴³ Therefore, comparative analysis between the groups must be considered within these trends and be of consideration to CJF in developing targeted programming that reach Jamaica's most marginalised youth. Secondly, the comparison between the two groups provides interesting trends in terms of wider exposure to skateboarding and The Freedom Skatepark. Whereas the RISE group on average attended one more Edu-Skate Class than the Community group, neither had one of the RISE group skateboarded before nor attended wider

¹⁴³ Vision 2030 Jamaica; Meléndez et al. "Trapped."

youth development programming at The Freedom Skatepark over the three months data collection took place. Whereas this is accounted for in the best-fit models through the variable “number of average days per week spent at The Freedom Skatepark,” the effects of participation in the wider skatepark are discussed more directly with the Community group parents.

When comparing RISE and Community groups, we see that for those participating in Edu-Skate Classes, the Community group on average had higher scores and displayed larger net effects across all SDT indicators than those enrolled from RISE. Furthermore, the average RISE scores for competence and relatedness reduced when comparing pre and post Edu-Skate. Furthermore, when looking at our best-fit models, the net effect of completing a semester of Edu-Skate Classes and changing the group from RISE to Community indicated a significant net effect of improving self-perceptions of autonomy by 1.21 units on the Likert-scale. Furthermore, the effect change of being in the Community group prior to Edu-Skate Classes improved autonomy satisfaction by 1.18 units, and changing groups from RISE to Community regardless of Edu-Skate Classes effects competence satisfaction by 0.72 units. These effects from the surveys were statistically significant with the autonomy indicator of SDT, yet the from the interview data we saw only a small majority of those who displayed positive changes in autonomy being from the Community group compared to those from RISE. Alternatively, 7 out of 8 participants indicated as having low competence prior to Edu-Skate were from the RISE group which mirrors the statistical significance of pre-Edu Skate competence satisfaction. Moreover, of those who indicated a positive change in competence, RISE participants were lower, with parents from the Community group highlighting the benefits of additional youth development programming on offer at The Freedom Skatepark through “The Summer Programme.” Similarly, it might be that the children from the Community group were getting better at skateboarding over this time outside of Edu-Skate Classes due to their higher average use of the skatepark throughout the week. Nonetheless, parents and children of both groups highlight the effects of Edu-Skate in improvements of competence beyond skateboarding such as schooling. Furthermore, the data from interviews and surveys align in regard to relatedness whereby the RISE group on average reduced overall. As such RISE group had highest number of participants pre-and-post Edu-Skate that were considered as having low-level of relatedness. Again, it would be expected that longer time spent at The Freedom Skatepark would support homogenisation within the community that exists there, which can

draw parallels between the role of sub-cultures and their values or norms in supporting PYD.¹⁴⁴ This notion that relatedness may further develop with more time spent at The Freedom Skatepark is also supported by parents of Edu-Skate participants whereby the Community group highlighted the positive effects of role model structures throughout the skatepark, and parents of RISE group indicating that some of their children felt tension with the regular users of the park.

As we can see through the emerging trends across the interview and survey data, Edu-Skate seemed to be affecting the Community group more positively than the RISE group. Yet, with those in the Community group being from a lower socioeconomic background and on average attending less Edu-Skate Classes, we would expect this not to be the case. Likewise, it is assumed that both groups had similar experiences of Covid-19 Pandemic and associated lockdowns over these three months, therefore we look to other comparative baseline data that may account for these trends. Predominantly, we see that the Community group had all skated before, were more embedded within the associated community, spent on average four times as many days at the skatepark, and on average would be participating in other youth development programming at The Freedom Skatepark. As such, although we see that Edu-Skate Classes are correlated with improvements in participant self-perceptions of SDT as demonstrated in the case for autonomy, wider exposure to The Freedom Skatepark and skateboarding in general may be accelerating this process. Taking the two examples of competence and relatedness, we see that the RISE group showed a reduction in these variables. However, for the Community group, competence may be equated longer time mastering the act of skateboarding and participating in other vocational skills workshops, as well as feeling more part of the wider skatepark community and benefiting in associated role model structures which develop over time vis-à-vis RISE visiting the skatepark for one session a week. As such, these patterns in terms of Edu-Skate and exposure to The Freedom Skatepark align more broadly with PYD literature in which facets of the “big three” which are incorporated within our understanding of SDT indicators such as life-skill building activities (competence and autonomy), community-based activities (competence and relatedness), and positive and constructive youth-adult relationships (relatedness). Furthermore, this comparison between RISE and Community group provides opportunities for CJF to understand the impact of their programming more rigorously and shape future practice. Firstly, these trends demonstrate encouraging signs that individuals

¹⁴⁴ Brofenbrenner, “Developmental Ecology.”

usually most marginalised within development outcomes are demonstrating positive outcomes with Edu-Skate. Secondly, CJF may consider feedback from RISE participants that may account for negative outcomes in terms of competence and relatedness as well as consider how they may offset other exogenous factors that could contribute to these trends. Thirdly, CJF may consider ways in which those visiting The Freedom Skatepark for Edu-Skate Classes may become more homogenised within the community, participate in other youth development programming, and benefit from the youth-adult role model structures. Accordingly, the next chapter of this report examines wider trends in use of The Freedom Skatepark and offers further insights into supporting and widening participation from beyond the immediate Bull Bay community.

Can Participation in Edu-Skate Classes enact Positive Youth Development and contribute to Vision 2030 Jamaica?

The theoretical matrix in which our understanding of Edu-Skate Classes as a practice of SfD revolves around the notion of PYD. Here, PYD integrates multiple contexts of developmental opportunities whereby programmes promote positive youth development incorporated in a “Big Three” of competence, self-efficacy, and prosocial norms.¹⁴⁵ As such Edu-Skate, being pedagogically formed around SDT commitments to improving participant autonomy, competence and relatedness, fits this model of youth development. Moreover, Edu-Skate as an SfD intervention can be understood to offer structured voluntary youth activities within a context for positive development, particularly through reinforcement of initiatives that promote positive peer-to-peer and youth-to-adult relationships, involvement within community environments, and life-skill development (particularly through the overarching Edu-Skate lesson themes) which can all be situated within the three main indicators of SDT as autonomy, competence and/or relatedness.¹⁴⁶ Consequently, both Edu-Skate and wider-PYD paradigms share sentiments in which the goals of programming are to not only contribute to youth self-development, but provide rich developmental environments and impacts whereby young people are able to benefit from positive outcomes and contributions to their wider ecology, be it family, school, community institutions or employment.¹⁴⁷ Firstly, we can utilise the survey data to see that on average each SDT indicator improved over the three months that Edu-Skate

¹⁴⁵ Lerner, “Liberty”

¹⁴⁶ Hull et al., “Positive Youth Development”

¹⁴⁷ Lerner et al., “Using Relational Developmental.”

too place. This was particularly so with autonomy whereby Edu-Skate Classes were statistically correlated to these trends which can be equated to PYD “Big Three” of self-efficacy, as well as interview data highlighting the interconnected benefits improved autonomy had in terms of confidence in trying new activities (participation in community-based and life-skill building activities) and making new friends (prosocial benefits). Moreover, observed improvements in competence of Edu-Skate enrollees aligns with PYD commitments to developing strengths and mastery which was not only displayed through improvements in skateboarding ability, but also shown to effect performances in school and wider adolescent challenges. Likewise, Covid-19 was shown to have a significant impact on perceptions of relatedness for Edu-Skate participants, yet the programming and wider skatepark was seen as a space in which children could develop prosocial networks and support structures. Moreover, based on the overarching lesson themes of each Edu-Skate Class, the environment in which these friendships emerged were underpinned by behavioural respect, empathy and prosocial norms such as awareness, cooperative learning, support and teamwork.

As such, the observed improvements in SDT indicators for participants of Edu-Skate Classes can be said to contribute to the enactment of PYD to some degree. However, successful programmes do not necessarily always result in individuals being capable of making further positive contributions to the wider community.¹⁴⁸ Therefore, although we can see that Edu-Skate is having positive impact on those participating, and that it can be theorised within a PYD framework, further examination is necessary to see if this can contribute to Jamaica’s developmental path as highlighted within *Vision 2030 Jamaica*. However, see a clear trend highlighted throughout the interview data whereby Edu-Skate was not only highlighted as improving SDT indicators, but this was also being applied within the wider ecology of the participant. For example, improvements in autonomy and competence were equated to positive outcomes in terms of academic achievement. Moreover, changes in autonomy and relatedness were outlined in a reduction of problematic behaviour, particularly around violence which has been seen as a causal factor in Jamaica’s stagnating development path. Likewise, all three indicators were argued to have offset the negative impact of Covid-19 which has not only been highlighted as having a significant negative impact on children and young adults but counteracting global developmental efforts and within Jamaica.¹⁴⁹ Accordingly, we largely see

¹⁴⁸ Lerner and Benson, “Developmental Assets.”

¹⁴⁹ Sharma et al., “Life in Lockdown.”

positive changes in SDT indicators within a PYD framework that predominantly offers contributions to *Vision 2030 Jamaica* in Goal 1: Jamaicans are empowered to achieve their fullest potential, and Goal 2: Jamaican society is secure, cohesive, and just.¹⁵⁰ In particular, Edu-Skate can be seen to support national development outcomes highlighted within this policy document of supporting an authentic and transformative culture, as well as providing world class education and training, effective social protection, security and safety, and effective governance.

In particular, we see that Edu-Skate offers contributions to quality education (SDG4), good health and well-being (SDG3), reduced inequalities and gender equality (SDG10 and SDG5), peace and justice (SDG16), and contributions to sustainable cities and communities (SDG11). The pathways we see this being enacted is through improvements in autonomy that optimise self-development and minimising problematic behaviours, development of competence through life-skills activities that support talent and positive developmental outcomes, and improvements in relatedness that emerge from community involvement and positive youth-adult relationship structures that are underpinned by prosocial norms, behavioural respect, bonding, and empathy for others. Importantly, these pathways unfold within a personal development paradigm, as well as within the wider ecology of Edu-Skate participant's life-worlds which offer positive potentialities in terms of Jamaica's wider developmental pathways. Moreover, we also saw the interconnect nature of SDT indicators whereby improvements in one seemed to have a knock-on effect with other indicators. For example, a newfound autonomy was seen to support relatedness whereby Edu-Skate participants were becoming more outgoing and making new friends. Likewise, improvements in relatedness in which Edu-Skate Classes were an enriching prosocial environment improved the competence of participants whereby individuals felt supported to try new things and overcome fears. As such, this interconnected nature of SDT improvements looks to support frameworks within *Vision 2030 Jamaica* in which catalytic accelerators can have interrelated and maximum impact across multiple developmental goals and targets.¹⁵¹ As such, Edu-Skate presents an SfD intervention whereby multiple pathways to PYD are enacted through improvements in SDT indicators which can correspond to multiple goals and national outcomes detailed within *Vision 2030*

¹⁵⁰ Whereas Goal 2 predominantly looks at contributions to Jamaica's macro-level economy and environmental protection of the island. The potential for Edu-Skate and The Freedom Skatepark to contribute to these facets of *Vision 2030 Jamaica* is discussed within the Conclusion Chapter of this report.

¹⁵¹ *Vision 2030 Jamaica*

Jamaica and associated SDGs. Furthermore, this multiplier effect seems to be accelerated more in terms of prolonged participation to Edu-Skate and wider exposure to The Freedom Skatepark and associated youth development programming. With this in mind, the next chapter of this research report looks at the impact of The Freedom Skatepark for all users of the skatepark in terms of PYD and *Vision 2030 Jamaica*. These results are then discussed in conjunction with these Edu-Skate findings within the last chapter of this report.

Positive Youth Development at The Freedom Skatepark

In terms of autonomy, competence, and relatedness, on average we saw improvements across all three of the SDT indicators across 21 participants in three months of Edu-Skate Classes. If we understand the self-perception of these three indicators as vital for positive and healthy adolescence, enrolment in the skateboarding classes can be a way to enact PYD at The Freedom Skatepark. Encouragingly, the parents of children enrolled in Edu-Skate earmarked the programme of supporting difficult life challenges that emerge during the transition through adolescence and into adulthood. Such challenges were found at home, school, friendships, and within their own personal development. With this in mind, if we understand PYD as being underpinned by pro-social relationships, academic achievement, and youth self-efficacy,¹⁵² enrolment in Edu-Skate Classes is enacting positive development trajectories for young people in Jamaica. Furthermore, a closer look at the data revealed that the more classes attended, and more time spent at The Freedom Skatepark should further accentuate positive changes in SDT indicators which further supports the claim that Edu-Skate Classes are improving perceptions of autonomy, competence, and relatedness within enrolled students. Yet, conclusions relative to PYD are specific to participants enrolled in Edu-Skate Classes, and more data is needed to better understand the impact of participating and using The Freedom Skatepark from structured youth development programming to leisure activities and staff employment to name a few. As such, with the Edu-Skate Impact data suggesting that there are wider benefits to longer exposure to The Freedom Skatepark including youth development programming and skateboarding in general, this chapter seeks to understand the impact of The Freedom Skatepark on all users between June and September 2021.

To do this, alongside measuring the impact of Edu-Skate Classes we also administered a general skatepark survey which looked to understand how PYD may be enacted at The Freedom Skatepark across *all* users. Drawing on the survey which was completed by 85 users of the skatepark, this chapter seeks to answer the following questions of the research report:

¹⁵² Hull et al. "Positive Youth Development."

1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?

2) Is Skateboarding for Development an effective practice of SfD?

3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?

To do this, the chapter is divided into three sections. The first section asks; “Who Uses The Freedom Skatepark?” In doing so, the first section of this chapter posits a context-specific understanding of ‘unattached youth’ based on the profiles of the people who completed the Youth Development Survey. Furthermore, this section provides empirical-led theorisations of more targeted programming from CJF based on data that highlights female participation, disabled access, the geographic regions users of the skatepark come from, and the education and employment status of young people who use The Freedom Skatepark. From this, the second section asks; “How Do People Use The Freedom Skatepark?” This section explores the amount of time people spend at the skatepark, how they tend to use the skatepark in terms of activities provided, and the potential for CJF to offer further programming based on the opinions of those who completed a survey. The final section of this chapter then seeks to compare how the users of The Freedom Skatepark vis-à-vis wider Jamaican society. This is drawn from earlier engagements with developmental, SfD and skateboarding literature whereby participants in the survey were asked comparative questions based on community, place making, decision making, safety, personal development, social relations, and public space. Such questions were asked as precursors to PYD and therefore provides a valuable comparison to record youth development within The Freedom Skatepark and wider Jamaican society. Collectively, this chapter seeks to answer whether The Freedom Skatepark is a space for PYD which then informs the final chapter of this report that also draws on the Edu-Skate Impact Analysis to understand the impact of The Freedom Skatepark and associated youth development programming in terms Jamaica obtaining *Vision 2030* and related SDGs.

Who Uses The Freedom Skatepark?

Gender Split (M/F/na)	Age Range	Average Age	% of users with a disability	% of community users	% of 8-18 in full-time education	% of 18+ in full-time employment*	Most common qualification obtained for 18+ *
52/32/1	8-65	21	7%	44%	89%	42%	University Degree

Figure 34: Who uses The Freedom Skatepark?

*who are not in full-time education

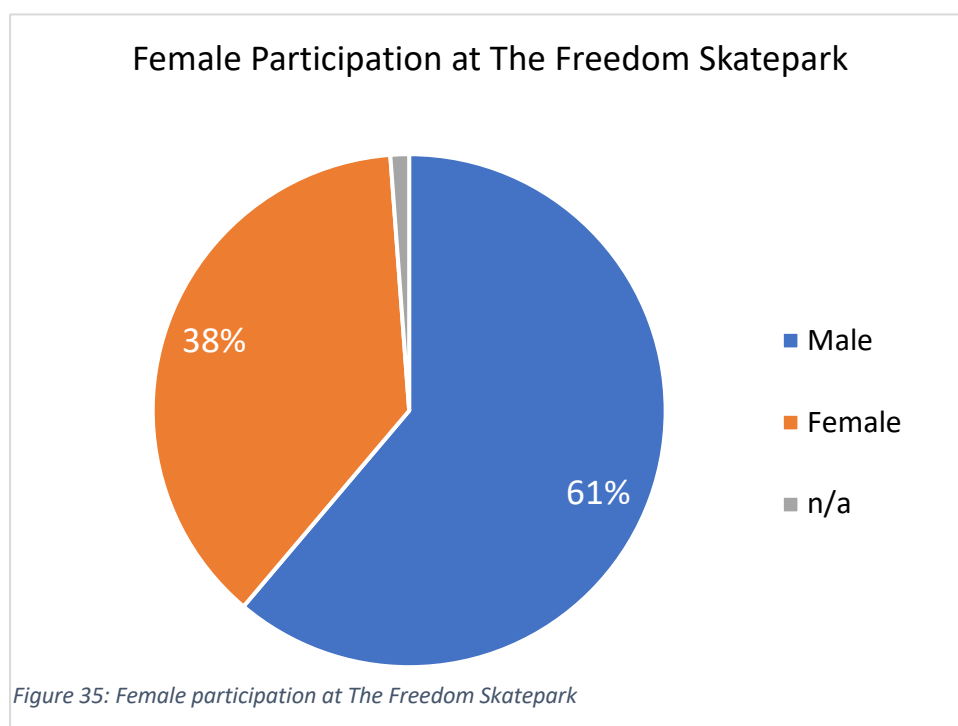
The above table profiles the typical user of The Freedom Skatepark between June and September 2021. This is drawn from 85 people who completed the Youth-Development Survey over this time. Between June and September 2021, we would expect the average user of The Freedom Skatepark to be a 21-year-old able-bodied male from outside of Bull Bay who holds a University Degree yet is not in full-time employment. This brief profiling of the average user of The Freedom Skatepark over this time draws interesting insights worthy of further investigation. A 38% female participation rate reflects an interest in women to use and partake in The Freedom Skatepark, but also leaves room for improvement in terms of gender participation. The age range demonstrates that The Freedom Skatepark is open and used by a variety of community members and with the average age being 21, this outlines that The Freedom Skatepark is predominantly used by the young adults of Jamaica which aligns with our uptake of positive youth development (PYD) framework when analysing the impact of the skatepark. The percentage of users who identify with having a disability is noticeably low, coming in at roughly half of the national average of Jamaica.¹⁵³ Perhaps this is expected with skateboarding being a physically demanding and dangerous sport, however with a more concerted effort within skateboarding to make spaces more accessible for skaters with a disability, this suggests more can be done in making The Freedom Skatepark welcoming and safe for less-abled skateboarders.¹⁵⁴

¹⁵³ The World Bank. "Acting on Disability."

¹⁵⁴ Goodpush Alliance. "Accessible Skatepark Survey."

Interestingly, 89% of 8–18-year-olds are enrolled in full-time education, with the most commonly obtained highest qualification for all users of The Freedom Skatepark being a university degree. Moreover, out of all adults who are not currently enrolled in any form of education, only 42% are listed in full-time employment. These findings profile a context-specific understanding of ‘unattached youth’ which lends itself to a more targeted approach to youth development programming in order to enact PYD. As such, with a high number of 8-18 year-olds in full-time education, this is one in which the age group shifts to 18-30 who are predominantly highly educated but unable to find employment. Nonetheless, it is likely that Covid-19 skewed these results somewhat whereby children may be enrolled in school but unable to attend due to lockdowns and lack of access to internet infrastructure for online schooling, as well as the effects of the pandemic on employment rates amongst young people. Likewise, it is important to remember the more traditional conceptualisation of unattached youth in Jamaica is estimated between 127,000 to 140,000, suggesting more can be done in terms of outreach to widen usership at The Freedom Skatepark amongst this demographic. Nonetheless, such results provide interesting insights into the lifeworlds of young people in Jamaica and the challenges they face in enacting PYD, as well as offer an empirically grounded method to shape programming at The Freedom Skatepark to respond to such contexts.

Female Participation at The Freedom Skatepark



Skateboarding is often considered a male-dominated activity and skateparks a male dominated space.¹⁵⁵ This presents a potential problem from the enactment of PYD at The Freedom Skatepark whereby roughly half of the Jamaican population may be marginalised from participating in the space. In a recent study on high-performance sports and PYD, results indicated that male participants scored significantly higher than females on indicators of PYD such as self-competence, self-confidence, and relational skills indicating particular care towards female participants is necessary to fulfil PYD within sporting contexts.¹⁵⁶ Likewise, we see stagnated development in LAC disproportionately affecting women who also are more likely to be victims of violent crime that perpetuates such stagnation.¹⁵⁷ Within Jamaica, gender equality is understood as playing an operative role in enabling PYD, yet young women are almost twice as likely to be unemployed than their male counterparts.¹⁵⁸ However, skateboarding has also been cited as a potentially powerful tool to breakdown gender barriers and empower female participants.¹⁵⁹ At The Freedom Skatepark, we see 38% participation in general use which suggests more can be done to gain gender equality in the space. This is reflected within the survey question which asked for any improvements in The Freedom Skatepark (Q25) in which it was noted “more girl involvement” (P54), “more women and girls” (P85), the provision of female-specific skate equipment (P60), and more females skating (P63 and P75).

	Average Days at Skatepark	Most common time spent at Skatepark	Most Common Activity	% in Youth Development Programming	% as Staff Members at Skatepark
Male	3.5	5+ hours	Skateboarding	16%	14%
Female	1	1-2 hours	Skateboarding	6%	6%

Figure 36: Comparing male and female participation at The Freedom Skatepark

¹⁵⁵ Beal. “Alternative Masculinity.”

¹⁵⁶ O’Connor et al. “Positive Youth Development.”

¹⁵⁷ UNDO. “Trapped”

¹⁵⁸ “Revised National Youth Policy.”

¹⁵⁹ Beal. “Alternative Masculinity;” Abulhawa. “Skateboarding and Femininity.”

Beyond the gender balance of participation and use at The Freedom Skatepark, the type of activities and patterns of usage can also draw insights into PYD and gender. This line of inquiry is drawn from the Edu-Skate Analysis in which enrolment in skateboarding classes was associated with positive changes in the indicators of the Self-Determination Theory (SDT) regardless of gender, as well as suggesting that the higher exposure to The Freedom Skatepark and related youth development programming correlates to stronger changes in SDT and enactments of PYD. Whereas a 38% female participation rate at The Freedom Skatepark suggests a firm base to continue developing targeted programming for girls, a closer look at this percentage alongside data on *how* women use The Freedom Skatepark suggests further work can be done. For example, if we understand that general exposure to The Freedom Skatepark is having a positive impact on SDT indicators and supporting PYD, female users are only spending 1 day a week at the skatepark compared to 3.5 for boys. Similarly, girls only tend to spend between 1-2 hours at the skatepark, compared to 5+ hours for males.

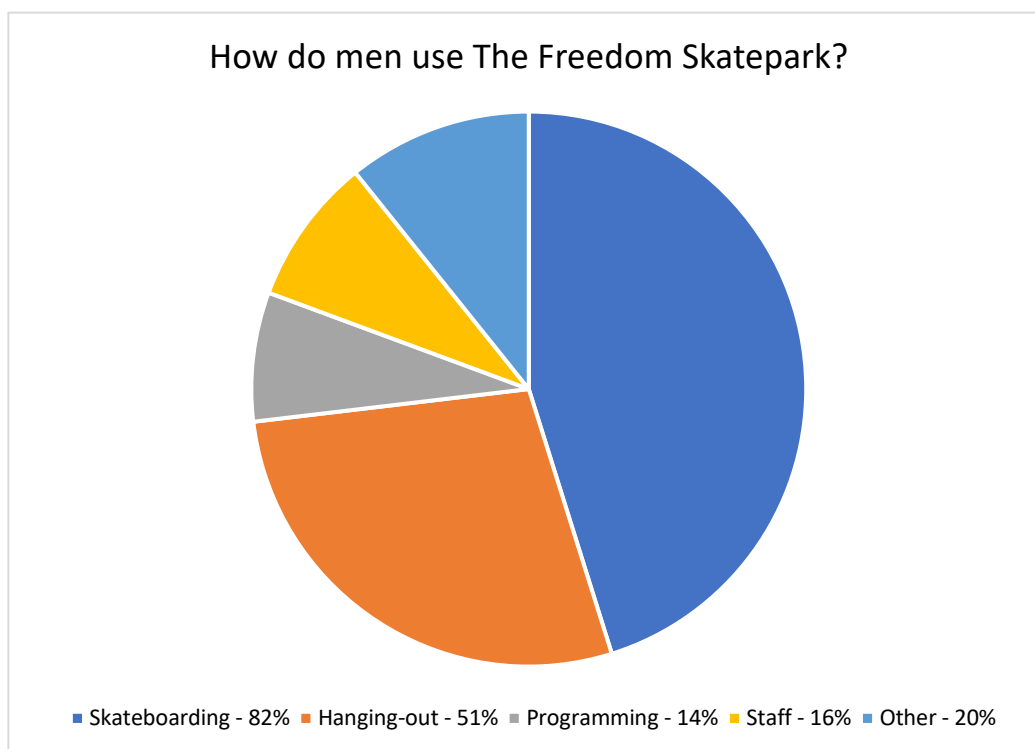


Figure 37: How do men use The Freedom Skatepark?

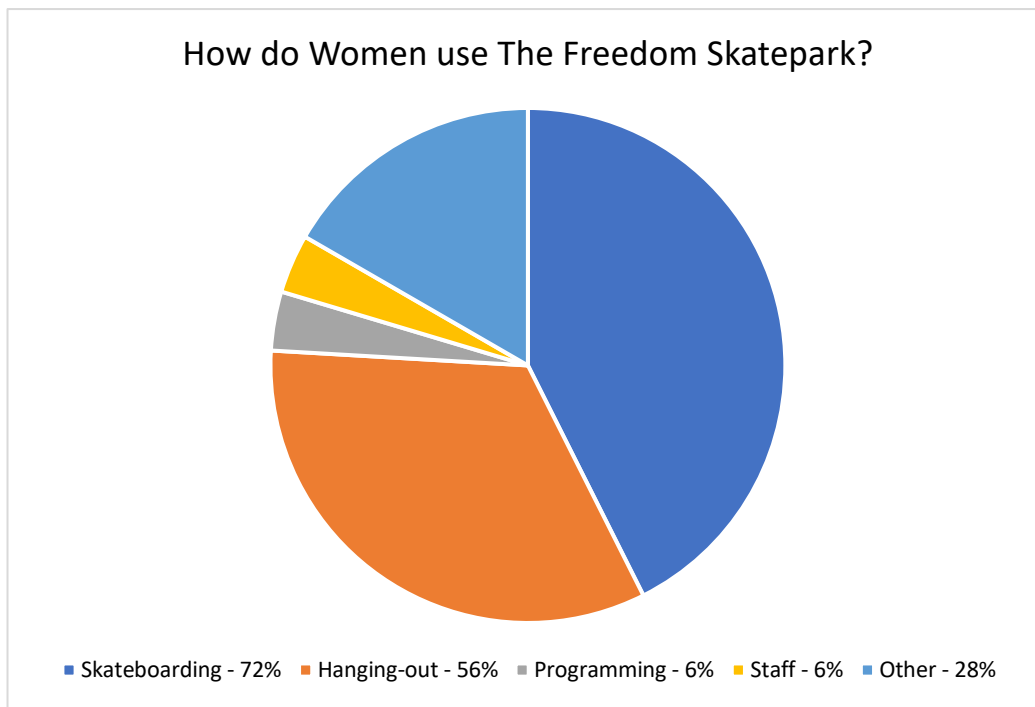


Figure 38: How do women use The Freedom Skatepark?

If we compare how men and women are using The Freedom Skatepark, we see similar percentage of predominantly use it for skateboarding and hanging-out, however key differences in terms of programming and staff members. Just 6% of female participants use The Freedom Skatepark for specific programming compared to 14% for males, and only 6% were staff members compared to 16% for boys. With a summer programming of workshops designed to teach life-skills and inspire children from within the community, the comparisons between boys and girls participating in youth development programming is a cause for concern. Likewise, with “sustained and caring adult-youth relationships” or ‘role-models’ as a key enable to PYD within the Jamaican context,¹⁶⁰ a higher percentage of female staff members presents the possibility to create such structures which may have ongoing positive effects on participation in programming and general usership of The Freedom Skatepark. Nonetheless, with a high percentage of female users both predominantly skateboarding and hanging-out, this suggests that women are not only exposed to skateboarding which has been previously linked with positive changes in SDT but also find the skatepark a safe, social environment. This is supported by data drawn from comparing answers to the two questions *Do you feel Safe at The Freedom Skatepark* and *Do you feel safe in public?* (Q21 and Q32). Here, answers followed a Likert scale from 1-5 in which 1 indicated strongly disagree and 5 indicated strongly agree. For

¹⁶⁰ Hull et al. “Positive Youth Development.”

female users of The Freedom Skatepark the average score for safety was 4 indicating women feel safe there, a whole category above feelings on safety in public which averaged a score of 2.7. With gender-based violence highlighted as a key issue in both LAC and Jamaica specifically,¹⁶¹ these figures show encouraging signs that The Freedom Skatepark is a safe space for women from which targeted programming may further encourage participation and enactments of PYD.

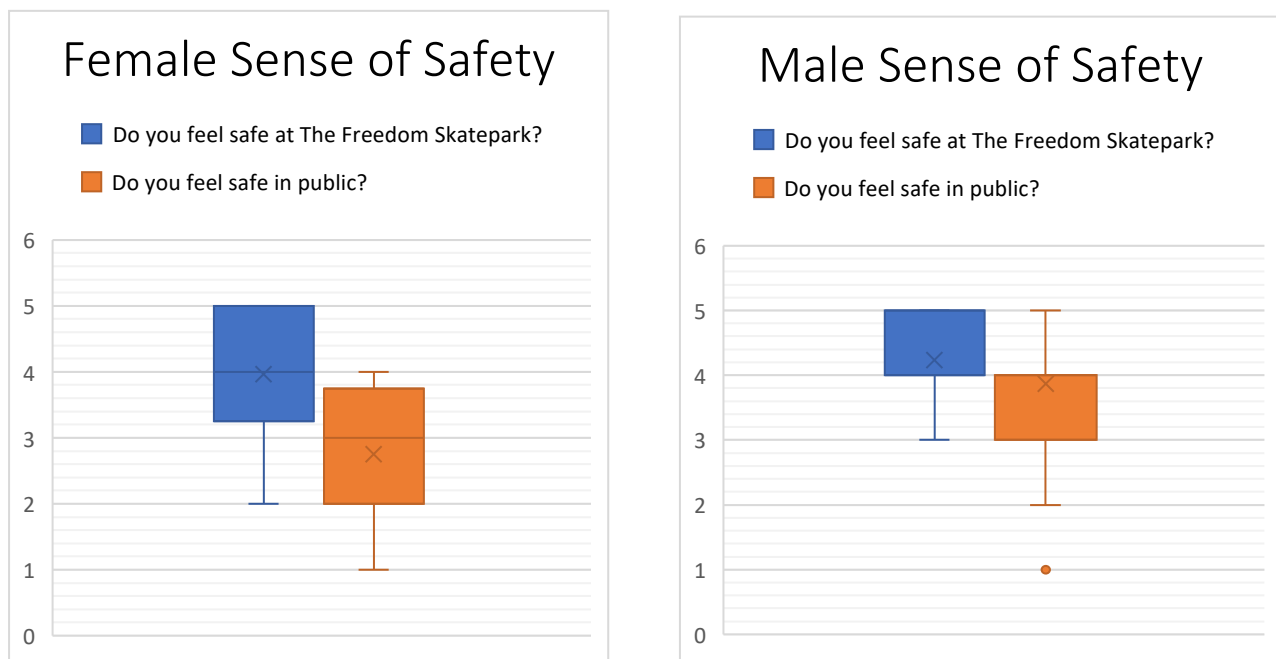


Figure 40: Comparing safety at The Freedom Skatepark

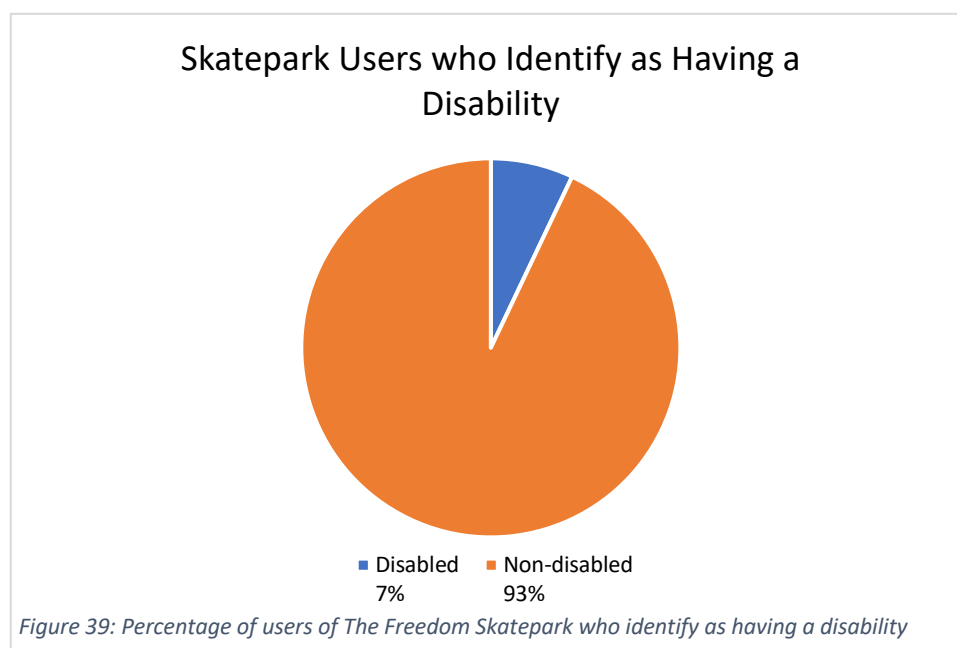


Figure 39: Percentage of users of The Freedom Skatepark who identify as having a disability

¹⁶¹ UNDP. "Trapped"; Levy. "Youth Violence."

The Freedom Skatepark and Disabilities

With only 7% of skatepark users identifying as having a disability, this number is significantly lower than both the regional average of LAC and Jamaica.¹⁶² This is a cause of concern for two reasons. Firstly, stagnated development is said to disproportionately affect disabled people which has been exacerbated by the Covid-19 Pandemic.¹⁶³ If we see The Freedom Skatepark as a potential site to enact PYD, we must also make the skatepark as inclusive to those most affected by lack of development such as those with a disability. With low levels of disabled users of The Freedom Skatepark, this may be down to accessibility. However, skateparks may be designed in a way to accommodate disabled users through providing speciality travel requirements and enabling adaptive access particularly from street or carpark into the skatepark.¹⁶⁴ Likewise, skateparks themselves may be more disabled-friendly through mellower transitions and ramps, as well as specific elements for people who are visually impaired.¹⁶⁵ Secondly, low numbers of disabled users at The Freedom Skatepark may be accounted for due to a lack of social awareness around disabilities. With The Freedom Skatepark serving some of Jamaica's most socio-economically challenged strata, it is likely that participants in the survey may well have undiagnosed disabilities which may be mitigated and supported through disability awareness training onsite at the skatepark. Likewise, lack of social awareness is also highlighted as a barrier to access for those who have a disability but may not feel welcome due to a lack of understanding from the wider skatepark users.¹⁶⁶ However, when asked about a sense of belonging at The Freedom Skatepark, those who identified as having a disability averaged higher sense of belonging (N=4.7) than those who did not identify as having a disability (N=4).¹⁶⁷ Nonetheless, it would seem that more could be done to accommodate disabled people at The Freedom Skatepark. Both accessibility and awareness may go some way to do this and further open channels for PYD to those who are most marginalised by negative development outcomes. Importantly, research on disabilities and development outcomes emphasises the importance of designing policies and programming tailored to specific conditions and disabilities. Although the research did not ask about specific disabilities participants may have, this can be added for future delivery of research projects.

¹⁶² World Bank. "Inclusions of Persons."

¹⁶³ Ibid.

¹⁶⁴ Goodpush Alliance. "Accessible Skateparks."

¹⁶⁵ Ibid.

¹⁶⁶ Ibid.

¹⁶⁷ Due to a small sample size for people who identify as having a disability, such results must be read with caution.

Nonetheless, raising awareness of disabilities amongst the users of The Freedom Skatepark should highlight this and provide information to design new and inclusive programming for those most marginalised by stagnated development.

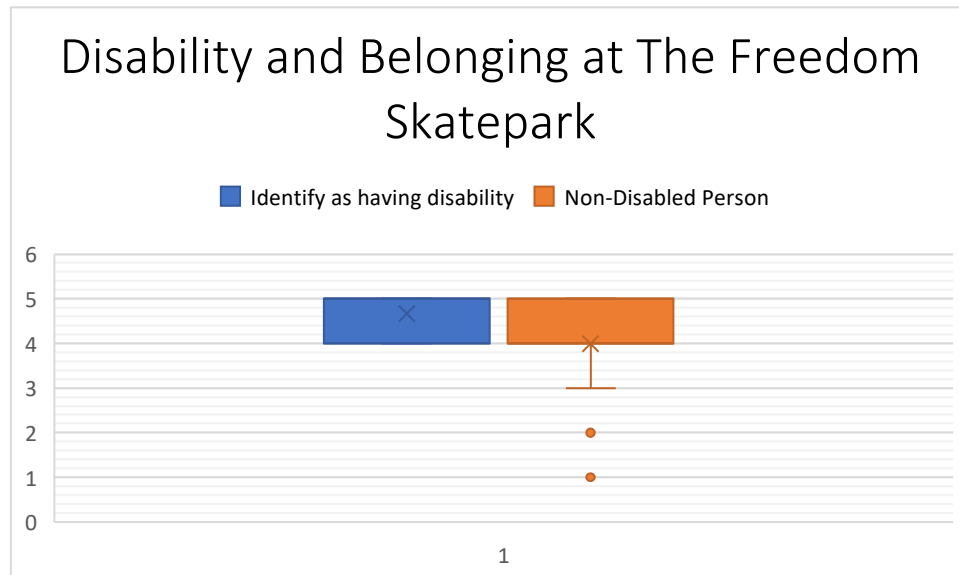


Figure 41: Disability and a sense of belonging at The Freedom Skatepark

Where are the Users of The Freedom Skatepark Located?

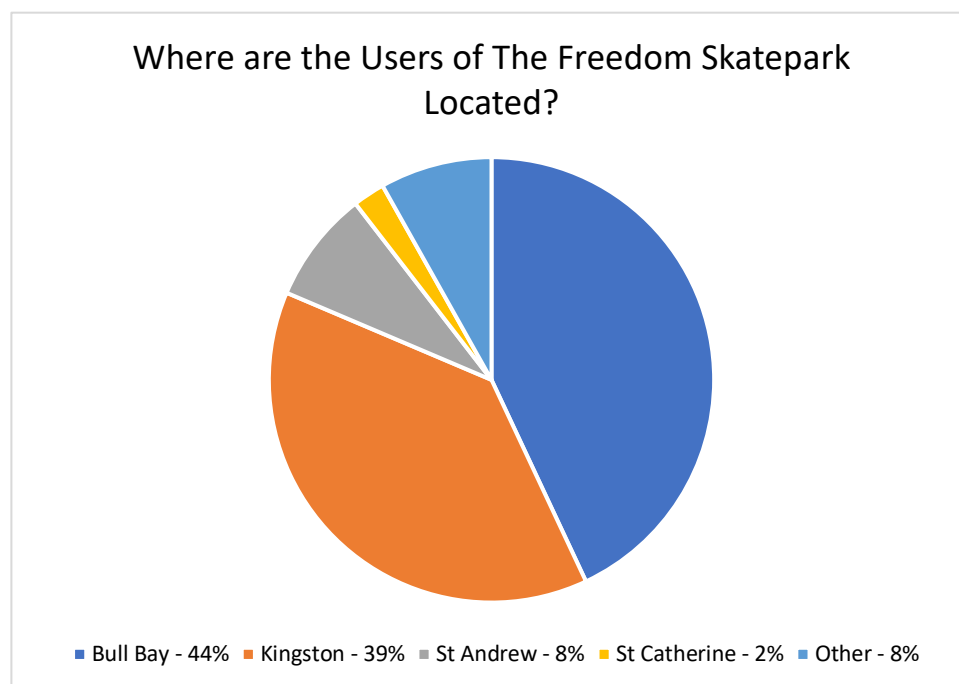


Figure 42: Geographic location of the skatepark users

Jamaica is divided into 3 counties and 14 parishes. For the purposes of this research, we have delineated the locations of the users of The Freedom Skatepark into local Bull Bay users, Kingston, and the parishes of St Andrew and St Catherine. Just 7 participants of the survey visited The Freedom Skatepark from other parishes and are represented by the “other” category. 44% of the users of The Freedom Skatepark came from the local community of Bull Bay, with the second largest proportion of users travelling from Kingston City which reflects the geographical location of the skatepark and the provision of taxi and bus services that operate between the two locations. Nonetheless, private transport is the most popular mode of transport to access The Freedom Skatepark, with walking the second most popular mode of transport reflecting the high proportion of users from the local community. Similarly, most users of The Freedom Skatepark indicated that they face no issues accessing The Freedom Skatepark. Yet, distance and cost of transport were common difficulties faced using the skatepark which is also likely to reflect the divide between users of the skatepark from Bull Bay and inner-city Kingston. With walking and private transport the most common modes of transport when accessing The Freedom Skatepark, this poses potential difficulties for socioeconomically challenged users of the skatepark from inner-city Kingston who may not be able to afford these modes of travel, and may be excluding factors for those traditionally considered “unattached youth” within PYD literature.

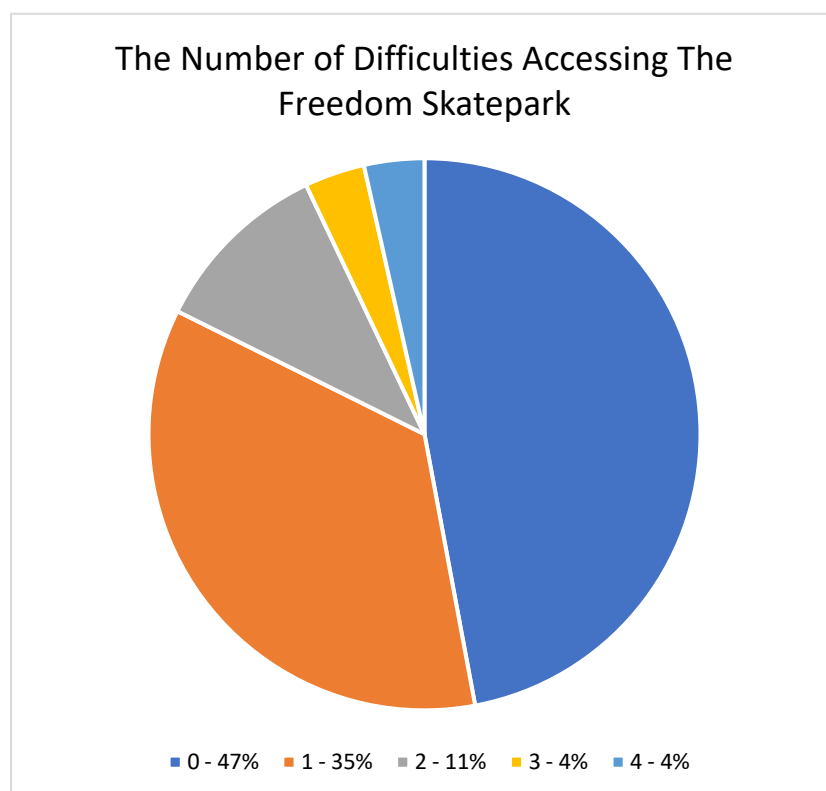


Figure 43: The number of difficulties users of The Freedom Skatepark face accessing the site

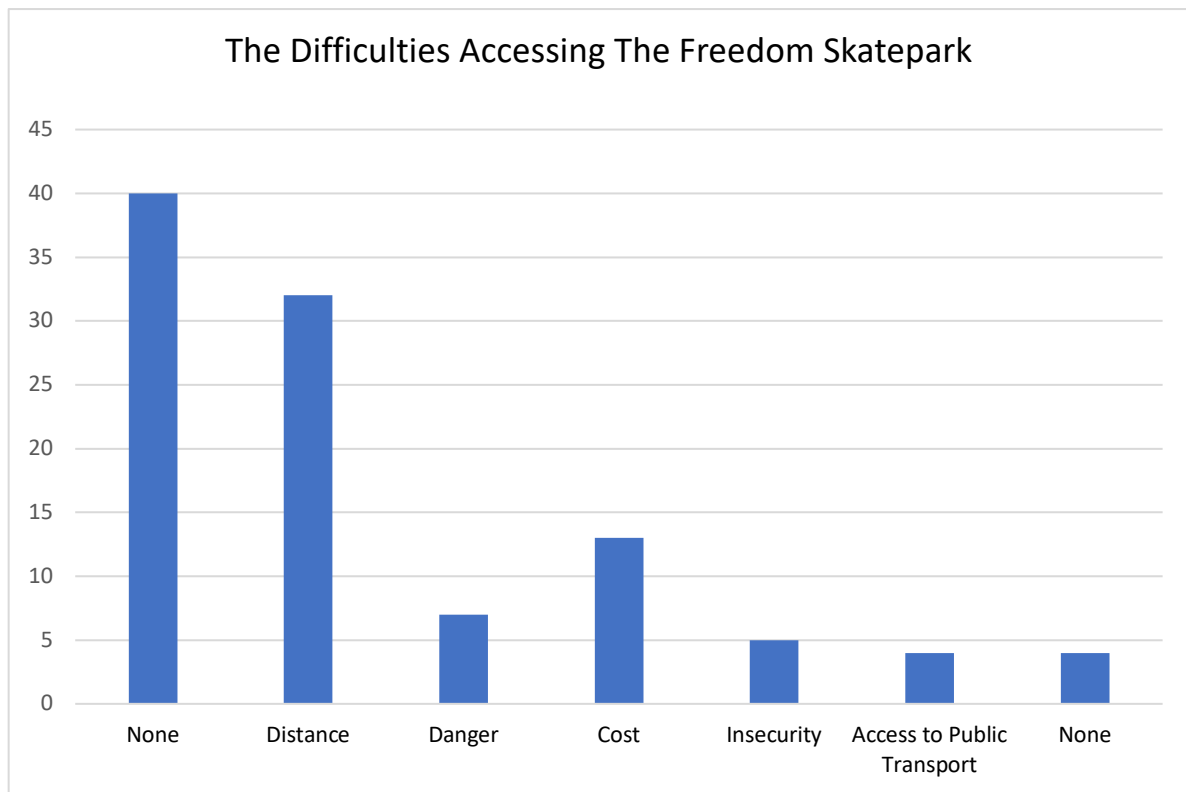


Figure 45: The difficulties users face when accessing The Freedom Skatepark

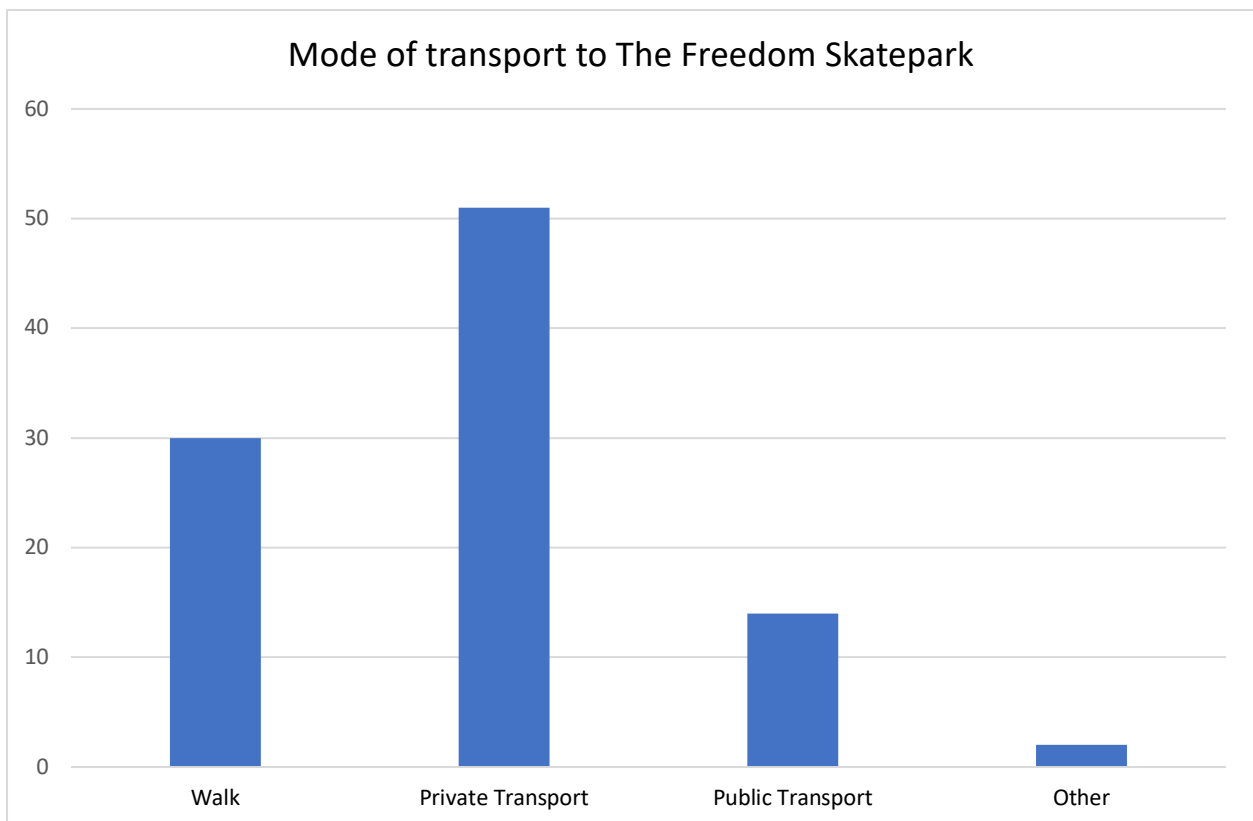


Figure 44: The modes of transport used to access The Freedom Skatepark

With the provision of public transport highlighted as the least common difficulty faced when accessing The Freedom Skatepark, cost and distance are the main barriers facing expanding usership of the skatepark. If the data indicates The Freedom Skatepark is a site in which young people in Jamaica are able to enact processes of PYD, then exposing as many young people as possible to the skatepark is of primary concern to CJF when upscaling their impact within Jamaican society and improving island-wide developmental outcomes. A comparison between the difficulties local and visiting users of The Freedom Skatepark face accessing the site provides insights into how CJF may mitigate barriers to participation and potentially support a widening of PYD amongst young Jamaican people. The data indicates that visiting users face more difficulties accessing The Freedom Skatepark largely indicating distance and cost as barriers to accessing the site. Well-constructed and well-maintained highways are often cited as the veins and arteries of successful development bringing connectivity and economic prosperity. During data collection for this report, Bull Bay was highly impacted by the construction of the Southern Coastal Highway Improvement Programme (SCHIP); a \$22-billion infrastructure project connecting Kingston with Morant Bay designed to bring development to rural Jamaica which was seen as lagging behind more metropolitan areas.¹⁶⁸ The completion of the Southern Coastal Highway may offset some difficulties people face accessing The Freedom Skatepark however distance and cost are likely to continue as predominant barriers to accessing the skatepark. Yet, thus far the new highway has been voiced as one of Bull Bay society concerns as the 6-lane motorway is seen to dislocate the local community.¹⁶⁹ With this in mind, there are two possible medium-to-long-term strategies for CJF to consider to increase users of The Freedom Skatepark. Firstly, in the medium term CJF can work with organisations based in Kingston City such as RISE who are able to organise private transport such as buses to reach The Freedom Skatepark. Secondly and in the longer term, if The Freedom Skatepark is seen to enact PYD amongst Jamaican youth yet young people face barriers of cost and distance when accessing the skatepark, it should be of importance to both CJF and Jamaican policy makers to consider the construction of new skateparks across the 3 counties of the island as part of Jamaica's *National Sport Policy* and *National Youth Policy*.

¹⁶⁸ Nelson. "St Thomas Residents."

¹⁶⁹ "Bull Bay Community"

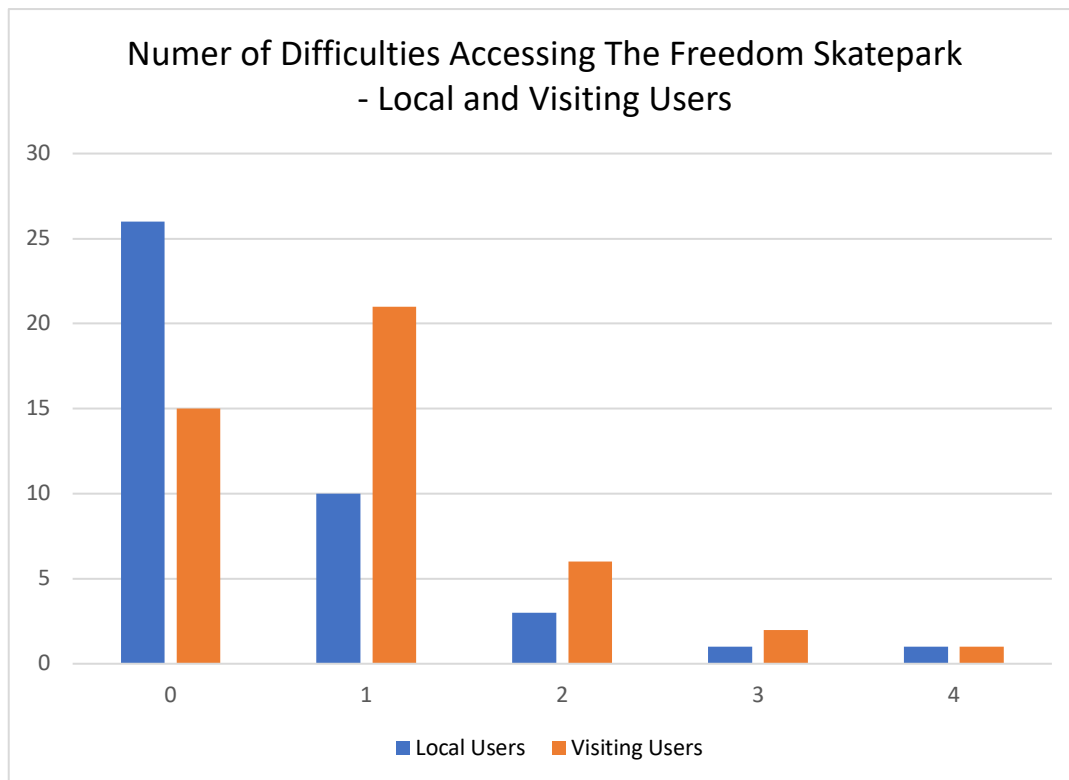


Figure 47: Comparing the number of difficulties local and visiting users face when accessing The Freedom Skatepark

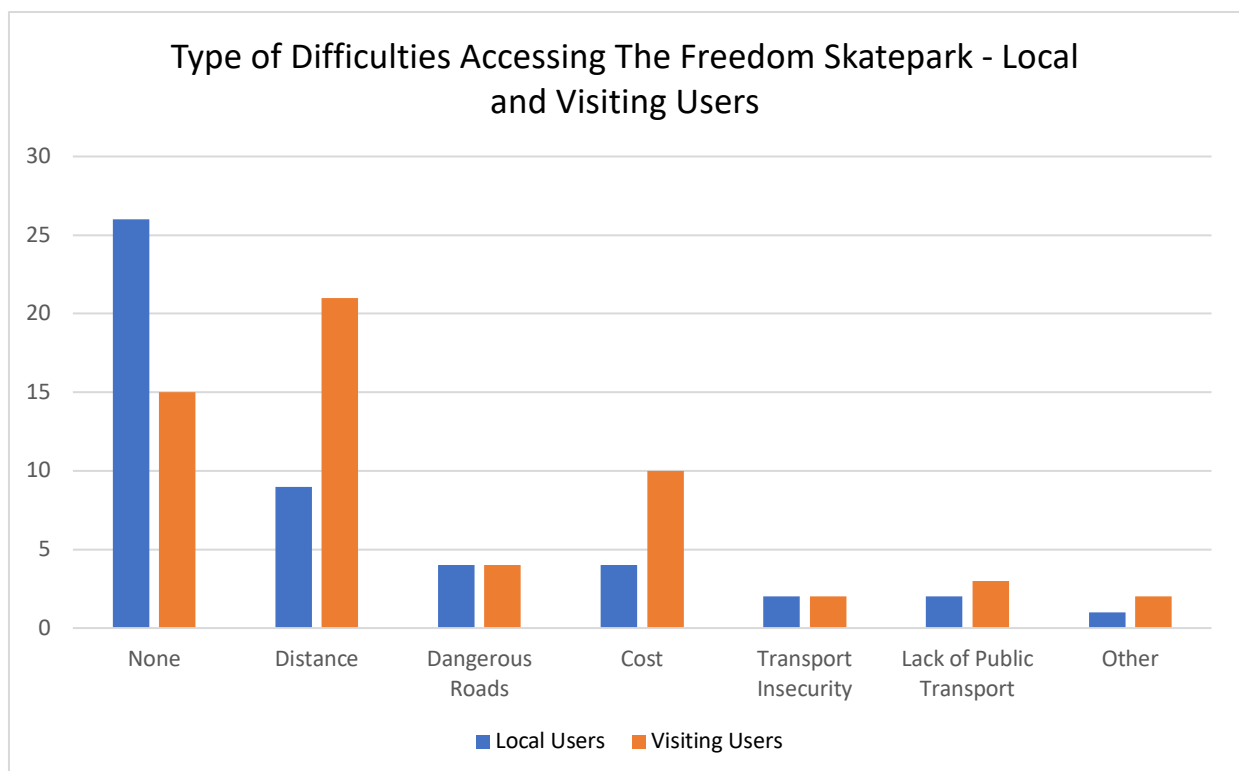


Figure 46: Comparing the types of difficulties local and visiting users face when accessing The Freedom Skatepark

Education and Employment at The Freedom Skatepark

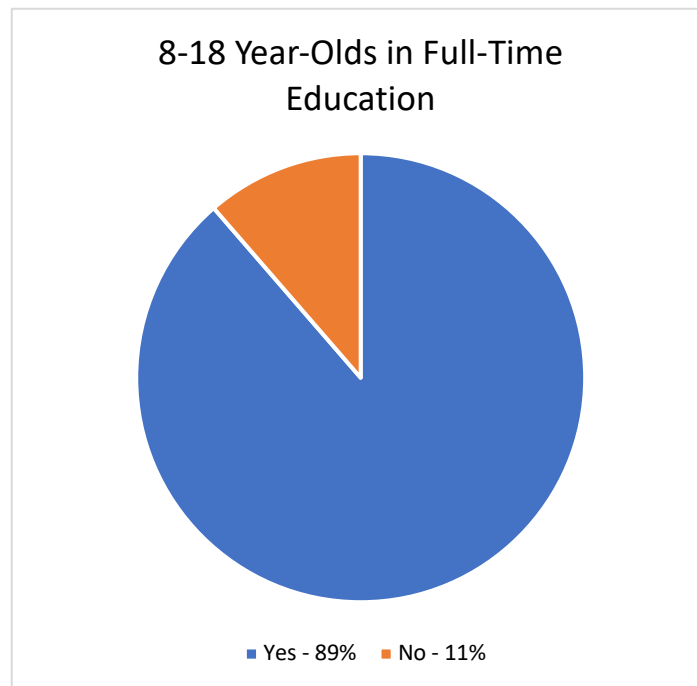


Figure 49: 8-to-18-years-old users of The Freedom Skatepark and full-time education status

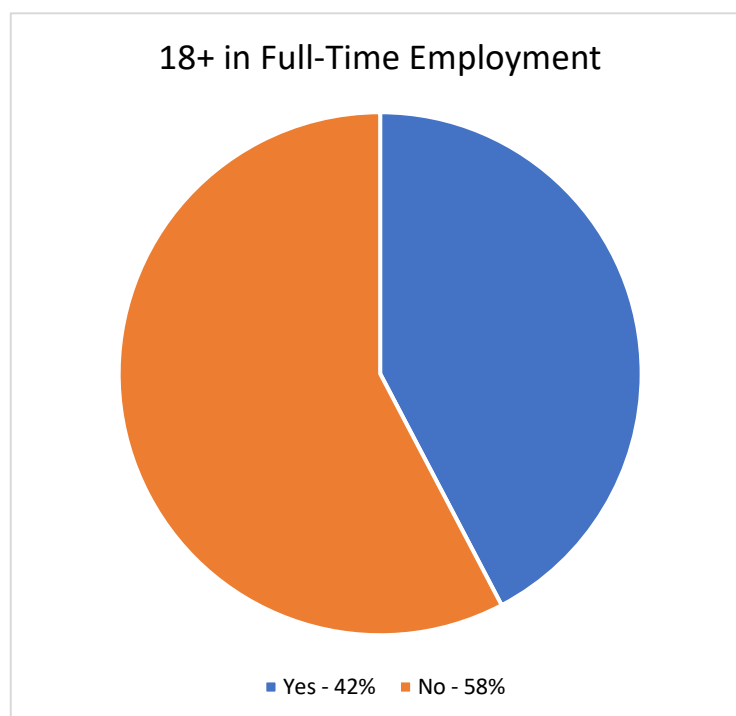


Figure 48: 18+ years-old users of The Freedom Skatepark and full-time employment status

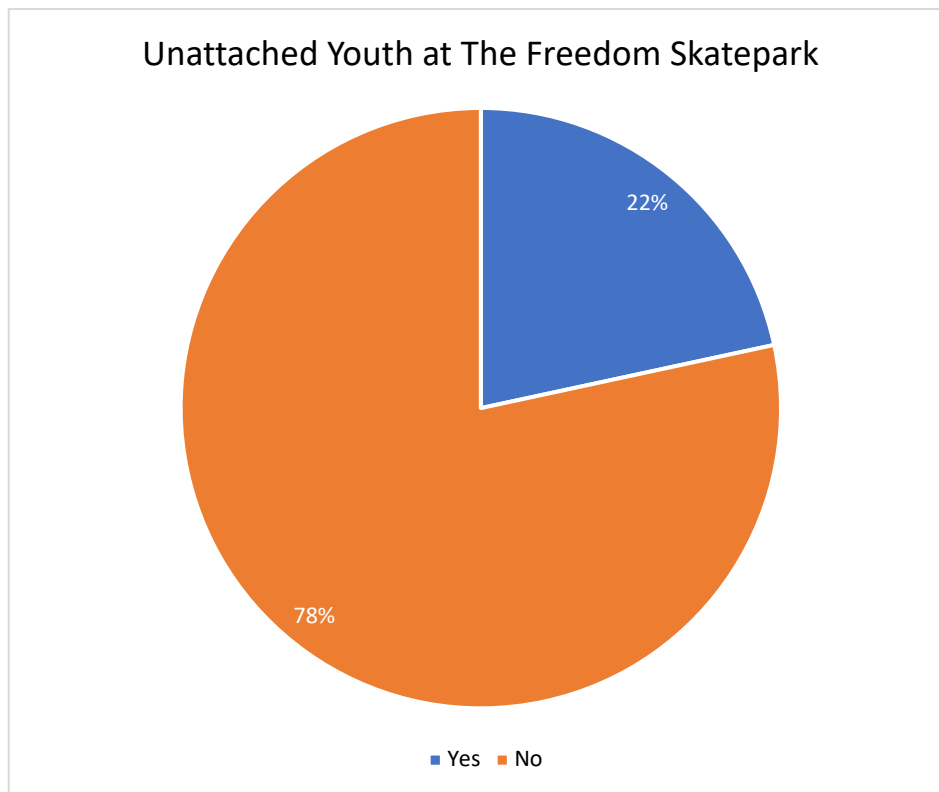


Figure 50: Unattached Youth at The Freedom Skatepark

The enactment of PYD at The Freedom Skatepark revolves around an understanding of “unattached youth” in Jamaica. The term unattached youth is generally referring to people of 15 to 24 years of age who are not engaged in any form of training, education, employment, or services.¹⁷⁰ 34% of 15 to 24 year-olds in Jamaica are considered as unattached youth, generally considered as serious concern to Jamaican society and developmental paths.¹⁷¹ Accordingly, 37 survey respondents fall within the age criteria for unattached youth detailing that 44% of users of The Freedom Skatepark who completed a survey are at-risk of becoming an unattached youth. Of this number, only 22% of survey participants are considered unattached youth which indicates that the most vulnerable of young people within Jamaican society are not accessing The Freedom Skatepark. Nonetheless, such conceptualisations of unattached youth in Jamaica tend to pay particular attention to education enrolment and employment statistics. Unemployment rates across young people in Jamaica is double that of the national average at 32.7% and the net enrolment rate for secondary school average 76% between 2003 and 2013.¹⁷² Within the Bull Bay community in which The Freedom Skatepark is situated, high levels of

¹⁷⁰ Hull et al. “Positive youth development.”

¹⁷¹ World Bank. “Out of School.”

¹⁷² STATIN 2015; PIOJ 2015

unemployment and crime amongst young people are voiced as a key concern.¹⁷³ Yet, at The Freedom Skatepark we see a higher full-time education rate amongst 8-18 year olds than the national average at 89% but a strikingly high rate of 18+ participants not enrolled in full time employment at 58%. In terms of education and employment, this paints a different understanding of unattached youth at The Freedom Skatepark. Whereas we see encouraging numbers of young people enrolled in full-time education, there seems to be a great disparity into transferring high educational enrolment into full time employment that is crucial to achieving developmental outcomes. This seems to follow wider trends whereby those pursuing training or employment after secondary education “are often ill-equipped for the world of work” which serves to “compromise their ability to obtain sustainable employment” which has been linked to the provision of poor educational teaching within Jamaican schools and argued to fuel patterns of violent crime within young people.¹⁷⁴

With this interplay of unattached youth, employment, education and violent crime in mind, a closer look at education and employment patterns at The Freedom Skatepark offer insights into how CJF may look to address key concerns of Jamaican society that offer positive developmental outcomes. It seems that enrolment in education amongst 8–18-year-olds is not of primary concern to CJF due to 89% rate of those who use The Freedom Skatepark. It may be worth noting that due to Covid-19 schools were largely online which may obscure numbers somewhat as although children may be officially registered as in full-time education, technological accessibility meant some children were still unable to attend online classes. Nonetheless, the lack of people 18+ not in full-time education presents an area of key concern for CJF. Accordingly, a closer look at the data also challenges conceptions individuals seeking post-secondary employment are ill-equipped for work. In fact, the majority of those who use The Freedom Skatepark and completed a survey have completed a at least one university degree at 52% of respondents. Nonetheless, of 18+ people who are not in full-time education, only 31% are in full-time employment with 19% being completely unemployed. These numbers suggest a more nuanced approach to CJF programming that targets vulnerable users of The Freedom Skatepark that may get missed due to earlier conceptualisations of unattached youth. Rather than targeting 14–25-year-olds not enrolled in education, training or employment, programming at CJF may be better served to support a difficult transition from

¹⁷³ SDC. “Bull Bay Community.”

¹⁷⁴ MYC. “National Youth Policy”; UNDP “Trapped.”

University education to full time employment based on a highly skilled usership at The Freedom Skatepark.¹⁷⁵ For example, with current programming at The Freedom Skatepark aimed at skills training in blue collar jobs for 15-18 year olds such as car mechanic and wood work, CJF may be better suited to pool resources towards supporting 18+ age group through higher skill training, supporting internship opportunities with skilled job institutions, and providing networking opportunities such as an employment fair.

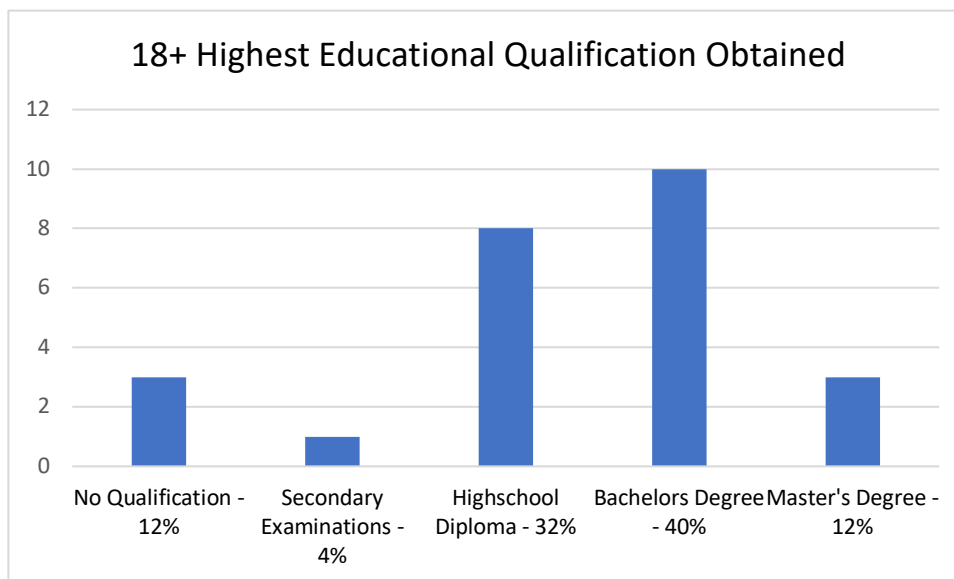


Figure 51: Highest educational qualification received amongst the 18+ age group

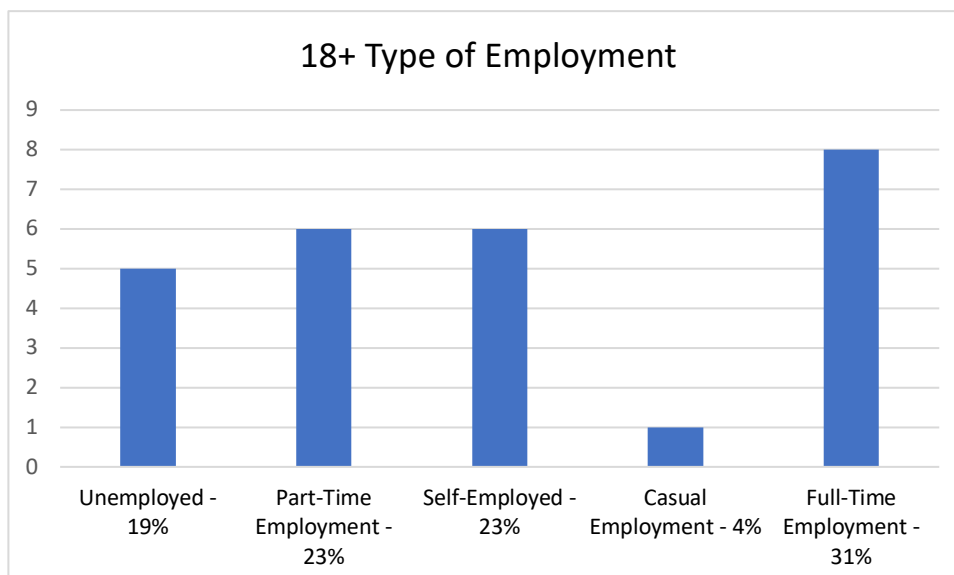


Figure 52: Type of employment amongst the 18+ age group

¹⁷⁵ This is to say that CJF cannot simultaneously target improving participation rates in usership of The Freedom Skatepark for the traditional PYD conceptualisations of “unattached youth” as well.

How Do People Use The Freedom Skatepark?

User Exposure to The Freedom Skatepark

	Average Days Spent at The Freedom Skatepark	Most Frequent Number of Hours Spent at The Freedom Skatepark
Male Users	3.5 days	5+ hours
Female Users	1 day	1-2 hours
Community Users	4 days	5+ hours
Visiting Users	1.5 day	1-2 hours
Skatepark Average	2.5 days	1-2 hours

Figure 53: How many days and for how many hours different users access The Freedom Skatepark

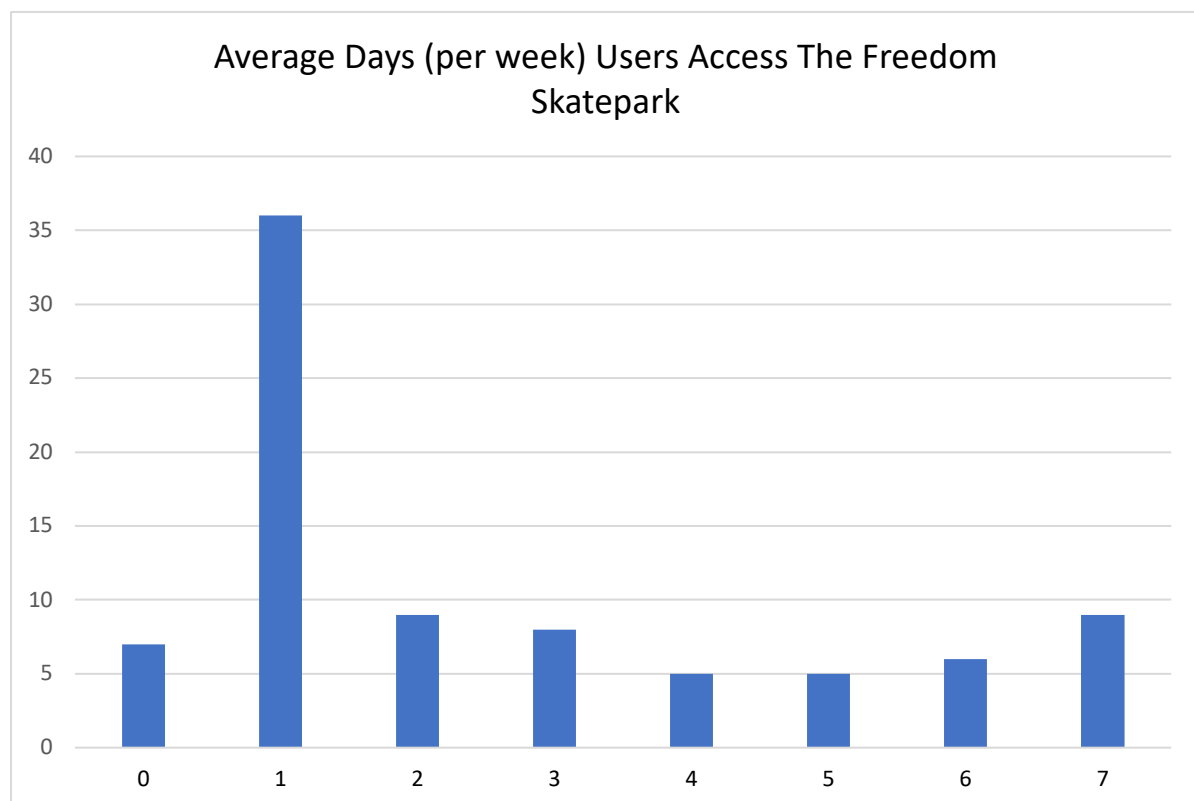


Figure 54: Average days per week individuals use The Freedom Skatepark

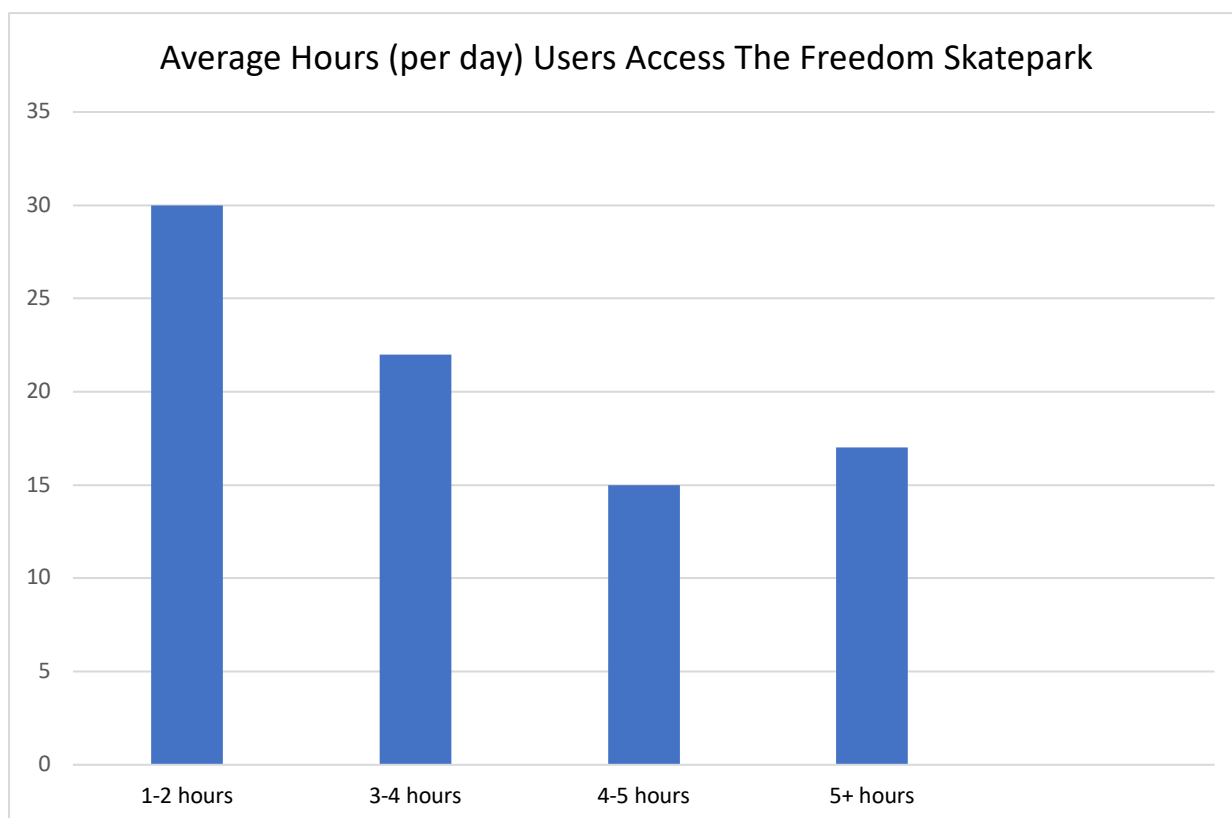


Figure 55: Average hours per day individuals use The Freedom Skatepark

If The Freedom Skatepark is to be considered a site of PYD, then the amount of exposure users have to the site is of worthy consideration. For example, earlier we found that longer exposure to Edu-Skate Classes and The Freedom Skatepark were correlated to positive changes in self-perception of autonomy, competence, and relatedness, therefore we must consider temporal exposure to the site as a means to further support PYD and positive developmental outcomes.¹⁷⁶ As such, we see that for all users of The Freedom Skatepark participants are likely to spend one day per week at the site for between one and two hours. If we consider the length of an Edu-Skate Class lasting two hours with other youth development programming such as community activities and employability workshops often lasting longer than this, than the number of hours that users tend to spend at The Freedom Skatepark may be of concern to CJF. Likewise, although the number of days per week at the skatepark averages at 2.5 days, a vast majority of users will only visit The Freedom Skatepark once a week. When considering the research took place over the summer school holidays and considering low rates of full-time employment amongst users of the skatepark, CJF may also reflect ways in which users may

¹⁷⁶ Hull et al. "Positive Youth Development."

access The Freedom Skatepark more frequently with interconnected possibilities for enrolment in youth development programming. Accordingly, such considerations may reflect earlier engagements with the difficulties users indicated in accessing The Freedom Skatepark, as well as trends in the type of uses, participation in organised activities, and youth development enrolment rates.

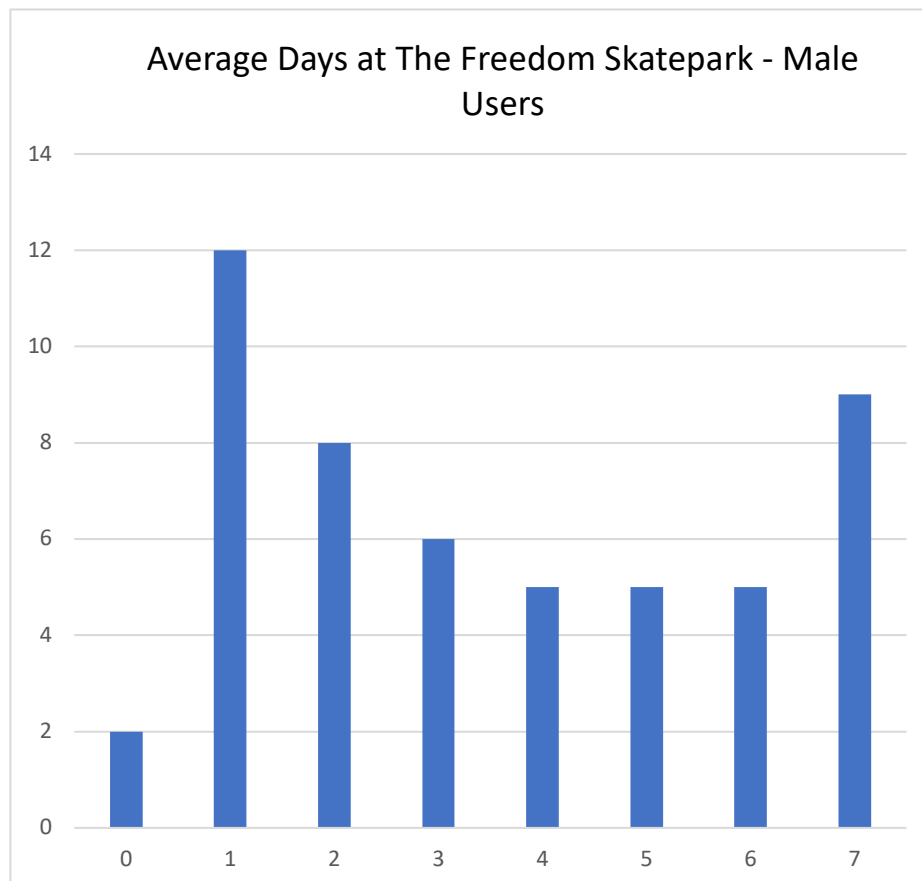


Figure 56: Average days per week at The Freedom Skatepark for male users

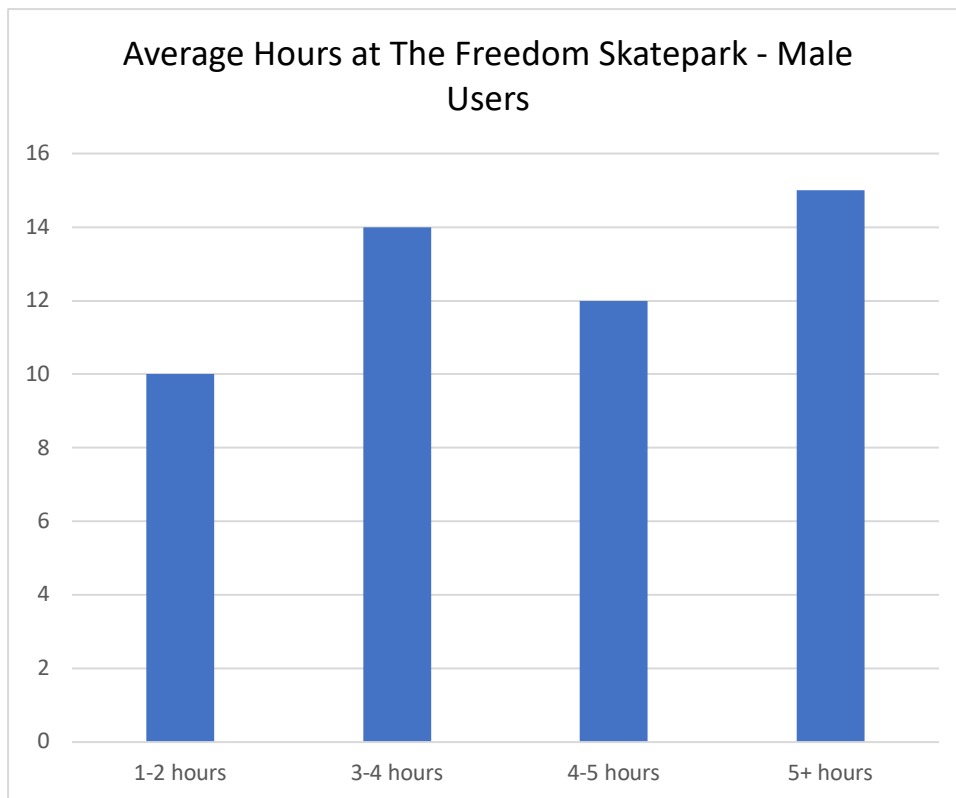


Figure 58: Average hours per day at The Freedom Skatepark for male users

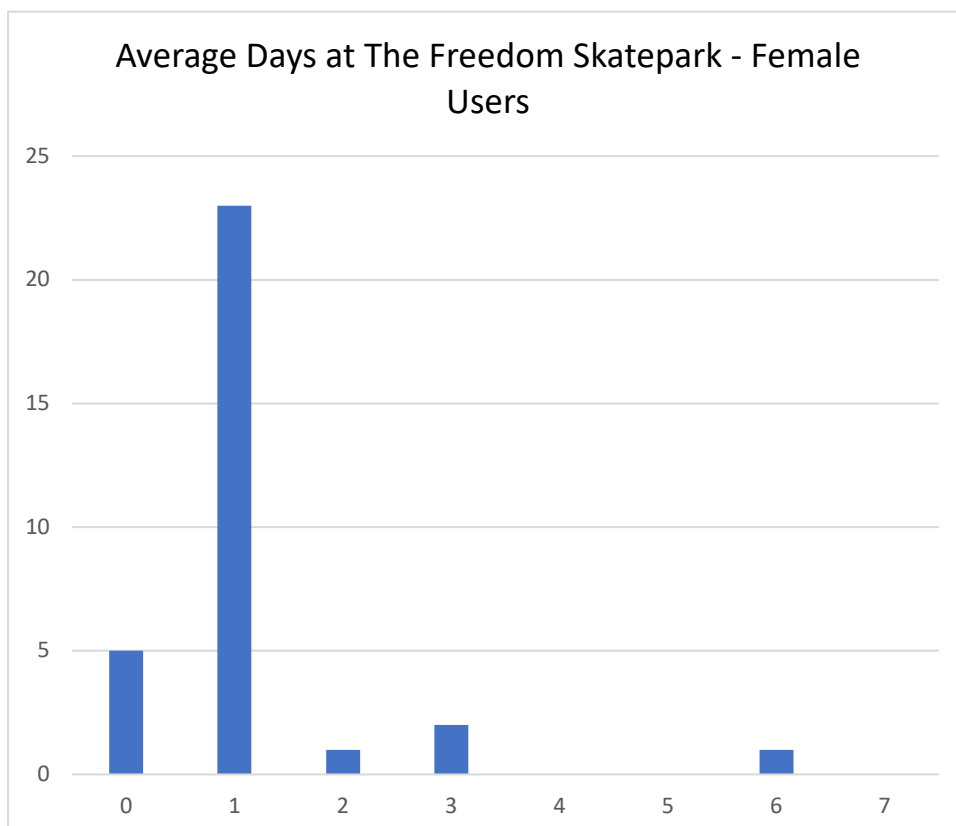


Figure 57: Average days per week female users access The Freedom Skatepark

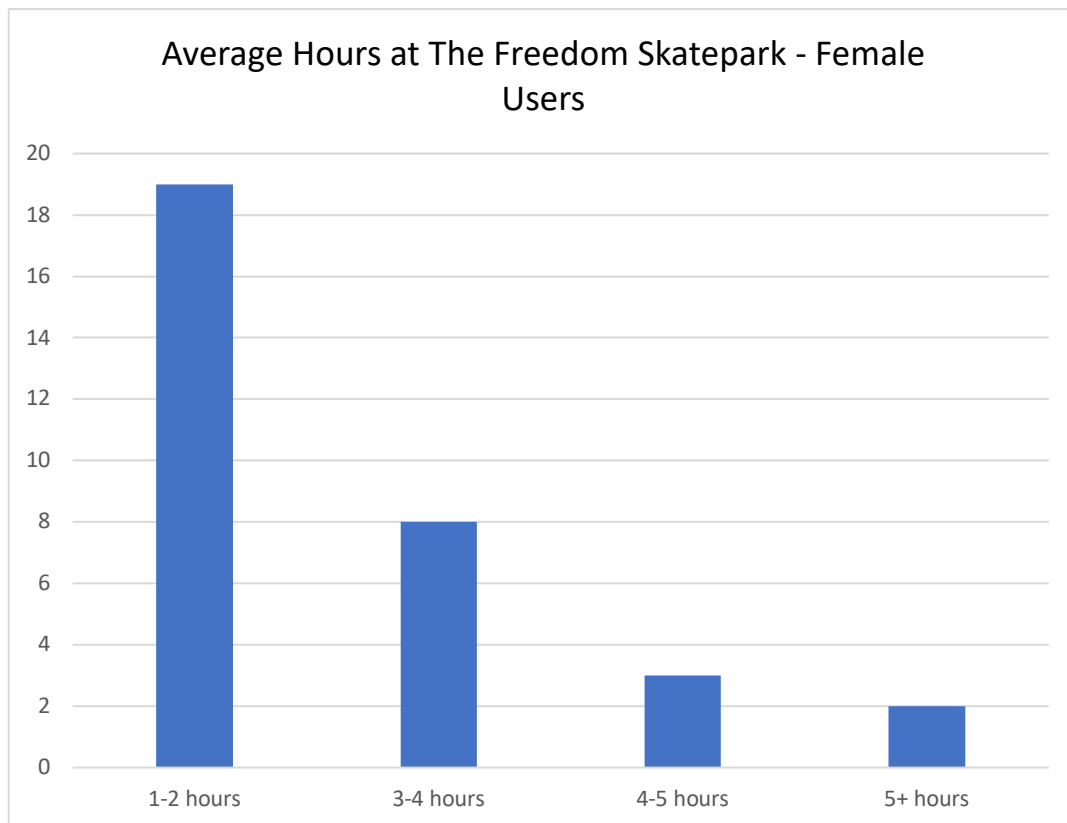


Figure 59: Average hours per days female users access The Freedom Skatepark

Nonetheless, the data indicates a clear divide between exposure to The Freedom Skatepark along gendered and geographical lines. Whereas one day a week remains the most popular number of days to access the skatepark, male users average 3.5 days per week compared to 1 day for women. Furthermore, a clear difference can be seen between frequent visits to the skatepark. Whereas male users second most popular number of visits to The Freedom Skatepark was 7 days a week, more women indicated that they visit the skatepark on average 0 days per week than between 2 and 7 days combined. Similarly, male users of The Freedom Skatepark will most likely spend 5+ hours there, whereas women most commonly spend only 1-2 hours at the skatepark. In line with temporal considerations of PYD, more must be done to accommodate regular and sustained exposure of women's participation at The Freedom Skatepark.

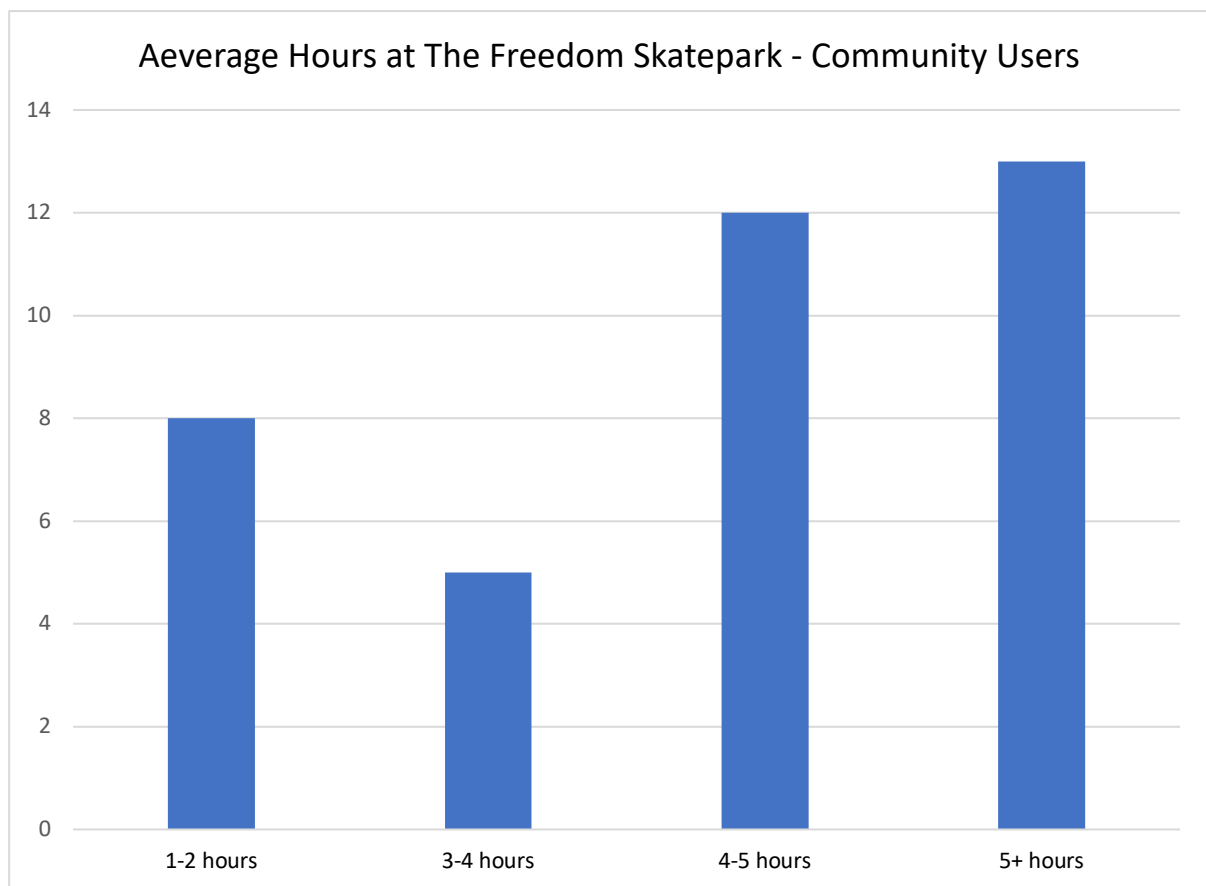


Figure 61: The average hours per day community users spend at The Freedom Skatepark

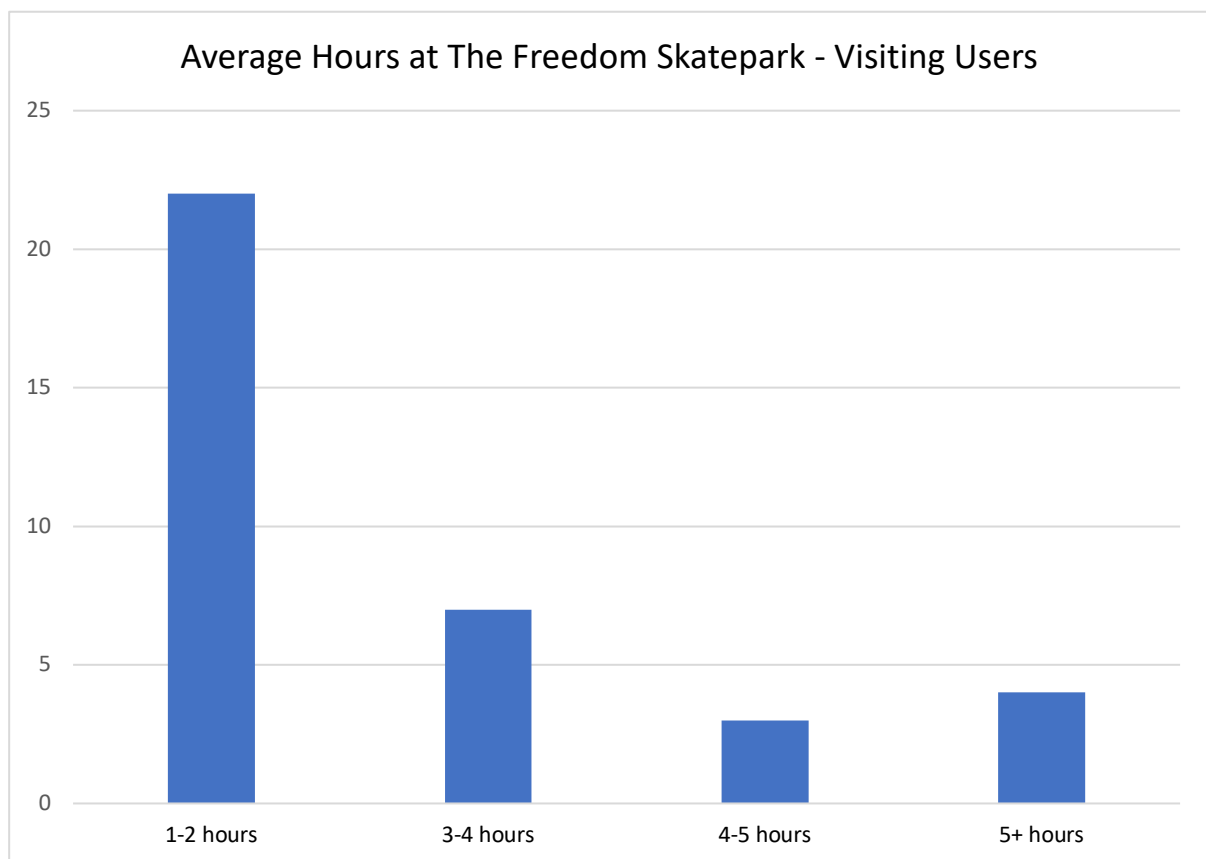


Figure 60: The average hours per day visiting users spend at The Freedom Skatepark

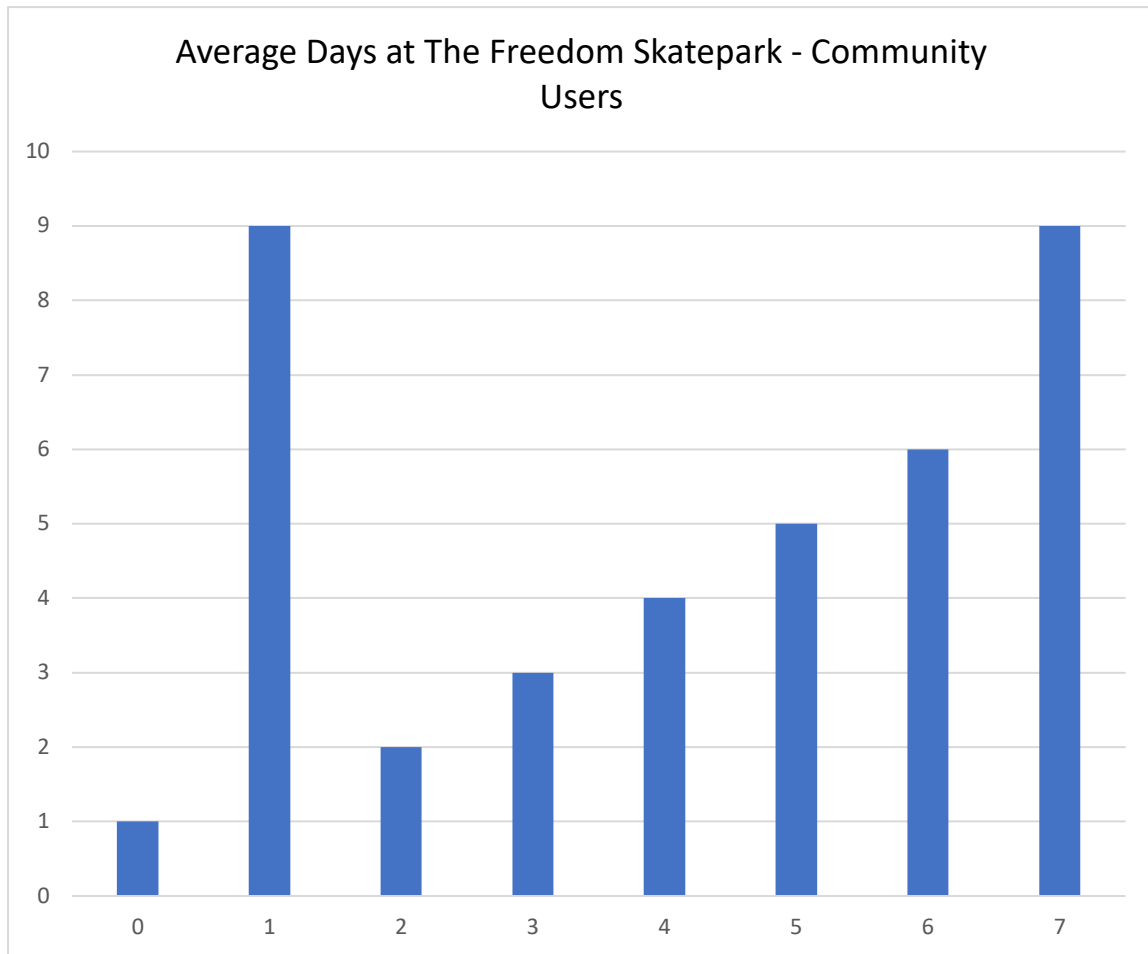


Figure 63: Average days per week community users spend at The Freedom Skatepark

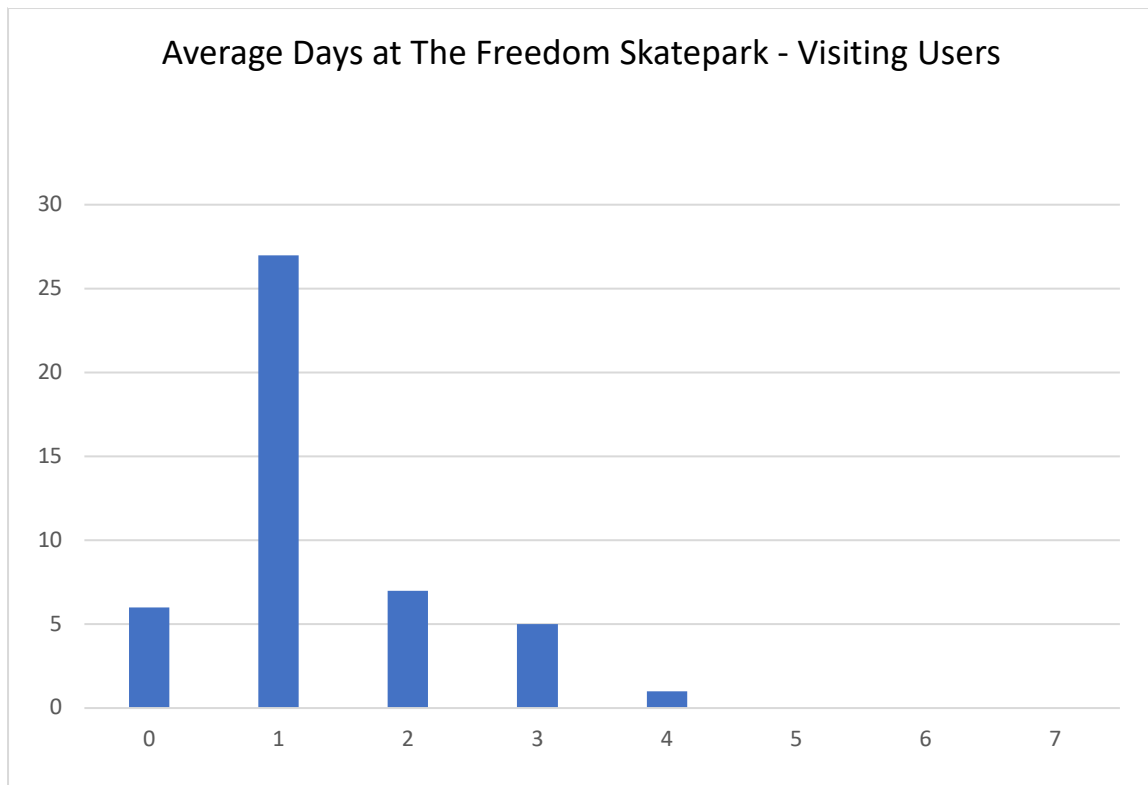


Figure 62: Average days per week visiting users spend at The Freedom Skatepark

The same may also be said about those who visit The Freedom Skatepark from outside the immediate community of Bull Bay. The data indicates community-based users are more likely to frequently visit The Freedom Skatepark and spend more time there. For example, the joint most common number of days per week within the community group was 7 days whereas 1 day per week was by far the most common answer for the visiting user groups. Moreover, for the visiting user group, 0 respondents spent more than 4 days per week at The Freedom Skatepark. Similarly, on average community users spend 4 days per week at The Freedom Skatepark whereas visiting users 1.5 days. With this in mind, we previously discussed the differing challenges visiting and community users of The Freedom Skatepark faced accessing The Freedom Skatepark which may go some way to explain more frequent visits from community users. With cost and distance often cited as the biggest barriers to accessing The Freedom Skatepark from visiting users, CJF may be interested in off-setting and subsidising such barriers. Nonetheless, with such costs associated with visiting The Freedom Skatepark, one would expect visitors who had paid to visit the to maximise their time there. Conversely, visiting users most frequently accessed the skatepark for between 1-2 hours compared to 5+ for community members. Whereas Covid-19 related curfews may have influenced these results, CJF may wish to consider this data when viewing the comparison between visiting and community users' sense of belonging at The Freedom Skatepark later in this chapter. Furthermore, such results in terms of hours spent at The Freedom Skatepark may be considered in relation to subsequent discussions on the range of activities undertaken there. For example, 1-2 hours suggests that users are coming to just skateboard at The Freedom Skatepark. However, results from the analysis of Edu-Skate suggests that exposure to the wider skatepark and youth development programming contributes to positive changes in SDT indicators and therefore the enactment of PYD. Accordingly, these trend underline CJF's concerns to increase participant exposure to The Freedom Skatepark across all usership and including those most marginalised within development pathways.

Youth Development Programming and The Multiple Uses of The Freedom Skatepark

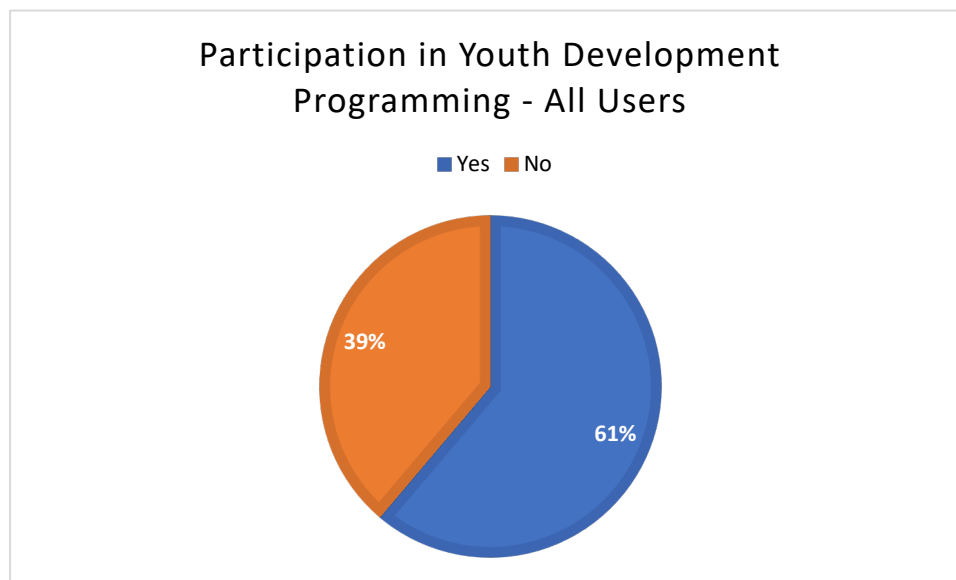


Figure 64: Participation in youth development programming amongst all users of The Freedom Skatepark

Previously, the results from the Edu-Skate Analysis Chapter revealed interesting insights into the interplay of youth development programming and The Freedom Skatepark. Whereas Edu-Skate classes were correlated to positive changes across SDT indicators, the results also suggested wider exposure to The Freedom Skatepark can also improve autonomy, competence, and relatedness which we utilise to underpin the enacted of PYD across Jamaican youth. In particular, interviews with participant's parents showed a clear trend in highlighting the impact of wider youth development programming such as Homework Club and the Summer Programme of vocational skills training as well as role models structures that exist at The Freedom Skatepark.¹⁷⁷ Accordingly, this section seeks to analyse user participation in youth development programming as well as other organised activities that take place at The Freedom Skatepark to better understand how PYD may be enacted there. To do this, we first examine participation rates in youth development programming, other ways people use The Freedom Skatepark, and how users think the skatepark and programming may be improved. Collectively, this section examines the multiple ways PYD may be enacted at The Freedom Skatepark and suggests ways in which CJF may support participation in youth development programming and other structures of PYD.

¹⁷⁷ From this point, Edu-Skate Classes are also considered as youth development programming during data analysis. Previously it was treated separately as to measure the impact of classes as an isolated youth development intervention.

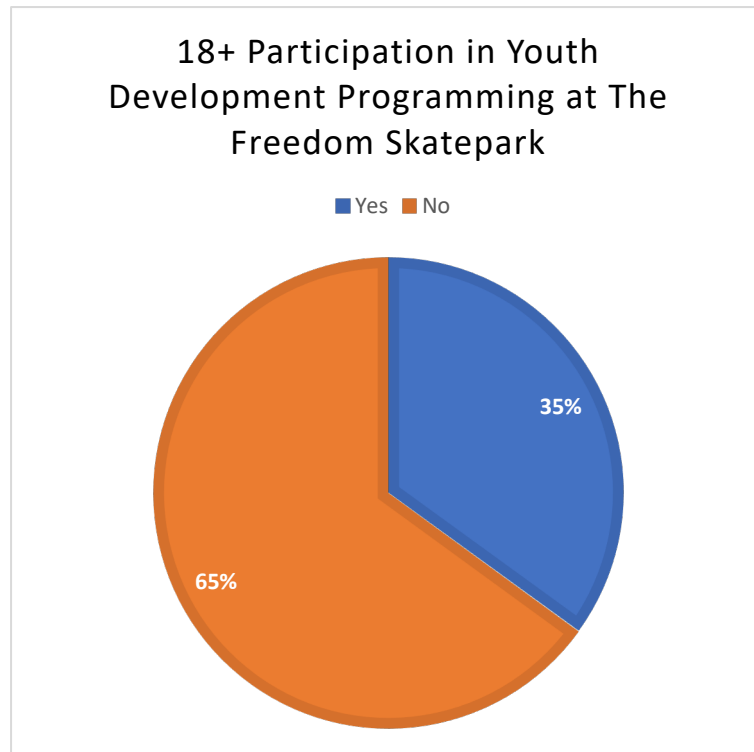


Figure 66: Participation in youth development programming at The Freedom Skatepark amongst the 18+ age group

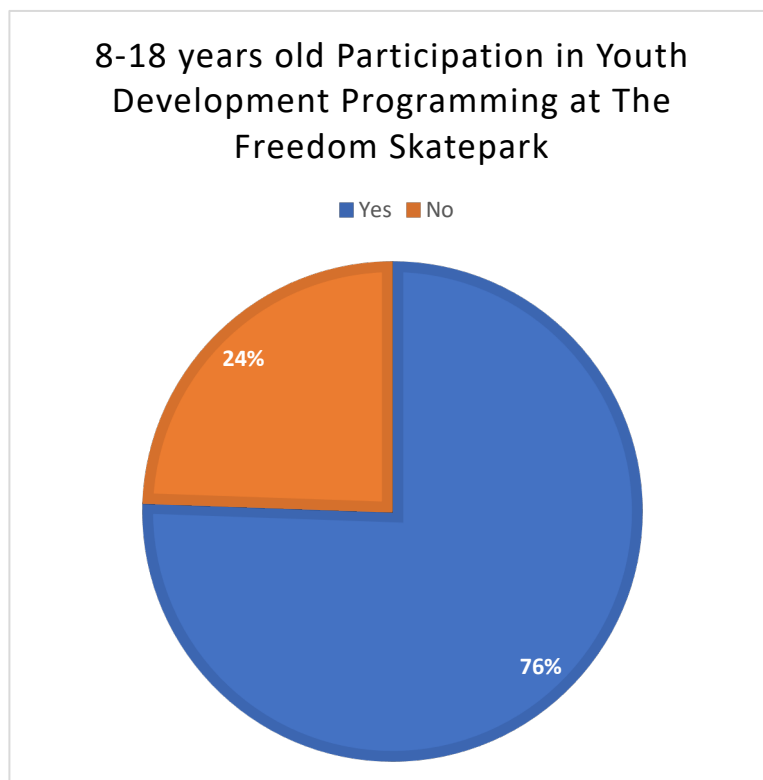


Figure 65: 8-18-years-old participation in youth development programming at The Freedom Skatepark

When analysing the results of all survey participants, 61% indicated that they were partaking in some form of youth development programming at The Freedom Skatepark. Considering that the skatepark is a free-to-use skateboarding facility and that programming is continually developed after just one year of construction, these figures are very encouraging in terms of PYD and the benefits of youth participation within structured development interventions. This becomes particularly encouraging when considering arguments whereby such PYD mechanisms unfold within networks of youth influenced by beliefs and ideologies of cultures and subcultures of which skateboarding research has highlighted particularly encouraging prosocial and personal growth outcomes.¹ Furthermore, this number increases for the 8-18-year-old age group whereby 76% of young people are partaking in some form of youth development programming at the skatepark. However, this number drops drastically within the 18+ age group whereby only 35% of individuals are participating in youth development programming. By drawing on earlier context-specific reconceptualization's of 'unattached youth' this is a cause of concern yet an opportunity for CJF to upscale their impact. With 89% of 8 to 18-year-olds in full-time education of which 76% are also participating in structured youth development programming, this presents a promising holistic approach to supporting Jamaican youth who use The Freedom Skatepark with potential to be a rich site for PYD. However, with only 35% of 18+ users of The Freedom Skatepark participating in youth development programming with only 31% of this age category in full-time employment, CJF may consider redirecting attention towards specific programming aimed at this demographic. In particular, CJF may consider the high number of people who have a bachelor's degree visiting The Freedom Skatepark in which targeted programming may support the difficult transition from higher education into career-driven full-time employment.

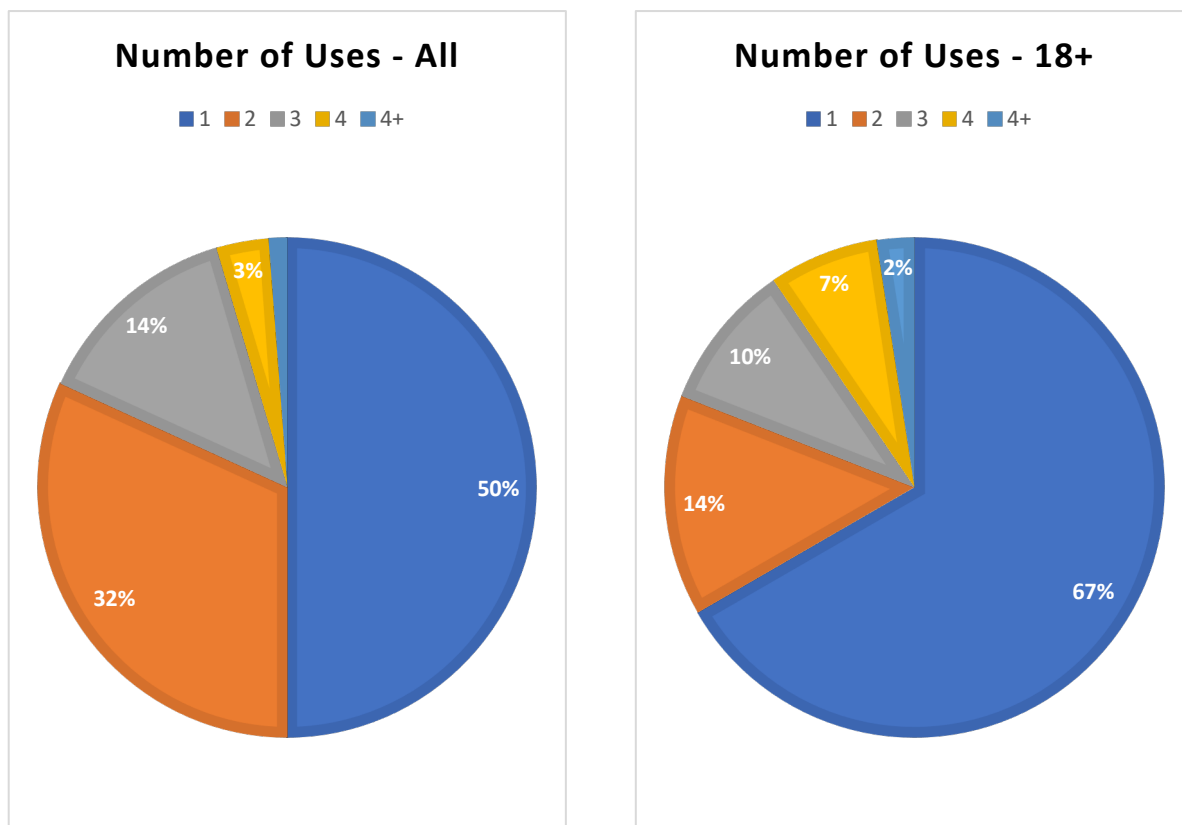


Figure 68: Comparing the number of uses of The Freedom Skatepark across differing age groups

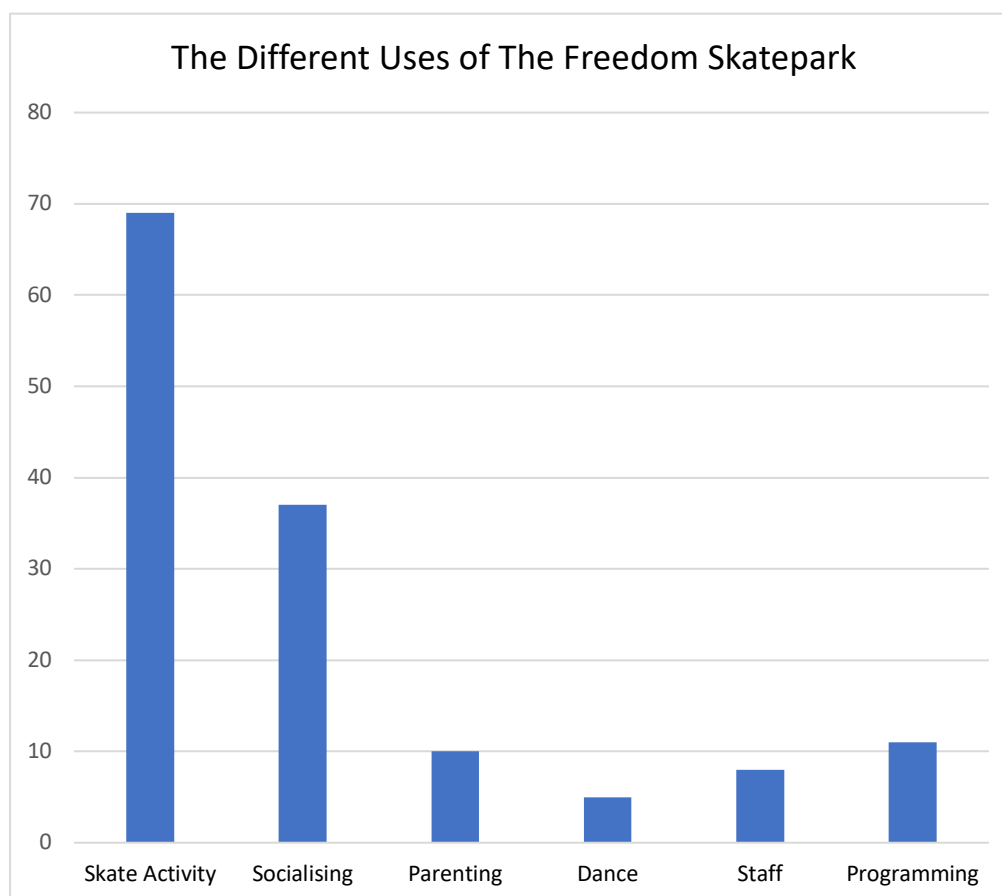


Figure 67: The different types of uses of The Freedom Skatepark

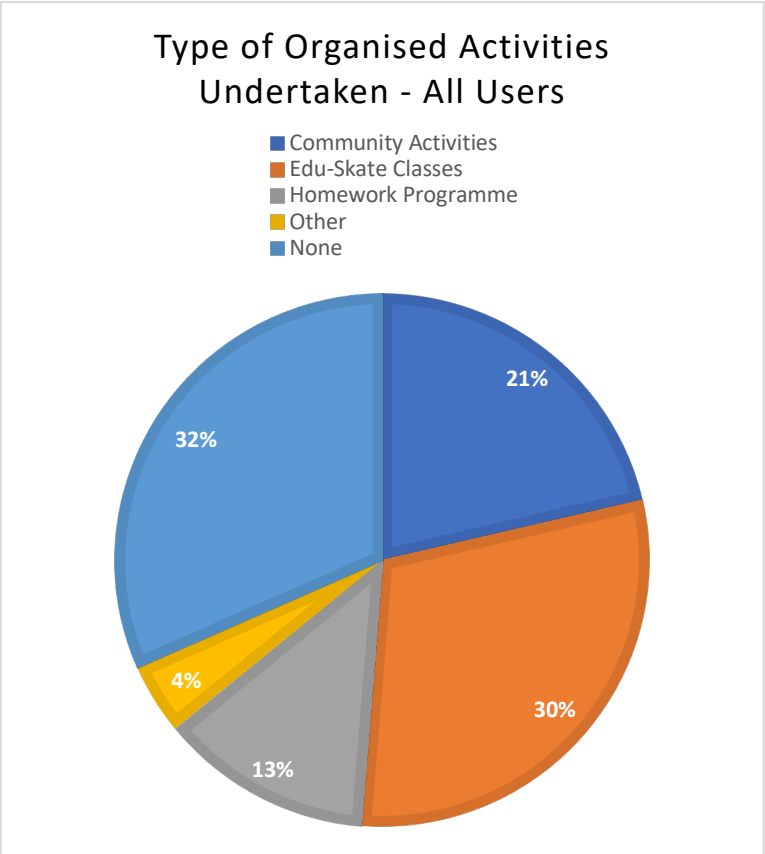


Figure 70: Type of organised activities undertaken by the 8-to-18-years-old age group

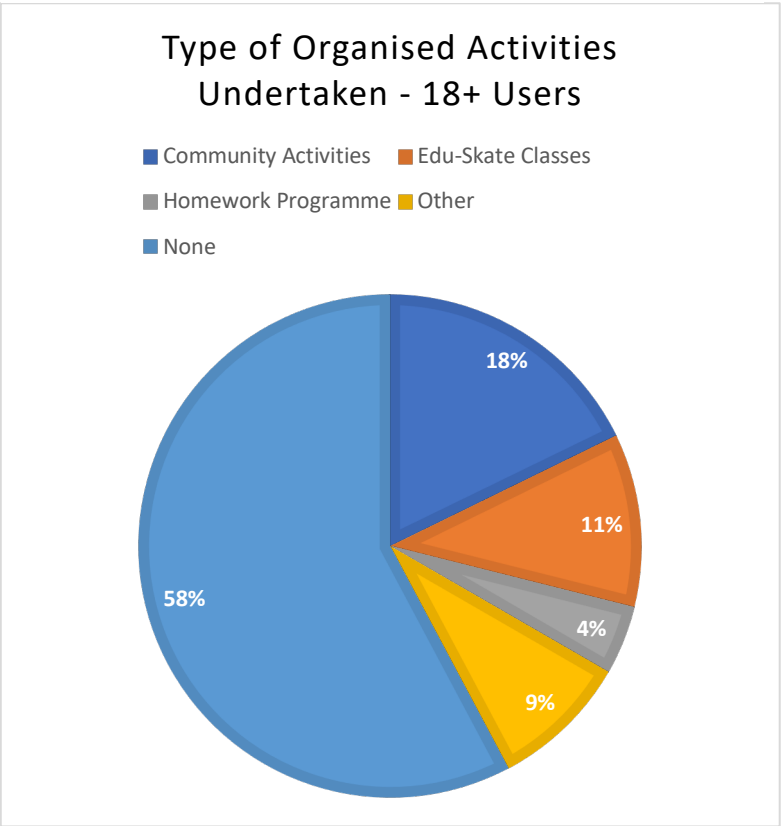


Figure 69: Type of organised activity undertaken by the 18+ age group

Furthermore, the ways in which people use The Freedom Skatepark may not only suggest areas of improvement for CJF, but also allude to the relationship between skateboarding for development in terms of SfD practices that serve as a hook to wider youth development programming. Accordingly, out of all users of the Freedom Skatepark, 50% indicated that they engage with the skatepark for one use only. This number increases to 67% for 18+ users of The Freedom Skatepark. Moreover, in total 36% of people indicated that they only use The Freedom Skatepark for skateboarding. Socialising was the second most popular activity followed by attendance of youth development programming available at The Freedom Skatepark of which just eleven people highlighted this as a reason they visit the skatepark. However, utilising a triangulation of data in which we draw on CJF's Edu-Skate attendance records and wider youth development data such as community activity engagement, we know this number is higher. This suggests that people who use The Freedom Skatepark and are enrolled in programming may not recognise this as so, and rather view the skatepark and additional programming as a recreational activity or a means for socialising. Nonetheless, with a high amount of people using the skatepark for skateboarding activities and socialising, this suggests those who are engaged in such behaviours may benefit particularly from the prosocial benefits of skateboarding and the wider site as a community space.

Nonetheless, with The Freedom Skatepark offering an onsite youth centre focused on wider youth development programming in which skateboarding is seen as a hook to engage unattached youth, CJF may consider offering more targeted programming to ensure that as many young people are partaking and benefiting from such activities. A comparison between all individuals and those who are 18+ enrolled within the organised youth development activities further highlights this point. Whereas when viewing the data for all users of The Freedom Skatepark, individuals tend to be involved with multiple different organised activities, only 32% of respondents do not participate in any form of programming at all. Conversely, this number jumps to 58% for 18+ users of the skatepark, with far less people involved in other organised activities. With Edu-Skate Classes and homework programming specifically targeting 6-16 year-olds this is expected, however just 18% of 18+ users are involved with community activities which boast potential to engage a variety of age groups in community space making. In terms of PYD, the overall outlook for all users of The Freedom Skatepark suggest high potential for individuals to not only benefit from the act of skateboarding, but also develop targeted skills through promising enrolment of youth development programming. However, we previously highlighted a group of concern of 18+ users who are not in full-time

education yet offer high and specialised skills through the completion of university degrees. Yet, this group seem to predominantly using The Freedom Skatepark for skating alone which may offer related benefits, but also demonstrates a need for higher enrolment in targeted programming for this group.

Interestingly, users of The Freedom Skatepark who completed a Youth Development Survey were also asked if they have received any formal training outside of the skatepark (Q26), if they would partake in any other training at the skatepark (Q28), and if they had any improvements for The Freedom Skatepark (Q25). Collectively, the answers to these questions provide insights into ways in which CJF may be able to target those who are not engaging with the wider youth development aspect of The Freedom Skatepark. Firstly, the data for formal training outside of The Freedom Skatepark has been omitted due to unclear questioning; individuals referred to both training at the skatepark and outside and therefore comparison is not possible. Yet, it is worth highlighting that of those who did indicate they have received some formal training (n=41), 29% indicated training received at The Freedom Skatepark, with 51% highlighting training outside of youth development programming at the skatepark.¹⁷⁸ When asked if the individual would like to receive additional training at The Freedom Skatepark, 53% indicated that they would like to receive additional training yet then when asked what training they would like to receive, individuals largely listed programming already on offer at The Freedom Skatepark. Moreover, nine respondents highlighted that they would be interested in training in vocational skills, with just two respondents indicating they would like to receive training in starting their own business. With such a high percentage of 18+ users not in full-time education, The Freedom Skatepark does not seem to be viewed as a site in which this age group can engage with skills training necessary to enter full-time employment.

¹⁷⁸ 8 respondents did not indicate where they have received this training.

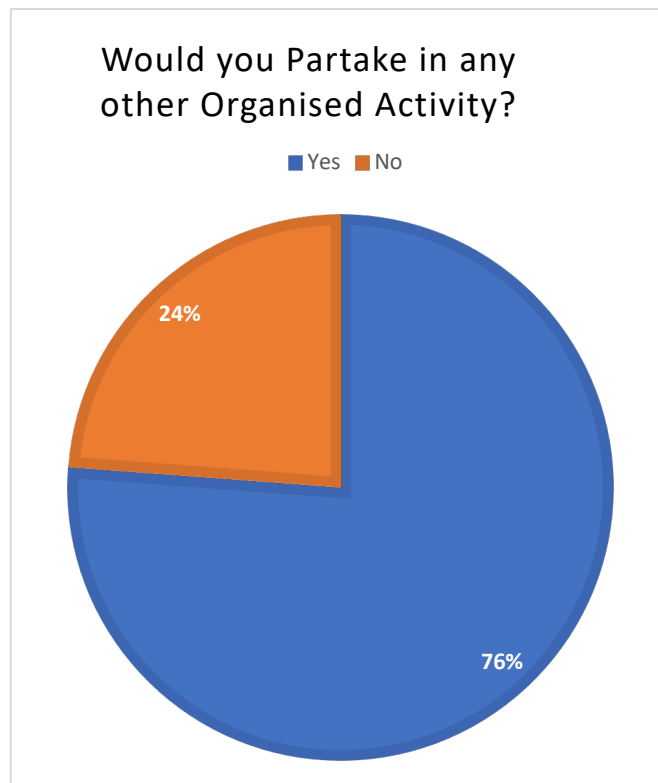


Figure 72: Would you partake in any form of organised activity at The Freedom Skatepark?

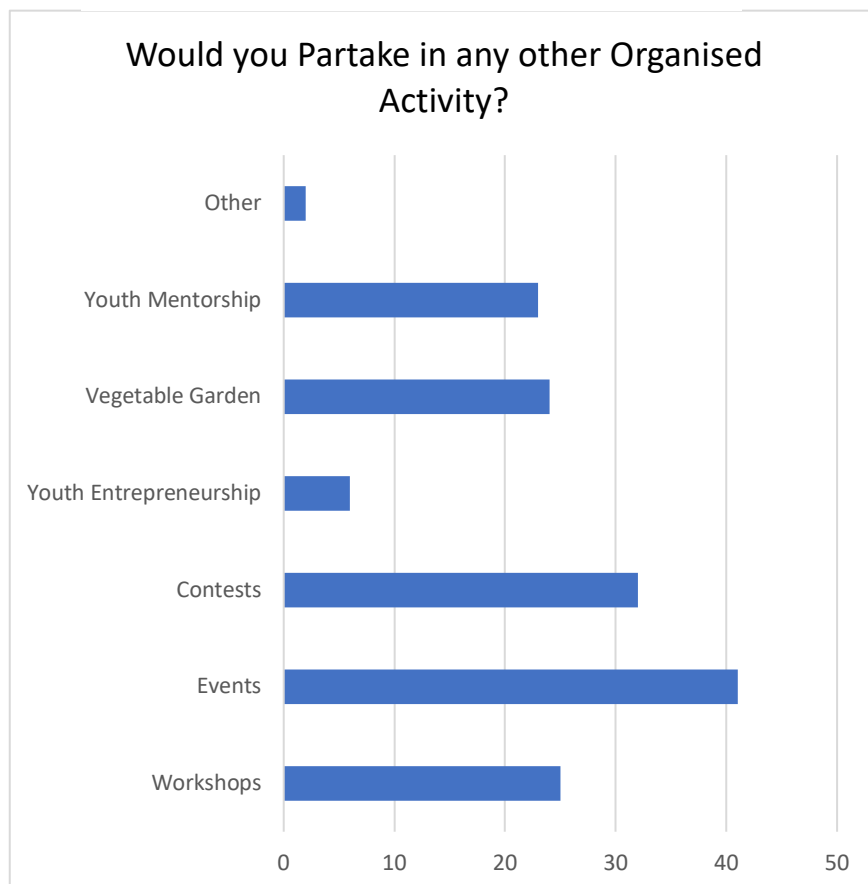


Figure 71: The types of organised activities users of The Freedom Skatepark were interested in

With this in mind, CJF may look to build trust and quality programming that can bridge this gap and offer training to an age group who are unable to enter full-time employment. Secondly, the users of The Freedom Skatepark were asked if they would partake in any other organised activity than the one's they may already be enrolled in. Interestingly, 76% responded "yes" which may suggest a stigma associated with the idea of 'training.' The following question inquired what activities they would like to participate in, listing an array of ideas and space to suggest their own. Events was the most popular answer (N=41), followed by contests (N=32), workshops (N=25), vegetable garden (N=24) and youth mentorship (N=23). Given the high level of 18+ users not in full-time employment but having a university degree, it would be expected that more people would have been interested in youth entrepreneurship programming (N=6). Nonetheless, the answers given suggest potential for PYD through more targeted youth development programming. It is important to highlight that these activities are not mutually exclusive; for example, organised events were the most popular answer and presents an opportunity for youth entrepreneurship whereby CJF support individuals to undertake the task of designing, organising and managing events at The Freedom Skatepark. Likewise, contests also take management tasks, but also present an opportunity for supporting modes of PYD closer akin to SDT. For example, contests may push people's skateboarding ability and underpin a sense of achievement and volition which has been previously cited as supporting happy and healthy youth development in terms of SDT's conceptualisations of participant competence. Furthermore, there is strong response to participation in youth mentorship programming which can support the "Big 3" of PYD whereby Jamaican youth are active in leadership roles that emphasise development of life skills whilst taking place within caring and sustained adult-youth relationships.¹⁷⁹ With the interviews as part of the Edu-Skate Impact Analysis, parents of participating children had already highlighted the benefits of such relationships unfolding at The Freedom Skatepark, however with a strong interest in such relationships across differing age groups this presents potential for a more structured approach to mentorship programming.

¹⁷⁹ Hull et al. "Positive Youth Development."

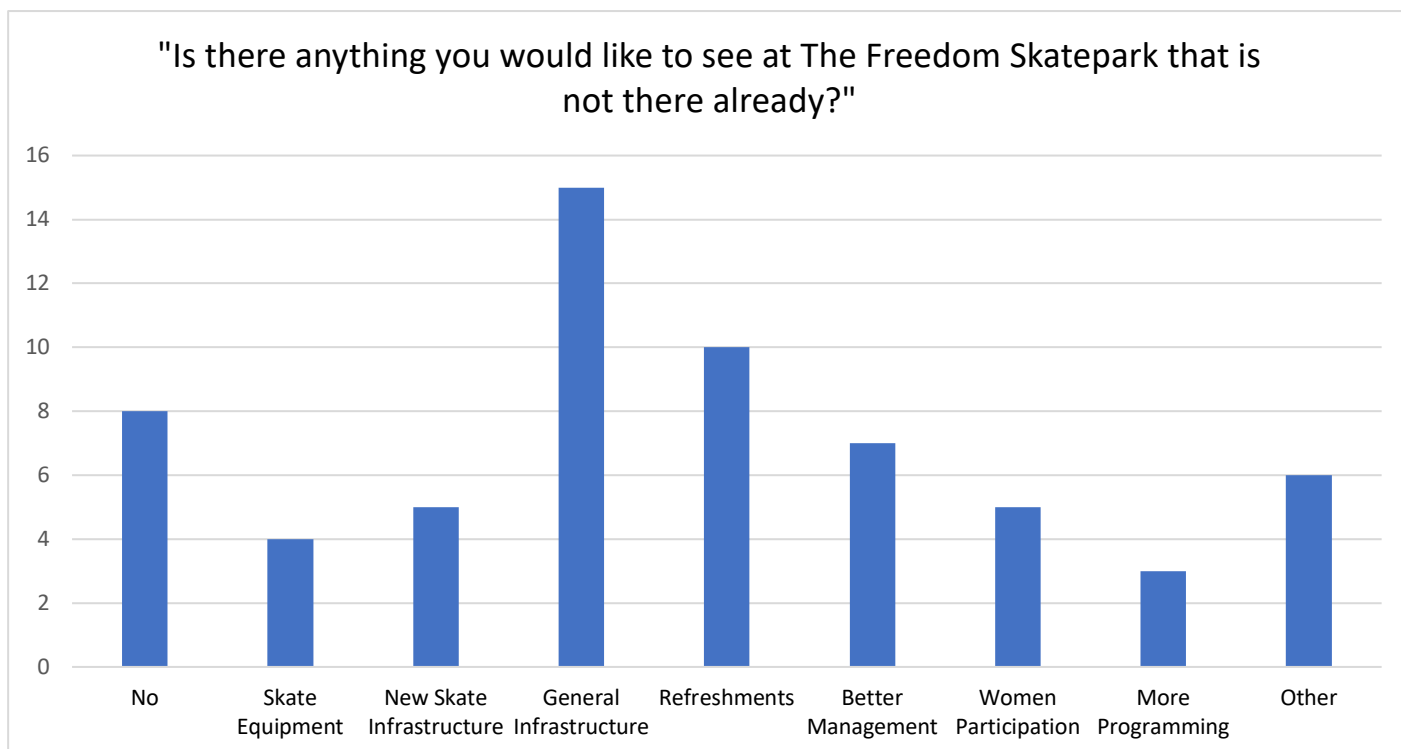


Figure 73: Answers to the question "Is there anything you would like to see at The Freedom Skatepark that is not there already?"

Finally, participants in the Youth Development Survey were asked “is there anything you would like to see at The Freedom Skatepark that is not there already?” This question was included to give CJF an opportunity to hear how the users of The Freedom Skatepark may want to develop the skatepark one year after construction, as well as understand more generally the concerns and possibilities of young people in Jamaica. The highest answer can be understood as the inclusion and development of further infrastructure at the site (N=15).¹⁸⁰ These answers included help in finding the location such as signposting, more parking spaces, recycling facilities and further shaded areas. The second highest answer was the sale of food and refreshments (N=10), something The Freedom Skatepark are in the process of gaining licensing to do so. After the answer “no,” better management was the most common answer (N=7). This included more control of local users, stricter rules, and more local involvement. More programming (N=6) suggested Edu-Skate classes for older users of the skatepark, dance workshops, further life-skill programming, first aid training, and help in starting businesses. After this, new skateboarding-specific infrastructure such as new ramps, ledges and stairs, and more women participation (N=5) were the most popular answers. Whereas answers to this question provide an insight into the users of The Freedom Skatepark and how they feel it may

¹⁸⁰ This was the most common answer after leaving this section blank (N=29) which has been omitted due to varying understandings of why people may not answer such a question.

be developed further, for CJF such answers are also not mutually exclusive. For example, general infrastructure development, the sale of refreshments and progress of skatepark management can all coincide with supporting local engagement within decision-making, training in business and entrepreneurial skills, and provision of wider youth development programming. As with answers to the provision of further organised activities, responses to this question often cited programming or development that was already on offer at The Freedom Skatepark. In consideration of this, CJF may ask how local engagement with programming could be supported further in terms of autonomy, trust, and communication which also present topics of inquiry for further interview-based research.

In summary, if The Freedom Skatepark is a site of PYD, the ways in which people use the skatepark can reveal the best ways to develop this further and highlight key individuals and areas that need further attention. On average, people spent 2.5 days a week at the skatepark, usually between 1-2 hours. However, exposure to The Freedom Skatepark falls under a clear gender and geographical divide; the number of days per week and hours spent at the skatepark was reduced drastically for female and visiting users. This is a point of concern for CJF who need to consider ways in which they can support more frequent and sustained female engagement at The Freedom Skatepark, as well as develop ways to increase access for visiting users. Similarly, 61% participation in youth development programming presents a firm basis to further develop PYD at The Freedom Skatepark, however this engagement is divided amongst age groups. Earlier in this chapter we reconceptualised the term "unattached youth" that reflected a usership at The Freedom Skatepark whereby 18–29-year-old users were skilled and highly educated, but unable to enter full-time employment or develop their skills further. However, this same age group were far less likely to be enrolled in youth development programming at The Freedom Skatepark, with just 35% participating in some form of activities. With research findings marking a clear indication that targeted youth development programming can support young people in their personal development, the Youth-Development Survey provided a number of questions for individuals to specify how programming can appeal to their needs. The 18+ age group tended to participate in community activities, as well as highlighting events, contests, and youth entrepreneurial and mentorship programming as activities they would like to participate in. Considering answers that highlighted the need for further infrastructural development at The Freedom Skatepark, there is potential for targeted youth development programming that bridges these gaps and provides vocational skill training and opportunities to a usership that are struggling to enter full-time

employment. In terms of PYD, such programming crosses “the big 3” of youth development which further presents a framework in which young Jamaican people can gain skills and entre employment whilst becoming instigators of change within their own communities. Within this context, the following section of this chapter draws on PYD, SDT and skateboarding literature to compare how the users of the skatepark consider notions of community, place making, decision making, safety, personal development, social relations, and public space within Jamaican society and at The Freedom Skatepark. Collectively, this presents a framework of youth development at The Freedom Skatepark by understanding who uses the skatepark, how they use the skatepark, and how the skatepark may contribute to PYD vis-à-vis wider Jamaican society, offering further insights into The Freedom Skatepark’s contribution to *Vision 2030 Jamaica*.

The Freedom Skatepark and *Vision 2030 Jamaica*

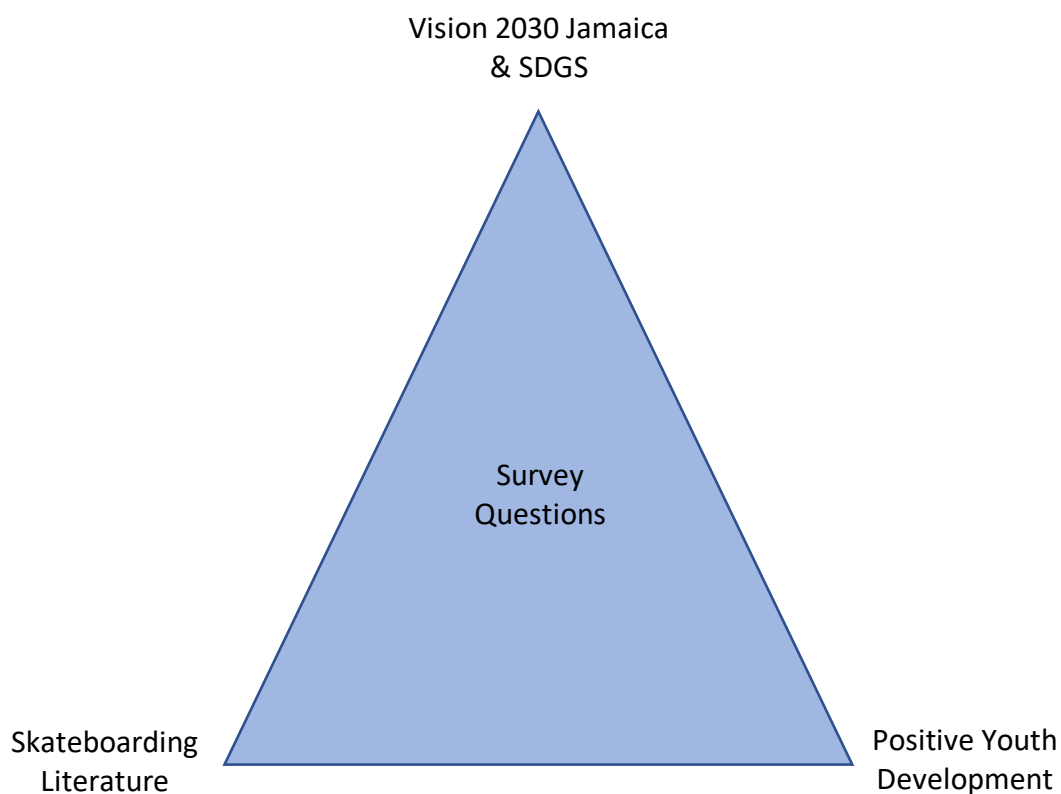


Figure 74: The triangulation of the Youth-Development Survey based on Vision 2030 Jamaica and SDGs, skateboarding literature, and research, and PYD as a theoretical framework

The following section of this chapter examines 8-coupled questions within the Youth Development Survey which are intended to draw comparisons between how users of The Freedom Skatepark experience empowerment, community, personal development, and safety within the skatepark and in wider Jamaican society. The survey questions asked were designed around a triangulation of research and theory which marries skateboarding literature, *Vision 2030 Jamaica*, and wider PYD approaches. In doing so, these questions attempt to understand how PYD may be enacted at The Freedom Skatepark in comparison with wider Jamaican society, mapping CJF's youth development programming to the island's development path. Accordingly, this segment of the Youth Development Survey seeks to answer the following research questions:

- 1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) Is Skateboarding for Development an effective practice of SfD?*
- 3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*

Skateboarding, The Freedom Skatepark, and User Empowerment

Goal 1 of *Vision 2030 Jamaica* cites "Jamaicans are empowered to achieve their fullest potential."¹⁸¹ Whereas this development outcome intersects with much of the programming and goals of The Freedom Skatepark, the utilisation of empowerment aligns closely with CJF's aspirations of local ownership, project sustainability and youth enablement. For example, take CJF Peru, which since the construction of The Alto Trujillo Skatepark in 2017, have developed into an autonomous local NGO which operates, manages, and develops much of the programming across three skateparks in Peru with guidance from CJF. Whereas The Freedom Skatepark had only been constructed one year before data collection this is a temporal process, yet the accommodation of local youth into decision-making processes is argued to foster a sense of empowerment and ownership which underpin the development of such autonomous organisations. In terms of *Vision 2030 Jamaica*, this aligns with development drivers such as

¹⁸¹ Vision 2030 Jamaica.

building human capital, stimulating local assets, and reducing inequalities which have been highlighted as key multipliers of attaining Jamaican development outcomes.¹⁸² In terms of SDGs which underpin *Vision 2030 Jamaica*, supporting Jamaican youth empowerment at The Freedom Skatepark aligns with Reduced Inequalities (SDG10), Gender Equality (SDG5) and Partnerships for the Goals (SDG17). Likewise, supporting user empowerment at The Freedom Skatepark matches the “Big 3” of PYD, most notably youth participation, youth leadership, and youth self-efficacy.¹⁸³ This also can be mapped to precursors to happy and health personal development amongst young people as posited by SDT whereby autonomy is argued to be one of three indicators of the child behavioural theory. With this in mind, it is also important to consider the postcolonial development implications of supporting empowerment at The Freedom Skatepark. Whereas SfD approaches have been criticised for “evangelistic promises,” such criticisms have highlighted the importance of providing youth organising capacity and empowerment which goes some way to shift agency towards local actors within development outcomes.¹⁸⁴

The data from the Edu-Skate Impact Analysis indicated that CJF’s skateboarding classes were having a statistically significant effect on participant improved sense of autonomy, yet also suggested that further exposure to The Freedom Skatepark was also affecting these changes. This aligns with research which highlights the unique qualities of skateboarding that supports autonomous skill development,¹⁸⁵ yet does not explore notions of autonomy and empowerment within a specifically developmental framework. Therefore, the Youth Development Survey asked participants “Do you feel influential in the decision-making at The Freedom Skatepark” (Q18) alluding to modes of autonomy and empowerment independent of the act of skateboarding. This is drawn from skateboarding research and literature which argues the accommodation of young people within the decision-making of skatepark infrastructure is argued to foster local leadership,¹⁸⁶ which may also be crucial to the role model structures that were highlighted within interviews with Edu-Skate participant’s parents and PYD literature.¹⁸⁷ Collectively, by comparing answers whereby participants were asked if they feel influential in the decision-making at The Freedom Skatepark and within wider Jamaican society, this

¹⁸² Vision 2030 Jamaica.

¹⁸³ Lerner “Liberty.”

¹⁸⁴ Coakley “Youth Sports.”

¹⁸⁵ Thorpe “Actions Sports”

¹⁸⁶ Hung “Exploring the Roles of Skateparks”

¹⁸⁷ Lerner “Liberty”

segment of the Youth Development Survey looks to examine how The Freedom Skatepark may be a site of youth empowerment in which young people of Jamaica are enabled to achieve developmental outcomes.

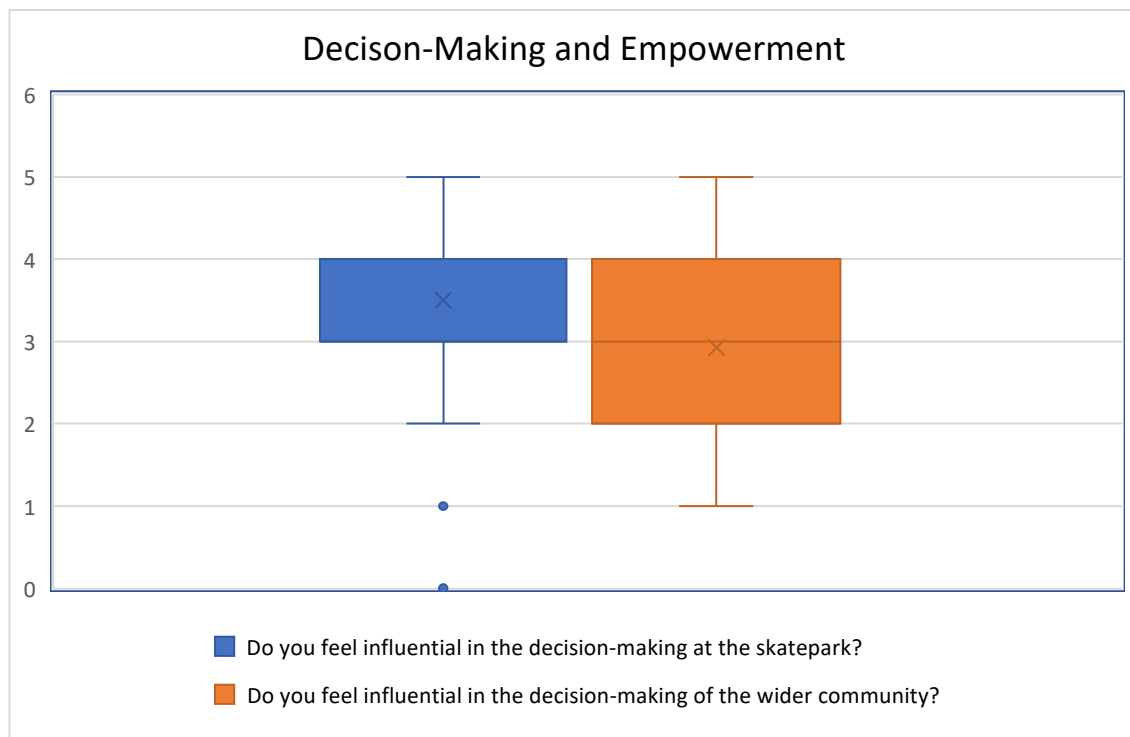


Figure 75: Comparing empowerment at The Freedom Skatepark and in wider Jamaican society

When comparing data from all users of The Freedom Skatepark, on average individuals felt more influential at the skatepark ($N=3.5$) than in wider Jamaican society ($N=2.9$). By interpreting the Likert-scale in which the numbers 0 to 5 represent strongly disagree to strongly agree, with neutral valued at 3, on average users of The Freedom Skatepark sit between neutral and agree in terms of influential decision making, whereas within wider Jamaican society this falls to just below neutral. In line with the above arguments, we are able to say that on average users of The Freedom Skatepark feel more empowered within decision-making than within Jamaica as a whole which aligns more closely with *Vision 2030 Jamaica* Goal 1: “Jamaicans are empowered to achieve their fullest potential.” However, with a longer-term vision of local ownership and sustainability at The Freedom Skatepark, CJF would no doubt like to see a higher average sense of influence in the decision-making amongst users of the skatepark and may consider more ways in which this may be accommodated. Nonetheless, the bottom quartile of answers relating to The Freedom Skatepark range from neutral to disagree with strongly

disagree considered an outlier,¹⁸⁸ whereas for wider Jamaican society the bottom quartile of answers ranges from strongly disagree to disagree. This further supports our argument that users of The Freedom Skatepark feel more empowered than in wider Jamaican society. However, the average between The Freedom Skatepark and wider Jamaican society do not differ across one unit of the Likert-scale and the top quartile of answers for both the same. Interestingly, with answers reflecting wider Jamaican society the interquartile box reflecting the differences between the upper and lower quartile is distributed wider than that of answers reflecting The Freedom Skatepark. This indicates that the data for decision-making within wider Jamaican society may be abnormally distributed suggesting other factors may be influencing the outcome for this question.

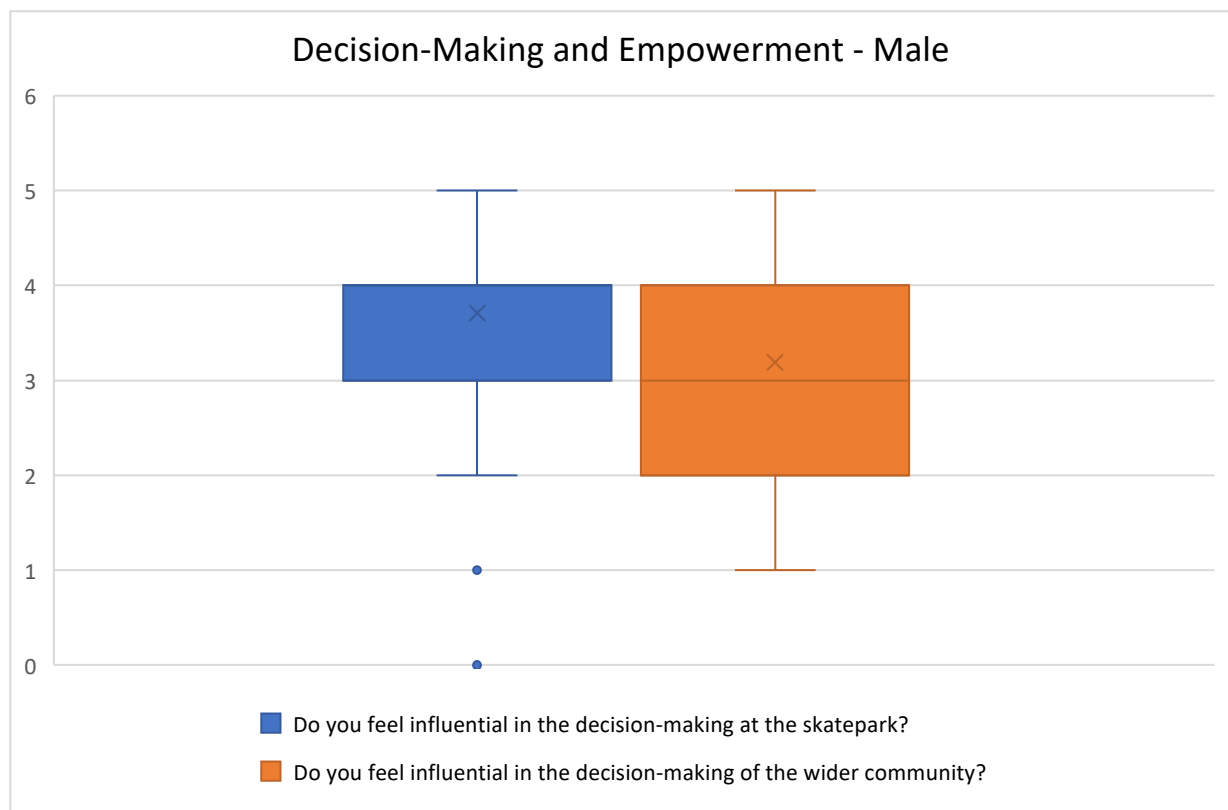


Figure 76: Comparing male empowerment at The Freedom Skatepark and wider Jamaican Society

¹⁸⁸ The representation of 0 as an outlier reflects those who did not answer this question.

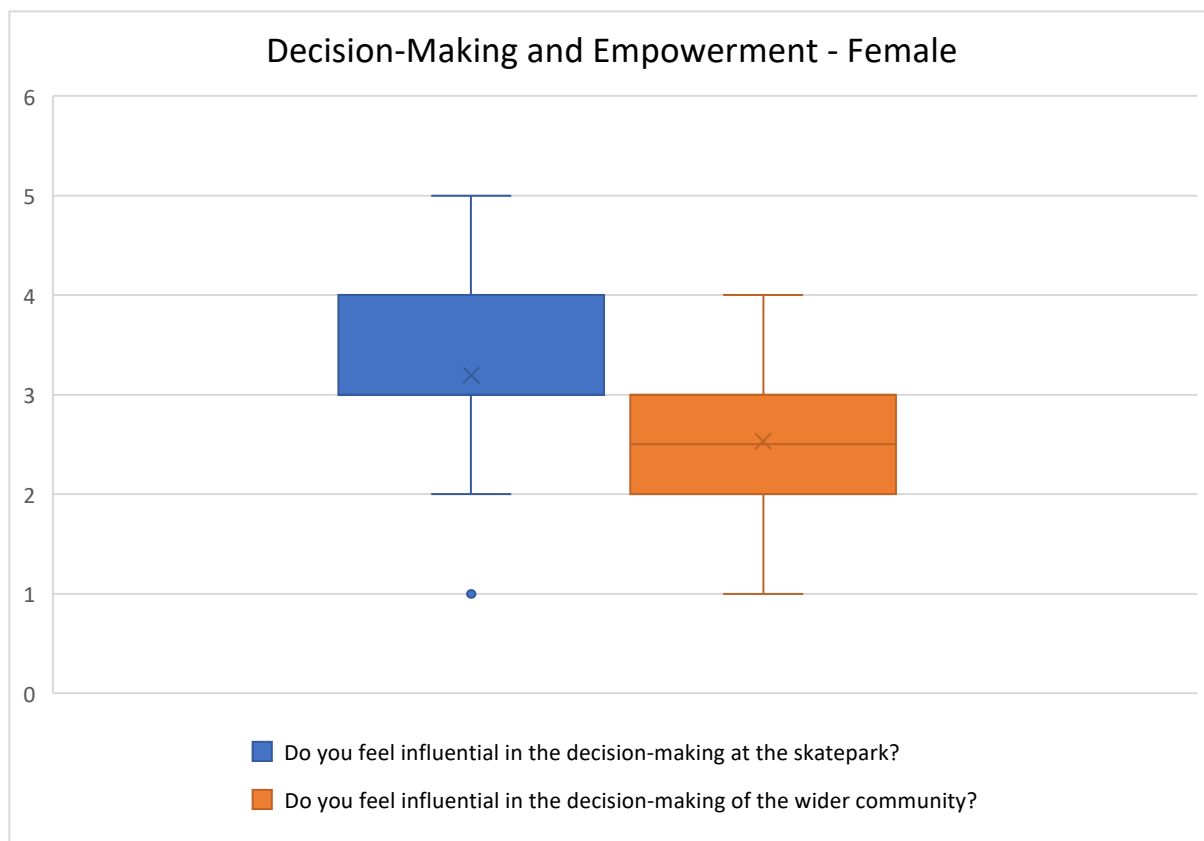


Figure 77: Comparing female empowerment at The Freedom Skatepark and in wider Jamaican society

One possible reason for this is changes in feelings towards decision-making that fall across gendered lines. For example, we earlier outlined modes in which women are marginalised within development outcomes which is also encompassed within Goal 1 of *Vision 2030 Jamaica* as achieving gender equality. Likewise, examining decision-making and empowerment across gendered lines at The Freedom Skatepark is of importance to CJF who seek to also align with this SDG as well as ensure that women are not marginalised through the enacted of PYD at the skatepark. Accordingly, a comparison between the answers to these questions from male and female users of The Freedom Skatepark reveal further insights into PYD and empowerment at the skatepark and in wider Jamaica. Firstly, we can see that on average, male users feel more influential in the decision-making at The Freedom Skatepark (N=3.8) than female users (N=3.2), although the upper and lower quartiles are the same. Secondly, although for both male and female this is higher than in wider Jamaican society, for female users the average sense of influence within decision-making in wider Jamaican society is noticeably low (N=2.5) suggesting female marginalisation within development outcomes. Considering this in comparison to feelings of influence in decision-making at The Freedom

Skatepark between male and female users, it is of importance for CJF to further support women empowerment within decision-making at the skatepark.

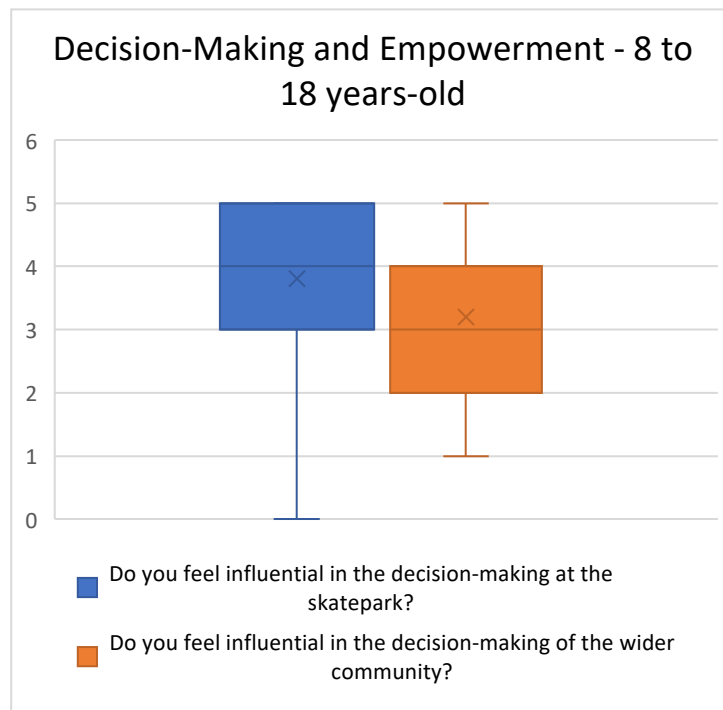


Figure 78: Decision-making at The Freedom Skatepark amongst the 8-to-18-years-old age group

An interesting comparison can also be made between the age groups of 8-18 years-old and 18+. Whereas self-efficacy and leadership within youth development programming is said to be integral to PYD regardless of age, the formation of stable role model structures indicates a need for older users of The Freedom Skatepark to be prominent and empowered within decision-making processes. Nonetheless, the age group 8-18-years-old (N=3.8) is above that of the 18+ age group (N=3.2) for feelings of influence within decision-making at The Freedom Skatepark which is also reflected in the differences of interquartile range. Whereas this is not to say role model structures cannot exist within the 8-18 age group, CJF may also consider targeted policies that aim to improve this sense of influence in decision-making within the 18+ group. It is also worth noting that average sense of influence in decision-making within wider Jamaican society for the 18+ age group is markedly low (N=2.7) which is cause for concern for wider Jamaican development patterns and can be an issue CJF seek to address. Nonetheless, feelings of influence in decision-making at The Freedom Skatepark regardless of age are above that of wider Jamaican society further supporting the argument that users of the Freedom Skatepark align more closely with Goal 1 of *Vision 2030 Jamaica* than island-wide, however

it seems that more can be done to support PYD in terms of empowerment and decision-making with hope to replicate the success of CJF Peru.

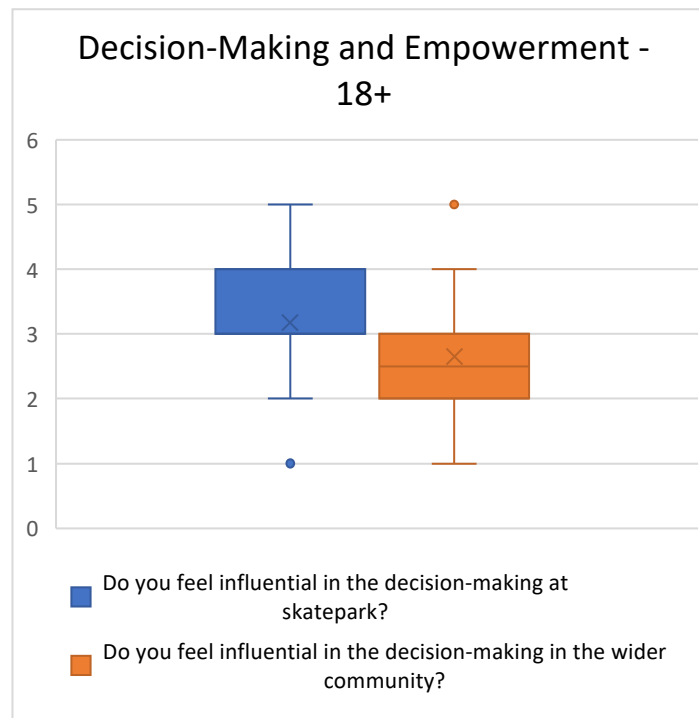


Figure 79: Decision-making at The Freedom Skatepark amongst the 18+ age group

Community and Belonging at The Freedom Skatepark

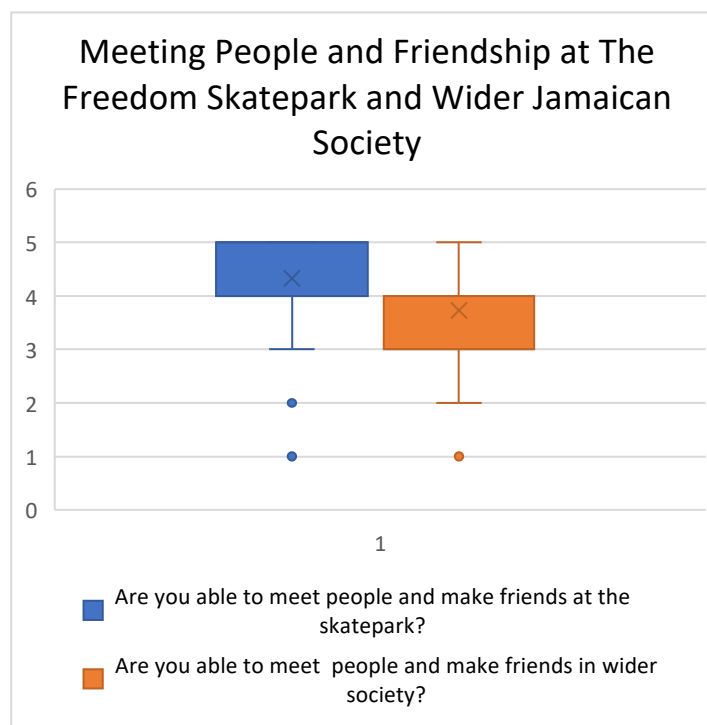


Figure 80: Meeting people and friendship at The Freedom Skatepark and wider Jamaican society

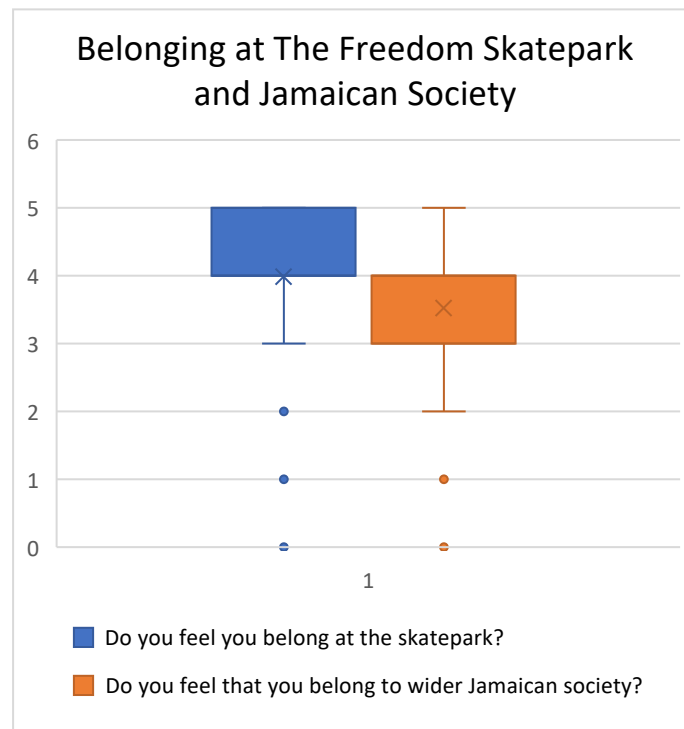


Figure 81: Belonging at The Freedom Skatepark and wider Jamaican society

In terms of PYD, several questions within the Youth-Development Survey respond to calls for youth programming to support emerging adults with healthy social relations and to become contributors to their wider community.¹⁸⁹ As such, the Youth-Development Survey attempted to capture key components of PYD’s “Big Three” that promote positive and constructive social relationships whilst supporting participation in community-based activities that unfold at The Freedom Skatepark. In particular, the community-based axis in which PYD may be enacted relies not only on participation in social environment, but the development of prosocial norms across positive societal relations from which wider development outcomes may be achieved.¹⁹⁰ Here, PYD not only relies on a prosocial environment from which emerging adults may personally develop and grow, such relationships create a networked approach to societal development which reflects earlier engagements with the establishment of role model structures in which peer-to-peer relationships foster positive social norms. Accordingly, *Vision 2030 Jamaica* presents Goal 2 as “Jamaican society is secure, cohesive, and just” which is mapped to SDG11 of creating sustainable cities and communities, SDG16 of peace, justice and strong institutions, SDG5 of achieving gender equality, and SDG10 of reducing further

¹⁸⁹ Lerner, “Liberty.”

¹⁹⁰ Lerner et al. “Using Relational Developmental”

inequalities. When considering earlier engagements with Jamaica's development pathway and violent crime, societal cohesiveness and community building are presented as routes to reverse these trends island-wide and within particularly vulnerable youth.¹⁹¹ As such and with these trends also marked out as causes for concern within the Bull Bay community, The Freedom Skatepark was designed and built to create a safe community space for the young people of Jamaica to grow and develop. Accordingly, this was captured by several questions within the Youth Development Survey, including "are you able to meet new people and make friends at The Freedom Skatepark?" (Q22) "do you feel that you belong at The Freedom Skatepark?" (Q20) and "is there a strong community at The Freedom Skatepark?" (Q19). Answers to these questions are then compared to the same questions that ask in relation to wider Jamaican society to gain insight into the potential for wider societal developmental outcomes.

Beyond comparison between The Freedom Skatepark and wider Jamaican society in terms of community-driven developmental outcomes, the questions within the survey were designed to address the additional prosocial benefits of skateboarding relative to other SfD interventions. Inclusivity and socialisation of youth have been marked as benefits to SfD practices with a focus on adult-to-youth relationships that enforce behaviours of nonviolence, respect, and community responsibility mirroring aspect of the PYD "Big Three."¹⁹² Yet, research on skateboarding appears to allude towards the practice as particularly prosocial which presents a framework to further enrich SfD interventions that address community, socialisation and belonging. For example, skateboarding is herald as enriching public space within the city as well as providing social benefits of community and belonging within challenging developmental environments.¹⁹³ As such, the act of skateboarding has been highlighted as offering non-competitive aspects in comparison to wider SfD practices which are argued to create a social environment based on communication and respect in which competence is drawn from peer-to-peer skill acquisition.¹⁹⁴ When considering PYD frameworks which highlight the importance of social norms in cultures and subcultures when developing positive and constructive relations across youth,¹⁹⁵ skateboarding for development presents a potentially potent practice of SfD which may unfold across The Freedom Skatepark. Yet, although skateboarding has been indicated to support inclusivity and equality particularly amongst

¹⁹¹ Levy, "Youth Violence"; Government of Jamaica, "Revised National Youth."

¹⁹² Lyras and Welty, "Integrating sport-for-development"; Coakley, "Youth Sports."

¹⁹³ Borden, "Skateboarding, Space"; O'Connor, "Skateboarding and Religion"; Abulhawa, "Smoothing Space."

¹⁹⁴ Thorpe, "Action Sports."; Wood et al. "Dispelling Stereotypes."

¹⁹⁵ Bronfenbrenner, "Developmental Ecology."

gendered and racial lines,¹⁹⁶ skateboarding and skateparks have also been demonstrated to be equally as exclusionary.¹⁹⁷ Nonetheless, skateparks themselves are accepted as social spaces from important places for youth to hang-out,¹⁹⁸ to public spaces that foster a sense of community and belonging.¹⁹⁹ With this in mind, questions within the Youth-Development Survey based on community and belonging were designed to not only compare The Freedom Skatepark and wider Jamaican society in line with SDGs and *Vision 2030 Jamaica*, but examine how the skatepark and skateboarding may foster a sense of community and space of inclusivity.

In line with the above research and literature, the Youth-Development Survey asked if The Freedom Skatepark and wider Jamaican Society were adequate environments to meet new people. This was to create a comparison for social environment which we deemed important for societal cohesion and the development of prosocial relationships as posited by PYD literature. On average, we found that users of The Freedom Skatepark find it an easier environment to meet new people and make friendship (N= 4.3) than wider Jamaican society (N=3.7). Although this difference in average is less than one full unit on the Likert-scale they do fall between different unit scores on the scale whereby on average a user of The Freedom Skatepark can be said to agree that they find it easier to meet people and make friends than in wider Jamaican society. This is also reflected by the interquartile range which is between agree and strongly agree for The Freedom skatepark yet valued between neutral and agree for wider Jamaican society. We see a similar pattern with feelings of belonging at The Freedom Skatepark (N=4) and wider Jamaican society (N=3.7) with the interquartile ranges also spanning across the same unit scores on the Likert-scale. With this data in mind, we can say that on average, users of The Freedom Skatepark are able to meet new people and make friendship than wider Jamaican society whilst also feeling a stronger sense of belonging there. In terms of PYD and skateboarding for development approaches, the skatepark emerges as a more prosocial environment than wider society which provides a more enriching context to support the socialisation aspects of the development theory. When considering Goal 2 of *Vision 2030 Jamaica*, drawing on the above data suggests that The Freedom Skatepark has higher potential to attain the island's community-led development path.

¹⁹⁶ Thope and Rinehart, "Action Sport NGO."

¹⁹⁷ Corwin et al., "Beyond the Board."; Abulhawa, "Skateboarding and Femininity."

¹⁹⁸ Wood et al., "Dispelling Stereotypes."; Corwin et al. "Beyond the Board."

¹⁹⁹ Abulhawa, "Smoothing Space."; Corwin et al. "Beyond the Board."

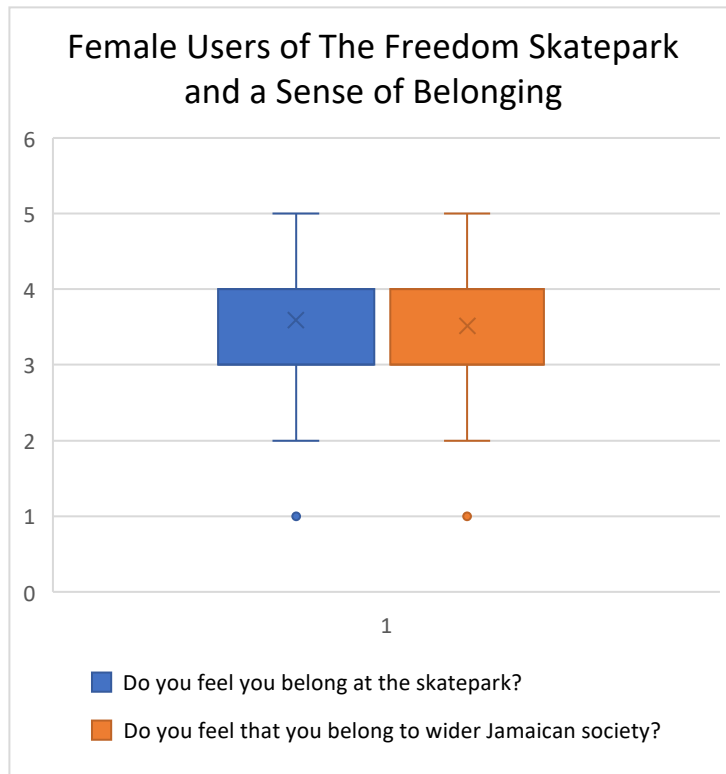


Figure 83: Female sense of belonging at The Freedom Skatepark

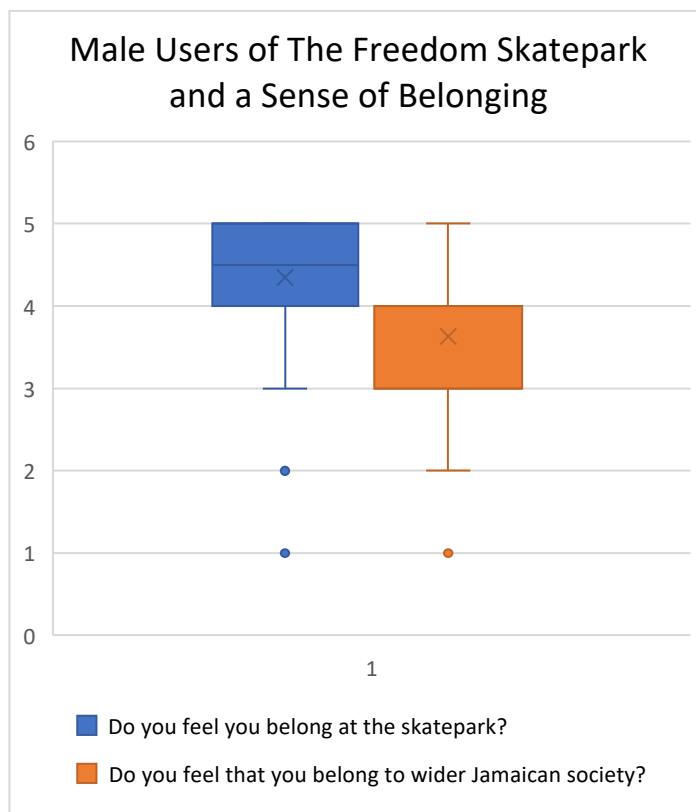


Figure 82: Male sense of belonging at The Freedom Skatepark

Nonetheless, a closer examination of belonging at The Freedom Skatepark reveal actors who may be marginalised with prosocial development pathways. For example, an earlier examination of race and gender within skateboarding alluded to process of marginalisation which is also mirrored by stagnating youth development outcomes in Jamaica.²⁰⁰ Accordingly, the graphs above present two key points. Firstly, the average score for a sense of belonging for male users of the Freedom Skatepark (N=4.4) is almost one whole unit more than that of female users (N=3.6). This is also reflected in the interquartile range for male and female users of The Freedom Skatepark and their sense of belonging there. Secondly, there is no significant difference between female users of The Freedom Skatepark's mean sense of belonging (N=3.6) and that for wider Jamaican society (N=3.5) which only slightly less than male feelings of belonging in society (N=3.6) and the same for average users of The Freedom Skatepark (N=3.5). With these results in mind, the Freedom Skatepark is not a more prosocial enriching environment than that of wider Jamaican society and such, not a site in which it may be easier to obtain Goal 2 of *Vision 2030 Jamaica*. In particular, this has implications for enactment of SDG5 of gender equality as well as aligns with earlier research within skateboarding whereby female skaters found skateparks spaces of judgement akin to wider social environments in the Global North.²⁰¹ With answers within the Youth-Development Survey highlighting a desire to involve more women as users and decision-makers at The Freedom Skatepark, further supporting a sense of belonging at the site may not only encourage this but also support SDG5 and ensure women are not marginalised within development pathways.

²⁰⁰ Government of Jamaica, "Revised National Youth."

²⁰¹ Corwin et al. "Beyond the Board."

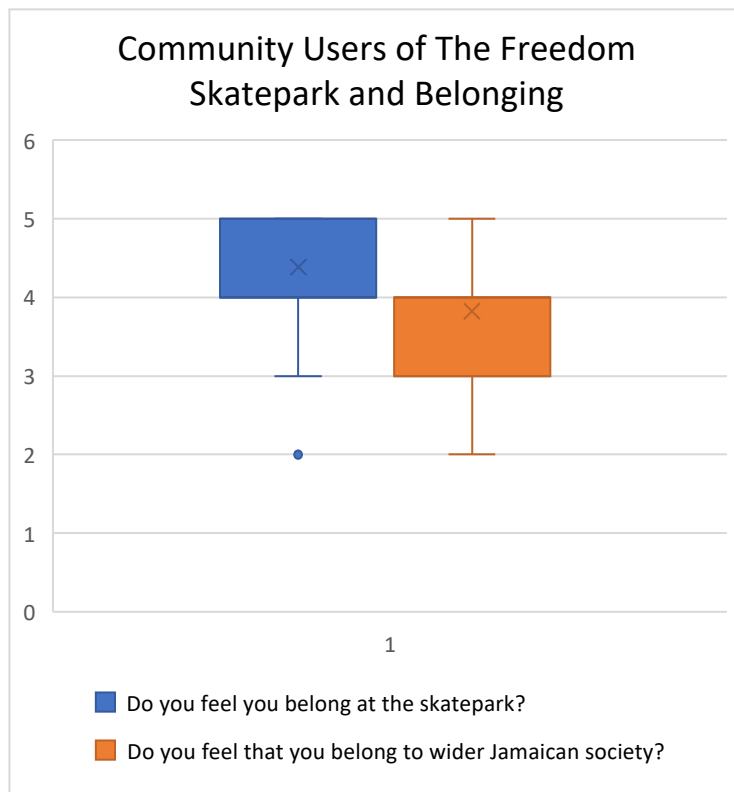


Figure 84: Sense of belonging amongst community users of The Freedom Skatepark

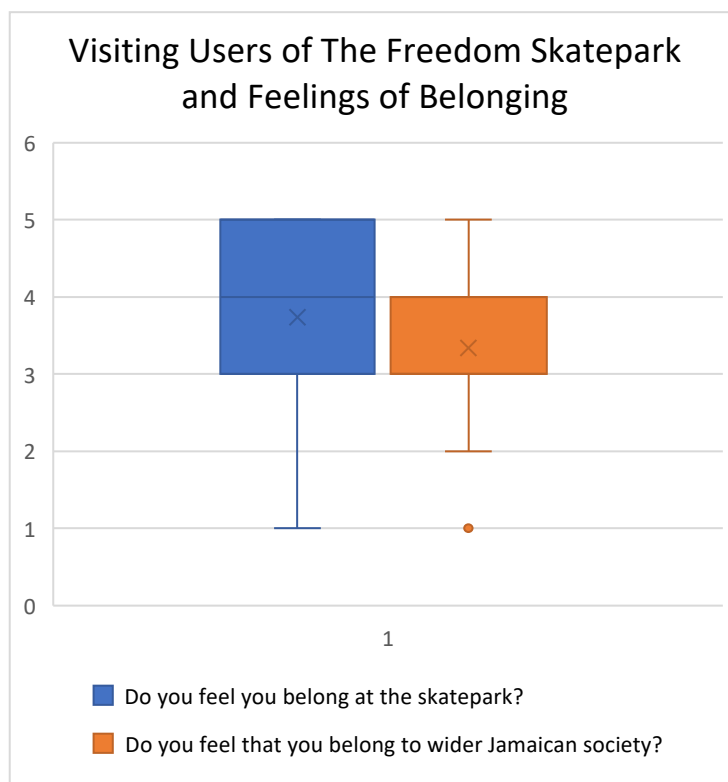


Figure 85: Sense of belonging amongst visiting users of The Freedom Skatepark

Furthermore, studying trends in belonging at The Freedom Skatepark across visiting and community users may allude to modes in which programming at the site may reach those not within the immediate vicinity of the skatepark. As the below graphs demonstrate, on average community users of The Freedom Skatepark (N=4.4) posit a higher sense of belonging there than those visiting from outside of Bull Bay (N=3.7). Interestingly, for visiting users the interquartile range spreads between 5 and 3 on the Likert-scale suggesting a wider range of answers for this question alluding that being a visiting user may just be one contributing factor to these trends. Nonetheless, the lower quartile for visiting users reaches a value of 1 unit on the Likert-scale that equates to strongly disagree to a sense of belonging at The Freedom Skatepark. With The Freedom Skatepark situated within the Bull Bay community with a historic past related to skateboarding and surfing in Jamaica, it is expected that local users may feel a stronger sense of belonging there than visiting users. Nonetheless, with answers to the Youth-Development Survey highlighting unwelcoming behaviour from local actors at The Freedom Skatepark, CJF may look to supporting visiting user sense of belonging which may widen participation and exposure to youth development programming.

If The Freedom Skatepark is a prosocial environment in which new human-to-human relationships may form within which a sense of belonging aligns with a “semiotic mediation” of self-identity and cultural participation,²⁰² a sense of community and unity further encompasses aspects of *Vision 2030 Jamaica* that sets out the development goal of creating a secure, cohesive, and just society. When asking the users of The Freedom Skatepark if Jamaican society has a strong sense of community and unity, the average score would place between “Neutral” and “Agree” (N=3.5) on the Likert-scale which is also reflected in the interquartile range. For a country that ranks so highly in rates of homicide and violent crime this remains relatively high, however improvements may go some way to reduce crime rates that have been stagnating Jamaica’s development path. Alternatively, the average users of The Freedom Skatepark sits within the “Agree” category (N=4.3) suggesting that the creation of community spaces in which young people are able to make new friendships and develop a sense of belonging can support Jamaica’s development goals. With this in mind, all three answers for average users of The Freedom Skatepark scored similarly on the Likert-scale which suggests that the prosocial nature of PYD is underpinned by composite and interlinked variables. Nonetheless, when considering the importance of prosocial environment for PYD,

²⁰² Jones, “Sport and re/creation”

The Freedom Skatepark can be said to be an enactment of these development pathways which can support the attainment of *Vision 2030 Jamaica* and specifically, Goal 2. This aligns with skateboarding literature that highlight the sociality of the practice which informs SfD literature and further supports skateparks as important development infrastructure. Yet, when considering actors who have been highlighted as marginalised within skateboarding and development pathways such as women, these trends are not as clear. The Freedom Skatepark may be a community and prosocial space, however, more can be done to ensure inclusivity within this community which can support PYD amongst marginalised actors.

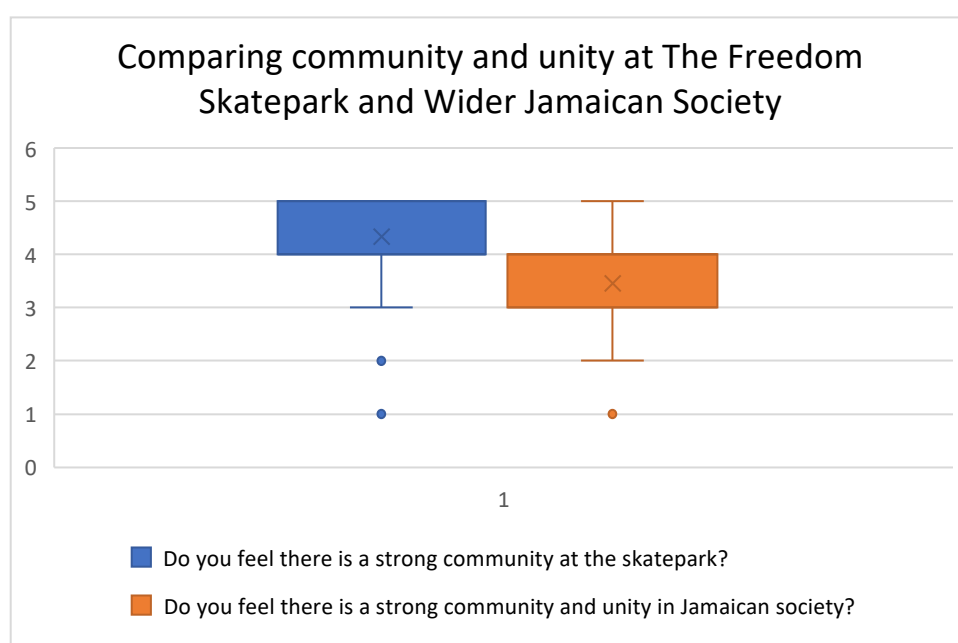


Figure 86: Comparing unity and community at The Freedom Skatepark with wider Jamaican society

Personal Development and the Provision of Life-Skills Training

Returning to *Vision 2030 Jamaica*, Goal 1 posits that “Jamaicans are empowered to achieve their fullest potential” outlining training, education, and social protection as national outcomes to achieve this goal which aligns with SDG4 as Quality Education, SDG1 as No Poverty, SDG2 as Zero Hunger, and SDG10 as Reduced Inequalities.²⁰³ Perhaps this is the most encompassing of development goals highlighted in *Vision 2030 Jamaica* which details training and education as vehicles to achieve development outcomes in terms of economic and social growth which intersects with Goal 3 as “Jamaica’s economy is prosperous.” Despite Goal 3 of *Vision 2030*

²⁰³ Vision 2030 Jamaica.

Jamaica focused more towards the macro-economy, the enablement of a business environment starts with microeconomics underpinned by quality education (SDG4) as well as decent work and economic growth (SDG8) from community-level which can affect wider Jamaican development pathways. Yet despite this, the Jamaican labour market is highlighted as being characterized by a large informal sector, underemployment, and unemployment that particularly affects young people and women.²⁰⁴ This has been typified by a “brain drain” whereby young Jamaican people and high skilled workers often leave the island for opportunities typically in America, Canada, and Great Britain.²⁰⁵ Within *Vision 2030 Jamaica*, education is cited as a key driver of obtaining development Goal 1 and the associated SDGs; the country is highlighted as making strides within pre-primary and primary education, however attendance rates begin to fall at the age of 15+ which aligns with our uptake of unattached youth in Jamaica.²⁰⁶ Of particular interest is the outlining of education enrolment rates and income inequalities whereby only 42% of 17 to 18-year-olds in the poorest quintile of Jamaican society were in school with school attendance for the poorest groups at 59.6% compared to 92.8% for the wealthiest.²⁰⁷ With this in mind it seems that the provision of education, training and persona development are pathways to obtain *Vision 2030 Jamaica* developmental goals related to social and economic growth.

These potential pathways of economic and social growth within Jamaica through the economic growth underpinned by personal development, skills learning, and education aligns with the enactment of PYD. As such, the utilisation of PYD in Jamaica often details both cascading education enrolment figures as youth age increases, the lack of teacher qualifications, and individuals entering workforce post-education described as ill-equipped for the world of work and lacking basic competencies that compromises their ability to obtain sustainable employment which garners the term “unattached youth.”²⁰⁸ With this in mind, three constructs of PYD as competence, self-efficacy, and pro-social norms are argued to develop from career and workplace success wherein supportive developmental environments emphasise skill attainment, mentorship structures, life-skill development, career awareness, vocational experience, technical competence, and reinforced behavioural-efficacy.²⁰⁹ Accordingly, PYD

²⁰⁴ Ibid.

²⁰⁵ Ibid.

²⁰⁶ Ibid.

²⁰⁷ Ibid.

²⁰⁸ Hull et al. “Positive Youth Development.”

²⁰⁹ Ibid.

is argued to unfold across family, school and community resources, yet such resources are context specific and often underexposed to unattached youth.²¹⁰ As such, although educational enrolment and associated mechanisms may provide pathways to obtain Goal 1 and Goal 2 of *Vision 2030 Jamaica*, wider intervention programmes are highlighted as methods to obtain development pathways for particularly marginalised demographics such as “unattached youth.”²¹¹

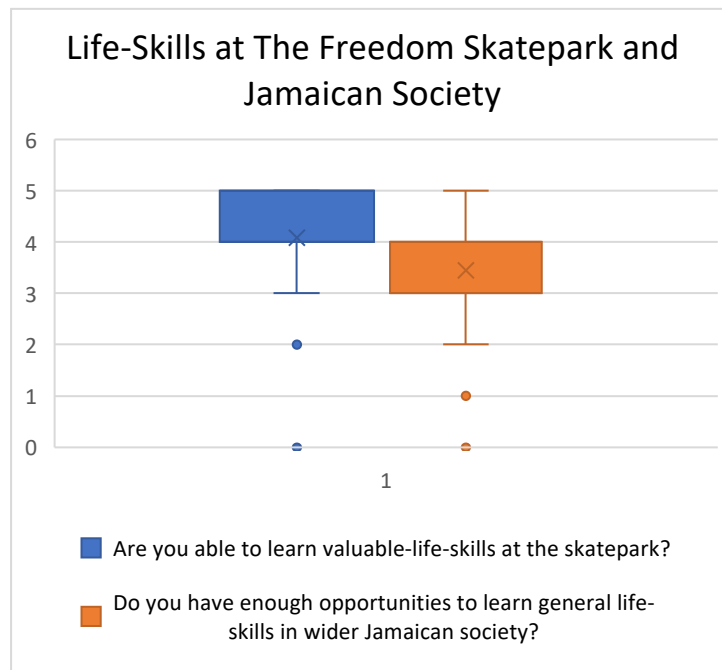


Figure 87: Comparing the acquisition of life-skills at The Freedom Skatepark with wider Jamaican society

Accordingly, SfD literature and research has highlighted the role that sport can play as a ‘hook’ for achieving non-sport related developmental goals. This outlines an interventionist approach whereby sport is accompanied by a larger array of social and developmental programming in which education, mentorship, skills training, and personal development become central, rather than the actual sport program itself, in the development of youth and communities.²¹² Previously within this research report we isolated the practice of skateboarding through conceptualisations of SDT indicators which was drawn from behavioural theory as well as skateboarding literature. Nonetheless, the Youth-Development Survey yields a study of skateboarding in terms of aforementioned ‘hook’ whereby the personal development and life-

²¹⁰ Ibid.

²¹¹ Ibid.

²¹² Hartmann and Kqauk 2011, “Sport and Development.”

skills training provided alongside skateboarding at The Freedom Skatepark becomes a topic of inquiry. Yet, previous research on the act of skateboarding as centralising peer-to-peer skill-acquisition and socialisation ground this approach,²¹³ whilst also drawing on broader research on skatepark infrastructure that highlight a number of personal development skills such as sticking with challenges and working well with friends,²¹⁴ as well as highlighting more structured vocational skills akin to informal youth centres.²¹⁵ Therefore, when asked questions regarding personal developments and life-skill acquisition at The Freedom Skateparks (Q23&24), users were responding to structured youth development programming organised by CJF as well as more informal mechanisms of PYD that skateboarding and skateparks may enact. Moreover, drawing on earlier data analysis 35% of 18+ users of the Freedom Skatepark partook in youth development programming and conclusions from the results below may be considered in these findings. Nonetheless, as with other questions within the Youth-Development Survey answers are compared relative to wider Jamaican society to inquire the enactment of PYD and attainment of *Vision 2030 Jamaica* development goals at The Freedom Skatepark and within Jamaica as a whole.

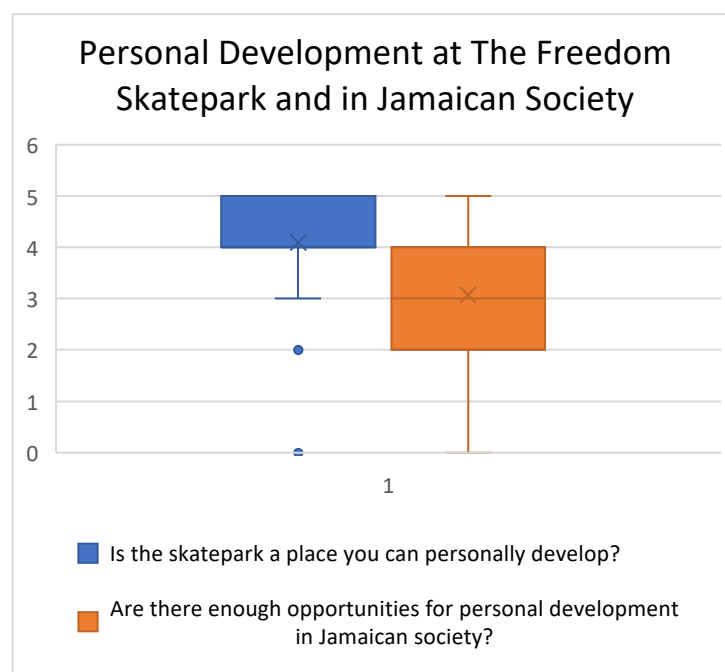


Figure 88: Comparing personal development at The Freedom Skatepark with wider Jamaican society

²¹³ Thorpe, "Action Sports"

²¹⁴ Corwin et al. "Beyond the Board"

²¹⁵ Taylor and Kahn, "Skate-Park Builds."

As the above graphs suggests, The Freedom Skatepark is a site in which users are able to learn both valuable life-skills and personally develop more than that of wider Jamaican society. For both life-skills and personal development these averages and comparative differences between The Freedom Skatepark and Jamaican society are very similar. For the acquisition of life-skills, we see a mean average of just over 0.5 units on the Likert-scale higher at The Freedom Skatepark (N=4.1) than that of Jamaican society (N=3.5). From this, the average user of The Freedom Skatepark agrees that it is a site in which valuable life-skills may be found, whereas within Jamaican society this sits between neutral and agree. Accordingly, the upper and lower quartiles for each comparative questions sit one unit apart with The Freedom Skatepark between agree and strongly agree, and wider Jamaican society between neutral and agree.²¹⁶ We see similar patterns when comparing personal development at The Freedom Skatepark and Jamaican society, yet a clearer delineation between unit scores on the Likert-scale. On average, users of The Freedom Skatepark (N=4) felt it was a space they could personally develop more than that of wider Jamaican society (N=3.1). Interestingly, on average survey respondents felt that Jamaican society was more difficult environment to personally develop than the provision of life-skills. This is also reflected in the scores for the upper and lower quartile which is spread between disagree and agree for answers relating to personal development. As such, on average users of The Freedom Skatepark are able to learn life-skills and personally develop there more than wider Jamaican society. When considering the focus on competence, self-efficacy, and skills-training for the enactment of PYD, this suggests that The Freedom Skatepark is a space in which users can enact development pathways in line with *Vision 2030 Jamaica*, in particular Goal 1 of that “Jamaicans are empowered to achieve their fullest potential.” Moreover, with personal development and skills-acquisition, this may support microeconomic empowerment which can provide a basis to support Goal 3 of *Vision 2030 Jamaica* of “Goal 3 as “Jamaica’s economy is prosperous.”

²¹⁶ Outliers that represent a value of 0 reflects respondents who left answers blank.

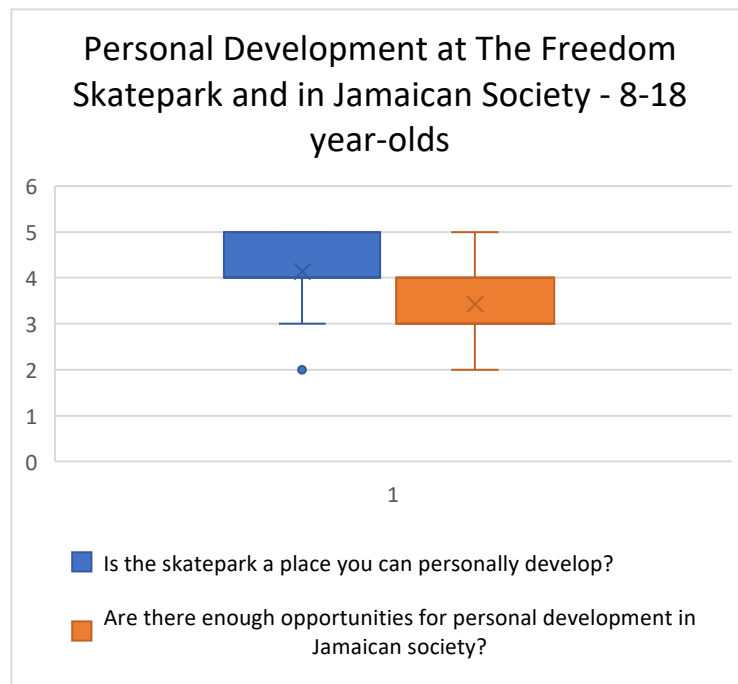


Figure 90: Personal development at The Freedom Skatepark amongst the 8-to-18-year-old age group

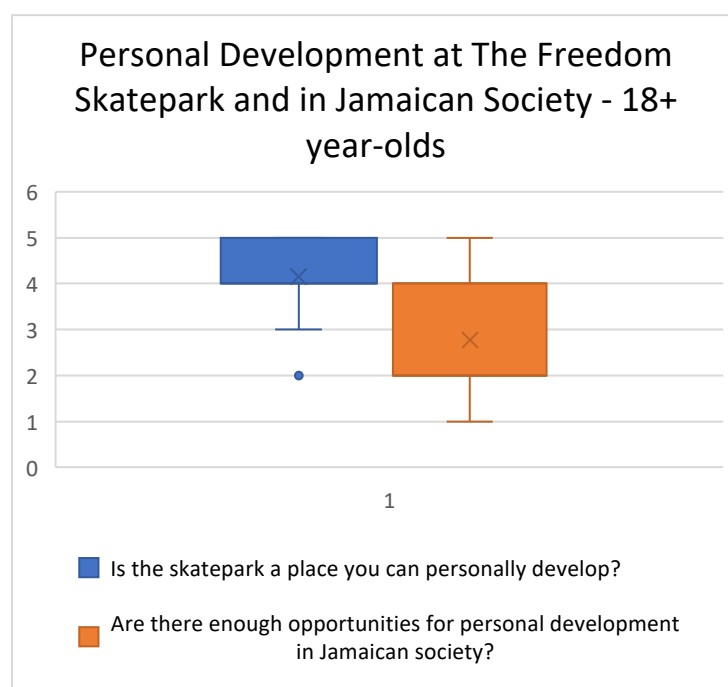


Figure 89: Personal development amongst the 18+ age group at The Freedom Skatepark

These trends may suggest that The Freedom Skatepark is a site in which PYD may be enacted, but it is important to view such findings within light of differing user demographics. Drawing on earlier reconceptualisation of a context-specific “unattached youth,” of particular interest are differing age groups. Firstly, approaches to PYD discuss this theory within a framework of

“unattached youth” as particularly marginalised actors within development pathways who are of age between 15-24 years of age. Yet, for The Freedom Skatepark we found a new conceptualisation of unattached youth which reflected a demographic of 18+ which were highly skilled and educated, but not within full-time employment or further-education. This same demographic was far less likely to participate in formalised youth development programming at The Freedom Skatepark or other community activities. Therefore secondly, we wish to understand how such an age group may view The Freedom Skatepark in terms of personal development and life-skills that may allude to other mechanisms in which PYD can be enacted outside of formalised youth development programming provided by CJF. With this in mind, we see that when comparing the age groups of 8-18 years-old (N=4.1) and 18+ (N=4.2), there is no significant difference between their feelings of personal development at The Freedom Skatepark. When considering the enrolment of 18+ in structured youth development programming, this suggests that individuals within this demographic find The Freedom Skatepark a space in which they are able to personally develop beyond programming aspect which may reflect inherent benefits of skateboarding and informal development outcomes of SfD infrastructure. Furthermore, for the 18+ age group, responses to personal development within Jamaican society (N=2.8) was significantly lower than the 8-18 years-old age group (N=3.4) and the overall average (N=3.1). In terms of Jamaica’s wider development path, this suggests that competence and self-efficacy facets of PYD can target individuals beyond the immediate conceptualisation of unattached youth as up to 24 years of age, and personal development initiatives may target older generations of Jamaican people.

We see similar trends when comparing these age group demographics and the acquisition of life-skills. For both the 8–18-year-olds (N=4.3) and 18+ age group (N=3.9), we see higher acquisition of life-skills at The Freedom Skatepark than in wider Jamaican society. This time the 8-18-year-old age group is higher than that of 18+ group sitting between the agree and strongly agree category of the Likert-scale compared to neutral to agree for the latter. This may be reflective of the youth development programming enrolment rates across the age groups. For the 8-18-year-old age group, the difference of life-skill acquisition within wider Jamaican society is not greatly significant (N=3.9) which may reflect high levels of educational enrolment. This difference becomes greater for the 18+ age group (N=3.1) which mirrors trends in personal development within wider Jamaican society and further highlights the participation of unattached youth at The Freedom Skatepark. With these trends across both personal development and life-skill acquisition in mind, The Freedom Skatepark is a site in which users

are able to develop and grow more than wider Jamaican society which aligns with self-efficacy facets of PYD and the acquisition of Goal 1 of *Vision 2030 Jamaica*. Furthermore, our context-specific conceptualisation of “unattached youth” shows a clearer delineation between personal development and life-skills acquisition at The Freedom Skatepark and wider Jamaican society, with particularly worrying scores for these indicators outside of the skatepark highlighting a significant cause for concern for Jamaica’s overall development pathway, yet one that is offset at The Freedom Skatepark. In light of these trends for the 18+ age group, it is worth considering the relatively low enrolment rates for structured youth development programme at The Freedom Skatepark. Whilst this suggests inherent benefits within the act of skateboarding, other less formalised structures may be in place that account for these trends within this age group. Nonetheless, further qualitative and interview-based data may allude to this, and something future research at The Freedom Skatepark within this age group may benefit from.

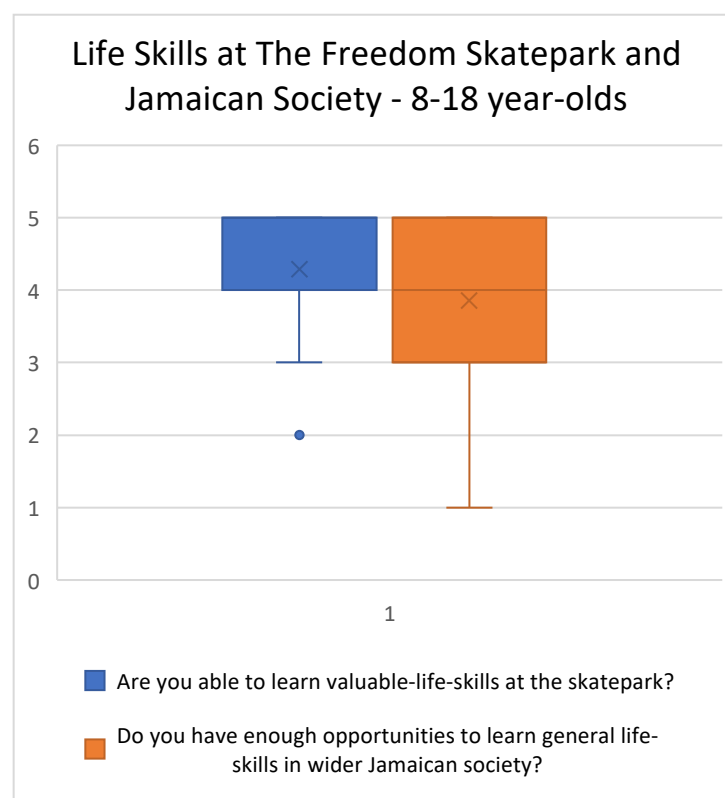


Figure 91: Life-skills at The Freedom Skatepark amongst the 8-to-18-years-old age group

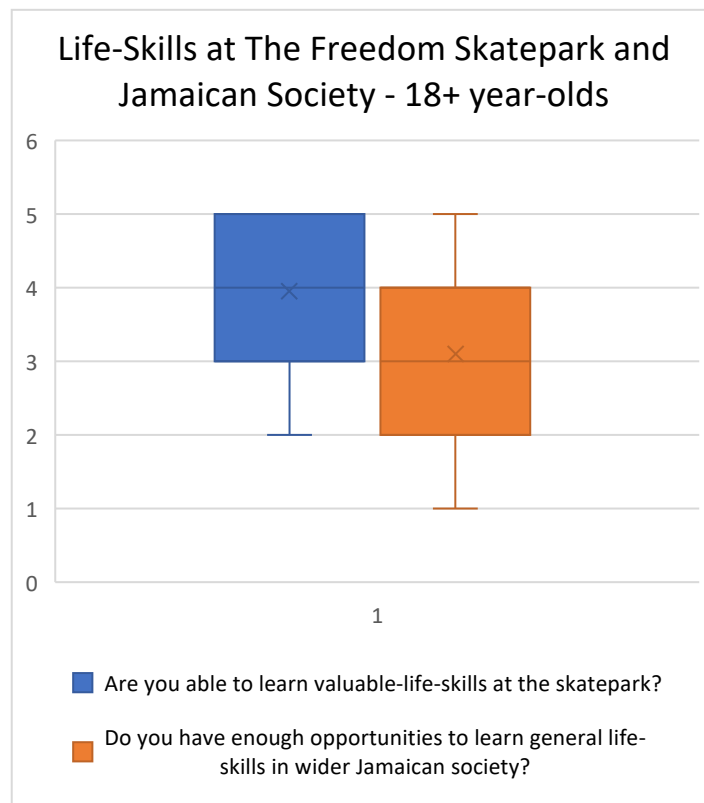


Figure 92: Life-skills at The Freedom Skatepark amongst the 18+ age group

Safety and Public Space

Within the policy document *Vision 2030 Jamaica* that outlines the island’s development pathways, we see that both Goal 1 and Goal 2 align with notions of safety and public space in Jamaica. Goal 1 posits that “Jamaicans are empowered to achieve their fullest potential” detailing the need for an “authentic and transformative culture” that is said to be a “cross cutting theme” for several 2030 SDGs.²¹⁷ Likewise, Goal 2 details that “Jamaican society is secure, cohesive and just” with security and safety facets of this goal aligning with SDG11 of sustainable cities and communities, and SDG16 of peace, justice, and strong institutions.²¹⁸ Accordingly, PYD approaches have highlighted the importance of environment in which adolescents and young adults develop whereby communities and relations optimise contributions to self and wider society as well as reduce engagement in risky or problematic

²¹⁷ Vision 2030 Jamaica.

²¹⁸ Ibid.

behaviour.²¹⁹ Such supportive developmental environments stand in contrast to the extreme levels of violent crime within Jamaican society and reflect earlier engagements with these trends as substantial and serious roadblocks to Jamaica's development pathways. Accordingly, community responses are an axis in which policy makers wish to approach violent crime in Jamaica, most noticeably through creating community safety, developing community-based resources such as infrastructure and programming, and creating mechanisms to develop community organisation.²²⁰ With this in mind and building on earlier questions around community and belonging at The Freedom Skatepark, the Youth-Development Survey looked to ask questions around user safety and the skatepark and wider Jamaican society, and to gain a better understanding of public space in the island in reflection of The Freedom Skatepark as a free-to-use community-based infrastructure.

The question of public space was raised within the Youth-Development Survey due to the interconnected nature of developing youth and community assets. Here, the creation of community assets centred around youth development are argued to support senses of belonging, trying new experiences, grappling with complexities, practicing leadership and the development of self-identity.²²¹ Here, physical infrastructures are highlighted as integral to supporting youth education programming which incorporate physical and social features that support feedback loops whereby youth are afforded opportunities to develop assets through community development and place-making.²²² Accordingly, as a free-to-use infrastructure that also provides youth development programming in terms of remedial education, vocational skills training, and community asset building such as gardening, The Freedom Skatepark may be viewed within such a framework. Similarly, skateboarding literature often posits the benefits of the act of skateboarding and skatepark in terms of public space, citizenship, and community-building.²²³ As such, and recognising a near-universal acceptance of the importance of public space, the Youth-Development Survey looked to understand how and why young people use public spaces in Jamaica. From this, we look to gain a clearer understanding in patterns of use and potentially align Freedom Skatepark and associated youth development programming with

²¹⁹ Hull et al. "Positive Youth Development."

²²⁰ Levy, "Youth Violence."

²²¹ Delia and Krasny, "Cultivating Positive Youth Development."

²²² *Idib.*

²²³ Borden, "Skateboarding, Space and the City."; O'Connor, "Skateboarding and Religion."; Corwin et al. "Beyond the Board."

such trends, as well as ask if *Vision 2030 Jamaica* and associated development goals may be hindered or achieved through the development and provision of public space on the island.

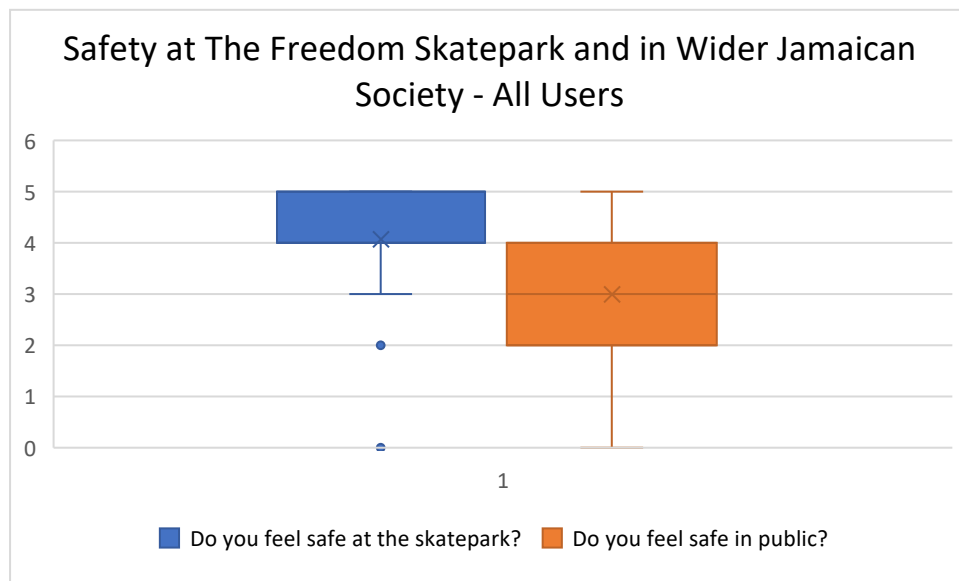


Figure 93: Safety at The Freedom Skatepark compared to wider Jamaican society

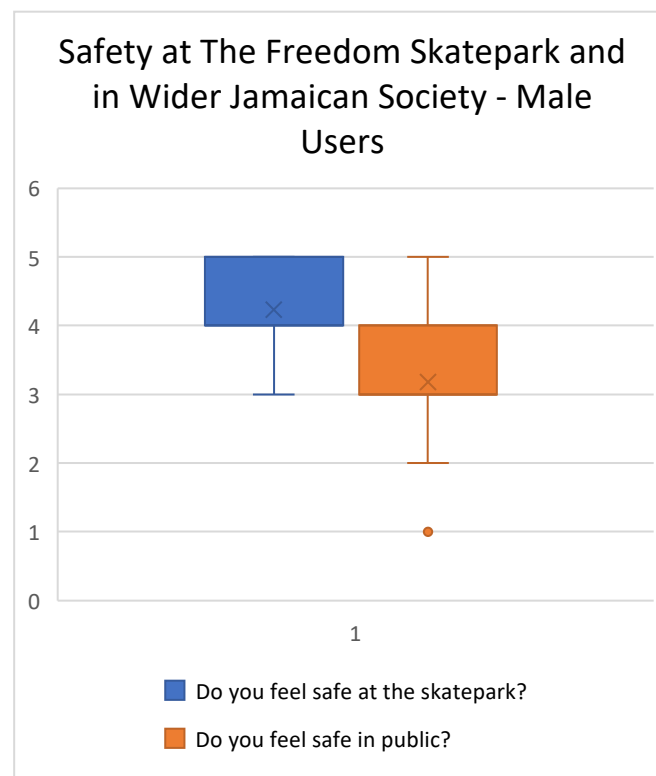


Figure 94: Safety at The Freedom Skatepark and wider Jamaican society amongst male users

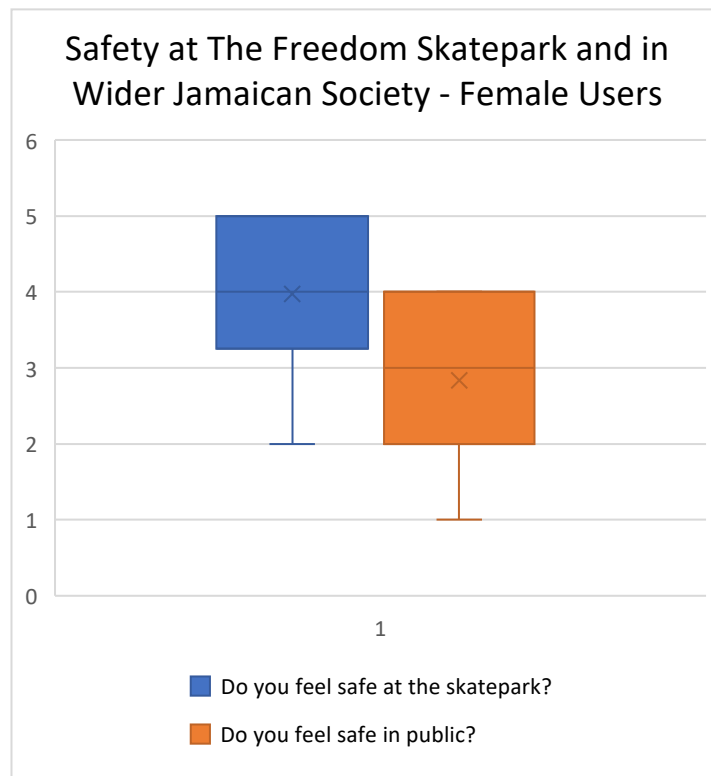


Figure 95: Safety at The Freedom Skatepark and wider Jamaican society amongst female users

Firstly, we can see that on average, users of The Freedom Skatepark ($N=4.1$) feel safer there than in wider Jamaican society ($N=3$). This is reflected by one whole unit on the Likert-scale whereby within Jamaican society respondents on average feel a “neutral” sense of safety compared to “agree” at The Freedom Skatepark. Likewise, this is reflected in the upper and lower interquartile ranges for both question responses which sit between “agree” and “strongly agree” at The Freedom Skatepark and “disagree” to “agree” for wider Jamaican society. With earlier engagements with community placemaking, participation and belonging at The Freedom Skatepark in mind and in light of extreme levels of violent crime throughout Jamaican society, this comes as no surprise as users of The Freedom Skatepark tend to be active instigators of developing the site as well as finding it a prosocial space of belonging. When looking at safety in a gendered lens, we previously demonstrated that female users of The Freedom Skatepark feel less safe ($N=4$) than male users ($N=4.2$), however this difference is somewhat insignificant with both closely sitting on the “agree” unit of the Likert-scale. What these gendered comparisons did reveal was a clear difference in feelings of safety between female ($N=2.8$) and male ($N=3.2$) users of The Freedom Skatepark within wider Jamaican society. When considering *Vision 2030 Jamaica* and development goals of “Jamaicans are empowered to achieve their fullest potential” and “Jamaican society is secure, cohesive and

just,” these trends in feelings of women’s safety in Jamaican society provides serious cause of concern for not only developmental outcomes, but individual human security. However considering this, we see that The Freedom Skatepark provides a model for community space making in which women feel safe that provides ample foundation to develop further female empowerment programming.

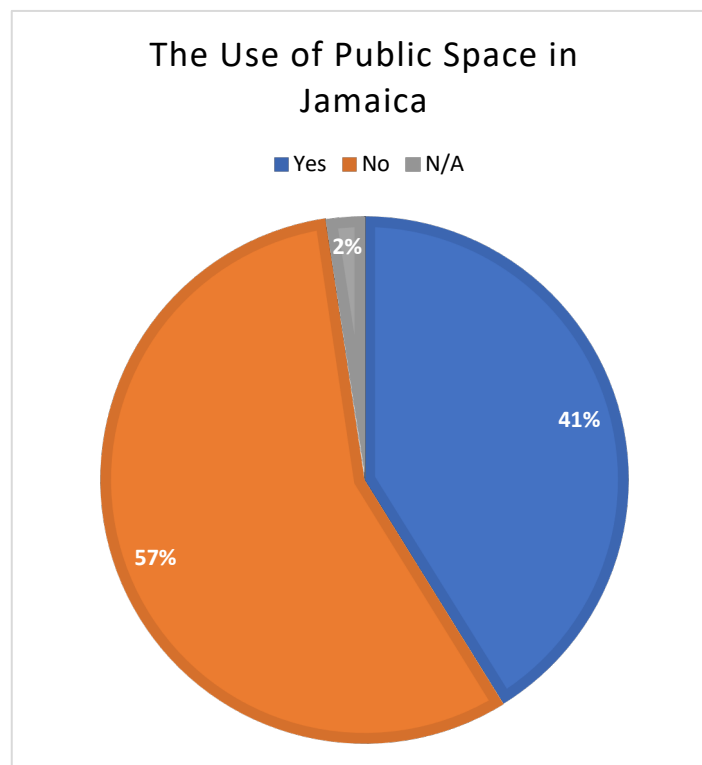


Figure 96: The use of public space in Jamaica

Secondly, our results from the Youth-Development Survey indicate the users of The Freedom Skatepark and their relationship with public space in Jamaica is a cause of concern and present a basis to foster positive developmental outcomes in light of *Vision 2030 Jamaica*. When asked “Do you access any other public space in Jamaica other than The Freedom Skatepark?” we found that just 41% of respondents indicated that they do. From this 41% public parks were the most common use of public spaces (N=17), followed by the beach (N=11), and other natural resources such as rivers and falls (N=7).²²⁴ Interestingly, the next most common response were answers that details private spaces (N=5) which is enigmatic of a wider trend in responses of public space use in Jamaica; what this data shows is that public space in the island is

²²⁴ Respondents tended to indicated they access multiple public spaces.

misunderstood and a contested term presenting potential developmental pitfalls. If we combine park, beaches, and other natural resources under a banner of green spaces, this becomes the most accessed public space amongst respondents (N=35), yet drawing on a triangulation of data from participant observation and Edu-Skate interviews we are aware that a percentage greater than 41% access green spaces such as the beach in their leisure time. This is exemplar that the above data and graphs may not be best placed to take on face value but utilised to demonstrate that public space may be a misunderstood, relational, and contested term within Jamaican contexts.²²⁵ Nonetheless, if we accept the context-specificity of enacting PYD, understand skateboarding as a unique way to navigate and develop public spaces, and recognise that The Freedom Skatepark is model of which PYD may unfold within Jamaica's developmental path, then greater attention to developing public spaces may be of attention to policy makers in relation to *Vision 2030 Jamaica*.

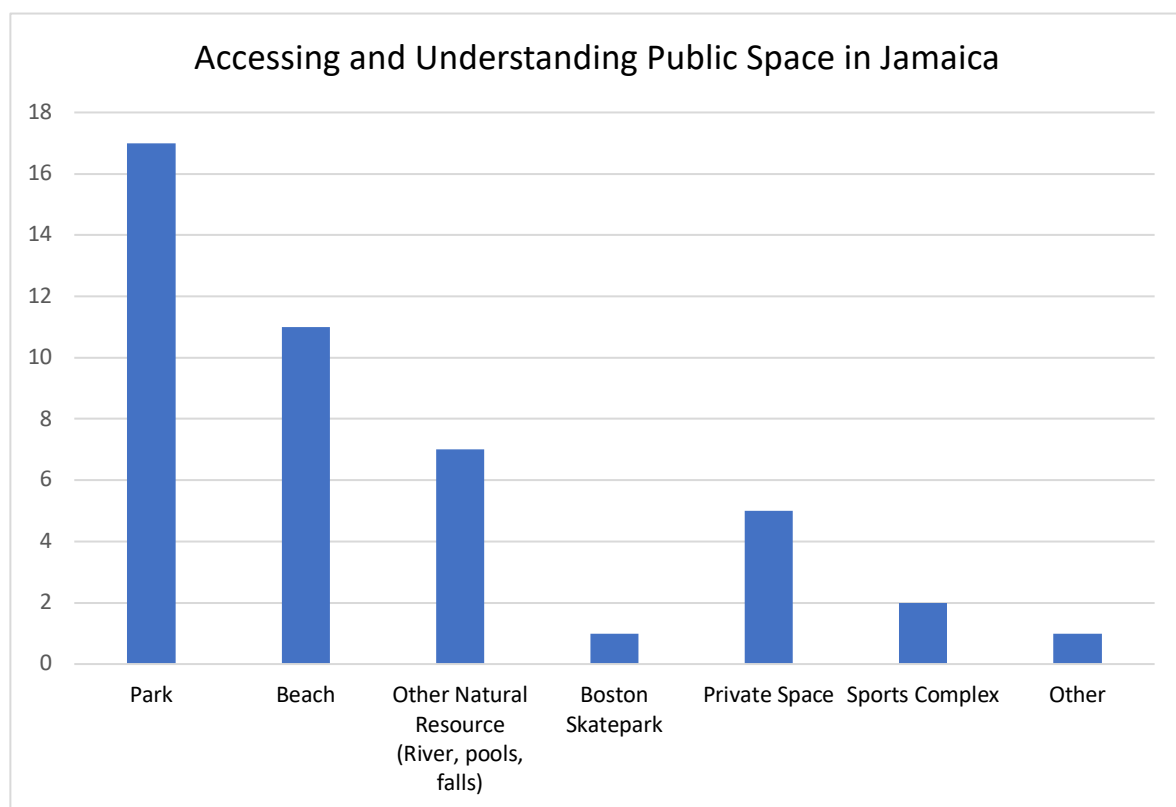


Figure 97: Accessing and understanding public space in Jamaica

²²⁵ Qian, "Public Space."

Conclusion

Leading on from the Edu-Skate Impact Analysis, this chapter aims to investigate the impact of The Freedom Skatepark on the wider usership of the site. To do this, the chapter draws on data from the Youth-Development Survey which was completed by 85 participants between June and September 2021. The questions within this survey were designed around a triangulation of literature and research based on skateboarding, PYD and *Vision 2030 Jamaica* including related SDGs. In doing so, this chapter seeks to answer the following research questions presented through this report:

- 1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?*
- 2) Is Skateboarding for Development an effective practice of SfD?*
- 3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?*

To do this, this chapter was divided into three sections. The first section asked *Who uses The Freedom Skatepark?* The second section asked *How do people use The Freedom Skatepark?* And the third section compared The Freedom Skatepark as a site for development compared to wider Jamaican society. In the first section we found that the average user of The Freedom Skatepark between June and September 2021 would be a 21 year-old able-bodied male from outside of Bull Bay who holds a University Degree, yet is not in full-time employment. This presented a different conceptualisation of “unattached youth” as presented by PYD literature that understands the term as people of 15 to 24 years of age who are not engaged in any form of training, education, employment, or services. Nonetheless, 22% of users of The Freedom Skatepark identified as the PYD-specific definition of unattached youth, with a further 44% falling under the “at-risk category.” This tells us that CJF are doing well at reaching the most marginalised demographics with development pathways, as well as providing potential to offer context-specific youth development programming that attunes to an older, highly skilled and educated usership at The Freedom Skatepark. Accordingly, the following two sections draw on the data presented throughout this chapter to answer the research questions by examining The Freedom Skatepark as a site of PYD and enactment of SDGs as laid out within *Vision 2030*

Jamaica and in doing so, present the success and limitations of The Freedom Skatepark in terms of its contributions to our understanding of skateboarding for development practices. This is followed by a discussion of how these results contributed to understandings of Skateboarding for Development within an SfD framework, leading to the concluding chapter of this report which discusses the outcomes of the Youth-Development Survey in tandem with the Edu-Skate Impact Analysis results.

The Freedom Skatepark, *Vision 2030 Jamaica*, and Youth-led SDGs

Youth-Development Survey Theme	Youth-Development Survey Outcome²²⁶	Alignment with <i>Vision 2030 Jamaica</i>	Alignment with <i>Bull Bay Community Priority Plan</i>	National Development Outcomes	Alignment with Sustainable Development Goals
User Empowerment	FSP = 3.5 JS = 2.9	Goal 1: Jamaicans are empowered to reach their fullest potential	Violent Crime Youth Unemployment Lack of Skills Training	Effective Social Protection Authentic and Transformative Culture	SDG5 SDG10 SDG11 SDG17
Community and Belonging	Making Friends & Meeting New People: FSP = 4.3 JS = 3.7 Belonging: FSP = 4 JS = 3.5 Community & Unity: FSP = 4.3 JS = 3.5	Goal 2: Jamaican society is secure, cohesive, and just	Violent Crime	Security and Safety Effective Governance	SDG3 SDG10 SDG11 SDG16
Personal Development and Life Skills	Acquisition of Life-Skills: FSP = 4.1 JS = 3.4	Goal 1: Jamaicans are empowered to reach their	Violent Crime Youth Unemployment	World Class Education and Training	SDG1 SDG2

²²⁶ Taken from average scores at The Freedom Skatepark vis-à-vis wider Jamaican society unless stated

	Personal Development: FSP = 4.1 JA = 3.1	fullest potential Goal 2: Jamaican society is secure, cohesive, and just Goal 3: Jamaica's Economy is Prosperous	Lack of Skills Training	Effective Social Protection Authentic and Transformative Culture Security and Safety Enabling Business Environment Stable Macro-Economy	SDG4 SDG10 SDG11 SDG16 SDG4 SDG8
Safety and Public Space	Safety (all): FSP = 4 JS = 3 Safety (women): FSP= 4 JS = 2.8	Goal 1: Jamaicans are empowered to reach their fullest potential Goal 2: Jamaican society is secure, cohesive, and just	Violent Crime	Effective Social Protection Authentic and Transformative Culture Security and Safety	SDG5 SDG10 SDG11 SDG16

Figure 98: Positive Youth Development at The Freedom Skatepark at community and national level

Goal 1 of *Vision 2030 Jamaica* posits that “Jamaicans are empowered to achieve their fullest potential,” presenting national development outcomes of a healthy and stable population, world class education and training, effective social protection, and an authentic and transformative culture.²²⁷ These development goals align with SDG2, SDG3, SDG6, SG4, SDG1, SDG2, and SDG10, with the latter developmental outcome said to be a cross-cutting theme across all SDGs.²²⁸ Accordingly, the above analysis of the Youth-Development Survey results are presented within a framework of PYD and assessed in alignment with these SDGs mapped out

²²⁷ Vision 2030 Jamaica.

²²⁸ Idib.

within *Vision 2030 Jamaica*. Firstly, in terms of empowerment, we see that the average user feels more influential at The Freedom Skatepark (N=3.5) than in wider Jamaican society (N=2.9). Not only does this align with *Vision 2030 Jamaica* and SDGs of reduced inequalities (SDG 10), sustainable communities and cities (SDG11) and partnerships for the goals (SDG17), this also reflects CJFs long-term goals of building local capacity to independently run the skateparks in the future. This is not only reflected by the employment of up to 11 local staff members at The Freedom Skatepark, but the support of individuals in developing programming and their personal growth through activities that take place outside the skatepark. We see these trends when looking at senses of influence within decision-making for women at The Freedom Skatepark (N=3.2) vis-à-vis wider Jamaican society (N=2.5) which supports gender equality (SDG5) whilst highlighting a significant shortcoming for Jamaica's development path. Furthermore, the empowerment of individuals within the decision-making at The Freedom Skatepark can be argued to support an authentic and transformative culture which is said to be a cross-cutting theme amongst the SDGs which further highlights the impactful work of The Freedom Skatepark within this UN-led framework of development.²²⁹

Similarly, when capturing community and belonging, we see The Freedom Skatepark a site for enacting *Vision 2030 Jamaica*. These prosocial facets of development were captured within the Youth-Development survey by asking if there was a strong community at The Freedom Skatepark (Q19), if it was a space in which individuals could meet people and make friends (Q22), and if people felt they belong at The Freedom Skatepark (Q20). As such, on average at The Freedom Skatepark users felt a sense of community (N=4.3), a sense of belonging (N=4) and found it a space to meet people and make friends (N=4.3) more than that within wider Jamaican society across all three indicators (N=3.5, N=3.5, N=3.7). Accordingly, these results align with Goal 2 of *Vision 2030 Jamaica* which posits "Jamaican society is secure, cohesive and just."²³⁰ In particular, this aligns with SDGs of sustainable cities and communities (SDG11), peace, justice, and strong institutions (SDG16), and reduced inequalities (SDG10). With earlier engagements of Jamaica's stagnated development outcomes shaped by a perpetual process of violent crime and underdevelopment in mind, creating spaces of peaceful community and belonging can become invaluable accelerators of personal and society-wide development. Moreover, the creation of safe community spaces within this context is

²²⁹ Ibid.

²³⁰ Ibid.

particularly important when drawing on analysis of Youth-Development Survey which highlighted potential shortcomings in the utilisation of public space within Jamaica as a driver of positive development outcomes. Likewise, within Bull Bay in which The Freedom Skatepark is located the community have voiced concerns with patterns of violence crime, gang culture and lack of opportunities and spaces of development for young people.²³¹ Yet, with The Freedom Skatepark we see patterns of community and belonging which support island-wide development outcomes based around security, safety, and peace.²³² This is reflected by findings whereby the average user of The Freedom Skatepark found it a space of safety (N=4) more than that of wider Jamaican society (N=3) which is further reflected by women (N=4) who are highlighted as particularly affected by the extreme negative patterns of Jamaican violent crime (N=2.8).²³³ In terms of PYD, we can say that The Freedom Skatepark is a safe-space in which positive and constructive relations are able to flourish, from which it is argued that prosocial norms and networked environment supports positive development outcomes amongst young people.²³⁴

Alongside the prosocial aspects of PYD, the Youth-Development Survey was designed to capture the enactment of personal development and acquisition of life-skills amongst those who use The Freedom Skatepark. These align with the competence and self-efficacy aspects of the PYD “big 3” from which developmental environments emphasise skill attainment, self-worth, career awareness, vocational experience and technical competence.²³⁵ As such, we find that the average users of The Freedom Skatepark find it a space in which they are able to learn skills (N=4.1) and personally develop (N=4.1) more than that of wider Jamaican society (N=3.4/N=3.1). In doing so, this directly responds to the community concerns of Bull Bay such as unemployment, illiteracy, crime, gang violence, and lack of skills training for young people.²³⁶ Moreover, these results can be said to align across all three goals of *Vision 2030 Jamaica*. For Goal 1 as “Jamaicans are empowered to achieve their fullest potential” the acquisition of life-skills and personal development can be argued to support national developmental outcomes of world-class education and training (SDG4) and support effective social protection through the enactment of PYD that aligns underpins no poverty (SDG1), no

²³¹ CDC, “Bull Bay Community Priority Plan.”

²³² Vision 2030 Jamaica

²³³ “Trapped.”

²³⁴ Lerner, “Liberty”

²³⁵ Hull et al., “Positive Youth Development.”

²³⁶ CDC, “Bull Bay Community Priority Plan.”

hunger (SDG2), and reduced inequalities across those most marginalised within developmental outcomes (SDG10). For Goal 2 of “Jamaican society is secure, cohesive and just,” a healthy environment for personal development and acquisition of life-skills supports sustainable communities and cities (SDG11). Moreover, for Goal 3 of “Jamaica’s economy is prosperous,” personal development and attainment of life-skills at The Freedom Skatepark aids in an enabling business environment for young people in Jamaica (SDG 4) and decent work at the skatepark as well as supporting skills development to enter the workforce in wider society (SDG8). Accordingly, in terms of PYD, personal development and life-skills acquisition at The Freedom Skatepark not only supports personal growth of young Jamaican people who access and use the space, but the alignment of these trends with prosocial and workplace focus shows potential for users of The Freedom Skatepark to become instigators of positive change in wider Jamaican society with benefits in terms of national development outcomes and associated SDGs.²³⁷ As such and in terms of *Vision 2030 Jamaica*, these trends at The Freedom Skatepark are supporting an authentic and transformative culture within Jamaican youth which are posited to be a cross-cutting theme across national developmental outcomes and the 17 SDGs.

Alternative Outlooks and Recommendations for PYD at The Freedom Skatepark

Youth-Development Survey Theme	Actors Marginalised within Developmental Outcomes?	Alignment with Sustainable Development Goals	Recommendations and Further Sustainable Development Goals Focus	CJF and Freedom Skatepark Foundation Policies and Practices as of Autumn 2022
Who Uses the Freedom Skatepark?	<p>22% PYD-Unattached Youth</p> <p>44% PYD-at-risk-Unattached youth</p> <p>38% Women’s Participation</p>	<p>SDG1</p> <p>SDG2</p> <p>SDG4</p> <p>SDG10</p> <p>SDG11</p>	<p>Further outreach and facilitation for unattached youth, visiting users, and women (SDG1, SDG5, SDG10, SDG11, SDG17)</p> <p>Disability awareness and</p>	<p>Outreach and transport organised for RISE and one other at-risk visiting group</p> <p>2022 Women’s Skate Day</p>

²³⁷ Lerner et al., “Using relational developmental systems.”

	<p>Women: 1 day per week between 1-2 hours</p> <p>Visitors: 1.5 days per week between 1-2 hours</p> <p>7% Identified as Disabled</p> <p>61% Accessing Youth Development Programming</p> <p>35% of 18+ Age Group Accessing Youth Development Programming</p>	SDG16	<p>facilitation policies (SDG10)</p> <p>Targeted youth development programming for 18+ age group (SDG1, SDG2, SDG8, SDG11, SDG16, SDG17)</p> <p>Further development of island-wide Skateparks with youth development programming (cross-cutting SDG themes)</p>	<p>2022 Women's Empowerment Grant</p> <p>2022 Young Entrepreneur Business Grant</p>
User Empowerment	<p>Women's Empowerment: FSP = 3.5 JS = 2.9</p> <p>6% of Women in Staff Roles vs 14% for Men</p> <p>18+ age group Empowerment: FSP: 3.2 JS = 2.5</p>	<p>SDG5</p> <p>SDG10</p> <p>SDG11</p>	<p>Facilitation of women within decision-making roles at The Freedom Skatepark (SDG5, SDG10)</p> <p>Development of 18+ age group within decision-making roles at The Freedom Skatepark (SDG10, SDG11, SDG16, SDG17)</p>	2022 Women's Empowerment Grant

Community and Belonging	<p>Women's Belonging: FSP = 3.5 JS = 3.5</p> <p>Visitor Belonging: FSP = 3.7 JS = 3.3</p> <p>Disability and Belonging: FSP = 4.7 JS = 4</p>	<p>SDG10</p> <p>SDG11</p>	<p>Pathways for participation and leadership for women at The Freedom Skatepark (SDG5, ASG10, ASG16)</p> <p>Off-setting difficulties for visiting users of The Freedom Skatepark (SDG10, SDG11)</p>	<p>2022 Women's Empowerment Grant</p> <p>2022 Girls Skate Day</p> <p>Female Edu-Skate Teacher</p>
Personal Development and Life-Skills	<p>8-18 vs 18+ Life-Skills at FSP: 8-18 = 4.2 18+ = 4</p> <p>8-18 vs 18+ Persona Development at FSP: 8-18 = 4.1 PD = 4.1</p> <p>61% Accessing Youth Development Programming</p> <p>35% of 18+ Age Group Accessing Youth Development Programming</p>	<p>SDG1</p> <p>SDG2</p> <p>SDG4</p> <p>SDG8</p> <p>SDG10</p> <p>SDG11</p>	<p>Targeted youth development programming for 18+ age group (SDG1, SDG2, SDG8, SDG11, SDG16, SDG17)</p>	<p>2022 Young Entrepreneur Business Grant</p>

Safety at The Freedom Skatepark	Average safety:	SDG5	N/A	N/A
	FSP = 4			
	JS = 3	SDG1		
	Women's safety:	SDG11		
	FSP = 4	SDG16		
	JS = 2.8			

Figure 99: What else are the Youth-Development Survey results telling us about youth-led SDGs at The Freedom Skatepark?

Earlier on in this chapter we reconceptualised our understanding of “unattached youth” to match the usership of The Freedom Skatepark. Rather than young people between the ages of 15 to 24 years who are not engaged in any form of training, education, employment, or services,²³⁸ we instead look at 18-29-year-olds who have at least completed secondary education but are not in full-time employment. Whereas this serves to design more context specific youth development programming for CJF, with an estimate of around 160,000 PYD-understood unattached youth, this still presents an important demographic to shape participation and programming around. Nonetheless, 22% of those who completed a Youth-Development Survey are considered under the PYD-specific definition of “unattached youth” with a further 44% considered “at-risk” detailing a high impact on some of Jamaica’s most marginalised young people. Moreover, in terms of usership at The Freedom Skatepark, 44% of individuals who completed a Youth-Development Survey were from the local Bull Bay community, with 56% considered a visitor, of which 39% were from Kingston City. As such, those who were considered a visitor were more than twice as likely to face a problem accessing The Freedom Skatepark, with transport cost and distance cited as the two most common barriers to reaching the skatepark. Accordingly, whereas community users on average spent 4 days at The Freedom Skatepark per week with 5+ hours being the most common time spent per day, this was just 1.5 days between 1-2 hours for visiting users. As one would expect, this exposure to The Freedom Skatepark is reflected in lower scoring for visitors’ sense of belonging (N=3.7) compared to the overall average (N=4). This is important if we consider The Freedom Skatepark as a site of PYD whereby maximising exposure to the site should widen The Freedom Skatepark’s impact in terms of personal and society-wide development outcomes. Nonetheless, when conducting the Edu-Skate Impact Analysis, we followed children who were partaking in the programming as part of RISE; a life management service

²³⁸ Lerner, “Liberty.”

group for marginalised young people living in Kingston who were travelling to The Freedom Skatepark from the city. As such, this presents a model of widening participation to marginalised communities of which as of Autumn 2022, CJF have expanded to include another group of children and have taken active steps to widen further for 2023.

With this context-specific conceptualisation of unattached youth at The Freedom Skatepark in mind, a closer examination of participation in youth development programming alludes to modes in with further PYD may be enacted further. Firstly, we found that despite 89% of 8-18-year-olds being in full-time education, only 58% of the 18+ age group were in full-time employment despite a bachelor's degree being the most common highest educational attainment across the users of The Freedom Skatepark. Whereas this reflects wider trends in Jamaican society in which the quality of teaching and education is of cause for concern for PYD,²³⁹ The Freedom Skatepark presents a site in which highly skilled and educated young Jamaican's may gain further skills necessary to enter the workforce. With 61% of all users accessing youth development programming, this presents a firm basis to progress further. Yet, this drops to just 35% for the 18+ age group, with 58% of this age group also stating they do not partake in any form organised activity at The Freedom Skatepark. With PYD literature arguing that effective youth developmental programming needs to address a totality of youth experience rather than just key problem areas,²⁴⁰ creating targeted programming to address these participation rates is one way to do this. Looking to answers in which participants were asked about new chances to partake in organised activities (Q27/28) suggests that events, contests, youth mentorship, and entrepreneurship opportunities are mechanisms in which this age group may further develop vocational skills that are particularly attuned to tendencies for higher-educational attainment. For future research methods, more qualitative-based interviews with this age group will further highlight best practices to engage individuals in programming which will aid CJF in more target development of workshops and activities at The Freedom Skatepark. Nonetheless, as of Autumn 2022, project partners Flipping Youth have created a Youth Business Launch Grant centred around The Freedom Skatepark providing financial opportunities for young people to start their business coupled with 6-months of expert-led mentoring.

²³⁹ Hull et al., "Positive Youth Development."

²⁴⁰ Idib.

If The Freedom Skatepark was experienced somewhat differently as a community-based or visiting user, so too is the skatepark a gendered space. As a largely male-dominated sport, 38% female participation rate indicates a firm basis to develop further, however a closer look at the survey results across gendered lines indicates more needs to be done to accommodate women and girls within PYD outcomes at The Freedom Skatepark. Similar to the geographic split of users at the skatepark, on average women spend less days (N=1) and less time (N=1-2 hours) at the skatepark than the overall usership average. Moreover, just 6% of women who completed the survey indicated they partake in any form of youth development at The Freedom Skatepark which is a cause of serious concern. Likewise, women feel less empowered within decision-making at The Freedom Skatepark (N=3.2) than men (N=3.5) which also reflected in lower number of female staff members at the skatepark. This is also reflected in a sense of belonging at The Freedom Skatepark whereby on average, women feel less like they belong (N=3.5) than men at the skatepark (N=4.3), with no difference in comparison to belonging within wider Jamaican society (N=3.5). However, when considering safety at The Freedom Skatepark and within wider Jamaican society, the skatepark is a far safer place for women (N=4) compared to the wider community (N=2.8) which presents a key success for CJF and something to build upon in terms of more positive developmental outcomes. As such, The Freedom Skatepark has since hosted their first “Girls Skate Day” in 2022, have a female Edu-Skate Coach, and have announced a new “Women’s Empowerment Grant” aim to create more pathways to female participation at The Freedom Skatepark and beyond. By considering the importance of positive role models in enabling PYD,²⁴¹ this presents positive steps in supporting female participation at The Freedom Skatepark, particularly in youth development programming, after which we hope to see improved development outcomes for women at the skatepark.

The Freedom Skatepark and Skateboarding for Development

With the above results in mind, we now turn to how they inform our understanding of Skateboarding for Development. In terms of *Vision 2030 Jamaica* and associated SDGs, we can see that The Freedom Skatepark is a site in which young people may enact the “big three” of PYD; positive and sustained adult–youth relationships, life-skill-building activities, and youth contribution and leadership opportunities.²⁴² In particular, this takes place through user

²⁴¹ Idib.

²⁴² Lerner, “Liberty.”

empowerment, developing a sense of community and belonging, the provision of personal development and life-skills programming, and nurturing of a safe-space in a wider context of extreme violence and crime. With these indicators shaping the Youth-Development Survey, on average, users of the skatepark displayed higher scores for positive developmental outcomes at The Freedom Skatepark compared to wider Jamaican society. From these results, we can affirm that The Freedom Skatepark is a site for the enactment of youth-led SDGs and drawing on Jamaica's historic and unique relationship with sport, SfD practices present a strong means for development across the island. Moreover, when considering The Freedom Skatepark as an SfD model of "plus sport" whereby skateboarding is used as a hook for wider youth developmental programming, such an approach is widely under recognised within *National Sports Policy for Jamaica*. As such, SfD not only presents an effective approach for obtaining *Vision 2030 Jamaica*, The Freedom Skatepark may serve as a model in which policy makers in Jamaica may uptake "plus sport" frameworks of SfD which also have significant overlaps with developmental policy papers such as *Revised National Youth Policy: 2017-2030* and *Youth Violence and Organized Crime in Jamaica: Causes and Counter-Measures*.

What the Youth-Development Survey results also allude to is a somewhat unique relationship between Skateboarding for Development and SfD practices. That is, although CJF yield skateboarding as a hook to engage with wider youth development programming, the practice of skateboarding itself seems to be playing a particularly important role in mediating this enactment of PYD. For example, whereas we see a 67% enrolment in youth development programming at The Freedom Skatepark, this number drops to 35% for 18+ age group, of which only 15% identified as partaking in any organised activities at The Freedom Skatepark. Of this 18+ age demographic, 67% identified as using The Freedom Skatepark for one purpose, of which skateboarding was the most common answer. Yet, the Youth-Development Survey also demonstrated no clear difference across age demographics for the acquisition of life-skills and personal development at The Freedom Skatepark despite an 89% enrolment rate for 8–18-year-olds within youth development programming. In terms of contributions to SfD research and practice, this alludes to two things. Firstly, Skateboarding for Development seems to be an inherent and highly effective practice of SfD. Secondly, whereas participation within youth development programming at The Freedom Skatepark is an important axis in which PYD is enacted there, there seems to be positive developmental outcomes within an unstructured participation of skateboarding and associated culture at the skatepark. As such, this aligns more closely with the "sport plus" framework of SfD and with skateboarding literature which

underlines the personal benefits of exposure to unstructured skateboarding that supports self-regulation, creativity, self-expression.²⁴³ Accordingly, such trends between the enrolment youth development programming and more organic personal development from participation in skateboarding activities align with PYD literature which outlines both the importance of networked relations and the beliefs of ideologies embedded within subcultures,²⁴⁴ as well as a more holistic approach to community space-making that is underpinned by structured programming and vocational skills-training.²⁴⁵ Therefore, it would seem that not only is skateboarding and associated prosocial and developmental benefits an effective approach to SfD, but the accompaniment with structured youth development programming serves only to further support the enactment of PYD and with the case at The Freedom Skatepark, acquisition of *Vision 2030 Jamaica* developmental outcomes and associated SDGs. And, as such, within the context of Jamaica and the proliferation of extreme levels of violent crime, encouraging trends in terms of safety, belonging and community only serves to create a safe-space in which both approaches to SfD may simultaneously unfold.

²⁴³ Abulhawa, "Skateboarding and Femininity."

²⁴⁴ Brofenbrenner, "Developmental Ecology"

²⁴⁵ Hull et al. "Positive Youth Development"

Conclusion

The Freedom Skatepark was constructed in 2020 after Skateboarding for Development emerged as a discipline for up to two decades within a wider framework of SfD which dates back to at least the 1980s. Over this time skateparks have been constructed from Afghanistan to Zambia each offering varied programming of structured and unstructured skateboarding tuition, arts and crafts workshops, vocational skills training, and remedial education. Whereas the majority of such skateparks are enacted across transnational collaborations between organisations based in the Global North such as CJF and communities of skateboarders situated within the Global South, the modes of implementing and managing Skateboarding for Development vary greatly across cases. This report is motivated by the observation that SfD practices and Skateboarding for Development in particular remains under-research phenomena. There are multiple reasons for this. Firstly, since the 1980s SfD practices have become synonymous with wider development programmes and such, researched as part of wider research designs and not often researched as an isolated intervention.²⁴⁶ Secondly, scholars concerned with SfD programming cite tendencies for organisations to overstate power of sport in which practitioners are often personally embedded and offer little evidence to support such arguments.²⁴⁷ Thirdly, it is argued that a weak relationship exists between industry and academia from which the organisations rely too heavily on monitoring and evaluation rather than more critical and reflexive accounts on why such changes occur.²⁴⁸ Fourthly, as a relatively new field Skateboarding for Development organisations tend to emerge as impassioned volunteer-led initiatives that grow into small-to-medium-sized NGOs that lack funding, experience and expertise to implement thorough and effective research of practices. As such, significant potential exists to enhance research methodologies of both SfD and Skateboarding for Development organisations that is able to provide explanatory for evidence positive outcomes and empirically examine good practice in the field.

Accordingly, this report looked to provide an empirically-based examination of Skateboarding for Development at The Freedom Skatepark in Kingston, Jamaica through answering the following questions:

²⁴⁶ Laureus Sport for Good, "Sport for Development"

²⁴⁷ Harris, "Realistically Evaluating"

²⁴⁸ Ibid.

1) Does The Freedom Skatepark contribute to Jamaica achieving youth-led Sustainable Development Goals (SDGs)?

2) Is Skateboarding for Development an effective approach of SfD in Jamaica?

3) What do the results tell us about the act of skateboarding relative to skatepark infrastructure and youth development programming?

4) How can we best develop research methodologies for SfD and Skateboarding for Development practices?

5) Does enrolment in Edu-Skate Programming affect changes in a participant's autonomy, competence, and relatedness?

In doing so, this report aims to provide an empirical-based account for the ways Skateboarding for Development may be enacted and deepen our understanding of the factors that contribute to effective SfD. As such, this report should not only provide a framework for similar organisations to deliver Skateboarding for Development practices, but also outline intervention outcomes and explanatory variables that enhance programming efficacy to aid in widening the impact of CJF's work in Jamaica and at their other skatepark sites. This is a timely delivery as CJF looks to grow from a small to medium sized NGO and launch their Edu-Skate Network Worldwide programme whereby their skateboarding curriculum becomes open-access to organisations across the world. As such, Chapters 5 and 6 offer empirically-based analysis of the impact of their Edu-Skate Classes on participants over the course of three months, and how PYD is unfolding at The Freedom Skatepark. These chapters provide insights into the positive outcomes of SfD programming (Edu-Skate Classes) and the broader variables in which these take place (The Freedom Skatepark and wider Jamaican society). Accordingly, this should be of attention to scholars of SDT of which Edu-Skate Classes are pedagogically underpinned, practitioners or policymakers within SfD and Skateboarding for Development interventions, and funders who seek to support empirically underpinned and impactful NGOs. Moreover, this report also offers an empirically ground analysis of a mixed-method research design to measuring the impact of Skateboarding for Development intervention. This is draw from the research design detailed within Chapter 4 of this report. This not only provides useful

framework for CJF to develop strong monitoring, evaluation and learning procedures, but guidelines for other Skateboarding for Development NGOs and SfD practitioners to empirically examine their own programming. From here, the results detailed in Chapters 5 and 6 are analysed conjointly within the theoretical matrix of which they were designed, examining how the results answer each of the above research questions and the implications for the intended audiences of this report. Firstly, this chapter outlines the theoretical matrix in which this research report sits and draws from the baseline data of Chapters 5 and 6 to examine the environment in which The Freedom Skatepark intervenes.

“The Confounding Island” and The Freedom Skatepark

Current Development Paths and Vision 2030 Jamaica

“There are few places on earth more confounding than Jamaica.” These are the words of island-born historian and sociologist Orlando Patterson when describing the global impact Jamaica has had relative to its size both in terms of culture and sport, as well as less favourable outcomes of economy, social deprivation, and crime.²⁴⁹ Jamaica’s sluggish and volatile economic development can be traced back to the island’s postcolonial history as a middle-income, small-island developing state. Since independence in 1962, the country’s economy has been characterised by low GDP growth and extreme levels of public debt. By the turn of the millennium, annual growth rates have averaged just over half a percent with government debt peaking at a staggering 145 percent of GDP in 2012.²⁵⁰ Although GDP had been growing steadily in the last half-decade, any economic gains over this time are considered negated at the onset of the Covid-19 Pandemic.²⁵¹ This is enigmatic of a country extremely susceptible to external shocks as shown by the impact of the 2008 Financial Crisis and 2012 Hurricane Sandy after which Jamaica entered unprecedented recession. Accordingly, it is important to remember that all outcomes from this research report took place during the Covid-19 Pandemic in which research indicates the adverse effects for youth development which are exacerbated for those living in vulnerable contexts.²⁵²

²⁴⁹ Patterson, “The Confounding Island.”

²⁵⁰ STATIN, “National Accounts Data.”

²⁵¹ McIntosh, “Government Reviews.”

²⁵² Sharma et al. “Trapped.”

Similarly, a post-colonial legacy has seen unmatched levels of government debt and repayments. The first decade of the millennium peaked at 36.3% of GDP in 2009 after which saw declining levels in the first half of the 2010 yet returning to 29.8% in 2020 with Jamaica remaining amongst the highest in the world over these 20 years.²⁵³ As such, debt repayments offset much needed capital spending and is accompanied by one of the most austere global budgets over recent years, regularly maintaining a primary surplus of over 7.5% of GDP as guided by the IMF structural readjustment programmes.²⁵⁴ Such fiscal consolidation periods has seen wage freezes, reduced expenditure and increased tax revenues, whilst social expenditure sits around 5%, argued to be inefficient relative to the social context in which austerity programming has been unfolding.²⁵⁵ These trends in government spending have shaped a Jamaican labour market that is characterised by a large informal sector, underemployment and youth employment. In particular, unemployment disproportionately affects women and youth, as well as continuing trends of high emigration among young, skilled and working-age population seeking to find opportunity and employment particularly in America and Canada.²⁵⁶ Beyond the negative macroeconomic outcomes of this “brain drain,” it is also noted a high social impact of separated families and subsequent effects on youth development as children and elderly are usually left behind.²⁵⁷

Collectively, low economic growth within a climate of high debt repayments have perpetuated social inequalities within Jamaica that are further accentuated by the country’s vulnerability to natural disasters and external shocks. For example, poverty rates jumped from below 10% in 2007 to 17.6% in 2010 after the 2008 Financial Crisis. These poverty rates continued to increase throughout the 2010s with a promising downward turn in 2017 which has now reversed to an estimated 23% in 2020.²⁵⁸ Yet, during these volatile times Jamaica are unable to increase capital expenditure or provide adequate social provisions as debt repayments dominate expenditure of GDP. Whereas education attendance rates have improved since the 2000s enrolment rates drop at 9th Grade and into further education, and those who continue education are susceptible to migrate away from Jamaica’s unstable employment sector to find better

²⁵³ IMF, “Expense (% of GDP).”

²⁵⁴ Vision 2030 Jamaica.

²⁵⁵ Idib.

²⁵⁶ Idib.

²⁵⁷ IOM, “Migration in Jamaica.”

²⁵⁸ Cucagna and Johnson, “Return to Paradise”

opportunities.²⁵⁹ These trends in educational enrolment are become increasingly inequitable across socio-economic divides as just 42% of 17-to-18-year-olds in the poorest quintile of Jamaican society are in education compared to 89.7% for the richest quintile.²⁶⁰ This has led to a proliferation of “unattached youth” between the ages of 14 and 24 years-old who are not in education or training, and unemployed or outside the labour force which are a targeted demographic for enacting positive development outcomes at The Freedom Skatepark and across Jamaica.

Upon drawing on the economic and social contexts in which Jamaica’s complicated development path is unfolding, we argued that the island sits in a self-perpetuating cycle of stagnated development and violent crime. This is drawn from the observation that Jamaica has the 3rd highest homicides globally, and the highest in LAC as the world’s most violent region.²⁶¹ Accordingly, the IMF state highlights crime as the number one impediment to Jamaica’s development in terms of economic growth and societal inequality.²⁶² When considering Jamaica’s development path negatively affected by economic shock, low-growth, and societal inequalities, this creates a self-perpetuating cycle in which negative development outcomes become accelerators for more violence, more inequalities and less economic growth. By drawing on the observation that violence within the LAC region disproportionately effects individuals who are already marginalised within development outcomes, the prominence of violent crime within Jamaica is one factor that contributes to unattached youth across the island.²⁶³ This is none so true within the Bull Bay community in which The Freedom Skatepark was constructed. A recent *Bull Bay Community Priority Plan* outlined 5 key priorities that need addressing of which the first 3 of unemployment, crime, and lack of skills are highlighted in reference to high-levels of youth unemployment, school drop-out numbers, lack of job and opportunities availability for young people.²⁶⁴ As such, Jamaica’s current development path is shaped by low and volatile economic growth, high-debt repayments and low social expenditure that fuels and in turn perpetuated by extreme levels of violent crime which disproportionately effects young people on the island and in the community where The Freedom Skatepark has been constructed.

²⁵⁹ Vision 2030 Jamaica.

²⁶⁰ PIOJ, “Socio-economoc.”

²⁶¹ “Trapped”

²⁶² “Jamaica 2020”; “Trapped”

²⁶³ Hull et al, “Positive Youth Development.”

²⁶⁴ Bull Bay Community Priority Plan.

With these patterns in mind, the policy document *Vision 2030 Jamaica* presents developmental pathways to the achievement of SDG implementation across the island which also serves as a framework in which The Freedom Skatepark is tested to counteract such stagnating development paths thus far. Within this document, Jamaica's national goals are defined as: (i) Jamaicans are empowered to achieve their fullest potential; (ii) Jamaican society is secure, cohesive, and just; (iii) Jamaica's economy is prosperous; and (iv) Jamaica has a healthy natural environment. Under each goal, a set of national outcomes are defined and mapped to 2030 SDGs from which The Freedom Skatepark was tested as a drive for the enactment of *Vision 2030 Jamaica* and associated SDGs. For Goal 1 the national outcomes are: a healthy and stable population (SDG2; SDG3; SDG6); world class education and training (SDG4); effective social protection (SDG1; SDG2; SDG10); and authentic and transformative culture (viewed as a cross-cutting theme across Agenda 2030). For Goal 2 the national outcomes are: security and safety (SDG11; SDG16); and effective governance (SDG5; SDG10). For Goal 3 the national outcomes are: a stable macroeconomy (SDG8); enabling business environment (SDG4; SDG8); strong economic infrastructure (SDG6; SDG9); energy security and efficiency (SDG7; SDG11; SDG12); a technology-enabled society (SDG9); and internationally competitive industry structures (SDG2; SDG8; SDG9; SDG12; SDG14). For Goal 4 the national outcomes are: sustainable management and use of environmental and natural resources (SDG6; SDG12; SDG14; SDG15); hazard risk reduction and adaption to climate change (SDG13; SDG15); and sustainable urban and rural development (SDG1; SDG10; SDG11).

Since the inception of *Vision 2030 Jamaica* in 2009, the document has come under review multiple times. Most recently the PIOJ have highlighted the impact of the Covid-19 Pandemic and 2022 global commodity shocks which reflect trends in Jamaican development paths being shaped by negative global factors.²⁶⁵ In 2017, the PIOJ, MFAFT, STATIN and UNDP published a collaborative policy document entitled *A Roadmap for SDG Implementation in Jamaica*. The document identified a number of policy interventions for each of the 4 national goals. Goal 1 recommended: strengthen social protection outreach; support provision of care services; pursue multidisciplinary efforts to tackled drivers of NCDs; and address health consequences of experiencing violence in communities. Goal 2 recommended: strengthen the effectiveness of the judiciary system; improve policing; and include violence prevention

²⁶⁵ The Gleamer, "Vision 2030 targets."

programmes within education system. Goal 3 recommended: inclusive procurement processes targeted to MSMEs; support to expand inclusive finance; and strengthening supply chain in agriculture, manufacturing and tourism, with a focus on MSMEs. Goal 4 recommended: develop a land use management system; manage disaster and climate risks; strengthen protected areas; enhance public awareness; and improve waste management. These recommendations are based on a “focus on catalytic actions, or accelerators, that can have maximum impact across various goals and targets... [which] can directly affect multiple development priorities and have a multiplier effect across the SDGs.”²⁶⁶ Accordingly, based on this assumption around cross-cutting developmental interventions as accelerators of SDGs and within the recommendations detailed for the achievement of *Vision 2030 Jamaica*, in this report The Freedom Skatepark is examined as a space in which national development goals, outcomes and SDGs may be enacted.

The Potential of Skateboarding for Development in Jamaica

By investigating the impact of The Freedom Skatepark in terms of *Vision 2030 Jamaica*, the skatepark and associated programming is considered within an SfD framework. Broadly, this begins by understanding sports as a tool for development within the Global South with perceived positive benefits in terms of socialisation, inclusivity of marginalised actors, economic development, and conflict resolution.²⁶⁷ Generally with the field there has been a move away from accepting a universal benefit of participating in *just* sport, but accompanying the provision of physical activity alongside social and developmental programming known as “plus sport organisations.”²⁶⁸ Likewise, a blossoming Skateboarding for Development field of SfD also present different approaches to practice whereby scholars and organisations accompany or shape skateboarding classes alongside developmental programming, whereas other organisations rely on an understanding of the inherent benefits of the practice.²⁶⁹ Such social and developmental benefits of skateboarding can generally be considered to align with notions of inclusivity, community, place making, empowerment, personal development, mental health and well-being, and socialisation. When considering the work of CJF at The Freedom

²⁶⁶ Vision 2030 Jamaica.

²⁶⁷ Lyras and Welty Peachey, “Integrating Sports-for-Development.”

²⁶⁸ Coalter, “Sports Clubs.”

²⁶⁹ Abulhawa, “Skateboarding and Femininity.”

Skatepark, the organisation falls within the “plus sport” category. Primarily, this because The Freedom Skatepark also hosts a youth centre from which an array structural developmental programming offers vocational training, remedial education, counselling, and internships and workplace pathways. Likewise, Edu-Skate Classes which were a topic of study for this report also are pedagogically underpinned by SDT theory whereby structured classes are shaped around a specific life-skill that aligns with improving participant autonomy, competence, or relatedness. As such the research design for this report was shaped around SDT, SfD, Skateboarding for Development research, and skateboarding literature more generally.

When considering Jamaica’s development path, the goals outlined within *Vision 2030 Jamaica*, those who are marginalised within current development outcomes, and how this all intersects and unfolds across the island and within the Bull Bay community, PYD and “unattached youth” are two paradigms in which The Freedom Skatepark is understood. With young people highlighted as a key concern within Jamaica’s stagnating development path and within the Bull Bay community,²⁷⁰ “unattached youth” becomes a target demographic at The Freedom Skatepark. Unattached youth are considered young people between 15 to 24 years of age, not engaged in any form of training, education, employment or services.²⁷¹ Unattached youth are considered a key concern within Jamaica with 34% of emerging adults considered unattached, with women and individuals from lower socioeconomic backgrounds more likely to be considered unattached.²⁷² Likewise, violent crime is considered an attractive pathway for unattached youth.²⁷³ Accordingly, we found that 22% of Youth Development Survey respondents were unattached youth, and a further 44% are considered as “at-risk,” demonstrating that The Freedom Skatepark and related programming is reaching at-risk youth. As such, The Freedom Skatepark is understood in terms of enacting PYD for four reasons. Firstly, previous research exists whereby unattached youth of Jamaica are considered within a PYD framework.²⁷⁴ Secondly, three constructs of PYD are competence, self-efficacy, and prosocial norms, that align with the three indicators of SDT that underpin Edu-Skate Classes. Thirdly, these constructs also align with research conducted around the positive impact of skateboarding and as does PYD theory that posits the importance of child-environment

²⁷⁰ Revised National Youth Policy; Bull Bay Priority Plan

²⁷¹ Hull et al, “Positive Youth Development.”

²⁷² Ibid.

²⁷³ Ibid.

²⁷⁴ For example, Hull et al., (2020) “Positive Youth Development: A Longitudinal Quasi-Experiment in Jamaica.”

networks whereby beliefs and ideologies of subcultures support positive outcomes.²⁷⁵ Finally, PYD theory highlights how the three constructs optimise development beyond the individual, supporting contributions to family, community, and society which present possibilities to enact community-wide developmental outcomes.²⁷⁶ Accordingly, this report seeks to analyse the impact of The Freedom Skatepark and associated programming as practice of Skateboarding for Development whereby Jamaican youth and particularly “unattached youth” are able to enact PYD as means to obtain developmental outcomes outlined within *Vision 2030 Jamaica*.

Is Skateboarding for Development an Effective Practice of SfD to Obtain *Vision 2030 Jamaica* and Related SDGs?

To assess the impact of Skateboarding for Development, we first looked to Edu-Skate Classes in Chapter 5 as an SfD intervention with potentiality to support *Vision 2030 Jamaica* through the enactment of PYD. Edu-Skate is pedagogically underpinned by SDT of which the three indicators of autonomy, competence, and relatedness align with the “Big Three” and outcomes of PYD. Therefore, improvements in participant’s autonomy, competence, and relatedness may not only aid in the personal development of individuals, but potential offer modes in which positive outcomes permeate into the wider ecology of the people participating in Edu-Skate Classes which may support efforts detailed within *Vision 2030 Jamaica* and subsequent SDGs. As such, we found that on average, participant’s autonomy, competence, and relatedness were higher after completing three months of Edu-Skate Classes than before. In our quantitative analysis Edu-Skate Classes were statistically significant in correlation to these positive changes. These findings were supported by the interviews with the children and their parents who tended to highlight the negative effects of Covid-19 in terms of SDT indicators but detailed how Edu-Skate offset this and develop these further. With autonomy, the participant’s were no longer feeling bound to be inside, but confident and more outgoing in trying new things. With competence the Edu-Skate attendees were not only feeling satisfied with the mastery of new skateboarding skills, but also applying what they have learnt to external challenges such as school with some parent’s highlighting a positive change in academic performance. For relatedness, Edu-Skate classes were seen as a way for participants to meet new people and make friends, with a reoccurring trend of a highly supportive context in which new social

²⁷⁵ Brofenbrenner, “Developmental Ecology.”

²⁷⁶ Lerner et al., ‘Using Relational Developmental Systems.’

networks aided in the development of other SDT indicators. Therefore, Edu-Skate can be considered within a PYD framework whereby participation in community-based life-skills activities aid in self-development of Jamaican youth (needs satisfaction) as well as minimise risk of engagement with problematic behaviour (needs frustration).

In general, three key themes emerged from our mixed-method approach to assessing the impact of Edu-Skate Classes that warrant specific outlining in terms of the potential effectiveness of Skateboarding for Development. Firstly, these results took place during the Covid-19 Pandemic which has previously been highlighted as a significant roadblock to youth development.²⁷⁷ Likewise, during the time in which the data on Edu-Skate was collected, the negative impacts of Covid-19 in terms of closure and lockdowns had significantly worsened which is likely to further effect participant perceptions of autonomy, competence, and relatedness. Yet, on average we saw positive improvements on these scores over these three months. Secondly, we were able to compare results of two sample groups; Community and RISE. From our baseline data we were able to consider the differences in these two groups along socioeconomic terms whereby those travelling to lessons as RISE were on average, from a higher socioeconomic group than the Community Group. As such, we would expect those from the Community Group to be disproportionately affected by negative development outcomes.²⁷⁸ Yet, our data shows that Edu-Skate Classes were a more effective SfD intervention on the Community Group than the RISE Group. Drawing on a triangulation of data from interviews and observations, we suggested that wider and continued exposure to The Freedom Skatepark accounted for these results. Thirdly, from the interview data we saw reoccurring themes of Edu-Skate participant's positive self-developmental outcomes within their wider ecology. For example, parents repeatedly highlighted positive changes in academic achievement, development of prosocial norms and values within the wider community, and the utilisation of SDT indicators when mediating difficult changes in circumstances associated with adolescent life such as changing schools. Consequently, when considering these trends in positive changes of SDT indicators amongst Edu-Skate participants, we consider Edu-Skate as a SfD intervention which supports the enactment of PYD through the "Big Three" of positive and constructive relationships, participation in community-based activities, and life-skill

²⁷⁷ Sharma et al., "Life in Lockdown."

²⁷⁸ *Vision 2030 Jamaica*

building activities that enhance Jamaican youth's ability to develop and grow that leads to positive outcomes within their wider lifeworlds.

As such, Edu-Skate Classes are one facet of the multiple ways in which The Freedom Skatepark may enact PYD and support the development goals outlined within *Vision 2030 Jamaica*. Nonetheless, we seek value in measuring the impact of participating in Edu-Skate Classes as to gain an empirically driven understanding of the SfD intervention as well as to best integrate recommendations for further development.²⁷⁹ Similar to Edu-Skate, the Youth Development Survey was drawn from a theoretical matrix of PYD, *Vision 2030 Jamaica* and developments within academic attention towards skateboarding. This led to us being able to compare development outcomes at The Freedom Skatepark and wider Jamaican society in terms of community and belonging, youth empowerment, personal development and life-skills, safety and cohesion, and public spaces. Across these comparisons we found that the average user of The Freedom Skatepark has more positive outcomes at the skatepark than relative to Jamaican society. These differences tended to be around one unit higher on our Likert-scale, with average scoring for The Freedom Skatepark usually between “good” and “very good.” These scores align with PYD literature in which the Freedom Skatepark supports the “Big Three” of positive relationships, provision of community-based activities, and life-skill building environment. Moreover, we found that The Freedom Skatepark works with a high percentage of “unattached youth,” “at-risk youth,” and women, which provides firm basis to continue targeted programming that aims to support PYD amongst actors who are marginalised within wider developmental processes. Therefore, we found that the The Freedom Skatepark and youth development programming responds to the immediate needs of the Bull Bay Community in which the skatepark is situated, namely, responding to community concerns of violent crime, youth unemployment, and lack of skills training.²⁸⁰

Furthermore, situating these positive developmental outcomes displayed through our mix-method approach within a PYD framework provides theoretical pathways in which such outcomes can enact community-wide effects. In particular, we found that The Freedom Skatepark aligns with *Vision 2030 Jamaica* through Goal 1: Jamaicans are Empowered to Achieve their Fullest Potential, and Goal 2: Jamaican Society is Secure, Cohesive, and Just. As

²⁷⁹ Laureus Sport for Good, “Sport for Development.”

²⁸⁰ Bull Bay Community Priority Plan.

such, we see the national developmental outcomes outlined within this policy document already emerging at The Freedom Skatepark and Bull Bay Community of healthy and stable population, provision of world class education and training, effective social protection, an authentic and transformative culture, security and safety, and effective governance. Therefore, our research outlines a number of SDGs that The Freedom Skatepark and associated youth development programming supports. These are, no poverty (SDG1), zero hungers (SDG2), good healthy and well-being (SDG3), quality and education (SDG4), gender equality (SDG5), decent work and economic growth (SDG8), reduced inequalities (SDG10), sustainable cities and communities (SDG11), peace and justice (SDG16), and partnerships for the goals (SDG17). Key to such success is the alignment of The Freedom Skatepark with *Vision 2030 Jamaica* commitment to prioritising catalytic actions and SDG accelerators that drive progress across multiple goals and targets.²⁸¹ We already see this with Edu-Skate whereby impacts on SDT indicators of autonomy, competence, and relatedness were interconnected and improvements in one indicator supported advancements in another which transcended into the wider ecology of participants. This aligns with researchers who argue that key to effective youth programming lays with integrating developmental and pedagogical science with PYD to address the totality of children and adolescents rather than isolated factors or problems.²⁸² Accordingly, we see that The Freedom Skatepark serves as a catalytic accelerator of SDGs whereby participation in youth development programming supported personal and life-skills development (SDG1, SDG2, SDG3, SDG4, SDG8, SDG10, SDG11, SDG17), empowerment within the decision-making processes (SDG5, SDG10, SDG11, SDG17), and the growth of community cohesion and safety (SDG3, SDG5, SDG10, SDG11, SDG16), align, support and drive Goal 1 and Goal 2 of *Vision 2030 Jamaica* and the associate national development outcomes.

Therefore, through the alignment with *Vision 2030 Jamaica*, SDGs, and national developmental outcomes, we find that The Freedom Skatepark as a Skateboarding for Development intervention is an effective practice of SfD in Jamaica. In particular, we found that The Freedom Skatepark and associated youth development programming responded to Jamaica's severe social ills which has had a significant impact on the island's stagnating development path. In particular, extreme violent crime, low economic growth and the effects

²⁸¹ Vision 2030 Jamaica.

²⁸² Hull et al. "Positive Youth Development."

of Covid-19 have had a disproportionate effect on young people which has led to Jamaica to having some of the highest debt and crime rates in the world. This is reflected in the prevalence of “unattached youth” in Jamaican society as adolescence and young adults who are not enrolled in education, training, or work. Accordingly, we see 22% of users of The Freedom Skatepark are considered “unattached youth” with 44% considered “at-risk” demonstrating the Skateboarding for Development intervention is reaching some of Jamaica’s most marginalised actors. Furthermore, we saw the enactment of PYD through the “Big Three” of positive and constructive youth-adult relationships, participation or leadership in community-based activities, and life-skill building activities within Edu-Skate programming and across the wider Freedom Skatepark. For Edu-Skate Classes, we saw participants improvements across three SDT indicators of autonomy, competence and relatedness that form the basis for developing PYD within a personal and wider ecological context. Moreover, the Youth Development Survey indicated that The Freedom Skatepark was a site to obtain *Vision 2030 Development* with a particular focus on community and belonging, youth empowerment, personal development and life-skills acquisition, and safety and cohesion. In terms of SfD and PYD, we see The Freedom Skatepark as site whereby young people’s development are influenced by beliefs and ideologies of skateboarding culture and shaped by homogenised youth-adult relationships, as well as directly benefitting from structured youth development programming that teaches and nurture a combination of personal growth and vocational life-skills.²⁸³ Collectively, this serves as a holistic approach to Skateboarding for Development which aligns with *Vision 2030 Jamaica* whereby The Freedom Skatepark acts as a catalytic accelerator of SDGs that contribute to both personal and national developmental outcomes.

What are the Implications and Recommendations from Researching Skateboarding for Development at The Freedom Skatepark?

This report represents the first empirically driven, mixed-method approach to measuring the impact of skateboarding in terms of SfD and in alignment with SDGs. In doing so it contributes to a growing SfD and Skateboarding for Development field by answering calls to prioritise rigorous researching and evaluating of interventions that can improve the quality of evidence

²⁸³ Brofenbrenner, “Developmental Ecology;” Hull et al., “Positive Youth Development.”

and programming in the field.²⁸⁴ Accordingly, this report has three key audiences. Firstly, CJF who are able to better understand the impact of their work through highlighting successes and failures which can shape the development of further interventions. Secondly, this report is of concern to other skateboarding-based NGOs and SfD practitioners in terms of the results produced, as well as contributing methodologies that attempt to measure skateboarding as a practice of development and to theoretical debates around the role of structured Skateboarding for Development practices vis-à-vis the benefits from supporting more organic environments for the act of skateboarding to take place. Thirdly, the results outlined within this report are of concern to policy makers and potential funders of CJF. As such, the results provide empirical basis to understanding modes to enact PYD and obtain national development goals outlined within *Vision 2030 Jamaica*, as well as provide an empirical base to consider the future potential of Skateboarding for Development in Jamaica and beyond.

Concrete Jungle Foundation: Understanding Impact and Developing Programming

CJF's motto posits "fostering and sustaining the positive values inherent to skateboarding." As such, this may be construed as an SfD intervention based on the assumptions of impact and power without rigorously testing and developing programming.²⁸⁵ Yet, CJF have pedagogically underpinned the development of their Edu-Skate programme with SDT and offer a Theory of Change based around the implementation of SDGs, as well as MEL practices which guide the day-to-day development of their skatepark sites. As such, this report provides empirically informed evaluation of Edu-Skate and CJF's methodology of developing skateparks that revolves around a theoretical matrix of SDT, PYD, *Vision 2030 Jamaica* and SDGs. This not only helps the organisation identify effective practices, but also highlight potential shortcomings and explanatory variables that shape future development of programming at The Freedom Skatepark and beyond. Having based Edu-Skate on SDT, we were able to develop a research approach alongside scholars of the theory that provided robust insights into the impact of Edu-Skate in terms of participant autonomy, competence, and relatedness that was well suited to the environment in which it was implemented. In doing so, this section of the research report provided insights into changes in perceptions of Edu-Skate participant's autonomy, competence, and relatedness after three months of classes, as well as highlight the specific impact Edu-Skate was having on these indicators in terms of unit changes on our Likert-scale.

²⁸⁴ Laureus, "Sport for Development."

²⁸⁵ Coalter, "A Wider Social Role."

We were able to see that on average, all three SDT indicators positively increased when comparing scores between pre-and-post Edu-Skate, as well as highlight the statistical significance of this change for autonomy. These quantitative findings were viewed in light of qualitative interview data with the participants and their parents from which we were able to offer further insights into the effects of Edu-Skate on autonomy, competence, and relatedness, as well as map a clear pathway from Edu-Skate to PYD and impacts on wider child ecology and potentialities for supporting *Vision 2030 Jamaica*. Particularly encouraging for CJF is the modes in which participants were enacting PYD in their wider ecology through family, schooling, and community-life, as well as the interconnected nature of enacting multiple positive changes in SDT indicators which offered potential for systematic and long-last positive developmental outcomes for participants and in their wider community.

Moreover, such empirically informed research of SfD practices offers explanatory variables to outcomes that may shape more effective programming in the context in which the research took place, and other environments where interventions are implemented.²⁸⁶ This is not only important for CJF as The Freedom Skatepark develops, but also as they build new skateparks and implement programming such as Edu-Skate elsewhere, and as the Edu-Skate Worldwide Network (ESWN) implements the programme independent of CJF. As such, with Edu-Skate we were able to provide a rich comparison between the Community and RISE groups. Using the baseline data this told us that on average the Community Group came from a lower socioeconomic demographic yet performed better across positive changes in SDT indicators than those from RISE Group. This tell us that Edu-Skate is effective within groups that are traiditonally marginalised within developmental pathways, but we were also able to draw on interview data that suggested that wider exposure to The Freedom Skatepark and associated youth development programming would encourage further improvements in participant autonomy, competence, and relatedness. Likewise, we saw that the effects of Covid-19 had a significant impact on the development of children in terms of SDT indicators, but also Edu-Skate and The Freedom Skatepark was effective in offsetting this highlighting the timely delivery of this SfD intervention and the research project.²⁸⁷ Likewise, whereas we found that The Freedom Skatepark was a site to enact PYD based on understandings of empowerment, community and belonging, personal development and life-skills activities, and safety and

²⁸⁶ Laureus, "Sports for Development."

²⁸⁷ Sharma et al. "Life in Lockdown."

cohesion, we were also able to draw on baseline survey respondent data to gain a more nuanced understanding of these comparisons and explanatory variables behind them. As such, CJF were able to understand the enactment of PYD amongst particularly marginalised demographics such as women and disabled people, as well as how transportation issues may shape longer exposure to The Freedom Skatepark.

These explanatory variables underpin a list of recommendations to enhance programming some of which CJF have already acted upon, but also are of interest to other Skateboarding for Development practitioners as well as policymakers and funders who may look to support the organisation's work. With Edu-Skate and The Freedom Skatepark more general, CJF may look to support longer and more sustained exposure to the SfD intervention. For example, with Edu-Skate and groups who visit such as RISE, organise further youth development programming such as vocational skills workshops around these visits. Similarly, we found particularly low-enrolment rates from the 18+ age group in youth development programming, despite seeing that the average user of The Freedom Skatepark was of 21 years age and most likely had a university degree but was unemployed. As such, this presents a demographic of which CJF may organise targeted programming that attunes to a highly educated and skilled young population. From here, the 2022 Young Entrepreneur Business Grant aligns with these recommendations, after which those from this age group also indicated potential for opportunities within structured youth mentorship and events organisation. Furthermore, we saw encouraging signs in terms of female participation at The Freedom Skatepark, at along motions of community, belonging and safety relative to wider-Jamaican society, yet also that much of the positive developmental outcomes were gendered in favour of men. However, CJF have since implemented Women's Empowerment Grant and further supported the development of female participation through girls-only classes and events. In this vain, we also saw a significantly low amount of individuals identifying as having a disability at The Freedom Skatepark which suggests access and awareness initiatives could address this. Finally, we have also seen the employment of a social worker at The Freedom Skatepark which bridges the gap between the interconnected social contexts of Jamaica's development pathways whilst also reflecting *Vision 2030 Jamaica* highlighting of caseworkers and mentorship programming in addressing violence, crime and gendered issues in Jamaican society.²⁸⁸

²⁸⁸ Vision 2030 Jamaica.

Practitioners and Researchers of Skateboarding for Development: Developing Research Methodologies to Better Understand Skateboarding as an SfD Intervention

Much of the role of explanatory variables outlined that can enhance the impact of programming is of interest to not only organisations that are implementing Edu-Skate as part of ESWN, but also attune to other organisations that implement Skateboarding for Development practices. Nonetheless, this report warrants particular attention from these groups in terms of contribution to researching Skateboarding for Development and debates around skateboarding, skateparks and structured programming. Although the research design utilised BPNSFP to specifically measure the impact of the pedagogical underpinning of Edu-Skate as SDT, such methods may still be used to measure participant autonomy, competence, and relatedness despite SfD interventions that may not necessarily be framed within an SDT framework. Nonetheless, we found a mix method approach particularly effective to support, contextualise and expand quantitative analysis of SDT indicators as laid out within the BPNSFP methodology. Furthermore, our Youth Development Survey was drawn from a theoretical matrix of SDGs and *Vision 2030 Jamaica* yet could still be utilised to understand the impact of skateparks in similar contexts. Nonetheless, it also recommended to frame similar research specifically around the policy papers in which the SfD intervention exists. Likewise, it is highly recommended to develop and implement the research design alongside the communities in which the SfD intervention is enacted, including prototype implementation and continual feedback sessions throughout the entire process. Collectively, this allowed for the research to attune to The Freedom Skatepark's social and political climate whilst being theoretically and practically rigorous which serves to validate the findings and develop more effective programming that is drawn from the research outcomes.

Whereas the research design is available to access in Appendix 1 of this report, there are a number of considerations that would have changed if CJF or any other SfD practitioner wishes to implement a similar design. Firstly, we had a sampling error with Edu-Skate and the questionnaires with the participant's parents. Similarly, some questions within the Youth Development Survey were unclear and results for these sections had to be disregarded. Accordingly, clearer explanation of the intended research with parents could have mitigated this and further support when filling out surveys would also aid where questionnaires may be unclear. Furthermore, there are a number of ways in which CJF and other SfD practitioners may consider expanding the scope of the research design. The Edu-Skate sample was a

relatively small-n group of participants, and the Youth Development Survey would benefit from further interview data to support findings and gain a more enriching account of The Freedom Skatepark on these terms. Likewise, and as the results suggest, there is a temporal aspect of both Edu-Skate and wider impact of The Freedom Skatepark. This report serves as a significant and timely milestone in then lifeworld of this space at one-year after construction and towards the back-end of substantial Covid-19 Pandemic disruption, yet longitudinal studies can integrate long-term data collection for a more robust understanding of the medium-to-long-term impacts of The Freedom Skatepark and associated youth development programming. Moreover, whereas the wider Bull Bay community were present in the development of the research design, the report would benefit from understanding the impact of The Freedom Skatepark beyond those who use the space, but also how this has shaped the surrounding community. Although results were aligned with the *Bull Bay Priority Plan*, understanding the wider impact on stakeholders can gain greater understanding about SfD interventions and wider effects.²⁸⁹

Beyond research methods, this report contributes to debates around Skateboarding for Development as a practice of SfD. As such, SfD programming has been said to operate around three categories of function as social, health, or economic development,²⁹⁰ and as such gained criticism for operating in “deficit” mode from a largely Western-evangelists paradigm that fails to recognise the ways in which communities already enact powerful self-and-community-building practices.²⁹¹ Likewise, scholars in the SfD field and Skateboarding for Development subcategory are also concerned with interventions that rely solely on the sport itself, or SfD practices that utilise wider youth development programming the form of a “hook.”²⁹² Within Skateboarding for Development we see programming that comes in the form of structured tuition such as that of Edu-Skate, which can be accompanied by further youth development programming like what is offered at The Freedom Skatepark, or an unstructured approach that relies on the provision of infrastructure and a more open and organic structure to supporting growth through skateboarding.²⁹³ As such, this research sits in the intersection of these debates in which Edu-Skate sets out to measure the pedagogical underpinning of structured skateboarding classes, and that the Youth Development Survey seeks to measure the impact of

²⁸⁹ Laureus, “Sport for Development.”

²⁹⁰ Darnell, “Situating Sport-for-Development.”

²⁹¹ Abulhawa, “Skateboarding and Femininity.”

²⁹² Coalter, Sports Clubs; Thorpe,

²⁹³ Abulhawa, Skateboarding and Femininity.”

the wider skatepark whilst also offering insights into a critical examination of Jamaican youth participation in these processes. Accordingly, we see the benefits of structured skateboarding classes on participants in SDT indicators, whilst a particular attention to autonomy that equates to the unstructured segment of classes also aligns with researchers who highlight the somatic and self-producing benefits to unstructured skateboarding.²⁹⁴ This is also suggested in our data that highlighted the wider benefits of temporal exposure to The Freedom Skatepark, particularly within the Community Group. Similarly, our the Youth Development Survey also indicated the benefits of participation in the skatepark beyond enrolment in the programming available there.

Therefore, drawing from the data outlined in this research report, we posit that The Freedom Skatepark exists as a site of personal and community growth which is shaped around the effective provision of both structured and unstructured skateboarding that serves as a “hook” for wider youth development programming. Whereas structured Edu-Skate Classes as been seen to improve participant SDT indicators, the data also suggests the benefits of prolonged exposure within the general community and “free skating” also has benefits to SDT improvement. We see this in interviews that highlight the benefits of self-organised role model structures as well as Youth Development Survey that underlined the enactment of PYD at the skatepark beyond enrolment in the programming there. As such, this aligns with the “prefigurative politics” of skateparks in which a politics in process exists as a combination of local values, norms, and practices alongside emerging from the values inherent within skateboarding as a culture.²⁹⁵ This does go some way to align with SfD research that details the unique nature of action-sports in sensitivity and critical awareness,²⁹⁶ and PYD research that highlights the importance of environments that are embedded with preestablished norms and values.²⁹⁷ Accordingly, this also speaks to critique of SfD practices from a Western-lens whereby the structured and unstructured utilisation of Skateboarding for Development at The Freedom Skatepark exists across a collaboration with Jamaican youth who are centred within the ongoing development of the skatepark and is reflected in the positive developmental outcomes of our research. On this note, further research could specifically centre around an critical approach to understanding The Freedom Skatepark as a site of Skateboarding for

²⁹⁴ Ibid.

²⁹⁵ Ibid.

²⁹⁶ Thorpe, “Action Sports.”

²⁹⁷ Brofenbrenner, “Developmental Ecology.”

Development. Nonetheless, we posit a contextual understanding of Skateboarding for Development within paradigms of unstructured skateboarding, structured classes and/or accompanying youth development programming. We found that The Freedom Skatepark as a holistic approach to these practices supports personal growth within a structured environment, particularly during a Covid-19 Pandemic in which structured life had been dramatically altered, as well as within unstructured pathways that also support a markedly Jamaican-practice of SfD. Such an approach pairs individual personal growth encapsulated within SDT with vocational skills training understood on SfD terms as skateboarding as a “hook,” whilst also allowing an somatic and organic quality of development to take place which centres Jamaican youth and is likely to support the long-term sustainability of The Freedom Skatepark and positive developmental outcomes.

Policymakers and Funding Organisations: What does the Future of Youth-led Development Look like in Jamaica?

As we can see, The Freedom Skatepark and associated youth development programming is of attention to policymakers in Jamaica concerned with achieving positive developmental outcomes attuned to *Vision 2030 Jamaica*. In particular, we can see that The Freedom Skatepark is an effective site to enact PYD amongst youth which has significant potential to transcend the stagnated development we see in Jamaica which we have shaped around a cycle of faltering development, low economic growth, and social deprivation caused by severe levels of violent crime. To do this, The Freedom Skatepark has been shown to be effective site to enact personal growth through SDT indicators, as well as align with PYD “big three” of constructive youth-adult relationships, participation in community activities, and provision of life-skills development through structured and unstructured programming. In doing so The Freedom Skatepark aligns with *Vision 2030 Jamaica* and Goal 1 of Jamaicans are Empowered to Achieve their Fullest Potential, and Goal 2 of Jamaican Society is Cohesive, Secure and Just and a number of SDGs from which the Jamaican youth embedded within the skatepark display potential to enact societal change their local community as outlined within the *Bull Bay Community Priority Plan* and beyond. Yet, when reviewing *National Sports Policy for Jamaica* we found that pairing community-based sports activities within a SfD framework serves as a gap in practice of which policymakers can address negative developmental outcomes for marginalised youth across the island. Alternatively, this policy document favours elite-led sports training as a mode to address stagnating development from which significant Jamaican

sports-persons present models to achieve global fame. Nonetheless, we draw on earlier sentiments regarding SfD considerations of sports as a “hook” to enact wider PYD practices which we see as way to thread a needle between *National Sports Policy for Jamaica*, *Youth Violence and Organized Crime in Jamaica*, *Revised National Youth Policy*, and *Vision 2030 Jamaica*. Accordingly, The Freedom Skatepark serves as a framework to develop community-based programming amongst Jamaica’s most marginalised youth demographics to pair sport within an SfD framework to obtain national-wide development goals. This not only aligns with development objectives of *Vision 2030 Jamaica*, but pathways detail within which we see PYD frameworks at The Freedom Skatepark as “prioritising catalytic accelerators” to obtaining SDGs, and facilitating multidisciplinary social impact partnerships and initiatives within the third sector and with international organisations whose prioritise and impact align with that of *Vision 2030 Jamaica*.

As such, this impact is not only of attention to policymakers, but to funding organisations concerned with supporting practice, projects, and programming that is making real-world difference in developmental contexts. This is drawn from our own observation that a blossoming Skateboarding for Development field remains under recognised within the SfD field, as well as wider recognition that funding organisations are concerned with empirically tested programming and theories of change that not only detail positive outcomes of interventions but also provide explanatory variables and wider frameworks in which results can be continually replicated and developed elsewhere.²⁹⁸ Accordingly, the trends that emerge from analysis must be considered within this temporal light; the research took place one year after the construction of The Freedom Skatepark and Edu-Skate analysis was over one semester after which participants continually re-enrol and impact is understood to develop further. We see this temporal element already within the data as we see more positive outcomes in participants who are more exposed and homogenised to The Freedom Skatepark. These emerging and longer-term developmental outcomes that we see at The Freedom Skatepark can be considered within CJF’s theory of change. Here, the skatepark and Edu-Skate form the basis of a wider enactment of positive development outcomes through community engagement. Drawing on the alignment of these outcomes in terms of SDGs accelerators, The Freedom Skatepark and programming such Edu-Skate can be understood as enablers from which community-based life-skills activities from remedial education to vocational training have

²⁹⁸ Laureus, “Sports for Development.”

short-term outcomes such as net effect SDT increases or professional skills development, yet these begin to permeate into medium to long-term outcomes as we begin to see the application of these skills into broader ecologies such as school or wider-community. It is at this point The Freedom Skatepark supports long-term and sustainable developmental outcomes of which this report has captured only the beginning. Combined with aligning these outcomes with Jamaica's development goals outlined within *Vision 2030 Jamaica*, this report highlights explanatory variables to best contextualise these results as well as a list of best-practice and recommendations to further develop this theory of change and improve impact for project beneficiaries and for Jamaica's unfolding development path.

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Appendix 1

BPNSFS - Child

The following questions deal with how you feel *in general*. Please tick the box that fits best with what you think or feel in general. For each question there are five possible answers.

1. Name:

2. I am a: Boy / Girl

3. I am years old

4. Have you skateboarded before? Yes / No

5. How many days per week do you go to the skatepark?

6. How many days per week do you do schoolwork?

1 2 3 4 5 6 7

1 2 3 4 5 6 7

	Completely not true	Not true	Neutral	True	Completely true
1. I feel free to choose the things I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most of the things I do, I do because I have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The people that I like, also like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel excluded from the group I want to be a part of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can do things well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I often have doubts about whether I'm good at things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I do the things I do because I really want to do them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel forced to do many things that I actually do not want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel close to the people I care about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel that the people who are important to me are unkind to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am good at what I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel disappointed in a lot of things I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions deal with how you feel *in general*. Please tick the box that fits best with what you think or feel in general. For each question there are five possible answers.

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. I choose to do the things I do because I want to do them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I feel pressured to do too many things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I feel close to and connected with the people who are important to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The people I spend time with don't like me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I can achieve my goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I feel insecure about what I am able to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I find the things I do really interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I do the things I do every day because I have to, not because I want to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I have warm feelings towards the people I spend time with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I feel that the relationships I have with other people are easily broken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I am good at difficult tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I sometimes feel like a failure when I make mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The following questions are about your child. Please tick the box that fits best with your child. For each question there are five possible answers.

1. Name child: 2. Your name:

3. What is your occupation?

4. What is the name of your neighbourhood?

.....

5. What is your age? 6. Gender: male / female

7. How many people live in your household? 8. How many hours per day do you spend with your child?

<1 hour 1-2 hours 2-3 hours 3-4 hours 4+ hours

	Completely not true	Not true	Neutral	True	Completely true
1. My child is free to choose the things they do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most of the things my child does, they do because they have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The people that my child likes, also like them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My child is excluded from the group they want to be a part of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child can do things well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My child often has doubts about whether they're good at things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My child does the things they do because they really want to do them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child is forced to do many things that they actually do not want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My child is close with the people they care about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The people who are important to my child are unkind to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions are about your child. Please tick the box that fits best with your child. For each question there are five possible answers.

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. My child is good at what they do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. My child is disappointed in a lot of things they do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. My child chooses to do the things they do because they want to do them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. My child is pressured to do too many things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. My child is close to and connected with the people who are important to them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. People who spend time with my child don't like them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. My child can achieve their goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. My child is insecure about what they are able to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. My child finds the things they do really interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. My child does the things they do every day because they have to, not because they want to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. My child has warm feelings towards the people they spend time with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The relationships my child has with other people are easily broken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. My child is good at difficult tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. My child sometimes feels like a failure when they make mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The Youth Development Survey

Please complete the following survey as *carefully* and *thoughtfully* as possible. Its purpose is to understand who uses the Freedom Skatepark and why in order to improve facilities and programming. The survey is intended for *all users of the skatepark*; skateboarders, parents, staff, dancers, chillers and beyond. *Please answer all questions* and indicate answers as clearly as possible. For some questions, multiple answers are applicable and indicated. If you are having any problems understanding any of the questions, please speak with a member of the Freedom Skatepark staff who will be able to help you with any of the questions. Once completed, *please return the survey to a member of staff*.

Many thanks for taking the time to complete this survey, *all your answers will remain anonymous and confidential*. With your help, we can better understand the Freedom Skatepark and *improve the space for future users*.

General Information	
1	Name of respondent:
2	Date of survey:
3	Do you agree with CJF processing this data and publishing anonymised results ?
	Yes No

Profile	
4	What is your gender? Male Female
5	How old are you?
6	Do you consider yourself as having a disability? Yes No
7	Which area of Jamaica do you live?
8	Are you enrolled in full-time education?
	Primary school Secondary school Senior secondary school Vocational education University education Graduated None
	If not full-time: how often do you attend school a week?
9	What is the highest educational qualification you have received?
	Primary school examination Secondary school examination High school examination University degree Master degree
	Other: please specify
10	Are you in employment?
	Full-time Part-time Casual-employment Self-Employed None
	If applicable: What is your occupation?

	The Freedom Skatepark
11	On average, how many days per week do you visit the skatepark?
	0 1 2 3 4 5 6 7
12	On average, how long do you spend at the skatepark per visit?
	1-2 hours 3-4 hours 4-5 hours More than 5 hours
13	How do you use the skatepark? (select multiple if applicable)
	<div> <div>Skateboarding</div> <div>Specific Programming</div> <div>Other (e.g. recreational activities): please specify</div> </div> <div> <div>Hanging-out</div> <div>Parenting</div> </div> <div> <div>Dancing</div> <div>Staff</div> </div>
	Have you partaken in any of the organised activities at the skatepark?
14	(select multiple if applicable)
	<div>Edu-Skate classes Homework Programme</div> <div>Community Activities (e.g gardening, cleaning up and construction) None</div> <div>Other: Please specify</div>
	Would you partake in any of the following organised activities? (select multiple if applicable)
15	(select multiple if applicable)
	<div>Youth entrepreneurship programme (support setting up your own business)</div> <div>Contests Events Vegetable garden Weekly workshops (practical and life-skills) Youth mentoring (discussing issues youth deal with) None</div> <div>Other: Please specify</div>
16	How do you travel to the skatepark? (select multiple if applicable)
	Walk Public Transport Private Taxi Private Transport
	Other: please specify
	What are the main difficulties regarding transportation to the skatepark?
17	(select multiple if applicable)
	<div>Lack of public transportation Lack of private transportation</div> <div>Cost of public transportation Cost of private transportation</div> <div>Transportation insecurity Transportation cost</div> <div>Distance Geographical barriers (e.g dangerous roads)</div> <div>None</div> <div>Other: please specify</div>

18	Do you feel influential in the decision-making at the skatepark?
	Strongly agree Agree Neutral Disagree Strongly disagree
19	Do you feel there is a strong community at the skatepark?
	Strongly agree Agree Neutral Disagree Strongly disagree
20	Do you feel you belong to the skatepark community?
	Strongly agree Agree Neutral Disagree Strongly disagree
21	Do you feel safe at the skatepark?
	Strongly agree Agree Neutral Disagree Strongly disagree
22	Are you able to meet people and make friends at the skatepark?
	Strongly agree Agree Neutral Disagree Strongly disagree
23	Is the skatepark a place you can personally develop?
	Strongly agree Agree Neutral Disagree Strongly disagree
24	Are you able to learn valuable life-skills at the skatepark?
	Strongly agree Agree Neutral Disagree Strongly disagree
25	Is there anything you would like to see at the skatepark that is not there?

	Development and Work-skill Training
26	Have you received any form of training outside of education?
	Yes No
	Yes: What kind of training have you received?
27	When did you receive this training?
	1-3 months ago 3-6 months ago 6-12 months ago 12 month + ago
28	Would you like to receive additional training at the skatepark?
	Yes No
	Yes: What would you like to receive training for?

	Jamaican Society				
29	Do you feel there is a strong community and unity in <i>wider</i> Jamaican society?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
30	Do you feel that you belong to the wider Jamaican community?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
31	Do you feel influential in the decision-making of the wider-community?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
32	Do you feel safe in public?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
33	Are you able to meet new people and make new friendships in wider society?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
34	Do you access any <i>other</i> free-to-use public facilities available to you (besides the Freedom Skatepark)?				
	Yes	No	Partly		
	Partly: please specify				
	Yes: Please specify				
35	In general, how satisfied are you with Jamaica's provision of free-to-use public spaces?				
	Very satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
36	Are there enough opportunities for personal development in Jamaican society?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
37	Do you have enough opportunities to learn general life-skills in wider Jamaican society?				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Thank you for your participation!

Appendix 2

Edu-Skate Impact Analysis – Full Results

i	Outcome	Predictors	b_coef	std_er	p_val	Bonf	stcoef	stcoeferror
10	Autonomy_sat_1	Age..of.child.	0.21	0.11	0.07	Not	0.42	0.21
10	Autonomy_sat_1	RISE.Community	3.92	1.95	0.06	Not	1.41	0.7
10	Autonomy_sat_1	Age..of.child.:RISE.Community	-0.25	0.17	0.17	Not	-1.07	0.74
11	Autonomy_frust_2	Age..of.child.	-0.23	0.08	0.01	Sign	-0.43	0.14
11	Autonomy_frust_2	Days.at.skatepark	-0.16	0.09	0.08	Not	-0.26	0.14
11	Autonomy_frust_2	Pre.Post.Edu.Skate	-1	0.39	0.02	Not	-0.33	0.13
12	Relatedness_sat_3	Age..of.child.	0.14	0.09	0.17	Not	0.29	0.2
12	Relatedness_sat_3	Gender..of.child.	6	2.91	0.06	Not	1.91	0.93
12	Relatedness_sat_3	Days.at.skatepark	-0.18	0.11	0.13	Not	-0.32	0.2
12	Relatedness_sat_3	Age..of.child.:Gender..of.child.	-0.54	0.29	0.08	Not	-1.76	0.94
13	Relatedness_frust_4	RISE.Community	3.48	1.41	0.02	Not	1.47	0.59
13	Relatedness_frust_4	Days.at.skatepark	-0.66	0.29	0.03	Not	-1.37	0.59
13	Relatedness_frust_4	Pre.Post.Edu.Skate	0.8	0.45	0.1	Not	0.34	0.19
13	Relatedness_frust_4	RISE.Community:Pre.Post.Edu.Skate	-4.44	1.75	0.02	Not	-1.59	0.63
13	Relatedness_frust_4	Days.at.skatepark:Pre.Post.Edu.Skate	0.77	0.36	0.04	Not	1.33	0.61
14	Competence_sat_5	Days.at.skatepark	0.12	0.07	0.09	Not	0.28	0.16
16	Autonomy_sat_7	RISE.Community	0.88	0.54	0.12	Not	0.3	0.19
17	Autonomy_frust_8	Days.at.skatepark	-0.27	0.09	0.01	Sign	-0.42	0.14
17	Autonomy_frust_8	Pre.Post.Edu.Skate	-1	0.46	0.04	Not	-0.31	0.14
19	Relatedness_frust_10	RISE.Community	-1.61	0.87	0.08	Not	-0.78	0.42
19	Relatedness_frust_10	Days.at.skatepark	0.48	0.18	0.02	Sign	1.13	0.42
20	Competence_sat_11	RISE.Community	0.84	0.4	0.05	Sign	0.35	0.16
21	Competence_frust_12	Age..of.child.	-0.22	0.11	0.08	Not	-0.39	0.21
21	Competence_frust_12	RISE.Community	-4.3	2.01	0.05	Not	-1.41	0.66
21	Competence_frust_12	Gender..of.child.	-5.06	2.82	0.1	Not	-1.46	0.81
21	Competence_frust_12	Pre.Post.Edu.Skate	-0.84	0.43	0.07	Not	-0.28	0.14
21	Competence_frust_12	Age..of.child.:RISE.Community	0.36	0.18	0.07	Not	1.42	0.71
21	Competence_frust_12	Age..of.child.:Gender..of.child.	0.56	0.27	0.06	Not	1.69	0.83
23	Autonomy_frust_14	Days.at.skatepark	-0.18	0.09	0.06	Not	-0.31	0.16
25	Relatedness_frust_16	Pre.Post.Edu.Skate	-0.63	0.37	0.1	Not	-0.23	0.14
27	Competence_frust_18	RISE.Community	-1.88	1.13	0.11	Not	-0.72	0.43
27	Competence_frust_18	Days.at.skatepark	0.56	0.24	0.03	Not	1.05	0.46
27	Competence_frust_18	Pre.Post.Edu.Skate	0.9	0.54	0.12	Not	0.34	0.21
27	Competence_frust_18	Days.at.skatepark:Pre.Post.Edu.Skate	-0.3	0.17	0.09	Not	-0.46	0.26
29	Autonomy_frust_20	Age..of.child.	-0.26	0.12	0.04	Not	-0.48	0.23
29	Autonomy_frust_20	Gender..of.child.	-1.12	0.77	0.16	Not	-0.33	0.23
29	Autonomy_frust_20	Pre.Post.Edu.Skate	-4.06	1.64	0.02	Not	-1.35	0.55
29	Autonomy_frust_20	Age..of.child.:Pre.Post.Edu.Skate	0.32	0.14	0.04	Not	1.24	0.55
29	Autonomy_frust_20	Gender..of.child.:Pre.Post.Edu.Skate	1.96	0.9	0.05	Not	0.44	0.2
30	Relatedness_sat_21	Days.at.skatepark	-0.15	0.1	0.16	Not	-0.27	0.18
32	Competence_sat_23	RISE.Community	4.11	1.32	0	Sign	1.59	0.51
32	Competence_sat_23	Days.at.skatepark	-0.62	0.27	0.03	Not	-1.17	0.51
32	Competence_sat_23	Pre.Post.Edu.Skate	0.6	0.39	0.15	Not	0.23	0.15
32	Competence_sat_23	RISE.Community:Pre.Post.Edu.Skate	-6.78	1.51	0	Sign	-2.23	0.5
32	Competence_sat_23	Days.at.skatepark:Pre.Post.Edu.Skate	1.36	0.31	0	Sign	2.14	0.49
33	Competence_frust_24	Age..of.child.	-0.14	0.1	0.17	Not	-0.25	0.18
33	Competence_frust_24	Gender..of.child.	-9.85	2.96	0	Sign	-2.91	0.87
33	Competence_frust_24	Pre.Post.Edu.Skate	-1.14	0.38	0.01	Sign	-0.38	0.13
33	Competence_frust_24	Age..of.child.:Gender..of.child.	0.84	0.28	0.01	Sign	2.58	0.86
33	Competence_frust_24	Gender..of.child.:Pre.Post.Edu.Skate	1.34	0.74	0.09	Not	0.3	0.17
34	Autonomy_all_num	Age..of.child.	0.13	0.05	0.01	Sign	0.48	0.17
34	Autonomy_all_num	RISE.Community	0.82	0.24	0	Sign	0.54	0.15
34	Autonomy_all_num	Pre.Post.Edu.Skate	1.91	0.49	0	Sign	1.26	0.32
34	Autonomy_all_num	Age..of.child.:Pre.Post.Edu.Skate	-0.14	0.04	0	Sign	-1.07	0.33
37	Autonomy_all_num_SAT	RISE.Community	1.18	0.38	0	Sign	0.66	0.21
37	Autonomy_all_num_SAT	Pre.Post.Edu.Skate	0.5	0.24	0.05	Not	0.28	0.13
37	Autonomy_all_num_SAT	RISE.Community:Pre.Post.Edu.Skate	-0.75	0.35	0.05	Not	-0.36	0.16
38	Autonomy_all_num_FRUST	Age..of.child.	0.24	0.08	0	Sign	0.64	0.2
38	Autonomy_all_num_FRUST	Gender..of.child.	4.17	1.86	0.04	Not	1.75	0.78
38	Autonomy_all_num_FRUST	Pre.Post.Edu.Skate	2.51	1.07	0.03	Not	1.2	0.51
38	Autonomy_all_num_FRUST	Age..of.child.:Gender..of.child.	-0.44	0.18	0.03	Not	-1.93	0.78
38	Autonomy_all_num_FRUST	Age..of.child.:Pre.Post.Edu.Skate	-0.18	0.1	0.08	Not	-0.96	0.52
39	Relatedness_all_num_SAT	Days.at.skatepark	-0.11	0.08	0.17	Not	-0.34	0.24
39	Relatedness_all_num_SAT	Pre.Post.Edu.Skate	-0.35	0.17	0.05	Not	-0.22	0.11
39	Relatedness_all_num_SAT	Days.at.skatepark:Pre.Post.Edu.Skate	0.15	0.05	0.01	Sign	0.38	0.13
41	Competence_all_num_SAT	RISE.Community	0.72	0.21	0	Sign	0.49	0.15
42	Competence_all_num_FRUST	Pre.Post.Edu.Skate	0.37	0.25	0.16	Not	0.18	0.12

