SKATEISTAN

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PUSHING BOARDERS

2018 Survey of Social Skateboarding Projects Worldwide

Introduction

This first Survey of Social Skateboarding Projects Worldwide was conducted in June 2018 by the non-governmental organization (NGO) Skateistan and the Pushing Boarders conference, in order to identify the aims, impact and activities of projects using skateboarding for social change. The 20-question survey was conducted online using SurveyMonkey, with responses solicited by the organizers via social media. A total of 120 responses were received.

The information gathered in the survey has also been used to help inform the Goodpush Alliance toolkit, a set of free, online resources developed by Skateistan for use by the social skateboarding community.
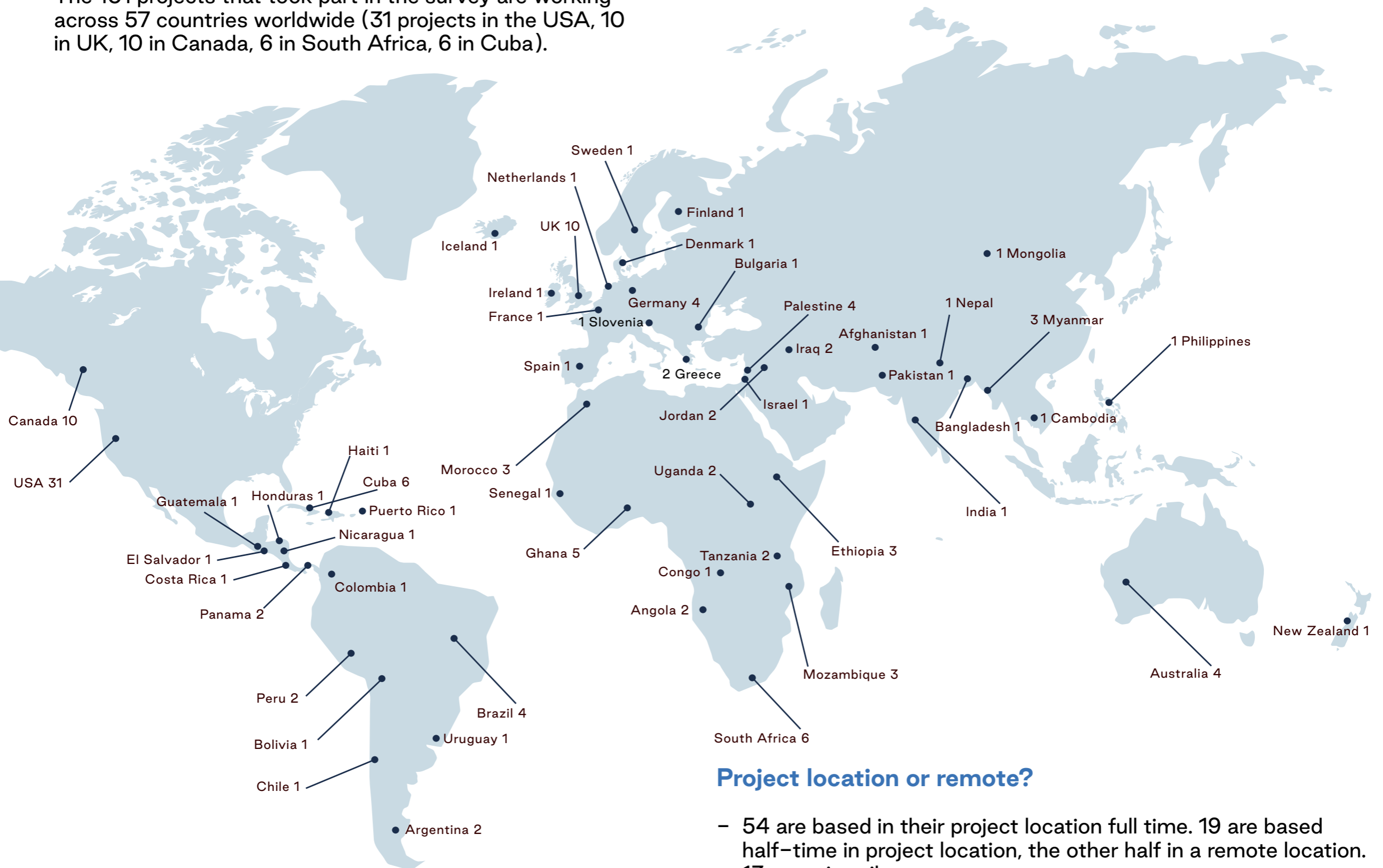
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Who filled out the survey?

- **101 social skateboarding projects**

- Around 75% of the respondents are full-time members of the projects (from founders, managers to staff members) and the other 25% are volunteers, researchers, academics, etc.

- 49% of the organizations/projects that took part in the survey are officially registered as non-profits and 15 are in the process of registering as such. Others are initiatives, social enterprises, art projects, etc.

- Educational and professional background of the respondents:

  – About 73% of the respondents have a higher educational degree.
  – Around 31% completed high school while 3% did not finish high school level education.
  – Almost 33% of the respondents have previous work experience in education, humanitarian, non-profit or related sector.
  – 26% have previously worked in the skate industry.
  – About 11% have worked in sports field (e.g. coaching).
  – Around 8% gave other responses such as: having experiences in more sectors than listed; having experience in health sector, advertising & marketing, multimedia, journalism, mentoring, etc.

Where are the projects based?

The 101 projects that took part in the survey are working across 57 countries worldwide (31 projects in the USA, 10 in UK, 10 in Canada, 6 in South Africa, 6 in Cuba).
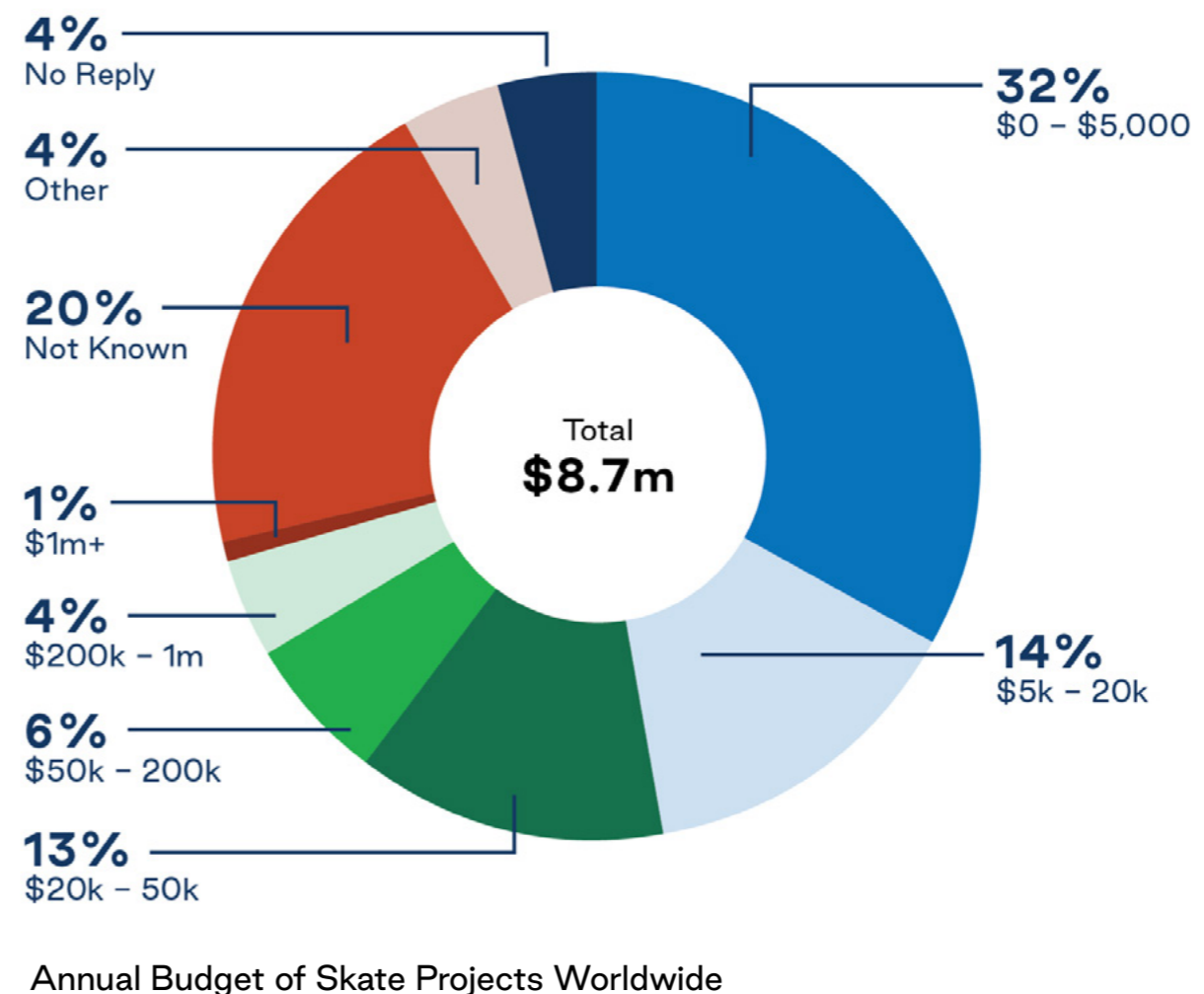
Sweden 1
Netherlands 1
Finland 1
UK 10
Iceland 1
Denmark 1
Bulgaria 1
1 Mongolia
Ireland 1
Germany 4
Palestine 4
1 Nepal
3 Myanmar
France 1
1 Slovenia
Afghanistan 1
1 Philippines
Iraq 2
Spain 1
2 Greece
Pakistan 1
Israel 1
Jordan 2
Bangladesh 1
1 Cambodia
Canada 10
Haiti 1
Morocco 3
Uganda 2
USA 31
Cuba 6
Guatemala 1
Honduras 1
Senegal 1
Ethiopia 3
Puerto Rico 1
India 1
Nicaragua 1
El Salvador 1
Ghana 5
Tanzania 2
Costa Rica 1
Congo 1
Colombia 1
Angola 2
Panama 2
New Zealand 1
Peru 2
Mozambique 3
Australia 4
Brazil 4
Bolivia 1
Uruguay 1
South Africa 6
Chile 1
Argentina 2

Project location or remote?

- 54 are based in their project location full time. 19 are based half–time in project location, the other half in a remote location.
- 13 are primarily remote.
- 4 are fully remote.

## What budgets are the projects working with?

- Of the 101 projects:

- About 32% have an annual budget of USD 5000 or less.
- Around 14% have between USD 5000 – 20,000 as an annual budget.
- Around 13% have an annual budget of USD 20,000 – 50,000.
- 6% of the projects have a budget between USD 50,000 and 200,000.
- While 4% have between USD 200,000 – and 1 million, only one has a budget of over 1 million (Skateistan).
- About 20% of the projects stated they "do not know" the value of their annual budget.
- 4% depend on fundraisers, volunteers, other businesses and / or grants to make ends meet.
- About 4% of the projects did not give an answer.

4% No Reply

4% Other

20% Not Known

Total **$8.7m**

1% $1m+

4% $200k – 1m

6% $50k – 200k

13% $20k – 50k

32% $0 – $5,000

14% $5k – 20k

Annual Budget of Skate Projects Worldwide

- The total budget of all respondents combined is 8,763,900 USD (70 projects answered question).

- 28% of the projects have 1 or more full-time paid staff member.

- About 37% of the projects receive help from full-time volunteers while around 65% depend on part-time volunteers.

- 33% of projects have female staff (including full-time and part-time).

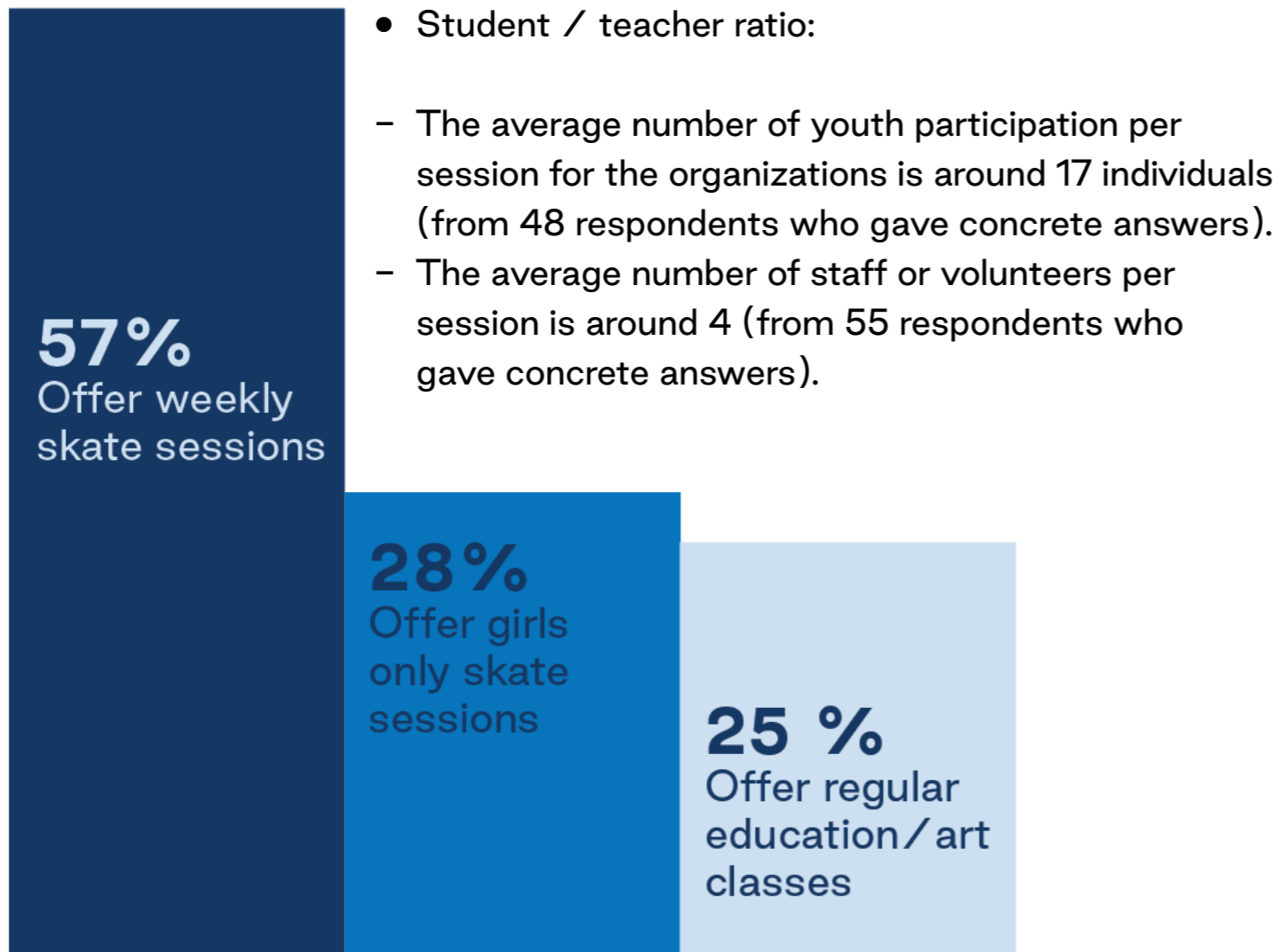## Who are the beneficiaries of the projects?

- Approximately 12,773 participants are reached by the combined projects per week; 7,241 boys and 5,532 girls (43%).

- Of the total participants reached by the projects, around 624 participants (4.8%) have physical or mental disabilities.

- Projects working with youth who has experienced the following (in approximation):

  – Social marginalization → 56%
  – Exclusion, underachievement or barriers to participating in education → 52%
  – Poverty → 50%
  – Living in particularly vulnerable areas → 48%
  – Violence / abuse → 37%
  – Substance abuse → 30%
  – Displacement from home (i.e. refugees) → 25%
  – Incarceration / prison / detainment → 15%
  – War → 13%

- Based on the above data, more than half of the projects work with youth from socially marginalized communities whether in terms of education and/or wealth.

- Most projects commented that they do not have particular "targets" per se and that they welcome "everybody" interested in skateboarding.

56.7 %
Boys

Total per week
12,773

43.3 %
Girls
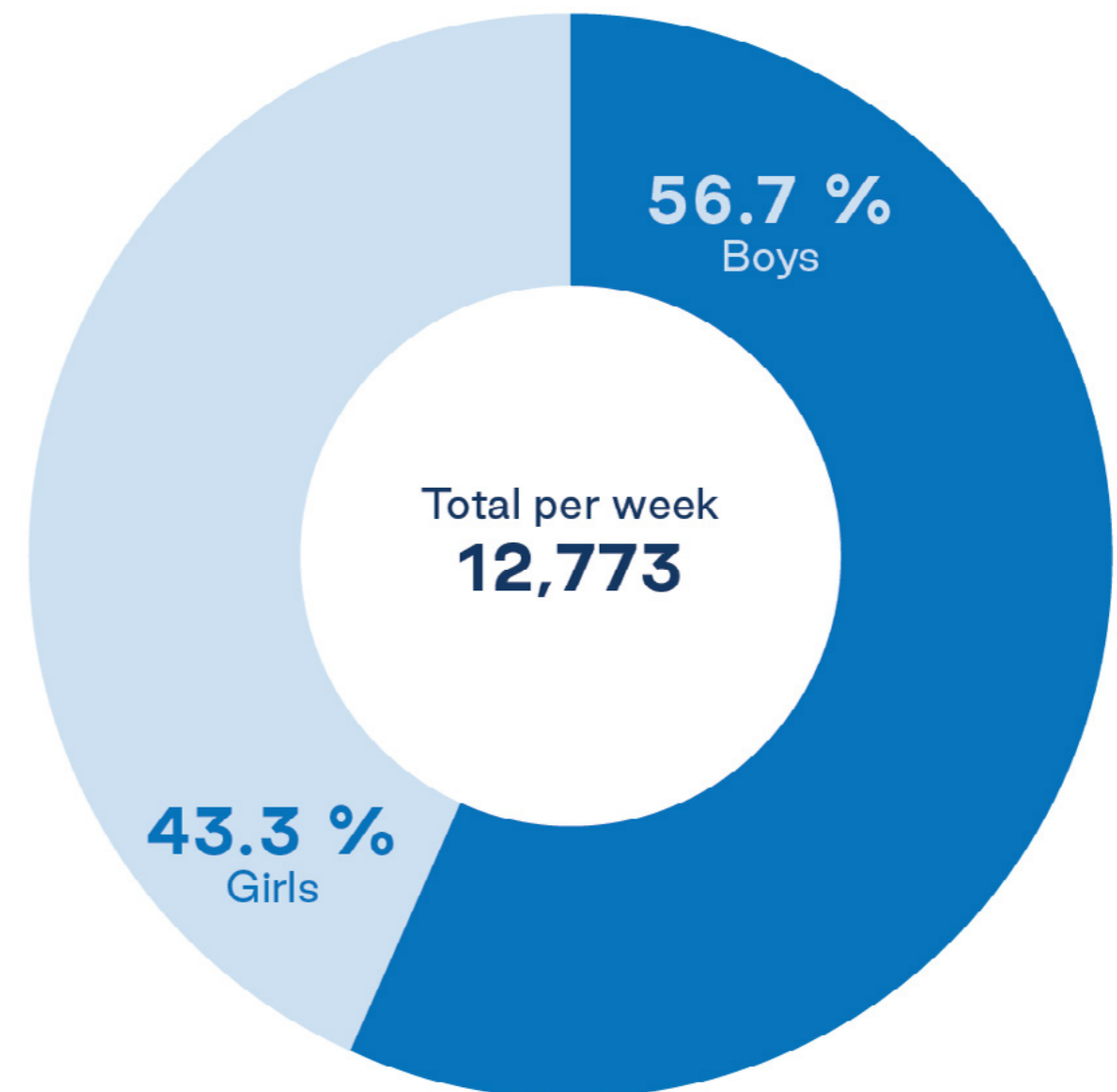
Total # of Weekly Participants Worldwide

What do the various projects offer?

- 58 projects offer weekly skate sessions, with 75 being the highest number of sessions offered per week by an organization in various locations (Skateistan), and 44 weekly skate sessions being the second highest (Indigo Youth Movement).

- 28% of projects conduct girls–only skate sessions every week.

- 25% of projects provide at least one educational or arts class every week

- Student / teacher ratio:

  - The average number of youth participation per session for the organizations is around 17 individuals (from 48 respondents who gave concrete answers).
  - The average number of staff or volunteers per session is around 4 (from 55 respondents who gave concrete answers).

57%
Offer weekly skate sessions

28%
Offer girls only skate sessions

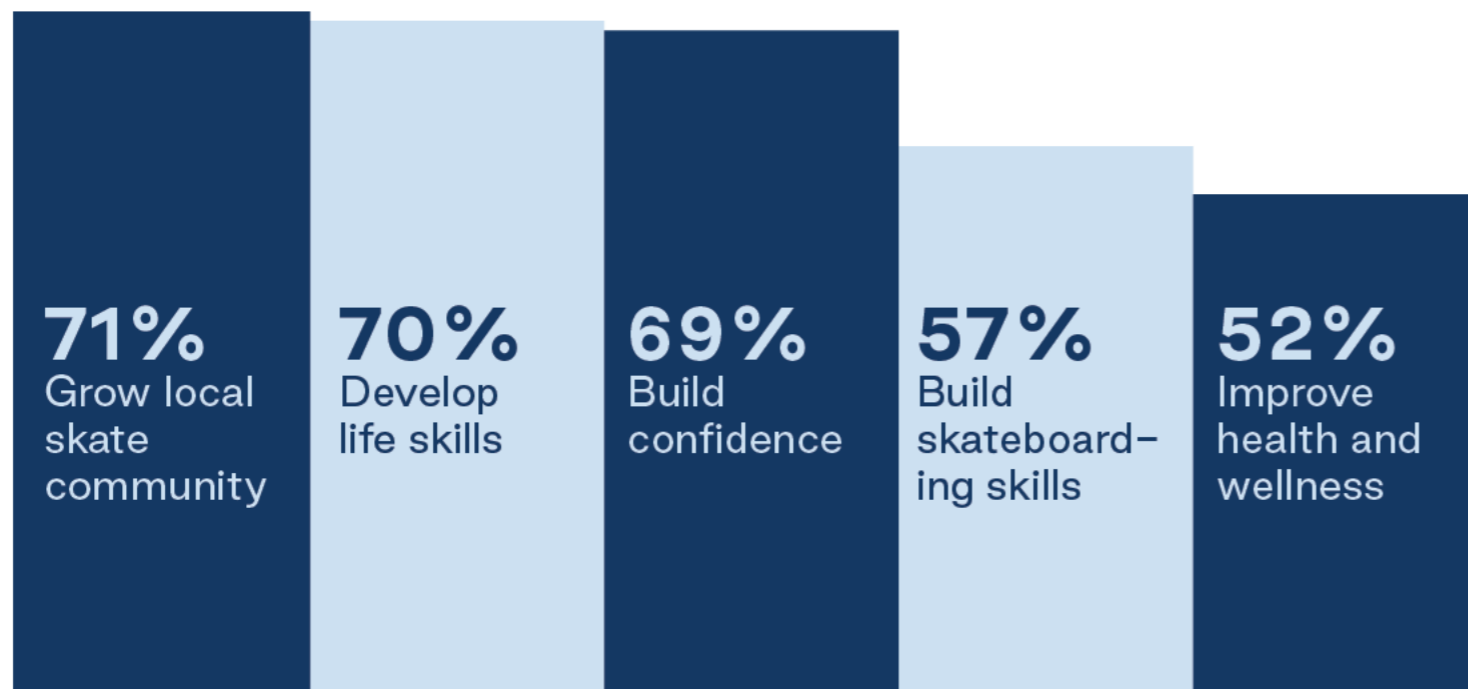**25 %**
Offer regular education / art classes

Programs breakdown of Social Skate Projects

- Curriculum for skateboarding classes:

  - For approx. 20% of the projects curriculum for skateboarding classes was marked as "not applicable."
  - 14% of projects do not have a curriculum.
  - 10% of the projects view their curriculum to be "okay": whereas around 19% view it as being "basic."
  - Almost 11% of the projects are confident in their curriculum being "excellent" and around 21% label theirs as "good."

- Curriculum for education / arts classes:

  - For around 35% of the projects, curriculum for education / arts classes was "not applicable."
  - Around 21% of the projects do not have any curriculum for arts or education.
  - Of the projects that do have one, they regard it to be:
    - Basic → 14%
    - Okay → 8%
    - Good → 9%
    - Excellent → 7%

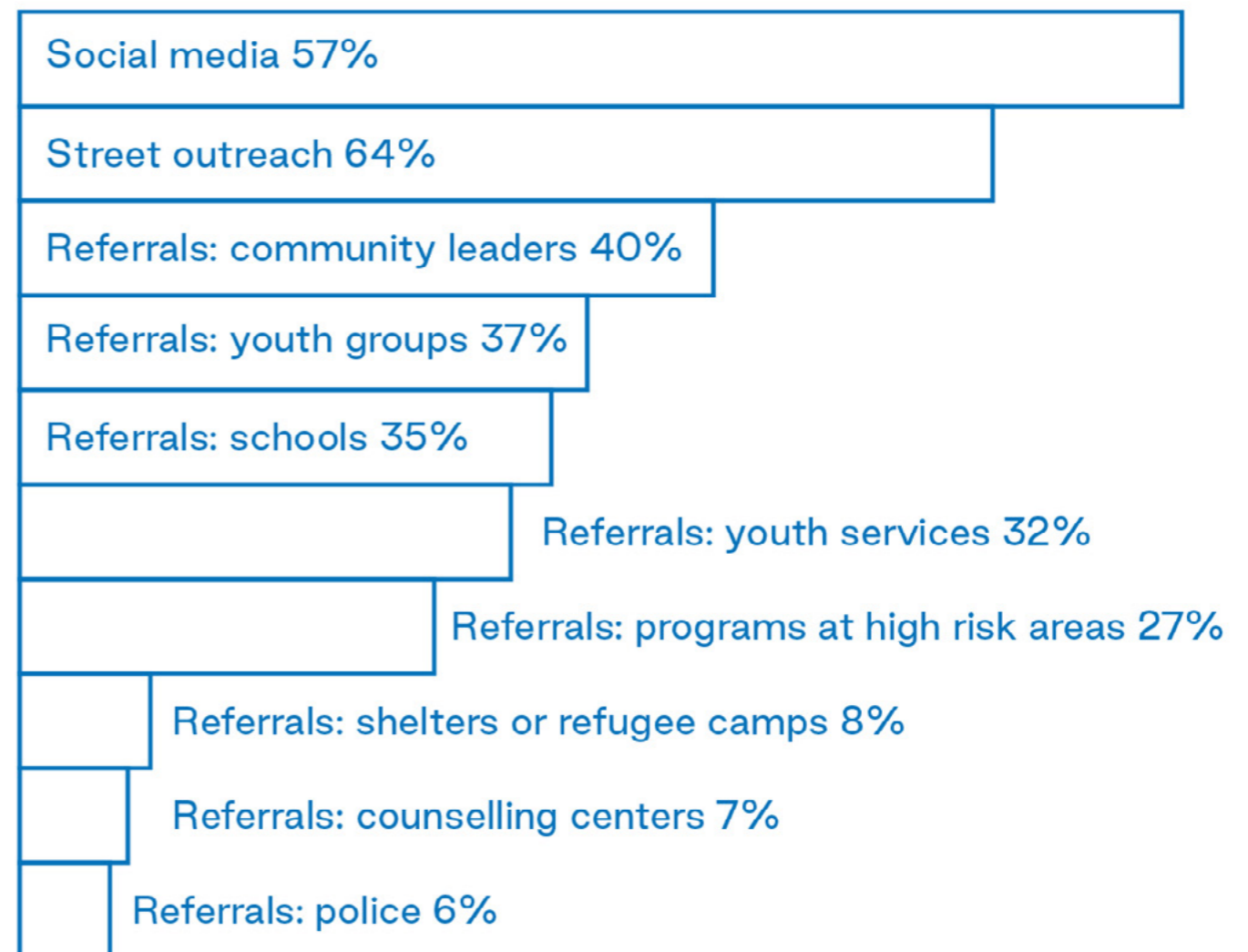# What are the aims of the projects?

- Main aims of the projects:

  – The top priority of the respondents is to grow the local skate community in their respective locations (around 71% considered this as one of their aims).
  – Around 70% of the respondents aim to develop life skills among their participants.
  – Building confidence is another top aim of around 69% of the respondents.
  – Some other top priorities are "Building skateboarding skills" (approx. 57%), "Health and wellness" (approx 52%) and "Female empowerment" (around 51%).

  – Other aims in descending order:
    ° Conflict resolution / Social integration → about 38%
    ° Leadership development and informal education → about 37% respondents were interested in both
    ° Developing employment / enterprise skills → around 19%
    ° Followed by 18% interest in providing sessions for youth with disabilities
    ° And around 12% interest in delivering formal education
  – Other areas of interest identified by the respondents are: reaching out to "impoverished" kids, keeping youth off streets, providing integration platform to asylum seekers through skateboarding, etc.

71%
Grow local skate community

70%
Develop life skills

69%
Build confidence

57%
Build skateboard-ing skills

52%
Improve health and wellness

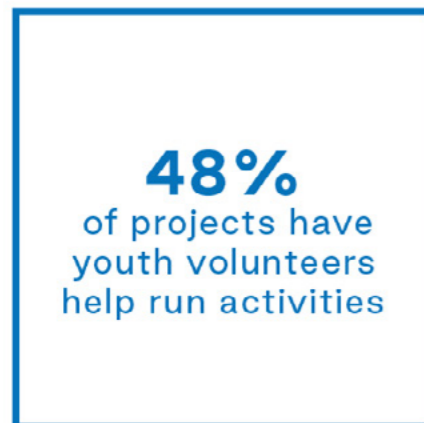Top 5 Priorities of Social Skate Projects

How do the projects reach their target beneficiaries?

- Methods to reach target groups:

- The most preferred way for the projects to reach out to potential participants is through social media (approx. 76%) and street outreach (public skating) (approx. 64%).
- Other common methods are referrals from community leaders (40%), referrals from youth groups (37%), referrals from schools (35%), referrals from youth services (32%), and targeting programs at high risk areas (27%).
- Methods that few projects rely on are: referrals from shelters and internal displacement / refugee camps (both 8%), referrals from counselling services (7%), and referrals from police (6%).
- Many organizations also depend on word of mouth recommendations and through forming connections with other skate projects.

Social media 57%

Street outreach 64%

Referrals: community leaders 40%

Referrals: youth groups 37%

Referrals: schools 35%

Referrals: youth services 32%

Referrals: programs at high risk areas 27%

Referrals: shelters or refugee camps 8%

Referrals: counselling centers 7%

Referrals: police 6%

What is the mode of operation for the projects?

- In almost half of the projects (around 48% / 49 projects), the youth participants volunteer to help run the activities.

- Around 32% of the projects offer leadership opportunities, such as training, to their youth participants.

- In 26 projects, the youth participants were also employed as staff members.

- In around 33 projects, female participants are heavily involved in either volunteering, taking leadership trainings and / or working as staff members to run the activities of the projects.

25%
of projects employed youth participants as staff

48%
of projects have youth volunteers help run activities

32%
of projects offer youth leadership opportunities such as trainings

in **32%** of the projects, female participants are involved in one or more of the following ways:

Volunteering

Taking leadership trainings

Staff Members

The projects and logistics:
Note: Some projects could not provide answers for the following criteria because they are emerging projects:
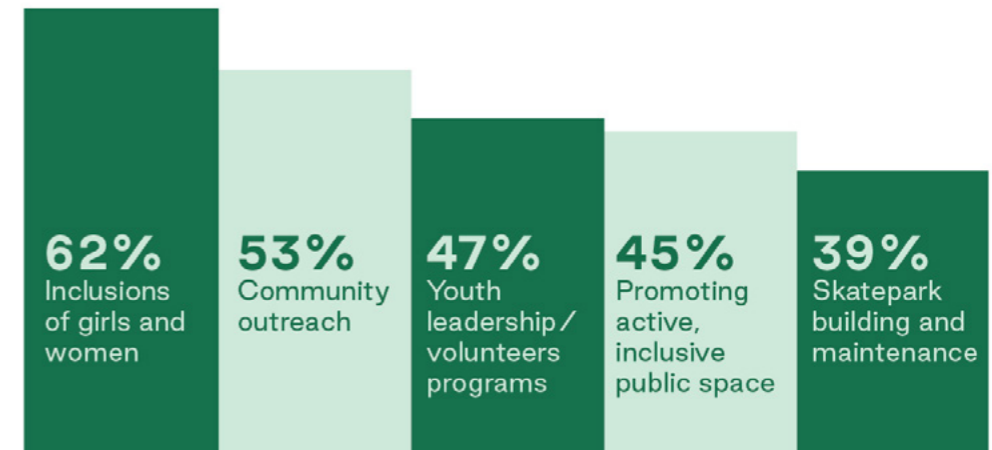
- Almost half of the projects (around 48%) have some sort of interactions with the families / guardians of the participants.
- 42% of the projects have a program model or curriculum that they follow for their daily operations.
- Around 37% of the projects keep track of the regular attendance of the participants.
- Of the projects that have a system for registering students and tracking attendance, 56% consider their systems to be either good or excellent, whereas 44% find it either basic or okay.
- 32% of the projects conduct induction and refresher training for staff or volunteer teachers.
- 13% of the projects have referral system for youth who need additional support.

**What policies, documentation and systems do the projects have?**

– 35 out of the 101 projects (around 34%) have a documented code of conduct.
– 26 (about 25%) have a documented child protection policy.

• Of the 44% of the projects that follow child protection policies (both documented and undocumented) and trainings:
– 13% are confident that their policies are "excellent" whereas 23% consider them to be "good."
– 20% are "okay" with the policies and trainings they have and almost 41% of the projects view their approach as "basic."
• Monitoring and evaluation system:
– For around 18% of the projects, this is "not applicable."
– Around 25% of the projects do not have a monitoring and evaluation system.
– Of the 53% of the projects that do have one:
  ° 35% consider it to be "basic."
  ° 31% are "okay" with theirs.
  ° 33% projects find them to be either "good" or "excellent."

• Formalized mission, vision, organizational structure:
– 17% of the projects either have no formalized mission or deem this category to be "not applicable."
– 42% of the projects think they have either "basic" or "okay" mission, vision and organizational structure.
– About 27% view theirs to be "good" and almost 12% consider theirs to be "excellent."
• Fundraising and administration:
– 7% of the projects consider this to be "not applicable."
– While around 16% of the projects have "none," 28% consider theirs to be "basic" and 19% find theirs to be "okay."
– 8% have "excellent" fundraising and administration, 16% of the projects think theirs is "good."

What support systems do the projects use and what would be helpful in the future?

- The top five areas in which the projects would like to develop further are:
  - Inclusion of girls and young women → 62%
  - Community outreach and relations → 53%
  - Youth leadership / volunteer programs → 47%
  - Promotion of active and inclusive public space → 45%
  - Construction and maintenance of skateparks → 39%
  - Closely followed by fundraising and reporting to donors → 38%

- The top five most important skills for the projects are:
  - Skateboarding → 76%
  - Cultural understanding → 67%
  - Teaching / mentoring → 66%
  - Communications → 63%
  - Empathy and compassion → 62%

- In the past 12 months, when asked about the connection of skate projects with other projects worldwide:
  - Around 39% of the projects "very frequently" or "frequently" connect with other projects.
  - About 34% of the projects responded that they connect "sometimes."
  - While 13% "rarely" connect, 12% have "never" connected."
  - Apart from Skateistan, the other projects that were frequently mentioned were: Tony Hawk Foundation, Skate Aid, Make Life Skate Life, Skate Like a Girl, Concrete Jungle, Skate Qilya, and SkatePal.

| 62% Inclusions of girls and women | 53% Community outreach | 47% Youth leadership / volunteers programs | 45% Promoting active, inclusive public space | 39% Skatepark building and maintenance |

Top 5 areas social skate projects want to develop further

| 76% Skate- boarding | 67% Cultural understand- ing | 66% Teaching / mentoring | 63% Communi- cations | 62% Empathy and compassion |
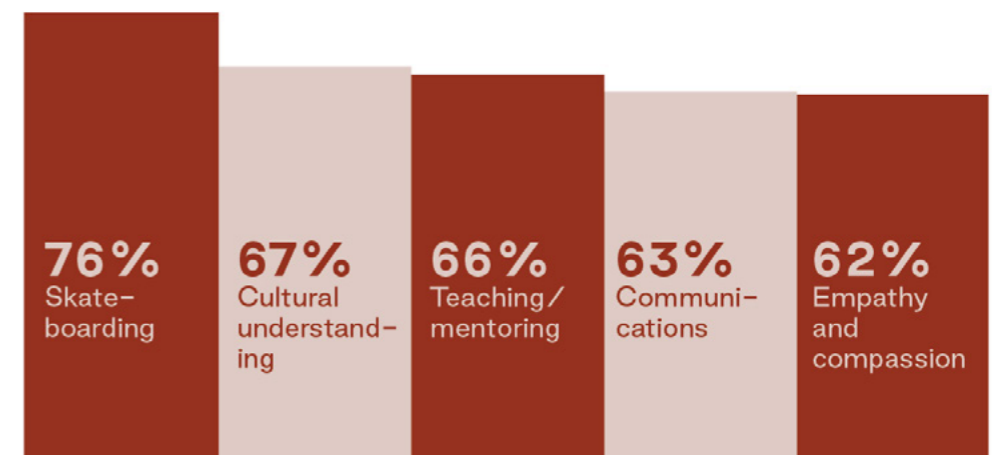
Top 5 most important skills for social skate project staff / volunteers

- Accessing online resources related to the running of the organization:

  – 12% of the projects have never accessed such resources.
  – While 14% have "rarely" accessed them, around 34% access them "sometimes."
  – 20% of the projects access them "frequently" and 16% access them "very frequently."

- Almost 90% of the projects responded yes, they would access free online guides and templates on running a social skate project if available. The rest answered "maybe."

  – Respondents commented that the following types of resources would be most helpful:
    ° Fundraising
    ° Curriculum, lesson plans and tools
    ° Safety guidelines and child protection policies
    ° On conveying the benefits of skateboarding to the community
    ° On getting official non-profit status

In response to the results from this survey, Skateistan has launched the Goodpush toolkit for social skateboarding projects.

GOODPUSH

goodpush.org

Thank you to everyone who took part in the survey!

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