



Female Leadership Grant

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Prepared by: Arissa Moreno & Tim van Asdonck

1 / Why do we need initiatives like the CJF Female Leadership Grant?

In Peru, skateboarding is still a male-centered sport that has historically excluded women and non-binary individuals from its practice and enjoyment. Furthermore, the female skateboarding scene is centralized in Lima as the capital has more industries supporting female skaters and larger groups of girls and women practicing the sport. The 2022 CJF Female Leadership Grant was an opportunity to both promote gender equity by providing resources to the girls of Cerrito de La Virgen, a low-income community in Trujillo, as well as decentralize skateboarding by working together with leaders in the Trujillo skateboarding scene and Truxsb-Girls, a local Trujillo collective that focuses on getting more girls and women on boards.



2 / Implementation plan: how were the sessions developed?

As the Female Leadership Grant offers season-based funding, the first season in Peru was developed between September and December 2022.

With the Female Leadership Grant, a series of activities were developed in 2 locations: Santa Edelmira Skatepark, the local public spot, and La Rampa Skatepark, CJF Perú's main project location.



📍 Santa Edelmira Skatepark:

The activities consisted of special events organized sporadically and focused on creating spaces for local women to learn about different topics connected to skateboarding such as construction and street skateboarding.

Number of only girls' sessions in Santa Edelmira: **2**

📍 La Rampa Skatepark:

The activities were organized on a weekly basis with only girls' sessions on Mondays where all instructors were female.

Number of only girls' sessions in La Rampa: **13**

♀ Special Events:

Besides the regular scheduling, 2 special events were organized this season:

Fundraising Fair "Support and Fun"

End-of-season Trip to Santa Edelmira Skatepark for the girls of Cerrito de La Virgen

3 / Impact: an overview in numbers

The impact of CJF's work is linked to the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States. It delivers a common plan for peace and well-being for people and the planet, now and into the future, measured by 17 Sustainable Development Goals. Hence, the impact of the FLG will also be presented in this framework. The numbers presented in this report are a direct representation of the data collected from reports of staff involved in the execution of the activities for the FLG.

Engagement

43 girls reached:
La Rampa Skatepark: 28
Santa Edelmira: 15

Number of Girls-only Edu-Skate classes this season: **13**

Total Attendance: **113**

Number of female Edu-Skaters: **3**



Female participation across all classes given this season in Peru: **50.23%**

Benefits of provided services

CJF Peru engaged **43 girls and women in physical activity** this season through the FMLG events.

43 girls and women had access to free and clean drinking water this month.

43 girls and women had free access to a supervised safe space.

3 community activities were organized this season at our local skatepark: The Support and Fun Fair, the Street Session and the Santa Edelmira Reparation.

4 staff members and volunteers ran activities.

2 local female entrepreneurs were supported this month (where jackets and pants were purchased and embroidered)



4 / Activities overview

📍 Cerrito, September 5, 2022.

Edu-Skate session: Introduction to the season

This was the first FMLG session and it served as an introduction and an opportunity to involve the girls in the development of the season.

During the opening circle, the girls and instructors were asked to share in one word how they feel about starting a new season.

Afterwards, they were given 2 pieces of paper: one to write 3 main skate tricks that they would like to learn this season and 3 ideas of special topics or activities that they would like to do this season.

This was a great opportunity to learn more about the girls' context and interests as well as give the participants more agency in selecting what they would like to learn or talk about. Moreover, we took some time during the opening circle to collaboratively establish coexistence agreements for our classes.

The trick of the day was fakie tail.

📍 Cerrito, September 12, 2022

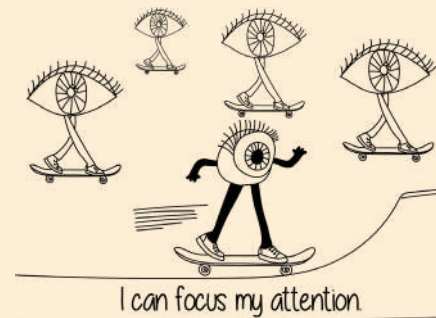
Edu-Skate session: Self-Awareness.

During the second session of the season, I focused on registering the participants for the new season and talking with the families to commit themselves to send their daughters to the weekly Monday sessions.

The life-skill of the week was "Self-Awareness." I focused this week on socioemotional education and awareness of our emotions. During the opening circle, each girl worked on the "Thought-Emotion-Action" worksheet.

In this worksheet, each girl thought of a problem that they had experienced at the skatepark or while skating. After deciding on a problem, the girls analyzed how these problems make them think, how these thoughts make them feel, and how these feelings make them act.

The objective was to reflect on the relation between our thoughts, emotions and actions and to understand how by being aware of these connections we can react better to problems or conflicts within and outside the skatepark.



📍 **Cerrito, September 19, 2022**

Edu-Skate session: Initial Survey.

A participant survey was handed in to the girls in order to explore more about their background in skateboarding, their favorite tricks, their needs, their home situations and shoe and clothing sizes.



Cerrito, September 26, 2022

Photography Workshop: "Mi Cerrito Soñado" (Part 1).

In order to have enough time to take pictures around Cerrito, the skate session was canceled today.

First, there was a short introduction in the classroom about basic photographic terms (the rule of thirds, perspectives, points of view, the objective of the activity, photo exposure, etc.). Then, there was a small exercise where they were given examples of photos and the girls had to identify the rule of thirds in pairs with the help of a teacher. Third, the girls were divided into pairs and assigned to an Edu-skater/supervisor.

While we walked around Cerrito, the girls were able to use cell phones and cameras (loaned by Karman) to take pictures. Supervisors gave photography tips to the participants. Finally, the girls were dropped off at their homes.

📍 Cerrito, October 3, 2022.

Edu-Skate Session: Cooperative Learning.

During the opening circle, both students and teachers shared their view on the following question: is it easier to learn something alone or together with other people?

The life-skill of the week was “Cooperative Learning”. We divided the students into 2 groups and each group was led by one or two teachers. Each teacher taught a couple of specific tricks to their group: the first group practiced shove-it and boneless, while the second group practiced half-flip and caveman.

The second part of the lesson consisted of pairing a student from group 1 with a student from group 2 and they had to teach the tricks they had learned in order to make an exchange between teaching and learning from each other. This dynamic work perfectly with the group of girls as they all have a similar skateboarding level.



📍 Santa Edelmira, October 8,

Street Session with Santa Edelmira Group around different spots of Trujillo.

This activity was organized for the group of participants of our free skate sessions in Santa Edelmira. We gathered at a well-known spot in Trujillo to ollie stairs and then we did a tour of other representative spots in the city as we rode along the streets together. We ended our tour in Santa with snacks and a short sharing circle.

The main objective of this activity was to take back the streets as women skateboarders and take over the city and areas where we don't normally feel safe skateboarding.



📍 Cerrito, October 10, 2022.

Edu-Skate Session: Resilience.

During the opening circle, both Edu-skaters and the girls shared daily life examples where being resilient has helped us to continue. After this, the girls were divided into pairs. Each participant wrote about a difficult situation that they had faced while skateboarding, then the problems were exchanged and you partner had to find a solution or suggestion to the other's problems.

Each participant wrote down a difficult situation or moment they have faced while skateboarding, then the problems were exchanged and your partner had to find a solution to the other's problem. We practice problem solving skills and empathy resolution as a group. The trick of the day was to learn different ways to brake on skateboards.

The main objective of the class was to understand that resilience and how we respond to difficult situations/resolve problems is not only useful in the moment of a fall or difficulty while skateboarding but also for a complicated situation in our personal life.



📍 Santa Edelmira, October 15, 2022.

Santa Edelmira Reparation.

Our French volunteer, Cesar Burah, was in charge of organizing the list of materials, selecting the area of Santa Edelmira to be repaired and prepping the space (cleaning and chipping the floor). We had a short master class on concrete mixing by hand, filling holes and cracks, and polishing concrete.

The main objective of the activity was to involve the group of women and girls from Santa in the maintenance of their own space in order to promote self-initiative, self-governance in public spaces and female empowerment through skateboarding and learning new skills.



📍 **Cerrito, October 16, 2022.**

Fanzine Workshop: "What do you feel when you skate?" (Part 1)

This was the first session of a two-part activity. Each girl received their own skater profile with questions about themselves and a self-portrait drawing box. as a skater. We had colors, markers, scissors, colored paper, glue and magazines for collages. The questions included:

- What is your age?
- What do you feel when you skate?
- Why do you like to come to La Rampa?
- What would you like to be when you grow up?

The main objective of this session was to complete the first part of the fanzine where the girls talk about themselves in a personalized profile that was also presented as part of a photo exhibition at the "Support and Fun Fair".

📍 **Cerrito, October 24, 2022.**

Photography Workshop: "Mi Cerrito Soñado" (Part 2).

The first part of the photography workshop "Mi Cerrito Soñado" consisted in a short class and a photography session around Cerrito.

In part 1 of the workshop "Mi Cerrito Soñado", there was a small class on landscape photography where the girls portrayed their reality as they saw it. In this part, the girls modified the photos and added, removed or changed elements of the photos with the objective of constructing their own dreamed neighborhood. The intervened photos, plus the profiles that were made for the fanzine, were exhibited in the fundraising activity: "Support and Fun Fair"

The girls display a lot of creativity as they were able to intervene in their own community and imagine it as they wish. They became agents of change by adding green spaces to the very arid landscape, water and food station for the stray dogs, skate obstacles around their neighborhood and motivational phrases.

📍 Santa Edelmira, October 29, 2022

Fundraising Fair "Support and Fun".

In collaboration with the local female skateboarding collective, TruxSbGirls, we organized a small-scale fundraising event. We invited local artists such as hip hoppers, break dancers and singers to host the event. We also organized a best trick and a game of skate for the local skateboarding community where we charged a small sign up fee.

There was an informational stand for CJF that included a souvenir store and the photography exposition with the profiles of the participants of our program and the "Mi Cerrito Soñado" project. We had reading materials to hand out about La Rampa and CJF's different initiatives. TruxSbGirls had a series of stands to raise funds such as a food and drink stand, and a second hand clothing pop-up store.

It was a great opportunity for the local skateboarding community to know about CJF's labor. Furthermore, the neighbors, who usually do not support the skatepark and skateboarding in general, were able to see skateboarding as an educational tool and know more about the open classes in Santa Edelmira.

The main objective was to raise funds to buy jackets as part of a uniform for the Cerrito girl.



📍 Cerrito, October 31, 2022

Fanzine Workshop: "My pro-model" (Part 2).

First, we had a quick sharing circle to talk about the concept of a pro-model and then I gave examples of famous female skateboarders who managed to have their own pro-model board and what it meant for them. Afterwards, each girl drew her own pro-model with magazine clippings, markers and scissors.

The main objective was for the girls to display their creativity and create their own pro-model boards. These pro-models would be presented as part of each participant's skater profile on the "Support and Fun Fair".

📍 Cerrito, November 7, 2022

Fanzine Workshop: "My pro-model" (Part 3).

In this session, we continued the pro-model activity. Each participant chose a name for their pro-model board and then we had a short sharing circle where each girl presented their pro-model and talked about their style and how it would feel to have and skate their own self-designed boards.

📍 Cerrito, November 14, 2022.

Arts and Crafts Session and Free Skate.

This activity was led by Angie, a volunteer edu-skater, as I was traveling to a Surf Therapy conference in Lobitos with the CJF team. The activity was an arts and crafts session to make a god's eye (Ojo de dios in Spanish). A god's eye is an object made by weaving a design out of yarn upon a wooden cross. They used several colors and worked in pairs to create their designs. The participants were able to take them as souvenirs to decorate their houses.



📍 **Cerrito, November 21, 2022.**

Movie Night, Snacks and Q&A session: “Skater Girl”.

We had snacks and movie night and watched the movie “Skater Girl”. We requested permission from OCN to use their internal facilities and lend us their projector and sound system. At the beginning, the girls were asked to pay attention to the differences and similarities that the protagonists of the film had with them, as there would be a reflection afterwards.

A collective reflection moment and Q&A session were held with questions and answers about the love of skateboarding, the power of skateboarding in the life of the protagonist, the cultural/social/religious/political differences and similarities between the girls in Cerrito and the girls in the movie in India. At the end, we all worked together as a team to clean the space and leave it as we found it.

📍 **Santa Edelmira, November 26, 2022.**

End-of-season Trip to Santa Edelmira Skatepark for the girls of Cerrito de La Virgen.

At the end of the season, a small excursion to Santa Edelmira was organized. We had a day of activities and games in Santa Edelmira. After having lunch together, we had a small closing ceremony where the girls received diplomas and their uniforms. The uniform included a pair of shoes to skate, a jacket embroidered with the CJF Peru logo, a pair of pants and a cap. The girls can use these uniforms to go to our Edu-skate sessions.





📍 Cerrito, November 28, 2022

Special Activity Week: Homemade Dough Skate Figures.

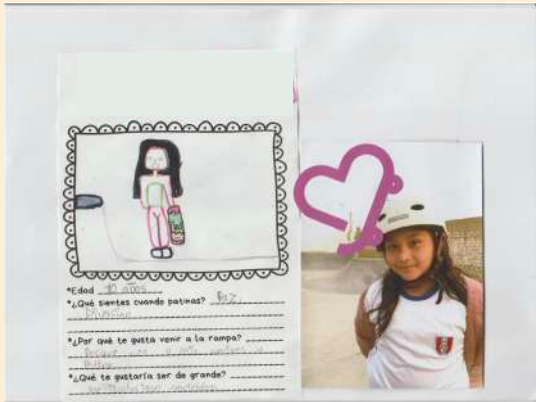
This activity was led by Lilly, a volunteer Edu-skater. The girls made a handmade dough out of flour and water. The dough was used to make figures of small skates and skaters. Lilly took the sculptures to harden them by putting them in the oven. After they were ready, the kids would be able to take them home, paint them and hang them as decoration.



5 / Participant Information

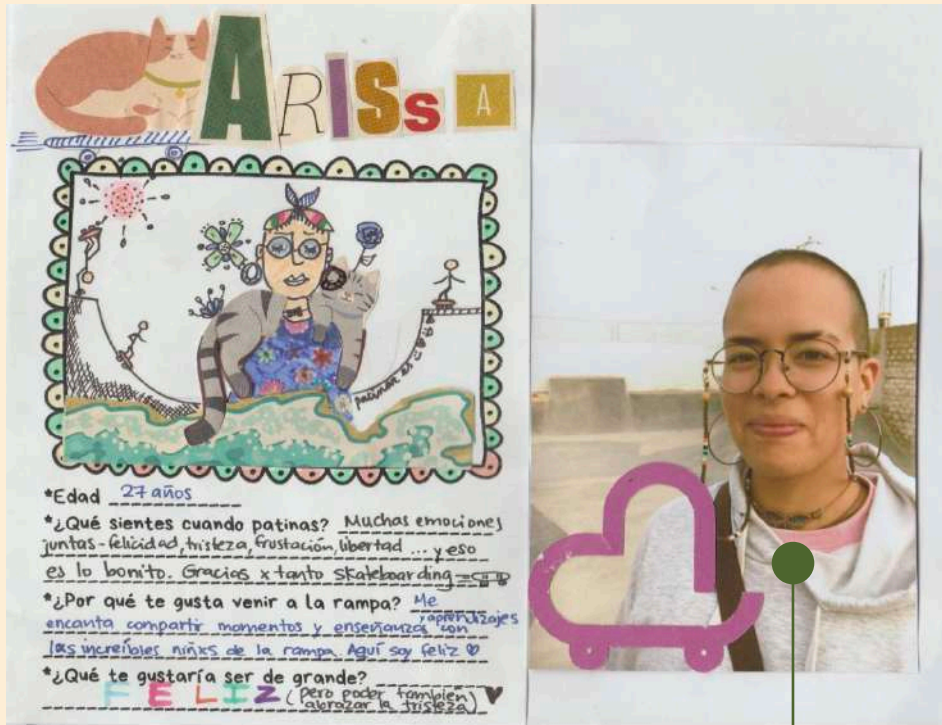
Even though this season had a total of 28 female unique attendees through the FMLG activities, these 11 profiles are of the girls that had regular attendance to our Monday sessions at La Rampa. These profiles are the outcome of the “Mi Cerrito Soñado” project and were shown at a photography exhibition in Santa Edelmira. These profiles, together with the photos taken and intervened for this project, could be used for other fundraising events in the future.



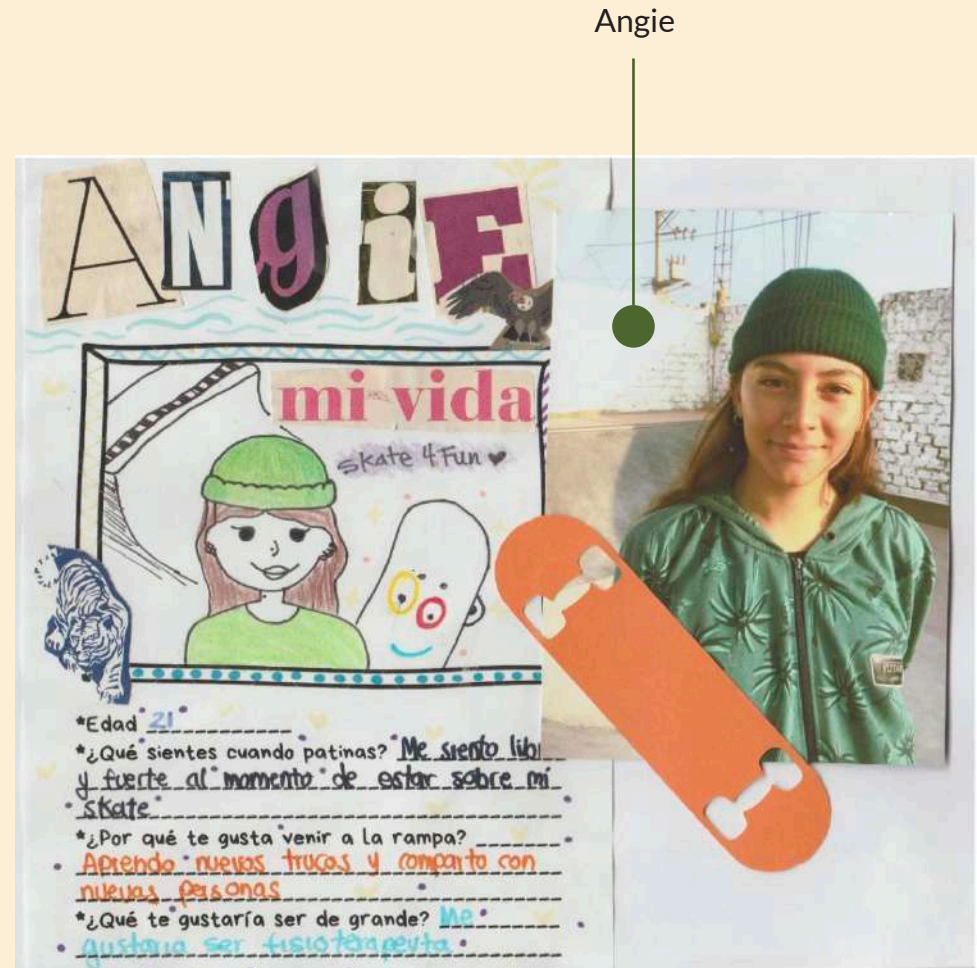


6 / Instructors

These are the Edu-Skaters that led and organized the FMLG activities this season:



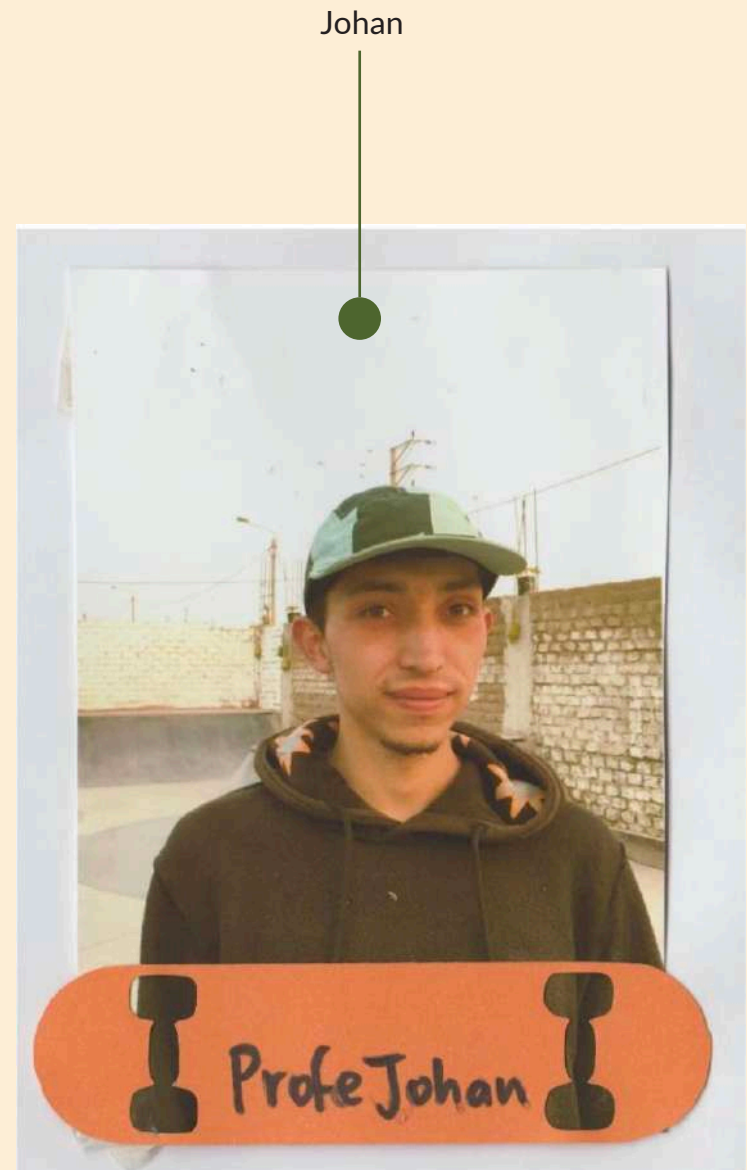
Arissa



Angie



Lilly



7 / Competences Covered

Aside from covering some of the life-skills from the Edu-Skate curriculum, this season had a series of themes that were focused on developing certain competences relevant for both inside and outside the skatepark.

Competence #1: Building their identity as individual female skaters

1/ Building self-worth:
Through the creation of the profiles of the “Mi Cerrito Soñado” project, the participants recognized the characteristics and qualities that make them who they are and explored one of their identities as a female skater. This activity also helped them develop a sense of belonging to the collective of female skaters in their community.

2/ Auto-regulating emotions:
Through different activities such as the “Thought-Emotion-Action” session and problem-solving exercises in pairs during opening circles (Resilience Edu-skate session), the girls recognized and gained self-awareness about their emotions, with the objective to be able to express them while taking into account the consequences that these have for themselves and the people that surround them. The girls learned about a strategy to regulate their emotions in moments of challenges or difficulties inside and outside the skatepark.



Competence #2: Participating as part of a collective of female skaters and as members of the community of Cerrito de La Virgen

1/ Establishment of La Rampa agreements during only girls' sessions:
On the first sessions, the girls had the opportunity to participate in the construction of the class agreements collaboratively. Through a discussion during the opening circle, we wrote down rules of coexistence suggested by the girls instead of imposed by the teachers. This exercise allowed them to have agency in the construction of La Rampa as a safe space for them. Furthermore, because the rules are not imposed but created by them, it makes it easy for them to recognize the importance of these agreements for having a respectful and comfortable place for everyone.

2/ Management of conflicts in a constructive way:
Through exercises such as the problem-solving activity in pairs for the "Resilience" Edu-skate session, participants learned about acting with empathy and assertiveness during conflicts or challenges. They practice empathy as they were asked to think of solutions not for their own problems, but their partners' problems. The participants talked about different strategies to solve inner conflicts or outside challenges peacefully and creatively and gave each other advice.

3/ Reflection about the common well-being of their community:
By taking pictures of their own community and modifying them to build a safer, healthier and happier Cerrito through the "Mi Cerrito Soñado" project, the girls participated in a process of reflection and dialogue about matters in their own community. They were able to portray issues of their community that they care about and propose changes to these issues. This project that explores the divergent realities of Cerrito and how the girls perceive these realities could be the first step to create a larger project that allows the girls to propose a social intervention in their community promoting the well-being of their community.



Competence #3: Appreciating artistic-cultural manifestations critically

1/ Creation of art through different creative processes:
Through the development of the “Mi Cerrito Soñado” photography exposition, the girls were able to develop a collective artistic project.

2/ Reflection about artistic-cultural manifestations in a critical and creative way:
Through activities such as the movie night and the post-reflection session, the girls were able to interpret the reality of another female skater, the protagonist of the movie, that lived in a different cultural context. As a group, we reflected about the cultural differences and similarities between Cerrito and the community of the movie that took place in La India. We also explored the different ways in which the girls in Cerrito and the girls in the movie related to skateboarding in both personal and collective levels.



8 / Challenges and Learning Opportunities

1/ Access to different learning environments:

As we do not have permanent access to the classrooms in La Rampa, most of our activities were limited to the skatepark. For some workshops such as the self-awareness worksheet and the introduction of some important concepts, it would be ideal to have access to a writing board and a writing space for the girls. More frequent access to the classroom could also allow us to organize more events using audiovisual resources such as movies, music, skateboarding video-parts and power points.

2/ Consistent attendance and commitment of families:

At the beginning of the season, it was a challenge to find an agreement from parents to send their daughters regularly every week to our Monday sessions. The parents had different arguments to explain the lack of consistency in attendance such as the following:

- Classes ending too late when it was dark outside and dangerous
- The girls having other responsibilities such as taking care of their younger siblings and going with their parents to work (in restaurants or at the fields behind Cerrito)
- The girls not having the right clothing to practice skateboarding without destroying their regular clothing or shoes that they used for school
- The girls not having someone to drop them off or pick them up from the sessions
- Fear of their daughters getting hurt
- Perceiving skateboarding as a sport only practice by males
- The absence of a female teacher
- The girls had a lot of school work that they could not finish before the session
- Parents not allowing their girls to go to the classes as punishment for failing a subject or not following a house rule
- Lack of trust in teachers that the parents did not know that much

In order to promote consistent attendance, we had different initiatives to strengthen the ties with families and establish mechanism to keep the girls safe:

- I organized pick-up slots limited only to the girls leaving near La Rampa as I did not have a lot of time before the session. These pick-up slots were organized upon request as the parents messaged me the same day before the class to ask if I could pick their daughters.
- I organized drop-offs for every single female participant of the program as it was not safe anymore for them to come home when it was dark outside. We divided the group of girls into 2 separate groups living in 2 different areas of Cerrito and had 2 different routes to drop off the girls. The girls were dropped off directly at their homes and the teacher had a brief chat with the responsible adult. If a responsible adult was not at home, I would call the parents to inform them that their daughter had been dropped off at home. These drop-off rounds were very important as they were also used as an opportunity for home visits to chat with parents and find about different topics such as the following: why their daughter had not been attending, how their daughter was doing at school and how things were at home.
- I created a WhatsApp group for the parents in order to inform them about the weekly scheduled activities and remind them about classes and special events. It was also a space for parents to keep track of their daughters and ask for reassurance about their daughters' well-being during classes and special trips such as the one to Santa Edelmira.

3/ Sharing responsibilities:

The schedule was organized by one person and most activities were led by one person (Arissa). This concentrated the responsibility in one person and reduced the agency of the other Edu-skaters to also contribute to the development of the season. The other female Edu-Skaters were asked to also lead seasons, but they answered that they were not ready for that due to different reasons such as the lack of Spanish and lack of confidence in classroom management. In future seasons, it would be ideal to have more support of assistant Edu-skaters by assigning them more responsibilities related to designing, leading and acquiring materials for activities. If the assistant Edu-skaters do not feel ready to lead a class, we could follow a transition where the first session is led together with the organized or lead teacher, and we slowly decrease the lead teacher's involvement until the assistant Edu-Skater is able to plan and run a class or activity themselves. We could also focus on developing different competences as skateboarding teachers according to the individual needs and contexts of assistant Edu-skaters through training such as language tutoring or a short training on classroom management.

4/ Scheduling:

- Late classes: The classes end up at 6:30pm. In the summer, there is still light out. However, in the winter, by 6:30pm, it is already dark out. For future seasons, it would be ideal to organize the only girls' sessions to end before the sunset, so the participants could go home by themselves.
- More sessions: Ideally, we would have more than one weekly session for only girls as some of our female participants only want to come to the only girls' sessions. Therefore, they only have one opportunity per week to join the classes. It would be useful to have other spaces that are only for girls. For example, we could have an open session that is supervised by female Edu-skaters where only girls are allowed.
- Longer sessions: Sometimes we did not have enough time to cover both a life-skill and do the activities planned along the FMLG. Therefore, the only girls sessions could have a duration of 2 hours to allow us to develop topics insightfully and include the Edu-skate life-skills as well.

5/ Gender Initiative:

The creation of the FMLG responded to a lack of opportunities and safe spaces for females to skate locally. Therefore, it is a necessary initiative to close the gender gaps that exist in skateboarding in our city and in Cerrito. However, it is also important to explain to the boys why this type of initiative must exist. In some instances during the classes, the boys would come to La Rampa on a day that was established already as an only girls' session and do something to disrupt the activity such as knocking on the metal door loudly, throwing a ball over the wall, playing loud music outside and disconnecting the electricity during the movie night. These actions are a result of not comprehending why an only girls' space needs to exist for girls to learn to skate and feel safe while they do it. This matter about gender and skateboarding could be talked about during the opening circle of our mixed sessions as an important and relevant topic. The way in which we talk about gender and skateboarding should be done not through a lecture during the opening circle but rather through games adequate for children or more didactic activities. In conclusion, it is essential to discuss the gender topic in skateboarding during our regular sessions and I do not feel that this is an important topic on a daily basis during our mixed sessions.

6/ Student agency and autonomy:

- Suggestion box: In the first session of the season, we did the suggestion box activity where we collected the participants's interests in terms of what skateboarding tricks they would like to learn and what activities they would like to do during the season. I tried to take into consideration all these suggestions. However, for further seasons, I believe we should consider more the agency of the participants in deciding what topics they want to talk about and what activities they would like to do throughout the season (not just as the beginning). Gathering information about the participants learning interests could be done through questionnaires, surveys, games or a permanent suggestion box at La Rampa. This will increase the student input in designing activities.
- Student Self-assessment: As this was the first season of the FMLG, we did not have time to implement feedback mechanisms. For further seasons, I would suggest to develop a student self-assessment questionnaire where the participants reflect about the possible following areas:
 - what competences they have developed both physically (in terms of their skateboarding skills and tricks) and emotionally
 - how much they felt they had a voice at La Rampa
 - what they did individually to make La Rampa a safe space for them and their friends
- Feedback to teachers: Another feedback mechanism that could be implemented would be a space for the kids to evaluate how their teachers performed, how their teachers contributed to making La Rampa a safe space, and suggestions about how their teachers can be better at making La Rampa a safe space. In conclusion, we should increase the students' input in how La Rampa is created. It should be a co-created space.

7/ Raising funds:

- Fundraising events: This season only 1 fundraising event was organized to raise money for the girls' uniforms. It was our first physical fundraising event on a local level after the pandemic. Even though there were a lot of human resources and social capital used in organizing the event (such as time, knowledge and local social network), the gains were not proportional to the effort invested. CJF Peru did not invest a lot of money directly on the event besides some transportation costs, but the organizers invested a lot of human resources. In future seasons, I would suggest being more strategic in organizing smaller events or events that do not require a lot of coordination.
- More direct donations: This season we received a donation of pairs of sneakers directly to the only girls' group. In the future, we should keep fundraising or asking for donations that go directly to the only girls' program. The pictures of the only girls' session and information on the impact of the first season of the FMLG gives us more credibility as an NGO that advocates for gender equality and female empowerment through skateboarding.

8/ Cultural exchanges:

This season we talked about doing a cultural exchange between the girls of Cerrito and the girls of Jamaica. However, we did not have time to make a plan and coordinate the logistics of this. We have never done a cultural exchange with the kids of Cerrito, and I believe the group of girls of Cerrito would be an ideal first group to test the viability of the project by limiting the size of the exchange and offering a consistent group of participants. Hopefully, next season, CJF Peru can organize a cultural exchange between the girls of Cerrito and the community of girls in Jamaica or Morocco (or one of our partner projects that have also implemented the Edu-skate). In order to offer participant autonomy and in case of a language barrier, I would suggest that these exchanges can be very flexible in terms of format (could be done through videos talking or skating, letters, drawings, “a day in the life of video”, etc.).



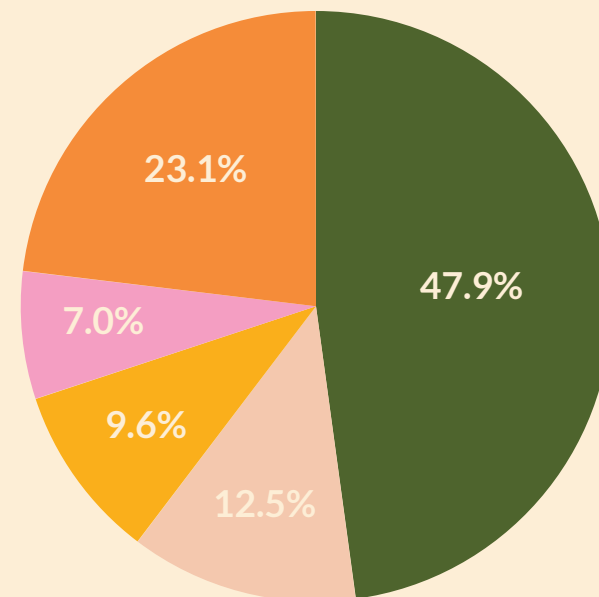
9 / Finances

In the following you find a breakdown of the finances of CJF Perú to run this season of the Female Leadership Grant programming.

Expenses

In the following section, you will find a breakdown of the costs of CJF Perú to run this season of programming. The total cost of this season was **S/ 1,550.50 Peruvian soles**.

Item	Cost (Peruvian Soles)
Payroll	S / 0.00
Water and food ●	S / 107.90
Transportation ●	S / 148.50
Materials (photocopies, arts and crafts, construction materials, photography exhibition) ●	S / 193.60
Final Season Event ●	S / 358.50
Uniforms ●	S / 742.00
Total	S / 1,550.50



Payroll (S/00.00 Peruvian soles) 0%

Even though this season was organized by 1 local staff member, their salary was included as part of general CJF Peru's payroll instead of part of this grant. We had 3 volunteers supporting the execution of programming activities.

Water and food (S/ 107.90 Peruvian soles) 7%

Drinking water was provided for the students in every class. Besides drinking water, these costs consist of cups, fruits and snacks for community events such as the Santa Edelmira Reparation activity, the Street Activity with the Santa Edelmira group, and the Movie Night in La Rampa.

Transportation (S/ 148.50) 9.6%

These costs consisted of covering transportation for volunteer Edu-skaters to certain community events, transportation to purchase materials and uniforms, and transportation of elements of the information stand for the Support and Fun Fair.

Materials (S/ 193.60) 12.5%

These costs included the purchase of materials for regular sessions such as photocopies, arts and crafts products, photography exhibition printing and construction materials for the Santa Edelmira Reparation activity.

Final Season Event (S/ 358.50) 23.1%

These costs are related to all purchases connected to the final season event where girls visited Santa Edelmira for a day of activities and included the following aspects:

- Graduation Diploma Printing
- Transportation (Van for 15 people from Hco to Trujillo both ways)
- Lunch for 17 people (participants and staff)
- Drinking Water and Cups
- Snacks

Uniforms (S/ 742.00) 47.9%

These costs included the purchase of 12 uniforms in order to reward our participants for their involvement and consistency during the season. These elements were purchased:

- 12 caps
- 12 pants
- 12 jackets
- Embroidering 12 jackets

Funding

Sita Narayan-Dinanauth provided S/ 1727.50 as the first installment for the Female Leadership Grant initiative. CJF International provided the funds for the salary of the local organizer of the season. Through the Support and Fun Fair, Arissa Atelier and TruxSbGirls donated S/ 657.00 (these funds are restricted to be used in the execution of only girls' activities). There is S/ 834.00 left in the FMLG funds to be used in the following seasons of only girls' programming.



Thank you!

- Thanks to the girls of Cerrito for believing in themselves, to their families for supporting them through this journey and to the community of Cerrito for allowing us to work together.