



⚡ Impact report

Period: August 2020 - October 2020

Subject: Programming

Location: Freedom Skatepark, Jamaica

Date prepared: 15th of November 2020

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Table of Content

1/ Get-on-Board Programme	01
2/ Community Support Programme	02-04
3/ Edu-Skate classes	05-24
- Lesson evaluations	
- Student evaluations	
4/ The Freedom Skatepark Foundation: the staff, the committee and the board	25-37
5/ Finances	38-43
6/ Recommendations	43-44



⚡ Introduction

Three and a half months after the build of the Freedom Skatepark was completed, the COVID-19 situation allowed for the start up youth programming activity at the Freedom Skatepark.

This report summarizes the first season of Edu-Skate that ran at the Freedom Skatepark from August until November 2020. The season consisted of 3 programmes:

Get-on-Board rental programme.

This is a brand new programme specifically created for the Freedom Skatepark. It is in place to facilitate people that would like to skate but don't have a skateboard. Anyone can access the programme upon registration (parent permission required for people under 18 years old) and skateboards and/or protection material can also be rented for \$100 JMD each. The rental money is 100% reinjected in the maintenance of the skatepark.

The Community Support Programme.

This programme developed alongside the Get-on-Board programme, as even though the rental prices are low, a lot of children from the community around the Freedom Skatepark are not able to pay this price on a daily basis. The Community Support Programme allows them to rent a board for free if they help with small jobs around the skatepark or participate in the monthly Community Activities, where we work together with the skatepark community on the development of the Freedom Skatepark and

Edu-Skate classes.

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

The programme is free of charge with open participation for anyone between 6-16 years old that registered for the programme.

This season of programming activity was funded by The Skateroom. Concrete Jungle Foundation organised and executed the programmes with the support of 6 local staff members, under the guidance of CJF's Programmes Director. Data was collected on all programmes and will be presented in the following report. A conclusion will follow with recommendations for the next season of the programme.

1/ Get-on-Board Programme

The Get-on-Board Programme was implemented on the 18th of July, 2 weeks before the start of the Edu-Skate classes. With a donation of 10 skateboards and 10 sets of protection gear from Paris Skate Culture, the skatepark was equipped with materials to rent. The programme was set up to serve people that would like to give skateboarding a try, but don't have a skateboard to use.

Prices were discussed in the Freedom Skatepark Committee and with the socio-economic status of the surrounding neighborhoods in mind, set at JA\$100 to rent a board and JA\$100 to rent protection gear. For the people that were not able to afford these prices, the programme could be accessed for free in exchange for a job around the park (see 2. Community Support Programme). The Skatepark Managers ran this programme during opening times of the skatepark. People were required to register and sign the liability waiver before participating in this programme. Skatepark Managers kept track on a daily basis how the materials were used and by who. In the following you find the result of the first 3.5 months of running the Get-on-Board Programme.

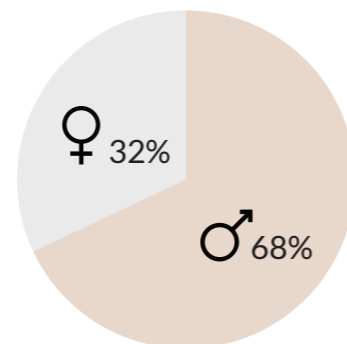
Around half of the rentals was in exchange for jobs around the park and skate classes, and half was in exchange for money

Recommendation: this was not tracked from the start of the programme. Better data collection should give a more precise insight in this division.

\$ The programme had a total income of JA\$62,400, equivalent to USD\$425. All income was reinvested in the maintenance of the Freedom Skatepark (see Skatepark Expenses under 5. Finance).

1222
Total amount of uses

256
Total amount of registrations



13 years old
Average age

2/ Community Support Programme

The Community Support Programme was implemented for three reasons:

- 1.** Involving the skatepark community in the work and developments of the skatepark to instill a sense of ownership
- 2.** Community building: providing activities in which the skatepark visitors can bond
- 3.** Some of the skatepark visitors don't have the financial means to rent a board or protection gear. This programme serves as a 'trade-off' for free board rental: if you help with some work around the park, you get to rent a board for free.

Throughout the season 192 voluntary jobs have been executed by skatepark community members.

The programme started initially with a monthly community activity: once a month a big activity was organised at the skatepark where anybody could participate. Participants varied from Edu-Skate students to parents to skateboarders that were willing to give a helping hand.



30th of July 2020

The first community activity took place on the 30th of July. 36 cubic yards of soil, 30 cubic yards of gravel (courtesy of Paris Skate Culture), 15 fruit trees (courtesy of Trees that Feed) and dozens of plants were delivered to the skatepark. 40 people helped throughout the day to spread out the soil and gravel over unused spaces around the skatepark and plant the fruit trees and plants that were donated.



27th of August 2020

The second community activity took place on the 27th of August. Strips of soil besides the skatepark were defined and outlined with beach rocks, a gravel driveway was made to the front gate and around 200 plants were planted around the skatepark. 39 people helped out throughout the day and snacks were provided for everyone by Sunshine Snacks.



COVID-19

After the second community activity, the second COVID-19 wave hit Jamaica. To prevent big gatherings of people at the park, we organised no more community activities. Smaller activities were organised on a more frequent basis so we could still engage the youth in educational and small communal activities, and they could still earn free board rental.



Activities

Throughout the season, the following smaller jobs have been executed by community members (predominantly -18 youth):

Washing the skatepark protection materials

Gardening (shoveling, raking, planting, weeding)

Drying the park after rainfall

Painting COVID-19 signs

Making wax for the park

Cleaning up garbage around the park

Building a planter box and planting vegetables

Building benches and tables for inside the youth centre

Repairing skatepark boards

3/ Edu-Skate Classes

The Edu-Skate Programme ran for 12 weeks at the Freedom Skatepark on weekdays between 3pm - 4.30pm. The programme was open for anyone between 6-16 to join. Students were predominantly children from the community around the skatepark, but some students came from Kingston for the programme. Students were required to register and were divided over the 5 weekdays based on their skill level. Each student was entitled to 1 weekly lesson, but could join the classes on other days if there was space.



An overview in numbers

Registered students at the start of the season:	64 18 girls (28%) and 46 boys (72%) Average age: 10
Registered students at the end of the season:	129 41 girls (32%) and 88 boys (68%) Average age: 11
Number of classes given:	46
Number of cancelled classes:	14 (all due to rain)
Average attendance per class:	10
Materials for class use:	15 skateboards 15 sets of protection gear
Materials given away:	7 skateboards (graduates) 9 decks 17 sets of shoes 15 pieces of clothing
Injuries during classes:	0

Every lesson a Head Teacher, an Assistant Teacher and the Project Manager were present to run the class. Head Teachers ran their own classes, supported by the Assistant Teachers.

Classes were organised as follows:

Intro:	The classes started with everyone sitting in a circle to introduce the life-skill of the week.
Warm up and trick/activity:	The teachers would proceed with a warm up exercise for the students before getting into the trick/activity of the lesson through which they would work on the life-skill. Students were divided in smaller groups per teacher, so each student got sufficient attention and support from their teacher.
Break:	After around 45 minutes into the class, it was breaktime: the students got some water and fruits in the youth centre and a moment in the shade.
Free skate:	After the break it is free skate time. The students can skate for themselves, but the teachers are still present to supervise and help students out in case they need help or want to learn something new.
Reflection:	The sessions ended with all the students in a circle. The students have a moment here to share their experience of the class, of the life-skill and their accomplishments.

As Concrete Jungle Foundation's core youth programme, the execution of this programme was closely monitored and evaluated in 3 different ways: for each lesson a lesson evaluation was filled out and at the end of the season both students and teachers filled out an evaluation on their experiences. The following summarizes the data gathered through these evaluations.

What went down in the Edu-Skate youth programme?

In the following you will find a week by week summary of the Edu-Skate classes, based on the observations of the Head Teachers. Each week introduces either a social skill, or a skill based on personal competence that contributes to a positive personal development. The students are then presented with a skateboarding activity/ challenge to get real-life experience with this skill.

Week 1

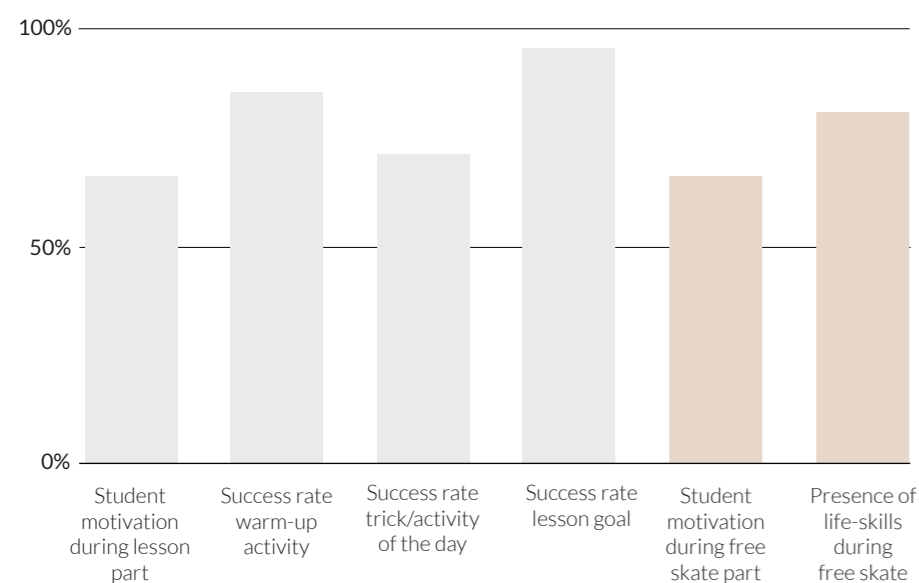
POSITIVE MENTAL ATTITUDE

'I can do it!' You can only learn if you try.

Lesson goal: give every challenge the teacher presents a try.

Classes: 5

Total attendance: 35 (26% girls 74% boys)



'I don't know if I can do it, but I'm gonna try' - Rakive (11 years old)

Week 2

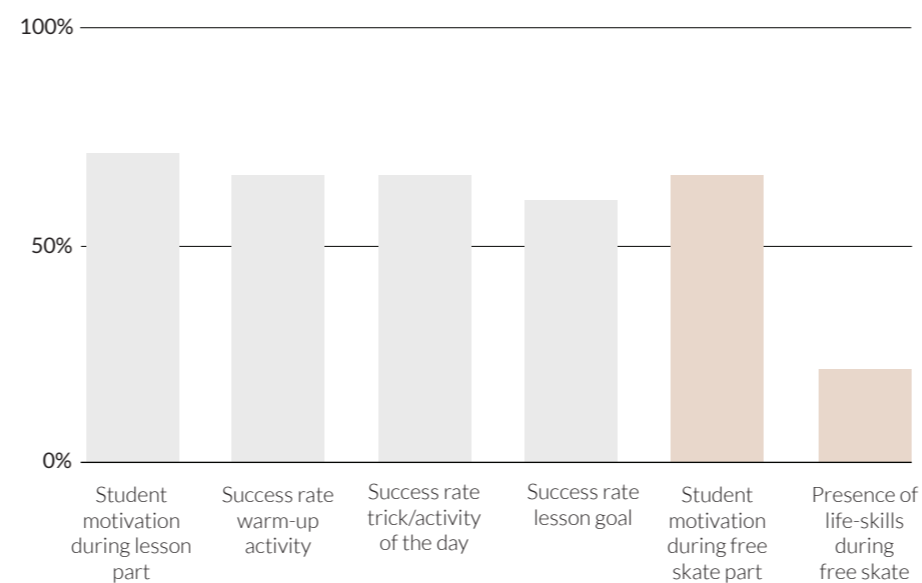
AWARENESS

'I can pay attention' - Not just focussing on yourself, but also on what's happening around you.

Lesson goal: focus your attention so you don't crash into others

Classes: 5

Total attendance: 53 (28% girls 72% boys)



'I can't believe I'm doing this!' - Dania (16 years old, dropping in the miniram)

Week 3

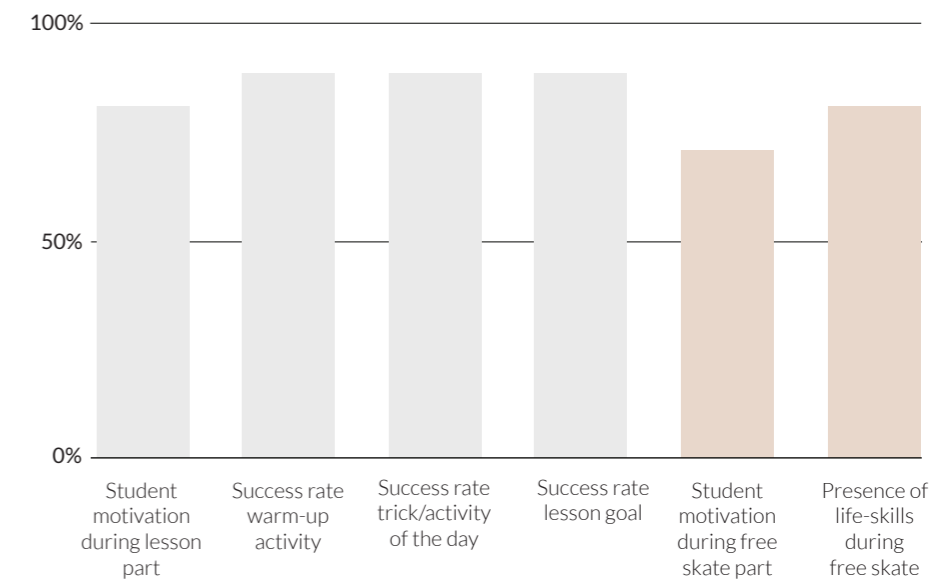
CONFIDENCE

'I believe in myself' - taking your skills to bigger challenges

Lesson goal: Taking a mastered skill to a bigger challenge.

Classes: 4

Total attendance: 35 (37% girls, 63% boys)



'I think I can do it, I want to try by myself now' - Skyler (9 years old)

Week 4

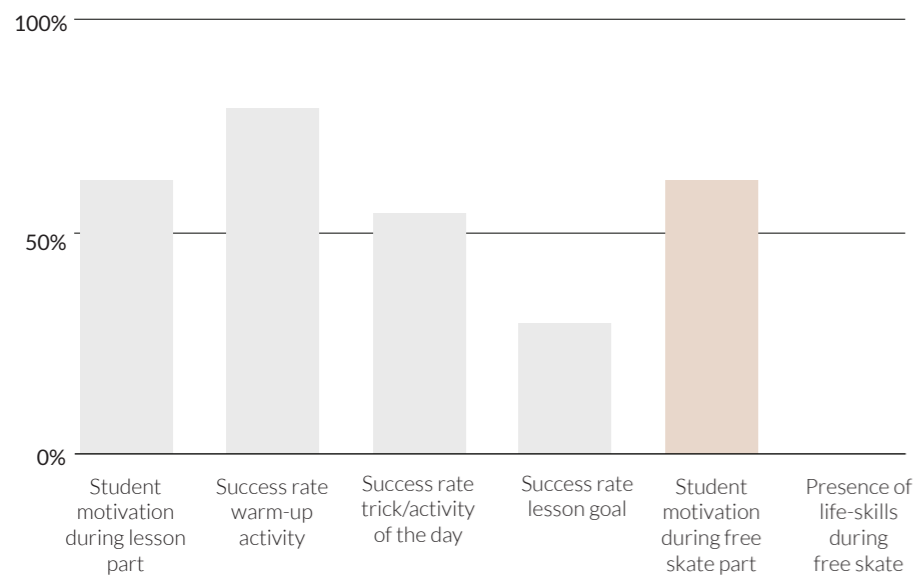
RESPECT

'Give respect where respect is due' acknowledging each other's efforts and accomplishments

Lesson goal: tapping your board (or other acknowledgement) for a good try or a landed trick

Classes: 4

Total attendance: 33 (21% girls, 79% boys)



'I helped someone that couldn't do it'

- Emily (11 years old)

Week 5

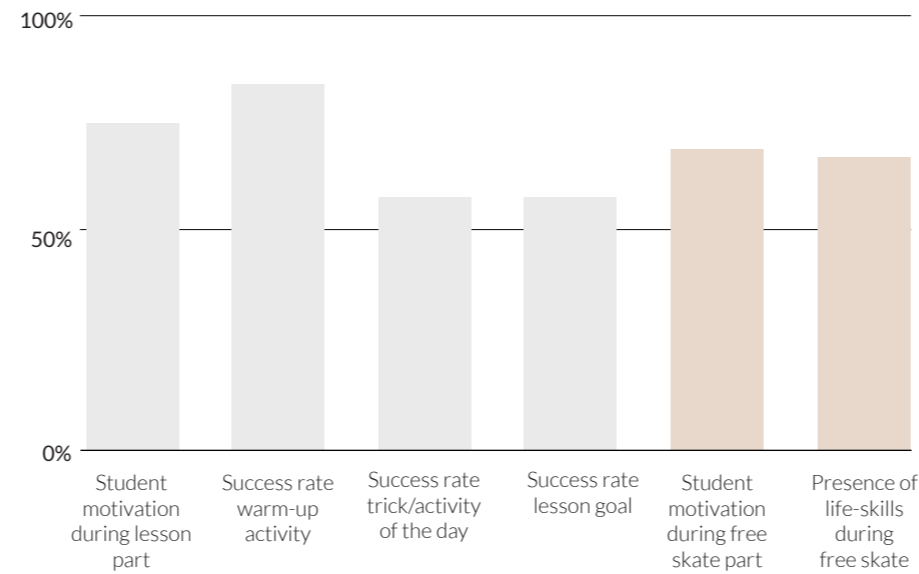
COOPERATIVE LEARNING

'Each one teach one'

Lesson goal: Teaching a trick and learning a trick from another student

Classes: 3

Total attendance: 32 (28% girls, 72% boys)



'I taught him 2 tricks!'

- Nathanael (12 years old)

Week 6

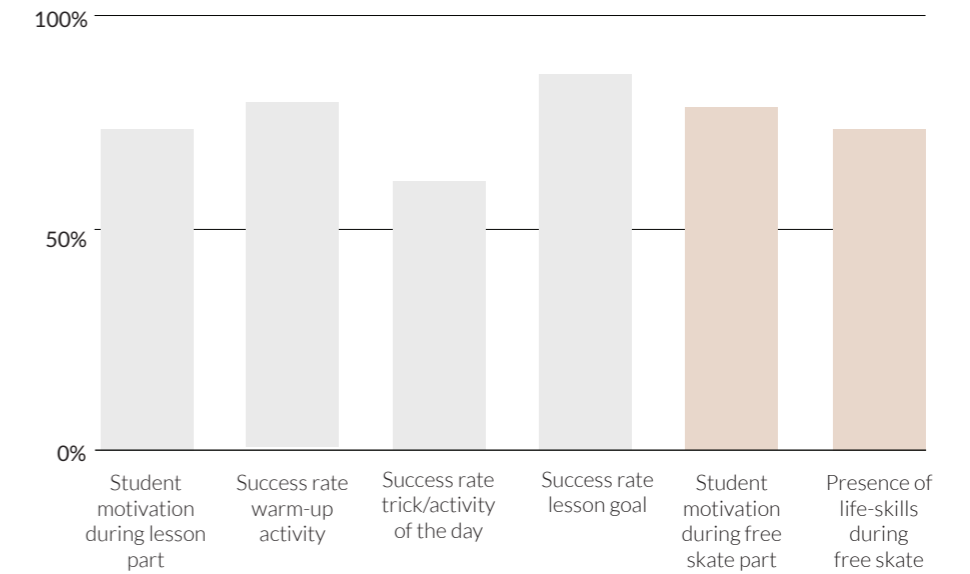
RESILIENCE

'I get back up after I fall down' learning how to fall & trying again after falling

Lesson goal: Try at least 1 more time after falling on a trick

Classes: 3

Total attendance: 38 (26% girls, 74% boys)



'I have faith in myself!'

- Fabion (11 years old)

Week 7

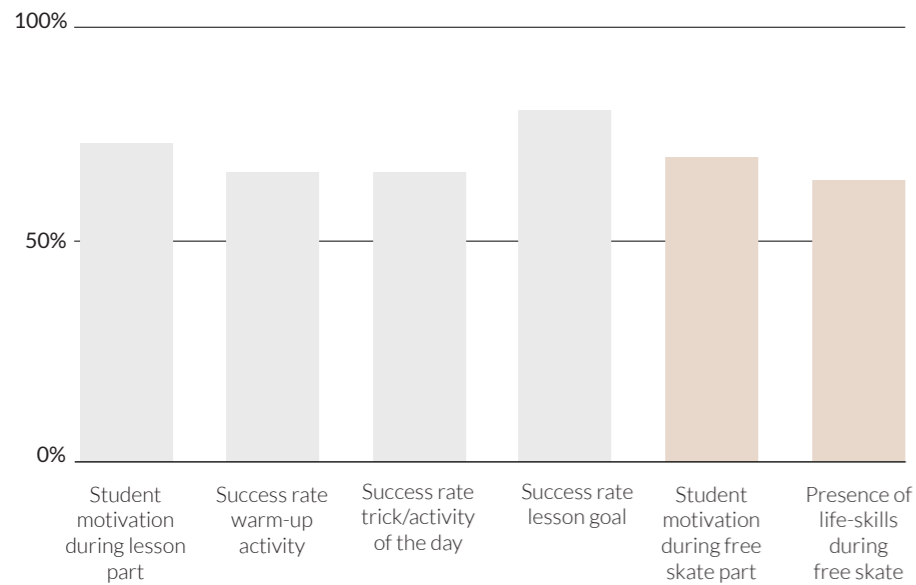
PERSEVERANCE

'I won't give up!' Keep on trying until you reach your goal

Lesson goal: Keep on trying something challenging for at least 15 minutes

Classes: 3

Total attendance: 29 (14% girls 86% boys)



'I can feel it, I just need to do it!'

- Tommy (13 years old)

'But I don't want to stop!'

- Zoe (14 years old, when the break was announced.)

Week 8

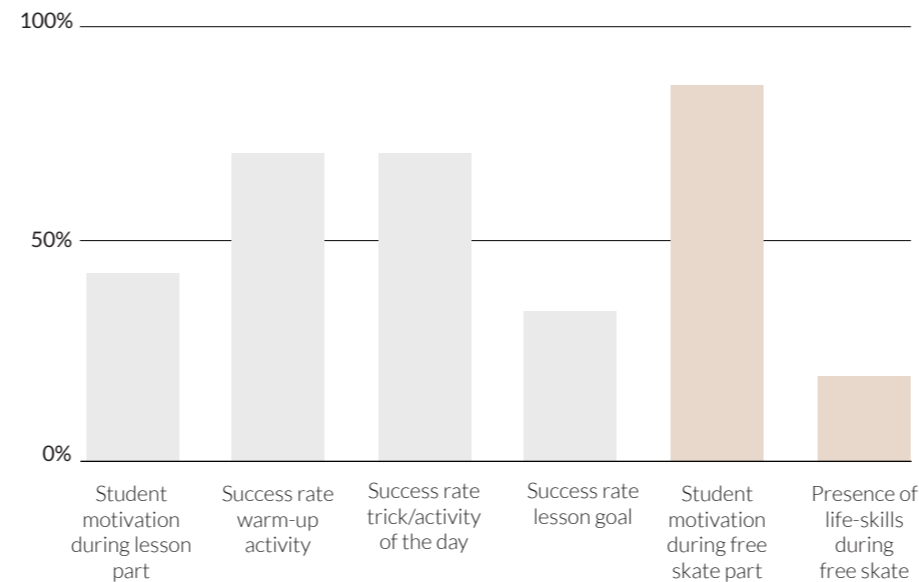
SUPPORTIVE ATTITUDE

'You can do it!' Encouraging others to succeed/ creating a positive learning environment

Lesson goal: encouraging someone to succeed

Classes: 5

Total attendance: 51 (20% girls 80% boys)



'Get it!' - Fabion (11 years old, encouraging his classmates)

Week 9

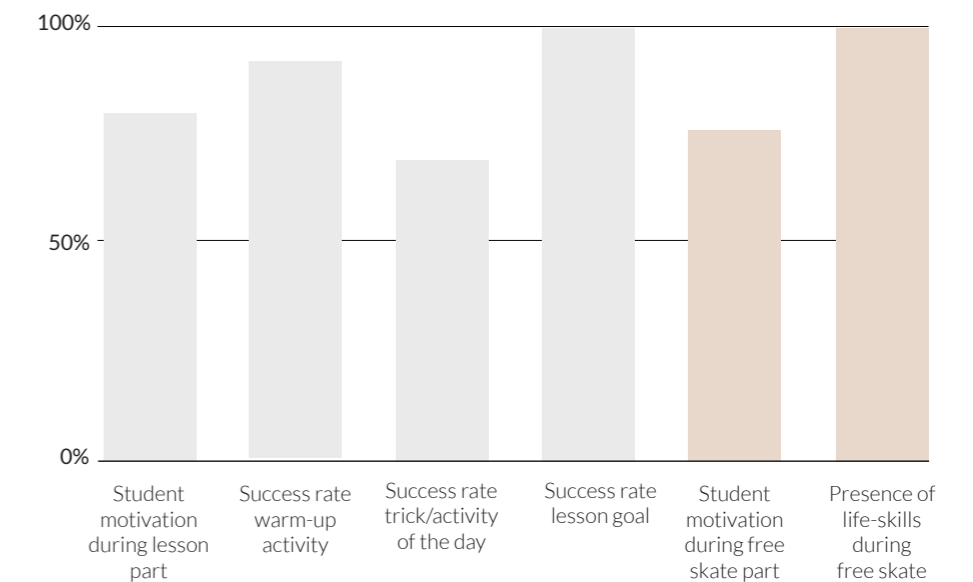
COURAGE

'I can do something that scares me'. Overcoming your fears.

Lesson goal: doing something that scares you

Classes: 3

Total attendance: 49 (20% girls 80% boys)



'I did it!'

- Emma (11 years old, while she was still going down the ramp after her first drop in)

Week 10

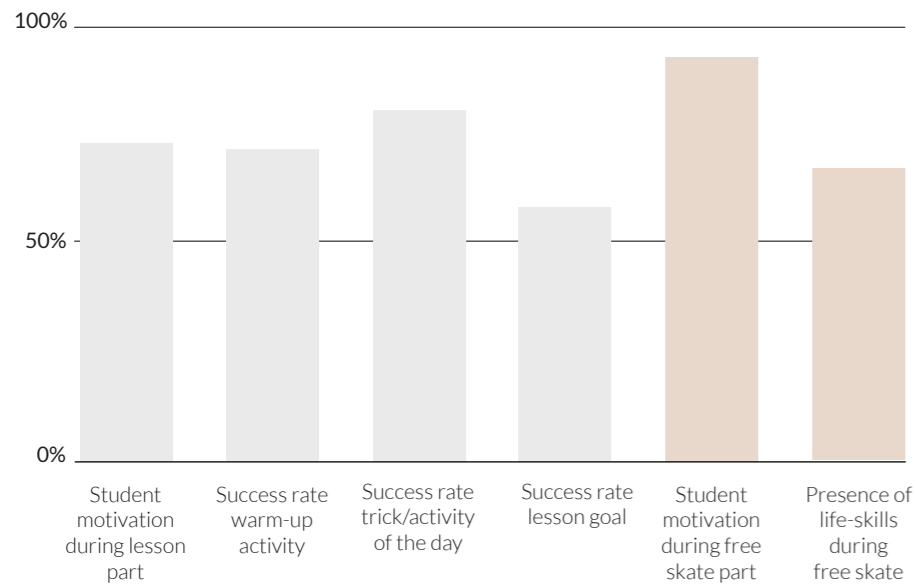
CREATIVITY

'I can create what I can imagine'

Lesson goal: Doing an NBD: a trick you haven't seen anyone do before

Classes: 3

Total attendance: 30 (7% girls 93% boys)



'If you skateboard, you are family, we are one'

Week 11

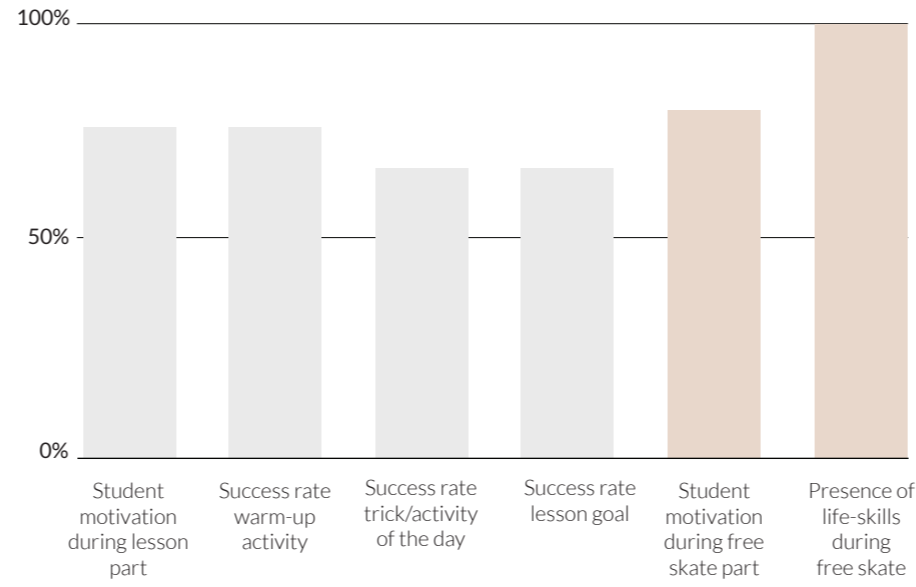
TEAMWORK

'Teamwork makes the dream work!'

Lesson goal: Working together to achieve something you couldn't achieve by yourself

Classes: 5

Total attendance: 53 (15% girls 85% boys)



'I know I can do it, I just need to build confidence' - Kai (13 years old)

Week 12

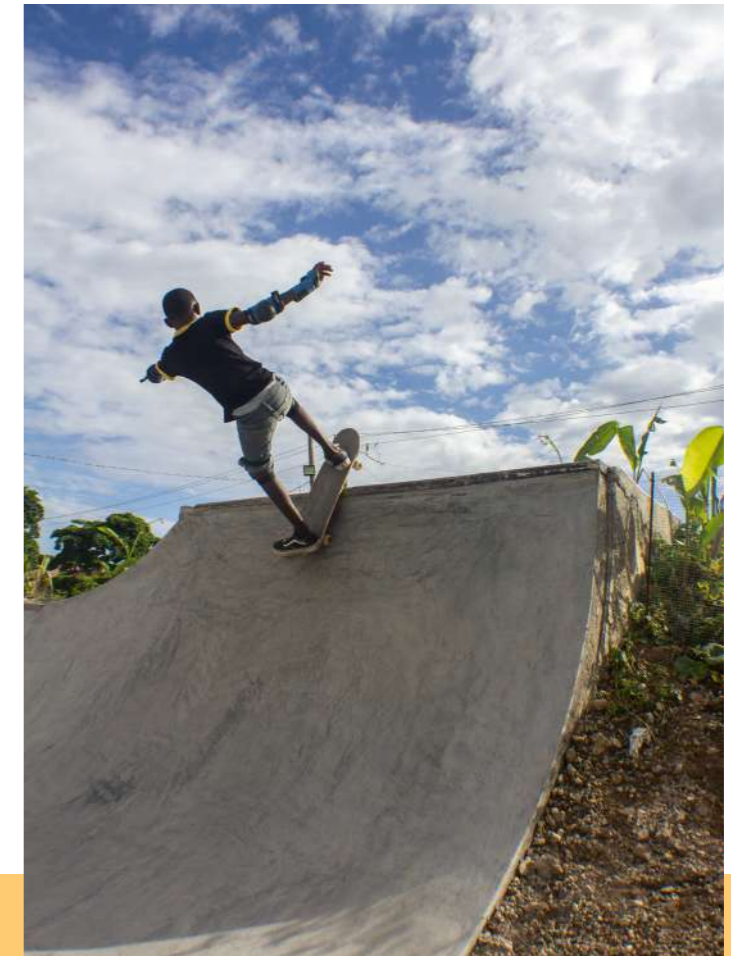
FREE SKATE

No life-skill this class, full free-skate class.

Classes: 2

Total attendance: 22 (0% girls 100% boys)

'I got it!' - Jodain (10 years old)



Season Finale

Normally, the Edu-Skate season would end with a big event and contest. This was not possible this season due to the COVID-19 restrictions. Instead, the 15 students with the highest attendance were selected for an excursion to the only other skatepark in Jamaica: Boston BMX & Skatepark. The excursion had to be postponed due to heavy rainfall and was held on November the 15th. 10 students that returned their parent permission slip and 5 staff members joined the trip, transportation and food was provided. This season of Edu-Skate classes lead to a new addition to the Edu-Skate Programme: the graduate programme. 7 students that have shown they have integrated all the programme's life-skills and can learn autonomously, received a skateboard, shoes and an Edu-Skate Diploma to graduated from the classes. These students are still welcome to the classes, but not anymore to learn: instead they can come to teach the newcomers. There will also be a weekly timeframe for these students to work on video projects: they have been assigned to come with a name and a logo for their crew, and get the absolute best out of themselves in film sessions. Edits will be made out of these videos and posted on CJF's international media channels. All other students received a Certificate of participation, and of course there was a giveaway with shoes and clothes for these students as well.

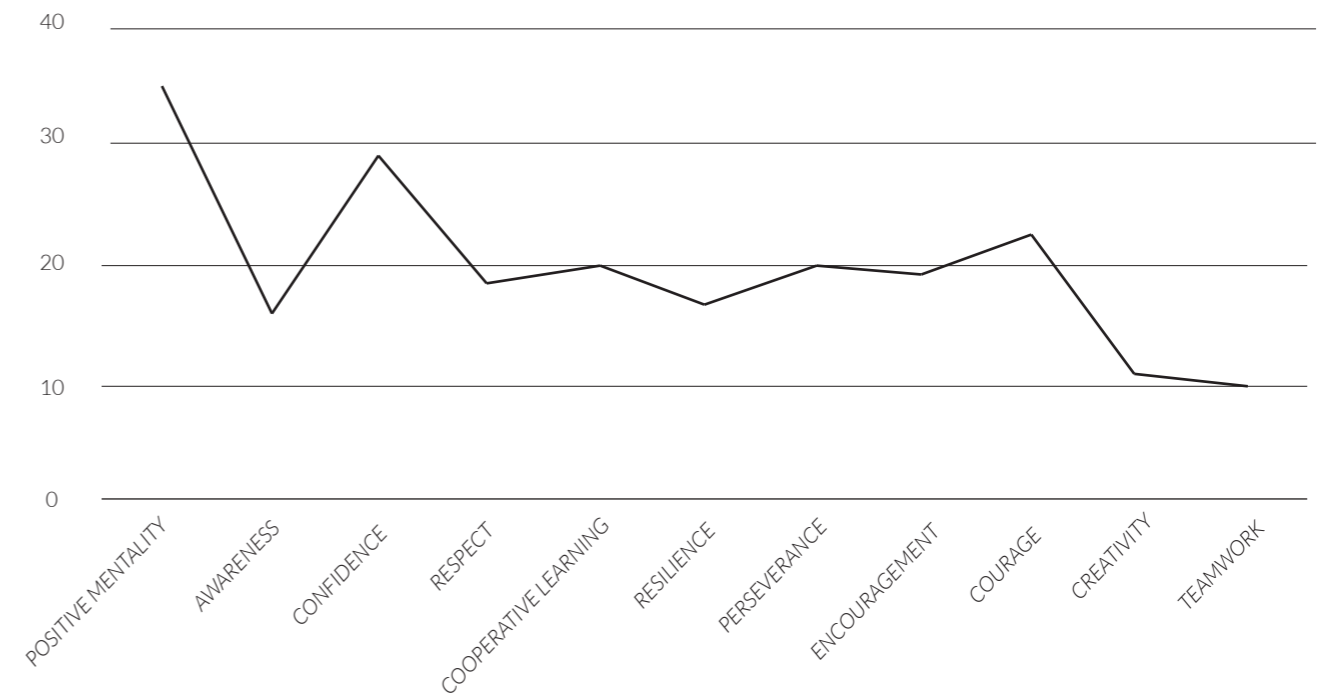
In the weekly graphs, the 'lesson part' columns are distinguished by colour from the 'free skate part' columns. The reason for this, is that there is an important distinction between the lesson part of the class and the free skate part of the class:

- The lesson part of the class is extrinsically motivated for the students: the teachers decide what happens during this part of the class
- The free skate part of the class is intrinsically motivated for the students: the students decide what happens during this part of the class

The reason why this is an important distinction comes from the theoretical background of the Edu-Skate programme: the Self-Determination Theory makes the distinction between these 2 types of motivation. With extrinsic motivation, behaviour is regulated by a source outside the individual, in this case the teachers who present an activity to the students. Although extrinsic motivation can be effective to engage people in a certain behaviour, the behaviour has a better chance to be (continuously) integrated in a person when they choose to engage in the behaviour out of their own will for the joy it gives. This is called intrinsic motivation.

The blue columns in the graphs are a result of the efforts of the teachers and how well they engaged the students in the lessons. The orange columns are a representation of the students' intrinsic motivation for skateboarding and the life-skills we teach. Teachers observed the students during free skate time and noted which of the life-skills they observed in the students' behaviour throughout the free skate sessions of the season. You find the overview on your right.

Observed Life-Skill related behaviour during free skate



You can see that the graph has a general downward trend: a positive mental attitude was observed most and teamwork was observed least. There are 3 main factors that could explain this trend:

- **Exposure.** The lessons were executed in the order of the graph (from left to right). Students are reminded of the previous lessons throughout the seasons, so naturally the life-skills they've been exposed to early on in the programme, would get higher results than the lessons covered at the end of the season.
- **Difficulty/appeal of the life-skills.** The curriculum has a constructive set-up: the further you get in, the more challenging the lessons get. This could explain the downwards trend in the observations of the teachers: the life-skills further in the curriculum are more challenging and harder to integrate. Another reason could be that these life-skills are less appealing to the students.
- **'Baseline behaviour'.** We don't know how students behaved before joining the programme. Maybe the graph is a representation of these behaviours, and the programme did not have any effect on their behaviour, maybe the graph is a full representation of the programme's influence and the outliers in the trend (Awareness and Courage) were executed poorly and greatly respectively. Thorough research would need to be done to see how much the programme influenced the students' behaviour, so we won't make any hard conclusions based on these findings.

Challenges

Weekly lesson structure & COVID-19

We started the season with a maximum of 15 students per class, per COVID-19 guidelines. Students were divided in groups of 15 per weekday and around 5 per teacher. One of the biggest challenges was the reliability of timely attendance of students. It was not uncommon that students would show up late or not at all on their lesson day. This obstructed the structure of the classes.

After a few weeks the students started to get used to the structure of the classes (their time and day), but unfortunately the second wave of COVID-19 hit around this time. Although we took measures like setting up hand sanitation stations and disinfecting protection gear after every use, a lot of students didn't show up to their classes anymore. This obstructed the structure of the classes once again. The classes became more open for participation for any student, leading to a mix of core participants that would show up to multiple classes per week and newcomers that trickled in throughout the season. This required more adaptability from the teachers than intended, but in turn contributed to the development of their teaching skills. Although the season did not have the intended structured approach, we still managed to fill and organise the classes with an average attendance of 10 students per class.

Recommendations: for the next season it is recommended to organise, communicate and consistently stick to a weekly class schedule so the classes can run in a more organised and structured way.

Weather

The weather brought 2 challenges to the execution of the skate classes: rain and heat. A total of 14 classes were cancelled due to the rain, another 6 were stopped prematurely or started later due to rain.

On the other hand, it was sometimes so hot that it was hard to run a class: children would get tired quickly and it is not responsible to have them out in the heat too long. On these days we would schedule multiple water breaks, and free skate time alternated between skating and chilling in the shade.

Recommendations: lessons being rained out mostly had to do with the hurricane season. Nonetheless, a recommendation with rain or extreme heat would be to prepare an alternative activity for the students in the youth centre on these occasions.



Class organisation

Examples from the lesson evaluations show that grouping students with the same skill level helped with engaging them more in the lessons. Although students were divided up based on skill level at the start of each class, due to the obstructed weekly structure the skill level of the students that came was sometimes too diverse to make appropriate groups.

'[.....] excelled and dropped in by herself in the miniramp. This pushed others, especially [.....], who was hesitant to skate at first (had to get her in the park).'

'[.....] needs more support because she is a lot younger than the rest, this leads to less focus on the other students.'

Recommendations: organise the classes in a way that students of around the same skill level have class on specific days.

Free skate organisation

Although the free skate part of class is open for the students' decisions, there was a clear pattern visible during the free skate sessions: at the start of the season the students mostly stuck around the teachers, asking them for challenges or help. Throughout the season, students that learned quicker started to skate more together, separately from the teachers while the slower learners benefited from sticking around the teachers for support on individual needs.

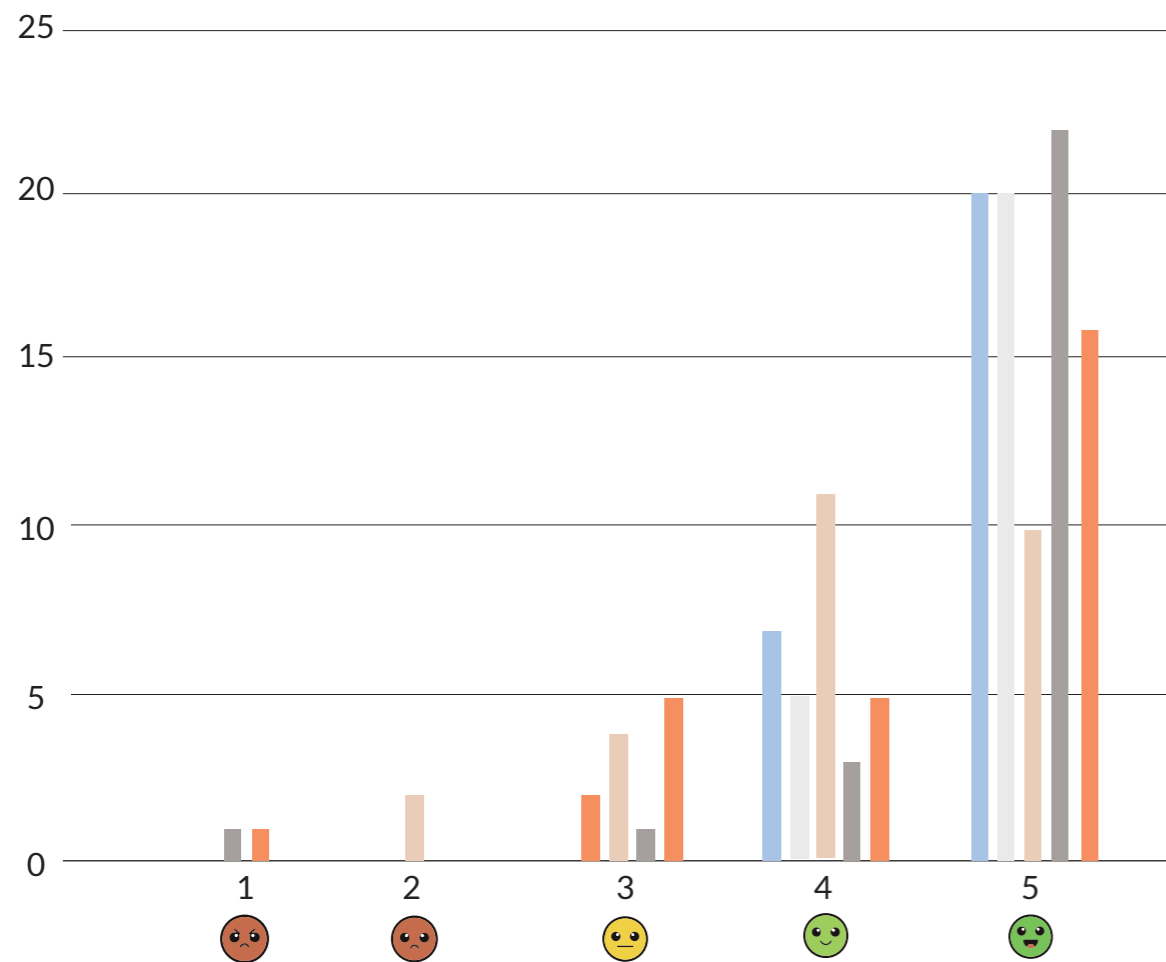
Recommendations: the teacher team defines before the class who takes on which role during free skate: supervising the more advanced students, or helping the beginners.



How did the students experience the programme?

PERSONAL EXPERIENCE

- The students that were present during the last 2 weeks of the programme were asked to fill out an evaluation form on how they experienced the programme.
- 27 students filled out the evaluation form (9 girls (33%) and 18 boys (66%), average age: 13)
 - The evaluation was broken down into 2 parts:
 - ‘How did you feel about...?’ questions regarding their personal experiences. Answers were given with emojis on a 5-point scale
 - 6 questions about the organisation of the classes



- How much fun were the classes?
- Did the teachers help you well?
- Was there enough space to do what you wanted to do?
- Did you make friends?
- How good do you feel about your skateboarding skills?

1 How much fun were the classes?

With no negative responses, this was the most positively responded question. 20 students gave the most positive response, 7 students gave a positive response. It is safe to say the students experienced the classes as fun.

2 Did the teachers help you well?

2 students gave a neutral response to this question, but there were no negative responses. For many of the teachers this was their first experience teaching skateboarding in a professional setting. This meant there was a lot to be learned, but with 5 positive responses and 20 responses on the most positive answer, the students seemed to have felt well supported by the teachers.

3 Was there enough space to do what you wanted to do?

The answers on this question were divided. Although half of the class was open to the students' decisions, some of them seemed to have wanted more space to do what they wanted to do: 2 students responded negatively to this question and 4 neutrally. A solution could be to involve the student in the lesson planning for next week: what would they like to practice?

These first 5 questions are supposed to give an indication of how well the programme satisfied the basic psychological needs of the students. Responses were tilted heavily towards the positive, which is a good indication that the students generally felt comfortable during the programme. This is an important factor in engaging the students and for them to learn and integrate the lessons the programme teaches.

4 How did you feel about the other children in class: did you make any friend?

This question had the most ‘most positive’ responses out of all the questions: 22. For most of the students the skate classes seemed to have served as a great platform to make friends. However, there was 1 student that gave the most negative response to this question. Teachers could pay more attention to make sure each student is comfortable in their group and getting along with the others.

5 How good do you feel about your skateboarding skills?

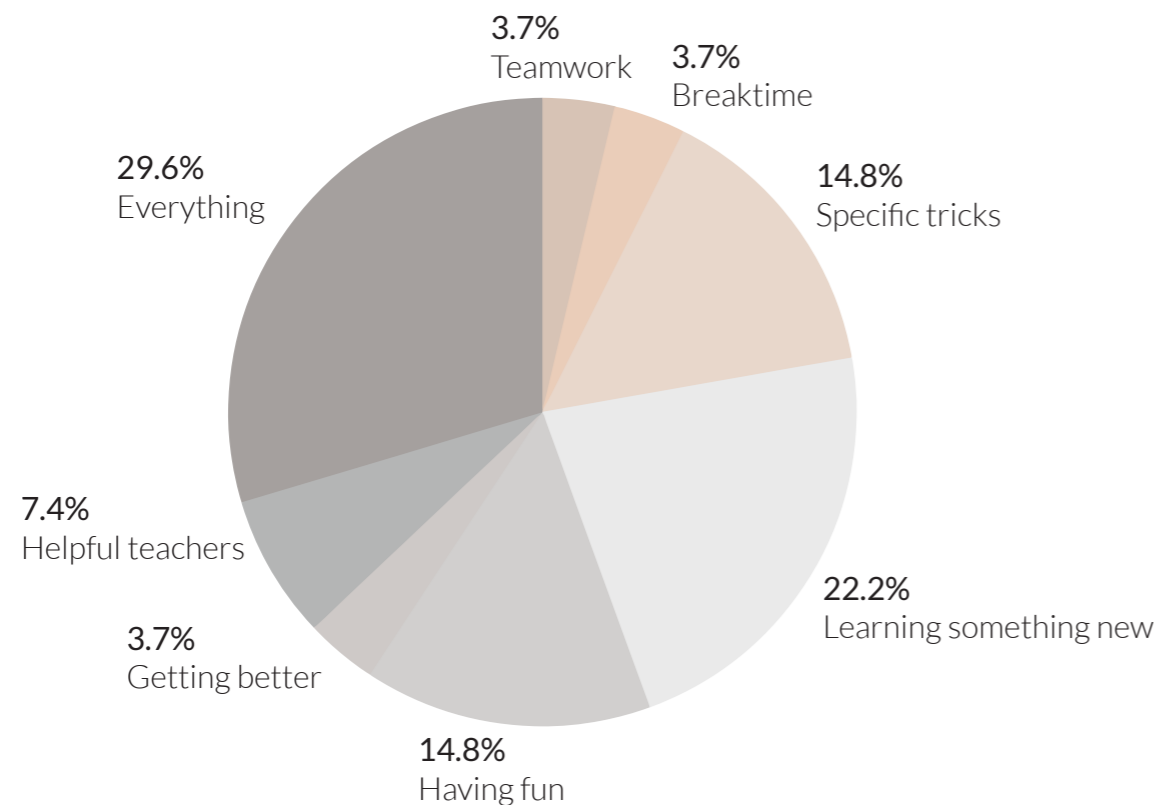
Most responses to this question spread out from neutral to ‘most positive’. Overall, students seem to feel content with the skills they developed over the 3 months of the programme. Only 1 student gave the most negative response to this question. This could have something to do with that there was a large range of skill levels in the classes and a lot of newcomers joined later on, which contrasted with the students that had been following classes from the start. Sticking to a structure where students are grouped together on their skill level could boost their perceived competence.

FEEDBACK ON THE PROGRAMME

What did you like most about the classes?

Besides 'everything', the most prevalent answer of the students was 'learning something new', which corresponds with the first life-skill: a positive mental attitude (giving something new a try). This was also the most observed life-skill during free skate by the teachers. 'Having fun' and specific tricks like the ollie or dropping in were both mentioned by 4 students as the thing they liked most about the classes, 'helpful teachers' was mentioned by 2 and 'getting better', the teamwork class and 'breaktime' were mentioned by 1 student each.

'The teachers were very helpful and non judgmental'.



What could be better in the classes?

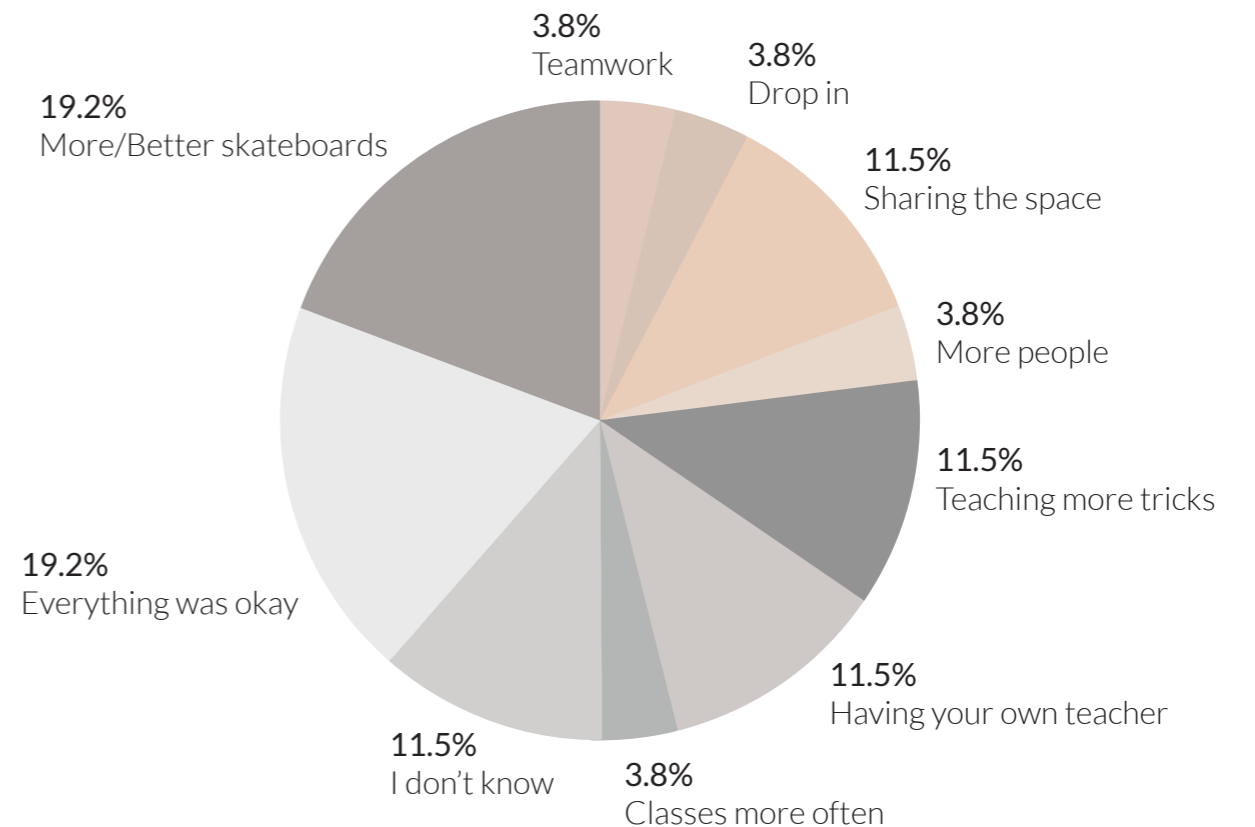
About a third of the students didn't have any comments for feedback. The most prevalent answer after that was that there could be more or better skateboards. Most of the boards we had for this season were in use everyday for around 8 hours per day, so they were pretty beaten down by the end of the season. Thankfully a donation from Skateboards For Hope restocked our parkboards at the end of the season and enabled us to run a new season of Edu-Skate. 3 Students mentioned they would like to have their own teacher, and 3 students requested more tricks are taught. With a 1:5 teacher/student ratio we have been able to teach most students at least 1 new trick every class.

Recommendation: With more awareness of each individual student's needs, we would be able to better tackle both these points. The classes would need to have a more stable structure to be aware of these differences between students' needs.

3 Students commented that looking out for each other and sharing the space of the skatepark could be better. This corresponds with the low score on 'Awareness' in the graph of observed behaviour during free skate by the teachers.

Recommendation: this lesson needs to be worked out more thoroughly to have better results.

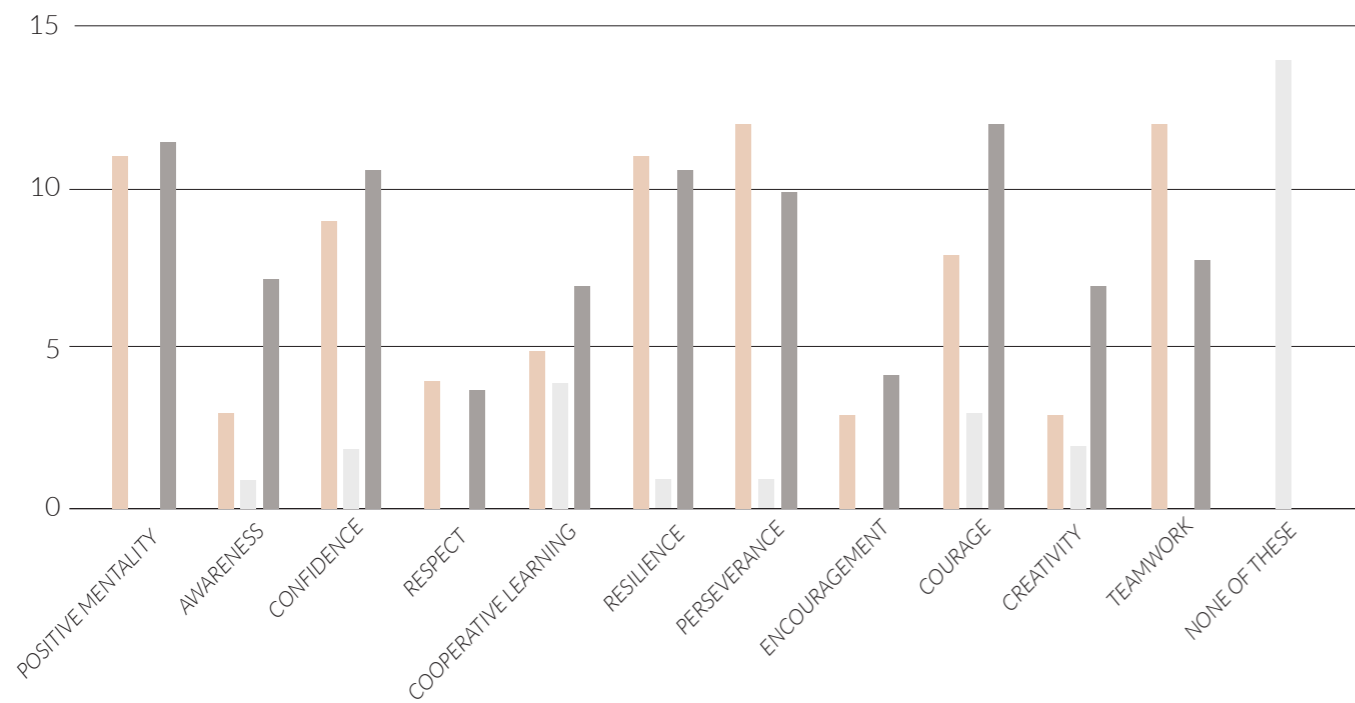
'Teamwork', 'drop in', 'more people' and 'classes more often' were mentioned by 1 student for improvement points in the classes.



Student opinion on the class x success rate on the lesson goals

The classes the students liked the most were 'teamwork', 'perseverance', 'resilience', 'A positive mental attitude', 'confidence' and 'courage'. Apart from the teamwork class, these results correspond directly with the observed student success rate on lesson goal achievement: the exact same classes scored highest on lesson goal achievement. The reason the teamwork lesson scored so high, likely has something to do with that lesson evaluations started in the week of the teamwork class and this lesson was the freshest in the students' minds.

An interesting observation here is that all these lessons except teamwork are related to personal competence life-skills. Students might like this type of classes more than the social skill classes, or alternatively, the social skill classes might need better activities to engage the students more.



- Success rate lesson goal (%) (from lesson evaluation)
- Which class(es) did you like the most?
- Which class(es) did you like the least?

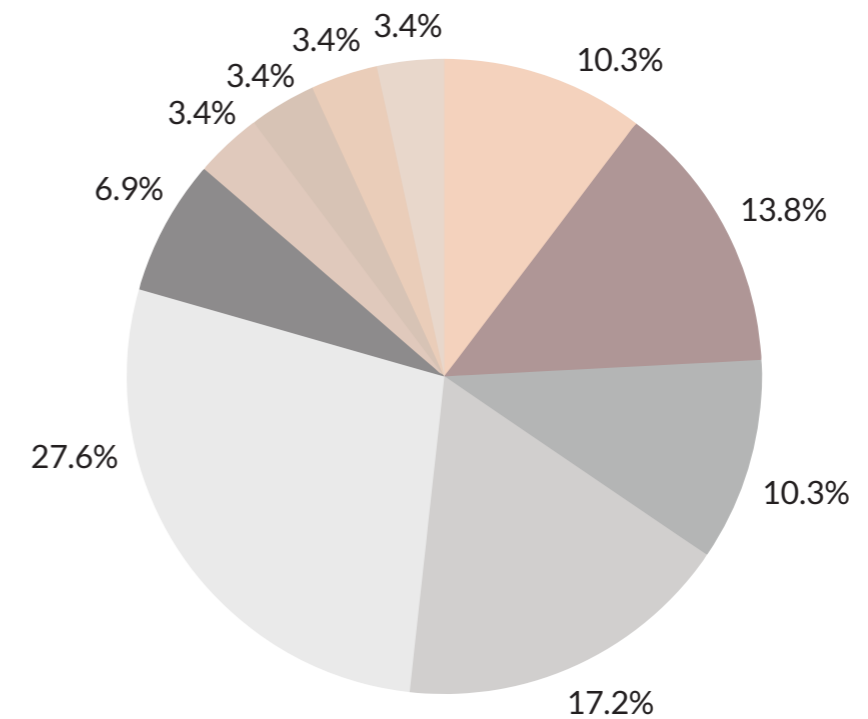
What is the most important thing you've learned in the skate classes?

About a third of the answers to this question related directly to skateboarding skills: they found learning 'new tricks', 'the ollie', 'dropping in' and 'balance' the most important things they've learned. 3 students stated that 'having fun' was the most important thing they've learned.

The rest of the answers related to the life-skills of the programme:

- 1 student's answer related to awareness (looking where you're going)
- 1 student's answer related to courage (doing something scary)
- 2 students' answers related to confidence (believing in themselves)
- 5 students' answers related to teamwork
- 8 students' answers related to perseverance (not giving up / keep on trying)

With about 2/3 of the answers on this question relating to the life-skills of the programme, it seems that students definitely picked something up from the programme.



- Not giving up / Keep trying (27.8%)
- Teamwork (17.2%)
- Ollie (3.4%)
- Dropping in (10.3%)
- New tricks (13.8%)
- Having fun (10.3%)
- Believing in myself (6.9%)
- Doing something scary (3.4%)
- Look where you go so you don't hurt others (3.4%)
- Balance (3.4%)

4/ The Freedom Skatepark Foundation: the staff, the committee and the board

Project Management and the Freedom Skatepark Foundation

Concrete Jungle Foundation put a Project Manager in place and provided the funds for staff salaries.

The Project Manager was in charge of managing the skatepark staff and reporting to the Freedom Skatepark Foundation (Committee and Board).

The Project Manager was on the ground on a daily basis to supervise and support the skatepark staff.

Any day-to-day issues and developments at the Freedom Skatepark were discussed with the Freedom Skatepark Committee in a monthly meeting.

In a monthly meeting with the Freedom Skatepark Board, financial and operational decisions were made.

Skatepark Staff

6 local staff members (all male) were contracted during the first season to execute the programmes at the Freedom Skatepark and were compensated on a weekly basis. 3 local freelancers were paid (2 male, 1 female) to substitute for classes and for graphic design work.

‘All intended programme activities were carried out, and for that I’m thankful to all our staff members. They truly put their hearts into their work. Although we all had to get used to working in this brand new work environment, fine tune the structures in place to execute the plans we had for this season and deal with the COVID-19 situation, I’m proud of the results this season. We laid a solid foundation that I’m excited to build up from: the future holds great things for the Freedom Skatepark.’

- Tim van Asdonck (FSF Project Manager - CJF Programmes Director)



Skatepark & Media Manager
Jeff Crossly



Skatepark Manager
Blake Burnett



Edu-skate Head Teacher
Ivah Wilmot



Edu-skate Head Teacher
Rayquon Abrahams



Edu-skate Assistant Teacher
Joshua Mattis



Edu-skate Assistant Teacher
Daniel Mattis

Skatepark Management

Skatepark Management was a new addition to CJF programming this project. A structure of responsibilities was designed for the 2 persons that would manage the Freedom Skatepark, and the Project Manager worked closely together with them to implement and finetune this structure. Responsibilities included supervising the park, running the Get-on-Board programme and executing community support jobs, keeping the skatepark clean and watering the greenery. 4 injuries that required medical attention were reported since the build of the skatepark: 2 broken arms (before the Skatepark Management was operating at the park) and 2 cuts (1 collision, 1 fall). Police had to be informed on 1 occasion of misconduct. On a handful of occasions children were sent away from the skatepark for misbehaving at the skatepark (better data collection is required for more accurate reporting).

Neither one of the Skatepark Managers missed any of their shifts. Their working structure was fine tuned over the course of the season as new challenges and situations were met. The Skatepark Managers didn't always fulfill all their responsibilities as required, which could have been resolved with more clear and frequent communication from the Project Manager on working procedures.

Recommendation: implement a clear weekly structure with report on responsibilities and a weekly meeting with the Project Manager to make sure tasks are clear and discuss how to deal with arising challenges.

Edu-Skate

There were 2 Head Teachers and 2 Assistant Teachers employed to run the Edu-Skate classes. The Project Manager was in charge of organising and executing the Edu-Skate classes. He was present every class to guide the teachers through the programme.

What went well?

'The Freedom Skatepark serves incredibly well for teaching classes. The park is built in a way that students can easily progress and build their skills up in steps. At the start I guided the teachers through their classes and we taught the same lesson together, at the fourth week of the programme I gave the head teachers more independence in organising their classes after doing the introduction with all the students together. I needed to provide them less and less guidance throughout the course of the season. Setting concrete goals helped in both putting the teachers to work and letting the students work on the life-skills. Although at the start of the programme there was some work to be done in correcting ill-mannered behaviour of some of the students, students were generally receptive and excited for the classes we taught, which helped greatly in both engaging them in the programme and in their skill progression. Lots of students came with specific things they wanted support with during free skate, which I wasn't used to. I think this was a good sign that the students were excited about skateboarding, which made it very easy to work with them. Although fully engaging the beginners and more challenging students was sometimes still difficult for the teachers, they did an excellent job in engaging the advanced students in the classes.



→ The two key elements of success throughout the programme came down to dividing the class over the teachers in groups with matching skill levels, and finding the optimal challenges for the skill level of the students.'

What could have gone better?

- 1 The biggest point to mention here is that on 33 occasions, a teacher was late or did not show up to their class at all. The reliability of the teachers was the biggest issue this season.
Recommendation: stick to the 3 warning system: after the 3rd warning, disciplinary action will follow
- 2 Especially at the start, students showed up late for class, obstructing the class structure.
Recommendation: stick more consistently to lesson structure and communicate this clearly to the students. Students have to understand that we work with a specific time frame.
- 3 Working on some of the life-skills. A clearer explanation and activity for especially the Awareness and Supportive Attitude lessons should be developed, to make these lessons more effective.
- 4 Communication and coordination between teachers.
Recommendation: holding a weekly teacher meeting to evaluate this week's classes and prepare for next week's classes. Details like division of responsibilities and time management can be discussed.
- 5 Giving teachers more specific instructions to teach specific tricks (like dropping in).
- 6 Letting teachers do the class introduction more.

Media Management

One of the Skatepark Managers took on media management duties, including videography, photography and social media management. This position needs more attention.

- The Media Manager was not able to fulfill videography responsibilities (1 video per month)
- The Media Manager missed 4 out of 12 deadlines on photography (upload 10 pictures weekly)
- The Media Manager missed 6 out of 12 deadlines on social media management (any activity would have counted, but there were 6 weeks of inactivity)

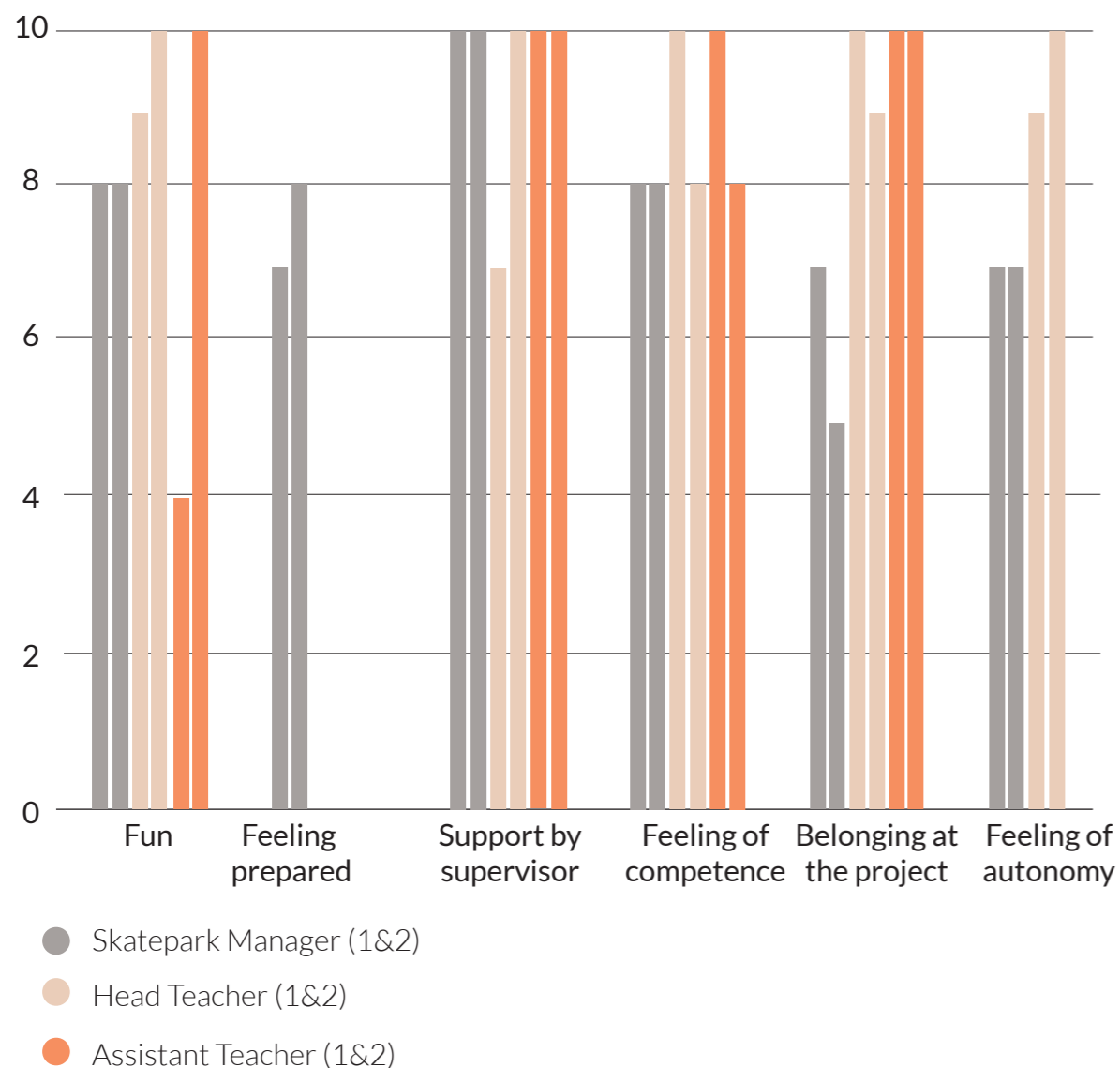
Recommendations:

- define a clear structure for the Media Manager to work with, with concrete goals and clear working procedures
- Have a weekly meeting with the Media Manager on development
- Separate the videography aspect from this position and create a videographer position

How did the skatepark staff experience the season?

Each staff member had an individual evaluation meeting with the Project Manager, and filled out an evaluation form at the end of the season. As with the student evaluation, there was a section based on personal experiences and a section to feedback the structure that was implemented. With an eye on a bottom-up approach and building local capacity, we have a look at the results of these evaluation forms.

PERSONAL EXPERIENCE (STAFF MEMBERS)



1 How much fun did you have in your job?

With an average of **8.2**, the staff members seemed to have fun in their positions. *'I've been skating a long time and usually it would take a new skater at least a year to get to the level some of the students are at right now .. having a park and experienced teachers has helped to bring out the full potential in most the people who took part in the program .. Being a person who loves skateboarding it was really fun to see the skaters progress as much as they did.'*

1 of the Assistant Teachers reported a 4 on this question, and elaborated on his answer by saying that sometimes it's a lot to handle.

Recommendation: Concrete goals and procedures on how to handle difficult situations could help the teachers feel more in control.

2 How well did you feel prepared to be managing the Freedom Skatepark?

Due to an administrative fault, this question was not included in the teacher evaluation, so will only apply to skatepark management. For both of the Skatepark Managers their job was a new challenge, as they were the first official Skatepark Managers in Jamaica. The structure they worked with was discussed beforehand and adapted over the course of the season with trial and error as new challenges and situations arose. The skatepark managers responded with a 7/10 and an 8/10. *'We were not always fully prepared, but usually as a result of figuring out new situations.'*

Recommendation: redefine the skatepark management structure based on the challenges and situations encountered in the past season.

3 How well did you feel supported by your supervisor throughout the season?

With an average of **9.5**, this was the highest scoring question. Staff felt well supported by their supervisor throughout the season. *'I felt that anything that was an issue or was needed was dealt with as soon as possible.'* *'[Project Manager] has been very communicative throughout the time I've been working here at Freedom skatepark. He listens and takes matters into consideration, and if it needs to be done , he ensures that the necessary tools are provided.'* *'I have an understanding of skateboarding and how to show a person what steps they could take to improve but while working with [Project Manager] and the others I've learned way more than I expected. I think both students and teachers learn something new after each lesson.'* *'Because he teach me the right thing to do when I see it wrong.'*

4 How competent did you feel at your job?

With an average of **8.7**, staff felt competent in handling the challenges that came at them. *'There are new challenges every day, and i have not always been perfect at my job, but i feel i have always been able to rise to those challenges.'* *'I felt very competent managing the park, however, the very first few weeks i'd say was the hardest, and that was mainly because of the different types of children coming to the skatepark. some were very ill mannered, so learning to deal with them was a learning process.'* *'I basically love what I do. I really love skating, I get to teach kids skateboarding and life skills I didn't necessarily have when I was growing up.. I know that I can help them progress and teach them right from wrong (well I'll try). So when I received this opportunity it just felt right to be here.'*

5 What could you have used more help with?

'Learning how to deal with the youths on a personal level, discipline etc.'
'for the most part, on the days that i'm working at the park, i believe i have most things within my reach under control. Where I would require some assistance is in the cleaning of the bathrooms.'
'Some students progress faster than others, most times I'd know what to do to keep them stoked and engaged in the lesson but sometimes a student would finish a drill before the others and it would slow down the lesson for that person ... there still things I could learn to keep them progressing at their own rate so it doesn't feel like anyone is left behind or held back.'
'To teach the little ones to build up their confidence.'
'Help the kids to be careful with each other.'
'Teaching the kids with ways how to help them learn.. which is unconventional example putting my knee under the board to help them jumping in.'

Recommendations:

- a concrete procedure on how to deal with (difficult) children should be developed and communicated with the staff.
- More specific instructions can be given to teachers how to teach awareness, confidence, different progression rates of students and practical teaching tips.

6 How much did you feel you belonged at the project?

With an average of **6**, this question received the lowest scores from the Skatepark Managers with the following reasons:
'I feel a big part of the project because of my presence, but I wish I was a part of the build.'

'As much as I've been riding bmx for many years, I had only recently moved to Bull Bay, which made me the only BMX rider in the community. I felt the project was more geared towards the development of skate boarding, and not so much about BMX riding.'

With an average of **9.3**, the teachers felt a big sense of belonging:
'Without this skatepark I dont know what I would be doing.'
'Skateboarding is my life.'

Recommendations: A dialogue with the BMX community and their wished activities at the skatepark could make BMX more a part of the project.

7 How much did you feel you could make your own decisions?

With an average score of **8**, staff members felt like they could make sufficient decisions.
'Most of the decisions i've made has been approved from the project manager and the second manager. seeing that this project is also very new to our country and community I do believe that I too have some say in how things can be approached and managed.'

'Like I could definitely move around & I had space to make the kids more comfortable with learning a new trick and I had the big homie [Project Manager] to help me now and again.'
'I feel like the supervisors trusted our decision making process enough to let the instructors be responsible for their classes.'

1 Assistant Teacher responded with a 5 to this question with the following reason:
'I'm not really a decision person, I'd rather take orders and fulfill.'

What did you find difficult in your position?

Staff mentioned:	Recommendation
Keeping the youth in line	Disciplinary Procedure for difficult youth
Rude kids that are part of the programme/ not part of the programme	
Keeping track of boards on busy days	Clearly marking the park boards
Keeping the park clean of rubbish	Involve the youth in cleaning up (community support job)
Staying calm under all situations	Provide Managers with more structure and guidelines
Intoxicated adults	Security guard at the Skatepark
Keeping the students focussed	More specific instruction to teachers
Teaching drop in/ present students from falling	
The heat	Think of alternative activities with extreme heat

What have you learned/ achieved/ improved over the season?

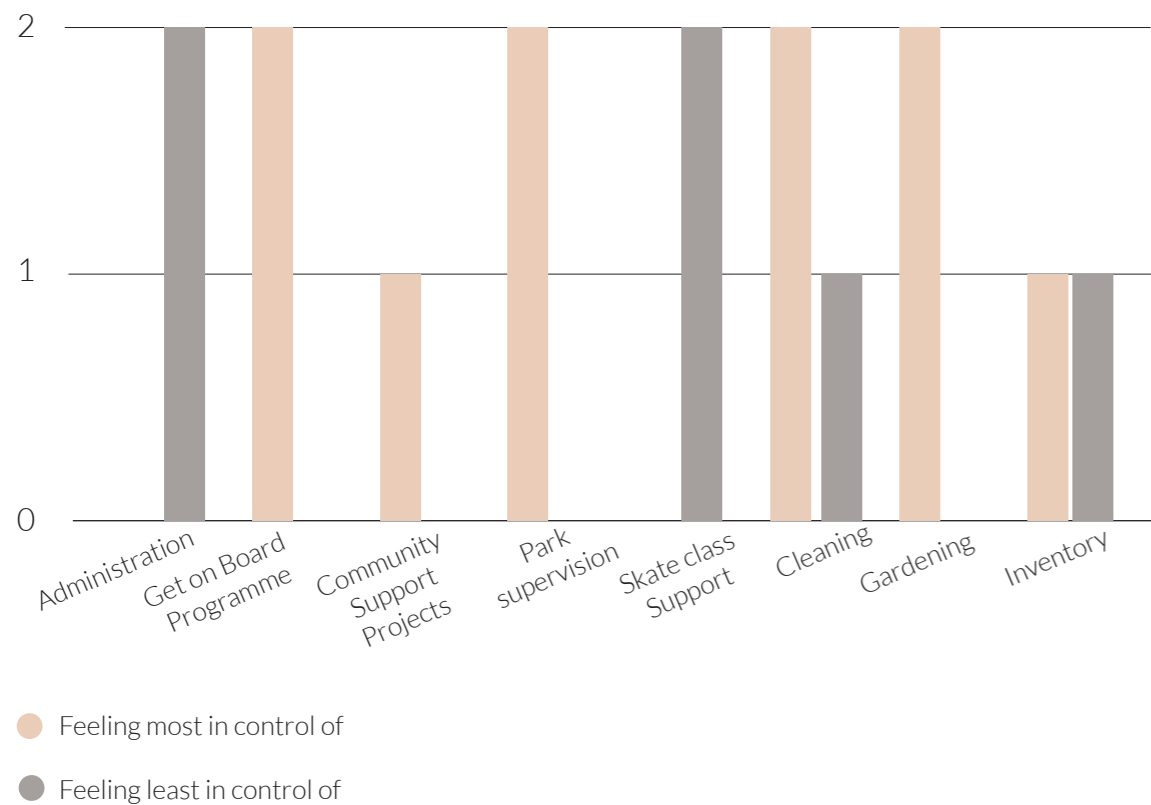
- Learned how important community development is
- Still learning how to teach some of the youths about personal development
- I easily doubled my bag of tricks on a skateboard since starting the position
- To be a better listener
- To be there for one another and not fighting with your skate family
- Better teaching skills/ I improved on teaching kids more than one trick a day
- I achieved whenever my students land a new trick
- A new spirit: I feel more
- Identifying a student's level and helping them progress from there
- Safety tips
- New teaching techniques

SKATEPARK MANAGEMENT STRUCTURE

Feeling of Control over Job Responsibilities

Skatepark Managers felt least in control over keeping track of administration and supporting the skate classes. There was also a feeling of less control over inventory and cleaning the park. Skatepark Managers felt most in control over the rental programme, supervising the skatepark, cleaning and gardening. There was also some feeling of control over community support projects and inventory.

Recommendations: a meeting with the Skatepark Managers to clarify the working procedures regarding administration, skate class support, cleaning and doing inventory.



What did you like best about the Skatepark Management Structure?

- We are free to skate with the youths
- Decisions are made based on what is best for the youths and the park
- We involve the community as much as possible/ managed by the skate/BMX community
- The operating hours
- Free classes

What could improve in the Skatepark Management Structure?

- clarity on what tasks need to be done
- community support tracking could use some help
- separating the shop space from the youth center would be helpful
- regular meetings regarding projects and community development activities.

Recommendations:

- clarify and communicate Skatepark Management tasks (especially community support activities)
- Weekly meeting with the Skatepark Managers
- Install a grill between the 2 containers

EDU-SKATE CLASS STRUCTURE

What did you like best about the classes?

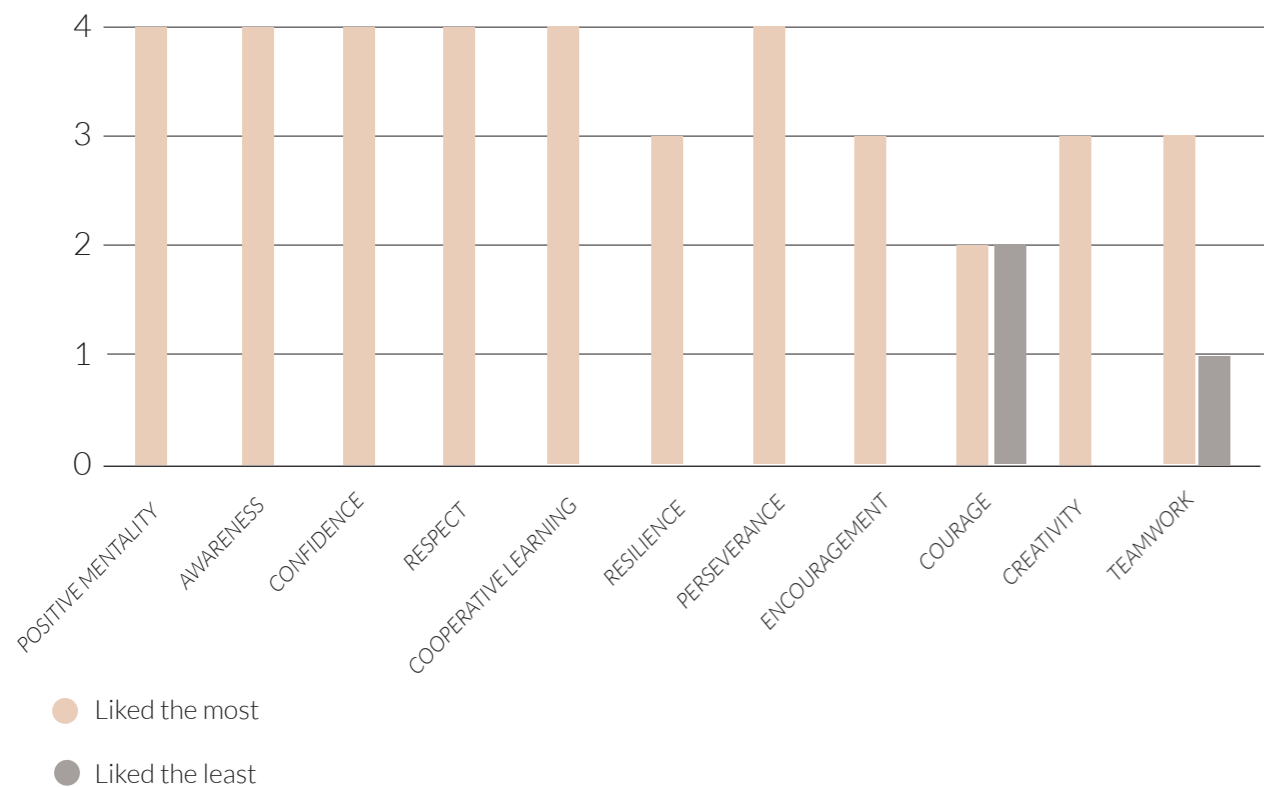
- Students are very receptive
- Skating with the students
- Teaching advanced tricks
- Breaktime
- The beginning of the sessions where we explaining the week's life-skill closing the session with asking the kids what they've learned, progressed on and if they had fun
- Warming up together
- Good energy from everyone involved
- Respect is seen as a priority

What can be improved in the classes?

- More girls skating
- Better class structure (specific time for start, break and end of the class)
- Having some classes where we show them skate videos that inspire them to try new and scary tricks
- Getting a microphone... So the kids will definitely hear you speak
- Focus more on how to teach them, foot position etc
- Focus on the different skill levels ..
- Having drills or something to help each level improve .
- Each level has fundamentals that I had to get good at before I move on to the next level
- Think it would be good to find out where a student is weak and try to strengthen that ..etc

Which classes did the teachers like most and least?

The teachers mentioned that each lesson had its value: 'all of the lessons are valuable to a growing mind'. 2 teachers did not select a lesson they liked the least. The lessons that were liked the least by the other 2 teachers were courage (because of the safety risk that comes with this lesson) and teamwork ('some skaters prefer to work on thing on their own'). Recommendation: For the courage class, more specific instructions can be given to the teachers on how to handle this class safely.



Media Management Structure

One of the Skatepark Managers was also in charge of taking pictures and managing the cjf_jamaica Instagram account. He mentioned 'the freedom to capture, and be as creative as possible with pictures' was what I liked best about this position. The structure of this position needs to be defined more clearly, so won't be evaluated this season.

FREEDOM SKATEPARK COMMITTEE

'In a monthly meeting, the day-to-day issues and development were discussed with the Freedom Skatepark Committee. Action points were divided over the committee members and checked up on in the next meeting. It has proven hard to engage the committee members from the local community in these meetings, with most of them missing more meetings than they attended. Nonetheless, the Freedom Skatepark Committee has been a strong force in supporting programming activity and further developments at the skatepark.' - Project Manager

Through the Freedom Skatepark Committee the following things have been achieved this season:

- Skatepark following COVID-19 guidelines (hand sanitation, temperature check, masks, signs around the park)
- Fixing the pending items on the Youth Centre (shade sail, operational hatches, electricity, benches, tables and fans inside, notice boards)
- Skateboards and protection materials to start up programme activities were sourced
- Finishing landscaping around the park/ facilitate the community activities (gravel, soil, fruit trees, plants and flowers)
- Fundraiser to support skatepark maintenance costs (USD\$5,575 raised)
- Approval from the Jamaican National Land agency to run a few commercial activities at the skatepark to support the skatepark's maintenance costs.
- Determine skatepark services and prices
- Established good contact with the local Police Station

What could be improved?

2 points for improvement came forward from the Committee:

- Clearer Communication between the Committee and the Board. In the current structure, the Project Manager is the link between the Freedom Skatepark Board and Committee, and reports to both entities about the developments of the other entity. The Committee experienced that there was too much of a distance between the board and the committee.

Recommendation: organise a meeting with all Committee and Board members

- Clear guidelines for Committee involvement. Committee members have the responsibility to be present during the monthly meeting, and progress on the tasks they take on. Some members have not been actively involved in the committee.

Recommendation: the committee came with the rule that after missing 3 consecutive monthly meetings, the absentee will no longer be part of the Freedom Skatepark

FREEDOM SKATEPARK BOARD

In a monthly meeting the planning, budgeting and organisation of the Freedom Skatepark were discussed. The Project Manager updated the board on the developments on the ground.

In the following overview you find what points have been discussed in the board meetings and their status:

Action item	Status
1. Define the skatepark's yearly budget	Done
2. Find the funds for the yearly park budget	Done
3. Obtain a bank account for the Freedom Skatepark Foundation	Pending
4. System for Project Manager to access funds for skatepark expenses	Pending
5. Obtain charitable status for the Freedom Skatepark Foundation	Pending
6. Arrange the installation of a fence around the skatepark	Pending
7. Get a donor plaque up at the skatepark to thank donors	Pending
8. Apply for Public Liability Policy	Pending
9. Organise the skatepark opening day event	Cancelled, 1-year anniversary instead
10. Get wifi at the skatepark	Done



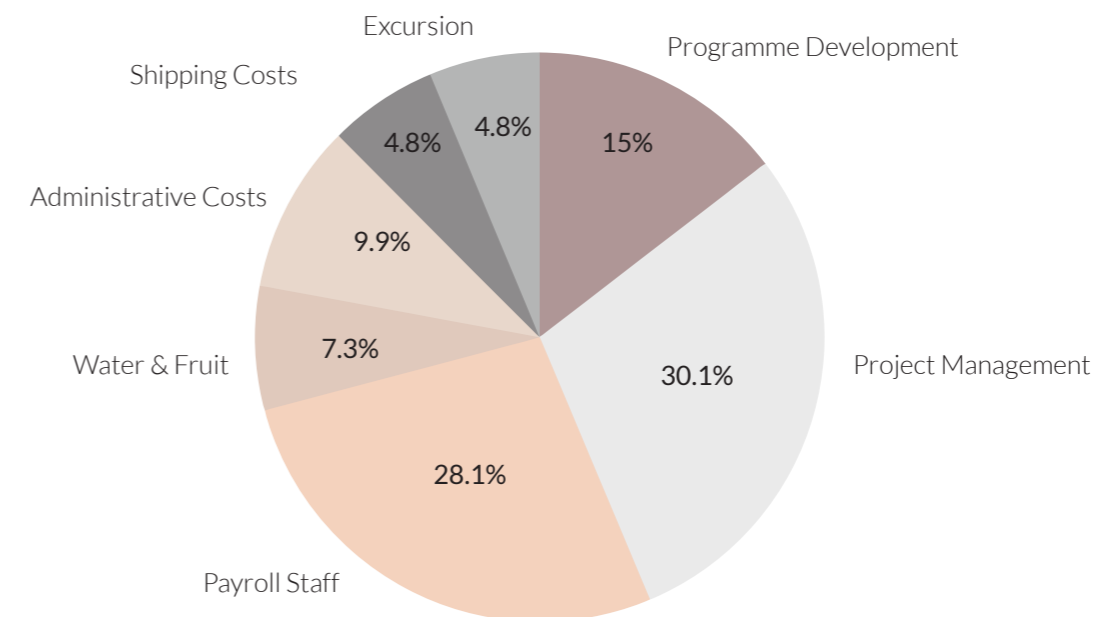
5/ Finances

Programming Expense: August 2020 - October 2020

This season (3 months) of programming activities was sponsored by **The Skateroom**. In total the season cost **USD\$6,535.09**

Items	Cost (USD)
Payroll	\$1,774.75
Water and food	\$458.66
Administrative costs	\$627
Shipping	\$404.68
Excursion	\$410
Project Management	\$1,900
Programme Development	\$950
TOTAL	\$6,535.09

Covered by Paris Skate Culture & Committee Crowdfunding



28.1%

Payroll (USD\$1,774.75)

Staff were paid every Friday for their services the past week. Minimum wage in Jamaica is JA\$7,000 per week, our rates were as follows:

- Skatepark Management: JA\$2,000 per day
- Head Teacher: JA\$1,000 per session
- Assistant Teacher: JA\$500 per session
- Media Management: JA\$1000 for video, JA\$1000 for photo, JA\$1000 for social media management per week
- Graphic Design: JA\$1000 per assignment

7.3%

Water and food (USD\$458.66)

Water and fruits were provided for the students every skate class. Since the Skatepark Manager needs to supervise the park during the 8 hours of opening time, a meal was provided for the park manager per day. On full days at the skatepark, a meal was also provided for the Project Manager.

9.9%

Administrative costs (USD\$627)

Besides small items like payroll envelopes, clipboards and pens, the vast majority of these costs consisted of printing costs. In the following you find what has been printed to run this season:

- Staff contracts
- Registration forms for Get-on-Board and Edu-Skate programmes (over 400 double-sided forms)
- Information posters (+ lamination)
- Invoices for payroll
- Data tracker forms for Get-on-Board and Community Support programmes
- Invitation letters for the excursion
- Edu-Skate Diplomas and Certificates
- Recommendation: these costs can be cut down drastically by purchasing a printer for the skatepark.

4.8%

Excursion (USD\$410)

The excursion had a total cost of USD\$410.

- USD\$273 for a private driver to bring us from Kingston to Portland and back
- USD\$137 for food and a cook to provide lunch for everyone.

Half of these costs were covered by Paris Skate Culture, half of the costs were covered by the fundraiser of the Freedom Skatepark Committee.

4.8%

Shipping (USD\$404.68)

We received 2 packages of skateboard materials this season. Materials were shipped to Miami, and from there shipped to Jamaica by The Musson Group Foundation.

One package came from Go Go Skate Lessons in California and one package came from Skateboards for Hope in Canada.

- Go Go Skate package California - Miami: \$169.13 USD
- Go Go Skate package Miami - Jamaica: \$159.71 USD
- Skateboards for Hope package Canada - Miami: \$235.55 USD
- Skateboards for Hop package Miami - Jamaica: \$160 USD

30.1%

Project Management (USD\$1,900)

These include the costs to coordinate and execute all previous expenses:

- Hiring, training and supporting staff members in their respective positions
- Making the expenses to support staff in their positions and the project in general (programme expenses and skatepark expenses) and administration of finances
- Coordination of activities at the Freedom Skatepark
- Communication (with staff, the Committee and park visitors (info posters etc.))
- Development of (international) volunteer structure, processing volunteer applications and volunteer coordination

15%

Programme Development (USD\$950)

These include the costs of monitoring, evaluating and learning (MEL) and reporting on the programmes implemented at the Freedom Skatepark. More specifically:

- Designing the programmes that run at the Freedom Skatepark based on the needs and resources available
- Developing structures to collect data on the implementation of designed programmes
- Evaluating and reporting on the collected data through monthly reports and a seasonal report
- Provide recommendations on how to further develop the programmes currently running, and the needs for implementation of additional programmes.

Skatepark Expenses and Skatepark Income: August 2020 - October 2020

These are the day-to-day maintenance costs of the skatepark: all the costs outside of programming costs to keep the skatepark running. These costs were paid from the skatepark income, which will also be discussed here, and the FSF Committee fundraiser. Since the skatepark costs were higher than the skatepark income, funds were upfronted by the Project Manager and reimbursed later from the skatepark income or the Committee fundraiser.

Note: the build of the skatepark was finished halfway through April. There were already some initial costs before the Edu-Skate season started, so these will be included in this report as well for transparency reasons.

EXPENSES

Items	Cost (USD)
Maintenance and landscaping	\$1,146.91
Sanitary Expenses	\$119
COVID-19 Expenses	\$245.61
Interior Design (Youth Center)	\$338
Teacher pay for Private Classes	\$20
TOTAL	\$1,869

Comments:

- More than half of the skatepark expenses were related to maintenance and landscaping. Costs included gardening materials (mesh wire, rakes, shovels, hose), soil, cement and painting materials.
- Sanitary expenses included toilet paper, garbage bags and cleaning products.
- Extra costs had to be made to deal with the Coronavirus. Soap dispensers, hand sanitizer, signs around the park and masks were purchased. Halfway the season wristbands were purchased to monitor which park visitors had a temperature check and sanitised their hands.
- At the end of the season wood for benches and tables and fans were purchased to prepare the middle container of the Youth Centre for a homework programme.
- Local teachers assisted in running 2 private classes, they were compensated with JA\$1000 per lesson.

With the efforts of the FSF Committee, the Freedom Skatepark got permission from the National Land Agency to run a few commercial activities to sustain the park. All income generated at the Freedom Skatepark has been directly reinvested into the maintenance of the skatepark.

Up until November 2020, the Freedom Skatepark generated a total of JA\$130,700, equivalent to USD\$890. This is less than the Skatepark Expenses: the gap was covered by the fundraiser of the Committee.

INCOME

Items	Cost (USD)
Videoshoots	\$347
Get-on-board Programme	\$424.71
Private Skateboard Classes	\$92
Donations	\$53
Committee Fundraiser	\$979
TOTAL	\$1,869

Comments:

- The skatepark can be rented for a video shoot in exchange for a donation of JA\$20,000 to the skatepark. There have been 3 video shoots, one of which for a discounted price for local community members.
- With 624 paid uses, the board/protection gear rental programme accounted for almost half of the skatepark income
- Private skateboard classes were provided for JA\$2000 for 1 person and JA\$500 for every additional person for 1.5 hour. A total of 3 private classes have been executed. The Project Manager did not take any salary for teaching private classes. 1 classe was taught by the Project Manager alone.
- Some of the park visitors left a donation for the park during their visit. A total of JA\$7,800 has been donated by supportive individuals.

6/ Recommendations

In the following you find a summary of the recommendations that came forward from this season of programming at the Freedom Skatepark, to improve the working structure for the next seasons.

Skatepark Management

After putting this new addition to CJF programming to practice this season, a clearer image has been formed of what responsibilities and challenges come with Skatepark Management. The following recommendations came forward to improve upon the current structure.

- Redefine the Skatepark Management structure more accurately by setting concrete tasks and working procedures for each one of their responsibilities, and letting
- Skatepark Managers report on these on a weekly basis.
- Organise a weekly meeting with the Skatepark Managers to discuss working procedures, the state of affairs and arising challenges
- Develop a procedure on how to deal with difficult/ rule-breaking youth
 - Suggestion: hiring a security guard to deal with unmanageable situations
- Marking the park skateboards to keep better track of them
- Install a grill between the Skatepark Management container and the Youth centre container
- A dialogue with the BMX community and their wished activities at the skatepark
- Get a printer for the skatepark to reduce printing costs

Edu-Skate classes

The following recommendations came forward from this season to improve upon the Edu-Skate classes and adjust it to the Jamaican setting.

- A more structured approach to the weekly organisation and schedule of the classes: specific days/classes for specific students (divided based on skill-level) and communicate this clearly to the students
- Consistently stick to week and class structures
- Organising a weekly teacher meeting to evaluate this week's classes, discuss working procedures/ role division and prepare for next week's classes.
- Consistently stick to 3 warning system for teachers: after 3rd warning disciplinary action will follow
- Develop a procedure on how to deal with 'difficult' children
- More training for teachers on how to deal with the following situations:
 - Teaching students with different progression rates
 - How to teach the basics in general, especially dropping in
 - How to safely teach and prevent a student from falling

- How to give students confidence
- How to keep students focussed
- Identifying student's level and activities to help them improve from there
- Being aware of each student's needs to make sure they're comfortable and challenged
- Letting teachers do the class introduction more
- Prepare alternative activities in case of extreme weather conditions (inspiring skatevideos)
- Revise how to execute the following classes more effectively:
 - Awareness
 - Courage (safety)
 - Supportive Attitude
- Thorough research to define the programme's influence on the students' behaviour

Media Management

The following recommendations for media management at the Freedom Skatepark came forward:

- Define a clear structure for the Media Manager to work with, with concrete goals and clear working procedures
- Have a weekly meeting with the Media Manager on development
- Separate the videography aspect from this position and create a videographer position

Freedom Skatepark Foundation

The following recommendations came forward for the management of the FSF.

- Clearer Communication and a meeting between the Committee and the Board. In the current structure, the Project Manager is the link between the Freedom
- Skatepark Board and Committee, and reports to both entities about the developments of the other entity. The Committee experienced that there was too much of a distance between the board and the committee.
- Consequences for absence on the Committee meetings: after missing 3 consecutive monthly meetings, the absentee will no longer be part of the Freedom Skatepark Committee.
- Make the petty cash system operational so the Project Manager has easier access to funds to pay for skatepark maintenance costs.