



Impact report

Period: November 2020 - December 2020

Subject: Programming

Location: Freedom Skatepark, Jamaica

Date prepared: 10th of January 2021

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⚡ Introduction

This report summarizes the second season of Edu-Skate Programming that ran at the Freedom Skatepark from November - December 2020. This season only ran for 6 weeks, half the duration of a normal season, in order to catch up with the school calendar. The season consisted of 3 programmes:

Get-on-Board rental programme.

This programme 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. All income from this programme is reinjected in the maintenance of the skatepark.

The Community Support Programme.

This programme intertwines with 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 Community Activities, where we work together with the skatepark community on the development of the Freedom Skatepark and strengthen the community around the park.

'A fire for skateboarding continues to naturally grow here at freedom skatepark. This place is here to stay and a positive atmosphere remains prevalent.' - Diego Flores

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 7 local staff members, under the guidance of CJF's Programmes Director and Diego Flores, an international Project Manager from the United States. 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

With a donation of skate materials from Skateboards for Hope, the skatepark boards used for classes and board rental were replaced and replenished, and the park was ready for another season of skateboard programming.

The programme was set up to serve people that would like to give skateboarding a try, but don't have a skateboard to use. Upon registration a board or protection gear can be rented for JMD\$100 (based on the socio-economic status of the surrounding community). 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 (1pm - 9pm) and kept track on a daily basis how the materials were used and by who. In the following you find the result of the second season of running the Get-on-Board Programme.

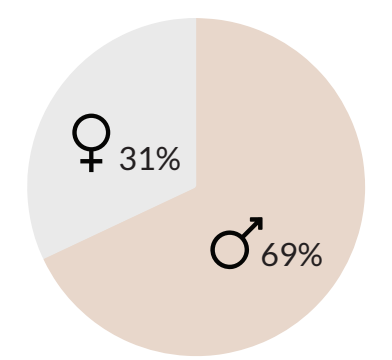
608

Total amount of uses

- **39%**
of uses was for Edu-Skate Classes (239 uses)
- **11%**
of uses was in exchange for Community Support jobs (64 uses)
- **50%**
of uses was in exchange for money (305 uses)

\$ Programme income in season 2: **JMD\$30,500 / USD\$212**
All income was reinvested in the maintenance of the Freedom Skatepark (see Skatepark Expenses under 5. Finance).

339
Total amount of registrations



13 years old
Average age

2/ Community Support Programme

The Community Support Programme is 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 fun and educational activities through 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.

Community engagement season 2: **64** voluntary jobs executed

To prevent big gatherings of people at the park in relation to the COVID-19 pandemic, small activities were organised to engage the youth in educational and small communal activities, so they could keep earning free board rental. Throughout the season, community members (predominantly -18 youth) participated in the following activities :

- Cleaning up garbage around the park
- Gardening (planting and weeding)
- Drying the park after rainfall
- Spreading out gravel around the parking and entrance area
- Building a bamboo fence around the plants



3/ Edu-Skate Classes

The Edu-Skate Programme ran for 6 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:	129 41 girls (32%) and 88 boys (68%) Average age: 11
Registered students at the end of the season:	156 44 girls (28%) and 112 boys (72%) Average age: 11
# Students participated last season:	109 26 girls (24%) and 83 boys (76%)
# Students participated this season:	74 11 girls (15%) and 63 boys (85%)
Number of classes given:	20
Number of cancelled classes:	5 (all due to rain)
Average attendance per class:	11
Materials for class use:	15 skateboards 15 sets of protection gear
Materials given away:	50 Christmas Presents (from Sandals Foundation) 3 pairs of shoes 5 shirts 7 decks
Injuries during classes:	0

Every lesson a Head Teacher, an Assistant Teacher and the Project Manager were present to run the class. Head Teachers were in charge of their own groups, 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 is 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.
Note: due to circumstances, no student evaluations took place.

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.

A new feature this season in the Edu-Skate classes was that on Thursdays classes were provided for 15 youths from the Downtown Kingston area through the Supm Fi Talk Bout Organization. In the first week an introduction to the programme was given in their own neighborhood: 50 children got to enjoy a beginners class and there was a demonstration by the teachers at the end. The following 5 weeks, the students were brought to the skatepark every thursday for a lesson at the skatepark. The season finished with a demonstration in their neighborhood to show their friends and family what they had learned.

In the following 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 grey 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.

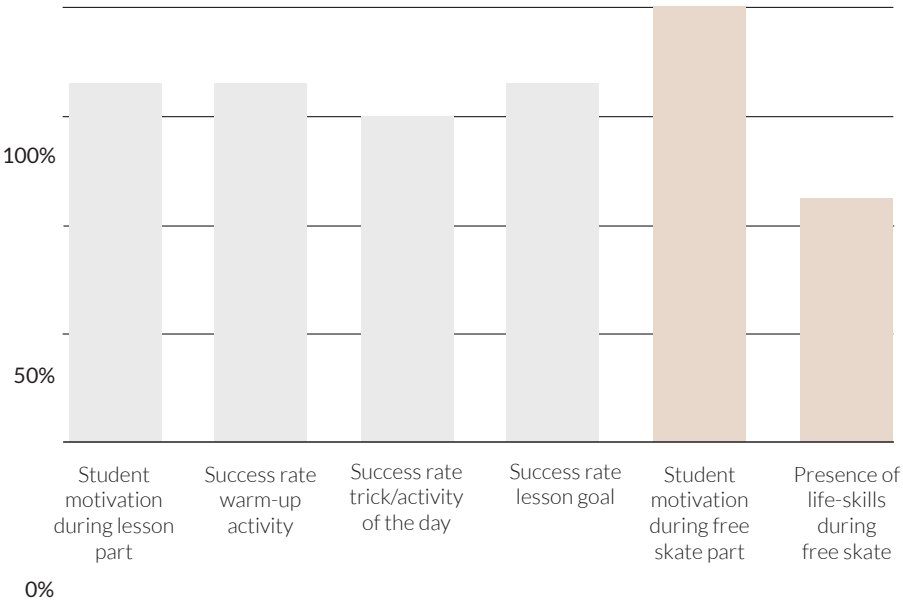


Week 1

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: 3
Total attendance: 24 (17% girls 83% boys)



‘Be brave’
- Nya (5 years old)

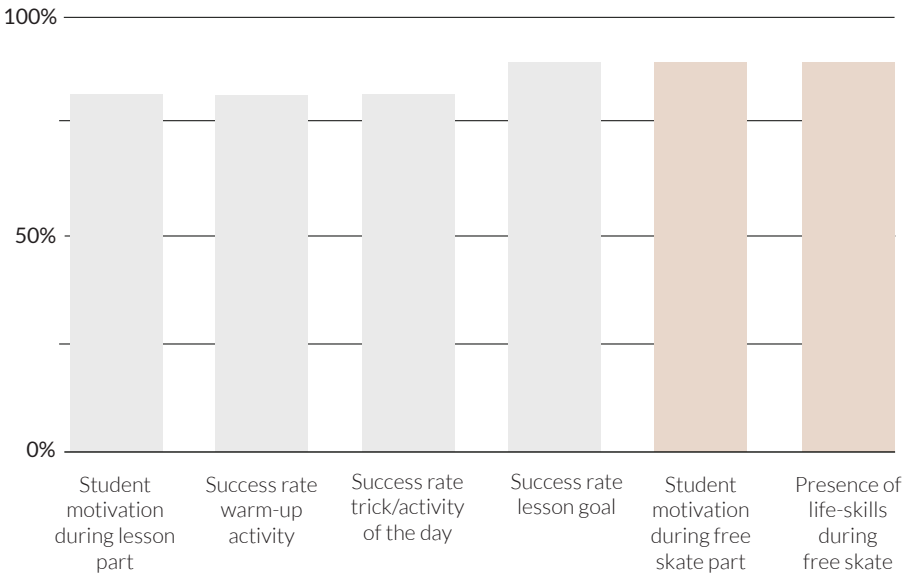
Head-Teacher observation during free skate: ‘Older students (Ricardo & Demario) really trying their best to learn new tricks and get into skateboarding regardless of age.’

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: 4
Total attendance: 55 (7% girls 93% boys)



‘Look at me!’
- Anonym

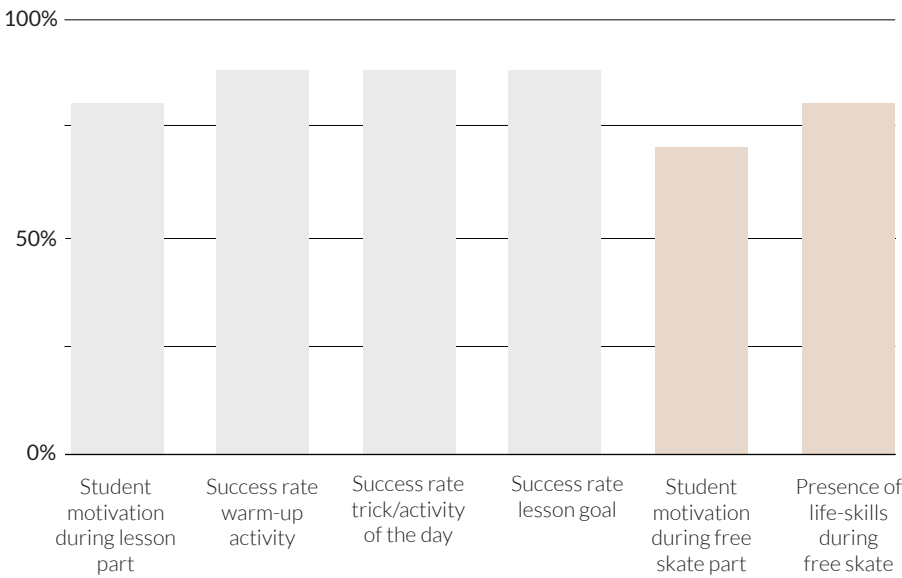
Head-Teacher observation during free skate: ‘Students are eagerly taking turns and keeping an open eye during their session - at this time, no serious injuries have occurred.’

Week 3

CONFIDENCE

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

Lesson goal: Taking a mastered skill to a bigger challenge.
Classes: 5
Total attendance: 59 (14% girls, 86% boys)



‘I can’t believe I did that’
- Rakive (11 years old)

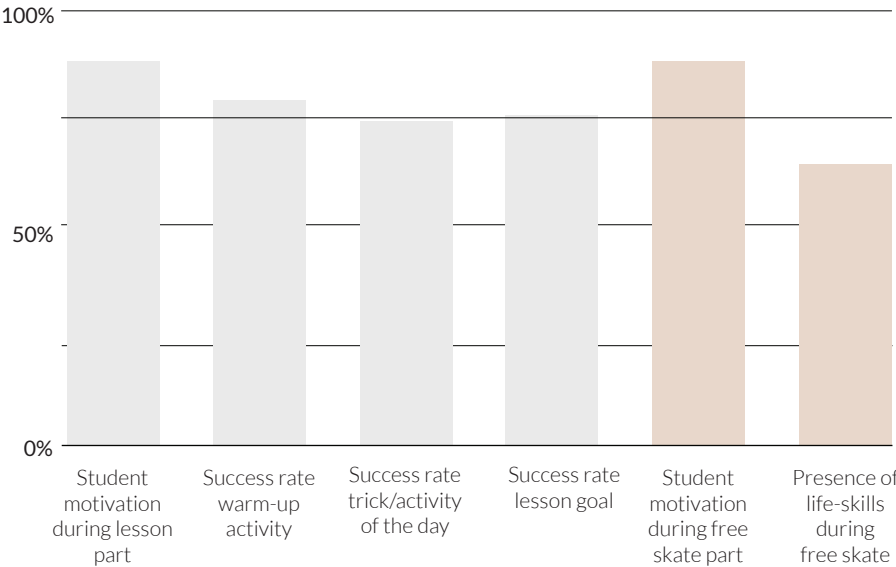
Head-Teacher observation during free skate: ‘Students consciously telling themselves to be confident during a scary moment.’

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: 35 (6% girls, 94% boys)



‘Yea [Rakive]!’
- Tommy (14 years old)

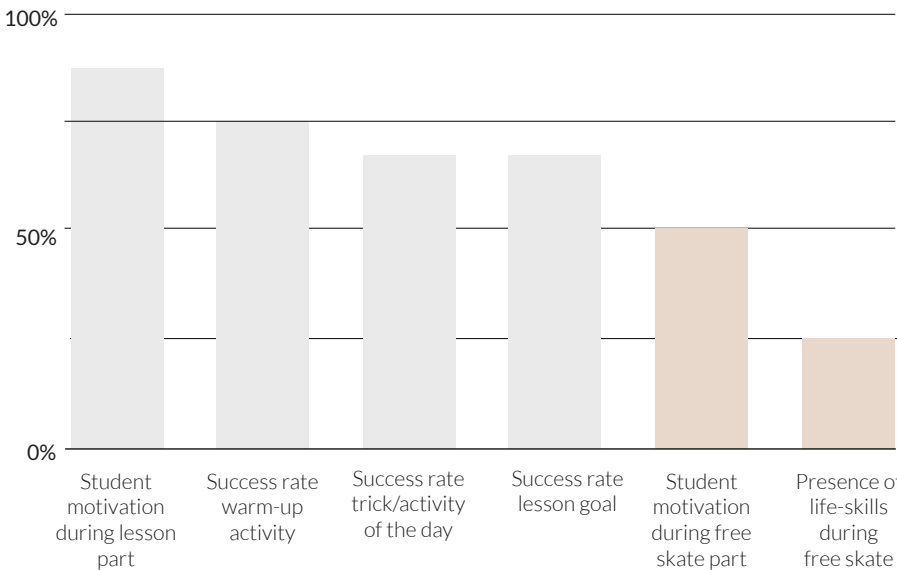
Head-Teacher observation during free skate: ‘Student were supportive and respectful towards one another.’

Week 5

COOPERATIVE LEARNING

‘Each one teach one’

Lesson goal: Teaching a trick and learning a trick from another student
Classes: 4
Total attendance: 43 (10% girls, 90% boys)



‘Just keep your shoulders straight!’
- Tommy (14 years old)

Head-Teacher observation during free skate: ‘There were mini sessions sprouting at various obstacles around the park which led to everybody achieving the same trick on the obstacle at hand.’

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: No data recorded for this week
Total attendance: No data recorded for this week

No data recorded for this week



Season Finale

The skatepark staff handed out Christmas presents at the skatepark to children on Christmas day. These presents were donated by Sandals Foundation. In addition, the Skatepark staff baked cakes, cookies and bought ice cream for this day. On the 30th of December, an unofficial skate contest was organised at the skatepark by SK876 and the skatepark staff. The winners received rewards, and there were also rewards for the students who excelled in this season of the programme. Since this was only a half season, no students graduated from the programme.



Challenges

Electricity and water

Due to a late payment, electricity was out at the skatepark. Staff was not able to access the internet and fulfill some work responsibilities because of this.

Recommendation: clear procedure within the Freedom Skatepark Foundation for payments

Due to a storm water was out for a while at the skatepark. This was not beneficial for sanitary practices.

Recommendation: having a water tank for back-up .

Weekly lesson structure

Besides the class for Supm Fi Talk Bout on Thursdays, there was still not a fixed schedule this season of which students come on which days. This made the classes not as organised as favourable, but with an average of 11 students per class, the classes were still filled well.

Examples from the lesson evaluations show that grouping students with the same skill level helped with engaging them more in the lessons.

Recommendation: 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. Classes should be organised in a way that students of around the same skill level have class on specific days.

Violence

Unfortunately, we had to let go of 1 teacher this season because he got into a physically violent altercation with a skatepark visitor. The visitor was known for pushing people’s limits and the teacher lost his cool. The visitor came back with a group of people, the situation was eventually resolved verbally. The teacher was fired that same day.

Recommendation: a zero tolerance policy on violence at the skatepark.

COVID-19

Due to the pandemic, a lot of students did not come to class this season. There was less diversity in students than in the past season: the amount of students that participated went down from 109 to 74.

Female participation

The female participation in the skate classes dropped from 24% to 15% this season.

Recommendation: the skate classes need to be accessible for everyone. Since there’s less girls getting involved in the classes, a special class per week for girls could help make skating more accessible for them.

Graduates

The plan after season 1 was that a group of students would graduate from the programme. This means they can only join the classes to help others, not receive lessons anymore. Although this system has not been structured very well yet, the graduates took this responsibility seriously.

‘Students are eager to learn and most graduates are excited to teach’
- Diego Flores, Head Teacher

Recommendation: determine precisely how the graduates should be involved in the lessons.

Guest group

Although we discussed beforehand that there was to be a maximum number of 15 students per week from Supm Fi Talk Bout Organization, they had the tendency to bring more than the maximum amount of students (up to 24!).

Recommendation: sign a partnership agreement with partner organizations.

Weather

The weather brought 2 challenges to the execution of the skate classes: rain and heat. A total of 5 classes were cancelled due to the 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 would not be 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.

Recommendation: 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.

No student evaluations have been executed this season.

4/ FSF: the staff, the committee and the board.

Project Management & 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 FreedomSkatepark Board, financial and operational decisions were made.

1. Skatepark Staff

7 local staff members were contracted during the second season to execute the programmes at the Freedom Skatepark and were compensated on a weekly basis. 1 staff member was fired for a violence incident, and replaced by our first female staff member. 1 local freelancer was paid for graphic design work (rulesign at the skatepark).



Skatepark Manager Jeff Crossly Skatepark Manager Blake Burnett Head Teacher Ivah Wilmot Head Teacher Kayla Wheeler



Assistant Teacher Joshua Mattis Assistant Teacher Daniel Mattis Assistant Teacher Sanjay Grant

A. Skatepark Management

The skatepark has 2 managers, who both work 3 and a half days per week. Their responsibilities included supervising the park, running the Get-on-Board programme and executing community support jobs, keeping the skatepark clean and watering the greenery. No injuries that required medical attention were reported this season. The police have not been contacted this season, but on a handful of occasions children were sent away from the skatepark for misbehaving.

Recommendation: create an incident report for more accurate reporting.

Neither one of the Skatepark Managers missed any of their shifts. There were more and longer meetings between the Skatepark Managers and the Project Manager this season, but still without a weekly structure. The weekly report was not implemented this season as planned to clarify responsibilities and monitor the Skatepark Management better. 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.

1 Skatepark Manager filled out the evaluation form at the end of the season. There was a section based on personal experiences and a section to feedback the structure that was implemented. All numbers are on a scale from 1 - 10. With an eye on a bottom-up approach and building local capacity, we have a look at the results of these evaluation forms.

Personal experiences

'I must say that this season brought some stress about violence and conflict in the park, but I feel we as a community are dealing with it properly. I'm optimistic about the future, as I realize we have the support of the community and the country. I'm proud to represent the organization and our goals here at the park, and hope that I can continue to contribute' -



Difficulties	Improvements
<ul style="list-style-type: none">- Conflict resolution- Keeping the park clean- Shop organization	<ul style="list-style-type: none">- Nosepick to fakie- Being more optimistic- Found a cannonball

‘Most of my time is spent with people enjoying themselves, it’s infectious’

Skatepark Management Structure

This season, Skatepark Managers felt most in control over:

- Administration
- Get-on-Board Rental Programme
- Skatepark supervision
- Cleaning

There was a big improvement in control over administration compared to the last season: where in the last season both Skatepark Managers felt little in control over administration, this season it was something they felt most in control of. The Skatepark Managers had more responsibilities in keeping track of administration this season than in season 1.

The Skatepark Managers felt least in control over the Community Support Programme. This could have to do with that because of COVID-19, no more bigger Community Activities were organised, and there was more responsibility for the Skatepark Managers to organise smaller activities on a more frequent basis.

Recommendation: Structuring the community activities by implementing them in the weekly schedule of the skatepark.

B. Edu-Skate teachers.

There were 2 Head Teachers and 3 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. In the following you find a summary from the Project Manager on what went well, could have gone better and what has been learned.

What went well?

- Structuring the classes
- Letting Head-Teachers do the closing statement
- Dividing students on skill-level

What could have gone better?

- There were 8 occasions where teachers were not present in class without notice
- Structuring the involvement of the graduated skaters
- Delegating more responsibilities to the local coaches
- More communication, feedback and training with coaches
- Project Manager not taking on Skatepark Management duties during class
- Organisation of activities during the classes

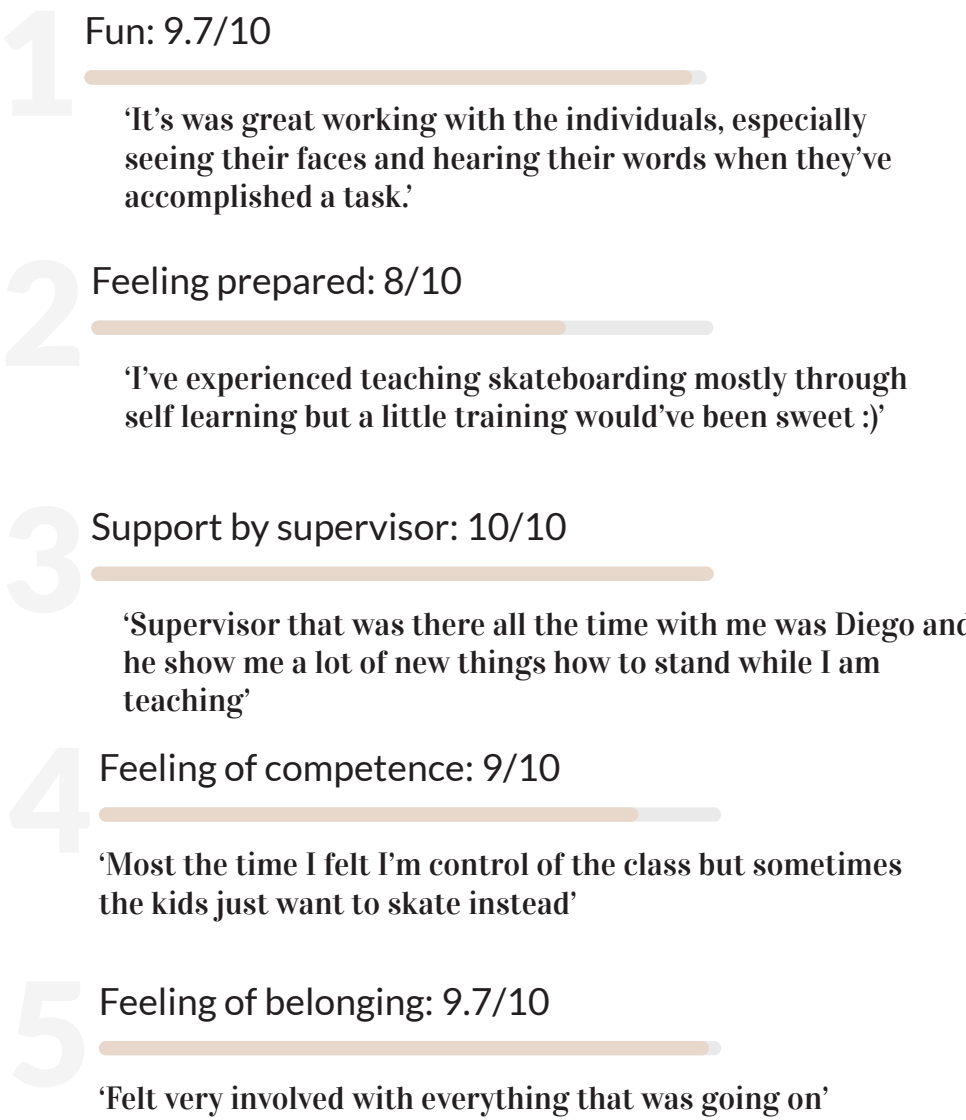
What did you learn this season?

- Giving directions to coaches leads to more engagement and motivation
- There is interest from people of all ages to get involved and learn how to skateboard
- Students can be very competitive

3 local teachers filled out the evaluation form at the end of the season. There was a section based on personal experiences and a section to feedback the structure that was implemented. All numbers are an average on a scale from 1 - 10. With an eye on a bottom-up approach and building local capacity, we have a look at the results of these evaluation forms.

Personal experiences

‘It’s been a good experience working with everyone .this season was a lot different than the last with Diego being there , he brought a lot of positive energy to the classes and the students really enjoyed his presence .. we had some kids from in town who came by the park and there were a few of them who took to the sport pretty well , I donated two of my old boards so they could have something to keep skating , would be nice to keep working with a few of them in some way . The classes where overwhelming at times but the kids always had fun so at the end of the day I think it went well’



6 Feeling of autonomy: 9.7/10

‘I just feel really happy because the first part of the season older person was making the decision and then I reach the age to make my own decisions’

Difficulties	Improvements
<div><div>- Giving my attention to all the kids</div><div>- Awareness on the park</div><div>- Some kids don't like to listen to the older ones not just the teachers</div><div>- Keeping the kids focused</div><div>- Dealing with larger groups with different skill levels</div></div>	<div><div>- How to stand while teaching a kid</div><div>- I have learn to dropping off the extension while teaching</div><div>- Working with groups</div><div>- Organising classes</div><div>- Explaining</div><div>- I was able to be at more classes due to requested schedule change</div><div>- Kids seem to be learning faster</div><div>- The graduated kids are now helping with the classes which makes it a bit easier on busy days</div></div>

‘It was fun experiencing my first season at the skate class and I hope i will be teaching the next season when it start because the Kids were extremely great at skateboarding and they always want to learn more things’

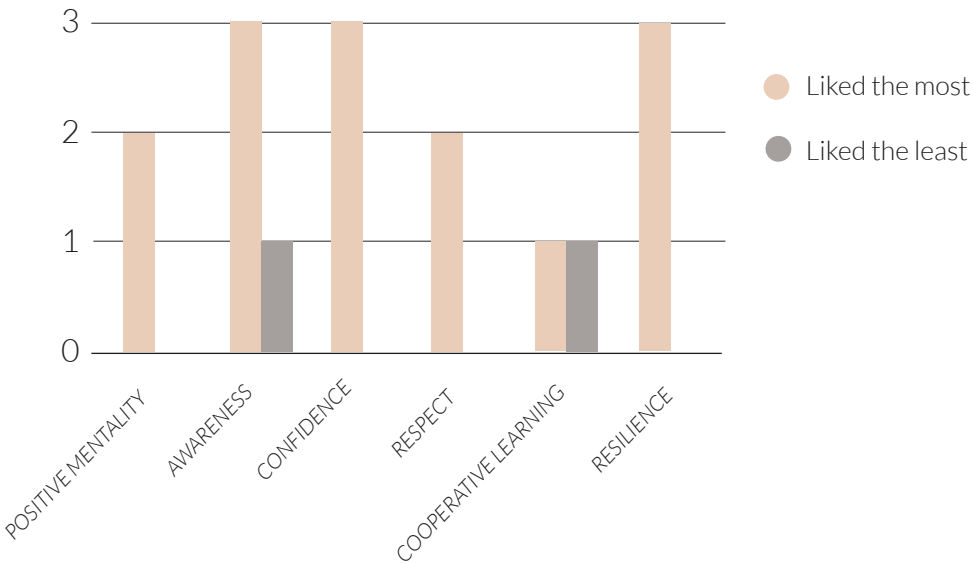
Personal experiences

What is going well?	What could be improved?
<div><div>- Equipment, refreshment and inner city kids always on time</div><div>- Exercise</div><div>- Discipline</div><div>- Resilience</div><div>- Diego’s presence was refreshing</div><div>- Kids had respect for older skaters</div><div>- Classes were always fun</div></div>	<div><div>- The boards</div><div>- More coaches</div><div>- Getting old boards to well behaved and most improved inner city kids</div></div>

Which classes did the teachers like most and least?

The teachers mentioned that all of the classes had their benefits, and they seemed to have a good understanding of what the classes were about.
‘It develops the mind to be more aware even in everyday life activities’
One of the teachers mentioned that the class size influenced the focus of the lessons: ‘Sometimes the kids lose focus easily when the classes are bigger , I feel they think they can get away with certain behavior because we might not have enough people on the job to watch a larger group .. the smaller the classes the more focused they are but in larger classes they have more fun but have less focus’.

Recommendation: discuss maximum class size for an effective lesson with the teachers
One of the teachers also suggested that with the Cooperative Learning lesson, it wasn’t as productive to have the students teach each other tricks, but rather to have the graduates teach the students a trick instead.



Media Management

One of the Skatepark Managers took on media management duties including photography and social media management. The responsibilities for were specified as such:

- Photography: upload 10 pictures per week
- Social media management: 3 posts per week and a daily story

Media Management still needs some development, these were the results of season 2:

- The Media Manager missed 4 out of 6 deadlines on photography (upload 10 pictures weekly)
- The Media Manager didn't miss any deadlines on social media management

Recommendations:

Go over working procedures so deadlines aren't missed anymore
Have a weekly meeting with the Media Manager on development
Develop procedure on responding to messages

None of the staff members experienced any negative way the skatepark has influenced them or others.

'This season of the edu-skate program was great'
'I enjoyed being apart of the project and working with everyone'



2. 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. The Freedom Skatepark Committee has been a strong force in supporting programming activity and further developments at the skatepark.

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)
- Artwork of skatepark rules and no-smoking signs
- Information posters and forms for skatepark services
- Grills installed in youth centre (Paris Skate Culture)
- Youth centre equipped with monitor and fridge

Based on feedback from the Committee in the past season to facilitate communication between the Committee and the Board, this season there was 1 meeting with both the board and committee members.
This season there was also more involvement from the committee members from the local community.

3. 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. Obtain a bank account for the Freedom Skatepark Foundation	Pending
2. System for Project Manager to access funds for skatepark expenses	Pending
3. Obtain charitable status for the Freedom Skatepark Foundation	Pending
4. Arrange the installation of a fence around the skatepark	Done
5. Get a donor plaque up at the skatepark to thank donors	Pending
6. Apply for Public Liability Policy	Done
7. Organise the skatepark opening day event	Cancelled, 1-year anniversary instead
8. Installation water tank (Sandals Foundation)	Pending

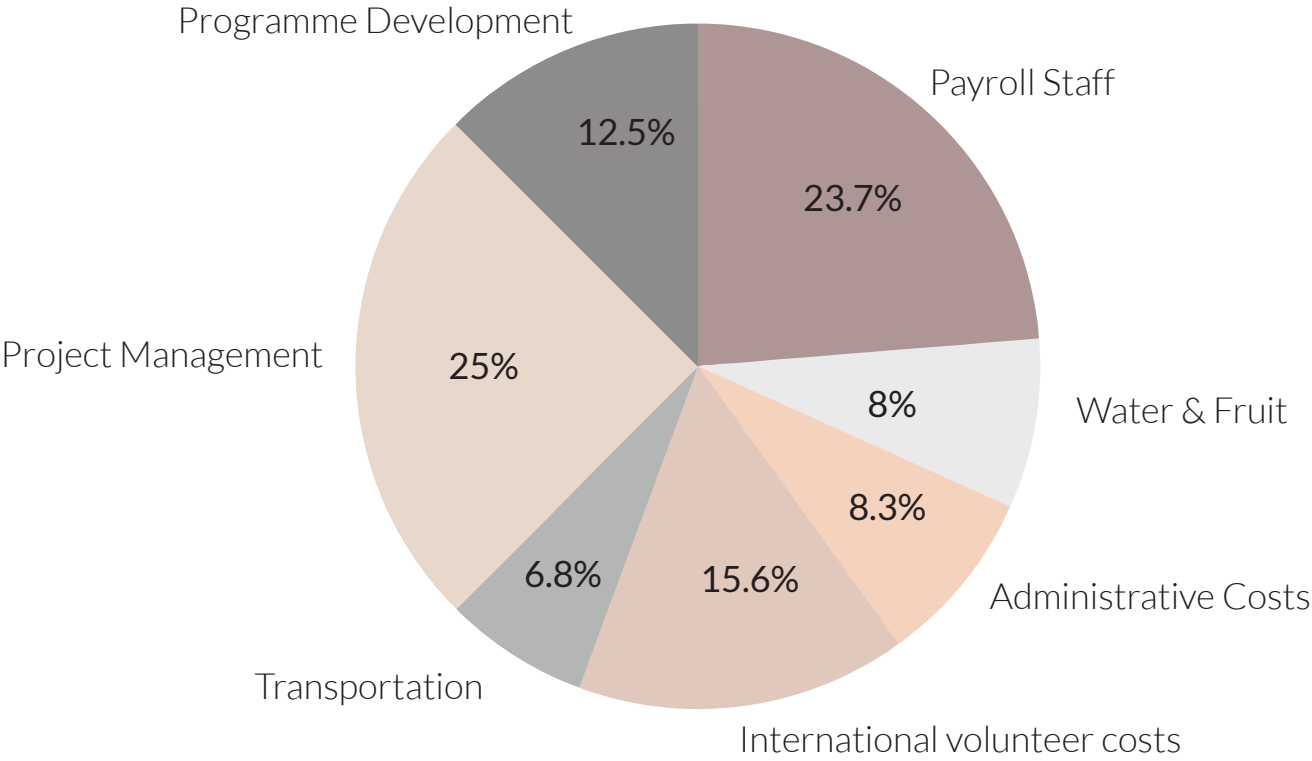


5/ Finances

Programming expenses November - December 2020

The programming expenses are all expenses related to the programming activities at the Freedom Skatepark. This season of programming activities was sponsored by **The Skateroom**. In total the season cost **USD\$5,062,94**.

Items	Cost (USD)
Payroll	\$1,199.43
Water and food	\$406.52
Administrative costs	\$420
Shipping	-
International volunteer costs	\$791
Transportation	\$346
Project Management	\$1,266.66
Programme Development	\$633.33
TOTAL	\$5062.94



23.7%

Payroll (USD\$1,199.43)

Staff were paid every Friday for their services the past week. Minimum stipend 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\$1,000 for photo, JA\$1,000 for social media management per week
- Graphic Design: rate discussed per assignment (there was 1 assignment this season for JMD\$10,000)

8%

Water and food (USD\$406.52)

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.

8.3%

Administrative costs (USD\$420)

The majority of these costs consisted of printing costs for registration forms, information posters, contracts and other skatepark management documents. Other expenses included:

- First Aid training for Skatepark Managers and Project Manager
- Whiteboard + markers
- Facemasks
- Other miscellaneous costs like paper towels, rubbing alcohol and bandages

Recommendation: these costs can be cut down drastically by purchasing a printer for the skatepark.



15.6%

International volunteer costs (USD\$791)

These costs include reimbursing flights for the Project Manager, a deposit for the volunteer house and ATM fees

6.8%

Transportation (USD\$346)

These costs include the costs the Project Manager had to move around in Jamaica, but with JMD\$12,000 per week, the vast majority of these costs was transporting the children from Supm Fi Talk Bout Organization to and from the skatepark.

25%

Project Management (USD\$1,266.66)

These include the Project Manager’s 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

12.5%

Programme Development (USD\$633.33)

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
- Further developing the programmes currently running, and assess the needs for implementation of additional programmes.

Skatepark Expenses: November - December 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. The total skatepark expenses in November and December were **USD\$1,019.25**.

EXPENSES

Items	Cost (USD)
Payment to NLA	\$90.24
TV monitor + wall mount	\$223.52
Fridge	\$279.39
Maintenance and landscaping	\$305.07
Sanitary expenses	\$86.31
Teacher pay for private classes	\$34.71
TOTAL	\$1,019.25

Comments:

- The Freedom Skatepark agreed to pay the outstanding balance the Bull Bay Football Club had at the National Land Agency of Jamaica. The youth centre was equipped with a
- TV for educational purposes and a fridge in order to store fruits, drinks and ice packs at the skatepark.
- Maintenance and landscaping costs included wood for ramps, a down payment for the grills in the youth centre, rooting powder and manure for the garden and paint.
- Sanitary expenses included regular sanitary expenses like toilet paper, garbage bags, paper towels and first aid materials, as well as sanitary expenses related to COVID-19 like rubbing alcohol and disinfectant spray.
- Local teachers ran 4 private classes for which they were compensated with JMD\$1,000 per lesson.

Skatepark Income: November - December 2020

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.

During November and December 2020, the Freedom Skatepark generated a total of JMD\$55,400, equivalent to USD\$384.57. This is less than the Skatepark Expenses: the gap was covered by the fundraiser of the Committee.

INCOME

Items	Cost (USD)
Videoshoots	\$34.71
Get-on-board Programme	\$212.15
Private Skateboard Classes	\$90.24
Donations	\$47.90
Commitee Fundraiser	\$634.68
TOTAL	\$1,019.25

Comments:

- The skatepark can be rented for a video shoot in exchange for a donation of JA\$20,000 to the skatepark. There were 2 video shoots this season: 1 with a discounted price for local community members and for 1 videoshoot the donation was returned as the video was not in line with the skateparks guidelines on video shoots.
- With 305 paid uses (JMD\$100 per rental), the board/protection gear rental programme accounted for more than half of the skatepark income this season.
- Private skateboard classes were provided for JA\$2,000 for 1 person and JA\$500 for every additional person for 1.5 hour. A total of 4 private classes have been executed with almost the equivalent income as in the past season (which lasted 1 month longer).
- Some of the park visitors left a donation for the park during their visit. A total of JMD\$6,900 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.

- Defining concrete tasks and working procedures for each one of the responsibilities, and letting Skatepark Managers report on these on a weekly basis.
 - Developing necessary contracts/ registration forms for skatepark services
 - Create incident report to accurately report on incidents
- Being consistent with the weekly meeting with the Skatepark Managers to discuss working procedures, the state of affairs and arising challenges
- Implementing a community activity in the weekly skatepark schedule
- Develop a procedure on how to deal with difficult/ rule-breaking youth
- Zero tolerance for violence
- Marking the park skateboards to keep better track of them
- 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
 - A girls class to make skateboarding more accessible for girls
- Discuss maximum class size for an effective lesson with the coaches
- Structuring the involvement of the graduated skaters
- 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 disciplinary 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:
 - Dealing with larger groups and different skill levels
 - Teaching strategies for basic skateboarding skills
 - How to safely teach and prevent a student from falling
 - How to keep students focussed/ dividing attention over students
 - Identifying student’s level and activities to help them improve from there



- Delegating more organisational responsibilities to the coaches
- Revise how to execute the cooperative learning class more effectively
- Sign partnership agreement with partnering organisations
 - Giving boards to best behaving/improved children from outside organisations
 - Cut down transportation costs
- 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:

- Reiterate working procedures to avoid missed deadlines
- Develop a procedure on replying to messages on social media
- Have a weekly meeting with the Media Manager on development

Project Management

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

- Creating a weekly report to check off weekly Project Manager responsibilities
- Create a monthly report to keep track of finances and programming impact numbers
- Make the petty cash system operational so the Project Manager has easier access to funds to pay for skatepark maintenance costs
- Provide a monetary compensation for the Project Manager
- Clear procedure for payment of electricity bills

Implement a homework programme at the Freedom Skatepark to not let the skatepark be a distraction of education but emphasise the importance of education to the children we work with, and to support the children that need extra support with their education.

