



Impact report

Period: January 2021 - March 2021

Subject: Programming

Location: Freedom Skatepark, Jamaica

Date prepared: 21st of April 2021

By: Tim van Asdonck

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⚡ Introduction

This report summarizes the third season of Edu-Skate Programming that ran at the Freedom Skatepark from January 1st - March 31st 2021. The season consisted of 4 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 rent a skateboard and/or protection material for \$100 JMD each. All income from this programme is reinjected into 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 participate in the Community Activities, where we work together with the skatepark community on the developments around the Freedom Skatepark.

My first season managing the Freedom Skatepark has been a fulfilling experience on many levels. Bonding with the community and watching our kids grow especially in the homework program is heart warming and motivates me to find more ways to engage not just our young people but those in our community of all ages.'

-Tabetha Phillips, Project Manager

Edu-Skate classes.

This is Concrete Jungle Foundation's core youth programme: skateboarding classes with a focus on life-skills important in both skateboarding as in life in general. The programme is free of charge with open participation for anyone between 6-16 years old that is registered for the programme.

Homework programme.

With a focus on personal development, the skatepark should not be a distraction from the education of the children we engage. For this reason, on Monday, Wednesday and Friday between 1pm - 3pm the Freedom Skatepark provides a free of charge programme to support our children with their homework and education.

The Homework Programme was funded by Sandals Foundation, all other programme activity was funded by The Skateroom. Concrete Jungle Foundation organised and executed the programmes with the support of 9 local staff members and 1 international volunteer, under the guidance of CJF's Programmes Director (Tim van Asdonck) and the Project Manager (Tabetha Phillips). 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.

COVID-19

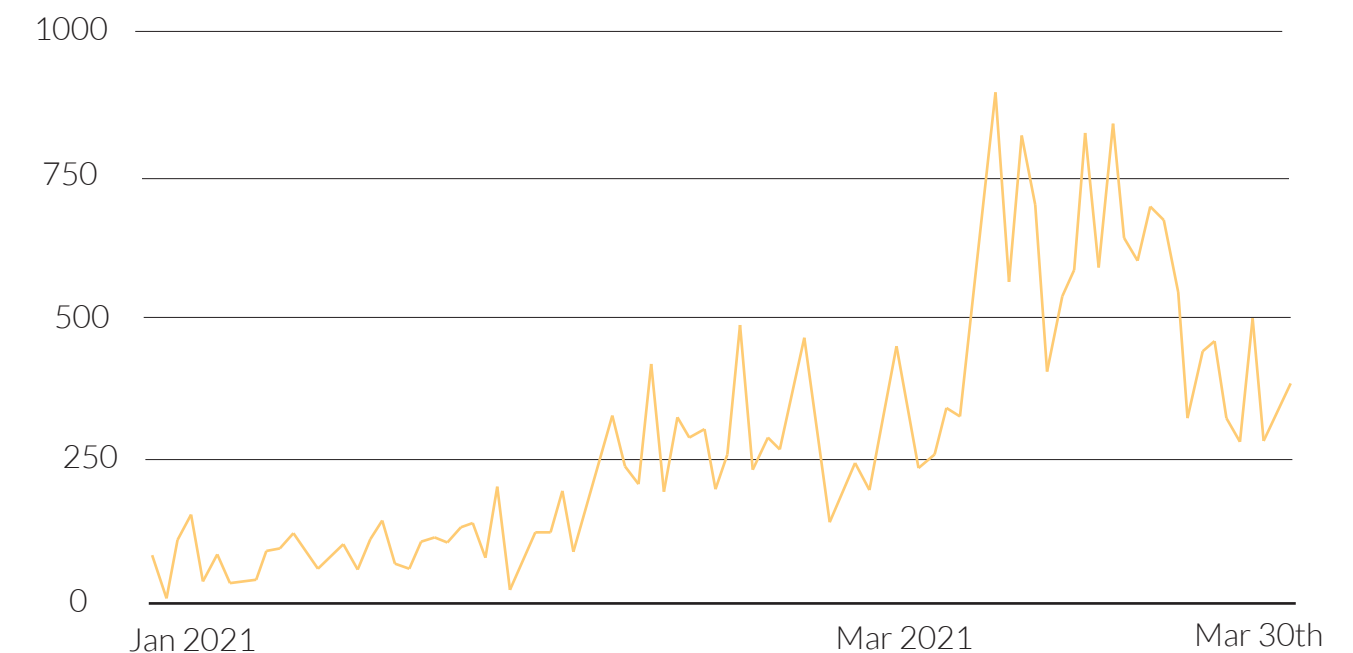
With an average of 91 cases per day in the first month and an average of 515 cases per day in the last month, Jamaica saw a huge rise in covid-19 cases during Season 3 of programming at the Freedom Skatepark.

The Freedom Skatepark followed the Jamaican Government's new guidelines. After a new set of restrictions on March the 1st, the Project Manager and CJF's Programmes Director confirmed with the Bull Bay Police Station that only 10 people were allowed on the compound of the skatepark at any given time (including staff).

This presented some clear challenges in running programme activities at the skatepark and serving and engaging the youth and community around the skatepark: with 1 security guard, 1 skatepark manager and 2 teachers (when there is class) there remains very little space to serve the 50+ regular visitors of the Freedom Skatepark. Consequently, this led to challenges in sticking to the maximum of 10 people at the park.

After working with a rotation system of 1.5 hour timeframes, the Freedom Skatepark Committee and Staff decided on the 15th of March to close the park to the public and focus its efforts on programming activities for the youth only.

COVID-19 Cases in Jamaica: Jan-Apr 2021



1/ Get-on-Board Programme

With a donation of skate materials from Paris Skate Culture and Elijah Luther (a previous CJF volunteer), 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 Get-on-Board 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 are not able to afford this price, the programme could be accessed for free in exchange for participation in Community Activities (see 2. Community Support Programme).

The Skatepark Managers ran this programme during opening times of the skatepark (1pm - curfew -2 hour) and kept track on a daily basis how the materials were used and by whom.

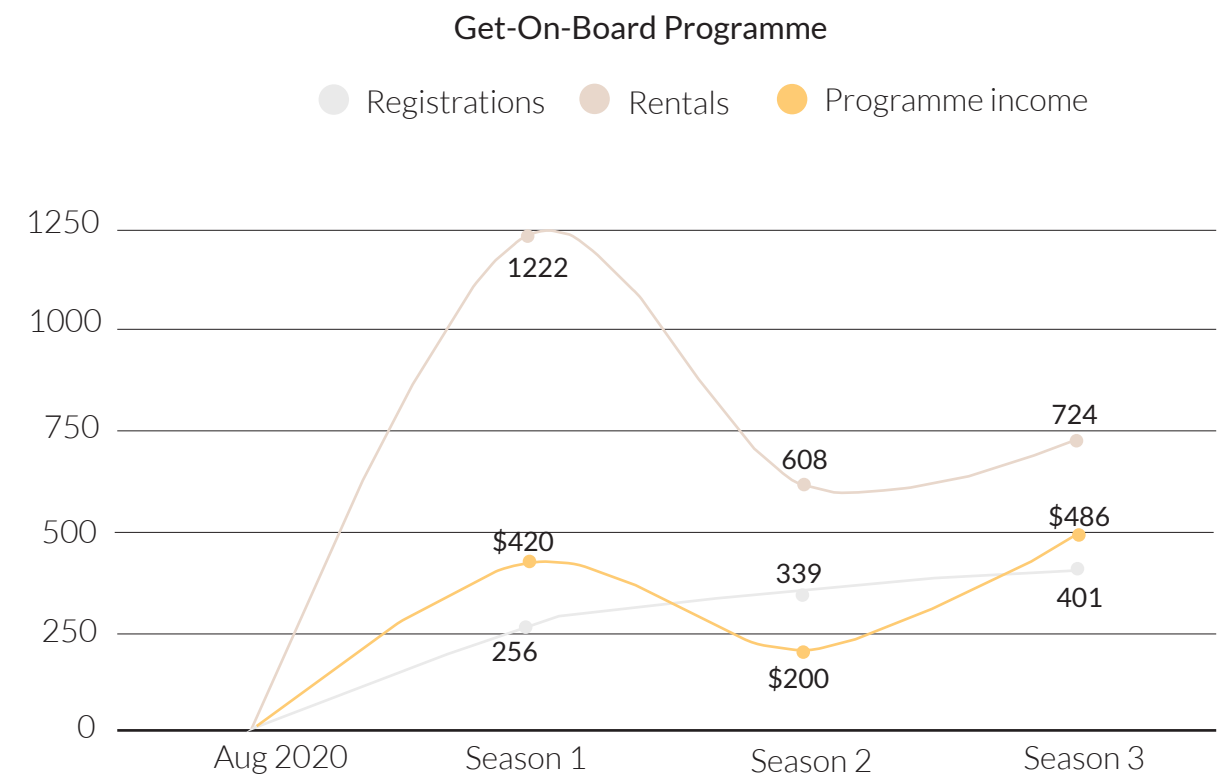
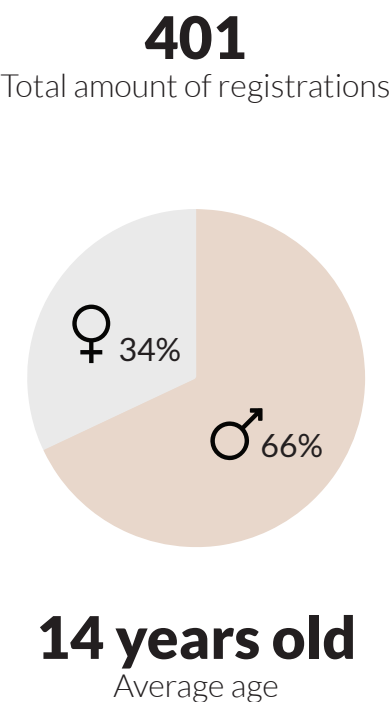
In the following you find the result of the third season of running the Get-on-Board Programme.

724

Total amount of uses

- 20% of uses was for Edu-Skate Classes (146 uses)
- 20% of uses was in exchange for Community Support jobs (143 uses)
- 60% of uses was in exchange for money (435 uses)

\$ Programme income in season 3: \$72,800 JMD / \$486 USD
All income was reinvested in the maintenance of the Freedom Skatepark (see Skatepark Expenses under 5. Finance).



2/ Community Support

The Community Support is implemented for three reasons:

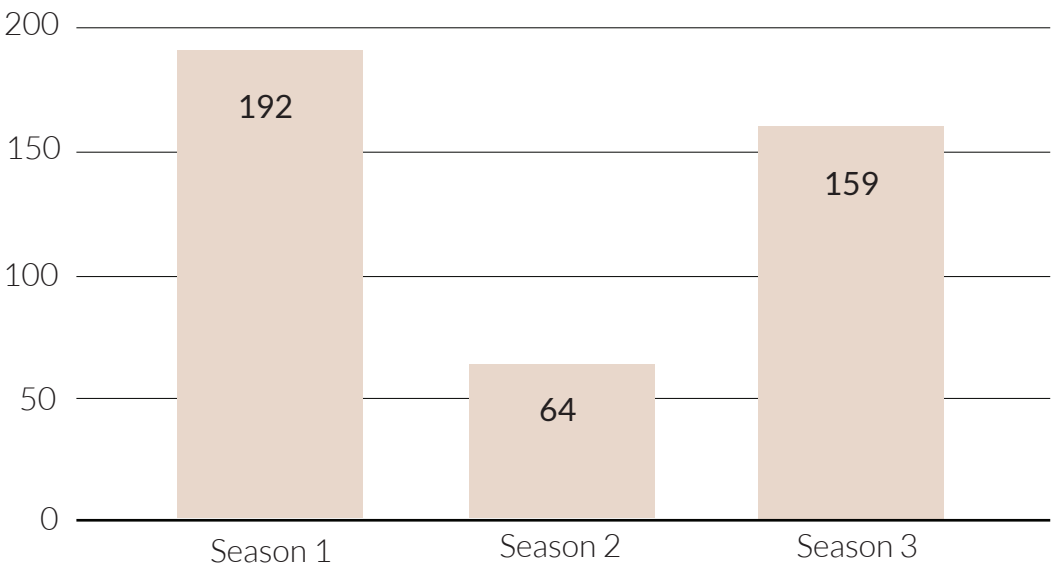
- 1. Involving the skatepark community in the work and developments of the skatepark to instill a sense of ownership
- 2. Community building: providing fun and educational activities through which the skatepark visitors can bond
- 3. Some of the skatepark visitors don't have the financial means to rent 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 3: **159** voluntary jobs executed

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

- Planting and watering flowers, plants and fruit trees
- Weeding
- Set up a swing set
- Painting tires for landscaping and swing set
- Moving dirt and collecting rocks for garden
- Cleaning up garbage
- Painting grills and rocks for a welcome sign
- Building bamboo fences around gardens
- Building guard house
- Set up new park boards
- Shovel gravel and dirt in preparation for new wall
- Clean up of leftover construction materials & move plants in preparation for the new wall

Engagement Community Activities



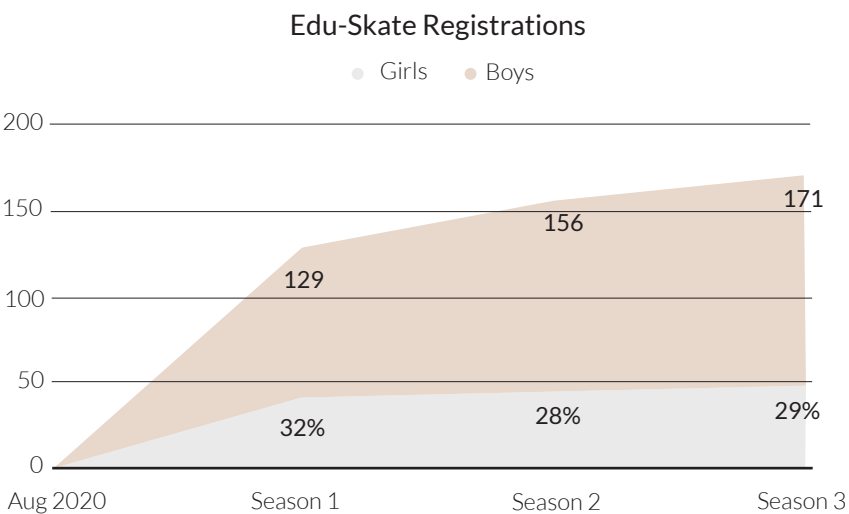
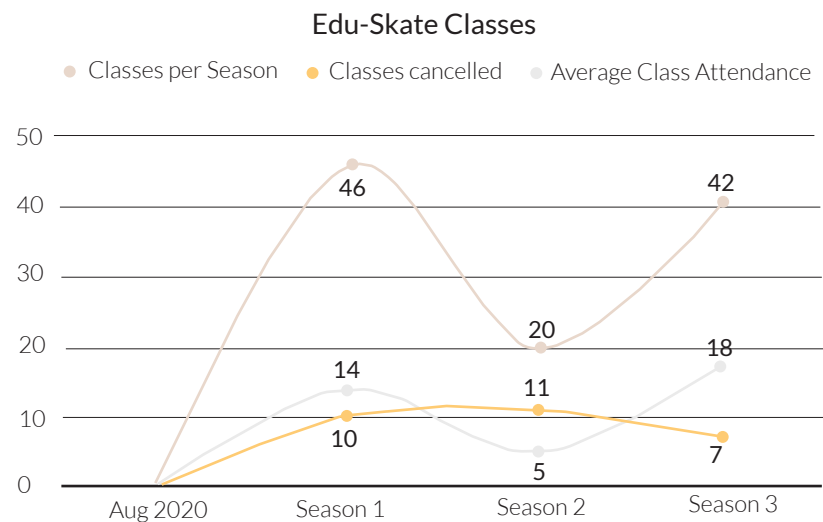
3/ Edu-Skate Classes

The Edu-Skate Programme offers free skateboarding classes with a focus on life-skills on weekdays between 3pm - 4.30pm for children aged 6 - 16 years old. On Mondays we had 'Girls only' classes, Tuesdays we hosted a group from Saint Thomas, on Thursdays we hosted a group from the organisation Supm Fi Talk Bout from Downtown Kingston, and other days the lessons were open for the children from the local community. Although we saw a number of familiar faces from the community, we also frequently saw children from Kingston and 9 - 11 Mile.

42 free Edu-Skate classes were executed in Season 3 and 18 were cancelled. We had cancelled classes before due to rain, but this was the first season in which classes were cancelled due to the absence of students. Especially in the first month there were several days where no students would show up at the skatepark.

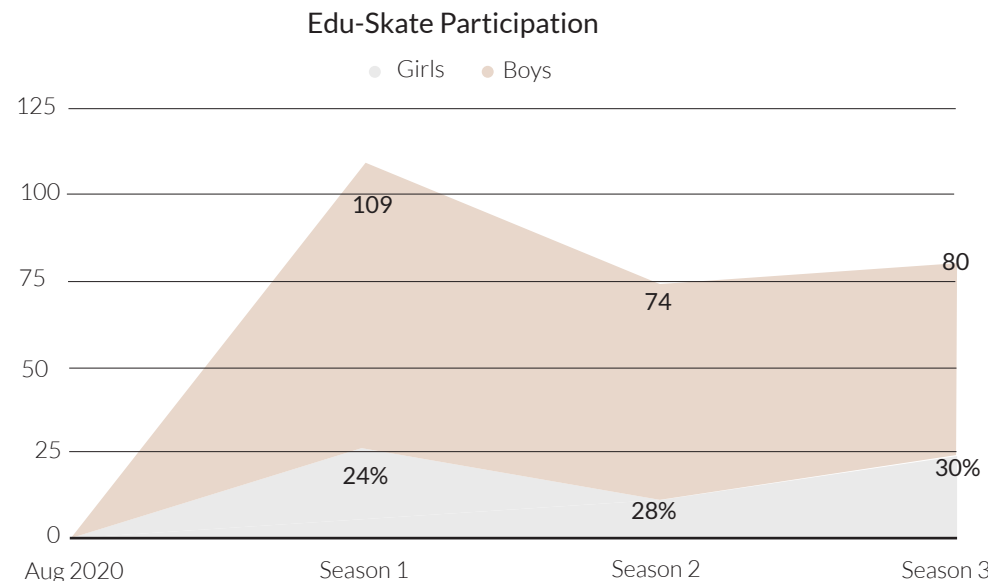
The Edu-Skate Programme was equipped with enough skateboards and protection equipment to run classes for 15 students. However, with the covid restrictions we cut the maximum class size down to 6 students on March 1st.

1 injury (broken wrist) was recorded during the Edu-Skate classes this season.



Total amount of registrations: **171**

- **15** new registrations this season
- **29%** female (49), 71% male (122)
- Average age: **11**



Participation this season: **80** students

- **30%** female (24), 70% male (56)
- **34%** 1-class participation students,
- **64%** returning students

Every lesson a Head Teacher and an Assistant Teacher were present to run the class. 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?

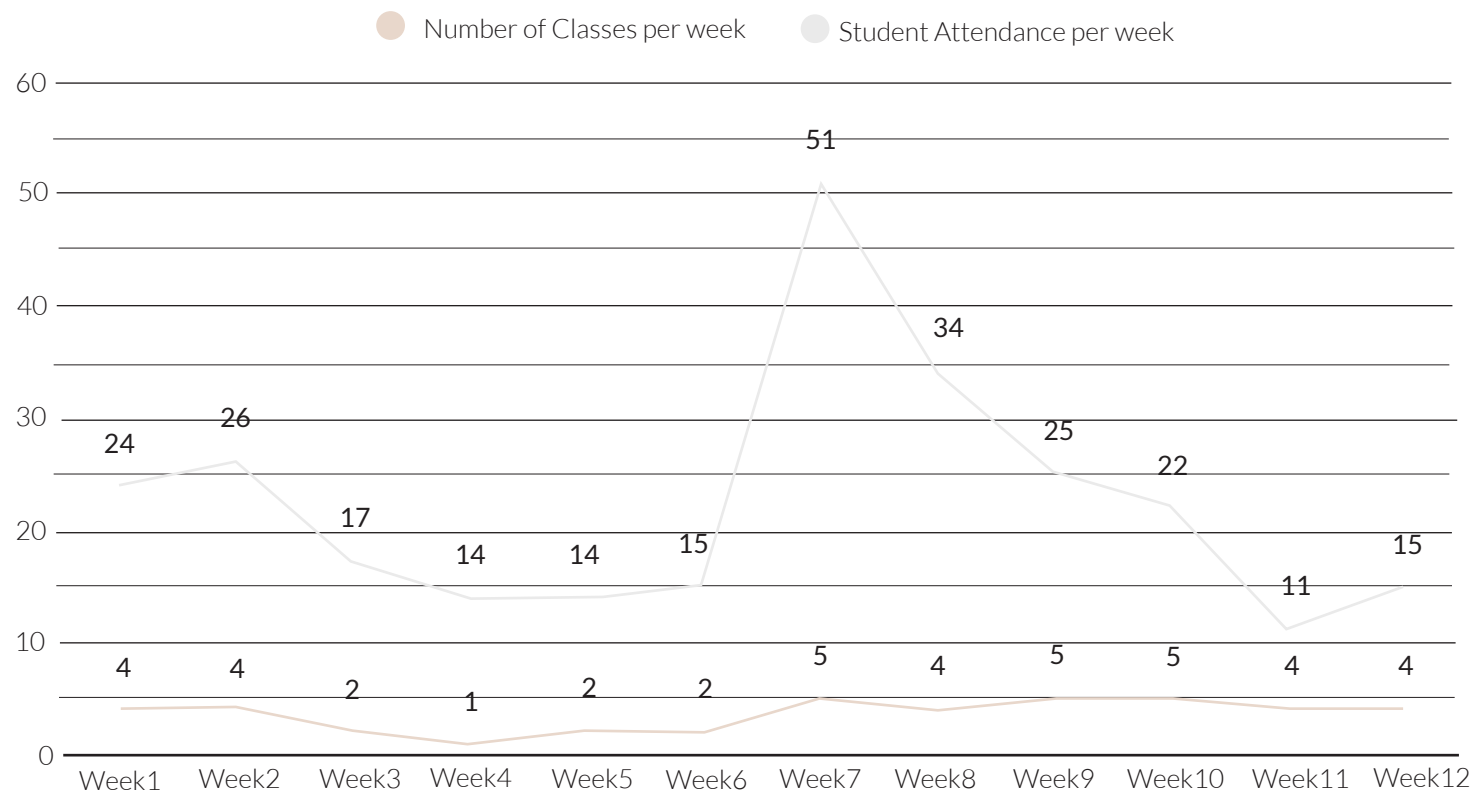
As Concrete Jungle Foundation’s core youth programme, the execution of this programme is closely monitored and evaluated in 2 ways: for each lesson a lesson evaluation was filled out and at the end of the season teachers filled out an evaluation on their experiences.

CJF’s international volunteer was in charge of the organisation and evaluation of the Edu-Skate classes up until week 7, from there CJF’s Programmes Director took over.

In the following you find a short weekly summary of the Edu-Skate classes, based on the lesson evaluations. Each week either a social skill or a competence building skill is introduced that contributes to a positive personal development. The students are then presented with a suitable skateboarding activity/ challenge for an immediate practical application of this skill.



Edu-Skate Season 3 Overview



Week 1. A Positive Mentality: 'I can do it if I try!'
Quote of the week: 'let's get it!' (Unknown)
Life-skill observation during free skate: 'students kept on trying new tricks'

'Let's get it!' (Unknown)

Week 2. Awareness: 'I can focus my attention'
Quote of the week: 'I learned the drop-in!' (Unknown)
Life-skill observation during free skate: No observations recorded

'I learned the drop-in!' (Unknown)

Week 3. Self-Confidence: 'I believe in myself'
Quote of the week: No quotes recorded
Life-skill observation during free skate: No observations recorded

Week 4. Respect: 'Big up yourself!'
Quote of the week: No quotes recorded
Life-skill observation during free skate: No observations recorded

Week 5. Teaching: 'Each one teach one'
Quote of the week: No quotes recorded
Life-skill observation during free skate: No observations recorded

Week 6. Resilience: 'I get back up after I fall down'
Quote of the week: No quotes recorded
Life-skill observation during free skate: No observations recorded

Week 7. Perseverance: 'I won't give up!'
Quote of the week: 'I learned to pop my tail for the ollie! I don't want to try something else, I want to keep trying this!' (Steven, 13)
Life-skill observation during free skate: 'Miles didn't succeed at riding down a bank during the lesson, but kept trying during free skate and eventually succeeded!'

'I learned to pop my tail for the ollie! I don't want to try something else, I want to keep trying this!' (Steven, 13)

Week 8. Encouragement: 'You can do it!'
Quote of the week: 'You got it Fabion!' Rakive (11)
Life-skill observation during free skate: 'kids were learning rock to fakies, the ones that succeeded were so excited they kept doing it and were encouraging others that wanted to learn to succeed too'

'You got it Fabion!' Rakive (11)

Week 9. Courage: 'I can overcome my fear!'
Quote of the week: 'If you do it, I'll do it!' Marcus (13)
Life-skill observation during free skate: 'Little K and Piddy were scared to drop in of bigger ramps, but after practicing the smaller ramps in the lesson, they did the bigger ramps by themselves during free skate. They also both learned how to hippiejump!'

'If you do it, I'll do it!' Marcus (13)

Week 10. Creativity: 'I can create what I can imagine'
Quote of the week: 'This is the Popy trick!' Popy (11)
Life-skill observation during free skate: 'Steven and Marcus came up with their own trick, the 'Chong trick.'

'This is the Popy trick!' Popy (11)

Week 11. Teamwork: 'Teamwork makes the dream work!'
Quote of the week: 'I did 6 new tricks!' Anna Kay (12)
Life-skill observation during free skate: No observations recorded

'I did 6 new tricks!' Anna Kay (12)

Week 12. Free skate session
Quote of the week: 'I'm going to do it right now!' Renaldo (13)
Life-skill observation during free skate: '[Student] is becoming an autonomous skater!'

'I'm going to do it right now!' Renaldo (13)

Season Finale

No event or contest could be organised at the end of the season due to covid restrictions. Instead, a give-away was organised for the students that visit the skatepark on a regular basis.

11 of the most engaged homework programme students received a gift bag with skateboarding goodies, including a set of wheels for each of them from Jamie Thomas from Zero Skateboards.

For the rest of the Edu-Skate students there were pieces of clothing like t-shirts, shoes and caps they could choose from. Over 25 pieces of clothing have been given away. 3 complete skateboards were also donated to Supm Fi Talk Bout organisation.

Although classes kept running throughout the season, covid interfered in such a way with the execution of the classes that no student graduation took place this season of Edu-Skate.

Challenges and improvements

Weekly lesson structure

Following the recommendations of last season, this season started with a more structured weekly schedule for the classes. On Monday was Girl Class, Tuesdays we received a group from St. Thomas and on Thursdays a group from Downtown Kingston. This helped with the organisation of the classes, and also absorbed the drop of engagement of children from the local community.

Recommendations: more targeted outreach for specific scheduled classes.

‘Only few students come to the open classes, better to fill classes with organised groups’
‘Need to find a way to engage more students on specific days so the classes are always full’

Lesson structure

With the absence of CJF’s Programmes Director, the Edu-Skate structure seemed to have gotten lost and classes were less life-skill focussed. More tools and training are needed to help teachers execute the programme independently.

Recommendation: develop the tools to execute the Edu-Skate Programme independently

Staff attendance

Every teacher was at least absent without notice once during this season, but especially among the Assistant Teachers there was a significant amount of absence without notice. This led to challenges in the execution of some lessons.

Recommendation: with the goal in mind of the local staff being able to run the Edu-Skate Classes themselves, more responsibility and ownership is required. A clear warning and consequence system should be implemented and initiative and motivation should be rewarded.

‘Teachers were missing so the lesson was hard to coordinate’

‘More teachers could’ve helped accommodating all the students needs’

COVID-19

As mentioned before, the interference of the Covid-19 pandemic in this season was the worst so far. From March onward a maximum of only 6 children were able to join the classes due to the Covid restrictions, which caused a loss of engagement from many of the regular students.

Recommendations: although the Covid-19 situation is hard to anticipate, a more clear and structured schedule for the season could help keep our students engaged.

‘The public classes are hard to maintain in covid times’

Female participation

The female participation in the skate classes rose from 15% to 30% this season! This season even marked the first week with more female participation in the classes than male participation. This season was the first full season with a female Head Teacher in the Skatepark Staff.

Recommendation: specific female engagement with a female teacher seems to have a positive impact on the participation of females in the classes. More targeted engagement and outreach could help keep female participation numbers up.

Graduates

Although the graduates from Season 1 still enthusiastically join the classes to help teach where they can, there still isn’t a precise protocol or trajectory for the graduates’ engagement in the classes.

Recommendation: determine a specific protocol/plan for the graduates’ engagement in the classes.

Guest group

With a signed partnership agreement, expectations were clearer and working together was easier. The only points for improvement were including a section on the party responsible for the transportation and emphasizing that sending a chaperon with the students is mandatory.

Recommendation: include responsibility for transportation and emphasizing the requirement of a chaperon in the partnership agreement.

Inventory

There were a few classes with the mention of missing cups or fruits. A consistent supply or stock where possible could help prevent this problem.

Recommendation: have a stock of cups and make sure there is enough supply of water and fruits for the week.

No student evaluations have been executed this season.

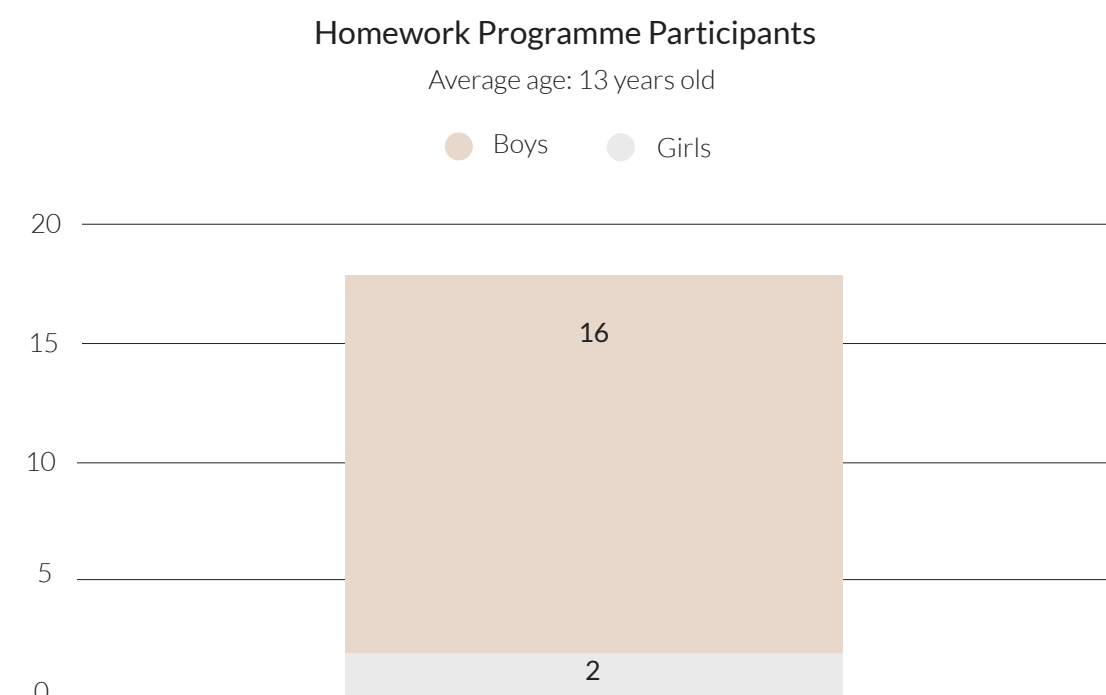
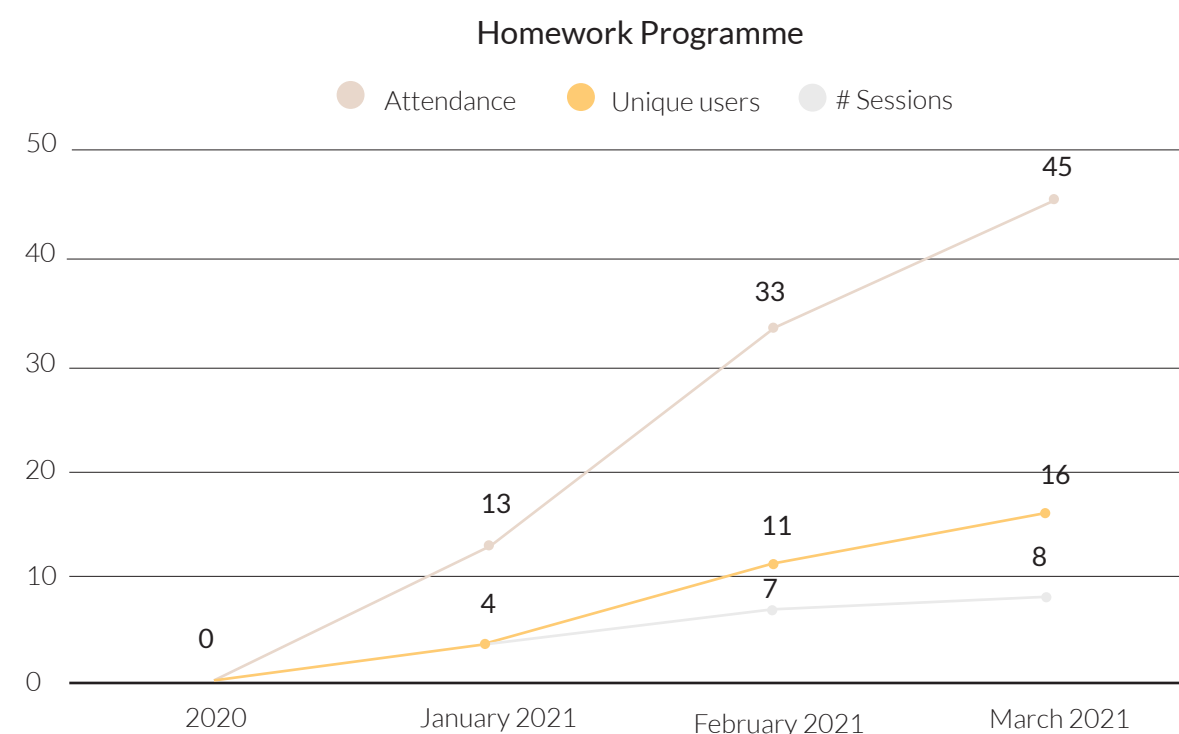
4/ Homework Programme

With a focus on personal development, the skatepark should not be a distraction from the education of the children we engage. For this reason, on Monday, Wednesday and Friday between 1pm - 3pm the Freedom Skatepark provides a free of charge programme to support our children with their homework and education.

This was the first season of implementation of the Homework Programme. The programme was funded by Sandals Foundation, coordinated by Tabettha Phillips (Project Manager) and the educational sessions were executed by Icah Wilmot. The programme got a kickstart with a donation of school supplies under the coordination of Lexi Melville and was supported with snacks and drinks for the students by Seprod Foundation.

‘The kids really took well to my presence and really appreciated the help I was giving them. Many times they would thank me for the work we did as the ones who do attend the online classes would get the same topics in classes after we would have covered them and were able to ace them. We all bond well together and it’s very motivating to have them return and always want to learn’ Icah Wilmot





What went down in the Homework Programme?

The initial challenge was to engage our skating youth and get them in the routine of starting their day at the park with an educational session and showing up on time.

‘The timing of the session is still not cemented in the kid’s routines so only one on time and the others showed up later’ Icah Wilmot, January 26th

Icah eventually did an excellent job at this, as seen in the graph above. The sessions started slow, but really picked up from the second month with more and more engagement. By the end of Season 3 18 different children were engaged on a regular basis in the Homework Programme at the Freedom Skatepark.

‘Participant numbers are growing and there is more interest in the program’

Icah Wilmot, February 18th

The second challenge was to let the students bring their homework: at the start few of the students would show up with their homework to the sessions. Icah tackled this by organising lessons and giving assignments on different topics adjusted to the level of the different students. Topics included:

- Maths (14 sessions)
- English Language (7 sessions)
- Writing Assignments (2 sessions)
- Write a composition about your day at the park
- Write an essay: ‘how covid-19 has affected my life’
- Science assignment (2 sessions)
- The water cycle
- IT assignment (1 session)

‘The tricky part was the fact that all the kids were at different levels and only two would occasionally bring homework as most of them weren’t even doing classes because of the lack of internet access at home. So had to evaluate them in the subject areas and find common ground where I could group them in levels and work on specific activities for each group’

Icah Wilmot

Recommendation: finetune closer with the school curriculum what the students are working on need to be capable of to better serve our students.

Logistical challenges were met related to a lack of space and the seating arrangement (related to covid-19) and the need for a bigger whiteboard. Solutions were found by the end of the season, although a lack of space in the youth centre is still present.

Another big challenge was distractions during the sessions: this included disruptive children, people walking in and out of the youth centre and the sound of skateboarding outside. This improved greatly from March onward when the skatepark was closed to the public.

‘The space is getting a bit congested when doing the classes and other people walking in and out of the area’
Icah Wilmot, February 11th

‘When the kids were participating it was a great experience to see them grow and grasp the lessons and concepts but there were a few kids who would make it their duty to disrupt the others which was what caused a bit of problems a few times’
Icah Wilmot

Recommendation: make a spacing plan for when there are more than 6 students
Recommendation: only students and staff can enter the Youth Centre when class is in session

Recommendation: keep the skatepark closed during education hours

Another logistical challenge was cleanliness of the homework area.

‘Better management of the cleanliness of the area will be a great benefit. Though it is a skate park, the area used for classes always has shoes thrown in the corners, broken boards and other bits of unnecessary items that clog up the space making it feel untidy and I think a clean environment would help to get them to focus more. Maybe we need to get them to clean the area before we start class and this will instill a level of pride for the skate park and the areas in which they work and hang out’

Recommendation: clean out the area with the students before starting class

‘Three of the kids were speaking and said they are learning more than they do at school and that they are able to connect better and get more from the sessions than they would in a conventional class setting’

Positivity! :)

Icah reported at almost every session that the student’s participation was great, their interest kept growing and that they were very supportive of each other.

‘The participants who came are genuinely interested and eager to participate. One child came as a means of preparing for an exam next week’

‘Participation of all involved was great. And everyone was supportive towards helping the others who got questions wrong’

‘All came looking for me and eager to get the class going’

‘The kids are retaining the work well, remembering all the methods from last class and applying it today’

‘All the kids were helping the one who was not catching on at the beginning and motivated him to keep trying’

‘Gawayne persistence in understanding the fractions. Never gave up until he got it’

The season ended with an educational field trip for the most engaged students of the Homework Programme to Hope Zoo. After visiting the Zoo we had lunch and a skate session at the Chinese Garden.



5/ 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

9 local staff members were contracted during the second season to execute the programmes at the Freedom Skatepark and were compensated on a weekly basis. At the end of the season they all received a skateboard deck.

● 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.

‘This is the first season that I can see the impact of programs on the youth. There is a sense of community among them that has developed, and I can see them progressing with each other with education and athletics. This progress has made this all worth it to me, hopefully coronavirus doesn't slow us down too much’

Skatepark Manager

Neither one of the Skatepark Managers missed any of their shifts, 1 manager opened the park late on a handful of occasions. The Skatepark Managers handle their responsibilities autonomously. By working closely together with the Skatepark Managers on a daily basis, the Project Manager kept close communication and quick response to arising challenges.

‘We seem to have a good line of communication at this point’

Skatepark Manager

Concrete Jungle Foundation put a Project Manager in place and provided the funds for staff salaries. One of the biggest challenges this season was the rise of violent altercations: 2 people got banned from the park for this reason. During the first month there were several incident reports of people trying to attack each other with a knife or machete. In some cases this involved a known trouble maker at the skatepark, in 1 case an unfamiliar newcomer. The Skatepark Staff stepped in on all occasions, successfully preventing anybody from getting hurt.

The police were contacted but did not show up to the park. With the lack of support from the local Police Station and the extra pressure on the Skatepark Staff, a request was made to the Board for security at the skatepark.

On the 17th of February we started emergency call services with King Alarm and on the 27th of February we started with services from Securipro to have a security guard on the compound during opening hours.

Another big challenge for the Skatepark Management came with the rising covid-19 numbers and restrictions. From March onward only 10 people were allowed on the compound of the Skatepark. This was at times difficult to maintain as there are 50+ people that would visit the skatepark on a regular basis. The situation required constant communication and coordination with the security guard which was an extra pressure for the Skatepark Managers. ‘Keeping it at 10 people’, ‘telling people to leave’ and ‘gate/security management’ were mentioned as the 3 difficulties in Skatepark Management this season.

‘Most of our newest challenges have been coronavirus related, so we have dealt with it best we can. But nothing we can't handle.’

Skatepark Manager

Recommendation: let Skatepark Managers handle gate management while skatepark is closed to the public.

This season it appeared that some people had slipped through the cracks with registering for the programmes they took part of. A few regular visitors were asked to sign the registration after already participating.

Recommendation: Skatepark Managers keep a closer watch on who is or is not registered yet

● Edu-Skate teachers

The season started with 2 Head Teachers and 3 Assistant Teachers to run the Edu-Skate classes. During the season one more Head Teacher was hired to accommodate the big Supm Fi Talk Bout classes. An international volunteer was in charge for the first 6 weeks of organising and executing the Edu-Skate classes, after that CJF's Programme's Director took over. They were present every class to guide the teachers through the programme.

‘My experience teaching skateboarding at the freedom skatepark has been great. I see new students and old trying to improve themselves not just within skateboarding but also internally, it’s great to see how impactful skateboarding can be.’
Head Teacher

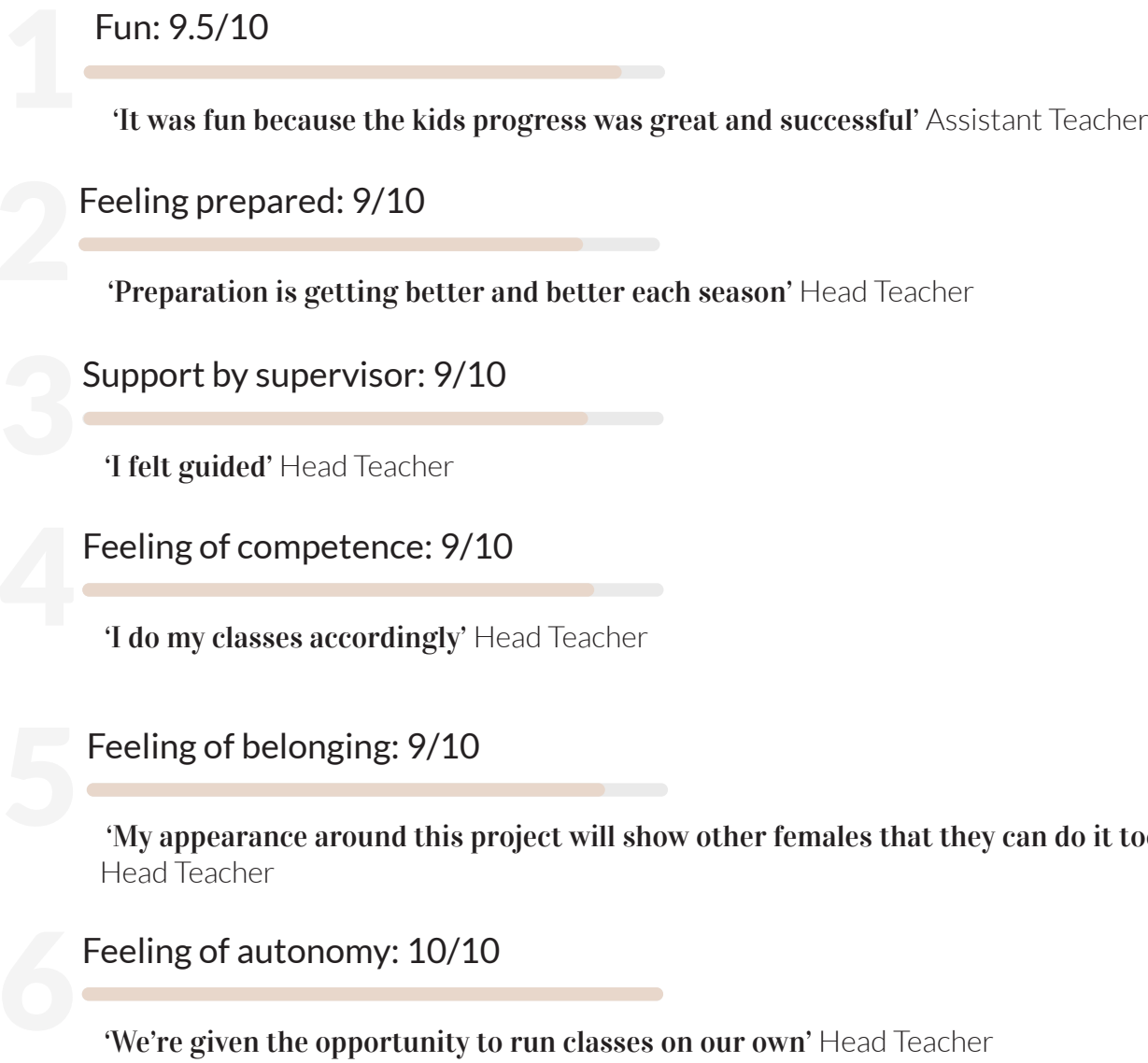
Teachers were more autonomous this season in organising the classes: The first 6 weeks they organised the classes together with the international volunteer. This was different from the past seasons, where the Project Managers organised the classes and executed together with the teachers. The local teachers gained some valuable experience in organising classes. However, lesson planning, following the Edu-Skate life-kill structure and lesson evaluations were lacking in most of these classes. These are vital aspects in teaching our local teachers how to organise a structured, safe and educational skateboarding lesson. After CJF's Programmes Director returned to the project, there was more focus again on implementing the Edu-Skate Programme structure.

Recommendation: provide more tools for teachers to organise a proper Edu-Skate class autonomously

2 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

‘My experience teaching class at the park was fun because I never know I could reach that far in skateboarding until I start teaching the skate classes’
Assistant Teacher



Difficulties	Improvements
Time to start the class	I learned how to teach a student the proper way
Some kids do not listen	The kids say ‘Sir look at this I learn!’
Disrespectful kids	We improved in how we take care of the kids as staff
We need more skateboards	We need to go some trips and some street skate and go some other places for skating sessions

— Edu-Skate structure

The teachers seemed to be content with implementing the Edu-Skate Programme. No more new feedback came up this season of running the programme.

‘This program is awesome! Happy to be apart of it’ Head Teacher

Recommendation: Develop a toolkit to implement the programme more autonomously, based on all the feedback so far from local teachers.

● Homework Programme Teacher

The Homework Programme Teacher had full autonomy in running the educational sessions. He filled out an evaluation form after every session and one at the end of the season about his experiences.



‘The homework program is not a new experience for me, but the environment made it fun. Initially I was hesitant about how many kids would really get committed to the classes but was delighted by the number of consistent returners. Watching and helping each child grow intellectually and seeing them develop was so rewarding as it proved that with a little help and effort their potential is limitless. With each consecutive class I have become more connected with them and have seen many of them change to become more open and conscious minded as the time together has not only been limited to scholastic lessons, but many instances of discussions and confrontations have arisen which has allowed us a chance to dig into each child’s personality and attitude and help groom them to be better humans’

Icah Wilmot

As with the Skatepark Management, the Project Manager discussed on a regular basis with the Homework Teacher how the sessions are going, in order to be able to respond to arising challenges quickly. Challenges have been discussed under 4. Homework Programme.



● 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 saw improvement this season, with 4 out of 12 deadlines missed on uploading pictures (compared to 4 out 6 last season) and an increase in quality of pictures. The Project Manager provided support with Social Media Management and with providing pictures.

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

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 points have been achieved this season:

- Skatepark following COVID-19 guidelines (logistics around the max 10 people rule)
- Closing the skatepark for the public related to covid-19 to keep programming running
- Electricity connected to our own meter
- Food handlers training for Skatepark Management done
- Security cameras set up
- Guard house built
- Staff uniform shirts printed
- Swing set installed at the skatepark
- Soundsystem present (courtesy of Paris Skate Culture)



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:

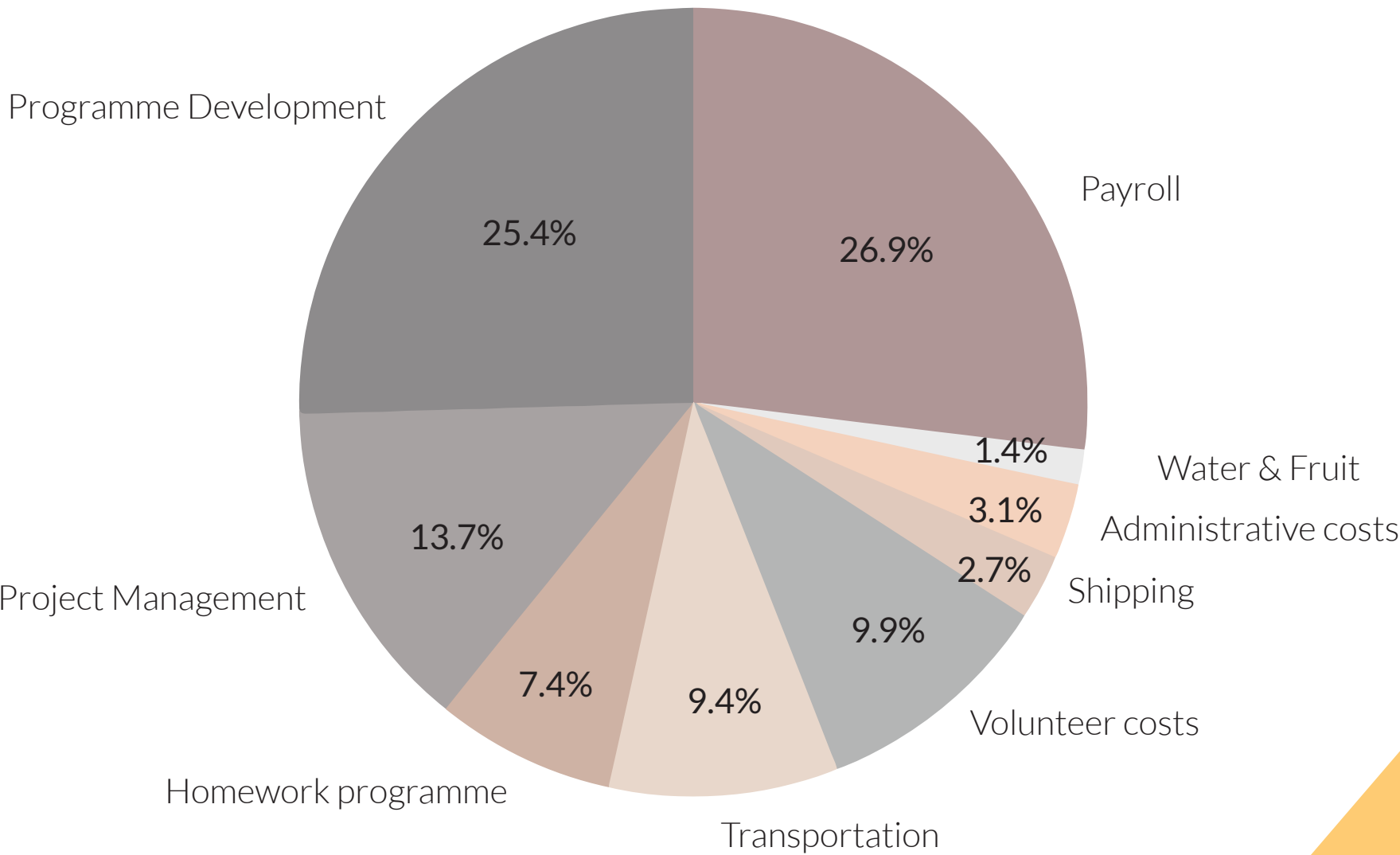
Action item	Status
1. Obtain a bank account for the Freedom Skatepark Foundation	Pending
2. System for Project Manager to access petty cash funds for skatepark expenses	Done
3. Obtain charitable status for the Freedom Skatepark Foundation	Pending
4. Arrange security at the skatepark	Done
5. Get a donor plaque up at the skatepark to thank donors	Pending
6. Organise the 1-year anniversary event	Pending (depending on covid)
8. Installation water tank (Sandals Foundation)	Done
9. Make the annual report of 2020	Done
10. Develop proposal to fundraise for this year’s expenses	Done

6/ Finances

Programming expenses January 1st 2021 - 31st March 2021

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. The Homework Programme was sponsored by Sandals Foundation. In total the season cost **\$7,663.36 USD**.

Items	Cost (USD)
Payroll	\$2,063.47
Water and food	\$110.97
Administrative costs	\$236.38
Shipping	\$204.28
International volunteer costs	\$761.48
Transportation	\$721
Homework Programme	\$565.78
Project Management	\$1050
Project Development	\$1950
Total	\$7,663.36



Payroll (\$2,063.47 USD)

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: \$8,500 JMD for 3.5 days.
- Head Teacher: \$1,000 JMD per session
- Assistant Teacher: \$500 JMD per session
- Media Management: \$1,000 JMD for photo, \$1,000 JMD for social media management per week

79 weekly payslips have been paid for a total of \$309,000.00 JMD

Water and food (\$110.97 USD)

Water and fruits were provided for the students every skate class. Instead of providing a meal for the Skatepark Managers like in previous seasons, the Skatepark Managers got a pay raise of \$500 JMD per day. This amounted to a saving on water and food compared to previous seasons (even when including the extra \$243.25 USD paid to the Skatepark Managers, the costs this season were still lower than previous seasons).

Administrative costs (\$236.38 USD)

Due to the donation of a printer for the Homework Programme, these costs got cut down this season as well. Whereas before the majority of these costs were printing costs, this season only a small percentage of the costs were printing costs. Other costs included payroll envelopes, food and drinks for staff meetings, but mostly bank fees. This was a new expense, as this season the programme finances were managed by the Project Manager on a Jamaican bank account.

Shipping (\$204.28 USD)

We received 2 packages this season: 1 with decks for the staff and skate gear for the project (helmets, hardware etc.) from CJF volunteers Elijah and Jake Luther, and 1 from Jamie Thomas with skateboard wheels. Materials were shipped to Miami, and from there shipped to Jamaica by The Musson Group Foundation.

Volunteer costs (\$761.48 USD)

These costs included deposits for the volunteer house and housing materials like bed sheets and a toilet seat.

Transportation (\$721 USD)

These costs solely consist of the weekly \$12,000 JMD for transportation of the children from Supm Fi Talk Bout Organization to and from the skatepark.

Homework Programme (\$565.78 USD)

These costs consisted of teacher salary (34%), a field trip to the Zoo (38%) and supplies for art projects and a gift bag for the students (28%).

Project Management (\$1,050 USD)

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

Programme Development (\$1,950 USD)

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
- Supporting the implementation of the programmes at the Freedom Skatepark
- 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 January 1st 2021 - 31st March 2021

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, the FSF Committee fundraiser and the petty cash system from the Board. The total skatepark expenses from January - March 31st were **\$1,835.60 USD**.

EXPENSES

Items	Cost (USD)
Build guard house	\$93.91
Food handlers permit	\$98.22
Installation cameras	\$65.67
Build & installation swing set	\$246.08
Landscaping	\$470.45
Maintenance	\$401.74
Sanitary expenses	\$156.03
Pay for private classes	\$283.59
Transfer fee video shoot	\$19.91
Total	\$1,835.60

Skatepark Income January 1st 2021 - 31st March 2021

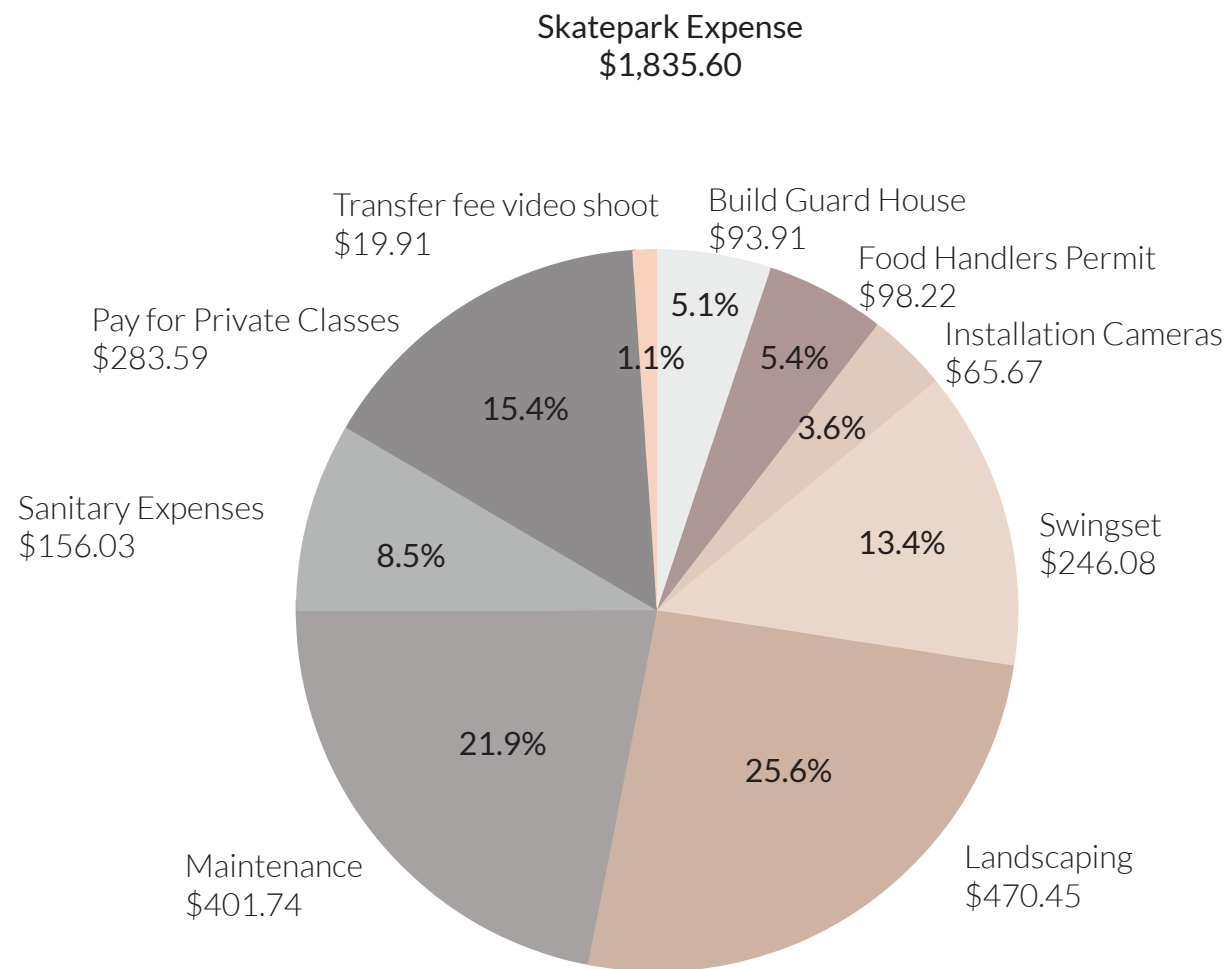
With the efforts of the FSF Committee, the Freedom Skatepark got permission from the National Land Agency to run a few commercial activities to sustain the park. All income generated at the Freedom Skatepark has been directly reinvested into the maintenance of the skatepark.

From January - March 2021, the Freedom Skatepark generated a total of \$204,993 JMD, equivalent to **\$1,368.79 USD**. This is less than the Skatepark Expenses: the gap was covered by the fundraiser of the Committee and the Petty Cash from the Freedom Skatepark Foundation.

INCOME

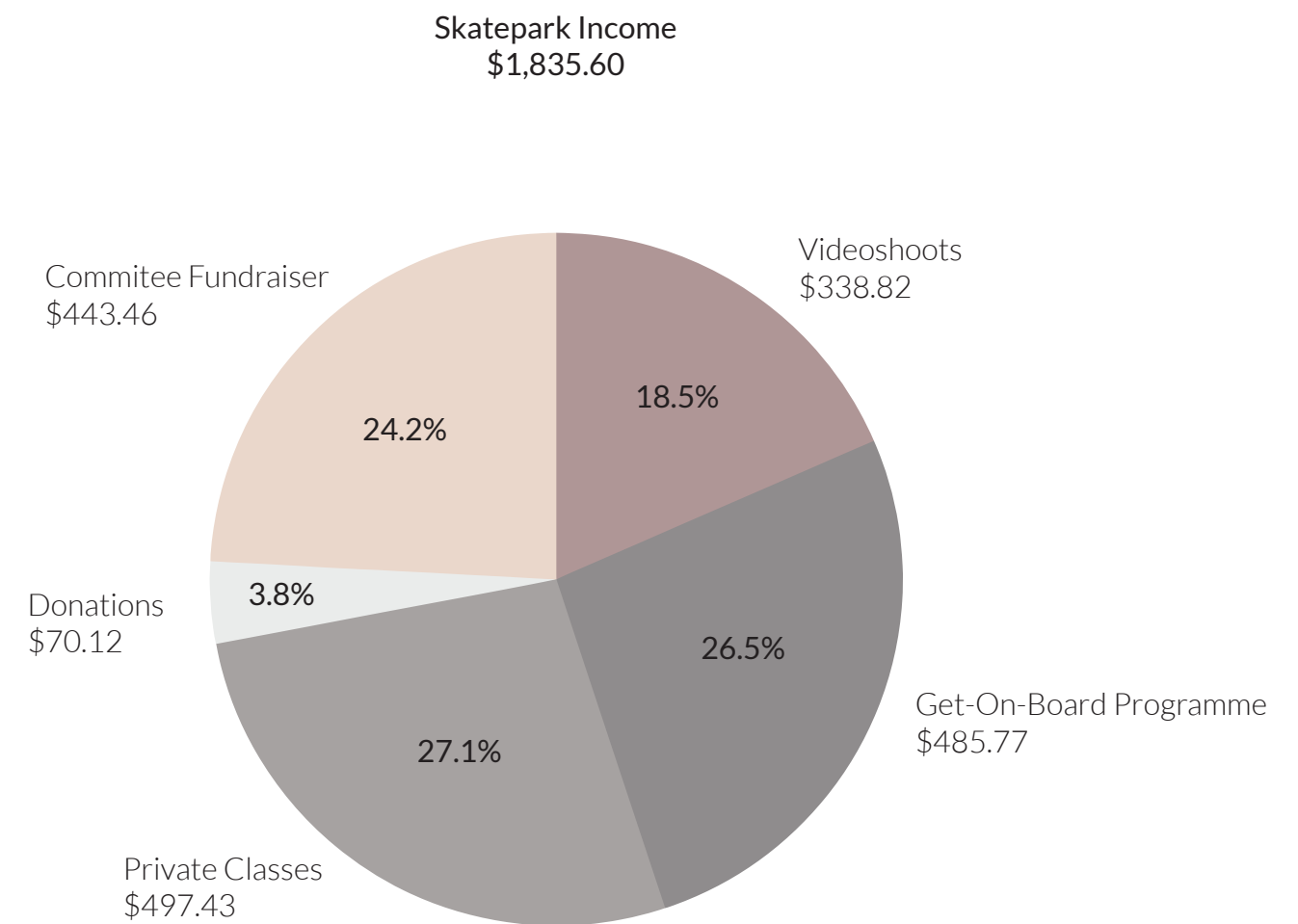
Items	Cost (USD)
Videoshoots	\$338.82
Get-on-Board Programme	\$485.77
Private Skateboard Classes	\$497.43
Donations	\$70.12
Committee Fundraiser	\$578.68
Petty Cash	\$600
Total	\$2,570.82

There is \$735.22 left from this season income



Comments:

- Blue Ridge donated cameras, paper towel dispensers and garbage bins to the skatepark
- The swingset was built by the local welding company Strikers Welding with leftover materials from the build of the skatepark
- Landscaping costs were covered entirely by the Committee Fundraiser and included soil, plants and snacks for landscaping days with the community
- Maintenance costs included paint, signs (covid, no smoking, restrooms, parking), padlocks & copying keys, installing a grilled garbage bin outside, moving rule signs, a garden hose, cement, batteries and a new toilet seat.
- 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 30 private classes this season



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 by Black Hero
- The board/protection gear rental programme had 435 paid uses this season (\$100 JMD per rental)
- Private skateboard classes were provided for \$2,000 JMD for 1 person and \$1,000 JMD for every additional person for 1.5 hour. A total of 30 private classes have been executed, which is an increase of more than 750% from the previous season.
- Some of the park visitors left a donation for the park during their visit. A total of \$9,500 JMD has been donated by supportive individuals.

7/ 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

The Skatepark Management is becoming a solid and autonomously working team. Their responsibilities have become clear over time and they take these seriously. The following recommendations came forward to improve upon the current structure.

- Keep the Skatepark Managers working closely with the Project Manager for a quick response to arising issues (e.g. security this season)
- Involving the Skatepark Managers more in the organisation of small activities for the youth Let the Skatepark Managers handle gate management with only 10 people at the skatepark
- Skatepark Managers keep a close eye on making sure everyone is registered for programmes they take part in

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 consistent and well-trained staff is vital to keep our youth engaged and the Edu-Skate classes running. Recommendations are to invest more in the capacity of the local staff and less in international volunteers to achieve this.
- Instead of open classes on every day, specific classes on specific days seem to be working better with the current covid situation. A recommendation is to schedule classes for specific participants (girls class, geographic area etc.) throughout the week and to do targeted outreach to fill these classes.
- Some Assistant Teachers are absent without notice a lot, and not very motivated and engaged. A clear warning and consequence system should be implemented and initiative and motivation should be rewarded.
- Specific female engagement with a female teacher seems to have a positive impact on the participation of females in the classes. More targeted engagement and outreach could help keep female participation numbers up.
- Structuring the involvement of the graduated skaters in the classes.
- Organising a weekly teacher meeting to evaluate this week's classes, discuss working procedures/ role division and prepare for next week's classes.
- In the case of working with guest groups or partner organisations, have transport under their responsibility and include the requirement of sending a chaperon with the children.
- Stock up on cups, and have a regular supply of water and fruits at the skatepark.
- Thorough research to define the programme's influence on the students' behaviour

After 3 seasons of feedback from the teachers on the Edu-Skate Programme, a toolkit for working with the programme is being developed. This toolkit is designed to help with managing all the aspects of running the programme. The toolkit will be implemented in the next season of Edu-Skate at the Freedom Skatepark to provide support in running the programme structure correctly in a more autonomous manner.

Homework Programme

The following recommendations came forward from this season to improve upon the Homework Programme:

- Finetune closer with the school curriculum what the students are working on need to be capable of to better serve our students.
- Make a spacing plan for when there are more than 6 students
- Only students and staff can enter the Youth Centre when class is in session
- Keep the skatepark closed during education hours
- Clean out the homework area with the students before starting class

Media Management

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

- Develop a procedure on replying to messages on social media

Project Management

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

- Clear procedure for payment of electricity bills





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