



Impact report

Period: June 2021 - August 2021

Subject: Programming

Location: Freedom Skatepark, Jamaica

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By: Tim van Asdonck

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‘This has been the greatest work experience of my life. Although things don't always go the way we may want, I do feel that this project has brought a much needed and much loved and appreciated space to the community and the country and I'm proud to have been a part of this journey for the last few years. I find the work sometimes stressful and frustrating but also so incredibly rewarding.’

Tabetha Phillips (Project Manager)

⚡ Introduction

This report summarizes the fifth season of Edu-Skate Programming that ran at the Freedom Skatepark from June 1st - August 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 Activity 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 Activity 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.

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.

Summer Activities Programme.

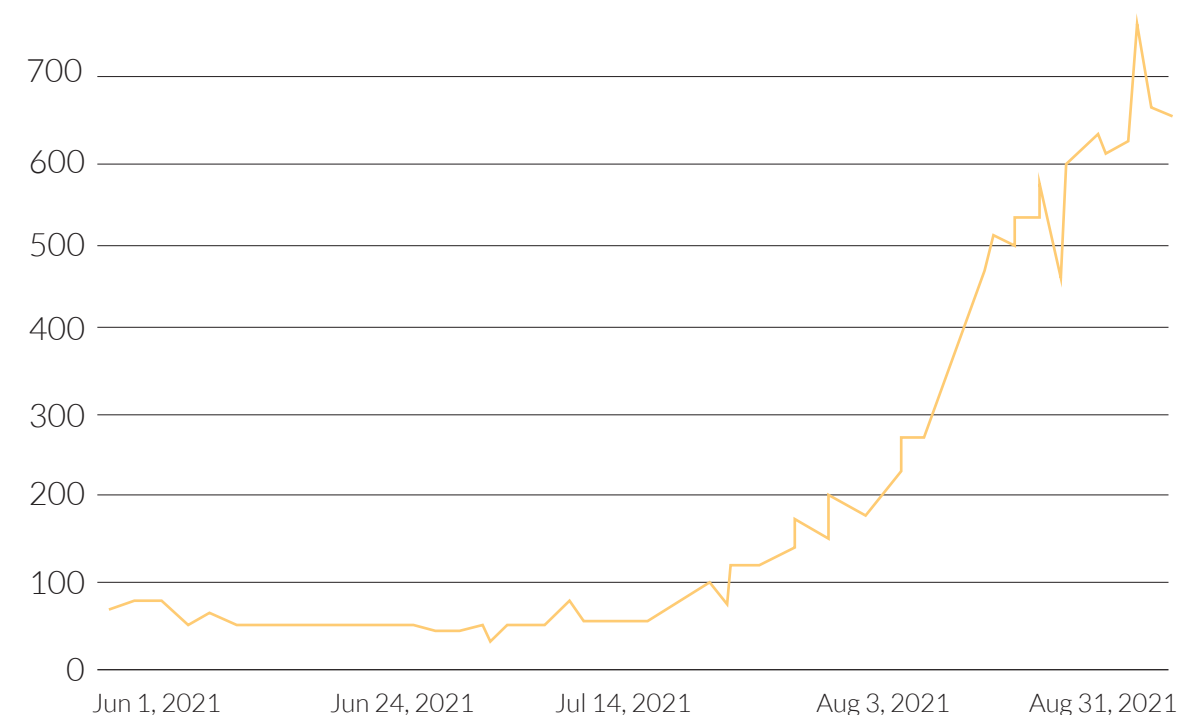
With children out of school for the summer months, a variety of workshops, activities and projects were introduced this season to expose the youth at the Freedom Skatepark to new activities and ways to develop themselves.

The Homework Programme and Summer Activities Programme were 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 7 local staff members and 3 international volunteers, 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, concluded by recommendations for the next season of the programme.

COVID-19

Daily new confirmed COVID-19 cases



The first half of the season saw a low number of covid cases: although still under the restriction of operating at half capacity (maximum 35 people) as discussed with the local Police Station and the park having to close at 6pm in relation to the 8pm curfew, programme activities could be mostly be executed as intended. However, starting the second half of the season, the covid case numbers rose exponentially in Jamaica. This led to more government restrictions, including 6 no-movement days. This presented difficulties in executing all programme activities as intended.

The Freedom Skatepark remained officially closed to the public to limit the amount of visitors and focus its efforts on programming activities for the youth.

1/ Get-on-Board Programme

With a donation of skate materials from Donate for Skate and Lindsay Griffin (who came to deliver her donation in person to the park all the way from the United States!), 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 \$100 JMD each (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 Activities 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.

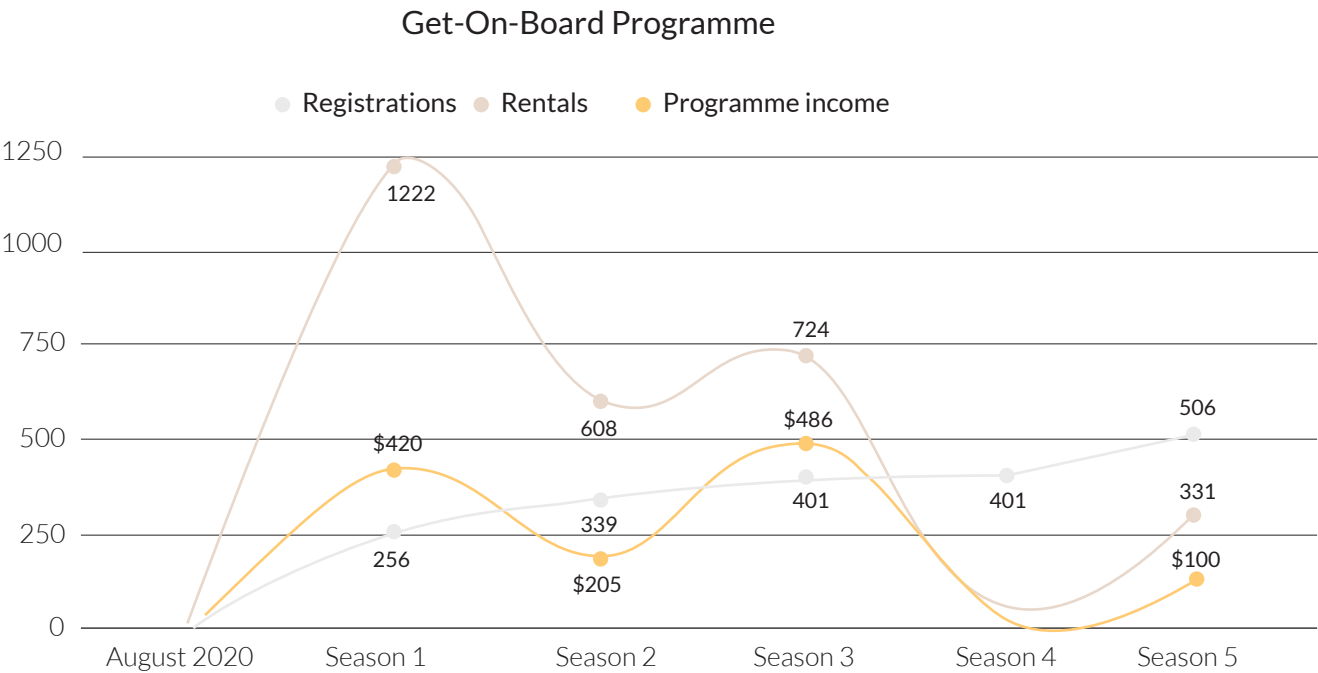
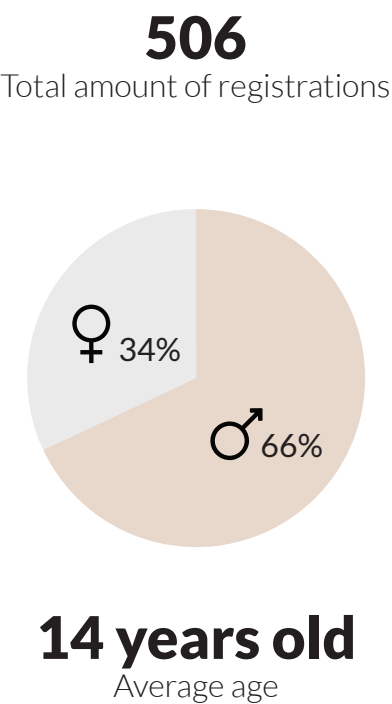
In the following you find the result of the third season of running the Get-on-Board Programme.

331 Total amount of uses

- **50%** of uses was for Edu-Skate Classes (164 uses)
- **14%** of uses was in exchange for Community Support jobs (48 uses)
- **36%** of uses was in exchange money (119 uses)

\$ Programme income in season 5: **\$14,900 JMD / \$100 USD**

All income was reinvested in the maintenance of the Freedom Skatepark (see Skatepark Expenses under 5. Finance).



2/ Community Activity Programme

The Community Activity Programme is implemented for three reasons:

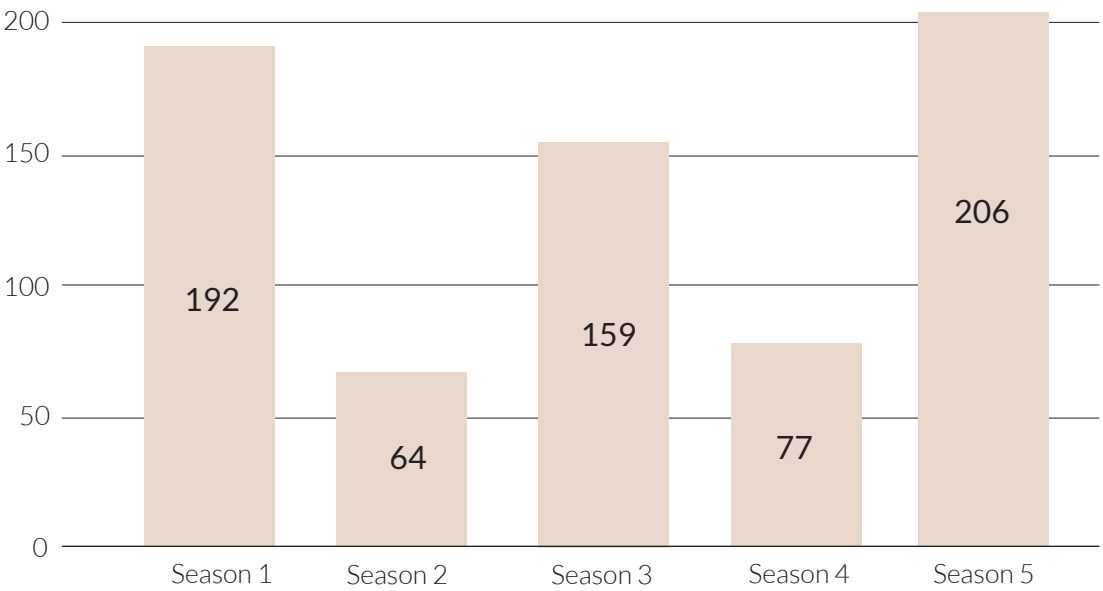
- 1. Involving the skatepark community in the work and developments of the skatepark to instill a sense of ownership
- 2. Community building: providing fun and educational activities through which the skatepark visitors can bond
- 3. Some of the skatepark visitors don't have the financial means to rent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

Total participation in Community Activities in season 5: **206** 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:

- Gardening
- Building planter boxes
- Go Green workshop
- Skatepark maintenance (filling cracks, replacing pool coping)
- Building a gazebo
- Clean up tires and leftover wood around the park
- Building a cabinet
- Clean up the youth centre and trash
- Car technician workshop
- Making skate wax for the park
- Skateboard art workshop
- Photography workshops

Engagement Community Activities



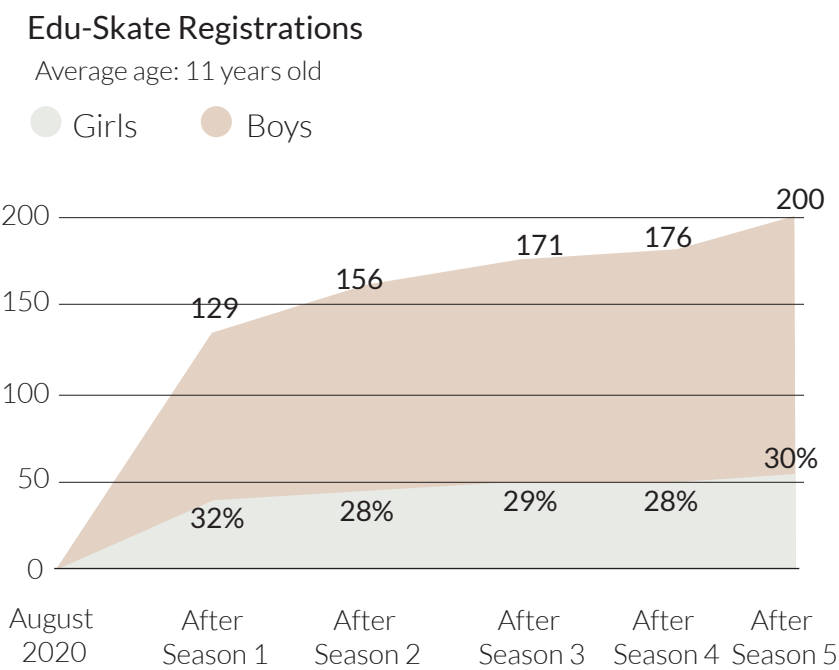


3/ Edu-Skate Classes

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.

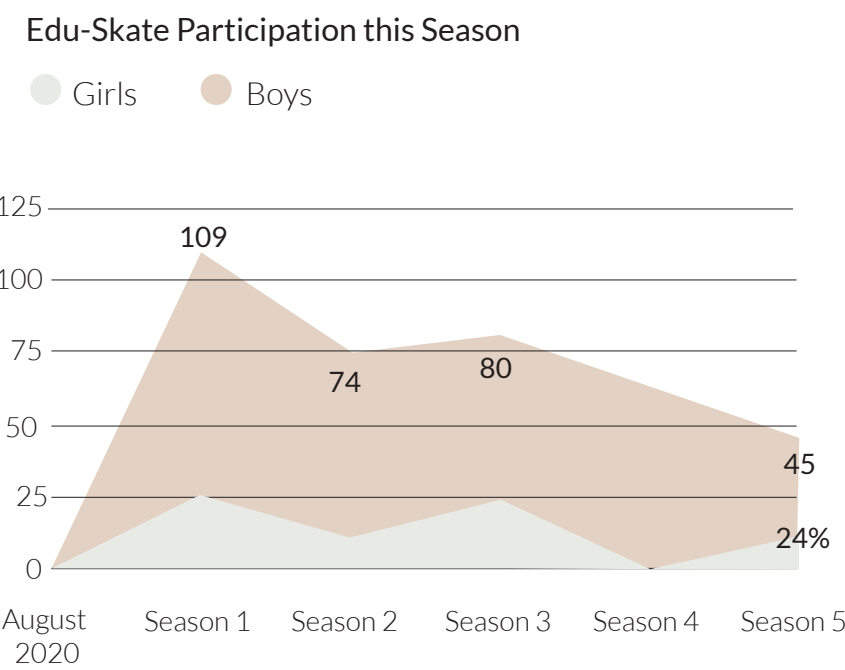
This season we had 2 weekly classes: on Wednesdays there were open classes for the children of the community and on Saturdays we hosted classes for the Organisation RISE from Downtown Kingston. The majority of the participants in the open classes on Wednesdays were pre-enrolled students from the Bull Bay area.

19 Edu-Skate classes were executed in Season 5 and 5 classes were cancelled due to rain. No injuries were recorded during the Edu-Skate classes this season.



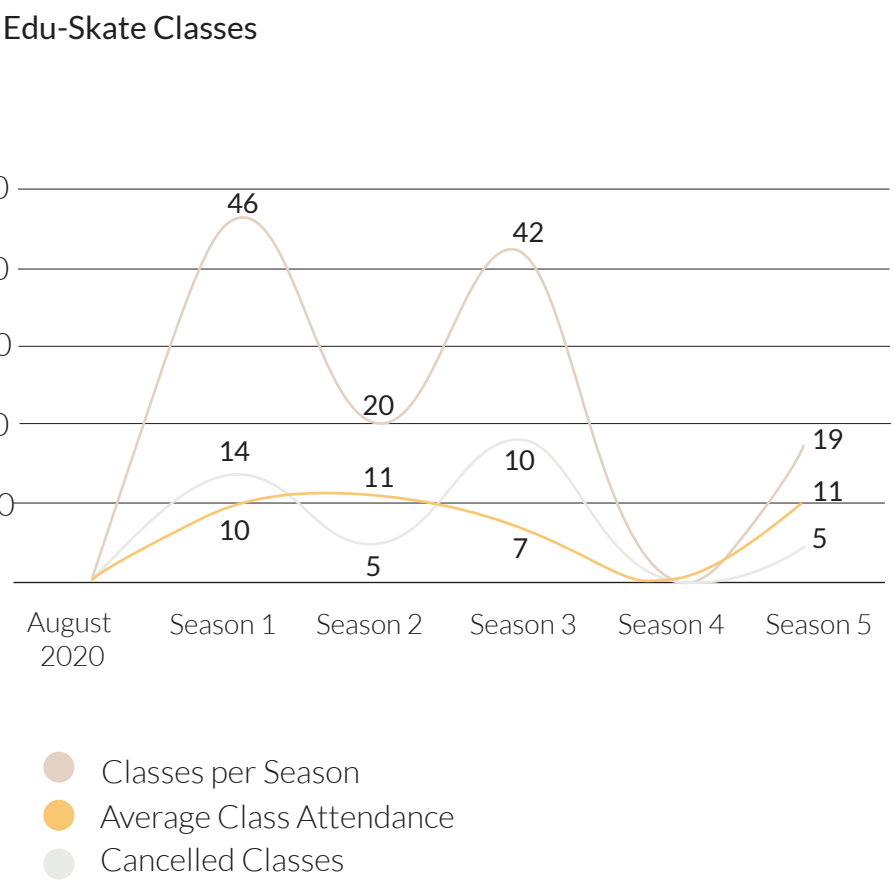
Total amount of registrations: **200**

- 24 new registrations this season
- 30% female (59), 70% male (141)
- Average age: 11



Participation this season: **45 students**

- 24% female (11), 76% male (34)
- 38% 1-class participation students
- 62% returning students
- Average lesson attendance: 11



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?

As Concrete Jungle Foundation's core youth programme, the execution of this programme is closely monitored and evaluated. CJF's Programmes Director was in charge of the organisation and evaluation of the Edu-Skate classes.

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.

Week 1. A Positive Mentality: 'I can do it if I try!'

- Quote of the week: No quotes recorded.
- Life-skill observation during free skate: 'Students kept looking for challenges'

Week 2. Awareness: 'I can focus my attention'

- Quote of the week: 'I have to get it!' (Renaldo, 13)
- Life-skill observation during free skate: 'It took 2 girls 2 full lessons to get both their feet on their board, but they didn't give up and eventually learned' (more perseverance than awareness, but needed to be mentioned nonetheless).

Week 3. Self-Confidence: 'I believe in myself'

- Quote of the week: one kid was so over joyed he jumped off his board to celebrate his accomplishment: 'I did it!' (unknown)
- Life-skill observation during free skate: 'student were showing each other respect for their new achievements' (more respect than self-confidence, but needed to be mentioned nonetheless).

Week 4. Respect: 'Big up yourself!'

- Quote of the week: 'When I heard that we were skating today I got really excited'
- Life-skill observation during free skate: 'The kids were clapping for each other when they landed their trick!'

Week 5. Teaching: 'Each one teach one'

- Quote of the week: 'I taught her to go down the ramp!' (Misha, 14)
- Life-skill observation during free skate: 'Student paired up and taught each other tricks.'

Week 6. Resilience: 'I get back up after I fall down'

- Quote of the week: Anna (12): 'I get hurt when I skate'. Bri (9): 'thats how you learn in skating!'
- Life-skill observation during free skate: 'Students seemed more confident and took on bigger challenges.'

Week 7. Perseverance: 'I won't give up!'

- Quote of the week: 'I kept not getting the ollie up at the start, but then got it at the end!' (Jordan, 13).
- Life-skill observation during free skate: 'The students kept trying the same tricks for the whole free skate period. 1 student kept falling on ollieing the gap but kept trying.'

Week 8. Encouragement: 'You can do it!'

- Quote of the week: 'ye bro you have that!' (unknown)
- Life-skill observation during free skate: 'The kids all worked together on the back to back ollies.'

Week 9. Courage: 'I can overcome my fear!'

- Quote of the week: 'I'm a brave girl!' Bri (9), I'm scared but I will try it (unknown)
- Life-skill observation during free skate: 'the kids carried on with scary drop ins and Roll-ins. All the children were choosing stuff on their own to do and asking for help if they felt they needed it.'

Week 10. Creativity: 'I can create what I can imagine'

- Quote of the week: No quotes recorded.
- Life-skill observation during free skate: 'Lots of children moved to trying to drop-in on their own without teachers helping and just encouraging/learning off eachother which was really cool to see' (not creativity related, but needed to be mentioned nonetheless).

Week 11. Teamwork: 'Teamwork makes the dream work!'

- Quote of the week: No quotes recorded.
- Life-skill observation during free skate: 'Everyone was practicing new tricks on a mini ramp session, lots of encouragement and falling down - hard to make team work part of that but it was there for sure.'

Week 12. Free skate session

- Quote of the week: No quotes recorded.
- Life-skill observation during free skate: No observations recorded.

● **Season finale**

A small event was organised to finish the season. There was pizza for all attendants and the Newsletter of the Summer Programme (see Appendix A) was distributed. The homework students received new shoes from Vans Europe and the 7 students that graduated this season got their Edu-Skate diploma and a new complete skateboard donated by Donate for Skate and Lindsey Griffin!

● **Challenges and improvements**

Weekly lesson structure

Like in previous seasons, Covid-19 interfered with the execution at full capacity of the Edu-Skate Programme. The adaptation of 2 classes per week (1 for community and 1 for an outside group) seemed to work well in providing sufficient opportunities of free classes to serve the Jamaican youth that was interested: the classes had an average attendance of 11 students (with a maximum capacity of 15 students per class). However, a request came up this season from the previous graduates to have advanced classes. This could be set up in the schedule.

Recommendation: continue skate classes for previous graduates from the Edu-Skate Programme.

Training local teachers

There was a focus this season on letting the local teachers manage classes by themselves. The Edu-Skate Toolkit wasn't fully developed yet, so not all the training tools were present to make sure teachers could handle Edu-Skate classes comfortably themselves. Recommendation: Finalize Edu-Skate Toolkit for locals to execute the Edu-Skate Programme independently

Recommendation: invest more time in teacher training



Female participation

Even though there was a 24% female participation in the classes this season, it is noticeable that girls are far less engaged in the skatepark than boys. More outreach within the local community about specific activities or classes for girls could enforce female presence at the skatepark.

Recommendation: outreach within the community about activities specifically for females could enforce female presence at the skatepark.

No student evaluations have been executed this season.



3/ Homework Programme

(sponsored by Sandals Foundation)

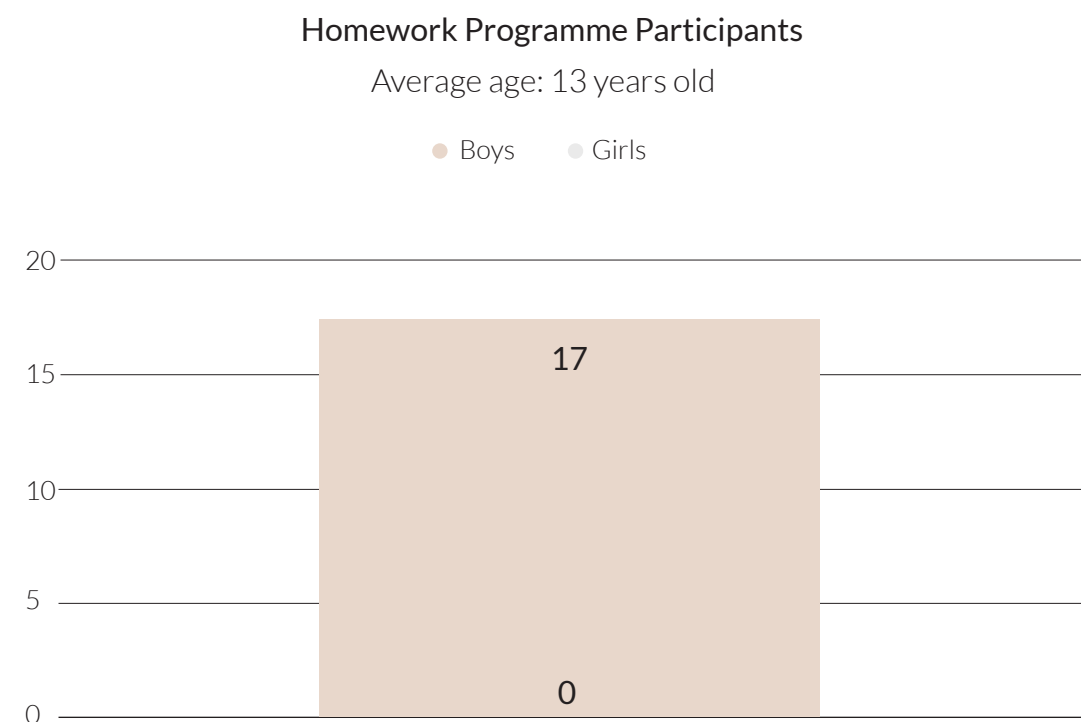
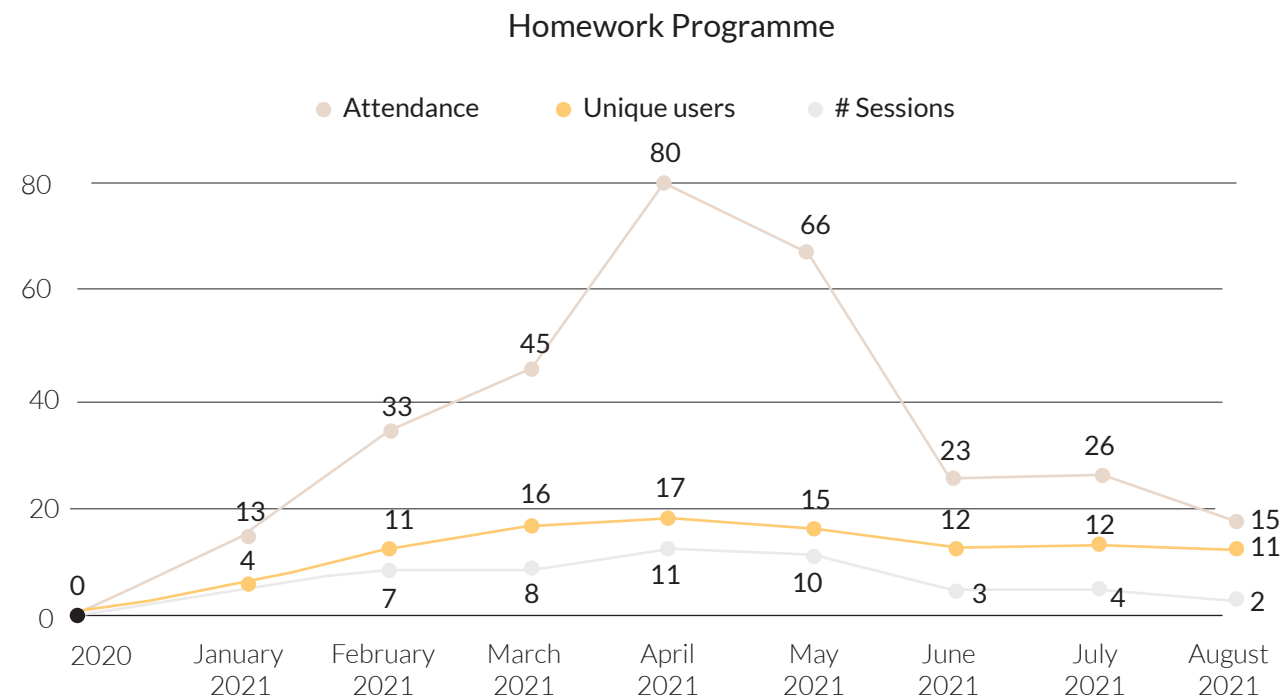
With a focus on personal development, the skatepark should not be a distraction from the education of the children we engage. Although this season was during the summer break and our children did not have school, 1 day per week there was still an educational session organised this season on Wednesdays from 1pm - 3pm. The Homework Programme was funded by Sandals Foundation, coordinated by Tabettha Phillips (Project Manager) and the educational sessions were executed this season by Janice Wilmot.

Furthermore the programme was supported with snacks for the students by Seprod Foundation.



‘I had a great time and felt that I fit in perfectly. The kids accepted me with open arms from the beginning. I had the benefit of learning some skating from the kids as well. I gained great insight into how children think and learn and how to adapt my teaching to help them learn more efficiently.’

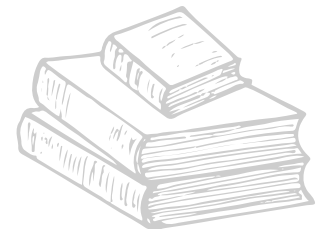
Janice Wilmot



What went down in the Homework Programme this season?

9 educational sessions were organised by Janice Wilmot this season with an average attendance of 7 students per session. Since there was no school curriculum to follow during the summer break, Janice designed her own assignments each week and made her own worksheets adjusted to the different levels of the students with the following topics:

- Maths (2 sessions)
- English language (5 sessions)
- Reading comprehension
- Spelling competition
- Subject verb agreement
- Writing Assignments (3 sessions)
- Write about the first trick you learned skateboarding
- Journaling about activities of the summer programme
- Geography (2 sessions)
- Jamaica and its parishes + capitals & countries in the Caribbean
- Mapping (scavenger hunt around the skatepark & mapping items)



‘I enjoyed engaging with the children and seeing their progress over time. I also enjoyed the freedom I was given to apply my creativity to the program content.’

Janice Wilmot

Although the freedom with content for the homework programme was appreciated by the teacher, it also came with its challenges at times:

‘Many of the students were not attending school and had no homework so I had to constantly come up with content which was challenging. I could have used more help with lesson content and programme outline.’

‘The program had to adapt to the fact that many students stopped attending school and had no homework to do. In the future the students situations will have to be assessed to see how it can be tailored to support the students needs.’

Recommendation: finetune closer with the school curriculum what the students are working on to have a basic curriculum to follow during the Homework Programme.

Janice also brought up that some students could benefit from more personalised attention.

‘Some of the students need more one-on-one assistance.’

Recommendation: having an assistant during the busier homework sessions could alleviate pressure of the teacher to support students that need more one-on-one assistance.

As with previous seasons, the teacher brought up the logistical challenge of the limited space of the youth centre (especially when skateboards and bikes were in the way), as well as the punctuality of the students.

‘There wasn’t much space to work in the homework section. The space had bicycles and skateboards.’

‘Punctuality of the students was one of the things I found difficult.’

Recommendation: middle container is cleared out (with the students) before the homework session starts.

Recommendation: reiterate with students starting time of homework sessions & reward for coming on time.



● Positivity!

Janice mentioned that in most of her classes everything went well, the students were responsive and excited to participate.

‘The kids were excited to learn. They participated and asked questions if they didn’t understand.’

‘It was a good day. I assisted the kids with their math , they helped me with skating’

‘Best moment was seeing the kids work together to complete the tasks.’

‘The best moment was when students stood in front of the group and presented their spelling words. They all had a positive attitude and were very engaged, even when they got words incorrect. There was overall very good participation.’

‘The entire day was fun. We had an interesting conversation about COVID-19 and vaccinations. They long for the reopening of school.’

The season ended with a field trip for the most engaged students of the Homework Programme to the Boston Bay BMX & Skatepark!



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 Freedom Skatepark Board, financial and operational decisions were made.

● Skatepark Staff

8 local staff members were contracted during the fifth 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.



Project Manager
Tabetha Phillips



Skatepark Manager
Jeff Crossly



Skatepark Manager
Blake Burnett



Homework Teacher
Janice Wilmot

Edu-Skate
Head teacher
Rayquon Abrahams

Edu-Skate
Head teacher
Froggboss

Edu-Skate
Assistant Teacher
Shaqueal Grant

Edu-Skate
Assistant Teacher
Gawayne Douse

Skatepark Management

The skatepark had 2 managers, who both worked 3 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. 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.

‘At this point we have a good rhythm with the everyday routine so challenges that arise are easier to focus on.’

Both the Skatepark Managers as well as the Project Manager mentioned that their role is increasingly becoming more focussed on interacting and communicating with the youth at the park. Although they mentioned that the feeling of connection and community at the park is growing the longer they are involved in their position, this also comes with difficulties at times.

‘Been with this community from before we had a park and think managing helped to build better relationships.’

‘Definitely a family vibe at the park, with staff and patrons alike.’

‘Handing out the skateboards and gear is very easy. Handling the raging emotions of these children is another thing. It's not always fun when dealing with rough and stubborn children.’

‘While I can see someone considering the position as just a job, it is far more important than that. The interaction with the community is what makes the park so special. It has become a place of refuge for many of the youth, an it's our duty to protect that.’

A challenge both the Skatepark Managers as well as the Project Manager mentioned, was keeping the skatepark clean. With their role at the park changing more into a mentor position, it could be considered to hire a cleaner once a week to give the youth centre a good clean.

Recommendation: hire a cleaner once a week to clean the youth centre

Other challenges mentioned this season were mainly logistical or organisational:

‘Time lines/goals for completion of tasks is a point for improvement’

‘The hatch needs to be fixed’

‘The shutters let in a lot of water when it rains’

‘The store room is very small’

Recommendation: get hatch and shutters of youth centre fixed

Recommendation: look for alternative storage options

1 incident has been reported at the park this season, involving an inappropriate gesture towards a girl at the park and a following fight between 2 boys. Both boys were banned from the park for a week. On a handful of other occasions children have been sent away for the day for more minor conflicts.

Managing the entrance at the park was alleviated this season after discussing with the local police station that the skatepark could be open at half capacity (35 people at any time) in relation with the covid regulations and a security guard present on the ground to manage the gate control.

Edu-Skate teachers

The season started with 2 Head Teachers and 1 Assistant Teachers to run the Edu-Skate classes. During the course of the season one more Assistant Teacher was hired to accommodate the amount of students involved in the classes. Both Assistant Teachers were previous Edu-Skate graduates. CJF’s Programme’s Director was in charge of organising and executing the Edu-Skate classes, and for the last month of the season CJF’s Research Officer was in charge of this.

‘This year season in the beginning was quite slow meeting the kids for the first time I could tell that they were timid and just not really into it at first because they didn’t know what was going on and as the season progressed I realize that the kids started to lighten up each session and also the more I brought a positive attitude towards the class they seemed to feed off of it and then each class wanted to keep pushing themselves to get better [...] I noticed all of the progression from the day one to now and I felt like this season was really really awesome: all of the memories and all of the quotes the kids would drop every now and again the kids just having fun and having gnarly falls but getting back up to keep trying was definitely a fun thing to experience. Overall a totally good season 10 out of 10 would love to do it again thank you for the opportunity.’ - Head Teacher

This season the Programmes Director sent a lesson plan template to the teachers each week for them to prepare and execute the classes of the Edu-Skate Programme. The Programmes Director was still present during classes to supervise execution and provide support where needed. This was a first step to local teachers executing the programme independently.

Recommendation: provide a thorough toolkit for teachers to organise Edu-Skate classes autonomously

All 4 local teachers filled out the evaluation form at the end of the season. With an eye on a bottom-up approach and building local capacity, we have a look at the results of these evaluation forms.

All teachers had positive experiences in being involved in the Edu-Skate Programme this season. They had fun teaching, felt prepared, competent and supported. The only low scores that came back were from the Assistant Teachers on their autonomy in the classes.

‘It was an exciting experience to teach other kids about skateboarding and also to get to know each one of my students better.’

- Assistant Teacher

‘I believe I gave myself all the things I needed to prepare for each class I think it’s just being enthusiastic optimistic and ready to teach willing kids that love what they currently do.’

- Head Teacher

‘I know that skateboarding can be super difficult but I felt like with me actually being there for every single one was the best achievement I could’ve had this season.’

- Head Teacher

‘I always felt in the zone. It's nice to teach and I'm proud of myself ’ Assistant Teacher ‘It’s my first time teaching the classes so I had no decisions’

- Assistant Teacher

Recommendation: Involve Assistant Teachers in lesson planning to feel more ownership.

Multiple teachers mentioned having difficulties with teaching specific tricks and time management.

Recommendation: organise more training sessions for teachers.

Teachers had only positive things to say about the Edu-Skate structure. This ranged from the lesson structure to the content of the lessons.

‘I love the fact that we always have fruits and water for the kids especially on a hot day, I love that my coworkers always bring good vibes to the class so it’s easier to have a good day, I love that the end you skate program not only been skateboarding but communication between a teacher and kid.’
- Head Teacher

‘There’s no real bad way to approach the word of the day cause it’s all promoting good qualities’
- Head Teacher

Homework Programme Teacher

The Homework Programme Teacher had full autonomy in running the educational sessions.

She filled out an evaluation form after every session and one at the end of the season about her experiences.

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 needed some follow-up this season, but eventually all deadlines were met. The Project Manager and 1 international volunteer provided support with Social Media Management and providing pictures.

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

International volunteers

CJF hosted 3 international volunteers this season: Tom Critchley (CJF’s Research Officer) who originally came to do research on the Edu-Skate programme and the Freedom Skatepark, but also helped out with park management and activities

Krystyna Pezinska who came to execute the music project for the summer programme and supported the Edu-Skate classes.

Jago Stock who came to shoot a documentary about the Freedom Skatepark, as well as support the Edu-Skate classes and organise photography workshops.

All volunteers reported positive experiences of their time at the Freedom Skatepark. They felt supported and excited about the projects they came to execute.

‘As I received lots of encouragement in my own learning, it felt natural to give the same support to the students in the Edu-skate programme. Additionally, the fact that I was always matched with the students accordingly to my level of skating, I always felt comfortable supporting the children at the start of their skating journey.’
- Krystyna Pezinska

‘The energy and level of progress was so exciting in the Edu-Skate Programme. Teaching photography was also really fun, all of my memories are golden of these classes. I really enjoyed the creative freedom with it and I really enjoyed choosing subjects for the classes. I felt that these classes were a real personal project and I hope that I was able to give some form of insight into the art for the kids: I hope some sort of flame was lit.’
- Jago Stock

‘Although it naturally took some time to build trust especially between the children and myself, by the end my time in Bull Bay I felt not only as part of the project but also as a member of the Freedom Skatepark family.’
- Krystyna Pezinska

The volunteers experienced some difficulties with adjusting to the different cultural context of the project (especially punctuality), but eventually managed to overcome these difficulties and achieve their goals.

‘I was always really excited for the Photography classes. At times however I had to be very flexible with my timings and delay the class for a few hours until all the kids were there. I feel as though this was also a fault of mine as perhaps I hadn't reminded the kids of the class enough.’

- Jago Stock

‘Although I felt like I had a big part in organising and leading the Music Project, I was also dependent on other participants involved in the project. This was a natural and expected part of the project and it has not only perfected my problem-solving skills but also made me more resilient and grateful for the support I received throughout the project.’

- Krystyna Pezinska

‘One thing I did struggle with was punctuality, however I feel that elements of this are cultural so I slowly figured this out and had to adapt to the timings. This is more relevant with the filming parts of my volunteering and became a tiny bit of a stress towards the end when timings were growing tight although it all came together. I think that timings in general were a whole different thing and when I allowed myself to relax into this we could really get things done in a comfortable and productive way.’

- Jago Stock

‘Teaching skateboarding at freedom skatepark was for sure one of the most rewarding experiences of my life. It really felt as though we were present in the foetal stages of something huge. The energy was always wild and the kids benefited from this so much. They taught and encouraged each other in such a positive way which stretched far beyond skateboarding.’

- Jago Stock

‘Volunteering at the Freedom Skatepark has been one of the most wonderful experiences I have had, both in my personal and professional life. Many months prior to the trip, I have consistently worked hard to afford and plan the music workshops, trying to picture how the project is going unfold in a place so distant, hence so difficult to imagine. Only upon my arrival I began to understand the harsh instability of the Jamaican life, to the children at the Freedom Skatepark, an everyday reality. It was not only a step outside of my comfort zone, but also a grounding experience, allowing to grasp so far only known in theory, the comfort and the privilege that comes with the Western life. As a result, I felt even more grateful to be involved in the community of Bull Bay, even in such a small part as organising the Music Project over the summer holidays. Volunteering at the Freedom Skatepark gave me an opportunity to learn and work in accordance with the island time.’

I quickly realised that the direction that the workshops will take, will be fully dependent on the ongoing circumstances; having to make it work in the moment, rather than implementing a meticulously planned-out schedule. Organising two groups of young boys coming from extremely volatile backgrounds was an exigent experience, and it required persistent problem-solving skills in order to finalise the project. Despite the difficulties that we encountered throughout the process, the project was finalised with two complete songs that each group created, facilitated by myself and local musicians. Volunteering at the Freedom Skatepark, whilst being a challenging role, resulted in gratitude that was truly incomparable to any experience I have ever had before. I believe working at the Freedom Skatepark has been vital in my professional and personal growth, and it has reinforced the confidence and certainty in my passions as well as creating strong bonds with the children and all involved at the Freedom Skatepark. In retrospect I wouldn't change anything about the experience I've had in Bull Bay and I truly hope that it wasn't the last project I have had the pleasure and honour to be a part of. I am truly thankful for this opportunity and hopeful to be back next summer with an another exciting project.’

- Krystyna Pezinska

● 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 35 people rule)
- Closing the skatepark for the public related to covid-19 to keep programming running
- Create document to reach out to agencies about video shoots at the skatepark
- Start of Paint Jamaica murals project
- Received donation from Food for the Poor of gardening materials



Esther Beckford working on her mural

● 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. Obtain charitable status for the Freedom Skatepark Foundation	Pending
3. Re-install security at the skatepark	Done
4. Get a donor plaque up at the skatepark to thank donors	Pending
5. Organise the 1-year anniversary event	Pending (depending on covid)
6. Agree on starting the next phase of the Freedom Skatepark (local management, merge Board and Committee	Done
7. Fundraising to cover the end of 2021 and 2022	Pending

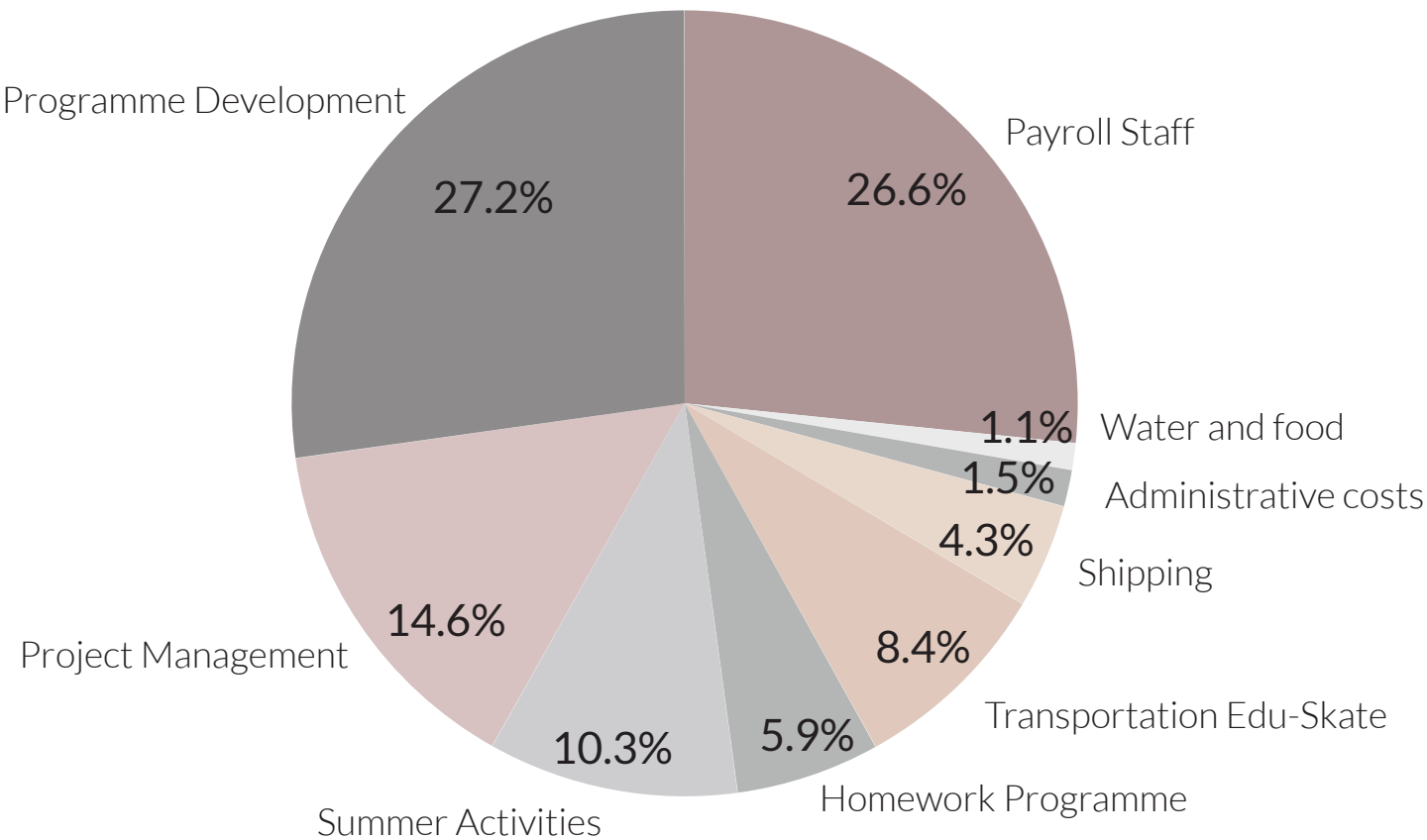


5/ Finances

Programming expenses June - August 2021

The programming expenses are all expenses related to the programming activities at the Freedom Skatepark. The Homework Programme and Summer Programme were sponsored by Sandals Foundation. The Skateroom sponsored all other programme activities. The total of programme expenses this season was **\$7,170.60 USD**.

Items	Cost (USD)
Payroll	\$1,909.85
Water and food	\$78.59
Administrative costs	\$106.37
Shipping	\$309.93
Transportation	\$602.49
Homework Programme	\$421.60
Summer Activities Programme	\$741.77
Project Management	\$1050
Programme Development	\$1950
TOTAL	\$7,170.60



Payroll (USD\$1,909.85)

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 days
- Head Teacher: \$1,500 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

57 weekly payslips have been paid for a total of \$284,000.00 JMD

Water and food (USD\$78.59)

Water and fruits were provided for the students in every skate class. Costs here were cut down by the drinking fountain constructed in season 4 to avoid the constant refill of water bottles. However, this season there were a few weeks where the water supply at the skatepark was out. To conserve water for sanitation, water bottles were refilled during these weeks.

Administrative costs (USD\$106.37)

Administrative costs this season included printing costs, clipboards, pay enveloppes and bank fees to transfer money (this was the biggest cost).

Shipping (USD\$309.93)

We shipped 2 packages this season to Jamaica:

- 1 packaged contained shoes (courtesy of Vans Europe)
- 1 package contained skateboard decks (shipped in by a friend of one of the skatepark teachers)

Materials were shipped to Miami, and from there shipped to Jamaica by The Musson Group Foundation.

Transportation (USD\$602.49)

These costs solely consist of the weekly \$10,000 JMD for transportation of the children from the organisation RISE to and from the skatepark for the Edu-Skate classes.

Homework Programme (USD\$421.60)

These costs consisted of teacher salary (31%) and the costs for the field trip at the end of the season to Boston Bay BMX & Skatepark (69%).

Summer Activities Programme (USD\$741.77)

These include the costs for the execution of all the summer activities, projects and workshops.

- Materials for projects: 43%
- Compensation workshop teachers: 44%
- Transportation for field trip: 13%

Project Management (USD\$1,050)

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.))
- International volunteer coordination

Programme Development (USD\$1,950)

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
- 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.
- Development of (international) volunteer structure, processing volunteer applications

Skatepark expenses June - August 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 total skatepark expenses from June - August were **\$708.12 USD**.

EXPENSES

Items	Cost (USD)
Freedom Skatepark website renewal	\$31.29
Shipping 360 camera (donation Erik Bragg)	\$74.03
Materials to build cupboard for shop	\$108.41
Maintenance expenses	\$148.70
Sanitary expenses	\$83.45
Pay for private classes	\$262.24
TOTAL	\$708.12

Skatepark Income June - August 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.

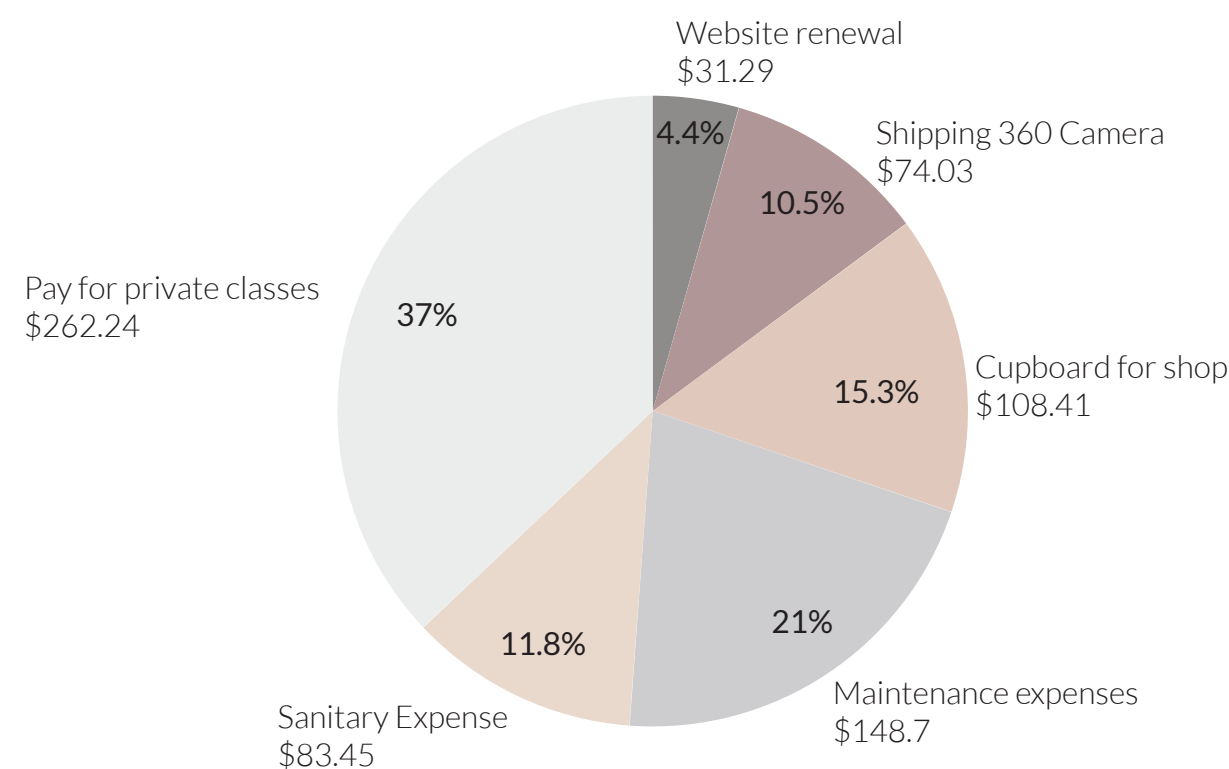
From June - August 2021, the Freedom Skatepark generated a total of **\$131,400 JMD**, equivalent to \$883.01 USD. This is more than the skatepark expenses this season: this was the first season the skatepark did not need money from the Freedom Skatepark Fundraiser to cover its expenses.

INCOME

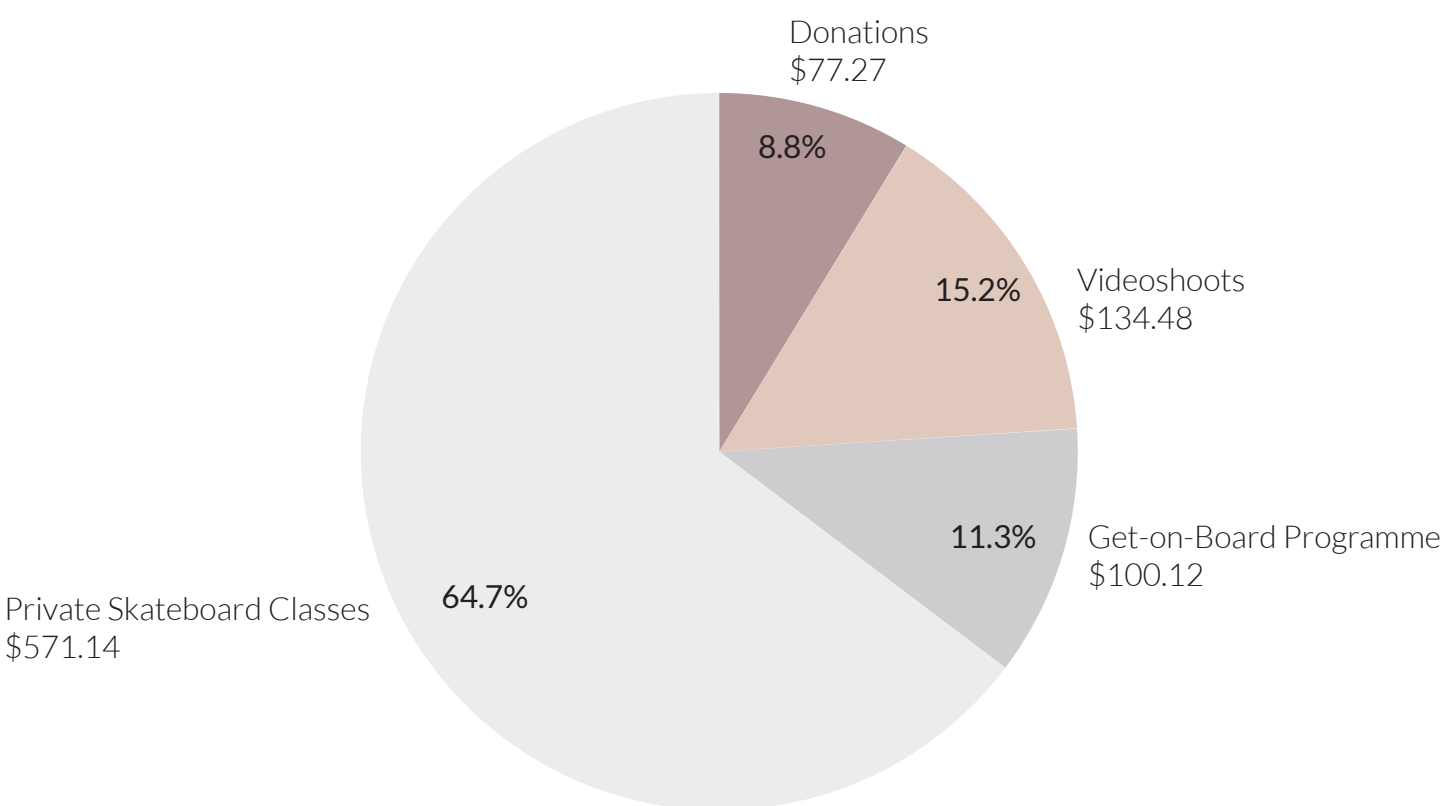
Items	Cost (USD)
Videoshoots	\$134.48
Get-on-board Programme	\$100.12
Private Skateboard Classes	\$571.14
Donations	\$77.27
Committee Fundraiser	\$0
TOTAL	\$883.01

VS.

Skatepark expenses June - August 2021



Skatepark Income June - August 2021



Comments:

- A payment was required to continue the Freedom Skatepark website on Wordpress.
- Eric Bragg got a 360 camera donated to the Freedom Skatepark
- A cupboard was built as a carpentry workshop with the children at the skatepark. This cupboard will serve to store items like snacks and drinks for the shop that's to be set up at the skatepark.
- Maintenance expenses included plumbing, a new lock for the storage room, cutting new keys, sand for replacing the pool coping, gas for the weed whacker and the electricity bill.
- Sanitary expenses included the Health Department Facility Inspection fee, rubbing alcohol, disinfectant spray, a mop and bathroom cleaner.
- Local teachers executed 20 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 was 1 video shoot this season by Eurobrands
- The board/protection gear rental programme had 149 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 20 private classes have been executed by local teachers.
- Some of the park visitors left a donation for the park during their visit. A total of \$11,500 JMD 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

This season showed that the role of the Skatepark Management is not just about taking care of the space of the Freedom Skatepark, but also to take care of the children that visit on a regular basis. Their responsibilities are clear, and this season was much more about fine-tuning and making things run as efficient as possible.

With this in mind, the following recommendations came forward to improve upon the current structure.

- hire a cleaner once a week to help with the cleaning responsibilities around the skatepark
- Ensure the skatepark managers show up on time for their shift: the youth is often waiting at opening time
- Get the hatch fixed!
- Make the youthcentre waterproof: when it rains a lot of water comes in
- There is limited storage space: look for alternative storage options

Edu-Skate classes

The following recommendations came forward from this season to improve upon the Edu-Skate classes:

- Continue skate classes for previous graduates from the Edu-Skate Programme.
- Finalize Edu-Skate Toolkit for locals to execute the Edu-Skate Programme autonomously
- Invest more time in teacher training: organise more teacher training sessions
- outreach within the community about activities specifically for females could enforce female presence at the skatepark.
- Involve Assistant Teachers in lesson planning to feel more ownership.

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 to have a basic curriculum to follow during the Homework Programme.
- Having an assistant during the busier homework sessions could alleviate pressure of the teacher to support students that need more one-on-one assistance.
- Middle container is cleared out (with the students) before the homework session starts.
- Reiterate with students the starting time of homework sessions & reward for coming on time.

Project Management

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

- Having to tell people not to smoke can be frustrating: need to find a solution for this
- Support from the board to fix the lights



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