



# Impact report

**Period:** September 2021 - December 2021  
**Subject:** Programming  
**Location:** Freedom Skatepark, Jamaica

**Date prepared:** 28th of January 2022  
**By:** Tim van Asdonck

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**‘My job is challenging, but I believe we have met our challenges well. I intend to push forward in the best way I can to see the park, as well as skateboarding grow in Jamaica.’**  
- Project Manager



# ⚡ Introduction

This report summarises the sixth season of Edu-Skate Programming that ran at the Freedom Skatepark from September 1st - December 25th 2021. The season consisted of 5 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 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 Support Programme allows them to rent a board for free if they participate in 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 the Freedom Skatepark provides a free of charge educational support programme to support our children with their homework and education.

## Enrichment Activities Programme.

The Freedom Skatepark offers a variety of workshops and lesson series to expose the youth at the Freedom Skatepark to different opportunities to explore their interest and potential, and to develop themselves.

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The Homework Programme and Enrichment Activity Programme were funded by Sandals Foundation, all other programme activity was funded by The Skateroom. With coordination from Concrete Jungle Foundation's Programmes Director (Tim van Asdonck) and Project Manager (Blake Burnett), the Freedom Skatepark employed a total of **11 local staff members** to manage the park and its activities. The Project Manager was in charge of managing the skatepark staff and reporting to the Freedom Skatepark Foundation. This season saw the transition from Project Manager Tabettha Phillips to Blake Burnett, as well as the transition from on-the-ground support by CJF to operations of the Freedom Skatepark being fully in hands of the local team. 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



This season saw a decrease in COVID-19 cases. The park remained under the restriction of operating at half capacity (maximum 35 people) as discussed with the local Police Station. The park's opening hours changed to 1pm - 7pm and programme activities were not impeded.

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.



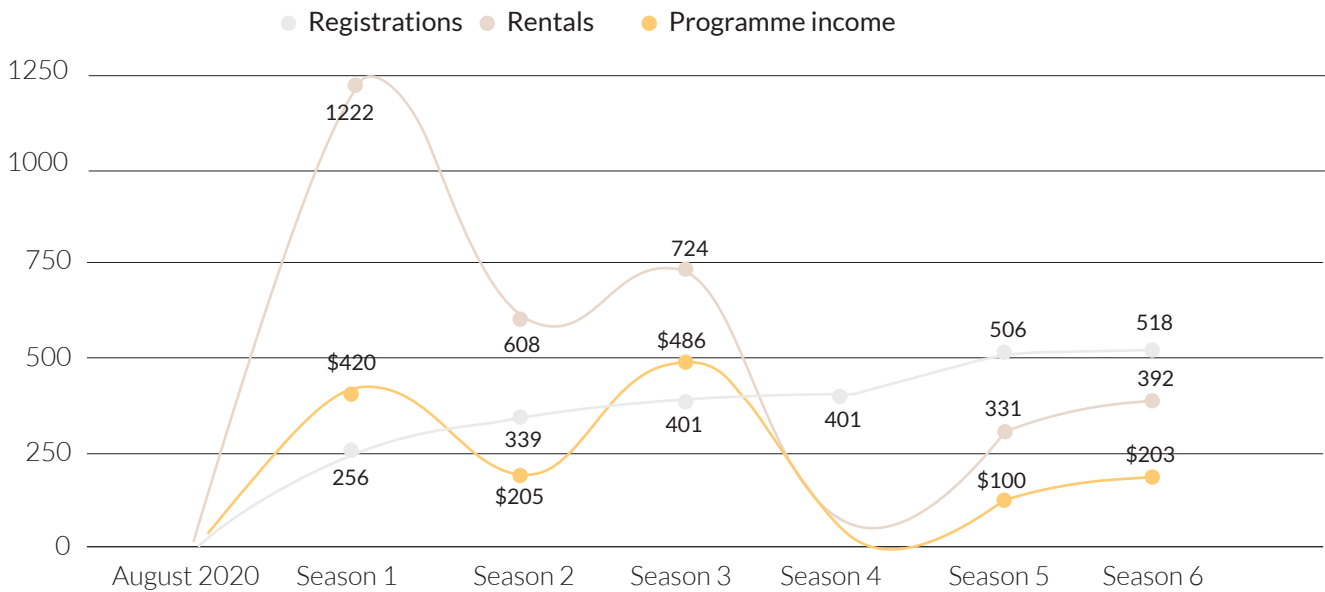
# 1/ Get-on-Board Programme



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 (\$0.65 USD) each (based on the socio-economic status of the surrounding community). For the people that are not able to afford this price, the programme can 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 - 7pm) and kept track on a daily basis how the materials were used and by whom. In the following you find the result of the sixth season of running the Get-on-Board Programme.

Get-On-Board Programme



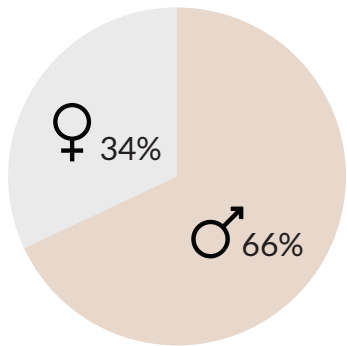
**392** Total amount of uses

- **8%** of uses was for Edu-Skate Classes (31 uses)
- **11%** of uses was in exchange for Community Support jobs (45 uses)
- **81%** of uses was in exchange money (316 uses)

\$ Programme income in season 5: **\$31,550 JMD / \$203.59 USD**

All income was reinvested in the maintenance of the Freedom Skatepark (see Skatepark Expenses under 7. Finance).

**518**  
Total amount of registrations



**13 years old**  
Average age



# 2/ Community Activity Programme



The Community Activity Programme is implemented for three reasons:

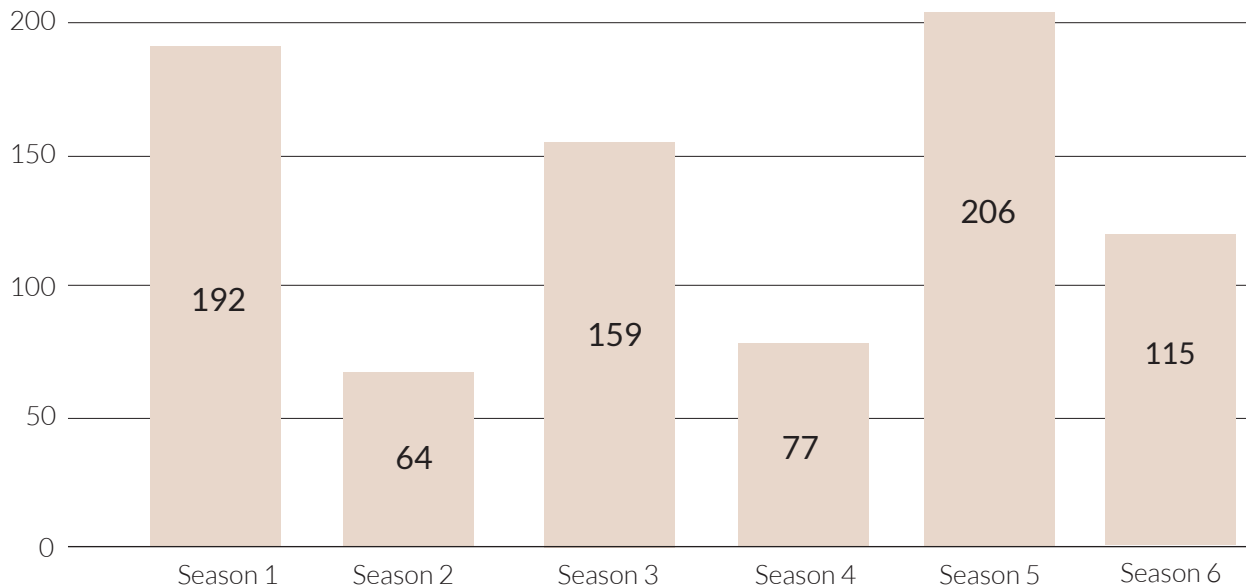
- 1. Involving the skatepark community in the work and developments of the skatepark to instill a sense of ownership
- 2. Community building: providing fun and educational activities through which the skatepark visitors can bond
- 3. Some of the skatepark visitors don't have the financial means to rent 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 6: **115** 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:

- Sweeping the park
- Clean up trash
- Cleaning up the youth centre
- Gardening/ weeding
- Planting banana trees
- Re-erect the rule sign after the storm
- Painting
- Repairing the swing set
- Making a sign for the Gazebo
- Installing the Free Likkle Cupboard
- Finishing the Paint Jamaica mural project

Engagement Community Activities





## Skatepark Management

**‘I’ve worked at multiple places and I think the Freedom Skatepark is the one. I am very thankful for all the support that was put in for me. I love my work :)’**

The skatepark had 2 managers, who both worked 3.5 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.

By working closely together with the Skatepark Managers on a daily basis, the Project Manager kept close communication and quick response to arising challenges.

1 new manager was trained and employed this season, and 1 manager was let go for misconduct. The Project Manager covered the managers shifts until the end of the season, causing some challenges in keeping up with his administrative duties.

The Skatepark Managers mentioned their work was challenging this season, but that they felt supported well:

**‘I have all the training support I need from upper management with challenges that arise’**

**‘I’m grateful for my supervisor. He’s always on the right path and helps me out in activities I’ve found a little bit difficult.’**

**‘I feel my supervisors take my opinions seriously and we are always able to make collective decisions’**

The main challenge that was emphasised by the Skatepark Management, was dealing with behaviour of certain visitors:

**‘I’m always prepared to stop any conflicts or arguments in the park, but sometimes it’s really hard to calm down some type of people with personal issues.’**

**‘I could have used more help with counselling for some of the kids.’**

Recommendation: contract a social worker on a regular basis at the skatepark to work with youth with behavioural issues.

Other challenges mentioned by the skatepark management were cleanliness of the skatepark and the organisation of the youth centre.

Recommendation: set up more trash cans around the skatepark

Recommendation: have a set procedure for how the skatepark should be left at the end of the day & involve the regular visitors in this.

Although a security guard is present on the ground to ensure a safe environment, a few cases of theft were recorded and 2 major incidents took place this season. 1 incident involved an adolescent drawing a knife on 3 students after which the adolescent got banned from the park and could only return upon agreeing to join counselling sessions at the skatepark.

The other incident involved a violent altercation between a staff member and a student, after which the staff member was let go.

Recommendation: having a regular social worker at the skatepark to provide counselling for individuals struggling with personal issues.

## Media Management

The new Skatepark Manager 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

The media manager had to find his way around the work, but was excited about the position:

**‘I got some experience with social media, plus I love working behind the camera. But I need to improve my social media management skills and spend more time on understanding the ideas and posting schedule. For the rest I had a few issues with uploading to the drive but that’s fixed now’**

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

**‘Just want to thank my supervisor, Seprod Foundation, Sandals Foundation and the entire Concrete Jungle Foundation. Keep up the good work :)’.**

# 3/ Edu-Skate Classes



The Edu-Skate Programme offers free skateboarding classes with a focus on life-skills on Saturdays between 3pm - 4.30pm for children aged 6 - 16 years old.

This season we had 1 weekly class open participation class for the children of the community. The majority of the participants in the open classes on Wednesdays were pre-enrolled students from the Bull Bay area.

9 Edu-Skate classes were executed in Season 6 and 2 classes were cancelled due to no children showing up to class. No injuries were recorded during the Edu-Skate classes this season.

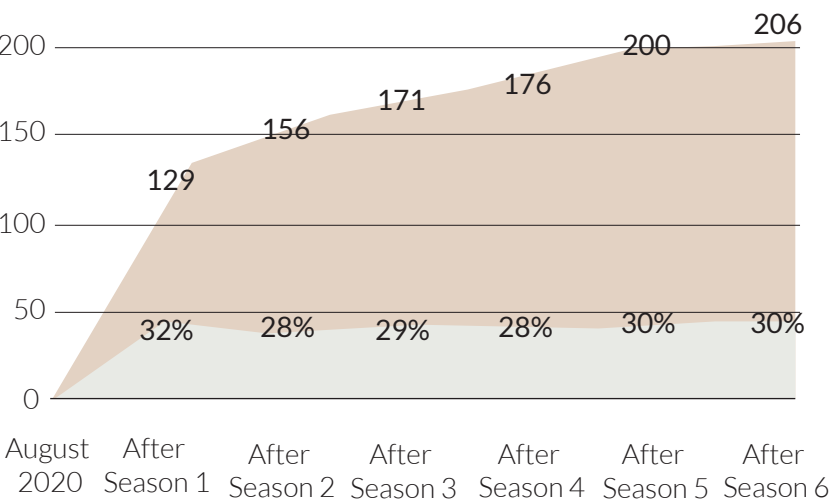
**Recommendation:** the open participation classes for the community are less and less visited. It is recommended to invite fixed groups for classes



## Edu-Skate Registrations

Average age: 11 years old

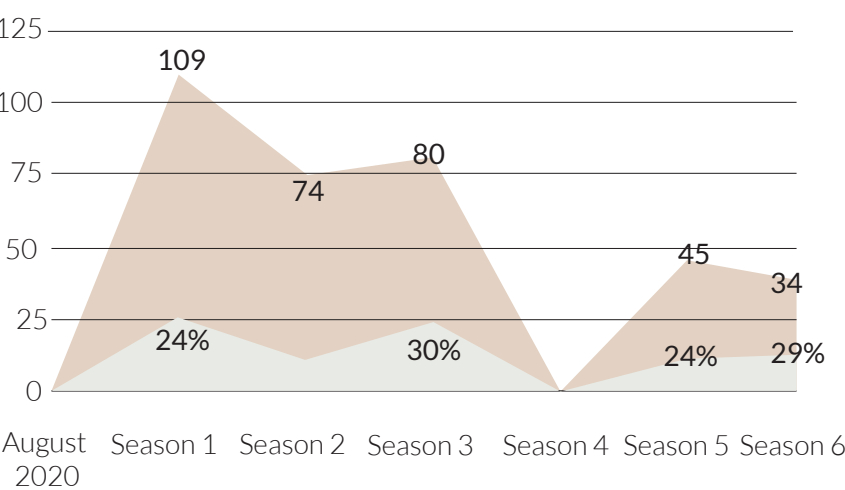
Girls Boys



Total amount of registrations: **206**  
- 6 new registrations this season  
- 29% female (60), 71% male (146)  
- Average age: 11

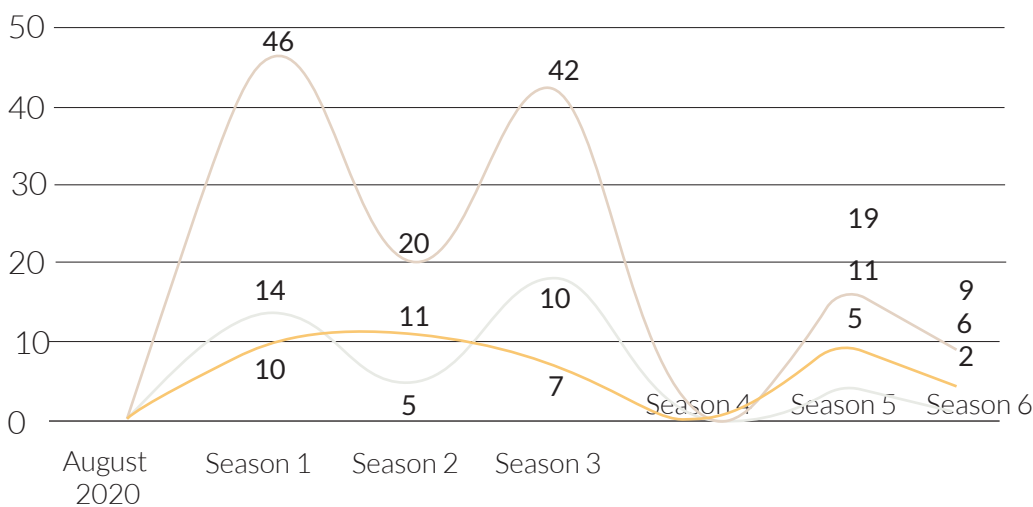
## Edu-Skate Participation

Girls Boys



Participation this season: **34 students**  
- 29% female, 71% male  
- 71% 1-class participation students  
- 29% returning students  
- Average lesson attendance: 6

## Edu-Skate Classes



Classes per Season  
Average Class Attendance  
Cancelled Classes



Every lesson a Head Teacher and an Assistant Teacher were present to run the class. Classes were organised as follows:

<b>Intro:</b>	The classes started with everyone sitting in a circle to introduce the life-skill of the week.
<b>Warm up and trick/activity:</b>	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.
<b>Break:</b>	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.
<b>Free skate:</b>	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.
<b>Reflection:</b>	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.



# 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. The Edu-Skate Coordinator, Rayquan Abrahams, was in charge of the organisation and evaluation of the Edu-Skate classes with support from the Project Manager.

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.

## Lesson 1. A Positive Mentality

- Lesson focus: 'Acknowledging your mental state to be able to go through processing new things'
- Quote of the week: No quotes recorded.
- Teacher observation: 'At the end they did not need me to help them'

## Lesson 2. Awareness

- Lesson focus: 'Paying attention to their surroundings so that no one gets hurt'
- Quote of the week: 'I'm having fun!'
- Teacher observation: 'The kids surprised the teachers by doing something they had never done before even on their first day.'

## Lesson 3. Self-Confidence

- Lesson focus: 'Doing things that are scary that build up their own individual confidence from within "bit by bit"'
- Quote of the week: No quotes recorded
- Teacher observation: 'Kids like skateboarding.. but they take to get into it'

## Lesson 4. Respect

- Lesson focus: 'Showing others respect in return getting the same energy back... Seeing someone fall down ask if they're OK show concern is can you have in general respect and caring for others'
- Quote of the week: 'Sirrr! I did it!'
- Teacher observation: 'They seem actually engaged and the want help even in free skate time'

## Lesson 5. Teaching

- Lesson focus: 'Learning from someone and then teaching someone what you've learned'
- Quote of the week: 'I'm so happy I came to skate today, I'm glad I came here'
- Teacher observation: 'Holding hands while going down the ramps, and watching each other doin new and scary tricks.. Rayquon and August both fell down at the same time but never gave up.. they went back to the top and got it second try with confidence'

## Lesson 6. Perseverance

- Lesson focus: 'Getting knocked down but not giving in.. get back up and keep trying that trick'
- Quote of the week: No quotes recorded.
- Teacher observation: 'Kids are willing to learn'

## Lesson 7. Encouragement

- Lesson focus: 'Encouraging themselves and others around them.. and that will help them overcome obstacles'
- Quote of the week: "Sir, I taught him how to skate today.. him in the yellow shirt I taught him"
- Teacher observation: 'The students went over the pyramid and kept going back to the top to do it again until they got it'

## Lesson 8. Creativity

- Lesson focus: 'being creative on and off the board.. Not just being creative in the skate park but utilizing your creativity skills outside as well: making something possible that you thought of'
- Quote of the week: "I'm gonna do the sex change like you did on the freedom sign"
- Teacher observation: 'One of the Kids really wanted to ride up the wall onto the bowl... And he was very persistent with wanting to achieve that even during the first half, break and the free skate part of the class he was very determined to get it so he asked for my help before during and after until he finally got it and I watched him do it for the very first time'

## Lesson 9. Teamwork

- Lesson focus: 'Being there for each other and helping them accomplish their thoughts and or dreams with the power of teamwork anything is possible'
- Quote of the week: "THIS IS FUN, this is really fun"
- Teacher observation: 'They don't mind helping new kids they just met'

## ● Season finale

The skatepark staff and local skate organisation SK876 organised a skate contest for the youth to end the season. 24 children participated in the contest and there were prizes from Vans, Element and Paris Skate Culture. Shortly after on Christmas day the park organised a pizza party with treats and christmas gifts from Sandals Foundation.



● **Edu-Skate teachers**

The season had 1 Edu-Skate Coordinator & Head Teacher and 2 Assistant Teachers to run the Edu-Skate classes. Both Assistant Teachers were previous Edu-Skate graduates. Opposed to previous seasons where CJF’s programmes director was coordinating the Edu-Skate Programme, this season the local Head Teacher was fully in charge of coordinating and executing the Edu-Skate classes.  
All teachers had positive experiences in being involved in the Edu-Skate Programme this season. They had fun teaching, felt prepared, competent and supported.

**‘It’s was great to teach the kids in the Edu–Skate classes how to fall and how to skate around the skatepark: I’m proud of my self ’** - Assistant Teacher

The Head Teacher did mention having some difficulties in managing the assistants’ engagement in the classes from time to time. This could relate to a lack of confidence from the assistants’ side that came forward from the evaluations:

**‘Because it was my first time teaching, I didn’t always know what to do’**  
- Assistant Teacher

Low scores also came back from the Assistant Teachers on their autonomy in the classes.

**‘It was my first time teaching so I don’t have no decisions’**. - Assistant Teacher

**Recommendation:** give more training and set up a clear structure with responsibilities for assistant teachers in the classes to improve their involvement.

**Recommendation:** involve more older teachers in the teaching team to relieve some weight of managing assistants of the Edu-Skate Coordinator.

● **Challenges and improvements**

*Open participation lessons*

As there was no more transportation budget this season, there were only open participation classes organised. These are less visited as the seasons go by: average class attendance almost halved this season and even 2 classes were cancelled because no kids showed up. Most kids have been in and out of the Edu-Skate classes over the past 2 years and can skate independently: there seems to be less of a need for these open participation classes.

**Recommendation:** organised fixed groups of kids for Edu-Skate classes while leaving open spots for the few community kids that still want to join.

**Recommendation:** communicate clearer to the community which days there are free classes so kids are aware.

*Advanced skate programming*

With the amount of graduated students growing, advanced skate-programming can be organised to serve them.

**Recommendation:** advanced skate activities for graduates from the Edu-Skate Programme.

*Weekly guidance through the curriculum*

The CJF Programmes Director and local Edu-Skate Coordinator had a brief weekly meeting to discuss this week’s life-skill and brainstorm on how to execute the lesson. This proved to be effective in sticking with the curriculum and delivering classes.

*Training Assistant Teachers*

This was the first season of Edu-Skate classes that was completely taught by local teachers. The Edu-Skate Coordinator carried most if not all the work: the Assistant Teachers were often not present during class.

**Recommendation:** investigate why assistants were absent so often and invest more time in training Assistant Teachers.

*Female participation*

Even though there was a 29% 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.

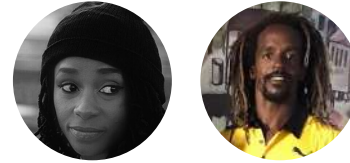
**Recommendation:** outreach within the community about activities specifically for females could enforce female presence at the skatepark.

**No student evaluations have been executed this season.**



# 4/ Homework Programme

(sponsored by Sandals Foundation)

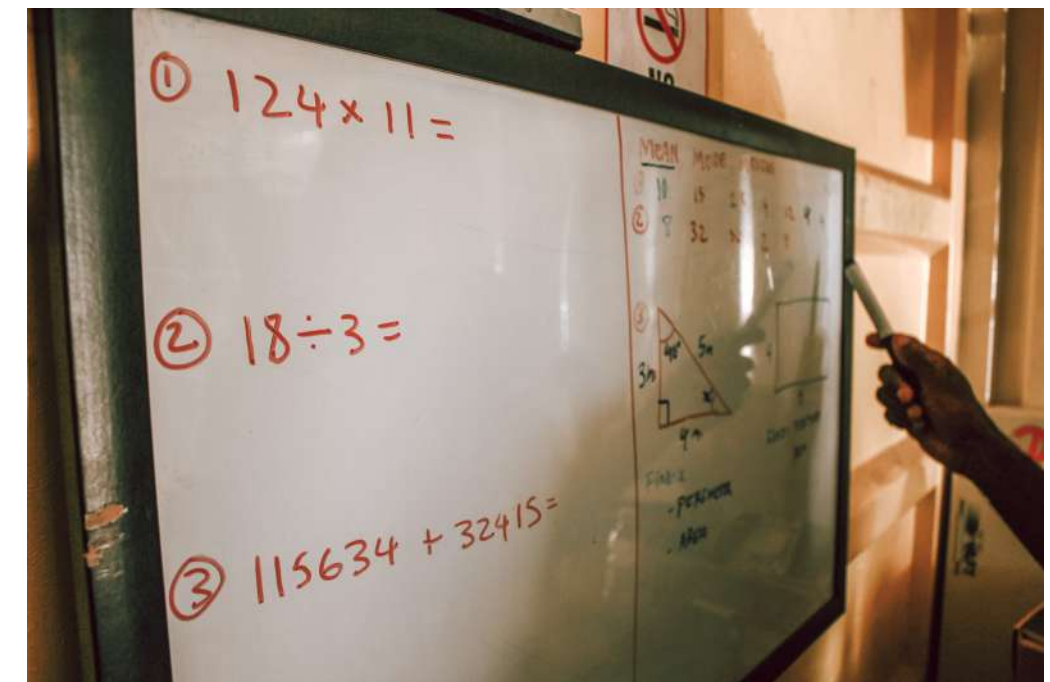


This season public schools in Jamaica were still closed due to COVID-19, and online schooling presents a big challenge for a lot of the Jamaican youth. With a focus on personal development, the skatepark should not be a distraction from the education of the children we engage. Therefore the Freedom Skatepark organises educational support sessions 3 days per week on school days.

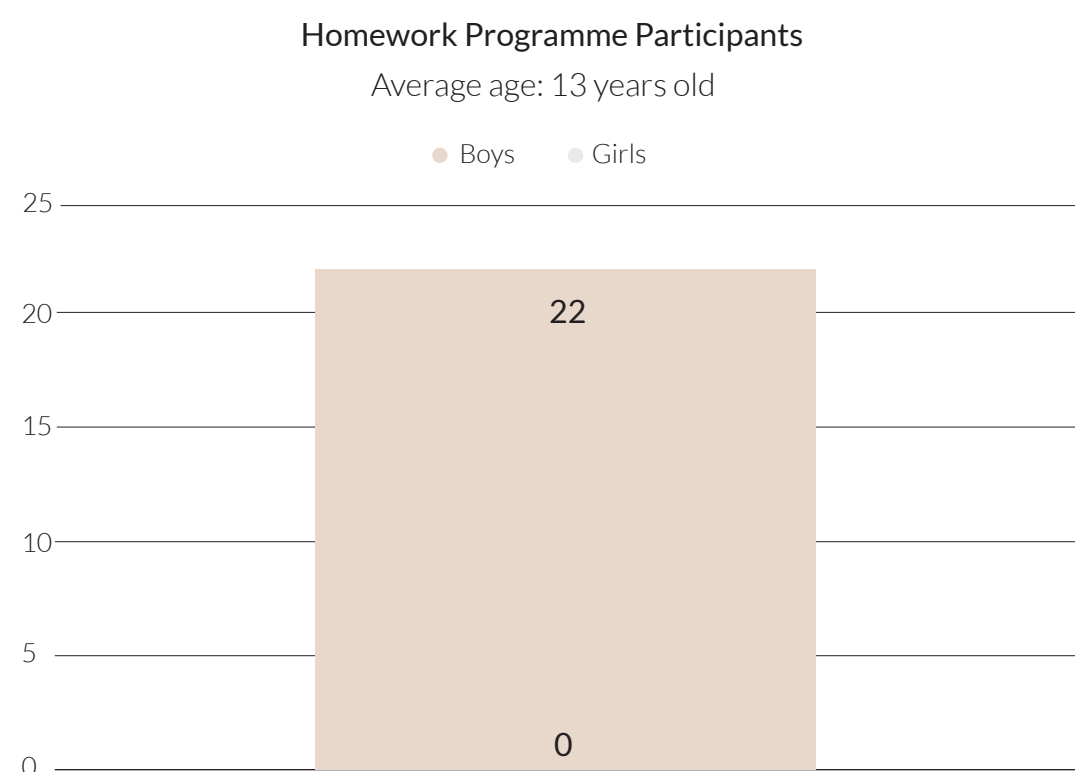
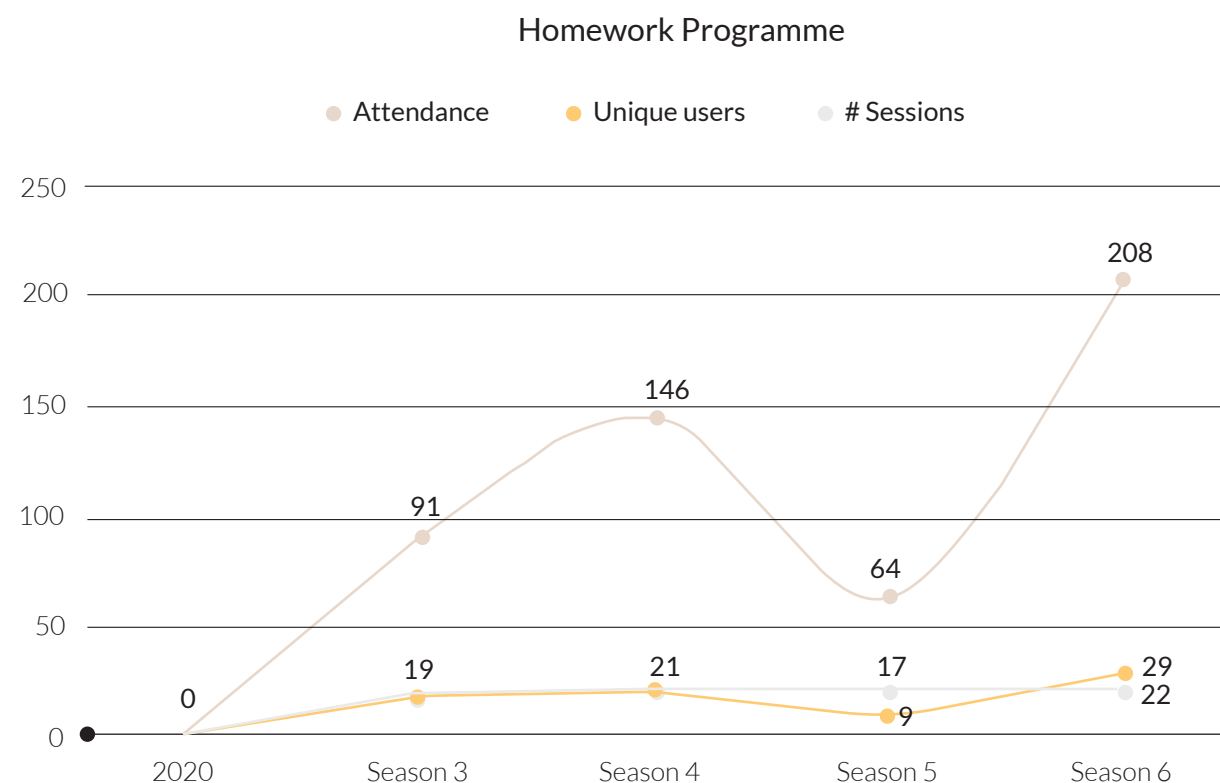
The Homework Programme was funded by Sandals Foundation and the educational sessions this season were executed by Janice Wilmot and Icah Wilmot. Furthermore the programme was supported with snacks for the students by Seprod Foundation.

**“It’s been great and always a joy to see the kids develop intellectually and mature. Several of them have really been a lot more focussed on learning and committing themselves to understanding what I am trying to teach. And that’s very motivating. I have always been working with the youth in the area and this is just the next step. The next generation of youth who are in need of guidance and direction and so the park allows for a space to focus this.”**

**Icah Wilmot**







## What went down in the Homework Programme ?

29 educational sessions were organised this season with an average attendance of 7 students per session. The participants consisted of 22 different students of which 100% were boys.

The Homework Programme Teachers tried to keep the students on track with their schooling through the sessions: assignments were adjusted to the different levels of the students.

- Maths (17 session)
  - Algebraic equations
  - Fractions & percentages
  - Mean/Mode/Median
- Geometry
  - Exponents and roots
- English language (13 sessions)
  - Spelling & definitions
  - Synonyms
  - Debating
  - Sentence structuring
  - Word games
  - Prepositions
  - Essay writing
  - Subject verb agreement
  - Conjunctions
  - Reading comprehension
- Art assignment (1 sessions)
- Geography (9 sessions)
- Social studies (8 sessions)
- Science (2 sessions)
- Biology (1 session)
- History (1 session)
- Religious education (1 session)



**‘It easy to plan and based on what they do in school, the few that actually do school, I base them lessons off those topics and subjects but always tweak it to push them a bit further than where they are in class. And for the lower kids, simplify it a bit so they can be prepared for what is to come.’**

**Icah Wilmot**

At the end of the season it was announced that public schools will be reopening in Jamaica. The teachers discussed what this would mean for the homework sessions at the skatepark.

**“During the session we discussed the goals for the coming sessions. The kids will be rejoining public schools in the coming weeks so they asked to take their homework to the session to be completed.” Janice Wilmot**

## ● Feedback from the teachers

### *The space*

**‘The space is very compacted so when larger amounts of kids come in it’s harder to work with them in several groups because of the restrictions and everyone is very close’**

Recommendation: ‘Need a shaded area maybe behind the stands to we can have an alternate place for the kids to do classes in the case there are larger groups’

### *Managing the students*

**‘The bond with the kids is growing and they have garnered a lot more respect for me and what I am trying to do to help them.’**

**‘Once the general level of the group is recognised it’s easy to plan and execute classes. In some cases where one or two kids are way more advanced it causes a little shift in teaching two different levels but finding ways to alternate and work with each group at a time while the other group does the work was on.’**

**‘There is a good group of kids that are always engaged and make it fun. But one or two that show up with more disruptive attitude at times and slows the process down.’  
‘Some kids do not do school and so it’s a bit harder to get them to commit to being there at specific times and sometimes they show up just when we are about to end’**

**‘When classes are in session none of the kids should be skating. Need to make it mandatory whenever there are classes all the local kids have to take part before they can skate. This causes a lot of distractions and loses several kids to the fun in the park instead of focusing on learning.’**

Recommendation: ‘If the program grows bigger and more kids come in it would be good to have another person to help split the grade/intellectual levels and so each group can have more focused sessions’

Recommendation: make the homework classes mandatory for the local kids to prevent distractions from the skatepark.

### *The structure of the programme*

**‘It’s primary and high school subjects and I’m pretty good at breaking things down to help them understand and helping them to use resources to try and get them in the frame of mind to learn and research what they don't understand’**

**‘The flexibility of the program gives me the freedom to structure the classes as I see best.’  
A better teaching structure with the necessary tools would be helpful.’**



**‘The snacks are great rewards for the kids as a lot of them are not getting proper meals at home but after a while a lot of the snacks were going bad. Had too much bought at once so they weren’t all used before they started going bad.’**

**‘Sometimes their classes run late and they can’t make it till late and then we run a lot later than planned’**

**Recommendation:** provide teachers with school curriculum tools so they can structure the session better

**Recommendation:** keep track of snack inventory so we don’t run out or the snacks go bad

**Recommendation:** with school starting again, push back the starting time of the homework sessions so all students can make it in time

**“Teaching at the homework program has been very rewarding. I feel like it has been well worth the time that I have invested and I think the contribution that I made has resulted in a positive impact. I’ve seen the children grow in confidence and ability to interact and explain their ideas and thoughts. I look forward to continuing with the program and achieving even more.” Janice Wilmot**



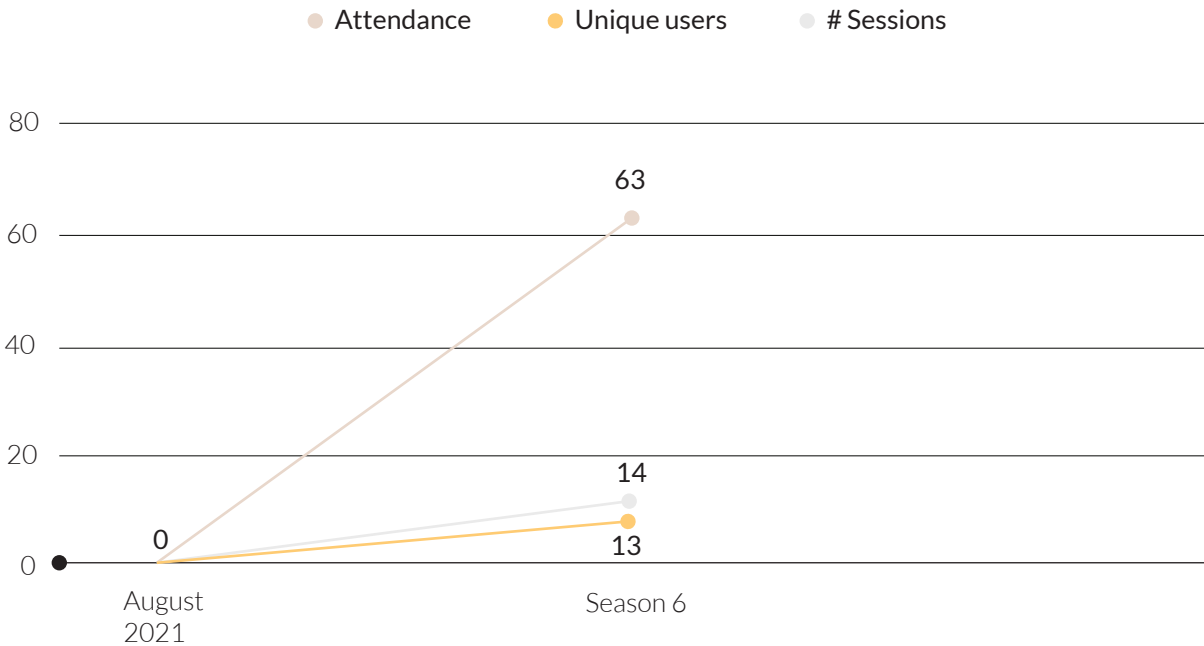
# 5/ Enrichment Activities



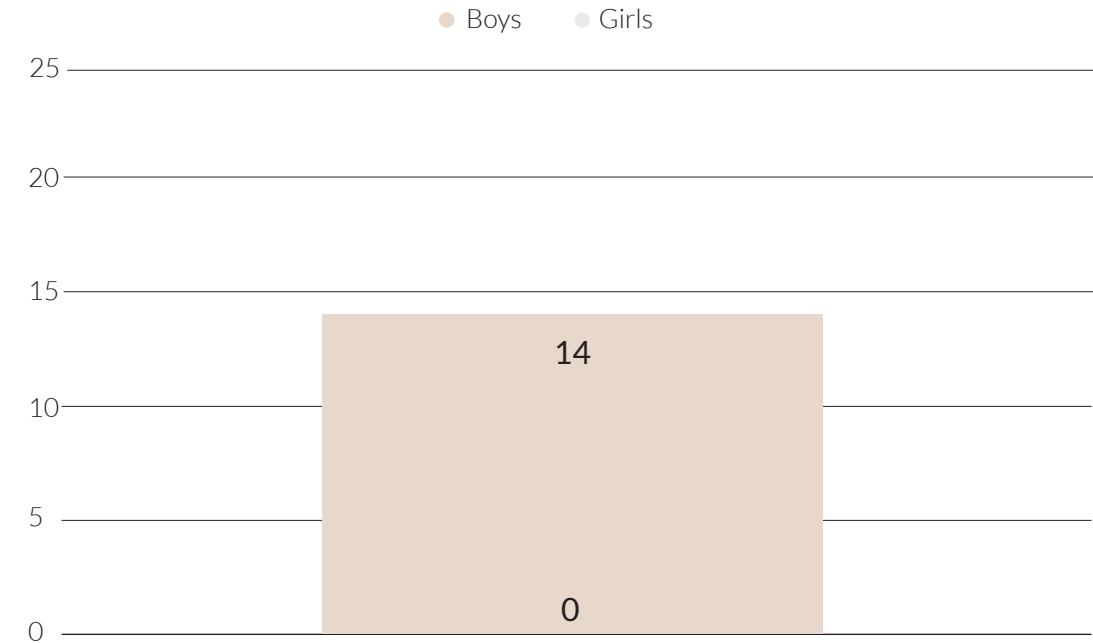
This season a new programme was introduced at The Freedom Skatepark. A variety of enrichment activities that focus on education and personal development have been offered to kids and adolescents visiting the skatepark. Complementing the Homework Program, the offered activities have the purpose of providing our youth with the opportunity to explore their interests and potential in what lies outside of their school curriculums. These activities can be 1-off workshops, a short lesson series or a continued lesson series. This season the Educational Enrichment Activity programme was executed by Davion James and Rica G.



Enrichment Activities Programme



Enrichment Activities Participants





● **What went down in the Enrichment Activities Programme?**

13 enrichment activity sessions were organised this season with an average attendance of 5 students per session. The participants consisted of 14 different students of which 100% were boys. The teachers kept the students engaged by following a curriculum that was rich in variety.

The following subjects were covered in the sessions:

- Music (9 sessions)
  - Singing
  - Drumming
  - Notation in music
  - Reading notes
  - Keyboard skills (playing chords, C-scale)
- Graphic design & programming (4 sessions)
  - Video game design
  - Music production (writing a song as a group)
  - Programming vocabulary
  - Scratch (introduction to the program, simple animations)
  - Photo editing

● **Feedback from the teachers**

*Managing the students*

**‘The boys’ focus level was very high’ - Davion James**

**‘Very organic connection and interest from the group!’  
- Rica G.**

*Challenges*

**‘The students complain about not being able to take home their books for homework. One is needed solely for music Ed!’**

Recommendation: Manuscripts for writing music should be organised for all students that attend the classes so that they can follow their passion for music also from home.

**‘More instruments are needed in order to reach boys effectively’**

Recommendation: With the music classes being a continued lesson series, more instruments should be available as it would increase the students’ focus and make the classes more practical. Thus, more instruments should be bought for the enrichment activity sessions.





# 6/ The Freedom Skatepark Foundation

## ● The Freedom Skatepark Foundation

Any day-to-day issues and developments at the Freedom Skatepark were discussed with the Freedom Skatepark Foundation in a monthly meeting, followed by the necessary planning and financial and operational decisions to move forward.

This season saw the merger of the Freedom Skatepark Committee and Board for more efficient communication and decision making.

The following developments were achieved through the Freedom Skatepark Foundation board meetings:

- The Freedom Skatepark has its own electricity meter and is now paying the electricity bills with the revenue from the park
- This is a great step forward towards the park running self-sustainably
- Seprod Foundation is covering and managing the security of the skatepark till the end of 2021
- There were several days where security guards did not show up
- Sandals Foundation committed to fund a large part of programming for 2022
- More fundraising streams for the park were put into place Sandals Foundation made a QR donation channel
- A screenprinting project to create and sell T-shirts at the park being developed
- Flipping Youth secured shoe and shirt donations from Vans and Element
- Flipping Youth secured a large donation from the donor Grayson Lauffenburger through an NFT sale to cover operational costs for the park in 2022

- Jamaica Skate Culture supported in organising the end of the year event
- JSC donated skate materials for prizes and operations at the park
- Lorraine Jones drafted a Disciplinary Procedure for the park to deal with incidents

Pending items:

- Obtain a bank account for the Freedom Skatepark Foundation
- Obtain charitable status for the Freedom Skatepark Foundation
- Get a donor plaque up at the skatepark to thank donors
- Organise the 1-year anniversary event





# 7/ Finances

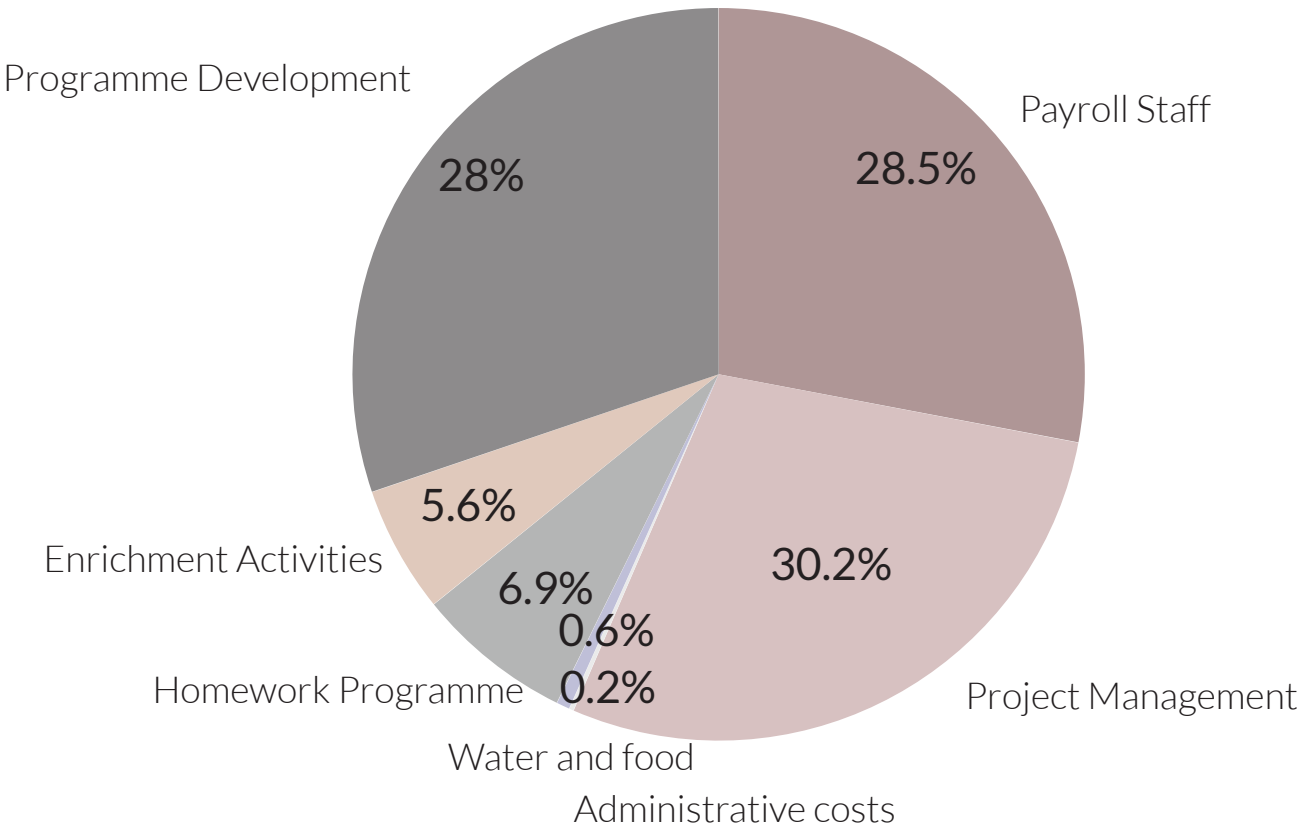


## Programming expenses September - December 2021

The programming expenses are all expenses related to the programming activities at the Freedom Skatepark. The Homework Programme and Enrichment Activities were sponsored by Sandals Foundation.

In total the season cost **\$7,142 USD**.

Items	Cost (USD)
CJF Payroll	\$2,033
Water and food	\$15
Administrative costs	\$43
Shipping	\$0
Transportation	\$0
Homework Programme	\$491
Enrichment Activities Programme	\$400
Project Management	\$2,160
Programme Development	\$2,000
<b>TOTAL</b>	<b>\$7,142</b>



28.5%

**CJF Payroll (USD\$2,033 )**

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:

- Junior Skatepark Manager: \$8,500 JMD for 3.5 days
- Senior Skatepark Manager: \$11,000 JMD for 3.5 days
- Edu-Skate Coordinator & Head Teacher: \$2,000 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

54 weekly payslips have been paid for a total of \$315,000.00 JMD

**Water and food (USD\$15 )**

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.

Costs consisted of cups and snacks.

**Administrative costs (USD\$106.37)**

Administrative costs this season included printing costs and bank fees to transfer money.

**Shipping (USD\$43)**

No packages were shipped to Jamaica this season.

**Transportation (USD\$0)**

There was no budget left to transport children to the skatepark this season.

6.9%

**Homework Programme (USD\$491)**

These costs consisted of ink for printing, but the majority was salary for teachers.

- Homework Programme Teacher: \$1,500 JMD per session

5.6%

**Enrichment Activities Programme (USD\$400)**

These include the costs for the execution of all the enrichment activities, projects and workshops. The costs consisted entirely of salary for teachers.

- Enrichment Activity Teacher: \$3,000 JMD per session
- Counsellor: \$5,000 JMD per counselling session

30.2%

**Project Management (USD\$2,160 )**

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, Freedom Skatepark Foundation and park visitors)
- International volunteer coordination

The Project Manager was compensated \$540 USD per month.

28%

**Programme Development (USD\$2,000)**

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

The costs of these services from Concrete Jungle Foundation were \$500 USD per month.



Skatepark expenses September - December 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 September - December were **\$116,674 JMD**, equivalent to **\$752.87 USD**.

EXPENSES

Items	Cost (USD)
Freedom Skatepark electricity bill	\$173.84
Plants	\$66.85
New cash register	\$69.70
Maintenance expenses	\$270.63
Sanitary expenses	\$107.32
Pay for private classes	\$64.53
TOTAL	\$752.87

Skatepark Income September - December 2021

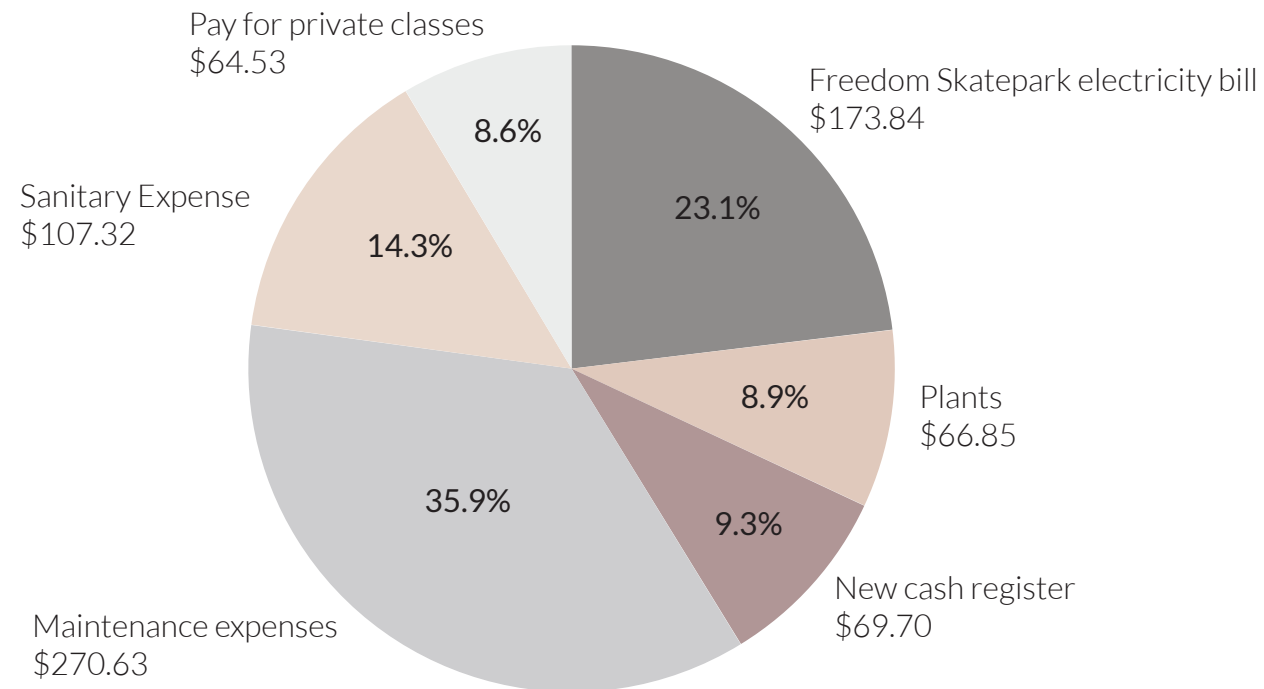
With the efforts of the Freedom Skatepark Foundation, the Freedom Skatepark got permission from the National Land Agency of Jamaica to run a few commercial activities to sustain the park. All income generated at the Freedom Skatepark has been directly reinvested into the maintenance of the skatepark.

From September - December 2021, the Freedom Skatepark generated a total of **\$57,800 JMD**, equivalent to **\$372.98 USD**. This is about half of the skatepark expenses this season: the skatepark did not manage to cover its expenses, and funds were upfronted by CJF to cover the costs.

INCOME

Items	Cost (USD)
Videoshoots	\$0.00
Get-on-board Programme	\$203.59
Private Skateboard Classes	\$129.06
Donations	\$40.33
Commitee Fundraiser	\$0
TOTAL	\$372.98

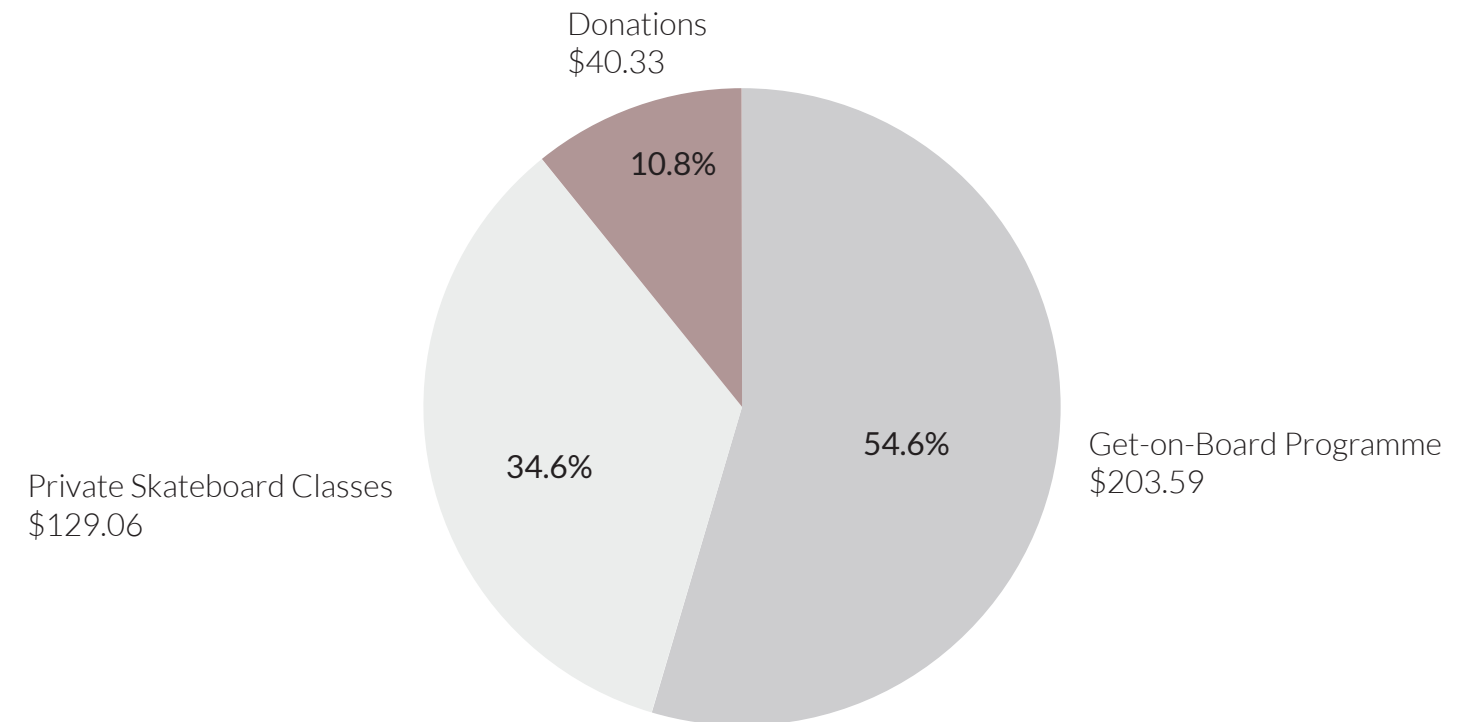
**Skatepark expenses September - December 2021**



**Comments:**

- This was the first season the Freedom Skatepark paid the electricity bill with its own revenue
- Plants were purchased for planting days at the park
- Cash from the cash register went missing this season. A new cash register was purchased to prevent this from happening again.
- Maintenance expenses included weather stripping for leaks, surge protector, padlocks & keys, storage containers, a water testing kit, gas for weed wacker and paint for a painting project.
- Sanitary expenses included trash bags and general cleaning & sanitation products.
- Local teachers executed 7 private classes this season.

**Skatepark Income September - December 2021**



**Comments:**

- The skatepark can be rented for a video shoot in exchange for a donation of JA\$20,000 to the skatepark. There were no video shoots this season, leaving a big gap in the skatepark income.  
The board/protection gear rental programme had 316 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 7 private classes have been executed by local teachers.
- A donation box is set up at the park: some of the park visitors left a donation for the park during their visit. A total of \$6,250 JMD has been donated by supportive individuals.



# 8/ 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

Without a CJF representative on the ground, the management team had to function more autonomously this season. They faced serious challenges, ranging from low visitor numbers, to theft from the park and violent incidents.

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

- Set up more trash cans around the skatepark & a procedure on how the park is left every day
- Hire a cleaner once a week
- Contract a social worker on a regular basis to work with youth with behavioural issues

## Edu-Skate classes

The coordination of the Edu-Skate classes also fell under the full autonomy of the local team. The classes saw low attendance numbers this season. The following recommendations came forward from this season to improve upon the Edu-Skate classes:

- It is recommended to invite fixed groups for classes while leaving the opportunity for community kids to join.
- Organise advanced skate activities for previous graduates from the Edu-Skate Programme. give more training and set up a clear structure with responsibilities for assistant teachers in the classes to improve their involvement.
- Involve more older teachers in the teaching team to relieve some weight of managing assistants of the Edu-Skate Coordinator.
- Involve Assistant Teachers in lesson planning to feel more ownership.
- outreach within the community about activities specifically for females could enforce female presence at the skatepark.

## Homework Programme

The Homework Programme teachers have been running the programme autonomously since the start. The following recommendations came forward from the teachers this season to improve upon the Homework Programme:

- Need a shaded area maybe behind the stands so we can have an alternate place for the kids to do classes in the case there are larger groups.
- If the program grows bigger and more kids come in it would be good to have another person to help split the grade/intellectual levels and so each group can have more focused sessions.
- Make the homework classes mandatory for the local kids to prevent distractions from the skatepark.

- Provide teachers with school curriculum tools so they can structure the session better.
- Keep track of snack inventory so we don't run out or the snacks go bad.
- With school starting again, push back the starting time of the homework sessions so all students can make it in time.

## Enrichment Activities Programme

The Enrichment Activities Programme was born out of the activities organised during the Summer Programme (season 5). The following recommendations came forward from the teachers to improve the programme.

- Manuscripts for writing music should be organised for all students that attend the classes so that they can follow their passion for music also from home.
- With the music classes being a continued lesson series, more instruments should be available as it would increase the students' focus and make the classes more practical. Thus, more instruments should be bought for the enrichment activity sessions.
- The enrichment activities should have an end product at the end of the season, so the students have something to work towards in the lesson series.



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