

# ISPM

## **Assessing the social impact of an international Non-profit organisation: Concrete Jungle Foundation and their skatepark project in Bull Bay, Jamaica.**



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## **ABSTRACT**

Social impact measurement is an underdeveloped practice yet increasingly gaining significance for non-profit and charity organisations. The study has identified social impact assessment as the foremost opportunity for Concrete Jungle Foundation (CJF) to improve as an organisation and diversify. CJF is an international non-profit organisation that builds skateparks in underprivileged communities worldwide and uses skateboarding for development purposes. This research measures the social impact that CJF and their Freedom Skatepark project have on the community in Bull Bay, Jamaica, where the skatepark is.

A qualitative study with five semi-structured interviews was conducted with four community stakeholders sampled across the impact measurement parameters on the creation of jobs, crime rate and social cohesion, education, mental health and wellbeing, and gender equality. These parameters were the result of research on the social issues that are most prevalent in Bull Bay, Jamaica. Content analysis found that the organisation created a positive social impact by increasing the employment rate, supporting youth employment, and developing skills of their employees. Furthermore, it was found that the provision of safe and recreational spaces resulted in less isolation of youth, an alternation in friendship and family networks, increased community cohesion, improved well-being and reduced violence and crime. Besides, it has emerged that the organisation has a positive impact by providing free education to children whose parents cannot afford tuition fees of schools. In addition, the school performance of the skatepark visitors improved while their aspiration for education increased. Negative impacts were identified within the parameter of gender equality. It was found that high levels of sexual harassment and misconduct of males at the skatepark resulted in a decreased participation of females.

The organisation was recommended to publish the results of the conducted impact measurement, employ a social worker at the skatepark and expand on the social impact measurement that has been conducted in this study in future assessments.

Conclusively, this study provided a “prototype” model on how the social impact of nonprofits and charity organisations that use sporting facilities for development purposes can be assessed. Even though the study focused on CJF, similar organisations could further test the methodology applied in this study, expand on it, and adapt it to their operations.

## 1.0 INTRODUCTION

Concrete Jungle Foundation (CJF) is an international non-profit organisation, that constructs skateparks and implements youth development programs in underprivileged communities worldwide (Concrete Jungle Foundation, n.d.). CJF was founded by Clément Taquet and Harry Gerrard in early 2017. Clément serves as the Executive Director of the organisation, and Harry is one of three board members.

Following the mission of “empowering disadvantaged individuals and communities worldwide through fostering and sustaining the positive values inherent in skateboarding”, the first project of CJF was drawn up in 2017 in Peru, where the organisation built its first skatepark and started to implement development programs for children and adolescents. In total, CJF built six skateparks in four different countries. These include the Alto Trujillo Skatepark in Peru, constructed in 2017, the Luanda Skatepark in Angola, constructed in 2018, the Freedom Skatepark in Jamaica, constructed in 2020, the Lobitos and the La Rampa Skatepark, both constructed in Peru in 2021. This year, the organisation constructed its most recent skatepark in Tamesloth, Morocco (Concrete Jungle Foundation, n.d.).

Supposing that a skatepark has the potential to bring more significant benefits to the local community than just a play area, CJF developed two educational programs focused on youth development. CJF’s programs are implemented by the local staff and international volunteers on site. The organisation actively runs its programs at the La Rampa Skatepark in Peru, the Freedom Skatepark in Jamaica, and since May 2022 at the newly constructed skatepark in Morocco (T. van Asdonck, personal communication, February 25, 2022).

The first program called “Edu-Skate” is a positive youth development program (PYD) that empowers underprivileged children between the age of six and sixteen through group discussions, community activities and skateboarding.

The second program “Planting Seeds Apprenticeship” is a professional development program aimed at youth and young adults aged 16 or above. The program provides paid apprenticeships that teach hard and employable skills to people in need (Concrete Jungle Foundation, n.d.). Next to the two programs, CJF offers a variety of activities and help for the communities in Peru and Jamaica. The beneficiaries receive

support in doing their homework, go on excursions, and can explore their interest and potential through various educational enrichment activities. Trained staff members and on-site volunteers realise these additional programming activities.

Therefore, CJF is not just building skateparks but aims to cater to the long-term social development of its communities (T. van Asdonck, personal communication, February 9, 2022).

### 1.1 Reporting structure and organisational goals of CJF

Since the beginning of 2022, CJF has implemented new programming goals. The organisation is now reporting based on the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs), initially developed by the United Nations (UN) in 2015 (UN, n.d.). The SDGs provide a common plan for peace and well-being for people and the world. The 17 goals have a total of 169 targets. These targets can be viewed as a strategy to tackling social issues such as health, education, inequality, and economic growth (UN, n.d.). Thus, the SDGs provide a new framework that captures the activities and accomplishments of the organisational goals that CJF has per location. The new reporting structure and the renewal of the programming goals also influence the organisation's data collection process. The organisation uses the data to publish monthly reports about its activities in each active community. The reports now give a more extensive idea about the organisation's performance, which is beneficial for both the own organisational development and for demonstrating performance to stakeholders. Thus, implementing organisational programming goals that are measurable and backed by the SDGs is a positive development for the organisation (T. van Asdonck, personal communication, March 4, 2022).

However, the data collection and the recently implemented programming goals per location measure the organisational performance regarding CJF's own goals but neglect to assess the organisation's impact on its communities. For an overview of the reporting goals that are based on the SDGs, see Appendix 1.

### 1.2 Finances and the acquisition of funding

Being a charity organisation, CJF does not create any profit. The company acquires their funds from sponsors and through fundraising. In the financial year 2020-2021,

the organisation had a total of \$129.066 at their disposal (Concrete Jungle Foundation, 2020). This sum is composed of revenues through grants, individual donations, merchandise, events, volunteer contributions and refunds. Though, a significant majority of CJF's budget consists of funds from the organisation's key partners, which are established firms operating in the skateboarding industry. The key partners include The Skateroom, Newline Skateparks, Moonin, Forever Playground, Vans, Clown Skateboards and Antidote Skateparks (Concrete Jungle Foundation, n.d.).

The Skateroom is the main sponsor, usually donating roughly one-third of the budget needed to set up a new skatepark project (T. van Asdonck, personal communication, March 4, 2022). Next to the support from the organisation's key partners, it is common for CJF to obtain sponsorship from local companies. CJF also received backing for the Freedom Skatepark in Jamaica, where the Sandals Foundation and Seprod Foundation donated a combined amount of \$60.000 (Concrete Jungle Foundation, n.d.). How CJF reaches their targeted budget can differ for every project. However, the organisation can generally rely on The Skateroom to contribute funds to new projects. In return, The Skateroom expects CJF to reach several goals. These include deadlines for the construction of a skatepark, programming activities provided to a certain number of children and the delivery of media material, for example, photos and videos that the company can use for their marketing purposes.

Despite having excellent relationships with its partners, CJF is currently struggling to form new partnerships and obtain more funds (T. van Asdonck, personal communication, March 4, 2022).

### 1.3 Organisational Culture of CJF

CJF started operating in 2017 with just the two founders in its team. Today, the organisation has three board members and eight core employees working for it. Thus, the organisational size of CJF is small. The headquarters of CJF is in Utrecht, The Netherlands. Most of the employees work remotely from different countries worldwide, including Austria, Finland, France, Jamaica, Mexico, Peru and The United Kingdom (Concrete Jungle Foundation, n.d.). Therefore, a weekly staff meeting occurs in which all employees meet and update each other in a video call on their personal life and work-related matters. Minutes are taken and sent to every staff member after the



meetings (T. van Asdonck, personal communication, February 9, 2022). During the weekly staff calls, a friendly and supportive work environment prevails. Furthermore, all employees are encouraged to participate equally in the meetings. By discussing and sharing what has been happening in everybody's personal life, a sense of family is created, resulting in a strong team cohesiveness. Clément Taquet, the executive director of CJF, serves as a mentor supporting everyone else where needed while sharing a genuine interest in everybody's work.

All staff members support each other and help each other with their tasks. For example, when the organisation is planning a fundraising event, everyone on the team plays their part in sharing ideas and concerns. One significant characteristic of the team is that every employee is skateboarding in their free time and follows this hobby with passion. Thus, they can relate to and firmly commit to CJF's operations. Whenever the team meets in person during business trips, the hosting of events or the construction of a skatepark, joint skate sessions serve as a "ritual" of the team. While working remotely, employees share their skateboarding videos in the staff chat, which is an extension of the tradition of skateboarding together as a team. Considering the above-mentioned corporate elements of CJF, one can identify a distinct clan culture within the organisation (Lund, 2003).

#### 1.4 SWOT Analysis applied to Concrete Jungle Foundation

In addition to the above paragraphs that provide an extensive idea about CJF's operations, a SWOT analysis of the organisation has been conducted. Carrying out the analysis will help to determine the current strengths (S), weaknesses (W), opportunities (O) and threats (T) of CJF. Ultimately, this analysis tool will provide insight on how CJF can improve as an organisation and what it should focus on to gain a competitive advantage (Gürel, 2017).

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>-The development of EDU-Skate, which is its own youth development program and can be seen as the organisation's trademark.</li> </ul>	<ul style="list-style-type: none"> <li>-The employees are distributed worldwide and do not have an office workspace.</li> <li>-Measuring organisational performance but not the impacts of their work.</li> </ul>
<ul style="list-style-type: none"> <li>-Having excellent relationships with their key partners, which are all well-established firms in the skateboarding industry.</li> <li>-Having the Skateroom as a stable sponsor that provides large amounts of the total funds.</li> <li>-Being an ambassador of the Agenda 2030 and the SDGs.</li> <li>-Reacting to specific community needs with their skatepark projects.</li> </ul>	<ul style="list-style-type: none"> <li>-Struggling to form new partnerships and obtain more funds.</li> <li>-Limited publicity as a newly established organisation.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>-Skateboarding became an Olympic sport.</li> <li>-Growing charity and non-profit market. - Forming partnerships with firms outside of the skateboarding industry.</li> <li>-Measuring impact and using it to attract partners and donors.</li> </ul>	<ul style="list-style-type: none"> <li>-The Skateroom is discontinuing to provide funding (main sponsor).</li> <li>-Being a recently established organisation, a failed project could have disastrous effects on the image of CJF and wipe out their market position.</li> </ul>

Table 1: SWOT Analysis Concrete Jungle Foundation.

The core strengths of CJF are their Edu-skate program, having a stable sponsor and being an advocate of the Agenda 2030. In the “universe” of skateboarding non-profits, it is unique to work with a self-created curriculum for positive youth development.

Therefore, Edu-Skate can be seen as the organisation's trademark, which diversifies CJF and serves them as a competitive advantage (T. van Asdonck, personal communication, March 9, 2022). However, the organisation did not yet prove the

positive impact of Edu-Skate. Once achieved, the organisation can validate its product and market itself through their program. Furthermore, having the Skateroom as a stable sponsor can be seen as a prerogative in the non-profit skateboarding sector. Thus, CJF should retain its excellent relationship with the company by ensuring it satisfies its claims and maintains constant communication.

Since CJF is using the SDGs as its reporting framework, the organisation contributes to achieving the Agenda 2030. The SDGs have been developed by the UN and are therefore thought of as a legitimate framework. Thus, reporting on them invigorates the organisation's purpose as their operations become part of a bigger picture. Finally, reacting to specific community needs with their skatepark projects is a strength of the organisation.

The weaknesses of CJF are the absence of an office space, the challenge of forming new partnerships, and the lack of impact measurement. The absence of an office space hinders the organisation from making quick decisions since meetings must be scheduled first, which takes time and effort due to the different time zones in which the employees live. A further weakness is that the organisation is currently facing problems regarding forming new partnerships (T. van Asdonck, personal communication, March 15, 2022). Partners are essential for CJF as they are the organisation's main funders and thus vital to continue operations and survive (RAND Corporation, 2012). Lastly, not assessing social impact has been identified as an organisational weakness. Impact measurement would legitimise the operations of CJF since it provides tangible evidence that the organisation fulfils its purpose. Furthermore, it could be used to communicate to stakeholders, such as potential and current partners. Thus, impact measurement could benefit both forming new partnerships and retaining the current partners (Iljasov & Eilart, 2016).

The Skateroom is the main supporter of the organisation, donating roughly a third of the total budget of CJF. Relying on the Skateroom poses a potential threat since the termination of this support would result in a significant financial loss for CJF. The organisation can reduce this risk by forming more partnerships resulting in a decreased dependency on the Skateroom (RAND Corporation, 2012).

Finally, several opportunities have been identified that could be exploited by CJF. First, since skateboarding became an Olympic sport, its popularity has been growing, which also brings the potential of increased popularity for skateboarding organisations (Grand View Research, n.d.). Second, the non-profit and charity market is expected to grow fast in the next decade (The Business Research Company, 2022). Third, because of this, it might be worthwhile to consider partners and sponsors not operating in the skateboarding industry as the increased interest in the sport and a growing nonprofit sector could drive sponsorship and funding opportunities for the organisation. However, the most important opportunity for CJF, which emerged from this analysis, is to measure the social impact of their work. Next to legitimising their operations and delivering evidence of fulfilling their responsibilities, social impact measurement could eliminate weaknesses and threats of the organisation and help exploit other opportunities. Thus, the results of social impact measurement can be utilised to communicate and reach out to potential partners and increase funding, making the organisation less dependent on their current financial partners. In addition, it could be used to communicate to current partners, and deliver arguments to receive continuous support (Iljasov & Eilart, 2016). The evidence that CJF's work has a positive social impact would also increase the chances of retaining the Skateroom as a long-term financial partner, eliminating the threat of being exposed to financial instability. Furthermore, since social impact measurement is not a common practice in the charity and non-profit market, engaging and using it for their benefits poses the opportunity for CJF to stand out in their market and diversify (Iljasov & Eilart, 2016).

### 1.5 External analysis (market analysis) of CJF

In the following, an analysis of the environment in which CJF is operating has been conducted. The purpose is to illustrate market trends and developments in the landscape and create an overview of what the competition of CJF is currently doing.

The market in which CJF operates is a non-profit market. Non-profit markets are highly complex systems. From a holistic view, they envelope more than just the components of beneficiaries and funders of an organisation's efforts. Thus, they are also composed of other non-profit, for-profit, and governmental organisations that often work together

(Grobman, 2018). However, within this three-dimensional network of organisations, one can also identify a prevalence of competition (Grobman, 2018).

When looking at the “universe” in which CJF is operating, thus, non-profit organisations that specifically use the construction of skateparks and skateboarding as a tool to benefit underprivileged communities, several competitors can be identified. Their key competitors are Skateistan, Make Life Skate Life, and Skate-Aid. The list goes on, though the above organisations were identified as main competitors due to their similar operations of constructing skateparks, the running of youth development programs, and their size and experience within the industry. Skateistan is the market leader having an annual budget of \$2.34 million at its disposal (Skateistan, 2020). Moreover, Skateistan is the pioneer within the industry. The organisation was founded in 2007 and was the first to use skateboarding as a community development tool (Skateistan, 2020). Nowadays, the organisation is one of many in the “universe”. Despite the high competition within the industry, new entrants and thus more competing organisations are expected to enter the market in the next few years. This is because the business model of successful organisations in the industry is easy to imitate. In addition, there are no barriers to entering the market (Grobman, 2018). Thus, the market of NGOs and charitable organisations is snowballing. In 2020 the market was valued at \$329.3 billion and is expected to grow to \$457.8 billion in 2025 at a compound annual growth rate of 6.8% (The Business Research Company, 2022). The forecasted market growth can be attributed to increased corporate social responsibility (CSR), mobile technologies, and crowd funding opportunities. CSR is a business practice in which organisations involve social and environmental issues in their operations and dynamics with their stakeholders (Verbin, 2020). According to recent studies, millennials want to be associated with brands engaged in social causes (Verbin, 2020). Thus, companies support social projects not just to expand on their CSR activities but to stay relevant to future generations.

A further trend influencing the market is the introduction of mobile technologies. These are utilised to collect donations because of the convenience it offers to donors. Mobile applications, for instance, help charities connect with their proponents and collect funds conveniently (The Business Research Company, 2022). Furthermore,

crowdfunding campaigns can be promoted quickly through social media while reaching many people with little time and labour (Thorpe & Rinehart, 2012). However, NGOs and charity organisations compete not only for funding but also for skilled labour, volunteers, and impacts. The need to demonstrate social impacts as an NGO or charity organisation is a recent development in the market (Maas & Grieco, 2017).

Research found that sponsors and partners are increasing the pressure on organisations to measure what it achieves outside of its own boundaries to then prove this impact to others as part of CSR practices (Iljasov & Eilart, 2016). Furthermore, the assessment of an organisation's impact can enhance organisational performance in terms of resource allocation, governance, and strategic planning. Simultaneously, the social impact can be presented to stakeholders such as donors, partners and partner organisations, beneficiaries, and competitors for commercial purposes and inspiration (Iljasov & Eilart, 2016).

Given the above, NGOs and charity organisations need to engage in impact measurement to have a strong position in the market. However, a recently published survey of social skateboarding projects worldwide found that 22% of organisations in the market do not collect impact data at all. In comparison, 67% do not collect enough data to demonstrate their impact (Good Push, 2022). Looking at the previously mentioned market competitors of CJF, Skateistan is the only organisation in the industry that assessed and published its social impact. Though, even Skateistan does not communicate its social impact assessment in a manner that substantially benefits the organisation. Their social impact measurement findings are, for example, not presented on their social media accounts and hard to find on their official homepage. Thus, measuring, publishing, and using social impacts to communicate to stakeholders is a significant opportunity for CJF to diversify.

## **2.0 PROBLEM ANALYSIS**

Non-profit organisations that use skateboarding for development purposes have been around for over a decade. Usually, these organisations set their own organisational goals and keep track of their performance regarding these goals. Recent market developments suggest that non-profits and charity organisations need to measure their

performance and the social impact they achieve outside of their organisational boundaries (Maas & Grieco, 2017). Assessing and demonstrating social impact serves as a piece of tangible evidence that organisations fulfil their responsibilities. Moreover, it legitimises the reason to exist as a non-profit organisation.

Besides, partner organisations and sponsors are expecting from charities and nonprofits to demonstrate their social impact (Iljasov & Eilart, 2016). The reason is that they can use the social impact for their marketing purposes as part of CSR activity. Sponsors and donors usually seek to compare different charity organisations before they decide to provide funds or donate money to them. However, non-profit and charity organisations can only be compared to each other if they assess and publish their social impact (Iljasov & Eilart, 2016). Ultimately, this means that organisations that engage in social impact assessment and communicate results to stakeholders are more attractive to sponsors. As a result, they receive more funds.

Given the above, not assessing its social impact states a problem for CJF. At the same time, in both the internal and external analysis of CJF, social impact measurement appeared to be its foremost organisational opportunity. Social impact measurement is currently neglected by most of CJF's competitors. Thus, a significant opportunity arises for the organisation to stand out in the market while also tackling a major organisational problem.

The research question this study seeks to answer is “What is the social impact that Concrete Jungle Foundation has through its operations and their constructed Freedom Skatepark in Bull Bay, Jamaica?”

The objectives of this research therefore are:

- Measuring the social impact that CJF and the Freedom Skatepark have on the Bull Bay community in Jamaica.
- Investigating how CJF can expand its social impact at the Freedom Skatepark in Bull Bay, Jamaica?

This study is composed of a literature review, methodology section, results, recommendations, and conclusion.

### **3.0 LITERATURE REVIEW**

The following chapter of this thesis will establish familiarity with the current research on social impact. Various definitions of the phenomenon will be presented, while different methods and their limitations in measuring it will be discussed.

Furthermore, the developmental state of Jamaica and the prevalent social issues that the country faces will be demonstrated. The findings will serve as a foundation for the later social impact measurement of the Freedom Skatepark and CJF's activities in Bull Bay, Jamaica.

#### **3.1. Social Impact**

Defining social impact has been an ongoing challenge for scholars due to a lack of accordance on the definition of the term (Maas & Liket, 2011; Hadad & Găucă, 2014; Lall, 2017). The disarray in defining social impact thus inhibits the capability to research this specific phenomenon. At the same time, the lacking consensus makes it a significant field to study. Differences have been found between several scholarly fields, such as sociology, accounting, and management studies which can be difficult to compare (Izzo, 2013). Therefore, various definitions from different academic fields will be presented to understand the term social impact better.

Burdge and Vanclay (1996, p.59) define social impact as “the consequences to human populations of any public or private actions that alter the ways in which people live, work, play, relate to one another, organise to meet their needs and generally act as a member of society.” Hadad and Gauca (2014) argue that social impact is positive changes in people's lives, originating from a specific social issue resulting from an action or process developed by other individuals. However, the International Association for Impact Assessment adds that social impact is about the intended and unintended social outcomes of projects or programs that can be both positive and negative (IAIA, n.d.). Considering that the social impact definitions are inconsistent, the term remains “fuzzy”.



The European Commission (2015) found that the lacking consensus on the term social impact presents a challenge for all organisations that seek to achieve a social mission. The reason is that this knowledge gap restricts them from proving their social impact. Organisations might be able to see the social impact they generate through their own eyes but struggle to demonstrate and communicate it to stakeholders in an objective manner. As a result, organisations might miss market and funding opportunities (Grieco, Michelini & Iasevoli, 2015; European Commission, 2015). Considering the relevance of social impact on both an academic and organisational level, scholars point out the importance of continuing to study the topic and filling the prevalent research gap (McLoughlin et al., 2009). However, the literature on social impact is currently dominated by various methodologies to assess it rather than the phenomenon itself. The next chapter will thus review the different methods scholars developed to measure social impact.

### 3.2 Measuring social impact

While the term social impact remains “fuzzy”, research has focused on studying different methods to measure social impact. The process in which social impact is measured is called Social Impact Assessment (SIA) (Hervieux & Voltan, 2019). SIA is about managing the planned and unplanned social consequences of targeted interventions, both positive and negative, and the social alternation caused by these interventions (IAIA, n.d.). The International Association for Impact Assessment (n.d.) found that SIA might differ based on the context and purpose in which social impact is measured. Thus, there is no universal framework to undertake SIA, which causes difficulties in evaluating it. However, enhancing the social well-being of society at large is considered of paramount importance to targeted interventions and is therefore vital for any form of impact measurement (IAIA, n.d.).

The body of practitioners and academics who work in the field of social impact measurement believes that all issues that influence people directly or indirectly are relevant to SIA (Esteves, Franks & Vanclay, 2012). These issues include people’s way of living, working, playing, and interacting with each other, their culture and values, their community and its cohesion, the political system, the environment, health and

well-being, and people's fears and longings. Due to this highly complex web of issues relevant to social impact assessment, researchers developed various models and frameworks on how to measure social impact (Corvo, et al., 2021; Ebrahim & Rangan, 2014; Hadad & Gauca, 2014; McLoughlin et al., 2009; Nicholls, 2009). The following paragraph will present the most widely used SIA models and highlight their characteristics.

Nicholls (2009) contributed to the development of social impact assessment by creating the Blended Value Accounting model (BVA), which follows a conceptual approach of combining financial and social results to determine the social impact of organisations. Furthermore, BVA comprises different methods of measuring social impact, for instance, Social Return on Investment (SROI) (Nicholls, 2009). SROI was originally created by the Roberts Enterprise Development Fund in 2008. It is a measurement tool that assists organisations in understanding and measuring the social, economic, and environmental impact they create. The model translates these outcomes into monetary values and determines how much social impact (in \$) is created for every 1\$ that is invested (Lall, 2017). Many non-profit and charity organisations utilise BVA as a strategic tool to enhance their performance, better allocate resources, and legitimise their operations and trustworthiness for stakeholders (Manetti, 2014).

Another model that has been used for social impact measurement by various organisations is the Balanced Scorecard (McLoughlin et al., 2009). Initially developed by Kaplan and Norton (1996), the model identifies the most important strategic goals of an organisation and links these with key figures. Past performance data is assessed to provide organisations with feedback on how to make improved business decisions in the future (Kaplan & Norton, 1996).

Furthermore, McLoughlin and colleagues (2009) developed the social impact for local economies (SIMPLE) methodology to measure the social impact of social enterprises. The SIMPLE model has been tested on more than 40 organisations and has been approved to be a valuable tool for business planning processes (McLoughlin et al., 2009). Offering a five-step approach to measuring social impact, the model assists

managers in determining impacts, developing measures, reporting on the impacts, and incorporating them in decision-making processes (McLoughlin et al., 2009).

Finally, the Triple Bottom Line (TBL) developed by John Elkington is an often-used model by businesses, governments, and non-profits to measure the impact of a project (Elkington, 1998). TBL considers three dimensions that are people, the planet and profits. The model is flexible and does not rely on specific variables on which the impact is measured across dimensions. Thus, it allows organisations to adopt the framework that best suits their demands (Bohmholdt, 2014; Elkington, 1998). Ultimately the framework gives an overview of the benefits and costs of planned interventions and therefore provides a framework for ideal decision making (Bohmholdt, 2014).

More models have been developed to measure social impact. Numerous studies have therefore focused on analysing SIA models while exploring commonalities and distinctions between them (Corvo et al., 2021; Grieco, Micheline & Iasevoli, 2015; Hervieux & Voltan, 2019). Grieco, Micheline and Iasevoli (2015) contributed with a categorisation framework in which they clustered existing models into four different classes. The purpose of their research was to facilitate the process of understanding and choosing a suitable model for organisations that want to measure their social impact.

Corvo and colleagues (2021) followed a similar approach by grouping existing SIA models into four categories based on the characteristics of these models. Their principal findings suggest that the available models are fuzzy as most are business planning tools while neglecting to measure social aspects. They add that since the previous categorisation of available models, the focus of newly established models shifted towards organisations contribution to achieving the Agenda 2030 and the SDGs developed by the United Nations. Thus, they recognise a new group of models that assesses social impact based on sustainability. Furthermore, they suggest that the SDGs bring a new dimension to impact measurement and that their integration into an assessment should be considered. Hervieux and Voltan (2019) add that the social impact assessment models that are currently available are grounded in economic

metrics while neglecting to measure the complexity of the social change that occurs. Therefore, they propose a change in how social impact is assessed towards an approach that is consumer-based and involves more data on social change rather than economic factors (Hervieux & Voltan, 2019; Beckett et al., 2018).

Ultimately, scholars call for a shift from measuring economic impacts to measuring elements connected to social change and stipulate research to develop new methodologies for impact assessment (Corvo et al., 2021; Hervieux & Voltan, 2019).

### 3.3 Jamaica's developmental state

The above paragraphs explained the term social impact and how it is currently measured. Besides, it presented the limitations of currently used SIA models and future directions for social impact measurement. Given that social impact is positive changes in people's life, originating from a specific social issue (Hadad & Gauca, 2014), the following paragraphs will discuss the most crucial social issues of youth living in Jamaica to situate social impact in the context of Bull Bay, where the Freedom Skatepark is.

The United Nations Development Programme (2021) identified Jamaica as a country with one of the highest inequality rates worldwide. Despite promising developments such as a growing middle class, tourism industry, cultural exports and a stable political system, Jamaica has failed to embark upon a path of wide-ranging developmental growth. Although the government of Jamaica adopted the SDGs in their long-term strategic development plan, it is broadly recognised that the island country has languished on their course toward Vision 2030 Jamaica (Vision 2030 Jamaica, 2022). With no COVID-19 data available yet, it is reasonable to expect that much of Jamaica's developmental progress has been wiped out by the pandemic (UNDP, 2021). In addition to the Corona Virus set-back, Jamaica's alarming numbers of homicide and violent crimes have been emphasised as a fundamental limitation to meeting the SDGs (UNDP, 2021). According to the United Nations Development Programme (2021), Jamaica has one of the world's highest crime and violence rates. Coupled with high numbers of unemployment and multidimensional poverty, Jamaica finds itself in a dangerous state of stagnated growth and development that further stimulates violent crimes and hinders the country in achieving the SDGs (Alkire et al., 2020). It must be

emphasised that these underlying circumstances excessively affect young people in the country. With low economic growth, poor quality schooling and the absence of opportunities, youth is in jeopardy of engaging in adverse activities. The long-term ramifications for Jamaica are high numbers of unattached youth nationwide (Alkire et al., 2020).

In 2017, Jamaica's government recognised the importance of intervening by fostering positive youth development through the National Youth Policy 2017 – 2030. They see youth as significant actors in societal and economic development and innovation (Government of Jamaica, 2017). The report highlights the most crucial social issues that present key constraints to the developmental process of Jamaican youth. These include education, employment, health and well-being, youth participation, violence and crime and social inclusion (Government of Jamaica, 2017).

The following section will give an extensive overview of these critical areas to better understand the social issues youth face in Jamaica.

### 3.4 Violence and crime

The Government of Jamaica (2017) found that youth are the most affected by crime and violence as both victims and offenders. Thus, violence and crime are key concerns among adolescents living in Jamaica. The homicide rate for males between the age of 15 and 29 is more than three times higher than the global average (UNDP, 2021). According to statistics, this cohort commits 80 per cent of all crimes on the island country (Harriott & Jones, 2016). Studies found that much crime and violence results from youth gang activities such as blackmailing, hired assassination, money laundering, abduction, theft and fraud. While men usually fall victim to gang activity and civil conflict, young women are excessively affected by sexual harassment and domestic violence (Statistical Institute of Jamaica, 2020). UN Women (n.d.) found that physical and sexual violence against women is a significant restraint to achieving gender equality regarding Jamaica's SDG commitments.

Currently, Jamaica has one of the world's highest per capita violent crime rates (UNDP, 2021). The high levels of crime are attributable to the underperformance of the country's economy over the past 40 years. Moreover, the Government of Jamaica (2017) reports that poor parenting skills or a lack of these have resulted in criminal

activities among their youth. However, studies have shown that the alarming numbers of crime, violence and homicide can be intrinsically linked to various socio-economic elements such as multidimensional poverty, high unemployment rates, poor quality schooling and the lack of opportunities for young people (Alkire et al., 2020; UNDP, 2021). The National Youth Survey results revealed that 95 per cent of the younger generation considered creating jobs and an improved education system as the only solution to solving the crime issue in Jamaica (Statistical Institute of Jamaica, 2020). This view was shared by the United Nations Development Programme (2021), which stressed that youth's engagement in crime is primarily linked to failure in achieving broad developmental growth.

Essentially, these issues present obstacles to youth development. Therefore, socioeconomic interferences and need-based youth development are vital to tackling crime in Jamaica (Government of Jamaica, 2017).

### 3.5 Education and employment

The quality of education in Jamaica has seen improvements in primary, secondary and higher education levels over the last 30 years. The current illiteracy levels of youth are lower than those of past generations, and young people are generally more educated than their parents (Government of Jamaica, 2017). Although the education levels improved, research found that the education system in Jamaica is still underperforming (UNDP, 2021). Consequently, youth are oftentimes poorly equipped to enter the labour market (Government of Jamaica, 2017).

In addition, high rates of early school leaving are reported. Early school leaving in Jamaica is attributed to poverty, adolescent pregnancies, and the low motivation of young men (Government of Jamaica, 2017). Youth have equally expressed that their access to education is limited due to poverty problems and insufficient enrolment capacities of educational institutions. The safety issue in schools due to criminal activity is a further worry for Jamaican youth (Statistical Institute of Jamaica, 2020). Moreover, young people noted that the school curriculums do not meet their interests and talents while neglecting the labour market demands. Research found that different opportunities open for them based on the type of school that children and adolescents attend. Whereas some schools nurture the talent of their students through internal

policies, others neglect to do so. The former are often private schools with higher tuition fees, thus not affordable for most parents. (Government of Jamaica, 2017). Unequal access to education is therefore a significant barrier for youth to acquire skills needed in the world of work. A recent set-back for the education of Jamaican children and adolescents is the lengthy school closure due to the COVID-19 pandemic. According to UNICEF Jamaica (2020), the absence of schooling during extended periods of the pandemic will have damaging consequences for the future of youth. Despite these findings, the Statistical Institute of Jamaica found that youth unemployment decreased over the past year from 22.8 per cent to 17.7 per cent (STATIN, 2022). However, the statistics also show that 75 per cent of employed youth works in the informal sector, which can be attributed to their low educational level. Furthermore, a survey revealed that 85 per cent of Jamaican youth are unhappy with the job opportunities available to them and will therefore migrate to more developed economies if the opportunity arises (Government of Jamaica, 2017).

Overall, it can be said that the poor performance of the education system in Jamaica results from a complex web of socio-economic elements such as school leadership, the quality of teaching, and the socio-economic status of families. Furthermore, it is alarming that most youths are willing to leave the country due to limited economic opportunities. The government is demanded to develop the education system and economy to provide youth with decent future opportunities.

### 3.6 Health and well-being

The government of Jamaica (2017) identified substance abuse, mental health, sexual health, intentional injuries, and chronic diseases as major health problems among their youth. The three major causes of youth mortality are external causes such as homicides and accidents, degenerative disorders, and transmissible diseases.

HIV and AIDS prevalence is high among young people in Jamaica. Especially women from low-income families with restricted access to health services are affected by the communicable disease. Even though the government increased HIV and AIDS awareness through campaigns and sexual health education, a high ratio of infections has persisted among people aged 15 to 29 years (UNICEF Jamaica, 2016). According

to a youth survey, fewer and fewer adolescents are using contraceptive devices to protect themselves from sexual diseases. The results thus indicate that raising awareness is not sufficiently preventing infections.

Adolescent pregnancy is another major health issue in Jamaica. Teenage pregnancies often lead to preterm births, developmental disorders, and low birth weight (Government of Jamaica, 2017). These issues are the second leading cause of mortality among girls and women aged 15 to 29 years, while suicide is the main leading cause (Government of Jamaica, 2017).

The rise in mental health issues among Jamaican youth is raising particular concern. The government reports high levels of anger, depression and suicide among the youth cohort. In a recent study, UNICEF (2021) found that anxiety and depression are the leading cause of disability among 10 to 19-year-olds in Jamaica. However, survey results state that 90 per cent of young people perceive that mental health is ignored or not taken seriously due to misconceptions, lacking information, and the cultural norms that prevail (UNICEF, 2021). Furthermore, limited resources and a lack of psychiatrist present barriers to tackling the mental health issues of youth in Jamaica. Estimations suggest that the COVID-19 pandemic resulted in even higher rates of mental health issues in young people on the island country (UNICEF, 2021).

The Government of Jamaica (2017) recognised the discussed sexual, reproductive, and mental health issues of youth as a major concern and promised in a recent policy to give keen attention to tackling these. However, according to UNICEF (2021), little has happened regarding youths' health issues in Jamaica.

### 3.7 Youth participation

The government of Jamaica (2017) found that their youth's participation at the community level is low. It was recognised that youth engagement in sports, musical and religious groups is of great importance as these social environments allow them to develop leadership, interpersonal as well as life skills. Particularly sports were found to be a powerful tool to strengthen the physical, social, and psychological well-being of Jamaican youth. Despite growing participation in numerous sports on a national



level, the government of Jamaica states that inadequate attention was placed on using sports as a developmental tool for young people (Government of Jamaica, 2017). However, a growing understanding has emerged that sports programmes, especially those targeted at youth, are transformational tools for achieving youth development and other national development objectives (Vision 2030 Jamaica, 2022).

As a result, the Government of Jamaica is developing and supporting currently lacking policies and programmes that will contribute to empowerment, improved quality of life and social cohesion of their youth (Government of Jamaica, 2017).

### 3.8 Social issues affecting the Bull Bay community

The discussed social issues exist no more so than in the community of Bull Bay, Kingston, where the Freedom Skatepark was constructed (Social Development Commission, 2018). The Community Priority Plan compiled by the Social Development Commission of Jamaica identified unemployment, illiteracy, crime, violence, the lack of skills and inadequate recreational space as the main social issues of the community.

It was found that gun violence, domestic violence against women, school dropouts and lack of job opportunities are among citizens' main concerns in Bull Bay (Social Development Commission, 2018). The fact that no jobs are available frustrates residents, both youths and adults. High levels of depression are reported among young people, which leads to poor school attendance and an increased crime rate in the region. Furthermore, citizens complained about inadequate opportunities for skill training and lacking recreational green and safe spaces. The cause is unattached youth engaging in unproductive activities (Social Development Commission, 2018). Out of these motives, the Freedom Skatepark was constructed by CJF in 2020, utilising skateboarding, educational programming and community activities as a tool to develop youth in the Bull Bay community positively.

Next to offering alternatives to crime and violence for young people in the region, the skatepark provides employment, soft and hard skill training and serves as a youth centre of the surrounding community. Thus, the by CJF initiated skatepark project in Bull Bay aims to achieve positive social change. However, it has yet to be determined whether the project has led to a positive social impact which this thesis intends to do.

## 4.0 METHODOLOGY

This methodology chapter describes the research method, data collection and analysis used in this thesis. It ends with a paragraph on the relevance and reliability of the research.

### 4.1 Research Design

In this study, a qualitative approach was used to answer the research questions and to measure the social impact that CJF and the Freedom Skatepark have on the Bull Bay community. The literature study on social impact and the prevalent social issues of youth in Jamaica were the starting point for determining the parameters on which the social impact was measured. Based on the finding that social impact is positive or negative changes in people's life, originating from a specific social issue, because of an action or process developed by other individuals, the impact was assessed on Jamaica's most prevalent social issues (Hadad & Gauca, 2014). With the use of policy papers from Jamaica, document research as well an understanding of CJF as an organisation and the knowledge of what they want to achieve, which is based on the SDGs (Appendix 1), the following parameters have been identified:

- 1) Impact on the creation of jobs
- 2) Impact on crime rate and social cohesion
- 3) Impact on education
- 4) Impact on mental health and well-being
- 5) Impact on gender equality

A community-based participatory approach was chosen to get an in-depth understanding of the social change that occurred within the set parameters. Thus, different community members have been involved in the assessment process. Through their direct participation in assessing the social impact, this approach captures opinions, concerns, and needs of the community and thus delivers essential information that would otherwise be neglected (Lumpkin, Bacq & Pidduck, 2017). Therefore, the required information for the social impact assessment needed to be collected from respondents with insights into the community and knowledge about the Freedom Skatepark and its operations. To fulfil the aim of this thesis, different

respondents have been chosen and assigned to one or multiple social impact parameters that lay within their knowledge and expertise.

All respondents of this study have been informed about the aims of the research prior to collecting the data.

#### 4.2 Selection of respondents

The respondents are four people that are significant for this study due to their community knowledge and the positions in which they work. The respondents are Negita Brown, who works for RISE, which is a social service organisation in Kingston; Rayquon Abrahams who works as the head skateboarding teacher at the Freedom Skatepark; Janice Wilmot who oversees the educational support programme at the Freedom Skatepark; and police inspector Paul Cummings who is supervising the police youth club within the Kingston Eastern Division which also includes Bull Bay. For an allocation of social impact parameters to the different respondents, see the table below (Table 2).

<b>Respondent</b>	<b>Social impact parameter(s)</b>
Negita Brown (Interviewee 1)	-Impact on mental health and well-being -Impact on gender equality
Rayquon Abrahams (Interviewee 2)	-Impact on the creation of jobs
Janice Wilmot (Interviewee 3)	-Impact on education
Paul Cummings (Interviewee 4)	-Impact on crime rate and social cohesion

Table 2: Respondents and allocated social impact parameters.

Negita Brown is a project coordinator, supervisor, and certified community development specialist. Furthermore, she has worked for RISE as a facilitator and life counsellor for the last 20 years. Her role at the Freedom skatepark is to give counselling sessions and to solve personal and psychological issues of young people

visiting the skatepark. Because of her expertise, social background and role at the Freedom Skatepark, she has been selected as a respondent for the parameters on mental health and well-being and gender equality.

Rayquon Abrahams is 24 years old and works as Edu-skate teacher at the Freedom Skatepark. He has been involved in the skatepark from the beginning and became the head skateboarding teacher at the skatepark last year. Since CJF employs him at the Freedom Skatepark, he was selected as a respondent for the parameter on the creation of jobs.

Paul Cummings is Bull Bay's Police Station Commander and Inspector who is also in charge of the police youth club of the district. The police youth club aims to bridge the gap between unattached youth and the police in Jamaica and have them regularised. Being the police station Commander, he has the most recent insights on crime rates in Bull Bay. Furthermore, through his expertise in working with unattached youth in the area around the Freedom Skatepark, he has valuable knowledge of the social structures and the cohesion of youth living in the community. Therefore, he was selected as a respondent for the parameters on crime rate and social cohesion. Janice Wilmot is the head teacher for education at the Freedom Skatepark. She oversees the homework programme and supports the children with their schooling.

She knows the children personally and has insights into their educational progress.

Thus, she has been selected as a respondent for the parameter on education.

#### 4.3 Data collection

Data for this thesis was collected through semi-structured telephone interviews. Every respondent was interviewed individually. Semi-structured interviews were selected to gather as relevant and valuable information as possible for the study and for the interviewees to be able to give detailed answers (Skinner, Edwards & Corbett, 2014). The researcher prepared the interviews with different interview guides and opened questions for each of the interviewees. This facilitated the process of collecting relevant data required to answer the research questions, classify responses, and determine key codes, which is further discussed in the data analysis chapter.

Semi-structured interviews were pertinent to this study as they aligned with a community participatory approach and made it easy for the respondents to answer

from their own perspectives. However, the researcher still had control over the questioning with a margin for follow-up questions or clarifying questions if necessary (Skinner et al., 2014). Gathering information in this manner was advantageous because it developed exhaustive and crucial data for this thesis. The length of each interview was approximately 15 to 30 minutes. All interviews have been transcribed (Appendix 2).

#### 4.4 Data analysis

The method used to analyse the qualitative data gathered from the respondents was deductive. Thus, a predetermined approach was used to analyse the data for each social impact parameter. Therefore, this research built categories prior to analysing the data (Azungah, 2018). The categories emerged from previous research on social issues and how to tackle these in the context of Jamaica (European Union, 2016; Social Development Commission, 2018; United Nations, n.d.). Besides, the reporting goals of CJF, which are based on the SDGs and their targets were used to build categories (Appendix 1). Given that the SDGs and their inherent targets are encouraged to be used for social impact evaluation, the author used this framework to determine categories for each parameter (Corvo et al., 2021).

After all the interviews had been transcribed, the author used colour coding (Appendix 2). Once the interviews were coded, the author mapped connections in the data to the prior built categories using content analysis (Azungah, 2018). Each social impact variable and inherent data from the interview was analysed individually.

#### 4.5 Relevance and reliability

The reliability of the collected data is underscored by the community insights of the respondents selected. Furthermore, the respondents have been allocated to specific social impact variables that lay within their expertise. Thus, the respondents from whom the data was collected have the knowledge that was needed to measure the impact on each variable that the researcher has priorly identified. Besides, the respondents did not only state their objective view but also gave their opinion on how CJF can improve regarding the social impact in Bull Bay, Jamaica.

Moreover, the research can be considered reliable, as all interviews were recorded and transcribed, reducing the risk of error in evaluating the gathered data.

The gathered data is relevant to the study as it was needed to answer the research question and is aligned with the problem statement/opportunity formulated for the sports organisation by the researcher.

## 5.0 RESULTS

While the previous chapter has presented the methods that will be applied in this study, this chapter presents the main findings resulting from the applied methodology.

### 5.1 Impact on the creation of Jobs

Categories	Codes
- Acquisition of soft and technical skills	<p>"I received training prior to starting working."</p> <p>"I also became time oriented." "I also learned to document information by filling in forms after each session that I have with the kids."</p>
- Higher access to work experience (aspiration for work)	<p>"I believe that I was the first assistant skate teacher. I stuck through with it and now I'm the head skate teacher."</p> <p>"I feel like they made me want to work. The environment at CJF is pushing me to believe in myself and helped me to have the mentality that I can do this. So I went to school and practiced welding."</p>
- Increased employment rate	<p>L: "What did you do before becoming a skate teacher, did you have a job?"</p> <p>2: "Hmm no, I did not have a job at the time."</p>
- Youth employment supported	"I'm 24 years old and an Edu-skateboarding teacher at CJF."
- Safe and secure work environment (safe spaces)	"Sometimes I don't feel safe and am very paranoid that weird stuff will happen but sometimes I do feel like everything is going to be fine."

Table 3: Impact on the creation of jobs: categories and codes.

The interview on the impact on the creation of jobs showed that CJF is actively increasing the employment rate in the community of Bull Bay by hiring staff that did not have a job prior to their employment at the Freedom Skatepark. Furthermore, the organisation supports youth employment by hiring people within the youth cohort. The respondent valued the training he received from CJF before starting his job as a skateboarding teacher. He also mentioned that he acquired both soft skills by becoming more time-oriented and patient and technical skills by learning how to document information and collect data. The respondent further explained how his employment at CJF increased his aspiration for work. He stated that CJF inspired him to work, and that the organisation is one of the reasons he started an apprenticeship as a welder next to his job as a skateboarding teacher. When asked about the safety of his work environment at the Freedom Skatepark, the respondent stated that he sometimes does not feel safe when giving skate classes (Table 3).

## 5.2 Impact on mental health and well-being

Categories	Codes
- Provision of safe spaces	“The skatepark is like a safe haven for the kids because any time they go there, it takes them away from the streets and harmful activities that can put them at risk.”
- Acquisition of life/social/vocational skills	<p>“The initial idea was to have the life skill courses for the kids. However, they are not mandatory and it’s not organised and therefore there won’t be change.”</p> <p>“So they are learning how to deal with people from different classes and different backgrounds.”</p>
- Less isolation for kids	<p>“Before, there was nothing really there in the community like recreational activity for the young persons in Bull Bay.”</p> <p>“The park gives them the opportunity to socially engage with other people.”</p>

<ul style="list-style-type: none"> <li>- Parents are equipped to support health and wellbeing of their children</li> </ul>	<p>“They don’t understand, they don’t even understand the mechanism of child development and the stages they go through.”</p> <p>“In regard to the mental health issues, the parents do not understand, they themselves have mental health issues.”</p>
<ul style="list-style-type: none"> <li>- Improved health and well-being</li> </ul>	<p>“They have been quite rude at the beginning and some of the programmes have improved their well-being. However, it still needs a lot to make it at least mid-way. It can be far better.”</p>

Table 4: Impact on mental health and well-being: categories and codes.

The interview on the impact on mental health and well-being showed that the Freedom Skatepark generally provides a safe and social environment for children and adolescents of the Bull Bay community. The respondent stated that the skatepark offers recreational space, which had been lacking in the community before the skatepark was constructed. She described how the skatepark allows its visitors to socially engage with people from other neighbourhoods and different classes. In addition, she explains that the skatepark is keeping youth away from “harmful activities that would put them at risk”. However, when asked if the kids acquire life skills or social skills that would support their well-being, the respondent stated that the life skill training at the Freedom skatepark is not organised and not mandatory. Because of that, she does not see change or any development of life skills in the children. One concern that arose from the data is that the parents of the children and youth that come to the skatepark do not understand what mental health issues are or how to detect them. The respondent explained that the parents do not know how to raise a child because they did not receive good parenting. The cause is that the parents are ill-equipped to support the well-being of their children. Nevertheless, it was found that the well-being of the children improved through the programming at the Freedom Skatepark. However, the respondent also mentioned that the change that occurred is minimal and that there is room for improvement (Table 4).



### 5.3 Impact on gender equality

<b>Categories</b>	<b>Codes</b>
<ul style="list-style-type: none"> <li>- Provision of safe spaces for women and girls</li> </ul>	<p>"It does provide safe spaces to them."</p>
<ul style="list-style-type: none"> <li>- Equal access to participation for women and girls</li> </ul>	<p>"They do have equal access to participation, but they are not coming because of the other male participants that are there."</p> <p>"At the moment the skatepark is turning away females."</p>
<ul style="list-style-type: none"> <li>- Acquisition of life/social/vocational skills</li> </ul>	<p>"The way they are promoting the sport is not necessarily targeting females. Skateboarding is a sport that can cause harm and girls do not gravitate towards something that is dangerous."</p>
<ul style="list-style-type: none"> <li>- Less social isolation of females</li> </ul>	<p>"There is not anything that I see as a social environment to encourage girls at the park. It is mainly male oriented."</p>
<ul style="list-style-type: none"> <li>- Taking action against violence against women and girls</li> </ul>	<p>"...a young lady and a lot of her friends stopped coming to the park because of sexual harassment.</p> <p>There is not much done from the staff."</p> <p>"They need to take a more integral role than just handing out equipment and to skate, they need to do more."</p>
<ul style="list-style-type: none"> <li>- Reduction of violence against women and girls</li> </ul>	<p>"How does the skatepark contribute to reducing violence against women and girls?"</p> <p>"It does not. They have not reached that stage yet. They also do not have the resources that would allow them to do so. Not yet."</p>

Table 5: Impact on gender equality: categories and codes.

In theory, the skatepark provides safe spaces and equal participation opportunities for women and girls. However, the respondent explained that “the skatepark is turning away females”. One reason is that the promotion of skateboarding by CJF is not reaching females in the community. The respondent explained that skateboarding is a dangerous sport and thus does not draw the interest of females in Jamaica. Furthermore, she clarified that the environment at the skate park does not encourage females. She describes the skatepark as a “male-oriented” place. The biggest concern was repeated sexual harassment against women and girls who visit the skatepark. She explained that many females stopped coming to the skatepark because of misbehaving males and sexual harassment. It was found that the local skatepark staff is overchallenged by this issue and does not take an integral role in stopping sexual harassment. Therefore, the respondent concluded that the skatepark does not contribute to a reduction of violence against women and girls (Table 5).

#### 5.4 Impact on education

<b>Categories</b>	<b>Codes</b>
- Provision of safe spaces for participants	“Yes, we provide security. They will check people and control whoever comes in, they check their id’s, so I think it’s a good safe space for them.”
- Improved education attendance of children and adolescents	“These kids have been out of school for 2 years because of covid so we filled the gap in education that the children had during that time.”  “However, their school attendance has not increased.”
- Increased aspirations for further education and higher education	“Their interest in learning grew so they are generally more interested to educate themselves.”  “They won’t go to school because of financial reasons, so they will come to the skatepark and try to receive any academic education that they can” “They look forward to it every week.”

<ul style="list-style-type: none"> <li>- Parents value education and are engaged</li> </ul>	<p>"It is the responsibility of their parents and if the parents can't afford to send them to school, they won't go to school."</p> <p>"I don't know much about their opinion, but the kids come every week, so the parents don't keep them away from joining the educational sessions at the skatepark which is a good thing."</p>
<ul style="list-style-type: none"> <li>- Completion of education</li> </ul>	<p>"The program is good for all kids that have been to the classes because it improves their performance also in school."</p>
<ul style="list-style-type: none"> <li>- Less social isolation</li> </ul>	<p>"It's not only the educational program but also other things like building stuff, going on excursions, meeting different people so it helps them on a whole also their social life."</p>

Table 6: Impact on education: categories and codes.

Participants of the homework programme at the Freedom Skatepark have access to safe spaces. These are ensured by security personnel that is present at the skatepark. CJF implemented the homework programme in response to a country-wide school closure during the COVID-19 pandemic. Thus, while schools in Jamaica were closed, CJF and the Freedom Skatepark offered children and youth from Bull Bay the opportunity to stay in education. Therefore, CJF filled the education gap that children from the surrounding community would have had due to the pandemic. Despite ensuring continuous education, the respondent mentioned that the educational programme at the skatepark does not result in increased school attendance. The main reason is that the parents of most children who come to the skatepark cannot afford the tuition fees of schools. The homework programme thus supports and provides children in need that would otherwise experience no education at all. When asked about the parents' involvement in their children's education, the respondent said that she does not know if the parents value education but that they are not stopping their children from joining the educational sessions at the skatepark.

The respondent found an increased aspiration for education of the participants of the homework programme. She stated that through the programme, the interest in education and learning increased and that the children and adolescents look forward to the programme every week. Furthermore, she explained that she sees signs of progress in the educational levels of the children and that the homework programme results in an improved school performance of those who go to school. Next to the educational advantages of the homework programme at the Freedom Skatepark, the respondent explained that it provides the children with great opportunities for their social life and generally benefits the participants (Table 6).

### 5.5 Impact on crime rate and social cohesion

<b>Categories</b>	<b>Codes</b>
- Less risk of people committing crime	<p>“We saw a decline in crime and incidents of this district.”</p> <p>“We did not have any crime or incident report coming from the Freedom Skatepark since it is there.”</p>
- Promote culture of peace	<p>“It engages youth in a positive way and peacefully without any conflicts, so it definitely is a peaceful environment.”</p>
- Safe spaces (supervision)	<p>“It is really like a safe haven for youth. We encourage them to use the skatepark.”</p>
- Positive relationships	<p>“The police reach out to troubled youth, and we encourage them to interact with each other in positive and peaceful ways and the skatepark is a great medium for that.”</p>
- Alternation in friendship and family networks	<p>“Also, families can engage positively, and people can meet friends.”</p> <p>“Youths from different social backgrounds have been there. They make friends.”</p>
- Increased community cohesion	<p>“Yes, there used to be conflicts. We had persons inflicting wounds on each other as a result from fights.”</p>

and reduction of violence	<p>We did not have any reports like these since the Freedom Skatepark has been in that area.”</p> <p>“The skatepark keeps youth away from violent activities and we as the police, we encourage these kinds of gestures.”</p> <p>“It has had a positive impact on the community. It can only do good for youth in socialising and interacting with others.”</p>
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Table 7: Impact on crime rate and social cohesion: categories and codes.

Data on the impact on crime rate and social cohesion indicates that the Freedom skatepark contributes to reducing crime and violence. The respondent emphasised that no crime was reported from the skatepark and the surrounding area since it was constructed. He explained that the skatepark engages youth positively and perceives the environment that prevails as peaceful. Therefore, the police are encouraging youth to utilise the skatepark as it is considered a “safe haven” for them. It was found that the Freedom Skatepark encourages young people to interact positively with each other and is thus seen as a medium that creates positive relationships.

Furthermore, his investigation established that the skatepark nurtures friendship and family networks. The respondent observed that people from different social backgrounds utilise the skatepark and make friends there. Thus, the skatepark benefits the community and increases community cohesion. Finally, the respondent reported that before the skatepark was constructed, frequent incidents of street fights had happened in the area. He concludes that no similar incidents have been reported since the skatepark existed. The Freedom Skatepark “keeps youth away from violence” and is therefore valued by the police of Bull Bay (Table 7).

### 5.1.1 Insights

Analysing the qualitative data gave the researcher insights to answer the central research question: “What is the social impact that CJF has through its operations and

their constructed Freedom Skatepark in Bull Bay, Jamaica?” Given that social impact is positive or negative changes in people’s life, originating from a specific social issue, because of an action or process developed by other individuals, the impact was segmented into positive and negative changes.

### *5.1.2 Positive changes*

Positive changes resulting from CJF and their Freedom Skatepark in Bull Bay, Jamaica, include:

- Increased employment rate
- Supported youth employment
- Increased aspiration for work of employed staff
- Skill development of employees
- Provision of safe spaces and recreational spaces for children and adolescents
- Less social isolation of youth
- Improved well-being of youth, though very minimal due to life skill courses not being organised and low involvement of the parents of skatepark visitors
- Increased aspiration for education
- Improved school performance
- Provision of free education for children whose parents cannot afford to send them to school
- Decline of crime and violence
- Alternation in friendship and family networks
- Increased community cohesion

### *5.1.3 Negative changes*

Negative changes resulting from CJF and their Freedom Skatepark in Bull Bay, Jamaica, include:

- The Freedom Skatepark did not tackle the prevalent social issue of sexual harassment against women and girls. The issue was present in the Bull Bay community before the skatepark was built. However, the skatepark did not contribute to an improved gender equality.
- Decreased participation of women and girls in the programmes offered at the Freedom Skatepark resulting from misbehaving males and sexual harassment.

## **6.0 RECOMMENDATIONS**

To improve and expand on the social impact that CJF currently has in Bull Bay, Jamaica, recommendations will be given to the organisation. The recommendations are based on the findings of five interviews with community stakeholders from the Bull Bay community, the internal and external analysis of CJF and the presented literature on social impact measurement.

Repeated sexual harassment against women and girls, as well as serious misconduct of males, were identified as the primary constraint of the Freedom Skatepark to achieve positive social change. The reason is that females stopped using the skatepark as a recreational space because of the above reasons. Since the staff present at the skatepark is overchallenged by this issue and not acting against it, CJF is recommended to employ a full-time social worker who is professionally equipped to solve the issue of sexual harassment and misconduct by males at the skatepark. The social worker should be employed as soon as possible to ensure a quick reaction to the gender equality issues at the Freedom Skatepark. Furthermore, the local staff should receive mandatory training on how to spot and prevent sexual harassment. Besides, the staff should be encouraged to report any harassment to the social worker to ensure immediate action.

A further recommendation results from the fact that the improved well-being of the skatepark visitors is minimal due to the life-skill sessions at the skatepark not being organised. Moreover, it has been found that the parents of the skatepark visitors are ill-equipped to support the well-being of their children. Thus, CJF should offer life-skill sessions based on detailed session plans. The life-skill sessions should take place regularly and on fixed days (e.g., every Tuesday and Friday at 12 p.m.). Besides, the life-skill classes should be given by a professional who can advocate for and develop plans to improve the participants' well-being. Since this lies within a social worker's tasks, it is advised that the life skill sessions are hosted by the welfare worker as well and not the staff currently employed.

Additionally, monthly meetings with the parents of the children that visit the skatepark should be scheduled to discuss issues and incidents. In those meetings, the parents should receive guidance on how to nurture the well-being of their children and be given

additional support if needed. These meetings should be held by the social worker as well, who can provide the parents with professional advice and support to improve the well-being of their children.

Furthermore, CJF is recommended to communicate the results of the impact measurement conducted in this thesis to their stakeholders. Based on the market analysis findings, it appeared that charity organisations which assess their social impact and publish the results are more attractive to sponsors. Besides, it was found that most of the organisation's competitors do not assess their social impact. Thus, CJF should use the findings of this thesis and publish them on its official website and Instagram channel to diversify from competitors. In addition, the findings should be communicated when reaching out to potential sponsors since it was found that social impact measurement leads to increased funding due to an enhanced attractiveness to sponsoring companies.

Finally, the author recommends the organisation to expand on the social impact measurement that has been conducted in this thesis. Through research, the following parameters have been identified and measured: (1) creation of jobs; (2) mental health and well-being; (3) gender equality; (4) education; and (5) crime rate and social cohesion. However, the conducted social impact measurement in this thesis should be regarded as a starting point on which the organisation can expand. Thus, CJF should engage in finding additional elements to measure and include these when conducting a social impact assessment at the Freedom Skatepark in the future.

## **7.0 CONCLUSION**

This thesis focused on the international non-profit organisation CJF. After analysing CJF and the organisation's market, impact measurement has been identified as their main opportunity to stand out. Thus, the aim was to measure the social impact of the organisation and its Freedom Skatepark project in Bull Bay, Jamaica. Besides, a study objective was to investigate how CJF can expand on the social impact that the organisation currently has. Literature was reviewed to gain an understanding of what social impact is and how it can be measured. The findings revealed that currently available models that assess impact are "fuzzy" and grounded in economic matrixes.



The insights were used to situate social impact measurement in the context of Bull Bay, Jamaica, where the Freedom Skatepark is. Through policy papers, community priority plans and research on Jamaica's social issues, five parameters were identified on which the social impact was measured. Following a community participatory approach, four respondents from the Bull Bay community with expertise on the identified parameters have been interviewed to measure the social impact of Concrete Jungle Foundation and the Freedom Skatepark. The collected data and insights that were gained through the research process answered the research question. The findings of the impact measurement were used to provide CJF with clearly defined recommendations.

Next to employing a social worker at the Freedom Skatepark, the organisation was recommended to communicate the findings of the social impact assessment to their stakeholders. Furthermore, CJF is recommended to use the conducted impact measurement as a starting point on which the organisation can expand in future assessments.

Even though this study focused specifically on CJF and their Freedom Skatepark in Jamaica, it is also relevant for similar organisations that seek to measure their social impact. Because of the currently lacking consensus on the phenomenon of social impact and its assessment, this study further contributed to finding methodologies for impact measurement. Thus, the study provided a "prototype" model on how the social impact of non-profits and charity organisations that use sporting facilities for development purposes can be assessed. In the future, organisations could further test the methodology applied in this study, expand on it, and adapt it to their operations.

## **8.0 REFLECTION**

I chose to work for CJF because of my passion for skateboarding and my interest in the development side of sport. After the first meeting with my company supervisor Tim van Asdonck, I knew that the organisation was exactly what I was looking for concerning my graduation internship. CJF is a young, ambitious, and professional organisation that has made me feel integrated and appreciated since my first day of work. The working atmosphere was delightful, with all employees working towards the

same incentive, not their salary, but making the world a better place through skateboarding.

My duties were supporting and collaborating closely with the Programmes Director of the organisation and the local country managers in Peru and Jamaica. During the internship, I restructured the reporting framework of the organisation and adapted it to the newly introduced programming goals of CJF, which are based on the SDGs. Furthermore, I was responsible for compiling the monthly and season reports that the organisation publishes on their official website. This required changes in the data collection methods of the organisation that I identified and discussed with the Programmes Director. The changes that I proposed have been implemented by the organisation. In addition, I oversaw the organisation's data collection and ensured that all data needed for the reports was collected by the local staff in Peru and Jamaica. Whenever data was missing, I contacted the country managers and ensured the completion of the data.

Next to the duties mentioned above, I was engaged in my main project of measuring the social impact of CJF and their Freedom Skatepark in Jamaica. The project was challenging in many ways. Social impact measurement is an underdeveloped field with no consensus, which made it difficult to familiarise myself with the subject matter. Furthermore, collecting data and finding interviewees in Jamaica was demanding while working remotely from Germany due to the significant time difference between the two countries. However, I am pleased with the outcome and more than confident that my work benefits CJF, which is reflected in this thesis. Since social impact is a phenomenon which is becoming more and more important not just for social organisations but in the world of sports and beyond, getting and understanding and learning about the concept can be very valuable for my future career.

During my time at CJF, I learned to take responsibility within a sports organisation and to contribute with self-initiative to the outcome of projects. Since I have been an integral part of the team, I have obtained valuable insights into how a non-profit organisation is led. Because I compiled the organisation's monthly and season reports, my planning skills improved as it was essential to meet deadlines. Besides, my communication

skills developed further during the past six months since I was in constant contact with the country managers of Jamaica and Peru and my company supervisor. Working in a diverse team increased my creativity regarding problemsolving and made me value working in an international environment. Thus, I gained the insight that I enjoy working in diverse teams and will strive for positions that allow me to work in similar environments in the future.

Furthermore, I built a network of contacts within the skateboarding industry that will be beneficial as references and sources of job opportunities in my future career. I connected with them on LinkedIn and will aim to use this network for my benefit. Generally, I value the period in which I worked for CJF and am confident that this experience set a good foundation for my entrance into the world of work.

If I only had the financial resources and the chance to start the internship again, I would travel to Jamaica and work on-site for one or two months. This would have benefitted my project of measuring the social impact and simplified the data collection process. I believe that it would have also enhanced my internship experience. Nevertheless, I enjoyed my time at CJF and am proud that I have been part of a truly game-changing organisation over the past five months.

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# APPENDICES

## Appendix 1: SDGs and inherent targets utilised by CJF at the Freedom Skatepark

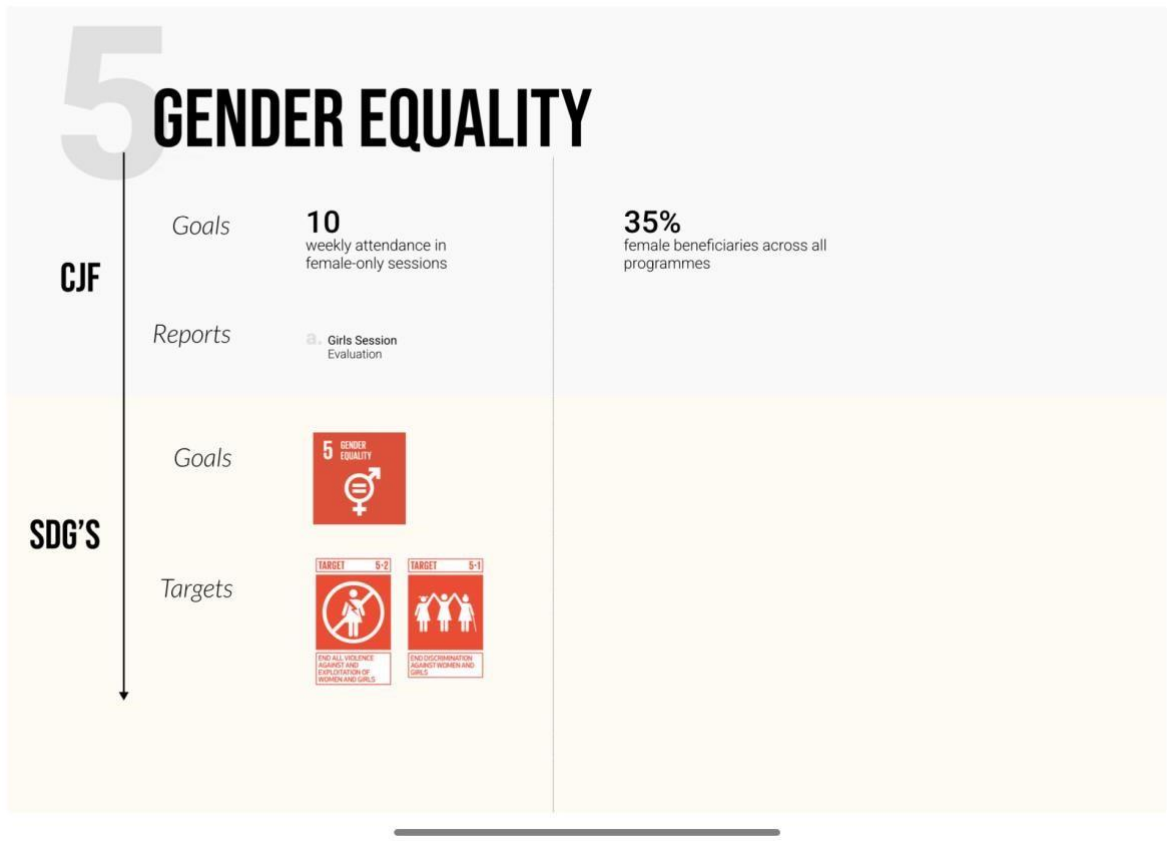


# 3 DECENT WORK AND ECONOMIC GROWTH

CJF	Goals	5 local staff members trained and employed to run activities	1 staff meeting per month	3 local starters / entrepreneurs supported per year	1 beneficiaries entering into sustained employment
	Reports	a. Staff Contracts b. Project Finance	Monthly Project Manager Report	Project Finance	Recommendation Letter Follow Up
SDG'S	Goals	8 DECENT WORK AND ECONOMIC GROWTH 4 QUALITY EDUCATION	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	8 DECENT WORK AND ECONOMIC GROWTH 4 QUALITY EDUCATION	8 DECENT WORK AND ECONOMIC GROWTH
	Targets	TARGET 8-5: FULL EMPLOYMENT AND DECENT WORK WITH EQUAL OPPORTUNITIES TARGET 4-4: INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	TARGET 16-6: DEVELOP EFFECTIVE, ACCOUNTABLE AND TRANSPARENT INSTITUTIONS	TARGET 8-2: DIVERSIFY AND UPGRADE AND UPGRADE FOR ECONOMIC PRODUCTIVITY TARGET 4-4: INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	TARGET 8-5: FULL EMPLOYMENT AND DECENT WORK WITH EQUAL OPPORTUNITIES

# 4 QUALITY EDUCATION

CJF	Goals	25 weekly attendance in education support programming	1 educational enrichment activities organised on a weekly basis	100% of ESP students pass school year / exam	3 Educational excursions organised per year
	Reports	Educational Session Report	Educational Session Report	Student Information Form	Event Report
SDG'S	Goals	4 QUALITY EDUCATION	4 QUALITY EDUCATION	4 QUALITY EDUCATION	
	Targets	TARGET 4-1: FREE PRIMARY AND SECONDARY EDUCATION TARGET 4-5: ELIMINATE ALL DISCRIMINATION IN EDUCATION	TARGET 4-1: FREE PRIMARY AND SECONDARY EDUCATION TARGET 4-5: ELIMINATE ALL DISCRIMINATION IN EDUCATION	TARGET 4-3: EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	



## Appendix 2: Interview transcripts

### Interviewee 1

#### Part 1: Impact on mental health and well-being

##### Categories:

- Provision of safe spaces
- Acquisition of life/social/vocational skills
- Less isolation for kids
- Parents are equipped to support health and well-being of their children
- Improved health and well-being

##### Colour codes:

Safe spaces

Skills

Parents involvement

Improved well-being

Less isolation

L: "Could quickly introduce yourself?"

1: "I am a project coordinator, supervisor and basically a certified community development specialist. I've been working with Rise for over 20 years as a facilitator and part-time lifeline counsellor. What I do at the Freedom skatepark, is giving counselling sessions with the young people. So if they are having any issues I will go there and try and get it solved."

L: How does the Freedom skate park create safe spaces for its visitors?"

1: "The fact that the skatepark is currently there is providing a safe space for the kids. Before there was nothing really there in the community like recreational activity for the young persons in Bull Bay. The skatepark is like a safe haven for the kids because any time they go there, it takes them away from the streets and harmful activities that can put them at risk. The only drawback is that while the skatepark is there, they need other social intervention. These interventions are not done often enough and something they have to do (CJF) so at the moment the change is very minimal. But the skatepark is doing the best it can."

L: "Do you have the feeling that through the programming that's offered at the skatepark the kids acquire any skills like life skills or social skills and if so could you elaborate on these?"

1: "The initial idea was to have the life skill courses for the kids. However, it is not mandatory and it's not organised and therefore there won't be change. I had initially stated from the beginning that they need to put the kids on some form of behavior modification programme. My approach was incentive based but they (CJF) did not want that. My idea was that if the kids join a certain amount of classes they are allowed to go on field trips, they can get to utilise this area or something like that. But the fact that the life skills training is not something that they have to do, there is always going to be problems, I don't see much change in regards to behaviour." L: "Let's talk about the parents of the kids that utilise the skate park. Are they aware of the importance of mental health and well-being of their children?"

1: "In our society, using this terminology people will think you say that they are crazy, so they will get offended by it. They don't understand, they don't even understand the mechanism of child development and the stages they go through. It starts from there. There is no real parenting. They themselves need parenting because they never got it so they can also not pass it on. However, they can be helped. There was this incident where one girl got herself in trouble at the park, sexually and she is very young. We went to her mom's house and I see the issue of her mother not being able to control her. Basically she has given up and it's a child aged 12 so I cannot understand how you can give up on a child that is 12. We got her in contact with a social worker to support her but she does not follow the procedure so the child continues doing whatever she is doing. So the only thing we can do is work on it from the skateparks standpoint. In regard to the mental health issues, the parents do not understand, they themselves have mental health issues. And its very hard to help them because a solution would be counselling but there is a certain stigma around counselling here. If you go for it everyone will think you're crazy."

L: "You said that due to the life skill classes not being mandatory the kids do not necessarily learn skills at the park. However, does the skatepark result in the kids being less socially isolated?"

1: "The park gives them the opportunity to socially engage with other people. So they are learning how to deal with people from different classes and different backgrounds.

However, the fundamental issue is that they do not have self-discipline. The fact that the skatepark is there and provides kids with opportunities to learn a sport and practice it is great. But then you have people behaving wild and badly on the court. They are very wild and do not take into consideration that other people are skating. So we have a lot of incidents We have parents coming and telling us that their children are there practicing and that others are not aware of that. They curse, they smoke so it will turn persons off. I've spoken to a few of them and told them that they can't go far with this. They would listen but then they tend to go back after a while because there is no consistency."

L: "You mentioned that the kids that come to the park deal with a lot of issues. How would you say does the skatepark make them more resilient in dealing with those issues?"

1: "Yes, it is assisting, and has helped but it takes time."

L: "Are the parents equipped to support their children with their health and well-being?"

1: "No, they are not equipped with the skills to take care of their children. And no matter how hard we try, it is hard to get to the parents. Some of them will learn and some of them will not. The problem is that unless they are not getting something they will not sit and listen and conform. You have to let them know that there is a price or something. That is the only way to get their attention. So it is a matter of priorities." L: "Would there be a way to engage the parents more in the skatepark and help them as well through it?"

1: "Yes well, if we would have a meeting maybe quarterly with the parents of the children that are enrolled in a program to discuss the issues that we are having then we would be able to get to them. It would not help everybody, but it would help some of them."

L: "Do you see an overall improved health and well-being of the kids due to them going to the skatepark and if so how is that expressed?"

1: "It shows in their behaviour. They have been quite rude at the beginning and some of the programmes have improved their well-being. However, it still needs a lot to make it at least mid-way. It can be far better."

## Part 2: Impact on gender equality

### Categories:

- Provision of safe spaces for women and girls
- Equal access to participation for women and girls
- Acquisition of life/social/vocational skills
- Less social isolation of females
- Taking action against violence against women and girls
- Reduction of violence against women and girls

### Colour codes:

Safe spaces

Skills

Equal participation

Acting against violence

Reduction of violence

Isolation

L: "How does the Freedom Skatepark provide safe spaces for girls and women?" 1: "It does provide safe spaces to them. The essence of it is that CJF have tried before to get to the gentlemen to let them know how to approach females. However, it was not organised. It would need organised sessions to let them know about sexual harassment and how to communicate with females and that is not done which is an issue. There was a situation where a young lady and a lot of her friends stopped coming to the park because of sexual harassment. There is not much done from the staff. I'm taking out Blake, so I am talking about the local staff. They know the culture so they should know how to deal with us Jamaicans. So, the local staff should be more vigilant but they are not. At the moment the skatepark is turning away females." L: "Besides this issue, does the skatepark allow females to participate equally in the programmes?"

1: "They do have equal access to participation, but they are not coming because of the other male participants that are there. One girl completely stopped going there because of that. Not knowing how to approach and talk to a female, that is what is causing the issue. There are females that are accessing the park but they are not accessing it for the right reasons. They are accessing the park to meet guys and to carry out their activities there which is not what a skatepark is about. The essence is that these are girls that are under aged. The staff needs to be given training or workshops in what to look for, what is appropriate and what is not. I am not talking about the park manager but the local Jamaicans that they employ there. They need to take a more integral role than just handing out equipment and to skate, they need to do more."

L: "Considering the low participation of girls in the programmes, are they reaching females, and do those who participate acquire any skills or benefits through the programmes?" 1: "The way they are promoting the sport is not necessarily targeting females. Skateboarding is a sport that can cause harm and girls do not gravitate towards something that is dangerous. So that is not something that is the skateparks fault, it's the socialisation of Jamaicans. They could attract more females, but when they do come along, they are being driven off by the boys."

L: "Besides the low participation in the programmes and the mentioned issues of girls not being interested in skateboarding as much, does the skatepark contribute in providing a social environment for females to socialise which would result in less isolation for them?"

1: "There is not anything that I see as a social environment to encourage girls at the park. It is mainly male oriented. The only thing that would have helped is if they advertise the other programme, the homework programme by going to the parents. Then they would get mainly females. Usually, it is the females that are willing to learn. In Jamaica the boys are into sports and the girls are supposed to be academics. So that is the only way to get them there."



L: "If there is violence both verbally or physically against females at the skatepark, how do the employees work against it?"

1: "They are doing what they can, they are not going to let somebody sexually harassing someone and just let it be. They will intervene. Normally I will come and talk to the people and try and get it solved. L: "How does the skatepark contribute to reducing violence against women and girls? 1: "It does not. They have not reached that stage yet. They also do not have the resources that would allow them to do so. Not yet."

L: "Any suggestions from your side how to the skatepark could increase its social impact on gender equality?"

1: "It's basically educating them. They have to have organised sessions to sanitise these young persons. It cannot be that I turn up and no one is available and willing to have the session. Jamaicans are not built like that. You have to let them know what it is about, why they need to participate and it should be mandatory."

## Interviewee 2 – Impact on creation of jobs

Categories:

- Acquisition of soft and technical skills
- Higher access to work experience (aspiration for work)
- Increase in the employment rate
- Youth employment supported
- Safe and secure work environment (safe spaces)

Colour codes:

skills

work experience Increased

employment rate

Youth employment

Work environment

L: "Could you quickly introduce yourself?"

2: "My name is Rayquon Abrahams, I'm 24 years old and an Edu-skateboarding teacher at CJF. I believe that I was the first assistant skate teacher. I stuck through with it and now I'm the head skate teacher."

L: "How did you become a skate teacher at the Freedom Skatepark?"

2: "I went to go skate in the general area of Bull Bay. One day a guy named Tim was there and asked me to be part in a video that had the purpose of raising money for a skatepark. I was immediately willing to express my need, my friends needs and Jamaica's need for a skatepark. After we shot the video the skatepark was built in the middle of the Corona Virus break out. It was very hectic. A lot of things went well and



a lot of things went wrong but finally the park was constructed. I saw Tim more often since I was skating at the park. I believe Tim saw something in me at the time. One day he asked me if I want to become a skate teacher and we went from there. I was willing to commit to teach these kids and then I just kept going.

L: "What did you do before becoming a skate teacher, did you have a job?"

2: "Hmm no, I did not have a job at the time."

L: "Would you have gotten a job regardless of becoming an employee at CJF?" 2: "I believe so."

L: "How did the organisation prepare you to become a skate teacher?"

2: "I received training prior to starting working. There was a meeting with a couple of co-workers. Tim taught me how the organisation is going about helping certain kids so I definitely was prepared for the job."

L: "Did you learn any other life skills or vocational skills during your work at the Freedom Skatepark and if so could you elaborate on these?"

2: "I feel like through the work I learned the life skill to accept that everyone is different and that with some persons I have to be patient. So I learned to be more patient in my job. I also learned to document information by filling in forms after each session that I have with the kids. I also have the feeling that I became more of a social person through my work at the park".

L: "How do you think you could use these skills that you learned through your job as a skate teacher in another job as well?"

2: "Networking is a big part that I could use in any other job as well. I also became time oriented. I'm on time, I'm ready to do it and documenting information is something that I could definitely apply in another job as well."

L: "I know that you are currently doing an apprenticeship to become a welder. How did your job at CJF influence your aspiration for work?"

2: "I feel like they made me want to work. The environment at CJF is pushing me to believe in myself and helped me to have the mentality that I can do this. So I went to school and practiced welding. When I told the people around the park they were very supportive and helped me to continue working there as well while also going to school. I really appreciated that."

L: "How has your job at CJF influenced your personal life?"

2: "Negative things are in abundance in my country. So it's easy to fall in a rabbit hole of being unproductive or being a criminal, it is easy. So having the support of the skatepark really influenced me to leave that alone. Being a skater, I am in the streets and there I'm surrounded by crime and bad activities, especially in my community. I see it and I can't ignore it, it's there. Skateboarding made me stay away from these things they got going on. Skateboarding allowed me to be by myself and still have fun, in a good way.

L: "Would you say that the skatepark is keeping people away from crime and bad activities?"

2: "Absolutely! Because it is a community and once you start you don't want to really stop. I feel like the only thing it is trying to promote is good things. When you come from a place where things are just negative and then you come to the skatepark and get a taste of people being kind, nice and wanting good things for you, it really changes them. Some kids at the skatepark are sometimes being rude and a pain to handle but I can see the change over time of them just being rotten to them becoming more sweet.

You have to show consistency and show kindness every time you see them and then watch the transition from rotten kids to sweet and kind kids. I feel like that this is the impact of the park.

L: "You mentioned earlier that the area is influenced by crime and negativity, how does that influence the atmosphere in the skatepark?"

2: "Sometimes I don't feel safe and am very paranoid that weird stuff will happen but sometimes I do feel like everything is going to be fine. One day I was at the park and there was some rotten kid that thought it was okay to do bad things, you know cause trouble. Since I am the one trying to push a positive impact on the kids, I told him to stop. After that he tried to get his friends, the older guys, to come to the park and beat me up. When they got to the park they were asking "is this the guy you're talking about?" And they were shocked because they said that I was a good guy. We see him helping kids. The guys were actual bad guys doing bad things around the neighbourhood but they said that they would not put a hand on me because I'm a good guy.

Things like that make me think: Am I really safe here? Sometimes I do not feel safe when I'm in the park if I'm honest.

### Interviewee 3 – Impact on education

#### Categories:

- Provision of safe spaces for participants
- Improved education attendance of children and adolescents
- Increased aspirations for further education and higher education
- Parents value education and are engaged
- Completion of education
- Less social isolation

Safe spaces

Education attendance

Aspirations for education

Parents involvement

Completing education

Isolation

L: "Hi Janice, may I ask you to introduce yourself?"

3: "I'm Janice Wilmot, I'm one of 4 teachers that we have here at the Freedom skatepark in Jamaica. What we do is, we teach English, math, social studies and sciences. We teach the kids information that they need in those subjects and yeah that's what I do."

L: "From your point of view as a teacher at the Freedom skatepark, how does the program impact the education of the children?"

3: "It's a positive impact so far. The area in which the skatepark is more of an impoverished area. The kids in this area are not very educated, so them coming to the

skatepark and being involved in the classes and the activities that we have there has a huge impact to in their lives.”

L: "Jamaican youth have low literacy and numeracy levels. How does the program help to tackle this issue?"

3: "It's going great. These kids have been out of school for 2 years because of covid so we filled the gap in education that the children had during that time. The goal was that when school started again, they don't feel left out or that they are falling behind. Therefore we touch on every subject that we can and everything that is essential to their education. We have kids that are between 8 and 16 years old so we touch on every little detail like their spelling, their math skills, and writing. They also have other academic classes like music classes and computer and programming classes so it's all rounded and we touch on everything which is good."

L: "Does the programme provide safe spaces for the participants and how is that achieved?"

3: "Yes we provide security. They will check people and control whoever comes in, they check their id's, so I think it's a good safe space for them. The adults who are there are very caring and nurturing people and we also have first aid in place in case anything happens so generally the kids are safe here."

L: "What is the influence that the homework program has regarding the school attendance of the children?"

3: "Their interest in learning grew so they are generally more interested to educate themselves. However, their school attendance has not increased. It is the responsibility of their parents and if the parents can't afford to send them to school, they won't go to school. Many of the kids that I teach, they won't go to school because of financial reasons, so they will come to the skatepark and try to receive any academic education that they can to have the feeling that they are doing something that will help them eventually."

L: "Talking about the parents, do they know of the homework programme and what is their opinion about it?"

3: "I don't know much about their opinion, but the kids come every week, so the parents don't keep them away from joining the educational sessions at the skatepark which is a good thing."

L: "How does the education at the freedom skatepark influence the kids and their aspiration to continue going to school and to learn more?"

3: "It increases their aspiration for education and learning on a whole. As I said before, being in the skatepark provides opportunities for the children. The fact that they have different programmes and different learning opportunities inspires the kids to learn more. It's not only the educational program but also other things like building stuff, going on excursions, meeting different people so it helps them on a whole also their social life. So I think the skatepark is like heaven to them, to us."

L: "One of CJF's goals is for their students to pass the school year, how does the homework program contribute to that?"

3: "The kids that do go to school, they're brilliant kids. In Jamaica we have a test, it's called a cxc test and it's for entering high school. We have one student that wants to do this test 2 years earlier than one would normally do it. He talks about doing this test and succeeding, so he's thinking ahead. The program is good for all kids that have been to the classes because it improves their performance also in school. I can see

improvements in how they are reading and writing, how they communicate and in their math skills. So it's great on a whole."

L: "Are there any other skills the kids acquire in the programme other than education?"

3: "As I said they do a lot of activities. One thing that I like a lot is that guest teachers, so adults with different professions come in and teach them all kinds of things. They would teach them how to build something, how to fix a car, how the engine works, they teach them about climate change and different sciences. This is actually something that we need to do more again. But this is something that they experience here at the park, which is useful for them and they enjoy it. They look forward to it every week. L:

"Is there any suggestions from your side on how the impact could be improved from the standpoint of the skatepark?"

3: "The area in which we teach is very small. When around 15 kids come to class it is very hard for me to teach and to cover the needs of every kid. So it would need more people to get involved and to volunteer to help the kids and their education."

Interviewee 4 – Impact on crime rate and social cohesion

Categories:

- Less risk of people committing crime
- Promote culture of peace
- Safe spaces (supervision)
- Positive relationships
- Alternation in friendship and family networks
- Increased community cohesion and reduction of violence

Colour codes:

Less crime

Culture of peace

Safe spaces

Positive relationships

Friendships

Reduction of violence

L: "May I ask you to briefly introduce yourself and explain what your role at the police is? 4: "I am inspector Paul Cummings and currently in charge of the Bull Bay police district.

The police district ranges from 8 Miles to 10 Miles and it is one of nine districts in the Kingston Eastern Division. The Bull Bay district is the largest of the entire division. We had quite some problems with violent crime in the past years in this district. However, recently we saw a decline in crime and incidents of this district.

L: "Being surrounded by violent crime, how does the Freedom Skatepark create a safe space for its visitors?"

4: "We did not have any crime or incident report coming from the Freedom Skatepark since it is there. So, it is really like a safe haven for youth. We encourage them to use the skatepark.

L: "According to you, does the Freedom Skatepark promote a culture of peace and if so, how is that achieved?"

4: "Youth can go there and we observe that they socialise and have fun without any activity of crime whatsoever. It engages youth in a positive way and peacefully without any conflicts, so it definitely is a peaceful environment."

L: "Would you say that this has something to do with Bull Bay now having a recreational space where people can meet and make friends and connect through the skatepark?"

4: "I have observed that even people from outside of the general area travel to Bull Bay to go to the Freedom Skatepark. So it does have a positive influence. It attracts people from the wider area as well."

L: Earlier you stated that crime and incidents declined recently, would you say that the Freedom Skatepark contributed to that decline of crime reported in the district? 4: "It certainly does. It engages youth in a peaceful and positive way. So it takes youth away from violence."

L: "As far as I am concerned there was not many recreational spaces for youth to engage in sports prior to the skatepark being built. Does this result in an increase in physical activity as well?"

4: "The skatepark adds to it. Not too far from the skatepark you have the surfing club and with the skatepark being there it enhances the opportunities for youth to engage in sports.

Also, families can engage positively and people can meet friends. It had a positive impact on the area and ultimately on the police district. As I said, we did not have any incident reports coming from the freedom skatepark, not even from the wider area in which it is located.

L: "Was there more incidents happening in the area where the skatepark is before it was constructed?"

4: "Yes, there used to be conflicts. We had persons inflicting wounds on each other as a result from fights. We did not have any reports like these since the Freedom Skatepark has been in that area. We have not had it."

L: "What is your view on the Freedom Skatepark speaking from the perspective of the police?"

4: "I think it is a very good gesture for the community. I have encouraged youth from the police youth club to join and participate. It has had a positive impact on the community. It can only do good for youth in socialising and interacting with others. The police reaches out to troubled youth and we encourage them to interact with each other in positive and peaceful ways and the skatepark is a great medium for that. It has been doing very well in those regards. Youths from different social backgrounds have been there. They make friends. We have seen groups and families going there and we are happy to report that we did not have any incident or violent report from there. The skatepark keeps youth away from violent activities and we as the police, we encourage these kinds of gestures."