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Impact Report

Period: November 16th, 2024 to February 13th, 2025

Subject: Programming

Location: Buenos Aires, Trujillo, Peru

Date prepared: February-March 2025

By: Arissa Moreno Ruiz

⚡ Introduction

This report summarises the 2nd season of Edu-Skate programming in Buenos Aires, Trujillo, Perú which took place from November 2024 to February 2025. A total of 25 children were reached this season, of whom 48% were girls. Classes were held at the recently built mini-ramp in Buenos Aires, Trujillo.

CJF Perú organised and executed this season with the support of 2 staff members, Andre Sanchez and Arissa Moreno. Arissa received funding from CJF to develop this season and was overseeing the development of the classes and the spending of the grant.

Data was collected after every session and is presented in the following report. All quotes in this report have been translated from Spanish to English, while student names have been withheld to protect service users.



This season consisted of programming on a smaller scale (in comparison to previous seasons in Peru):

1/ Edu-Skate Classes

This is Concrete Jungle Foundation's core youth programme: skateboarding classes with a focus on life skills deemed to be important in both skateboarding and life in general. The programme offered one weekly session, free of charge, with open participation for any registered student between 6-15 years old. Even though these classes were based on the Edu-Skate curriculum, the instructors took the liberty of adjusting it according to the kids changing interests and specific needs. As part of these sessions, we also offered free skate time. This time provided an important opportunity for students to relax, socialise, and practice their skating in a more independent manner.

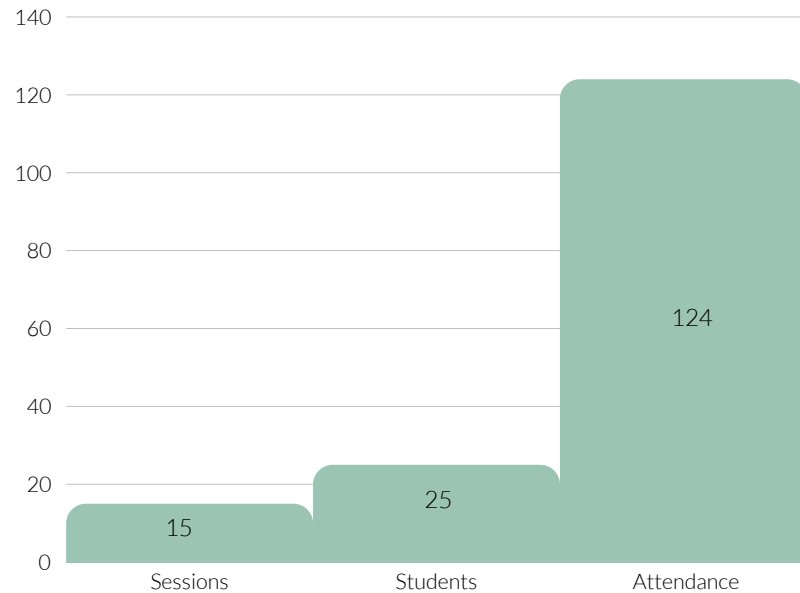
Important note: For the majority of the season, we only organized mixed sessions. We did not have a consistent group of girls at the end of season 1, so we decided to momentarily stop the girls-only sessions and have longer mixed sessions. Each session lasted between 2 and 3 hours depending on how tired the kids were and how hot it was during the summer. The idea is to start again th girls-only classes once we have a consisted group of girls attending the classes.

1/ Mixed Sessions

Edu-Skate classes form the core of Concrete Jungle Foundation's programming across all of its project locations. As such, their execution is closely monitored and evaluated. The recipient of the grant, Arissa Moreno, was in charge of managing the evaluation of these classes.

In Peru, Edu-Skate classes were held at the recently built mini-ramp in Buenos Aires, Trujillo. In total, 11 mixed and 4 girls-only sessions were executed this season, with a total attendance of 124 by 25 unique participants.

Mixed Session Participation



Edu-Skate Class Structure

Every mixed session was led by two main teachers. Classes varied in structure, but were typically organized as follows:

Intro:	The classes started with everyone sitting in a circle to introduce either the topic or life skill of the week.
Warm-up:	The teachers would proceed with a game, a warm-up activity, or a set of simple exercises, to help students reflect about the topic prepare the students for the main activity.
Main activity:	The teachers then introduced the students to the main skate activity of the lesson, through which they would aim to reinforce the importance of the life skill of that week. All students worked together on the same trick. When working in the mini-ramp, students were divided into 2 groups, so that each student received sufficient attention and support in achieving the day's challenges, and they did not have to wait too long in line.
Free skate:	For the final portion of the class, it was free skate time. The students could skate autonomously and choose between the mini-ramp or flatground. Teachers were still present to supervise and support them, in case they needed help or wanted to learn something new.
Reflection:	The sessions ended with all of the students coming together once again in a circle to share their experiences of the class and their accomplishments. Sometimes there was no time for the circle.



What went down in the Mixed Sessions?

In the last season, the teachers had noticed that some of the children were stalled in their progress or were a little afraid to continue trying tricks at a higher level of difficulty. And this is one of the reasons why we decided to focus more on developing the kids' skateboarding skills during the 2nd season, especially in the mini-ramp, and building the kids' confidence and teamwork skills.

This season, some of the activities included:

- Inviting the students to challenge themselves, by helping them set a specific goal for months of January and February
- Remembering the rules of coexistence within the mini-ramp that were developed during the 1st season
- Raising awareness about the importance of taking care of our neighborhood by organizing clean-up mini sessions before the skate classes
- Giving the kids the autonomy to choose which tricks or goals they wanted to work on and achieve.
- Reinforcing the importance of learning from each other, by challenging the children to work in pairs or groups in various activities and group challenges.
- Encouraging creativity, by challenging the students to create their own set or combination of tricks and demo it in front of their friends.
- Encouraging students to recognize their achievements and how much they have improved through all our time skating together.



Snippets from the Mixed Sessions in Buenos Aires, Trujillo



2/ Special Events

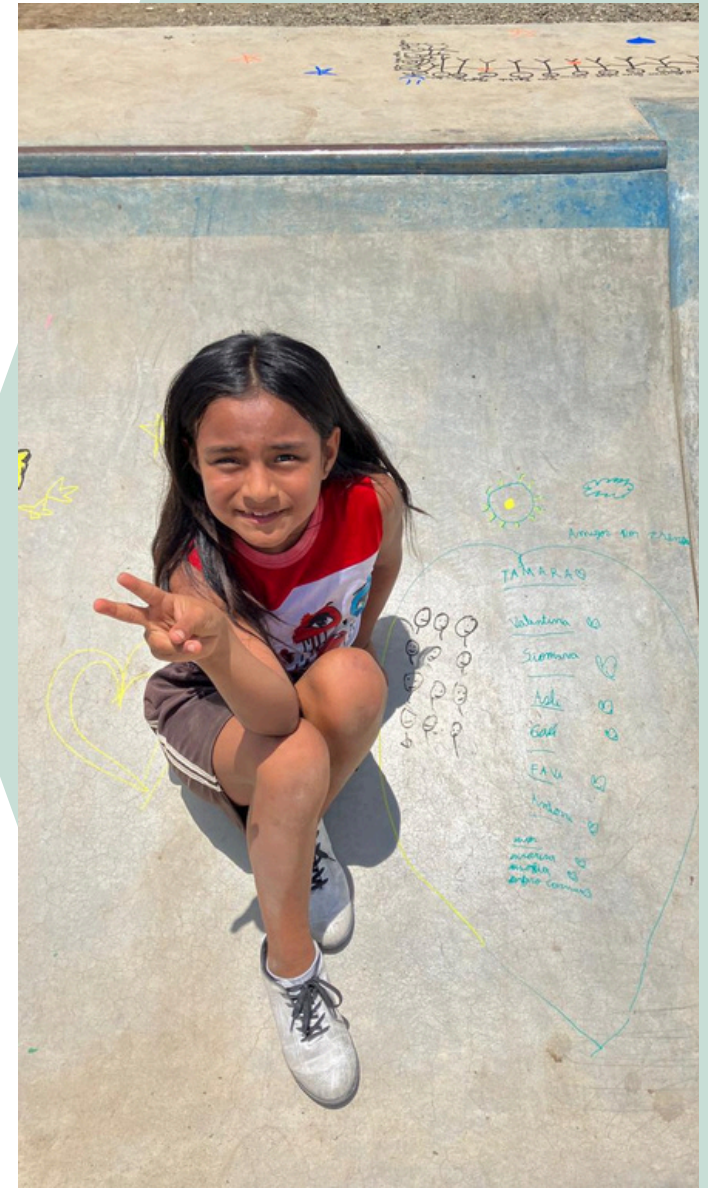
In December 2024, we organized a “chocolata” to celebrate Christmas and welcome the summer in Peru. We had a little activity called “The Gratefulness Circle” where students shared things, moments or people that they were thankful for in their lives in general and during our skate sessions. Kids and teachers shared hot chocolate and panetón and received an embroidered hat with the CJF logo as a present.

To close this one year program, we organized two end-of-season activities which took place in February 2025. These events included :

- A ceviche lunch in a local restaurant and visit to the playground.
- A graffiti party, visit to the local beach, and graduation ceremony where kids received a bag of school supplies as a graduation present.



Student portraits from Buenos Aires, Trujillo



Student portraits from Buenos Aires, Trujillo



3/ Challenges

As the skateboarding program progressed through its 1st and 2nd seasons, valuable insights emerged regarding areas for improvement. While the program successfully engaged many participants, some challenges affected attendance and overall development:

- One of the primary challenges was maintaining consistent attendance among participants. While many children demonstrated enthusiasm for the program, external factors such as competing commitments, varying levels of parental support, and logistical constraints affected their regular participation. This inconsistency posed difficulties in ensuring continuity in skill development and engagement with the educational components integrated into the sessions.
- Additionally, environmental conditions presented significant obstacles. The lack of sufficient shaded areas at the skateboarding site exposed participants to prolonged sun exposure, particularly during warmer months. This not only created discomfort but also raised concerns regarding health and safety, necessitating frequent breaks and adjustments to session structures. Furthermore, adverse weather conditions, such as rain, occasionally led to session cancellations, further impacting program continuity.
- Another key challenge was the program's frequency. With sessions being held only once a week, progress in both skateboarding skills and educational engagement was limited. Participants had fewer opportunities to reinforce their learning between sessions, which in some cases led to slower skill acquisition and retention. More frequent sessions or supplementary activities could enhance the impact of the program by fostering deeper engagement and sustained learning.

Addressing these challenges in future seasons of the program will be essential to maximizing its effectiveness and ensuring a more consistent and enriching experience for participants.

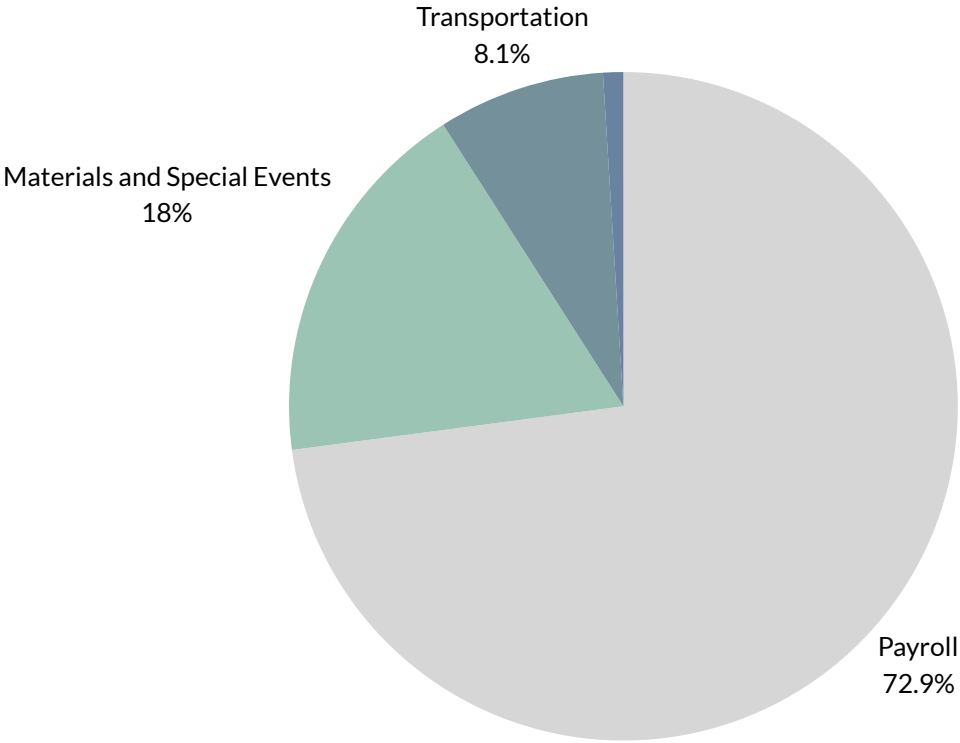


4/ Finances

Expenses

In the following, you find a breakdown of the costs of CJF Perú to run this season of programming. The total cost of this season was 6,137.46 PEN (approximately \$1,694.61 USD).

In total, the season cost **\$1,694.61 USD**.



Items	Cost (Soles)
CJF Payroll	\$4,475.00
Materials (includes snacks) and Special Events	\$1106.36
Transportation	\$496.10
Other Expenses (includes the embroidering of 15 bucket hats with the CJF Logo)	\$60.00
TOTAL	\$6,137.46

CJF Payroll (\$4,475.00 soles)

This season 2 main teachers were employed to execute the programming activities. Staff were paid either on a weekly or monthly basis.

Materials and Special Events (\$1106.36 soles)

Drinking water was provided for the students in every class. Besides drinking water, these costs consist of cups, fruits and snacks for every class. This category also included all the educational materials used for the classes such as markers, poster boards, printing costs of worksheets and marketing materials, etc.

Transportation (\$496.10 soles)

These costs consisted of moving teachers and materials between the mini-ramp and the locations where the materials were stored.

Other expenses (\$60.00 soles)

All other costs that were made during the season fall under this section. Costs included the embroidering of 15 hats with the CJF logo as christmas presents for the kids.

Funding

CJF Perú's funding is mostly sourced by CJF International and the donors supporting CJF International.



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