



Impact report

Period: April - July 2022

Subject: Programming

Location: Tamesloht, Morocco

Date prepared: 5th of September 2022

By: Tim van Asdonck



Introduction

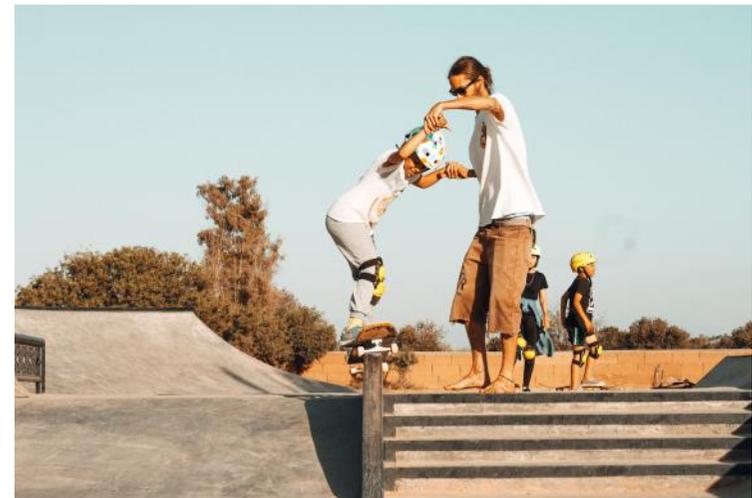
This report summarises the 1st season of Edu-Skate programming that took place at the Fiers et Forts Skatepark in Tamesloht Morocco, from April - July 2022. The Fiers et Forts Skatepark is a project in partnership with the Centre Fiers et Forts orphanage. This first season of programming was exclusively geared towards the children of the orphanage, and consisted of 3 programmes:

- 1/ Edu-Skate classes.**
This is Concrete Jungle Foundation's core youth programme: skateboarding classes with a focus on life-skills important in both skateboarding as in life in general. The programme is free of charge and accessible for anyone that is registered for the programme.
- 2/ Open Skate Sessions.**
Besides the reserved time slots for Edu-Skate classes, the Fiers et Forts Skatepark also hosted open skate sessions on a daily basis for the children from the centre.
- 3/ Community Activities.**
The CJF Morocco team had a variety of outside workshop teachers visiting the park to organise educational activities & workshops to expose the participants to different learning opportunities and bonding experiences.

Concrete Jungle Foundation Morocco organised and executed the programmes with the support of 2 local staff members and 2 local youth leaders under the guidance of CJF's Project Manager (Arthur Bonal) with support of the Programmes Director (Tim van Asdonck). The Skateroom funded this season of programming activities.

Data was collected on all programmes and will be presented in the following report, concluded by recommendations for the next seasons of programming.

'It was an amazing experience. Working on this new project was a blessing, everything is going smoothly, all beneficiaries are lovely. It was kind of easy to work here thanks to the big support from CFF here on the ground.'
- Project Manager



1/ Edu-Skate Classes

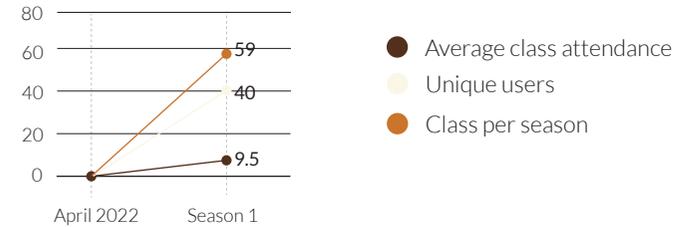


The Edu-Skate Programme offers free skateboarding classes with a focus on life-skills for children aged 6 - 16 years old. The participants were accommodated in their living environment of the Centre Fiers et Forts.

In total, 59 Edu-Skate classes were executed this season, of which 24 classes took place during the construction of the skatepark on a piece of flatground and 35 classes took place at the 'Fiers et Forts' after the construction was completed.

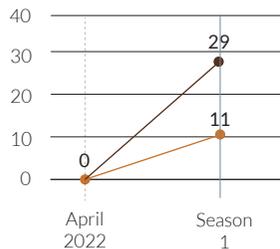
Recommendation: it is recommended to open up the skatepark to the communities surrounding the skatepark. It was useful to start in a controlled manner with the children from the centre, but there has been interest from outside the centre to make use of the skatepark.
 Recommendation: this season there were no female staff members in the teacher team, it is recommended to find a female skate teacher to present a female role model in the teacher team.

Edu-Skate Classes 2022



Edu-Skate Registrations

● Girls ● Boys



Total amount of registrations: **40**
 - 40 new registrations this season
 - **27.5%** female (11), **72.5%** male (29)

Participation this season: **40 students**
 - 27.5% of participants female, 72.5% male
 - 10% 1-class participation students, 90% returning students
 - Average lesson attendance: 9.5



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

Intro:	The classes started with everyone sitting in a circle to introduce the life-skill of the week.
Warm up and trick/activity:	The teachers would proceed with a warm up exercise for the students before getting into the trick/activity of the lesson through which they would work on the life-skill. Students were divided in smaller groups per teacher, so each student got sufficient attention and support from their teacher.
Break:	After around 45 minutes into the class, it was breaktime: the students got some water and fruits in the youth centre and a moment in the shade.
Free skate:	After the break it is free skate time. The students can skate for themselves, but the teachers are still present to supervise and help students out in case they need help or want to learn something new.
Reflection:	The sessions ended with all the students in a circle. The students have a moment here to share their experience of the class, of the life-skill and their accomplishments.



What went down in the Edu-Skate programme?

As Concrete Jungle Foundation's core youth programme, the execution of this programme is closely monitored and evaluated. The Project Manager Arthur Bonal was in charge of managing the staff in the organisation and evaluation of the Edu-Skate classes with support from CJF's Programmes Director.

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

Lesson 1. A Positive Mentality

- Lesson focus: 'Try every new challenges presented by the teachers'
- Quote of the week: 'We learn better as a group' - Amin.
- Teacher observation: 'Khaoula motivated the rest of the group composed by guys by being the most successful student.'

Lesson 2. Awareness

- Lesson focus: 'Avoid any collisions'
- Quote of the week: 'I've enjoyed this session because we learnt how to take care of eachother.' - Rania
- Teacher observation: 'Halima and Brahim had a collision. 2 reasons for that: first, Halima didn't looked before dropping the hip, second, Brahim was standing at the bottom of the hip. No injuries but we had to talk about that during the closing circle to make kids understand what went wrong.'

Lesson 3. Self-Confidence

- Lesson focus: 'Every student takes a mastered skill to a bigger challenge'
- Quote of the week: 'Before, I was scared to drop in. But, step-by-step, I fought my fear. And now, I'm not scared anymore!' Rayhana
- Teacher observation: 'SiMo did so well that I also offered him to try to drop the small quarterpipe switch, and... he did it first try ! Then, too complicated (or scary) on the platform quarterpipe but at least he tried a couple times.'

Lesson 4. Respect

- Lesson focus: 'Students acknowledge each other's efforts and accomplishments'
- Quote of the week: 'When someone is cheering at me, it motivates me and makes me feel happy'. - Laila
- Teacher observation: ' Lots of fistbumps and noise with the board during the exercise.'

Lesson 5. Cooperative Learning

- Lesson focus: 'Teach a trick to a classmate, learn a trick from a classmate'
- Quote of the week: No quotes recorded.
- Teacher observation: 'Almost every kid learned a new trick thanks to the others (either rock to fakie or kickturns). The vibe between the kids was really cool and supportive.'

Lesson 6. Resilience

- Lesson focus: 'Getting up after falling down'
 - Quote of the week: 'I didn't liked that session because I didn't skated enough. And now that it's time to leave, I wanna skate more!'
 - Teacher observation: 'The Free Skate part was fun for everyone, all kids were skating, either by themselves or with the help of a teacher/assistant.'
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Lesson 7. Perseverance

- Lesson focus: 'Try the same trick during 15 minutes'
 - Quote of the week: 'More you try, more you progress' - Abdessalam
 - Teacher observation: 'All kids have been able to pop an ollie (even small) with 4 wheels off the ground.'
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Lesson 8. Encouragement

- Lesson focus: 'Students encourage each other to succeed'
 - Quote of the week: 'When I heard the others cheering at me (while trying the boardslide), it motivated me to skate more' - Zakaria
 - Teacher observation: 'We used Brahim (educator) as an example. During the class, he was trying to drop the hip with the help of Hanota but he was too scared to try alone. At the end of the class, we asked kids to encourage him so he could it by himself. And he did it!'
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'When someone is cheering at me, it motivates me and makes me feel happy'. - Laila

Lesson 9. Courage

- Lesson focus: 'Overcoming fear: doing something that scares you'
 - Quote of the week: 'I feel so proud of myself, I want to keep on dropping now' - Said
 - Teacher observation: 'On the "drop-in" group, all kids tried to drop the big quartepipe even if they were scared. Rayane did a super good job to prove his courage. And this helped Halima to get a bit less scared and to get enough confidence to try. At the end, they could all drop (with hands).'
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Lesson 10. Creativity

- Lesson focus: 'Doing an NBD: a trick you haven't seen anybody do before'
 - Quote of the week: No quotes recorded
 - Teacher observation: 'Yassin was pretty inspired to do NBDs, he had some good ideas even if some were too technical for him.'
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● Challenges and improvements

In the following you find a summary of the challenges and improvements from the staff evaluations of this season.

—— *Language barrier*

With the project manager speaking French, English and learning Arabic and the local team speaking Arabic and learning French and English, communication could at times be a barrier.

A considerable amount of time is spent translating between all the staff members (and with the students) to communicate properly, and even then lesson plans and exercises are sometimes not understood by everyone.

Recommendation: Invest in language classes for all staff members to improve communication.

—— *The Moroccan climate*

The temperatures rise considerably in Morocco during the summer months. This season was planned to finish at the end of July, but with temperatures between 40°C and 50°C it was hardly possible to organise activities in the last few weeks of the season.

On top of this, most of the children of the centre leave to their families for the national holiday of Aïïd at the start of July, which makes July a far from ideal month to run activities.

Recommendation: Finish the programming season before the start of July to evade the heat and low to no attendance due to the national holidays.

—— *Responsibility with the local team*

The project manager mentioned that there needs to be a focus on the local staff carrying more responsibilities. This first season the local staff were slowly introduced to the responsibilities that come with managing the skatepark and activities, but with a focus on building local capacity and eventually handing over the project to a local team, there should be more of a push in the local staff carrying more responsibilities with the coming seasons. (e.g. the headteacher still hasn't run a full lesson by himself).

Recommendation: Local staff should start carrying more responsibilities.

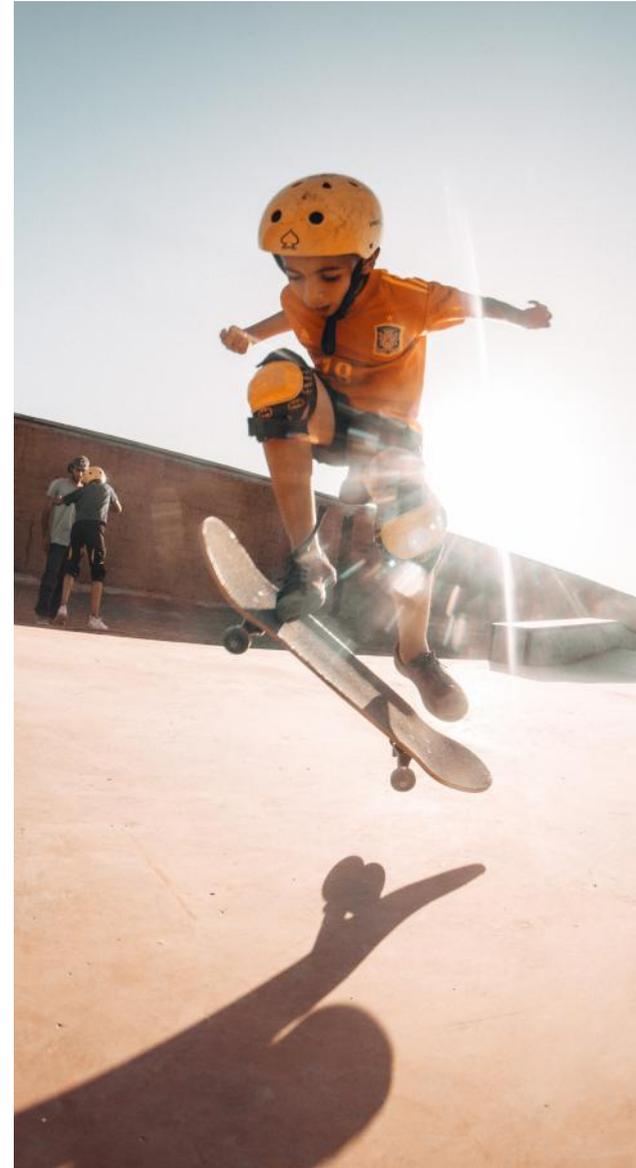
—— *Accounting for students with specific impairments*

Some of the students at the Centre Fiers et Forts need more support with exercises than others due to specific impairments.

Recommendation: The team should discuss in their lesson planning who supports these students and how for a fun and successful learning experience for all.

—— *What worked well?*

- Dividing into 2 groups so kids could skate more and try more stuff.
- Group based on their level so they could progress more.
- We build up the class step by step so every kid experienced success at some point.
- I was trying to make kids confused by telling them to drop when there were people skating around and most of them were telling me they couldn't go because someone was on their way.
- Good vibe and motivation from the team.
- Some kids were really good at teaching and helping the others.
- The Free Skate part was fun for everyone, all kids were skating, either by themselves or with the help of a teacher/assistant experience for all.



2/ Open Skate Sessions

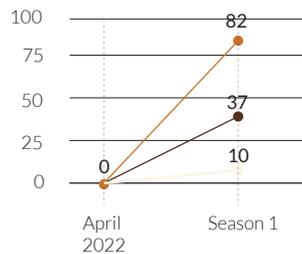


Besides the reserved time slots for Edu-Skate classes, the Fiers et Forts Skatepark also hosted open skate sessions for the children from the centre. However, these sessions had a more open character and a total of 42 people external to the Centre Fiers et Forts came through to enjoy these open sessions as well.

Supervisors from CJF are present during these sessions to ensure a safe and positive environment for all. The supervisors offer help and guidance to students whenever needed.

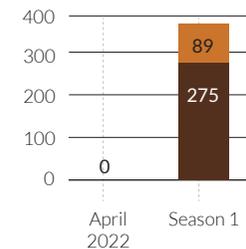
Open Skate Session

● Average Class Attendance ● Sessions ● Unique Users



Attendance

● Girls ● Boys



What went down in the Open Skate Session?

The Open Skate Sessions provided extra opportunities for the children from the centre to skate.

37 Open Skate Sessions were organised this season with an average attendance of 10 people per session. The total attendance in Open Skate Sessions added up to 364 this season. 75.5% of the visitors were males and 24.5% females.

This season, 1 (shoulder) injury was recorded during Open Skate Sessions.



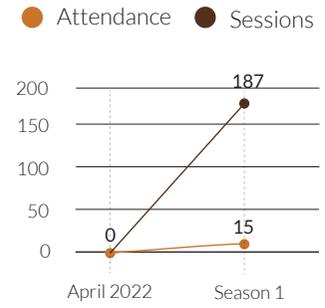
“Hype! Everybody was pushing themselves and blowing off steam”

3/ Educational Activities

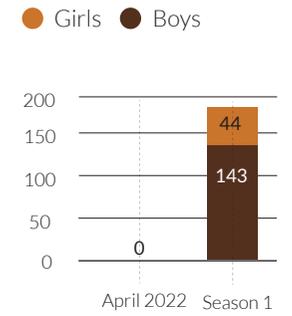


The CJF Morocco team utilised the Fiers et Forts skatepark to run the Educational Activities on Fridays and Saturdays. On these days activities outside of skateboarding were offered to expose participants to different learning opportunities and bonding experiences. These sessions often included an external workshop teacher with different fields of expertise to engage the participants in exploring their interests and potential and to learn new skills.

Educational Activities



Educational Activities Attendance



What went down in the Educational Activities?

15 Educational Activities were organised this season with an average attendance of 12.5 people per session. Educational sessions were generally hosted twice per week, to divide the children from the centre in 2 groups. The total attendance in Educational Activities -- added up to 187

The following activities were organised in the sessions:

- Gardening. All the children planted their own plants around the skatepark.
- Tomas Vostrej from Scotland gave an arts and crafts workshop on how to create and play the game 'Pogs'.
- Bilel from Marrakesh brought materials to do a screen printing workshop with the children.
- Filming workshop: the children learned how to use a video camera and shot a skate video of each other.
- Rachid from Rabat provided a workshop on how to recycle old skateboards into new creations.
- Yassine Asselame from Casablanca provided a workshop on how to use photo cameras.



“Kids were fascinated. No talks during the activity, they were super attentive to what [workshop teacher] was doing and saying.”

4/ Season finale



This season no season finale took place as it was planned after Aïd, which meant that most of the children and staff from the Centre Fiers et Forts were not at the centre anymore.

Recommendation: In coming years it is recommended to plan and execute all programming activities before the Aïd.



5/ Finances

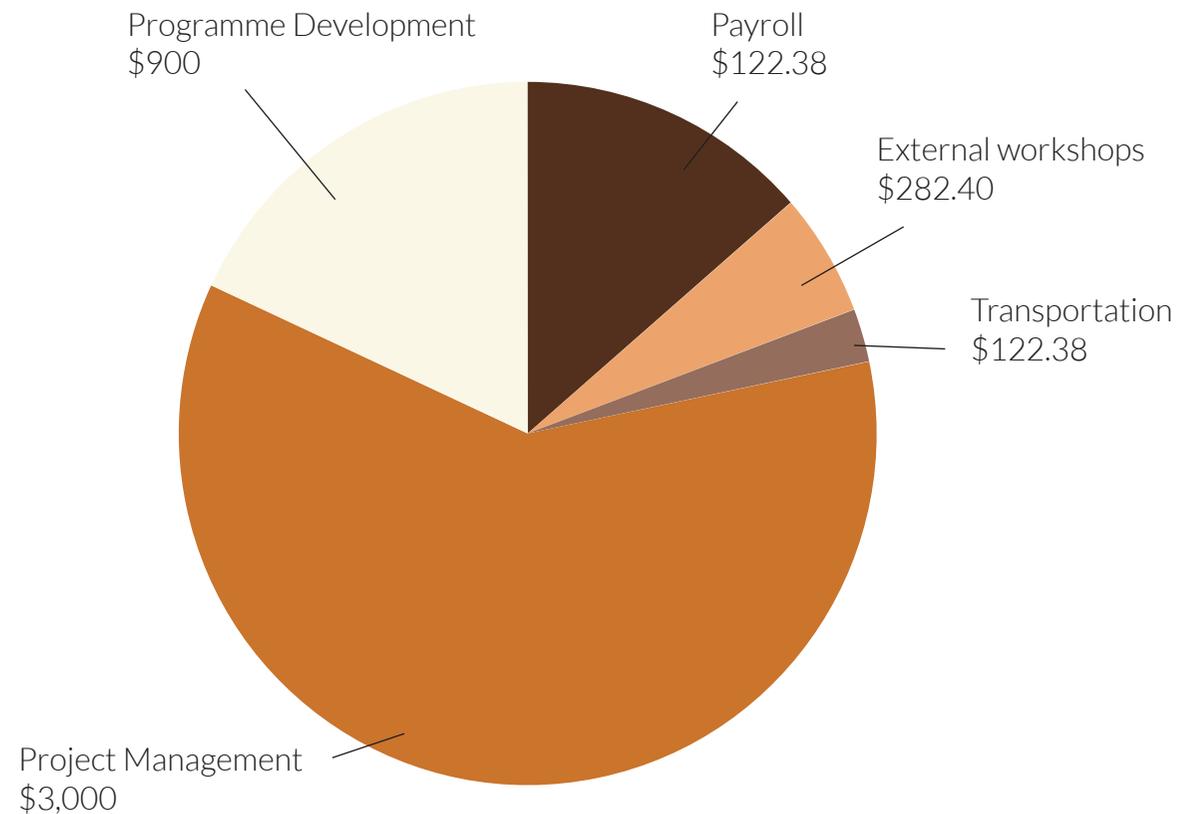


In the following you find a breakdown of the finances of CJF Morocco to run this season of programming.

Expenses

In the following you find a breakdown of the costs of CJF Morocco to run this season of programming. The total cost of this season was **\$4,982.55 USD**.

Items	Cost (USD)
Payroll	\$677.77
External workshops	\$282.40
Transportation	\$122.38
Project Management	\$3,000
Programme Development	\$900
TOTAL	\$4,982.55



Payroll (\$677.77 USD)

13.6%

This season 2 local staff members were employed to execute the programming activities and manage the skatepark. Staff were paid on a monthly basis.

External workshops (\$282.40 USD)

5.7%

For 3 of the educational activities, funds for materials, transport and a small stipend for the teachers was provided.

Transportation (\$122.38 USD)

2.5%

These costs consisted exclusively of gas costs.

Project Management (\$3,000 USD)

60.2%

These include the salary of the Project Manager to coordinate and execute all previous expenses:

- Hiring, training and supporting staff members in their respective positions
- Making the expenses to support staff in their positions and the project in general and administration of finances
- Coordination and evaluation of activities
- Communication (with staff, partner organisation & CJF International)



Programme Development (\$900 USD)

18.1%

These include the costs of monitoring, evaluating and learning (MEL) and reporting on the programmes implemented at the Freedom Skatepark. More specifically:

- Designing the programmes that run at the Fiers et Forts Skatepark based on the needs and resources available
- Supporting the implementation of the programmes at the Fiers et Forts Skatepark
- Developing structures to collect data on the implementation of designed programmes
- Evaluating and reporting on the collected data through monthly reports and a seasonal report
- Further developing the programmes currently running, and assess the needs for implementation of additional programmes.
- Development of (international) volunteer structure, processing volunteer applications

Funding

This season of programming was exclusively funded by The Skateroom. CJF Morocco obtained 2.5% of the funds for this season themselves through selling wood left over from the construction.

THE SKATEROOM

Art for Social Impact

6/ Recommendations

This was the first season of programming at the Fiers et Forts Skatepark. Although this first season was controlled with activities limited to the children from the centre, it was a resounding success with positive feedback from the local team, the project manager, the partner organisation and the beneficiaries themselves.

In the following you find a summary of the recommendations that came forward from this season of programming to improve the working structure for the next seasons and consolidate the impact of CJF Morocco further.

General recommendations:

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

- It is recommended to open up the skatepark to the communities surrounding the skatepark. It was useful to start in a controlled manner with the children from the centre, but there has been interest from outside the centre to make use of the skatepark.
- This season there were no female staff members in the teacher team, it is recommended to find a female skate teacher to present a female role model in the teacher team.
Invest in language classes for all staff members to improve communication.
- Finish the programming season before the start of July to evade the heat and low to no attendance due to the national holidays.
Local staff should start carrying more responsibilities.
- The team should discuss in their lesson planning who supports special needs students and how for a fun and successful learning experience for all.

