



Impact report

Period: July - August 2022

Subject: Programming

Location: Trujillo, Peru

Date prepared: 1st of April 2023

By: Tim van Asdonck & Luis Petersen

Introduction

This report summarises the 12th season of Edu-Skate programming that ran across 2 different locations in Peru, from July - August 2022. The locations include the 'La Rampa' Skatepark in Cerrito de la Virgen, and the Santa Edelmira Skatepark in Trujillo. The season consisted of 4 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 between 6-16 years old that is registered for the programme.

2/ Open Skate Sessions.

Besides the reserved time slots for Edu-Skate classes for the children from the surrounding community, the 'La Rampa' skatepark in Cerrito also hosts open skate sessions to the public: everybody is welcome to visit the skatepark.

3/ Enrichment Activities.

The CJF Peru team organises activities such as games or art related activities to expose the participants to different learning opportunities and bonding experiences.

4/ Girls Skate Sessions.

Besides the girls-only Edu-Skate sessions in 'La Rampa', skate classes are organised for females in the public skatepark 'Santa Edelmira' in Trujillo. These sessions do not have an age limit, are open for any female to join and are aimed at providing a safe space for women to skate and learn.

Concrete Jungle Foundation Perú organised and executed the programmes with the support of 2 local staff members and 2 international volunteers, under the guidance of CJF's Project Manager (Andre Sanchez Karman) and International Programmes Director (Tim van Asdonck). Data was collected on all programmes and will be presented in the following report, concluded by recommendations for the next seasons of programming. All quotes in this report are translated from Spanish to English. All student names in this report have been changed to protect service users.

“Throughout these 22 years, skateboarding has always brought me joy and now, thanks to CJF, I have hope that everything will improve in the lives of everyone we reach. SKATE SAVES LIVES.” - 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 own communities in and around the city Trujillo. In total, 34 Edu-Skate classes were executed this season: the 'La Rampa' skatepark hosted 23 Edu-Skate classes while the other 11 classes took place at the Santa Edelmira Skatepark in Trujillo.

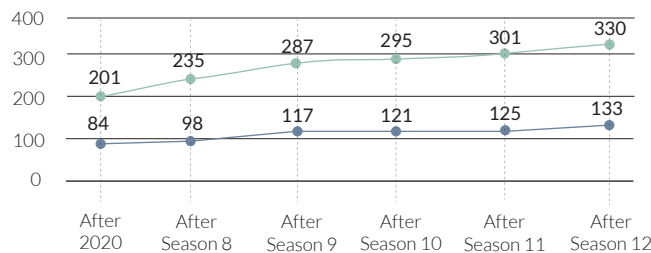
Recommendation: During Season 12, there was a high number of one class participation students. It is recommended to work with more fixed groups throughout a season to increase the learnings of students. Furthermore, it is recommended to conduct student surveys to find out why such a large number of students joined only one class throughout the season.

'Attendance Problem: Just like last season, we had low attendance of participants and little retention of the old kids who always came to La Rampa. Sometimes, I prepared activities that required a minimum number of participants to be dynamic enough and work, but due to the low attendance, sometimes the dynamics had to be simplified to introduce the value or just do the trick of the day.' - Edu-Skate Teacher

Edu-Skate Registrations

Average age: 10 years old

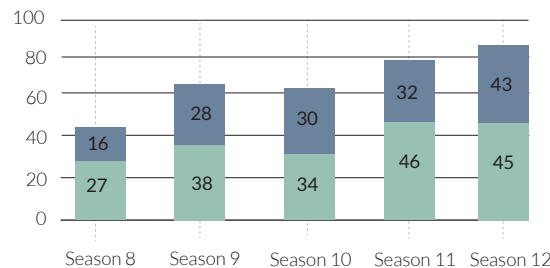
● Girls ● Boys



Total amount of registrations: **330**
 - 29 new registrations this season
 - **40%** female (133), **60%** male (197)
 - Average age: 10

Edu-Skate Participation

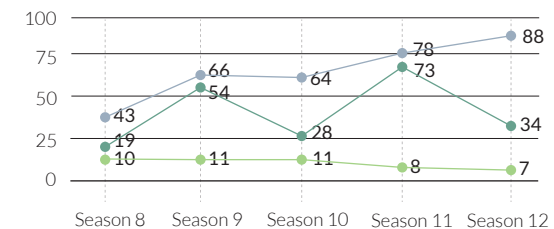
● Girls ● Boys



Participation this season: **88 students**
 - 49% of participants female, 51% male
 - 47% 1-class participation students,
 53% returning students
 - Average lesson attendance: 7

Edu-Skate Classes 2022

● Average class attendance ● Unique users ● Class per season



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.

‘The experience was good, I have continued learning and improving, the relationship with the children was already close at this point which makes it much easier when teaching classes. Depending on the level of the participants, in many occasions I felt that it would be better if someone with more knowledge/skate level were present.’- Volunteer

Recommendation: With some of the children becoming better at skateboarding, it is recommended to have at least one teacher present during the classes that has more advanced skateboarding skills.

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 Development Director Arissa Moreno Ruiz was in charge of managing the evaluation of the Edu-Skate classes with support from CJF's International 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: 'Understand the importance of both positive and negative thinking, understand that all emotions are valid (there are no good or bad emotions), and finally work on positive group affirmations.'
- Quote of the week: 'Think positively even if I fail and fall.' - Yuma (f), 10 years old
- Teacher observation: 'The camaraderie: Domingo helped his peers that didn't have the trick.'

'Think positively even if I fail and fall.'

- Yuma (f), 10 years old

Lesson 2. Awareness

- Lesson focus: 'Establishing collective rules of coexistence on the ramp to build a safe space: Understand that the ramp should be a safe and inclusive space where everyone is welcome, respected and included. That is why it is important that we all create a set of rules of coexistence on how to treat each other, learn to skate together and share this space so that we all feel safe.'
- Quote of the week: 'It is good to teach others things that you already know so that they can learn a little bit quicker.' - Luna (f), 11 years old
- Teacher observation: 'The kids showed a supportive attitude motivating peers to achieve new tricks. The whole skatepark celebrated when Octavio landed the backside grind.'

Lesson 3. Self-Confidence

- Lesson focus: 'Define what self-esteem and self-confidence are and help each child analyse 1. their own self-image, 2. how they are seen by others, and 3. how points 1 and 2 are related.'
- Quote of the week: 'Others see nice things in us, but sometimes it's hard to see them ourselves.' - Enzo (m), 10 years old
- Teacher observation: 'Working together as a team and showing respect - The group is becoming more and more united and they respect each other's turns.'

Lesson 4. Respect

- Lesson focus: 'Differentiate respectful and disrespectful behaviours through examples specifically within the skate park and skate classes.'
 - Quote of the week: 'Respect is important everywhere, even with myself.' - Vincente (m), 12 years old
 - Teacher observation: 'Courage: Some girls were very afraid when trying something new like the pivots but they tried multiple times and some even managed to do it one or two times in a row.'
-

Lesson 5. Cooperative Learning

- Lesson focus: 'Understand that skateboarding, despite being an individual sport, is at the same time a collaborative sport that is learned together with other people (they give you support, motivate you, cheer you on, give you a hand to get off the ramp, teach you a new trick, give you advice to improve).'
- Quote of the week: 'I really like to skate together with my friends and learn with them.' - Alaya (f), 9 years old
- Teacher observation: 'Confidence: We worked with Yana to help her trust herself in order to go down all the ramps alone (first helping her with two hands, then one hand, then just two fingers and eventually on her own).'

Lesson 6. Resilience

- Lesson focus: 'Understand how resilience (the ability to face difficult situations) is super useful both within and outside of skateboarding. Prepare children to respond to problems through a problem-solving activity/game.'
 - Quote of the week: No student quotes recorded.
 - Teacher observation: 'Cooperative Learning: Rio helped Lina to go down all the ramps in the skatepark.'
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Lesson 7. Encouragement

- Lesson focus: 'Perform nollie 180 pivots.'
- Quote of the week: 'I really enjoy skating.' - Yma (f), 8 years old
- Teacher observation: 'Motivation between colleagues.'



● Challenges and improvements

In the following you find a summary of the local staff evaluations after the season.

—— Protection Gear

The teachers mentioned that there was a lack of protection gear. Not having adequate protection gear is an impediment to improving some of the exercises that were introduced during this season of programming.

Recommendation: Reach out for gear donations and make sure enough gear is available before the start of the season. This is required to ensure the safety of all and to improve upon the activities offered during skate classes.

—— Organisation

The skate teachers mentioned that the general organisation during this season was not great. At times, things were planned or implemented last minute which led to the team not achieving all goals they wanted to achieve prior to the season.

Recommendation: Plan ahead and make an agenda prior to the season where responsibilities are divided among all team members, including volunteers. Tools such as a Kanban board could be used to keep an overview of goals and help to better achieve them.

—— Teamwork & Climate

The teachers agreed on the fact that the climate among them was tense throughout the season. This had mostly to do with a lack of better organisation. There was no sense of teamwork which according to the teachers made the work environment “a bit difficult and demotivating”.

Recommendation: It is recommended to plan onboarding and bonding activities before the start of the season to strengthen the sense of community between team members. Additionally, as previously mentioned, the organisational side should be improved by using tools to better plan lessons and activities.

No student evaluations have been executed this season.



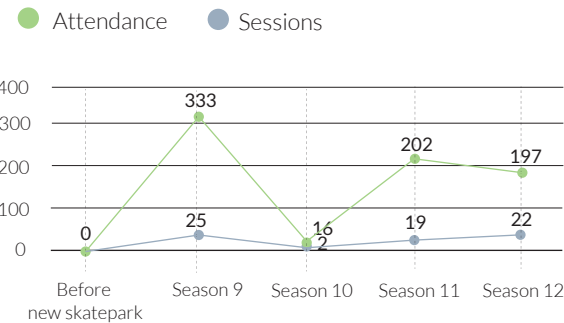


2/ Open Skate Sessions

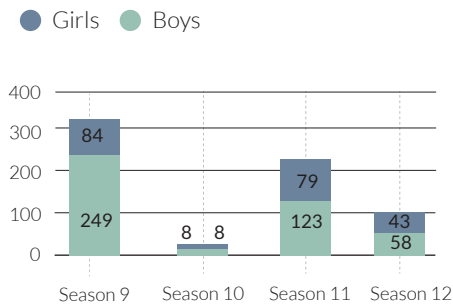


Besides the reserved time slots for Edu-Skate classes for the children from the surrounding community, the 'La Rampa' skatepark in Cerrito also hosts open skate sessions to the public: everybody is welcome to visit the skatepark. Supervisors from CJF are present during these sessions to ensure a safe and positive environment for all. The supervisors offer help and guidance to visitors whenever needed.

Open Skate Session



Open Skate Session Attendance



What went down in the Open Skate Session?

The 'La Rampa' skatepark made it possible for CJF Perú to provide a space for the skate community from the area around Trujillo to come together. 14 Open Skate Sessions were organised this season with an average attendance of 7 people per session. The total attendance in Open Skate Sessions added up to 101 this season. 57% of the visitors were males and 43% females.

This season, no injuries were recorded during Open Skate Sessions.

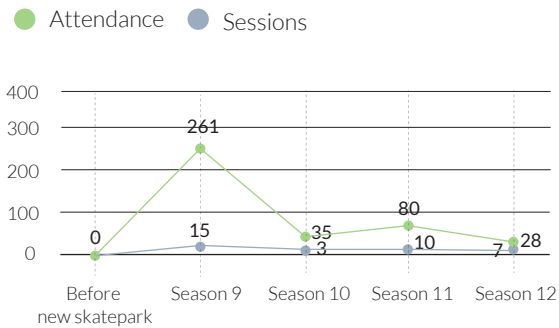


3/ Enrichment Activities

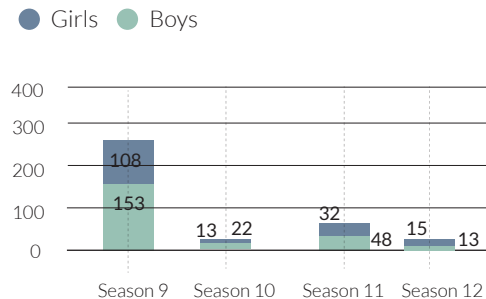


The 'La Rampa' skatepark enables CJF Perú to run the Enrichment Activities Programme. On Saturday mornings the skatepark is open to the whole community around the skatepark for community activities. Activities like games or art activities are organised by the CJF Peru team to expose participants to different learning opportunities and bonding experiences. The aims of these sessions are to create a sense of community by working on projects together, for the participants to explore their interests and potential and to learn new skills.

Enrichment Activities



Enrichment Activity Attendance



What went down in the Enrichment Activities?

7 Enrichment Activities were organised this season with an average attendance of 4 people per session. The total attendance in Enrichment Activities added up to 28 this season. 46% of the visitors were males and 54% females.

The following activities were organised in the sessions:

- Open sessions / skate freely
- Cut designs into griptape (gripart)
- Learning Backside Boneless on the ramps
- Beach cleanup event (hosted by OCN)
- Building plant pots for the La Rampa skatepark
- Ball games
- Making farewell cards/letters for Amaia (volunteer)

Visit Waves for Development Lobitos

Additionally, the CJF Peru team visited partner Waves for Development in Lobitos to check in with the state of the skatepark and development of skateboard programming.



4/ Girls Skate Sessions

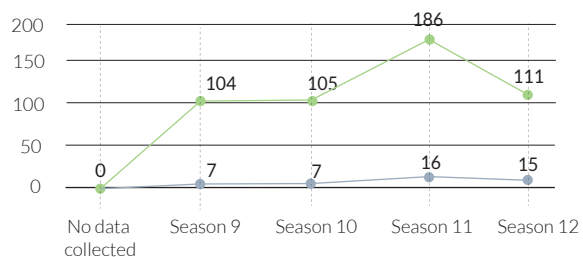


Besides the girls-only Edu-Skate sessions in 'La Rampa', a weekly skate class was organised for girls in the public skatepark 'Santa Edelmira' in Trujillo. These sessions don't have an age limit, are open for any girl to join and are aimed at providing a safe space for women to skate and learn. The CJF Peru team brings boards and protection gear to these sessions and provides support, activities and guidance where needed.



Girl Skate Sessions

● Attendance ● Sessions



111 attendance
15 sessions

What went down in the Girls Skate Sessions?

15 Girls Skate Sessions were organised this season with an average attendance of 7 people per session. The total attendance in Girls Skate Sessions added up to 111 this season. All participants were females.

The following activities were organised in the sessions:

- Activity in which each girl wrote a problem/conflict/negative thought they have and put it in the negative thoughts box; the purpose of this activity was to reflect on the weight of negative thoughts on our behaviour but also to accept that negative thoughts are normal.
- Discussing the problems of being a girl/women skater while sharing thoughts and solutions.
- Activity “Special Chair”: the girls sat on a chair and were complimented by all the peers. Initially they could only answer with “thank you”. After the activity, it was discussed how they felt about the nice things that were said to them and how it influences their self esteem.
- Exercises on how to make others feel safe in and outside of the skatepark.
- Learning how to warm up before a skate session.
- Learning how to fall (the right way to fall) using knee pads, elbow pads, and wrist guards.
- Learning how to do grinds.
- Learning how to ollie.
- Building figures with skateboards, helmets and pads.
- Drop-ins all the way from the smallest to the biggest ramp.

“Being kind also boosts one's own self-esteem.”

- Mayra (f), 11 years old



5/ Season finale: El Compartir

For the Season 12 Finale, the CJF Peru team planned a week of activities that took place in Cerrito de La Virgen, and Trujillo.

1/ Excursion: A trip was organised to explore the Botanical Garden of Trujillo. After their tour, the teachers took the group on a stroll to the Santa Edelmira Skatepark where they shared a meal, played games, and went skating.

2/ Community gathering: An event was hosted in which the children and their parents as well as the girls from Trux Skate Girls all came together to play games and skate. Children from the surrounding community wanted to be part of the gathering and joined in. “When playing the games, the children were extremely happy, just like the parents, and they showed it by cheering them on”. - Project Manager

3/ Setting up skateboards: A workshop was organised on how to build a skateboard from scratch. First, the children were introduced to all the different parts a skateboard is made of. Then, groups were formed and each group built their skateboard from scratch. The groups were cheering each other up and showing great interest in the activity.

1 incident was recorded during the special activities week: a child was bitten by a dog. The CJF Peru team notified the parents and took care of the medical costs and treatment.

“It is good that we have these programs CJF is carrying out, because this helps a lot for local skateboarding to grow in a good way.” - Parent





6/ Finances

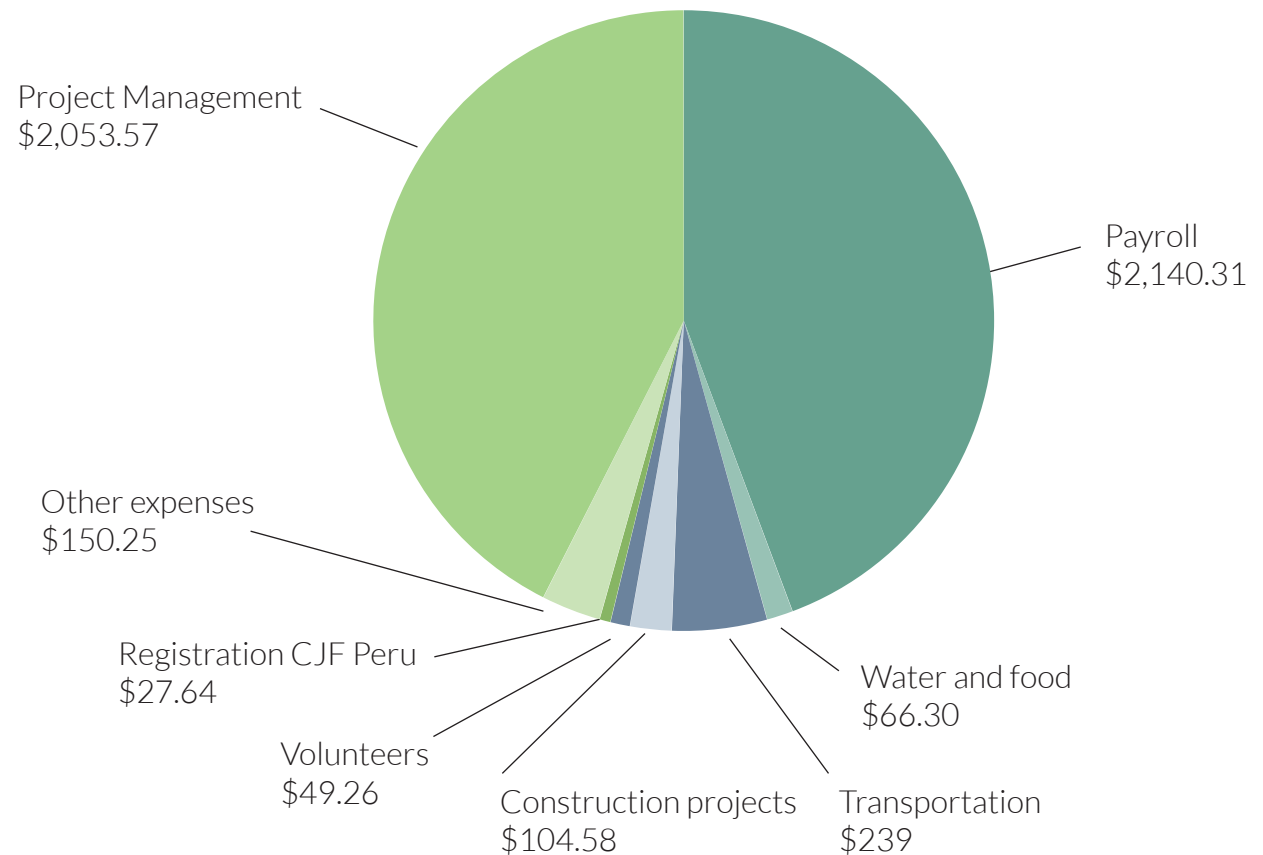


In the following you find a breakdown of the finances of CJF Perú to run this season of programming.

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 18,616.24 PEN (\$4,830.91 USD).

Items	Cost (USD)
Payroll ●	\$2,140.31
Water and food ●	\$66.30
Transportation ●	\$239
Construction projects ●	\$104.58
Volunteers ●	\$49.26
Registration CJF Peru ●	\$27.64
Other expenses ●	\$150.25
Project Management ●	\$2,053.57
TOTAL	\$4,830.91



Payroll (\$2,140.31 USD)

44.3%

This season 2 local staff members and 1 international staff member were employed to execute the programming activities. Staff were paid on a monthly basis.

Water and food (\$66.30 USD)

1.4%

Drinking water was provided for the students in every class. Besides drinking water, these costs consist of cups, fruits and snacks for community events and food for the monthly team meetings.

Transportation (\$239 USD)

4.9%

These costs consisted of moving teachers and materials (skateboards, protection gear & ramps) between the different locations where the CJF Perú team organises activities.

Construction projects (\$104.58 USD)

2.2%

Two construction projects were realised during this season at the 'La Rampa' skatepark: a safety veranda and fixing the flatground. As a small side project, a mini bowl was made for tech decks. The costs consisted of the materials for these projects (wood, cement, sand, gravel etc.).

Volunteers (\$49.26 USD)

1%

These costs consisted of wifi for the volunteers house. International volunteers pay a contribution fee to offset the costs around volunteering.

Registration CJF Peru (\$27.64 USD)

0.6%

These were the costs to start the registration process of CJF Peru as an NGO in Peru.

Project Management (\$ 2,053.57 USD)

42.5%

These include the salaries of the Project Manager and the International Programmes Director 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)
- International volunteer coordination

Funding

CJF Perú's funding is mostly sourced by CJF International. This season CJFamily, THE SKATEROOM, Newline Skateparks, Moomin and Vans provided the funds to run this season.

CJF Perú obtained 1.1% of the funds for this season themselves through a local partnership for the construction projects.

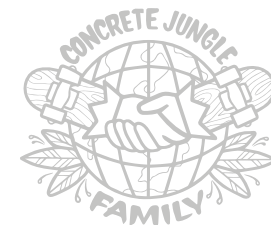
THE SKATEROOM

Art for Social Impact

MOOMIN

NEWLINE
SKATEPARKS

VANS
"OFF THE WALL"



7/ Recommendations

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

Since the local staff is in charge of organising themselves on the ground, the recommendations in the following all come from the local team themselves.

Edu-Skate

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

- Reach out for gear donations and make sure enough gear is available before the start of the season. This is required to ensure the safety of all and to improve upon the activities offered during skate classes.
- The skate teachers mentioned that the general organisation during this season was not great. At times, things were planned or implemented last minute which led to the team not achieving all goals they wanted to achieve prior to the season. It is recommended to plan ahead and make an agenda prior to the season where responsibilities are divided among all team members, including volunteers. Tools such as a Kanban board could be used to keep an overview of goals and help to better achieve them.
- With some of the children becoming better at skateboarding, it is recommended to have at least one teacher present during the classes that has more advanced skateboarding skills.

- The teachers agreed on the fact that the climate among them was tense throughout the season. This had mostly to do with a lack of better organisation. There was no sense of teamwork which according to the teachers made the work environment “a bit difficult and demotivating”.
- It is recommended to plan onboarding and bonding activities before the start of the season to strengthen the sense of community between team members. Additionally, as previously mentioned, the organisational side should be improved by using tools to better plan lessons and activities.
- During Season 12, there was a high number of one-class-participation students. It is recommended to work with more fixed groups throughout a season to increase the learnings of students. Furthermore, it is recommended to conduct student surveys to find out why such a large number of students joined only one class throughout the season.

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foundation