**SLIDE 5**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Healthcare |  |  |  |
| Personal welfare and family life |  |  |  |
| Education and higher education |  |  |  |
| Income and economic situation |  |  |  |
| Employment |  |  |  |
| Housing |  |  |  |
| Community and social life |  |  |  |
| Personal safety and exposure to crime |  |  |  |
| Municipality, public transportation and the environment  |  |  |  |
| **Aggregate of the Quality of Life Index** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 6**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Rate of those satisfied with life |  |  |  |
| Rate of those expecting their economic situation to improve in the future |  |  |  |
| Rate of those managing to cope with their problems |  |  |  |
| Rate of those experiencing a sense of loneliness |  |  |  |
| Rate of those experiencing religious discrimination  |  |  |  |
| **Standardized Relative Welfare Index (ranging from 0–1)** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 7**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Number of years of education |  |  |  |
| Rate of those with a matriculation certificate or higher diploma |  |  |  |
| Rate of those with an academic diploma |  |  |  |
| Rate of those participating in professional training courses |  |  |  |
| Total private expenditure on education per household with children aged 0–18 |  |  |  |
| **Standardized Relative Education and Higher Education Index (ranging from 0–1)** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 8**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Rate of those please with their place of residence |  |  |  |
| Rate of those pleased with their relationships with their neighbors |  |  |  |
| Rate of those who believe people of different backgrounds get along well in their area of residence |  |  |  |
| Rate of those who volunteer |  |  |  |
| Rate of contributing households |  |  |  |
| **Standardized Relative Community and Social Life Index (ranging from 0–1)** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 9**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Rate of victims aged 20 and up of crimes committed by individuals (2016­–2017) |  |  |  |
| Rate of people aged 20 and up who reported crimes committed by individuals (2016–2017) |  |  |  |
| Rate of those pleased with the functioning of the police\* (2015) |  |  |  |
| Rate of those who trust the IDF (2015) |  |  |  |
| Rate of those pleased with the functioning of the courts\*\* (2015) |  |  |  |
| **Standardized Relative Personal Security Index (ranging from 0–1)** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 10**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Orthodox Jews** | **Non-Orthodox Jews** | **Arabs** |
| Rate of those pleased with the functioning of their municipality\* (2015) |  |  |  |
| Rate of those pleased with the level of cleanliness in their area of residence |  |  |  |
| Rate of those pleased with public transportation in their area of residence |  |  |  |
| Rate of those who reported being disturbed by outside noise in their apartments  |  |  |  |
| Rate of those who reported being disturbed by air pollution in their area of residence |  |  |  |
| **Standardized Relative Municipality, Public Transportation and Environment Index (ranging from 0–1)** |  |  |  |

Arabs Non-Orthodox Jews Orthodox Jews

**SLIDE 12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Jews and Others** | **Arabs** | **Jews and Others** | **Arabs** | **Jews and Others** | **Arabs** | **Jews and Others** | **Arabs** |
| **On a crosswalk** |  |  |  |  |  |  |  |
| **Not on a crosswalk** |  |  |  |  |  |  |  |
| **Did not cross** |  |  |  |  |  |  |  |
| **Unknown crossing place** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Jews and Others** | **Arabs** |
| **Jerusalem** |  |  |
| **The North of Israel** |  |  |
| **Haifa** |  |  |
| **The Center of Israel** |  |  |
| **Tel Aviv** |  |  |
| **The South of Israel** |  |  |
| **Judea and Samaria Area**  |  |  |

**SLIDE 13**

[I wasn’t able to change the direction of the table…]

**SLIDE 15**

Images:

Suggested access road Gardening Walking path National Carrier pipeline Bicycle track Gardening Two-way road Parking Sidewalk

National Carrier strip

Tira Ramat Hakovesh Qalansuwa Tira

**SLIDE 16**

Open public areas

Vacant public lots

Municipal institutions

Kindergartens

Day care facilities

Family health centers

**SLIDE 19**

|  |  |
| --- | --- |
| **Goals and Inputs** | **Outputs and Results at the End of the 2021 Activity Year** |
| Training and seminars for acquiring knowledge and tools to raise awareness of the importance of addressing early childhood needs in all areas of life | * Tours of day care centers (“Parparim” at Tel Aviv Port, “Tif-Taf” in Holon, a learning day dedicated to walking)
* Participants highly satisfied with the training
 |
| Mapping needs and identifying opportunities for creating accessible content for young children and their caregivers to support interventions in the municipality’s urban environment | * Learning interviews conducted to identify needs and align expectations
* Definition of the program’s action steps, goals, impact, and target audience in Tira using the logic model
* Focus groups conducted with residents and distribution of a resident survey
* Distribution of a feedback survey about the professional team training sessions
 |
| Engaging various municipality officials with the Urban95 vision, with a focus on senior officials | * Engaging the director of the city’s Child Development Department, the deputy mayor and the principal of a nearby school to improve the public spaces and increase the residents’ sense of safety and security.
 |
| Initiating pilot programs that include an array of accompanying content in the municipality’s physical environment | * A therapeutic community garden in the municipal welfare building: there are architectural plans, a pathway has been built and there is a budget for the watering system; once the second floor is built, development of the garden will continue
* A playground at the educational campus – budgeted and executed by the city’s Engineering Department and accompanied by landscapers recommended by Urban95
* The community center – renovations that began as Urban95 entered the city have been completed and it is now functional. An orchard is currently being set up in the community center
* A space for therapeutic gardening at the entrance to the Child Development Department has been established
* A community garden near Salwah’s garden, with the participation of the Technion through its 1:1 course, the municipality and Treellion
 |
| Building a work team in the municipality and forming collaborations inside and outside the municipality | * Launching the activity in Tira during a meeting of the broad municipal team
* A session in which the team members were exposed to design thinking tools for planning public spaces for children
* Getting to know kindergarten teachers and distributing pamphlets in Arabic about parent training and activities for parents and children, in collaboration with “Magic Moments”
* Collaboration with SFI – the program’s director is participating in the strategic development of a program for children with developmental delay
* Collaborations with Mifal Hapayis (Israel’s state lottery) and Netafim
* Kick-starting the “Edible Forest” initiative with ReForest
 |

**Slide 32**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Research Tool** | **Quantity** | **No. of Participants/ Respondents** | **Gender** | **Age** | **Area** | **Data Collection Date** |
| **Activity observations** | **4 observations before and during the interventions**2 observations on Walking Day;An observation in the Welfare Department’s therapeutic garden;An observation of the entrance to playgrounds |  |  | Adults (the vast majority of whom were parents) aged 28-62Children aged 0–9 | An observation in the Welfare Department’s therapeutic garden, an observation in the entry to the gardens, 2 observations on Walking Day | August-November 2021 |
| **Interviews with activity participants (as part of the observations)** | **4 observations of activity stations on Walking Day**The soap bubbles station;The bicycle path;The inflatablesstation; The performance | About 35 interviewees | 27 women8 men | The vast majority came to the activity from their neighborhood |
| **Discussion groups** | Men’s group | 7 | Men | Parents aged 30-42 | Tira | June 2021 |
| High socioeconomic women’s group  | 6 | Women | Tira | June 2021 |
| Low socioeconomic women’s group | 3 | Women | Tira | July 2021 |
| **Parent survey among Tira residents** |  | 153 residents | 77 women76 men |  | Tira | September 2021 |

**Slide 37**

On the graph:

Large – very large amount

Moderate amount

Very little to none at all

**Slide 38:**

[There’s a little formatting issue with getting all the chart text on the page…]

**Slide 44**

Upper graph:

To what extent do you know your colleagues better as a result of the training?

To what extent did the training open you to new possibilities for working together on joint areas with new officials?

To what extent do you believe the tools and knowledge you acquired will serve you in performing your job over the next 6 months?

As a result of the training, to what extent do you believe you have a better understanding of the need to integrate early childhood needs and content in your professional work?

To a very large extent

To a large extent

To a moderate extent

Lower graph:

I have more knowledge regarding the needs of young children and their caregivers

I am motivated to implement more ideas in the spirit of Urban95

The training inspired me and I thought of new ideas to implement in the spirit of Urban95

I’ve met with professional colleagues and learned from them

I’ve acquired new knowledge in my areas of occupation

I know more about the Urban95 program and its impact in Israel and around the world

I’ve made new professional / business / social contacts

I’ve acquired tools to implement in my work

Other

**SLIDE 52**

Adults
N=175

Children 6–14

N=235

Children 0–5

N=172

**SLIDE 63**

|  |  |
| --- | --- |
| **Xplore observation criteria** | **Mapping the physical space, businesses, public institutions and buildings, and points of interest**  |
| **Mapping the public space and mapping businesses and institutions**Provide a physical description of the space, identify points of interest and attractions for passersby as well as potential **obstructions and disruptions**  | **Description of the space and main usage characteristics** (commerce / leisure / other), **mapping points of interest and attractions (public institutions and buildings) – Description of the mix of uses of the space** (playgrounds, day care and educational frameworks, houses of worship, sitting / informal gathering / recreation areas):**Describe street paths in the area, map obstructions and disruptions for pedestrians** (sidewalk width and intactness, separation between pedestrians, bicycles, and cars, parking lot / house entrances and exits, bicycles tracks, emergency services, location of garbage cans and recycling facilities, potholes, infrastructure work, other hazards, untreated greenery, dangerous electrical car / bike traffic in walking areas, etc.): |
| Score each criterion on a scale from 1 to 7 (1 = not at all / very negative and 7 = positive / to a very large extent) | **Score (1–7):** walkingease and continuity \_\_ ease of mobility with a stroller / wheelchair \_\_ cleanliness and maintenance (+ animal waste collection)\_\_ shade (during the day)\_\_ lighting (in the evening)\_\_ fencing/separation\_\_ sense of safety\_\_ sitting areas\_\_ |
| **Observation criteria – Movement**  | **Qualitative aspects among passersby** |
|  | **Mix:** adult with 1 child\_\_ 2 children\_\_ 3+ children\_\_ couple with 1 child\_\_ 2 children\_\_ 3+ children\_\_ group (several adults and children): \_\_\_\_\_\_\_\_\_\_\_\_\_\_ teenagers\_\_ couples without children\_\_ groups of friends\_\_ senior citizens\_\_ single individuals\_\_ workers\_\_ people with disabilities\_\_General description of what is happening among passersby (documentation of irregular occurrences and anything noteworthy. Documentation of how families with children conduct themselves and how they get around – strollers, children’s cars…): |
| **Observation criteria – Stationary** | **Qualitative aspects among those spending time in the area** |
| **Types of cars among families with children (percentages)Visitors who are not families with children (percentages)** | **Mix:** adult with 1 child\_\_ 2 children\_\_ 3+ children\_\_ couple with 1 child\_\_ 2 children\_\_ 3+ children\_\_ group (several adults and children): \_\_\_\_\_\_\_\_\_\_\_\_\_\_ teenagers\_\_ couples without children\_\_ groups of friends\_\_ senior citizens\_\_ single individuals\_\_ workers\_\_ people with disabilities\_\_**General description of what it going on** among those spending time in the area (presence and behavior of parents and children – joint play, what are the children doing? What grabs their attention/interest and what are they occupied with? **Are they only focused on the activity stations or are there also spontaneous gatherings in the space?** If so – how and what games do they play? How do the children use the space and the various elements in it? Is an adult involved in what the child is doing?): |

**SLIDE 64**

|  |  |
| --- | --- |
| **Observation criteria** | **Testimonies from observing the activity (the host’s conduct, description of the children and adults’ behavior)** |
| **Demographics** asses the number of adults and children, asses age and gender characteristics in percentages, assess the mix of visitors in percentages | **Adults** No. of adults present at the activity during the observation\_\_\_Women\_\_ Men\_\_ Affinity: Parent\_\_ Grandparents\_\_ Nanny\_\_ Older sibling\_\_ Other\_\_ | **Children** No. of children present at the activity during the observation\_\_\_Girls\_\_ Boys\_\_ **Age** 0–3\_\_ 5–6\_\_ 6+\_\_ |
| **Mix:** adult with 1 child\_\_ 2 children\_\_ 3+ children\_\_ couple with 1 child\_\_ 2 children\_\_ 3+ children\_\_ group (several adults and children): \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Means of mobility:** Adult/s and child/ren walking \_\_\_ Adult/s with stroller \_\_\_ Adult/s with child riding (bicycle, children’s car, scooter) \_\_\_ |
| **Assessment of length of time spent** | Up to 10 min.: majority / about half / minority 10–30 min. majority / about half / minority Over 30 min. majority / about half / minority |
| **General description and mapping of obstructions**Score each criterion on a scale from 1 to 7 (with 1 = not at all / very negative and 7 = positive / to a very large extent)\* Were signs put up to invite/direct people to the area? | Score (1–7) **The public space:** ease of arrival at the activity point (including with a stroller)\_\_ convenience in terms of holding the activity\_\_ shade\_\_ safety (suitable area, hazards, stray dogs)\_\_ cleanliness\_\_ equipment quality (auxiliary items and accessories)\_\_ suitable for the range of children’s ages\_\_ ease of stay for adults\_\_ suitability to the number of participants\_\_ signage and advertising around the activity\*\_\_  |
|  | **General description of the activity area, verbal description of the measurements above, and noteworthy points:** |
| For each occurrence describe the scope of cases observed (number) **and provide a description in the general specification section** |  |
| \*\* Creative uses that contribute to the activity and participants are not considered a disruption, please specify them in the description of the conduct | **Scope of disruptions to the activity:** Answering phones (activity leaders)\_\_ Equipment malfunctions\_\_ Unsuitable use\*\* of items related to the activity (use that disrupts the activity) specify:\_\_\_\_\_**From external elements in the public space:** Any type of passersby\_\_\_\_ Disruptions from other activities\_\_\_\_ Other, please specify:\_\_\_\_\_**General description:** |

**SLIDE 65**

|  |  |
| --- | --- |
| **The activity leaders’ conduct**Score each criterion on a scale from 1 to 7 (with 1=not at all/very negative and 7=positive/to a very large extent)Describe and specify how the activity was conducted and how the activity leaders behaved  | Score (1–7) **Clear instruction\_\_ Adaptability and flexibility** (in regard to disruptions, the participants’ needs)\_\_\_ **Encouraging joint play between children and their caregivers\_\_\_ Encouraging creativity\_\_ Providing more ideas for parents to lead activities for children\_\_****Description of the activity leaders’ conduct during the gathering** (specification and examples of the measurements above, number of activity leaders, cooperation between them, mediating information about the event in general and about the other stations, and any other noteworthy issue): |
| **The participants’ conduct (adults and children) and interactions**Score each criterion on a scale from 1 to 7 (1=not at all/very negative and 7=positive/to a very large extent)Describe and specify the participants’ behavior and all the types of interactions taking place, including any kind of notable/irregular occurrences | Score (1–7) **Maintaining equipment and play facilities\_\_ Attentiveness to activity leaders\_\_ Cooperation and involvement\_\_ Joint adult-child play\_\_****Interaction between children and their caregivers:**Assessment of the percent of those whose conduct mostly consists of **joint caregiver-child play:** to a large extent\_\_\_ moderate extent\_\_\_ very little to none (the caregiver only supervises the child)\_\_\_Assessment of the percent of children and caregivers who mostly **communicate** with each other (verbally and physically) in a positive way\_\_ neutral way\_\_\_ negative way\_\_**Description of the nature of communication and conversation topics between children and caregivers.** Does the adult involve and encourage the child’s curiosity in regard to the activity? If so, how?What grabs the children’s attention? What interests and occupies them? **Provide examples of expressions of positive and negative emotions of children and their caregivers:****Communal aspects:**Assessment of the percent of **children playing together** – siblings/friends who arrived together\_\_\_ children who met in the area\_\_\_ children who only play with their caregiver\_\_Assessment of the percent of **interactions between adults** – who arrived together\_\_\_ who met in the area\_\_ did not interact with other visitors\_\_**Obstructions** – No. of cases observed where: a phone was given to the child to keep them occupied\_\_ an adult was occupied with their phone\_\_ other obstructions, please specify:\_\_\_\_\_\_\_\_\_\_\_**Description of the adult and children’s behavior, description of the communication and interactions** (specification and examples of the measurements above, the attitude towards the activity leaders, active participation, encouragement of the children’s participation, parent-child relationships, joint play between parents and children and children and other children, interactions and conversations between adults): |

**SLIDE 66**

|  |
| --- |
| **Answers - Family #\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Adult 1** Affinity: parent / grandparent / nanny / other, Gender: M / F, Age:\_\_ | **Adult 2** Affinity: parent / grandparent / nanny / other, Gender: M / F, Age:\_\_ |
| **Child 1** Gender: M / F, Age: | **Child 2** Gender: M / F, Age: | **Child 3** Gender: M / F, Age: | **Child 4** Gender: M / F, Age: |
| **Residence:** In the neighborhood / outside the neighborhood – where from? **Frequency of visits to playgrounds in the area:** Daily / several times a week / once a week / less / never**Arrived at the event:** on foot / bicycle / car / public transportation**Normally come (if stated that they do):** on foot / bicycle / car / public transportation |
| **Did you come to the event intentionally or by chance?****If they came intentionally – How did you hear about the event?** From a friend / other community Whatsapp groups, social media, kindergarten Whatsapp group, advertising by the municipality, other \_\_\_\_\_**If they came by chance – Did you hear / know such an event was going to take place? What made you stop and join in?** (I saw friends, the children noticed it and asked to go, I saw adverts in the area…) |
| **How has the experience been so far? What are you/the child enjoying? What’s been good?** Refer to specific stations and in general – encourages creativity, allows them to get some air, social encounters |
| **What has been less successful? What needs to be improved?** Adapting the content to the children’s ages and number of participants, equipment, organization |
| **How do you feel the activity contributed to you and your child? What are your main “takeaways”?** Strengthened bonds and positive interaction, new and applicable ideas and tools for playing together, the possibility of spending recreational time in public spaces |
| **Communal aspects – Did the activity contribute to/encourage the formation of new relationships with other parents? Was that part of your reasons for coming?** |
| **To what extent would you recommend this activity to others? Why would / wouldn’t you?** |
| **To what extent would you like to participate in a similar event/attend such an event in the future? Why would / wouldn’t you?** |
| **Where do you normally spend time with the children? Where do the children normally play?****Do you go to other playgrounds with your children in and/or outside Tira?** Which ones? (in another Arab city/in a Jewish city) **If not, why not?****Have you previously participated in activities for children offered by the municipality?** |
| **Score (1=the lowest to 7= the highest) how well the space in which the activity is being held is:** clean and maintained\_\_\_ shaded/lit\_\_\_ safe for children\_\_\_ had proper auxiliary equipment\_\_\_ easy to access (in general and with a stroller)\_\_\_ comfortable for caregivers to spend time in (finding a place to sit)\_\_\_ duration of the activity (long/short/just right)\_\_\_ suited to the number of participants (too crowded)\_\_\_**Score (1=the lowest to 7= the highest) how well the content:** strengthens the bond and encourages joint play between adults and children\_\_\_ encourages interactions between children\_\_\_ encourages communal relationships and conversations with others\_\_\_ introduces a change in the child’s play routine\_\_\_ offers a range of activities for children of different ages (for those arriving with more than one child)\_\_\_ encourages creativity\_\_\_ gives them new ideas\_\_\_ meets their need for fresh air |