

Evaluation of Early Parenthood Domain

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Evaluation

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Bernard
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תל אביב
יפו
TEL AVIV
YAFFO



מרכז טכנולוגיה חינוכית

The Center for Educational Technology, A Public-Benefit Company, 16 Klausner St., Tel Aviv, Tel. 03-6460163 www.cet.ac.il



מחנה
מרכז טכנולוגיה חינוכית

* Photos are courtesy of the Tel Aviv-Jaffa Municipality website and/or the Rozin Community Center's Facebook page



Sharon Brand Martin
Researcher & Program Evaluator



Noit Kadosh Maman
Research operations coordinator



Alona Tsirulnikov
Researcher & Program Evaluator



Dr. Tal Mishaan Spiegel
Head of Program Evaluation Unit of CET



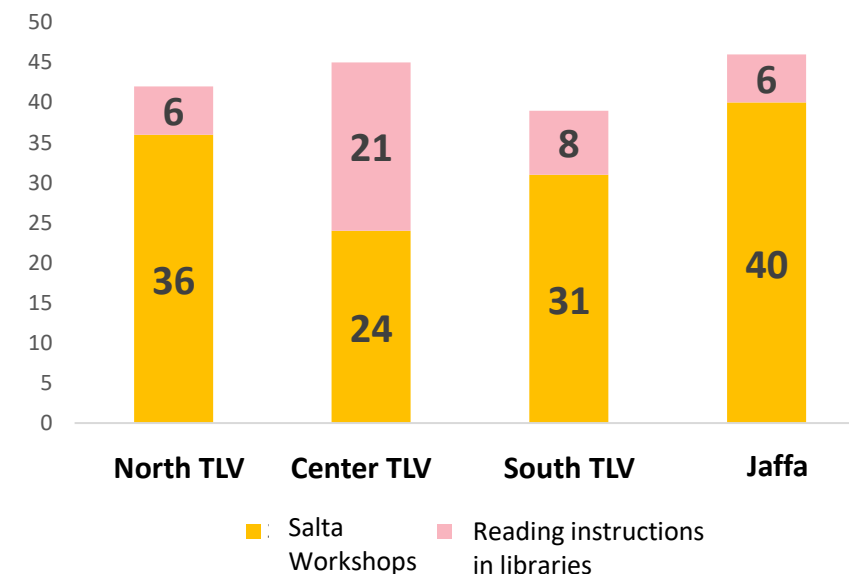
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During 2021:

- Development of solutions during the Covid-19 crisis and Operation 'Guardian of the Walls':
One-time online workshops (including activities for children with disabilities), branding and printing of game sets and stickers.
- Development of a parent-training program for the ultra-orthodox community.
- Training of coordinators and operators in early childhood issues; dedicated training for reading instruction workshops in libraries.
- Starting a divisional work model; appointment of early childhood coordinators to lead activities in each municipal division.
- SALTA's activities expanded from 14 to 24 community centers throughout the city, thanks, in part, to transition to the divisional work model. In areas with no community center, activities were offered via the municipal division, in public spaces or other municipal buildings.
- In addition to reading instruction workshops, the library department began offering other SALTA activities in several locations throughout the city.
- 4 indoor play areas were built or renovated throughout the city, in accordance with the Urban95 layout.

Scope of activities in community centers and libraries during 2021



Strengthening the divisional model and the divisional coordinators' work significantly increased integration of workshops into this year's activity routine. New centers introduced the SALTA workshops, and residents enjoyed high-quality activities at a subsidized price.

* Based on data provided by the Urban95 team in the Tel Aviv-Jaffa Municipality, Community Administration

The research, conducted between January 2021 and March 2022, included:*

Surveys – An ongoing formative evaluation:

- Survey of participants in SALTA workshops at community centers and library reading instruction workshops (N = 228).
- Survey of visitors to indoor play areas (N = 9)
- Surveys were distributed via a link shared by the workshop moderator / indoor play area operators.

In-depth evaluation - mapping indoor play areas throughout the city:

- Qualitative documentation of events occurring in indoor play area at various times of the day, with an emphasis on parent-child interactions and play characteristics.
- **13 observations** were conducted across city regions, during morning and afternoon operating hours.
- During the observations, **51 interviews** were conducted with visitors.
- **Discussion group:** a conversation about indoor play areas was conducted with 4 divisional coordinators from all city regions.
- **Monitoring online discourse:** Online discourse data about the indoor play areas was reviewed, based on monitoring and analysis provided by Zencity.

Analysis of data from City Survey 2021

- Data from the City Survey conducted in September 2021 were provided by the municipality, including a breakdown by geographical area and among parents of children up to 3 years of age.

* Examples of the outlines of the full research tools are provided in the appendices.

Mapping of Tools and Indicators – What Tool Measures which Indicator*

Indicator*/ Tool	City Survey	In-depth Interviews with various stakeholders	Field Observations With participants	Focus Groups	Activities Feedback Surveys	Caregivers' Surveys
Service utilization & satisfaction	✓	✓	✓	✓	✓	✓
Availability of all community center services near the home	✓	✓		✓		✓
Satisfaction with operation and staff of community centers			✓	✓	✓	✓
Extent of activities & designated events for caregivers & young children		✓	✓	✓	✓	✓
Acquire and Implement of parental knowledge and tools			✓	✓	✓	✓
Implement of advancing parental practices (joint play)			✓	✓	✓	✓
Strengthen parental perceptions and parent-child relationships			✓	✓	✓	✓
Improved in sense of parental wellbeing and self-efficacy			✓	✓	✓	✓
Community & social belonging	✓	✓	✓	✓	✓	✓
Independent activation model		✓		✓		

All parental issues will be included under - *"Acquiring and Implementation of Knowledge and Tools"*.

Some of the tools were implemented as part of the evaluation actions that will be report in periodic reports – Reading Advancing Pilot in Jaffa and Professionals Training Evaluation.

* Evaluation indicators definitions provided at the appendix

Overall, there was **stability in respondents' assessments** of their experiences with SALTA workshops this year, compared to last year. The positive assessment was maintained and there was improvement according to some indices.

The **workshops seem to meet the criteria established** for their development. A series of training sessions* were offered to workshop operators and early childhood coordinators, as part of the process of **integrating professional perceptions regarding the content and methods** for guiding groups of young children and their caregivers.

Divisional work model:

By implementing recommendations for promoting an independent work model for community centers across the city regions, divisional coordinators were appointed. They plan centers' activities and services and integrate a professional perspective that considers the needs of young children and their caregivers.

Use of community centers for offering SALTA activities grew significantly, with an increase from 14 to 24 community centers across the city now offering SALTA activities.

Marketing for community centers' activities improved; more respondents said they attended activities following advertising by the community center.

The offered activities improved in terms of the spaces where activities are offered: community centers, libraries, public spaces.

Activities were enriched and adapted for specific populations: Ultra-orthodox community-activities for the Gur Hasidic community, Arab-speaking community*- reading advancing in Jaffa, PlayCar Asylum seekers*-PlayStreet

Continued implementation of public participation practices (Gan HaShnayim in Jaffa*, PlayStreet in Neve Ofer).

The indoor play areas were identified as a central **"anchor"** for young children and their caregivers, as part of the community center services. An in-depth assessment of their activity was conducted and resources were channeled towards the development and improvement of indoor play areas' services. In light of the evaluation's findings, a pilot program has been planned for integrating a professional facilitator to oversee the ongoing activities in a selected indoor play area.

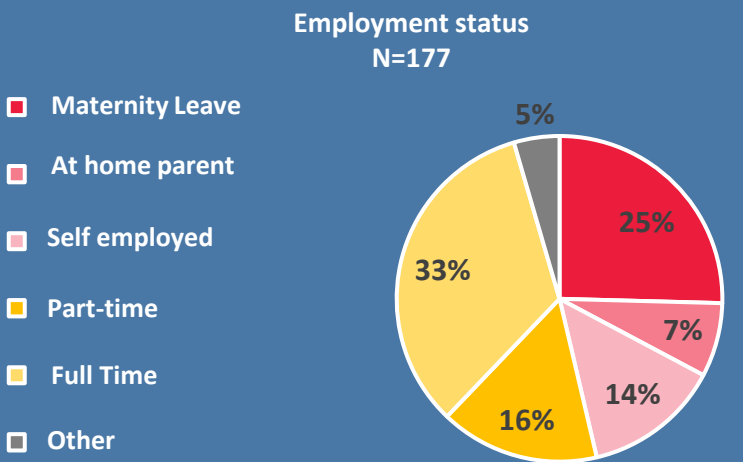
* Reports on the evaluations of the PlayCar and PlayStreet pilots and the intervention in Gan HaShnayim are submitted as part of the Urban Space and Mobility Domain Evaluation Report. Reports on the evaluation of the professional training program and the reading advancing project in Jaffa will be submitted as periodical reports.



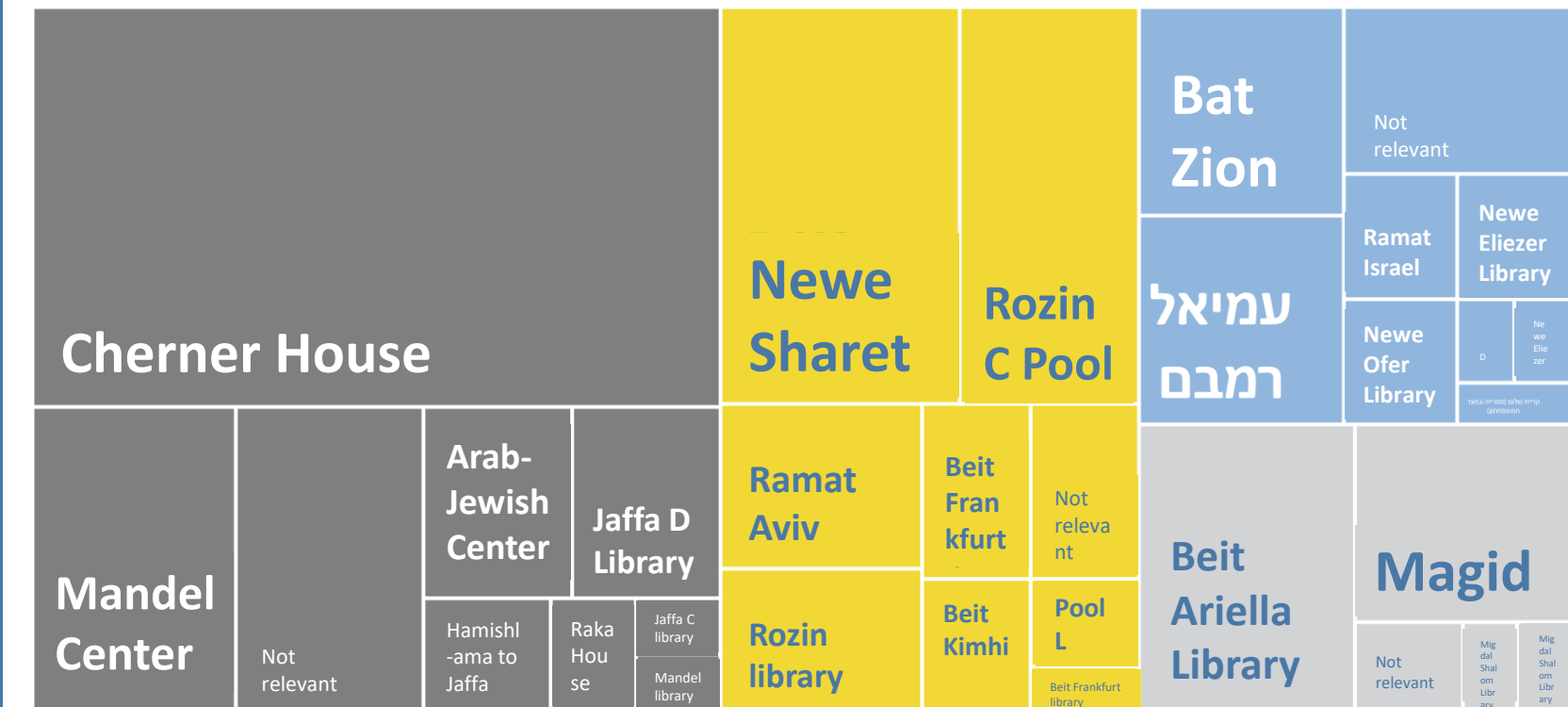
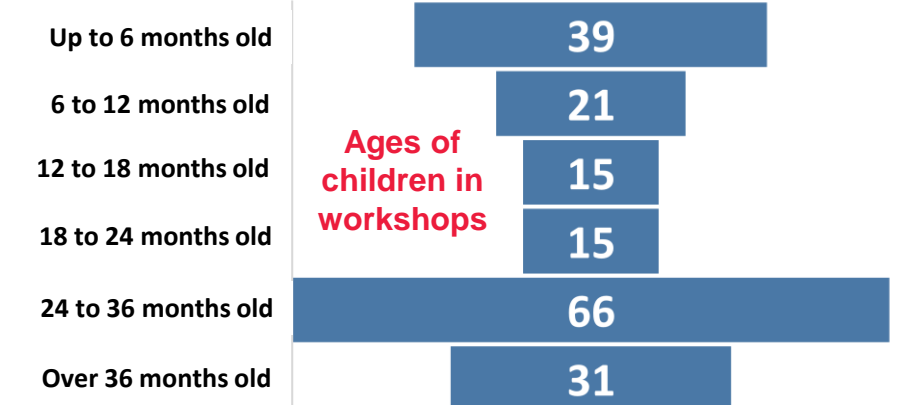
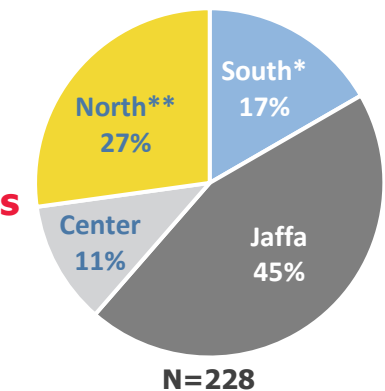
SALTA Workshops

Study population includes:
228 participants*
 who responded to the survey
 Mostly parents aged 30-40;
 90% were women; 94% came to the activities with one child

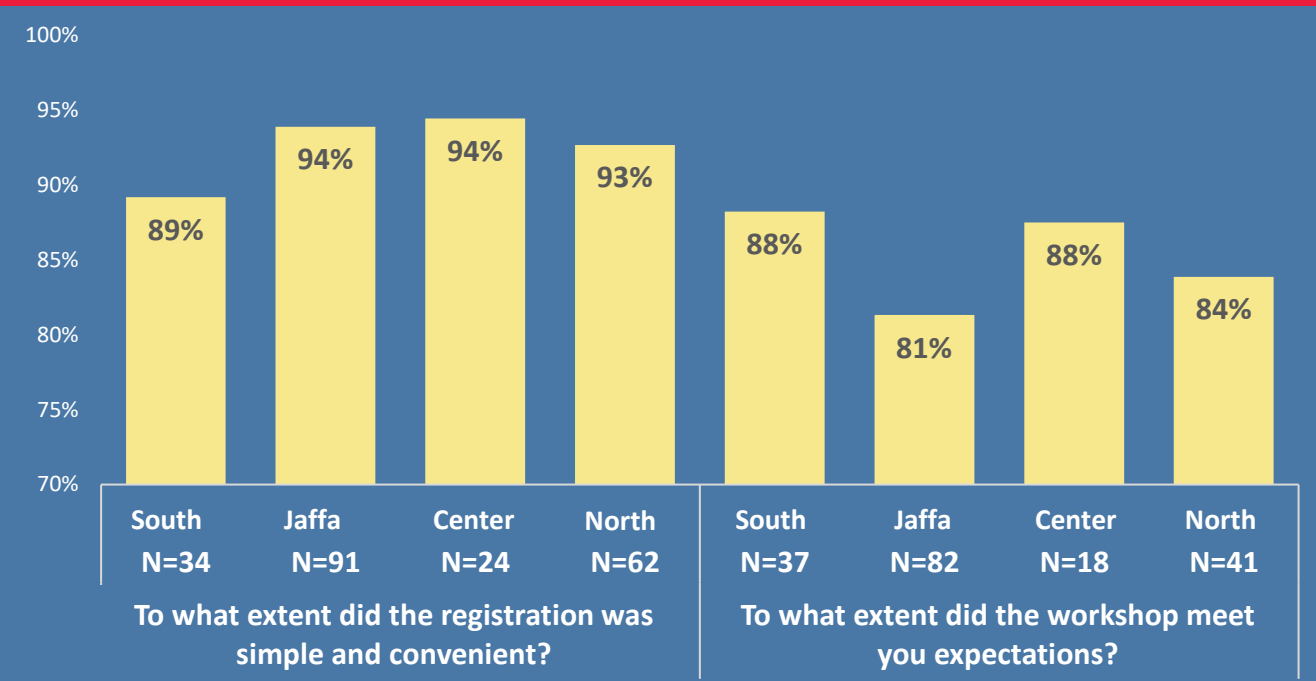
*Not including respondents to the City Survey



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 Types of workshops
 Held in community
 centers/libraries:



Consumption of Services & Satisfaction



- There was a **high level of satisfaction (84%) among SALTA workshop participants in all regions.**

88% said they would very strongly recommend the workshop to their friends.

- There was very high satisfaction (93%) with the convenience of the **registration process and communication with the organizing entity.**

- The workshops* were assessed as clearly understandable and well-organized (90%) - an improvement of about 10% over last year. Moderators were assessed as professional and skilled (93%).

- 82% participated in activities **in the area where they live** (N = 50).

Among the other 18%: residents of the South also participated in activities in Jaffa, residents of the North also participated in activities in the Centre, and residents of the Centre also participated in activities throughout the city. While Jaffa residents only participated in activities in Jaffa, the Jaffa community centers provided services also for residents of the South and Centre.

- About half the participants in reading workshops in libraries said they did not know, before the workshop, that library services were accessible to residents free of charge.

The City Survey* data indicate parents of children up to age 3 were highly satisfied with:

- Living in the city and their neighborhood**
- Municipality functioning, and their degree of trust in the municipality**
- Municipality services and attention to residents: sensitivity to public opinions, problem solving, and accessibility of services**

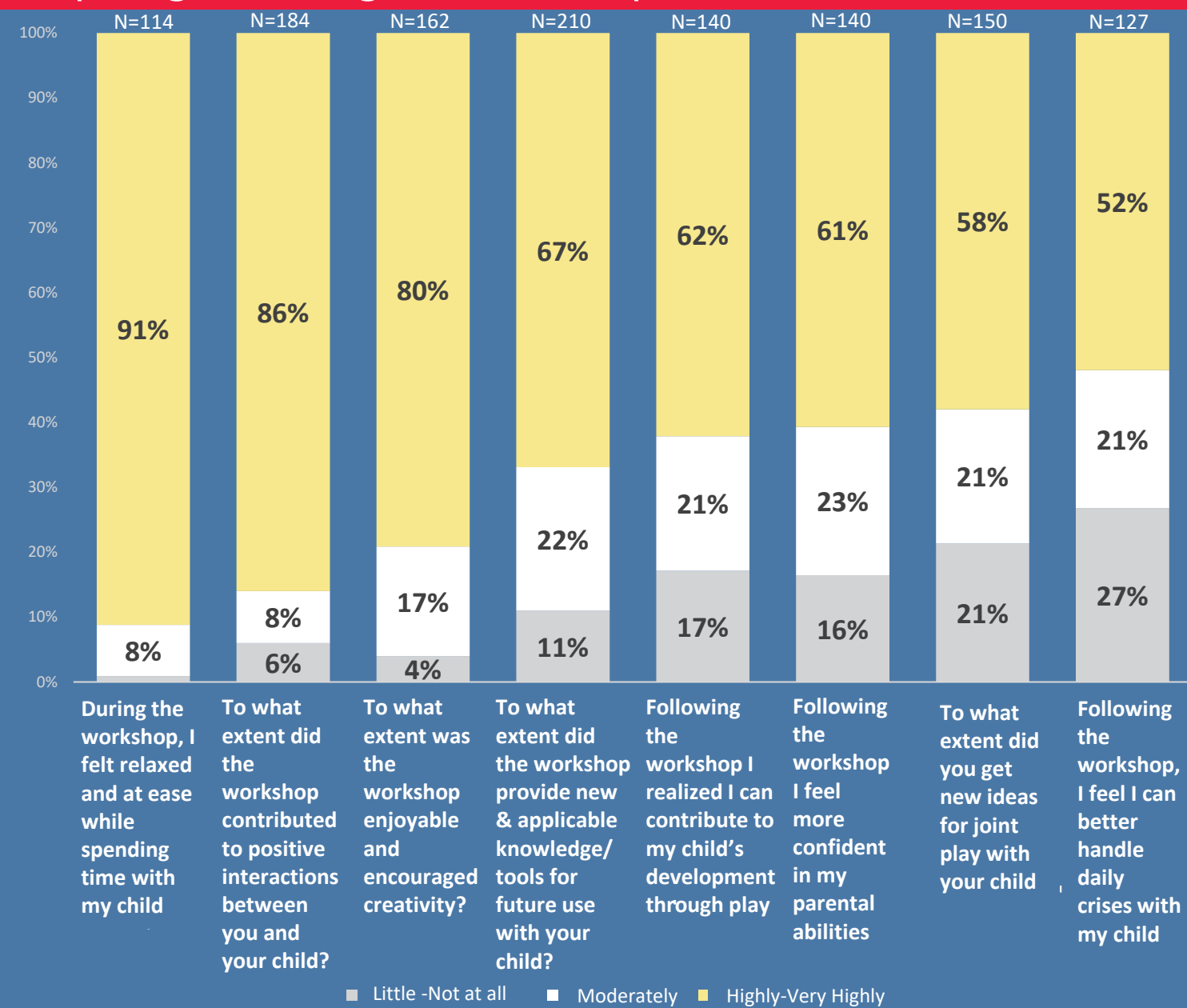
Additionally, they reported:

- A high level of demand for welfare services**
- Cost of living is an issue that particularly preoccupies and disturbs them**

* Survey data were provided by the Tel Aviv-Jaffa Municipality

* Additional details about the workshops are provided in the appendices

Acquiring Parenting Tools and Experiences

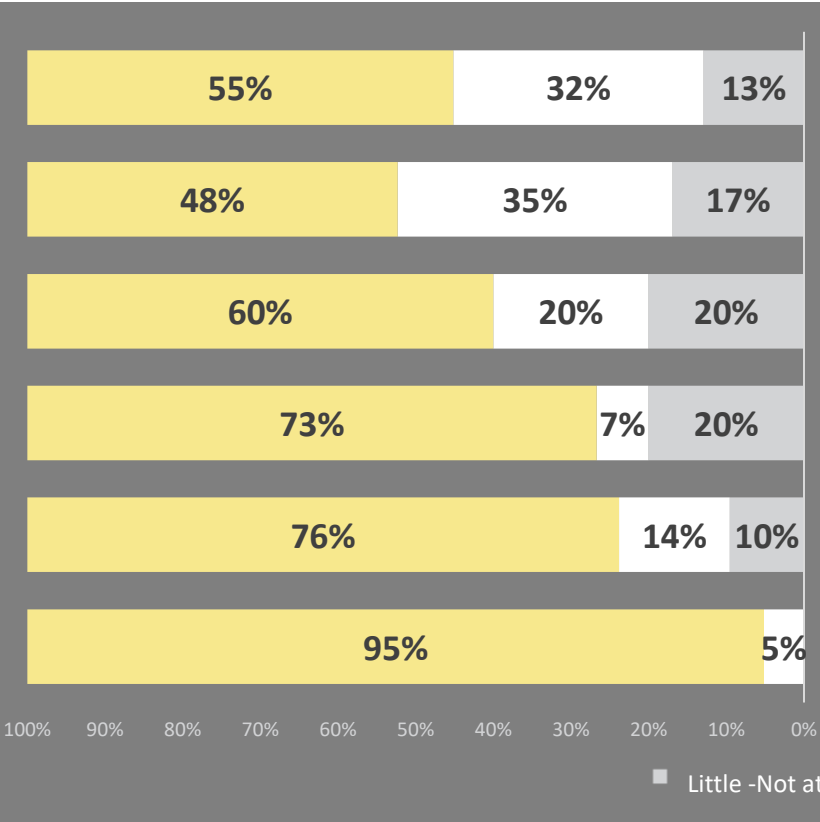


- Participants' assessments of the **quality of the immediate experience** were particularly high in terms of enjoyment, positive interaction, encouraging creativity.
- The assessments were moderate regarding acquisition of tools, **ability to apply them outside the framework of the workshop**, and feelings about parental self-efficacy.
- In response to an open-ended question inviting additional comments (N=75):
 - About 40% said they benefited from participating in the workshop, and felt it made an enriching contribution.
 - About a quarter made suggestions to maximize the workshops' benefit: **adding meetings** to deepen the processes addressed, holding **in-depth discussions** for reflection on the workshop experiences, and **expanding the range** of topics of the workshops.
- About 10% reported that participating in the workshop strengthened their confidence as parents, provided an enabling, therapeutic and inclusive space, and taught them new content.

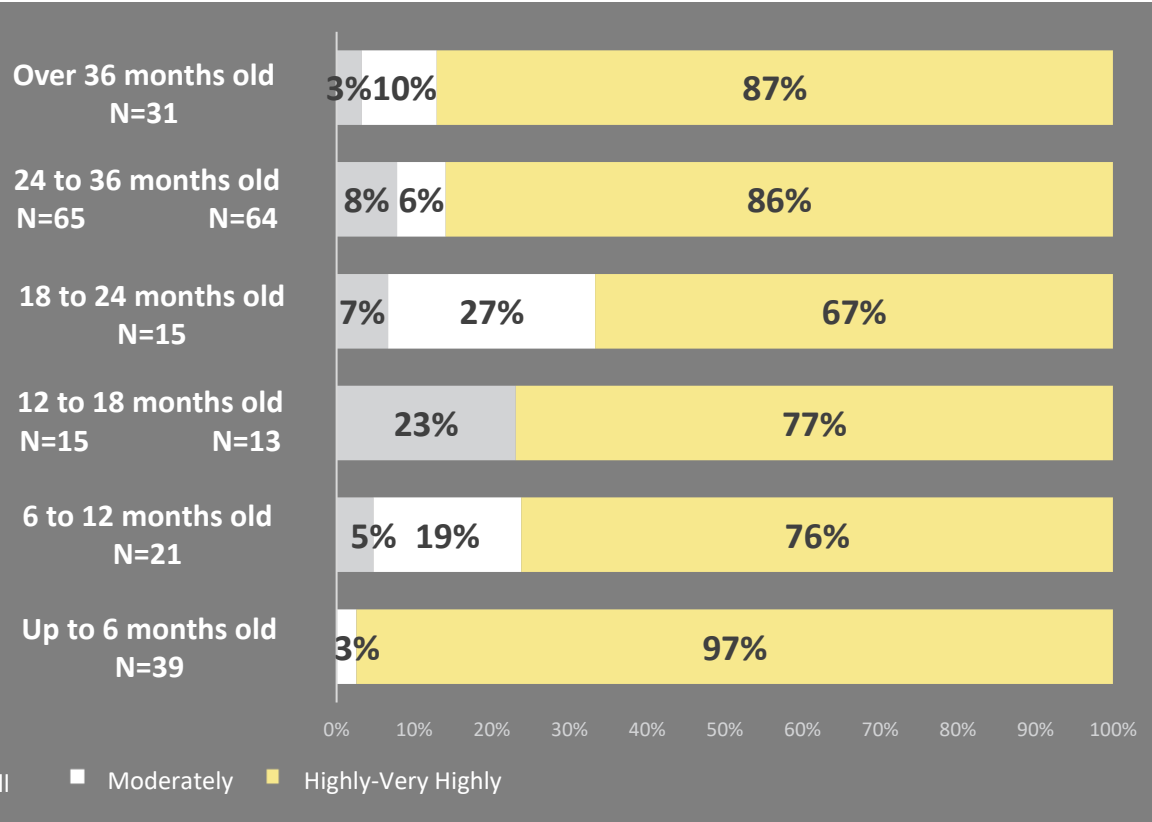
Acquiring Parenting Tools and Experiences

Data segmented according to ages of workshop participants' children

To what extent did the workshop provide you with new and applicable knowledge and / or tools for future use with your child?



To what extent do you feel that the workshop contributed to positive interactions between you and your child?



The younger the children, the more likely parents were to say they acquired new and applicable tools for future use with their children

The workshop's contribution to positive interaction with children was higher among parents of children from birth through 6 months (97%) or those over 2 years old (86%)



Acquiring Parenting Tools and Experiences

Major issues raised regarding the workshop's contribution (open question N = 92):

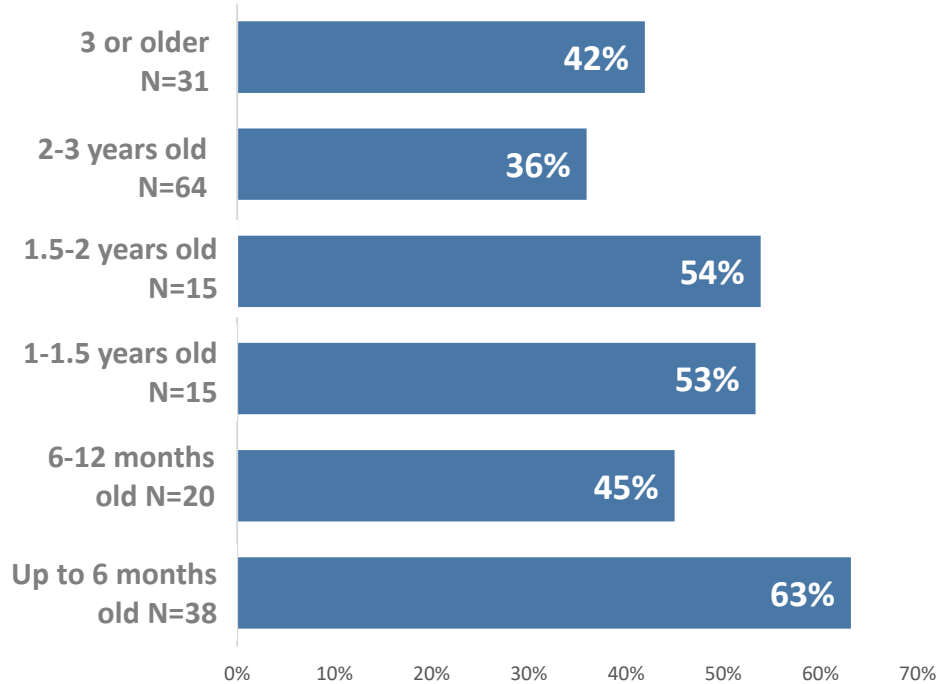
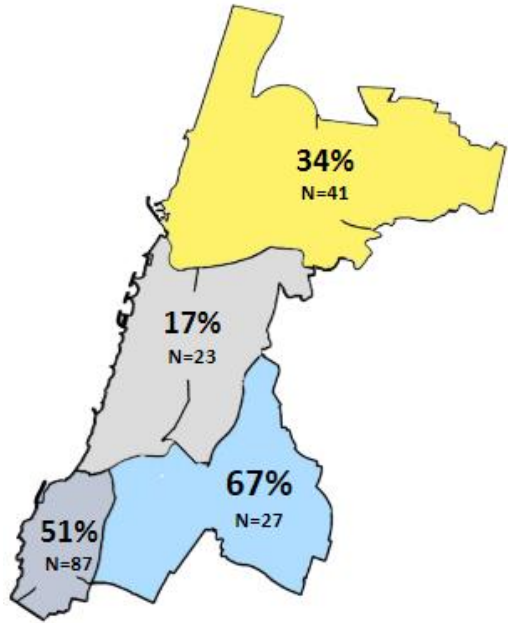
Acquiring knowledge and expanding perspectives on parenting and education	24%	Respondents said the workshop exposed them to new content and concepts. Many said the content "opened their minds" about issues related to education and parenting, and they would follow up on these after the workshop's completion (e.g., the parenting workshop for the Gur Hasidic community). Additionally, 11% of respondents emphasized that they acquired tools for educating and raising children . 10% felt they benefited from learning to recognize their child's point of view and better understand the child's experience and interests.
A safe space for emotional support	18%	Reported that the workshop provided them with a supportive space during various times of need (maternity leave, early parenting, and the Covid-19 crisis). They noted that the meetings summoned emotional exposure, attention and support, as well as space for introspection (this response was particularly common among participants in the <i>Meditation with Infants</i> workshops).
Children's enjoyment, physical exercise and the indoor play areas	15%	Respondents said their children's enjoyment of the workshop activity was its primary contribution. They noted the benefit of providing enjoyable physical activity that strengthens the body, and encouraging their children to learn in ways that incorporate play (e.g., <i>ContactKids</i>).
Creative experiences and ideas for implementation	13%	Said they primarily benefited from the creative components incorporated in the workshops, such as developing the imagination and senses, ideas for play to be done at home, experimenting with new games and encouraging playful thinking.
Strengthening the relationship with the children, quality time	12%	Said that for them, the main contribution of the workshop was strengthening the bond with their children and sharing quality time with them.
Meeting with other parents	7%	Said meeting other parents undergoing similar experiences was the most significant contribution of the workshop

Tools acquired by respondents in the workshops (open question N = 36):

- Tools for **internal, emotional contemplation**, strengthening confidence as parents.
- Tools for better **understanding children's world**, listening to and responding to their needs.
- Tools for **strengthening the body**, combining physical fitness and play, correct use of the body and muscles.
- Creating and adapting **ideas for joint play** and games at home (i.e.: *ContactKids, Playing Together*).
- Tools for **deepening the emotional connection** with their children, including physical closeness and contact, and creating a positive atmosphere among household members.
- Tools for **setting boundaries and expressing authority** towards children, (i.e.: *a parenting workshop for the Gur Hasidic community*).

Sense of Community & Social Belonging

Did you meet and/or make connections with new parents / families in the neighborhood as a result of the workshop?



- About half (45%) of the workshop respondents said they formed new relationships with other participants in the area where they live.
- **Parents of infants up to six months old were most likely to report forming new relationships.**
- Activities for infants and their caregivers enable greater interaction among parents. As observed in previous assessments, parents with infants are more likely to interact and say they are seeking emotional and social support.
- **Residents of Jaffa and the Southern and Eastern neighborhoods displayed a greater tendency towards community interaction** and were more likely to say they made social connections as a result of the workshops.
- No relationship was observed between the tendency to make social connections and respondents' employment status.

City Survey data* show that parents of children up to 3 years old report strongly positive feelings on:

- **Personal safety in their neighborhood**
- **Sense of community and belonging among neighborhood residents**
- **Ability to influence community issues, willingness to initiate and act to promote them**
- **Extensive participation in public processes**

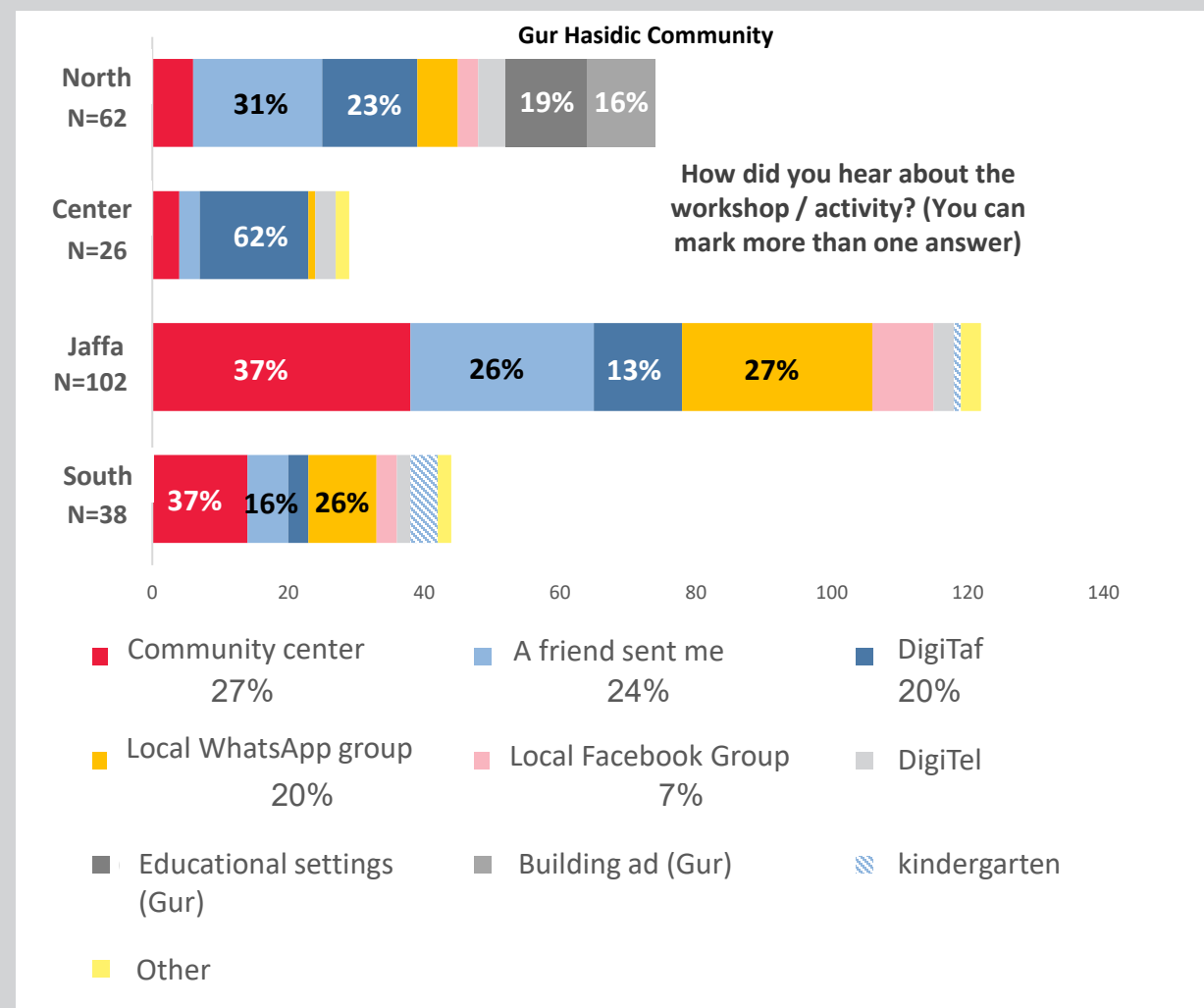
Other notable results:

- **Ambivalence about moving**
- **Preference to remain in their neighborhood/area**
- **Main reason for moving: education**

* Survey data were provided by the Tel Aviv-Jaffa Municipality

- Respondents said that community centers were the primary source through which they learned about the workshops (27%), especially in **Jaffa and the South**.
- About a quarter (24%) said word-of-mouth information from friends motivated them to come to the activity, especially those from **Jaffa and the North**.
- Publicity about the workshops through DigiTaf (20%) was the most significant factor affecting participants' attendance in the **Central region**.
- Publicity through neighborhood WhatsApp groups (20%) was important, especially among participants from **Jaffa and the South**.
- An activity designed for the ultra-orthodox (Gur Hasidic) community in the Northern region was publicized mainly through educational settings (Talmud Torah for boys and a religious school for girls), and in residential buildings.

How did you hear about the activity/workshop? Multi-optional question



- The workshops met respondents' expectations to a large extent; this was true for all areas of the city. A high percentage said they would recommend the workshops to their friends.
- Respondents said they were satisfied with the organizational aspects of the workshops and assessed the guidance as professional and high-quality. They said participation in workshops was beneficial and enjoyable, **especially in the immediate moment**, and contributed to positive interactions with their children.
- Workshop participants said they **acquired applicable tools** and new ideas for playing with their children, and strengthened their parental self-efficacy.
 - Some respondents suggested making the workshops longer and incorporating discussions to process the experience.
 - Parents of young infants were more likely to say that they learned from the workshops and acquired applicable tools.
- About half of the respondents said they **made new social connections** as a result of participation in the workshops. This was more common among parents of infants up to the age of six months, and those from the Jaffa region and the Southern neighborhoods.
- The strong sense of community in the Southern region and in Jaffa was reflected in the **advertising and publicity channels** that motivated their participation in activities: advertising through community centers and neighborhood WhatsApp groups. Respondents from the Jaffa region and the North were especially likely to say that friends' recommendations encouraged them to participate in the workshops.

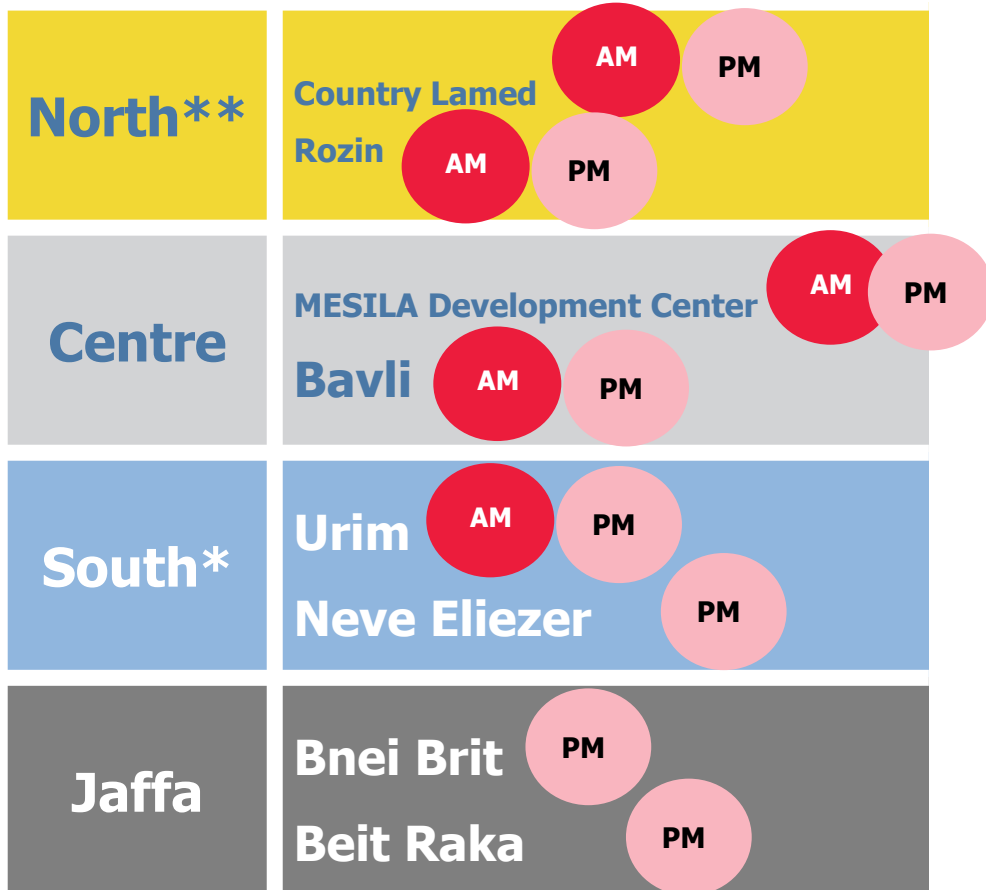


* Survey data were provided by the Tel Aviv-Jaffa Municipality

Indoor Play Areas

13 observations

were conducted in August-October 2021 at indoor play areas throughout the city



*The Southern region includes the neighborhoods east of the city

**Neighborhoods beyond the Yarkon

During the observations, about **100** people visited the indoor play areas, mostly mothers, who accompanied about **120** children from birth to 6 years (according to the age restrictions in each indoor play area).

As part of the observations, interviews were conducted with **51** visitors, mostly **mothers** – **13** interviewees were men

A higher number of **grandmothers and grandfathers** were observed in indoor play areas in the North

About **70%** of respondents were **residents of the neighborhood** where the indoor play area is located; most arrive **by foot**

Space for guided developmental activities

Includes structured activities and a professional who is constantly available, active and accessible to provide general advice and on-site guidance

Centre

Indoor play area with hourly professional guidance

Includes structured activities and guidance on various topics on an hourly basis

South

Jaffa

North

Centre

Indoor play area with an unstructured professional presence

A professional is available to provide general advice and responses to spontaneous events, as needed

Centre

Gymboree

Open for free play with basic supervision

South

Jaffa

North

Centre

* In some situations, the indoor play area is used as a Gymboree at certain times, and for guided activities at other times.

Target audience:

- Parents, grandparents, caregivers
- Parents are more frequent consumers of structured guidance services than are caregivers
- Mothers with young infants usually attend workshops dedicated to post-birth topics, offered outside the play area

Type of professional intervention:

- On-site: encouraging and guiding joint play, mediation of situations arising in the play area
- General - counseling on challenges in education and parenting, emotional support, information about child development, sleep issues, weaning, etc.

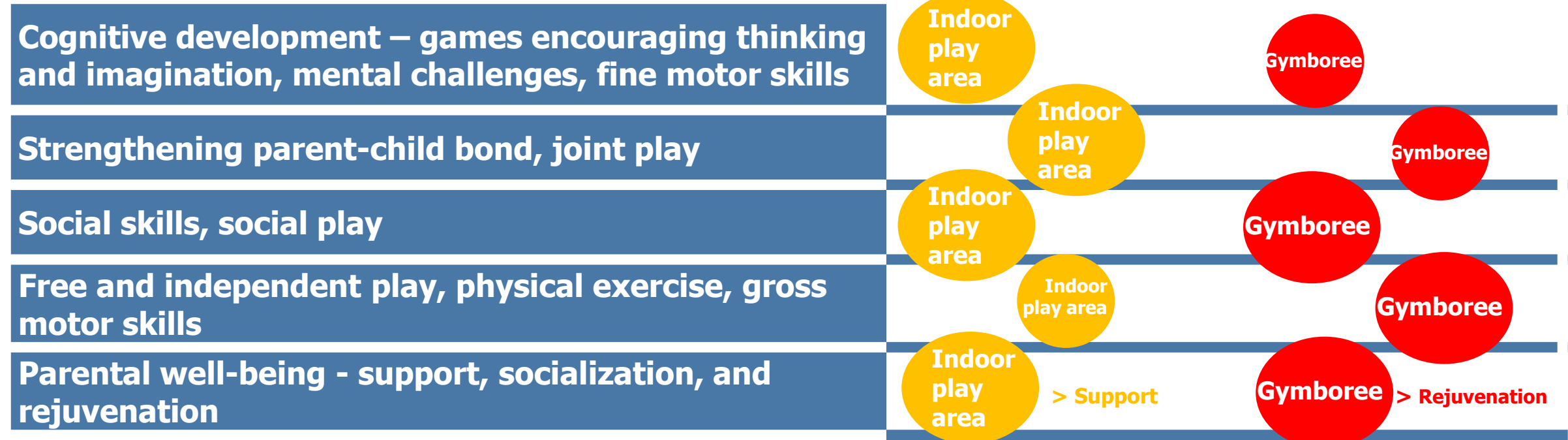
Characteristics of the Space

- Designated operating hours
- Pay: full, symbolic, or free
- Pre-registration or open to the public
- Regular groups or free participation
- Designated for certain age groups

Mapping the Characteristics of the Indoor Play Areas

In general, "indoor play area" refers to a space that includes professional guidance, and a "Gymboree" is a space for unguided free play.

The main solutions offered by each type of space are: (the degree and quality may vary)



The degree and quality of services that each space provides are affected by a number of key factors:

- Quality of professional guidance
- In the absence of professional guidance, parents' skills and availability to independently guide the experience are important
- Children's basic skills and developmental stage
- Quality of the facilities and suitability for the desired solution

Parents from high socioeconomic backgrounds are more likely to interact with their children and guide them in mentally stimulating games. Parents from disadvantaged populations are more likely to seek services that offer their children an opportunity for free and independent play and an outlet for their energy. This may relate to parents' level of awareness of their children's developmental needs and the importance of guidance and joint play, and their physical and emotional availability to be involved in joint play.

Design of the Indoor Play Area Space

As part of the Urban95 program in the Tel Aviv-Jaffa Municipality, design guidelines for indoor play areas for young children are being developed. The plan details the program's perspective and key values related to activities for young children, principles and specifications for planning and design. Based on this document, a section in the observation layout was developed to assess the suitability of the physical space:

Extent to which the space is adjusted for:	Average score
Movement skills	6.3
Fine motor skills	5.6
Symbolic play	4.5
Senses	3.8
Interactive	3.5
Literacy	2.8

* Scores range from 1 and 7 (1 = not at all, and 7 = very much)

- For most categories, the average in the Centre and South is higher than the general average.
- The observed indoor play areas offer a space and facilities for physical exercise and for developing and practicing gross and fine motor skills and eye-hand coordination.
- The equipment and facilities encourage imaginative play and a creative and symbolic experience.
- There is a moderate level of variety in the textures of equipment in the observed play areas. Most spaces have fixtures and equipment made of plastic or wood or covered with soft nylon upholstery.
- A moderate amount of interactive game accessories were observed in the play areas. Most games were stored on shelves or in storage containers, so visitors (and observers) could not always see everything that is available.
- Most indoor play areas have spaces for reading to groups, but few books were available.



Right: Beit Raka indoor play area, Jaffa region

Left: Rozin indoor play area designed in accordance with the Urban95 layout, Northern region

Consumption of Services & Satisfaction



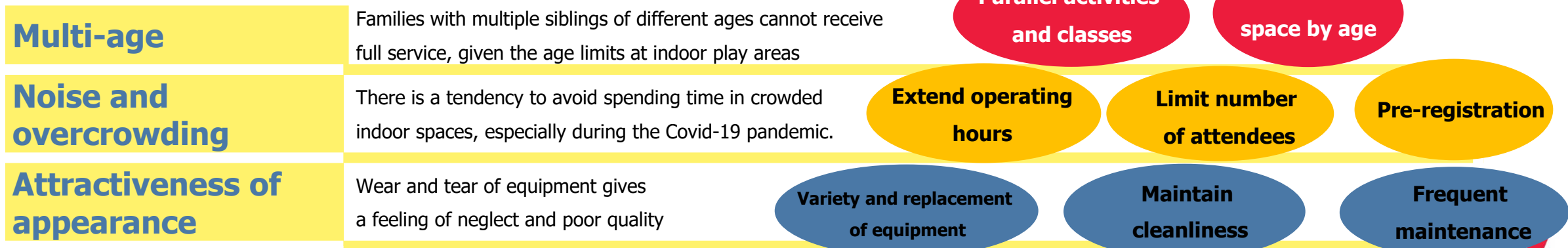
The community center complex is designed to provide a services for all sectors of the neighborhood population. Within this, **the indoor play area is a major “anchor” for young children**

A conversation with the divisional coordinators revealed the need to establish and strengthen the indoor play area’s importance, by allocating appropriate resources to **improve its accessibility:**

- **At the level of spatial-visual appeal and utility** – the space should be designed for a pleasant stay, with customized furniture, a coffee corner, and a home-like atmosphere.
- This should be **combined with a dedicated and appropriate staff** (more on this is included in the discussion on professional guidance.)

In the photo: Beit Raka Playhouse, Jaffa region

Main barriers to accessing indoor play area services, and possible solutions:



- Visitors' feedback (N=9) indicated that most from the Northern region were satisfied with the operating hours, physical conditions in the indoor play area and responses they received from the staff on operational and general issues. Everyone said they would continue to visit and recommend it to their friends.
- The observations found that some visitors were concerned about the cleanliness of the indoor play area and equipment, and wanted details about **frequency of cleaning and maintenance**. Relevant information on this issue should be provided to visitors.

Centre

In the Central region, observations were conducted at two indoor play areas differing in nature and purpose: one functions like a Gymboree, with only operational supervision, and one offers developmental guidance.

- The indoor play area in the Bavli Community Center is a **place for neighborhood gatherings**. Regular visitors and the presence of many nannies (in the mornings) reinforce the feeling that it fulfills the function of a useful meeting place for the community, which is central, accessible, indoors, and air-conditioned.
- Visitors **do not seem to have high expectations** for the visit's terms or services offered.
- In contrast, the development center at Mesila is perceived as an exclusive destination for planned visits where children and caregivers will have a full and high-quality experience. There are fewer visitors. The price is perceived as high (although there are regular visitors). Visitors expect a meticulously planned experience and optimal conditions.
- Satisfaction is high. Mesila clearly offers high-quality conditions for children. However, its exclusivity affects the community experience and accessibility. It brings together a very specific community of visitors.

South

- Updates publicized through various channels reach a relatively limited regular population, with little potential for reaching a new audience.
- Some visitors said they had difficulty finding information and learned about the indoor play area by chance or after extensive searching, sometimes via advertising through DigiTaf.
- Indoor play areas should be publicized through more varied channels, including visible updates in and around the community center complex.
- Visitors appreciate the indoor play areas and said the spaces are well maintained, but some were bothered that they did not know if and when the spaces and equipment had been disinfected.

North

- Visitors are highly satisfied with the indoor play areas and perceive the sites as pleasant and well-maintained.
- There is a lack of information about the frequency of maintenance and cleaning.

Jaffa

- Observations and supervisors' reports indicate that an ethnically and socio-economically diverse population uses the indoor play areas in Jaffa. Cultural differences are reflected in their styles of interaction and play. A regular community of visitors was observed at the Bnei Brit indoor play area.
- Interviewees at Beit Raka gave positive assessments to the space for free play, and the "ball pit." They suggested some improvements:
 - Extend the operating hours
 - Add guided sessions and developmental counseling services
 - Make the space suitable for a wider age range by adding facilities and games for older siblings.
- Interviewees and supervisors at Bnei Brit suggested a need for innovation and updating the play facilities and games due to the returning community of visitors. Nevertheless, the children were seen enjoying and playing creatively with what is currently available.

Jaffa

- According to the supervisors, parents who don't know each other interact as a result of their children playing together. The interviewed visitors **did not say that making community connections was a motivation for coming**, although some said it is important to them that their children meet and have encounters with other children.
- **WhatsApp groups are a significant means of transmitting community-related information.** Visitors from the Arab community said they rely on updates from their community WhatsApp group. They said they usually participate in workshops and activities in the open free-play space.

South

- Most caregivers who came with multiple children or with older toddlers enjoyed the social gathering in the indoor play area and were pleased that their children had opportunities to interact, but said that forming **community relationships did not motivate them to come.**
- There is a notable correlation between **children's age and caregivers' community-related motives** for coming: mothers who bring young infants to the indoor play area are more likely to say they have community-related motives for coming, and that they are seeking conversation and sharing with other adults.
- It was observed that the presence of a professional supervisor (parent facilitator, counselor) contributes to community connections and promotes communication. By being accessible and actively responsive to what is happening, their presence naturally creates connections and openness between visitors.

North

- Morning hours:
 - Quiet, plenty of space, not crowded.
 - Limited dyads (caregiver and child), activities designed for pairs.
 - **More opportunities for joint play between caregivers and children.**
 - High attendance of seniors (grandparents) was observed. They are less interested in community connections, but can benefit from activities for children that integrate them.
- Afternoon hours:
 - Busy, many visitors.
 - Groups of caregivers with multiple children of varying ages.
 - **The community aspect is more pronounced-** it was observed that caregivers (mostly parents) allowed children to play independently or with friends. Some visitors were already acquainted, had friendly conversations, and some arrived together.
 - Activities at the community center made visitors aware of the indoor play area services.

Monitoring Discussion about indoor play areas via Zencity:

- About 130 posts were monitored. The vast majority were published by official entities (community center and municipality websites, DigiTaf, etc.)
- Most posts dealt with general advertising of municipal services, including indoor play area services.
- There were about 900 reactions to the posts, about a third of which were positive and the rest were neutral.*

*There were a few negative responses regarding difficulties in utilizing benefits from DigiTaf, orientation within the municipality's website, and requests to have activities in outdoor spaces or via Zoom due to concerns about Covid-19



Left: Bnei Brit Playground, Jaffa region
Right: Bavli Playground, Central region

Professional Presence at Indoor Play Areas – Acquiring and Applying Parenting Tools and Skills



Photo: Urim indoor play area, Southern region

The presence of professional staff with knowledge about working with young children:

- Contributes to visitors' sense that the play area offers added value, and makes the experience more meaningful and **focused on education with a child development perspective.**
- Contributes to **community connections** and promotes communication. By being accessible, active and responsive to events, their presence naturally creates connections and openness among visitors.
- Contributes to **community organization** and maintaining inter-personal relationships, by providing updates and ongoing communication with visitors.
- However, absence of a professional presence is not always perceived as a lack. Visitors whose children regularly spend time in independent play at the indoor play area do not necessarily want professional guidance services. Some caregivers are unaware that having professional guidance at the community center complex is an option. Their **perception of indoor play area services is focused on the physical space** (Gymboree format)

Jaffa

- Staff members lack formal training and professional experience. One senior operator is an experienced mother, with a pleasant, child-friendly attitude and a confident approach with parents. Another operator is a young woman with experience in supervising and playing with children.
- They said that visitors expect them to interact with the children and assist in supervising their activities. The senior operator sometimes experience difficulties due to language barriers, especially with parents who are somewhat reluctant to communicate. Cultural and language differences affect her feelings of legitimacy in expressing opinions to parents aside from offering operational assistance. At the same time, it was observed that she acts with sensitivity and patience and helps visitors feel comfortable. She said that she sometimes lets children borrow games to take home, which contributes to their sense of belonging and connection to the place.

South

- The presence of a professional early childhood counselor contributes to a supportive experience. The mothers talk to her openly and she inspires confidence.
- The counselor interacts with the children and adjusts the space and equipment to their needs, ages, and the number of participants.
- At one indoor play area without professional guidance, visitors expressed a desire for it, and said they prefer places that do offer this service.

Centre

- Visitors to the Gymboree-format play area (at Bavli) do not perceive it as a place that includes professional guidance. They are satisfied with the basic equipment and facilities.
- This community is not unaware or uncritical. Rather, their **expectations are adapted to the existing services.** Improving conditions (equipment, content, and consulting services) could improve consumer satisfaction and offer them greater benefit.

North

In the observed indoor play areas, staff members' addressed only operational aspects. Their role does not include professional guidance in the field of early childhood. However, senior moderators seem motivated and actively involved, and visitors are aware that their presence makes a contribution.

Optimally, there is a need for knowledgeable, trained professionals in indoor play areas. They should have skills to convene and include visitors, and to support and guide the child-caregiver experience. Preferably, this role should be exclusively dedicated to the field of young children and their caregivers.

Barriers to recruitment:

- Limited hours
- Low pay

Based on feedback from visitors, who mostly come from the Northern region (N=9), spending time in the indoor play area is fun and helps them make a **connection with their children** to a great extent.

Recreational time in indoor play areas enables **acquisition of parenting knowledge and tools**. Visitors said they were moderately willing to consult with the available staff members on parenting issues.

Possible solutions:

- Training to current indoor play area operators: To strengthen operators' inherent qualities, and provide them with tools they can apply when interacting with children and parents, so they can be more significantly involved in activities and their presence will contribute to visitors' experience, as well as promoting their sense of professional satisfaction.
- Recruit professionals at the beginning of their careers: offer internships for students in the fields of parent training and early childhood. Because the economic terms are poor, it is necessary to offer other remuneration that will attract recruits to the role.
- Providing professional consulting services on a limited time frames, doing regional / divisional rounds of facilitation sessions, along with operators who have basic knowledge and a perspective appropriate to the framework. In this way visitors will see the possibility of receiving professional support in the complex they are familiar with.



Above: Urim indoor play area, Southern region
Below: Neve Eliezer indoor play area designed in accordance with the Urban95 layout, Southern region



Summary -- Indoor Play Areas

- Indoor play areas offer varied services to visitors. It is important to preserve this variety and choice for visitors interested in a place that offers active guidance or as well as those who want free play.
- Professionals should act sensitively towards consumers and allow free play space for those who are interested in this option.
- Since providing regular professional presence at each site is not possible, it is important that the community is aware of the options available at given times, so they can make an informed and conscious choice regarding the various available services.
- Current staff members should be trained so they can direct and invest their efforts in appropriate and beneficial interactions with young children and their caregivers.
- It is possible and recommended to offer a combination of activities at community center's indoor play areas, in order to vary the routine and provide the community with the best possible options.
- An optimal combination of guided activities in various areas of the indoor play area can be adjusted to visitors' characteristics and the level of use (crowdedness) at different times.
- Indoor play area offering guided activities should use the existing facilities and equipment in a way that provides visitors with creative ideas that can be implemented during independent (unguided) visits.
- Conditions in indoor play areas should be inviting and pleasant for caregivers during children's guided activities or free play. This will help create a sense of community connection and belonging to the place.



Above: Country Lamed, Northern region

Below: Rozin indoor play area, designed in accordance with the Urban95 layout, Northern region

Appendices

The workshops were rated as well-structured and organized (90%). Moderators were rated as professional and skilled (93%). In response to open-ended questions on the workshops' contribution, many participants said the guided experience was highly positive.

They praised the moderators and described them as: professional, skilled, inclusive, thorough, and creative.

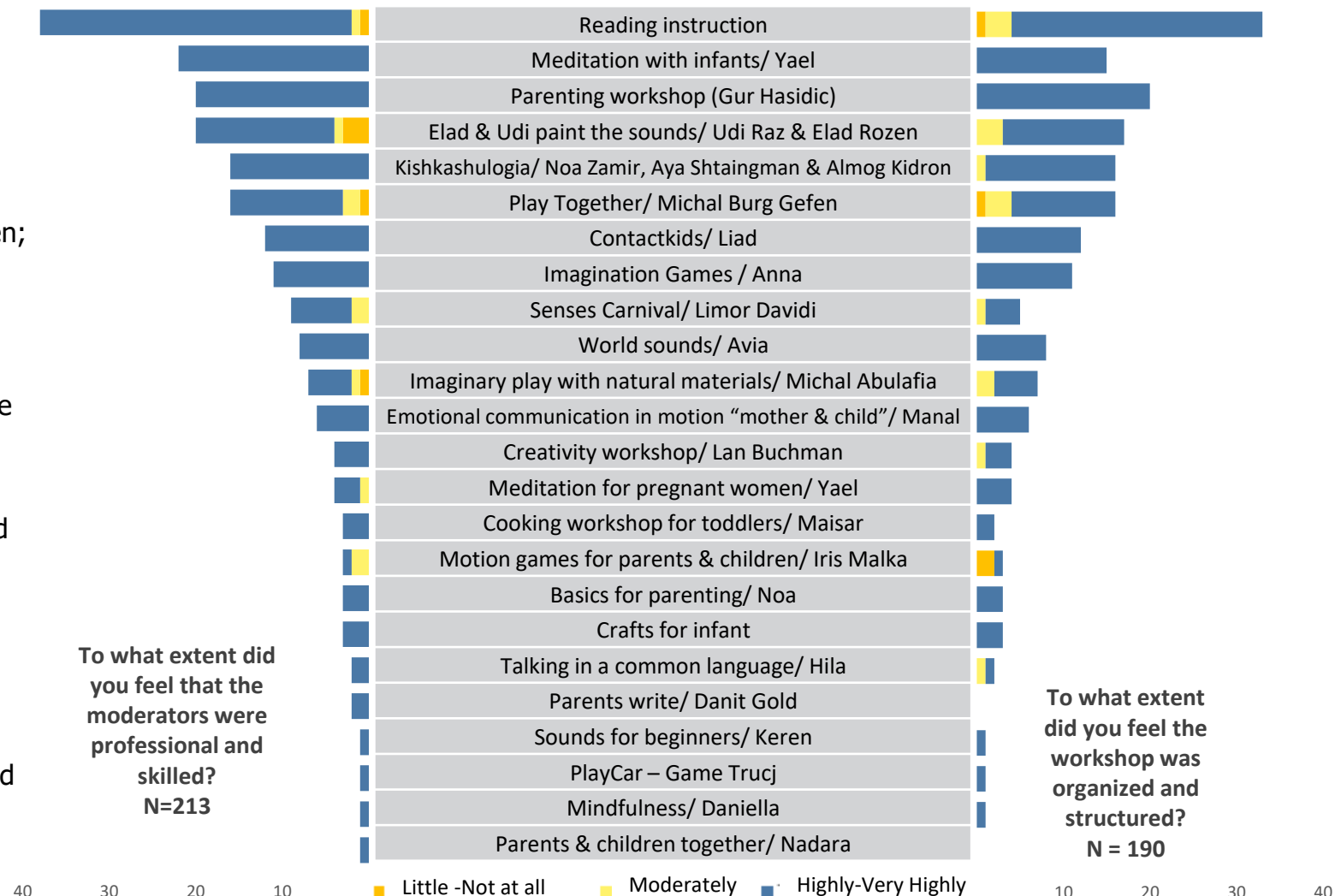
This response was particularly notable for the workshops: *Meditation with Babies/ Yael*; *World Sounds /Aviya*, and *Drawing with Sounds / Udi Raz and Elad Rosen*.

Two respondents gave negative ratings to the guiding: one said the moderators were not patient enough with the children; the other said the moderator was too busy with the phone, selecting the songs for the workshop.

Other remarks by individual respondents:

- It would be preferable to make groups with narrower age ranges, for more appropriate content matching.
- For workshops that took place in the open public space, there were complaints about the weather conditions, and distractions from the nearby playground.
- For some, the content of the workshop was overly simplistic and basic.
- For events requiring pre-registration, clarified whether tickets are needed for both caregiver and child.

Participants said that the reading instruction workshops exposed them to the importance and value of reading books to their children, that they received practical tools for implementation, and gained confidence and motivation to read to their children.



Logic Model for Early Parenthood

Actions	Outputs*	Short Term results (End of Phase II)	Mid-Term results (3-5 Years)	Long Term Results (5-10 Years)
<p>Range of high-quality content & accessible services near homes to prompt parental knowledge, awareness and best practices development enabling better early childhood development:</p> <ul style="list-style-type: none"> - Para-medical activities - Leisure and enrichment activities - Workshops for strengthening parent-child relations and building a 'parental community' in the neighborhood - Tailoring services and content for specific needs of vulnerable populations <p>Training professionals to provide qualified service for early childhood (Designated coordinator in community center, instructors and operators)</p> <p>Opening of SALTA community centers all around the city, including fitted content and services (specifically in southern neighborhoods and Jaffa, for asylums, Arabic speakers)</p> <p>Built an independent activation models for SALTA community centers, allowing operation without the support of Urban95 program</p>	<p># of caregivers all around the city, and specifically in southern neighborhoods, who are aware and familiar with the various SALTA services</p> <p># of caregivers and their children who use SALTA services (Workshops, indoor play areas, community well-baby clinics)</p> <p># of caregivers and their children who participate in workshops, acquiring knowledge and tools</p> <p># of participants satisfied with services</p> <p># of new SALTA centers, specifically in southern neighborhoods & Jaffa</p>	<p># of caregivers satisfied with affordability & accessibility of services (near their homes)</p> <p># of caregivers satisfied with availability, frequency and quality of SALTA services, including staff attitude</p> <p># of caregivers implementing knowledge and tools acquired through SALTA workshops and services, strengthening parent-child relation and parental self-efficacy</p> <p>Caregivers meet neighbors and establish new relations thanks to SALTA workshops</p> <p>Implementation of independent activation models in primary SALTA community centers</p>	<p>Services offered to caregivers near their home throughout the city (in each neighborhood: community center services, well-baby clinic, pregnancy and birth communities):</p> <ul style="list-style-type: none"> - Provide comprehensive, accessible and suitable service to the local community - Services consumption by caregivers and their children - Establishment of parental groups and a sense of connectedness to the community <p>Strengthen parental self-efficacy, and establish best parental practices: Reading stories and joint play in the home and in public spaces</p> <p>Establishment of independent activation model in all SALTA community centers</p>	<p>All range of services in SALTA community centers, are perceived as providers of professional and qualified assistance and consulting early childhood development</p> <p>Improvement in parental behaviors, sense of parental self-efficacy and wellbeing (including, but not limited to, sense of community, reduction in loneliness)</p> <p>Increase in amount and variety of community and public events focused on caregivers and their children</p>

*Collection and measurement of output evaluations is carried out on an ongoing basis by the Urban95 staff of the Tel Aviv - Jaffa municipality



Short Term Evaluation Indicators:

- Satisfaction with services (geographically and financially) - Extent of parents or primary caregivers:

Who have used and felt satisfied with a service in the past 30 days, recommending it to others.

Who have expressed satisfaction from the geographical distance of the service from their home.

Who have expressed satisfaction from the cost of the acquired services.

- Satisfaction with services availability, frequency and quality - Extent of parents or primary caregivers:

Highly satisfied from staff: Knowledge, expertise, accessibility and attitude towards participants.

Highly satisfied from services: Variety and quality of content and schedule flexibility.

- Parental knowledge and tools, strengthening parent-child relationship and parental self-efficacy - Extent of parents or primary caregivers, who reported an intent and/or execution of activities and use of tools acquired during the SALTA workshops, regarding their children's care.

- New social ties - Extent of parents or primary caregivers, who reported meeting new people following their participation in activities and through consumption of services offered by community centers.

- Implementation of independent activation model - Primary community centers independently operate all SALTA workshops, activities and services, without Urban95 program's assistance.

Mid-Term Evaluation Indicators:

- All services for young children provided near the homes, all around the city (in each neighborhood: community center, well-baby clinic, pregnancy and birth community) – Number of parents or primary caregivers, living near community centers which provide full scope of services (Para-medical content, leisure and enrichment, parental workshops, indoor play areas and well-baby clinic), in an affordable price.

- The range of content & activities provide comprehensive, accessible and tailored service to neighborhood residents' needs - Number of parents or primary caregivers of young children, who have used the services and reported general satisfaction, specifically in vulnerable neighborhoods.

- Establishment of local community - Extent to which parents or primary caregivers of young child, reported an increase in social support and sense of community, following their participation in activities and consumption of services within their neighborhood community center.

- Strengthen Parental self-efficacy and best parental practices - Parents or primary caregivers report:

○ Stronger parental self-efficacy regarding caring for their children & quality of parent-child relationship.

○ Increase in frequency of verbal communication with their children, storytelling and joint reading.

○ Spending more time with their children and frequency of joint play (in public spaces, community centers, homes).

- Establishing Independent activation model (all centers) – community centers independently operate of all SALTA activities and services, without Urban95 program's assistance.



Project Urban95 – Observation Layout for Indoor Play Areas

Observer:	Date and Time of Observation	Location of indoor play area
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General Instructions:

- Total duration of observation - two and a half hours.
- In accordance with the observation layout, observe the conduct of moderators / operators / supervisors; adults' behavior and interactions among themselves and with the children. Document your impressions according to the various criteria.
- Document with photographs the event area and participants.
- During the observation, initiate short conversations (interviews) with 5 accompanying parents / family members / other adults, according to the last page of the layout.
- Initiate conversations (interviews) with the operating staff members:
 - What is your role? What is your professional background?
 - How do you perceive your role in the framework of the indoor play area?
 - Do you feel you received training that gave you the necessary tools to perform this role? Within what framework? (Training from Urban95/ training with the community center/ prior training / received no training)
 - Can you describe the population that comes to the indoor play area?
 - What do you think the parents/caregivers expect or are interested in receiving when they come to the indoor play area?
 - With what do you think visitors are most satisfied, during their visit?
 - What can be improved? (In terms of management and operation / design / equipment/ marketing, etc.)
 - In addition to their impressions regarding the current day's activity, staff members can share their impressions from their ongoing routine at the indoor play area (including before the Covid-19 period)

Thank you and good luck
Urban95 Team, CET

Observation Indicator for indoor play areas, combined with visitor interviews

Criteria for Observations`	Data from observations of activities (conduct of operators, description of behavior of children and adults)
<p>Demographics</p> <p>Estimated <u>number</u> of adults and children</p> <p>Estimated <u>percentage</u> by age and gender</p> <p>Estimated <u>percentage</u> by group composition</p>	<p>Number of adults present at activity/peak time _____</p> <p>Women ____ Men ____ Relationship: Parent ____ Grandparent ____ Caregiver ____ Older sibling ____ Other ____</p> <p>Number of children present at activity/peak time _____</p> <p>Girls ____ Boys ____ Age: 0-3 ____ 3-6 ____ 6+ ____</p> <p>1 Adult with 1 child: ____ with 2 children ____ with 3+ children ____ Couple with 1 child ____ with 2 children ____ with 3+ children ____ Group (number of adults & children): _____</p>
<p>Estimated length of stay</p> <p>General description of area and mapping of barriers</p> <p>For each criterion give a score between 1- 7 (1 refers to ‘not at all / very negative and 7 refers to ‘positive / to a large extent’)</p> <p>For each occurrence, indicate the number of cases observed</p> <p>*Creative use that contributes to the activity and the group is not considered a disturbance. Please specify in the description of the behavior</p>	<p>Length of stay: <u>Up to half an hour</u>: minority/about half/majority <u>half hour - hour</u>: majority/about half/minority <u>1 hour – 2 hours</u> majority/about half/minority</p> <p>Rate (1-7) the design of the space (according to the attached program plan): Movement ____ Motor ____ Sensory ____ Interactive ____ Literacy ____ Symbolic ____</p> <p>Please provide details and examples of how the solution is manifest through the design of the space and how it is experienced, in practice, by visitors: _____</p> <p>Conditions of the stay, space, and services: accessibility to young children (less than a meter tall) ____ Safety (no hazards below one meter, no sharp corners, padded ground ____ Open space (visibility) ____ Cleaning and maintenance ____ Ventilation and air conditioning ____ Parking for strollers ____ Toilets and diaper changing room ____ Breastfeeding area ____ Drinking facility ____ Quality of equipment (objects and accessories) ____ Adjustment to the number of visitors ____ Acoustics (limiting noise and echo) _____</p> <p>General description of the activity area; provide details and examples of the above indices and other notable points:</p> <p>Number of disturbances / distractions: Use of the telephone by staff ____ Improper use* of equipment and facilities ____ Provide details: _____</p> <p>Staff members entering or staying in the space in an interfering manner ____ Technical problems such as power outage ____ Other, specify: _____</p>
<p>Conduct of indoor play area Staff</p> <p>For each criterion give a score between 1- 7 (1 refers to ‘not at all / very negative and 7 refers to ‘positive / to a large extent’)</p>	<p>How many staff members are present in the indoor play area? If possible, specify their roles and professional background, based on staff interviews _____</p> <p>Rate (1-7) conduct of the main operator : Availability to visitors (inquiries, discussing viewpoints, conversation, positive and inviting attitude) _____</p> <p>Oversight and responsiveness to events _____ Assistance in solving problems and difficulties (if any are observed) _____ Encouraging children to participate _____</p> <p>Description of the staff's conduct (details and examples of the above indices, degree of contact and familiarity with the visitors, and any other noteworthy issues):</p>
<p>Conduct of visitors (adults and children)</p> <p>For each criterion give a score between 1- 7 (1 refers to ‘not at all / very negative and 7 refers to ‘positive / to a large extent’)</p> <p>Give details and examples of participants’ behavior and all types of interactions, including notable occurrences and / or abnormalities</p> <p>Estimate the number of visitors (children and adults) engaged in joint play, children’s cooperation with activities initiated by adults</p> <p>Communication and expression of emotions among adults and children</p> <p>Is the discourse relevant and focused on what is happening?</p> <p>Is discourse general and on various topics?</p> <p>Expression of positive and negative emotions</p>	<p>Rate (1-7) Conduct of visitors to the complex: Use of the various facilities ____ Maintenance of equipment and play facilities ____ Adherence to hygiene (eating and changing diapers in designated areas, proper disposal of waste) ____</p> <p>Caregiver-child interaction:</p> <p>Caregiver-child interactions that involve joint play: to a large extent ____ to a moderate extent ____ to a low extent or not at all (child is accompanied only by operator) ____</p> <p>Communication (verbal and physical) between caregivers and children that is: positive ____ neutral ____ negative ____</p> <p>Describe the nature and topics of the child-caregiver communication, including examples of positive and negative expressions by caregivers and children:</p> <p>Community-related aspects:</p> <p>Frequency of joint play among children: siblings / friends ____ children who met at place ____ no joint play between children, they only play with a caregiver / alone ____</p> <p>Frequency of interactions among adult visitors: who arrived together ____ who met at the indoor play area ____ no interaction among adult visitors ____</p> <p>Interactions by topic: on the subject of children ____ about a specific event ____ general discourse ____</p> <p>Barriers - Number of cases observed: Giving a child a phone to “occupy” him/her ____ Adult preoccupied with phone ____ Other, provide details: ____</p> <p>Describe the behavior of the adults and children, communication, interactions (provide details and examples of the above indices, staff members’ attitudes, parent-child interactions, joint play between caregivers/parents and children, among children, and interactions and conversation among adults):</p>

Observation Indicator for Indoor Play Areas Combined with Visitor Interviews

Physical Plan – Main areas:

Domain	Purpose	Preferred equipment	Characteristics
Gross motor skills	Motor skills in space	<ul style="list-style-type: none"> - Mattresses and beanbags - Padded inclines and stairs of varying degrees of difficulty - Tunnels and cylinders of various sizes - Ball pool and soft swings - Climbing wall/ ladder, equilibrium beams and physio balls - A collapsible course (for occasional use) - Transparent and sealed tunnels - "Blue Cubes" 	<ul style="list-style-type: none"> - Climbing and movement spaces with diverse supports - Game areas "Peek-a-boo" and "Hide and Seek" - Development of motor skills at various difficulty levels such as crawling, climbing, walking, balancing and jumping - Adjusting size and quantity of elements to fit the given space - Seating and play platforms to increase joint parent-child play areas, to encourage climbing and movement
Fine motor skills	Fine motor skills challenges and development of eye-hand contact	<ul style="list-style-type: none"> - Small tables and chairs or a dedicated floor surface - Threading games and floor games (cubes, Lego, Lottery, magnets) - Game boards on walls (emotional as well as technical) 	<ul style="list-style-type: none"> - Different difficulty levels in a diverse games - Options to narrow down to targeted selection - Presenting the games in an evocative manner - eye height and in an appropriate position - Hazardous parts will be connected to the appropriate board
Sensational	Exposure to sensations & textures	<ul style="list-style-type: none"> - Pug balls - Dedicated sensing toys 	<ul style="list-style-type: none"> - Exposure to different textures in the space (carpets, walls, niches, paths)
Interactive	development of eye-hand contact, coordination & context	<ul style="list-style-type: none"> - Dedicated game console and touch-enabled screen - Color matching games, sounds associations, objects - Overhead projector and audio equipment 	
Educational	Language and communication skills	<ul style="list-style-type: none"> - Various deposit surfaces - Hard and soft books - Academic and professional articles to enrich the caregivers and operators 	<ul style="list-style-type: none"> - Children's literature - placed at eye level of the child - Academic literature - at the level of an adult's eye - A comfortable, ergonomic and inviting space for lounging and cuddling while encouraging a child-caregiver relationship - Access to the content presented for reference and browsing (book's position)
Symbolic	Adventure games and fantasy imagination	<ul style="list-style-type: none"> - An Urban95 dollhouse with familiar elements (trolley, bed, clinic, kitchen) - Sheets and clips for the construction of tents and camps - Costumes, mobile soft stage, puppet theater 	<ul style="list-style-type: none"> - The house and accessories will be located in full accessibility for toddlers - Proportionality must be maintained between the elements and the play space

Observation Indicator for Indoor Play Areas Combined with Visitor Interviews

Responses - Family # _____			
Adult 2 Relationship: Parent/Grandparent/Caregiver/Other	Gender: M/F	Age:	Adult 1 Relationship: Parent/Grandparent/Caregiver/Other
Child 3 Gender: M/F	Age:	Child 3 Gender: M/F	Age:
Child 2 Gender: M/F	Age:	Child 1 Gender: M/F	Age:
Residence: In neighborhood/Outside neighborhood		Frequency of arrival: daily/ several times per week/ once a week/ less often	
Means of arrival: by foot/bike/car/public transport			
Duration of stay: half hour/hour/hour and a half/ two hours/more than two hours			
How was your visit to the indoor play area today? What did you and/or your child play with? Who did you and/or your child play with? (Not to be read: child played alone, with siblings, with friends/other children, with an adult)			
Which facility/equipment did you and/or your child enjoy the most and why? What did you and/or your child learn? (Not to be read – it was fun, interesting, new, helpful, enriching, instructive)			
If they indoor play area was renovated: Did you come to this indoor play area before its renovation, or only afterwards? If you were here before the renovation - what was it like before, and what has changed?			
If the visitor indicates it was their first time (or one of their first times) at this indoor play area, ask: How did you hear about this place? From a friend, from the community center’s WhatsApp group, from another community WhatsApp group, from other social networks, from the kindergarten’s WhatsApp group, advertising from the Municipality / community center, other ____			
Management: Did you need help in receiving information and coordination before the visit? Was someone available to answer inquiries and to help you obtain all the necessary information before the visit?			
Is there anything you would change about the indoor play area? (Not to be read - staff management, diversity of facilities and accessories, supply of toys, practical needs, services, diaper changing station, etc.)			
Community aspects: Did visiting the indoor play area create / encourage new relationships with other parents? Was this part of your motivation to come?			
Were you assisted by the staff members in the indoor play area? For operational needs? For advice on other issues, such as parenting? (Not to be read: try to find out if they needed a response to an inquiry or support on parenting issues, ideas for play, problem solving. If so, was a response received?)			
Will you come here again? Why or why not? What would prevent you from coming again?			
Do you visit the nearby community center? (near your home / or the location of this indoor play area) If so, do you visit for yourself, or for your children? What services and facilities do you use? What is lacking and should be added?			
Rate (1 - 7, with 1 as the lowest and 7 the highest): The extent to which the indoor play area addresses:			
Child safety (removal of hazards below a meter height, no sharp corners, floor that is stable and padded for falls) ____			
Open space (visibility)____			
Cleaning and maintenance _____			
Ventilation and air conditioning _____			
Practical services (toilets, diaper changing station, breastfeeding space, drinking facility) _____			
Quality of equipment (accessories) _____			
Pleasant and comfortable environment _____			
Adjusted to the number of visitors _____			
Convenience of arrival and stroller parking space _____			
Opportunities for conversation and community interaction _____			
Strengthening adult-child interaction and joint play _____			
Interaction among children _____			
Variety in child's play routine _____			



Outline for Discussion Groups with Branch Coordinators about indoor play areas

Introductions, research goals: We at the Center for Educational Technology (CET) are assisting Urban95 in this evaluative research and assessment. We have spoken with some of you at various stages of the research. Currently, we are putting the spotlight on indoor play areas throughout the city regions, through observations and this conversation. The goal of the observations is to get a direct impression of parents' and children's use of the indoor play areas, to talk to parents and staff, to see and hear what is working well, to learn what is worth strengthening and adapting for other places, and what needs to be improved to make visits to the indoor play areas optimal.

The purpose of this meeting is to hear your insights, since you are familiar with the area and its residents, specifically on the topic of indoor play areas and spaces for early childhood developmental activities.

Introductory round and general questions: Each participant gives their name, role, seniority, responsibilities in the context of the indoor play area. Which aspect of indoor play area do you like most & why?

How and where are indoor play areas located in the overall organizational context of community services? Are they always managed by community centers? Is there a separate management track? To what extent are you involved in this management track?

What types of indoor play areas exist? (Open, pre-registration, guided)? Is there a yearly/multi-year work plan (within the routine)? Does this plan address activity schedules and format? Are activity schedules adjusted for various times of year or other cycles? Is there an effort to promote early childhood issues among residents? If so, why specifically these issues? How are they being addressed?

To the moderator: What is the current situation among parents regarding parental self-efficacy, parent-child relationships, joint play, child development, reading and literacy, community?

Staff members: Who are the service providers that operate the indoor play areas? Differentiate between permanent and temporary/substitute operators, early childhood coordinator (indicate coordinator's degree of involvement and responsibility) and those instructing classes at the community center. For each, specify: what background do they need to perform the job? Do they receive job training? If so, what training do they receive? Describe the interaction between indoor play area operators and residents. What is expected of them by the indoor play area administration? By parents? How do these expectations compare to what actually happens?

Characteristics of participants: Socio-demographics – what populations visit the indoor play areas? Who is conspicuously absent? What is the composition of groups of visitors? (single parents, parents / couple with child, grandparents, caregivers)? What are the ages of the children who visit? At what times? Are they regular or occasional visitors? What is the average length of visit?

To the moderator: Are there differences between groups (ethnic, cultural, socioeconomic)? What is important to them? What bothers them?

What elements / characteristics of indoor play areas do you think are essential? What most attracts the residents? What is most in demand and why? How do you know? **To the moderator :** address not only the facilities, but other characteristics such as location, design of the space, cost, cleanliness, presence of a professional staff member, multi-age / for young children only, characteristics of the Urban95 indoor play area program, staff services, etc.

What are the main barriers that prevent parents of young children from coming to the indoor play areas? How much do you know about residents' perceptions of the indoor play areas (site, equipment, staff)? Level of awareness of indoor play areas (advertising)? Willingness and desire to visit (in terms of free time, energy)? Are indoor play areas appropriate for the population (cost, hours)? Is pre-registration a barrier? Has a previous study mapped residents' needs? Was there a public participation process? Has feedback been received on the existing options? Has participants' satisfaction been examined? If so, were any changes made according to requests or feedback from the field? What was changed?

How are indoor play area services marketed and advertised? Who is responsible for this? **To the moderator:** Are some indoor play areas publicized to a different extent than others? Has there been mapping of online and offline platforms for advertising, and word-of-mouth publicity? Is there an effort to engage and recruit partners – professionals (kindergarten teachers, counselors) residents (change agents and community leaders)? What can be done to encourage and increase participation rates and consumption of services at indoor play areas? What needs to happen in the municipality / community management / other factors that may influence this?

Do you have anything to add on this subject that was not already addressed in this conversation?

Feedback Questionnaire for Library Reading Instruction Workshop Participants *

Demographics and technical issues	Where did the workshop take place? Region: At which library did the workshop take place? Moderator's name: How did you hear about the workshop / activity? (You can mark more than one answer)
General satisfaction with workshop format, physical conditions, etc.	To what extent was the registration process and relationship with the organizing entity convenient and simple? To what extent were the physical conditions and the environment comfortable for you and your child? To what extent do you think the ZOOM platform is suitable for these workshops? To what extent did you feel the workshop was well-organized and structured?
Quality of guidance	How often do you read stories to your children? To what extent did you feel that the instruction was professional and the moderator was skilled?
Satisfaction with workshop content	To what extent did the workshop meet your expectations? How did you benefit from the workshop? Please provide details.
Indicate the degree to which you agree with the following statements:	
Structured free play	The workshop was enjoyable and encouraged creativity.
Parent-child relationship (emotional)	The workshop contributed to positive interactions between me and my child.
Parenting: knowledge and practices	During the workshop I acquired new and applicable knowledge and / or tools for future use with my child.
Parental self-efficacy + Parental wellbeing, Empowering the experience of parenthood	Following the workshop, I realized that reading with/to my children can be meaningful, quality time.
Parent-child joint play	As a result of the workshop, I noticed a change in my children's level of interest in reading books. Following the workshop, I plan to read more with/to my children (time spent reading/ number of books).
Community-related aspects	Did the workshop enable you to meet and/or make new connections with parents and families in the neighborhood? To what extent would you recommend the workshop to others?
	Additional comments: we'd love to hear your opinion! What did you most enjoy? What did you least enjoy? Is there anything you would like to tell us, so we can improve in the future?
Demographics, continued	Your relationship to the child: Age of child(ren) who participated in the activity. (You can mark more than one answer): You are currently in (work / home): How often do you visit the municipal library? Are you aware of library services that are offered to city residents at no cost? Area of residence

- Some questions were deleted to improve the questionnaire-answering experience.
- Attached is the full text of the questionnaire that was given to respondents during most of the research period.