



URBAN95/ATELIÊ NAVIO

Value for Investment
Evaluation Report

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Child playing inside the Children's Factory

Executive Summary

Urban95 is an initiative of the Van Leer Foundation ('the Foundation') that aims to improve the wellbeing of young children and their caregivers in cities. Dovetail Consulting Ltd was contracted to implement the 'Value for Investment' (Vfi) evaluation approach on an Urban95 grant led by Ateliê Navio in Jundiaí, São Paulo, Brazil in its delivery between June 2021 and December 2023.

Vfi assesses how resources are used, whether enough value is created, and how more value can be generated. Although the Vfi approach can include economic analysis, it was not used in this evaluation due to the difficulty of attributing impacts solely to the Urban95 grant and assigning monetary values to anticipated social and environmental benefits.

The evaluation took place between March 2023 and February 2024. It involved workshops and/or interviews with key stakeholders, caregivers and local school principals, and review of relevant program data and documentation. Findings are structured around three Key Evaluation Questions (KEQs) and overarching themes set out in a 'theory of value creation': looking after resources; delivering improved physical capital for children and caregivers; and contributing to building social capital for children and caregivers and generating social value.

KEQ1: What is it about Urban95/Ateliê Navio that creates value?

Urban95/Ateliê Navio created value by looking after resources, delivering improved physical capital for children and caregivers and contributing to building social capital for children and caregivers. In particular, the grant of R\$2.238.843,000 over 30 months supported a wider investment by the Jundiaí Municipality (R\$20.770.000,000) into becoming a more child-friendly city, providing more value and impact for children in the city than would be achieved through a stand-alone project.

Program leaders leveraged existing municipality resources, processes and infrastructure, and fostered strong political buy-in across municipality staff, sectors and decision-makers to advance the municipality's vision faster and more smoothly. Urban95/Ateliê Navio contributed to the reclaiming of urban public spaces and enhancing the safety, enjoyment and accessibility of these for young children and their social network. Related urban changes were widely seen to be child-friendly and support early childhood development.

KEQ2: To what extent does Urban95/Ateliê Navio create enough value, for what it seeks to achieve?

Urban95/Ateliê Navio represents good value from the Van Leer Foundation's investment by showing clear indications of good resource use, when considered against the value criteria. Overall, Urban95/Ateliê Navio met or exceeded expectations.

Looking after resources

Based on the value criteria, *design and knowledge base* presented excellent performance. Urban95/Ateliê Navio adopted innovative design principles and inclusive consultation approaches that prioritised the needs, voices and wellbeing of children and communities. They used local knowledge and resources, drew on learning from similar initiatives and successfully advocated for child-friendly changes.

Funding processes and performance management and accountability achieved pathway to excellence ratings. The Foundation supported effective establishment through monetary and non-monetary factors. The municipality contributed resources and continues to prioritize and invest in similar initiatives. Effective resource management and decision making was in place. Solid monitoring and evaluation processes were also evident, but a more evaluative approach could help better understand efficiency, impact, and equity.

Political buy-in achieved mixed results. The municipality, the Mayor and relevant local government departments (i.e., those directly linked to children's education and development) supported Urban95/Ateliê Navio (e.g., through resourcing, advocacy, direct engagement). However, there were also opportunities noted for more widespread support from other government departments and City Councilors, intersectoral engagement outside of local government and sustained external collaboration and partnerships to emerge.

Delivering improved physical capital for children and caregivers

Improved urban and natural infrastructure and a fairer allocation of public spaces achieved a pathway to excellence rating. Of three expected childhood areas, one had been established while two others were in different stages of development, in neighborhoods with various social and economic vulnerability. Efforts were made to ensure that vulnerable populations have access to Urban95/Ateliê Navio activities, but we could not ascertain the extent to which they benefited due to a lack of data.

Spaces that are safe, fun and accessible presented mixed results. Although stakeholders described spaces developed as fun and safe, some aspects of accessibility could be improved. Playstreets, where neighborhoods can close a street for play, were implemented as expected and some are now community-led. Bike lanes built as part of childhood areas provide opportunities for education, but these have been small in scale and scope. As bike lanes were not linked to wider commuting networks, they have not yet fulfilled their potential in terms of active mobility.

Building social capital for children and caregivers

Urban95/Ateliê Navio has contributed to stronger community relationships in the context of social capital. Excellent ratings were achieved against related criteria: 'linking' between children and decision makers; 'bridging' between children and community interests; and 'bonding' between children, caregivers and close social networks. In particular children's right to participate in design and development was acknowledged, with 571 children having contributed.¹ Urban95/Ateliê Navio also created opportunities for children and caregivers to be involved in community activities, with nearly 950 children and 2050 caregivers participating. Meanwhile, over 25,000 children and 27,000 caregivers had visited, and/or participated in activities at, the first childhood area. Child-oriented changes to urban environments have allowed children and caregivers to make use of public spaces and provided opportunities to interact and connect with family, social networks and decision makers.

Generating social value for children and communities

This level of the theory of value creation was not explored through the rubrics, as it was too soon

¹ As at July 2023

to assess impact at this level. However, findings indicate that Urban95/Ateliê Navio likely contributed to generating social value as caregivers gained a sense of security to utilise public spaces, allowing children to play freely. Subsequently, their children were learning new things and developing important cognitive, motor and interpersonal skills.

KEQ3: Are there opportunities to do anything new or differently to create more value?

Opportunities to create more value, by doing some things differently or new include:

Looking after resources

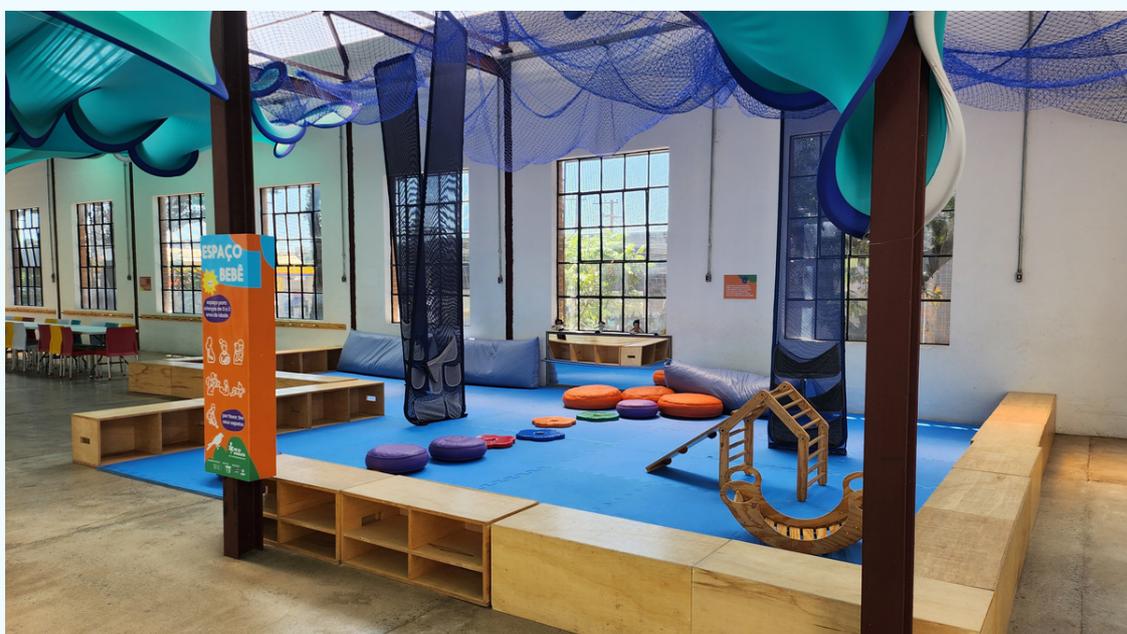
- Including a more diverse group of stakeholders (e.g., local businesses and city councilors) in design and implementation, to ensure widespread support for child-oriented changes.
- Training a wider range of municipality staff, to broaden buy-in to child-oriented changes.
- Re-assessing funding amounts for naturalized parks.
- Providing more intentional learning opportunities, to foster ongoing adaptation.
- Strategizing to end the grant in a way that retains momentum and ensures sustainability.
- Applying an evaluative monitoring approach, to better understand the depth and breadth of impact.

Delivering improved physical capital for children and communities

- Considering the functionality of bike lanes in their design and implementation.
- Taking time to consider ways to ensure vulnerable communities benefit.
- Improving ways to increase access to activities and changes for more vulnerable children.
- Diversifying the toys and equipment at the Children’s Factory, and including more structured activities (e.g., theatre, dance, etc.) during the week when schools visit.

Building social capital for children and communities

- Continuing the scale-up of child-oriented initiatives that show good promise.



Play area Inside the Children’s Factory

1. Introduction

Dovetail Consulting Ltd was contracted to implement the ‘Value for Investment’ (Vfi) evaluation approach through an Urban95 grant funded by the Van Leer Foundation (the Foundation), and delivered by Ateliê Navio in Jundiaí, São Paulo, Brazil between June 2021 and December 2023. A series of online workshops were held in April and May 2023, with stakeholders from Ateliê Navio, Jundiaí Municipality and the Foundation (‘implementation partners’), to jointly develop key aspects of the methodology.

This document details the findings of the evaluation. It has five key sections. Section 1 provides background information and details the evaluation design. Sections 2 to 4 brings together the findings, including opportunities for improvement, and Section 5 the conclusion. Annex 1 details our methodology; Annex 2 describes the theory of change and theory of value creation; and Annex 3 outlines the criteria and standards for making evaluative judgments (a ‘rubric’). Annex 4 provides further detail on interviews with local principals and caregivers in Jundiaí.

Background

The Foundation’s Urban95 initiative focuses on transforming cities for the wellbeing of young children and their caregivers. It prioritizes the first five years of a child's life and asks: *‘If you could experience the city from an elevation of 95 cm – the height of a 3-year-old – what would you do differently?’* Urban95 aims to include the perspectives of children and caregivers in changes aimed at them.

At the heart of Urban95 are partnerships with cities committed to taking promising practices from pilot to scale. In March 2020, Jundiaí was invited to join the Urban95 network, which includes 27 municipalities in Brazil. With this aim in mind, the municipality initiated the ‘childhood area project’. Childhood areas are focused on the safety of children and caregivers, comprising at least:

- Equipment for children to use
- Naturalized spaces that provide contact with nature and promote outdoor play in a creative and playful way
- Design of road interventions that seek to encourage active mobility, playfulness, and prioritizing pedestrians and children.

In 2020, the Foundation provided a specific grant for Ateliê Navio to support the childhood area project by working with the municipality to drive some activities. They were expected to contribute:

- Three naturalized parks – outdoor playgrounds built with natural materials
- Three tactical urbanism projects, including monitored ‘playstreets’ – an initiative where residents can close a street for play on a regular basis
- One scenography project (design of spaces and play equipment) for ‘the Children’s Factory’, a central public space for integrating Jundiaí’s early childhood policies
- Capacity building to municipality managers and frontline workers.

The work is being implemented in three territories in Jundiaí: Vila Arens, Santa Gertrudes and Novo Horizonte. From here on, we use the term Urban95/Ateliê Navio to refer to the program of work being implemented by Ateliê Navio, not the organization itself. It also distinguishes this piece of work from the wider Urban95 initiative, as there are other Urban95 activities occurring in Jundiaí.

Value for Investment

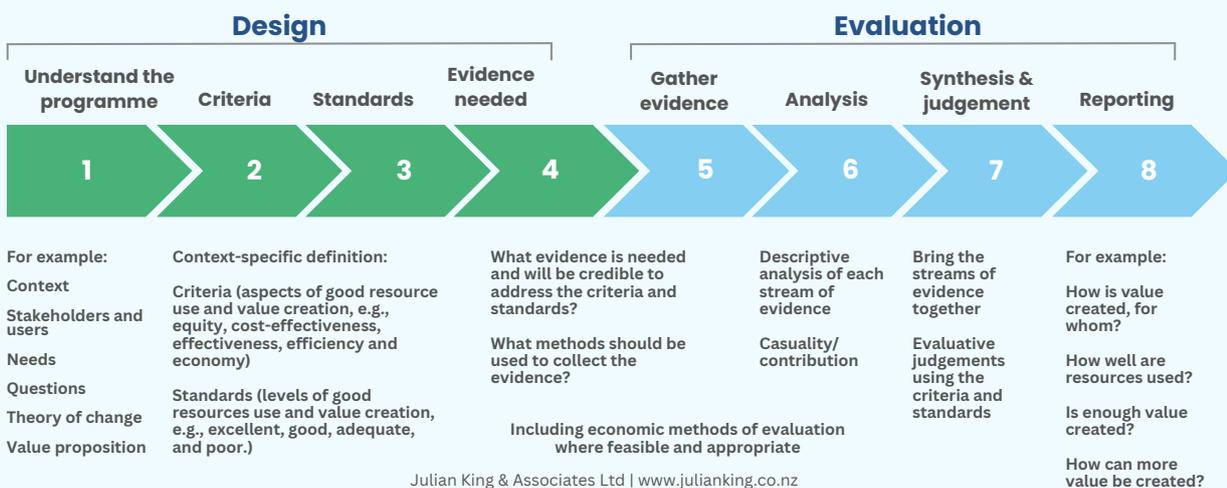
Vfi is an evaluation system used globally, designed to bring clarity to answering evaluative questions about how well resources are used, whether enough value is created, and how more value could be created from the resources invested in a policy or program.² It is underpinned by four principles:

- **Inter-disciplinary** (combining theory and practice from evaluation and economics)
- **Mixed methods** (combining quantitative and qualitative evidence)
- **Evaluative reasoning** (using explicit criteria and standards to make sense of the evidence)
- **Participatory** (giving stakeholders a voice in evaluation co-design and sense-making).

As illustrated in Figure 1, there are eight steps in the Vfi framework – four design steps, and four evaluation steps. These steps centre on building a shared understanding of the program, establishing clear criteria and standards, identifying evidence needed, followed by evidence gathering, analysis, synthesis and reporting. This framework considers the value generated by the program, including but not limited to the delivery of intended outputs and outcomes. These steps helped us:

- Define how Urban95/Ateliê Navio creates value, and for whom
- Define what good value would look like for the investment in Urban95/Ateliê Navio
- Organize evidence of performance and value
- Interpret the evidence on an agreed basis, and
- Present a clear and robust performance story.

Figure 1: Value for Investment framework



interdisciplinary | mixed methods | evaluative reasoning | participatory



² King, J. (2017). Using Economic Methods Evaluatively. *American Journal of Evaluation*, 38(1), 101-113.

Economic analysis

The evaluation did not include a social cost-benefit analysis (CBA). Social CBA requires estimating society's benefits and costs that can be attributed to Urban95/Ateliê Navio in monetary terms over the lifetime of the project. It is very challenging to assign monetary values to benefits from positive impacts on children's lives and the urban environment, and to attribute such impacts to Urban 95/Ateliê Navio as distinct from other factors (e.g., the wider work that the municipality is doing). This is partly due to the diverse and diffuse intangible impacts of such interventions and lack of robust and credible evidence about the monetary value of such social impacts. In addition, on the cost side, while the investment into Urban 95/Ateliê Navio was clear, there are opportunity costs such as use of existing resources and facilities, and conversion of urban amenities from other uses, that are difficult to value.

While the VfI approach seeks to incorporate economic analysis where feasible and appropriate, it also offers an alternative approach in cases like this, enabling us to answer value for money questions where CBA cannot be included, by using evaluative reasoning and mixed methods.

Theory of change and theory of value creation

The theory of change describes how we think a program or policy will bring about change, whereas the theory of value creation shows us what value we think the program will generate, with value being considered in its broadest sense of what matters to people about the program or initiative.

A theory of change shows how resources and inputs such as funding, staff and knowledge support the activities. It also shows how these activities create outcomes that in turn, may support wider impacts for participants, communities and society.

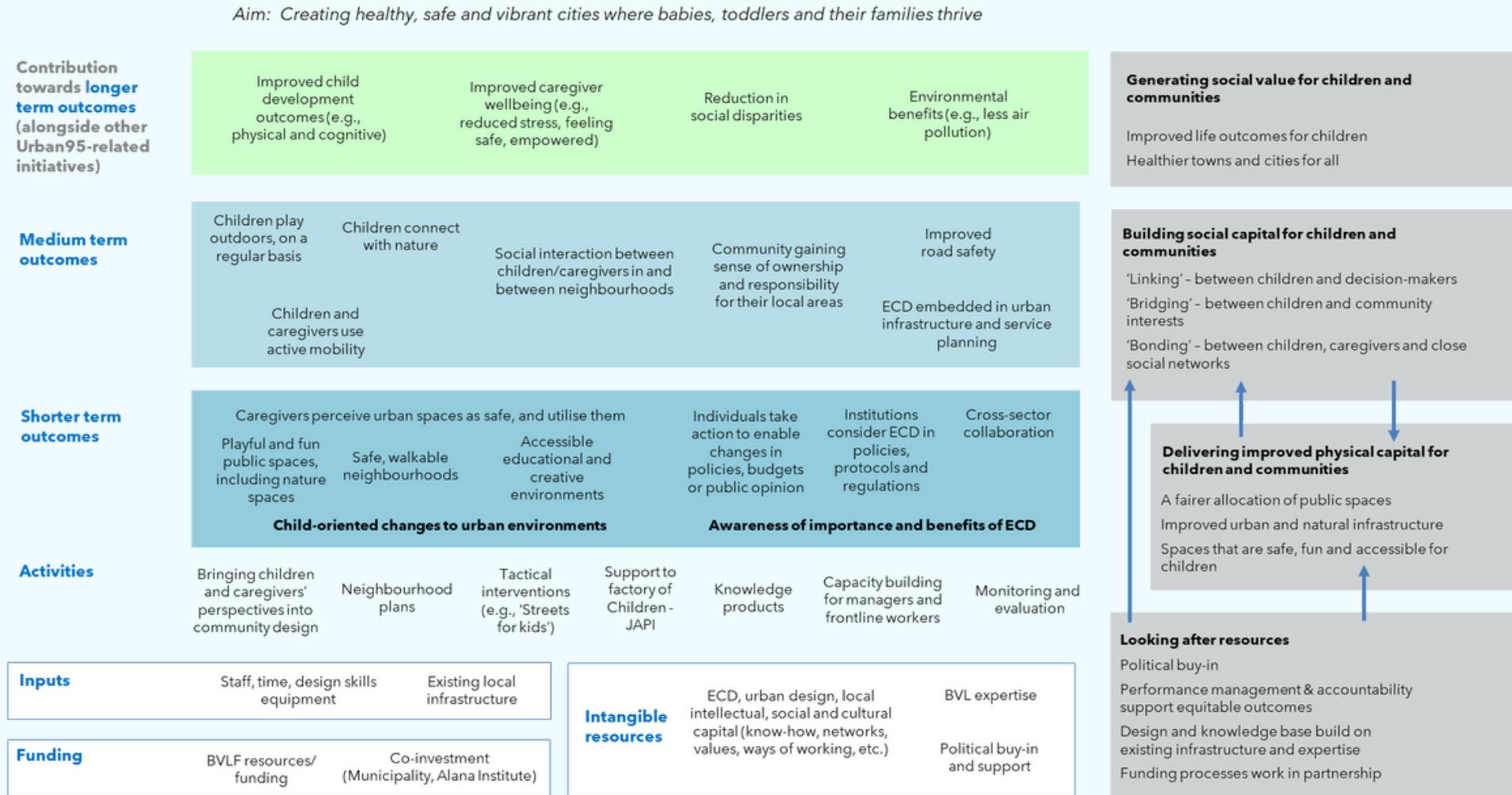
A theory of value creation draws directly from the VfI approach. It details the ways in which an intervention, program or service is intended to use resources efficiently and effectively and create sufficient value to justify the resources used (i.e., value for money).^{3,4}

The theory of change and the theory of value creation for Urban95/Ateliê Navio are summarized in Figure 2, whereas Annex 2 describes these elements in more detail.

³ King, J. (2021). Expanding theory-based evaluation: incorporating value creation in a theory of change. *Evaluation and Program Planning*

⁴ More information on theories of value creation can also be found at <https://www.julianking.co.nz/vfi/tovc/>

Figure 2: Urban95/Ateliê Navio theory of change and theory of value creation



2. What is it about Urban95/Ateliê Navio that creates value?

In this section, we briefly describe how Urban95/Ateliê Navio creates value across a broad range of stakeholder groups through the lens of the Theory of Value Creation. Please note that at the time of this evaluation, only one childhood area had been completed. As such, the majority of data relates to this area only and it was difficult to ascertain the impact of Urban 95/Ateliê Navio more widely.

Looking after resources

In 2020, the Foundation supplied a three-year grant of \$2.238.843,00 over 30 months to implement Urban95 activities in Jundiaí, with a view to supporting various child-focused urban development initiatives. This in turn contributed to leveraging a R\$20.770.000,00 investment made by the Jundiaí Municipality to these initiatives.

Overall, findings indicate that Urban95/Ateliê Navio created value because it was able to advance the municipality's vision and investment faster and more smoothly than they would have been able to do on their own. In particular, child-focused initiatives were able to be comprehensively implemented due to high political buy-in and connectivity across municipality staff and sectors. Key strengths of the investment approach included the following:

- The Foundation support recognized the city's existing political and financial investment in early childhood, including involvement in Urban95 and the Cities for Children network and policy of 'listening to children' through a 'Children's Committee'.⁵
- The grant was designed to add value to existing child-focused goals and activities in Jundiaí's master plan, better focus the municipality's investment and to do what the municipality could not do, or not do alone.
- The investment built on previous work between implementation partners, with existing relationships, knowledge and momentum enabling work to proceed quickly and smoothly.

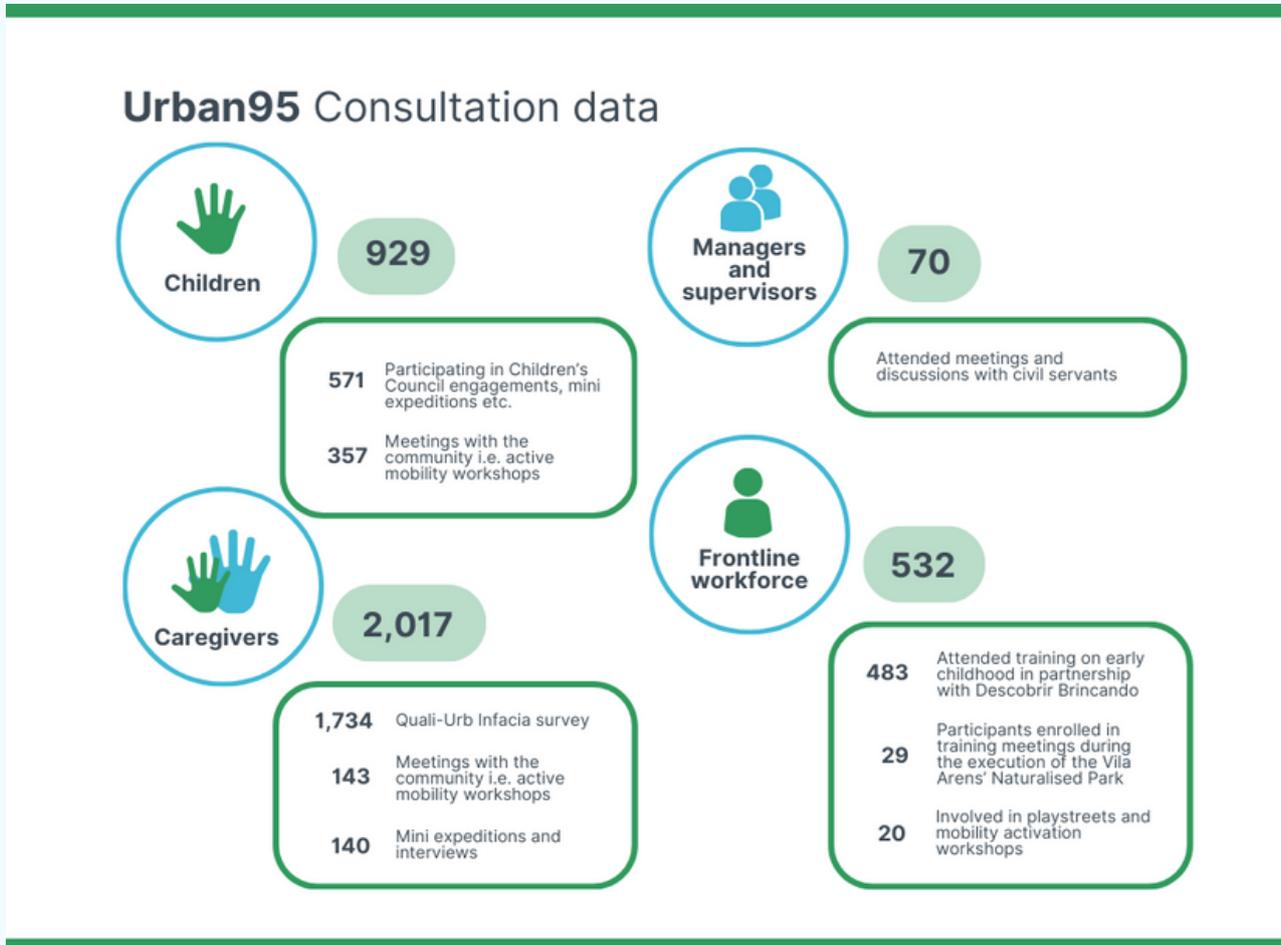
Value was generated through making good use of municipality resources, infrastructure, and processes; and fostering strong political buy-in across municipality staff, sectors and decision makers to consider early childhood development in the design and implementation of urban planning and community engagement activities. This has been indicated by Urban95/Ateliê Navio:

- Contributing to a derelict building being re-purposed as a central public space for integrating Jundiaí's early childhood policies
- Making good use of established processes to drive the work, such as the Children's Committee and the municipality's Intersectoral Technical Group for Child-Related Policies (the 'intersectoral technical group')
- Refining, actively promoting and testing an existing municipality law to support citizens to seek, create and organize streets for play as a critical part of tactical interventions for the city ('playstreets').

⁵ A group of children who meet regularly to discuss their needs and experiences as urban residents.

Further, Urban95/Ateliê created value by undertaking a high level of community and staff consultation, which the municipality did not have the capacity or capability to do. A summary of consultation activity data as at July 2023 is included in Figure 3.

Figure 3: Overview of community and staff consultation data



As indicated in Figure 3 above, under the initiative 532 municipality staff and 70 managerial personnel across various sectors participated in early childhood development workshops – a signal by the municipality of the importance and potential of early childhood development, and its place in urban design and community engagement. Follow up engagements with attendees revealed that these training sessions were valuable in many ways:

- Interviews indicate that municipality staff feel empowered to develop and implement meaningful early childhood development initiatives for their communities, and early childhood development is considered in all aspects of municipality planning and funding processes.
- In a survey of municipality staff, nearly 90% felt as though they have the sufficient knowledge and resources to consider early childhood development in decision-making, processes compared to 45% before trainings.

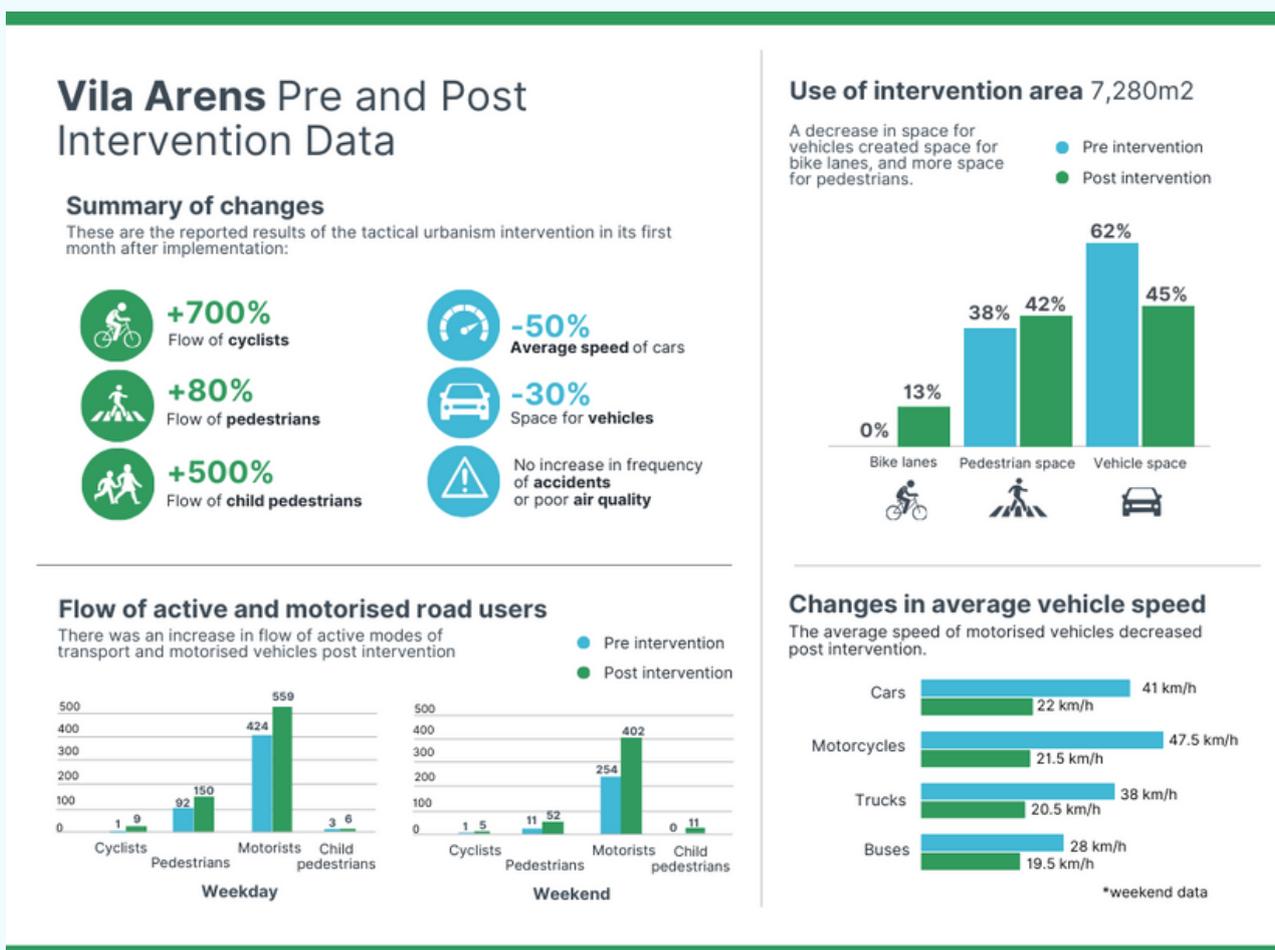
Delivering improved physical capital for children and communities

This level of the theory of value creation explores the value from redesigning physical public spaces and resources to encourage equity, particularly for young children and their caregivers. Evidence indicates that Urban95/Ateliê Navio generated this value by:

- Meaningfully engaging children in the design of new urban spaces and alongside the voices of a diverse range of stakeholders in consultation processes, through community listening activities and surveys.
- Reclaiming and appropriating public spaces for the use of communities, including those that are considered vulnerable or underserved, maximizing the balanced use of urban and natural infrastructure.
- Exposing children to more natural spaces in urban environments, and in doing so fostering a sense of value and connection between children and natural landscapes.
- Contributing to more spaces being allocated for children to play freely and safely, with opportunities for their caregivers to be actively involved in their children’s development.

Pre and post monitoring data of activity in the neighborhood of Vila Arens where work is complete (noting that work is still underway in two other neighborhoods) reveals promising early findings and strong signals of value where public spaces have been reclaimed for the use of the community and active modes of transport. Data indicates that the work delivers on a range of intended outcomes, including area utilization, pedestrian flows and speed management (Figure 4).

Figure 4: Vila Arens pre and post intervention data

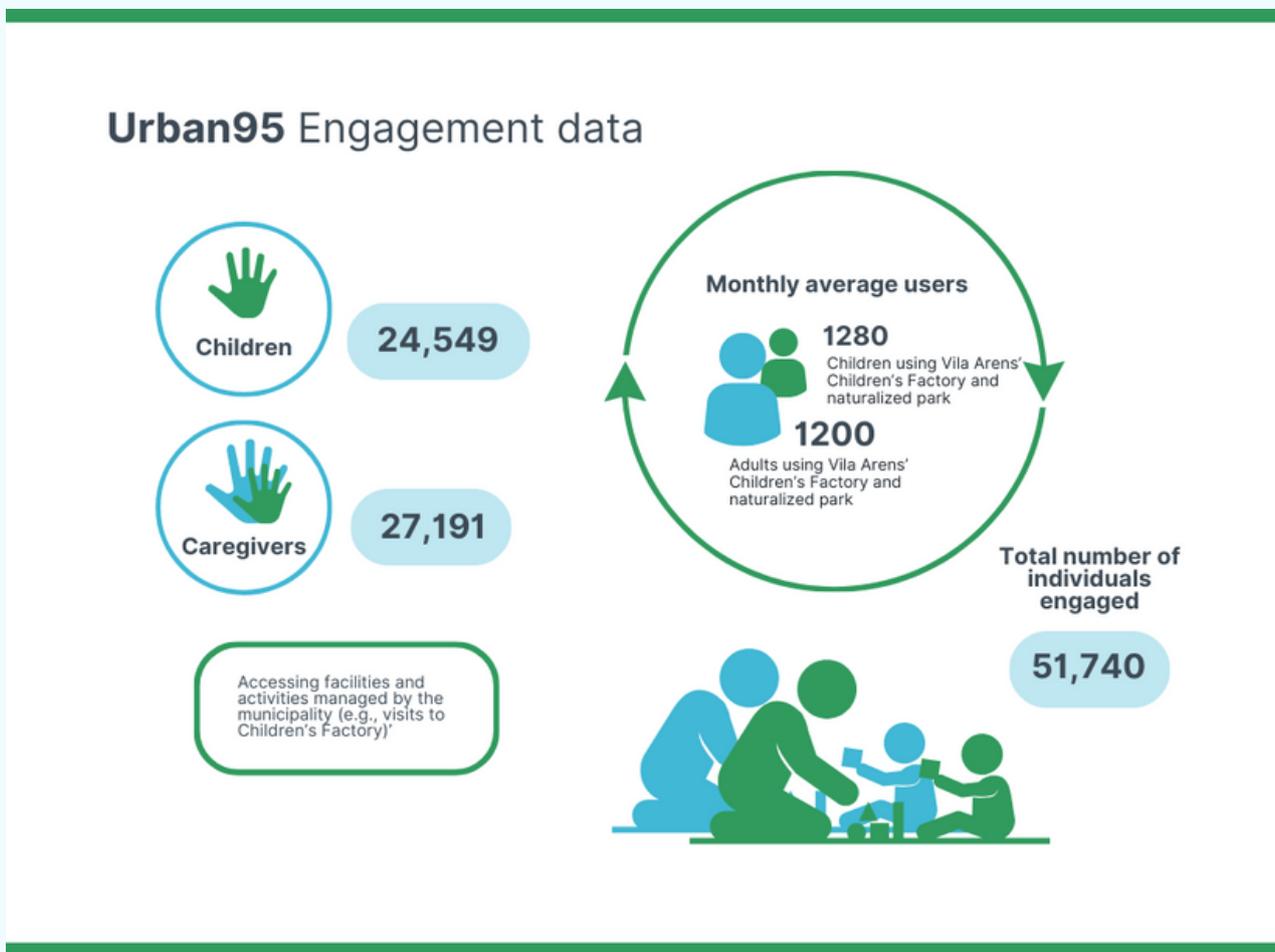


Building social capital for children and communities

Value is generated by 'linking' children with decision makers, 'bridging' their needs with wider community interests and 'bonding' children with their caregivers and social networks. This was signaled by:

- Findings from a range of sources highlight that children and their families have contributed to policy making and have had their say with regard to the spaces in which they live.
- Caregivers have new ways to connect with their children and engage them in play, and this contributes to children's development of cognitive, motor and sensory skills.
- Interviews with families show support for the changes made, and these align with building a sense of belonging to their neighborhoods; interviews with municipality staff and document review indicates children's views are represented in decision making from early stages of design and development.
- The urban environment reflects the perspectives and needs of a diverse range of stakeholders and is helping to change public perceptions of the value of building a 'child friendly city' with benefits for all.
- Indications that children and their families make good use of child-friendly urban developments that provide opportunities for play and connecting with others (see Figure 5).

Figure 5: Vila Arens' Children's Factory access data (as at July 2023)



Generating social value for children and communities

At the top level of the theory of value creation, if value is generated by building social capital, Urban95/Ateliê Navio may in turn generate social value. This manifests as improved life outcomes for children and healthy neighborhoods for all.

While it is too soon to determine social value generated by Urban95/Ateliê Navio, the changes that have been made to the urban environment are widely seen to be child friendly and support early childhood development, consistent with the theory of value creation:

- Municipality staff are demonstrating a new way of thinking about urban design, and show leadership in child-focused urban development, garnering international recognition.
- Urban95/Ateliê Navio have developed a platform for collaborative work across the municipality as well as intersectoral work.
- There are good foundations in place for more equitable delivery of child friendly initiatives and the evidence available suggests that Jundiaí is implementing changes that contribute to healthier towns and cities for all.
- There are some very early signals of improvements in air quality, although these will need further monitoring to ensure these improvements are being sustained.
- Jundiaí is acknowledged by the Foundation as an exemplar or 'lighthouse project' showcasing a child friendly city, and could act as a catalyst among other cities for more development in this space.



Innovative street designs in Jundiaí

3. To what extent does Urban95/Ateliê Navio create enough value, for what it seeks to achieve?

The previous section explored the types of value emerging from Urban95/Ateliê Navio. This section builds on the previous by exploring in more depth the creation of value by Urban95/Ateliê Navio, by reviewing the program delivery against the evaluation criteria. Table 1 details the value creation domains and their accompanying criteria, which are explored in turn.

Table 1: Vfl value criteria

Looking after resources	Delivering improved physical capital for children and communities	Building social capital for children and communities
Design and knowledge base	A fairer allocation of public spaces	‘Linking’ –between children and decision makers
Funding processes	Improved urban and natural infrastructure	‘Bridging’ – between children and community interests
Political buy-in		
Performance management and accountability	Spaces that are safe, fun and accessible	‘Bonding’ between children, caregivers and close social networks

Looking after resources

Design and knowledge base

Table 2: Design and knowledge base criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
Design and knowledge base	Innovative approaches and design principles. Supporting other initiatives.	Excellent
	Consideration and use of local knowledge and resources.	Excellent
	Consultation with, and advocacy for, children and caregivers.	Excellent

Urban95/Ateliê Navio **adopted innovative approaches and design principles that prioritized the needs and wellbeing of children and communities, and supported learning and development in other similar initiatives.** Innovation was evident in the focus on children and caregivers in all approaches, such as centering design principles on early childhood concepts, and interactive and inclusive engagement processes that sought to understand children and caregivers’ experiences and visions of their urban environment. Accumulative learning was shared with the wider Urban95 program and other local and municipality-led initiatives.

Urban95/Ateliê Navio also **used local knowledge and resources in project design and implementation, and drew on learning from similar initiatives.** In particular, they sought knowledge from residents and municipality personnel, utilized and built on existing municipality

owned infrastructure and resources and designed childhood areas around existing or future municipality-planned buildings or spaces. In Vila Arens, Urban95/Ateliê Navio supported re-developing a derelict building that the municipality wanted to use for childhood policy integration.

The space was designed for the child to develop, to play with natural elements, with playfulness. This is wonderful because the child comes here and is enchanted with everything, with the color. (Caregiver)

Learning was drawn from various contexts, including from the Foundation, the municipality and concurrent collaborations with other organizations with child-focused initiatives.

Urban95/Ateliê Navio **designed in consultation with children and caregivers, and successfully advocated for child-friendly local urban policies and resources.** There was depth and breadth to consultation processes, which included surveys, interviews and interactive engagement – such as walking expeditions, and catered for different age groups (e.g., game-type activities to suit children).

Advocacy occurred largely through training for municipality workers and managers. The training has been effective in influencing people’s thinking around infrastructure development and planning, how early childhood development can play a role in this, and how departments not traditionally involved in early childhood can contribute. Urban95/Ateliê Navio also advocated for early childhood at the national level (e.g., in other cities) and through the Foundation’s international network.

Funding processes

Table 3: Funding processes criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
Funding processes	Funding contribution to effective establishment	Pathway to excellence
	Municipality investment	Pathway to excellence
	Accountability processes and monitoring of efficiency and equity	Pathway to excellence

The **Foundation funding gave support** to Urban95/Ateliê Navio **to establish operations effectively to achieve child-oriented changes to Jundiaí’s urban environment.** The funding was considered sufficient for the scope and scale of the work, with the exception of some comments that developing naturalized parks could have benefited from a larger budget. However, non-monetary factors also played an important role in effective establishment, including the ability to build on existing relationships, processes, knowledge and momentum. Evidence indicates that the Foundation and Urban95/Ateliê Navio supported and influenced the municipality regarding their ongoing commitment to child-oriented changes and helped speed up the implementation of related policies and interventions in the city.

This partnership is gold for us. The ability to execute projects in a reasonable timeframe is wonderful. We would have spent 10 years working on the intervention at the factory, in the naturalized park in the Novo Horizonte region, if it weren't for the work of Ateliê-Navio. (Municipality interviewee).

There was a partnership of resources in establishing childhood areas and the municipality continues to prioritize and invest in the scale and sustainability of similar initiatives. For instance, the municipality provided the building for the Children's Factory and covered the re-development costs, while Urban95/Ateliê Navio led the design and community engagement. The municipality's continued prioritization and investment in early childhood is evidenced through a specific, intersectoral, childhood policy budget, and a more strategic 10-year early childhood plan directly linked to the pluri-annual budget which runs through to the end of 2025. However, there is no guarantee investment will continue if another government is elected (as is true of any municipality). Urban95/Ateliê Navio worked closely with the municipality to systemize a methodology that would be easy to replicate, and feedback indicates this has been effective. However, a challenge remains for the municipality to bid or scale up projects that have no easy reference in terms of cost and scope, such as naturalized parks versus standard playgrounds.

Effective resource management and decision making, including accountability processes, were in place, but efficiency and equity could be more actively monitored. Resources were strategically allocated to tasks and activities that the municipality did not have the skills or capacity to undertake, ensuring they filled gaps and enabled progress in the municipality's wider investment. A monitoring framework was in place and regular meetings, progress reports and external audits were used to ensure accountability. Resource management processes considered both efficiency and equity, such as with the selection of neighborhoods based on socioeconomic status. In one example, the choice of a neighborhood was changed because of the extent of crime risk in the area, and resources were considered to be better invested elsewhere. However, efficiency and equity did not appear to be actively monitored throughout the grant's duration. Decision-making worked well and was shared between the three partners. A key learning was that balanced ownership is key for smooth and effective collaboration, and to ensure all parties achieve their strategic goals.

Political buy-in

Table 4: Political buy-in criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
Political buy-in	Mayor, City Hall and local representatives support and advocacy for Urban95/Ateliê Navio	Pathway to excellence
	Involvement by local government departments	Excellent
	Intersectoral engagement and collaboration	Just good enough

The Mayor and City Hall supported Urban95/Ateliê but there is an opportunity for building more widespread buy-in amongst city councilors. We were told the mayor was willing to risk his political capital and reputation to advance the work of Urban95/Ateliê Navio, and that City Hall supported the work. A key opportunity was seen to lie in gaining more buy-in from city councilors, some of whom had opposed aspects of the Vila Arens' childhood area in support of constituents who were afraid of losing business as a result of reduced car parking. It was acknowledged that city councilors could have been better engaged with, and more inclusive processes were being used in the other areas.

All relevant local government departments involved in early childhood improvement were engaged in Urban95/Ateliê Navio. Primarily, this occurred through the intersectoral technical group, which includes relevant departments such as education and health. Urban95/Ateliê Navio had to work hard to gain buy-in from departments not traditionally involved in early childhood, and although support had grown it was described as inconsistent due to competing priorities. The public servant training was cited as a key enabler for wider buy-in, and stakeholders identified an opportunity to do more of this to increase understanding about child-friendly urban design across all departments.

Intersectoral engagement occurred in Urban95/Ateliê Navio outside of local government, but sustained collaboration and partnerships were yet to emerge. In particular, schools served as spaces for training, community engagement and activity. Engagement with local traders also increased over time. Urban95/Ateliê Navio supported the national and international Urban95 network, as well as Jundiaí’s participation in networks of cities that support early childhood. They also collaborated with like-minded organizations, such as the Alana Institute. More widespread and sustained engagement, collaboration and partnerships outside of local government however were less evident. Feedback indicated that private schools and supermarkets were beginning to show an interest in participating in child-oriented interventions. Although this engagement was with the municipality and their larger agenda, Urban95/Ateliê Navio were seen to have contributed to this.

Performance management and accountability

Table 5: Performance management and accountability criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
Performance management and accountability	Monitoring and evaluation processes	Pathway to excellence
	Use of learning along the way	Pathway to excellence

Solid monitoring and evaluation processes were in place to support ongoing improvement and adaptation, but these could be strengthened to better understand impact. Monitoring and evaluation was referred to as a key implementation activity and was well defined in program documentation. The methodology included pre- and post-diagnosis of childhood areas as impact assessment, but indicators were limited to street utilization and environmental aspects (e.g., vehicle speed, air quality). The methodology could be strengthened by including indicators that provide insight into usage and the difference changes make for users and communities. Further, post-intervention data collection took place only two months after completion and continued monitoring was not part of the grant, which limited the ability to understand longer-term impacts and sustainability.⁶ We understand that the municipality monitors usage, but it was unclear whether the data was used and provides insight into impact. Feedback suggests more can be done with the data to benefit early childhood development in the city.

Learning has supported ongoing development and informed municipality public initiatives and policies in early childhood development. In particular, Urban95/Ateliê Navio changed, adapted and refined their approaches based on what they learnt in the implementation of the first

⁶ We understand that there may have been some qualitative post-implementation evaluation activities towards the end of 2023, but we had not seen the processes or results from these at the time of writing

childhood area. Learning was well-documented and shared in various ways and had started to influence practice within the municipality – including the strategic 10-year early childhood plan. Going forward, the work is expected to inform 51 neighborhood plans. Meanwhile, change had been observed in attitudes amongst municipality personnel and consequently, how new initiatives are approached.

An identified opportunity was to have more intentional learning moments between implementation partners – to not only rely on reports but to meet more regularly to discuss and debate learning and findings.

Delivering improved physical capital for children and communities

Improved urban and natural infrastructure and fairer allocation of public spaces

Table 6: A fairer allocation of public spaces criteria assessment

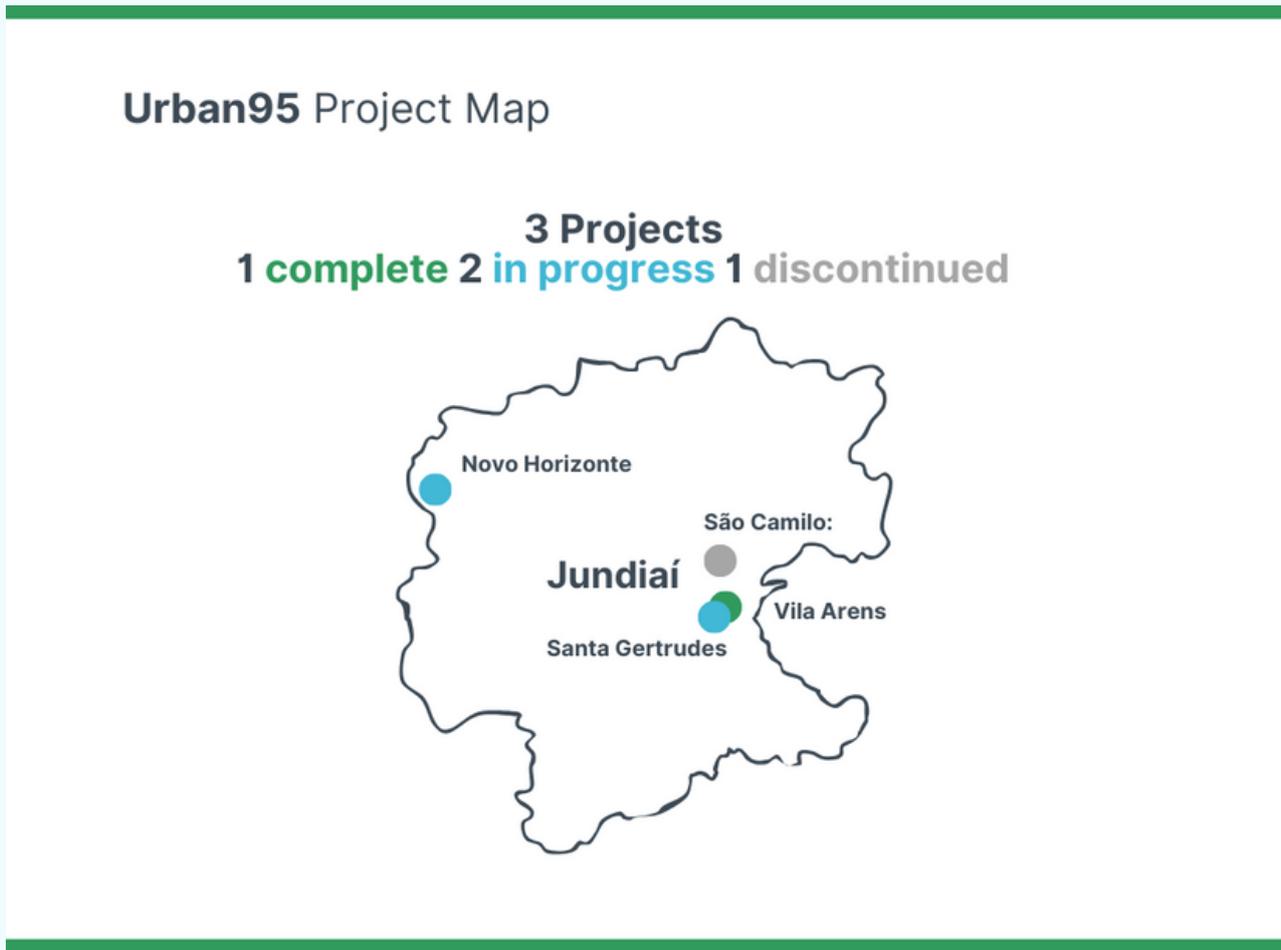
Vfl criteria	Sub-criteria	Evaluative judgement
A fairer allocation of public spaces	Establishment of childhood areas, including naturalized parks	Pathway to excellence
	Access for vulnerable populations	Pathway to excellence

The Urban95/Ateliê Navio grant covered establishing three childhood areas, including naturalized parks. At the time of writing, **one childhood area was complete while two others, in areas of vulnerability, were in different stages of development** (Figure 6).⁷ Delays were largely related to Covid-19 disruptions, and a change in area selection. **A strategic and intentional approach was used to ensure that vulnerable populations have access to Urban95/Ateliê Navio activities.** This included but was not limited to: prioritizing and purposely selecting areas with vulnerability to work in; assessing socio-economic status of families in the area; choosing locations that are easy for people to access; making activities free; and facilitating access for schools through a municipality bus service.

The excellent level of this criteria requires activities to be equitable, non-discriminatory, and inclusive. Although evidence points to efforts to ensure this, it was not possible to ascertain to what extent.

⁷ We note that these may have been progressed to completion during the time of writing this report.

Figure 6: Project map



Spaces that are safe, fun and accessible

Table 7: Spaces that are safe, fun and accessible criteria assessment

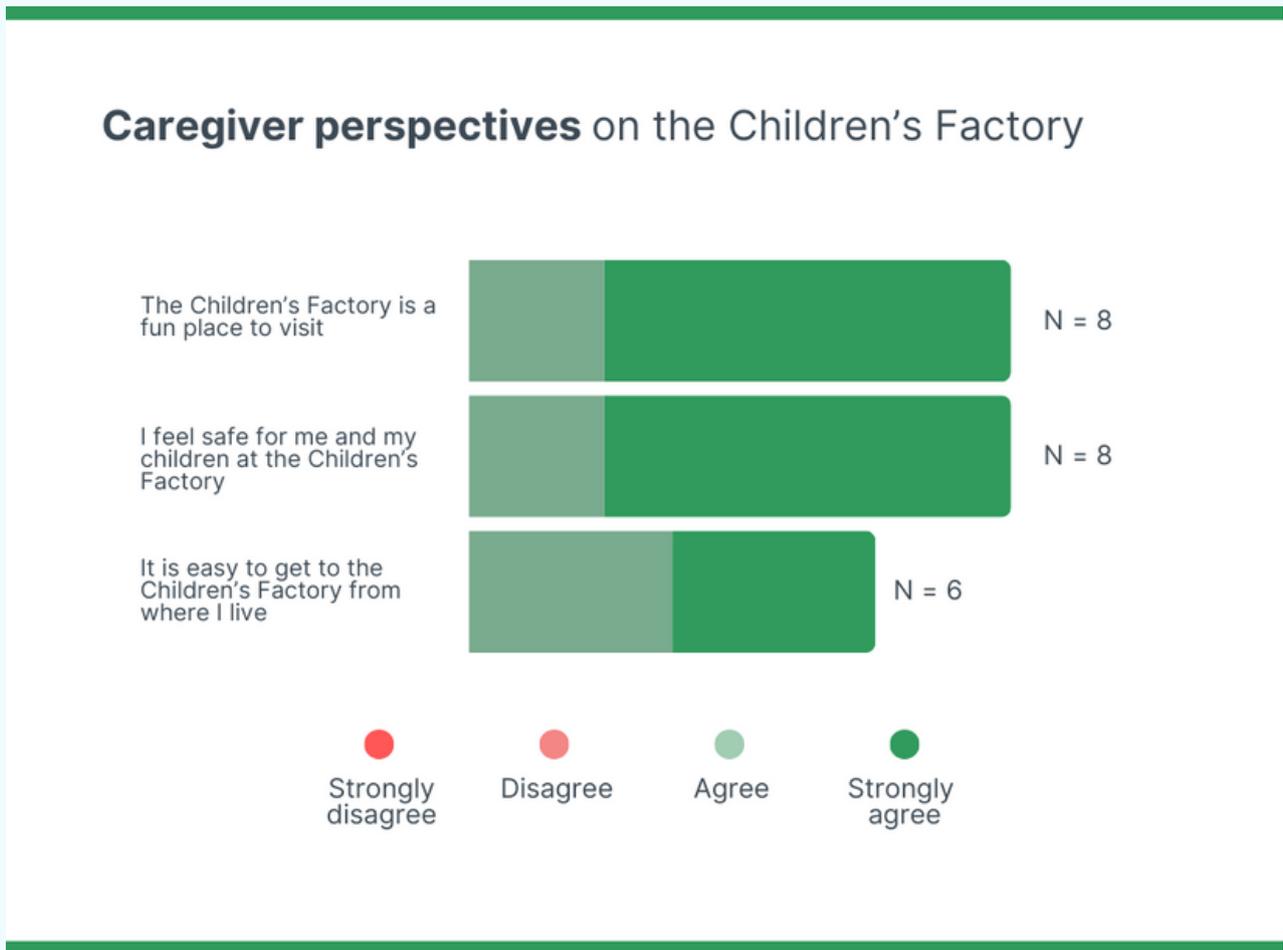
Vfl criteria	Sub-criteria	Evaluative judgement
Spaces that are safe, fun and accessible.	Spaces developed are considered safe, fun and accessible	Pathway to excellence
	Implementation of playstreets	Pathway to excellence
	Educative opportunities through bike lanes	Just good enough

As illustrated in Figure 7, **the Vila Arens’ Children’s Factory was considered safe, fun and easy to get to by caregivers.**⁸ They liked the diversity of spaces for the children to play in, the indoor versus outdoor, calm versus active areas, and the colors and materials used. Local school principals agreed and our own observations from visiting the Children’s Factory aligned with this feedback.

... all [these] different spaces [...] They lead the child to create, to imagine, to develop even physically. (School principal)

⁸ As the other areas were still being established, we were unable to assess whether this applied to them also.

Figure 7: Caregiver perspectives on the Children’s Factory

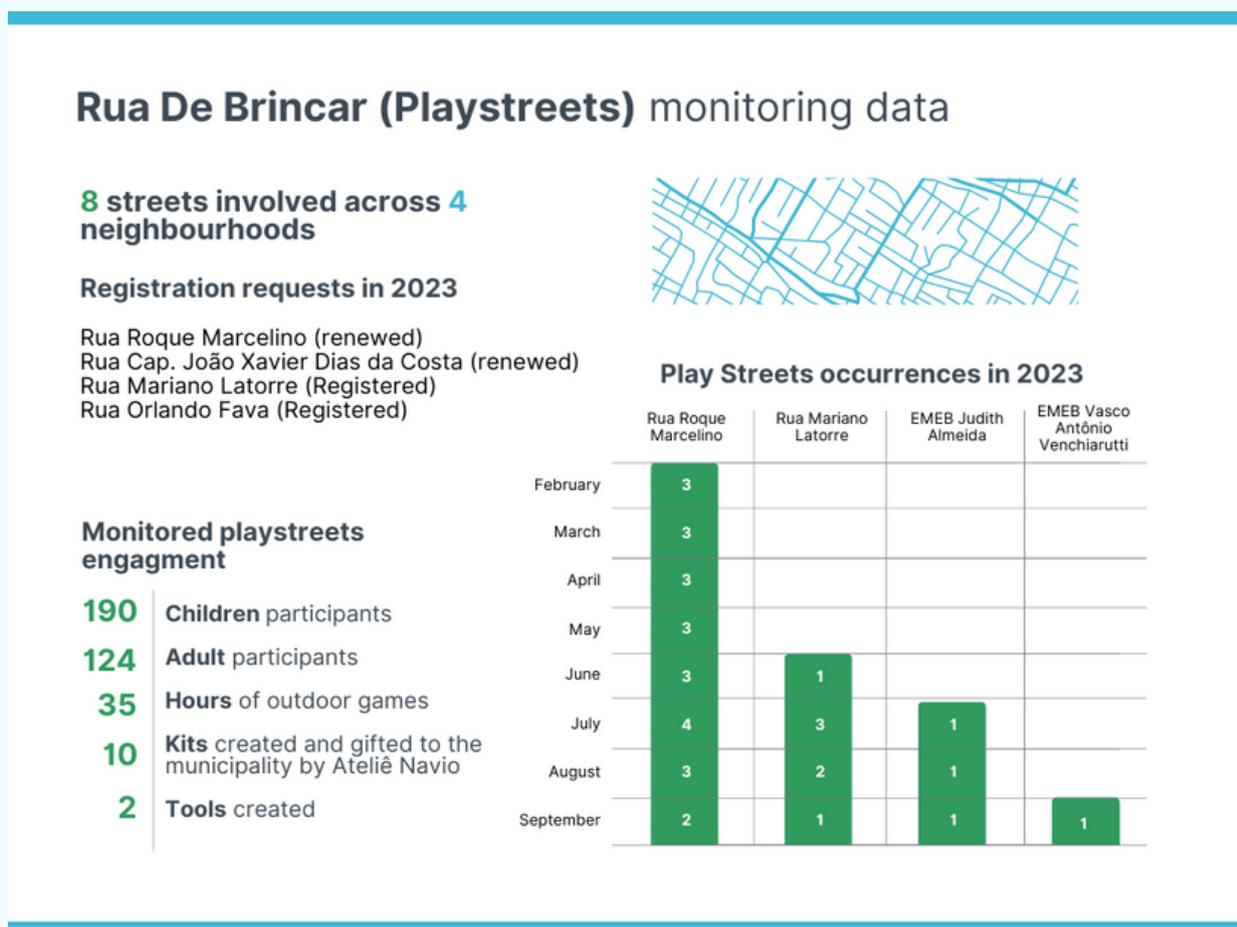


Although caregivers said they felt safe in the Children’s Factory, some noted that the area surrounding it is still busy, and that it does not necessarily feel safe. There were contrasting views about ease of parking, but this may reflect that people visit during different times of the day/week. Principals indicated that access was made easy for schools by the municipality buses, and for schools close enough to walk, by municipality traffic guards who can accompany them. Some aspects of safety and accessibility could be improved, including how buses access the area and making the streets easier to navigate for people with prams or wheelchairs. Caregiver feedback also indicates that there may still be families for whom access to the Children’s Factory is difficult.

There is inconclusive evidence as to whether the childhood area in Vila Arens has supported safer active mobility. Although vehicle speeds have decreased and the number of cyclists and pedestrians have slightly increased, motorized road users have also increased and there is no significant reduction in accidents (see Figure 4, Section 3).

Although the Covid 19 pandemic slowed momentum, **playstreets were implemented as expected, across different neighborhoods. Some are now community-led and are being sustained over time.** Figure 8 presents monitoring data to illustrate this. Overall, eight streets had been involved at the time of this report across four different neighborhoods. Municipality personnel were confident that registrations and activations would continue to grow.

Figure 8: Playstreet data



Bike lanes provide opportunities for mobility education, but to date these have been small in scale and scope. Almost one kilometer of bike lanes were built around the childhood area in Vila Arens, and two sustainable mobility workshops were held there with 168 children and caregivers.⁹ Some children learnt to ride bikes (n=5) and for those who already knew how to, received tips for how to ride better and more safely (n=14). The municipality plans to build more bike lanes in the city and Vila Arens has **provided learning for future development.** A key learning is that a connected network of bike lanes is necessary to be functional. We were told that Urban95/Ateliê Navio has contributed to increased demand for bike lanes and added momentum to the municipality’s work in this space.

Building social capital for children and communities

‘Linking’ –between children and decision makers

Table 8: ‘Linking’ criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
‘Linking’ –between children and decision makers	Children’s voices are heard	Excellent
	Children’s participation in design and development	Excellent

⁹ We understand that similar workshops were held in São Camilo, but we did not see any data relating to these.

Children’s voices were heard in a range of ways and at all stages of design and development, and these processes had the support of the municipality. Methods for eliciting thoughts and ideas from children were wide ranging and reports indicated that 571 children had been engaged with through these up until July 2023. This indicates that **children’s right to participate in design and development was acknowledged.** Their ideas and thoughts were well documented in various reports, and feedback indicates these were incorporated in final designs of the childhood areas.

It's very cool to see how the children have brought ideas and how it has been heard. Where [else] do you see this? (Caregiver)

‘Bridging’ – between children and community interests

Table 9: 'Bridging' criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
‘Bridging’ – between children and community interests	Children and caregivers’ involvement in community activities and sense of responsibility of the public space	Pathway to excellence

Opportunities have been created for children and caregivers to take part in community activities, and these have been well attended. Data indicates that nearly 930 and 2020 children and caregivers respectively had taken part in Urban95/Ateliê Navio activities by the end of July 2023 (Figure3). Meanwhile, over 25,000 children and 27,000 caregivers had participated in related activities managed by the municipality (e.g., visiting the Children’s Factory; Figure 5). Caregivers said they go to the Children’s Factory often and take part in a range of organized events there.

So, I notice that in recent years it has become easier for me to take my daughter to open and public spaces where she can play. (Caregiver)

There is also emerging evidence that **caregivers are getting involved in organizing and promoting activities.** The four active playstreets are run without municipal involvement. Some caregivers (n=6) had been part of running playstreets through their child’s school and said support and involvement from parents were strong. One caregiver organized fortnightly playstreets in her own neighborhood, and said residents, particularly older ones, were keen to be involved. Meanwhile, children help promote the event.

Wow, they [the children] are super excited, and when they talk, they spread it all over the street. They say, we're going to have the Ruas de Brincar project, again for us to play in the street, come and play! (Caregiver)

The excellent level of this criterion requires that children and caregivers feel responsible for the new public space. We could not ascertain whether this had occurred in Vila Arens but were told it is unlikely to occur there because people visit from other parts of the city. A sense of responsibility may be more noticeable in the other two childhood areas as they will be part of a community that people live in. However, feedback indicates that caregivers are prouder of Jundiaí because of the child-oriented changes occurring in the city.

'Bonding' between children, caregivers and close social networks

Table 10: 'Bonding' criteria assessment

Vfl criteria	Sub-criteria	Evaluative judgement
'Bonding' between children, caregivers and close social networks	Children and caregivers' make use of public spaces and interact and connect with family and social networks	Pathway to excellence

Urban95/Ateliê Navio **supported a range of child-oriented changes to the urban environment.** These **allowed children and caregivers to make use of public spaces and provided opportunities to interact and connect with family and social networks.** The work has contributed to playful, inviting, safe, educational and accessible public spaces that have been well used by children, caregivers and schools. Playstreets, albeit still at a small scale, illustrate appropriation of public spaces. Caregivers felt confident to let their children play freely. In the past, they had been held back by concerns around safety. Overall, changes have provided opportunities for residents to connect, for more meaningful interaction and connection between caregivers and children and for children and caregivers to interact with others. Connections between caregivers and municipality staff were also emerging.

Generating social value for children and communities

Although this level of the theory of value creation was not explored through the rubrics, as it was too soon to assess impact at this level, feedback from caregivers and principals provided early insight into how the work by Urban95/Ateliê Navio contributed to generating social value. Key themes that emerged, in relation to the Children's Factory and playstreets, were:

- Children are **learning to self-direct their play, how to engage and interact with others, and to observe and learn from others.** Meanwhile, caregivers spoke of learning to connect and play with their children, and of gaining more confidence to allow them to play independently.
- **Children are developing important skills.** All caregivers who were asked (n=6), strongly agreed that 'the Children's Factory supports the development of my children in a positive way'. Children were seen to develop autonomy, creativity and curiosity through opportunities to play independently in a safe space and with equipment and materials they may not otherwise be exposed to. The opportunities for different type of experiences were also seen to contribute to sensory, cognitive and motor skills.
- **Teachers and principals are bringing new ideas back to school.** The use of different and more natural materials rather than premade toys, sensory aspects of the equipment and more nature play has inspired changes in schools.
- **There is a sense of security.** The Children's Factory and playstreets have provided opportunities for children to participate in play and activities in safe ways. Caregivers referred to a 'rescuing of their childhood'- bringing back ways to play that have been lost.
- **Activities take children away from devices.** Caregivers spoke of children's reliance on devices and screens and found that the activities and spaces created by Urban95/Ateliê Navio and the municipality provided opportunities to do other things.

Overall, these outcomes were considered to contribute positively to children's development.



Entrance of the Children's Factory



The main street outside the Children's Factory



Natural area outside the Children's Factory

4. Are there opportunities to do anything new or differently to create more value?

In this section, we outline some opportunities to create additional value from the Foundation's investment. These are drawn from our data analysis, or have been suggested directly by stakeholders.

Looking after resources

Opportunities for doing things differently in regard to looking after resources centered on:

- Involving more diverse groups, including local traders and councilors, in design and implementation. Early, comprehensive involvement fosters buy-in and prevents opposition. Lessons to date underscore the value of inclusive engagement.
- Reviewing funding for naturalized parks, as these required more resource than expected. Natural parks contribute to community well-being and increased funding may support more impactful and sustainable development.
- Considering extending training on child-focused urban development to a broader range of municipality personnel. This may expedite progress across a wider range of areas.
- Ensuring sustained and ongoing partnerships, within the municipality, but also externally to ensure different efforts are connected and mutually beneficial.
- Facilitating intentional learning points throughout the grant period, including real-time discussion and debate on learning, challenges and barriers, for improved understanding of issues and to support shared problem solving.
- Considering ways of ending the grant that are conducive to maintaining momentum and retaining valuable skills and knowledge. This may involve a phased transition, with reduced advisory support.

A critical opportunity also lies in enhancing the evaluation and monitoring processes. We suggest an *evaluative* monitoring approach that provides a more nuanced understanding of usage. This involves identifying who accesses changes and who doesn't, the reasons behind engagement, and the impact on users and communities. It can facilitate informed decision-making, adaptive strategies, and a deeper understanding of long-term impacts. It also serves as a tool to monitor efficiency and equity, identifying both beneficiaries and those potentially left unaffected. Key components may include:

- Being clear about short to long-term outcomes and developing indicators against these.
- Focusing on fewer indicators and gleaning more depth into these.
- Going beyond numbers and including more qualitative data.
- Monitoring beyond the grant, to understand longer-term impacts.
- Using rubrics as an opportunity to engage with stakeholders about the evidence.¹⁰

Delivering improved physical capital for children and communities

Things that could be done differently regarding improved physical capital include:

¹⁰ The rubrics developed as part of this evaluation could be used as a starting point for this.

- Considering the functionality of bike lanes in their design and implementation. Any bike lanes should connect to a wider network or a meaningful destination.
- Considering how to overcome issues that may hinder progress in more vulnerable areas, such as violence and political tension.
- Exploring ways to further improve access to the Children’s Factory for children from low socio-economic families, and for those with compromised mobility.
- Diversifying the toys and equipment at the Children’s Factory, and including more structured activities (e.g., theatre, dance, etc.) during the week when schools visit.

Building social capital for children and communities

Emerging evidence indicates that Urban95/Ateliê Navio contributes to building social capital for children and communities. Expanding the development of such initiatives, tailored to local needs and opportunities, may therefore contribute to positive impact on a larger scale.



Innovative street designs in Jundiaí

5. Conclusions

This evaluation highlights the importance of understanding value from a range of dimensions, that relate directly to the program under review. The detailed rubrics developed in collaboration with implementation partners allowed transparency for evaluative judgments and enabled critical reflection against data to assess the extent to which value was generated by Urban95/Ateliê Navio.

Even without an economic analysis, from multiple perspectives, the evaluation shows that Urban95/Ateliê Navio delivered good value from the Foundation's investment, in relation to what it sought to achieve. There was flexible and innovative use of existing resources and new investment and a fostering of collaborative activity within and outside of Jundiaí Municipality. Jundiaí is now an acknowledged international leader in this arena and provides an important learning platform for others to emulate.

The municipality and political leadership had pivotal roles in grasping the opportunity presented by Urban95 and to build buy-in for child-oriented development across its organization. Similarly, Ateliê Navio played a key role in leading engagement, design and testing innovative approaches. Together, these partners made good use of new investment, existing resources and policy levers to advance both the Foundation and the municipality's vision of Jundiaí as a child-friendly city.

Physical changes to parts of Jundiaí, and the engagement process itself can be seen to build social capital for children and families across the dimensions of bonding (with close family and friends), bridging (more widely within a community), and linking (between children and policymakers). This is consistent with the intention of Urban95 to deliver social value to children and communities.

The evaluation findings indicate that in the future, further value may be obtained from ensuring sustained and ongoing internal and external partnerships; developing monitoring and evaluation toward equity of delivery and outcomes; and building intentional learning points, to support ongoing refinement and improvement.

Finally, the question remains of how momentum for a child-friendly Jundiaí will be sustained, to ensure that the gains made survive any shifts in funding and future administrative changes.

Annex 1: Methods

Key Evaluation Questions

Key Evaluation Questions (KEQs) provided the big questions for an evaluation, and a structure for reporting. Answering the KEQs enables ‘testing’ of the theory of change and theory of value creation, and identifying what could be improved. Three KEQs were developed with implementation partners:

KEQ1: What is it about Urban95/Ateliê Navio that creates value?

KEQ2: To what extent does Urban95/Ateliê Navio create enough value, for what it seeks to achieve?

KEQ3: Are there opportunities to do anything new or differently to create more value?

Rubrics

Rubrics (Annex 3) provide a transparent way of making evaluative judgements, by explicitly identifying how well a program is expected to perform against key criteria (aspects of performance) and standards (levels of performance). Rubrics provide a way of presenting agreed definitions of quality and value at different levels of development. They make explicit the basis on which evaluative judgements will be made, and facilitate clarity of evaluation design, data collection, analysis and reporting. The evaluation criteria and standards provide the key road map for the evaluation.

In evaluation planning workshops with representatives from the implementation partners to identify levels of performance for the bottom three levels of the theory of value creation that were **‘just good enough’** or **‘excellent’**. Anything that does not meet just good enough is by definition not meeting program expectations; and anything that is above just good enough but below excellent can be categorized as on a pathway to excellence. These definitions provided the core structure for analysis.

The fourth and top level of the theory of value creation (generating social value) is defined by improved life outcomes and healthier towns and cities for all. Criteria and standards were not developed for this level as direct evidence for these were unlikely over the life of the evaluation.

Fieldwork and analysis

Fieldwork was carried between August and November 2023. This comprised:

- Online interviews with the municipality (n=5), the Foundation (n=2) and Ateliê Navio (n=1)
- Face to face interviews with caregivers (n=14) and principals (n=4)
- Documentation review, including monitoring reports, financial documentation, audit reports, progress reports, municipal strategic documents and media coverage of related activities.¹¹

The evaluation team analyzed the data and made collaborative judgments against the evaluative criteria and standards.

¹¹ As indicated elsewhere, economic analysis was considered as part of the methodology, but due to a lack of data for this purpose, funds were re-directed towards caregiver interviews instead.

Annex 2: Explanation of the theory of change and value creation

Theory of change

Funding

The theory of change recognizes that the Van Leer Foundation, Jundiaí Municipality and Alana Institute have invested money into Urban95/Ateliê Navio.

Inputs

Inputs are tangible resources that funding is transformed into and are subsequently used to implement and deliver the program. These include staff, time, physical resources, and capability. Inputs may also include tangible resources provided directly, such as use of existing infrastructure.

Intangible resources

The theory of change acknowledges that, alongside funding and inputs there are intangible resources invested into Urban95/Ateliê Navio, such as existing early childhood development approaches, urban design thinking, local intellectual, social and cultural capital (i.e., know-how, networks, values and ways of working); Van Leer Foundation expertise; and political buy in. One factor affecting the value generated by Urban95/Ateliê Navio is the ability to leverage these intangible resources.

Activities

The activities describe what the program does. As illustrated in the diagram, these include bringing children and caregivers' perspectives into community design, neighborhood plans, tactical interventions, etc.

Shorter term outcomes

The theory of change depicts that outcomes from Urban95/Ateliê Navio sit on a time continuum from shorter term to longer term outcomes. Outcomes expected in the shorter term include child-oriented changes to urban environments that subsequently lead to caregivers perceiving urban spaces as safe and fun, and utilize them.

Urban95/Ateliê Navio is also expected to contribute to awareness of the importance and benefits of early childhood development, and as a result, individuals and institutions such as local government take action to change things in favor of children and consider early childhood development in their work. It is also hoped that Urban95/Ateliê Navio will contribute to cross-sector collaboration between local government departments and with the private sector.

Medium term outcomes

In the medium term, the theory of change depicts that children play outdoors on a regular basis, that they connect with nature and that children and caregivers use active mobility. It is also¹¹ envisioned that social interaction occurs between children and caregivers in and between neighborhoods, and that communities gain a sense of ownership and responsibility for their local areas. Changes to the urban environment are also expected to contribute to improved road safety.

At a local government level, it is expected that early childhood development becomes embedded in urban infrastructure and service planning.

Longer term outcomes

Further, the theory of change shows the potential for Urban95/Ateliê Navio to contribute to longer term outcomes, alongside other local Urban95 initiatives. These include improved child development, caregiver wellbeing, reduction in social disparities and environmental benefits.

Explanation of the theory of value creation

This section describes what would happen as a result of Urban95/Ateliê Navio if it were operating in a way that aligned with the theory of value creation. Key concepts of Urban95/Ateliê Navio's theory of value creation are equity – ensuring benefit to all the people in the community, but particularly more vulnerable communities, and efficiency – maximizing outputs and outcomes from the resources invested.

The theory of value creation provides a logic for how resources may be transformed into significant social value. It posits that if the initiative looks after resources well (i.e., equitably and efficiently), it will be able to deliver improved physical capital, and this in turn will build social capital, for children and communities, and subsequently achieve equitable outcomes, effectively, and meet its value proposition by generating social value.

Looking after resources

The VfI approach takes a broad view of resources beyond funding and acknowledges the range of resources that contribute to Urban95/Ateliê Navio. It also posits that resources need to be well looked after to generate the desired value. For Urban95/Ateliê Navio this includes maintaining political-buy-in, managing the performance of the team and being accountable, building on existing infrastructure and expertise and looking after funding relationships.

Delivering improved physical capital for children and communities

This level of the theory of value creation is primarily concerned with the concepts of efficiency and equity, mentioned above. It posits that if Urban95/Ateliê Navio uses resources well to deliver its intended outputs (efficiency) we will see improved urban and natural infrastructure and spaces that are safe, fun and accessible for children. If the program prioritizes vulnerable communities that have not been well served by existing programs and services, it will contribute to a fairer allocation of public spaces (equity). Physical capital supports the next level in the theory of value creation – social capital, and vice versa, so the two are interlinked.

Building social capital for children and communities

The theory of value creation posits that if Urban95/Ateliê Navio includes children and caregivers in design and decision-making (i.e., looks after resources well) and provides spaces for them to meet and engage (delivers improved physical capital) the program will build social capital. Social capital is about different kinds of relationships such as 'linking' children and decision-makers, 'bridging' between children and community interests, and 'bonding' between children, caregivers and close social networks.

Generating social value for children and communities

This is the top level of the theory of value creation. By building social capital for children and communities (i.e., looking after relationships), Urban95/Ateliê Navio can contribute to generating social value, such as improved life outcomes for children and healthier towns and cities for all.

Annex 3: Detailed evaluation rubric

Looking after resources

Design and Knowledge base			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for ‘just good enough’]</i></p>	Just good enough	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for ‘just good enough’ and ‘excellent’]</i></p>	Excellent
	Urban95/Ateliê Navio adopts <u>innovative approaches and design principles</u> that prioritise the needs and wellbeing of children and communities.		Urban95/Ateliê Navio adopts <u>innovative approaches and design principles, and supports learning and development in other initiatives</u> that prioritise the needs and wellbeing of children and communities.
	Urban95/Ateliê Navio <u>considers and uses local knowledge and resources</u> in the project design and implementation.		Urban95/Ateliê Navio <u>uses local knowledge and resources in project design and implementation, and can draw on learning from similar initiatives</u> funded through Van Leer Foundation.
	Urban95/Ateliê Navio are designing in <u>consultation</u> with children and caregivers.		Urban95/Ateliê Navio are designing in <u>consultation</u> with children and caregivers, <u>and are successfully advocating for child-friendly local urban policies and resources.</u>
Funding processes			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for ‘just good enough’]</i></p>	Just good enough	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for ‘just good enough’ and ‘excellent’]</i></p>	Excellent
	Van Leer Foundation funding contributes to Urban95/Ateliê Navio to <u>establish operations effectively</u> , to achieve child-oriented changes to Jundiaí’s urban environment.		Van Leer Foundation funding gives support to Urban95/Ateliê Navio to establish <u>operations effectively, and secure long-term funding sources</u> to achieve child-oriented changes to Jundiaí’s urban environment.
	The municipality partners in <u>short-term/establishment funding</u> for Urban95/Ateliê Navio.		The municipality <u>continues to prioritise and invest in the scale and sustainability</u> of childhood areas, <i>consistent with the approach of Urban95/Ateliê Navio.</i>
	There are <u>accountability processes</u> in place for responsible use of funding.		Effective resource management is in place, including <u>accountability processes. Equity and efficiency in resource management and decision-making is actively considered and monitored.</u>

Political buy-in			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for 'just good enough']</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for 'just good enough' and 'excellent']</i></p>	<p>Excellent</p>
	<p>The city mayor, local representatives and city hall agree to contribute <u>funding</u> towards Urban95/Ateliê Navio.</p>		<p>The city mayor, local representatives and city hall are <u>advocates</u> for Urban95/Ateliê Navio.</p>
	<p><u>Some relevant</u> local government departments are directly involved in the project.</p>		<p><u>Most/all relevant</u> local government departments involved in early childhood improvement are engaged in Urban95/Ateliê Navio.</p>
	<p>Intersectoral <u>engagement</u> is occurring in Urban95/Ateliê Navio (outside government, e.g. schools and supermarkets).</p>		<p>Intersectoral <u>collaboration and partnership</u> is occurring in Urban95/Ateliê Navio (outside government, e.g. national networks of cities that support children, international networks).</p>
Performance management and accountability			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for 'just good enough']</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for 'just good enough' and 'excellent']</i></p>	<p>Excellent</p>
	<p>Monitoring and evaluation processes are <u>in place</u>.</p>		<p>High-quality monitoring and evaluation processes are <u>embedded to support ongoing improvement and adaptation</u>.</p>
	<p>Learning from Urban95/Ateliê Navio <u>supports the project's ongoing development</u>.</p>		<p>Learning from Urban95/Ateliê Navio <u>informs municipality public initiatives and policies in early childhood development</u>.</p>

Delivering improved physical capital for children and communities

Improved urban and natural infrastructure and fairer allocation of public spaces			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for 'just good enough']</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for 'just good enough' and 'excellent']</i></p>	<p>Excellent</p>
	<p>Childhood areas, including naturalised parks, are established in 1 or 2 <u>neighbourhoods at least 1 with social and economic vulnerability.</u></p>		<p>Childhood areas are established in at least 3 areas, with <u>some neighbourhoods with social and economic vulnerability benefiting. There are plans for more in the future.</u></p>
	<p><u>Efforts are made to ensure that vulnerable populations have access to Urban95/Ateliê Navio activities.</u></p>		<p><u>All Urban95/Ateliê Navio activities are equitable, non-discriminatory and inclusive.</u></p>
Spaces that are safe, fun and accessible			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for 'just good enough']</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for 'just good enough' and 'excellent']</i></p>	<p>Excellent</p>
	<p>Urban95/Ateliê Navio develop urban spaces that are <u>considered safe and fun</u> by children and caregivers, and support safer active mobility.</p>		<p>Urban95/Ateliê Navio develop urban spaces that are considered <u>easy to access, safe and fun</u> by children and caregivers, and support safer active mobility.</p>
	<p>Playstreets are <u>implemented in a few neighbourhoods</u> in the city.</p>		<p>Communities are instigating more playstreets over time, and a large proportion of these are sustained over time.</p>
	<p>Bike lanes/routes <u>provide educative opportunities for children and families</u> in learning to use bikes in urban areas.</p>		<p>Bike lanes/routes <u>provide learning for future development of bike lanes in the city.</u></p>

Building social capital for children and communities

‘Linking’ –between children and decision makers			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for ‘just good enough’]</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for ‘just good enough’ and ‘excellent’]</i></p>	<p>Excellent</p>
	<p>Children’s voices are <u>heard only through the ‘Children’s Committee’.</u></p>		<p>Children’s voices are <u>heard in a range of ways and at all stages of design and development (i.e., not only Children’s Committee), and these processes have the support of the municipality.</u></p>
	<p>Children <u>have an acknowledged right to participate</u> in design and development.</p>		<p>Children <u>are actively participating</u> in project design and development.</p>
‘Bridging’ – between children and community interests			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for ‘just good enough’]</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for ‘just good enough’ and ‘excellent’]</i></p>	<p>Excellent</p>
	<p>Ateliê Navio/Urban95 <u>creates opportunities for children and caregivers to be involved in community activities.</u></p>		<p>Children and caregivers <u>are interacting and promoting community activities, and feel responsible for the public space.</u></p>
‘Bonding’ between children, caregivers and close social networks			
<p><i>Not meeting expectations</i></p> <p><i>[below criterion for ‘just good enough’]</i></p>	<p>Just good enough</p>	<p><i>Pathway to excellence</i></p> <p><i>[between the criterion for ‘just good enough’ and ‘excellent’]</i></p>	<p>Excellent</p>
	<p>Child oriented changes allow children and <u>caregivers to make use of public spaces.</u></p>		<p>Child oriented changes to urban environments <u>provide opportunities for children and caregivers to interact and connect with family and social networks.</u></p>

Annex 4: Caregiver and local school principal feedback

Caregiver perspectives on the Children's Factory

We interviewed eight caregivers, including two fathers about the Children's Factory. Their areas of residence included Medeiros, Jardim Colonia, Jardim das Samambaias, Minas Gerais, Santa Gertrudes, Vila São Paulo and Francisco Morato. Interviewees had heard about the Children's Factory through word of mouth (e.g., friends, family), being involved in the education network, or City Hall's online communications. They all visited the Children's Factory on a regular basis. Some attended regular municipality organized activities such as the children's choir, and/or the Children's Committee.

Caregivers liked that the Children's Factory was a safe, well organized and clean public place. All caregivers agreed (n=2) or fully agreed (n=6) with the statement 'I feel safe for me and my children at the Children's Factory'. Caregivers also agreed (n=2) or fully agreed (n=6) with the statement 'the Children's Factory is a fun place to visit'. Particular aspects that they liked centred on the design of the place including its sensory aspects (shapes, colors, materials, textures), indoor and outdoor spaces, opportunities for active (e.g., zipline) and calm play (reading, drawing) and opportunities for interaction with others.

I really like the sensory part that's in there, for the children. It's wonderful. They have fun with the shapes, the colors, and the textures.

We asked caregivers to share their thoughts on what it is about the Children's Factory that is important to them. In particular, they appreciated that the space had been designed with children's development in mind. They believed it provides their children with positive experiences and opportunities that aid their development, including contact with games, toys and equipment that their children do not otherwise have access to; free, independent play; interaction with other children; contact with nature; and organized activities such as the choir, presentations and Children's Committee. All caregivers who were asked (n=6), fully agreed that 'the Children's Factory supports the development of my children in a positive way'.

The space was designed for the child to develop, to play with natural elements, with playfulness. This is wonderful because the child comes here and is enchanted with everything, with the color.

Children were seen to develop important skills through these opportunities, such as autonomy, creativity and curiosity, as well as sensory, cognitive and motor skills.

All caregivers who were asked, agreed (n=3) or fully agreed (n=3) with the statement, 'I learned new things by visiting the Children's Factory'. They spoke in particular of learning to connect and play with their children more meaningfully and allowing their children freedom to play independently. Subsequently, children were seen to learn to self-direct their play, how to engage and interact with others, and also to observe and learn from others. The opportunity for free play was highly valued. They identified as a generation of parents who watches over their children all the time, or keep children inside, due to concerns about traffic, drugs and violence.

I think that every day I've learned to make [the children] a little bit freer. We live in a big city, it's a city in the countryside, but it's not a quiet city. I can't let my children walk alone on the street. And here [at the Children's Factory], they have this freedom, I can let [my son] go out, he doesn't have to be under my eye all the time.

Caregivers agreed that the Children's Factory provides ample opportunities for connection for both children and caregivers. Feedback indicates that these center on connections between:

- Children: As children play freely, they engage and interact with other children through play. Organized activities such as the choir and Children's Factory also contribute to children making connections with each other.
- Caregivers: Because the Children's Factory feels like a safe space, caregivers don't feel they need to watch their child the whole time, allowing them to engage with other adults. Caregivers are also making connections with each other as they take their children to regular activities such as the choir.
- Caregivers/children and staff: Staff at the Children's Factory were considered attentive, supportive and friendly. Children connect with them through organized activities such as the choir, while caregivers seek guidance and support from them. One parent noted how they supported her through a crisis with her autistic daughter. Another described a reciprocal relationship with staff, as he felt so much appreciation for City Hall's efforts in providing safe spaces for children to play. Many referred to staff by their first names.
- Children and the wider community, including with decision-makers: The Children's Committee was seen as a gateway for children to engage with decision makers (e.g., mayor).

Six caregivers had travelled by car to the Children's Factory, whereas two had taken public transport. Most agreed (n=3) or fully agreed (n=3) with the statement 'it is easy to get to the Children's Factory from where I live'. However, one caregiver disagreed, and one was unsure. Some caregivers believed that because of its central location next to a train station and bus terminal, it should be fairly easy for families to access the space. Meanwhile, some noted that it is often the same families that visit, and that they appear to come from middle class/more affluent areas. It was suggested that more promotion and support may facilitate more diverse access.

Sometimes what is missing, maybe, is a little commitment, so that other families can come. I don't know if these spaces sometimes have an elitism vibe. We always find the same parents in the same places.

Caregivers noted a few opportunities for improvement including better parking and more diversity in the types of toys available. Some acknowledged changes in traffic flow in the area but felt it was still very busy. One parent, who is also a teacher, felt access for schools from where the buses stop is complicated and warranted a rethink.

Caregivers expressed gratitude towards City Hall for the efforts they were making in turning Jundiai into a more child-friendly city. They had noticed more natural play emerge and that play, and education were brought together in these places. They appreciated that the Children's Factory was a covered space, as many other spaces are open to the elements.

So, I notice that in recent years it has become easier for me to take my daughter to open and public spaces where she can play.

Principal's feedback on the Children's Factory

We interviewed principals from four schools: EMEB Dr. José Romero Pereira; EMEB Marisa Baston Oliveira; EMEB Professor Luiz de Carvalho; and EMEB Prefeito Vasco Antônio Venque Aruti. One of the schools was located in a low socio-economic area, whereas the other three were in higher socio-economic areas. Most children taken to the Children's Factory were four or under, but one school had also taken children up to 10 years old. They first heard about the Children's Factory through the City Hall's education network.

City Hall's Education Management Unit provides transport for schools to take pupils to different locations in the city. The school gets a certain amount of bus trips per class per year and can choose the location. The schools we spoke to often chose the Children's Factory for the younger students, as it is a closed, smaller space where it is easier to manage a large group than say a large, open park. Three of the schools used these buses on a regular basis. The fourth school was close enough to the Children's Factory to walk, and City Hall had provided them with traffic guards to accompany them. Reportedly, these walks stir up a lot of interest in the commercial district, as it is not common to see children out and about. Even the traffic guards had been 'converted' to seeing that it is possible to move children around the city by foot in a safe way. Principals highlighted that parents felt comfortable with them taking their children to the Children's Factory, that it's a trusted place.

All principals spoken to indicated that their students 'loved' the Children's Factory. They said that the sensory aspects of the space, such as the ability to touch and play with different type of materials, appealed to the younger students in particular. The older students were seen to appreciate the naturalized park, and zip line, the most. However, they agreed that it is the combination of many different experiences that really makes the space.

Principals acknowledged the effort to make the Children's Factory an educational space for children. The experiences provided were seen as a continuity of what they do at school – that their students get to apply and continue to develop emerging skills in a different context. The Children's Factory also provides their students with new experiences, and because there are no toys, requires a lot of imagination and creativity from the children. Subsequently, principals noticed that children were playing in different ways than at school, and that what they learn at school they can apply at the Children's Factory, and vice versa.

The opportunity to learn through play, with different types of spaces, activities, equipment and materials, was seen to contribute to creativity, imagination and motor skills. Principals noted that students were learning to figure out how equipment they had not played with before worked – to draw conclusions about what might happen if they do this or that.

... all [these] different spaces [...] They lead the child to create, to imagine, to develop even physically.

All principals had brought ideas and inspiration back to their schools from the Children's Factory. The sensory aspects of the space, integration with nature and lack of 'ready bought' toys had been particularly influential.

Principals were aware of some families that take their children to the Children's Factory but believed that most families are not fully aware of what the place is, or it's a bit far for them to go. One principal noted it is difficult to take children with compromised mobility, as the sidewalks are not suitable for strollers or wheelchairs. She also noted that one of the parents from her school

kept advising them that motorists in the area, despite the traffic calming interventions, are not considerate of pedestrians.

Although principals valued free play at the Children's Factory, they believed the space could benefit from some more organized activities during the week, such as theatre, storytelling, dance, etc.

Principals were aware of Urban95 as a wider initiative. They mentioned a new school that had been designed with the 95 cm height in mind. Subsequently, one principal had made similar design changes to her school to make it more child friendly. The Urban95 vision had been observed in public spaces through the use of more color, less plastic and more natural spaces, materials and equipment.

Caregivers' perspectives on playstreets

We interviewed six caregivers, including one father, about playstreets. Their areas of residence included Caxumbu, Vila Aperecida, Sao Camilo and Novo Horizonte. Caregivers had first heard about/experienced playstreets through their children's school. Subsequently, one caregiver had instigated playstreets in her own neighborhood, and another had helped her organize it. They said it was easy to set up, including getting signatures of approval from the people on the street. The other caregivers had only been involved through helping their school in running the events.

Caregivers described playstreets with up to 200 people taking part. Most school-based playstreets were smaller in size (40-50 people) and appeared at times to be only for the students, not parents (apart from those helping on the day). They mentioned a lot of play equipment such as hula hoops, trampolines, karts, chalk, elastics, jump ropes and footballs. Caregivers said their children 'love' playstreets, and that they are 'super excited' about it.

We were told that children do not tend to play on the street in Jundiai because of concerns about traffic and crime. Subsequently, many get stuck in front of devices. Caregivers noted a contrast with their own childhood, which allowed for more outdoor play. As such, playstreets were considered to offer huge value. Closing the street provides caregivers with a sense of security, and therefore the opportunity for their children to play freely, and to do so outside.

Playstreets were seen to bring many benefits in terms of children's development including learning about respecting neighbors, to wait for your turn, and crossing streets safely. They were also seen to bring spatial awareness and a sense of security from being able to explore safely. Additionally, playstreets were seen to contribute to positive interaction between different community members. Children engage with each other and make connections through play. Caregivers engage meaningfully with their children as they help with play equipment or participate in games, and in some instances other family members come along too (e.g., other caregiver, siblings, grandparents). Neighbors, who may not otherwise interact, talk with one and other and make new connections, and schools are able to engage with their school community in a different way. Meanwhile, schools and caregivers interact with City Hall staff and/or elected members, as part of organizing the events.