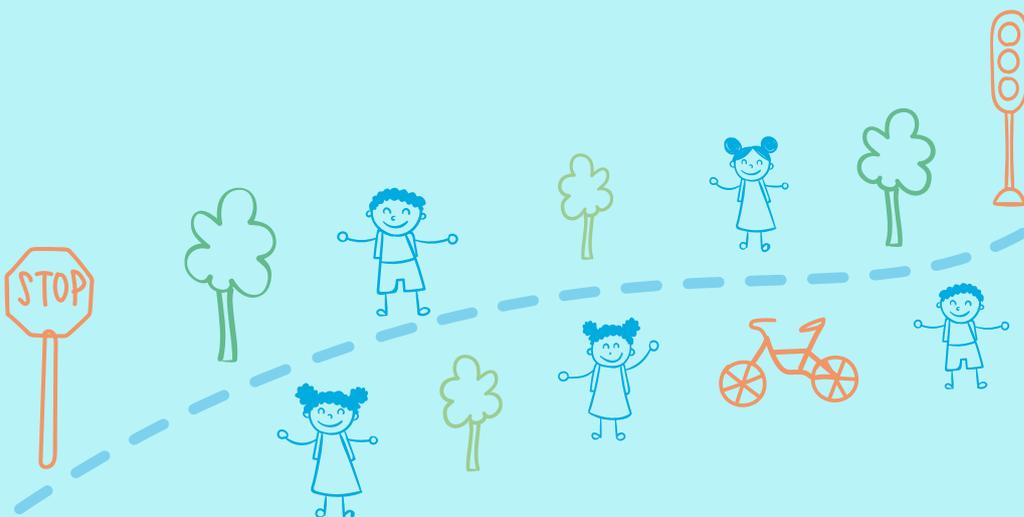


Safe School Zones in Nairobi

A participatory study with two primary
public schools



Contents

Foreword	5
01. Introduction	
Priority areas of action in Nairobi	6
Purpose, scope, and rationale of this report	7
Definition of a Safe School Zone	8
02. Research Process	
Initial site assessment	9
Workshop with kids	15
Conversations with parents and teachers	20
03. Successful Case Studies	26
04. Recommendations and Conclusions	
What can schools do?	28
What can the city do?	29
Conclusions	30
Appendices	31
Sita Assessment Tools	
Additional Resources	

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Safe School Zones in Nairobi

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Foreword

SAFE SCHOOL ZONES FOR CHILDREN: A COLLECTIVE RESPONSIBILITY

The journey to school may seem like a simple routine in the hustle and bustle of our daily lives. However, for millions of children across the globe, this daily commute represents a significant risk. Globally, road traffic incidents are the leading cause of death for children aged between 15-17 and one of the leading causes of mortality and morbidity among young people aged 5-18 years. Each year, approximately 186,000 children under 18 lose their lives due to road-related accidents, a staggering statistic that underscores a significant public health issue, especially in low- and middle-income countries.¹ Beyond the irreplaceable loss of human life, these incidents encompass profound economic and social burdens on families and societies. Since all children share the areas around schools, enhancing road safety in these zones is a crucial first step in protecting them.

However, to improve road safety around schools, we should first ask ourselves, what makes children so vulnerable to road traffic? Children's judgment on safety is impacted severely by their still-on-progress physical, cognitive and social development. Their small physical stature limits their ability to see or be seen. In addition, they have a more difficult time interpreting traffic signs, sights, sounds, speeds and various other occurrences in their surroundings, especially if they must cope with multiple challenges simultaneously. Finally, they tend to be somewhat impulsive with short attention spans, regularly engaging, more often than adults, in games and play that distract them from their immediate environment. All these factors impact their safety assessment and make them one of the most, if not the most, vulnerable road users we have.

Due to their unique understanding of their environment, children can provide valuable insights into their daily challenges. A participatory approach, which involves children, parents, educators, and community members in the decision-making process, ensures that tailored solutions address the needs and experiences of those directly affected. This collaborative effort creates a sense of ownership and responsibility among all stakeholders, making the journey to school safer and more inclusive for every child.

As cities strive to become healthier, greener, and more secure, ensuring the safety of our younger generations must be at the forefront of this transformation. By prioritizing the creation of safe school zones, we are not only protecting our children from immediate physical dangers, but also investing in a safer, more sustainable future for all. It is our collective responsibility to turn the daily school journey into a safer experience for every child. The time for action is now; the stakes are simply too high to remain passive.

¹ WHO. (2019, September 23). Mortality among children aged 5-14

01. Introduction



PRIORITY AREAS OF ACTION IN NAIROBI

According to the latest version of the National Road Safety Action Plan 2024-2028, which at the time of writing was about to be published, amongst the 20 key actions to be implemented at the national level to improve road safety, three of them are directly related to schools: Safe system curriculum in schools, safe environment around schools and safe school trips. These national concerns have been heard at the city level, and the city of Nairobi plans to act accordingly. The young generation is at the centre of the city's strategy to reduce the number of road incidents in the city and increasing awareness amongst them will automatically bring positive consequences to the upcoming generations in the future.

Safe system curriculum in schools



Teaching road safety from an early age is crucial. Nairobi plans to enhance road safety education by updating the curriculum, creating more teaching materials, and training teachers. This will include a comprehensive review of the school health and transport policy.

Safe environment around schools



Many children in Nairobi are injured near schools. The city plans to improve these areas by eliminating risks and prioritizing children's safety. National policies should include safety guidelines for designing safer school zones.

Safe School Trips

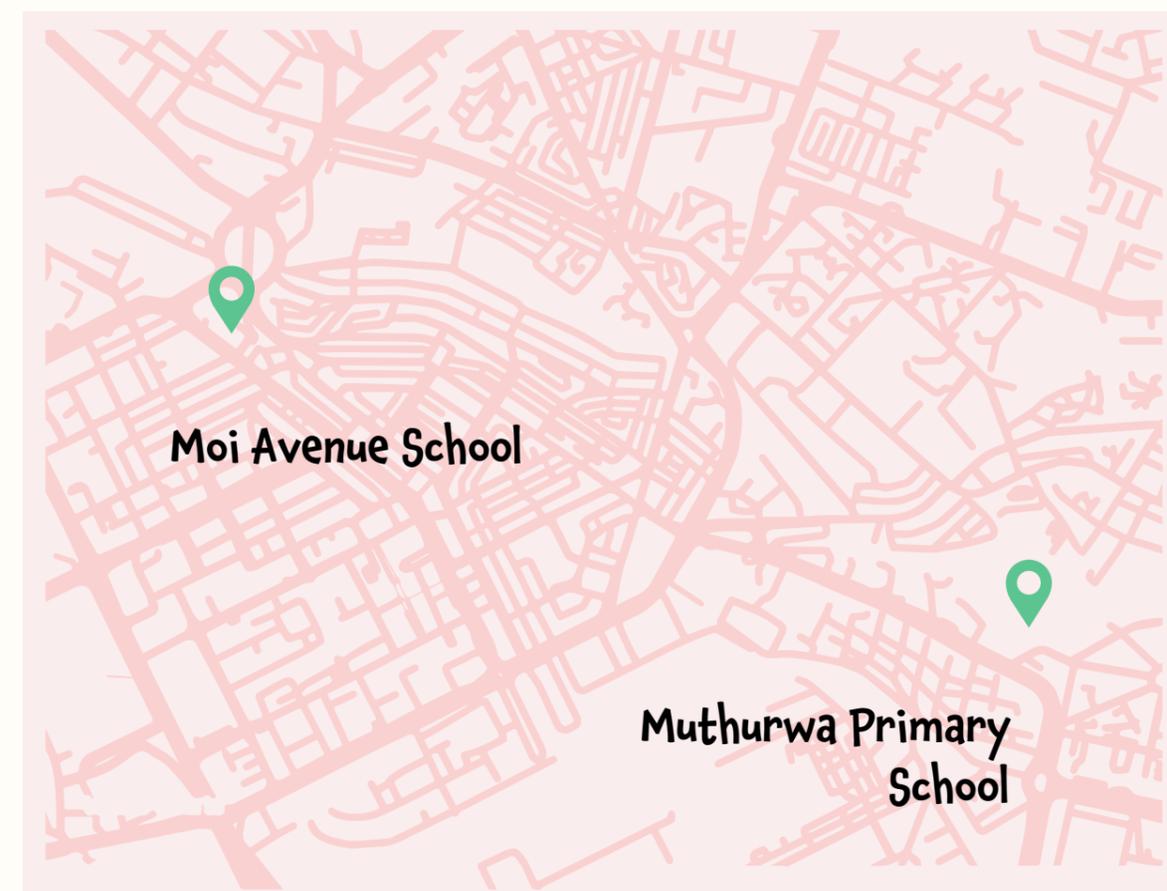


Children walking or cycling to school face road hazards. The city will enhance pedestrian safety on major routes by implementing lower speed zones and better infrastructure. Additionally, school transport guidelines and standards will be strengthened.

PURPOSE, SCOPE AND RATIONALE OF THIS REPORT

Considering the areas of action of the National Road Safety Action Plan, UN-Habitat initiated the Safe Routes to School (SR2S) Initiative to support the city of Nairobi in addressing these challenges strategically and systematically. One of the first objectives of the initiative is to include the children and the other primary stakeholders in identifying the principal risks around the schools and finding solutions to improve such areas. For the task, the city of Nairobi identified two schools to pilot the planned activities: a site assessment and a participatory workshop.

From an initial list of over 50 public schools located around CBD, the two schools were selected for their relevance in terms of location and exposure to road safety risks: Moi Avenue Primary School and Muthurwa Primary School. Both schools are placed in areas characterised by the chaotic and bustling nature of the streets around them, a source of constant risk for the children coming and leaving the school. The results of this report are based on the findings from these two schools but should be replicable and generalised to other schools. Each school has a unique context, but the suggested recommendations of this report could improve the road safety conditions around most of the schools in Nairobi at a low cost and quickly.



Map of the schools' location, Nairobi CBD and surroundings.

The process had four phases. A first internal preparation phase was needed to understand the initiative's scope and goals and establish a working team between UN-Habitat, the city of Nairobi and the schools. The second phase consisted of a site assessment exercise to analyse the area around the schools from an urban planner's perspective and identify the main risks and challenges. With the conclusions of the site assessment, consultations were taken in different formats with children, teachers and parents to understand their opinions and engage them in conversations about road safety. These consultations had very different formats. From creative workshops with the children to open discussions with the teachers to take the best out of each group. These activities were phase three. The fourth and final phase consisted of summarising the results, coming up with the key findings and suggesting a list of action points for the city and the schools.

Overall, this report has been produced using the results of the site assessments undertaken by the UN-Habitat team and consultations with Moi Avenue and Muthurwa Primary Schools. The outcomes aim to identify road safety challenges for school-going children and formulate potential solutions to improve the safety around these schools that are inclusive and leave no one behind acknowledged and endorsed by the city.

DEFINITION OF A SAFE SCHOOL ZONE

This report analyses the safety of areas around schools. To understand the baseline in which evaluations are made, it is first mandatory to clarify what a Safe School Zone is. The primary goal of a Safe School Zone is to create an environment where children can travel to and from school with minimal exposure to traffic risks. This can be achieved through a combination of safe infrastructure, traffic regulations, and community engagement, which includes education and awareness campaigns and the involvement of the primary stakeholders.

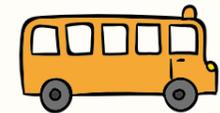
→ Check out these practices to improve road safety around schools



There is no one-size-fits-all solution for the different elements a Safe School Zone must have, as each school has its specific context. However, the following general guidelines, based on road safety principles of urban design, can be followed:

Safe infrastructure should include segregated and well-maintained spaces for walking and cycling, with adequate lighting and clear visibility. If the presence of motorised vehicles cannot be avoided in the direct vicinity of the school entrance, the number of lanes must be reduced to the minimum, with vehicle speeds limited to 20-30 km/h, and clear signage advising drivers about the proximity of the school and children along the road must be present. Pedestrian crossings are mandatory and should be equipped with traffic lights and, when possible, supervised by crossing guards that ensure vehicle compliance and pedestrian safety. Public parking should be banned, and drop-off/pick-up zones, as well as nearby bus stops, must be located at least 50m away from the school's entry point, to reduce risk of blocking visibility and congestion where the density of children is higher.

02. Research Process



The research process consisted of an initial site assessment of the area around each of the schools, followed by separated interviews with parents and teachers, and a tailor-made workshop with children. In this chapter, preparations and outcomes from each of these activities are thoroughly explained.

INITIAL SITE ASSESSMENT

A detailed site analysis was conducted around Moi Avenue Primary School and Muthurwa Primary School to evaluate the safety of the surrounding streets. The analysis for Moi Avenue Primary School was conducted in the morning, from 7:00 to 11:00, to observe the influx of children heading to school and the activities in the streets. Conversely, the analysis for Muthurwa Primary School was undertaken in the afternoon, from 14:00 to 17:00, to assess the street safety during the students' departure time.

The analysis focused on the following:

- △ Map out street elements and **activities** occurring around the schools.
- △ Pinpoint **crossing lines** and **crossing times**.
- △ Identify potential risks and **road safety challenges**.
- △ Analyse the safety of **street elements** surrounding the school zones.

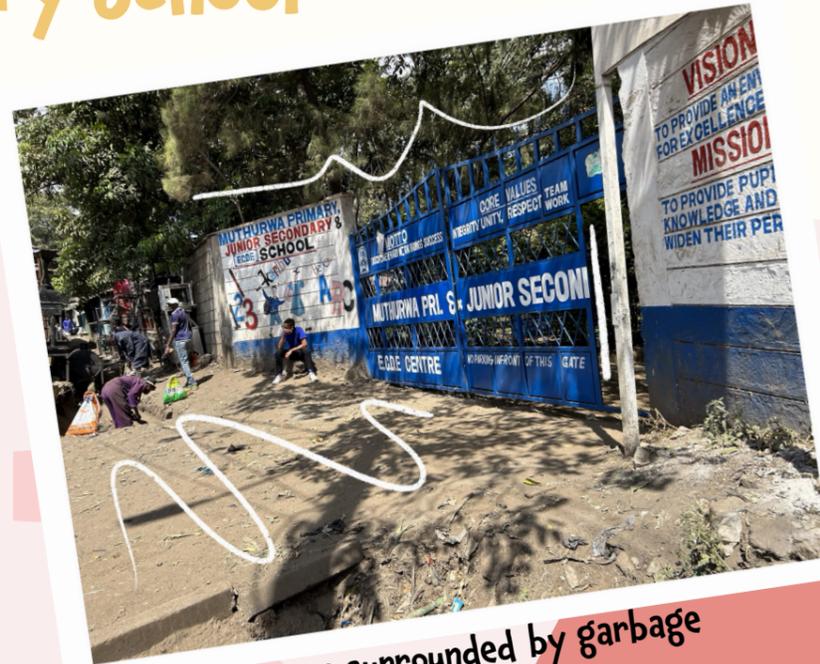
The analysis involved on-site observations and data collection during peak hours of school commuting. Observers walked around the area to identify all relevant elements for a proper mapping of the street design and stationed themselves strategically to monitor and document the activities revolving around them, such as human behaviours, vehicular traffic, pedestrian flow, and street vending. The crossing lines and times of crossing were monitored with timers and cameras. On the spot, it was possible to identify road safety hazards like blind spots, congested intersections, and lack of pedestrian infrastructure.

→ You can find the site assessment templates in the Appendices (page 31)!

Muthurwa Primary School

The assessment of basic street elements revealed major deficiencies of road safety, such as the **absence of footpaths, cycle tracks, and mid-block crossings**. The nearby intersection of Sakwero Road and Landhies Road **lacks pedestrian crossings, signalisation, and median refuge islands**, posing significant safety risks. Additionally, **inadequate street lighting and limited shading** from trees were noted throughout the area.

Muthurwa Primary School is surrounded by the Jua Kali Industry. The **encroached sidewalk space** forces pedestrians, including children, to walk on the carriageway. The Sakwero-Landhies intersection is characterized by **informal matatu pick-up/drop-off points, on-street parking, and street vending**, which reduces road visibility and safety. Occasional presence of big trucks and intercity buses completely blocks visibility, and the mix of activities generates a constant buzz that increases the level of stress.



School entrance surrounded by garbage



Drainage channel with garbage and no space for people crossing

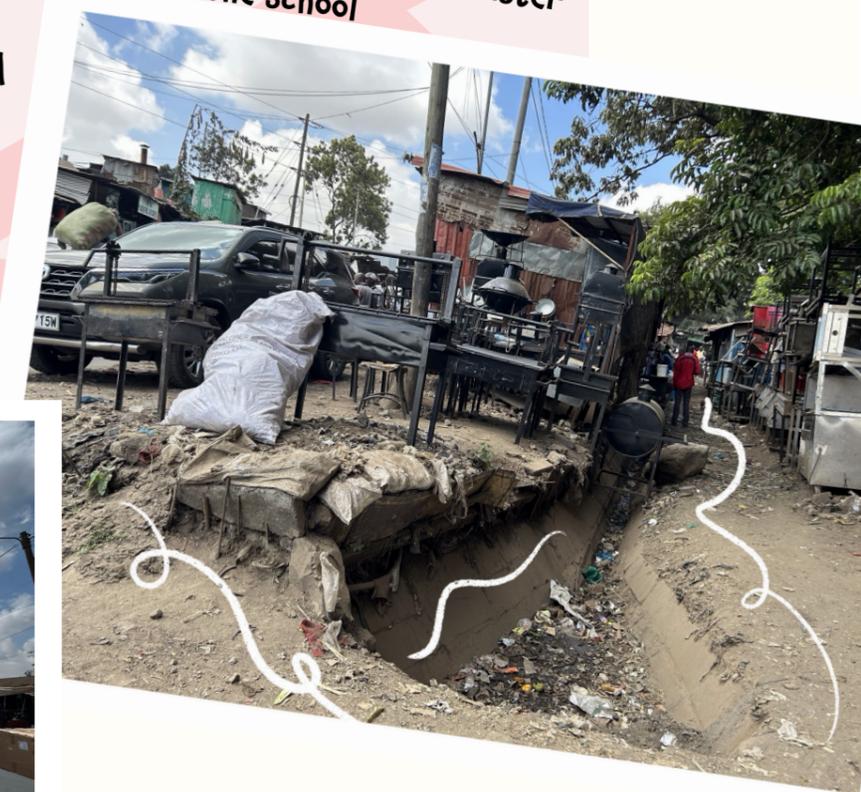
High traffic volumes and high speed 

Informal matatu stops



Absence of footpaths and signalisation

Metal structures shops cluster around the school



Median without maintenance



Ladhies Road

Entrance

Moi Avenue Primary School

Moi Avenue Primary School is located within the Nairobi CBD. Footpaths exist in Moi Avenue but have **uneven surfaces and lack accessibility features**. There are **no cycling tracks or midblock crossings**, and **lighting is inadequate** due to obstructions. Informal parking and street vending reduce walkway space, increasing safety risks.

Moi Avenue Primary School is surrounded by **high traffic volumes**, particularly during peak hours. The school zone includes food kiosks, formal businesses, and boda-boda parking on the walkways, which pose risks to pedestrians.



Garbage at side gate



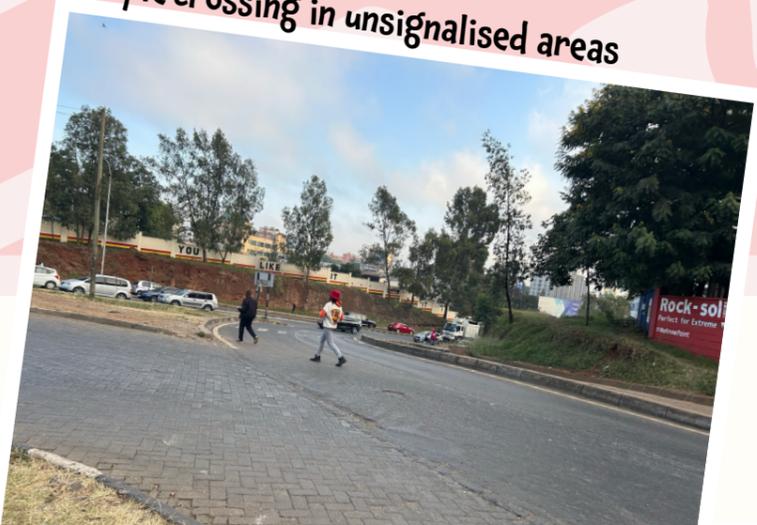
Only one signalised crossing



High turning radius



Empty tree pit



People crossing in unsignalised areas

Inadequate lighting 

uneven sidewalk surface



Globe Roundabout

Entrance

Moi Ave

High traffic volumes 

Key Findings from the Site Assessment

- ⚠️ No safety measures have been observed in any of the areas around the schools. Both schools present significant risks due to insufficient pedestrian infrastructure and high vehicular traffic.
- ⚠️ The lack of designated crossing points and pedestrian signals increases the risk of accidents.
- ⚠️ Informal activities like street vending and parking on walkways exacerbate safety issues.
- ⚠️ There is a need for comprehensive infrastructure upgrades to improve safety, prioritising the use of public space for children and improving in terms of accessibility, and usability for all road users.

WORKSHOP WITH KIDS

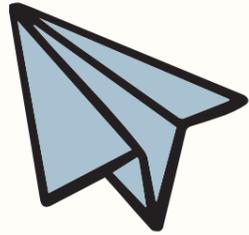
The workshop involved engaging children from the two schools, ranging in age from 3 to 8 years. The children were divided into two groups: one group consisting of 3 to 5-year-olds and the other of 6 to 8-year-olds. The activities designed for these groups included the Traffic Light Freeze Dance, Children's Perspective, and Safe Spaces Wishlist, all conducted in a fun and engaging manner to actively involve the children and with a two-fold purpose: to educate them on the topic of road safety and to gather their opinions.

Traffic Light Freeze Dance

The workshop started with an icebreaker activity called the Traffic Light Freeze Dance. In this activity, red, yellow, and green cards were alternately displayed, and the children danced according to the meaning of each colour in traffic lights. When the green card was displayed, children had to dance, with the yellow card, they could dance but slow, and with the red card, the children had to freeze. This interactive exercise taught the children the basic concepts and importance of traffic signals in an enjoyable way.



Childrens' Perspective Exercise



Following the icebreaker, the children participated in a perspective exercise. Different photos of the area around their schools were displayed, and the children were encouraged to share their observations. They discussed what they could see in the images and expressed their likes and dislikes about the school zone. This activity provided insights into the children's views and perceptions of their immediate environment.

Safe Spaces Wishlist Activity

The final activity, the Safe Spaces Wishlist, involved displaying various street elements such as streetlights, zebra crossings, bicycles, school bus, traffic lights, trees, and street benches. The children were asked to place the various street elements onto the photos showed in the previous exercise. This exercise allowed the children to create a wish list of what they would like to see in their school zone.



Key Findings from the Workshop with Kids

The engaging conversations during the workshop with the kids allowed to identify their perceived risks in the areas around the school and their proposed solutions to fix them. Even 4 years old children were able to propose simple and tangible solutions for the road safety risks they identified. This proves that solving these problems is not about reinventing the wheel but applying common sense.

MUTHURWA PRIMARY SCHOOL

RISKS IDENTIFIED BY THE KIDS

- ⚠ Children emphasized walking with parents
- ⚠ High-speed cars
- ⚠ Crowded sidewalks due to vendors
- ⚠ Need to cross main roads

WHAT WOULD KIDS DO TO FIX IT?

- | | |
|-------------------|--------------------|
| ⚠ Traffic signals | ⚠ School buses |
| ⚠ Zebra crossings | ⚠ Bus stops |
| ⚠ Cycling paths | ⚠ Streetlights |
| ⚠ More trees | ⚠ Covered drainage |
| ⚠ Playground | ⚠ Street benches. |



MOI AVENUE PRIMARY SCHOOL

- #### RISKS IDENTIFIED BY THE KIDS
- ⚠ Cars stopping outside the school
 - ⚠ Need for zebra crossings
 - ⚠ Motorbikes staying off sidewalks
 - ⚠ Lack of enjoyable space outside the school
 - ⚠ Children travel modes: walking with an adult, motorbikes, or cars

- #### WHAT WOULD KIDS DO TO FIX IT?
- | | |
|---------------------------------------|--------------------------------|
| ⚠ School bus | ⚠ Traffic lights |
| ⚠ Cycling paths | ⚠ Benches |
| ⚠ Properly signalized zebra crossings | ⚠ Streetlights |
| | ⚠ Play area outside the school |



CONVERSATIONS WITH PARENTS AND TEACHERS

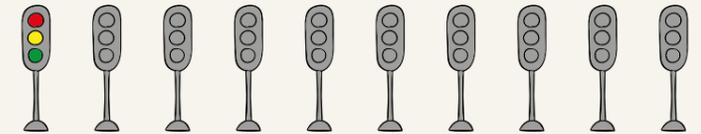
To complement the data gained from the site assessment and the workshop with kids, a series of conversations were held with parents and teachers separately. These sessions were designed to solicit firsthand insights and suggestions for making the school environment safer for children. The parents' session focused on their experiences and concerns regarding the children's safety during their commute to school, while teachers' sessions focused on identifying daily safety risks and potential improvements from an educational and supervisory standpoint.

The discussions were facilitated by a moderator who guided the conversation through specific topics, including current road conditions, identification of hazards, and key priority areas of improvement, and utilised a combination of open questions and discussion activities, such as analyzing photographs of the surrounding areas and brainstorming practical solutions. This approach not only encouraged detailed feedback but also fostered a collaborative atmosphere where participants felt comfortable sharing their views. As an icebreaker activity, teachers were asked to reach a consensus and give a rate from 0 to 10 on the road safety conditions around their schools. As seen in the illustration on the next page, the rates were not very positive, but the activity was helpful to start the conversation on identifying the biggest problems and find the right solutions.

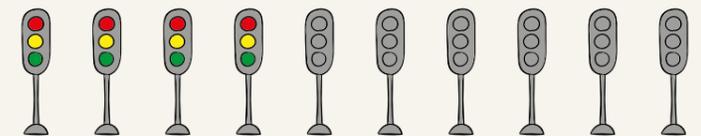
How would you rate the road safety conditions around the school on a scale from 0 to 10?

These rates were the final consensus of the groups of teachers and parents

Muthurwa Primary School
1/10



Moi Ave Primary School
4/10



Key Findings from the conversations with parents and teachers

Teachers and parents identified the following issues as the main road safety problems around the schools.

MUTHURWA PRIMARY SCHOOL

- △ High speeds and traffic volume next to the school
- △ Lack of sidewalks and crossings
- △ Lack of road signage
- △ Street vendors
- △ Frequent accidents near the school

The proposed solutions for the issues were implementing a footbridge, a school bus and improving accessibility in the school area.

MOI AVE PRIMARY SCHOOL

- △ Over speeding vehicles
- △ Lack of traffic guards
- △ Presence of street children and families around the school,
- △ Lack of road signage
- △ Lack of safe and inclusive footpaths
- △ Parking in front of the school
- △ Motorbikes using the sidewalks

Increasing the road safety awareness was the main solution that was proposed by parents and teachers to solve the identified issues.

During the discussions, teachers and parents devised several practical solutions, emphasising the city's important role in implementing them.

At Moi Avenue Primary School, the key priority issues identified by the teachers include over speeding vehicles, which can be addressed by implementing speed governors, bumps, and zebra crossings; the lack of traffic guards, which requires assigning traffic personnel to assist children in crossing the road; the presence of street children and families around the school, which should be mitigated; the lack of safe and inclusive footpaths, which need to be improved for safe walking; the lack of road signage, which necessitates the installation of clear road signs and more zebra crossings; parking in front of the school, which should be regulated; motorbikes using the sidewalks, which should be ensured to stay on the roads.

At Muthurwa Primary School, the key priority issues identified include high speeds and traffic congestion, which can be addressed by installing speed bumps and widening the roads; the lack of sidewalks and crossings, which requires the construction of sidewalks and proper road crossings; the lack of road signage, which necessitates the addition of clear road signs to guide traffic and enhance safety; the need for footbridges, which can be met by constructing footbridges and flyovers similar to those at Countrybus and Bama to provide safe crossing points for students; the hazard posed by metal wares from nearby vendors, which should be removed or regulated; the frequent motorcycle accidents near the school, which need to be addressed; the consideration of providing a school bus to transport students safely to and from school; and the installation of ramps to improve accessibility for children with disabilities.





03. Successful Case Studies



This chapter aims to inspire by showcasing successful, low-cost road safety measures implemented at African schools. These case studies demonstrate that collaboration between cities and schools can create safer environments for children, highlighting the importance of joint efforts and setting a benchmark for other cities.

A LUTA CONTINUA PRIMARY SCHOOL

Maputo, Mozambique



Challenge: Major intersection nearby generating large amount of traffic at high speed next to the school

Solution: Implementation of 30km/h speed limit, improvement of footpaths, implementation of zebra crossings and speed bumps

Source: FIA Foundation

More information about the project

JUSTIN KABWE SCHOOL

Lusaka, Zambia



Challenge: Lack of safe walking infrastructure and zebra crossing in front of the school

Solution: Implementation of signalization, and protected sidewalks

Source: SLOCAT

More information about the project

MIKUMI PRIMARY SCHOOL

Dar Es Salaam, Tanzania



Challenge: Nearby traffic exposed children on their way to school to potential incidents

Solution: Creation of designated crossings

Source: World Resources Institute

More information about the project

04. Recommendations and Conclusions



Based on the data gathered and explained in the previous chapter, this report comes up with recommendations for specific actions for the two stakeholders that have a direct role in implementing and maintaining Safe School Zones: the schools and the city of Nairobi. A successful implementation of Safe School Zones cannot be achieved without the continuous commitment and collaborative efforts of these two agents.

WHAT CAN THE CITY DO?

There are several areas where the City of Nairobi can take practical actions to improve road safety around schools. Here are key recommendations to address the school immediate pressing issues:

- Upgrade pedestrian infrastructure:** The lack of safe sidewalks around the school was highlighted in both schools. As suggested by children, teachers and parents, they should be segregated from traffic, clearly marked, well-lit and free from obstructions, such as overgrown trees or waste, to improve safety and accessibility.
- Introduce speed limitations:** High speeds of motorised vehicles around the schools are one of the bigger fears of children, teachers and parents. There are many ways to reduce them, either by implementing speed limitations or bumps, traffic lights, dedicated signalisation, or even reshaping the street profile by narrowing and reducing the number of lanes. Speeds around schools should never be higher than 30km/h, although as low as 10-20 km/h speeds are more recommended.
- Establish safe pedestrian crossings:** If traffic cannot be eliminated from the area around the school, safe crossings must be implemented. Well-marked, with signalisation and traffic lights. When traffic lights are not added, it is recommended to consider table-top level crossings.
- Regulate informal activities:** Another big worry is the informal activity around the school premises, like street vending and parking. These activities should be moved far away from the entrance, because they block visibility, increase the stress level of the children and are a big source of distraction from the nearby traffic.

- Engage directly with the schools and other stakeholders: Most importantly, as each school context is different and will require tailored solutions, the city must engage with each of the schools, to understand the challenges and problem and find the most suitable solution. Other city agents that can support are traffic agents or police, ensuring regular enforcement of traffic regulations and maintenance of order.

For a more strategic planning and given that these recommendations are based on the outcomes of workshops and assessments made in only two schools in Nairobi, the city should first map out all schools that require immediate action for road safety issues. At the same time, it is recommended to elaborate a national or local guideline for Safe School Zone implementation, that can be used and adapted to each specific context.

WHAT CAN SCHOOLS DO?

Schools might have limited resources to transform the areas around their premises compared to the city, especially when talking about infrastructure, but they can act in different ways to achieve the same results. While the city can focus on implementing new, safe infrastructure, or upgrading existing ones, **schools can work within their capacities to increase road safety awareness among the students, and foster community engagement to enforce traffic regulations.** Here is a list of practical recommendations for the school administration to enhance the safety and well-being of their students:

- Integrate Safety Education Programs in their curriculums:** The National Road Safety Action Plan 2024-2028 defines this as one of its priority areas. Teaching children regularly about safe walking, cycling, and vehicle practices through classroom lessons, practical demonstrations, interactive activities or participation in awareness events will have an impact at national level.
- Define safe spaces:** Interaction between students and motorised vehicles should be minimised on the school premises and main gates. The presence of motorised vehicles should be removed from the vicinities of the gate, creating a safe space for children to enter and leave the school. The school should forbid parking in front of the gate and drop-off/pick-up zones and bus stations should be placed a few meters away. These areas should be clearly segregated and signalised. Street vending should also be banned.
- Support enforcing traffic regulations:** If not provided by the city, schools should have traffic guards during peak hours to assist children crossing the street next to the school and make sure vehicles follow traffic rules and parking prohibitions
- Promote community engagement:** Schools must foster partnerships with the traffic authorities and local authorities to support the enforcement of parking bans, street vending, etc.

Appendices

SITE ASSESSMENT TOOLS

The formats and questionnaires included in this appendix are the templates used for our site assessments and workshops. These documents are provided empty and ready for future use. The completed documents containing the data and information gathered during our research are not included here. However, if you wish to access the filled documents, please request them by sending an email to unhabitat-urbanmobility@un.org.

SITE ANALYSIS ASSESSMENT

CROSSING LINES & TIMES FOR CROSSING
 Mark with lines pedestrian trajectories to cross the streets around the school area, to identify which are the informal crossing points for children and adults. Check also crossing times for the different points.

CROSSING TIMES:

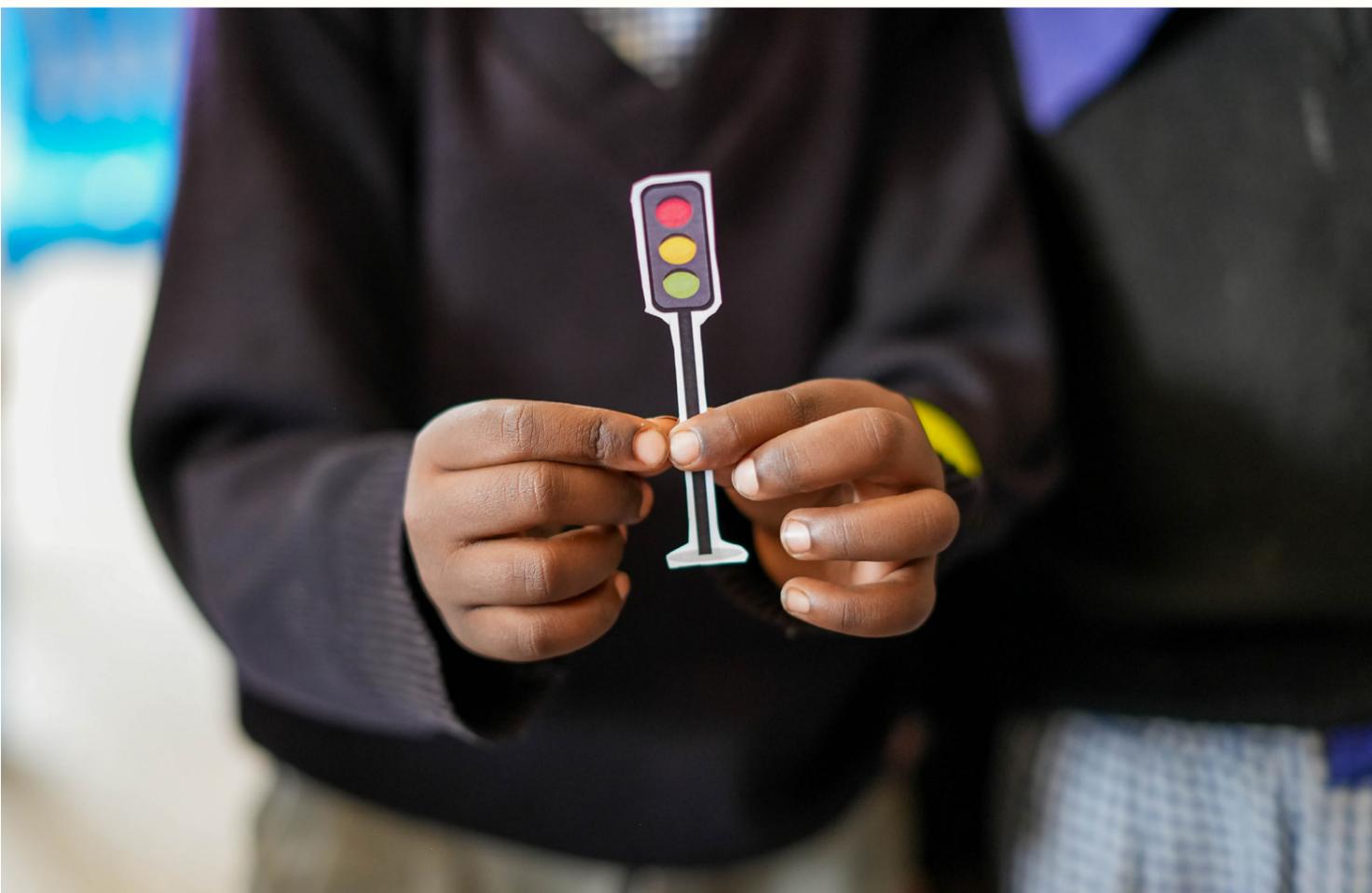
GENERAL OBSERVATIONS:

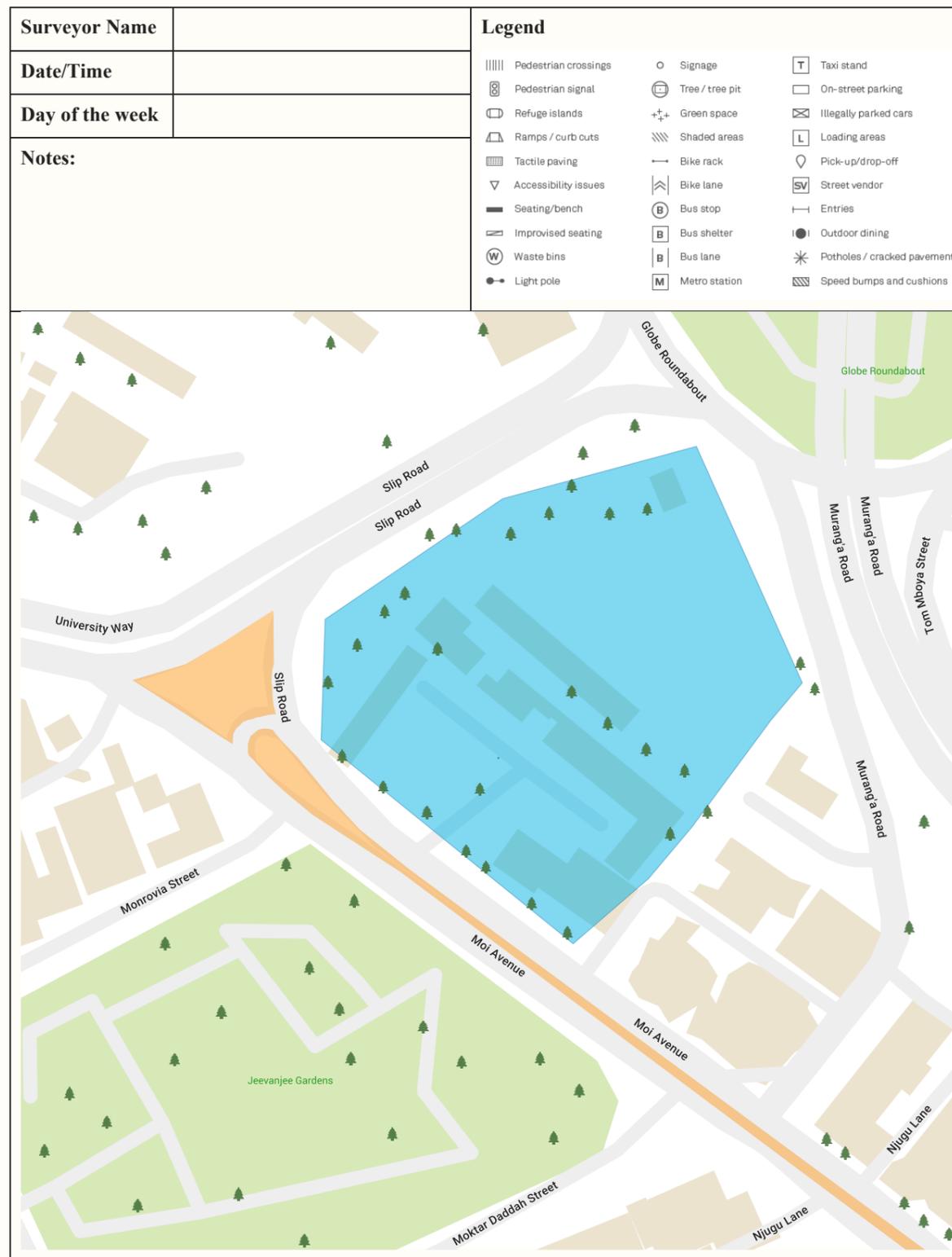
CONCLUSIONS

In conclusion, the successful implementation of Safe School Zones in Nairobi hinges on the committed and collaborative efforts of both the city authority and the schools. The city of Nairobi can significantly enhance road safety around schools by **upgrading pedestrian infrastructure, introducing speed limitations, establishing safe pedestrian crossings, regulating informal activities, and engaging directly with schools** and other stakeholders.

However, doing so requires a strategic approach and an efficient work plan. The city of Nairobi has over 1,500 schools, and it is essential to map out and **prioritise the most dangerous schools** in Nairobi for immediate intervention and to develop a comprehensive Kenyan or Nairobi Safe School Zone Guideline. This guideline would provide a standardised approach to implementing and maintaining safety measures, ensuring that all schools can benefit from best practices and contribute to a city-wide road safety culture.

On the other hand, despite having limited resources for infrastructural changes, schools can make substantial contributions through **safety education programs**, defining safe spaces within and around their premises, supporting **traffic regulation enforcement, and promoting community engagement**. By integrating road safety into their curriculums, schools can instil lifelong safe practices in children, while designated safe zones and strategic partnerships with local authorities ensure immediate safety improvements.





DETAILED OBSERVATIONS ON THE FOLLOWING ELEMENTS

Element	Evaluation criteria	Y/N	Comments
Footpaths	Existent?		
	Height of at least 150 mm and no more than 200 mm.		
	Minimum 2 m clear width in all locations.		
	Wheelchair kerb ramps have a maximum slope of 1:12.		
	Bollards installed along the edge of the sidewalk to prevent driving and parking on the sidewalk.		
	At least one set of bollards offers a clear width of 1200 mm.		
	The sidewalk surface is uniform and non-slippery, with slope of 1:100 towards the kerb, to avoid water stagnation.		
	Tactile warning are strips located at transition points (e.g., midblock crossings, intersections).		
Observations on Footpaths			
Cycle track	Existent?		
	Physically separated cycle track		
	Cycle track has at least 2 m clear width		
	Protected intersection designed for safe movement of cyclists		
	Cycle track continuous at grade changes		
Observations on Cycle tracks			
School entrances	Separated from motorised vehicles?		
	The sidewalk remains at the same level through property entrances.		
	Vehicle ramps are constructed with a slope of 1:6.		
	Bollards are installed on either side		

	of each entrance to prevent driving and parking.		
	Property access is provided at a discrete location for each plot, with a maximum entrance width of 6 m.		
	Gates at the vehicle entrance open inside the property instead of on the sidewalk.		
	Observations on School entrances		
Midblock crossings	Pedestrian crossings are provided at intervals of 100-150 m.		
	Crossing are raised to the level of the sidewalk with ramps for vehicles (minimum slope of 1:8) OR provided at the level of the carriageway with kerb ramps at each end of the crossing.		
	Median refuge islands are provided at crossing points, with minimum dimensions of 2 m by 1 m		
	Crossings have a width of at least 2 m		
	Observations on midblock crossings		
ntersection	Kerb ramps on all corners of intersections to provide wheelchair access to the sidewalk.		
	Median refuge islands with minimum dimensions of 2 m by 1 m are provided on all arms with more than 2 lanes to cross		
	Signalisation is provided if any arm has more than 2 lanes to cross.		
	Pedestrian crossings are located along the line of travel of pedestrians (the pedestrian desire lines).		
	Turning radii are no more than 5 m to prevent fast turns.		

ADDITIONAL RESOURCES

[Global Framework Plan of Action for Road Safety](#), UNRSF, 2018

[Global Status Report on Road Safety 2023](#), WHO, 2023

[Designing Streets for Kids](#), NACTO, 2020

[Mortality among children aged 5-14 years](#), WHO, 2019

[Walking and cycling in Africa](#), UNEP, 2022

[Vision Zero for Youth: Making Streets Safer One School Zone at a Time](#), ITDP Mexico, 2018

[Street Design Manual for Urban Areas in Kenya](#), ITDP, 2022

	Observations on intersections		
Shade	Tree pits least every 20 m.		
	Vertical clearance of 2 m between the tree branches and sidewalk.		
	Observations on shade		
Street lighting	Spacing between light poles is 3 times the height of the pole.		
	No dark spots on sidewalk or carriageway.		
	Tree branches are trimmed regularly.		
	Observations on street lighting		
On-street parking	Parking is provided in parallel orientation rather than angled or perpendicular parking.		
	Car parking bay size is no more than 5.0 m x 2.0 m		
	Motorcycle parking is no more than 1.0 m x 2.0 m		
	Observations on on-street parking		
Street vending	The design includes designated spaces for organized street vending to improve safety and security and prevent conflicts between pedestrians and vendors.		
	Stall size does not exceed 1.5 m x 2.0 m.		
	Vending is encouraged on the parking bays for a fee.		
	Observation on Street vending		

