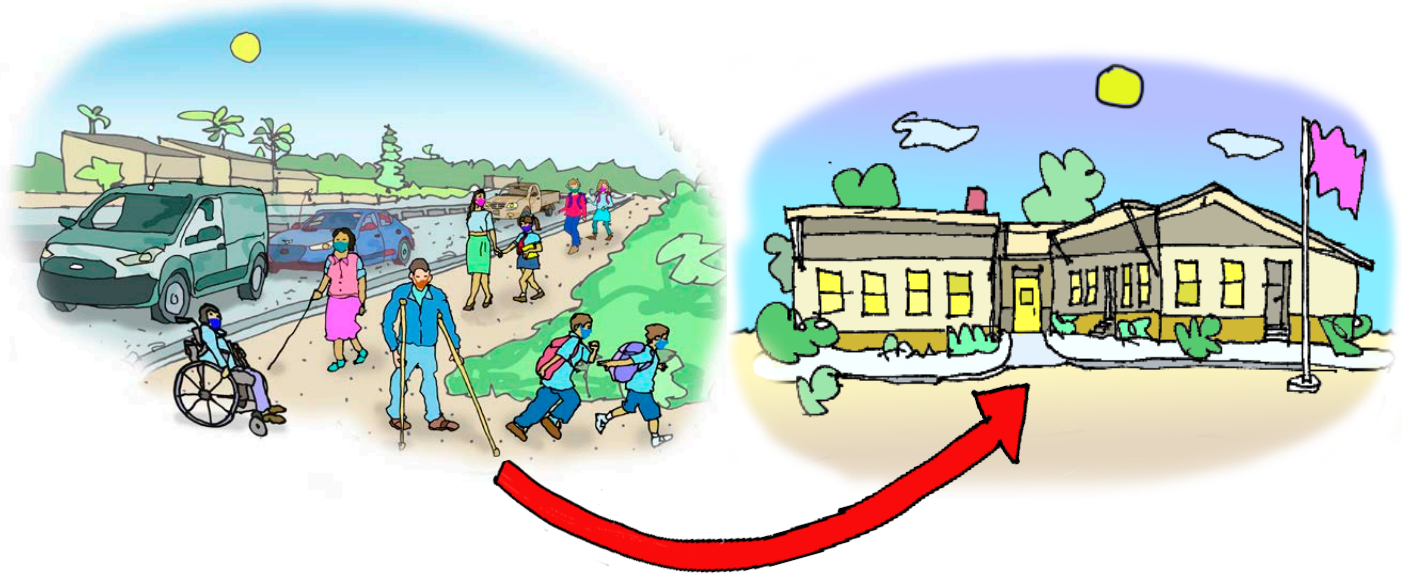




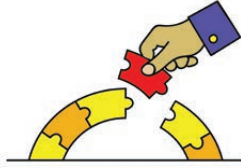
“Bridging the Gap between Home and School”



ENABLING CHILDREN WITH DISABILITIES TO WALK TO SCHOOL



**We need to *WORK TOGETHER*
so that no child is left behind.**



ENABLING CHILDREN WITH DISABILITIES TO WALK TO SCHOOL: Materials for educators and other officials in a time of pandemic

Compiled and published by
Access Exchange International (AEI)
San Francisco, California, USA
<www.globalride-sf.org>
tom@globalride-sf.org telephone 1-415-661-6355

Materials compiled by Janett Jiménez Santos and Tom Rickert. Reviewed by Jamie Osborne.
Poster illustrations by Eli Noyes. Layout by Alejandro Camacho

These suggestions are based on AEI's guide, Bridging the Gap: Your role in transporting children
with disabilities to school in developing countries

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Posters include images which clarify their message. Posters may be used as free-standing
messages mounted at schools or given to parents or others.
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in your country.



Urban Walkability to and from School

Create and maintain accessible and safe routes to school. Check safe routes to school by first walking them without students to assess the risks for persons with different types of disabilities on sidewalks, roads, and pedestrian crossings, as well as taking into account the flow and speed of vehicles. Encourage adults to assist students at crossing points. School authorities should coordinate with city departments such as traffic police or road engineers to make school routes safer.

Improve infrastructure for pedestrians, wheelchair users, and bicyclists. Contact the relevant authorities to improve public spaces, streets, and crossings around schools. Prepare an action plan for supportive infrastructure that identifies accessible pedestrian routes to implement progressively.

Create safe pedestrian paths. If there is no sidewalk or its width and continuity is not adequate, consider a pedestrian path adjacent to the street delimited by protection elements to separate pedestrians from vehicular traffic. These paths may be temporary, limited to peak periods when students are entering or leaving the school.

Build accessible and usable sidewalks (footpaths). Sidewalks should be of adequate width for users of wheelchairs or other wheeled devices, provide a continuous surface with a stepless path, and be free of obstacles. Construction work must have safe temporary detours for pedestrians and be protected with temporary elements.

Support access to public transit. If there is no formal bus stop, a safe location should be chosen taking into consideration the sidewalk and crossing points. A vertical bus stop sign must be posted. The stop can be upgraded with street furniture and / or a shelter at busy stops. Ensure that the bus stops are connected to the school by an accessible and safe route.

Start a “Walking School Bus” program to assist students with disabilities to walk safely to and from school. The goal is for groups of students with disabilities to be accompanied by one or more adults. Children are picked up along a pre-established route, at meeting points or at the door of their homes. The program is suitable for children who live within a surrounding distance of one kilometer from the school or for those who can be taken to meeting points on the route.

Road safety education aimed at children with disabilities. Teach students to know their environment. Explain to children the importance of walking together, being easily visible, watching for vehicles, crossing the street safely and only at designated crosswalks or intersections, and obeying road signs and directions when crossing. It should not be assumed that these abilities are known or remembered.

Road safety education for drivers. Safe driver training is absolutely necessary to prevent accidents, road injuries, and fatalities.



“Bridging the Gap between Home and School”



**Are you worried when your child
crosses streets with heavy traffic?**

BE A VOLUNTEER CROSSING GUARD. HELP KIDS GET TO AND FROM SCHOOL SAFELY

Consider forming a group of volunteer crossing guards.

- There is little or no cost.
- Schools should seek permission from local traffic police or other authorities.
- Crossing guards should always be trained and any local authorities should approve this training. Seek information in your country about the needed training. For information from the USA, go to guide.saferoutesinfo.org/crossing_guard/index.cfm
- Crossing guards should wear bright colored jackets to be seen clearly. A bright yellow color is preferred in most countries.
- Crossing guards can carry a “stop” sign or other sign approved by local authorities.



- Visit Access Exchange International (AEI) at www.globalride-sf.org and go to the guide, “Bridging the Gap: Your role in transporting children with disabilities to school in developing countries.” Sections 3 and 4 discuss walking to school in rural and urban areas.
- Brought to you as a public service by AEI, a non-profit NGO in San Francisco, USA.
- We encourage reproduction and translation of this flyer.

Illustrations by Eli Noyes



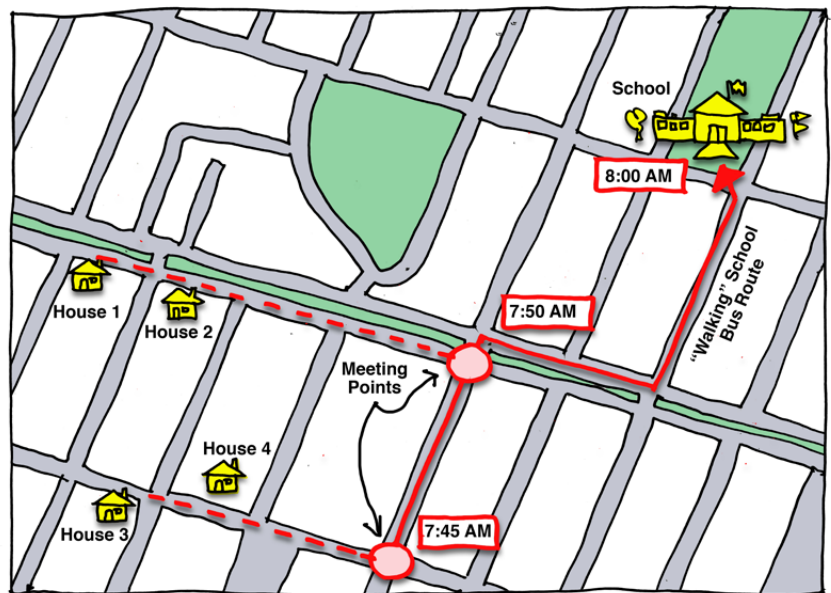
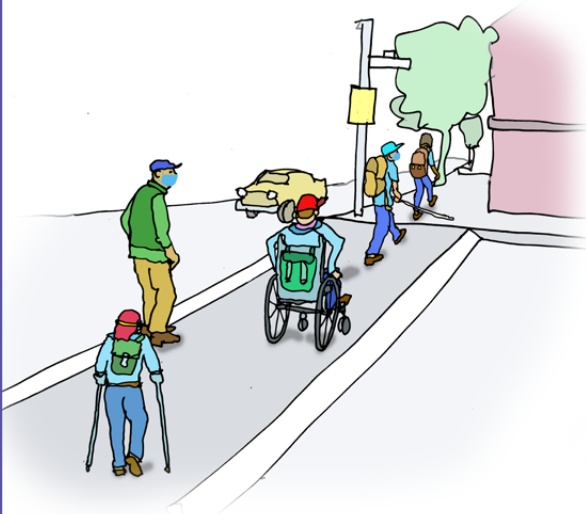
“Bridging the Gap between Home and School”



Are you worried about your child’s safety going to and from school?

START A “WALKING SCHOOL BUS” TO HELP YOUR KIDS GET TO SCHOOL SAFELY

- A “walking school bus” is when family members or trusted friends volunteer to accompany children and walk with them as a group to and from school.
- It costs nothing to implement, and especially helps children with disabilities.
- Adults or older teens can share the responsibility of accompanying younger children to school.
- Seek advice from your local school, and go to further information at bottom.

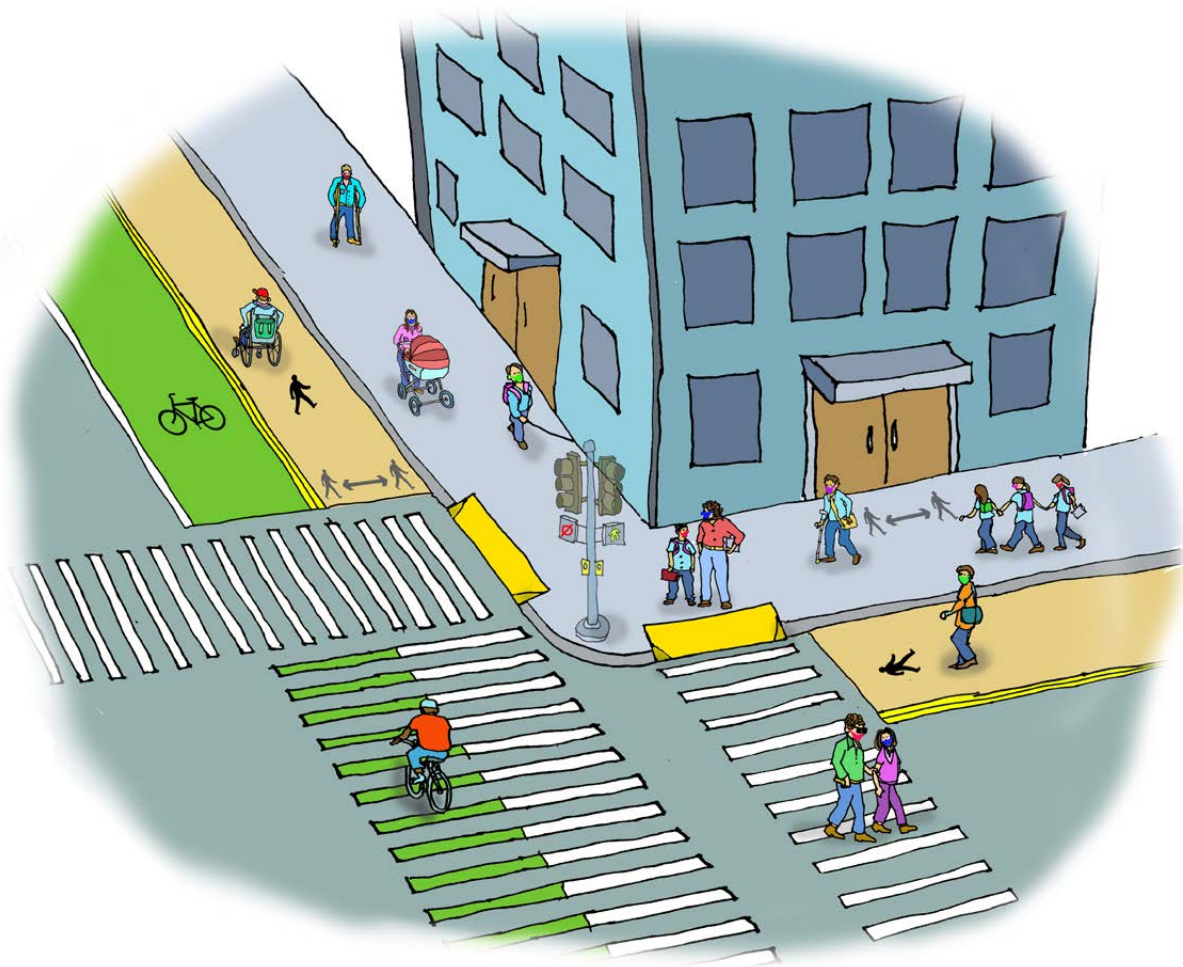


- For details, go to www.walkingschoolbus.org. Also visit Access Exchange International (AEI) at www.globalride-sf.org and go to Sections 3 and 4 about walking to school at the guide “Bridging the Gap: Your role in transporting children with disabilities to school in developing countries.” You can also click on the video titled “Promoting Volunteerism” at this site.
- Brought to you as a public service by AEI, a non-profit NGO in San Francisco, USA.
- We encourage reproduction and translation of this flyer.
- Illustrations by Eli Noyes

-Diagram by Janett Jiménez Santos.

“Bridging the Gap between Home and School”

CREATE SAFE WALKING PATHS FOR URBAN WALKABILITY



**Extension of sidewalks
helps assure physical distancing**

- *Illustration by Eli Noyes for Access Exchange International (AEI), San Francisco, USA*
- *Translation of this poster is encouraged.*



Accessible Streets during the Pandemic: A low cost interim approach

The pandemic affects many countries. Actions need to be taken for a “safe return” to school. Pedestrian space in streets should accommodate the physical distancing required while moving or waiting in streets. Emerging pedestrian infrastructure has to meet criteria to ensure road safety for pedestrians, including those with different types of disabilities or conditions.

COVID - 19 Recommendations



Criteria.

Planning emerging pedestrian routes

- Find and interconnect priority services
- Prioritize pedestrian approaches to schools
- Identify high pedestrian flows
- Look for transport stops and intermodal interchanges (bus stops may change)
- Audit roadway conditions (width, paving, road safety)
- Make sure a network for different transport modes is available
- Complement existing pedestrian zones with emerging ones
- Consider pedestrian desire lines

Criteria.

Designing pedestrian routes on the roadway

- Feasibility of reducing width of the roadway for other modes of transport
- Attention to street principles: safety, comfort, inclusivity, directness, legibility, attractiveness, connectivity
- Width of pedestrian lane (minimum of 2 meters one-way)
- Pedestrian lane(s) for each direction
- Pedestrian lane is parallel to the sidewalk
- Queuing zones that do not block pedestrian flow
- Clear markings, signage and protection elements for pedestrians (e.g. bollards, traffic cones and paint) to define lanes for other modes of transport
- Protection elements aligned with existing elements at pedestrian crossing points
- Lower vehicle speed limits
- Attention to protecting pedestrian crossings
- Possibility to be scaled to a permanent solution

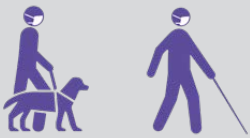


Accessible Streets during the Pandemic: A low cost interim approach

Needs of different users



A. Users of wheelchairs or rolling aids may prefer a pedestrian lane on the roadway, where there are no curb ramps.



B. Visually impaired persons and persons with limited mobility need a safe route with less flow, and a continuous guiding element (tactile / audible) for orientation:

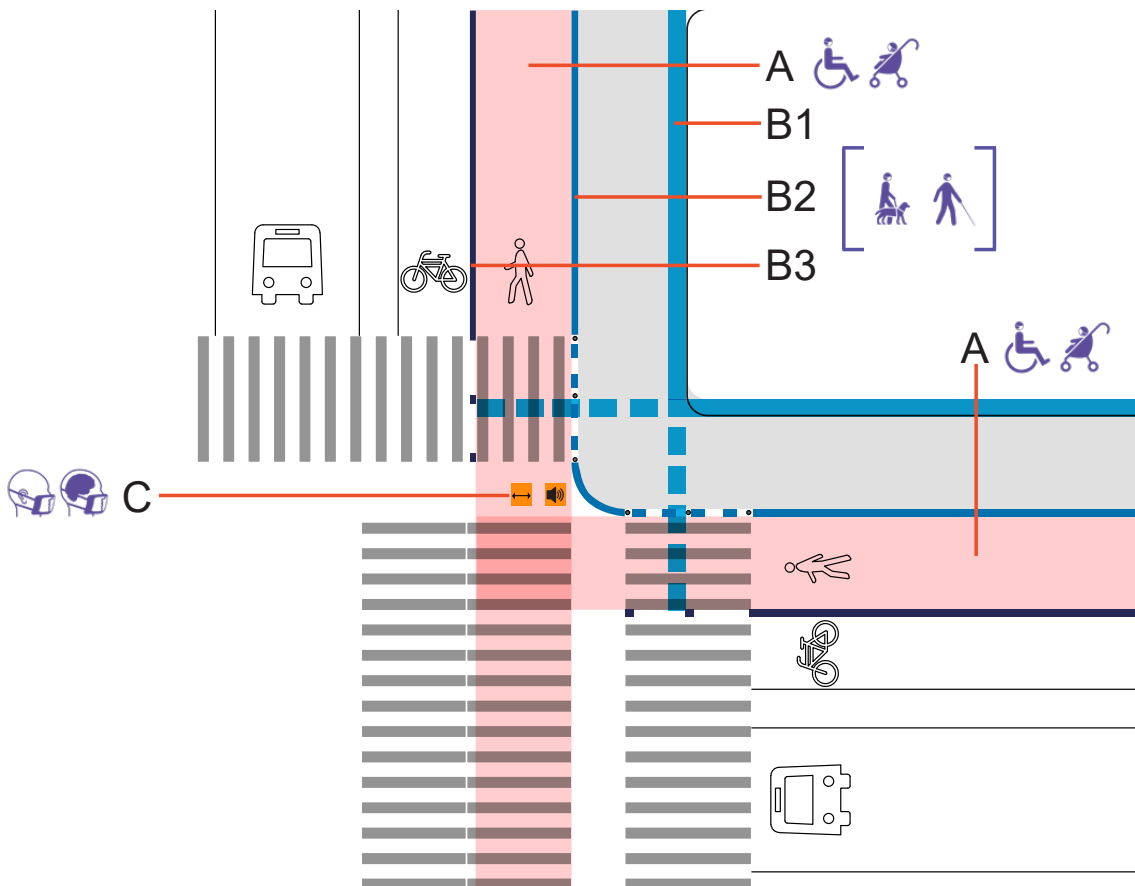
B1 Sidewalk (aligned to facade of buildings)

B2 Orientation by the sidewalk curb (of the sidewalk or on the roadway)

B3 Orientation on the roadway by the protection element



C. Persons with hearing, intellectual or cognitive barriers need accessible orientation and information with wayfinding systems: principle of two senses (e.g. visual, audible, and tactile), comprehensible information (clear graphic symbols, messages with simple text, good contrast), and lighting.





Making School Journeys More Walkable in Rural Areas

Many children with disabilities who are able to walk to school in less-wealthy regions are unable to do so because of unsuitable footpaths which are not safely separated from the road or are otherwise unsafe¹. Walkability is a quantitative and qualitative measurement of how inviting or un-inviting an area is for walking. Improving rural walkability to schools should be a high priority goal to promote access to education.

Prioritize making pathways near school safe for all students. Schools should partner with families, caregivers, and local officials to develop and enforce walkability standards. These could include keeping footpaths in good condition up to at least 500 meters from local schools. The partnership would fill in potholes, cover drainage ditches, and remove safety hazards.

Establish high visibility signage and speed reduction measures. Priority student pathways should be established and supported with speed reduction techniques such as speed bumps and signage at all intersections to manage dangerous traffic behaviors. Signage must alert drivers to the presence of children and the enforcement of safe driving laws.

Encourage schools to collaborate with families. Schools should bring parents and caregivers together by appropriately sharing their contact information. Parents should collaborate and share responsibility to assist students in crossing dangerous roads, establish “walking school buses,” or maintain safe and clear pathways. See AEI’s included posters for more ideas.

Encourage adult supervision. The presence of caring adults improves student safety, reduces bullying, and helps prevent harassment of children, especially girls, as they walk to and from school. Mobile phones can help families monitor student journeys to and from school.

Provide road safety training. Road and traffic safety skills, especially for traveling along roads or at junctions, must be taught to all students. Songs are powerful tools to reinforce these messages.

Keep pathways separate from roadways. Students are injured and killed daily when they are required to use vehicular roads. They should not have to take such risks to access education.

Work with local officials to maintain rural footways and to separate them from roads. Periodic maintenance of pathways protects the lives of all children, improves school attendance, and encourages parents to accompany children to and from school.

Support mountainous terrain alternatives. Children can be carried by other people or by using animal traction. Small improvements in the width and surface of footpaths and handrails can assist caregivers who carry students who are unable to climb up or down steep inclines.

Summarizing suggestions in AEI’s guide, *Bridging the Gap*:
Your role in transporting children with disabilities to school in developing countries
For more information, see section 3 on Rural Walkability

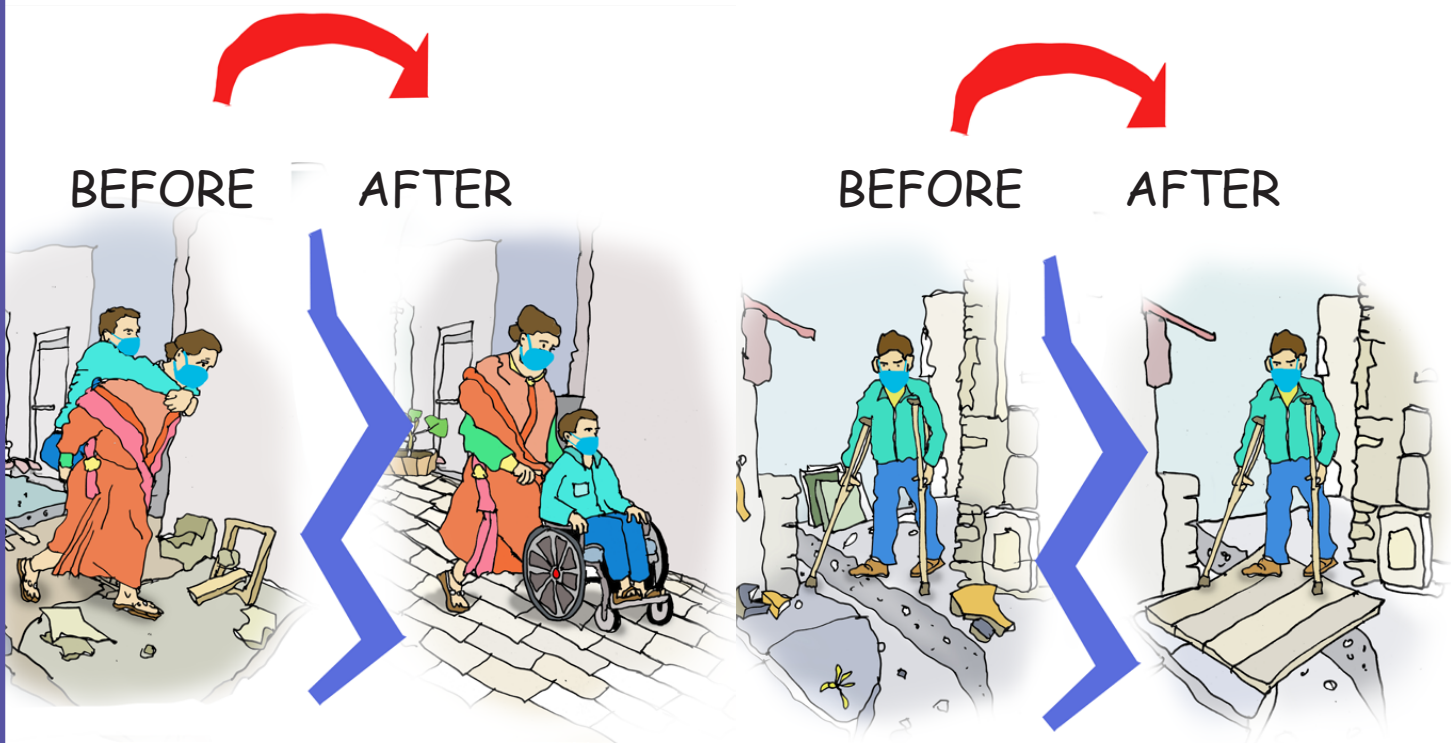
¹ See our *Bridging the Gap* guide for research by Prof. Paul M. Ajuwon, Missouri State University, USA, in collaboration with AEI



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PARENTS AND COMMUNITIES CAN HELP SMOOTH PATHWAYS TO SCHOOL



Ways to remove obstacles:

Repair sidewalks and footpaths

Fill in ruts and holes

Cover drainage ditches

Remove obstacles that block the way

- *Illustration by Eli Noyes for Access Exchange International (AEI), San Francisco, USA*
- *Translation of this poster is encouraged.*