Vision Zero for Youth in Mexico

Participatory and analytical tools to promote active and safe mobility among children

Clara Vadillo Quesada
June 25th, 2019
Velo-city Dublin
Who we are

Globally
- Global non-profit organization
- Leaders in TOD, active mobility and public transportation

In Mexico
- 13 years of presence
- Part of the first PBS’ planning and implementation, BRT, financing of sustainable mobility projects, road safety promoter, etc.

7 countries
More than 30 years of experience
Change the status quo of mobility and urban development through complementary actions.
In Mexico City

Adopted in 2016, adapted in 2019

Few resources were dedicated to the implementation of Vision Zero. However, current capacities for evidence-based policies are strong.

Source: ITDP Mexico, 2018
Children’s safety and wellbeing can turn into everyone’s priority.
Most children walk to school, especially in peripheral areas where marginalization is higher.
Pilot project
**Methodology**

1. **School zone selection**
   - Identify priority school zones to be intervened
   - Consider road risk-related and other important criteria

2. **Road risk assessment in the school zone**
   - Define a method of assessment
   - Identify road infrastructure to be intervened
   - Generate a baseline
   - Involve the community

3. **Intervene the school zone**
   - Lead a temporary intervention to road infrastructure
   - Promote permanent implementation and law enforcement

4. **Evaluation of the intervention**
   - Consult the school community
   - Apply road risk assessment to identify impact

---

Participation and communication activities with school communities

Source: ITDP Mexico, 2018
Pilot project
Raising awareness
Adapting the curriculum
Letting children act
Letting children act
Getting to the streets
Getting to the streets
Secundaria 4 Moisés Sáenz

- Jardín infantil “Luz María Serradell”
- Primaria “República española”
- Secundaria “René Cassin”

Primaria “Diego Rivera”
How to get more school communities taking action?
Caminar y pedalear paso a paso

La organización del Día de Caminar y Pedalear a la Escuela puede surgir desde la comunidad escolar, desde una organización de la sociedad civil o bien desde una institución pública. Dependiendo de tu organismo, te recomendamos revisar los siguientes pasos para que tu evento llegue a ser exitoso.

1. ¿Qué tipo de evento quieres organizar?
2. Comunica tu objetivo con la comunidad escolar.
3. Evalúa el riesgo vial con la comunidad escolar.
4. Prepara los materiales para el Día de Caminar y Pedalear a la Escuela.
5. Celebra el Día de Caminar y Pedalear a la Escuela.
6. Entrega de diseño vial y propuesta, acciones para mejorar la seguridad vial.

Source: ITDP Mexico, 2019
Planning as a community
Walking together
“What I like and dislike”
“What I like and dislike”
“What I like and dislike”
“What I like and dislike”
“What I like and dislike”
Biking to school
Spreading the message
Spreading the message
When safer school zones are built, how to measure impact?
“An observational situation in which two or more road users approach each other in space and time to such an extent that a collision is imminent if their movements remain unchanged.”

Hyden, 1987

Analyzing conflicts before they turn into collisions.
Registry of pedestrian-vehicle conflicts

Base line in June 2019
3 weekdays
Morning and afternoon shift
Video recording

Post-intervention in November 2019
Data collection
### Base line results

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Wed</th>
<th>Thu</th>
<th>Total</th>
<th>Mon</th>
<th>Wed</th>
<th>Thu</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N°</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td><strong>36</strong></td>
<td>19</td>
<td>16</td>
<td>30</td>
<td><strong>65</strong></td>
</tr>
<tr>
<td>Distribution</td>
<td>25%</td>
<td>36%</td>
<td>39%</td>
<td>100%</td>
<td>29%</td>
<td>25%</td>
<td>46%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Conflicts

Base line results

Conflict diagram

Conflicting speed, km/h
Private motorized vehicles are more frequently involved in serious conflicts affecting pedestrians.

### Base line results

#### Serious conflicts

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Wed</th>
<th>Thu</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motorcycle</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Car</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Pesero</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School bus</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bicycle</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
## Base line results

<table>
<thead>
<tr>
<th></th>
<th>Morning S</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
<td>Mon</td>
<td>Wed</td>
<td>Thu</td>
<td></td>
<td></td>
<td>Mon</td>
<td>Wed</td>
<td>Thu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning S</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td></td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Afternoon S</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td></td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>23</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Serious conflicts</th>
<th></th>
<th>Minor conflicts</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
<td>Mon</td>
<td>Wed</td>
<td>Thu</td>
<td>Total</td>
<td>Mon</td>
<td>Wed</td>
<td>Thu</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning S</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon S</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>23</td>
<td>47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scaling up the project by presenting results to the community, authorities and other schools.

Replicating Vision Zero for Youth in three mid-sized Mexican cities.

Next steps
Thank you!

::: itdp.org ::: @ITDP-HQ :::

::: mexico.itdp.org ::: @ITDPMx :::