Parents +

URBAN95

Child Safety Guidelines

Udaipur 2024

Technical Partners

ICLEI Local Governments for Sustainability SOUTH ASIA

ECORYS

Jatan Working with young people

City Partner

Udaipur Municipal Corporation

Supported By

Van Leer FOUNDATION

Foreword

Mr. Ram Prakash (IAS)
Commissioner, Udaipur Municipal Corporation

Dear Citizens,

It is with great pleasure that I present to you the "Urban95 Child Safety Guidelines" for Udaipur, a landmark achievement under the Urban95 Project Phase II.

As the first city in our state to develop and present city-level child safety guidelines, Udaipur is setting a precedent for prioritizing the well-being of our youngest residents. These guidelines offer a comprehensive roadmap for enhancing the safety and inclusivity of our urban spaces, focusing on the needs of children from birth to five years old. By implementing these recommendations, we aim to create an environment that supports the physical, emotional, and cognitive growth of our youngest citizens.

The Urban95 Project is a pioneering initiative that seeks to redesign urban environments from the perspective of young children and their caregivers. This document is the result of rigorous research, extensive stakeholder consultations, and thorough field assessments. It provides practical strategies for city planners, policymakers, and community leaders to follow, ensuring that our public spaces are safe and nurturing for children.

Our commitment is to transform Udaipur into a child and family-friendly city. These guidelines serve as a model for other cities to follow, demonstrating how urban planning can effectively prioritize the needs of young children and their caregivers. We invite urban planners, policymakers, and community leaders to visit Udaipur, observe the implementation of these child-friendly amenities, and utilize the insights gained to enhance their own urban environments.

I extend my sincere gratitude to the Van Leer Foundation for their steadfast support and to our technical partners, ICLEI South Asia and Ecorys India Pvt. Ltd., for their invaluable contributions. Their expertise and dedication have been crucial in the development of these guidelines.

Together, let us work towards creating cities where every child can thrive, and where families feel supported and valued.

Warm regards,

Mr. Ram Prakash (IAS)
Commissioner, Udaipur Municipal Corporation

Note

Mr. Prakash Paul
Country Lead & Principal Consultant, Van Leer Foundation India

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Dear Readers,

The Urban95 Project envisions a world where urban planning and design prioritize the needs and perspectives of young children and their caregivers. Our work in Udaipur exemplifies this vision, transforming the urban environment to ensure safety, accessibility, and opportunities for healthy development for our youngest citizens.

These guidelines are the result of comprehensive research, stakeholder engagement, and on-ground assessments. Developed under the Urban95 Project Phase II, this pivotal document represents a collaborative effort with our City Partner, Udaipur Municipal Corporation, and Technical Partners, ICLEI South Asia, and Ecorys India Pvt. Ltd. This initiative marks a significant stride in our mission to create child-friendly cities.

The "Urban95 Child Safety Guidelines" for Udaipur provide practical recommendations and actionable strategies for city planners, policymakers, and community leaders to implement. Our aim is to create safe, inclusive, and nurturing public spaces that foster the physical, emotional, and cognitive development of children from birth to five years old.

I extend my heartfelt thanks to the Udaipur Municipal Corporation for their unwavering support and commitment. Our technical partners, ICLEI South Asia and Ecorys India Pvt. Ltd., have been instrumental in bringing this document to life through their expertise and dedication.

We hope these guidelines will serve as a valuable resource, inspiring cities across India and beyond to embrace the Urban95 principles. Together, we can build urban environments where every child has the opportunity to thrive.

Best,

Prakash Paul,
Country Lead & Principal Consultant,
Van Leer Foundation India

Message

Mr. Emani B.V. Kumar
Deputy Secretary General, ICLEI and
Executive Director, ICLEI- Local Governments for Sustainability, South Asia

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Dear Friends,

I am delighted to introduce the "Urban95 Child Safety Guidelines" for Udaipur, developed under the Urban95 Project Phase II. This document, a collaboration between the Udaipur Municipal Corporation (City Partner), Van Leer Foundation (Supporting Partner), ICLEI South Asia, and Ecorys India Pvt. Ltd. (Technical Partners), marks a significant milestone in our efforts to make Udaipur a child and family-friendly city.

These guidelines offer a comprehensive roadmap for urban local bodies, private practitioners, urban developers, architects, and NGOs/CBOs. They provide practical insights into creating child-friendly homes, neighbourhoods, parks, healthcare centres, Anganwadis, and crèche- playschools, addressing both infrastructural and behavioural aspects.

Our future roadmap is guided by the five core principles of Urban95: green, inclusive, safe and secure, accessible, and playful. These principles shape our vision of Udaipur as a city that prioritizes the well-being and development of its youngest residents. By adhering to these guidelines, we aim to create a model city where every child can thrive in safe, nurturing, and stimulating environments.

I extend my sincere gratitude to Udaipur Municipal Corporation for their unwavering support and to our supporting partner Van Leer Foundation for their invaluable contributions. We hope this document will inspire other cities to embrace the principles of Urban95, creating urban environments that support the healthy development of young children and their families.

Warm regards,

Emani Kumar

Deputy Secretary General, ICLEI and
Executive Director, ICLEI- Local Governments for Sustainability, South Asia

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Under the Urban95 programme team (PMU Urban95 and Parent+) approached a 1+1+1 theory that is Caregiver behaviour at home and outside the home and Service provider behaviour at the neighbourhood scale, incorporating ITC-based development. Meanwhile, Parents+ recommended actions that promote responsible and positive parenting, along with other value-based approaches to raising children, in line with the Urban95 initiative.

Abbreviations

ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AVVNL	Ajmer Vidhyut Vitran Nigam Ltd.
AWC	Anganwadi Centre
AWW	Anganwadi Worker
BaLA	Building as Learning Aid
VLF	Van Leer Foundation
CBO	Community based Organisation
CDPO	Child Development Project Officer
CHC	Community Health Centre
CMHO	Chief Medical and Health Officer
CKP	Creche, Kindergarten and Playschools
CWC	Child Welfare Committee
ECCD	Early Childhood Care and Development
FGD	Focus Group Discussion
ICDS	Integrated Child Development Services
IPD	In-patient Department
IRC	Indian Road Congress
ITC	Infant Toddler Caregiver
ITCN	Infant Toddler Caregiver-friendly Neighbourhood
LS	Lady Supervisor
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MBGH	Maharana Bhupal Govt. Hospital
NFHS	National Family Health Survey
NGO	Non- Government Organisation
OPD	Out-patient Department
PHC	Primary Health Centre
PSE	Pre-school Education
PWD	Public Works Department
RMRS	Rajasthan Medicare Relief Society
RPCB	Rajasthan Pollution Control Board
SWM	Solid Waste Management
UDA	Udaipur Development Authority
UMC	Udaipur Municipal Corporation
UPHC	Urban Primary Health Centre

Key Partners

City Partner, Urban95 Phase-II, Udaipur

The Udaipur Municipal Corporation (UMC) is the main civic body, and is responsible for provision, operations and maintenance of urban services in the city municipal area. With an area of 64 sq. km, it is the district headquarters and is divided into 55 wards. UMC is headed by the Mayor and the Municipal Commissioner (MC), wherein the mayor is the elected representative and represents councillors of all the wards, while the MC is the administrative head and oversees the day-to- day working of the corporation.

Supporting Partner, Urban95 Phase- II, Udaipur

The Van Leer Foundation (VLF) believes that giving all young children a good start in life is both the right thing to do and the best way to build healthy, prosperous and creative societies.

The VLF is a private foundation focused on developing and sharing knowledge about what works in early childhood development. Over the last 50 years, it has worked in all regions of the world. VLF partnerships have informed public policies in more than 25 countries, led to innovations in service delivery and training that have been widely adopted by governments and NGOs, and generated breakthrough ideas that have changed the way stakeholders, from parents to policymakers, think about the earliest years of a child's life.

Technical Partners, Urban95 Phase-II, Udaipur

ICLEI – Local Governments for Sustainability is a network of more than 2500 local and regional governments, supported by a team of global experts, driving sustainable urban development worldwide. Active in 100+ countries, ICLEI impacts over 25% of the global urban population. ICLEI South Asia - the South Asian arm of ICLEI, aims to build and serve a regional network of local governments to achieve tangible improvements in regional and global sustainability through local initiatives. In Udaipur, ICLEI South Asia is supporting UMC on the themes of climate change, sustainable urban mobility, built environment and low-carbon, resilient development. It was also the technical partner for Urban95 Phase-I, and has helped Udaipur to become the lighthouse/ showcase city through the successful implementation of its various interventions.

Ecorys India brings in rich knowledge resources on Research, Consultancy and Project Management, and aims to make a positive impact on society by tackling the issues that affect communities around the world through their work in public sector reform, security and justice, economic growth, social policy, natural resources, regions and cities, transport, infrastructure and mobility. With a history spanning over 90 years, it has the experience and expertise of working on multidisciplinary sectors and projects that challenge complex issues across borders.

Jatan Sansthan is a grassroots not-for-profit organisation working with rural and resource-poor communities in the Indian state of Rajasthan's Rajsamand, Dungarpur, Jaipur, Udaipur and Bhilwara districts. Jatan has its presence in more than 1300 villages across these areas, which have traditionally had poor social indicators. Since its establishment in 2001, Jatan has designed and implemented various initiatives geared towards improving social and demographic indicators by working with youth groups. In the last decade, Jatan has worked on programmes related to children, young people and women in the areas of health and education.

I. Introduction

1. Executive Summary

The creation of Infant Toddler and Caregiver-friendly (ITC-friendly) spaces is one of the goals of the Urban95 programme, which is being implemented through various tangible and intangible recommendations at the city level in Udaipur. One of the recommendations is the development of Child Safety Guidelines (CSG), which will help the city partners to focus on and promote early childhood development in Udaipur.

The main purpose of the CSG is to provide recommendations related to safety in urban ITC spaces, including neighbourhoods and public spaces such as major roads and streets, parks and potential open recreational spaces, and the ITC Neighbourhood's (ITCN) educational and health services, etc., keeping in mind the post-pandemic situation. The guidelines, with their emphasis on positive parenting and responsive caregiving, will lead to a long-term, sustained and positive behavioural change in parents and caregivers.

The document also aims at a sustained commitment of government functionaries towards ensuring the safety of children and of visualizing-built environments (ITC destinations) with an ITC-friendly lens. The CSG is also guided by the safety provisions to be considered in spatial planning[1], based on behavioural aspects of children at home and in public places. Lastly, key safety indicators and components/ elements are included in the guidelines to aid the development of a child-friendly SMART[2] and safe city. Some well-researched case studies were studied and their findings incorporated in the document.

Urban local bodies (ULBs) and city departments working on early childhood development work, such as the departments of health, education, women and child development, are important

[1] Existing Guidelines and Policies followed by UMC:

- Urban and Regional Development Plans Formulation and Implementation (URDPFI) guidelines 2015, Ministry of Urban Development, Govt. of India
- Rajasthan Building Bye-laws 2020, Govt. of Rajasthan
- Unified Building Bye-laws 2017, Govt. of India
- CPWD Guidelines, 2019
- Indian Road Congress (IRC) 2020
- Education Policy 2020, Govt. of India
- ECCE Policy 2014, Govt. of Rajasthan

[2] SMART: Specific, Measurable, Achievable, Relevant, Time-bound

stakeholders in this context, as the CSG will help them to have better understanding of the subject and to consider the guidelines in their projects and routine activities.

The intermediary outcome will be improved capacities for including the ITC-friendly lens in the work of the ULBs and the city departments, as well as capacity building and sensitisation of professionals such as city managers, technical teams and civil society, in addition to sensitisation of parents and caregivers regarding child safety.

The tool and observation checklist in the CSG for the assessment of ITC destinations will help to include Urban95 objectives (Safe, Green, Engaging, Inclusive and Playful) while developing/ creating new spaces for young children and their caregivers. It will also aid stakeholders in finalising short, medium and long-term implementation plans, in preparing the required monitoring and evaluation methodology and in scaling up and sustaining the Early Childhood Care and Development (ECD) vision in the city. Altogether, the safety parameters evaluated from the result-based accountability (RBA) outcomes will be prioritised in the implementation plan.

The CSGs will be introduced and disseminated in the city through:

a. Formation of stakeholder committees, which will include representatives from government departments, NGOs and community-based organizations, besides professionals working in urban development and ECD projects.
b. Evaluation of real-time child safety outcomes and their impact on projects being implemented under the Urban95 and Parents+ programmes.
c. Conversion of the project outcomes into recommendations and making them a part of existing policies/ documents for relevant departments of the city government.

With child safety as its priority, the CSG will work as a binding element for existing guidelines and policies that focus on ECD. For its effective implementation, the government departments should adopt the CSG recommendations and implement them in relevant projects for making ITC spaces safer.

2. About the Urban95 Programme

Urban95 is a global initiative of the Van Leer Foundation (VLF), which aims to create healthy, prosperous, and vibrant cities where babies, toddlers and their families can thrive. The initiative is meant to make lasting change in the urban landscape and provide opportunities that can shape the crucial first five years of children's lives. The goal of this initiative is to support healthier, safer and more exciting urban neighbourhoods for young children, for those who care for them, as well as everyone.

Urban95 is rooted in the belief that when urban neighbourhoods work well for pregnant women, babies, toddlers and young children and their caretakers, they also tend to nurture strong communities and economic development.

The challenges of any city in India can be broadly categorized into rapid and chaotic growth concentrated in informal, slum settlements with inadequate infrastructure; open defecation; inaccessible parks; lack of footpaths, streetlights, and safe places to cross roads; and children in some neighbourhoods needing to use public transport, which is not child-friendly, to get to the nearest school.

Thriving and happy children are indicators of a healthy and sustainable society with high levels of well-being. Children form an understanding of their environment through everyday discoveries and encounters in the park, at school, during a stroll in neighbourhood, or by imagining and inventing games and stories. The built environment plays a crucial role in shaping young children's narratives of the city, and their understanding and experience of urban spaces.

Realizing the need to address ITC issues, the cities of Bhubaneswar in Odisha, Pune in Maharashtra and Udaipur in Rajasthan became part of the Urban95 Phase 1 programme.

Urban95 in Udaipur

Van Leer Foundation's (VLF) Urban95 initiative supports sustainable programs to support the development of a healthy, beautiful, and safe city for young children and their caregivers. In Udaipur, VLF in partnership with Udaipur Municipal Corporation, International Council for Local Environmental Initiatives South Asia (ICLEI-SA) and ECORYS India were implemented the Phase-II of the Urban95 initiative. The initiative will help scaling up child- and family-friendly features in public space, mobility, neighbourhood planning, early childhood services and data management across Udaipur's agencies. As part of infrastructural development in Udaipur city, few selected early childhood development centers (Park/ PHC/ AWC/creche/playschool/streets) in neighbouring areas are proposed to be developed as models for child-friendly, safe, and accessible spaces for young children & their caregivers.

Parents+ Programme

Parents+ is a VLF initiative that combines focused coaching activities for parents and other caregivers – using insights from behavioural science to improve impact – with at least one other service designed to meet a child's and/ or her parents' basic needs. Parents+ seeks to engage with policymakers, civil society and other stakeholders to build structures that support all babies, toddlers and caregivers, together with key programmes directed at specific vulnerable populations.

3. Udaipur at a Glance

The city of Udaipur, located in the state of Rajasthan, India, is the administrative headquarters of Udaipur district, and was founded in 1559 by Udai Singh-II, the ruler of the kingdom of Mewar, when he shifted his capital from the city of Chittorgarh after it was besieged by the Mughal army. Udaipur became a British princely state in 1818, and after India gained independence in 1947, a part of Rajasthan.

Located is south-western Rajasthan near the Gujarat border, the city is surrounded by the Aravali Hills, and is located almost midway between the metro cities of Delhi and Mumbai. It is well connected to ports in Gujarat and with nearby cities and states by road, rail and air. Common languages spoken in the city are Hindi, English and Rajasthani (Mewari).

Udaipur is also known as the "City of Lakes", as seven lakes ring the city, with five of them, namely Fateh Sagar Lake, Lake Pichola, Swaroop Sagar Lake, Rangsagar, and Doodh Talai Lake, being restored under the National Lake Conservation Plan (NLCP) of the Government of India. Tourism is the main economic driver in the city, though activities such as marble processing, chemical manufacturing and development, electronic manufacturing and the handicrafts industry are also key contributors. The city hosts several major state and regional public offices, such as of the Director of Mines and Geology, Commissioner of Excise, and Hindustan Zinc Limited, and is also an educational hub.

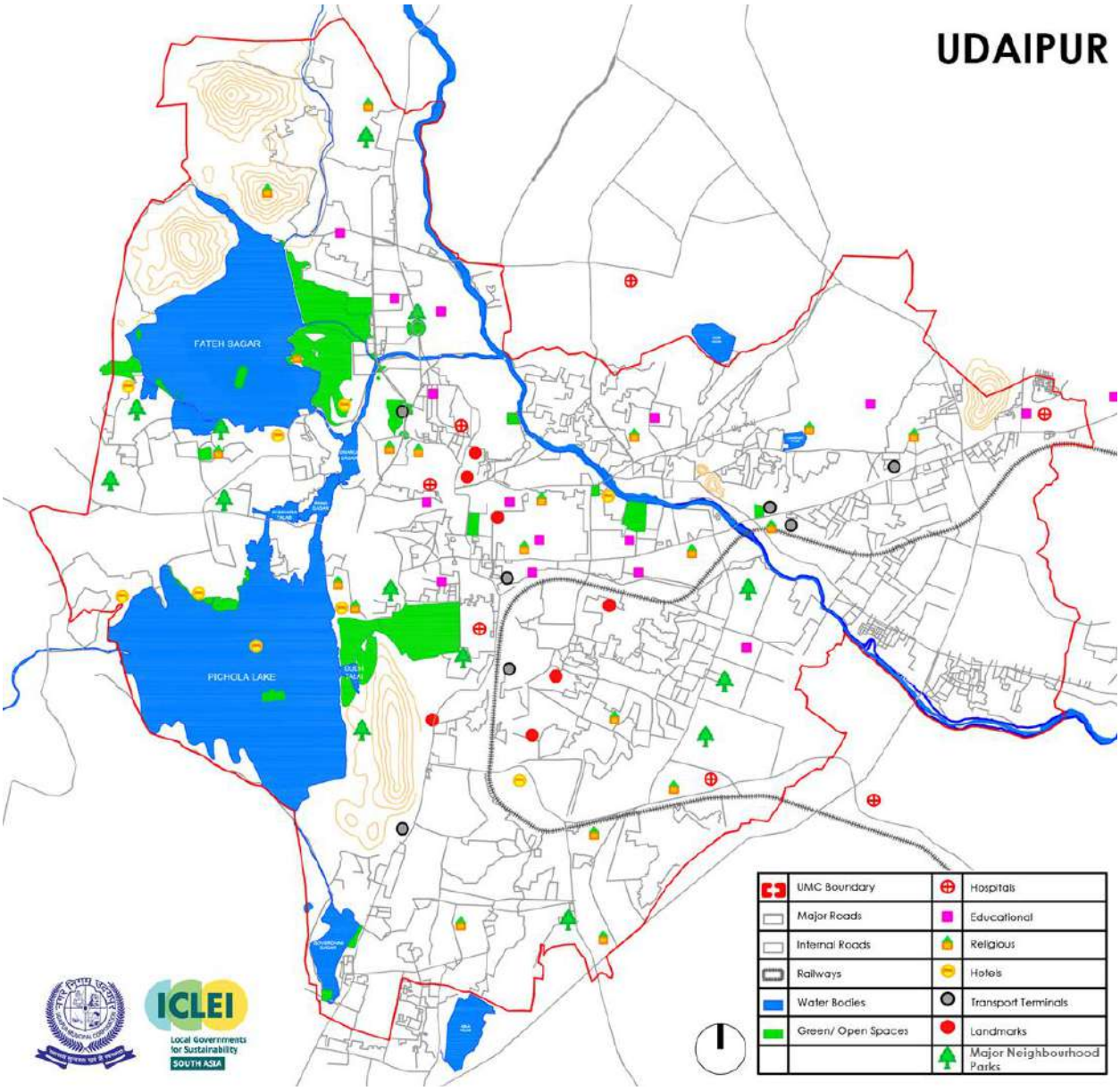
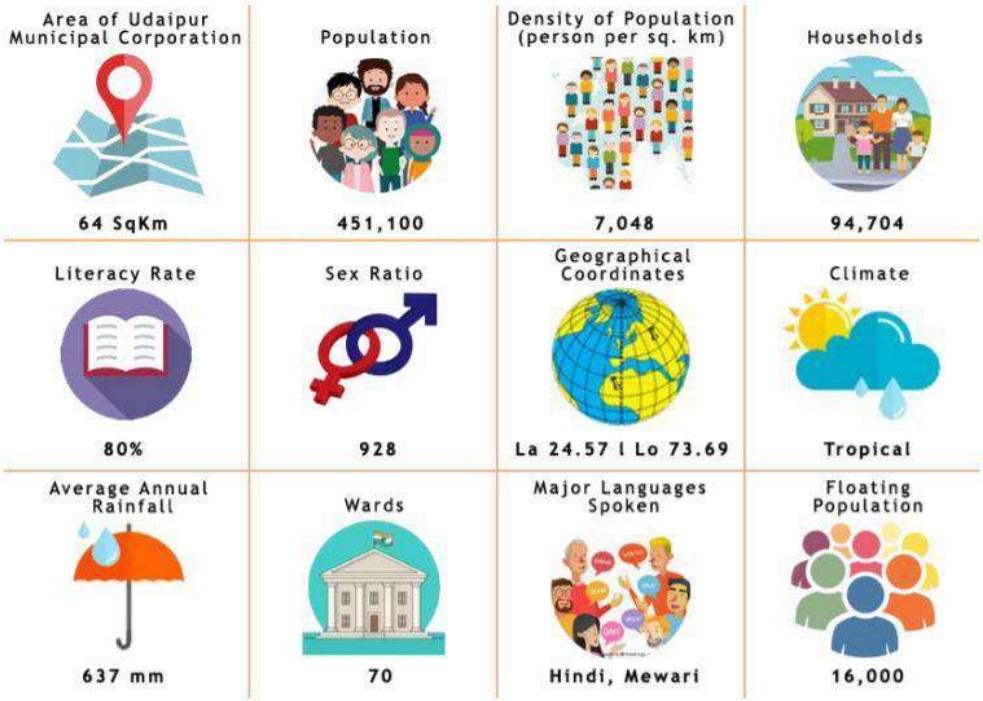


Figure 1 Udaipur Municipal Area Political Map (Ref: Udaipur Municipal Corporation)

3.1 Statistics

SN	Particular	Details
1	City	Udaipur
2	Government	Municipal Council (Udaipur Municipal Corporation)
3	State	Rajasthan
4	City Area (UMC)	64 sq.km. (25 sq.miles)[3]
5	Total Wards (Municipal Area)	70[4]
6	City Population (Census 2011)	4,51,100 (Total); 2,33,959 (M); 2,17,141 (F)
7	Children (0-6 Years) (Census 2011)	47,932 (Total); 25,691 (M); 22,241 (F)
8	Average Literacy (%)	89.66% (Total); 94.47% (M); 84.52% (F)
9	Sex Ratio	928[5]
10	Child Sex Ratio	866
11	Children aged 12-23 months, fully immunized (BCG, Measles and DPT)	93.4%[6] (RMRS 2020-21); 43.9% (NFHS-4, 2015-16)
12	Total Public Parks in City	200
13	AQI Level of Udaipur range (Average)	70-200 (moderate)
14	Total Length of Roads (UMC Area)	1585 kms
15	Total AWC (Urban area)	150[7]
16	Total Pre-Primary, Primary Schools (Urban Area)	355[8]



(Source: UMC and Census 2011)

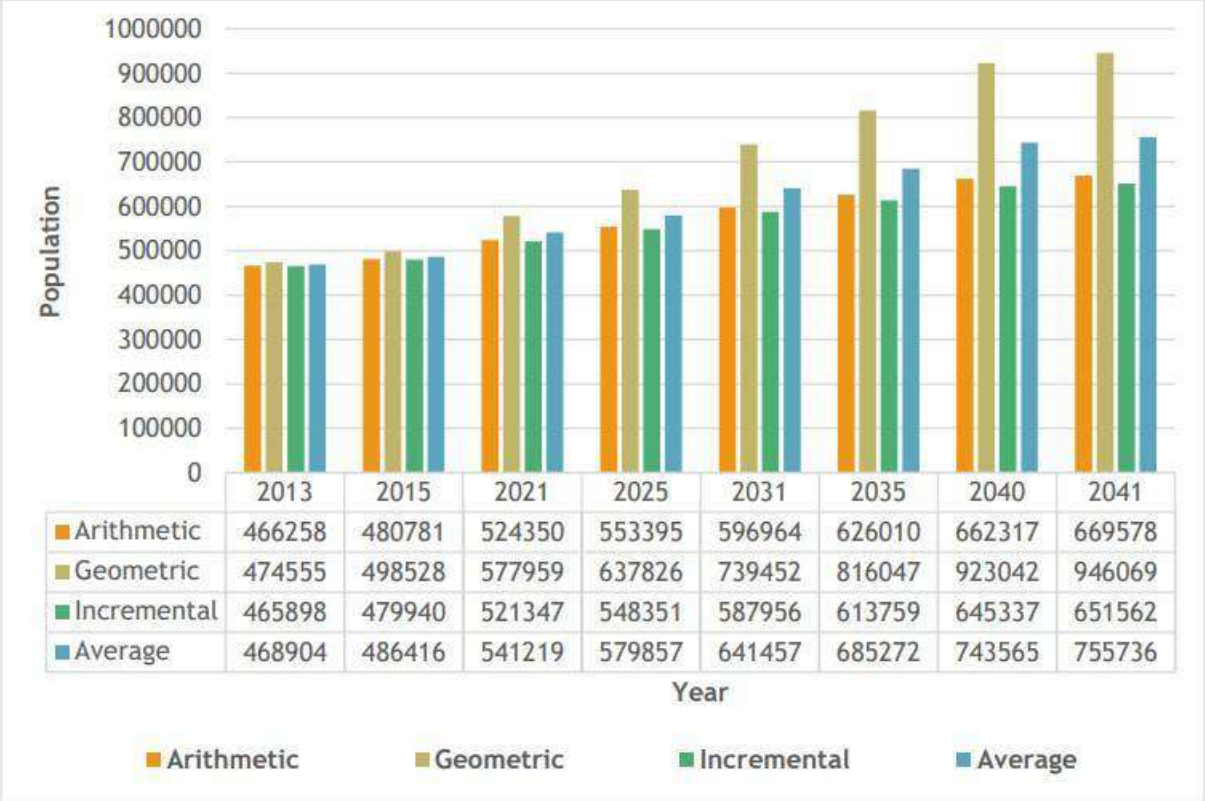
[3] Udaipur City Profile; 2021; Udaipur Municipal Corporation
[4] www.udaipurmc.org
[5] NFHS 04; 2015016
[6] Rajasthan Medicare Relief Society Report; 2020-21; Department of Medical, Health and Family Welfare, Rajasthan
[7] Integrated Child Development Services, Udaipur
[8] Department of Education- Elementary, Rajasthan; 2022

3.2 Demography

Census 2011 estimated Udaipur city's population to be 451,100 (233,959 males and 217,141 females), while the UMC puts it at approximately 0.5 million currently. It is expected to touch 0.64 million (6.41 lakh) by 2031.[9]

As per the City Development Plan, the city witnessed considerable population growth in the last four decades, while acting as a major economic hub for the surrounding region. The growing economy and the tourism sector have attracted both urban and rural populations. While the city population grew fast during the 1971-1981 and 1981-1991 periods, the decadal growth from 2001 to 2011 was 15.83%, which is near to the natural growth rate of the population. This growth rate has fallen now due to the growth of peripheral areas.

The population density of Udaipur city, as per Census 2011, was 7,048 persons per sq. km, while the floating population was 16,000. Today, it is a major tourist destination; according to the Tourism Progress Report 2019-20 prepared by Tourism Department, Rajasthan, 11,36,947 national and international tourists visited Udaipur in the year 2018. The tourism data for the 2011-2020 period shows that tourist footfalls grew by 40%, at an average annual growth rate of 6%.



	2013	2015	2021	2025	2031	2035	2040	2041
Arithmetic	466258	480781	524350	553395	596964	626010	662317	669578
Geometric	474555	498528	577959	637826	739452	816047	923042	946069
Incremental	465898	479940	521347	548351	587956	613759	645337	651562
Average	468904	486416	541219	579857	641457	685272	743565	755736

Figure 2: Population Growth and Projection for Udaipur and City Agglomeration (Source: Udaipur City Guide 2020, UMC)

[9] Udaipur City Profile; 2021; Udaipur Municipal Corporation

3.3 Status of Child Safety in Udaipur

Unintentional injuries are a major health and developmental risk for children up to the age of five. Accidents and violence at home, and in public places and places of learning can cause paralyzing injuries to children and can even be fatal. In most cases, these are just accidents, but they also cause the deaths of 45 lakh children worldwide every year (WHO Global Burden of Disease: 2013), while millions of others need hospital care. Many children also become disabled for life due to this.

It's not the child's fault every time. Many a time, the caregivers' intentional/ unintentional mistakes, caused by neglect, infrastructural situation, haphazard traffic, lack of footpaths or broken footpaths, stray cattle, lack of playgrounds or child-unfriendly play spaces and lack of training of service providers, among others, are major factors.

Children's injuries also hurt families' physical, mental and financial health, which is bound to affect the growth of children. Talking about injuries and accidents that happen to children is as important as talking about their health, as they are interlinked. Just as we can save the lives of lakhs of children in the country by focusing on vaccination, nutrition, breastfeeding, growth monitoring and deworming, among other measures, the development of better and safer urban infrastructure can save the lives of several children.

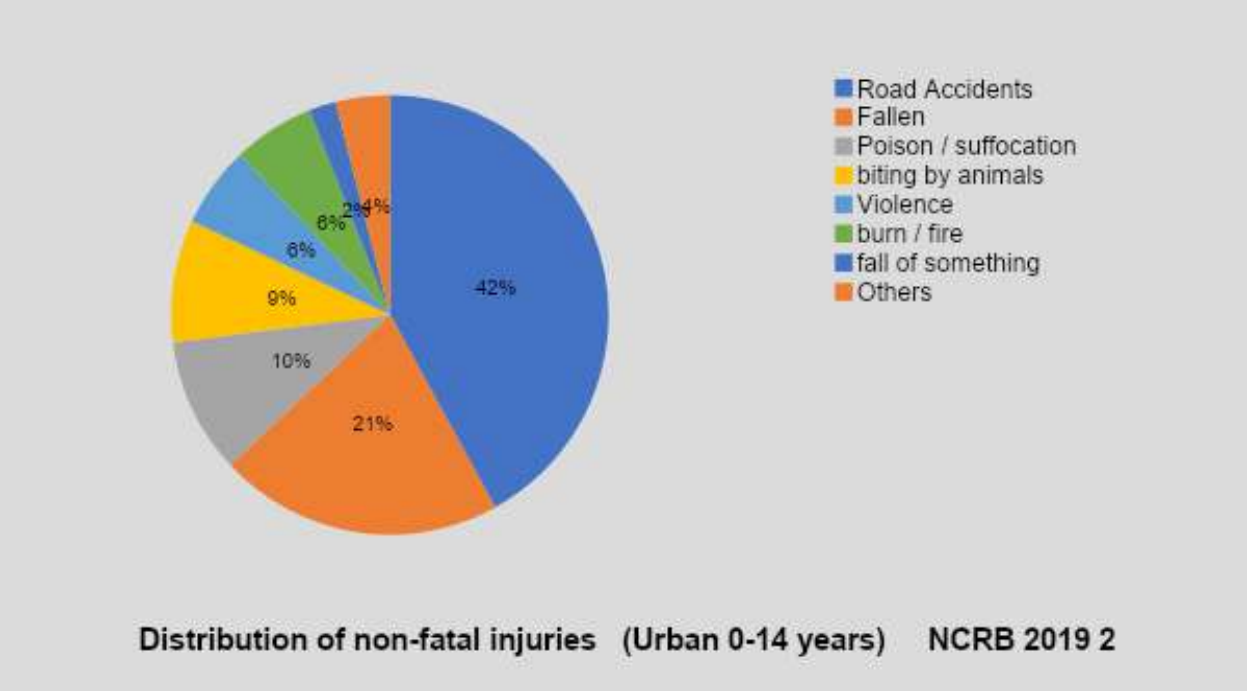


Figure 3: Distribution of non-fatal injuries, National Crime Records Bureau (NCRB) 2019-20

Unfortunately, the issue of covering accidents involving young children, specifically their age, gender has been ignored at all levels and need serious attention. There hasn't been any large-scale programme focusing on prevention of child injuries and accidents. There are also no comprehensive guidelines or policies that focus on the overall development as well as safety of children under the age of five.

Injuries are preventable if the environment associated with children can be made safe, starting with their homes, followed by public places they frequently use such as parks, playgrounds, streets, and footpaths. We can request local bodies (such as the Municipal Corporation and the Udaipur Development Authority- UDA) to pay attention to this through social institutions. Places of learning of children can also be made safe similarly. We can work together to create a safe environment for children at large by advocating such measures with the state and central government.

The major sources of air pollution in Udaipur are vehicular smoke, road dust, construction activities and industrial emissions, with PM10 and PM2.5 being the main pollutants. According to the Action Plan for the National Clean Air Programme (NCAP) for Udaipur, released by the Udaipur Municipal Corporation and Udaipur Smart City Limited in November 2018[10], in some congested areas, old parts of the city and crossroads, the air quality is below the prescribed standards, which could be responsible for respiratory issues in children, especially asthma and lung diseases.

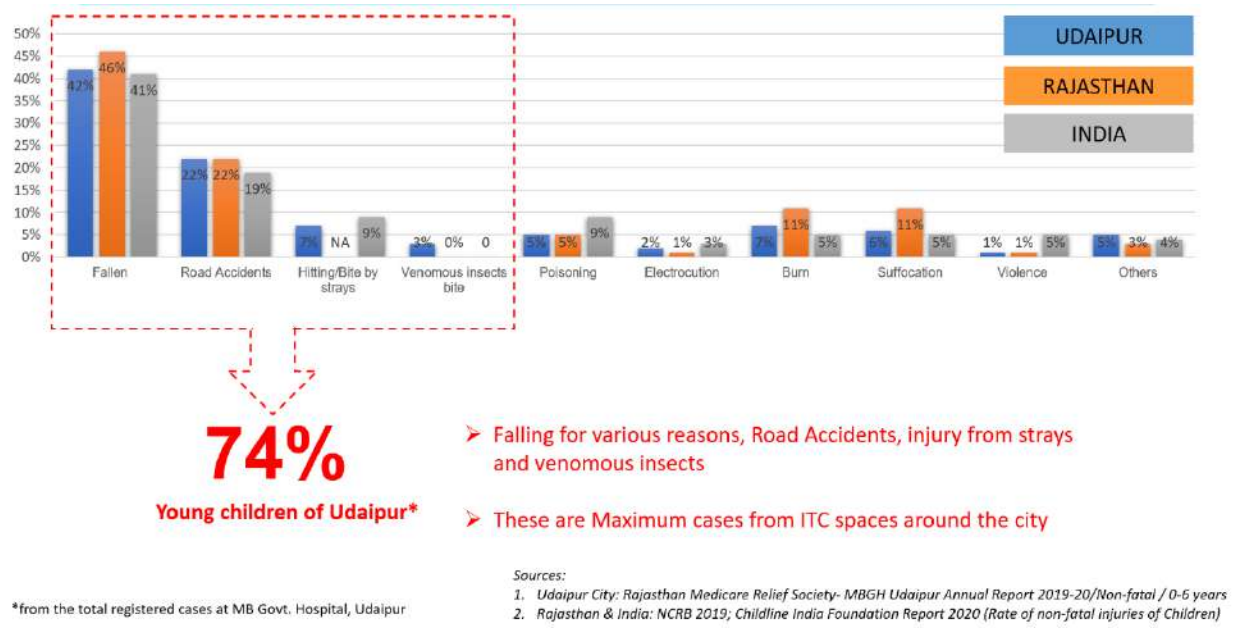


Figure 4: Status of Child safety, RMRS 2019-20

According to the Action Plan, the level of NO2 in the city's air is also dangerously high, caused by the exhaust fumes, and exacerbated by the use of old vehicles and the occurrence of traffic jams (most commonly in the narrow streets of the old city). The air quality worsens in winter as dust particles get trapped by the cold, dense air.

[10] Udaipur City Profile; 2021; Udaipur Municipal Corporation

According to Dr. Lakhan Poswal, Superintendent and Paediatrician, Maharana Bhupal Govt. Hospital, a major cause of seven types of asthma and respiratory diseases in children in Udaipur is pollution caused by exhaust fumes and burning of plastic. He added that the polluted air is toxic for young children with lung diseases such as bronchitis or pulmonary tuberculosis.

3.4 Rapid Behavioural Study (RBA) and AWC Safety Assessment

Under Urban95 Phase-II, it was proposed to develop select early childhood development spaces; such as parks, primary healthcare centres (PHCs), anganwadi centres (AWCs), and creches; as models that are child-friendly, safe, and accessible to young children and their caregivers.

The main objective of the RBA was to generate behavioural insights on:

- Facilitators and barriers faced by caregivers (mothers/ fathers/ other caregivers) of children under the age of six, while using different ITC destinations near them.
- Service providers' experience of operating, maintaining and providing services at different ITC destinations (facilitators and barriers).

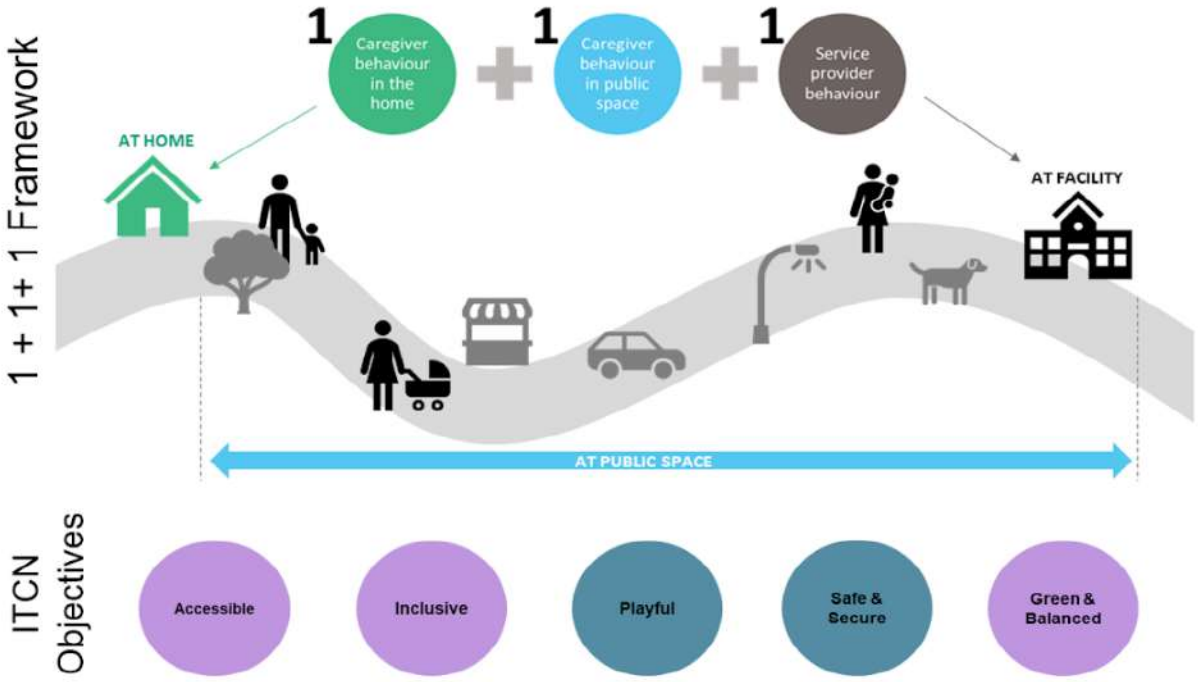


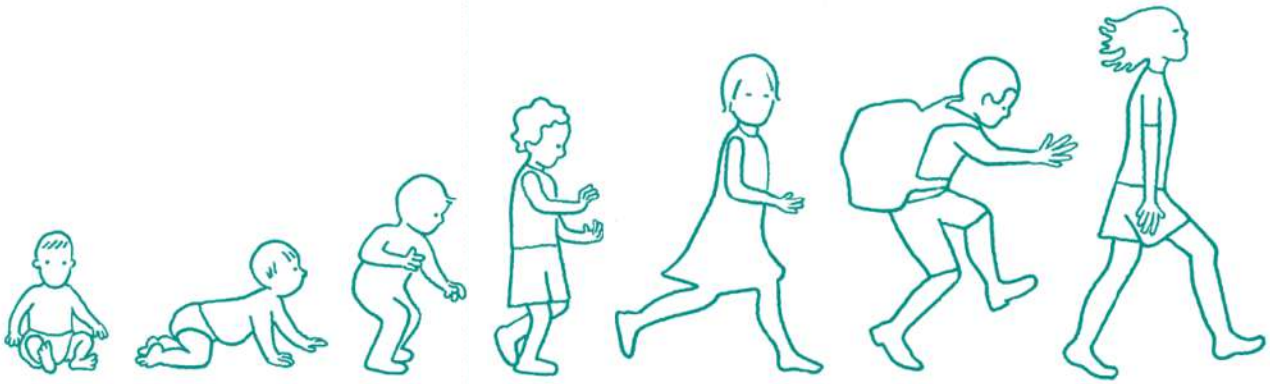
Figure 5: Flowchart on behaviour of caregivers and service providers, RBA, Urban95 Phase II.

Figure 5 shows the sequence of behaviour, beginning with how caregivers engage with children at home, their journey from home to the ECD facility, their behaviour in public spaces, challenges faced in terms of accessibility and facilities, their ideas of an ideal park, etc.

While the RBA covers all five themes of the ITCN framework, two themes of ‘Safe and Secure’ and ‘Playful’ emerged from interactions with caregivers and service providers and have been listed as ‘Priority Behaviours’. The RBA indicated that while themes like accessibility, inclusivity and greenery and balance may affect caregivers’ perception and use of an ITC facility to a small degree, it’s themes such as safety and security and playfulness that can altogether alter their decision to visit and avail the amenities at ITC facilities.

The findings from the assessments conducted during the RBA in the city's AWCs, PHCs, parks, creches, child priority zones, roads, etc., have been included in this safety guideline. This will help reduce ITC-related barriers and promote recommendations for safe mobility and safe ITC destinations.

Integrated into the Urban95 delivery at the city level, Parents+ combines coaching for parents with services that meet families’ basic needs. It has been proposed to create awareness regarding responsive care during the early years of children.



II. Context

1. Why focus on Infants, Toddlers and Young Children (ITC)?[11]

The quality of a child's physical environment impacts his or her health from the first day of life. Babies are much more sensitive than adults; toxic elements disrupt and interfere with their internal processes much more than those of adults. For instance, a toddler takes between 40 and 60 breaths per minute with lungs that occupy a huge proportion of space within their small bodies, while an adult takes 20 breaths a minute. When toxins like lead and fine particulates are absorbed in the bloodstream of someone still in the first 1000 days of life, they insidiously interfere with one's ability to learn by reducing memory and focus, difficulties that can take the form of depression and mental health issues even at a young age. When we refer to healthy environments, we include mental health and personal and collective well-being as part of the most basic levels of survival.

In the same way that climate change is an unjust phenomenon in that its ill-effects are overwhelmingly borne by people who had no role in its creation, the damage done to children's lives by toxic cities is fundamentally unjust. Decisions made about the public realm will burden our children with limitations well before they have made a single decision on their own or can grasp the risks and react to protect themselves. The vulnerability of infants, as well as the duration these ills will persist in their bodies and minds, ought to make them an obvious priority stakeholder group for spatial policy. Unfortunately, babies and toddlers have not historically been considered stakeholders. Their inability to express their needs and desires is a significant reason for this; at least an older child can tell us what they want from the city.

Babies and toddlers spend plenty of time outdoors, either as companions to the daily work of a caregiver, as participants in recreation activities in parks and playgrounds, or as part of an infinite number of other arrangements that bring them into the public realm daily.

Babies and toddlers in the public realm are invariably accompanied by a caregiver (usually female, though fathers also take on this responsibility in many settings); they function as a pair but are essentially one unit. In the Indian context, the caregiver is usually female. A public realm that supports the well-being of babies and toddlers requires a design that specifically addresses the health and safety of women. Throughout this document, the term ITC will be used to refer to all possible combinations of infants, toddlers, and caregivers as interconnected individuals in the public realm. When designing for urban childhoods, planners need to recognize that domestic

[11] ITCN Policy framework, VLF

work extends beyond the home. Caregivers require an almost constant connection to the city, far more than the typical wage-earning breadwinner who simply ‘leaves and returns’ home once each day.

Given the numerous dangers posed by the city, it may seem counterintuitive to focus on adjusting Indian neighbourhoods to encourage families to spend more time outdoors, walking. However, this is precisely the approach urgently needed in Indian cities today. High levels of well-being among populations make regions competitive. The most efficient way to improve well-being is by systematically building and maintaining health-first infrastructure and services close to where people live. It is crucial to understand that every harm we encounter in our neighbourhoods today is of our own making, and we are just as capable of undoing them.

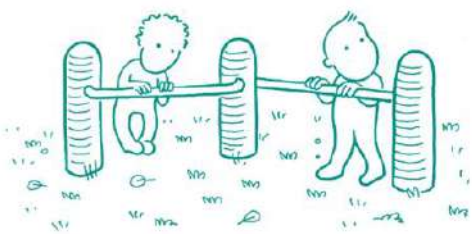
It's a matter of committing to a clear plan. Spatial planning is uniquely capable of making significant positive impacts on the conditions of our neighbourhoods in the short, medium, and long term.

A neighbourhood can furnish a rich world of imagination and adventure that nurtures a vibrant creative life. One located in the centre of a city can still link children to the natural world with good design choices, allowing them to witness the wonder of ecosystems, and instilling care for the earth that will last the rest of their lives. A neighbourhood of engaged and curious children will connect parents and strangers in public places, where a sense of trust and familiarity knit the fabric of the community. This document should be considered a primer to plan and implement the change that is required to get families with young children into the public realm.

What are ITC spaces?

ITC-enabled spaces are usually safe, green and unpolluted, easy to access and with playful surroundings. Further, these spaces can be categorized into zones that focus on the development of unutilized spaces and upgrading of facilities catering to ITC-interactive spaces.

We can categorize ITC spaces into Home, Neighbourhood; Streets and Roads; Parks, and Social Infrastructure i.e., anganwadis, PHCs, playschools and creches.



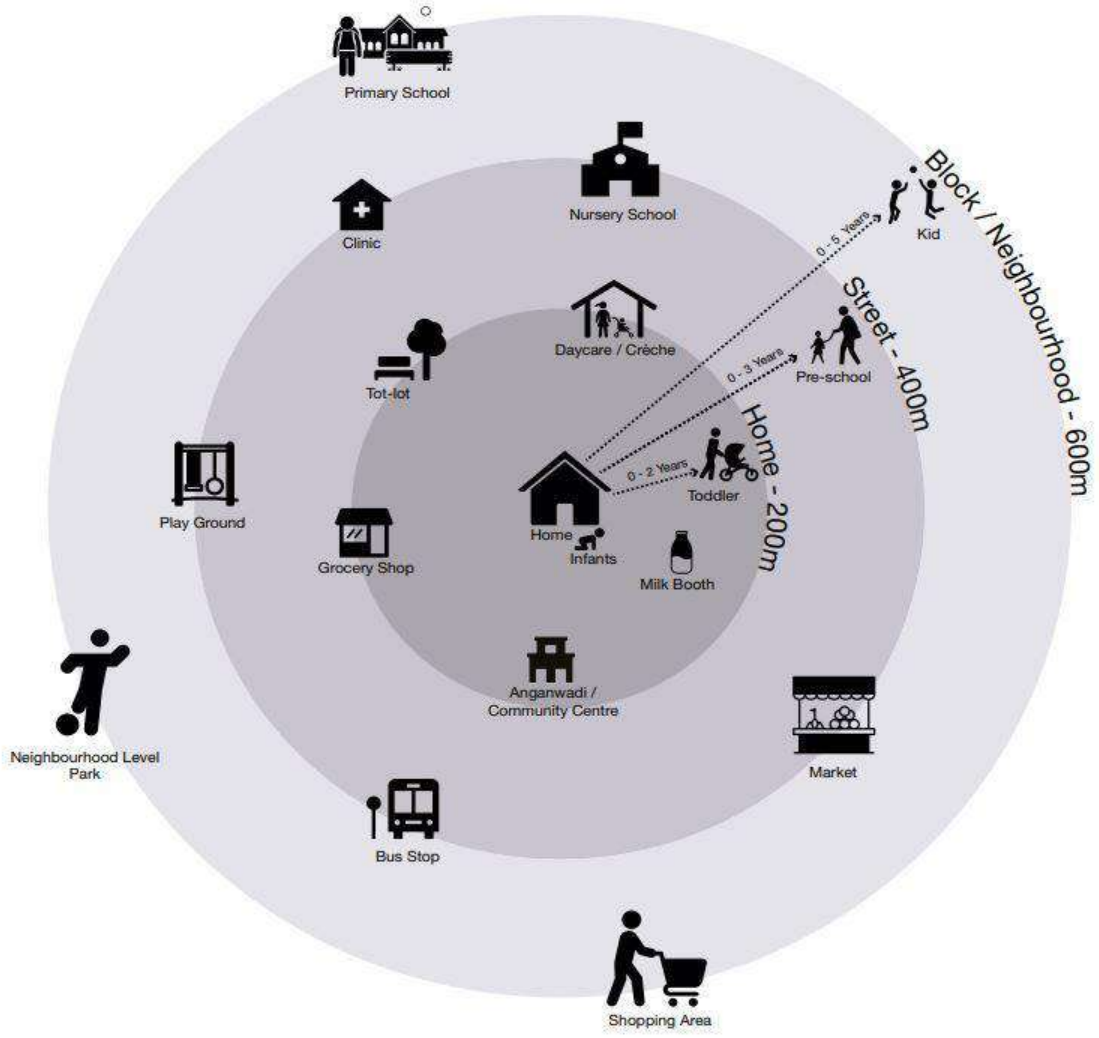


Figure 6: Child mobility; ITCN Policy framework, VLF

This diagram shows the hierarchy and the range and access of services for children linked to their mobility and age. The progressively expanding worlds of children below the age of five: the home, the street, the block and the neighbourhood. The walkability of the very young, either independently or with caregivers in strollers or bikes, is limited to services that are under one kilometre from their home.

2. ITC Needs of a City

List of needs[12]

- Need to feel safe, by both caregiver and child.
- Repetition of supportive behaviour.
- Spending quality time outdoors, regularly.
- That space is best when it's green.

The human infant is one of the few mammals for whom brain and physical development take place mainly outside the womb. From an evolutionary standpoint, this ensures that the infant adapts to the physical and emotional environment it is born into to ensure its successful survival. That development is most intensive within their first thousand days, slowing within five years, and continuing to develop after but at a much slower pace.

Early childhood is the phase when patterns are 'hardwired' into our behaviour, and when the brain connections that are used more frequently become the paths that the sensory material taker takes more readily. A baby who is raised in the dark will lose the retinal cells that detect colour even if they are born with normal eyesight. Studies of children who have suffered severe neglect demonstrate the importance of the earliest years in the starkest terms.

The effects of air pollution and poor sanitation are the most severe on children within the first thousand days of their lives.

The importance of feeling safe: Both caregivers and children

The physical safety of women and children goes together. Young children take all their cues whether exploring, tasting or touching something is a good idea by looking at the expression on the caregiver's face or body language. An anxious response from the caregiver is a huge deterrent to a toddler.

Our cities are and also are perceived as being unsafe for their female inhabitants and for other caregivers. Stressors from the built environment such as loud horns, speeding vehicles and lack of pedestrian facilities add to a caregiver's anxiety. Nationally reported incidents of crime against women add to the perception of a city being unsafe for them. This fear-based exclusion limits their access and mobility within a city. It is not uncommon to find many parks and open spaces in Indian cities occupied by men and youth, and less by women and young children. A woman with a child is often more anxious when she has to move on a city street than if she was by herself or if she stayed at home.

A sense of being physically unsafe (especially emanating from the caregivers' anxiety about safety) leads to raised alertness and hyper-vigilance. This anxiety, which when sustained over some time, leads to an inbuilt high cortisol reaction in the body, which is directly related to lowered

[12] ITCN Policy framework, VLF

immune system responses and a reduced capacity to explore and learn. It is also associated with hyperactivity and other anxiety responses in young children.

Repetition of supportive behaviour

It is not only food and cleanliness that keeps human babies alive, but also the quality of their interaction with others. The difference between survival and thriving is based both on the caregiver-created environment and the physically built environment.

The most significant events in the lives of small children are those that take place daily and repeatedly, in the most ordinary ways. For example, what and how they are fed, daily hygiene, the quality of the air they breathe and the water they drink, and what, how and with whom they play.

Responsive, playful, meaningful and calming interactions with their caregivers, and perceived safety are opportunities to explore their capabilities and their surroundings. Through repetitive daily interactions that take place at home and in its immediate vicinity and its people, this life stage creates a foundation for enhanced cognitive function, a sense of safety in future relationships, community cohesiveness and a sense of mastery about the physical environment.

Infants and toddlers regularly need quality outdoor time

For young children, everything is an opportunity to learn, primarily by using their bodies to walk, balance, run, jump, climb, roll or fall. It helps small children learn the strength and limits of their capacities and the risk they would need to take. Infants and toddlers are easily stimulated and overwhelmed, and therefore they need small doses of exciting things to see, touch and listen to, at their height. We need to integrate outdoor play into the flow of urban life, which is to say, in their ordinary daily activities and not only as a special event, like a planned trip to a playground.

Being exposed to nature has been repeatedly found to be beneficial in reducing stress, both in adults and children, and is better for the overall mental health of a population with the most significant effects being on the youngest ages. Recognition of the importance of outdoor play and immersion in nature for holistic child development goes back to the very beginning of early childhood education. Friedrich Froebel, an influential 19th-century German scholar who coined the term kindergarten, emphasized the role of the garden and the importance of nature in (child) development.

Safety need not mean restrictions, yet cities impose maximum limits on young children to keep them from harm. Safety concerns being applied even in playgrounds have resulted in spaces that are boring and are, therefore, underutilized. There are many organizations worldwide that are re-designing play spaces for children to be more engaging and adventurous.

Children need greenery

Not just as a special trip to a local forest, children thrive when they are in contact with nature and natural materials. Consistent exposure to nature has been found to have immense positive benefits for the health of children, right from their intrauterine life. For infants with their mothers, nature proves to be a calming force that stimulates the senses slowly, without being overwhelming. Toddlers between the ages of two and five benefit most from being exposed to nature to enhance their sense of understanding of their own body and build a sense of competence, as well as to use imagination in play, without the need for toys and equipment.

In the early years as well as when older, children need to feel free to use their imagination to play with natural materials. Environments with a variety of textures that they can explore – trees to climb, leaves to run in, stones to build imaginary structures with – are most beneficial to the growing brain, both structurally and emotionally. Green spaces have repeatedly been found to reduce stress in children and adults, and also improve mental health.

HAND
SOME

III. Vision and Objectives

Children live in a world constructed by and for adults. Since birth, young children undergo developmental changes in physical, cognitive, psychological and social abilities that influence their curiosity, perceptions, risk-taking behaviour, judgement and actions/ reactions to environmental stimuli, thereby affecting their susceptibility to injuries/ accidents. Young children (0-5 years) are particularly vulnerable to accidents, and their physical and emotional safety requires approaches that are different from those for adults.
Generally, there is lack of knowledge and focus related to child safety (0-5 years) aspects, both at home (by caregiver) and in the urban built environment (by the service provider).
So, it is essential to look at child safety from a different perspective and to develop measures to improve child safety and well-being.

1. Vision

Our vision is to create a safe, nurturing, and child-friendly urban landscape where young children can thrive, explore, and reach their full potential. We envision a city that prioritizes the well-being and safety of its youngest residents, where parents and caregivers can have peace of mind, knowing that their children are protected in every aspect of their daily lives.

In pursuit of this vision, the objectives of "Child Safety Guidelines" are as follows:

- **Comprehensive Safety Measures:** Develop and implement a comprehensive set of safety measures that cover all aspects of young children's lives, including physical safety, transportation, hygiene and emotional well-being.

- **Safe Urban Planning and Infrastructure:** Incorporate child-centred urban planning principles to create safe and accessible public spaces, parks, playgrounds, schools, and neighbourhoods tailored to the needs of young children.

- **Education and Awareness:** Promote awareness among caregivers, educators and community members about child safety best practices, potential hazards, and how to respond to emergencies effectively.

- **Collaborative Stakeholder Engagement:** Foster collaborative partnerships among government agencies, community organizations, schools, healthcare providers and the private sector to ensure a coordinated effort in promoting young children's safety.

- **Regular Safety Audits and Evaluation:** Conduct periodic safety audits and evaluations of city facilities, programmes and initiatives to identify areas for improvement and ensure ongoing compliance with safety guidelines.

- **Advocacy and Policy Development:** Advocate for child safety through policy development, ensuring that local regulations and laws prioritize the protection of young children.

- **Inclusive and Diverse Safety Measures:** Consider the unique needs of diverse populations and ensure inclusivity in the safety guidelines to address the varying requirements of all young children.

- **Continuous Improvement:** Strive for continuous improvement by staying up to date with the latest safety research, technology and best practices to enhance the efficacy of the guidelines over time.

By achieving these objectives, the city-level child safety guidelines aim to create a nurturing environment where children can grow, learn and thrive safely, fostering a community that cherishes and prioritizes the well-being of its youngest citizens.

2. Purpose

- To bring sustained positive behaviour and consistent commitment of government functionaries and other relevant stakeholders;
- To inculcate safe behaviour in caregivers and people residing in the city at large for positive and safe nurturing of young children;
- To ensure urban bodies formulate strategies to make the city safer and child friendly in all spaces (1+1+1 approach); and,
- To assess safety risks and hazards in advance at all levels in the city.

3. Need for Child Safety Guidelines

Specifically, here are no specific guidelines available for the physical safety of young children (specifically from 0-5 years of age) for urban areas/ cities of Rajasthan. The urban built environment has a direct impact on children's safety. An unsafe environment in and around ITC facilities can increase the likelihood of accidents and injury, which can have physical as well as psychological implications for the child. Therefore, it is imperative to have a set of guidelines that can provide a safe built environment for young children in cities.

- The behaviour of caregivers has a direct impact on the physical, social and emotional security of a young child. Frustration, phobia and anxiety, among other behaviour, in the early years can have a lasting impact on the young child.
- Specific behaviour guidelines that can sensitize and empower caregivers in all aspects of child safety and security can help in preventing inadvertent injuries and accidents.

4. An ideal neighbourhood: An ideal City

In an ideal neighbourhood, infants and toddlers and their caregivers feel safe and encouraged with the freedom to run, explore, play and engage with their built and natural environment. The streets and parks in the neighbourhood are safe from moving cars, stray animals and predators. Neighbours and other familiar and trusted service providers, often found in Indian streets, engage with and keep a lookout for the child, adding to a sense of security. Parents feel at ease that their children are safe outdoors. The neighbourhood is calm, quiet, verdant, and overflowing with greenery. Where there are no trees, structures providing shade keep the walls of buildings and the street cool on hot days.

This neighbourhood is densely populated with simple, well-managed services that are easy to get to, and are evenly spread out, so that no one is cut off from them or by them. The routes between homes and key destinations are safe, walkable, and full of excitement and wonder. Parks are well maintained, well used and clean, and full of playful encounters. They are also inclusive and facilitate interaction across generations and communities.

Five Objectives of an ITC Neighbourhood[13]

There are many qualities that a neighbourhood must have for children to thrive mentally and physically. These can be achieved in different ways, through different combinations of elements. If the design guidelines are the methods, the objectives provide the strategy. These objectives and the corresponding design guidelines found in ITCN Policy framework *(Published by VLF)* will

[13] ITCN Design Guidelines, VLF

provide a roadmap for the city manager to create healthy, stimulating, and desirable neighbourhoods for everyone, by fulfilling the needs of ITCs. The following five objectives operate in a dynamic interplay and cannot be implemented á la carte. A great playground is only as good as the quality and contiguity of the street network that leads us there — the two must work together. But that is not to say that there is no hierarchy between the objectives. Beginning with the foundation of the 'safety' objective empowers the city manager to make decisions about where to start.

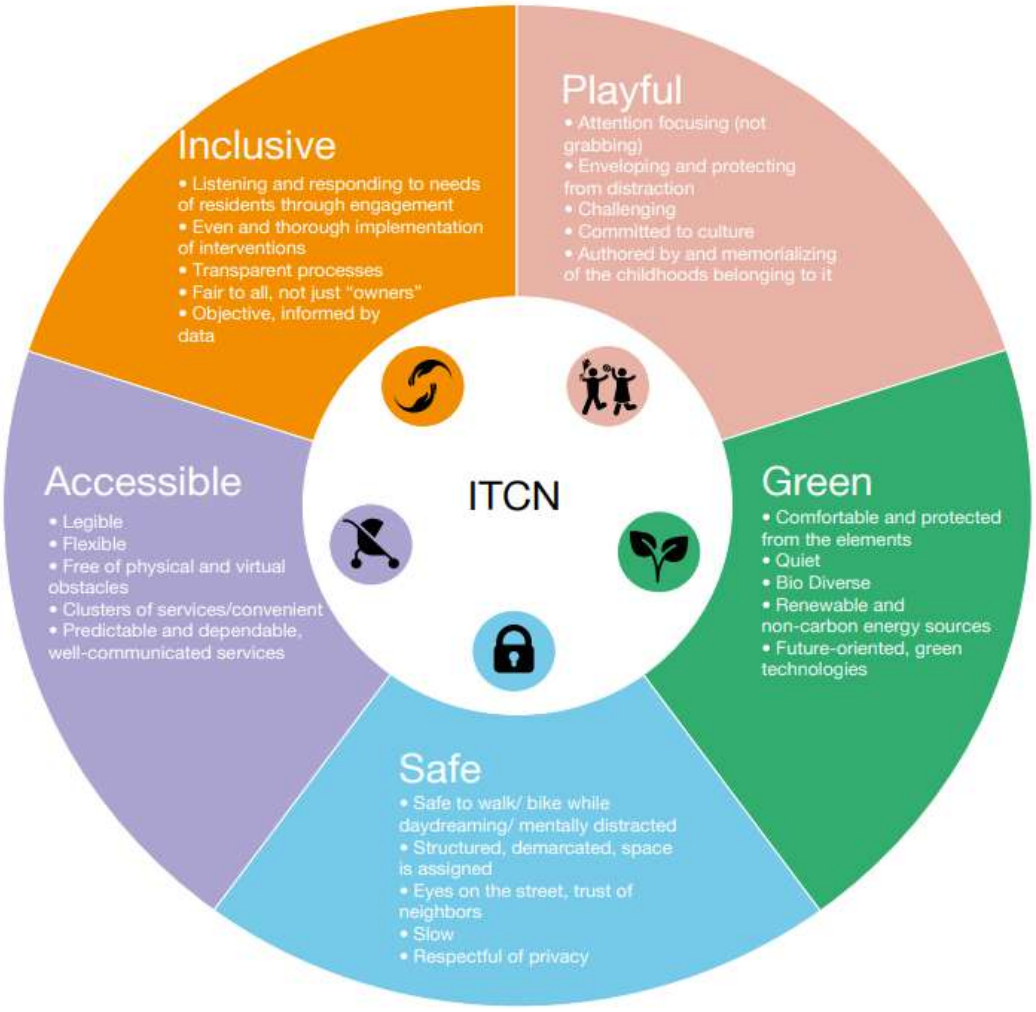


Figure 7: 5 Objectives of ITCN (Source: ITCN Design Guidelines, VLF)

URBAN95
चाइल्ड फ्रेंडली प्राथमिक स्वास्थ्य केंद्र
WHEEL CHAIR
गर्भवती, धात्री महिलाओं और बच्चों के लिए उपलब्ध सेवाएं
स्वास्थ्य- पोषण सलाह, मुफ्त दवाईयां एवं जांच,
सभी प्रकार का टीकाकरण,
बच्चों के लिए सुगम, सहज, मनोरंजक तथा
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स्तनपान कक्ष,
पेयजल एवं शौचालय,
पार्किंग
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IV. Framework

1. Scope of Work

The formulation and finalization of the CSG, in consultation with the Programme Steering Committee, involves taking an idea from existing child safety guidelines at state and national level and drafting of key safety indicators and components within the purview of safety issues of/ at various ITC destinations and accessibility around them. Key safety indicators and components are now part of the master checklist on the safety and well-being of children under the age of five and their families.

Risk factor Identification and Resolution

To make a city inclusive, accessible and safe for children and caregivers, it is important to understand all the risk factors. For this, the following topics must be discussed-

- Identification of potential risk factors.
- Safe retrofitting or making new construction ITC-friendly to minimize potential risk factors.
- Maintenance
- Capacity building of stakeholders on its proper use and maintenance.

What are the Possible Risks?

Possible Risks	Few Key Challenges
Health and Nutrition related	Unhygienic environment, poor access to public health facilitates, malnourishment and overnutrition
Caregiving related	Unhealthy environment of the house (psychological), no time for the young child
Neighbourhoods	Car centric, unorganized parking, encroachment, obstacles and lack of universal design, stray animals, maintenance-related issues, poor access to public facilitates
Accidents due to traffic or poorly maintained roads, open drains, missing barricades, unsafe edges	Risks while walking from moving vehicles, stray animals, exposed electrical wires or transformers, stagnant water, and while traveling in public transport.
Risk of violence or crime	Threat of crime, violence or abuse
Unsafe environment	Contaminated water, poor air quality, garbage littered on the ground and lack of sanitation

Focus on ITC Protection in Infrastructure Policy

This guideline is expected to help policymakers formulate policies keeping in mind the safety of ITC in urban development. It will also help urban bodies, as well as the state government and other bodies associated with them like UDA to focus on ITC safety in urban development.

Developing and Implementing Local Solutions

In a city like Udaipur, which blends the densely packed old city with the more planned new city, it's essential to focus on locally available solutions for urban development. This guideline offers such solutions and addresses ITC safety in their application, aiding in both understanding and implementation.

Scalable and Sustainable Solutions

The suggestions are for making the local solutions scalable and sustainable for the benefit of urban bodies and their associated partners.

Community Engagement

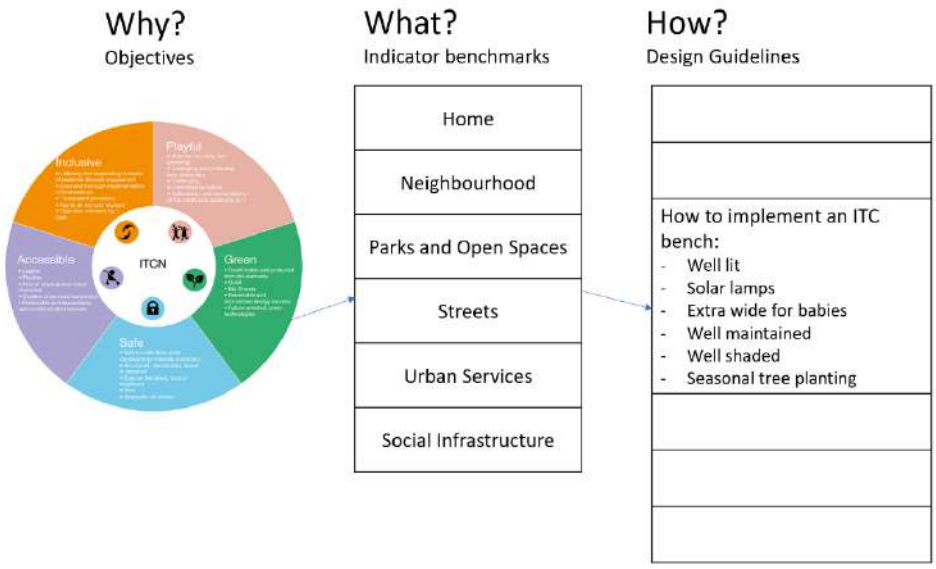
The local community must be brought together to implement any work at the grassroots. It is impossible to implement any work without the participation of the community. The guideline also focuses on clarifying the role of the community, especially the caregivers.

2. Methodology

Objectives outline broad aspirations, while indicators and their corresponding service level benchmarks specify the precise requirements for city managers. These indicators are aligned with objectives, ensuring that implementing them according to service level benchmarks also serves specific goals. To streamline organization, indicators are categorized under the spatial elements of an ITCN.

Having understood the need for considering ITC requirements in a neighbourhood’s plan, and the objectives to achieve, the next step is to measure the existing conditions of the neighbourhood. The Evaluation and Monitoring document will assist you with component-wise indicators to establish a baseline and to identify gaps in quality, and to reduce those gaps with the assistance of the Design Guidelines.

Figure 8 Elements of ITCN



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[14] ITCN Policy Framework (Next Step; P-41)

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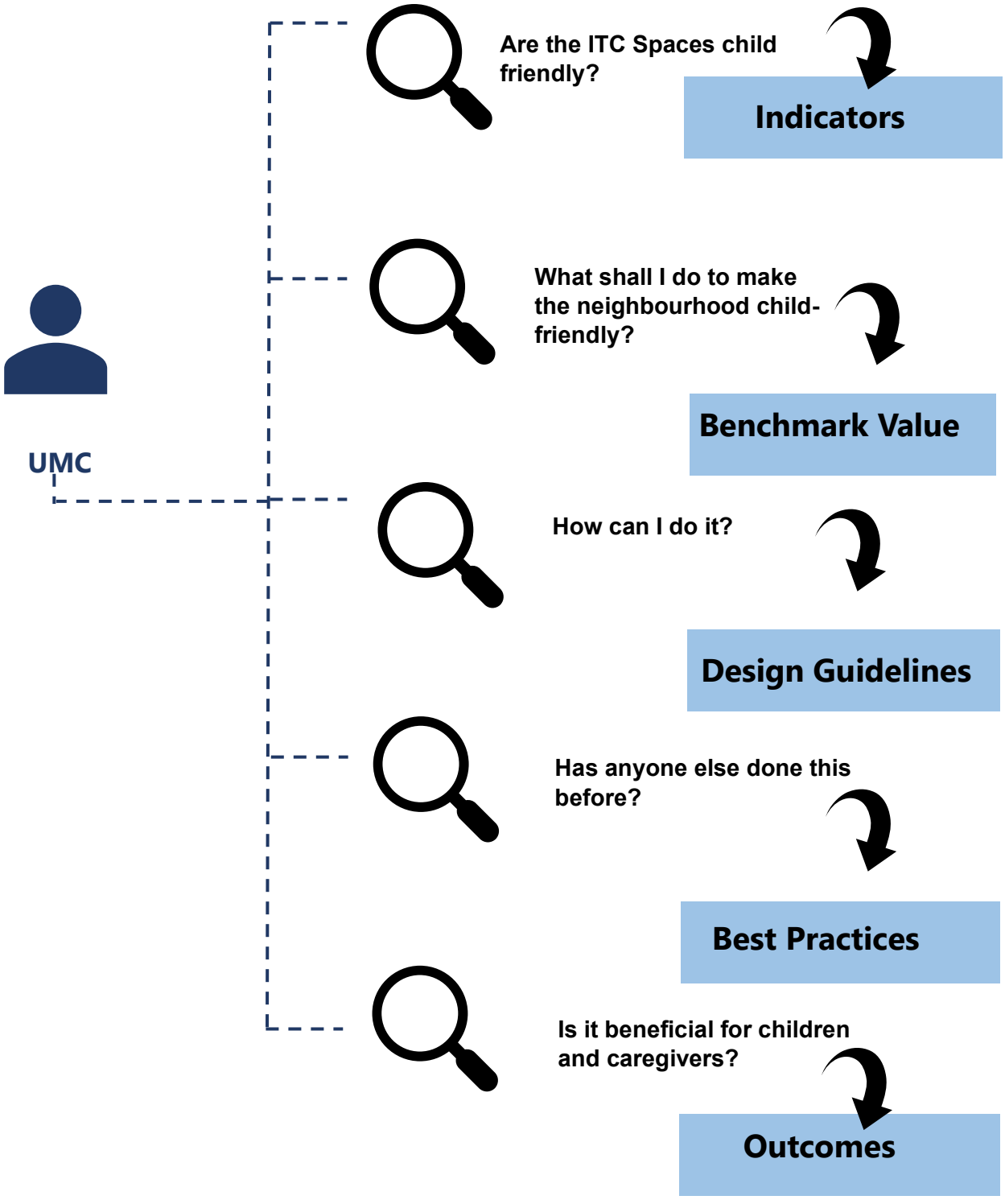


ITCN Indicators and the Decision-Making Process

[15] Infant, Toddler, Caregiver-Friendly Neighbourhood: Evaluation & Monitoring Metrics- VLF

3. Targeted Stakeholders

The Udaipur Municipal Corporation is a prime stakeholder of CSG, since several departments and institutions work together on various subjects related to children in our state. There is a need to work collaboratively with all relevant stakeholders to make the city safe, inclusive and playful for children. Social organizations and community-based groups also play an effective role in Udaipur city. It is necessary to recognize their cooperative role in making the city child friendly at the neighbourhood and city level.

Home	• Caregivers • Integrated Child Development Services (ICDS) • Medical, Health and Family Planning Department • NGOs
Neighbourhood	• Udaipur Municipal Corporation • UDA • Community-based Organizations • Private School Management Committee
Parks and Open Spaces	• Park Committee (UMC)
Streets	• UMC • UDA • PWD • Sanitation Committee (UMC) • Waste Collection Company (under UMC/ Private)
Social Infrastructure	• ICDS • Medical, Health and Family Planning Department • Concerned Construction Contractors / Executive Agencies • Architects, Urban Designers, Planners and City Developers • State and Central governments • Network of primary and secondary caregivers
Urban Services	• Public Transport Company (Udaipur Bus) • UMC • ICDS • Medical, Health and Family Planning Department • City-level Child Welfare Committee (CWC) and Childline/ Emergency Services • State and Central governments • Disaster Risk Management Authority/ Committee

4. Monitoring, Evaluation and Learning

Monitoring and evaluation of a "Child-friendly Neighbourhood" programme is a crucial process that assesses the effectiveness and impact of initiatives aimed at creating safe, inclusive, and supportive environments for children. It involves systematic data collection, analysis, and feedback mechanisms to ensure that the objectives of the child-friendly neighbourhood programme are achieved.

Monitoring and evaluation, therefore, play a critical role in ensuring the success of "Child-friendly Neighbourhood" initiatives by enabling evidence-based decision-making, enhancing accountability, and driving continuous improvement in creating safe and supportive environments for children to thrive. Monitoring is the systematic process of collecting, analysing and using information to track a programme's progress and to guide management decisions is sometimes referred to as process, performance or formative evaluation.

Evaluation is the systematic assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institution's performance. It focuses on expected and set targets over the entire project duration, and is a continuous process concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives.

To prove the usefulness of the guideline, it is necessary to evaluate it. For this, the impact can be measured at any ITCN destination through pre- and post-implementation assessment, comparative assessment between implementation and similar sites, case studies of changes observed after implementation of the guideline, and through media coverage, among others.

Particular	Monitoring (Outputs)			Evaluation (Outcomes and Impact)		
	Methods	Duration	By	Methods	Duration	By
ITCN destination status and corrections/ changes therein as per guidelines	Benchmarking, checklist, discussion with caregivers, footfall mapping,	At the beginning and then once every six months	UMC, Related Department, Civil Societies, etc.	Pre- and post-assessment Comparative assessment between implementation and similar site study; case studies, media coverage	Before the implementation of guidelines and after 6-12 months of implementation After 12-18 months of implementation On a regular basis	UMC
Uses of ITCN destination	Footfall mapping, Focus Group Discussion (FGD), in-depth interviews, case studies	6-12 months (Regularly)				
Behaviour and understanding of caregivers and caretakers	FGD, in-depth interviews, case studies	Once in a year				

Importance of Monitoring and Evaluation:

- **Accountability:** Help to hold city authorities, policymakers and stakeholders accountable for their commitments to prioritize children's rights and well-being in urban planning and development.
- **Evidence-Based Decision Making**: The data and insights gathered through monitoring and evaluation provide evidence to city leaders and policymakers for making informed decisions related to child-friendly policies and investments.
- **Identifying Gaps and Challenges:** Help to highlight gaps and challenges in the implementation of child-friendly initiatives, enabling proactive measures to address shortcomings and improve the overall effectiveness of programmes.
- **Optimizing Resource Allocation**: Help in assessing the cost-effectiveness of various interventions, ensuring that the resources are allocated efficiently to achieve maximum impact on children's lives.
- **Ensuring Inclusivity:** By monitoring the outcomes of child-friendly initiatives, the city can ensure that its policies and programmes are inclusive and cater to the diverse needs of all children, including those from marginalized or vulnerable communities.
- **Continuous Improvement:** Foster a culture of continuous improvement, enabling the city to learn from both successes and failures and refine its strategies over time.
- **Community Engagement:** Involve engaging with children, parents, caregivers, and other stakeholders to gather feedback, insights, and perspectives, ensuring that their voices are heard and integrated into future planning.
- **Advocacy and Awareness:** The data and findings can be used to advocate for child-friendly policies and to raise awareness about the importance of creating safe and nurturing urban environments for children.
- **Long-Term Sustainability:** Help to ensure that child-friendly initiatives are sustainable in the long run, as their impact on the well-being of children is continuously assessed and improved.
- **Measuring Progress Towards Goals:** By setting specific targets and indicators, they allow the city to measure its progress towards becoming truly child-friendly and to celebrate achievements.

In conclusion, monitoring and evaluation are integral components for creating a "Child-Friendly City." They not only assess the effectiveness of existing measures, but also contribute to the continuous enhancement of policies and programmes, with the goal of fostering a safe, inclusive, and supportive environment where children can thrive and reach their full potential.

4.1 Rapid Assessment Tool for ITC Destinations

It is very important to check the arrangements made at an ITC Destination to see how safe it is for children and their caregivers. For this purpose, a tool has been designed to help assess/ examine a place from the point of view of the urban built environment. The use of the tool does not require technical proficiency, and will help to evaluate the neighbourhood, streets, parks and places of learning. It involves benchmarking a few things and giving them a rating.

How will you give a rating?

- Rating can be given by observation only.
- First of all, it is important that the element that is being rated is present there.
- Whether a facility/element should be there or not, depends on the need of the particular area. If there is no suitable space, then it can be challenging to develop it there.
- If the element is present, then its condition is to be rated with a score ranging between 5 (Very Good) and 1 (Not Satisfying).
- If any element/facility is missing, but the space to develop is there and still no steps have been taken for its development, then zero (0) marks will be awarded.
- The total rating of a place is derived from the total marks obtained by it in the full assessment.
- A destination is rated as 'Thriving' if it scores 4 or 5 for all elements; 'Striving' if it scores 4 or 5 for 50-100 % of the elements; and 'Surviving' if less than 50% of the elements get a rating of 4 or 5.
- This rating and benchmarking will help to improve the quality of the ITC destination and to make it child friendly.

Benchmarking

Thriving:

If 100% of elements are rated 4 or 5

Striving:

If 50-100% of elements are rated 4 or 5

Surviving:

If less than 50% of elements are rated 4 or 5

Rating:

05	04	03	02	01	00
Much better	**Better**	**Medium**	**Not satisfactory**	**Low**	**Not available**

4.2 Evaluation

Ensuring the safety of children encourages them and their caregivers to visit child-friendly spaces outside their homes. This evaluation of children's spaces reflects an increase in their usage.

The evaluation metrics support a cyclical process of assessment, reviews, learning and improvement, and comprise three interrelated parts: data indicators, service-level benchmarks and an ITC dashboard.[16]

Data indicators – They are identified for each objective at the neighbourhood level. They contribute to the evidence base at hand for city managers and support a clear understanding of the needs and challenges facing ITCs. The indicators measure the spatial components that influence the experience of ITCs in the neighbourhood, and thereby affect their overall well-being. By offering a structured overview, they highlight priorities for decision-making and actions.

Service-Level Benchmarks- These benchmarks measure the performance of cities in achieving ITC objectives. They provide a clear score of how effective the decisions and actions have been, ranging from 'Thriving; (high) to 'Striving' (average) to 'Surviving' (low). Measuring performance in this manner enables progress to be calibrated and monitored across projects and over time.

ITC Dashboard - This dashboard moves measurements into management by providing a visual and comprehensive comparison of performance between cities and over time. It includes implementation progress, project types, delivery timescales for different priorities and an overview of the objectives met and benchmark scores.

Forms and methods of gathering qualitative data

Method	Form of data	How to collect	Example analysis procedure
Personal Interviews	Recorded and transcribed interview dialogue	Pre-established interview questions Record interviews (audio or visual)	Maoming transcripts Coding words or statements based on noted experiences and their contexts Developing themes from codes Larger unit of abstractions gathered from themes and related to previous research

[16] Infant, Toddler, Caregiver-Friendly Neighbourhood: Evaluation & Monitoring Metrics- VLF

Focus Groups/ Workshops	Questionnaires Recorded collective conversations prompted by a design researcher Workshop assignments	Record (audio or visual), preferably with other researchers observing and noting interactions or conversations	Coding questionnaire responses Identifying themes from workshop assignments Identifying values, habits, priorities, or interests from interviews and responses
Participatory Action Research	Meeting minutes Participant feedback Collected data from participants Design mapping activities	Participants identify problems together with researchers. Participants collect data based on the identified problems in their community	Enacting similar procedural methods as other methods (observations, focus groups/workshops, interviews) Noting the initiative and self-direction from participant interest
Observation	Free-writing observations as they occur, focusing on one child or caregiver at a time. Structured notes from a pre-drafted sheet where behaviours are checked off a list.	Notes are taken on behaviours seen during activity Data is collected from an appropriate distance so that the integrity of the information is not compromised	Identifying commonalities and differences between individuals who navigate the same space

Minimum Data set Required

The following minimum data set is required to be collected/ generated by cities to perform activities as mapped in ITC Neighbourhood indicators and service-level benchmarks: [17]

Demand Assessment	• Number of neighbourhoods in ABD Zone • Total population by neighbourhood • Population in the age group 0-5 years • Total number of pregnant women by neighbourhood • Number of breastfeeding mothers as a percentage of total population by neighbourhood • Incidence of respiratory diseases among children (0-5)

[17] Infant, Toddler, Caregiver-Friendly Neighbourhood: Evaluation & Monitoring Metrics- VLF

Existing Infrastructure - Park and Open spaces	• Number of tot-lots • Number of housing area parks by neighbourhood • Number of neighbourhood parks by neighbourhood • Percentage of open spaces by neighbourhood • Per capita organized green space by neighbourhood • Percentage of encroached/ informal area by neighbourhood • Number of parks and dedicated child-friendly (0-5 years) play spaces by neighbourhood • Number of parks that have quality seating by neighbourhood • Number of parks with adequate lighting by neighbourhood • Number of parks with free basic facilities like drinking water, toilets and other facilities for families by neighbourhood • Frequency of maintenance of parks by neighbourhood • Number of private kindergarten schools with attached outdoor space by neighbourhood • Number of government schools that allow use of school campuses during non-school hours by neighbourhood • Number of parks with rainwater harvesting systems by neighbourhood • Number of parks with natural materials in play equipment by play space and by neighbourhood • Number of parks with solar lighting facilities
Existing Infrastructure - Streets	• Total length of street network by neighbourhood • Length of clear and unobstructed pedestrian footpaths • Number of kerb cuts per road km • Number of streets with adequate lighting by neighbourhood • Average streetlight spacing by neighbourhood • Total length of NMT network by neighbourhood • Total length of vehicle parking on cycle tracks • Percentage of daily trips by non-motorized means • Number of signals that are synchronized by neighbourhood • Total number of signalized intersections by neighbourhood • Number of one-way streets by neighbourhood • Length of streets closed to four-wheeler traffic by neighbourhood • Length of streets closed to four-wheelers and two-wheelers by neighbourhood • Length of streets with decibel levels above standard 55 dB by neighbourhood • Number of fatalities recorded of pedestrians or those in non-motorised transport vehicles in road accidents by neighbourhood limits in a given year • Total number of fatalities recorded in road accidents by neighbourhood in the given calendar year
Urban Services	• Number of AWC/CKP by neighbourhood

	• Number of affordable health clinic inside (Anganwadi) by neighbourhood • Number of doctors employed by neighbourhood • Number of PHC in the neighbourhood y/n • Number of buildings within 300m of a green space with area more than 125sqm • Number of buildings within 300m of public facilities like daycare centres, AWC, pre-primary and primary schools, primary health care facilities, local markets • Number of CKPs/ AWCs within 500m of housing clusters

V. Child Safety

1. Safety at Home

The home represents a child's primary environment, intended to be protective, nurturing, and safe. However, there are potential risks for children even within the home, including furniture, household fittings, inadequate ventilation, insufficient lighting, dampness, and play materials. The safety of these elements can be independently and easily assessed. Several studies have reviewed the home environment, and the services and facilities it has from the perspective of young children's comfort and safety. These perspectives vary based on a child's need and age. As s/he grows and learns to climb and open things, caregivers need to be alert for new hazards, and makes changes to ensure that their homes remain safe and creative places where their children can play and explore. However, even if all hazards are removed at home, the reality is that children can still fall and hurt themselves. That's why supervision is one of the keys to keep them safe at home, as per their age.

We can assess the space accessible to the child at home and promote responsive interactions with them. This initial introduction to the home environment and caregivers is crucial for children. From their perspective, they require security, a sense of belonging, and opportunities to explore and play at home. Achieving this involves ensuring the home environment is safe, secure, comfortable, and accessible to them.

Most homes, however, don't have much space where children can roam and explore, and they live under the supervision of caregivers. The RBA highlighted some challenges faced by children at home and under the supervision of caregivers, as mentioned in the following section.

Issues and Barriers

There are two major challenges in a home regarding ITC well-being:

1. Physically safe environment
2. Emotionally safe and secure environment and behavioural issues

Issues	Barriers	Behaviour Challenges
Physically safe environment	Absence of caregivers; supervision by siblings	Caregivers find it difficult to leave children at home either alone or under the supervision of siblings and elders.
	Unorganized and unstable furniture	Children can be seriously injured if unstable furniture items tip over and fall on them in homes where such furniture are not properly managed,

		and there is little space for the child to roam about safely. It is important to review the safety features of tables, chairs, beds etc., to prevent accidents in the absence of any standards for such items in India.
	Poor maintenance of infrastructure	The most common cause of injuries among toddlers is falls that occur when they start crawling, climbing and walking. Doors and windows should have child locks to prevent such accidents. Caregivers need to keep a close watch and adjust the arrangements according to child's needs.
	Suffocation and strangulation	Many homes have everyday items that could choke, strangle or suffocate a child, such as soft toys and bedding, blinds, cords and ropes, and bags, boxes and packaging. The caregivers need to be alert to these risks and keep the child safe.
	Loose cables, wires, open electric units/appliances	Open electric cable boxes and exposed or dangling wires are a major deterrent for children, preventing them from playing or roaming around. Children also try to touch the exposed wires, switches and plugs out of curiosity.
	Lack of proper lighting	Caregivers tend to prevent children from staying outside with peers as darkness set in, as they fear that the children could get injured by falling or hitting against unknown objects, and also feel insecure in walking in the dark.
	Water safety	Caregivers have to monitor children closely when they are near water bodies like baths, pools, ponds, dams, rivers, open drains and even buckets of water.
	Incidents of burns and poisons	Children often roam around at home and touch and explore things out of curiosity, such as in the kitchen, toilets and storage areas, where there is increased risk of accidents such as burns and ingesting of cosmetics and medicines that could be harmful to them.
Emotionally safe and secure environment and secure behaviour	Environment of Violence	Parents/ caregivers/ guardians and other family members should avoid any kind of violence in front of children. which could have a deleterious and long-lasting impact on their development.

	Enthusiasm and Child Confidence	Young children have a lot of curiosity and want to see, know, understand everything, Caregivers often scold them, but they need to encourage them to learn and explore things.
	Scaring and scolding children	Many a time, caregivers scare children with imaginary things and also scold and pressurized to prevent them from doing things. This impact the child's self-confidence, courage and learning ability.
	Substance abuse	In many homes, family members practice substance abuse and fight in front of children. Early childhood years are the age of learning and children learn from their environment. Caregivers need to keep in mind that they don't practice any kind of substance abuse in front of the child.
	Child abuse/ maltreatment	Many caregivers are less aware about the effects of maltreatment like physical or emotional abuse, sexual abuse, neglect, negligence etc., and other forms of exploitation that are potentially harmful to children's health, survival and development.

Responsible Agencies (Civic Agencies)

- UMC
- UDA
- ICDS
- Child Welfare Committee (CWC)
- Caregiver

Action to be taken by Responsible Agency

To ensure the safety and well-being of children in urban environments, Udaipur municipal corporations, contractors, and architects play critical roles. Their responsibilities extend beyond basic construction to include creating a comprehensive framework that prioritizes child safety and development. The following guidelines outline their roles and actions in detail.

Udaipur Municipal Corporation (UMC) and Udaipur Development Authority (UDA)

- Rectify and enforce building bye-laws that incorporate child safety standards. This includes provisions for safe staircases, balconies with appropriate railings, and childproof windows. Ensure that all new housing projects include designated play areas, green spaces, and safe pedestrian pathways.
- Prioritize the location of housing facilities near schools, parks, healthcare centers, and other essential services to minimize the need for long commutes and ensure easy access to amenities. Plan and allocate spaces for childcare centers within residential complexes.
- Guarantee access to clean water and proper sanitation facilities in all housing developments. Implement measures to prevent waterlogging and ensure that all sewage and drainage systems are child-safe.
- Set standards for the minimum size of residential units to prevent overcrowding. Monitor housing developments to ensure compliance with occupancy limits.
- Encourage the design of housing units that provide adequate indoor and outdoor spaces for children to play and study. Promote the inclusion of multi-functional community spaces that can be used for educational and recreational activities.
- Engage with communities, including children and their caregivers, to gather input on housing needs and preferences. Facilitate regular community meetings to discuss ongoing and upcoming housing projects and address any concerns.
- Establish a dedicated team for the supervision of housing developments to ensure compliance with child safety standards. Conduct regular inspections and audits of construction sites and completed housing units to maintain high-quality standards.

Private Practitioners: Architects and Contractors

- Integrate child-friendly elements in the design phase, such as safe play areas, secure balconies, and non-slip flooring. Ensure that residential units have sufficient natural light and ventilation, which are crucial for a healthy living environment.
- Develop innovative designs that cater to the needs of children of different ages, including spaces for physical activity, learning, and social interaction. Consider the needs of children with disabilities by incorporating universal design principles to make spaces accessible to all children.
- Work closely with caregivers, educators, and child development experts to understand the needs of children and incorporate their feedback into design plans. Engage with the community to gather insights and make necessary adjustments to design plans based on their input.
- Prioritize sustainable design practices that ensure a safe and healthy environment for children. Include features such as green roofs, energy-efficient systems, and safe materials that contribute to the overall well-being of children.
- Adhere strictly to building codes and safety regulations that protect children from construction hazards. Ensure that all materials used in construction are non-toxic and safe for children.

- Implement child-friendly construction practices, such as installing childproof locks on doors and windows, and using rounded edges on furniture and fixtures. Create safe, enclosed play areas within construction sites to protect children in residential areas.
- Perform thorough quality checks at every stage of construction to ensure all safety measures are properly implemented. Collaborate with architects and municipal bodies to ensure the design plans are child-centric and adhere to safety standards.

By delineating these roles and responsibilities, the Udaipur Municipal Corporation, contractors, and architects can collectively contribute to creating safer, more child-friendly housing environments. Their combined efforts ensure that urban spaces not only accommodate but also nurture the growth and development of children, making urban environments safer and more inclusive.

Role of Caregivers

- **Don’t leave the children alone** and be alert when leaving them under the supervision of another person.
- **Supervision:** Caregivers should provide constant supervision to young children, particularly those with special needs who may require additional attention. By being present and attentive, caregivers can anticipate potential risks and intervene promptly to prevent accidents or injuries.
- **Establishing Boundaries and Rules:** Caregivers should establish clear boundaries and age-appropriate rules to guide children's behaviour and promote their safety. Consistent reinforcement of these rules helps children understand what is expected of them and they are less likely to engage in unsafe activities.
- **Communication:** Effective communication is crucial in maintaining a safe environment. Caregivers should communicate openly and clearly with children, using age-appropriate language, to explain safety rules and why they are important. Regularly checking in with children about their feelings, needs, and any concerns they may have encourages open dialogue and fosters a sense of trust and security.
- **Modelling Safe behaviour:** Caregivers serve as role models for children. By consistently demonstrating safe behaviour, such as using seat belts in vehicles, practicing good hygiene, or following safety guidelines, caregivers can in still these habits in children. Children are more likely to adopt safe behaviour when they observe their caregivers practicing them consistently.
- **Teaching Personal Safety:** Caregivers should teach young children about personal safety, including body autonomy, appropriate touch, and recognizing and responding to unsafe situations. Educating children about boundaries, consent, and personal space empowers them to assert themselves and seek help when needed.
- **Monitoring Media Consumption:** Caregivers should monitor and regulate children's exposure to media, including television, video games and the internet. Ensuring age-appropriate content and limiting screen time helps protect children from potential harm, such as inappropriate content or unsafe online interactions.

- **Engaging in Play and Activities:** Caregivers should actively engage in safe and age-appropriate play and activities with children. This not only strengthens the caregiver-child bond, but also allows caregivers to observe the child's behaviour, identify potential safety concerns, and provide guidance and supervision when necessary.
- **Continuous Learning and Education:** Caregivers should stay informed and educated about child safety best practices, including childproofing techniques, first aid and emergency preparedness. Staying up to date with safety guidelines and seeking professional advice when needed enables caregivers to create and maintain a safe and secure environment.

1.1 Home Observation Checklist

It is very important to check the arrangements at home to see how safe it is for children and their caregivers. A tool has been provided here that can be used to assess/examine a place from the point of view of the urban built environment.

Benchmarking

Thriving:

If 100% of the elements are rated 4 or 5

Striving:

If 50-100% of elements are rated 4 or 5

Surviving:

If less than 50% of elements are rated 4 or 5

Rating:

05	04	03	02	01	00
Much better	**Better**	**Medium**	**Not satisfactory**	**Low**	**Not available**

Home: Observation Checklist for Caregivers

SN	Points	Rating (Please tick)						Action required for improved rating
		5	4	3	2	1	0	
1	**Cleanliness**							
1.1	Kitchen							
1.2	Room and hall							
1.3	Play material							
2	**Storage (out of reach of young children)**							
2.1	Medications							
2.2	Chemicals/cosmetics							
2.3	Toiletries and hazardous substances							
3	**Ventilation in House**							
3.1	Kitchen room							
3.2	Exhaust fan /Chimni							
3.3	Living Room/ Children room/ Bedroom							
4	**Sharp objects / edges**							
4.1	Placement or storage of sharp objects in kitchen							
4.2	Preventing injuries caused by sharp-edged furniture							
5	**Electrical outlets /appliances / wires**							
5.1	Protected electrical outlets							
5.2	Placing and storage of electrical appliances							
5.3	Electrical lamps, TV and other devices safely installed or secured							
6	Furniture arrangements							
7	Safety gates							
8	Windows secured with locks							
9	Protected surfaces at home							
10	Safe play areas /open spaces							
11	Small objects such as toys and accessories (to prevent choking)							
12	Age-appropriate toys and activities							
13	Outdoor play areas and backyards							
14	Opportunities for imaginative play and learning corners							

2.Safety in Neighbourhoods

As a child grows, his/her reach in the city increases in stages. In early infancy, the home is the centre of the child's world. Later, this expands to the street, then to the neighbourhood and, finally to the city.

For very young children, life is experienced on a small scale. The focus of their world is the streets and spaces in front of their homes, and the immediate facilities surrounding their homes, such as parks and schools that can be independently and easily accessed. Several studies have been conducted worldwide that have reviewed the access of services and facilities through the perspective of young children. These vary, based on a child's need and age.

In Udaipur's context, we can understand the trip chaining movement of children from the following picture:

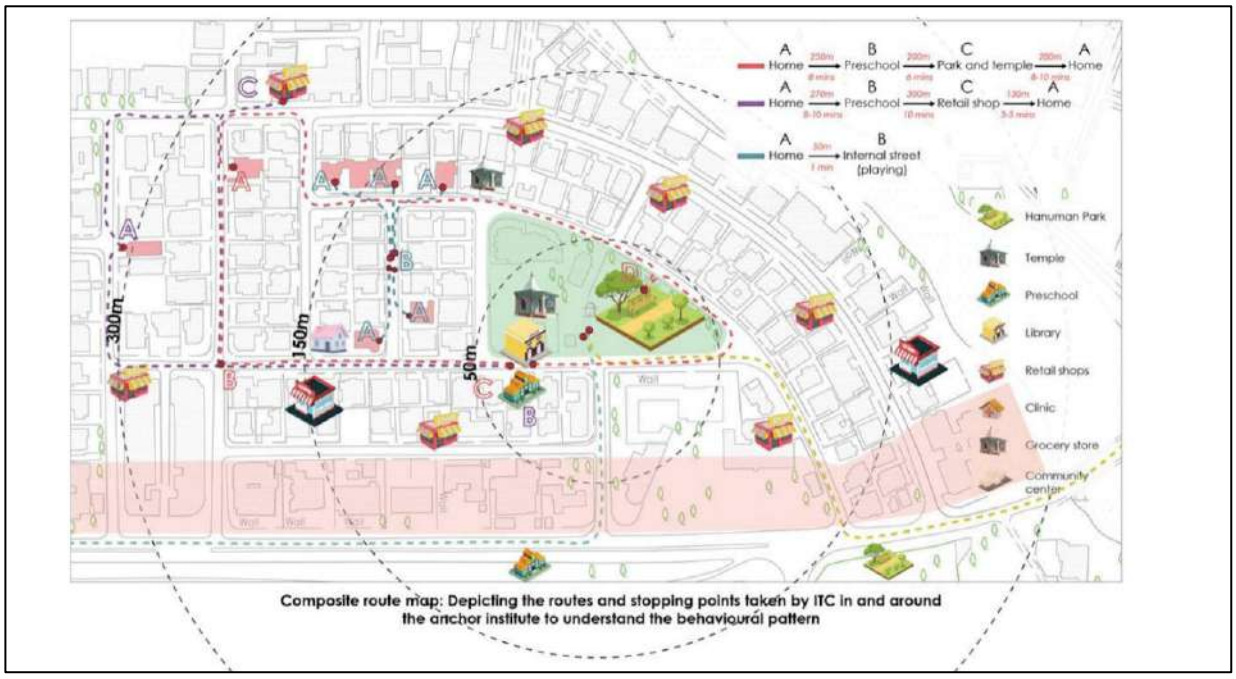


Figure 9: Trip Chaining Movement; CPZ Ashok Nagar.

We can estimate the area of access of a child in a neighbourhood through trip chaining. Children accompany their caregivers from their homes to the playschool, parks, retail shops, anganwadis, hospitals, etc. This is the first introduction of children to the environment outside their home. From a child's point of view, they need security, belongingness and playfulness outside the home. To achieve this, there is a need to make neighbourhoods in cities like Udaipur safe, comfortable and accessible for them.

In between the clusters of localities are open spaces known as chowks, which contain wells, religious places, and serve as sites for social gatherings, rituals, celebrations and dialogues. At present, most of the chowks are being used as parking lots only. There are no places left for

children to roam in or play with their peers. Among the challenges faced by children in the neighbourhood, as discovered during the RBA, the following are the major ones.

Issues and Barriers

There are two major challenges in a neighbourhood regarding ITC well-being:

1. Accessibility issues
2. Safety issues

Issues	Barriers	Behaviour Challenges
Safety Issues`	Absence of pedestrian crossings, signages, traffic calming measures	Caregivers find it difficult and unsafe to walk around the neighbourhood with children due to the fast-moving vehicles, and hence avoid stepping outside their houses
	Unorganized parking	Due to vehicles parked on streets, no space is left in the right of way (ROW) to walk, which demotivates people
	Presence of stray animals	The presence of stray animals has become very common in neighbourhoods due to open dumping of waste. Sometimes, these animals turn violent. News coverage of such incidents create fear of stray animals among caregivers.
	Loose cables, wires, open electric units/ transformers	Open electric cable boxes and exposed or dangling wires are a major deterrent for children, preventing them from playing or roaming in the open environment. Children also try to touch the exposed wires out of curiosity.
	Lack of proper lighting	Caregivers prevent children from staying outside after dark due to fears of falls, injuries, animal bites, and their own insecurity in the dark.
Accessibility	Absence of dedicated footpaths and/or pedestrian areas	ITCs resort to walking on streets that also have fast-moving traffic, making it unsafe for them
	Poor maintenance of roads, open drains etc.	Potholes, waterlogging, open drains and the silt in them can be a big hindrance to safe movement, preventing children from walking and cycling, etc.
	Encroachment of public spaces by hawkers, and for dumping of construction materials and debris	The presence of street hawkers like gas cylinder vendors and fruits sellers in the neighbourhood hinders the free and easy movement of children. Uncovered debris at construction sites causes dust to fly around, making it difficult for them to breathe and also access those streets.

	Issue concerning the proximity to healthcare facilities	Caregivers face a range of challenges, including increased stress, transportation difficulties, time management issues, and reduced visit frequency to healthcare facilities. Additionally, they encounter socio-economic and communication barriers, all exacerbated by the distant proximity of healthcare services..

Figure 120: Open drains, Poor maintenance of roads and drains; (Location: Neemach Kheda)

Figure 11: Unorganized parking (Location: Ashok Nagar)

Figure 102: Hawkers and construction material encroach on public land on Ashok Nagar Road.

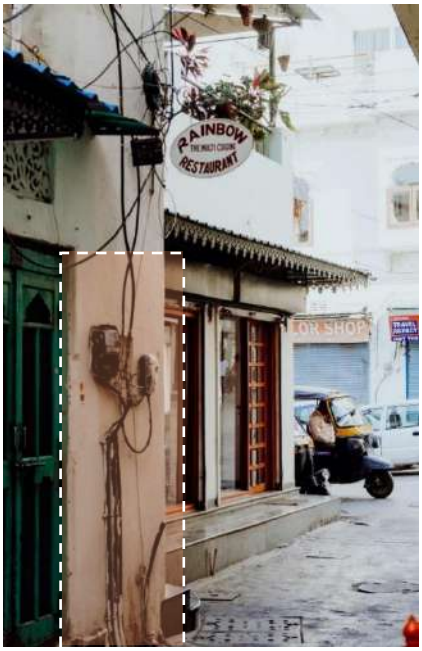


Figure 13: Electric meters and exposed wires, Lal Ghat

Figure 14: Stray animals and debris, Mehta ka Timba.

Figure 15: Waste dump (Location: Outside Hanuman Park, Ashok Nagar).

Responsible Agencies (Civic Agencies)

- UMC
- UDA
- Traffic Police
- Local Neighbourhood Committees

Actions to be taken by Responsible Agency

- Traffic management/ traffic calming measures– creating chicanes, road narrowing techniques, roundabouts and road humps as suitable and/ or based on the existing situation.
- Innovatively designed and aesthetically designed road markings and signages to denote child priority zones, speed limit, parking areas.

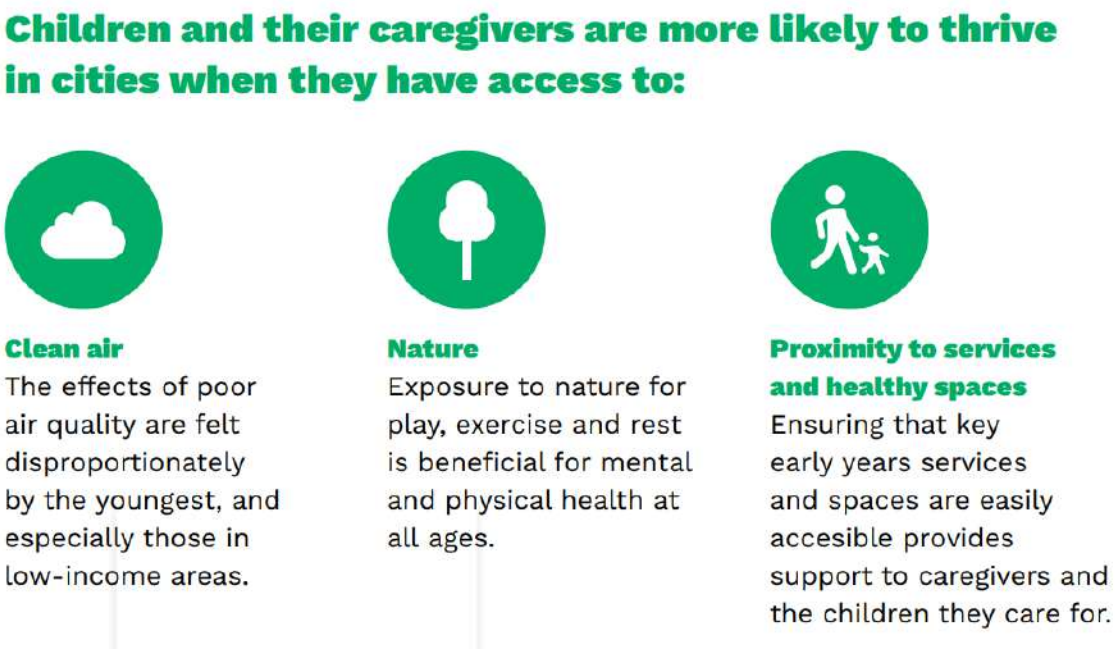


Figure Ref: ITCN Policy Framework/ VLF

- Proper/ even surfacing of the chowk and streets.
- Multi-use of limited spaces with thoughtful planning and innovative design solutions - construction of innovatively designed and shaded resting spaces for children and their caregivers during the day, and for parking vehicles at night (wherever possible).
- Clear demarcation of parking and non-parking zones (with road markings and signages) and its enforcement by the concerned authorities.
- Enforcement of construction rules by the concerned authorities as per Building Bi-laws or prevailing local norms (if any) - proper disposal of construction debris; and construction site to be completely covered as it helps in controlling dust pollution and prevents debris and dust particles from falling onto passerby and the area around the site.

- Creation/ development of new green pockets in and around the city along with regular upkeep and maintenance of the existing ones.
- The Udaipur Municipal Corporation can propose enhancing public transportation routes and services to improve access to existing healthcare facilities, as well as planning to build additional healthcare centers in underserved areas collaborating with Medical and Health Department.
- Resurfacing with suitable materials (such as pavers or stone blocks, as suitable) of identified 'walking streets' along with additions/ changes in other ancillary infrastructure - markings, signages, bollards, and street furniture such as shaded resting spaces and dustbins.
- Appropriate shading devices (such as trees and other artificial materials) are essential for protecting people from the sun, along with suitable seating arrangement.
- All electrical units such as transformers and electric poles to be placed/ installed in safe/ enclosed spaces, with no exposed and loose wires hanging from them and posing a serious threat to the targeted beneficiaries and the community.
- A citywide comprehensive sterilization programme for stray dogs, though that will not solve the problem as many children and their caregivers (especially mothers) fear stray animals.
- Ensuring that there are no loose wires hanging from above.
- Construction of new drains and retrofitting of existing ones as per the IRC road design, with proper slope, width, depth/ height and other parameters.
- Covering of open drains (large and small) with easily removable 'jali' or mesh for cleaning purposes and for the safety of children and other vulnerable people.
- Enforcement of daily cleaning of open drains and weekly cleaning of closed (larger) drains as per solid waste management rules and/ or prevailing local norms (if any) by the concerned authority(ies).
- Cleaning of sewer lines at least once in six months (ideally once just before the onset of the monsoon season) with proper cleaning equipment.
- Enforcement of street sweeping, daily door-to-door garbage collection and disposal with proper equipment for maintaining hygiene and cleanliness.
- Continuous monitoring and enforcement by the concerned authorities of encroachment of green pockets of the city and/ or illegal construction.

- Please refer Section-06 ***(Social Risks and Safety; Page 126)*** for more details.

Because ITCs have a shorter range of mobility, it makes sense to cluster a mix of destinations and complimentary services together. For example, a playground could be positioned close to a shop so that both destinations could be visited in one trip. Facilities for the young and old could be placed together to foster contact between these age groups.

Major layout changes within existing neighbourhoods can only be implemented over a long period. It is possible to bring about changes and improvements to destinations in a neighbourhood in the short term, but only in a step-by-step manner. New greenfield developments should aim to follow the guidelines for destinations mentioned below for a thriving ITC community.

Figure 13: i

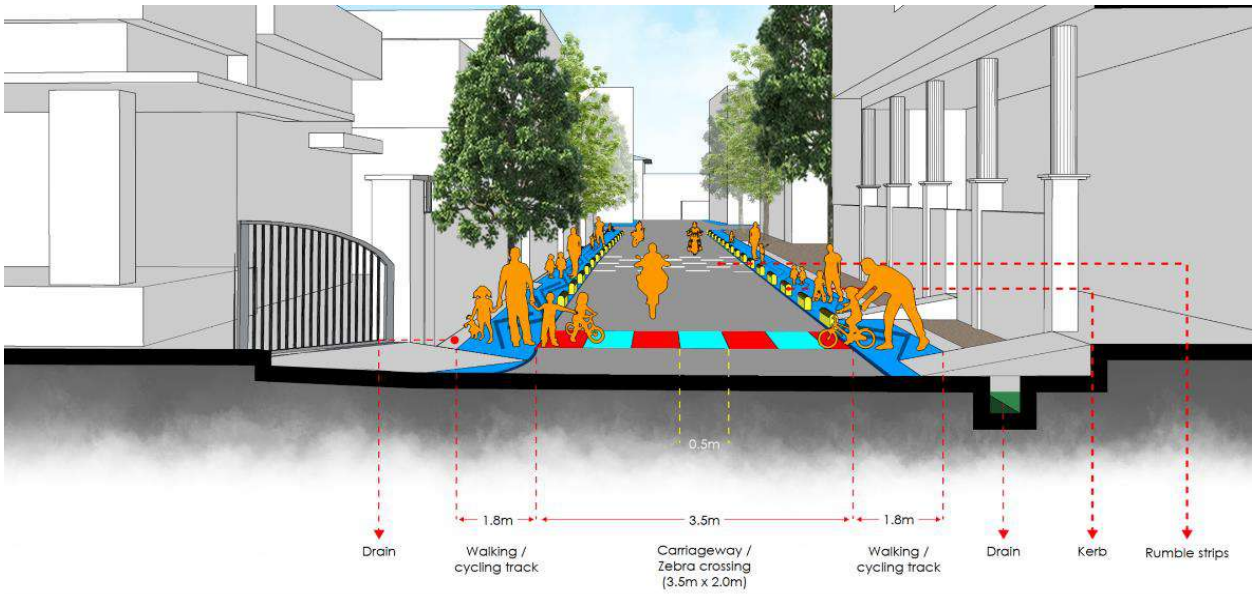


Figure 14: Proposed Street sections for a neighbourhood, Ashok Nagar under Urban95 Phase II

Figure 15: Traffic calming measure outside Vidhya Bhavan pre-primary school, Udaipur (Urban95 Phase I).

Playful and Inclusive Neighbourhoods

Along with safety, it is very important that the neighbourhood is engaging and attractive for children. Mere safety and accessibility will not encourage caregivers and children to spend more time outside the home. For this, the neighbourhood should also be playful and inclusive for them. To achieve that, such elements can be designed according to the age of the children that will motivate them to spend time outside their home in the natural environment. For this, the following measures can be taken:

- Engaging and playful floor activities on sidewalks and active facades
- Different shapes, colours, and creative floor games options for their cognitive development
- Socio-emotional: Through different facades and related ECD messages.
- Safe crossings
- Creative development (with puzzles, floor art)
- Language development- interaction with other children and their caregivers, listening to different nature sounds, and queries)
- Gross motor skills (walking, running, jumping, playing in tot-lots etc.)
- Cognitive development (green and engaging pathways, tot-lots, singing, drama)

Figure 16: Creative art and an active façade in Child Priority Zone, Ashok Nagar (Urban95 Phase II).

Social and Behavioural Aspects

Lack of a secure environment prevents caregivers from venturing out of their home with children. In such a situation, it is necessary that they are given assurance, so that they can take children out with them during their daily work or feel safe while going to the playschool, creche, anganwadi, primary healthcare centre, hospital and park, etc. Along with this, key messages related to ECD, positive parenting and nurturing care can also be conveyed to them. For this, the following innovations can be made:

- Messages related to positive parenting etc. can be painted at various places in the neighbourhoods.
- Route mapping of possible routes of caregivers outside the home (e.g., from home to grocery shops and from the Anganwadi to the hospital and home) can be done by putting up key message boards and wall paintings at identified places.
- Through meetings in anganwadis/ creches/ play schools, related messages can be conveyed to caregivers regularly.
- Social media platforms can be used to connect with caregivers and service providers.
- Related messages can also be broadcast through other mediums of communication like radio.
- Regular social programmes (or social gatherings) like kids' festivals, etc., can be organized with the caregivers at the neighbourhood-level, through which the relevant message can be conveyed to the caregivers.
- Additionally, priority routes or such streets also include preamble/opaque fencing and adequate street lighting, increasing the sense of safety. These streets also feature neighbourhood grocery stores and other such units that remain open, serving as **'eyes on the street.'** This setup enhances the sense of safety for ITCs without relying solely on infrastructural support and fosters a support system and connection among strangers. This contributes to healthier and happier streets and neighbourhoods.

Neighbourhood Area: Observation Checklist

SN	Points	Rating (Please tick)						Action required to for improving the rating
		5	4	3	2	1	0	
1	Safe and accessible for walk and cycling							
2	Streetlights							
3	Parking behind white lines on the roadside)							
4	Covered drains							
5	Levelling of roads							
6	Road Marking painted on both sides of the road							
7	No dumping of construction and demolition waste in the right of way							
8	Green corridors							
9	Bollards							
10	No Parking Zone							
11	Speed Breakers							
12	Joyful and playful streets for children							
13	Seating areas/ benches in every 50 to 60 meters							
14	No encroachment of streets							
15	Proper/ designated garbage disposal							
16	Management of stray animals							
17	Air Pollution							
18	Traffic Jams							
19	Awareness among local citizens about not littering in public places							
20	CCTV surveillance							

3. Child Safety in Streets and Roads

Streets that are designed keeping the needs of children and carers in mind are better used by everyone, from adults and people with disabilities to able-bodied people. Globally, urban roads vary widely in context, culture and aesthetics, but different cities often face similar road design challenges. Redesigning existing roads in old, settled cities like Udaipur presents a challenge as well as a new opportunity. The principle of designing roads and the need to focus on children is being understood by all in today's era. Outdoor safety and accessibility for children will only improve when they are able to make full use of not only parks and playgrounds, but also their urban streets.

Putting children first means the streets are safer and more comfortable, beautiful and enjoyable for everyone.[18]

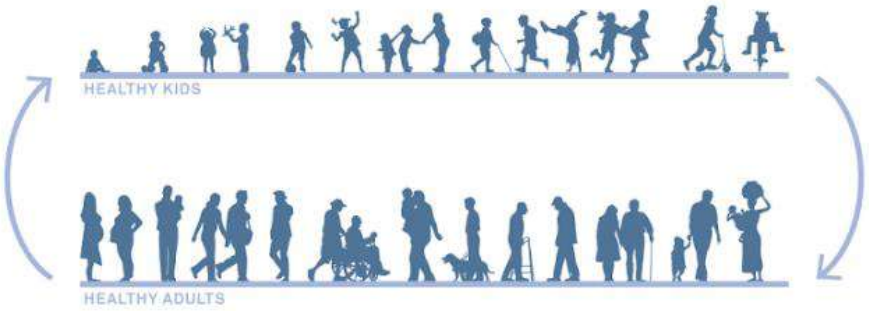


Image Reference: ITCN Design Guidelines; VLF

Taking up over 20% of a city's area, streets are very important open spaces that can be both attractive and enjoyable. There has been a global shift in designing urban streets with pedestrians getting top priority, followed by cyclists and transit riders, people providing city services, and lastly, people in private vehicles.

The Indian neighbourhood street serves primarily as a place for traffic. Except for quick stops at vendors' shops, it is generally not a safe or pleasant place to spend time in. When a street is completely pedestrianized, the entire streetscape is handed back to the residents of that neighbourhood. Other solutions that can balance conflicting demands include prioritizing pedestrians while also reserving space for vehicles, making better use of the space available and giving vehicles some access to neighbourhoods. Redesigning or 'reprofiling' a street can offer caretakers and infants the vital space they need for free and safe movement, while still allowing for cars.

The first step when designing a good, balanced street is to consider the different users and forms of movement taking place: pedestrians, cyclists, transit riders, cars, parking spaces, vendors, and local inhabitants, all vying for street space. By re-allocating the available space and ensuring more equitable sharing of it between the users, a more balanced design of the street can be achieved.

[18] ITCN Design Guidelines; VLF

Issues and Barriers

Major Challenges in Streets and Roads for ITC well-being:

1. Accessibility Issues
2. Safety Issues
3. Green Issues

Issues	Barriers	Behaviour Challenges
Safety Issues	High-Speed Traffic	High speed traffic, often caused by street designs that prioritize cars and allow these speeds, greatly increases the risk and severity of collisions. Most caregivers faced difficulty in crossing such roads.
	Absence of pedestrian crossings, signages	Caregivers find it difficult and unsafe to walk with children due to the speeding vehicles and, hence, avoid stepping outside. The lack of safe places to walk or cycle forces children into unsafe places on city streets.
	Unorganized parking	With vehicles being parked on streets, there is little space left in the ROW to walk, which demotivates people.
	Presence of stray animals	Accidents are very common in Udaipur due to stray animals amid moving traffic. Incidents of animals hitting children and caregivers walking in the pedestrian walkways are also very common. Due to this, there is a fear while walking and cycling.
	Poor maintenance of roads	There is always a danger of pregnant women falling while walking or falling off a two-wheeler. Along with this, sudden imbalance of vehicles causes inconvenience to children walking nearby. Cyclists ride on the main roads, which increases the risk of accidents with private vehicles.
	Blind spots and poor visibility	Missing or low-quality markings, blind spots due to poor street design, and a lack of adequate lighting contribute to poor visibility of pedestrians, cyclists and motorists, increasing the risk of collisions. Pedestrians hit by larger cars, like SUVs, are significantly more likely to be killed or severely injured. Due to the size and height of such vehicles, it is more difficult for their drivers to look out for pedestrians, especially children.

	Security	The perceptions, attitudes and beliefs of caregivers have a significant impact on the outcomes for children. If caregivers feel unsafe while using streets, they are less likely to let children move independently or to venture out with them. Cleanliness, safe vehicle speeds, street design, and the safety provided by an active but not overly crowded sidewalk or public space are important factors that influence a caregiver's perception of safety.
Accessibility Issues	encroached or crowded footpaths or Absence of Footpaths	Most caregivers were observed facing infrastructural challenges such as unavailability of walking space or footpaths. Additionally, such places were observed to be crowded.
	Noise pollution	Noise in urban areas, which includes noise caused by honking and noisy vehicles, increases mental stress. Roads with high vehicular volumes and high-speed roads tend to be noisier.
	Unhygienic roads	A lack of general street cleaning and waste collection may cause issues for children, who are more likely to touch things that they see on the ground.
	Mobility related issues	The absence of safe mobility options often leads to dependence on private vehicles, which, in turn, leads to sedentary lifestyles. Access to public transit, cycle facilities, and low-cost recreation facilities has been found to be closely associated with physical activity.
	Unfriendly traffic junctions	They need to be more child and family-friendly
Green Issues	Absence of green corridors	Streets and spaces with no or very few trees not only lack shading, but also provide fewer opportunities to interact with nature. Being in touch with nature increases physical and emotional development.
	Low air quality	It will impact outside exposure for young children. Their caregivers will also hesitate to bring them to ITC destinations, which will impact their overall growth. Low quality air can cause some behavioural issues in young children in longer term, such as anxiety and depression.

During the RBA, most caregivers were observed to be facing infrastructural challenges such as unavailability of walking space or footpaths, difficulty in crossing roads due to traffic, difficulty in walking on uneven roads, and unplanned parking at the observed sites. Additionally, the sites were observed to be crowded. Most caregivers faced difficulty in walking on footpaths that had been encroached upon and had vehicles parked on them.

Figure 18: Unorganised intersection (Location: Shakti Nagar- Shastri Circle road crossing).

Figure 17: Haphazard traffic (Location: Collectorate- Delhi Gate Road).

Figure 19: Poorly maintained roads and absence of lane marking (Location: UIT Circle).

Responsible Agencies (Civic Agencies)

- UMC
- UDA
- PWD
- Traffic Police
- AVVNL (Ajmer Vidyut Vitaran Nigam Ltd)
- CBO/NGO works on road safety

Action to be Taken by Responsible Agency

Limit, Link and Share Streets: Three-Step Approach[19]

Streets are a vital part of our cities and have a variety of uses, ranging from traffic movement to pedestrian access. But the different users of the streets can have conflicting needs. These conflicts have at times been resolved by completely banning cars from certain streets in the city. However, not every city or neighbourhood is ready for such a big step. To make our streets friendly for ITC, we need to undertake three main steps: limit the use of streets by vehicles; link key destinations within the neighbourhood and establish a priority route; and allow for sharing of the street space by improving the use efficiency.

[19] ITCN Design Guidelines, VLF; P-22)

LIMIT: Traffic calming measures to allow more children on roads

Indian neighbourhoods are car-centric, and a critical challenge is the unsafe nature of the street that allows traffic, limiting a child's independent mobility. The first step to take in your neighbourhood is to reduce cars' dominance by:

- **Preventing unnecessary traffic movement:** Prohibit vehicular traffic completely from streets wherever possible to give pedestrians and ITCs priority and more space to move freely, without fear of traffic. Emergency vehicles should be permitted access if there is a calamity.
- **Set speed limits:** Globally, many neighbourhoods have set and imposed speed limits of 15-30 km/hr. in local streets. Research has shown that children are unable to gauge the speed of vehicles travelling faster than 32 kmph, and may believe it is safe to cross when it is not. It is important to enforce this limit as well.
- **Calm one-way traffic movement:** Neighbourhood streets with ITC activity need a clear obstacle-free pedestrian space. This arrangement in access streets will be possible with narrow carriageways. Thus, one-way traffic will not only make street management more efficient, but also calmer. St. Marks Street in Bangalore is a one km-long commercial street that has achieved lower speeds with one-way traffic, extended footpaths and cycle tracks.
- **Chicanes:** Chicanes increase the amount of public space available on a corridor and can be activated using benches, bicycle parking, and other amenities. Chicanes break long lines of traffic and have the added benefit of calming traffic.
- **Shared street spaces:** Shared street spaces are increasingly becoming popular worldwide, where streets are places for people, rather than cars. These also help in reducing the speed of through-traffic.
- **Crossings/ speed tables:** Speed bumps, the way they are currently used in Indian streets, are ineffective in reducing the traffic speed. Sign posts at crossings or speeds tables are a better option on routes where restrictions on traffic movement are not possible.

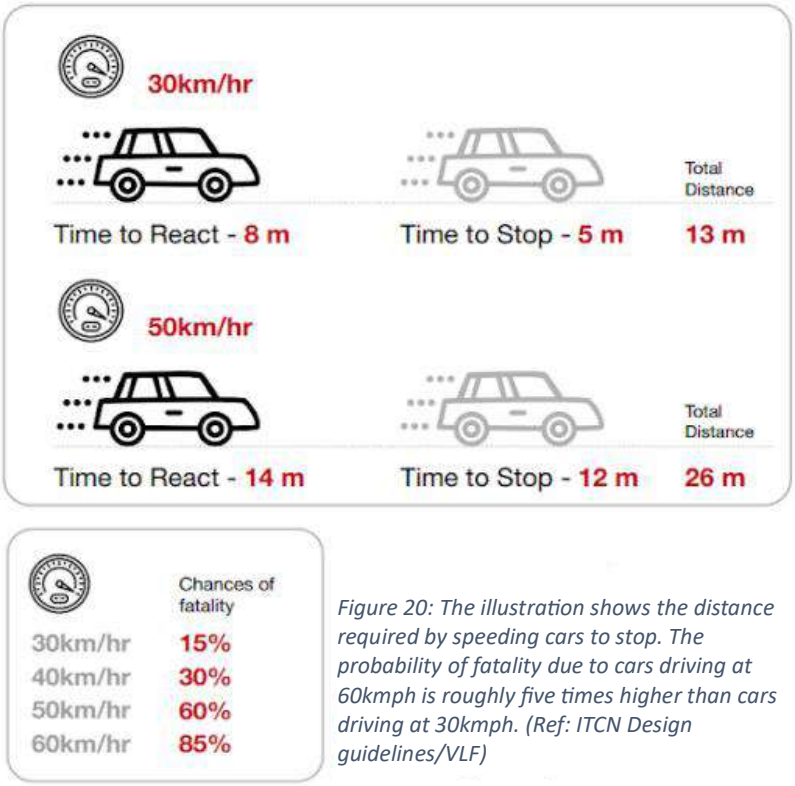


Figure 20: The illustration shows the distance required by speeding cars to stop. The probability of fatality due to cars driving at 60kmph is roughly five times higher than cars driving at 30kmph. (Ref: ITCN Design guidelines/VLF)

LINK – Establish priority routes that connect daily activities of young children

A child priority route within the neighbourhood can be established by identifying the key destinations that are frequented by infants, toddlers and their caregivers. These would include key public services such as primary schools, tot-lots, daycare centres, anganwadis, convenient shopping areas and so on.

Child Priority Zone: Ashok Nagar, Udaipur

Under the Urban95 Phase II, tactical interventions were implemented in the Ashok Nagar, Udaipur, designating it as a child-priority zone. These interventions included speed limit signage along the roads, engaging and attractive park walls, and traffic calming measures.

Additionally, permanent interventions are proposed such as Dedicated play area for young children, organized footpaths, covered drains, parking facilities, painted wall art (active facades), and seating areas for children, cycle stand etc.

As a result of tactical intervention, there has been a significant increase of over 50% in the number of children visiting the park in the evenings. Caregivers have reportedly begun to prefer walking to and from school rather than using vehicles.

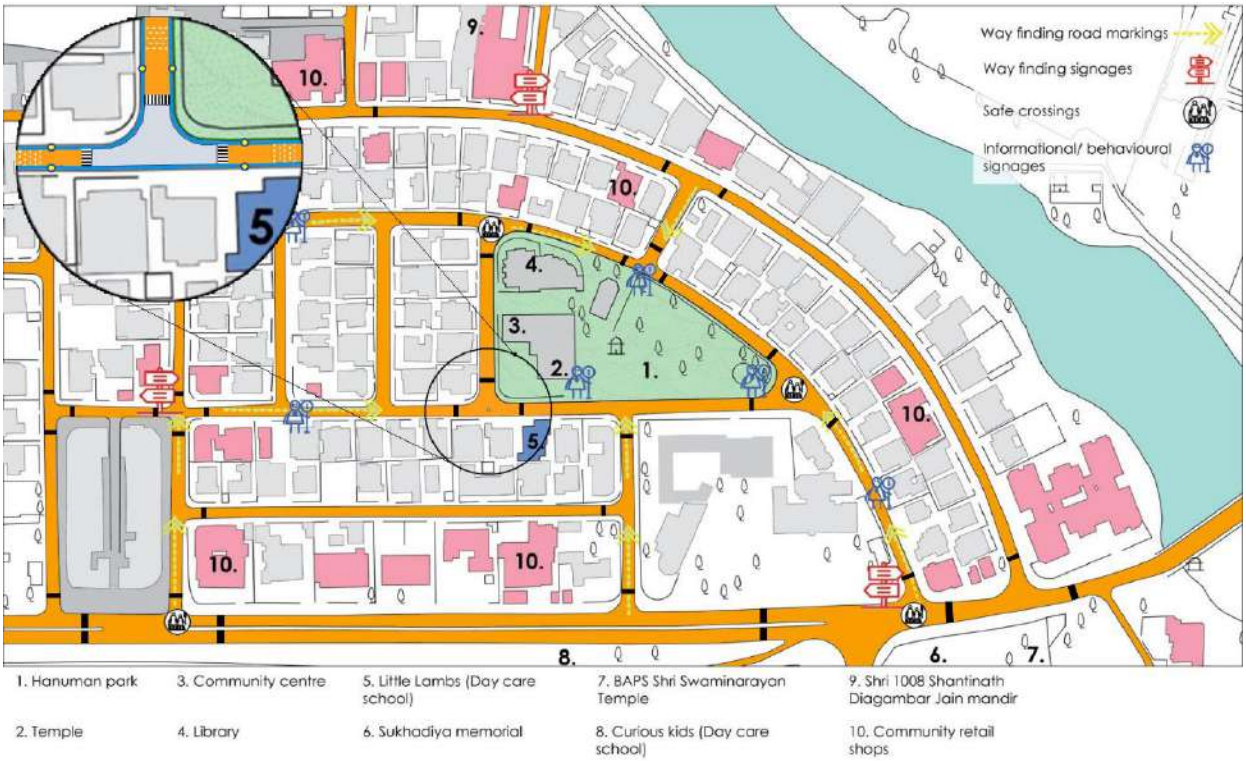


Figure 21: Child Priority Zone, Ashok Nagar, Udaipur (Urban95 Phase II).

Figure 22: Child Priority Zone, Ashok Nagar, Udaipur (Urban95 Phase II).

SHARE – Allowing children to use the full width of the street

Shared streets, applied to a residential context, are called woonerfs in the Netherlands, home zones in the United Kingdom, and are also commonly called as ‘living streets,’ or ‘living yards.’ For residents of a woonerf, the public space in front of their homes is a place to play, socialize and engage in the community. There are substantial safety improvements that have made them a success: in Dutch areas that have adopted the concept, traffic accidents dropped by 40% or more. In the shared street concept, cars, cyclists and pedestrians share the same street surface. In the shared street situation, where the zoning is unclear, drivers become more alert and drive slower. Traffic may be further prompted to slow down by strategically placing planters or bollards in the street so that cars must drive around them and, in so doing, slow down. The same paving material is applied to the whole area, making shared streets easy to use for toddlers and their caregivers, as there are no level differences between the pavement and the road surfaces.

Segregation of uses in roads and streets

Street widths in urban neighbourhoods in India predominantly range between 6m and 15m. Space is scarce in the dense urban fabric of Indian cities. Therefore, it is critical to use the available space judiciously to accommodate the various and, sometimes, conflicting uses. Currently, Indian streets do not have marked segregation of uses. They are predominantly used for parking vehicles, with the space allocated for footpaths being taken over by cars, access ramps to homes, cabins for security guards of homes, and unauthorized encroachment by homeowners or by vendors. The section below illustrates a typical 9m-wide street in Indian neighbourhoods that shows cars dominating the space. To address this issue, it is critical that neighbourhood-wide parking strategies are adopted at the outset.

Parking Strategy

Parking space is one of the most recurring urban issues of Indian megacities. Most of the public space is taken over by unauthorized on-street parking. It is very important to address this issue in an ITC-friendly neighbourhood in order to free up public space for pedestrians. Parking is also the most visually obstructing activity for infants at their eye level. Key considerations for parking in a neighbourhood can be:

- Developing a parking management plan for the neighbourhood.
- Providing designated, paid or shared parking wherever possible in neighbourhoods.
- Regulating on-street parking.
- No parking on 6m-wide roads.
- Allowing one-side parking on 9-12m-wide roads in designated areas only.
- Space for two-side parking to be staggered with planted areas.

- Two-side parking streets to be either shared surfaces or one-way streets for calmer traffic.
- Two-way streets that are less than 9m wide are not recommended.
- No parking at intersections. Prohibit on-street parking within 20 to 50ft of intersections.
- Queuing – designing streets so that moving cars must occasionally halt between parked cars before moving forward, which will help in successfully narrowing the streets, while encouraging vehicles to move slower, and allowing areas where a wide clear area is available for parking.
- Parking rows should be limited to 60m (20-23 contiguous spaces) to create breaks for landscaping and play spaces on sidewalks.
- Kerb-side parking for motorcycles can be easily integrated with the parallel car parking space, with the same width of 2.50m.
- Bicycles can be parked between the main walkway and the kerb. There should be a minimum clearance of 0.6m between the kerb and a parallel bicycle stand.
- In cases of wider footpaths, clusters of bicycle parking spaces may be marked out, perpendicular to the kerb.

Transport Plans

The UMC should consider making our city better for young children and their families by improving street safety and accessibility. Enhancing public transportation by adding more buses and expanding routes could make it easier for families to reach important places like healthcare facilities, schools, and playgrounds. Ensuring bus services are reliable, frequent, and accessible would mean shorter waits and less walking. Additionally, making bus stops safer and more comfortable by installing bright lights, adding comfy seats, and building shelters to protect from the weather would greatly benefit everyone. These changes could make getting around the city easier, safer, and more enjoyable, especially for young children and their families.

Street Design and Infrastructure

The UMC should prioritize improvements to street design and infrastructure to enhance the safety and playfulness of our city for young children and their families. Adding more streetlights in neighbourhoods and shopping areas, along with facilities catering to young children, would increase visibility and deter unsafe activities at night, contributing to accident reduction. Constructing and maintaining smooth, wide sidewalks would ensure safe passage for everyone, including young children, caregivers, pregnant and lactating women, and those who require specific assistance. Introducing speed bumps, raised crosswalks, and roundabouts in high-traffic areas would effectively reduce vehicle speeds, improving pedestrian safety. Installing well-marked crosswalks with signals at key intersections would facilitate safe crossings, particularly for vulnerable populations such as the elderly caregivers and people with disabilities. Additionally, creating dedicated bicycle lanes would provide families with a safe environment for biking activities. These initiatives would transform our city into a safer and more playfulness for children and families to explore and engage in outdoor activities.

Follow IRC Guidelines

- Clearly classify roads according to IRC standards into categories such as Arterial, Sub-Arterial, Collector Roads, Local Streets, and Non-Motorized Transport (NMT) or Walking Streets. Use innovatively designed road signage to help all road users understand the type of road they are on and how to behave appropriately.
- Design all roads with consideration of the key components specified in IRC standards to ensure safety and usability for young children and their caregivers.
- Ensure medians are of suitable width based on road typology, classification, existing traffic patterns, and adjacent land use, as per IRC Urban Road guidelines.
- Footpaths should be of an appropriate width, depending on road typology, traffic patterns, and adjacent land use, with a clear and obstruction-free walkway.
- Provide continuous and unobstructed Cycle Tracks or NMT Lanes, especially on arterial and sub-arterial roads, as mandated by IRC standards.

Here are some more suggested measures:

- Designated pedestrian crossings at junctions and mid-block locations, supported by clear and visible road markings and signage to ensure safe passage for young children and their caregivers.
- Implement traffic-calming measures such as chicanes, road narrowing, roundabouts, and road humps, tailored to the existing road conditions to slow down traffic and enhance safety.
- Install railings on medians, if necessary, to ensure pedestrians cross at designated pedestrian crossings only, and to prevent stray animals from crossing roads and posing risks to motorists and pedestrians.
- Place bollards on footpaths to prevent motorists from parking on them and to discourage hawkers from encroaching upon footpath space, ensuring clear pathways for young children and caregivers.
- Install streetlights as mandated by the IRC to provide better visibility and an increased sense of safety for people during the evening, night, and early morning hours.
- Create multi-utility zones with thoughtful planning and innovative designs of street furniture, such as shaded resting spaces/benches, dustbins, charging poles integrated with streetlights, plantations, and interactive/play spaces.
- Use innovative and aesthetically designed road markings and signage to highlight child priority zones and speed limits, especially near ITC destinations, to ensure the safety and awareness of all road users.

Figure 23: Proposed child and family-friendly traffic junction, UIT Circle.

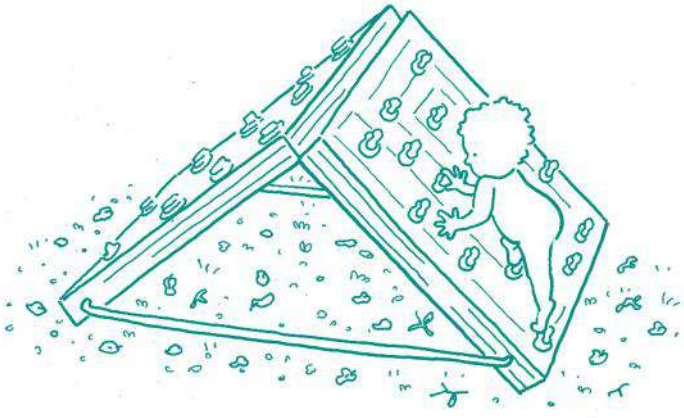
Playful, Green and Inclusive Streets

Along with safety, it is also necessary that streets and roads should be made inclusive for children. Many types of age-appropriate games can be developed that promote the use of the streets along with safety aspects. Many games can be developed on chain-linked bollards, walls and floors, such as jumps, sandpits, abacus, number-shape-colour, puzzles, etc. For this, different types of playful activities can be designed for children who are 18 months to 5 years old.

A green walkway, with trees that provide shade, can be made between the footpaths and the roads. We should also keep in mind that the newly planted trees should not obstruct the passage on the footpath.

Roads and streets must be convenient to use by children of all ages, as well as pregnant women. The pavements and roads must be such that a caregiver can take a child for a walk, on a trolley, on foot or in their arms.

Figure 24: Proposed child and family-friendly road, Saheli Marg, Udaipur.



Street Area: Observation Checklist

SN	Points	Rating (Please tick)						Actions required to upgrade the rating
		5	4	3	2	1	0	
1	Continuous footpath							
2	Undamaged footpath							
3	Encroachment on footpath							
4	Green corridors							
5	Attractive paintings on footpath for children							
6	Lights poles/ transformers on streets							
7	Lighting on the road							
8	Stagnant water on road/ street							
9	Safe and accessible space for walking							
10	Cycle tracks							
11	Parking behind the white line							
12	Covered and clean drains							
13	Level roads							
14	No construction debris in the street							
15	Bollards							
16	No parking zone							
17	Speed breakers							
18	Joyful and playful streets for children							
19	Seating spaces/ benches at every 50-60m							
20	No encroachments in street							
21	Garbage							
22	Stray animals							
23	Air and noise pollution							
24	Traffic jam							
25	Awareness among local citizens about not spreading garbage							
26	CCTV surveillance							

3.1 Public Transportation

Children's travel in public transportation in Udaipur can be of two kinds:

1. City buses and bus stops: Where they travel with caregivers.
2. School vehicles: Where caregivers are not present.

Main safety issues regarding public transport buses

- Fitness check-ups of buses not performed regularly
- Buses do not have pollution-under-control (PUC) certificates
- Drivers and attendants do not have enough experience and an understanding of child safety
- Bus designs are not friendly for young children
- No first-aid boxes in the buses
- No ECD related messages at bus stops and on buses
- Lack of monitoring of buses

Responsible Agencies

- Regional Transport Office (RTO)
- Traffic Police
- District Elementary Education Office
- Private School Associations

Action to be taken by Responsible Agencies

- **Anchored Seating:** School bus seats are specially designed and well anchored in their places, and have high backs and heavy padding, to help reduce injuries in case of a crash or other similar situations.[20]

- **Better Visibility:** All school buses in India are mandated to be painted golden yellow, which can be easily spotted in any kind of weather. This colour shall be as per IS 5 -1994 (as amended from time to time). For identification, a 150mm-wide golden-brown band can be painted on the bus, below the window level.[21]

- **GPS and CCTV:** In 2017, the Central Board of Secondary Education revised guidelines and made it mandatory for school buses to be equipped with GPS and CCTV, and asked

[20] Trackschoolbus.com
[21] https://morth.nic.in/sites/default/files/ASI/3272019101728AM7_AIS_063_and_Amds.pdf

schools to install CCTVs at vulnerable areas within their premises to ensure greater safety of children. Five hundred school bus cameras have been installed by the Bangalore Metropolitan Corporation. [22]

- Vehicles used for commuting children to school must be owned or managed by the school.
- The school bus should have valid certificates for fitness, pollution levels and insurance.
- The driver should ensure proper maintenance of the vehicle.
- School buses/ cars/ vans/ cabs should have first-aid boxes and fire extinguishers.
- Buses/ vans should have emergency exits and specified quality speed governors, where applicable.
- The windows of school buses must be fitted with horizontal grills.
- The school's name and contact numbers must be painted on the bus.
- The doors of the bus should be fitted with reliable locks.
- There must be an attendant from the school in the bus.
- The driver of a school cab must have valid license to drive LMV-Transport Vehicles for a period of at least four years and should wear his ID card.
- There must be enough space provided to keep school bags inside the vehicle and the bags should not be hung outside the vehicle or placed in carriers on the roof of the buses.
- If an authorized person recognized mutually by the school and parents, does not come to pick up the child at the bus stop, the child should be taken back to the school and his/her parents should be intimated.
- The height of lowest footstep of the bus should not be higher than 220mm from the ground. The bus should be incapable of motion without folding or retracting the steps.
- All seats other than the ones facing the passenger stepwell should be forward-facing. Also, a partition should be provided to the seat facing the stepwell.
- A hazard warning should be given, and a stop signal arm should be extended whenever the passenger door opens, to signal other motorists not to pass the bus at the time.
- A tamper-proof speed governor that complies with the requirements of Rule 118 of CMV (A)R 1989 should be provided to ensure that the driver doesn't cross the speed limit.

[22] Trackschoolbus.com

3.2 Air Quality Index

Air pollution is hurting the health and future potential of millions of children around the world. Each year, nearly 600,000 children under five die from diseases caused or exacerbated by its effects. Both indoor and outdoor pollution have an outsized impact on young children. Heavy traffic in cities, for example, produces and emits dangerous particles at the height of toddlers. In low-income rural areas, meanwhile, young children spend a disproportionate amount of time with their mothers in homes where polluting biomass fuels are used for cooking and heating. With 93% of the world's children breathing toxic air every day, pollution is a problem in all corners of the globe.

Even in the womb, children are not protected. During pregnancy, for example, maternal exposure to pollutants – such as PM2.5 (a range of fine particles, including black carbon) – is almost as bad for the foetus as smoking, increasing the likelihood of premature birth, low birth weight, miscarriage and cognitive impairment of the child.
Research released in September 2019 proved for the first time that unborn foetuses can be directly exposed to pollution particles via the placenta. After birth, the significant effects continue. Prolonged exposure to air pollution at a young age, for example, can cause reduced lung function and a greater likelihood of asthma diagnosis as a child.
Meanwhile, children living in highly polluted areas have been found to perform worse in school. Young children are particularly vulnerable due to their stage of development as well as the contexts in which they live. For example, three-year-olds breathe in twice as much air as adults per unit body weight, and play closer to the ground, where particulate matter is often more concentrated.

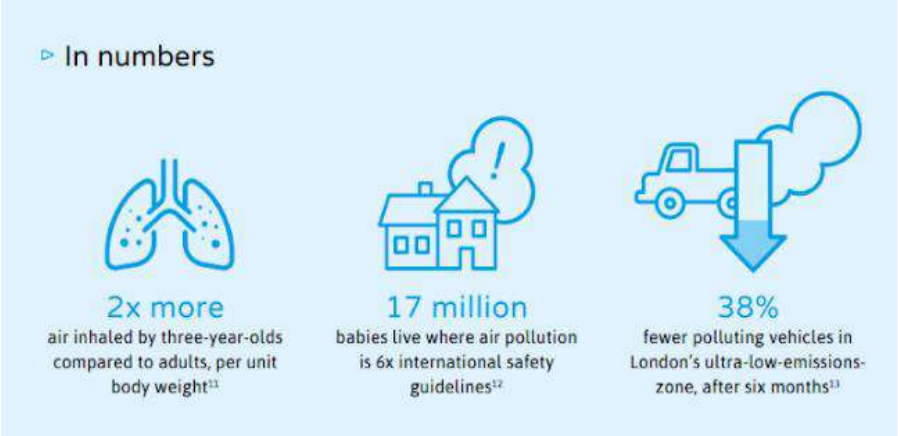


Figure 25: Refer from Designing streets for kids; VLF

Young children are exposed to 30% more black carbon from car exhausts than adults.

Ref: Designing streets for kids; VLF

Key Issues

Due to increasing urbanization, construction activities and the load on the roads have increased, due to which they are falling into disrepair before time. Dust from buildings and roads under construction, dust particles and smoke coming from moving and sometimes crawling vehicles, smoke from diesel-run vehicles, especially freight and passenger tempos, and smoke emitted by factories in industrial areas adjacent to urban agglomerations, are major causes of air pollution in cities.

- Dust from construction sites
- Damaged road and footpath infrastructure
- Transportation and traffic
- Urban design

Responsible Agencies (Civic Agencies)

- UMC
- UDA
- Pollution Control Board
- Traffic Police

Action to be taken by Responsible Agency

- Encourage Green Mobility Zones (walkable zones, e-vehicles and non-motorized transportation).
- Regulate traffic and encourage walking and cycling to reduce emissions and protect children.
- Increase the use of clean energy in sectors ranging from heavy industries to public transport.
- Create green spaces to improve air quality, such as by encouraging tree planting, urban jungles.
- Follow Central Pollution Control Board norms (rules and regulations for construction sites).
- Ensure maximum coverage of footpath network.
- Maintain roads and footpaths.
- Encourage use of public transport.

4. Child Safety in Parks and Playgrounds

Spending time in parks with children is crucial, as it allows them to engage their senses by learning about different trees, plants, colors, sizes, and a variety of smells. They can also play with their peers, an important developmental step in engaging with the world outside their home. However, their proper care and monitoring are important to prevent them from getting injured during play.

Caregivers bring children of all ages to parks, and meet other caregivers here. Children should be encouraged to play with their peers. They will also be inquisitive about several things, which should be met with the proper responses. Avoid any behaviour that makes the child nervous or upset. Select parks or playgrounds that suit the age of the child. If it's a place where older children or youth play games, do not take very young children there or choose to go at a time when the youth would not be there.

Strategies for play

Next to streets, public spaces like neighbourhood parks and playgrounds are important elements of daily urban life for ITCs. While streets are primarily used for movement and for connecting, the open spaces of the neighbourhoods are destinations and are used primarily for recreation.

Toddlers need a safe outdoor space for play. Babies and caregivers need fresh air and the stimulation of plants, trees, wind, and connection to the natural. Playing is a prime activity for small children. For the 0-5 age group especially, playing is a way not just to have fun and socialize, but also to learn. A big portion of this valuable playing time happens in designed playgrounds, where the environment is designed especially for that. Small tot-lots, playgrounds in parks, squares or green areas are all examples of designated play areas for children. If a city invests in better quality play areas for children, it also invests in creating better citizens for tomorrow.

Outdoor play allows children to get physical exercise, closer contact with nature and a means of socializing with their peers. However, playing outdoors can also be dangerous and unhealthy, due to bad design choices and poor planning. While this should not be a reason for children to spend less time outdoors, designing play areas for them requires special consideration.

Issues and Barriers

Major challenges in parks and playgrounds for ITC well-being:

1. Safety Issues
2. Accessibility Issues
3. Green Issues

Issues	Barriers	Behaviour Challenges
Safety Issues	Lack of dedicated spaces for young children	Due to the lack of dedicated play space, younger children sometimes play in areas meant for older children. In such a situation, there is a high likelihood of them getting injured. Due to this, caregivers feel hesitant to bring children to the park and this reduces the outdoor activity time of children.
	Inappropriate distance between the playing and seating spaces in most parks/ gardens.	Caregivers are not able to supervise the children and there is a possibility of the children getting injured.
	Insufficient and damaged seating spaces	
	Not enough lights and light poles in the park.	Because of this, children are not able to spend time in the park in the evening. Along with this, there is also a sense of fear due to dark and dimly lit areas.
	Boundary wall is too high, obstructing the view of the park/ ground	High boundary walls obstruct the view of the park from inside and outside. Due to this, passers-by are not able to take advantage of the resources in the park. Also, due to high boundary walls, possible anti-social activities taking place in the park cannot be monitored.
	Burning of dry waste in parks	Burning of dry leaves and other garbage in some corner of the park causes massive air pollution. This largely prevents the entry of children and caregivers into the park.
	Poor maintenance of tot-lots and swings	Broken swings put children at risk of falling or getting injured.
	Risky Play	Young children at playgrounds include aggression, sharing difficulties, and tantrums, while caregivers may face challenges in supervision, enforcing rules, and managing conflicts between children.
Inclusivity and Accessibility Issues	Lack of toilets Lack of baby feeding rooms	Caregivers shy away from visiting the park with their children due to the lack of “child-friendly” toilets. Due to non-availability of baby feeding rooms in city-level parks, women are not able to stay in these parks for a long time.

	Lack of cleanliness	Garbage generated due to family picnics, smoking by young people, waste plastic, animal excreta etc. are also barriers that prevent caregivers from spending long periods of time in the park with children. This has an adverse impact on the health and hygiene of the children.
Green Issues	Absence of green spaces	Streets and spaces with no or very few trees lack not only shading, but also don't provide opportunities to interact with nature. Being in touch with nature increases physical and emotional development.

Figure 26:The design of the entrance gate of Hanuman Park makes access difficult for people with strollers.

Figure 29: The high boundary wall of Gulab Bagh, Udaipur.

Figure 27: Broken tot-lots and swings in Gulab Bagh.

Figure 28: Open and damaged drains in Gulab Bagh, Udaipur.

Figure 30: No ramp access for the pathway inside the park.

Figure 31: Damaged topiary.

Responsible Agencies

- UMC (Responsible for 200 parks within the UMC boundary)
- UDA (Responsible for 35 parks in the urban area)
- PWD (Responsible for 02 parks in UMC area)

Action to be taken by Responsible Agency

The design of a park can have a direct impact on a caregiver's perception of its safety and their willingness to use the space. If parents or caregivers know that their children are safe within the boundaries of a play area, they will relax more and be less stressed. Safety in parks needs to be considered by keeping in mind their overall layout, clear sightlines, passive and active surveillance, permeable boundaries and a clear signage and lighting system.

Safe Play for Young Children

- Install equipment specifically designed for children under five, considering their developmental stages and physical abilities.
- Avoid high platforms, complex climbing structures, and fast-moving equipment that can be hazardous for younger children.
- Use impact-absorbing materials like rubber mulch, sand, or synthetic turf under and around playground equipment to reduce injury risk from falls. Ensure surfaces are well-maintained, free from debris, and adequately cushioned.
- Ensure adequate spacing between equipment to prevent overcrowding and collisions.
- Allow sufficient space for children to move freely and safely around each piece of equipment.
- Design equipment with appropriate heights to minimize fall risks. Platforms should not exceed 1.5 meters for children under five.

Figure 32: Age-appropriate dedicated play area in Nehru Balodyan, Town hall, Udaipur (installed during Urban95 Udaipur Kids Festival 2023)

- Ensure handrails and guardrails are at a suitable height and size for small hands to grip easily.

- Use non-toxic, lead-free, and hypoallergenic materials for all playground equipment. Regularly inspect and maintain equipment to ensure it remains safe and free from harmful substances.
- Design playground layouts that allow for easy supervision, with clear sightlines across all play areas. Provide comfortable seating areas for caregivers to monitor children closely.
- Implement a regular maintenance schedule to inspect and repair equipment, ensuring it remains safe and functional. Promptly address any wear and tear, broken parts, or hazards.

Legibility, Sightlines and Signage

- Entrances and exits should be easy to locate for a first-time user, and especially for ITCs.
- Pathways should be connected with destinations and have enough sign-posts.
- There should be clear visibility between the activity areas to encourage surveillance.
- Make sure that there are no solid walls and plantations along main routes that obstruct sightlines.
- Use sightlines to show users what lies ahead and guide them to reach that destination.
- To make a sightline interesting, the designer can provide 'an interesting object' - a goal to navigate toward. It might be some feature or object that is striking or unusual, something to spark the navigator's interest.
- Install signage at key entry points and activity areas. Ensure that the signage is positive, informational and well-lit.
- Although the intended user group should be obvious from the design and scale of equipment, signs and/or labels posted in the playground area or on the equipment should give some guidance to supervisors as to the age appropriateness of the equipment.[23]

Figure 33: Signage at CPZ, Ashok Nagar, Udaipur

[23] Handbook for Public Playground Safety Page - 6 https:// www.cpsc.gov/s3fs

Lighting:

- Cluster night-time activities in parks such that they are connected by well-illuminated routes.
- Provide lighting at the perimeter to complement street lighting and ensure that the park looks inviting for entry from the street.
- Choose a lighting type to reflect the use of the public realm that is being lit, such as high-level unadorned lights to shine onto grass surfaces, and low-level, attractive armatures to light footpaths and pavements.
- Install lighting elements for pavements at frequent intervals; as a rule, at least every 20m with 20 lux level, uniformly.
- Consider the position of lighting elements relative to the position of trees and other plants. Make sure that branches do not obstruct any light.
- Ensure that the play areas are well lit and that there is no excessive glare.
- Always keep in mind that, apart from safety, lighting can give added value to a place in many creative ways.

Shading Elements:

- Ideal shading is natural shading, where possible: use trees, bushes and climbers.
- Provide shaded spots where caregivers need to wait and have good sightlines of play areas.
- Consider providing adequate shade over play spaces and equipment to ensure that these areas are kept cool and comfortable for children during the hot months.

Entrance and Ramps for ITC

- Entrances should have at least a clear 1.8m-wide passage to allow a person with stroller move easily.
- Kerbs should be inclined wherever there is a designated entrance to the park to ensure safe and easy access.
- Ramps are necessary where there is considerable difference in the level of the entrance from the access streets, to ensure easy passage for all children, wheelchair users and caregivers with buggies where 1:20 or 1:15 slope can be considered.
- The entrances should directly connect to a dedicated stroller-friendly walkway inside the park.
- There should be handrails and hoists.
- There should be a provision of wider openings at entrances for a group of 15-20 children to enter together, if required.

Toilets and Drinking Water:

ITCs especially require toilet and drinking water facilities in and around parks, where they spend a considerable amount of time in a day. Free water sources in public spaces, historically provided by philanthropists or the cities themselves, have been one of the major progressive steps taken for the benefit of common people.

Young children and toddlers frequently require fresh drinking water when they engage in energetic activities in the park, and with them, their caregivers as well. These areas need:

- Ramps, at least 1.8m wide, to access toilets;
- Provision of handrails and hoists;
- Safe and convenient ITC-friendly toilets;
- Clean drinking water facilities, easily accessible by children;
- Stroller-friendly walkway access to the drinking water taps;
- Maintenance of all these facilities. Provision of toilets should only be undertaken if there is a clear plan for their maintenance; otherwise, poorly maintained toilets will drive away people, rather than attract them;
- Diaper-changing areas with safe and clean platforms or mats in the toilets.

Breastfeeding / Rest Rooms

Resting stations or nursing booths/ pods are an integral part of a child-friendly neighbourhood. Breastfeeding is associated with everything from better resistance to disease to healthier bodyweight of the infant. With cities worldwide integrating lactation stations or booths in their neighbourhood design, it is necessary to keep in mind some of the most important aspects for the booth set-up:

- They should be fitted with comfortable seats, washing facilities;
- They should be homey and not shabbily put up;
- They should be checked routinely for cleanliness;
- They should be dimly lit and quiet;
- Access to these spaces should be stroller-friendly and the rooms should have sufficient area to accommodate a stroller;
- They should have change tables or diaper decks.

Boundary wall

Non-porous boundary walls restrict visual engagement of the ITC with the inside and outside of the park. This is an important component for the safety of children.

- The boundary wall should be made in such a way that a 95 cm tall child is fully visible from outside. Whichever type of boundary wall is being used for this, it should not obstruct visibility.

- These boundary walls should not be such that children can climb them.
- The walls should be high enough to prevent large mammals such as cows from entering the park.
- The boundary walls should be strong enough to remain durable permanently.

Green Connect

The child's overall development benefits from greater contact with nature. It also has a positive impact on the caregivers' mental health. Plants and trees provide shelter from the sun, mitigate the effects of heat stress and clean the air. The Indian climate supports planting in urban areas. The challenge can be to find creative ways to incorporate more plants and trees in our cities and in an efficient way such that young children come into close contact with them, while being safe from other dangers, so that they can explore freely.

Concerns over improving safety in parks can sometimes result in a sterile landscape, which will more likely result in less frequent use of the park.

- Choose plants and green elements with a range of colour, texture, shape and use.
- Consider that the open space should be interesting enough for visits at different times of the day and year, and that seasonal varieties are planted.
- Look at all scales of planting, from avenues of trees, large beds with flowers to shrubs and thickets.
- Choose indigenous plants that will thrive in the local climate. Provide information about them for educating children.
- Plan for the future: consider how much space fully developed trees and plants will need above and below the ground and plan accordingly.

Dedicated Spaces for Young Children

- At least 10% of the space in all parks should be reserved/ dedicated for children under 5 years of age, with proper/ clear demarcation of this space as 'ITC Dedicated Zone' and/ or 'Children's Park'.
- These dedicated spaces should be easily accessible from all corners of the park (for city-level parks) and should be placed/ located considering the local climatic/ weather conditions that enable the use of these spaces round the year. This will directly impact/ increase the overall usage of the park, enabling children and their caregivers to spend more time/ engage in outdoor/ physical activities.
- All these dedicated spaces should be equipped with well-built and well-maintained children-friendly play equipment along with other sensory elements, not only for the overall physical development of children, but to enable them to experience other elements such as sandpits, colourful flowers, and aromatic plants that attract birds, butterflies and insects, which will positively impact their overall development.
- The play equipment should have bright, yet child-friendly colours, attracting children instantly.
- All these spaces should have children-friendly soft surfaces (natural grass, artificial sandpits, rubber flooring) to avoid any kind of serious injury in case of a fall and/or unforeseen situations.
- There should be easily accessible, shaded and/or all-weather seating/ resting spaces in and around ITC-dedicated zones and within the parks/ gardens for children and their caregivers.
- All these resting spaces should allow an unhindered and obstruction-free view of the ITC dedicated zone, enabling caregivers to easily monitor the children and their activities.
- There should be ample lighting in and around ITC-dedicated zones and within the entire park/ garden, not only for an increased sense of safety, but also to increase the children's outdoor playing time.
- There should be well-maintained public facilities and utilities such as drinking water units and toilets within an accessible range for children and their caregivers, and in another part of the park as well (in case of city parks).
- All parks should have strategically placed and creatively designed dustbins to help maintain cleanliness for all users.
- All city parks should have innovatively designed and uniquely color-coded wayfinding to enable easy access to ITC-dedicated zone by new users/ tourists.

Proposed dedicated space for young children in Hanuman Park, Ashok Nagar

Child Priority Zones in Udaipur will be planned at the neighbourhood level to disseminate the idea a dedicated children's play area, a better journey experience and traffic calming measures that will motivate caregivers to walk with their young children.

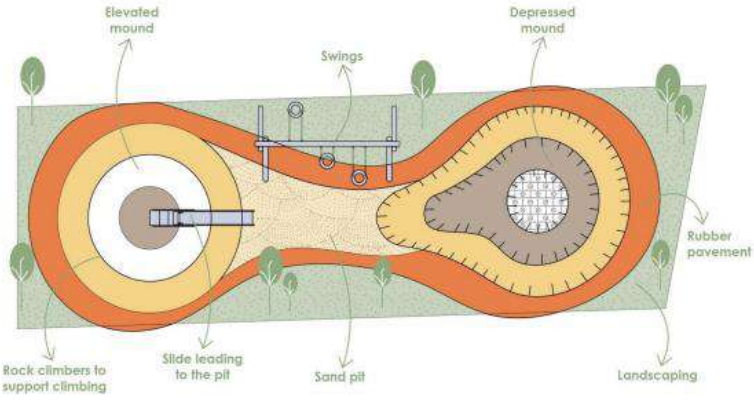


Figure 75 Conceptual Plan for Dedicated Children Zone

Figure 33: Play area for young children, CPZ Ashok Nagar.

- The CPZ will ensure child safety and security in terms of infrastructure, which will bring social and behavioural changes and create a safer environment.
- Interventions supporting child safety and security in terms of social behaviour and infrastructure are required.
- As per the findings and stakeholder/community meetings, it was suggested that the play area of the park should be redesigned to increase ITC footfall.
- Interventions for engaging people for longer periods need to be addressed. They could promote interaction and engagement of ITCs with the natural environment.
- A dedicated play area in the neighbourhood /anchor institute is required for the development of children's motor skills and early childhood development.

Observation Checklist

SN	Points	Rating (Please tick)						Action require to upgrade the rating
		5	4	3	2	1	0	
1	Dedicated Space for Young children (at least 10% of total space)							
2	tot-lots							
3	Sidewalks for children and caregivers							
4	Cleanliness							
5	Benches near the dedicated space for children							
6	Benches for children (according to their height)							
7	Lights							
8	Separate toilet for males and females							
9	Separate toilet for children							
10	Clean drinking water							
11	Feeding room (for lactating women)							
12	Safe boundary wall							
13	Management of stray animals							
14	Maintenance of green grass							
15	Maintenance of park surfaces							
16	Dry waste is not burnt							
17	Caretaker in night shift							
18	Local committee for park maintenance							
19	Parking facilities							
20	Ramp for children and people with special needs							
21	CCTV surveillance							
22	Traffic signal outside the park (applicable if the park is located on the main road)							
23	Zebra crossing outside the park							

5.Urban Services for ITC

Outside the home, the child spends most of the time in the neighbourhood. Caregivers are often there to monitor them. In addition, there are many other ITC locations where children spend time with caregivers or other service providers. Pregnant women visit a PHC for health check-ups and the AWC for nutritional support. A young child goes to the hospital for vaccinations or in case of illness. Children more than 3 years of age goes to AWCs or playschools for pre-school education. Children also travel in public transport along with caregivers. In this situation, the safety of children is a priority in all these places.
If we talk about pit stops (trip chaining), the places a child visits outside the home (besides the neighbourhood and the park) are as follows:

Services	Targeted beneficiaries	Available Facilities
AWC	• Young children (0-6 years) • Women	• Pre-school education • Health checkup of expectant women • Nutrition • Counselling during first 1000 days after delivery; positive caregiving • Referral facilities • Immunization
Primary healthcare centre	• Young children (0-5 years) • Women	• Immunization • Health checkup • Counselling during first 1000 days after delivery • Pre-natal and post-natal care • Referral facilities
Playschool, creche	• Young children (3- 5 Years)	• Pre-school education
Public transport / school bus and bus stops	• Young children and caregivers	• Transportation

When a child starts attending an Anganwadi or a playschool, he/ she is moving to another ‘home’ for a few hours each day. It is necessary to ensure that the child remains safe there as well. Just as we take care of the child's physical safety, emotional security, and natural curiosity at home, we need to ensure a similar environment in nursery schools or anganwadis. We need to know whether the child is in an environment where a person or an object could hurt her; whether he/she

would be receiving care so that the child feels safe; and whether the child shall receive age-appropriate learning.

Feedback received from parents, Anganwadi workers and nursery school teachers in Udaipur and adjoining districts reveals that in the first few years, caregivers are very concerned about the safety of their children while leaving them with someone else for a few hours in nursery schools or AWCs. Whenever an unfortunate incident is reported in the media, the caregivers go to the respective school or AWC to ask for details regarding the kind or type of security system followed or in place there.

Children might also visit other places regularly, such as shops, daycare centres and health centres, accompanied by caregivers. Therefore, these public facilities also need to be designed with the needs of young children being kept in mind.

Every neighbourhood generally provides basic amenities as per the guidelines and norms set by the governance system. Most of the time, these are the 'minimum' possible solutions. It's important to note that amenities like destinations for daily shopping, health care and cultural facilities and utilities like toilets are the most frequented spaces in a neighbourhood. Therefore, it's important for these spots to have ITC-friendly designs.

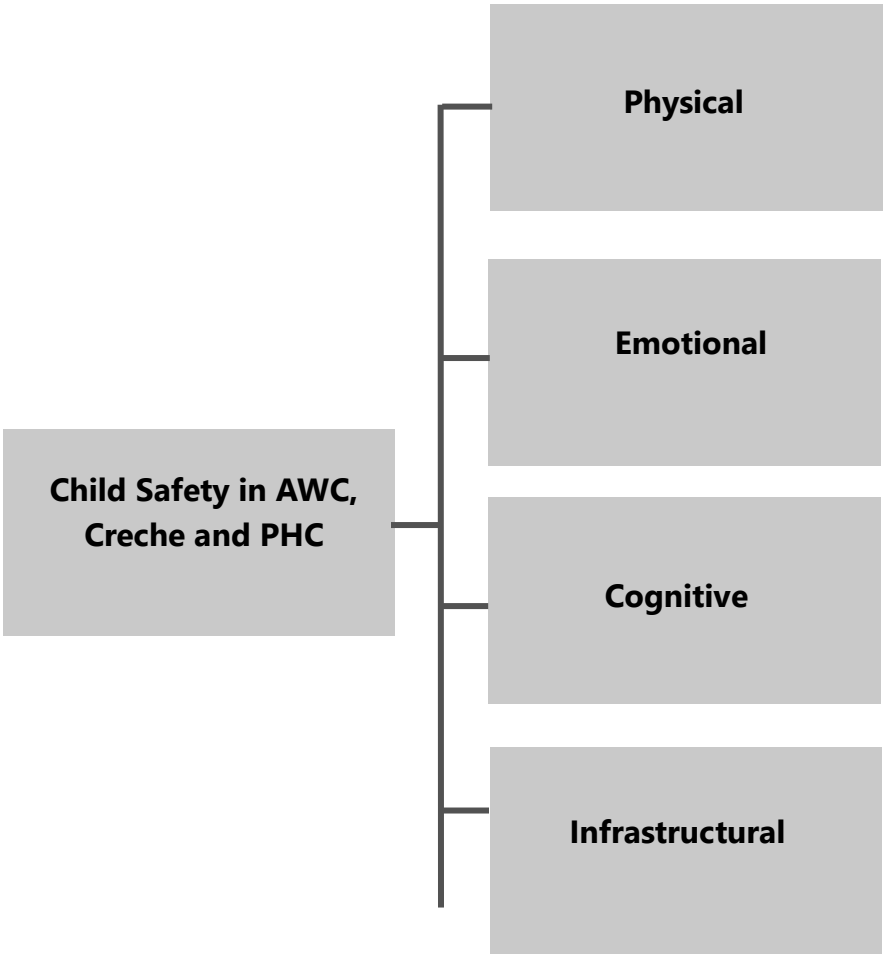
Young parents and caregivers generally undertake these daily trips with little or no assistance. ITCs should be considered a target group while designing and planning access to these facilities.

The general rules that should be kept in mind when designing child-friendly public spaces are good access, an interesting array of uses, an environment that stimulates the imagination, and peaceful and friendly space for caregivers. If caregivers also enjoy their time outside, they will be encouraged to take small children out more, which will, in turn, give the children more time for outdoor play and opportunities to learn and have fun.

This section of the guidelines on child safety outside the home is also meant for Anganwadi workers, ICDS, Department of Women and Child Development, preschools, nursery schools, institutions operating kindergartens, and their teachers, PHCs and public transport.

Safety guidelines are essential and can benefit Early Education and Care Centres in the following ways:

- Improve the safety and health environment in the centre;
- Prevent and minimize injuries and illnesses among children;
- Increase health and environmental safety awareness amongst teachers, students and the management staff;
- Help in improving the efficiency of the centre's functioning;
- Promote an overall positive atmosphere at the centre;
- Help to identify and understand regulations that may apply to the institution;
- Detect areas that need improvement in the premises to ensure complete safety for children;
- Find sources for more information about regulations and assistance.

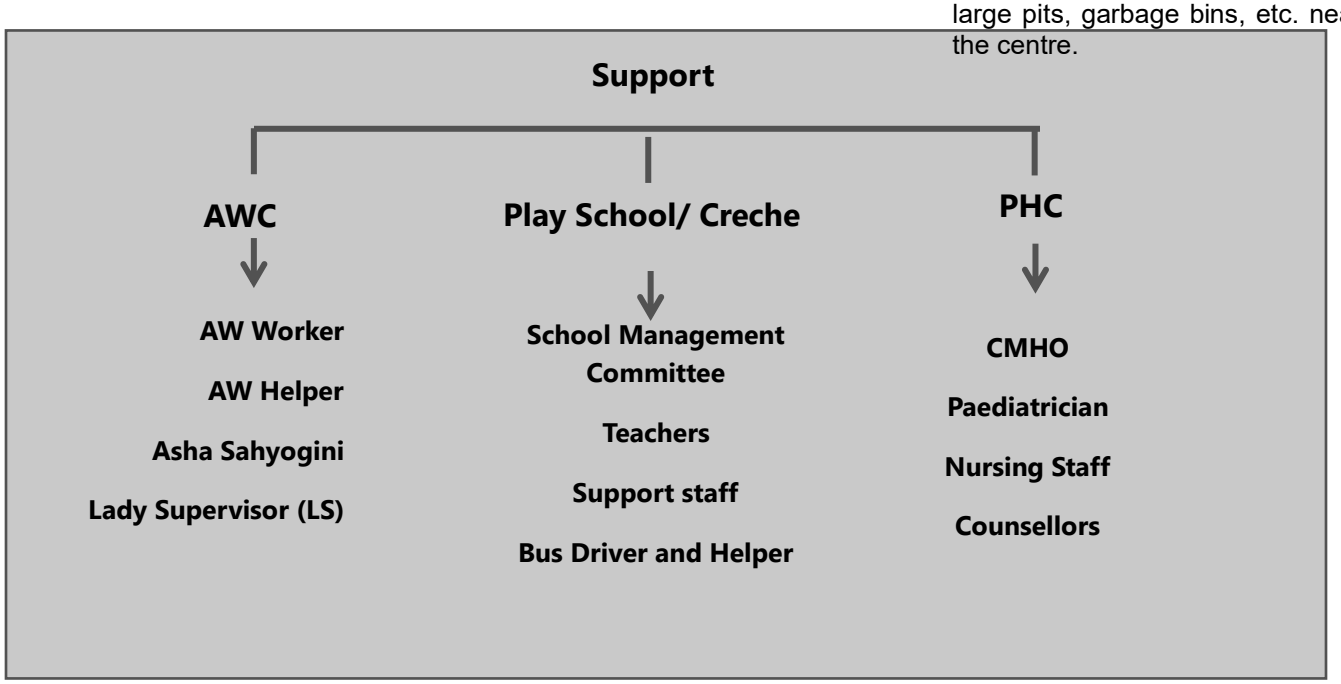


- Prevent injuries on playgrounds or in building premises;
- Keep electrical and water equipment out of reach of children;
- Keep an eye on children during transportation;

- Do not make fun of a specific skin colour, height, weight, race, class or habit;
- Do not use hurtful words;
- Do not compare a child with others;

- Educational or health pressures;
- No unnecessary restrictions;

- Should preferably be on the ground floor;
- Should have a minimum space of 10-12 sq. ft/ child;
- Should be properly lit and ventilated;
- There should not be any unsafe areas like open drains, deep and large pits, garbage bins, etc. near the centre.



5.1 Anganwadi Centres

Many of the achievements in life of a person are linked to his/her early access to educational programmes. Among all levels of education, Early Childhood Education and Development is considered to be the most critical for the social, emotional, cognitive and physical development of children. Therefore, the caregivers in the early years of children are expected to play a significant role in the learning process by providing a child-friendly environment at Early Education and Care Centres. Clean, safe and secure places provide an enabling environment for nurturing care. These are essential conditions for children to survive, thrive and strive. A young child who is exposed to environmental pollutants from sources such as unsafe drinking water, air pollution or chemicals, as well as a child who lacks access to spaces for outdoor physical activity and exploration is at higher risk of both noncommunicable diseases (NCDs), infectious diseases (such as pneumonia and diarrhoea) and developmental delays that can reduce their cognitive, socio-emotional and physical potential. Children between the ages of two and five are dependents and vulnerable and, therefore, it is important for caregivers to be always on guard to ensure the safety and security of the little ones.

Safety in the context of education centres doesn't just mean that the centre is only free of physical hazards. The safety issue needs to be looked at in a holistic manner, covering the physical learning environment, social interactions and emotional security. These three factors are all interlinked and together enable a safe learning environment.

Safety should be one of the core values and visible in all areas: the culture to be promoted in the network of education centres, the way learning spaces are built, and how we see children as valuable members of the community. While physical safety refers primarily to the physical infrastructure and behaviours related to it at the centres, social safety creates a trusting and safe atmosphere for children to try out their skills, to fail and try again. It also provides an opportunity to learn social skills, empathy and how to be respectful towards peers. Creating socially safe environments begins with the staff members' attitudes towards each other and towards the children and their families. Children have great intuition and capability for noticing if something is wrong. Showing them appreciation towards other children, hearing their opinions, and valuing their friendships and other relationships is also important.

It creates trust and an open atmosphere for learning. Failure is an integral part of learning even if it doesn't always feel so good. That's why children should feel safe while trying new skills independently or with their peers, without fear of failure. Their emotional security is achieved through the establishment of a positive, healthy, and sustained attachment bond over time. This allows them to be themselves, without the fear of being rejected or having to conform to certain norms or rules just to please others. Along with attachment bonds, they form templates for future relationships (Rubin et al, 2005). Other than parents, it is important to have attachment bonds with caregivers and peers, which give them a sense of emotional security and keep child anxieties at bay.

The premises of anganwadis are usually slightly different from private playschools or kindergartens. In Udaipur city, there are 150 AWCs in the urban area, most of which are being run in rented buildings. Their infrastructure is different from that of schools and the childcare staff are also fewer here. While schools mostly focus only on pre-school education, the anganwadi also focuses on pre-school education of children along with nutrition and referral facilities, among other factors.

The anganwadis in Udaipur are run in three types of buildings. The first, in which the Department of Women and Child Development has its buildings; the second one operates in rooms of other government buildings or schools; and the third type is run in rented rooms. Most of the anganwadis in the urban areas of Rajasthan are run in rented buildings, making it quite a challenge to ensure the safety of children there.

In this situation, the role of Anganwadi workers and helpers becomes important. The general rules that we have included so far in this guideline apply to all AWCs too. Nevertheless, we will briefly discuss it once again.

There are four AWCs *(Sundarwas I, Bhikharinath ka math Bhupalpura, Kishanpol Mini and Machla Magra)* that are located on the first floor. More than 90% of the centres have only one room available, where pre-school education activities, health-nutrition related materials and medicines and iron boxes for keeping records etc. are also kept. Due to this, the chances of children getting injured are very high.

The condition of the rented buildings is not much better. Most of them are short of space, and lack electricity, clean water, toilets and clean toys.

Issues and Barriers

Two major challenges in Anganwadi centres are:

1. Safety Issues
2. Accessibility Issues

Issues	Barriers	Behaviour Challenges
Safety Issues	No storage room and kitchen	With all food items (meant to be distributed) lying in the main room, there is no space left for the children to play and do activities. There is a possibility of rats and other insects being attracted by the food items, which is a risk for the children. There is a possibility of medicines, family planning and surgical items being accessible to children.

	Lack of or poorly maintained washroom and drinking water facilities	Due to non-availability of washrooms in the rented rooms, the children are forced to defecate in the open. Due to lack of toilets of appropriate height in the centres operated in schools, children are not able to use them properly. Drinking water taps installed at inappropriate levels and non-availability of clean drinking water etc. also affect the attendance of children.
	Lack of access to electricity	It is a challenging task to keep children seated in a small room during hot summer days, which affects their learning.
	Poor condition of rented buildings Four centres are located on the first floor of government schools	There is not much possibility of repair in a rented building. Old and dilapidated buildings affect the mental health of children.
		Young children have difficulty in climbing high stairs, raising the risk of them falling. Pregnant women also face a challenge in climbing them.
	No safety-related documents or guidelines available in local context Lack of understanding of safety aspects	As of today, there has been no detailed official documentation about the definition of safety in anganwadis with children. In this situation, there is a lack of clear common understanding about the physical, mental and cognitive safety of children.
	Emotional and cognitive development related issues	Comparisons of two children regarding their learning ability, physical appearance etc. has a negative impact on their mental health and learning ability. Sometimes these leave a life-long impact on the child.
	Dirty/ broken toys	Dirty and broken toys affect the hygiene of children. These can also hurt their delicate bodies. If proper standards have not been followed, these toys could be made of harmful colours and chemicals. In such a situation, they affect the health of the child a lot.
	Entrance gates open onto busy roads	The main gates of many AWCs open directly onto traffic-filled roads. In such a situation, there is a fear of accidents when children are coming out of the institution.

Accessibility	Stray animals; unorganized parking; lack of shaded pathways and footpaths; encroachments on the footpath	Because of all these issues, caregivers are often apprehensive about the safety of children and are not comfortable about taking them to the centre.

Figure 34: No space for pre-school activities in the AWC, Bheelurana Colony, Mallahtalai.

Figure 35:Partially constructed toilet, AWC, Mallahtalai.

Figure 36: AWC gate opens directly on main Pula Road, Fatehpura.

Figure 38: Unhygienic and slippery surface near water facilities, AWC, Bheelurana colony; Mallahtalai, Udaipur.

Figure 37: AWC on the first floor, Bhikharinathji ka Math, Bhupalpura.

Figure 39: Poor condition of AWC in Goverdhan Vilas 2, with temporary leaky roof, and unplastered walls that invite dampness and related risks.

Figure 40: Traffic and stray animals outside the AWC, SBS Nagar.

Responsible Agencies

- ICDS
- UMC
- Department of Education (Elementary)

Action to be taken by Responsible Agencies

- **Location:** The centre should be located within 500 meters of the workplace or in the beneficiaries' neighbourhood (reference: Guidelines for setting up and running creche facility under Maternity Benefit Act 2017). In rented buildings, the worker has to do all the activities with the children in a small room. Therefore, rented rooms do not have enough space for children. Ensure that there is some free space where children can play/ do outdoor activities. The building should be decorated attractively for children attending the centre. Keep the windows and doors open to allow ventilation and proper/ required light. If there is a higher level (short flight of stairs or steps) in the building, then try to make a ramp that would help children to climb easily, preferably on the ground floor.
- **An extra room** or adequate space is required for storage purposes. A specific room meant for pre-school activities should be there at the centre.
- **Unutilized spaces** should be upgraded with features to allow young children to play and do activities (i.e., roofs, porches, balconies, and chowks).
- The centre should have a concrete structure as per the CPWD norms.
- Adequate funds should be budgeted for repair and maintenance of the buildings.
- It is necessary to make efforts to shift the centres to the ground floor, in coordination with the education department in the schools where the centres are operating on the first floor.
- Capacity building workshops of Anganwadi workers, ASHAs and assistants should be organized from time to time to increase their understanding of the safety of children.
- Proper water and electricity connections should be provided at the centre.
- The centres should follow child-friendly design structurally as well as in its infrastructure (there should not be any sharp edges, and electrical units should be out of reach of children)
- They should have child-friendly open spaces within their premises or nearby for children to engage in outdoor activities
- The access/ approach road to these centres should be pedestrian- and NMT-friendly, with wide and continuous footpath with proper vertical clearance, as mandated in the IRC.

There should not be any open or choked drains and all necessary street furniture, such as shaded resting spaces, dustbins and light poles, should be in place.

- The centres located on arterial or sub- arterial roads should have ample buffer area in front, partially segregated from the carriageway and away from moving traffic, and also as a safe waiting area for caregivers picking up and dropping off the children.
- Traffic calming measures should be taken by including road signages, zebra crossings and speed breakers.
- Age-appropriate toys/ play equipment should be procured (periodically).
- Create dedicated space for storing building materials and ensure that the construction work does not conflict with the daily activities of the children.
- A creche/ AWC must have a minimum area of 10 to 12 sq ft. per child to ensure that they can play, rest and learn. An ideal centre should have an appropriate open space where other facilities like kitchen gardens can be developed. There should also be a child-friendly toilet facility.
- The room should be well lit and ventilated.
- There should be no unsafe places like open drains, deep and large pits and garbage bins near the centre.
- The centre must have a safe and portable drinking water source, along with a water purifier. There should be ramps and handrails for better safety.
- There should be demarcated/ dedicated areas for different age groups - children under the age of three and those between the ages of three and six years – for doing activities such as sleeping, eating and playing and for the breastfeeding of infants.

For Anganwadi Staff:

- Do not make fun of or comment on the complexion, height, weight, race, class or habits of children;
- Do not use hurtful words towards them;
- Do not compare a child with his/ her peers;
- Do not place unnecessary restrictions;
- Encourage caregivers to pick up and drop off children. If the staff is going to pick up the children, then special care should be taken while bringing the children together.

Playfulness in AWC

A child stays at an AWC daily for four hours. In such a situation, it is necessary that the centre should be made engaging and attractive accordingly, and various age-appropriate resources be available for the child to learn and play. These resources can be used in pre-school education activities according to different themes. For this, the following methods can be used:

- Transformation of AWC room (single room within the primary school premises, located at the end of the school building and accessible via approx. a 30m-long corridor) using all the available surfaces, i.e., walls, floor and ceiling into an interactive and engaging room/ space, motivating AWC children to attend the school daily and also encouraging new enrolments as well.

- Floor painting in AWC room with integration of shapes such as circles, squares and triangle; colours such as yellow, green, red and orange; and numbers from 1 to 25 into a single painting (within 1.5 x 1.5 feet square boxes painted on the floor), enabling children to learn all the three elements easily while they take a seat in a particular box. For example, in a particular week a child is seated in a yellow circle, numbered 3, and in the following week (s)he is seating in a red triangle, numbered 17, an interactive, fun and playful way of learning.

- Four Corner Theory: If the main room of the AWC is 15x15 feet or more, then the four corners of the room can be prepared on four different themes. For example, one corner for painting or drawing; another for creative learning for children up to 3 years of age; the third corner for cognitive development; and the last corner for clay art or a sand pit. These themes can also be changed every month according to the learning and interest of the young children.

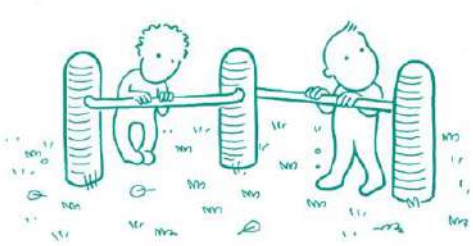
Figure 41: Child friendly AWC, Manoharpura.

- Bala (Building and learning aid): Bala painting enhances the creativity and thinking ability of the child manifold. The child engages with many interesting puzzles on the wall. The Bala painting theme can be painted in the centre, such as parts of the body on the walls, pictures of various animals, birds, fruits and flowers in the environment, and numbers.

- A green or black board can be used in the lower three feet of the wall, for children to scribble, write etc.

- Creation of a shoe rack, low in height, and placed outside the AWC room, enables children to take off their shoes comfortably while sitting on the shoe stand/ platform and to stack them safely beneath it. They can also use wash basins, low in height and installed in the corridor leading to the toilet and the engagement space at the back, helping them to inculcate hygienic habits such as washing hands before having food.

- An interactive floor painting was also done (Manoharpura AWC) starting from AWC Room and leading to the wash basin and other engagement spaces for making these trips a playful one.



AWC: Observation Checklist

SN	Points	Rating (Please tick)						Action required to improve the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child-friendly painting on the building walls							
4	Room Size (According to the enrolment)							
5	Cleanliness (Inside and outside the centre)							
6	Floor status							
7	Door- Windows							
8	Light in Room							
9	Green/ black paint on walls for children (up to 2/3 feet)							
10	Toilet for children (According to their height)							
11	Clean drinking water							
12	Almirah/ box for record-keeping							
13	Ramp for children and people with special needs							
14	Furniture/ windows/ doors edges (safe, not sharp)							
15	Toys (number, cleanliness and safety)							
16	Open space for play							
17	No encroachments/ stray animals outside							
18	Dustbins							
19	CCTV (outside the AWC/creche) surveillance							
20	Seating area outside the centre							
21	Child-friendly/ BaLA art outside the centre on floor/ roads/ chowk etc.							
22	Staff in neat and clean uniform (AWW/helper/Asha)							
23	No noise and air Pollution							

5.2 Creche, Kindergarten and Playschools (CKP)

People who do not want to use the services of AWCs send their children to creches, kindergartens and playschools (CKP) at the neighbourhood level. According to the April 2022 guideline of the Supreme Court, a child below 6 years cannot be admitted to class 1. Such children can be admitted into AWCs or CKPs. This is clearly mentioned in the new Education Policy 2023 of the Government of India.

There is no official data available on the total number of CKPs in Udaipur urban area. According to one estimate, their number is more than 200, which keeps on decreasing every year. The main reason for this is that the department of education does not currently have any procedure for their registration. Most of the CKPs are houses that have been modified. Some CKPs are also run by local NGOs, among which Sevamandir creche (Fatehpura), Home Science College creche (University Road) and Apna Jatan Kendra (Neemuch Kheda) are prominent.

Since these centres are run commercially by some people or groups, they do not pay much attention to safety etc. Due to non-affiliation with the government, no guideline or policy from the government or department is directly applicable on them, though in June 2018, a guideline for creches was issued by the Department of Women and Child Development, Government of India.

Issues and Barriers

Major challenges in creches, kindergartens and playschools:

1. Safety Issues
2. Accessibility Issues

Issues	Barriers	behaviour Challenges
Safety Issues	Stairs near the play area	Small children are at risk of falling or getting injured while climbing or descending the stairs fast by themselves.
	Limited space for accommodating children, which can lead to overcrowding.	It is difficult to take individual care of all children. In such a situation, ensuring their safety is a difficult task. When children do not get enough space to do activities and play, it can hinders their overall development.
	Entrance gates open onto roads with heavy traffic.	In such a situation, there are fears of accidents happening when the children leave the centre.

Accessibility	Ongoing construction work outside the creches/ schools	Pedestrians face a lot of trouble due to the debris and construction material lying on the road. The experience of navigating flying soil dust and materials lying on the pavement etc. is quite unpleasant.
	Emotional and cognitive development related issues	Comparisons of two children regarding their learning ability, physical appearance etc. has a negative impact on their mental health and learning ability. Sometimes these leave a life-long impact on the child.
Inclusiveness	No ECD or play messages	At present, not much effort has been made to make the centres fun for children. The walls of the centres do not attract children. There is no messaging for parents to learn about the right behaviours (positive caregiving) towards children at home or outside.

Responsible Agencies

- School Management Committees
- Department of education (elementary)

Action to be Taken by Responsible Agencies

- The school management should be arranged for extra room/ adequate space for young children to play and engage in group activities.
- Unutilized spaces in the facilities, such as roofs, corners, porches, balconies or green areas shall be upgraded to facilitate play and engagement by young children.
- Gates can be installed on stairs in CKPs to prevent children from accessing them.
- Play materials and equipment should be soft, from which there is no possibility of children falling.
- The edges of furniture etc. should not be sharp.
- Traffic calming measures can be implemented by including road signages, zebra crossings and speed breakers.
- Space can be earmarked for storing building materials and for ensuring that construction work does not hamper the daily activities of children.
- The façade of schools and creches and their interiors shall display ECD materials, information and child-oriented paintings.

Safety tips for Creches, Kindergartens and Play Schools:

The following suggestions can be used to check the safety of CKP and AWCs:

- **School Premises:** For children up to 5 years of age, the school premises should be completely separate from the space meant for older children. Children's entry and exit gates should not contain such elements that can harm them. The walls and railings of the premises should be such as to prevent the entry of outside elements and animals.

- **School building:** The rooms should be large and with proper natural source of light and ventilation. Rooms for young children should be on the ground floor so that the use of stairs by them can be avoided. The window grills in these rooms should be made such that they prevent children from climbing on to the window and falling out accidentally.

- **Toilets:** Toilets should be designed according to the height of the children so that they can use them properly. There should always be a lady assistant on duty to help the children. The wash basin and its tap should be within reach of children, as per their height.

- **Staff:** A background check, including legal and criminal records, of all school staff should be conducted. They should also be trained for emergencies. They should be in uniform in the school, with their ID cards displayed.

- **Toys:** Age-appropriate toys should be available. They should be according to the set criteria, and should be safe to handle, without sharp edges to prevent injuries. The toys should be clean and, if broken, should be immediately replaced with new ones.

- **Electricity:** Electrical cables and switches should be kept out of the reach of children. They should have a safety cover, and there should not be any loose wires hanging in the school or creche. No electrical appliance should be left unattended.

- **Identity:** Every child and staff need to have an ID card. Explain to the caregivers that the child should always wear the ID card around his /her neck or pinned to their clothing.

- **Monitoring:** There should be a suitable system for monitoring the children, such as with the help of CCTV, guards, lady assistants, among other measures at school and in creches. All safety equipment should be checked daily and kept ready for use when needed.

- **Transportation**: It should be ensured that the conductor and driver take care of the children while helping them to board and deboard from vehicles, drive carefully at controlled speeds, and maintain all standards and follow all guidelines related to children.

- **CKP and Anganwadi environment:**
  - Ensure a nurturing, responsive, and inclusive environment in the CKP and AWC.
  - The CKP and AWC should have bright, cheerful, and child-accessible displays of essential play and teaching and learning material.
  - The daily schedule, child safety, essential norms, and other relevant material should be displayed on the walls of the creche.
  - The children's outputs such as drawings and other artwork should be displayed in the crèche to create a child-friendly environment.

- **CKP and Anganwadi equipment and materials:**
  - Provide equipment and materials for complementary nutrition, cleanliness, personal hygiene, sleeping facilities and medical aid.
  - Ensure that the furniture and play equipment provided at the crèche are age-appropriate and enough for the children.
  - Provide specific furniture required by children with special needs or disabilities.
  - All equipment should be sturdy, safe, with no sharp edges, and easy to maintain.

- **Safety/ protection at the CKP and Anganwadi**
  - The centre's timings should be followed as per schedule.
  - Special care should be taken to keep the children safe and secure.
  - The doors and gates should be installed as per requirement.
  - Materials and equipment should be stored safely after the centre is closed every day.
  - The centre should not be located close to any establishment that could emit noxious fumes.
  - The teacher/ AW worker should have full information about children's identity, residential address and other details.
  - The personal details of the person who is picking up and dropping the child at the centre should be available with the worker, and the child should be handed over to that person only. In case any other person picks up or drops the child, then it should be authorized by the parents.
  - The attendance of all children should be marked in the morning on their arrival and also when they leave the centre.
  - All sharp objects like scissors, knives, blades and pins should always be kept away from the children.
  - Chemicals such as detergents, cleaning agents and phenyl should be kept out of the children's reach. All furniture and fixtures should be safe and sturdy.
  - Toys should be child-friendly, age-appropriate, safe and with no sharp edges.
  - It should be ensured that all electrical switches and plugs are out of the children's reach.

- There should be no exposed wires at any place near or inside the crèche.
- Fire-fighting materials and equipment should be available and kept ready at the centre.
- Any kind of verbal or physical abuse should be strictly prohibited.
- CCTV cameras should only be installed for monitoring by the supervisor.
- Child protection policies should be made and adhered to. The establishment can refer to the safety and protection guidelines as mandated by the National Commission for Protection of Child Rights.
- Any kind of sexual abuse and sexual exploitation must be strictly dealt with under the POCSO Act.
- The supervisor must ensure that no persons, known or unknown, be allowed inside the crèche at any point of time, during its functioning hours. For example, plumbing or any other civil work should be done during weekends/ holidays only.
- Police verification of guards is mandatory.

- **Outside the centre:** There can be problems such as traffic, stray animals and illegal parking outside the centre in an urban area, which can pose risks to children. Before allowing them to do outdoor activities, do a proper inspection. If such a situation arises, then try to rectify it in advance by discussing it with the neighbouring community. Remain vigilant about children's safety when they are playing outside. If there are stones, garbage, dung or slippery mud lying around in the premises, then definitely get them removed. Keep children away from open drains. If possible, mark out the place of children's play with colour or any other way in the premises. Explain to the children that they should not play outside the marked area.

- **Disaster, Emergencies and Risk Management Infrastructure:** The safety of education and health centres is important and disaster risk reduction aims at reducing the vulnerability and impact of disasters on the centres. It prepares both teachers and children for potential disasters. If the Anganwadi worker has knowledge about such strategies, she can play a strong role in sensitizing the communities. The following aspects were considered for a safety audit of basic disaster risk reduction strategies at the CKP and anganwadis.

- **Availability of First Aid Kit:** It is mandatory for every CKP and AWC to have basic emergency medicines since young children are vulnerable to falls and injuries. A first aid box should be close at hand and ready for use, without any expired medicines and kept out of the reach of children.

- **Provision for Social/ Emotional Security and Protection from Harm:** Child protection is about protecting children from or against any perceived danger or risk to their life. It is also about ensuring that no child falls out of the social security and safety net and, even if they do, receives the necessary care, protection and support so as to bring them back into the safety net. Child protection is integrally linked to every other right of the child. Failure to ensure children's right to protection adversely affects all other his or her rights. Any negative incident at a young age could have a long-term impact on a child's life. Positive disciplining techniques

and a nonviolent environment are imperative for a child's positive nurturing. It is also important that a child is involved in physical activities like dancing, jumping and free playing for their holistic growth. These activities also contribute to improving their social and emotional security.

- **Orientation on Good and Bad Touch**: Parents and teachers need to teach children about the safety of their body. Experts say that a child can be taught about it as early as three years of age when they can start identifying the parts of their body. By the age of five, the child should be able to understand good and bad touch in a comprehensive manner.

Play School/Creche: Observation Checklist

SN	Points	Rating (Please tick)						Action require to upgrade the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child friendly painting on the building's walls							
4	Room size (as per the enrolment number)							
5	Cleanliness (inside and outside the centre)							
6	Floor status							
7	Door- windows							
8	Light in room							
9	Green/ black paint on walls for children (up to 2/3 feet)							
10	Toilet for children (according to their height)							
11	Clean drinking water							
12	Almirah/ box for record-keeping							
13	Ramp for children and people with special needs							
14	Furniture/ windows/ doors' edges (Not sharp)							
15	Toys (number, cleanliness and safety)							
16	Open spaces for play							
17	No encroachments/ stray animals outside							
18	Dustbins							
19	CCTV (outside the AWC/creche) surveillance							
20	Sitting area outside the centre							
21	Child-friendly/ BaLA art outside the centre (Floor/Roads/ Chowk etc)							
22	Staff in neat and clean uniform (AWW/ helper/ Asha)							
23	No noise and air pollution							

5.3 Public Healthcare Centre (PHC)

From the 18 PHCs operational in Udaipur urban area, 15 are run as main centres and three as mini centres. Their main function is to provide various health related services in their core area, including checkups of pregnant and lactating women, immunization, pre- and post-natal care, and child health and nutrition services, among others.

A PHC has a Chief Medical Officer with a paediatrician and a gynaecologist on duty on different days of the week. The Udaipur PHCs mostly receive about 150 to 300 patients for general treatment on normal days. The Pratap Nagar PHC, however, receives more than 500 patients daily. The biggest challenge for the caregivers is waiting with the children for about 15 to 25 minutes on normal days for seeing the doctor, while in centres like the Pratap Nagar PHC, the waiting time is more than 45 minutes.

Issues and Barriers

Major challenges in PHCs:

- Safety
- Accessibility
- Inclusiveness-related issues
- Play-related issues

Issues	Barriers	Behaviour Challenges
Safety	No appropriate seating and waiting area for pregnant women and young children	Pregnant women and children wait for their turn for a long time in PHCs. As there is not enough seating arrangement for them, they have to stand while waiting for their turn. Due to this reason, they turn to private hospitals.
	No ramp and railings for people with disbilities	Pregnant women and people with disabilities find it difficult to enter the hospital.
	Entrance gates open onto roads with heavy traffic	The main gates of some PHCs, including the one in Sector 11, directly open onto main roads full of traffic. In such a situation, there are fears of accidents occurring when the children come out of the centres.

	Immunization/ pregnancy checkup rooms are located on the first/ lower ground floor Presence of stray animals	The immunization and pre-natal health checkup room at the Maddi PHC is on the first floor, and in the basement at the Jagdish Chowk PHC. In both cases, women have to use the stairs with newborns and young children, which cannot be said to be very safe and convenient, and many times, they are reluctant to come to the hospital in the last trimester (three months before delivery).
Accessibility	Ongoing construction work outside the PHC	Pedestrians face a lot of trouble due to debris and construction material lying on the road. The experience of navigating flying soil dust and materials lying on the pavement etc. is quite unpleasant.
	No shaded area outside the PHC	There is no shading element outside most PHCs, making it difficult for patients in adverse weather conditions. The situation becomes more dire when there are small children waiting in line.
	Cowcatchers installed at the main gate cause accessibility issues for children	Cowcatchers are installed at the main door to prevent the entry of stray animals. Due to the distance between two bars/pipes in a cowcatcher, children are not able to cross it.
Inclusiveness	No breastfeeding room	Most of the PHCs do not have breastfeeding rooms and infant diaper changing spaces. When there is a long wait for checkups, women are unable to feed their infants due to lack of appropriate spaces.
	No clean drinking water units and toilets	Most PHCs do not have clean drinking water units and washrooms for patients and children. There are no facilities in washrooms in accordance with the height of small children. Due to this, children defecate in the open.
Playfulness	No ECD or play messages	At present, not much effort has been made to make the centres fun for children. The walls of the centres do not attract children. There is no messaging for parents to learn about the right behaviour (positive caregiving) towards children at home or outside.
	Limited amenities for caregivers to engage with their children, like toys or play equipment	PHCs lack dedicated places for children to play or spend time while waiting. Due to this, the children are not able to feel a connection with the centres.

Figure 42: Access to the Jagdish Chowk PHC is via ramps with steep slopes.

Figure 43: The Bhupalpura PHC does not have enough shading devices on its façade.

Figure 46: Handwashing station in a state of disrepair at the Sector 14 PHC. Its height is also not appropriate for small children.

Figure 45: Lack of seating spaces outside the doctor's room (PHC Madri)

Figure 47: No shading elements outside the Madri PHC.

Figure 48: Cowcatcher grill at Madri PHC. which makes it unsafe for young children and stroller to pass over

Responsible Agencies

- Medical and health department, Rajasthan
- UMC

Action to be taken by Responsible Agencies

- An exclusive area for young children (with engaging dedicated waiting area for young children and their caregivers
- Construction of ramp facilitating proper accessibility
- Provision for universal accessibility
- Dedicated space/room for breastfeeding, pre-natal tests/ check-ups and immunization for caregivers/ mothers.
- Provision for drinking water units
- Creating dedicated space for storage of building materials and ensuring that the construction work shall not conflict with the daily routine of children
- Improving the existing stray animal management system at UMC
- Cowcatcher/ drainage grill should only be used for the entry of vehicles. Children and their caregivers should have access to a pedestrian entry nearby. To prevent animals from entering through the pedestrian entry, an "L-shaped revolving" door can be installed. This will not affect the entry of the children, but will prevent animals from entering.
- Provision of shading devices like trees and artificial shades outside the centres.
- Low-height seating space for young children in the waiting area is a good initiative.

Playful Ambience in the PHC

Set up generally at the community level, PHCs are the first-line units established to provide accessible, affordable and available primary health care to people and for implementing government-initiated health care programmes.

Given the fact that PHCs generally receive a large number of patients, while having limited waiting/ seating space and with high waiting time/ period with tedious atmosphere, it has a huge psychological impact on visitors, especially the targeted users. Hence, it is important to provide interactive and engaging spaces to keep them engaged, enabling them to enjoy their waiting period, making them think that they had waited for a short period only. Also, as an engaging and playful space for young children, PHCs can prove to be a milestone in the development of children. The objectives for this can be:

- Creating adequate yet interactive and engaging seating/ waiting spaces for young children and their caregivers and other visitors as well;
- Transforming the subdued and monotonous PHC environment into an interactive, engaging and informative space for young children and their caregivers, enabling them to enjoy their waiting period;
- Motivating service providers to adopt such interventions to enable desired behavioural changes via suitable retrofitting (in existing PHCs) and also while developing new PHCs.

A few suggestions for such interventions are:

Spaces	Examples (for young children of different age groups and pregnant/ lactating women)
Waiting room	Safe space for crawling, support-pillars for standing (for toddlers), low-height seating spaces, floor paintings, puzzles, plants etc
Circulations spaces/ corridors	Abacus, floor paintings (i.e., interesting walkway messages to encourage walking), narrative stories painted on walls, plant pots etc.
Dedicated ITC Zone (if any)	Balancing rope on floor, cradles, puzzle games, small hut/house, space for jumping, plants etc.
Floors, walls, ceilings	Puzzles on walls, BaLA paintings, different shapes and colours painted on the floor, number counting on the walkway
Doctor's room and Immunization room	Hanging play elements in the immunization room/ cradle, Vaccination related painting etc.
Washrooms/ restrooms	Paintings on hygienic practices, such as five steps for washing hands, etc.
Breastfeeding rooms	Information on dos and don’ts during breastfeeding, nutrition related paintings, children’s growth chart, etc.

Figure 50: A wall painting depicting a 'vaccination train' in the immunization room of the Sector 11 PHC, Udaipur, under Urban95 phase II.

Figure 49: A wall painting in the breastfeeding room in the Sector 11 PHC.

Figure 51: Floor games and interactive games (abacus) in the entrance corridor of the Sector 11 PHC, Udaipur.

PHC: Observation Checklist

SN	Points	Rating (Please tick)						Action required to improve the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child-friendly painting outside the building							
4	Separate room for vaccination							
5	Separate room for checkup of pregnant/ lactating women							
6	Waiting area and benches							
7	Cleanliness							
8	Floor							
9	Door- Windows							
10	Lighting in room							
11	Toys/ Tot-lots							
12	Clean toilet for children							
13	Clean drinking water							
14	Medicines and surgical items are kept away from children's reach							
15	Ramp for children and people with special needs							
16	Furniture/ windows/ doors' edges are not sharp							
17	Benches in the rest area (outside, for elders)							
18	Benches in the rest area (outside, for children)							
19	Play area							
20	No encroachments/ stray animals							
21	Parking space							
22	Clean outdoor area							
23	Five types of dustbins							
24	CCTV surveillance							

6.Social Risks and Safety

To address social risks, cities and communities need to prioritize the safety and well-being of young children. Strategies may include creating safe play areas, improving infrastructure and community design, providing access to mental health services, and reducing exposure to environmental hazards. Additionally, community involvement and engagement can help create a safe and supportive environment for young children and their families.

There are many slums and informal settlements in cities, and more children are living with limited access to essential services like health care, education and sanitation.

Opportunities stemming from cities' abundant resources and strong infrastructure – the "urban advantage" – are often denied to the most vulnerable, to devastating effect. The poorest urban children are twice as likely to die before their fifth birthday, compared to their rich peers. Poor urban children are also worse off than their rural peers.

Various factors are to blame. Families who end up in slums often live in overcrowded settings, without adequate housing and open public spaces, and under the constant threat of eviction. Their children have inadequate supervision and are also exposed to disease outbreaks and environmental hazards like toxic chemicals and air, water and soil pollutants.

Climate change can exacerbate the environmental dangers to children's health. Nearly half the children live in urban areas that are at extremely high risk of climate and environmental shocks.

Children's safety may also be compromised in ways unique to urban living. Unsafe infrastructure, roads traffic perils, exploitative labour, trafficking, and exposure to violence and criminal activity all put young children in harm's way. These all are social risks for children and their development.

Issues and Barriers

There are major challenges in protecting children from social risks:

Issues	Barriers	behaviour Challenges
Unhealthy environment	Pollution	Indoor and outdoor air pollution can cause respiratory issues during the early years, which can lead to early mortality.
	Climate change	Climate change can exacerbate the environmental dangers to children's health. Nearly half of the children live in urban areas that are at extremely high risk of climate and environmental shocks such as very hot and very cold weather.

	Poor sanitation	Unsafe and contaminated water, lack of sanitation, and inadequate hygiene at home and in the neighbourhood and public places can cause various diseases like diarrhoea and malaria. Contaminated water, especially exposure to pollutants in drinking water, can cause health issues like developmental delays and cognitive impairment in children.
	Environmental hazards	Families who end up in slums often live in overcrowded settings, without adequate housing and open public spaces, and under the constant threat of eviction. They're increasingly exposed to disease outbreaks and environmental hazards, like toxic chemicals and air, water and soil pollutants.[24]
Safety from crime	Child trafficking	Many children are trafficked for labour work, to work as beggars, and for sexual exploitation. It is very hard to track and prevent such trafficking of children. There are also challenges in identifying the victims, as well as because of lack of reporting due to stigma and shame and limited resources. [25]
	Abandonment of children	The Ashray Palna Sthal Yojna (APSY) has highlighted that Udaipur division witnesses the highest number of abandoned infants in the state of Rajasthan.
Safety from abuse	Child sexual abuse	In most cases, there is clear physical contact between the offender and the victim, including fondling of the victim's genitals, penetrative sex, and sexual intent in form of touching and kissing.
	Physical abuse	Physical abuse involves violence, such as hitting, kicking, pushing, biting, choking, throwing objects and also tying and locking up the victim in a room. All these acts of violence harm children physically and traumatizes them.
	Child neglect	This includes neglect by caregivers that results in depriving a child of his/her basic needs, such as failure to provide adequate supervision, health care, clothing, or housing, as well as other physical, emotional, social educational and safety needs.
Social risks	Poverty	Poor parents are unable to full fill the basic needs of the children during early years, which leads to their poor health and impacts their growth and development.
	Single parenthood	Single parents sometimes juggle multiple responsibilities, without reliable childcare support, and social or financial support. In such a state of mind, they have less quality time to spend with children, and sometimes cannot take proper

[24] https://www.unicef.org/social-policy/urban
[25] https://en.wikipedia.org/wiki/Child_trafficking_in_India

		care of them. This can cause the children to be in harmful situations.
	Low parental education	Low parental educational levels also impact child development and nurturing in the early years. Such parents do not give priority to the young child's health and good nutrition, which lead to poor growth and development of the child.
	Unemployment	Due to unemployment, many poor parents end up working in hazardous conditions, such as in mining and quarrying work, agriculture, manufacturing, construction, domestic work and street work. Some small children also work with parents, while others play nearby while their parents work. Both these conditions are very harmful for children.
	Poor maternal health and well-being	Poor maternal health is a high risk factor that can cause maternal and infant deaths during or just after delivery.
	Potential disasters	Natural calamities, dangerous pandemics, and terrorist attacks also impact child health and growth.

Responsible Agencies (Civic Agencies)

- UMC
- UDA
- ICDS
- Health agencies
- Fire agencies
- Child Protection services
- Environmental protection agencies
- Police
- Social services and caregivers

Action to be taken by Responsible Agency

- The local government is responsible for ensuring that the city is safe and secure for all its residents. They develop and implement policies related to policing, fire services, emergency management, and public safety awareness campaigns.
- Police departments are responsible for maintaining law and order in the city. They investigate crimes, arrest suspects, and help maintain public order.
- Fire departments ensure prompt response to fires, provide emergency medical services, and help prevent fires through fire safety inspections and public awareness campaigns.
- Health agencies work to prevent the spread of infectious diseases and enforce food safety and sanitation regulations in public places such as restaurants and markets.

- Social service agencies work to support vulnerable populations in the city, such as the elderly, children, and the homeless.
- Early childhood developmental agencies are responsible for maintaining safe and secure ECD institutions and also ensure the implementation of schemes for children.
- The police can increase their patrols in high-risk areas, particularly at night, to deter criminal activity.
- Law enforcement agencies can use data analysis and crime mapping to identify high-crime areas and allocate resources accordingly.
- Emergency management plans should be developed and tested to ensure the city can respond effectively to potential disasters such as natural calamities, dangerous pandemics, and terrorist attacks.
- Increase regulations around public health. This includes ensuring food safety laws are strictly enforced, regulating the sale of tobacco and alcohol to minors, and ensuring that restaurants, schools, hospitals, and public places meet health and safety standards.
- Health agencies can increase public awareness on topics such as personal hygiene, hand washing, and social distancing during an infectious disease outbreak.
- Transport regulatory agencies can ensure that the drivers and operators of public transport vehicles adhere to safety requirements, enforce mandatory seatbelt laws, regularly conduct vehicle inspections, and ensure that they have appropriate insurance cover.
- Encourage public reporting of concerns: many city governments have police hotlines and crime reporting websites that make it easy for citizens to report suspicious behaviour or safety risks.
- Environmental protection agencies work to ensure the safety of the city's air and water quality, waste management, and hazardous materials disposal. They can enforce regulations that prevent pollution and climate change, promote renewable energy sources, and monitor air and water quality.

Role of Caregivers

- **Creating a safe home environment:** Caregivers can create a safe, stable, and nurturing home environment for young children. This includes providing a safe space for children to play, ensuring that the home is free from hazards, and monitoring the child's exposure to media and technology.

- **Teaching safety skills:** Caregivers can teach young children safety skills, such as how to cross the street safely, what to do in case of an emergency, and how to identify safe adults to talk to.

- **Building resilience:** Caregivers can help young children build resilience and coping skills to help them navigate difficult situations. This includes teaching them problem-solving skills, encouraging them to express their feelings, and fostering a sense of independence and autonomy.

- **Advocating for policies and programmes:** Caregivers can advocate for policies and programmes that support young children's physical, emotional, and mental well-being. This may involve participating in community meetings, joining parent-teacher organizations, and contacting elected officials to voice concerns and make recommendations.
- **Recognize signs of abuse**: Caregivers should be aware of the signs of abuse, including physical bruises or injuries, changes in behaviour, fear of being alone with certain people, and difficulty sleeping or eating.

- **Establish safe relationships:** Caregivers can establish safe and nurturing relationships with young children, providing them with consistent love and emotional support.

- **Teach safety skills:** Caregivers can teach young children safety skills, such as identifying trusted adults, setting boundaries, and speaking up if they feel unsafe.

- **Monitor activities:** Caregivers should monitor a child's activities to ensure they are not in environments where abuse is more likely to occur, such as with unfamiliar adults or in unsupervised play areas.

- **Report suspected abuse:** Caregivers are mandated reporters and must report any suspected abuse to appropriate authorities, including child protective services and law enforcement.

- **Educate children about safety**: Caregivers should educate young children about personal safety, such as not talking to strangers or accepting candy or gifts from anyone they don't know.

- **Supervise activities:** Caregivers should supervise young children during playtime and outdoor activities and ensure that they are not left alone or unsupervised in public areas.

- **Establish routines:** Caregivers should establish routines for drop-off and pick-up of children from schools or daycare centres and should ensure that only authorized individuals can pick up the children.

- **Secure the home:** Caregivers should ensure that homes are secure by locking doors and windows and installing a security system or cameras.

- **Report suspicious activity:** Caregivers should report suspicious activity to local law enforcement and should also teach children how to report any unsafe or uncomfortable situations.

- **Practice emergency drills**: Caregivers should practice emergency drills with young children to prepare them for potential emergencies or natural disasters.

- **Ensure regular visits to a paediatrician:** Caregivers should ensure that children under six receive regular health check-ups by a paediatrician to ensure they are meeting important developmental milestones and receiving appropriate vaccinations.

- **Provide a healthy diet:** Caregivers should provide balanced and nutritious meals and snacks for young children, limiting their intake of sugar, salt and processed foods.

- **Encourage physical activity:** Caregivers should encourage young children to engage in appropriate physical activity for their age and developmental level, such as running, jumping, and dancing.

- **Promote good hygiene:** Caregivers should teach young children about good hygiene practices such as washing their hands regularly, covering their mouth and nose when they cough or sneeze, and brushing their teeth twice a day.

- **Keep homes clean and safe:** Caregivers should ensure that homes are clean and free from hazards such as mold, chemicals, and lead paint.

- **Prevent exposure to second-hand smoke:** Caregivers should not smoke around young children and should avoid exposing them to passive smoking.

7. Facilities for young children with disabilities

Millions of children with disabilities either walk or are carried by their parents on foot to school on paths that might be unsafe, in the absence of available transport or where the costs of transport are a barrier. Footpaths are often built without reference to recognised standards of accessibility. Additionally, poor upkeep of roads, bad terrain and unsuitable climate are also factors that negatively impact such children and their caregivers. A need for trained aides or attendants, when required on vehicles, is another key obstacle.

According to The Rights of Persons with Disabilities (RPwD) Act, 2016, enacted on 28.12.2016 and which came into force on 19.04.2017, disability has been defined on the basis of an evolving and dynamic concept.

Despite all the best efforts at prevention, children may be born with or develop the following disabilities in early childhood, from causes that are not yet fully understood or could be prevented.

Types of Disabilities:

- Visual impairment
- Hearing impairment
- Loco motor impairment; Cerebral Palsy
- Mental retardation and Mental illness
- Children with learning disabilities
- Dyslexia
- Dysgraphia
- Dyscalculia
- Attention Deficit and Hyperactivity Disorder (ADHD)

According to different types of disabilities, it is necessary to make our neighbourhood, roads and ITC destinations safe and accessible.

When young children with disabilities are with their caregivers, we can ensure their safety by taking care of safety standards. Here are some points to be kept in mind by caregivers:

Supervision: Maintain close supervision of young children with disabilities at all times, as their abilities and limitations may require additional attention. Be vigilant and aware of their surroundings to prevent accidents or injuries.

Accessibility: Ensure that the environment is accessible and free from physical barriers that may pose risks to the child's safety. This includes removing tripping hazards, securing furniture and fixtures to prevent tipping, and maintaining clear pathways for safe movement.

Home Modifications: Consider making necessary modifications to the home to enhance safety and accessibility. This may involve installing handrails, grab bars or ramps, removing hazards, and creating a clutter-free and organized living space.

Medication Safety: If the child requires medication, store it securely out of reach to prevent accidental ingestion. Follow proper medication administration protocols and keep a record of medications given, dosages, and schedules.

Figure 52 Ref: Urban planning for physically disabled people's needs; Abdol Aziz Shahraki

Safe Equipment Use: If the child requires assistive devices or equipment, ensure they are used correctly and safely. Regularly check the devices for wear and tear, and make necessary adjustments or repairs as needed.

Emergency Preparedness: Develop an emergency plan specifically tailored to the needs of the child with a disability. This includes identifying escape routes, establishing a communication plan, and ensuring that caregivers and family members are aware of their roles and responsibilities during emergencies.

Childproofing: Implement childproofing measures to create a safe environment. This includes installing safety gates, using outlet covers, securing cabinets and drawers, and keeping hazardous materials out of reach.

Communication: Establish effective communication channels with the child to understand their needs, preferences, and any potential risks they may encounter. Encourage the use of communication aids or assistive devices to facilitate understanding and expression.

Education and Training: Ensure that caregivers and family members receive appropriate education and training on caring for young children with disabilities. This may include learning about specific disabilities, understanding emergency protocols, and acquiring skills in administering first aid or managing challenging behaviours.

Seek Professional Advice: Consult with healthcare professionals, therapists, or specialists who can provide guidance on safety considerations specific to the child's condition. They can offer insights on preventive measures, adaptive strategies, and resources to enhance the child's safety and security.

Emotional Support and Social Integration: Caregivers promote emotional support and social integration, which are vital for the well-being of children with disabilities. This can involve inclusive recreational activities, peer support groups, counselling services, and opportunities for participation in community events and programmes.

Remember, every child's needs and abilities are unique, so it's essential to tailor safety and security measures to the individual child’s requirements. Regularly reassess the environment and make necessary adjustments as the child grows and their needs change.

VII. Conclusion

1. Institutionalization and Implementation

The institutionalization and implementation framework of "City-level Young Children Safety Guidelines" involves establishing a systematic and comprehensive approach to ensure the safety and well-being of young children in urban areas. The process typically includes the following steps:

Policy Development and Formulation: City authorities, in collaboration with relevant stakeholders such as child protection organizations, local communities and experts, develop and formulate comprehensive safety guidelines tailored to the specific needs and challenges of young children in urban settings. The guidelines should address various aspects of safety, including physical safety, emotional well-being, nutrition, health and education.

Institutional Setup: Create a dedicated institutional framework to oversee the implementation and monitoring of the safety guidelines. This may involve establishing a city-level committee or task force on child safety, involving representatives from various relevant departments and organizations. This committee will play a key role in coordinating efforts and ensuring accountability.

Capacity Building: Conduct training and capacity-building programmes for city officials, educators, caregivers, and other relevant personnel on the principles and practices outlined in the safety guidelines. This will ensure that everyone involved is knowledgeable about child safety and understands their roles in implementing the guidelines effectively.

- Building capacity (through workshops, training sessions, etc.) of stakeholders at the city and sector levels for implementation and carrying out awareness campaigns and counselling sessions for caregivers.
- Promotion of the CSGs to make it scalable at the State and National level and showcasing it at the international level.
- Capacity building and follow-up meetings with caregivers at AWC and PHC level.

Community Engagement: Engage with local communities, parents and caregivers to raise awareness about the importance of child safety and to promote active participation in implementing the guidelines. Building community support is crucial for successful implementation.

Integration with City Policies and Plans: Integrate the safety guidelines into existing city policies and plans, such as urban planning, transportation, public spaces and emergency response. This ensures that child safety considerations are systematically included in all relevant city initiatives.

Resource Allocation: Ensure adequate budgetary allocation for the implementation of safety guidelines. This may include funding for infrastructure improvements, training programmes, awareness campaigns, and monitoring systems.

Monitoring and Evaluation: Establish a robust monitoring and evaluation mechanism to assess the progress of the implementation and identify areas that require improvement. Regular evaluations will help in identifying gaps and making necessary adjustments to enhance the effectiveness of the safety guidelines.

Partnerships and Collaboration: Forge partnerships with NGOs, academic institutions and private sector organizations that can contribute resources, expertise and support to the implementation process. Collaborative efforts often lead to more comprehensive and sustainable outcomes.

Advocacy and Policy Review: Advocate for child safety at the regional and national levels to garner support and influence policymaking. Also, periodically review and update the safety guidelines based on changing needs and emerging best practices.

Communication and Awareness: Launch public awareness campaigns to inform the general public about the safety guidelines and their importance. Effective communication is vital to gain widespread support and compliance.

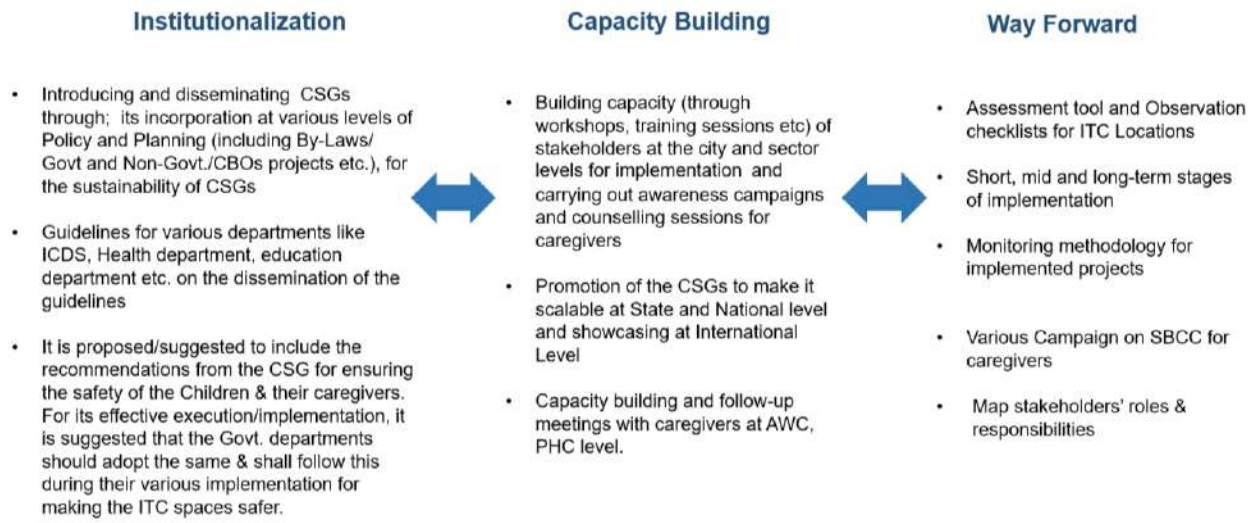
By following this institutionalization and implementation framework, cities can create safer environments for young children, ultimately contributing to their overall development and well-being.

Institutionalization

- Introducing and disseminating CSGs through its incorporation at various levels of policy and planning (including by-Laws/ Government and Non-Government/ CBOs projects etc.), for the sustainability of CSGs.
- Guidelines for various departments like ICDS, health department, education department etc., on the dissemination of the guidelines.
- It is proposed/ suggested to include the recommendations from the CSG for ensuring the safety of children and their caregivers. It is suggested that government. departments should adopt the recommendations and shall implement them for making ITC spaces safer.
- Capacity building and follow-up meetings with caregivers at the AWC and PHC level.

Implementation

- CSG should be included in the detailed project report related to all infrastructural construction work under the urban local body and departments relzated to ITC destinations.
- During the maintenance of all ITC destinations and neighbourhood-related work, the suggestions of the guideline should be included.
- Considering the guideline as an important document, all government departments related to children (such as ICDS, education, PWD etc.) and ULBs should take it as a reference point for every structural work.
- During the pre-during-post implementation phase of each infrastructural work, the feasibility of the work should be checked as per the guideline.
    - **Pre:** Whether the provisions and suggestions of CSG have been implemented during the preparation of the detailed project report and feasibility report?
    - **During:** Whether or not the work is being carried out as per the specifications recommended in the CSG; To see this, use the guideline suggestion.
    - **Post:** Guidelines can be used for evaluation after the work is completed.



2. Conclusion

In conclusion, the Child Safety Guidelines presented in this document serve as a comprehensive framework to ensure the safety and well-being of young children in urban environments. These guidelines have been developed with the aim of addressing the unique challenges and risks faced by children in cities, and to provide practical recommendations to mitigate these risks.

The guidelines emphasize the importance of creating safe and inclusive urban spaces that promote the healthy development of children. They highlight the need for collaboration between various stakeholders, including city planners, policymakers, educators, parents and community members, to implement effective strategies for child safety.

One of the key aspects addressed in the guidelines is the physical environment. Recognizing that urban spaces can be inherently hazardous, the guidelines stress the importance of designing child-friendly infrastructure, such as safe play areas, pedestrian-friendly streets, and secure transportation options. The guidelines also advocate for the implementation of safety measures, such as installing streetlights, maintaining clear visibility, and securing hazardous areas, to prevent accidents and injuries.

Furthermore, the guidelines emphasize the need for strong social support systems to ensure child safety in cities. They encourage community engagement and active participation in child safety initiatives, fostering a sense of collective responsibility. By promoting awareness campaigns and providing resources for parents and caregivers, the guidelines seek to empower individuals to play an active role in protecting and nurturing young children.

Education and awareness are also central to the guidelines, recognizing that knowledge is a powerful tool in preventing accidents and promoting child safety. The guidelines recommend incorporating safety education into school curricula, and organizing workshops for parents and caregivers to enhance their understanding of potential hazards and preventive measures.

Lastly, the guidelines underscore the importance of ongoing evaluation and adaptation. They emphasize the need for continuous monitoring and assessment of child safety initiatives to ensure their effectiveness. By collecting data, identifying emerging risks, and adjusting strategies accordingly, cities can create a safer environment for their youngest residents.

While the guidelines presented in this document provide a robust framework for ensuring child safety in urban environments, their successful implementation requires the commitment and collaboration of various stakeholders. By working together, we can create cities that prioritize the safety, well-being and healthy development of young children, making them vibrant and nurturing spaces for future generations.

VIII. Annexures

1. References

a. ITCN Design Guidelines, VLF
b. ITCN Policy Framework, VLF
c. ITCN Evaluation Monitoring Matrix, VLF
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n. Guidelines for setting up and running creche facility under Maternity Benefit Act 2017
o. https://www.trackschoolbus.com/school-bus-rules-and-regulations/india/
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2.Key Definitions

Early Childhood/

Early childhood, defined as the period from birth to 05 years of age, is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them.

Early years

From conceptions through preschool to the start of formal schooling. The early years, spanning from conception to the start of formal schooling, represent a period of immense growth and development. It is during this time that foundations for lifelong learning, health, and well-being are established.

Young Children

Children of age 0-5 Years.

First 1000 days

The period from conception (270 days) to end of the second year (365+365 days= 730 days). The concept of the "first 1000 days" refers to the period from conception to a child's second birthday. This timeframe is recognized as a critical window of opportunity for a child's development and has a profound impact on their lifelong health, growth, and cognitive abilities.

Pre-School Education

Education is typically designed for children from 3 years of age to the start of primary school. The educational features of pre-primary education are characterized by interaction with peers and educators, through which children improve their use of language and social skills, and start to develop logical and reasoning skills. Children are also introduced to alphabetical and mathematical concepts and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e., physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness.

Early Childhood Development

Early childhood development (ECD) is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs to build a solid and broad foundation for lifelong learning and wellbeing. ECD can nurture caring, capable and responsible future citizens.

Nurturing care

Nurturing care refers to a holistic approach to early childhood development that recognizes the importance of providing a nurturing and supportive environment for children to thrive. It encompasses a range of essential elements that promote the optimal development of children, including their physical, cognitive, social, and emotional well-being. It refer to a stable environment created by parents and other caregivers that ensure children's good health and Nutrition, protects them from threats, and gives young children opportunities for early learning through interactions that are emotionally supportive and responsive.

Family (ECD Context)

Child development, beginning in the prenatal period, takes place within the context of the family. Supporting families with expectant mothers or children up to three years old means focusing on their strengths rather than their occasional weaknesses; it means developing their capacity to not give up, and helping them recognize which people and organizations around them can depend on. Any type of family can promote development in early childhood – both nuclear families, or extended family members (including grandparents, aunts or uncles, or cousins).

Caregivers

Any person/ persons responsible for the safety and well-being of a child. They could be parents, grandparents, relatives, caretakers, or even elder siblings.

Child-friendly Design

Design features that are tailored to the specific needs of young children and enhance and support their experience outdoors.

Urban Built Environment

The term 'built environment' refers to aspects of our surroundings that are built by humans, that is, distinguished from the natural environment. It includes not only buildings, but the man-made spaces between buildings, such as parks, and the infrastructure that supports human activity such as transportation networks, utility networks, flood defences, telecommunications, and so on.

Urban Safety

Urban safety is a feature of built environment, which ensures the safe life of the population based on a combination of factors. All the factors that make up local urban security are divided into natural, infrastructure urban design, social, environmental and techno-infrastructural categories.

Safe and supportive environments

The baby is a completely dependent being. When they are born, they enter a new and strange universe, experiencing different and sometimes unpleasant sensations when compared to the mother's womb. The relationship with the person who takes care of them is what helps them tolerate and understand these changes in this new world in which their personality will develop. The presence of adults who recognize and attend to their needs and the organization of a routine centred around the different stages of their development helps babies familiarize themselves with the world, and develop more confidence to discover and comprehend it. Affection is essential for the baby to feel safe and encouraged to explore the environment, and learn and gain autonomy.

Neighbourhood

Neighbourhoods contain various service categories (classes) and facilities. These facilities – related to health (hospital, clinic, pharmacy), recreation (sport, green lands), clubs, commercial, cultural and religious facilities -- are within walking distance for most of the residents. People live next to or near one another in sections of an area and form communities in neighbourhoods. Those sections have some particular physical or social characteristics that distinguish them from the rest of the settlements.

Children with special needs

Children across the world have very similar ways of experiencing the world, each in their own rhythm and with their preferences. All children develop differently, at different rates, but there is a developmental trajectory of typical growth and acquisition of developmental skills. Children who, due to living or medical conditions, have an identified and diagnosed disorder in their development and require additional support to fully participate in society can be classified as children with special needs. Such children may need greater help and attention from their parents, siblings, teachers and the community in which they live. These children also benefit greatly from spending time with other children, and a stimulating and protective environment helps them develop their potential, diminishing their frailties.

Chowks

An open area that usually serves as a small junction of different lanes is called a chowk. Sometimes, the main doors of many houses open into a large circular or square area; this is called the square.

Chowks are open spaces enclosed by buildings on one side and roads on the other. They serve as a common space where people can spend leisurely hours and generally is used as parking space by the occupants nearby buildings. Generally, chowks have traditional old-style heritage elements such as 'chabutras,' commonly used as seating spaces, and jharokhas and chajjas, which are overhangs that provide shade.

Child Safety

Child safety, area concerned with limiting children's exposure to hazards and reducing children's risk of harm. Children are particularly vulnerable to accidents, and their safety requires different approaches from those for adults. *(written by: Ricardo Mexia)* Child safety refers to the measures and practices implemented to protect children from potential risks, hazards, and harm. It involves creating a safe and secure environment where children can grow, learn, and play without being exposed to unnecessary dangers. Child safety encompasses various aspects, including physical safety, emotional well-being, and protection from abuse, accidents, and other potential threats.

Eyes on Street

Priority routes or such streets also include preamble/opaque fencing and adequate street lighting, increasing the sense of safety. These streets also feature neighbourhood grocery stores and other such units that remain open, serving as 'eyes on the street.' This setup enhances the sense of safety for ITCs without relying solely on infrastructural support and fosters a support system and connection among strangers. This contributes to healthier and happier streets and neighbourhoods.

Indicators

An assessment tool (in the form of an observable behaviour for measuring the extent to which successful outcomes have been achieved.

3. Child Safety Guidelines: A Brief

Safety at Home

Responsible Agencies: *Udaipur Municipal Corporation (UMC) and Udaipur Development Authority (UDA)*

- **Building bye-laws:** Rectify and enforce building bye-laws that incorporate child safety standards. This includes provisions for safe staircases, balconies with appropriate railings, and childproof windows. Ensure that all new housing projects include designated play areas, green spaces, and safe pedestrian pathways. Encourage the design of housing units that provide adequate indoor and outdoor spaces for children to play and study. Promote the inclusion of multi-functional community spaces that can be used for educational and recreational activities with proper light and ventilation

- **Accessibility and services:** Prioritize the location of housing facilities near schools, parks, healthcare centres, and other essential services to minimize the need for long commutes and ensure easy access to amenities. Plan and allocate spaces for childcare centres within residential complexes. Guarantee access to clean water and proper sanitation facilities in all housing developments.

- **Community Engagement (bottoms up approach):** Engage with communities, including children and their caregivers, to gather input on housing needs and preferences. Facilitate regular community meetings to discuss ongoing and upcoming housing projects and address any concerns.

- **Monitoring and supervision:** Establish a dedicated team for the supervision of housing developments to ensure compliance with child safety standards. Conduct regular inspections and audits of construction sites and completed housing units to maintain high-quality standards.

Private Practitioners: Architects and Contractors

- **Child-Friendly Design Integration:** Incorporate safe play areas, secure balconies, and non-slip flooring. Ensure sufficient natural light and ventilation in residential units. Develop designs for children of different ages, including spaces for physical activity, learning, and social interaction. Incorporate universal design principles for accessibility to children with disabilities.

- **Safe and Sustainable Design Practices:** Prioritize sustainable features like green roofs, energy-efficient systems, and safe materials to ensure a healthy environment for children. Follow building codes and safety regulations to protect children from construction hazards. Use non-toxic materials in construction.

- **Child-Friendly Construction Practices:** Install childproof locks on doors and windows and use rounded edges on furniture and fixtures. Create safe, enclosed play areas within construction sites in residential areas.

- **Collaboration and Community Engagement:** Work with caregivers, educators, and child development experts to understand children's needs and incorporate their feedback. Engage with the community to gather insights and adjust design plans accordingly.

- **Quality Assurance:** Perform thorough quality checks at every construction stage. Collaborate with architects and municipal bodies to ensure child-centric design and adherence to safety standards.

Neighbourhood

Responsible Agencies: *Udaipur Municipal Corporation (UMC), Udaipur Development Authority (UDA) and Traffic Police*

- **Create Engaging Play Environments:** Design sidewalks and facades with playful floor activities and creative games to stimulate cognitive development. Implement safe crossings and interactive elements that encourage language skills through natural sounds and interactions with caregivers. Develop green pathways and play areas like tot-lots to promote physical and cognitive development through outdoor activities.

- **Innovative Road Markings and Signages:** Design child priority zones, speed limits, and parking areas with aesthetic and clear signage.

- **Multi-use of Limited Spaces:** Develop shaded resting spaces and night parking areas innovatively. Clearly mark and enforce parking and non-parking zones with signage. Install shading and suitable seating for public comfort and protection from the sun.

- **Green Pockets Creation and Maintenance:** Develop and maintain new green spaces across the city.

- **Enhanced Public Transportation**: Propose expanded routes and services to improve access to healthcare facilities and other services related to ECD.

- **Resurfacing of sidewalks:** Use suitable materials for resurfacing pedestrian areas, enhance markings, signage, and install shaded resting spaces and bins.

- **Prevention from Stray Animals**: Implement citywide sterilization efforts for stray animal management.

- **Drain Construction and Maintenance:** Construct and retrofit drains per road design standards, cover open drains with removable mesh for safety. Clean sewer lines and drains regularly as per hygiene standards. Enforce daily street sweeping, door-to-door garbage collection, and proper disposal.

- **Eyes on the Street:** Enhance safety on priority routes with opaque fencing, adequate street lighting, and open businesses like grocery stores to create a supportive and secure neighbourhood environment.

- **Social and Behavioural Change and Communication:** Implement painted messages promoting positive parenting and early childhood development across neighbourhoods. Establish route mapping with key message boards to guide caregivers from home to essential destinations. Conduct regular meetings in anganwadis, creches, and play schools to disseminate relevant messages to caregivers.

Streets

Responsible Agencies: *UMC, UDA, PWD, AVVNL, CBOs/NGOs and Traffic Police*

- **Happy Street Concept and Shared street spaces:** Prohibit vehicular traffic completely from streets wherever possible to give pedestrians and ITCs priority and more space to move freely, without fear of traffic. Emergency vehicles should be permitted access if there is a calamity.
  In Udaipur, shared streets are designed as community-centric spaces where residential areas blend with social activities and safe play for children. By integrating shared surfaces for cars, cyclists, and pedestrians, these areas encourage slower driving speeds and heightened awareness among drivers. Strategic placement of planters or bollards prompts further traffic calming, enhancing safety. The uniform paving ensures accessibility for toddlers and caregivers, eliminating barriers between sidewalks and roadways.

- **Set speed limits:** Globally, many neighbourhoods have set and imposed speed limits of 15-30 km/hr. in local streets. Research has shown that children are unable to gauge the speed of vehicles travelling faster than 32 kmph, and may believe it is safe to cross when it is not. It is important to enforce this limit as well.

- **Calm one-way traffic movement:** Neighbourhood streets with ITC activity need a clear obstacle-free pedestrian space. This arrangement in access streets will be possible with narrow carriageways. Thus, one-way traffic will not only make street management more efficient, but also calmer. St. Marks Street in Bangalore is a one km-long commercial street that has achieved lower speeds with one-way traffic, extended footpaths and cycle tracks.

- **Bottlenecks and Blind Spots:** Bottlenecks increase the amount of public space available on a corridor and can be activated using benches, bicycle parking, and other amenities. Bottlenecks break long lines of traffic and have the added benefit of calming traffic.

- **Crossings/ speed tables:** Speed bumps, the way they are currently used in Indian streets, are ineffective in reducing the traffic speed. Sign posts at crossings or speeds tables are a better option on routes where restrictions on traffic movement are not possible.
- **Parking Strategy:** Develop a comprehensive parking management plan for the neighbourhood to reclaim public space from unauthorized on-street parking, ensuring designated, paid, or shared parking areas are provided where feasible. Regulate on-street parking, prohibiting it on 6m-wide roads and allowing one-side parking on 9-12m-wide roads in designated zones. Design streets to accommodate staggered two-side parking with planted areas, considering shared surfaces or one-way configurations for calmer traffic flow.

- **Transport Plan:** Improve Udaipur's public transportation for families by expanding bus routes, increasing frequency, and ensuring accessibility to essential destinations like healthcare facilities, schools, and playgrounds.

- **IRC guidelines:** Follow IRC guidelines for road classification and design to ensure safety and usability, integrating innovatively designed signage and implementing traffic-calming measures tailored to local conditions. Ensure appropriate widths for medians, footpaths, and cycle tracks as per IRC standards, with designated pedestrian crossings and clear road markings to enhance safety for young children and their caregivers.

Public Transport:

Responsible Agencies: *RTO, Traffic Police, Education Department & Private School Association*

- **Anchored Seating and Safety Features:** School bus seats are securely anchored with high backs and heavy padding to minimize injuries during accidents. Windows should have horizontal grills for added safety. Emergency exits and specified quality speed governors are mandatory where applicable.

- **Visibility and Identification:** School buses are painted golden yellow as per IS 5 -1994, with a 150mm-wide golden-brown band below the windows for easy identification. The school’s name and contact numbers must be prominently displayed on the bus.

- **Safety Equipment and Maintenance:** GPS and CCTV systems are mandatory for all school buses to ensure monitoring and safety. Vehicles must have first-aid boxes, fire extinguishers, and reliable door locks. Regular maintenance, valid fitness certificates,

pollution level checks, and insurance are essential. Drivers must have a valid LMV-Transport Vehicles license for at least four years and wear an ID card. Each school bus should have an attendant from the school to monitor students.

- **Operational Procedures:** School bags must be stored inside the vehicle; hanging bags outside or placing them on roofs is prohibited. In case no authorized person is present at the bus stop, children should be returned to the school, with parents promptly notified.

Parks

Responsible Agencies: *UMC, UDA and PWD*

- **Safe Play for Young Children:** Install age-appropriate playground equipment tailored to children under five. Avoid hazards like high platforms and complex structures. Use impact-absorbing materials and maintain surfaces regularly. Ensure adequate spacing between equipment to prevent overcrowding. Design equipment with appropriate heights and safety features. Regularly inspect and maintain equipment for safety and cleanliness.

- **Legibility, Sightlines and Signage:** Mark playground entrances and connect pathways with signage. Maintain clear visibility between activity areas for supervision. Avoid obstructing sightlines with solid walls or dense plantings. Incorporate interesting focal points to engage users along pathways. Install well-lit and informative signage for safety and usability.

- **Lighting:** Cluster night-time activities along well-lit pathways. Complement street lighting at park entrances for safety. Use appropriate lighting types with uniform distribution. Position lights to minimize glare and obstruction by trees.

- **Shading Elements:** Utilize natural shading with trees, bushes, and climbers. Provide adequate shade over play areas for comfort during hot weather.

- **Entrance and Ramps for ITC:** Ensure Park entrances feature a clear 1.8m-wide passage to accommodate strollers easily. Use inclined kerbs at designated entrances for safe access. Install ramps where significant level differences exist, with slopes of 1:20 or 1:15 to ensure accessibility for children, wheelchair users, and caregivers with strollers. Connect entrances directly to stroller-friendly walkways inside the park, and provide handrails and hoists where needed. Consider wider openings at entrances to accommodate groups of 15-20 children if necessary, ensuring inclusive access for all park users.

- **Toilets and Drinking Water:** Install accessible toilets and drinking water taps in parks. Include ramps, handrails, and hoists for accessibility. Maintain clean and safe facilities, including diaper-changing areas.

- **Breastfeeding / Rest Rooms:** Provide comfortable seating and washing facilities in breastfeeding booths. Ensure cleanliness and a quiet environment. Accommodate strollers and include diaper-changing facilities.

- **Green Connect:** Integrate diverse plants and trees that thrive in local climates. Ensure year-round interest and educational value with indigenous species. Plan for mature growth to maintain an engaging park environment.

AWC and Creche, play schools

Responsible Agencies: *ICDS, Dept. of Education and UMC*

- **Location:** The centre should be located within 500 meters of the workplace or in the beneficiaries' neighbourhood. Ensure that there is some free space where children can play/ do outdoor activities. The building should be decorated attractively for children attending the centre. Keep the windows and doors open to allow ventilation and proper/ required light. If there is a higher level (short flight of stairs or steps) in the building, then try to make a ramp that would help children to climb easily, preferably on the ground floor.

- **Unutilized spaces** should be upgraded with features to allow young children to play and do activities (i.e., roofs, porches, balconies, and chowks).

- **Capacity building workshops** of Anganwadi workers and creche teachers should be organized from time to time to increase their understanding of the safety of children.

- **Facilities:** Proper water and electricity connections should be provided at the centre. They should have child-friendly open spaces within their premises or nearby for children to engage in outdoor activities. Age-appropriate toys/ play equipment should be procured (periodically). A creche/ AWC must have a minimum area of 10 to 12 sq ft. per child to ensure that they can play, rest and learn. An ideal centre should have an appropriate open space where other facilities like kitchen gardens can be developed. There should also be a child-friendly toilet facility. The centre must have a safe and portable drinking water source, along with a water purifier. There should be ramps and handrails for better safety.

- **Age appropriate Dedicated Areas:** There should be demarcated/ dedicated areas for different age groups - children under the age of three and those between the ages of

three and six years – for doing activities such as sleeping, eating and playing and for the breastfeeding of infants.

- **Playfulness**: Ensure the centre is engaging and attractive for children, providing age-appropriate resources for learning and play. Incorporate BaLA, Four Corner Theory, and floor painting with numbers and shapes into preschool activities based on various themes. Utilize active facades to stimulate learning through interactive elements. Install green or blackboards at lower heights for children to scribble and write freely.

PHC

Responsible Agencies: *Dept. of Medical & Health and UMC*

- **Dedicated play area**: An exclusive area for young children (with engaging dedicated waiting area for young children and their caregivers.

- **IEC Display**: Capacity building of caregivers through the IEC material posted on the walls.

- **Facilities:** Construction of ramp facilitating proper accessibility. Provision for universal accessibility. Dedicated space/room for breastfeeding, pre-natal tests/ check-ups and immunization for caregivers/ mothers. Provision for drinking water units.

- **Store:** Creating dedicated space for storage of building materials and ensuring that the construction work shall not conflict with the daily routine of children

- **Entrance and Resting spaces:** Cowcatcher/ drainage grill should only be used for the entry of vehicles. Children and their caregivers should have access to a pedestrian entry nearby. To prevent animals from entering through the pedestrian entry, an "L-shaped revolving" door can be installed. This will not affect the entry of the children, but will prevent animals from entering. Provision of shading devices like trees and artificial shades outside the centres. Low-height seating space for young children in the waiting area is a good initiative.

Social Risks:

- **Urban Local Bodies & Emergency Response Unit:** Develop and implement policies for policing, fire services, emergency management, and public safety campaigns. Provide rapid response to fires, emergency medical services, conduct fire safety inspections, and raise public awareness about fire prevention. Develop and test disaster response plans to handle natural calamities, pandemics, and terrorist threats. Ensure safety compliance for public transport operators, enforce seatbelt laws, conduct vehicle inspections, and ensure insurance coverage.

- **Police:** Maintain law and order, investigate crimes, and ensure public order through patrols and law enforcement activities. Increase patrols in high-risk areas, use crime data for resource allocation, and enhance public safety measures.

- **Medical & Health:** Prevent infectious diseases, enforce food safety regulations in public places, and promote sanitation standards. Strengthen food safety laws, regulate tobacco and alcohol sales, and enforce health standards in public places. Educate the public on personal hygiene, hand washing, and disease prevention during outbreaks.

- **Environmental Protection Agencies**: Monitor air and water quality, manage waste disposal, enforce pollution regulations, and promote renewable energy sources. Support vulnerable populations such as the elderly, children, and homeless individuals. Establish hotlines and websites for reporting safety concerns and suspicious activities.

4. Observation Checklists

4.1 Home: Observation Checklist for Caregivers

SN	Points	Rating (Please tick)						Action required for improved rating
		5	4	3	2	1	0	
1	**Cleanliness**							
1.1	Kitchen							
1.2	Room and hall							
1.3	Play material							
2	**Storage (out of reach of young children)**							
2.1	Medications							
2.2	Chemicals/cosmetics							
2.3	Toiletries and hazardous substances							
3	**Ventilation in House**							
3.1	Kitchen room							
3.2	Exhaust fan /Chimni							
3.3	Living Room/ Children room/ Bedroom							
4	**Sharp objects / edges**							
4.1	Placement or storage of sharp objects in kitchen							
4.2	Preventing injuries caused by sharp-edged furniture							
5	**Electrical outlets /appliances / wires**							
5.1	Protected electrical outlets							
5.2	Placing and storage of electrical appliances							
5.3	Electrical lamps, TV and other devices safely installed or secured							
6	Furniture arrangements							
7	Safety gates							
8	Windows secured with locks							
9	Protected surfaces at home							
10	Safe play areas /open spaces							
11	Small objects such as toys and accessories (to prevent choking)							
12	Age-appropriate toys and activities							
13	Outdoor play areas and backyards							
14	Opportunities for imaginative play and learning corners							

4.2 Neighbourhood Area: Observation Checklist

SN	Points	Rating (Please tick)						Action required to for improving the rating
		5	4	3	2	1	0	
1	Safe and accessible for walk and cycling							
2	Streetlights							
3	Parking behind white lines on the roadside)							
4	Covered drains							
5	Levelling of roads							
6	Road Marking painted on both sides of the road							
7	No dumping of construction and demolition waste in the right of way							
8	Green corridors							
9	Bollards							
10	No Parking Zone							
11	Speed Breakers							
12	Joyful and playful streets for children							
13	Seating areas/ benches in every 50 to 60 meters							
14	No encroachment of streets							
15	Proper/ designated garbage disposal							
16	Management of stray animals							
17	Air Pollution							
18	Traffic Jams							
19	Awareness among local citizens about not littering in public places							
20	CCTV surveillance							

4.3 Street Area: Observation Checklist

SN	Points	Rating (Please tick)						Actions required to upgrade the rating
		5	4	3	2	1	0	
1	Continuous footpath							
2	Undamaged footpath							
3	Encroachment on footpath							
4	Green corridors							
5	Attractive paintings on footpath for children							
6	Lights poles/ transformers on streets							
7	Lighting on the road							
8	Stagnant water on road/ street							
9	Safe and accessible space for walking							
10	Cycle tracks							
11	Parking behind the white line							
12	Covered and clean drains							
13	Level roads							
14	No construction debris in the street							
15	Bollards							
16	No parking zone							
17	Speed breakers							
18	Joyful and playful streets for children							
19	Seating spaces/ benches at every 50-60m							
20	No encroachments in street							
21	Garbage							
22	Stray animals							
23	Air and noise pollution							
24	Traffic jam							
25	Awareness among local citizens about not spreading garbage							
26	CCTV surveillance							

4.4 Parks: Observation Checklist

SN	Points	Rating (Please tick)						Action require to upgrade the rating
		5	4	3	2	1	0	
1	Dedicated Space for Young children (at least 10% of total space)							
2	tot-lots							
3	Sidewalks for children and caregivers							
4	Cleanliness							
5	Benches near the dedicated space for children							
6	Benches for children (according to their height)							
7	Lights							
8	Separate toilet for males and females							
9	Separate toilet for children							
10	Clean drinking water							
11	Feeding room (for lactating women)							
12	Safe boundary wall							
13	Management of stray animals							
14	Maintenance of green grass							
15	Maintenance of park surfaces							
16	Dry waste is not burnt							
17	Caretaker in night shift							
18	Local committee for park maintenance							
19	Parking facilities							
20	Ramp for children and people with special needs							
21	CCTV surveillance							
22	Traffic signal outside the park (applicable if the park is located on the main road)							
23	Zebra crossing outside the park							

4.5 AWC: Observation Checklist

SN	Points	Rating (Please tick)						Action required to improve the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child-friendly painting on the building walls							
4	Room Size (According to the enrolment)							
5	Cleanliness (Inside and outside the centre)							
6	Floor status							
7	Door- Windows							
8	Light in Room							
9	Green/ black paint on walls for children (up to 2/3 feet)							
10	Toilet for children (According to their height)							
11	Clean drinking water							
12	Almirah/ box for record-keeping							
13	Ramp for children and people with special needs							
14	Furniture/ windows/ doors edges (safe, not sharp)							
15	Toys (number, cleanliness and safety)							
16	Open space for play							
17	No encroachments/ stray animals outside							
18	Dustbins							
19	CCTV (outside the AWC/creche) surveillance							
20	Seating area outside the centre							
21	Child-friendly/ BaLA art outside the centre on floor/ roads/ chowk etc.							
22	Staff in neat and clean uniform (AWW/helper/Asha)							
23	No noise and air Pollution							

4.6 Play School/Creche: Observation Checklist

SN	Points	Rating (Please tick)						Action require to upgrade the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child friendly painting on the building's walls							
4	Room size (as per the enrolment number)							
5	Cleanliness (inside and outside the centre)							
6	Floor status							
7	Door- windows							
8	Light in room							
9	Green/ black paint on walls for children (up to 2/3 feet)							
10	Toilet for children (according to their height)							
11	Clean drinking water							
12	Almirah/ box for record-keeping							
13	Ramp for children and people with special needs							
14	Furniture/ windows/ doors' edges (Not sharp)							
15	Toys (number, cleanliness and safety)							
16	Open spaces for play							
17	No encroachments/ stray animals outside							
18	Dustbins							
19	CCTV (outside the AWC/creche) surveillance							
20	Sitting area outside the centre							
21	Child-friendly/ BaLA art outside the centre (Floor/Roads/ Chowk etc)							
22	Staff in neat and clean uniform (AWW/ helper/ Asha)							
23	No noise and air pollution							

4.7 PHC: Observation Checklist

SN	Points	Rating (Please tick)						Action required to improve the rating
		5	4	3	2	1	0	
1	Building status							
2	BaLA art on walls/ floor/ roof							
3	Child-friendly painting outside the building							
4	Separate room for vaccination							
5	Separate room for checkup of pregnant/ lactating women							
6	Waiting area and benches							
7	Cleanliness							
8	Floor							
9	Door- Windows							
10	Lighting in room							
11	Toys/ Tot-lots							
12	Clean toilet for children							
13	Clean drinking water							
14	Medicines and surgical items are kept away from children's reach							
15	Ramp for children and people with special needs							
16	Furniture/ windows/ doors' edges are not sharp							
17	Benches in the rest area (outside, for elders)							
18	Benches in the rest area (outside, for children)							
19	Play area							
20	No encroachments/ stray animals							
21	Parking space							
22	Clean outdoor area							
23	Five types of dustbins							
24	CCTV surveillance							

Child Safety Guidelines 2024

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- Mr. Paras Singhvi, Deputy Mayor, UMC
- Mr. Ram Prakash (IAS), Commissioner, UMC
- Mr. Emani Kumar, Executive Director, ICLEI- South Asia

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