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## **BUMP – Boosting Urban Mobility Plans**

### **BUMP Supporting package**

### **Training course concept on Sustainable Urban Mobility Plans**

### **(SUMP)**

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## BUMP - Supporting Package

### Training Course Concept on Sustainable Urban Mobility Plans (SUMP)

- 1 Introduction to the Training Guide
- 2 Main Principles of the Training and Module Structure
- 3 General Learning Objectives, Training Modules and Elements
- 4 Using Tools within a SUMP
- 5 Methods of Participatory and Integrated Training

Annex: A National Adaptation of Learning Objectives and Implementation of Training

B Set of Indicators

C List of Training Materials

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## Part 1 - Introduction to the Training Guide

### The BUMP Supporting Package and methodology

The BUMP Supporting Package is the basis for the training programme which is to be undertaken with staff from the selected local authorities. Part 2 outlines the main training principles and other aspects of the course which the national trainers need to bear in mind. Part 3 contains the learning objectives of the training course and links each one to its respective training module. Part 3 also contains a detailed training schedule and explains participatory and integrated methods for the training groups; it also contains instructions for the trainers and trainees. Finally, Part 3 contains links to supporting materials and recommended tools to support and evaluate the Sustainable Urban Mobility Plan (SUMP) process. Part 4 summarizes the applied tools in relation to the SUMP process. Part 5 contains further references on the methods of group work which are also useful for the European mutual learning sessions which will take place in the autumn of 2014, after the training course has been delivered.

The annex includes the national adaptations for the situation in the UK (annex A). In separate documents there are:

- 1 the set of indicators related to targets, assessment and monitoring of a local SUMP process according to the use of tools on SUMP (annex B) and;
- 2 the list of links to materials on which this guide is based (annex C). These also are published on the BUMP website:  
<http://www.bump-mobility.eu/>

### Approach of the BUMP Training Guide

The main aim of this guide is to provide a general training structure. This guide lists the learning objectives, it provides a framework for the training modules that deal with key issues in a SUMP process, and includes training packages (elements) with instructions to the trainers. It also contains a suggested breakdown of each training session. So the contents relating to sustainable urban mobility are outlined but not detailed. Instead the focus here is on the links to relevant materials and the didactic methods of training and group work. Based on these materials it is the role of the national trainers and the national coordinator to undertake the training courses by preparing the contents, applying the methods suggested and sharing their expertise.

### Identified and selected materials

In this guide the detailed contents of the training sessions are shown as snapshots with links to the complete sources. This guide does not replace existing materials like the guidelines on developing and implementing a sustainable urban mobility plan (named hereafter as the SUMP guidelines) which are seen as the key reference for the training course, available at: [http://www.mobilityplans.eu/docs/SUMP\\_guidelines\\_web0.pdf](http://www.mobilityplans.eu/docs/SUMP_guidelines_web0.pdf)

### Starting point of the training course

It is taken as a given that participants undergoing this training will - at the very least - have a basic knowledge and understanding of urban transport and mobility issues, with a detailed knowledge and understanding of their local conditions and circumstances. This training strives to enable participants to identify mobility-related issues in their localities and come up with one or more solutions that could be taken forward as pilot actions. Given that the training is followed by a 'coaching' phase (where the most engaged participating local authorities are supported and advised so they can get their pilot actions approved), in this sense the training course is the first step of the coaching phase that follows.

### Boosting Urban Mobility Plans – timeline



There are six modules in total. Modules one and six are a day long in duration, the remainder are two days in duration.

## Part 2 - Main Principles of the Training

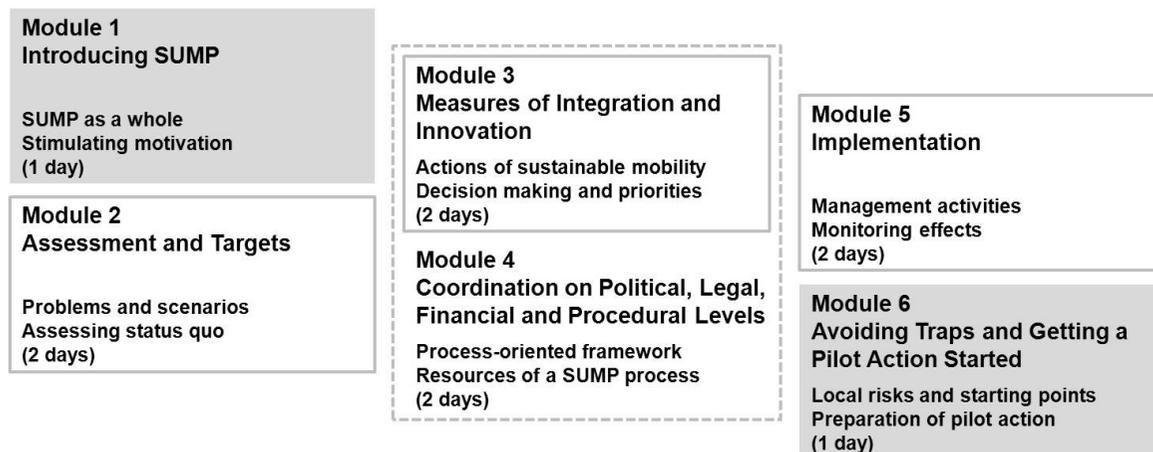
**Character of the training course** - integral to this training course is creating an atmosphere of openness, honesty and mutual support, where participants feel comfortable enough to share experiences and learn from one another. Reflection and constructive feedback are strongly encouraged. Keeping the participants engaged between training sessions is essential to maintain momentum, so they will be set homework and exercises to do in between the training days.

**Trainers** are there primarily to support and advise, not to lecture. The participants' activities and needs are paramount. The trainers' role is to explain the material, convene discussions among the participants on that material, draw out the participants' knowledge and experiences, and encourage them to come up with their own sustainable mobility actions. They have to monitor the training procedure and analyze the collected feedback. The role of the national training coordinator (Severn Wye Energy Agency) is to prepare and organize the training materials, recruit the participants and collect and analyze feedback during the training. The coordinator will also offer any other support the trainers need.

### Logical structure of the training course

The training course is delivered through six modules on the SUMP process, as explained by the diagram below. The logical structure of the training course was developed with the following key issues in mind:

- 1 Introducing the SUMP cycle as per the SUMP guidelines;
- 2 Supporting participants to develop their own SUMP, or some practical, relevant actions to take forward;
- 3 Getting participants into action by exploring the barriers and steps needed to get the plan or action/s approved.



The training course comprises six modules. Modules one and six comprise one day and modules two to five last two days each. We suggest that modules two to five comprise an ‘introductory’ day and an ‘intermediate’ day. This enables all participants to receive the same type of content but at differing levels of knowledge and technical expertise.

The two-day modules do not have to be held as two successive days. If more appropriate, the days could be spread out and homework could be issued on one day with that work followed up on the second day of the module.

## Part 3 - General Learning Objectives, Training Modules and Elements

In this section every module is broken down in terms of its main idea, its general learning objectives, key content and essential topics. Also listed are tasks for that module, training instructions and related training materials.

### Module 1: Introducing Sustainable Urban Mobility Plans (SUMP) SUMP as a whole; stimulating motivation

training day 1

#### Summary

The first module introduces the idea of the SUMP in a holistic way and connects the idea of a SUMP to the individual attitudes and experiences of the participants. To achieve this, this initial training session explains what the SUMP process is, and uses case studies of SUMP to bring the SUMP to life. This introduction is intended to motivate the participants and encourage them to think about what a sustainable future would look like for their localities. At this stage we do not want to dwell on obstacles and restrictions as these will be tackled in later modules. By adopting this approach the training participants will get an overview of how developing a SUMP differs from urban transport planning. By doing this, participants will get an idea of the kind of topics and fields of action that SUMP tackle. Finally it is important to stress that that developing a SUMP is not only planning, but acting and cooperating.

#### General learning objectives

Training participants:

- have a comprehensive and structured knowledge of a SUMP: objectives, characteristics, procedural elements, fields of actions, measures and outputs, and can distinguish these from transport planning (at a basic level);
- are able to relate the SUMP idea to their own individual attitudes and experiences gained through working locally on urban mobility and sustainable development;
- are able to transfer concepts of sustainable urban mobility visions and strategic targets to their locality;

- have a basic understanding of key opportunities and key restrictions for sustainable mobility;
  - are able to estimate, how a SUMP process can be started, where the feasible entry points are for conceptual work and implementation on the local level.

### Key content and topics

- What are the key problems of urban mobility? What does sustainable urban mobility look like? What are the characteristics of visions and strategic targets of sustainable urban mobility? What are the key opportunities and key restrictions for sustainable mobility and where are they?
- What is sustainable mobility planning and how does it differ from travel planning? What is a SUMP in general and what are the reasons for developing a SUMP? What does a SUMP success story look like? How do SUMP deliver more for less?
- What are the typical objectives and elements of a SUMP in terms of the SUMP process and product; including perspectives on reducing energy consumption and greenhouse emissions and boosting economic development? What do SUMP planning documents look like? What are their connections to existing local planning documents?
- What kind of local stakeholders need to be involved to get a SUMP process started?
- What are typical fields of action, measures being adopted and actors within a SUMP process?

**Trainer's profile:** wide mobility background; experience in local projects processes; advanced skills of moderating groupwork

**Participants:** technical officer; political officer should attend to get an overview on SUMP approaches and mobility visions

**Preparation:** participants provide maps/plans of their cities; trainer prepares presentation of training course with training co-ordinator, presentation of SUMP cases and related materials; poster sheets

## Breakdown of training – Day 1, module 1

<b>Session 1: Introducing the trainer, participants and the training programme</b> Start thinking about sustainability	<b>1.5 hours</b>
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**(i) Trainer introduction**  
 Organisation  
 Individual background  
 Key experiences  
 Previous projects

**(ii) Introducing participants and their localities**  
 Participants will bring maps they have prepared (aerial map, city map, map of existing transport plans) and will talk for 5 minutes on the following:

- > The main mobility patterns of their locality
- > Their understanding of sustainable mobility
- > How they could make mobility in their locality more sustainable

Both participants from each local authority are encouraged to present using maps and slides they have brought.

**(iii) Introducing the training course**  
 Training modules with key topics  
 Training elements and preparation  
 Homework tasks  
 Fixed meeting dates and locations  
 Team of trainers  
 Feedback procedure



Sources: <http://nairobistudio.blogspot.de/2011/04/local-ground-work-meets-gisgoogle-earth.html>  
<http://www.ecotippingpoints.org/our-stories/indepth/germany-freiburg-sustainability-transportation-energy-green-economy.html>;  
<http://connections.greenvillesc.gov/Transportation.aspx>

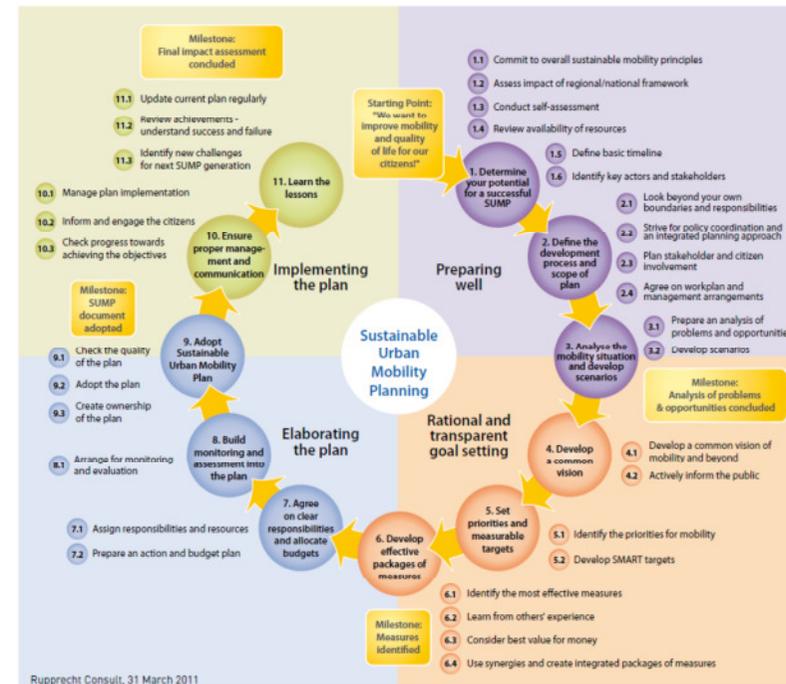
**Session 2: View on Sustainable Urban Mobility Planning by practice cases**  
 Introduce the SUMP process; impressions of existing SUMP approaches

**2.5 hours**

**(i) Overview of the whole SUMP cycle**

Trainer presents and explains definition and understanding of a SUMP, the SUMP cycle and elements:

- > SUMP as a strategic approach
- > Targeting a better quality of life for people
- > Outline of existing planning practices
- > Shaping integration, participation, evaluation



**SUSTAINABLE URBAN MOBILITY PLAN  
 – A DEFINITION**

A Sustainable Urban Mobility Plan is a Strategic plan designed to satisfy the mobility needs of people and businesses in cities and their surroundings for a better quality of life. It builds on existing planning practices and takes due consideration of integration, participation, and evaluation principles.

**HOW DOES IT WORK?**

- A Sustainable Urban Mobility Plan is a way of tackling transport-related problems in urban areas more efficiently. Building on existing practices and regulator frameworks in the Member States, its basic characteristics are:
- A participatory approach involving citizens and stakeholders from the outset and throughout the process in decision making, implementation and evaluation building local capacity for handling complex planning issues, and ensuring gender equity;
  - A pledge for sustainability: balancing economic development, social equity and environmental quality;
  - An integrated approach: of practices and policies between policy sectors (e.g. transport, land-use environment, economic development, social inclusion, gender equity, health, safety), between authority levels (e.g. district, municipality, agglomeration region, nation, EU), and between neighbour authorities (inter-municipal, inter-regional, trans national, etc.);
  - A focus on achieving measurable targets derive from short term objectives, aligned with a vision to transport and embedded in an overall sustainable development strategy;
  - A review of transport costs and benefits, taken into account wider societal costs and benefits, also across policy sectors;
  - A method comprising the following tasks:
    1. status analysis and baseline scenario;
    2. definition of a vision, objectives and targets;
    3. selection of policies and measures;
    4. assignment of responsibilities and resources;
    5. arrangements for monitoring and evaluation.

**WHAT IS THE PURPOSE OF A SUSTAINABLE URBAN MOBILITY PLAN?**

- A Sustainable Urban Mobility Plan aims to create a sustainable urban transport system by addressing – at least – the following objectives:
- Ensure the accessibility offered by the transport system is available to all;
  - Improve safety and security;
  - Reduce air and noise pollution, greenhouse gas emissions and energy consumption;
  - Improve the efficiency and cost-effectiveness of the transportation of persons and goods;
  - Contribute to enhancing the attractiveness and quality of the urban environment and urban design.

**WHAT IS THE SCOPE OF AN SUMP?**

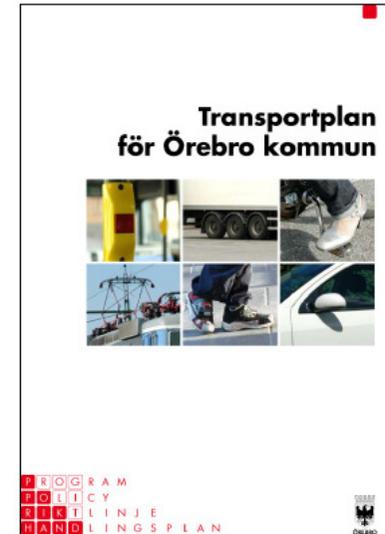
The policies and measures defined in a Sustainable Urban Mobility Plan cover all modes and forms of transport in the entire urban agglomeration, including public and private, passenger and freight, motorised and non-motorised, moving and parking.

**Training materials**  
 SUMP guidelines  
 Sustainable Urban Mobility Plan – a definition (pg 6 – image left); SUMP elements and activities (pg 13 – image right)

**(ii) Input: Five cases of SUMP approaches**

Trainer presents a selection of existing of SUMP activities in medium sized cities:

- **Promoting a new way of thinking in Örebro (Sweden)**
  - > Identifying knowledge gaps; holistic way of thinking; administrative cooperation
  
- **Self-assessment to identify strengths and weaknesses in Koprivnica (Croatia)**
  - > Status-analysis; self-assessment by the municipality
  - > Consultation process with stakeholders; public survey
  - > Wide range of local project diversification
  
- **Common vision of sustainable mobility in Cambridgeshire (England)**
  - > Key challenges; vision; policies and strategy; funding
  
- **Stakeholder and citizen communication concerning traffic and mobility plans in Odense (Denmark)**
  - > Involvement of citizens, user groups, companies, organisations
  - > Textbook on traffic planning
  
- **Checking Progress towards achieving objectives in Vitoria-Gasteiz (Spain)**
  - > Evaluation of progress; survey on the city's urban mobility; interviews with user groups.



## Training materials

### Örebro

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3058](http://www.mobilityplans.eu/index.php?id=25&study_id=3058);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3058&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3058&lan=en); (SUMP guidelines p. 26)  
Sustainable Transport Plan for Örebro (summary) [http://www.eltis.org/docs/studies/SUTP\\_rebro\\_English\\_summary.pdf](http://www.eltis.org/docs/studies/SUTP_rebro_English_summary.pdf)

### Koprivnica

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3118](http://www.mobilityplans.eu/index.php?id=25&study_id=3118);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3118&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3118&lan=en); (SUMP guidelines p. 22)  
ELTIS case studies <http://www.eltis.org/index.php?ID1=6&id=62> (7 case studies of Koprivnica)

### Cambridgeshire

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3071](http://www.mobilityplans.eu/index.php?id=25&study_id=3071);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3071&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3071&lan=en)  
Cambridgeshire Local Transport Plan 2011-2026 <http://www.cambridgeshire.gov.uk/NR/exeres/E2C5C502-4C13-4355-B7AF-35C55C2D074A.htm>; <http://www.cambridgeshire.gov.uk/NR/rdonlyres/81A57E02-48D8-4C24-862F-B42A900F70D8/0/LTP3PoliciesandStrategy.pdf> (esp. Executive summary and Introduction pp. v to 1-9)

### Odense

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3064](http://www.mobilityplans.eu/index.php?id=25&study_id=3064);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3064&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3064&lan=en); (SUMP guidelines p. 45)  
Odense's Traffic and Mobility plan website <http://www.odense.dk/sogning/google?404=trafik-%20og%20mobilitetsplanen>

### Vitoria-Gasteiz

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3086](http://www.mobilityplans.eu/index.php?id=25&study_id=3086);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3086&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3086&lan=en)  
Vitoria-Gasteiz website [http://www.vitoria-gasteiz.org/we001/was/we001Action.do?idioma=es&aplicacion=wb021&tabla=contenido&uid=u23a26398\\_12e7f54c9cb\\_7edb](http://www.vitoria-gasteiz.org/we001/was/we001Action.do?idioma=es&aplicacion=wb021&tabla=contenido&uid=u23a26398_12e7f54c9cb_7edb)

### (iii) Analyzing SUMP cases

Divide the participants into five groups of four. Each group takes one of the cities listed above and working with the materials, asks the following questions:

- > What was the starting point of this SUMP process?
- > What strategic and operational elements and methods were applied with regard to targets, analysis, projects, communication?
- > How do the approaches overlap with or differ from existing planning practices?
- > Which main SUMP principles applied in this case could feasibly be applied to your locality?

Each group captures their main points on posters and presents them back to the group.

### Session 3: Visioning workshop (brief version) on local SUMPs

**2 hours**

Identifying and communicating the opportunities and barriers to SUMP in the participants' localities

#### Explaining and carrying out the visioning workshop - the approach

The participants divide into five groups of four or remain in their existing groups if easier. Each group needs at least one Councillor. Each group takes a town/city of one of the participants – ideally the Councillor's if possible. Each group works on the selected town or city, undertaking three tasks:

- (1) Listing existing deficits, barriers, problems, and restrictions around sustainable urban mobility in that town or city.  
Discussing the prevalent mobility culture and patterns; considering all modes of transport; examining internal competence (political awareness, departmental cooperation, staff skills, existing resources) and external drivers (awareness of citizens and companies, activities of lobby and pressure groups, future and current legislation).
- (2) Drawing a detailed vision of future sustainable urban mobility in this city or town. If anything is possible, what does a future state of sustainable urban mobility look like? Describe the town or city's mobility patterns in as much detail as possible.
- (3) Returning to reality: what are the feasible options and approaches to realize this vision – even on a smaller scale? What are the limits? Now each group discusses feasible strategies and actions, identifying a possible pathway to that action becoming reality. How should potential opportunities and barriers be dealt with? What are the current options? Are there effective starter projects and well-placed partners? If so, what and who are they?

Each group should develop three posters. Councillors from each future town or city should present the group's work in brief and reflect the discussion. These posters could be shown at every training session (as a collective memory of the group).

**Homework: Working with the SUMP guidelines – check the SUMP cycle**

Compile a list of each element of the SUMP cycle (32 elements). Add statements on the elements: (a) Are there existing approaches in our area? (b) Where do we see the relevance of this element related to sustainable urban mobility in our area?

**Module 2: Assessment and Targets  
Problems and scenarios; assessing the current situation****training days 2/3  
day 1 of module 2: introductory level****Main idea of the module**

After the comprehensive overview of the first module, participants are encouraged to adopt the idea of a SUMP and take the first steps towards a SUMP process in relation to their locality. According to the principle of learning by doing they have to work in the context of defining problems and setting targets within their local area.

**General learning objectives**

Training participants:

- are able to use methods defined by the training course to evaluate their local situation regarding sustainable mobility and the environment, and identify and define local deficits and problems in terms of sustainable urban mobility;
- are able to evaluate existing local plans, concepts and projects in terms of their contribution to sustainable urban mobility;
- are able to develop a viable pathway towards sustainable urban mobility by setting priorities and working out operational targets and comprehensive scenarios.

**Key content and topics**

- What are the feasible methods of assessing and analyzing the current situation with required and available data? How do qualitative methods (SWOT analysis for example) differ from quantitative approaches (such as benchmarking methods, or cost-benefit analysis)?

- Which method is best suited to each problem of analysis?
- Which methods are local authorities already using? How can assessment methods be integrated into the organizational routines of the local authorities' departments?
- What are the requirements and methods of setting operational targets on sustainable urban mobility, including indicators to measure whether objectives have been met? What are the best ways to evaluate the process ensuring that performance indicators are addressed?
- Introducing the features of the BUMP tool providing indicators and benchmarks to assess the current mobility and environmental situation and existing plans.

**Trainer's profile:** experience in supporting cities in shaping strategies, targets, evaluation and monitoring of transport and mobility; skills in data-based assessment and impact analysis

**Participants:** technical officer; technical or environmental officer concerned with data and impact analysis

**Preparation:** participants prepare overview of local available data and applied assessment tools and models; provide posters of the futures workshop; laptop with internet access to demonstrate tools.

### Session 1: Feedback on homework task – Check the SUMP cycle

1 hour

Review of SUMP process steps

#### Existing steps and relevance of SUMP cycle

Warm up with feedback round of participants:

- > Are any of the participating local authorities doing things that resemble elements the SUMP cycle or elements of it?
- > Are there gaps? Where are they? Are there similarities between the local authorities?
- > In which elements of the SUMP cycle do the participants see the highest relevance for their local activities?

Trainer collects lists for feedback analysis.

## Session 2: Use of data and assessment approaches

**1 hour**

Existing tools and models for the SUMP process in terms of evaluation and monitoring

### Current mobility situation

Participants have prepared an overview of:

- > The transport modes available in their localities, those most commonly used and other relevant environmental data (eg. modal split, number of passengers, vehicles)
- > How this data sources are used for assessment, evaluation, monitoring
- > Applied tools and models (eg. SWOT, cost-benefit-analysis, environmental impact analysis; use of specific software tools)

Both participants of each local authority present back to the group on the above – no slides to be used.

## Session 3: Assessment tools on SUMP

**2.5 hours**

Introduce practice of evaluation and monitoring; set of indicators

### (i) Input: Practice cases of SUMP approaches

Trainer presents current approaches of evaluation and monitoring tools:

- **Status Analysis of the Helsinki Region Transport System Plan (Finland)**
  - > State of the transport system; people's travel behaviour
- **Baseline review methodology in BUSTRIP project in Turku (Finland)**
  - > Municipality profile; drivers; impacts; SUTP benchmark (plans, policies and actions).

## Training materials

### Helsinki

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3067;](http://www.mobilityplans.eu/index.php?id=25&study_id=3067;)  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3067&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3067&lan=en); (SUMP guidelines p. 54)

### Turku

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3068;](http://www.mobilityplans.eu/index.php?id=25&study_id=3068;)  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3068&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3068&lan=en); (SUMP guidelines p. 55)

### Moving sustainably

Guide to Sustainable Urban Transport Plans [http://www.movingsustainably.net/index.php/movsus:planning\\_process#ch\\_1\\_26](http://www.movingsustainably.net/index.php/movsus:planning_process#ch_1_26)

## (ii) Input: Evaluating of mobility management and effects in terms of reduced mileage and reduced carbon dioxide

Trainer presents the MaxSumo and MaxEva tools:

- **MaxSumo: planning, evaluating and monitoring mobility projects**  
> Focus: evaluating mobility management measures; evaluating the effects (acceptance; behavior change) mostly using surveys

Training materials: <http://epomm.eu/index.php?id=2602>; [http://epomm.eu/docs/1057/MaxSumo\\_english.pdf](http://epomm.eu/docs/1057/MaxSumo_english.pdf) (MaxSumo guide)

- **MaxEva: EPOMM Evaluation tool**  
> Evaluation tool related to MaxSumo; it is primarily a project database; registration is required

Training materials: <http://epomm.eu/maxeva/index.php?id=1>; [http://epomm.eu/maxeva/helptext/maxeva\\_manual\\_2013.doc](http://epomm.eu/maxeva/helptext/maxeva_manual_2013.doc) (MaxEva manual)

### (iii) Input: Set of indicators

Trainer presents the set of indicators (Annex B):

Sustainable Transport Indicators: Selection and use

Training materials: DESTILLATE <http://www.distillate.ac.uk/outputs/Deliverable%20C1%20Indicators%20specification%20v9.pdf>  
(SUMP guidelines p. 53)

### (iv) Group brainstorming

Participants divide into three groups, brainstorming on the following key questions:

- > Do we see the need for assessment in our own localities? If so, where and how?
- > Are the shown tools and indicators feasible and adaptable? Why? How?
- > Is it useful to develop specific target-evaluation-systems according to the local SUMP process?

## Session 4: Scenarios to support targeting

**1.5 hours**

Transition from analysis to SUMP objectives

### (i) Input: Practice cases of developing scenarios

Trainer presents existing scenario approaches:

- **Developing scenarios as part of LTP2 (2006-2011) in West Yorkshire (England)**
  - > Understanding the likely effects; potential core scenarios
- **Scenario Development in Parma (Italy)**
  - > Integrated urban transport and land-use planning process.

### Training materials

#### West Yorkshire

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3069](http://www.mobilityplans.eu/index.php?id=25&study_id=3069);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3069&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3069&lan=en); (SUMP guidelines p. 59)  
West Yorkshire Local Transport Plan [http://www.wyltp.com/NR/rdonlyres/74F15004-1CD4-470A-9DBB-FBCE4D1EC873/0/060403WYLTPPART2\\_pg5460.pdf](http://www.wyltp.com/NR/rdonlyres/74F15004-1CD4-470A-9DBB-FBCE4D1EC873/0/060403WYLTPPART2_pg5460.pdf) (Part 2 - Strategies)

#### Parma

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3110](http://www.mobilityplans.eu/index.php?id=25&study_id=3110);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3110&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3110&lan=en); (SUMP guidelines p. 60)

### (2) Group exercise: Outlining scenarios

Participants are divided into the same five groups they were in for the futures session (iii) on day 1. They are tasked with:

- > Developing an assessment framework for the scenarios developed on the first day
- > Shaping the priorities and other key information related to those scenarios
- > Developing quick scenarios by linking the inputs and the probable effects.

Groups are guided by: PILOT <http://www.pilot-transport.org/>; PILOT manual [http://www.pilot-transport.org/fileadmin/WP2/Pilot\\_EN\\_WEB.pdf](http://www.pilot-transport.org/fileadmin/WP2/Pilot_EN_WEB.pdf) (Scenario development p. 28); brief presentation of each group

### Homework: Project assessment

Choose a real or proposed sustainable mobility project or measure, or urban development in your city. Come up with a way to assess how the project, measure or development will impact upon sustainable urban mobility (check if the presented methods are suitable or can be adapted). Participants are encouraged to choose a development that is representative of their wider area – in terms of sustainable mobility issues.

### Advanced level day

**Trainer's profile:** experience in supporting cities in shaping strategies, targets, evaluation and monitoring of transport and mobility; skills in data based assessment and impact analysis

**Participants:** technical officer; technical or environmental officer concerned with data and impact analysis

**Preparation:** preparation of five imaginable assessment cases from participating cities with task and available data; laptop with internet access to research methods and demonstrate tools

### Session 1: Feedback on homework task – Project assessment

**1 hour**

Comparing local assessment approaches and methods

#### Discussion of the assessment approaches

Participants pair up with another participant from a different local authority. Together they present the assessment concepts, and discuss what assessment methods they are using with the rest of the group.

These methods are captured on a flip chart or something similar. The trainer collects the applied assessment concepts for feedback analysis.

## Session 2: Assessment simulation workshop

**3 hours**

Deeper case training

### Developing an assessment case study

Participants are divided into five groups; in each group one participant has prepared an assessment of a selected area or part of their main town/city (basically, this person shares their homework with the rest of the group). The group is then tasked with:

- > Assessing the mobility and environmental situation in order to identify problems using available data source and methods (eg. environmental impact analysis). The group then develops a monitoring approach and derives operational targets from the defined problems which can be seen as representative of the wider area. The group develops a specific method by using input from the presented tools.
- > Assessing the implementation and measures of a transport plan. To do this the group uses available and comparable data in order to monitor the development. Try to evaluate the effects of implemented measures. Derive deficits and operational targets for the revision of the plan by considering SUMP topics.

Groups present their findings followed by a plenary discussion of the common problems (eg data availability, monitoring indicators, coherent targeting).

## Session 3: Developing a common vision, setting measurable targets

**1 hour**

Reflecting on feasible approaches

### Group discussion

Participants divide into three groups and they reflect on the content of the first day; the five SUMP case studies, the sustainable mobility futures session, and the targets developed out of the simulation workshop. They compare the problems that cropped up and requirements.

Training materials: SUMP guidelines (p. 62-73); PILOT manual checklists and milestones [http://www.pilot-Transport.org/fileadmin/WP2/Pilot\\_EN\\_WEB.pdf](http://www.pilot-Transport.org/fileadmin/WP2/Pilot_EN_WEB.pdf) (p. 29-32)

**Session 4: Advanced tools detailing effects on energy consumption and emissions****1 hour**

Introduce more complex tools

**Use of software based tools**

The trainer demonstrates selected free software based tools to the group with discussion of their applicability:

**1 UNECE UNDA Project on CO<sub>2</sub> emissions and ForFITS**

ForFITS is a software tool enabling the evaluation of: transport activity, energy use, and CO<sub>2</sub> emissions in a range of possible policy contexts. It can be used to analyze regional, national and/or local transport systems with a primary focus on national systems.

Training materials: [http://www.unece.org/trans/theme\\_forfits.html](http://www.unece.org/trans/theme_forfits.html);

ForFITS user manual [http://www.unece.org/trans/forfits\\_user\\_manual.html](http://www.unece.org/trans/forfits_user_manual.html);

Data requirements <http://www.unece.org/fileadmin/DAM/trans/doc/themes/A - Coverage methodology and data requirements.pdf>

**2 GREET The Greenhouse Gases, Regulated Emissions, and Energy Use in Transportation Model**

Sponsored by the US Department of Energy's Office of Energy Efficiency and Renewable Energy (EERE), Argonne has developed a full life-cycle model called GREET (Greenhouse gases, Regulated Emissions, and Energy use in Transportation). It allows researchers and analysts to evaluate various vehicle and fuel combinations on a full fuel-cycle/vehicle-cycle basis.

Training materials: <http://greet.es.anl.gov/>; User guide <http://greet.es.anl.gov/files/greet-beta-user-guide>

### Module 3: Measures of Integration and Innovation Actions of sustainable mobility; decision making and priorities

training days 4/5

#### Main idea of the module

The third module is aimed at enabling the participants to identify and develop specific measures and approaches of action in the fields of sustainable urban mobility, using best practice examples. To do this the participants connect identified deficits and target setting with the development of effective packages of measures by using an integrated view on urban mobility and urban development. The module focuses on a thorough discussion of feasible actions and their requirements, especially for smaller and medium sized cities. The framework for these actions in terms of the wider political, legal and actor-orientated aspects will be added in Module 4.

#### General learning objectives

Training participants:

- have an extensive knowledge of the range and specific approaches of measures, actions and projects being developed by a SUMP;
- are able to outline and detail effective packages of measures tackling issues and opportunities around sustainable urban mobility;
- are able to exploit the potential of approaches that promote integration and innovation in urban mobility and urban development;
- are able to convey the requirements and consequences of developed measures and actions.

#### Key content and topics

- What is the policy context and connection between urban development, the transportation system and mobility patterns? How relevant are motorized individual transport, public transport and non-motorized modes in terms of performance, competition? What do concepts of sustainable inter modality and projects of innovative sustainable urban mobility actually mean in practice?
- How is an integrated approach to urban mobility and development (including the advancement of evaluation and assessment methods used in module 2) actually developed?
- How are policy and financial challenges, measures and best practice in the field of clean vehicles and fuels (to achieve a high rate of energy efficiency and reduction of energy consumption and greenhouse gas emissions) relevant to SUMPs?
- How relevant to SUMPs are policy and financial challenges, measures and best practice in the field of transport, traffic and urban freight management?

- How do policy and financial challenges, measures and best practice in relation to the areas listed below, impact on SUMP and the SUMP process?
  - Parking regulations, access restrictions and environmental zones?
  - Improving infrastructure and services of public transport including public transport promotion and information?
  - Mobility agencies (as a centre of mobility services and information), mobility marketing and integrated pricing?
  - Car sharing and carpooling?
  - Encouraging and supporting cycling and walking (as non-motorized modes)?
- What approaches and criteria are needed to combine measures in packages that are suitable for the strategic and operational targets of a sustainable urban mobility policy (see modules 1 and 2)?
- What are the potential benefits of mobility management and which actions can be identified as low budget measures?
- Introducing the features of tools that provide supporting criteria for the identification of problem-oriented actions and measures.

**Trainer's profile:** experience in supporting cities in shaping mobility and transport concepts and measures

**Participants:** technical officer; technical officer or urban planner concerned with process management and implementation

**Preparation:** poster sheets, blank cards; laptop with internet access

### Session 1: Pool of measures

**3 hours**

Introduce range of measures of integration

#### Integrated measures: examples, analysis and presentation

Participants pair up, each from a different local authority. Each pair selects four examples of measures related to integration of land use with transport and mobility management at new developments. The pairs analyse the examples, writing essentials on cards. Cards are gathered on board/wall as a collage. Participants briefly present measures to group (3 minutes per pair).

> What is the key target and approach?

> What are the effects?

> What can be seen as efforts (political, financial, acceptance)?

Training materials: MaxLupo Guidelines for the Integration of Mobility Management with Land Use Planning

<http://www.epomm.eu/index.php?id=2748>; guidelines [http://www.epomm.eu/docs/mmttools/MaxLupo\\_Guidelines.doc](http://www.epomm.eu/docs/mmttools/MaxLupo_Guidelines.doc) (Annex I and II; 39 measure examples)

## Session 2: Practice cases of developing packages of measures

1.5 hours

Review existing approaches

### Input: Creating integrated measures

Trainer presents existing concepts:

- **Packaging of measures in CIVITAS in Krakow (Poland)**
  - > Comprehensive and coordinated measures and activities
- **Horizontal and vertical integration of measures in Budapest (Hungary)**
  - > General upgrade of urban environment
- **Use of a simple model in Dundee (Scotland)**
  - > Actions and targets; demand management measures; Transport Policy Model.

### Training materials

#### Krakow

ELTIS case studies [http://www.eltis.org/index.php?id=13&lang1=en&study\\_id=3078](http://www.eltis.org/index.php?id=13&lang1=en&study_id=3078);

[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3078&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3078&lan=en); (SUMP guidelines p. 82)

CIVITAS Final Project Report [http://www.rupprecht-consult.eu/uploads/tx\\_rupprecht/CARAVEL\\_Final\\_Project\\_Report\\_EN.pdf](http://www.rupprecht-consult.eu/uploads/tx_rupprecht/CARAVEL_Final_Project_Report_EN.pdf) (p. 40-55)

#### Budapest

SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3256](http://www.mobilityplans.eu/index.php?id=25&study_id=3256);

[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3256&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3256&lan=en); (SUMP guidelines p. 83)

ELTIS case studies Urban renewal project [http://www.eltis.org/index.php?id=13&study\\_id=2961](http://www.eltis.org/index.php?id=13&study_id=2961);

[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=2961&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=2961&lan=en); [http://www.eltis.org/docs/studies/The\\_Heart\\_of\\_Budapest.doc](http://www.eltis.org/docs/studies/The_Heart_of_Budapest.doc)

#### Dundee

Local Transport Strategy [http://www.dundee.gov.uk/dundee/uploaded\\_publications/publication\\_1418.pdf](http://www.dundee.gov.uk/dundee/uploaded_publications/publication_1418.pdf) (pp. 48-53, 71; SUMP guidelines p. 78)

### Session 3: Measures for target groups

**1.5 hours**

Work on measures addressing demand groups

#### **Input: Demonstrating the MaxExplorer tool**

Trainer demonstrates MaxExplorer tool. The participants then are left to play around with the tool themselves.

Individuals feed back to the group on whether MaxExplorer is a useful tool to help local authorities to link measures to target groups and decision making.

Training materials: <http://www.epomm.eu/index.php?id=2745>

#### **Homework: Linking targets, actions and measures**

Take some typical sustainable mobility targets (strategic and operational levels) from a best practice example. Try to apply these targets to your locality by outlining suitable fields of action in which a SUMP should develop measures. Detail a package of measures and explain why this combination seems to be feasible and effective.

### Module 3 - Advanced level day

**Trainer's profile:** experience in supporting cities in shaping mobility and transport concepts and measures

**Participants:** technical officer; political or technical officer or urban planner concerned with process management and implementation

**Preparation:** plain, poster sized pieces of paper or flip chart sheets.

### Session 1: Group analysis of best practice

**3 hours**

Deepen view on measure concepts

#### Analysis and transferability of concepts

Group divides into three groups; analysis and reflection of materials from best practice cases. What aspects are transferrable closer to home?

- **Sustainable land use and mobility planning in Freiburg (Germany)**
  - > City of pedestrians, bicycles and public transport; car-free living
- **Public transport in Hasselt (Belgium) and Tallinn (Estonia)**
  - > Discussion of free public transport
- **Sustainable mobility in Gent**
  - > Pioneer in sustainable mobility.

After discussing and noting down the key points from these case studies, each group feeds back their analysis and reflection on each one, plus a reflection of the transferability of the measures.

### Training materials

#### Freiburg

Green city <http://www.ecotippingpoints.org/our-stories/indepth/germany-freiburg-sustainability-transportation-energy-green-economy.html>; [http://www.fwtm.freiburg.de/servlet/PB/menu/1174545\\_12/index.html](http://www.fwtm.freiburg.de/servlet/PB/menu/1174545_12/index.html); ICLEI case stories [http://www.ecomobility.org/fileadmin/template/project\\_templates/ecomobility/files/Publications/Case\\_stories\\_EcoMobility\\_Freiburg\\_PDF\\_print.pdf](http://www.ecomobility.org/fileadmin/template/project_templates/ecomobility/files/Publications/Case_stories_EcoMobility_Freiburg_PDF_print.pdf); Freiburg-Vauban mobility concept <http://www.werkstatt-stadt.de/en/projects/54/>

#### Hasselt

ELTIS news [http://www.eltis.org/index.php?ID1=5&id=60&news\\_id=4183](http://www.eltis.org/index.php?ID1=5&id=60&news_id=4183); <http://en.wikipedia.org/wiki/Hasselt>;  
[http://www.istiee.org/te/papers/N32/02%20van%20goeverden%20\\_5-25\\_.pdf](http://www.istiee.org/te/papers/N32/02%20van%20goeverden%20_5-25_.pdf)

#### Tallinn

ELTIS case studies [http://www.eltis.org/index.php?id=13&lang1=en&study\\_id=3911](http://www.eltis.org/index.php?id=13&lang1=en&study_id=3911);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3911&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3911&lan=en); [http://en.wikipedia.org/wiki/Free\\_public\\_transport](http://en.wikipedia.org/wiki/Free_public_transport)

#### Gent

SUMP examples [http://mobilityplans.eu/index.php?id=25&study\\_id=3320](http://mobilityplans.eu/index.php?id=25&study_id=3320); [http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3320&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3320&lan=en);  
<http://www.thefifthconference.com/topic/move/ghent-city-pioneering-sustainable-mobility%E2%80%A6>;  
<http://www.klimabuendnis.org/fileadmin/inhalte/dokumente/mv2007-vortrag-baets-en.pdf>

### Session 2: Strategy workshop

**3 hours**

Developing a strategic and operational framework for local SUMPs

#### Setting up a World Café session

Division into 4 groups, 4 cities are host and want to develop a strategic and operational concept of measure packages for their local SUMPs. The other changing participants try to support them by asking and collaborating:

> Specific problems or weaknesses; strategic approaches, targets, stakeholder and actors, suitable actions and measures

Finally the harvest is presented and reflected by the hosts.

## Module 4: Coordinating the Political, Legal, Financial and Procedural Levels Process-orientated framework; resources of a SUMP process

training days 6/7

### Main idea of the module

Module 4 provides an extended process-oriented view on the actions and measures raised by module 3. Now the actions and approaches being developed within a SUMP are considered within the political, legal, financial, procedural and actor-oriented context. In this module the participants will have to tackle coordinating and managing the SUMP process.

### General learning objectives

Training participants:

- are able to recognize the provisions and approaches needed to involve key actors, mobility stakeholders and citizens;
- have knowledge of the instruments and methods required to structure, coordinate and manage the internal (within the local authority) and external (with partners and public) SUMP process;
- are able to deal with the requirements, impacts and limits of the political, administrative and legal levels and framework within the SUMP process;
- have knowledge about responsibilities, budgeting and funding referring to urban mobility planning and implementation.

### Key content and topics

- What aspects of the national political, legal and financial frameworks are important for a SUMP process?
- Who are the important actors, target groups and potential partners within a SUMP process? How should a local authority best involve them in the development of a SUMP, accounting for *their* special interests and motivations?
- How can local authorities best involve decision makers at the local, regional and national political levels in order to achieve political support and acceptance? How can local authorities anchor the SUMP process within their local administration?
- How can local authorities bind and focus the range of actors involved in the development of a SUMP and engage them for implementation?
- What are effective tools of management and communication within a SUMP process including the following steps: decision making, promoting, publishing and public relations?
- What are the resources a SUMP process can be built on including personnel facilities and financial budget? What public and private funding is available?

**Trainer's profile:** experience in supporting cities in planning process design, organisational and communication strategies  
**Participants:** technical officer; political or planning officer concerned with process management and internal/external coordination  
**Preparation:** examples of process designs related to involvement of stakeholders and public from participating cities

### Session 1: Uptake of essential procedural elements

**4 hours**

Clarify the software of a planning process

#### (i) Input: Practice case of stakeholder involvement

Trainer presents practice case:

- **Stakeholder co-operation to finance position of mobility manager in Aachen (Germany)**
  - > Cooperation between local authority and chamber of industry and commerce

Training materials: SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3056](http://www.mobilityplans.eu/index.php?id=25&study_id=3056);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3056&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3056&lan=en)

#### (ii) Exchanging local experiences

Participants bring details of a stakeholder involvement process their local authority has undertaken before. They present this process to the rest of the group, focusing on the following areas:

- > What was the purpose and the link to set targets?
- > What was the concept of internal/external involvement and participation?
- > How did it work? What deficits or failures can be identified?

#### (iii) Checklist of process steps

Participants go into the groups they were in for the strategy workshop (module 3). Each group develops a checklist for the local outlined strategies:

- > In terms of coordinating the process on political, administrative, legal, financial and participatory levels, what tasks need to be included?
- > Identify responsibilities and key actors and shape the steps of monitoring and assessment to the planning process (considering indicators from module 2 and SUMP guidelines p. 90).

**(iv) Stakeholder concept**

Remaining in the same groups, participants develop a checklist for the local outlined strategies:

- > Detail approaches of stakeholder and public involvement by outlining a communication and coordination design (point out events, meetings, documentation of the participatory and activating process).

**Session 2: Budgeting**

**2 hours**

Clarify the resources of a planning process

**Group brainstorming: Requirements of a budget plan**

Participants reflect on the existing practices of budgeting and collect requirements for a transparent and appropriable budget plan (reference to SUMP guidelines p. 86, 87)

- > The group also generates additional ideas for funding (in preparation for the next training day).

**Homework: Local action and budget plan**

Revise the elaborated targets and measures that could be suitable for your city. Draft an action and budget plan according to the how measures will be implemented, the responsibilities and the available resources.

### Advanced level day

**Trainer's profile:** experience in fund raising on all administrative levels and public-private-partnership fund raising

**Participants:** technical officer; officer whose role has financial involvement

**Preparation:** ideas from first day of module

### Session 1: Fund raising

Exploring feasible sources of funding

6 hours – one day

#### (i) Input: Public funds at EU-level and national level in the field of sustainable mobility

Trainer presents:

- > Funding programmes for public and private; requirements for application; existing databases of funding sources

Training materials: <http://www.welcomeurope.com/european-subsidies.html>; [http://ec.europa.eu/contracts\\_grants/index\\_en.htm](http://ec.europa.eu/contracts_grants/index_en.htm)

#### (ii) Group brainstorming

Participants gather feasible approaches to raise funds from:

- > Explained funding programmes at EU and national level
- > Funding from other national and regional programmes (climate change, social inclusion)
- > Possibilities to generate resources by involving local businesses (local enterprise zones, LEPs).

## Module 5: Implementation Management activities; monitoring effects

training days 8/9

### Main idea of the module

Module 5 focuses on the last stage of a SUMP process based on the idea of a collection of measures and actions (see module 3), embedded in a local network of actors and within a national and/or regional framework (see module 4). Implementation therefore is seen as the realization of conceptualized actions (in terms of building the SUMP), establishing and putting it into operation, which includes capturing the effects of the actions.

### General learning objectives

Training participants:

- are able to identify the most suitable interface between planning and implementing and have a knowledge of the tools required to manage the actions within a SUMP;
- have knowledge of the methods to monitor and assess the ongoing implementation of measures, actions and projects;
- are able to recognize the need to modify the conception of a SUMP in order to deal with obstacles as they occur.

### Key content and topics

- What management and assessment activities need to be part of the SUMP implementation process? What are the most suitable instruments and methods of management, communication and coordination of implementing actors – and also of assessment?
- Which organizational structures within the local authority are best placed to support and accompany the SUMP's implementation?
- What are typical problems and obstacles of implementing actions? What are the best ways to deal with problems – both one off and recurring?
- Introducing the aspects of the tools providing indicators to assess the effects of implementation on sustainable urban mobility.

**Trainer's profile:** experience in implementation of actions, measures and process designs

**Participants:** technical officer; technical or planning officer concerned with process management and implementation

**Preparation:** Local requirements for planning documents and political adoption

### **Session 1: Project management**

**3 hours**

Set up the project management environment

#### **(i) Tasks of project management**

Couples comprising two participants from different local authorities reflect on the project management tools they use (time schedule, controlling of implementation and budget, administrative organisation) and their local requirements and context for planning documents and political adoption, brief presentation of experiences.

#### **(ii) Exercise: Requirements of project management plan**

Each city translates an action plan into requirements of project management structures and resources. Each participant is asked to:

- > Take an action they developed in modules 3 and 4 and envisage what problems and blockades could occur during the implementation of that action. Develop a strategy to deal with these problems.

Each participant gives a very short presentation of their project management and trouble shooting approach. The group is encouraged to reflect and feedback. The trainer also reflects on the proposals put forward and gives feedback.

### **Session 2: Monitoring implementation**

**1 hour**

Checking progress on achieving objectives

#### **(i) Input: Monitoring by involvement of stakeholders**

Trainer presents an example case:

##### **Monitoring measure implementation by regular status meetings in Aachen (Germany)**

- > On-going monitoring process on the status of the implementation of measures

Training materials: SUMP examples [http://www.mobilityplans.eu/index.php?id=25&study\\_id=3111](http://www.mobilityplans.eu/index.php?id=25&study_id=3111);  
[http://eltis.org/PDF/generate\\_pdf.php?study\\_id=3111&lan=en](http://eltis.org/PDF/generate_pdf.php?study_id=3111&lan=en)

**(ii) Group brainstorming**

Participants reflect on the monitoring and assessment approaches of module 2. Where could the linkage go that connects implementation monitoring and assessment of the effects?

**Session 3: Draft of pilot action**

Review of training related to pilot action

**2 hours**

**Outline of pilot action**

Each local authority reflects on the training to date and outlines key issues of their pilot action.

**Homework: Check feasibility of the local pilot action**

Participants are asked to discuss the draft of their pilot action with relevant colleagues at their local authority. They need to relate the requirements on actions being developed within a SUMP to the local transport plan. Where are the differences and why are they there? Does your pilot action outline consider this? How does the pilot action have to be modified?

**Advanced level day**

**Trainer's profile:** experience in implementation of actions, measures and process designs

**Participants:** technical officer; technical or planning officer concerned with process management and implementation

**Preparation:** outlined pilot action

**Session 1: Implementing the business case**

**6 hours – one day**

Work on implementation of pilot action

**(i) Review of SUMP cycle in comparison to the outlined pilot action**

Peer groups of participants (2 participants), exchange their pilot action outline and check it against the SUMP cycle steps:

- > Are there steps missing?
- > Is the SUMP process comprehensible in terms of baseline analysis (weaknesses, deficits), building of strategy and operationable targets, actions and packages of measures, procedural set up (involvement of key decision makers and stakeholders, public participation)?

**(ii) Setting up the implementation framework**

Each local authority returns to the requirements of the project management structures and resources that were covered on the first day of the module. Participants are asked to:

- > Draft an implementation path based on the actions and measures with details of the time schedule, responsibilities, budget plan, organisational plan, milestones and planning documents, political adoption, implementation and monitoring.
- > Integrate the stakeholder concept (module 4) with communication and dissemination activities.
- > Search for connection points to public and private fund raising.

**(iii) Presentation of the SUMP business plan**

Each local authority presents its pilot action concept and implementation framework. The group points out possible difficulties. Trainer gives a feedback statement. Key question is:

- > Are the pilot action and implementation path effective in terms of set targets. Is the action strong enough to achieve change of awareness and behaviour?

**Module 6: Avoiding Traps and Getting a Pilot Action Started**  
**Local risks and starting points; preparing the pilot action**

**training day 10**

**Main idea of the module**

The last module returns to the holistic view of the SUMP process by discussing potential traps and risks of the process and how to avoid them. In addition, the module reflects the work of the participants concerning their locality and to bundle the elaborated material as the starting point of a pilot action.

**General learning objectives**

Training participants:

- are able to recognize and react to traps and risks to local SUMPs;
- are able to reflect on the SUMP process as a whole and utilize the worked out materials as a starting point for the local SUMP process and the mutual learning sessions as well;
- are able to assess the state and advancement of their localities in terms of sustainable urban mobility;
- are able to pre-structure their local SUMP process in preparation for the mutual learning sessions and the SUMP coaching.

**Key content and topics**

- What are typical traps and risks? How should they be dealt with (including case examples showing how to handle relevant stakeholders)? Dealing with traps and risks also includes a discussion of the feasible scope of the planning approach, the effectiveness of acting by plans or projects and the problem of over complexity within integrated planning processes.
- How can local authorities best identify and detail fruitful entry points for a SUMP in relation to:
  - the state of sustainable urban mobility;
  - the state of sustainable urban mobility planning and implementing;
  - local key problems;
  - the structure of actors and resources (see module 1)?

- What are the ways to identify and shape organisational structures of the local authority, according to the needs of the SUMP process?
- How do the local authority and the training course participants understand the pilot action? How is SUMP seen as a never ending process of improving sustainability that's driven by local authorities?

**Trainer's profile:** experience in managing planning and implementation processes

**Participants:** technical officer; political officer

**Preparation:** gathered materials from the whole training path; business case of module 5

### Session 1: Review of training course

**2 hours**

Reflecting on the proposed plans and actions

#### (i) Comparing the pilot action and implementation concept to the training materials

Each local authority reflects on the key elements of the training (visioning workshop, scenarios, assessment case study, stakeholder concept, pilot action and implementation framework).

- > Where do you see feasible opportunities to apply a local SUMP process and in what area(s) do you think you need further coaching?
- > Do you have the feeling this could be a SUMP pioneer project?

#### (ii) Group discussion

Open discussion. Participants are asked:

- > Did your approach and attitude towards the SUMP and the SUMP process change during the course of the training? In what ways?

### Session 1: Reviewing the training course

2 hours

Reflecting on the materials

#### (i) Comparing the pilot action and implementation concept to the training materials

Each local authority reflects on key elements of the training (utopia workshop, scenarios, assessment case study, stakeholder concept, pilot action and implementation framework.

- > Where do you see feasible opportunities to apply a local SUMP process and in what area(s) do you think you need further coaching?
- > Do you have the feeling this could be a SUMP pioneer?

#### (ii) Group discussion / buzzgroups

Participants discuss the following question:

- > Did our attitudes towards or conception of sustainable mobility change during the training? If so, how?

### Session 2: Modification of the pilot action

3 hours

Starting point of the pilot action

#### Last tweaks of the pilot action/s

- > Are there uncertainties that could lead to implementation difficulties?
- > Are the analysis steps (assessment, monitoring, evaluation) sufficiently explained and in place (are further data needed)?
- > How can the the local SUMP process start in your local authority?
- > Risk assessment: Where do you see main risks of a local SUMP process based on your work?

Check if there are further modifications necessary.

### Session 3: Preparing for the mutual learning workshops

1 hour

Identify key issues

- > What are common key issues for the international exchange of experiences?
- > How are the 4 groups attending the workshops organised?

## Part 4 Using Tools on SUMP

### **MaxSumo: plan, evaluate and monitor mobility projects**

Focus: evaluation of mobility management measures; evaluation of effects (acceptance; change of behavior) mainly by surveys

Training materials: <http://epomm.eu/index.php?id=2602>; [http://epomm.eu/docs/1057/MaxSumo\\_english.pdf](http://epomm.eu/docs/1057/MaxSumo_english.pdf) (MaxSumo guide)

### **MaxEva: EPOMM Evaluation tool**

Evaluation tool related to MaxSumo; mainly project database; registration required

Training materials: <http://epomm.eu/maxeva/index.php?id=1>; [http://epomm.eu/maxeva/helptext/maxeva\\_manual\\_2013.doc](http://epomm.eu/maxeva/helptext/maxeva_manual_2013.doc) (MaxEva manual)

### **DESTILLATE Set of Sustainable Transport Indicators**

DESTILLATE <http://www.distillate.ac.uk/outputs/Deliverable%20C1%20Indicators%20specification%20v9.pdf> (SUMP guidelines p. 53)

### **UNECE UNDA Project on CO2 emissions and ForFITS**

ForFITS was developed as a software tool allowing for the evaluation of transport activity, energy use, and CO2 emissions in a range of possible policy contexts. It is suitable for the analysis of transport systems having a regional, national and/or local dimension, with a primary focus on national systems.

Training materials: [http://www.unece.org/trans/theme\\_forfits.html](http://www.unece.org/trans/theme_forfits.html);

ForFITS user manual [http://www.unece.org/trans/forfits\\_user\\_manual.html](http://www.unece.org/trans/forfits_user_manual.html);

data requirements [http://www.unece.org/fileadmin/DAM/trans/doc/themes/A\\_-\\_Coverage\\_methodology\\_and\\_data\\_requirements.pdf](http://www.unece.org/fileadmin/DAM/trans/doc/themes/A_-_Coverage_methodology_and_data_requirements.pdf)

### **GREET The Greenhouse Gases, Regulated Emissions, and Energy Use in Transportation Model**

Sponsored by the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy (EERE), Argonne has developed a full life-cycle model called GREET (Greenhouse gases, Regulated Emissions, and Energy use in Transportation). It allows researchers and analysts to evaluate various vehicle and fuel combinations on a full fuel-cycle/vehicle-cycle basis.

Training materials: <http://greet.es.anl.gov/>; User guide <http://greet.es.anl.gov/files/greet-beta-user-guide>

### **MaxExplorer: specific Mobility Management measures**

Training materials: <http://www.epomm.eu/index.php?id=2745>

## Part 5

### Methods of Participatory and Integrated Training

#### Flashlight presentation (according to PechaKucha and speed geeking)

A PechaKucha session is a format which keeps presentations concise and fast-paced, powers multiple-speaker events. Speed geeking is a way to quickly view a number of presentations and demos in a short while. The 5 minute limit also keeps presentations short and interesting.

References: <http://en.wikipedia.org/wiki/PechaKucha>; [http://en.wikipedia.org/wiki/Speed\\_geeking](http://en.wikipedia.org/wiki/Speed_geeking)

#### Utopia workshop or futures workshop

The future workshop is a futures technique. It enables a group of people to develop new ideas or solutions of social problems. A future workshop is particularly suitable for participants who have little experience with processes of creative decision making. Preparation Phase: the method, its rules and the scheduled course of the workshop (in accordance with the participants) is introduced. Critique phase: The problem is investigated critically and thoroughly. First of all, a visualised brainstorming is performed and a general and critical question concerning the problem is framed. Fantasy Phase: All participants try to work out an utopia, to draw an exaggerated picture of future possibilities. Implementation phase the ideas found are checked and evaluated in regard to their practicability.

References: [http://en.wikipedia.org/wiki/Future\\_workshop](http://en.wikipedia.org/wiki/Future_workshop); <http://www.zwnetz.de/EPages/methode.html>; [http://www.die-bonn.de/esprid/dokumente/doc-2004/apel04\\_02.pdf](http://www.die-bonn.de/esprid/dokumente/doc-2004/apel04_02.pdf)

#### Group brainstorming / buzzgroups

Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. References: <http://www.mindtools.com/brainstm.html>; <http://en.wikipedia.org/wiki/Brainstorming>

#### Scenario/simulation workshop; business case

Setting up scenarios and simulations takes place as a process with many stages. One of those stages involves the study of trends. A trend persists long-term and long-range; it affects many societal groups, grows slowly and appears to have a profound basis. In contrast, a fad operates in the short term, shows the vagaries of fashion, affects particular societal groups, and spreads quickly but superficially.

References: [http://en.wikipedia.org/wiki/Futures\\_studies](http://en.wikipedia.org/wiki/Futures_studies); [http://en.wikipedia.org/wiki/Business\\_game](http://en.wikipedia.org/wiki/Business_game)



### World Café

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. References: <http://www.theworldcafe.com/method.html>

### Training Materials developed by:

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