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# TRANSPORT LEARNING

TRAINING COURSES TO  
BOOST SUSTAINABLE  
MOBILITY

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quality of life  
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## TRANSPORT LEARNING

TRAINING COURSES TO  
BOOST SUSTAINABLE  
MOBILITY

# editorial



**Prof. Udo Becker**

*Dresden University of Technology  
Coordinator of the TRANSPORT  
LEARNING Project*

### Dear Readers,

Transfer of knowledge has been around as long as mankind. It ensures that following generations do not have to rediscover everything themselves but can benefit from the knowledge and experiences of the generation before. This is why only one generation invented the wheel. All following generations acknowledge this useful invention and build their experiences on it.

In 2010 the idea that knowledge about sustainable transport could be transferred within generations was born. To achieve this goal, transfer of knowledge was to be carried out in the respective languages of the trainees and documentation and a pool of gained experiences was to be created and made available to all, regardless of cultural or knowledge background. And so TRANSPORT LEARNING became a reality.

Thanks to the support of the European Commission and the Intelligent Energy Europe financial programme the TRANSPORT LEARNING project was realised. With an international project consortium that involves 17 partners from 14 different European countries, all of whom are experts in their field, this project has become a great success and has moved us one step closer to creating a sustainable place to live.

This brochure provides an overview of the TRANSPORT LEARNING training on sustainable urban transport policies and measures. I hope that others will learn from our experiences, use our training materials and replicate the training.



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The training contains participatory elements like role-plays, group exercises and learning games



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## Long-term use

TRANSPORT LEARNING materials are meant to be taken up by universities and training organisations



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TRANSPORT LEARNING has inspired us!



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# Introduction

## Training on sustainable urban transport policies and measures



“  
If you plan cities for cars and traffic, you get cars and traffic. If you plan for people and places, you get people and places.”

”  
Fred Kent

### Urban transport challenges

As a result of the rapid growth of motorisation and urban sprawl, in particular in Europe's convergence regions, main transport challenges that need to be faced are congestion, air pollution, safety, cost-efficiency and accessibility for all. These present challenges don't have single or mono-oriented solutions. Responses have to integrate approaches coming from different but related areas. How to design a street to make it a secure space for all the users? How to develop an efficient and attractive public transport system? How to develop reliable and safe cycling & walking networks? How to manage the parking provision to avoid generating traffic and congestion? These are only some of the issues faced by transport and urban planning professionals in their daily work.

### About TRANSPORT LEARNING

TRANSPORT LEARNING is an EU-project which started in May 2011 and was designed to support practitioners to develop better solutions for urban transport systems in order to improve citizens' mobility. The main objective of TRANSPORT LEARNING is to create knowledge and capacity on sustainable transport policies and measures in municipalities and energy agencies of Europe's convergence regions. With this strategy, it contributes to a modal shift towards more sustainable modes like walking, cycling and public transport, to a fair distribution of urban space and, in the process, to energy savings and cost reductions. TRANSPORT LEARNING is supported by the European Commission within the Intelligent Energy - Europe Programme.

### How TRANSPORT LEARNING contributes to a better urban transport

To reach the goal of empowering practitioners, several training activities have taken place in the framework of the project TRANSPORT LEARNING. At the beginning of the project, a training concept including training materials was developed by all project partners. Later, 64 training events were carried out in Europe's convergence regions, namely Bulgaria, Greece, Hungary, Italy, Poland, Portugal, Romania and Spain. These events had the goal to train employees of municipalities and energy agencies. Some of the participants carried out a Practical Training Project after the training (e.g. introduced new bike lanes or organised a mobility event) so that

the mobility situation in the training countries could be directly improved. Last but not least, TRANSPORT LEARNING partners are confident that the training activities will have a long-term effect on the transport situation in Europe. The training has been replicated several times and training materials are now available for free - they can be downloaded from [www.transportlearning.net](http://www.transportlearning.net). The intention is to disseminate the developed materials and to enable more persons to get trained and to improve their knowledge on measures to achieve sustainability in transport. The project shows that creating knowledge and capacity is crucial to establishing the groundwork for a sustainable transport.

### Objectives of this brochure

Fred Kent stated: "If you plan cities for cars and traffic, you get cars and traffic. If you plan for people and places, you get people and places". The authors of this publication follow this philosophy and invite you to find out more about smart concepts of sustainable urban mobility.

With this brochure, we would like to give insight into the content of the TRANSPORT LEARNING training course (chapter 1 and 2), provide information about different starting points to achieve sustainability in transport (chapter 3) and give an overview on already implemented training events in Europe (chapter 4). In addition, basic information on how to replicate the training is described in chapter 5. The brochure closes with a summary of lessons learnt and conclusions (chapter 6 to 7).

This publication has two main objectives:

- 1. To provide information for employees of municipalities,** energy agencies and all other persons interested in gaining new knowledge in the field of sustainable transport. In this brochure, they can find an overview on each of the eight training modules as well as a description of three exemplary training projects, allowing them to study in depth those topics that are of high interest for them.
- 2. To present the training methodology to mobility experts and transport professionals** interested in replicating the TRANSPORT LEARNING training. Information on existing training materials and lessons learnt should encourage them to integrate the training materials into their seminars and lectures.



# 1 Interactive

## THE TRAINING METHODOLOGY

The training course developed within the TRANSPORT LEARNING project is training on-the-job aimed at representatives of local authorities and energy agencies. Within the training, high value was placed on active learning sessions consisting of role-plays, group discussions and other interactive exercises. All training events were performed by international mobility experts, accompanied by local partner organisations. Some trainees carried out a practical training project after the end of the two-day technical session, and were thereby guided continuously by the trainers.

### What are the characteristics of the TRANSPORT LEARNING methodology?

#### Passing on new ideas

The TRANSPORT LEARNING training events had a completely different approach to urban mobility problems than traditional, technical lectures. The training was about mobility management, a fair distribution of public space, sustainable planning and the promotion of sustainable modes like walking, cycling and public transport. It was about passing on new ideas, concepts and paradigms. Pure technical solutions, traffic fluidity models, transit solutions and other similar instruments were not at the heart of the training. To communicate the new ideas, a focus was put on information exchange, peer-to-peer discussions and networking activities.

#### Interactivity

The training combined different learning methods, tools and techniques. Conventional elements like definitions of technical terms, theoretical models, concepts and facts and figures were supplemented with more participatory elements like role-plays, case-studies, group exercises and learning games. In addition, various supporting materials like posters and video clips were shown to the trainees. Therefore, in the TRANSPORT LEARNING approach, the roles of the trainer and trainee are much more interrelated than in a conventional training. Trainees benefit from the opportunity to bring in own experiences, to share reactions and observations, to reflect upon consequences and to discuss patterns and dynamics.

#### Learning by doing

All training events consisted of two parts: a technical training (two-day session) and a practical training (implementation of Practical Training Projects). These Practical Training Projects were intended to enable trainees to put the newly acquired knowledge into practice, following the concept of learning by doing. Trainees developed and implemented their own, small scale projects in their home town. For example, they introduced a walk to school campaign, planned new cycling infrastructure, created a website with public transport information or temporarily reused urban roadscape. During the entire project lifetime, trainers assisted them as a mentor and guide.

#### Global expertise and local experience

The training was facilitated by international mobility experts including university lecturers, who were accompanied by a national host organisations such as an energy agency, NGO or training organisation. This trainer-team ensured high quality training content while passing on country-specific information like legal frameworks, cultural habits and governing practices. The availability of country specific case-studies as well as international good-practice examples were highly appreciated by the trainees. To overcome language barriers, the training was translated to the host country's national language, using consecutive and simultaneous translation.

#### Multitask trainers

To fulfil the training requirements, trainers had several roles. They were:

- Training designers, developing the training curriculum
- Mobility experts, transferring technical knowledge about transport and mobility
- Facilitators, increasing mutual discussions about mobility measures, stimulating the exchange of experiences and ideas, enhancing cooperative work etc.
- Mentors, guiding and continuously supporting the trainees during the technical training and during their implementation of follow-up training projects
- Evaluators, carrying out monitoring and evaluation tasks in order to further improve the training concept and materials

#### Training content

The field of transport and mobility is a very wide one and not every aspect of mobility can be covered in one training event. Therefore, the TRANSPORT LEARNING training consisted of eight stand-alone training modules that together formed the full training course.





# 2 Modular

## THE TRAINING MODULES

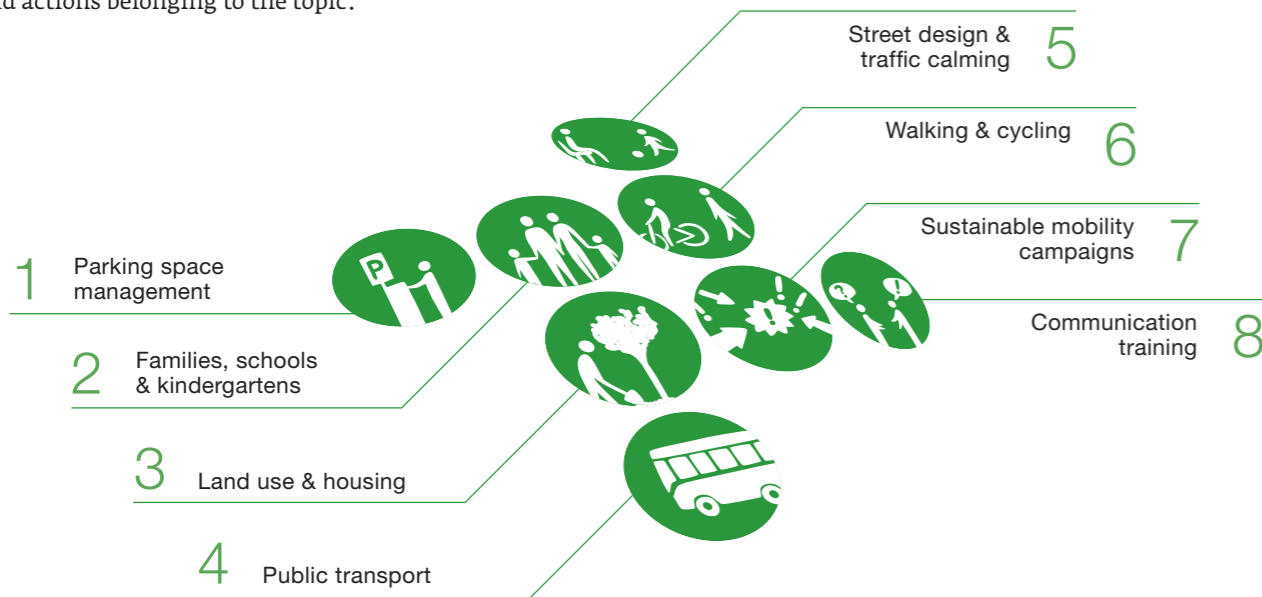
### Eight stand-alone training modules about sustainable urban transport measures and policies

Get an insight into the training content of TRANSPORT LEARNING!



TRANSPORT LEARNING developed eight stand-alone training modules, covering some of the most relevant topics of sustainable urban mobility. As the modules were not based on each other, trainees could select one or more modules that were of highest importance to them. In this brochure, each training module is summarised on four pages, highlighting the subject and introducing measures, policies and actions belonging to the topic.

**Are you interested in receiving more detailed information about one or more training modules? Download the full set of training materials including a self-study handbook/reader for each of the eight modules.**



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5 Street design, streetscape and traffic calming

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3 Land use and housing in mobility management

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7 Design and implementation of sustainable mobility campaigns

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4 Public transport models

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8 Communication training



# Parking space management, access restriction and speed control

This training module deals with mechanisms to “push” car drivers towards more sustainable modes of transport. You learn how to apply policy measures such as access restrictions, parking management, speed control and also about the interplay between parking and economic development. Examples are private speed control as practised in Austria, parking management as seen to some extent in almost all EU cities, and access control systems as found in cities as far apart as Copenhagen, Krakow and Barcelona. The bulk of the module deals with parking controls and parking management because this is such a universal issue about which there is great demand for training. Recognising that this is a controversial issue, the module gives answers to some common myths about parking, such that there is never “enough” parking, or that without free and plentiful parking, a city will suffer economically. It then helps to identify parking related problems, objectives for parking policy, and the measures that can be implemented to achieve these objectives.

## Trainer



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## Learning objectives

1. Understand the reasons for car use and the motivations of car users
2. Understand the reasons for managing parking and restricting access for cars
3. Understand the impacts on economy, transport and environmental systems
4. Learn how to manage parking, with good practice examples, and how to gain public acceptance of parking management
5. Learn the principles of the design and operation of road charging, controlled parking zones and park + ride schemes

“  
 In most cities, the footprint of parking is bigger than the footprint of any other land use. Parking spaces are also the most uniform and most frequently rented pieces of land on earth. People are even conceived in parked cars.  
 ”

Prof Donald Shoup,  
 University of California,  
 Los Angeles

### RELATED TRAINING-PROJECTS

- ➔ Redesign of Dame Gruev Street, Plovdiv, Bulgaria
- ➔ Realisation of a Traffic Limited Zone, Naples, Italy





## PARKING SPACE MANAGEMENT, ACCESS RESTRICTION AND SPEED CONTROL

# The availability of parking spaces determines the use of the car

### PROBLEMS & OBJECTIVES

After introducing the topic with some key definitions of parking terms, the module starts with the identification of parking problems and related parking objectives. The Parking Problems identified by trainees normally fall into one of three categories:

**Operational** - for example, that there is under-used parking in one part of the city, or that it is difficult to get people to obey parking regulations, or that there are problems with signs about regulations and how to issue tickets.

**Strategic** - for example, that there is not enough parking for residents, or that retailers are demanding more or cheaper parking, or that there are conflicts between groups of different users (residents and commuters for example) about parking.

**Externalities of parking** - for example, that it takes up street and public space, or that traffic searching for parking causes congestion and pollution.

From this, trainees are encouraged to think more about the objectives of parking management in a day to day fashion, with little time or resources available.

The following are typical of the objectives that trainees develop; parking management should:

- Help to reduce congestion and pollution
- Improve public space and wider quality of life
- Improve the accessibility of the street environment for people with reduced mobility



### PARKING MANAGEMENT MEASURES TO IMPLEMENT

The module then looks at how to implement parking management measures, such as blue zones on-street, or changed pricing structures off-street. The module explains how to measure parking demand and therefore how to know when parking management is required. There is advice on how much to charge, how much investment is required, and how long this will take to repay from the parking income. There is also advice on how to improve enforcement and compliance with regulations. The role of new technologies, such as camera enforcement, parking guidance systems and mobile parking is discussed as a way to improve compliance and customer friendliness whilst reducing operating costs. The module has a strong focus on ways to make the implementation of parking management more publicly acceptable, something that is reflected in some of the

group exercises, e.g. examples of city websites about parking in the city are highlighted. Then, the module examines the links between parking and economic development to show that there are much more important factors than parking that will affect a city's economy, that strict management of parking can go hand in hand with economic success, and that people in car dependent cities have less disposable income to spend on activities in their local economy. Finally, the module looks at the advantages and disadvantages of restricting parking provided in new buildings to a maximum rather than the more usual minimum. Such an approach is seen in the parking standards zones of the City of Edinburgh, Scotland, where successively less generous maximum standards are applied in areas along public transport corridors and closer to the city centre.

## Examples of exercises

This exercise is based on a very typical problem in many small and medium sized cities: that of under-used parking spaces, and very short trips by car that attempt to find parking spaces right outside their final destination.

### Design a campaign

Design in outline a campaign to make people more aware of how short the distances are in their small town (20,000 people) and therefore of the shopping and leisure opportunities that are available within a short walk of their homes; and/or a campaign aimed at travellers to the centre of a larger city (150,000 people) to make them aware of the large number of under-occupied and cheap parking places just a five minute walk from the centre.

### Parking policy in your city

Imagine, you are responsible for the parking policy of your own town or city. Try to develop an outline of a parking strategy, considering the following issues:

- What are the most problematic issues?
- What policies will you choose to implement, and why?
- What will be the biggest barriers to implementing policy - and how might you try to overcome these?



# Mobility management measures for families, kindergartens and schools

**M**ore and more children suffer from lack of physical activity, noise and transport related air pollution such as fine dust. At the same time, the traffic volumes near schools are very high. To give an example: In Austria, two out of three parents take their children to school by car, which leads to parking capacity problems and road congestion. This training module deals with measures that support families, kindergartens and schools to make mobility more safe, environmentally friendly and healthy. The overall goal is to encourage children and parents to travel to school independently by sustainable transport modes. The training introduces the concept of Mobility Management (MM) and provides information about the specific needs of children (in the socialisation process, because of their passive role in transport, special physical characteristics and distinct cognitive abilities). It covers examples of MM measures (e.g. mobility action days, walking buses, cycling courses, campaigns, mobility games etc.) as well as practical tools for MM evaluation (MaxSumo, MaxEva).

## Trainer



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“  
 I cannot teach anybody anything,  
 I can only make them think.

”

Socrates



## Learning objectives

1. Learn the concept of Mobility Management (MM) for families, kindergartens and schools
2. Understand approaches to influence mobility behaviour
3. Gain knowledge about the specific needs of children as road-users
4. Get familiar with good-practice examples of MM measures and practical tools for evaluation
5. Gain knowledge about how to improve projects and how to measure the outcome

### RELATED TRAINING-PROJECTS

- Public Transport day at Dimotiko School of Athens-Piraeus, Greece
- Establishing a traffic safety centre for a kindergarten in Plovdiv, Bulgaria





## MOBILITY MANAGEMENT MEASURES FOR FAMILIES, KINDERGARTENS AND SCHOOLS

# Make mobility for children safe and environmentally friendly



“Do children have to stay in the garage, so cars can play outside on the street?”

### THE CONCEPT OF MOBILITY MANAGEMENT

According to the European Platform on Mobility Management (EPOMM), Mobility Management is a concept to promote sustainable transport and manage the demand for car use by changing travellers' attitudes and behaviour. At the core of Mobility Management are soft measures like information and communication, organising services and coordinating activities of different partners. Soft measures most often enhance the effectiveness of hard measures within urban transport (e.g., new tram lines, new roads and new bike lanes). Mobility Management measures (in comparison to “hard” measures) do not necessarily require large financial investments and may have a high benefit-cost ratio.

There is a consensus among EU Member States that there is a need to reduce energy consumption and to achieve greater energy efficiency. However, technical solutions alone cannot achieve the progress that is required to realise energy reductions in transport. Consequently, the travel behaviour of the population (how people move from A to B and how people use transport) must be brought into consideration. Mobility Management (MM) is a concept that aims to change the mobility behaviour of people. MM measures are often applied target group specific (e.g. addressing private/public companies, families or elderly people).

### SPECIFIC NEEDS OF CHILDREN AS ROAD USERS

From a physiological point of view, children have special needs that have to be considered when implementing transport measures. During early childhood, children are almost always in the phase of socialisation. They need to learn the meanings of symbols, norms and rules of social interaction and, as a result, are curious and learn a lot during each journey they make. This process takes place by means of imitation of role models, instruction, observation and others. Thereby, the children's attitude towards mobility is consistently shaped and it is easier to set some positive examples in this phase of socialisation than later in their lives.

Children often have a passive role in transport. They cannot drive cars and are slower than other transport users. As a result, children are often victims of negative traffic impacts but do not cause them. The accident risk of children in road traffic is higher than the risk for adults.

Children have special physical characteristics with regard to body height, growth, respiration etc. On the one hand, children are smaller than adults and are thus more prone to negative traffic impacts such as vehicle emissions. On the other hand, children are easier to transport in more sustainable vehicles (e.g. in bikes).

In the early years of life, children cannot perceive the distance between them and an oncoming vehicle. Research indicates that the cognitive development of children occurs in four stages: (1) infants discover the world with their senses and with the aid of their actions; (2) at kindergarten age they develop the ability to represent

the environment through language and imagination; (3) at about seven years they start thinking in a legal way but it is not until adolescence (4) that a full development of systematic thinking is achieved. Given that, special attention must be given to children as a group of road users in all transport planning processes.

### MOBILITY MANAGEMENT MEASURES ADDRESSING CHILDREN

There is a variety of different, tested and proven measures addressing kindergarten and school children. Various databases and platforms give an overview of measures, such as BAM-BINI ([www.mobile-bambini.eu](http://www.mobile-bambini.eu)), SCHOOLWAY ([www.schoolway.net](http://www.schoolway.net)), LifeCycle ([www.lifecycle.cc](http://www.lifecycle.cc)) or Trendy Travel ([www.trandy-travel.eu](http://www.trandy-travel.eu)).

Among the most popular Mobility Management measures are:

- **Awareness raising campaigns** to stimulate young children (and their parents) to walk, cycle to school or to use PT (e.g. Traffic Snake Game)
- Action to **promote the use of the bike** (e.g. bicycle lottery, guided bicycle excursions, test

days for bicycles, bike maintenance workshops)

- Action to **promote walking** to school (e.g. PediBus, Walk to School campaigns)
- Action to **promote the use of Public Transport** to school (open days to boost public transport, free rides for participants of cultural events, visits to the public transport terminal / maintenance centre, workshops on how to use buses in a safe way, planning school and leisure trips by PT)
- **Workshops and lessons** themed on eco-friendly mobility



More information about campaigning can be found in the reader of Module 7 “Sustainable Mobility campaigns”.



# Examples of exercises

**1. Identifying problems of today**  
Imagine a typical family in your city. What are their biggest problems in transport today? Which Mobility Management measure would make life easier for this family?

**2. Travelling with children**  
Have a look at the photos presented below and think about the following questions:

- Have you experienced similar situations?
- What do you like about the pictured situation?
- What is missing/ absent?
- Try to transfer the idea to your professional life and, what would you like to change?





# Land use and housing



**T**his module deals with the relations between town planning and mobility, paying attention to three main issues: (1) how to reduce average trip distance, (2) how to reduce urban speed and (3) how to change modal split towards walking, cycling and other sustainable modes. The training focuses on the different tools that town planners have in their hands to address these issues: spatial aspects (location, density, mix-used land), structural aspects (roadway capacity and hierarchy, parking locations and capacity, non-motorised and public transport network) and planning regulations (off-street parking standards, building typology, relations between public and private spaces and street design). The training also emphasises the possibilities to use this integrative approach in processes where the citizens have a say in the regeneration of their neighbourhoods. After decades of unreasonable development, urban life in most public spaces is stifled by local traffic and parking impact. Communities have to recover the sense of place making and urban live. Recovering the common space for people.

## Trainer



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“  
 Vital, lively, diverse, intense cities contain the seeds of their own regeneration, with energy enough to carry over for problems and needs outside themselves.

”  
 Jane Jacobs

## Learning objectives

1. To understand the close link between a good urban planning and design and more opportunity to base daily mobility in sustainable modes
2. To deepen in a consolidated method of integrated planning of mobility, urban space and urban planning, through practical cases
3. To explore the possibilities of place-based and citizens-led experiences of urban regeneration, improving the existing public space and accessibility
4. To re-orient mobility and defining new principles based on sustainability and peoples' needs

### RELATED TRAINING-PROJECTS

- ➔ CICLOCULTURA – Realisation of a temporary pedestrian area, Casalnuovo di Napoli, Italy
- ➔ Temporarily converting Roadspace into a Place for People, San-Sebastian, Spain





LAND USE AND HOUSING

# Urban sprawl vs. compact city: the role of spatial planning

**H**ave you ever thought about the relationship between urban planning decisions and the way people move around? Have you ever thought about how urban density affects public transport, or about the most suitable locations for a new hospital, school or house? Do you believe traditional zoning improves walkability and bikeability? How can off-street parking standard regulations affect car use? What mobility implications can we expect from different building types?

All these questions are covered in this training module, which is interested in both the large scale (urban planning) and the small scale (a street project). Attention is given to improving accessibility in new developments, the renewal of urban areas or existing areas, introducing technical concepts and illustrating all this with

reference to good examples and best practice developed in different countries. Cities of the 21st century should be lively, safe, sustainable and healthy. To achieve this urban quality, one of the keys is to shift individual motor car traffic to walking and cycling. A set of instruments can help to re-orient urban planning towards sustainable mobility.



SOCIAL ASPECTS

Public space devoted to car traffic and parking leaves insufficient room for community life, communication, playing and free relationships between citizens, making the existing space less and less attractive for social interaction. As a result, car traffic is the only suitable use for streets. Combining urban planning with sustainable mobility gives rise to examples where proximity, autonomy for citizens of all ages and liveability are the main characteristics of the public space.

STRUCTURAL ASPECTS

In recent times, the concept of transport is giving way to the concept of mobility. This takes into account all the different ways in which people move, in contrast with the former approach where attention was paid primarily to car use and its problems (flow, road capacity, average speed etc.). This new concept introduces new actors and new factors, and changes the way in which problems are analysed and solved. People walking, cycling or using public transport have become main vectors, in contrast to the overriding influence of cars and drivers in previous approaches.

Example (figure on the left): Resident car park is not located next to the building, but concentrated at one point in the neighbourhood as collective garages.

SPATIAL ASPECTS

Mobility is linked to the framework of needs and social desires, but is also related to the location of activities, housing, facilities and the structure of urban space, both vacant space and built-up areas. The “zoning” approach to urban planning means that long distances have to be covered between daily activities. This clearly favours motorised trips and all their negative impacts in terms of social equity and environmental impacts. Moreover, low density areas or urban sprawl are not suitable for efficient means of transport.

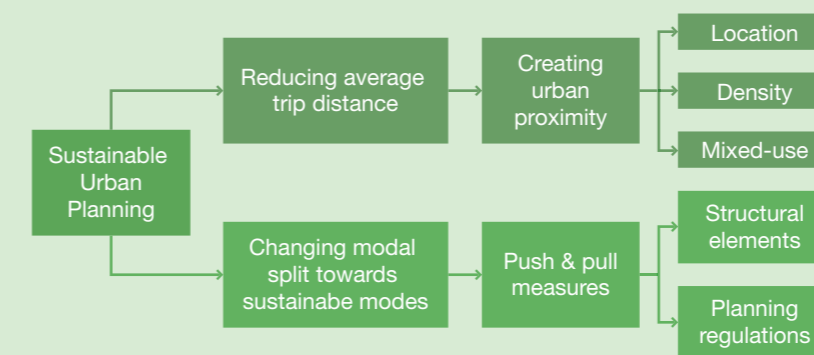
According to Gaffron<sup>1</sup>, favourable locations for new developments need to fulfil the following requirements:

- Everyday facilities (e.g. schools, shops, health care) need to be accessible within easy walking or cycling distance
- The site should be located at no more than convenient cycling distance to city centres or surrounding districts
- The site should be integrated into a high quality public transport system.

INTEGRATED PLANNING

Previous research has defined the close relationship between urban planning, land use and housing characteristics and the opportunities for more sustainable mobility. A long term solution to specific related mobility problems can only be achieved by improving urban planning criteria and integrating new transport challenges.

Aspects to be taken into account in urban planning for more sustainable mobility



<sup>1</sup> GAFFRON, P./ HUISMAN, F/ SKALA, F (2008): Ecocity Book II. How to make it happen?

## Examples of exercises

Developing structural aspects on a map

Imagine a new development and focus on several structural issues like:

- Roadway hierarchy (main streets, local or residential streets)
- Number of lanes and directions of traffic
- Roadway design (traffic calming zones, pedestrian areas, etc.)
- Intersection design (roundabout, traffic light, pedestrian crossing, etc.)
- Non-motorised networks (sidewalk width, bike lanes, etc.)
- Public transport network (bus lanes, bus stop design)
- On-street and off-street parking (capacity and location)



Use this map for drawing



# Public transport models



**P**ublic Transport (PT) encompasses all transport systems in which the passengers do not travel in their own vehicles, but share the transport mode. Primarily, the PT system provides scheduled services on fixed routes on a non-reservation basis and the vision is to combine the diverse systems (metro, bus, tram etc.) into a unified seamless system that increases ridership. All cities have some share of Public Transport; however, which elements distinguish the best from the rest of them? Why do some cities have more than 50% PT modal share and others less than 5%? With this training module, insight into those actions that improve public transport is provided, with respect to greater operational efficiency, increased attractiveness and improved effectiveness. Trainees can gain an understanding of public transport organisational models, as well as financial and regulatory structures. The module's objective is to present different strategies that will make the captive users become choice users!

## Trainer



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**Qualification:** Expert in the fields of transport planning, cargo logistics, public transport, parking space management and mobility management.



“  
 A developed country is not a place where the poor have cars. It's where the rich use public transportation.  
 ”

Enrique Peñalosa,  
 former Mayor of Bogotá,  
 Colombia

## Learning objectives

1. To discuss potential actions to improve the efficiency and attractiveness of Public Transport
2. Actions that support PT integration with other sustainable transport systems
3. An understanding of Public Transport funding options and of the strategies that increase revenues and bottom line profits
4. Public Transport organisational models: concepts, strategies and public service assignment basics

### RELATED TRAINING-PROJECTS

- ➔ Passenger information system for PT trip planning (“From Rybnik by bus”), Poland
- ➔ “Car or Public Transport? You choose!”, Sighisoara, Romania





**PROBLEMS OF PUBLIC TRANSPORT OPERATORS**

In aiming to change the behaviour of road users, we have to convince them of the value and qualities of the public transport system. However, we first have to understand the specific elements that drive modal choice. The most important problems that PT authorities face include:

- Inadequate service capacity
- Unreliable service
- Irregular frequency
- Poor route coverage
- Excessive transfer requirements between routes
- Excessive fares
- Low profitability
- Excessive subsidy requirements
- Poor vehicle quality
- Poor safety performance
- Traffic congestion caused by buses
- Pollution caused by buses
- Mistreatment of passengers



**PUBLIC TRANSPORT MODELS**

# Public transport helps to fight congestion, is good for the environment and ensures mobility for all citizens

**INDICATIVE SOLUTIONS FOR BETTER PUBLIC TRANSPORT SYSTEMS**

These are problems that all PT authorities have to address and solve. However, this is one side of the solution. When reforming the public transport system in order to make it more reliable, more efficient and more sustainable, these actions do not necessarily raise awareness about it, nor will they guarantee a modal shift towards public transport. A real change will require additional effort and a solid dissemination plan. The first step is to approach several target groups and increase awareness of PT solutions. Indicative solutions include:

**1. Branding:**

Developing an easily recognisable logo that will identify all public transport services and will be displayed in all public transits, as well as in print, electronic, and broadcast media advertising.

**2. Advertising**

- Creating and publicising advertisements
- Creating and directly mailing leaflets that inform residents about the benefits of public transport services available
- Creating public transport services maps and transit guides that familiarise users with the transport system

**3. Media Relations**

- Publishing helpful hints about transit in local newspapers and magazines
- Posting additional real-time transit information on the internet
- Sponsoring community events

**4. Promoting Public Transport**

- Establishing ride-free days at key times during the year
- Introducing weekly/monthly tickets for commuters

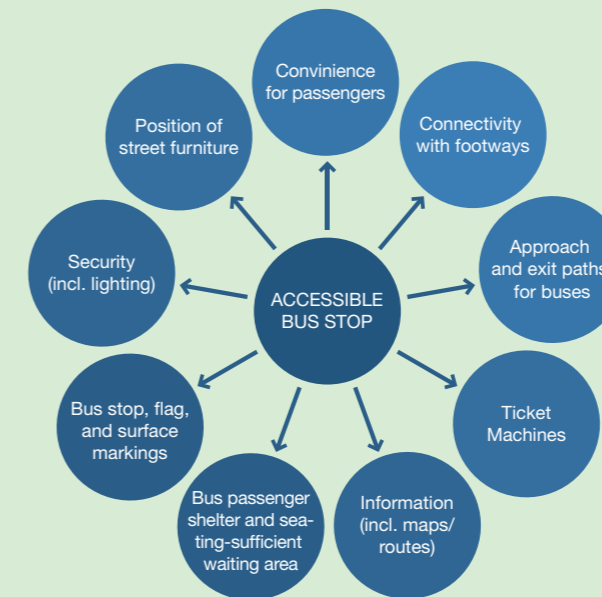
**DETERMINANTS OF PUBLIC TRANSPORT USE**

- Price of petrol
- Price of PT fares
- Duration of trip with PT/ PT route
- Availability and cost of car parking spaces
- Conditions of traffic congestion/ capacity of road network
- Frequency of PT provision
- Personal security
- Proximity of residence to PT stop

**BUS SYSTEM EFFICIENCY DRIVERS**

The principal factors that influence the efficiency of a bus system are:

- Integrated fare / through ticketing
- Fare control mechanisms
- Enforcing rules and regulations
- Route planning
- Interchange facilities
- Operating structures and company size
- Vehicle size and type
- Fleet size
- Excessive operating costs
- Operating practices
- Vehicle maintenance
- Bus utilisation
- Revenue integrity
- Competition in the market
- Regulatory framework
- Competition from the informal sector



# Examples of exercises



**Bus lanes**

Think about the advantages and disadvantages of dedicated bus lanes to improve Public Transport operations.

**Information and communication**

Plan the website development for a public transport operator and think about the following questions:

- Which are the different user groups who will visit the website?
- What information is it necessary to include (timetables, routes, maps)?
- What search machines/search options will you include (journey planner)?
- What other information will it be useful to provide (news, disruption at lines)



# Street design, streetscape and traffic calming

**H**ow can street design better serve the creation of safe, comfortable and liveable streets? What changes should be made to traditional street design to enhance the use of non-motorised transport modes? The first part of the training module explains how the emergence of cars has changed dramatically the conception and perception of our streets and thereby our comfort, security and behaviour in them. The second part focuses on ways to improve urban public space liveability by means of street design. The module covers aspects such as (1) the remodelling of street configuration and of its components to balance street uses and provide a more equitable distribution of space between all its users; (2) the traffic calming concept and devices and (3) the shared space concept exemplified by some relevant typologies such as the Dutch “Woonerf”, with its British version the “home zone”, the Swiss “Begegnungszone” and the Berner model. The module does not intend to give an “apply anywhere and anyhow dimensions/ standards recipe” but rather to give some basic conceptual principles to follow when designing a street.

## Trainer



**Name:** Octavia Stepan  
**Organisation:** The Association for Urban Transition (ATU), Romania  
**Contact:** octavia.stepan@atu.org.ro  
**Qualification:** Urban planner and designer specialised in sustainable mobility, Bucharest University



“  
 Lowly, unpurposeful and random as they may appear, sidewalk contacts are the small change from which a city’s wealth of public life may grow.  
 ”

Jane Jacobs



## Learning objectives

1. To understand street design through the new urban mobility paradigm, shifting from motorised to environmentally friendly transport modes
2. To learn street design elements and techniques to improve non-motorised modes of accessibility and integration in an existing street pattern
3. To understand the traffic calming concept and get familiar with different traffic calming devices and techniques;
4. To get familiar with different types of Shared Spaces and detect/evaluate their potential for integration according to the characteristics of the urban environment.

### RELATED TRAINING-PROJECTS

- ➔ Temporarily converting roadscape into a Place for People, San-Sebastian, Spain
- ➔ Redesign of Dame Gruev Street, Plovdiv, Bulgaria





## STREET DESIGN, STREETScape AND TRAFFIC CALMING

# The street is a place for people where multiple activities take place



NEW URBAN MOBILITY PARADIGM

In relation to city development planning and regulation, street design is the final output of a policy-planning-implementation chain. Thereby, the streetscape, which is, at its turn, the result of the street design, reflects the mobility culture of a community: the life style of the people living in a place, their way of using the street, their mobility behaviour and habits.

In relation to the urban public space and the movements and activities which take place in it, street design should be understood as a process. This understanding relies on the necessity to integrate multiple interests and constraints into the conception of the street space. For a long time the street was seen as a space connecting destinations used only by motorised traffic. This perception has changed, however, and the street is presently seen not merely as a traffic corridor but as a place for people where multiple activities take place. Thereby, for the benefit and security of all urban public space users, street design should take into account not only the rational norms imposed by motorised traffic, but also functional, safety, economic, social and aesthetic criteria.



STREET DESIGN ELEMENTS AND TECHNIQUES

Does the use of car-related design standards serve the comfort and safety of pedestrians and cyclists? Or does it have the opposite effect, generating a rather unsafe street environment that deters them from taking their journeys? What are the design techniques to be considered in order to make streets more walking and cycling friendly? Though treated separately in manuals, street components such as footpaths, roadway, cycling lanes etc. function together in actual place making and should be correlated in street design practice. This way an equitable distribution of the street space between all travel modes is ensured and thus, a better representation of the walking and cycling corridors.

Some of the aspects that are worth taking into account when evaluating a street's walkability and bikeability are:

- The footpath width in relation to pedestrian movement and traffic
- Amenities position in relation to pedestrians movement and traffic
- The transition between the footpath and the roadway
- The frequency and design of the crosswalks
- The design of cycling lanes/paths at intersections and roundabouts



TRAFFIC CALMING CONCEPT

Traffic calming makes non-motorised users' journeys safer and more comfortable, while enhancing street attractiveness and conviviality. Commonly traffic calming refers to physical measures and devices that alter street configuration for the purpose of slowing motorised traffic and favouring non-motorised modes. However, besides devices (such as humps, cushions, diverters, traffic circles, chicanes, neckdowns etc.), any initiative that slows traffic and pushes pedestrians and cyclists onto the roadway while making the drivers more aware of their presence should be considered a traffic calming measure.

Examples include inexpensive and easy-to-implement measures of temporary alterations or changes such as:

- Painting designs or patterns on the street (traffic circles, crosswalks, etc.)
- Placing artwork, furniture or other objects in the middle of the roadway
- Covering the roadway in a rough surface
- Changing the colour or design of building enclosures and façades, etc.
- Temporarily changing the use of parking spaces or the roadway



DIFFERENT TYPES OF SHARED SPACES

The solutions proposed to reduce traffic speed and favour the non-motorised modes refine with time. Whereas early traffic calming measures (used in the 1980s) focused more on the laws of physics and applied to one or few streets, the later rely more on human psychology and have the tendency to extend to large areas or to be applied differently according to the characteristics of each city area. The later understanding of traffic calming has been called shared space and operates on the principle that all transport modes must equitably share the given street space.

The Shared Space design is done by replacing the standardised-predictable environment with a non-conventional design concept: traffic signs, lights and other traffic control devices are replaced by a streetscape that "speaks" to the driver through surface materials, building enclosures, on-street parking, trees and shrubs, art and decoration.

Examples of shared spaces are:

- the Dutch "Woonerf" with its British version the "home zone"
- the Swiss "Begegnungszone" (in UK known as "encounter zone" and in France as "zone de rencontre")
- the Berner Model

## Examples of exercises

### Speed humps

Speed humps are effective traffic calming devices. However, depending on the urban area where they are placed (residential, central, etc.) they might have some side effects/cause discomfort.

What are the main advantages and disadvantages of speed humps? List and comment on main disadvantages and think about traffic calming devices with similar effects but with a reduced negative impact.

### Traffic calming

What devices would you recommend for a traffic calming scheme in a residential area? What about a central area?

### Woonerf streets

Reflect upon the main threats that might make the Woonerf streets lose momentum, especially compared with 30-zone streets. What are the benefits/advantages of a Woonerf type area compared with 30-zone one?



Example of the Dutch "Woonerf" street



# Walking and cycling



Active transport modes, namely walking and cycling, have the potential to meet transport and public health goals, such as cost-efficient transportation, traffic fluidity, improved air quality as well as citizens' personal health. The promotion of walking and cycling contributes to a better quality of life, both in cities and rural areas. The training module deals with integrated approaches to increase the share of walking and cycling. It covers some theory regarding the methodological approach to be adopted by cities, but it mainly focuses on specific measures and activities in the fields of (1) infrastructure (for circulating and stationary traffic), (2) policy and organisation and (3) communication and campaigns. Each of these three topics is illustrated using examples of case-studies, such as Walk to Schools Campaigns or the Corporate Cycling Policy of Bolzano (Italy). The module also links to health aspects and health policies.

## Trainer



**Name:** Benjamin Auer  
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**Contact:** auer@ecoistituto.it  
**Qualification:** Geographer, cycling expert and environmental consultant, former lecturer at Dublin University, teacher of local training events and workshops



“  
 Future competition between societies will be for quality of life. Talented people will go to cities that are socially inclusive, pleasant and move.  
 ”

Enrique Peñalosa,  
 former mayor of Bogotá,  
 Columbia

## Learning objectives

1. Understand the benefits of walking and cycling (environmental, social, economic and personal benefits)
2. Be prepared for barriers to the development of walking and cycling
3. Convincing decision makers to promote cycling
4. Learn successful measures, tools and approaches to be applied by municipalities

### RELATED TRAINING-PROJECTS

- Seixal's Bay Bicycle Lane – new infrastructure for cyclists, Seixal, Portugal
- Walking Audit in Naples, Italy





WALKING AND CYCLING

# The most energy-efficient, clean and silent modes of transport

Active modes of transport have several beneficial effects for cities. These include quality of personal travel, benefits for the environment, for society and for the economy.

**Environmental benefits:** Cycling and walking are the most energy-efficient, clean and silent modes of transport. They do not consume any fossil fuels or generate any emissions, instead they contribute to a clean and livable urban environment.

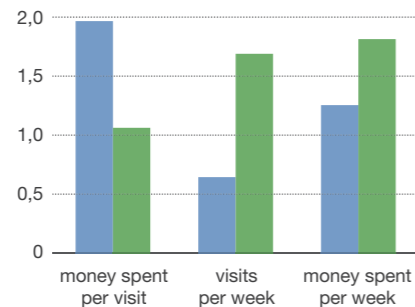
**Social benefits:** Walking and cycling are accessible and affordable for everyone. They are “democratic” and do not favour certain segments of the population. Active travel can guarantee personal mobility for all!

**Economic benefits:** Walking and cycling require shorter distances and therefore give an advantage to local shops and businesses. Research has also shown that cyclists are generally better customers because they visit shops more frequently.

**Personal benefits:** Up to 5 km, the bike is the fastest means of transport! Cyclists can make short-cuts or on-the-way-stops, while congestion and parking restrictions delay cars.

Economic benefits of cycling: Cyclists are better customers  
Source: www.presto-cycling.eu

car-driver  
cyclist



## Examples of exercises

### Discussion questions

Have a look at the questions and discuss them with a friend or colleague in your company.

- Does traffic calming help cyclists and pedestrians?
- How to get from a car culture to a sustainable mobility culture?
- Walking often is “the forgotten transport mode”. Which activities do you recommend to cities?

### Reflection upon barriers of walking and cycling

Reflect on and write down all barriers to cycling or walking you can think of in your city/region. Then group all your results into categories and think about how to address them best / how to find solutions. Think of barriers related to ...

- Physical framework conditions
- Cycling or walking infrastructure
- Bicycle parking
- Lack of services for cyclists and pedestrians
- Communication and information
- Organisation and policies
- Regulations and laws

### ARGUMENTS FOR CONVINCING DECISION MAKERS

#### “Cycling is a slow mode of transport”

In fact, in urban areas the bicycle is the fastest mode of transport for up to 5 kilometres, in the case of pedelecs even for up to 15 kilometres!

#### “Cycling is only for the young”

In fact, cycling is suitable for all age groups. The elderly can benefit from much better mobility, which in turn increases their degree of social interaction.

#### “Cycling is not for transporting”

In fact, cargo bikes and trailers allow the transportation of cargo and goods of up to 200 kg. On average, people do not need to transport amounts which are unsuitable for bike transport.

#### “Cycling is not safe”

In fact, cycling is not more dangerous than driving a car. Quite on the contrary, wherever there are many cyclists, the numbers of road traffic accidents decrease, as examples from the Netherlands and Denmark show.

### IMPORTANT BARRIERS TO WALKING AND CYCLING

- Inadequate road and parking infrastructure
- Speed differences between cars and pedestrians
- Poor accessibility because of long distances
- Weather conditions
- Poor intermodality

### TOOLS AND APPROACHES FOR MUNICIPALITIES



Infrastructure  
(network & parking)



Information & Communication



Policy & organisation

The following list provides an overview of proven and successful measures to promote walking and cycling. However, bear in mind that only the combination of different measures leads to success!

#### Infrastructure

- Extend the bicycle and pedestrian network (cycling lanes, bus lanes and one-way streets opened for cyclists, pedestrian bridges, pedestrian zones etc.)
- Enhance traffic calming and speed limits (30 km/h zones, home zones)
- Install high quality bicycle parking facilities, tailored to the purpose of the trip
- Install nice street furniture and create attractive public places
- Benches for pedestrians

#### Policy and organisation

- Initiate funding-programmes for active transport modes
- Monitor and evaluate the undertaken measures, e.g. by using walking audits
- Make sure the legal framework allows long-term planning
- Implement complementary measures like parking space management (see module 1)

#### Communication and campaigns

- Disseminate advertisement and promotion materials
- Introduce campaigns (image campaigns, Walk to School campaigns etc.)
- Organise training events (e.g. cycle training for children in real traffic environments)
- Raise awareness for active transport among decision makers and planners



# Design and implementation of sustainable mobility campaigns

**S**ustainable mobility campaigns offer the opportunity to increase the share of cyclists, pedestrians and public transport users without any infrastructural investments. They are also a key element to the success of any new infrastructure, since the provision of infrastructure alone will not necessarily make people change their travel behaviour. This training module introduces the principles of creating behaviour change by campaigning. It is based on research results of successful campaigns promoting well-known brands. The core of the training is on presenting the key elements for planning and implementing sustainable mobility campaigns. Each part is based on best practise experience from various campaigns from the European context. Plenty of examples of recent successful sustainable mobility campaigns that can directly be adapted for own use are provided. Since campaigning is a horizontal topic area, there are several connections and cross-references to other training modules, such as “walking or cycling”, “mobility management for families, kindergartens and schools” or “communication training”.



“  
No problem can be solved from the same level of consciousness that created it.  
”  
Albert Einstein



## Trainer



**Name:** Robert Pressl  
**Organisation:** Austrian Mobility Research – FGM-AMOR, Austria  
**Contact:** pressl@fgm.at  
**Qualification:** Geographer, working on mobility management and know-how transfer. Co-ordinator of several EU-projects since 1993.

## Learning objectives

1. Learn how behaviour change could work
2. Learn the key elements of sustainable mobility campaigns
3. Get an overview on big and small successful European mobility campaigns
4. Learn how to design your own small campaigns
5. Act as contracting entity (e.g. as city department) for communication agencies who should design bigger campaigns

### RELATED TRAINING-PROJECTS

- ➔ CIRCUS@UNI – Creative Intelligent Reforming Campaign for Urban Sustainability, Greece
- ➔ Car fasting in Budapest, Hungary





## DESIGN AND IMPLEMENTATION OF SUSTAINABLE MOBILITY CAMPAIGNS

# Campaigns are essential to change transport behaviour

Actual behaviour and desired behaviour very often differ a lot. To change habits is one of the key activities when the aim is an energy efficient, safe, environmental friendly and social acceptable mobility behaviour.

The steps to influence behaviour differ depending on the level of awareness of the target group. They can range from pure awareness raising over initiating new perceptions and making choices to testing new behaviour and finally to establishing a new pattern for a long lasting change. For each step different approaches are necessary to influence behaviour. The module provides a broad overview on the topic area of campaigning in theory and also provides an overview of different events and campaigns that could be organised on the topic of urban mobility. Large events like car free days, mobility weeks or parking

days are covered as well as smaller separate events that each municipality or even boroughs could easily implement like second-hand bike exchange, public transport test months, bike to work or competitions between different modes of transport on “who is the fastest in the city”?

### DISTINGUISHING DIFFERENT KINDS OF CAMPAIGNS

Some campaigns do not resemble a “traditional” campaign (one-way-communication), which uses materials like posters, leaflets, radio or TV adverts. New forms of communications management that combine elements are more and more popular. An example is the Dialogue marketing technique. Further kinds of campaigns are image or brand building, social and cultural events or education sector programs to raise awareness and / or to inform people about popular approaches for campaigns within the transport field.

### SUCCESS FACTORS FOR FRUITFUL CAMPAIGNS

#### 1. Assure political support

When introducing a sustainable mobility campaign, one crucial pre-requisite even before planning and setting-up the campaign is to secure backing from politicians and thus to seek sufficient funding. The question is how to convince local politicians to fund your campaign?

Tip: The training material gives a comprehensive overview of how to work with stakeholders and supporting groups!

#### 2. Defining and understanding target groups

A one-fits-all campaign doesn't work! It is general and often repeats the mistake of cities or institutions trying to meet the demands and interests of all citizens when designing a campaign in the field of urban transport. It is essential to analyse the target group that the campaign is planned for. What is their problem? How could they be approached?

#### 3. Message and message givers

The most important aspect of the message is that it must contribute to and create value for the customer's respective target group. It has to motivate the target group to try a new service or try out new behaviour or even buy your product/services. Think about how the message should be formulated, especially regarding type, tone and creative design.

### EXAMPLES OF SUCCESSFUL EUROPEAN TRANSPORT CAMPAIGNS

The training material (handbook and presentation slides) presents several very successful and well documented campaigns in detail. These are some examples of well-known mobility campaigns:

- Bike to Work campaign (implemented in several European countries)<sup>1</sup>
- “Kopf an, Motor aus” (engl: Think before you drive): Cutting CO<sub>2</sub> by cutting short trips, Germany
- The Bolzano Corporate Cycling, Italy
- The area-wide speed limit 30 km/h in the city of Graz, Austria
- “Radlhauptstadt München” (engl. Munich Capital of Cycling), Germany
- “My Short Trips” campaign, Belgium
- “Trips for trash” – public transport tickets in exchange for recyclable material, Portugal



Example: The Bolzano Corporate Cycling  
“Take it out daily”



Example: Kopf an, Motor aus  
“It's great to find a parking space.  
Not having to search for one is even better.”

<sup>1</sup> <http://www.vcta.dk/forside.aspx>  
<http://kereparosklub.hu/bam>  
<http://www.radeltzurarbeit.at>  
<http://www.mit-dem-rad-zur-arbeit.de/infoservice/index.php>

## Examples of exercises

### Develop a customer loyalty programm

Customer loyalty activities are well known for different products and services such as book clubs or newspapers. Tourist places and municipalities often award their guests if they come several times for holiday. These guests receive a welcome gift basket with regional specialities, a mayors' visit or are interviewed for the local newspaper.

**Think about possibilities** of how to transfer this idea to award people who transfer physical activities into their daily routine by walking or cycling short trips (in the best case instead using their car).

### Discuss the following questions

- Which are the elements of a customer loyalty programme?
- How could these elements be combined with encouraging of walking and cycling?
- What could the campaign look like that it introduces such a customer loyalty programme?
- Who could be supporters / potential co-operation partners?



# Communication training

**G**ood communication is essential for the success of planning decisions, and issues related to the transport sector are no exception. Transport experts need to find new approaches that can better integrate new forms of operation, while seeking solutions for complex problems. Transport planning cannot be carried out any more by any player, at any organisational level, using an isolated approach; it is necessary to compromise through facilitation and mediation using the expertise of all the players involved. If an administration, e.g. a municipality, tries to address this problem by cooperative decision making, focusing on the inclusion of the interests and needs of all stakeholders, group decision making processes are implemented in order to seek consent. Citizens and organisations will thus participate in policy formulation, and in policy implementation, at a local level. How to design and implement successful and truly participative communication is the topic of this training module.

## Trainer



**Name:** Ursula Caser  
**Organisation:** MEDIATEDOMAIN, Ltd., Portugal  
**Contact:** ursicaser@gmail.com / www.uc-mediation.eu  
**Qualification:** Geographer and expert for communication dynamics, participative processes and conflict management, facilitation and mediation trainer.



“  
 Communication  
 and Participation – that’s  
 what’s gonna save the  
 human race!  
 ”

*Pete Seeger,*

## Learning objectives

1. Understand how communication works
2. Expand personal and professional communication skills
3. Become acquainted with the principles and concepts of stakeholder participation
4. Comprehend the role of different knowledge(s), as well as the drivers for participation
5. Gain competences in designing and executing collaborative processes

### RELATED TRAINING-PROJECTS

- ➔ Culture in Bike, Italy
- ➔ Walk & Lunch, Portugal





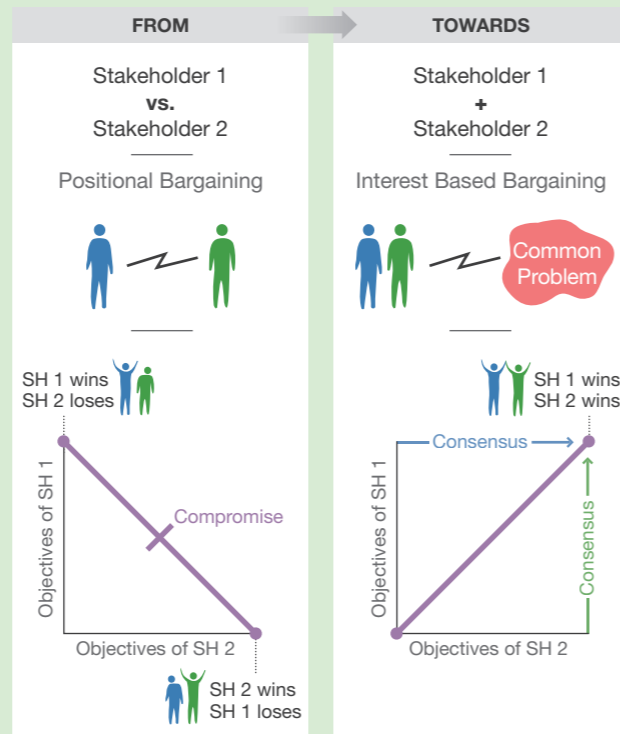
## COMMUNICATION TRAINING

# Communication is essential for the success of mobility planning

This training module covers mainly three important issues: **Communication Dynamics, Negotiation Dialogue and Consensus Building, and Design and Implementation of a Stakeholder Plurilogue**

### COMMUNICATION DYNAMICS

Any successful facilitation, mediation or participation process depends largely on effective communication. However the role of communication in relationships is often taken for granted, not planned and as a result... neglected. Those who work at the interface between national, regional and local governments, public services, organisations, enterprises, and civil society need to approach communication as an area worthy of thorough analysis and practice. It is crucial to understand the dynamics of communication in order to design and implement new projects, change paradigms and conduct successful stakeholder dialogue. Communication is complex and always depends on message transmission between a sender and a receiver. Transmitting a message implies that content and context are sent (and will be received). Effective Communication happens if the receiver understands the exact information or idea that the sender intended to transmit.



### NEGOTIATION AND CONSENSUS BUILDING

In a changing environment, with increasing pressure on mobility and transport systems, public participation and conflict management are becoming increasingly appealing concepts. Communicating plans and projects effectively to stakeholders is a challenge. There might be direct communication from planners, project developers or politicians to citizens or assisted communication between all parts in facilitative (non conflictive) or mediative (conflict management driven) environments. However, crucial to all facilitative/mediative interventions is a previous conflict analysis and knowledge about dispute resolution strategies, as well as insight into the steps and phases of a consensus building process to promote a change of conflictive dynamics.



### DESIGN AND IMPLEMENTATION OF A STAKEHOLDER PLURIOLOGUE

There is no recipe and each case is different! However there are some crucial challenges. The four most important challenges are:

- Make active public participation / collaborative conflict management happen and get all crucial stakeholders “in the boat”! Main challenge (besides funding): enlighten and refute myths and fears;
- Compose a “waterproof” team, design an adequate process, be ready to change it at any time and get the process done!
- Reflect how it worked, what went well and what went wrong (and why). Evaluate your intervention and learn the lessons!
- Do not get frustrated and try it again!

The huge number of exercises and role-plays throughout the training involves participants intensely, creating amazing learning experiences, enthusiasm and fun. Participation process design and execution is easy in theory but challenging in practice. Participants get an intense opportunity to try it out.

## Examples of exercises

As communication and participation is an active and lively intervention, lack of skills or “technical” difficulties have to be experienced to improve. The training offers therefore an impressive variety of exercises and role-plays. Below you can find one example.

### Follow the instructions of the game!

1. Volunteer A faces a drawing surface with the back to another volunteer B.
2. B holds a sketch, without volunteer A seeing it.
3. B now tries to use clear communication to describe the image.
4. A – not allowed to talk, ask questions, or look around – draws the image on the board.
5. This is an interesting way to see how difficult it is to communicate effectively.







# 3 Practical

THE TRAINING EXPERIENCE

## Technical knowledge put into practice

TRANSPORT LEARNING aimed to involve trainees beyond simply being present at the technical training. Based on the knowledge gained during this technical lecture, trainees implemented their own Practical Training Projects (PTP). PTPs are small scale projects with a short implementation time of a couple of weeks to half a year. Trainees carried out these projects as training-on-the-job, usually in teams of two or three persons. They thereby developed their projects independently, but were continually guided and supervised by their trainers. The trainers gave advice on how to overcome barriers and find solutions.

Within the project lifetime of TRANSPORT LEARNING, a total of 71 Practical Training Projects were carried out all over Europe. A huge variety of projects took place, e.g. temporary road redesigns, the set up of passenger information systems, the planning of new cycling infrastructure, the organisation of campaigns etc.

### Certification and awarding

Trainees who participated in one or more training modules and successfully implemented a Practical Training Project received an official certificate. Among all certified trainees, the eight teams who developed the most outstanding projects were awarded a prize. The prize was either a free study-trip to Graz or Bolzano (see page 54) or the opportunity to take part in an international transport conference. Three award winners went to Walk21 and European Transport Conference.

### Eight awarded Training-Projects

The pictures give an impression about the eight awarded projects. On the following pages, three very interesting and innovative training projects will be presented in detail.



The winners of the "training-project-award" (Sandor Gal and Klaus Birther, Romania) receiving their certificates, handed over by Julia Zientek, FGM-AMOR



Visit the project website to view the most innovative and creative training projects.

**"Tell me and I forget.  
Teach me and I remember. Involve me and I learn."**

*(Benjamin Franklin)*



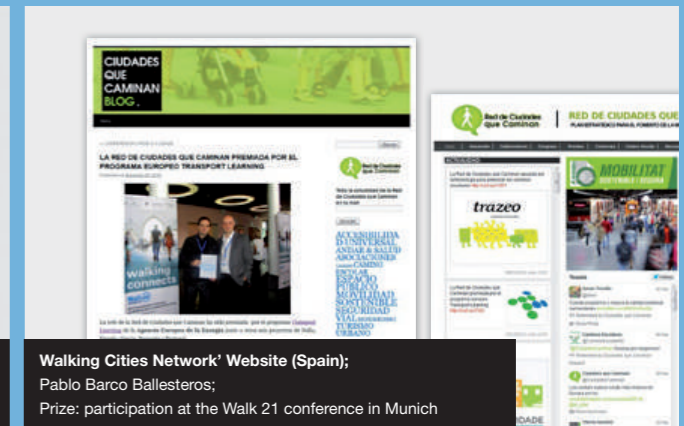
**MuresOnBike- Parking space for bicycles and Critical Mass (Romania);** Georgiana Birthler-Branea, Klaus Birther, Sandor Gal; Prize: study-trip to Graz



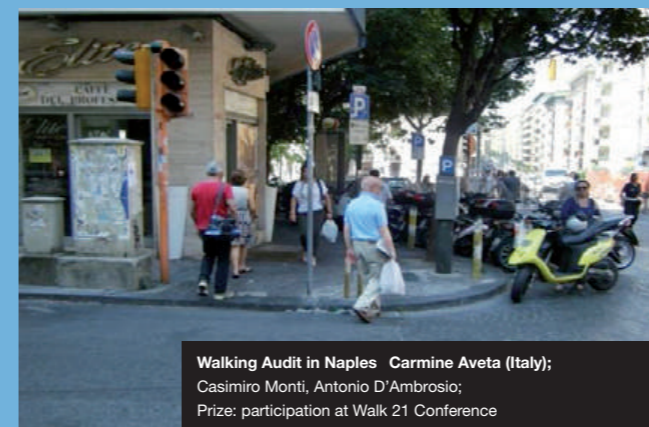
**Converting Roadspace into a Place for People (Spain);** Nora Erdoiza, Koldo Telleria; Prize: study-trip to Bolzano



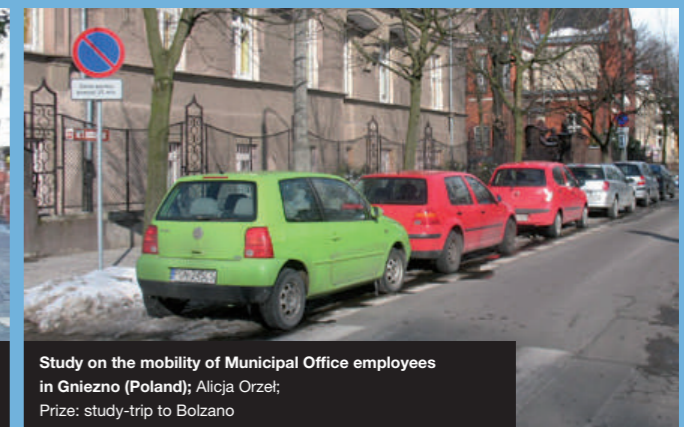
**CIRCUS@UNI – Creative Intelligent Reforming Campaign for Urban Sustainability (Greece);** Giorgos Chronopoulos, Evangelos Kyritsis; Prize: study-trip to Bolzano



**Walking Cities Network' Website (Spain);** Pablo Barco Ballesteros; Prize: participation at the Walk 21 conference in Munich



**Walking Audit in Naples Carmine Aveta (Italy);** Casimiro Monti, Antonio D'Ambrosio; Prize: participation at Walk 21 Conference



**Study on the mobility of Municipal Office employees in Gniezno (Poland);** Alicja Orzel; Prize: study-trip to Bolzano



**For the boy and the girl (Portugal);** Raquel Carvalho; Prize: participation at European Transport Conference



**Package of measure to promote cycling (Bulgaria);** Zoya Stoyanova, Antonia Novakova; Prize: study-trip to Bolzano



# Converting Roadspace into a Place for People

The project was implemented in Egia neighbourhood in the city of Donostia-San Sebastian. Although Donostia has made consistent progress in making urban mobility more sustainable during the last few years, most of the interventions have occurred in central neighbourhoods and/or in those situated in flat areas. The Practical Training Project proposed by Kalapie (Urban Cyclists Association) is part of a programme called “Neighbourhood by Neighbourhood” aiming to intervene in hilly areas with a complex urban morphology.



## Facts

<b>Trainee:</b>	Nora Erdoiza (Architect at Gipuzkoa municipality) and Koldo Telleria (Lecturer at the School of Architecture of Donostia-San Sebastián)
<b>Location:</b>	Donostia-San Sebastián, Spain, Spain
<b>Time period:</b>	5 days for preparation and organisation of the one-day event
<b>Costs:</b>	EUR 1,500; Co-funding has been also given by the municipality
<b>Web:</b>	<a href="https://www.youtube.com/watch?v=roqdfWA1Q3I">https://www.youtube.com/watch?v=roqdfWA1Q3I</a> <a href="http://www.donostia.org/home.nsf/0/916D5257D6832483C1257AD4003D2F03?OpenDocument&amp;idioma=cas">http://www.donostia.org/home.nsf/0/916D5257D6832483C1257AD4003D2F03?OpenDocument&amp;idioma=cas</a>



## Objectives

- Attract people’s attention to the distribution of urban space which currently mostly favours motorised traffic;
- Make the inhabitants of Egia neighbourhood aware of the potential of certain areas to be shared or pedestrian spaces;
- Prepare the ground for a permanent change.

Although the Practical Training Project resulted in only a temporary intervention, converting an inefficiently used roadway space to a “Place for People”, in reality it built on a more extensive study/project proposing concrete street design and traffic calming interventions to improve pedestrians’, cyclists’ but also motorists’ mobility. Based on this study, the area to be temporarily changed, the actions to be taken and the temporary “alterations” of the street environment have been identified.

## Activities

The area was closed to traffic and reclaimed as a pedestrian and encounter zone. Among the activities carried out were:

- Temporary occupation of a roadway area of 500 m<sup>2</sup> and transforming it into a new and revitalised pedestrian zone, to demonstrate its potential as the main area of access into Egia;
- Temporarily closing a street used as shortcut by motorised traffic and transforming it into a dead-end to demonstrate the significant reductions in traffic volumes and the benefits for the entire atmosphere of Egia;
- Organising an exposition presenting the concept and main interventions proposed by the study developed for Egia;
- Organising a play space and games for children;
- Organising a self-service buffet on the day of the event.

## Results

Both the temporary occupation of the roadway, as well as the project presenting a new design for Egia, have been very well received. The evaluation of the success is based on:

- the reactions and feedback received from the people attending the event;
- the reactions in the media about the temporary event;
- news on the City Hall webpage about the event and the design concept proposed for Egia;
- the increase in the number of visits to the Egia project webpage.

## My view



### NORA ERDOIZA

Trainee in the modules Parking Space Management and Street Design

“The most important lesson learnt is the efficacy of a temporal change as a way to explain to the residents that the space might be changes and improved, and as an experimentation of the theoretical proposals. Resident’s awareness about the proposal and sustainable mobility has increased via the one-day mobility event.”



# Campaign “I Walk To School”

The City of Făgăraș has been a member of the Covenant of Mayors since 2011, with a target of reducing CO<sub>2</sub> emissions by 22% by 2020. The “I walk to school” 2012-2013 Campaign, implemented as an initiative of the City of Făgăraș Energy Department, was developed as an extension of a project that was undertaken during European Mobility Week, under the slogan “Moving in the right direction!”.



## My view



### DACIA SĂPĂTORU

Trainee in the modules Parking Management, MM for families, Street design, Walking and Cycling and Communication Training

“The training sessions represented a real support for me as a city counselor. We implemented the “I walk to school!”-campaign using methods learned in Module Walking & Cycling. There are plenty of things you can only value by attending such training; it can change the way you think and approach sustainable development issues.”

## Facts

<b>Trainee:</b>	Dacia Săpătoru (Head of Energy Compartment at the City of Făgăraș)
<b>Location:</b>	Făgăraș, Romania
<b>Time period:</b>	5 months (December 2012 – April 2013)
<b>Costs:</b>	EUR 150 + Sponsorship for equipment of pupils involved in the campaign
<b>Web:</b>	<a href="http://www.tvfagaras.ro/jocul-sarpelui-in-traffic.html">www.tvfagaras.ro/jocul-sarpelui-in-traffic.html</a> <a href="http://www.bunaziuaafagaras.info/sarpele-din-holul-scolii/">www.bunaziuaafagaras.info/sarpele-din-holul-scolii/</a>



## Objectives

Despite the fact that the City of Făgăraș is a small sized city and distances between activities are relatively short, studies show that there is an alarming increase in the number of car users within recent years. This has led the city towards high levels of pollution and a loss of space that has now become dedicated to cars. There is also an increasing trend of kindergarten children and school students being brought to school by car on a regular basis. The main objective of the project is to slow down or even reverse this trend.

The campaign “I walk to school” aimed to boost sustainable mobility by raising pupils’, teachers’, parents’ and citizens’ awareness of the benefits of walking and cycling.

## Activities

“I walk to school” involved several steps:

- advising schools on campaign objectives, handing out training materials describing the benefits of walking and establishment of schedules for future activities;
- organising specific activities at a school level: a slogan competition, composing lyrics and hymns, creating the campaign’s logo, designing illustrations showing walking as a central theme, overcoming prejudices and psychological barriers by discussing them and monitoring and evaluating the number of students who walk to school through surveys;
- after these introductory activities took place, the Traffic Snake Game<sup>1</sup> has been implemented in several schools. Children from three kin-

dergartens and four secondary-schools took part, involving 500 kindergarten children and over 2,000 school students. The Association for Valuing Education was one of the project’s partners;

- “Walking Buses” were also implemented to support all students and parents to get together and walk to school. A map with walking bus routes was developed. 500 students from three secondary schools and 200 high school students were involved.

Every month, campaign managers were present at the City Hall where all the encountered obstacles and campaign outcomes were discussed. Teachers responsible for the campaign and others who were involved received diplomas.

## Results

A total of 2500 children were involved in the Traffic Snake Game and 700 children participated in the Walking Bus. The Traffic Snake Game was a real success and two schools have continued to monitor students’ trips to school and implemented a Traffic Snake Game of their own. Volunteers among the students’ grandparents considered the Walking Bus a way of protecting their children at road crossings. Therefore, they have decided to lead the “Buses” until the end of the school year. According to the calculations done within the project, the total reduction of CO<sub>2</sub> and fuel consumption reached almost 1500 kg CO<sub>2</sub> per week. The campaign aimed to boost sustainable mobility by raising pupils’, teachers’, parents’ and citizens’ awareness of the benefits of walking and cycling.

<sup>1</sup> The traffic snake game is a campaign to promote walking and cycling to school. [www.trafficsnakegame.eu](http://www.trafficsnakegame.eu)



# From Rybnik by bus

## Public Transport Passenger Information

The mini-project “From Rybnik by bus” focused on Rybnik’s inhabitants and travellers going to and from Rybnik by bus. Its purpose was to provide the general public with a web portal with reliable and precise information on scheduled commercial carriers operating on routes to and from Rybnik. Beside the information on timetables and routes of the commercial carriers, the users of the web portal can access, on a Google Map, the location of buses on the route and can also identify the stops served by public transport.



### Facts

<b>Trainee:</b>	Kazimierz Berger and Stanisław Wengerski (Employees at the Public Transport Authority of Rybnik)
<b>Location:</b>	Rybnik, Poland
<b>Time period:</b>	9 Months (May 2012 to January 2013)
<b>Costs:</b>	EUR 2,000 equipment costs EUR 10 per bus and month for GPRS transmission fee Staff costs and dissemination costs
<b>Web:</b>	www.ztz.rybnik.pl



### Activities

Around the city, dynamic passenger information signs/boards were placed giving information on city and intercity bus lines and possible connections to be made between these, depending on the trip. This way the users of the web portal can optimally adjust their trip to the given routes, timetables and their available time for travel. The website is also available for mobile devices such as tablet computers and mobile phones. The web portal was advertised in the local press and via posters placed at bus stops, in buses serving the routes and on the webpages of the local transport authority and operators. Statistics from the website visits show that, during the first month,

the portal was visited by about 5,000 individuals and the application downloaded into more than 400 mobile devices. Moreover, the data available on the portal is used, on average, 30 times a day by staff of the Authority of the Public Transport in Rybnik when providing information on routes to passengers.

### Results

Several weeks after the launch of the web portal, an on-line survey was conducted to assess its utility and impact. According to the survey:

- 43% of travellers changed their way of travelling;
- 20% use individual transport less often;

- 13% of travellers have given up their individual transport;
- 24% of travellers claimed that due to the functionality of the Portal they can better manage their time (e.g. they know in how many minutes their bus will be arriving which gives them psychological comfort).

Since 49% of the users of the “From Rybnik by bus” website often come back to it, it can be concluded that the portal provides reliable information and meets travellers’ needs and interests.

### My view



**STANISŁAW WENGERSKI**  
Trainee in the modules **Parking Management, Campaigns and Communication Training**

“When I was implementing the mini-project, I learned that you can combine the interests of both the local organisers and operators of public transport serving connections beyond the local area. The implementation of the project and its maintenance now allows you to monitor the market. Business owners of the transport companies, acting now as our partners in the project, are more likely to share their observations and data on the behaviour of travellers. This allows us to optimise the offer for travellers.”



# 4 on-site

LOCATIONS, PARTNERS, EVENTS

## Training cities and project partners

From May 2012 to April 2013, 64 training events took place in 19 cities all over Europe. The training events were conducted and hosted by a team of 17 partners from 14 countries.





## Best practice in the field of sustainable mobility

The effects of mobility planning measures are often only seen in the long-term. Traffic simulations and transport scenarios can demonstrate (possible) future effects, but modelling software is expensive and is not always appropriate. A proven and very effective strategy is to visit other cities. The aim of such site-visits is to learn from role models, to understand problems experienced in other cities as well as to study the approaches adopted to address these problems. During the TRANSPORT LEARNING project, the project team invited stakeholders to visit Graz and Bolzano. 70 mobility practitioners from eight different countries visited the two cities in April and September 2013. The local hosts made the guests experience the results of a transport policy that follows the principles of sustainability, participation and integration.

# Site-Visits

## A unique opportunity to look behind the scenes



### Graz, Austria

As part of the site-visit, guided city tours as well as a bicycle excursion took place. The participants visited important destinations in Graz, for example the historical city centre, Graz's main railway station, the mobility centre "Mobil Zentral" as well as the Shared Space area nearby Graz University. The programme was enriched through lectures about cycling policies, public transport planning, traffic calming and shared space, presented by representatives of the City of Graz, Holding Graz and Austrian Mobility Research.

### Bolzano, Italy

In Bolzano, the participants experienced the efforts of the local administration in making sustainable travel more attractive and economically competitive. Public transport planning and policies as well as strategic plans for the future were part of the programme. However, the main focus of the study visit was the city's successful corporate cycling policy, an example of how a targeted, structured and comprehensive project can lead to strong increases in the numbers of cyclists in a relatively short time.

If you are interested in implementing your own Site-Visit on transport and mobility, please check the guidebook Site-Visit Concept <http://transportlearning.net/index.php?id=64&lang=en>



1. Opening ceremony in the city hall, Graz
2. Mobility Centre "MobilZentral", Graz
3. Guided city walk – exploring Graz
4. Bicycle parking facility, Graz
5. Public Transport in Graz

6. Shared Space, Graz Sonnenfelsplatz
7. Bicycle excursion, Bolzano
8. Bicycle excursion, Bolzano
9. Participants of the Site-Visit to Bolzano
10. Cycling and pedestrian bridge, Bolzano



# 5 Long-term use

## REPLICATE TRAINING COURSES

**Check out the website for materials and resources!**

One central output of TRANSPORT LEARNING is a series of training materials that has been developed by international experts such as university lecturers, mobility experts and other professionals. The materials were used in 64 events between 2012 and 2013 and where necessary, have been modified to meet the demands of practitioners and future transport professionals in the field of urban transport.

TRANSPORT LEARNING materials are meant to be taken up by universities, higher educational institutions and training providers!



### Which training materials are available?

The set of training materials consists of a reader/handbook, presentations slides, exercises and videos for self-learning. All materials are available as a modular version, following the structure of our eight training topics.

**All materials are available in English and eight other European languages: Bulgarian, Greek, Hungarian, Italian, Portuguese, Polish, Romanian and Spanish.**

### What is the composition of the training materials?

For each module, a handbook of 30 to 60 pages summarizes the main theoretical background and includes case studies and a list of literature for further information on the topic. In addition, presentation slides are available, serving as a collection of technical knowledge and case studies and also include country specific examples. For each training module, a collection of ca. 100 slides is available.

### How to use the training materials in faculties?

Training materials can be integrated into lectures or project seminars. The materials give a quick overview of important transport topics and easy access to good practice examples. However, the materials should not be used "as they are". It is recommended that elements that are useful or complementary be incorporated into existing materials.

### Integrate the training materials into courses

**43 universities and training organizations** have already integrated parts of TRANSPORT LEARNING training materials and/or are programming similar courses in the coming months. The materials have been used by universities from different countries, among others Albania, Serbia, Romania and Spain.

Follow the example of several universities and training providers and integrate TRANSPORT LEARNING training materials into your courses.

The use of the training materials is free of charge – just download from the project website!



[www.transportlearning.net/training-materials](http://www.transportlearning.net/training-materials)



### The training portal

The training portal is a one-stop-shop for transport related training and consists of three elements:

**Online Training Resource Centre** – a database to download transport related material

**E-learning platform** – for free online self-learning

**Guide for replication** – a guidebook containing practical tips for those who wish to replicate the training



# “Transport Learning has inspired us!”

In spring 2013, two representatives of the Government of Andalusia took part in the TRANSPORT LEARNING training on Walking and Cycling. They were very impressed by the trainees’ intention to carry out Practical Training Projects’ and decided to support the idea of TRANSPORT LEARNING. In the framework of their programme “La ciudad amable” they implemented additional training events in Spain in November 2013 with the focus on technical solutions for ongoing Practical Training Projects.



The programme “La ciudad amable” is an innovative initiative that supports cities willing to develop projects related to urban space and sustainable mobility. More than 380 municipalities have joined the programme and are now competing for regional funds in order to develop their initiatives and ideas.

tips to improve walkability or bikeability in existing and new spaces, traffic calming measures, ideas to improve the outdoor environment several months in the year, and so on. We do not forget that, in Spain, people like walking. If we compare the modal shift of most of the European cities with the Spanish average, it is amazing to see how important walking is in our country.

**TL: What TL course would have been interesting to organise in Andalusia to create some synergies with La Ciudad Amable?**

G. Redaelli: We would say that those modules providing in-depth information on participation and awareness. As far as we know, there has been some TL training on those topics in other Spanish cities, and public participation and involvement will be another key point for our projects to be funded.

**TL: Do you know if there are TRANSPORT LEARNING training-projects that have been developed as La Ciudad Amable proposals?**

G. Redaelli: I am not sure but let me give you an example: the Almeria TL training has been followed by the LCA Journeys and workshops, and by technical training on the Design of Cycle Tracks. I am sure that some ideas about cycling, cars and liveable streets have changed after this complementary training with the same approach.

**TL: Thanks and good luck with this important initiative for Andalusian cities!**

## Interview

with  
**Gaia REDAELLI**  
General Director  
for Rehabilitation and  
Architecture at  
Junta de Andalucía

**TL: What is your feedback on TRANSPORT LEARNING? How did this project influence “La Ciudad Amable” (Lovable City Initiative)?**

G. Redaelli: The programme started in the spring of 2013, just after three TRANSPORT LEARNING training events were carried out in Andalusia. The training coordinator of the programme and I attended the Walking and Cycling training and we were impressed by the Practical Training Projects debate led by the enthusiastic group of Almeria trainees. At that time, we were planning the training activities

supporting our own programme. We must say that experiencing the TL training-projects inception, gathering together very diverse local experts and working in local projects, has been a valuable inspiration for the design of our training tour across the eight main Andalusian cities. On the other hand, like TL, our intention is to develop urban projects where the quality of urban space and the options for active modes must be the key for creating vibrant and active places, and for building a local economy based in diversity and proximity.

**TL: How important is sustainable mobility for these projects in order to be funded?**

G. Redaelli: This programme wants to achieve a different balance between the space for active modes and the space devoted to traffic, both in the centre and on the periphery of Andalusian cities. We want to recover the pleasure of walking, meeting friends, and developing an active life in spaces where nature and the city’s attractions should be integrated (trees, shade and so on) but also commerce, children and an active

outdoor life. It is important for local professionals (too often trained during their University times exclusively as traffic optimisers) to gain a deep understanding of active modes: how to design, improve or manage a street as a multimodal space where cyclists, walkers or people who wish to stay and enjoy the city must use the space together. Focus has changed from a space where its main role is for cars to a space where the community reigns. But this change also means the need for a different technical toolkit in urban projects:



# 6 Quantitative

## FACTS & FIGURES

Thousands of small steps  
for major changes!



TRAINING EVENTS

- Between May 2012 and April 2013, **64** training events in eight European countries were successfully carried out
- **2990** persons registered for the training events, demonstrating very high interest in the training courses
- With its training events, TRANSPORT LEARNING has directly reached **1149** participants
- On average, one trainee visited **1,6** training modules
- **86%** of all trainees rated the training quality as “good” or “excellent”



PRACTICAL TRAINING  
PROJECTS

- **370** Practical Training Projects were planned (Trainees set up an action plan)
- **298** certificates were awarded to trainees for their successful participation in one or more training modules and their following implementation of a Practical Training Project
- **71** Practical Training Projects were successfully carried out and evaluated positively
- **8** very innovative and outstanding Practical Training Projects were awarded



LONG-TERM USE OF  
TRANSPORT LEARNING  
TRAINING

- **43** universities and training organisations have integrated modules of the training parts and/or are programming similar courses in the coming months



SITE-VISITS

- **4** site-visits were conducted, involving 73 participants from 8 European countries
- **2,677 km** is the longest distance travelled to take part in the Graz site-visit (from Maia, Portugal to Graz, Austria)
- **8 km** was the length of the cycling excursion during the site-visit in Bolzano



COMMUNICATION AND  
DISSEMINATION

- Since its launch in 2011, the website has been visited by **31,011** users
- **431,266** stakeholders reached by TRANSPORT LEARNING promotional activities
- The e-Magazines were downloaded **10,500** times
- The training materials were downloaded **9,570** times
- Through social media, TRANSPORT LEARNING reached out to **319** Facebook likes and **107** followers on Twitter



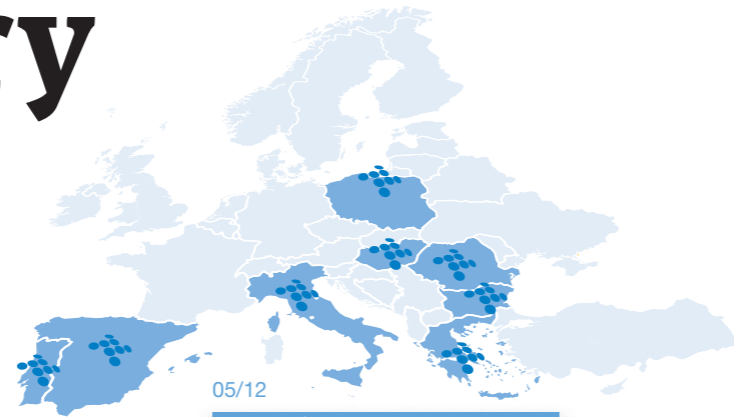
ENERGY SAVINGS /  
CONTRIBUTION TO A  
BETTER ENVIRONMENT

- By means of TRANSPORT LEARNING, the average consumption of fuel decreased in the training regions. In total, about **2.3–6.0 mio. litres** of fuel were saved
- This fuel saving corresponds to around **5,500–14,500 t CO<sub>2</sub>** that has been avoided



# The history of TRANSPORT LEARNING

TRANSPORT LEARNING is a European project (2011–2013) that was designed to support practitioners to develop better solutions for urban transport systems. The main objective of the project is to create knowledge and capacity on sustainable transport policies and measures in municipalities of Europe's convergence regions.



05/12  
Start of a series of 64 training events in 8 European countries.



04/12  
A set of training materials, covering 8 different topics, is finished!

05/11  
Kick-Off event in Dresden, Germany. This was the start of the 32 month project.

12/12  
Kick-off for Practical Training Projects, the first project started its implementation.



04/13  
First round of Site-Visits to Bolzano (IT) and Graz (AT)

First half of all training events reached

05/13  
The last training event took place in April 2013. 1149 participants were trained, representing mainly local authorities, ministries, NGOs and PT operators.

08/13  
The 8 most outstanding Practical Training Projects were awarded prizes.

09/13  
Second round of Site-Visits to Bolzano and Graz. In total, 73 persons participated in studies on sustainable mobility policies.



The last certificate was handed over to [name]. Within the project lifetime, 71 "mini-projects" and 178 trainees were certified for their successful implementation of Practical Training Projects.

Launch of the Training Portal, including e-learning platform, Online Training Resource Centre and Interactive Guide.

The final meeting took place in Graz, Austria.



The proposal TRANSPORT LEARNING reaches the office of EACI in Brussels (The Executive Agency for Competitiveness and Innovation (EACI) is the Agency responsible for managing all projects that are funded in the programme of Intelligent Energy Europe – IEE)

Follow the example of several cities and training organisations and replicate a TRANSPORT LEARNING training! Our training materials are free of charge – just download from [www.transportlearning.net](http://www.transportlearning.net)

2010

2011

2012

2013

2014



# Conclusion

## LESSONS LEARNED

Training events on topics related to sustainable transport find an enthusiastic audience in the EU's convergence regions. Based on the experience gathered from the training events carried out during the TRANSPORT LEARNING project, a set of recommendations on how to further improve the quality of the training are described below.

### Seeing is better than hearing!

Site-Visits are highly appreciated among training participants as they provide a first-hand experience of best-practices in the field of sustainable urban transport. A successful programme included: excursions, guided walking tours, meetings with politicians and implementers a mix of technical lectures and good practice examples. This varied programme and a high quality organisation ensured that the Site-Visits were a successful experience for both, participants and hosts.

Link Site-Visits to a particular theme of a training event. Based on the experience gathered from TRANSPORT LEARNING the duration of a training should be increased to three days and incorporate a site-visit.

It is definitely beneficial to have two trainers - one international mobility expert and one national co-trainer. It is also recommended to perform trainings in the national language. In addition, it seems that a national co-trainer with a thorough knowledge of the local situation can relate better to the participants. The international trainer, on the other hand, will provide a fresh and different perspective.

Two trainers make it more interesting and entertaining as trainees don't have to listen to the same person all day long. In addition, there is time for individual support and guidance.

### Establish a trainer-team!

### Bring in local reference!

A key message from TRANSPORT LEARNING is that successful trainings need to address the local and national conditions as accurately as possible and national/local examples should be used during the training to stimulate the discussion.

Also, include "best practice" examples that are achievable within the local situation, otherwise it might be demotivating "Second-best-examples" take away doubts of never being able to reach the goals.

### Let trainees interact!

Designing the training content with the interests and know-how level of trainees in mind is crucial for a successful training. Make sure there is enough time for trainees to share experiences, introduce their own ideas and discuss actions. Some trainees are used to ex-cathedra training. It is crucial to motivate those trainees to participate actively. Discussions can be stimulated by directly addressing participants and asking them about their national experiences.

Exercises that involved role play and stimulated creativity were a favourite among participants.

### Be realistic!

Practical Training Projects (PTPs) were recognized by trainees as useful tools to consolidate the knowledge gained from the TRANSPORT LEARNING training. Benefits of PTPs were identified as the ability to share experiences, network and learn about new topics.

The PTPs chosen for implementation have to be realistic in relation to existing financial and personnel resources. PTPs should be small in scale and integrate trainees' professional activities as much as possible. Some of the projects were too ambitious.

Providing prizes for the best Practical Training Projects (free Site-Visit to Graz or Bolzano or participation at an international transport conference) proved to be an inspiring and effective way to stimulate trainees to finalise their training projects.

A further improvement might be to award a small financial contribution for Practical Training Projects that are chosen due to their innovative approach and their high implementation potential.

The particular target groups of the TRANSPORT LEARNING training events were municipal employees and representatives of energy agencies. Two energy agencies were part of the project consortium and promoted the training within their professional network. However, only few representatives of energy agencies registered or attended the training.

Conduct the training events at a location that is easily accessible for both, trainers and trainees.

### Stimulate and motivate trainees!

### Address the right target groups!

### Choose the right place!



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