

## TEACHING MATERIAL GUIDANCE

### 1. Title of the material

***Public engagement for planning and designing transportation systems***

<https://www.sciencedirect.com/science/article/pii/S1877042813040421/pdf?md5=db416502c2f912d9e63fbc5b3f2b6ece&pid=1-s2.0-S1877042813040421-main.pdf>

### 2. Which section of the SUMP it is relevant to?

The material is suitable for work performed in sections 1, 2 and 4, in particular to plan stakeholders and citizens involvement (1.4).

### 3. Which Mobility Manager knowledge this material is the most relevant to?

The material is relevant to knowledge in the field of transport and mobility planning (especially in strategic planning and public administration involvement) and stakeholder involvement tools.

### 4. Problem approached and content overview

The SUMP process is part of the general, modern principles and procedures of transport planning, in particular those relating to public engagement (PE) in this planning. In the material on the basis of over 40 items of literature, the problem of public involvement in planning the transport system is presented. In particular, the classification of stakeholders, their impact strength and interest in transport, stages of a bounded rational transportation decision-making process and activities that can be supported by quantitative methods integrated with five public engagement levels, public engagement tools for different levels were made. The problem of public involvement is illustrated by the example of regional metro system (RMS) planning.

### 5. Who could be interested in this material?

SUMP process managers may be interested in the material, in particular when selecting stakeholders and defining their role in the process depending on the level of interest and impact strength (position when making decisions). The student can use the proposed classifications and tools in the academic planning of the SUMP process, as well as follow an example of the use of tools in practice or reach for additional knowledge from the cited literature.

### 6. What is worth mentioning as an innovative factor for the reader?

The reader will find clear materials (tables and drawings), stakeholder classifications and related tools for public engagement. This is of great practical importance for the successful conduct of the process.



## TEACHING MATERIAL GUIDANCE

PE TOOLS	PE LEVELS				
	STAKEHOLDERS IDENTIFICATION	LISTENING AND STAKEHOLDERS MANAGEMENT	INFORMATION COMMUNICATION AND CONSULTING	INFORMATION COMMUNICATION	CONSULTING AND PARTICIPATION
	<i>Printed material</i>				
Letter			xxx		
Poster			xxx		
Brochure and Newsletter			xxx		
Technical reports			xxx		
	<i>Telephone and media</i>				
Telephone		xx	xx		xx
Radio and TV shows		xx	xxx		
	<i>Internet</i>				
Internet sites			xxx		xx
Forum/chat	xx	xx	xxx	xx	xx
	<i>Surveys</i>				
Questionnaire		xx		xxx	
Direct surveys	xxx	xxx		xx	
	<i>Information events</i>				
Exhibition			xxx		
Public meetings	xx	xxx	xxx		
	<i>Stakeholders group engagement</i>				
Focus group		xxx		xxxx	
Technical tables		xxx		xxxx	
	<i>Wider stakeholders group engagement</i>				
Stakeholders conference		xxxx	xxx	xx	xxx
Citizens' jury					xxx
Referendum					xxx

### 7. Limitations

No limits



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the Erasmus+ Programme of the European Union