

TEACHING MATERIAL GUIDANCE

1. Title of the material

Non motorized modes of transport

<https://cupdf.com/document/wwwtransportlearningnet-non-motorised-modes-of-transport-by-thomas-krag-mobility.html>

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

The material may be applicable in the third section, particularly when creating a list of measures with stakeholders (7.1) and defining integrated measures packages (7.2).

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, paying attention to the characteristics and importance of non-motorized users. The material focuses on campaigning for the development of this type of mobility.

4. Problem approached and content overview

The material is a presentation. It contains 40 slides on:

- Non motorised modes in general,
- Examples of specific campaigns,
- General considerations on campaigns,
- Group discussions,
- Presentation of results from groups,
- Questions and answers.

Campaign examples concern:

- Bicycle to work,
- Bicycle to school,
- Bicycle to shops
- Cycle training,
- Walk to school,
- Walk your neighbourhood,
- Walking school buses,
- Touristic walking or cycling.

5. Who could be interested in this material?



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

TEACHING MATERIAL GUIDANCE

The material is especially useful for participants of the transport planning process, mainly by teachers and trainers, preparing those interested to create and implement SUMP.

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

The material can provide quick guides on how to campaign for non-motorized mobility.

7. Limitations

No limitations.

