

## TEACHING MATERIAL GUIDANCE

### 1. Title of the material

*Analysis of the local governance system*

<https://www.mobility-academy.eu/course/view.php?id=91>

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

The material covers a wide range of topics from starts with analysis of the SUMP cycle and mainly focuses on the **preparation and analysis phase, step 1 – set-up working structure with special emphasis on activities 1.1 and 1.4.**

### 3. Problem approached and content overview

The *Analysis of the local governance system* is in the form of an e-course. It is a sub-part of a five e-courses series on the SUMP planning process together forming a comprehensive SUMP learning programme. The whole SUMP learning programme is structured in 5 classes covering different thematic topics:

- **SLP1 - Tools and services for initiating a SUMP**
- SLP2 - Tools and services for initiating a SUMP tailored to small and medium-sized cities
- SLP3 - Tools and services for SUMP elaboration and measure selection for small and medium-sized cities
- SLP4 - Tools and services for SUMP elaboration and measure selection
- SLP5 - Tools and services for SUMP measure implementation, financing and procurement.

Only the first course is publicly available, the rest require registration.

The first class covers a wide range of topics from starts with analysis of the SUMP cycle, focuses on the preparation phase (step 1-3) and introduces to strategy development phase (step 4-6). Therefore, they have been divided into 6 units:

- unit 1 - Introduction
- **unit 2 - Analysis of the local governance system**
- unit 3 - Collaborative diagnosis of the current mobility situation
- unit 4 - Analysis of mobility planning practices
- unit 5 - Conclusions
- unit 6 - References

**Problem approach:** The whole e-course is planned to guide the participant through the first five steps of the SUMP cycle while illustrating how a SUMP and its measures packages contribute to a city's or region's overall sustainability. The first class introduces basic SUMP principles and the methodology and advises on how to initiate the SUMP process.



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The *Analysis of the local governance system* which is a second (of 6) Unit of the first (of 5) class tackles the topic of analysis of the local governance system.

### Content overview:

This unit offers an overview of tools and methodologies for the analysis of the local governance system in the regional and national framework, for data collection and processing, for diagnosing the current transport situation and setting up the team. In this unit is suggested how to define a project management set-up and evaluate planning practices, capacities and resources that are needed for the SUMP development. To know where you want to go and how you're going to get there, you first need to know where you currently are standing. In this unit are introduced important steps in the SUMP cycle – collection and processing of mobility data and analysis of the current mobility situation. This provides a basis for rational and transparent SUMP strategy development and measure selection. The *Analysis of the local governance system* unit consists of four following modules:

- module 2.1 - Project Management set-up (8 slides)
- module 2.2 - Understand the regional and national framework and funding opportunities (22 slides)
- module 2.3 - Stakeholder mapping and involvement plan (24 slides)
- module 2.4 - Best practice example - Dresden (Germany) (7 slides)

In module 2.1 – the participant gets a general overview of the SUMP cycle and how to apply project and resource management to the process of SUMP elaboration. How to assess resources and potentials and finally how to start the SUMP process. The content refers to the preparation and analysis phase, step 1.

In module 2.2 - are discussed the regional/national financial regulatory frameworks for SUMP development across the EU countries, the importance of understanding the national governmental structure by the city administration, principal barriers on a national level for SUMP development, challenges and opportunities, documents that should be identified and assess in advance. The content refers to the preparation and analysis phase, step 1, activity 1.1.

In module 2.3 - are described methods and tools to identify and involve key actors, stakeholders, and the public. The unit contains an explanation of the value of participation in the planning process. The importance of the dedicated involvement strategy is emphasized and its elements listed. The presentation describes the levels of involvement and exemplary tools. The preparatory steps considered necessary to conduct meaningful participation are described. Opportunities for the involvement of citizens and stakeholders in different stages of the SUMP process are illustrated. As a summary, examples from Budapest, Ghent, Dresden, Bremen were presented in comparable manner. The content refers to the preparation and analysis phase, step 1, activity 1.4.



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Module 2.4 – is provided a brief description and illustrations of the SUMP development process in Dresden (Germany) with an emphasis on its participatory character. The module illustrates the set-up of stakeholders round table, lists committees established, and actors involved and the tools used for involved citizens. Finally, the scope and extent of public involvement are quantified. The content refers to the preparation and analysis phase, step 1, activity 1.4.

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

The target audience indicated by the authors includes mobility practitioners, mobility planners, policymakers but not limits to these groups. Students and those looking for a well-structured and compact introduction to process of SUMP may benefit a lot.

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

Basic but comprehensive content referring to the first phase of the SUMP development process. This unit contains next to modules task (homework) that guides participants through the process of starting the SUMP in the local context.

### 6. Limitations

To ensure the effectiveness of provided tasks, it is recommended to supervise the work and discuss the results in groups. Therefore, the materials are recommended to be used as supporting material for curriculums.

As the unit is part of a comprehensive SUMP learning programme, a significant inconvenience is the requirement to register to gain access to the next training lessons.

