

Monitoring and Evaluation framework for effective sustainable urban mobility planning Appendices

SUMPs for BSR - Enhancing Effective Sustainable Urban Mobility Planning
for Supporting Active Mobility in BSR Cities

University of Gdansk, 2026



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Appendix 1: Sources of knowledge and ideas on monitoring and evaluation within SUMPs

- The Baltic Sea Region Competence Centre on SUMP <https://bsr-sump.eu/>
- EGUM Opinion on The Sustainable Urban Mobility Indicators Best practice on monitoring SUMP implementation, especially on defining and applying sustainable urban mobility indicators and data collection
<https://www.mdlpa.ro/uploads/articole/attachments/66cc6cf55512c557923115.pdf>
- EU good practices on sustainable mobility planning and SUMP https://projects2014-2020.interreg-europe.eu/fileadmin/user_upload/tx_tevprojects/library/file_1522246472.pdf
- CH4LLENGE SUMP Monitoring and Evaluation Manual
<http://www.sump-challenges.eu/kits>
- SUMP-Up project Manuals on SUMP Measure Selection
<https://sumps-up.eu/publications-and-reports/>
- European Guidelines for Developing and Implementing a Sustainable Urban Mobility Plan.
<https://sump-central.eu/tools-resources/sump-guidance/>
- SUMP Guidelines and Decision Makers Summary
https://urban-mobility-observatory.transport.ec.europa.eu/sustainable-urban-mobility-plans/sump-guidelines-and-decision-makers-summary_en
- Sustainable Urban Mobility Planning in Smaller Cities and Towns
https://urban-mobility-observatory.transport.ec.europa.eu/document/download/0df8de32-7df7-48f4-b3fe-a248df964fdf_en?filename=sumps_smaller_cities_and_towns.pdf
- Strengthening SUMP monitoring: Best practices and pilot initiatives across Europe
https://urban-mobility-observatory.transport.ec.europa.eu/news-events/news/strengthening-sump-monitoring-best-practices-and-pilot-initiatives-across-europe-2024-08-30_en
- Monitoring and evaluation Assessing the impact of measures and evaluating mobility planning processes
https://www.ubc-sustainable.net/sites/default/files/publications/sump-manual_monitoring-evaluation_en.pdf
- Measure selection Selecting the most effective packages of measures for Sustainable Urban Mobility Plans
<http://www.sump-challenges.eu/content/measure-selection>
- SUMP Self-Assessment
<https://www.sump-assessment.eu/English/start>
- City-level SUMP monitoring and impact evaluation
<https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5bcd09eeb&appId=PPGMS>

Appendix 2: List of Documents

Gävle

- Översiktsplan Gävle kommun 2030, Gävle 2017
- Miljöstrategiskt program 2.0 För Gävle kommunkoncern, invånare och näringsliv i Gävle, Gävle 2020
- Klimatkontrakt Gävle 2030, version 2023
- Energiplan för Gävle kommun 2022-2026
- Program Energy Optimized Port Cluster 2030
- Miljöbokslut Gävle Kommun 2023
-

Greifswald

- Landesraumentwicklungsprogramm Mecklenburg-Vorpommern 2016. Ministerium für Energie, Infrastruktur und Landesentwicklung Mecklenburg-Vorpommern, Schwerin 2016
- Stadtentwicklungsbericht 2023 der Universitäts- und Hansestadt Greifswald - Sachstand zum ISEK Greifswald 2030plus. Greifswald 2023
- Integriertes Klimaschutzkonzept der Universitäts- und Hansestadt Greifswald. Dresden – Garching – Greifswald 2010
- Masterplan 100% Klimaschutz Universitäts- und Hansestadt Greifswald Endbericht
- Städteranking. ADFC Fahrradklima-Test. ADFC, Bundesministerium für Digitales und Verkehr, 2023
- Kommunale Nachhaltigkeitsstrategie der Universitäts- und Hansestadt Greifswald KommNach HGW Zeitraum: 2022 – 2030, Greifswald, Greifswald 2020
- Integriertes Stadtentwicklungskonzept, Greifswald 2017
- Kombiniert mobil - Verkehrsmittel vernetzen Ministerium für Energie, Infrastruktur und Landesentwicklung. Universitäts- und Hansestadt Greifswald, Endbericht, Berlin – Greifswald 2015
- Masterplan 100% Klimaschutz Universitäts- und Hansestadt Greifswald 2017
- Kombiniert mobil - Verkehrsmittel vernetzen Ministerium für Energie, Infrastruktur und Landesentwicklung. Universitäts- und Hansestadt Greifswald, Endbericht, Berlin – Greifswald 2015
- Verkehrskonzept Innenstadt. Bericht, Greifswald, Oktober 2021

Gdynia

- Sustainable Urban Mobility Plan for the Metropolitan Area of Gdansk-Gdynia and Sopot, Gdansk-Gdynia 2023
- Strategy of Gdynia Development - Gdynia 2030, Gdynia 2017
- Studium Uwarunkowań i Kierunków Zagospodarowania Przestrzennego Gdyni [Spatial Masterplan of the City of Gdynia]; Biuletyn Informacji Publicznej: Gdynia, Poland, 2019
- Plan adaptacji miasta Gdyni do zmian klimatu do roku 2030 [Adaptation plan for the city of Gdynia to climate change by 2030]. Gdynia City Office 2024
- Plan Zrównoważonej Mobilności Miejskiej dla Gdyni [Sustainable Urban Mobility Plan for Gdynia]. Gdynia 2016
- Sustainable Urban Mobility Plan for Chwarzno-Wiczlino district. Gdynia City Office 2020,
- The Cycling Strategy of Gdynia City 2030. Gdynia City Office 2023
-

Cēsis

- Cēsu Novada Ilgtspējīgas Attīstības Stratēģija 2022-2036. Cēsis 2022
- Aptauija Cēsu novada skolēnu vecākiem par izglītības un mobilitātes jautājumiem. Cēsu novada izglītības parvalde, April 2023
-

Panevėžys

- Spaces4people Panevėžys City Integrated Action Plan. Parengta projekto „Erdvės žmonėms“ metu, Panevėžys, May 2022
- Tvarios Panevėžio miesto plėtros strategija (Sustainable Panevėžys City Development Strategy), Panevėžys 2023
- Panevėžio miesto tvarios energetikos ir kovos su klimato kaita veiksmų planas (City of Panevėžys action plan for sustainable energy and fighting climate change), Panevėžys 2021
- The Action Plan for Sustainable Energy and Climate Action. Panevėžys, July 2021
- National Energy and Climate Action Plan of the Republic of Lithuania for 2021-2030
- Sustainable Urban Mobility Plan for Panevėžys, Panevėžys 2018
- Panevėžys Strategic Development Plan 2021-2027, Panevėžys 2021

Turku

- Scandinavian Mediterranean. Fifth Work Plan of the European Coordinator
- Turku City Centre. General Plan 2029, City of Turku 2018
- The Implementation of the 2030 Agenda for Sustainable Development in the City of Turku. City of Turku 2020
- Circular Turku. A Roadmap Toward Resource Wisdom. City of Turku 2021
- Turku Climate Plan 2029. The City of Turku Sustainable Energy and Climate Action Plan 2029. Turku City Council, June 2018
- Climate City Contract. 2030 Climate Neutrality Action Plan. 2030 Climate Neutrality Action Plan of the City of Turku. NetZero Cities 2024
- City of Turku's Development Programme for Pedestrian and Leisure Areas 2029. City of Turku 2022

Appendix 3: Questionnaire for City Bus Drivers

1) Please indicate the biggest challenges in the daily work of a bus driver within the city (maximum 3):

Heavy traffic

Rudeness from other drivers

Reckless driving by other drivers

Rudeness from passengers

Difficulty merging from bus bays

Having to sell tickets to passengers

Late working hours

Irregular working hours

Other, please specify:

2) Is there a bus line that is particularly challenging to operate?

NO / YES (which one and why)

.....

3) In your opinion, is there any bus stop that needs reorganization, changes in traffic management, or is particularly problematic for another reason?

NO / YES (which one, why, and what changes should be made)

.....

4) In your opinion, is there any road section that poses problems for driving a city bus?

NO / YES (which one, why, and what changes should be made)

.....

5) In your opinion, is there any street intersection that is particularly problematic for driving a city bus?

NO / YES (which one and why)

.....

6) Do you notice any intersections where traffic light changes are needed?

NO / YES (which one and why)

.....

7) Do you see a need for changes at Plac Konstytucji (the area in front of Gdynia Główna train station)?

NO / YES (what changes and why)

.....

8) In your opinion, are there any bus lines where it would be justified to replace a maxi-class bus (12 m) with a mega-class bus (18 m)?

Line:

Direction:

Time of day (hours):

9) Do you think bus lanes should continue to be introduced in Gdynia? If yes, which road sections should be prioritized for new bus lanes?

Street:

10) What change in the bus transport offer, in your opinion, would most encourage people to use buses for urban travel within the city? (please select 1)

- I don't know / no opinion
- Changes to bus routes
- Changes to timetables (departure times)
- Increased service frequency
- Better integration with other transport systems (e.g., SKM)
- Lower ticket prices
- Introduction of new buses
- Introduction of new bus lines
- Other, please specify:

11) Which element of the current bus transport offer, in your opinion, most discourages passengers from using buses for urban travel within the city? (please select 1)

I don't know / no opinion

Ticket prices are too high

Non-optimal bus routes

Non-optimal timetables (departure times)

Low service frequency

Delays

Uncertainty if the service will run

Travel time is too long

Transfer conditions

Level of integration with other transport systems (e.g., SKM)

Condition of the bus fleet

Other, please specify:

Appendix 4: Questionnaire for Office Complexes

Where do you commute to work from (Municipality, District)?

.....

How many days a week do you work on-site?

0-7

How many days a week do you work remotely?

0-7

How many minutes per day on average, during the warm season (April-September), does your one-way commute to work take using the modes of transport and/or methods of travel that you use?

Private car (driving alone in your own car)

Private car (shared with a colleague, known as

Private car (carsharing, e.g., Traficar)

Private car (being driven by a family member / someone from the same household)

Walking

Bicycle/scooter, etc.

Public transportation (bus, trolleybus, etc.)

Intercity bus

Train

How many minutes per day on average, during the cold season (October-March), does your one-way commute to work take using the modes of transport and/or methods of travel that you use?

Private car (driving alone in your own car)

Private car (shared with a colleague, known as

Private car (carsharing, e.g., Traficar)

Private car (being driven by a family member / someone from the same household)

Walking

Bicycle/scooter, etc.

Public transportation (bus, trolleybus, etc.)

Intercity bus

Train

How many kilometers do you travel one way when commuting to work? Which aspect of the public transportation service, in your opinion, requires the most improvement? (max 3)

I don't know what the current public transportation service looks like

Frequency of connections

None / No opinion

The ability to travel without transfers

A single unified ticket for all types of public transport

Coordination of connections between different modes of transport

Availability of seats / Lack of overcrowding in vehicles

Cleanliness of passenger spaces in vehicles

Vehicle fleet emissions

Technical condition of the vehicle fleet

Introduction of new routes

Location of stops

Travel time
Reliability
Punctuality
Other

Did your most recent job change involve a change in your commuting method? (e.g., from primarily using a private car to primarily using public transport)

Yes

No

My current job is my first one

Why did your most recent job change involve a change in your commuting method? (optional response)

.....

How would you rate your knowledge of the public transportation services? (From 1 “I know nothing – I don’t know where the stops are, which routes get me to my destination, or what tickets are available and how much they cost” to 5 “I have extensive knowledge – I know where all the stops of interest to me are, I know the routes and schedules, as well as what tickets are available, their prices, and where to purchase them”)

1-5

How would you rate the following components of the bus and trolleybus service in city? (in the context of commuting to work)

	Very bad	Bad	Neither good nor bad	Good	Very good
Ticket prices					
Travel time					
Ride comfort					
Frequency of service					
Overall rating					

How would you rate the following components of the railway service? (in the context of commuting to work)

	Very bad	Bad	Neither good nor bad	Good	Very good
Ticket prices					
Travel time					
Ride comfort					
Frequency of service					
Overall rating					

How would you rate the conditions for walking during your commute to and from work?

Very good, Good, Neither good nor bad, Bad, Very bad

How would you rate the conditions for cycling during your commute to and from work?

Very good, Good, Neither good nor bad, Bad, Very bad

Do you believe that employer initiatives encouraging carpooling (i.e., encouraging employees commuting from the same areas to share rides to work in one car) could increase the use of this form of transportation?

Definitely yes, Rather yes, No opinion, Rather no, Definitely no

Which of the following actions aimed at promoting the idea of carpooling, in your opinion, could be the most effective?

Promotion of carpooling platforms

Appointing \"carpooling ambassadors\"

Financial incentives/rewards for people who carpool

Designating parking spaces for carpoolers

Other

Please indicate the bus/trolleybus lines in city whose schedules, in your opinion, require adjustments to improve your commuting conditions to and from work.

.....

Please indicate any other actions/changes in the transportation system that, in your opinion, would significantly improve your commute to and from work.

.....

To what extent has the shift to hybrid/remote work affected your use of a private car for urban travel?

I did not use a private car before, and I still do not use one.

I have significantly increased my annual mileage (by more than 25%).

I have slightly increased my annual mileage (up to 25%).

I have slightly decreased my annual mileage (by up to 25%).

I have significantly decreased my annual mileage (by more than 25%).

I used to use a private car, but I have completely given up owning one.

Would returning to full-time on-site work lead you to revert to your previous transportation behaviors (methods of commuting to and from work)?

Definitely yes, Rather yes, I don't know, Rather no, Definitely no

How many private cars do you and the people you live with own in total?

.....

What is the main reason for not having a private car in your household? (for How many bicycles do you and the people you live with own in total?)

.....

Appendix 5: The education sector as one of the potential sources of data on urban mobility

Educational institutions are a significant component of the local labour market, particularly in smaller or less diverse economies. The social infrastructure of schools and preschools should also benefit local residents. From the perspective of urban mobility, educational institutions are among the most important destinations for daily, regular trips, typically occurring at set times during the day (Nosal, 2016, p. 3-11).

The education sector is a major traffic generator, regardless of city size. Its role in local urban mobility is determined by:

- the scale of daily movements,
- the fixed starting or ending points of trips,
- time concentration, especially during the morning peak,
- distinct travel patterns depending on the type of school,
- a high share of pedestrian trips (in primary schools) and public transport usage (in secondary schools),
- seasonality.

The stakeholders in the education sector are highly diverse. Besides students of different ages (and varying levels of independence in making decisions about their mode of travel), this group includes parents and guardians, teachers, other staff employed in schools/preschools, as well as other individuals who use the school infrastructure (e.g., members of sports clubs, those participating in training sessions). Such a large diversity of stakeholders poses a challenge for conducting comprehensive actions in managing urban mobility (the table below).

Typology of stakeholders relevant to shaping urban mobility in the education sector

Entities in the Education Sector	Size	Transportation Behaviors	Scope of Decision-Making
Preschool and primary school students	Large	Travel to and from educational institutions	No independence in decision-making or executing trips
Other students	Very large	Travel to and from educational institutions	Varies depending on age and the school's location in relation to the place of residence
Principals	Minimal	Travel to and from educational institutions	Decisions about shaping the immediate surroundings of the educational institution
Teachers	Medium	Travel to and from educational institutions	Choice of transportation mode. Influence on students' and guardians' attitudes and behaviours regarding mobility
Other staff	Medium	Travel to and from educational institutions	Choice of transportation mode for commuting to school
Parents and guardians	Large	Travel to and from educational institutions, often "on the way" to/from work	School choice, transportation mode choice, decision about the child's independent travel to and from school

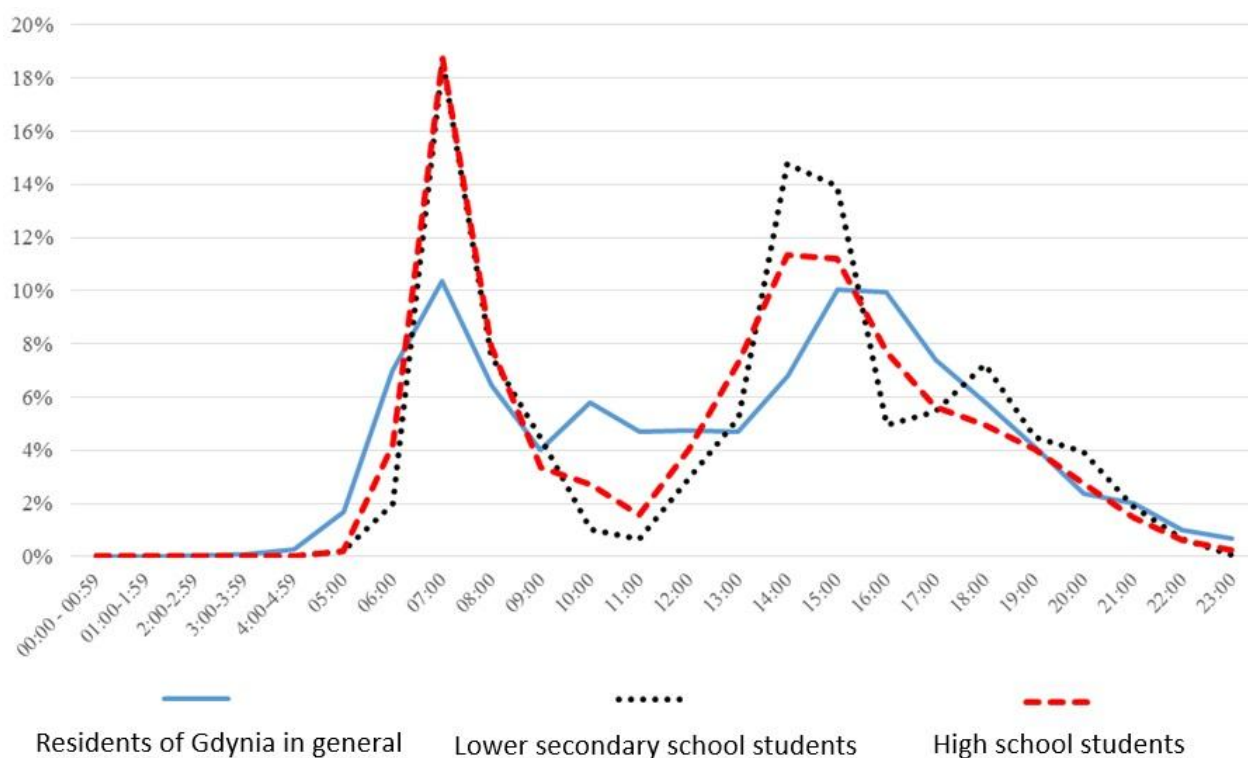
Local government administration	N.a.	Not applicable	Educational and promotional campaigns, funding changes near the school
Local government authorities	N.a.	Not applicable	Creating frameworks for urban mobility policy

The traffic patterns of a local government unit are strongly influenced by the daily movements of students, parents, staff, and other "users" of educational institutions. These patterns depend on the number and distribution of preschools and schools, designated school districts, the number and age of students, the types of schools, and the significance and popularity of a given school.

Student travel to and from schools represents a significant component of the demand in the urban mobility market. School-related traffic, in fact, accounts for about 15% of total urban traffic. Research conducted in various EU countries shows that the percentage of children driving to school by car ranges from 30% to 60%, depending on the country and school grade (Gävle Kommun 2019). An analysis of studies conducted in many cities across Poland shows that, apart from working adults, students are the largest group using public transportation services, as their travel times coincide with school start and end times (Hebel, 2013, p.178).

The following characteristics define school-related travel as a distinct segment of the urban mobility market (Wołek, 2017):

- Large scale of travel: While travel to preschools and primary schools is primarily local, in rural areas, the catchment area of a primary school is generally much larger than in cities.
- High travel obligation: This results from compulsory education.
- Regularity: School-related trips are consistent and predictable.
- High directness of travel purposes: Morning trips are usually directly to school.
- Concentration at specific times of day: There is a very pronounced morning peak, with a higher share of trips in the morning compared to the general population, and the afternoon peak occurs earlier than for the overall population (the figure below).



The daily schedule of non-pedestrian trips by start time for Gdynia residents, middle school students, and high school students in 2013 and 2014 [Gdynia residents – 2013, students – 2014].

Source: *Preferencje i zachowania komunikacyjne mieszkańców Gdyni. raport z badań marketingowych 2013* (Preferences and communication behaviors of Gdynia's residents. Marketing Research Report 2013) ZKM Gdynia, Gdynia 2014. M. Konarski, O. Wyszomirski: *Preferencje i zachowania komunikacyjne uczniów liceów ogólnokształcących w Gdyni i Sopocie.* (The preferences and travel behaviour of students attending high schools in Gdynia and Sopot.) „Autobusy: Technika, Eksploatacja, Systemy Transportowe” 2015 nr 12, B. Orzechowski, O. Wyszomirski: *Preferencje i zachowania komunikacyjne w podróżach miejskich uczniów gimnazjów w Gdyni.* (The preferences and travel behaviour of students attending middle schools in Gdynia) Study as part of the CIVITAS DYN@MO project, Uniwersytet Gdański, Gdynia-Sopot 2015

The differences described above cause a distinctly different travel distribution motivated by education. There is a significantly higher share of pedestrian and public transport trips, while trips made by car are considerably lower.

The diversity in transportation modes related to education stems, on the one hand, from the existence of school districts in primary education and, on the other hand, from the specialisation of secondary schools. In the case of primary schools, pedestrian trips dominate, followed to a lesser extent by public transport and cycling. The car is increasingly used to drive children to primary schools, often combined with the parent's commute to work.

This specific travel pattern creates different requirements for the components of sustainable urban mobility. The table below presents their relevance to the education sector. The most important elements in this context include non-motorized transport, public transport, road safety, intermodality, the implementation of new usage patterns, and mobility management.

The importance of sustainable urban mobility elements for the education sector

Element	Importance
Public transport	high
Active mobility	
intermodality	
Traffic safety	
New mobility patterns	
Mobility management	
Promotion of clean vehicles	medium
Road transport	
Intelligent transport systems	
Urban logistics	low

Low-Cost Methods for Investigating Mobility in the Education Sector

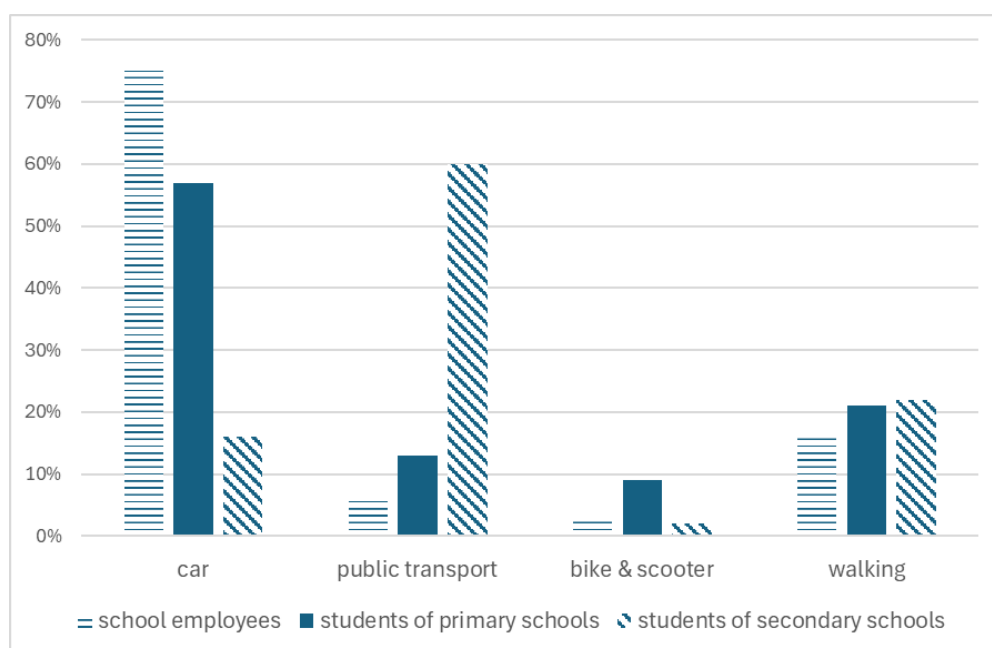
Comprehensive traffic studies are the most effective way to understand the mobility of the education sector. However, it is difficult to conclude the scale and structure of this phenomenon across the entire country, as these studies are often limited to a few medium and large cities. Additionally, some studies focus only on students over the age of 12, which distorts information regarding the scale and structure of demand in this segment of the urban mobility market.

Given the limitations of current studies, there is a clear need for comprehensive research on mobility preferences and behaviors in the education sector at the local level. These studies, which can be conducted at a low cost, are crucial for implementing effective measures to shape urban mobility. Such measures could include improving road safety, promoting non-motorized transport, and enhancing public transportation services.

When it is necessary to gather important information about mobility in the education sector quickly, a compromise solution is to collect data from school principals. The information gathered could include:

- the modal split of travel for students and school staff,
- identification of accessibility issues,
- road safety concerns,
- adjustment of public transportation schedules to meet the needs of students and staff,
- barriers to pedestrian and bicycle traffic.

The main research methods used for research among school principals are presented in the table below. Furthermore, Appendix 6 provides an example of a questionnaire, which can be employed, either in its entirety or partially, to gather data on the mobility patterns of students and school staff, as well as to identify key challenges related to the condition of infrastructure, public transport availability, and traffic management in the areas surrounding educational institutions.



The exemplary modal split of school employees of one of the Polish Functional Urban Areas based on research conducted in one of the Polish Functional Urban Areas, September 2024

The main research methods for low-cost research among school principals based on Richardson et al. (2003)

Research method	Description of method	Usefulness for the research on mobility issues in the education sector
Observation	The observer conducts observations at a predetermined measurement point or points. The method includes simple counting.	Identifying the number of bicycles and scooters parked on the school premises allows for a precise determination of the bicycle share in the modal split. The season of the year significantly impacts the results.
Personal interview	Orientated to penetrating below the superficial question-and-answer format of structured or semi-structured personal interviews.	An individual interview helps identify the school's biggest mobility-related problems, such as low cyclist safety, poor alignment of the bus schedule with the class timetable, or Inappropriate driver behavior near schools, such as excessive speeding, parking in unauthorized areas, and similar actions.
Focus group interview	A small group of people brought together and guided by a moderator through a discussion about a defined topic.	This method allows for interaction between representatives of different schools and the development of joint conclusions covering the education sector of the entire city or functional area. It also enables the preliminary prioritisation of the identified problems' significance.

Appendix 6: Education Sector Study – Questionnaire for School Principals

Please provide the number of:

Students from the municipality where the school is located:

Students from outside the municipality where the school is located:

Teachers and technical staff:

Please provide the number of bicycles, scooters, and mopeds that students used to arrive at school (after the start of morning classes):

Number of bicycles:,

number of scooters:,

number of mopeds:

Please estimate the number of staff (teachers and technical staff) who most frequently travel to school by:

Private car:

Public transport:

Bicycle / scooter / rollerblades, etc.:

On foot:

Please estimate the percentage of students who travel to your school using (the answers should total 100%):

Private car:

Public transport:

Bicycle / scooter / rollerblades, etc.:

On foot:

Please rate on a school scale (from 1- insufficient, to 6- excellent) the following factors important for the mobility of your school's students and staff:

Factor	1 insufficient	2	3	4	5	6 excellent	Not applicable
Timing of bus arrivals aligned with the school schedule							
Timing of bus departures aligned with the school schedule							
Number of bus connections							
Bus routes aligned with the place of residence of students/staff							
Sufficient number of car parking spaces							
Sufficient number of bicycle and scooter parking spaces							

Pedestrian safety in the immediate vicinity of the school							
Quality of pedestrian infrastructure providing access to the school							
Cyclist safety in the immediate vicinity of the school							
Quality of cycling infrastructure providing access to the school							
Location of public transport stops in relation to the school							
Equipment of public transport stops (e.g., shelters, timetables, benches, etc.)							

•

Please provide the current number of:

Parking spaces located on your school's premises:

Bicycle racks located on your school's premises: (including covered racks:).

How many bicycles can be parked at your school's racks?

By how much do you plan to increase the number of parking spaces and bicycle racks over the next 3 years (0 = no plans to increase):

Parking spaces:

Bicycle racks:

•

Please assess the direction of changes in transport options for accessing your school over the past 5 years:

Transport element	Significantly worsened	Worsened	Unchanged	Improved	Significantly improved	Not applicable
Public transport offer						
Traffic safety conditions						
Pedestrian infrastructure						
Cycling infrastructure						
Road infrastructure						

Is your school involved in initiatives aimed at encouraging students to travel by public transport?

A. Yes, which:

B. No

Is your school involved in initiatives aimed at encouraging students to travel by bicycle/scooter?

A. Yes, which:

B. No

Is your school involved in initiatives aimed at encouraging students to walk to and from school?

A. Yes, which:

B. No

Is your school involved in initiatives aimed at improving road safety?

A. Yes, which:

B. No

What potential actions, in your opinion, would most improve the conditions for traveling to or from your school?

.....
.....

Appendix 7: Urban Mobility Questionnaire for City Residents

How long have you lived in the city?

I don't live here (thank you for your participation)

Less than a year

1-5 years

6-10 years

More than 10 years

My whole life

How do you most frequently travel around the city?

On foot

By bicycle

By private car

By public transport

By motorcycle/scooter

Other, please specify: _____

Please evaluate whether you currently travel around the city more or less compared to the pre-pandemic period (relative to 2020).

Mode of travel	Much less	Somewhat less	About the same	Somewhat more	Much more	Not at all (currently and in 2020)
travel on foot						
travel by private car						
travel by public transport						
travel by bicycle						

Traveling on foot in the city is:

Statement	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Pleasant				
The fastest of all options				
Safe				
Inconvenient due to the condition of sidewalks				
Inconvenient due to the lack of adequate pedestrian crossings				

To what extent do you agree or disagree with the following statements about the current conditions for cycling in the city:

Statement	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
The bike lanes allow me to reach my key destinations				
The number of bike racks is sufficient				
I feel safe while cycling				

Would you be willing to use the following sustainable forms of transport more often if their quality were improved (e.g., new sidewalks, bike lanes, or increased frequency of public transport services)?

Statement	Strongly no	Somewhat no	Somewhat yes	Strongly yes
Walking trips				
Bicycle trips				
Public transport				

What changes in public transport in the city would be most important for you?

None, nothing would make me use public transport

None, the current public transport offering is optimal for me

Improvement in punctuality

Increased frequency

Improvement in direct routes

Better integration of lines

Lower ticket prices

Improved travel comfort (newer vehicles)

Other, please specify: _____

Which area or aspect of city transport, in your opinion, requires particular attention and improvement?

.....

Appendix 8: Selected Indicators Planned for Monitoring the Urban Mobility System in Turku (Finland)

Indicator table - Turku

Objective	Related Indicator	Indicator Description	Classification (Core/Specific)	Source of data	Base-line value	2026	2027	2028	Target Value	Responsible Party
Increase sustainable mobility	Share of trips using walking, cycling, or public transport	Proportion of all daily internal trips made using sustainable modes within Turku	Core	HLT (National Travel Survey), city travel data	55% (2021)	60%	63%	65%	66% (by 2030)	Mobility Services unit
Reduce transport emissions	GHG emissions from road/street traffic	Greenhouse gas emissions from Turku's local road and street traffic, measured in CO ₂ -equivalent	Core	City climate unit, Turku emissions inventory	164 kt (2015) 144 kt (2023)	100 kt	90 kt	85 kt	82 kt by 2029 (-50%)	Green transition unit
Improve traffic safety	Serious injury accidents in traffic	Number of traffic accidents resulting in serious injury or death annually within Turku	Core	Police, Statistics Finland, traffic safety database	Avg. 10/year (2017–2021)	7	6	5	5 (-50% by 2030), 0 by 2050	Traffic safety coordinator?
Promote physical activity	Share of trips made by walking	Share of all internal trips in Turku made primarily by walking	Specific	HLT, city travel diaries	35% (2021)	38%	40%	42%	45%	Mobility Services unit
Ensure transport equity	Accessibility of sustainable transport across districts	Proportion of population within short distance to high-quality public transport or bike infrastructure	Specific	GIS analysis, Valonia, city mobility data	Not specified	TBD	TBD	TBD	increasing every year	TBD
Reduce air pollution and noise	Residents exposed to high traffic-related pollution	Share of population exposed to traffic-related noise or PM _{2.5} /PM ₁₀ pollution above	Specific	SYKE (Environmental Institute), city health data	27% noise exposure (2016)	23%	20%	18%	less than 15% (by 2030)	Environmental services

Objective	Related Indicator	Indicator Description	Classification (Core/Specific)	Source of data	Base-line value	2026	2027	2028	Target Value	Responsible Party
		health-based thresholds								

- HLT (Henkilöliikennetutkimus) is Finland's national travel survey and provides core modal share data.
- GHG emissions are measured using citywide inventories in line with Finnish and EU climate protocols.
- Traffic safety data comes from national injury/fatality reports.
- Accessibility relies on GIS mapping (e.g., population density vs. mobility service coverage).
- Air and noise exposure follow thresholds defined by WHO guidelines and Finnish health authorities.

Appendix 9: An exemplary section of the M & E Plan Template for Cesis (Latvia)

SECTION 2: OBJECTIVES OF SUMP OR OTHER RELEVANT STRATEGIC DOCUMENT (draft version, 2025)

Issues of transport and mobility appear in various strategic and operational documents developed at the city, county, or functional urban area level. First, you should check whether such goals have already been set out in higher-level documents, such as the city's development strategy or environmental protection program.

Depending on the context, it is also worth reviewing the regional framework for sustainable mobility planning.

The purpose of this section is to:

- to provide a clear overview of the strategic and institutional context for sustainable urban mobility planning in the city;
- to identify the main objectives and elements of the SUMP or any other relevant strategic documents.

Try to answer the following questions:

- What are the most relevant planning and policy documents (e.g. strategy of development, SUMP, transport strategy, etc.) that guide mobility planning?
- Is there a city's strategic vision for sustainable mobility embedded in the most important documents?
- What strategic goals have been set—citywide or at the Functional Urban Area (FUA) level (according to transport & mobility)?
- Are there specific targets related to climate, transport, accessibility, and health?
- What national or regional planning frameworks influence local mobility planning?
- Is your city part of any collaborative networks (e.g. climate, traffic safety, MAL in Finland) that influence strategy implementation?

Planning & policy documents

- Cēsis Development Programme 2022–2028 (current) — the main medium-term plan with KPIs that include mobility indicators (e.g., car modal share, PT stop proximity, EV chargers, “mobility points”). [cesis.lv](https://www.cesis.lv)
- Sustainable Development Strategy 2022–2036 — the long-term vision and alignment with national/regional frameworks. [cesis.lv](https://www.cesis.lv)
- Integrated Sustainable Energy & Climate Action Plan (SECAP) to 2030 — sets climate/energy goals and a full transport & mobility action chapter. [cesis.lv](https://www.cesis.lv)
- Territorial (land-use) plans — current plan and the “New territorial plan” process (with a “Mobility” track). [cesis.lv+1](https://www.cesis.lv+1)

Strategic vision for sustainable mobility

- The Strategy frames Cēsis as a compact, high-quality living environment aligned with *Latvija2030* and Vidzeme regional plans, with integrated planning across sectors. Mobility is treated as part of the “accessible region” and the high-quality public realm. [cesis.lv](https://www.cesis.lv)
- The SECAP vision adds a climate lens: climate-neutral by 2050, and, by 2030, shifting mobility and infrastructure toward lower emissions and resilience. [cesis.lv](https://www.cesis.lv)

Goals (city & FUA scale)

- Municipality-wide (city + rural area) KPIs (by 2028) from the Development Programme:
 - Reduce the number of residents who use the car as the main mode in Cēsis city from 44% → 40%;
 - Keep high access to PT stops (<500 m) (94.45% baseline; target listed at 90%);
 - >5 “mobility points”; 20 public EV chargers; and cut city traffic accidents 160 → 90. [cesis.lv](https://www.cesis.lv)
- SECAP 2030 (whole municipality): overall –20% CO₂ by 2030 vs 2021, with a dedicated Transport & Mobility action package (PT optimisation, micromobility network, mobility points, school transport efficiency, telework/e-services). [cesis.lv+1](https://www.cesis.lv+1)
(Cēsis’ planning documents operate at the municipal scale, which functions as the local FUA; Strategy also coordinates with Vidzeme regional planning.) [cesis.lv](https://www.cesis.lv)

Specific targets (climate, transport, accessibility, health)

- Climate/energy: –20% CO₂ by 2030; municipal fleet: +25% low-/zero-emission share and reduced fleet energy use; expand local renewables and energy efficiency. [cesis.lv](https://www.cesis.lv)
- Transport: implement mobility points; modernise/optimize PT; expand micromobility, with cycle lanes on ≥50% of rebuilt local roads by 2030; deploy traffic counting and behaviour-change campaigns. [cesis.lv](https://www.cesis.lv)
- Accessibility & safety: high PT-stop proximity target (see above) and accident reduction target for the city. [cesis.lv](https://www.cesis.lv)

National & regional frameworks shaping local mobility

- Strategy explicitly aligns with: *Latvija2030* (national long-term), NAP 2021–2027, the Teritorijas attīstības plānošanas likums & related Cabinet regs, and Vidzeme Region strategy/programme. [cesis.lv](https://www.cesis.lv)
- SECAP references EU Green Deal, “Fit for 55”, EU Adaptation Strategy, and Latvia’s National Energy & Climate Plan 2021–2030 (NEKP 2030). [cesis.lv](https://www.cesis.lv)

Planning responsibilities & stakeholders

- Municipal Council sets policy; the Development & Territorial Planning Commission oversees development/territorial planning; the Traffic Safety Commission handles local traffic safety/organisation. [cesis.lv+1](https://www.cesis.lv+1)
- Sector leads (e.g., Cēsu digitālais centrs) implement actions like e-services/telework under SECAP; coordination occurs through the Development Programme & SECAP governance. [cesis.lv](https://www.cesis.lv)
- Regional/national: Vidzeme Planning Region frameworks guide accessibility and regional connectivity; national ministries/laws frame planning procedures (as cited in the Strategy). [cesis.lv](https://www.cesis.lv)

Collaborative networks influencing implementation

- INTERREG BSR “SUMP for BSR” (2023–2026) — Cēsis is a project partner to prepare and implement a SUMP tailored for small/medium cities, including cycling pilots and mobility data deployment. [cesis.lv](https://www.cesis.lv)
- LIFE LATESTadapt (2022–2027) — nature-based & smart solutions for urban climate resilience (green infrastructure planning, stormwater pilots). [cesis.lv+1](https://www.cesis.lv+1)
- Covenant of Mayors — Cēsis joined in 2015, underpinning the SECAP methodology and targets. [cesis.lv](https://www.cesis.lv)
- Own Your SECAP — EU-supported initiative used to develop and adopt the current SECAP and municipal energy management system.