



LEADERS IN URBAN TRANSPORT PLANNING

A Capacity Building and
Knowledge Exchange Program





ACKNOWLEDGEMENTS

The LUTP Program was developed by a core team consisting of **O.P. Agarwal**, **Ajay Kumar**, **Samuel Zimmerman**, and **Brian McCollom** (World Bank), and **Tony Gomez-Ibanez** (Harvard Kennedy School of Government).

The team would like to thank **Jose Luis Irigoyen**, **Marc Juhel**, and **Rohit Khanna** for their support and guidance throughout the process.

The team received support from a number of colleagues in preparation of the self-study material and would like to make a special mention of Thierry Desclos, Tawia Addo-Ashong, Julie Babinard, Baher El-Hifnawi, Nupur Gupta, Arturo Ardila Gomez, Ivan Jaques, Mustapha Benmaamar, Van Anh Thi Tran, Cholpon Ibraimova, and Fanny Barrett. Since the early stages of this program, Dayo Mobereola, Managing Director of Lagos Metropolitan Area Transport Authority, has been a key partner in program development. Special thanks to Cathi Nussbaum for ensuring the quality of all material and keeping us on a tight time table. The team would also like to thank Danila Apasov for making informative videos of the workshop proceedings.

The team would like to acknowledge generous support from Energy Sector Management Assistance Program (ESMAP), Public-Private Infrastructure Advisory facility (PPIAF), Korea Green Growth Trust Fund (KGGTF), and Australian Agency for International Development (AusAid).

A number of institutions have partnered with the World Bank in delivering the LUTP Program, including Land Transport Authority (LTA), Singapore; Korea Transport Institute (KOTI), Seoul; Center for Environmental Planning and Technology (CEPT), Ahmedabad; French Development Agency (AFD)/Cooperation for urban mobility in the developing world (CODATU); Embarq, Mexico City; International Association of Public Transport (UITP); and Lagos Metropolitan Area Transport Authority (LAMATA), Nigeria.

CONTENTS



BACKGROUND AND INTRODUCTION	5
THE WHY PROBLEM IDENTIFICATION	7
THE WHO AUDIENCE	13
THE WHAT PURPOSE AND OBJECTIVE	16
THE HOW METHODOLOGY	20
THE WHERE LOCATION	32



BACKGROUND AND INTRODUCTION

Motivated by a desire to help city transport leaders acquire the holistic skills needed to deal effectively with complex urban transport issues, a team of urban transport professionals in the World Bank developed a flagship knowledge-sharing innovation program, “Leaders in Urban Transport Planning” (LUTP).

This guide describes **the Why, the Who, the What, the How,** and **the Where** of the learning program.

The LUTP Program is based on the following key premises regarding complex transport-land use issues and effective leader learning:

- While every city is unique, cities often face common challenges
- No one specific solution fits all cities because local circumstances vary among cities
- Consideration of institutional and cultural barriers to changing behavior is very important and should be factored into the development of solutions
- A good understanding of the institutions, governance and political economy is needed to develop sustainable solutions
- The development of local capacity should focus on the real demands faced by the cities
- Adults learn best by participatory problem-solving and hands-on learning



- An understanding of the evolution of good practices is more important than just knowing the essentials of good practice
- Collaborative learning and sharing knowledge among cities in the spirit of South-South learning is important

Launched in 2007, the LUTP program has evolved from a lecture-based approach to a broader multi-media, interactive, and case-study based workshop. It has delivered 30 workshops in four languages (English, French, Spanish, and Chinese) to over 1,000 leaders from more than 30 countries. It has been successful

in creating a network of professionals who share experiences on a regular basis.

This program is primarily intended for mid- to senior-level managers and policy makers who occupy or will occupy leadership positions in urban transport planning, operations and management bodies.

The LUTP Program has been successful in creating:

- Enhanced skills and capacity among program participants
- Improved learning approach for transport leaders

- Increased local capacity in local universities and training institutes
- Improved knowledge base of new materials
- Enhanced connectivity and opportunities for learning and sharing
- A network of leaders – a Community of Practice (CoP)



THE WHY?

PROBLEM IDENTIFICATION

Rapid urbanization, increases in income and even faster growth in motorization in developing countries have created an urgent need for expanded, more effective, efficient and safer urban transport systems. Over the coming decades, the level of urbanization is expected to increase everywhere in the developing world, increasing from almost 40 percent in 2000 to 60 percent of the total population by 2030. African, Asian, and Latin American countries are expected to urbanize at even a more rapid rate.

Already at crisis levels, worsening urban congestion, deteriorating air quality, increasing GHG emissions, rising road accidents and an exploding demand for non-renewable fuels continue to be major problems. All major cities around the world are grappling with the common challenge of how to enhance mobility and access to employment, education, health care while reducing travel costs, accidents, air and water pollution and the consumption of scarce resources like land and fuel.

Unfortunately, urban transport planning and management is complex and multi-dimensional. Strategies must be comprehensive and multi-modal, encompassing both supply and demand measures. They must go beyond merely adding more capacity, and reflect an understanding of linkages among transport, land use and human behavior.



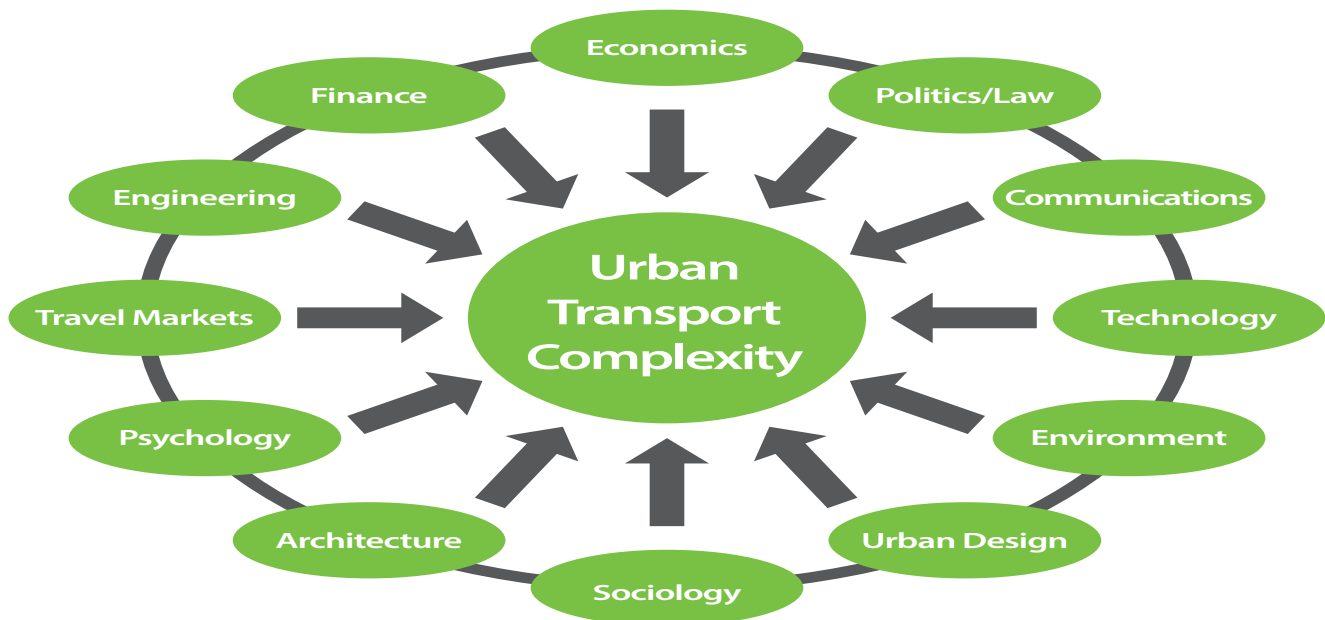
Urban transport planning, management and operations is complex, requiring: 1) strong and cooperative institutional structures, and 2) wide range of skills and capacity to develop and implement holistic and multi-sectoral approaches, integrating aspects of economics, engineering, politics, communications, urban design and environment.

Urban transport planning and management needs to go beyond “hard” engineering expertise and encompass an understanding of other disciplines such as the following:

- Land use planning, urban design and architecture
- Psychology, sociology, and political science
- Economics and finance
- Environmental and social assessment
- Public health planning
- Marketing, public consultation and communications
- Project management
- Traffic management and engineering
- Transport infrastructure planning, public transport service planning, operations and management.

The capability for holistic thinking and planning is lacking in the developing world. In most developing cities, professional planners who can balance different perspectives to find the right mix of strategies is rare or do not exist. Therefore, it is no surprise that there is an absence of comprehensive solutions. Institutional structures needed to support coordinated planning are often missing, leading to multiple agencies undertaking initiatives in conflict with each other. Sub-optimal decisions and investments are often made.

Figure 1 Complexity of Urban Transport.



Unfortunately, there also is an absence of appropriate academic and professional development programs. These programs are needed to develop professional planners who can undertake urban transport planning in a way that considers multiple perspectives.

The transport curricula in most education institutions are tightly compartmentalized along specific, narrowly defined technical lines. Most transport planning professionals begin their careers along traditional engineering and project

management tracks. There are very few interdisciplinary education programs that address both “soft” people as well as “hard” technical subjects.

The development of transport planning professional planners with this interdisciplinary background is perhaps the biggest challenge to many cities facing problems that require integrated transport solutions.

In addition to the technical complexity, the human behavior

dimension makes urban transport planning distinct from other disciplines. People travel in the course of daily living—be it for work, school, visiting friends and relatives, running errands, medical facilities, etc.—using diverse forms of transport—from walking, bicycling, to private and public motorized modes. Travelers are directly impacted by congestion, on-street pollution, and accidents.

Even those who do not travel, are impacted by poor transport infrastructure and services — in the



form of higher prices for housing and goods, unavailable medical and other services and a visibly degraded environment. These people know it and can see the impacts in their daily lives.

As a result, most citizens consider themselves “experts.” They believe that they know the “right” solution to the transport problems of the city they live in. While they all may have valid perspectives, citizens see problems from “their” point of view. Dealing with these

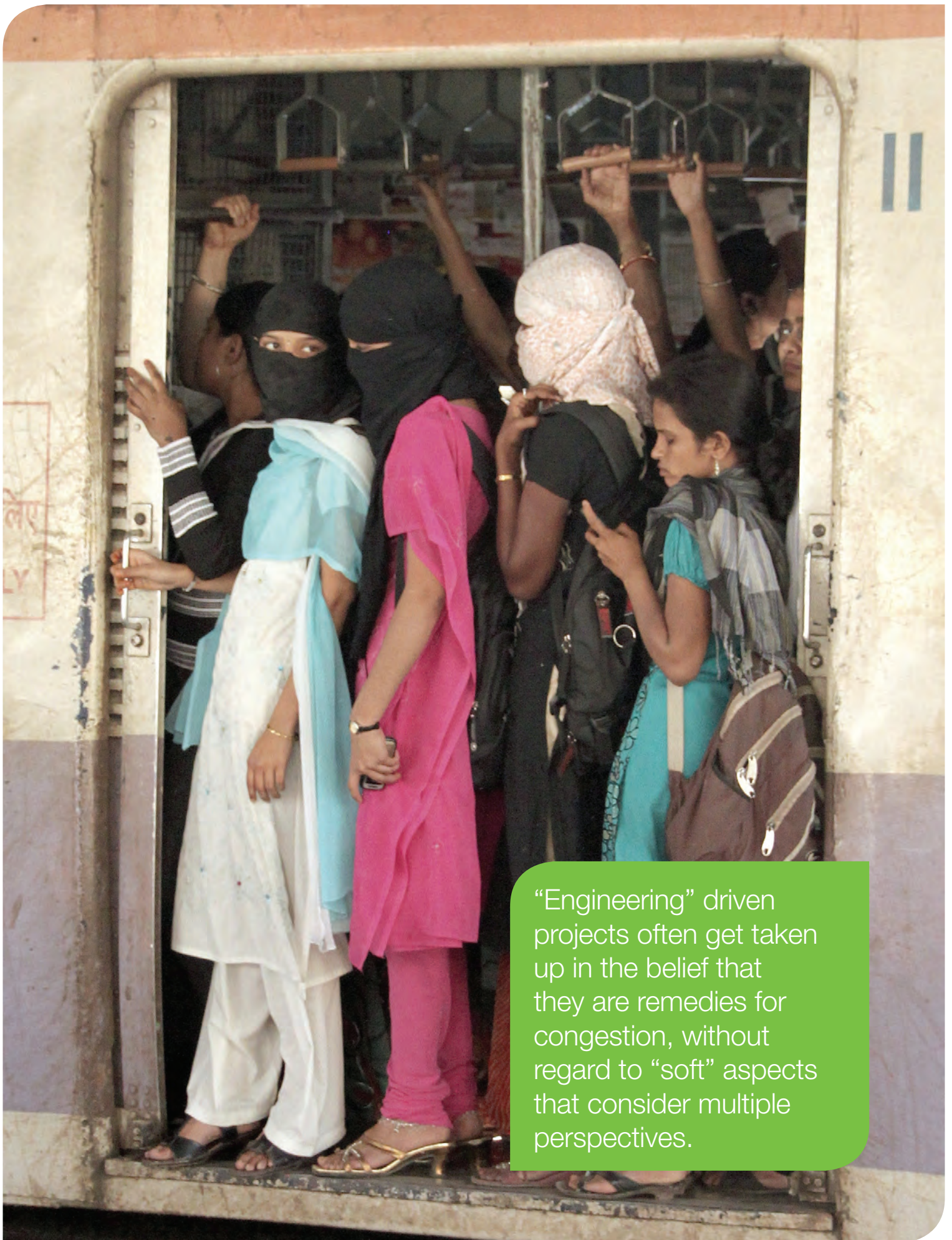
different perspectives is a serious challenge when cities search for the “optimal” solution.

The perspectives of different citizens are influenced by their gender, age, occupation, and economic status. They also are influenced by their respective travel choices. For example, people in private motorized modes see the need for increasing road capacity. Travelers using public transport modes see the need for investing in additional

buses and rail cars, constructing new MRT/LRT/BRT lines, and improving public transport levels of service. People who make their trips walking see the need for better sidewalks.

A core team of World Bank urban transport professionals, working with a number of partners created a multi-phase capacity building program entitled “Leaders in Urban Transportation Planning” (LUTP) capacity building program to fill this vacuum.





“Engineering” driven projects often get taken up in the belief that they are remedies for congestion, without regard to “soft” aspects that consider multiple perspectives.



THE WHO?

AUDIENCE

THE PROGRAM IS AIMED AT MID-TO SENIOR LEVEL POLICY MAKERS

The LUTP Program is primarily intended for mid- to senior-level managers and policy makers who occupy or will occupy leadership positions in urban transport planning, operations and management bodies. Mayors, municipal agency chiefs, key decision makers at other levels of the government – all of whom play a leadership role in the planning and implementation of urban transport policies and plans – are ideal participants. Managers occupying leadership positions in large public transport regulatory agencies and operating companies, urban roadway agencies and traffic police forces benefit from the program. Senior managers and executives of consultancies that provide support to cities have also made excellent candidates.

The LUTP Program is advertised widely and applications invited. A careful selection process is used to ensure that the right kind of participants attend the program. Selection is made by a committee comprising representatives from the Bank and the respective partner institutions according to the following criteria:

- Minimum number of participants from each country/province, city to facilitate internal discussion and knowledge sharing and to develop a



meaningful nucleus of change agents in that country, province or city

- Mix of participants from multiple cities and countries to encourage information exchange; and cross-fertilization
- Maximum diversity regarding type of organization represented, gender, and professional interests.

The use of this selection approach has been very successful. The LUTP Program has primarily attracted mid- to-senior level professionals from different national, state, provincial or city governments and operating agencies. Typically, these professionals are responsible for “putting the pieces of transport solutions together.” They generally have extensive working experience in planning and development, but have little exposure to “transport” as an academic discipline. Most of the participants are from Bank client countries. They are either involved in an on-going Bank financed investment project or a potential project in the early stages of preparation and discussions.

Figure 2 Profile of workshop participants.

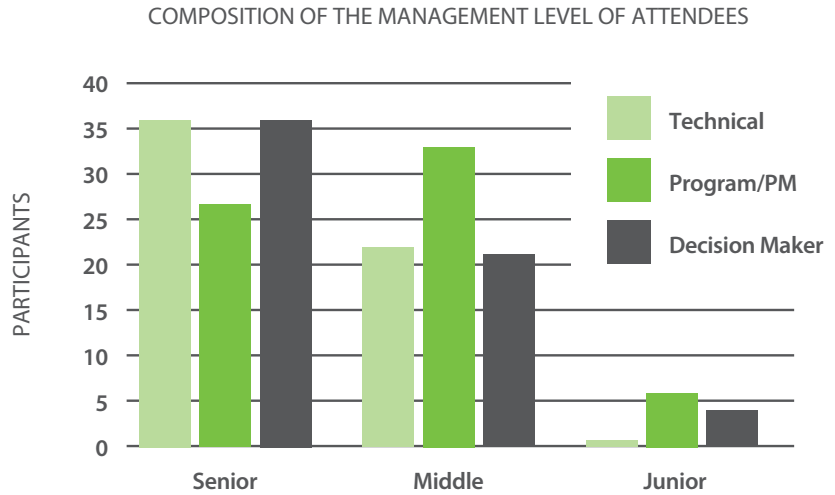
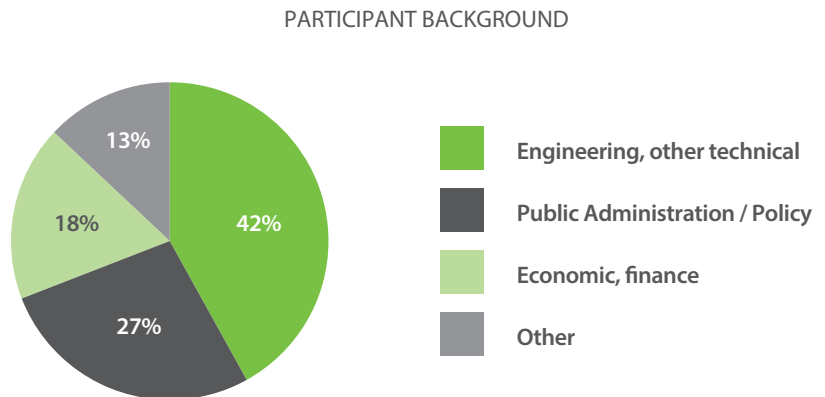
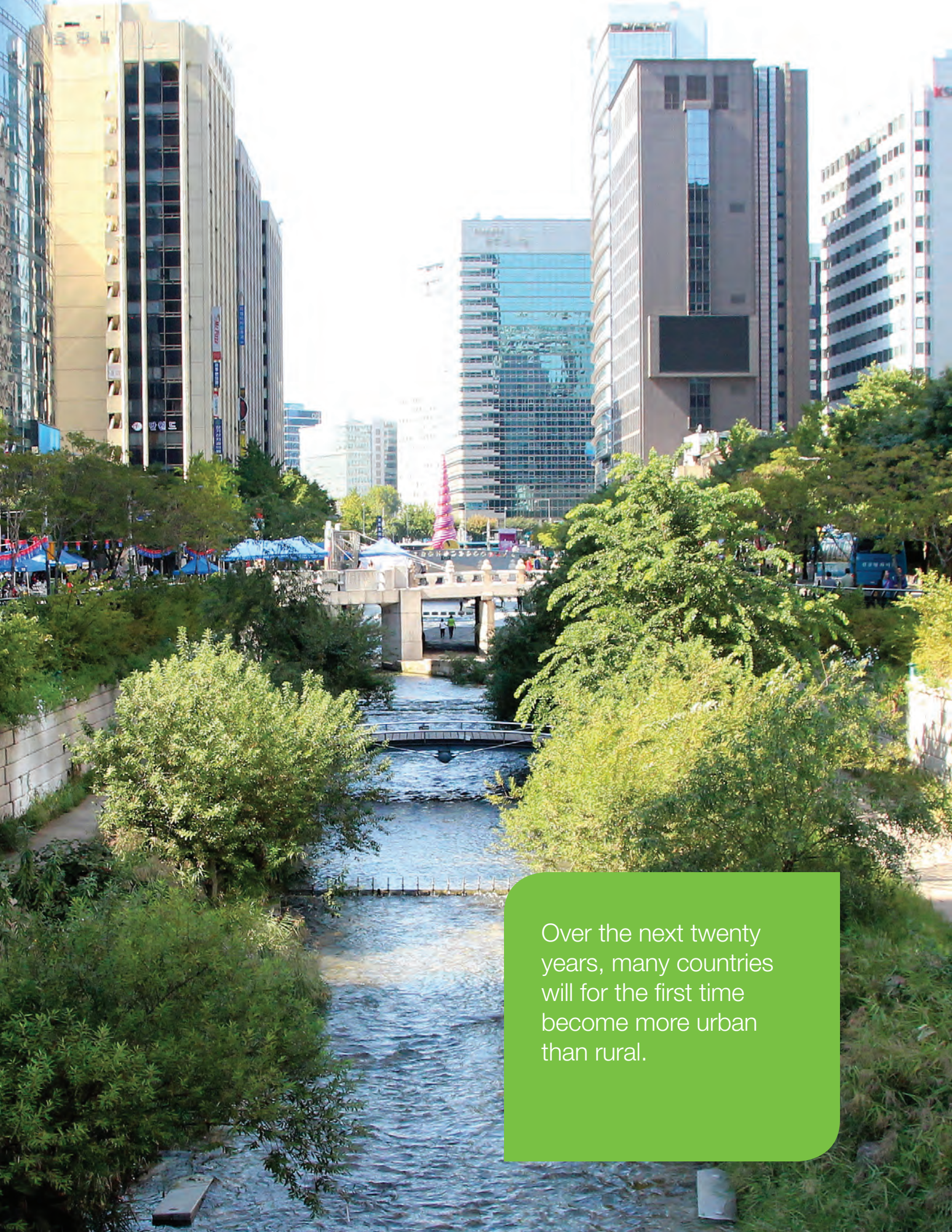


Figure 3 Participants professional background.





Over the next twenty years, many countries will for the first time become more urban than rural.

THE WHAT?

PURPOSE AND OBJECTIVE

Cities should develop a solution that is the “best fit” to local circumstances and not the “best practice”.

The basic objective of the LUTP Program is to help city transport leaders gain the skills to identify, prepare and implement holistic solutions to complex urban transport issues.

The fundamental tenets of the program are:

- Each city is unique in terms of geography, demography, history, governmental system, and administrative structure. However, all cities face common transport challenges and share the common goal of addressing them in the most



efficient, affordable, safe, and environmental friendly manner

- No one specific solution fits all cities. Cities should be adaptable and flexible. They should strive to develop a solution that is the “best fit” to local circumstances which may not be the “best practice”
- Consideration of institutional barriers to changing behavior is important and should be factored into the development of solutions during the early preparation phase . “Technical” or “Engineering”

solutions, while well understood and easy to develop, by themselves are difficult to implement

- A good understanding of the “political economy”, “institutions” and “governance” should be factored into the development of solutions. This ensures that the right approach is adopted and that construction-focused interventions do not lead to the sub-optimal use of resources
- The development of local capacity should focus on

the real demands faced by the cities, particularly human resources

- Adults learn best by participatory problem solving and observing how others have tackled issues similar to those they face. This helps them to actually apply the lessons learned to real world problems
- More can be learned by studying the evolution rather than the outcome. It is not sufficient for participants to be simply presented with “best practices” for addressing a



particular problem. A better learning model is for them to understand how these practices have evolved, what challenges were faced as they evolved, and how can they be adapted to address specific situations in different contexts

- Developing a good work program is an important part of problem solving. The difficult part of any planning effort is to lay out a work program describing how to address urban transport issues and challenges. Once a scope has been agreed to, the actual work is relatively easy. Accordingly, the LUTP Program emphasizes that determining what planning work to do or “the process” is as important as actually doing it or “the outcome”
- A wealth of experience and knowledge has been accumulated around the world over

the years and there is a need for providing a common platform for collaborative learning and sharing knowledge in the spirit of South-South learning.

Accordingly, the LUTP Program has been developed both in breadth (variety of subjects addressed) and depth (variety of modalities utilized), specifically focused on:

- Developing an understanding of the complexity of urban transport problems and potential context-sensitive alternative solutions
- Creating an awareness of the full range of urban transport issues and ways to address them across a diverse array of cities and countries
- Recognizing the need for integrated mobility planning in terms of sectors, modes and geography, what this involves

and how it should be undertaken

- Developing a comprehensive array of supporting tool-kits, datasets and learning materials covering the entire spectrum of urban transport issues
- Creating networks of participants, organizers, presenters to share information across different regions of the world
- Supporting “twinning” and mentoring relationships for mutually beneficial partnerships
- Organizing discussion forums and networks to provide feedback on LUTP in order to support a continual improvement process.

The capacity building effort is developed around a four pronged action plan (**Figure 4**)



Figure 4 Urban transport capacity building action plan.



THE HOW?

METHODOLOGY



The LUTP program has gone through an evolutionary process, comprising two main stages:

STAGE I: 2007-2011

It started with an informal discussion organized in the summer of 2005 to discuss why the Bank was involved in so few urban transport projects and the reasons for their slow and weak implementation. Multiple reasons were put forward, including:

- Inherent complexity
- Inadequate support from the country management
- Requirement for substantial supervision budget, and
- Difficulties of dealing with resettlement in most urban areas.

There was some truth to all reasons put forward but the fundamental issue still remained—what can the Bank urban transport community do to encourage greater engagement in the sector and a better understanding of issues among the diversity of clients?

After much discussion, it was agreed that the Bank could best address this question by providing targeted training. The objective was to provide training to practitioners in the countries where the Bank had an on-going engagement to improve the preparation and delivery of investment proj-

ects. The Bank would document good global practices and prepare a “how to” instructional guide. This information would be shared in a series of workshops for the benefit of both Bank transport community as well as the client countries.

In response, a core team of urban transport professionals prepared a three-day course entitled “Introduction to Public Transport Planning, Management, and Operations.” The course presented an overview of public transport with emphasis on planning and reform. It provided a fundamental understanding of public transport concepts, planning, operations, management and contracting, financing, and institutional/organizational arrangements.

The first delivery of the workshop was in April 2007 in Washington DC, as part of the Transport Forum, with the participation of Washington- and country-based staff. Between April 2007 and March 2011, thirteen workshops were conducted across the world, from Bogota (Colombia), to Lagos (Nigeria), Accra (Ghana), Addis Ababa (Ethiopia), Tshwane (South Africa), Indore, Bangalore (India), Rabat (Morocco), Amman (Jordan), Riyadh (Saudi Arabia), Baku (Azerbaijan), Beijing (China), Surabaya (Indonesia), and HCMC (Vietnam). Key features of the workshops were:

- Focused mainly on technical aspects of public transport planning, management and operations

- Delivered largely through presentations with some case studies and exercises
- Essentially a one-time effort – not part of a continuing and integrated exercise
- Country specific, inviting participants from within the same country
- Generally of a 2-3 day duration.

STAGE II: 2011-TODAY

The stage 1 workshops were well attended and considered successful. However the team conducting the workshops recognized three weaknesses in the workshops:

- 1. The content needed to cover a wider set of issues relating to urban transport.** Good public transport operations and planning constitutes only a limited part of the larger urban transport planning effort
- 2. Participants preferred an interactive rather than lecture based approach.** Much more time should be devoted to active involvement by the participants.
- 3. Lecture-based information can be imparted without the participants having to come face-to-face.** Time spent at the workshop could be better used for learning methods that need face-to-face interaction, discussion and information exchange.

The program was changed in 2011 to respond to these concerns. The program was broadened to a multi-event learning process with a strong action learning focus. The pedagogy was modified with an increasing emphasis on case discussions, group exercises and similar forms of action learning. The program encourages peer-to-peer learning with the goal of creating and strengthening network of like-minded professionals. Most of the workshops were regional in focus, inviting participants from multiple countries (except India and China, where participants were drawn from many cities within the country).

This improved program has been delivered in over 10 cities—from Lagos, Singapore (multiple offerings), Marseille (multiple offerings), Fuzhou, Beijing, Xining, Ahmedabad (multiple offerings), Seoul (multiple offerings), Buenos Aires, Mexico City, and Rabat. The workshops have been presented in the languages of the participants (Chinese, French, and Spanish, besides English) with delivery material and case studies adapted to the particular location. The focus has been enhanced to reflect:

- Broader, multi-track, multi-media approach
- Longer term program, not single events
- More targeted audiences

The Program has evolved from a lecture-based approach to a broader multi-media, interactive, and case-study based approach.

PROGRAM DESIGN AND IMPLEMENTATION

The design of the LUTP Program is focused entirely on client needs. Efforts were made to solicit client input.

In 2011, senior policy makers from client countries participated in a round table discussion to better define the LUTP's structure, areas of focus, and methodologies. The policy makers were asked to provide their views on the following key program topics:

- Identifying capacity gaps in looking at urban transport comprehensively
- Designing a capacity building program for mid-career professionals
- Developing a broad framework for course content and delivery mechanism
- Defining nature of support from countries and partners.

The team gathered additional suggestions from regional teams, as well as other development partners.

Through these outreach efforts, specific areas for focus in the training program were identified. Special attention was given to documenting evolution of good international practices—be it in the area of institutional development, public private partnerships (PPP), traffic management, road safety, or operations and planning.

The LUTP program was designed to respond to the identified demands and recommendations of senior urban transport policy leaders from developing countries around the world. In recognition of the needs and characteristics of proposed program participants, the program is not designed as a typical classroom based exercise.

The participants are not “students” per se, but senior practitioners and political leaders. For such a group, intense and short duration programs do not have high knowledge retention potential. Their learning characteristics, knowledge base and availability for a learning program are very different from that of college students. They prefer action oriented and participative learning to listening to lectures.

Some of the important features of the proposed participants that were taken into account in the design of the program are the following:

- They become disengaged with excessive lecturing
- They need inputs in smaller doses, spread over a longer time frame
- They cannot leave their work places for too long
- They prefer learning by doing
- They have a wealth of practical experience and understanding

that can be effectively tapped for peer-to-peer learning

- They often think the academic faculty is too theoretical and impractical.

Therefore, a program that runs over a long span of time and has a “learning by doing” approach was proposed. The LUTP program was designed to allow participants to learn while they work since it is difficult for the participants to leave their place of work for extended periods of time. The LUTP is delivered in a 5-phase structure spread over 8 months, as follows:

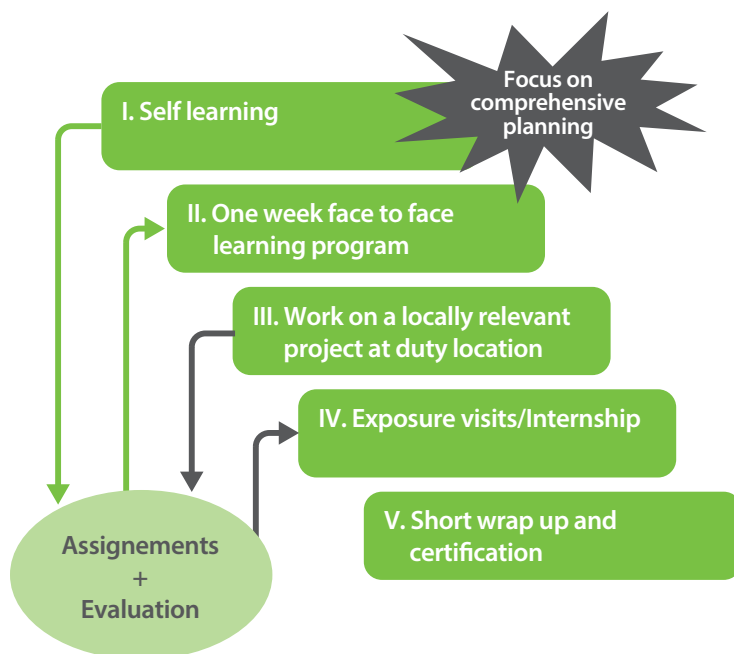
1 Phase I is a 6-week long self-study phase where participants are asked to read material sent to them in advance and complete on-line tests. The materials have been developed in-house as a short, simple, and easy-to-read text with pictures and references.

This ensures that they are well prepared before they join the face-to-face component. The self-study material was specifically developed for this program and combined “theoretical” knowledge with “practical” applications enriched by specific applications and lessons learned.

The program participants, mostly senior policy makers, prefer action oriented and participative learning to listening to lectures.

Figure 5 Program structure.

PROPOSED 5 PHASE STRUCTURE

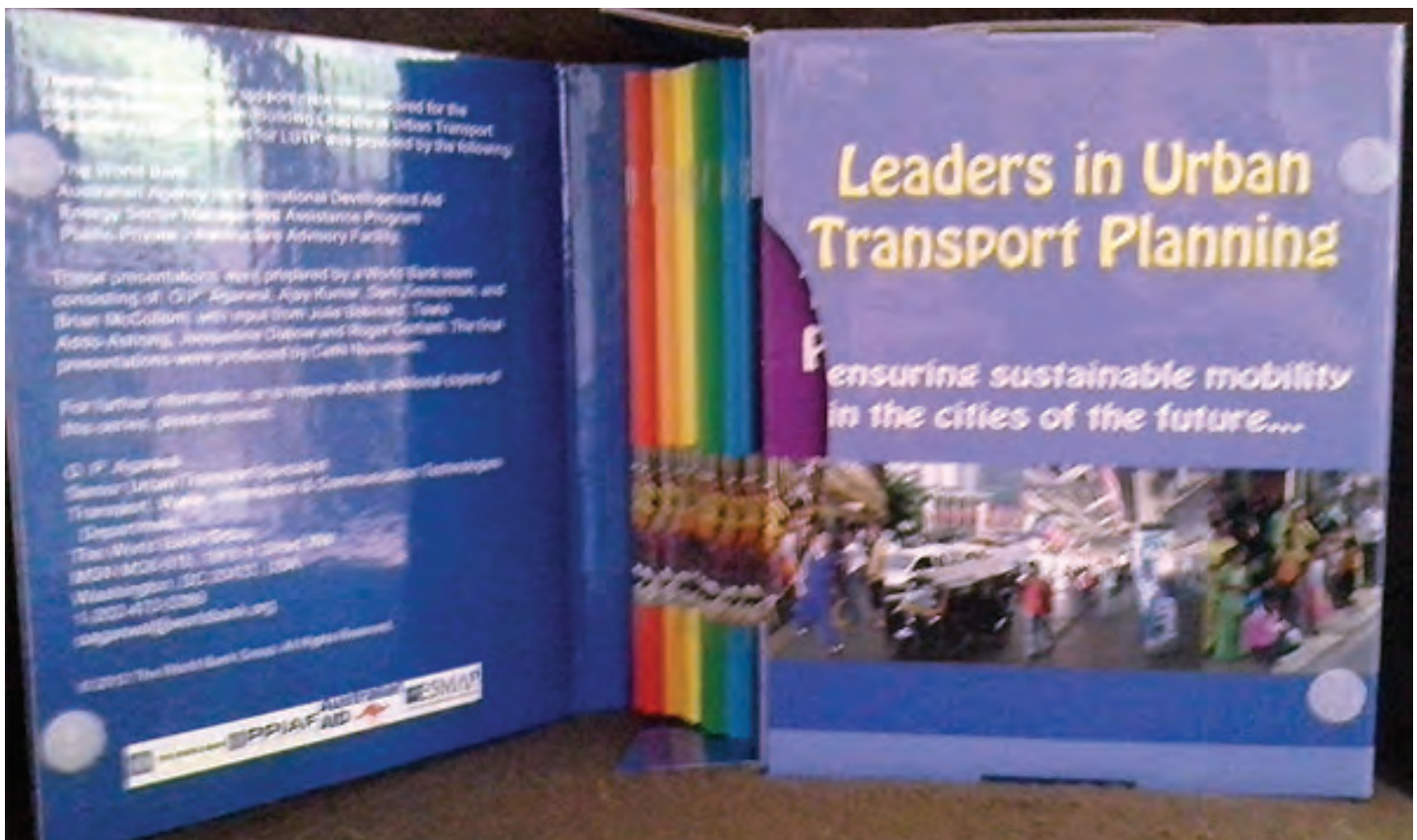


Twenty-four self-learning modules, clustered around the following seven themes were developed:

1. **Growing problems of urban transport**—congestion, air quality, climate change, safety, energy security, projected growth, etc.
2. **Factors influencing travel demand**—network design, public transport system integration
3. **Governance and policy issues in urban transport**—Why is government needed—externalities—need for regulation—need for coordinated action—role of national, provincial and local governments—what to regulate, how to regulate
4. **Public transport and complimentary services**—choosing rapid transit alternatives, the role of ITS in public transport, importance of communications, marketing and branding
5. **Beyond public transport**—the pedestrian environment and non-motorized travel (NMT), parking planning and management, transit oriented development (TOD), urban freight
6. **Financing and PPP**—financing urban transport investments and services, contracting urban transport services
7. **Social and environmental issues**—energy efficiency, environmental issues, safety issues, socio-economic dimensions of urban transport.

At the end of each self-study module, a quiz and a short assignment are used to reinforce readers' understanding of the material.

Outcome: Exposure to New Knowledge—raised awareness, improved motivation, increased understanding, knowledge acquisition.



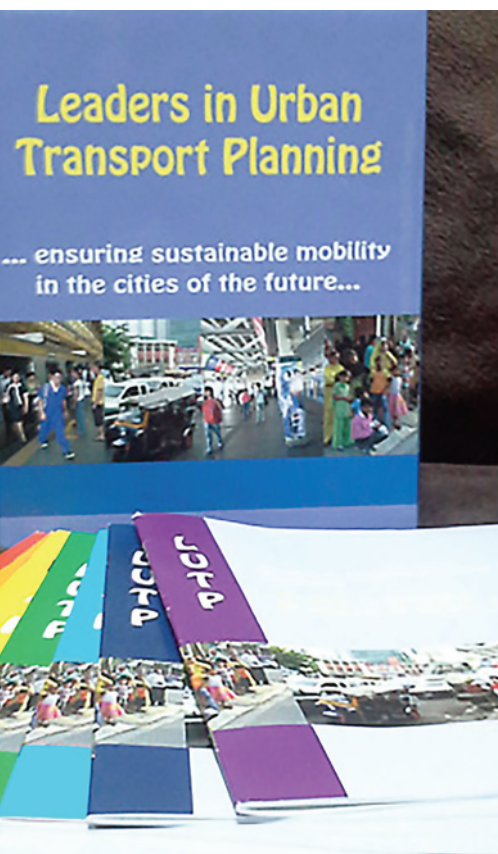
2 Phase II is a face-to-face component of one week duration. The learning in this phase revolves around case discussions, group work and problem solving. Key characteristics:

- One week duration
- Action learning, preceded by an “ice-breaker”
 - Case studies
 - Problem solving
 - Role play and other activities
 - Group work
 - Site visits to local best practices.

During the workshops, opportunities are provided for the participants to get to know each other, share their respective problems, and find common ground.

PROGRAM ACTIVITIES INCLUDE:

- Production of background study materials covering governance and institutions, technical planning methods, approaches to address political/social/economic/ environmental/ legal and other issues
- Preparation of case studies and group exercises to help participants think through problem solving in a structured way
- Syntheses of best practices
- Dissemination through workshops and webinars
- Promotion of peer-to-peer dialogue and learning
- Establishment of an urban transport Community of Practice (CoP)
- Development of a network of mentors and mentees.



CASE STUDY is a learning approach that puts participants in the role of decision makers and makes them take specific positions and debate their relative merits. The key features of this learning approach are:

- Case studies are used to guide class room discussions and to give participants experience in dealing with complex, real-world situations.
- Case studies do not have a correct or incorrect way to address to a specified problem; nor do they imply a preferred solution. Each case can have more than one right answer depending on how the problem is defined and which assumptions are made.
- Participants must spend several hours getting familiar

with the case and preparing their thoughts for classroom discussion.

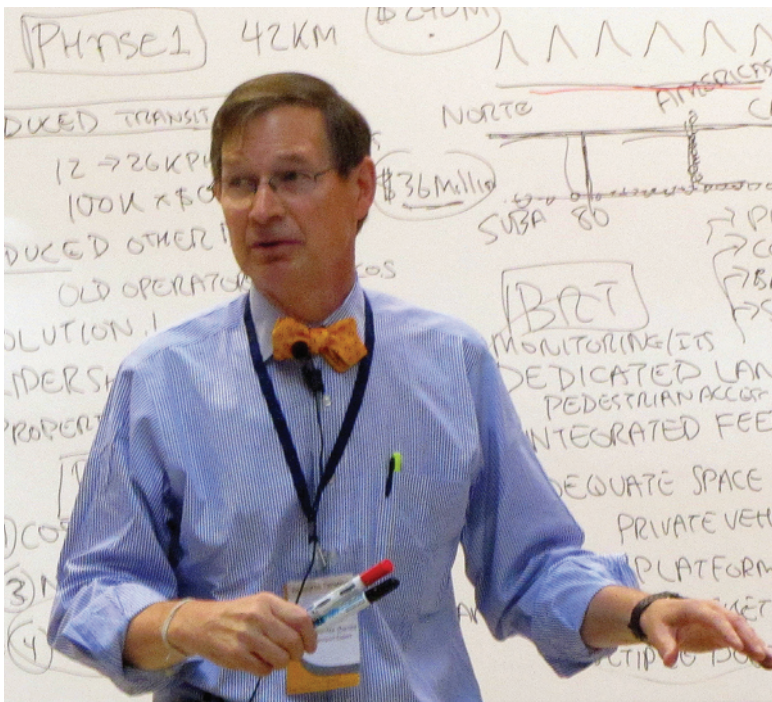
- With participants from a diverse set of countries, with different experiences, discussions invoke varied dimensions of the same problem.

GROUP EXERCISES

present transport environments in specific cities—small, medium and large in different economic and political contexts. The participants are divided in groups of five or six. Each group is expected to become familiar with the city by reading the summary material provided and accessing available on-line information. Each group is asked to suggest: a) issues and challenges facing the city; and b) short, medium and long term solutions.

“Excellent approach to use case studies, encourage thinking and understanding of planning process”

-Feedback from a participant



SHARING the results of group exercises. On the last day, each group makes a brief presentation on their group findings. To keep alive the spirit of competition judges are appointed to rank the presentations. The teams making the best two presentations are given a small award token.

SITE VISITS present an opportunity to see first-hand how a specific issue was addressed—including an inter-modal and interchange facility in Singapore, BRT in Ahmedabad, intermodal terminal in Seoul, a bus terminal in Lagos. Part of the afternoon of each day is spent on site visits to demonstrate the good practices discussed in class. The day following the site visits starts with a debriefing session during which the participants are asked to comment on what they saw, “pro’s and con’s” and the appli-

cability of what they saw to their respective situation.

3 Phase III involves 5-6 months of project work on a high priority problem facing the participant’s home cities. The participants are assigned appropriate program mentors to assist them as they work on their respective issues.

4 Phase IV involves an international study tour with multi-country participants to enable cross country learning in an informal environment. This may also involve participation in an important international transport conference during the tour.

5 Phase V is the wrap up face-to-face program of one week where the participants get an opportunity to present their project work to their peers.

“Site visits gave an in depth idea about the vision and technology advancement”

-Feedback from a participant



“Very well done
with different
countries presenting
their cases, good
experience”

-Feedback from a participant

A certificate of successful completion is presented to all participants. In practice, the offerings have had two models. One model only uses phases 1, 2 and 5, while the second uses all five phases. The difference has largely been on account of the practical difficulty in managing the project phase with several international participants. Therefore, the full set of 5 phases is only being offered in India, which is largely a national level offering.

The self-study phase of the program has also been developed and converted into an E-learning course on Integrated Urban Transport Planning, and is being offered twice a year by the WBI e-Institute.

RESULTS

Innovation

The LUTP Program, the World Bank's flagship knowledge sharing innovation, has been successful in creating:

- **Enhanced skills** among a pool of leaders/change agents looking at Urban Transport in a holistic and comprehensive manner
- **Improved learning approach** through case studies, group exercises and discussion forums
- **Increased local capacity** in local universities and training institutes



- **Improved knowledge base** including high quality reference materials, toolkits (“how to” guides), datasets and other materials
- **Enhanced connectivity** by supporting a broad platform for South-South knowledge exchange
- **Increased opportunities** for peer-to-peer learning and mentoring.

The last two points deserve more explanation. Over the years, LUTP has built an on-going community of practice (CoP) consisting of its alumni. This effort has helped foster professional networks and encouraged regular interaction

amongst members long after the conclusion of their workshops.

At the conclusion of the program, participants who return to work in their own cities have the option of having a mentor through the LUTP. The mentors act as sounding boards for ideas and can lead to international study tours for individuals who decide to participate.

Other benefits of the program to date have included:

- **Increased awareness of cross-sector linkages:** The LUTP Program has helped participants understand the linkages between transport and other sectors, including land use planning, human

behavior, affordability, environment, energy efficiency.

- **South-South Partnerships:** The LUTP is built on the premise that cities facing similar problems will benefit if a common platform is provided for them to share knowledge and experience. As part of LUTP, twinning arrangements have been set up to enable one city to take advantage of the experience and knowledge of another program participant.
- **Donor Harmonization and Leveraging Partnerships:** The Bank has partnered with a number of organizations such as the Academy of Mayors



“I understand much better the dynamics of urban transport system and its nuances. It would enable me to initiate and participate actively and meaningfully in urban transport planning and management in my city”

-Feedback from a participant

in China, The Land Transport Authority in Singapore, the Korea Transport Institute (KOTI), CEPT University and Urban Transport Institute in India, the French Development Agency (AFD), The Department of Foreign Affairs and Trade Australia, UITP, IDIS Buenos Aires, EMBARQ Mexico which have all helped develop materials and hosted the program.

- **Within the World Bank family:** The Transport Anchor teams with the regions, SSATP, ESMAP and PPIAF, again to develop materials and present, while the regions, in

particular are the eyes and ears of the program, helping to identify client with knowledge sharing needs and providing follow up.

You can see a short video on the offering in Singapore in Jan 2012, on the intranet (Transport site).



OVERALL ASSESSMENT

Did the course meet your expectations?

The course was well received and most participants felt that the program met their expectations.

WORKSHOP EVALUATION

At the end of every offering, participants are asked to evaluate the program and provide answers to several questions, so that the team can continuously monitor the program's impact and identify areas for improvement. Participants are asked to rate the workshop using a five-point scale (1=lowest rating,

5=highest rating) for the following aspects of the workshop:

- Relevance of the course to your current work or functions
- Extent to which the information presented is new to you
- Usefulness of the information that has been provided
- Extent to which the content matched the announced objectives and target audience
- Over-all quality of sessions
- Over-all quality of supporting materials.

The overall evaluation has been very positive, with over 90 percent of the participants rating the usefulness and overall quality of the workshop as high or very high (giving it ratings of 4 and 5 on a scale where 5 is the highest rating).

Seoul, KOTI, October 2013



THE WHERE?

LOCATION

Between 2007 and 2010, stage I of the LUTP program was offered in thirteen locations across all regions (see [Table 1](#)). Almost all of the offerings were country specific with the participants drawn from within the country. In contrast, stage II of the LUTP has been offered in fifteen locations so far (see [Table 2](#)), with the participants drawn from multiple countries. Additional workshops are proposed to be held in 2014 calendar year in Mexico City (May-end), Marseille (early-June), Dubai (mid-June), Ahmedabad (August), and Seoul (September).



Table 1 Stage I Workshop delivery locations.**LIST OF WORKSHOPS HELD**

	City	Date
1	Washington DC	April 2007
2	Indore, India	June 2007
3	Bogota, Colombia	November 2007
4	Rabat, Morocco	January 2008
5	Manila, Philippines	February 2008
6	Accra, Ghana	April 2008
7	Amman, Jordan	October 2008
8	Baku, Azerbaijan	April 2009
9	Tshwane, South Africa	June 2009
10	Beijing, China	October 2009
11	Surabaya, Indonesia	June 2010
12	HCMC, Vietnam	June 2010
13	Riyadh, Saudi Arabia	March 2011

Table 2 Stage II Workshop delivery locations.**LUTP OFFERINGS**

Location	Dates	Number of participants	Number of countries	Language
Lagos	May/June 2011	80	14	French/English
Singapore	January 2012	66	13	English
Marseille	June 2012	30	9	French
Fuzhou	June 2012	35	1	Chinese
Ahmedabad	July 2012	33	1	English
Beijing	September 2012	30	1	Chinese
Seoul	October 2012	26	7	English
Buenos Aires	November 2012	16	5	Spanish
Singapore	Jan./Feb. 2013	25	6	English
Mexico	May 2013	65	5	Spanish
Marseille	June 2013	24	7	French
Xining	June 2013	30	1	Chinese
Ahmedabad	August 2013	39	1	English
Rabat	September 2013	45	7	French
Seoul	October 2013	39	7	English







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