

D3.5

*Final assessment of  
educational/training program  
implementation with updates by TTI*

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alliance



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PANEPISTIMIO THESSALIAS – UTH	Greece
FRAUNHOFER GESELLSCHAFT ZUR FORDERUNG DER ANGEWANDTEN FORSCHUNG EV – Fraunhofer	Germany

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**LIST OF ABBREVIATIONS**

<b>Abbreviation</b>	<b>Description</b>
D	Deliverable
EU	European Union
Fraunhofer IFF	Fraunhofer Institute for Factory Operation and Automation IFF
GA	Grant Agreement
MSc	Master of Science
P	Paper
PhD	Doctor of Philosophy
PO	Project Officer
Q&A	Questions and Answers
SAP	Scientific Excellence and Innovation Assurance Panel
STIP	Sustainable Transport Interchanges Program
STSE	Short-Term Staff Exchanges
TTI	Transport and Telecommunication Institute
UTH	University of Thessaly
WP	Work Package

## **ABSTRACT**

The present deliverable regards the assessment of the 2<sup>nd</sup> Summer School “Sustainable Transport Interchanges Program (STIP) – Part II: Public Transport Systems: from research to decision making” realized in Riga, Latvia by the Transport and Telecommunication Institute (TTI) with the active support of the University of Thessaly (UTH) and the Fraunhofer Institute for Factory Operation and Automation IFF (Fraunhofer IFF). The deliverable gives an overview on the 2<sup>nd</sup> summer school activities and presents the findings of the assessment of the summer school, which was conducted through online questionnaires addressed to students, trainers and SAP members. Based on respondents’ feedback, an analysis was performed for the quantitative data, while for the qualitative, a summary with the most interesting findings is given.

# 1 Introduction

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## 1.1 Contents of the deliverable

This document is the fifth deliverable of WP3. The objective of this WP is to define and implement a knowledge-sharing strategy. The strategy clearly defines the activities and plans for activities execution, which aims at maximizing the transfer of knowledge between partners of the project. Knowledge-sharing strategy targets the following groups of users: researchers and academic staff of TTI; master and PhD students.

Deliverable D3.5 constitutes the assessment of the 2<sup>nd</sup> Summer School “Sustainable Transport Interchanges Program (STIP) – Part II: Public Transport Systems: from research to decision making” realized in Riga, Latvia by TTI together with UTH and Fraunhofer IFF. The 2<sup>nd</sup> Summer School was held from 1 July to 7 July 2018 on TTI premises.

For the assessment, an online-questionnaire survey was conducted, and the feedback of 19 students was received (more than 75% of all students). Additionally, the online-questionnaire was developed to receive feedback from trainers involved in the specific courses presentation. As the 2<sup>nd</sup> Summer School is one of the core activities of ALLIANCE, three of the SAP members were officially invited to participate in the school (one as invited speaker). All SAP members provided their feedback about this activity.

Based on respondents’ feedback, a statistical analysis was performed for the quantitative data, while for the qualitative data, an overview of the most interesting findings is also provided.

## 1.2 Project overview

ALLIANCE aims at developing advanced research and higher education institution in the field of smart interconnecting sustainable transport networks in Latvia, by linking the Transport and Telecommunication Institute – TTI with two internationally recognized research entities – University of Thessaly – UTH, Greece and Fraunhofer Institute for Factory Operation and Automation IFF – Fraunhofer IFF, Germany. Close collaboration of TTI with UTH and Fraunhofer IFF will enable the achievement of the goals through the following activities:

- Organization of young researchers’ seminars.
- Organization of workshops.
- Organization of summer schools for trainers and young researchers.
- Development of educational programme for graduate and post-graduate students.
- Development of training programme for trainers and practitioners.
- Provision of grants for participation as authors of peer reviewed publications in conferences.
- Facilitation of Short-Term Staff Exchanges (STSE’s) with the aim of international collaboration, mainly publications.
- Establishment of a guidance strategy for preparing scientific publications.
- Creation of an educational forum as on-line tool for distance learning and knowledge sharing.

The overall methodology of the project is built around the analysis of the needs of Latvia and the



surrounding region of the Baltic sea (Lithuania, Estonia, Poland) on knowledge gain about intermodal transportation networks and the development of the tools to attain this knowledge, providing at the same time excellence and innovation capacity. The analysis to be conducted during the first stages of the project, steps on the overarching relations among policy makers, industry and education/research.

Structured around three main pillars, organizational/governance, operational/services and service quality/customer satisfaction, ALLIANCE will deliver a coherent educational/training program, addressed to enhancing the knowledge of current and future researchers and professionals offering their services in Latvia and the wider region.

The expected impacts on the overall research and innovation potential of TTI and Latvian research community will be of high importance and TTI will benefit from ALLIANCE by:

- Improving its knowledge in methodologies for preparing, writing and publishing scientific papers.
- Strengthening its research capacity.
- Establishing international research teams in specific areas of interest.
- Generating new innovative ideas for future research work through the project's activities.
- Setting up the fundamentals for the young generation of researchers.
- Being integrated in a number of existing international transportation research networks.
- Being incorporated in the European research system of transport and logistics.

In addition, the cooperation of TTI with UTH and Fraunhofer IFF will induce benefits into several domains of everyday life at regional, national and international scope. New bases will be established concerning knowledge transfer procedures, education and interdepartmental collaboration amongst research institutes. The innovative organizational framework, which will be structured for this purpose during the project, is expected to constitute a best practice application with tangible and well estimated progress results, which will be disseminated and communicated through social events to the research community and to the respective business sector as well.

Lastly, an important benefit will be the configuration of an integrated framework pertaining to the knowledge transfer techniques and the generic upgrading of the educational system with use of networking, staff exchange, webinars and other knowledge transfer methods and techniques based on a well-structured and well-tried schedule.

## 2 Second Summer School setting up and implementation

The 2<sup>nd</sup> Summer School organized by TTI is a part of WP3 activities. The 2<sup>nd</sup> Summer School was organised with intensive support of the ALLIANCE partners UTH and Fraunhofer IFF. The title of the 2<sup>nd</sup> summer school was defined as **“Sustainable Transport Interchanges Program (STIP) – Part II: Public Transport Systems: from research to decision making”**.

The common vision for the Summer Schools of ALLIANCE is the preparation of a new generation of transportation researchers and professionals in the area of transport interchanges.

The objectives are:

- to enable the international networking of young transport researchers
- to train young researchers on specialized topics, defined as vivid for Baltic States through intensive courses.

The outcomes of these Summer Schools are scientific excellence, along with skills and ability to put science into practice.

The 2<sup>nd</sup> Summer School was focused on **Public Transport Systems**, and offered the following courses:

- The European policy on intermodal transportation
- Building business models for intermodal transport interchanges
- Sustainable development and transportation planning for passengers
- Operation and management of intermodal transport systems: passenger interchanges
- Optimization of intermodal transport systems
- Intelligent services for passenger transportation
- Design of passenger transport interchanges
- Decision making methodologies
- Data collection methods

Additionally, to the courses developed in the framework of ALLIANCE (listed above) the summer school had additional activities, like:

- students' project
- technical visit to the Riga International Airport
- special invited lecturers:
  - Mr. Javier Aldecoa Martínez-Conde (Spain) “Integration of sustainable transport modes in urban modal hubs”
  - Dr. Maria E. Lopez (Spain) “Urban interchanges design: are we missing something?”
  - PhD Tamara Djukic (Spain) “Data as a service for better mobility planning, monitoring and organization and other collaboration activities”

The full agenda of the 2<sup>nd</sup> Summer School is presented in the Annex A, while Table 1 gives the data on courses presented to the participants of the 2<sup>nd</sup> Summer School. To give practical skills to participants, significant amount of time during the school was dedicated to the students' project, prepared by UTH. Annex B presents the description of the students' project in detail. As a result of the students' project, 5 presentations (one from each team) were prepared and presented to auditorium.

Also, the Consortium formulated the conditions and set the relevant deadline (7th August 2018) for those students willing to receive 6 ECTS points from the summer school. In this case, students

need to prepare a technical report based on the analysis conducted in the framework of the students' project, according to the structure proposed in course C0 during the Summer School. The report should be uploaded to the e-alliance platform for evaluation.

**Table 1:** 2nd Summer school course data

No	Title	Presented by	Partner
C0	Research methodology and teamwork setup	Prof. Irina Yatskiv (Jackiva)	TTI
C1	The European policy on intermodal transportation	Dr. Giannis Adamos	UTH
C2	Building business models for intermodal transport interchanges	Dr.-Ing. Henning Strubelt	Fraunhofer IFF
C3	Sustainable development and transportation planning	Prof. Eftihia Nathanail	UTH
C4	Operation and management of intermodal transport systems	Dr. Giannis Adamos	UTH
C5	Optimization of intermodal transport systems	Prof. Eftihia Nathanail	UTH
C6	Intelligent services for passenger transportation	Dr.-Ing. Henning Strubelt	Fraunhofer IFF
C8	Design of passenger transport interchanges	Dr. Giannis Adamos	UTH
C11	Decision making methodologies	Prof. Eftihia Nathanail	UTH
C12a	Data collection methods: Travel Surveys	Prof. Eftihia Nathanail	UTH
C12b	Data collection methods: Historical and observed data: passenger transport	Konstantin Busch	Fraunhofer IFF

In total, according to the attendance list 40 persons took part in the school, including:

- 25 Trainees: 20 from TTI, 2 from Germany (Fraunhofer IFF) and 3 from Greece (UTH)
- 3 Stakeholder representatives (including 2 SAP members)
- 5 Trainers (1 from TTI, 2 from UTH, 2 from Fraunhofer IFF)
- 3 Invited lecturers (incl. 1 SAP member)
- academic and research staff of TTI (incl. post-doc. researchers).

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## 3 Training program assessment

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### 3.1 Survey design and participants

The following target groups of ALLIANCE 2<sup>nd</sup> Summer School were considered:

- Trainers
- Trainees
- SAP members.

For each target group, a specific questionnaire survey was designed:

- for SAP members, the questionnaire was provided in form of MS Word document, which should be filled in and returned to the organizers of summer school (see Annex E)
- for Trainers (see Annex D) and Trainees (see Annex C) an online-questionnaire survey was designed using Google Forms and was provided in electronic form.

The SAP members' questionnaire consisted of three sections: general information about SAP, level of agreement under several statements (a five level Likert scale was used, ranking from "strongly agree" to "strongly disagree") and free-text fields for the members to express their opinion about the summer school.

The SAP members' questionnaire was delivered to three SAP members, who took part in the 2<sup>nd</sup> Summer School, and feedback was received from all of them (response rate of 100%).

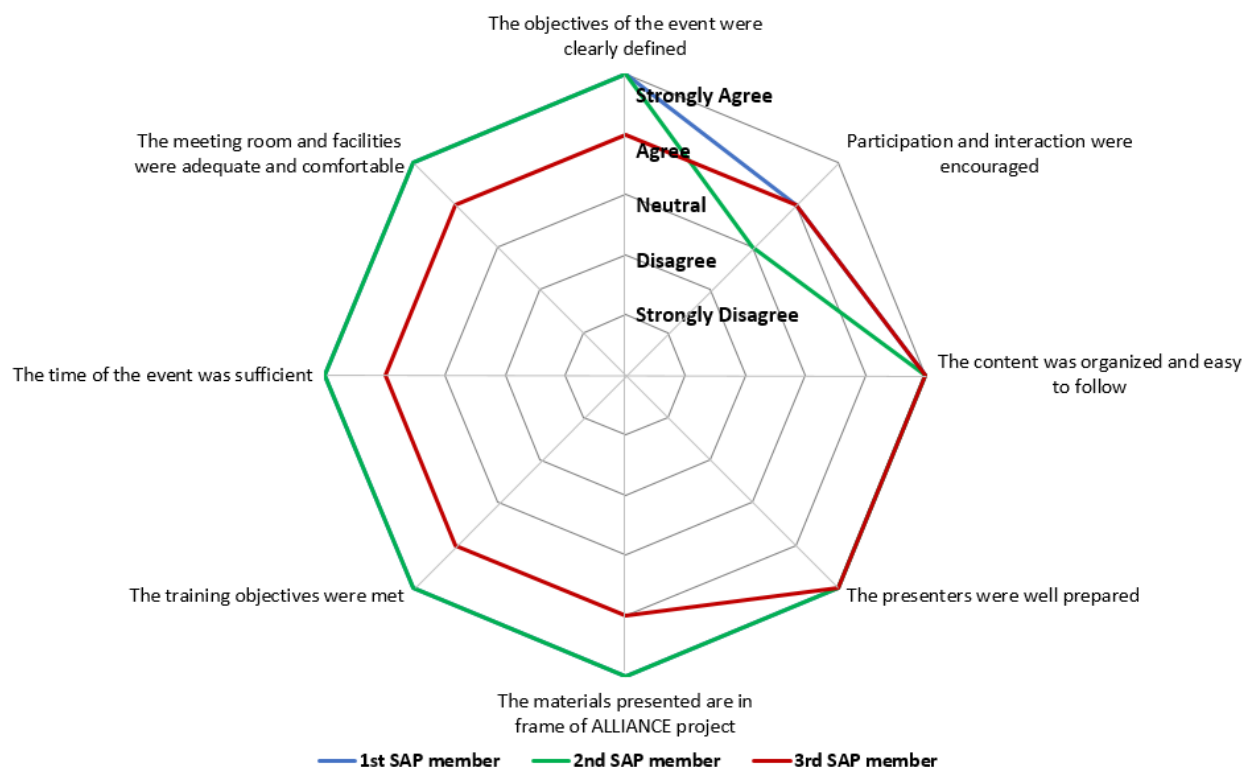
The Trainers and Trainees questionnaires consisted of 3 sections: general information (gender, level, home institution, etc.), level of agreement under several statements (a five level Likert scale was used, ranking from "strongly agree" to "strongly disagree") and free-text fields.

The Trainers and Trainees questionnaire was delivered in the last day of the 2<sup>nd</sup> Summer School. In total questionnaire was addressed to 5 trainers and 26 trainees. The response rate for the trainers reached 100%, and for the trainees was higher than 75%.

Based on the feedback received from SAP members, trainers and trainees, the statistical analysis was performed for the quantitative data, while the results of the qualitative data are discussed in Chapter 4.

### 3.2 SAP members feedback results

Figure 1 depicts the results of SAP members' feedback regarding the level of agreement with statements listed in questionnaire. The analysis of this feedback shows the positive evaluation of the event by the SAP members. The results of the evaluation are presented in Annex F, Annex G, Annex H. Comments from the SAP members are also provided in Chapter 4 of this Deliverable.

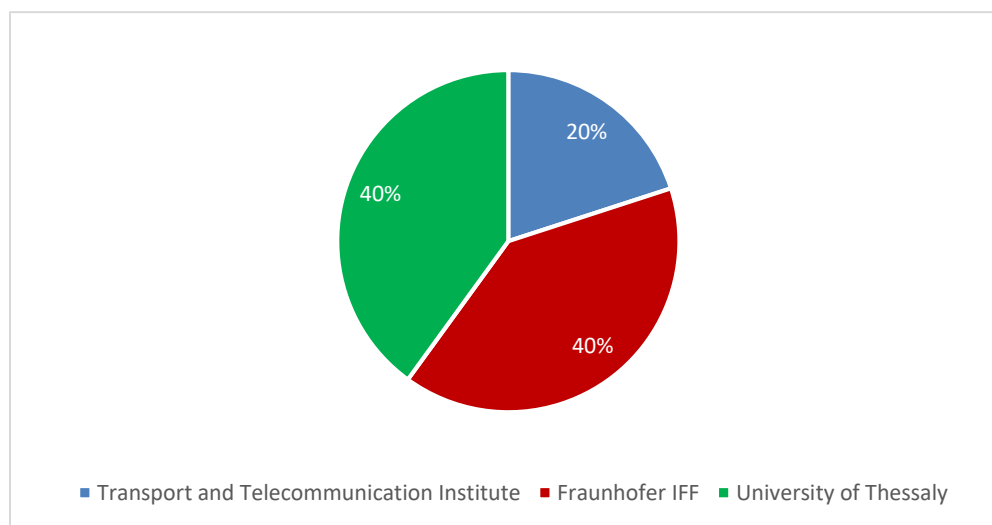


**Figure 1: Level of agreement with statements**

### 3.3 Trainers feedback results

This section of the deliverable presents the feedback of trainers regarding their participation in the 2<sup>nd</sup> summer school.

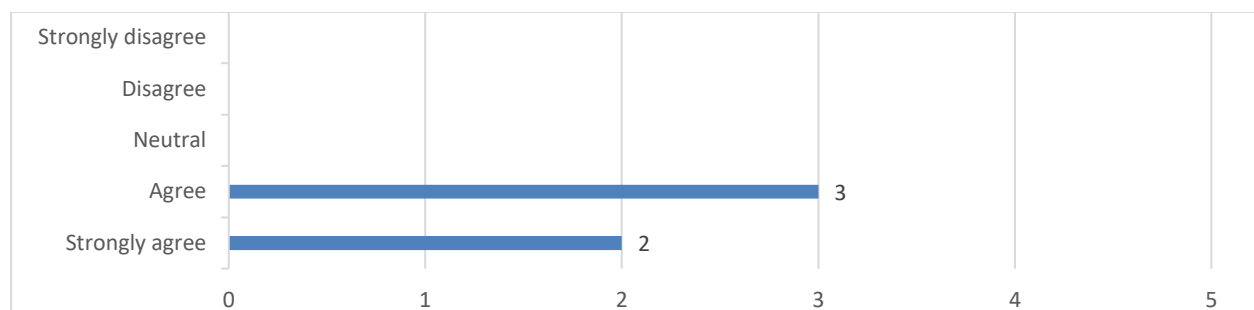
Figure 2 below shows the distribution of respondents (trainers) by home institution. As ALLIANCE targets knowledge transfer, most of the trainers are representatives of UTH and Fraunhofer IFF.



**Figure 2: Respondents' (trainers) home institution**

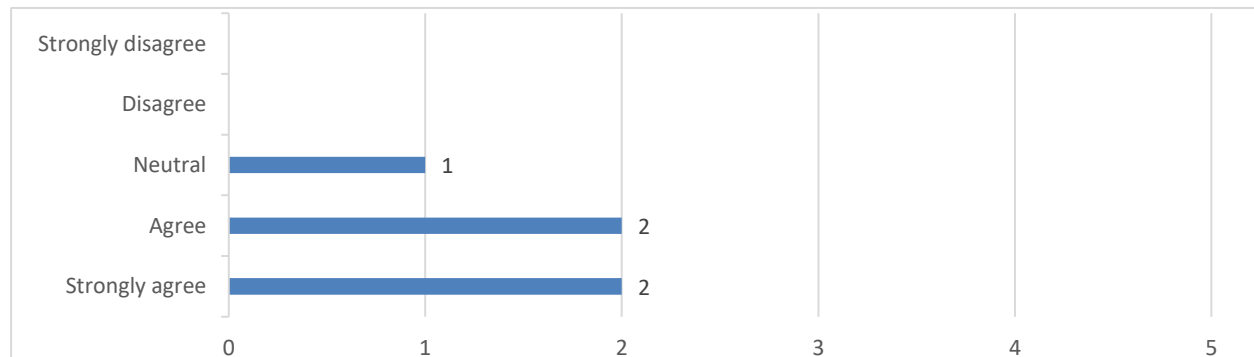
### 3.3.1 Results

In this subsection, the results of the assessment for specific variables addressing the level of agreement of trainers on several statements are presented. The first statement regarded whether the program increased the level of knowledge and understanding in the field of smart interconnecting sustainable transport networks. It was observed that 100% of the trainers agree or strongly agree with the statement.



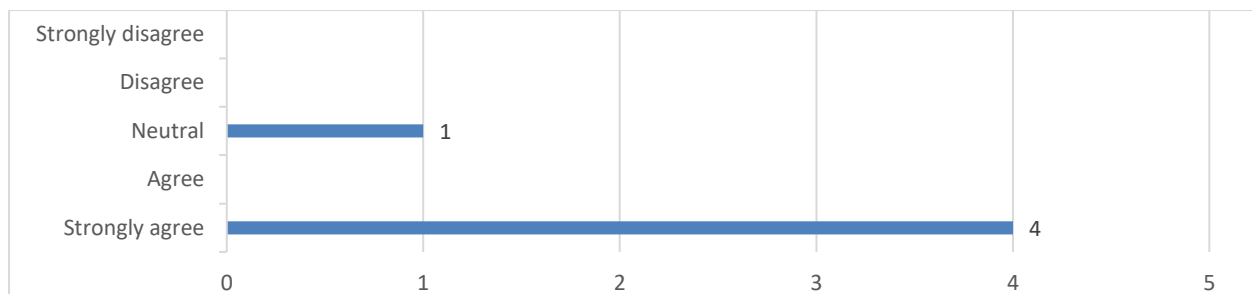
**Figure 3:** Level of agreement to the statement “The program increased knowledge and understanding in the field of smart interconnecting sustainable transport networks”

In addition, 80% of the respondents agree or strongly agree that the program helped to acquire professional judgement and critical thinking of everyday transport related problems, while 20% expressed neutral opinion regarding this point.



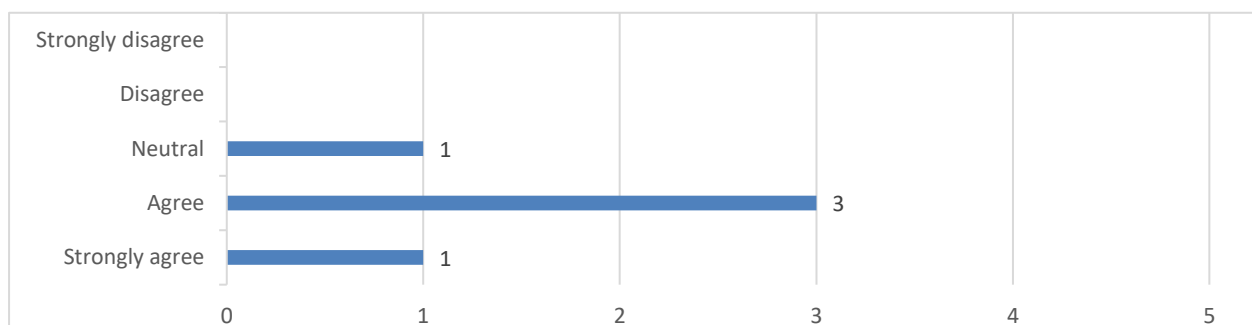
**Figure 4:** Level of agreement to the statement “The program helped to acquire professional judgement and critical thinking of everyday transport related problems”

Meanwhile, 80% of participants stated their agreement that the program covers three thematic areas: governance and policy, smart solutions, decision-making in the field of smart interconnecting sustainable transport networks, while 20% evaluated this statement in neutral way.



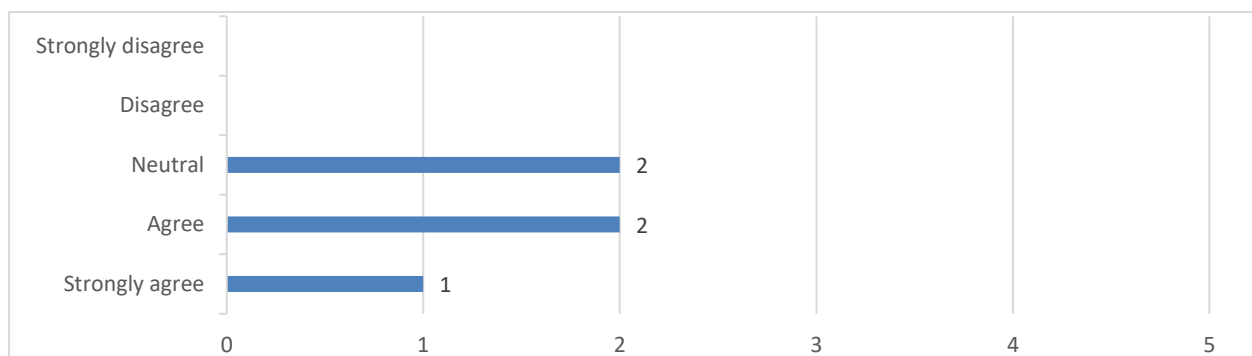
**Figure 5:** Level of agreement to the statement “The program covers three thematic areas: governance and policy, smart solutions, decision-making in the field of smart interconnecting sustainable transport networks”

The majority of the participants – 80% agree or strongly agree that the courses’ material was adequate, well-written, understandable, up-to-date, helpful and accessible, while 20% of participants indicated neutral level of agreement with the statement.



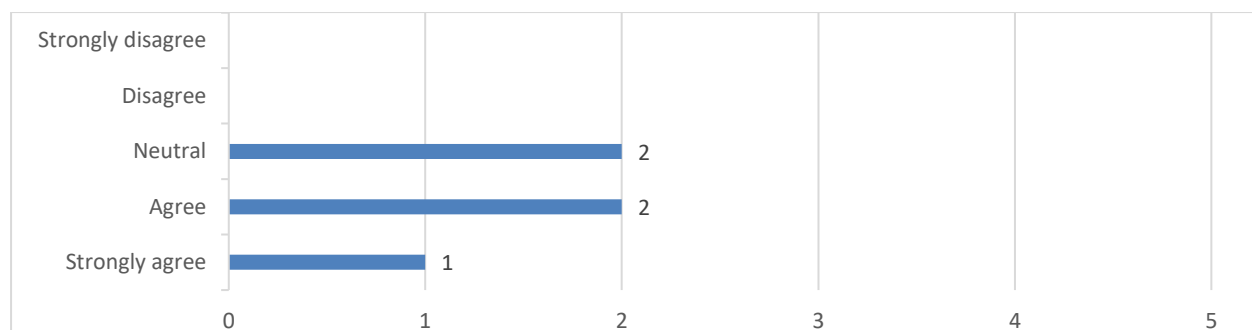
**Figure 6:** Level of agreement to the statement “Course material was adequate, well-written, understandable, up-to-date, helpful, accessible”

Also, the 60% of participants showed high level of agreement with statement regarding course coverage of theory on specific topic. The level of agreement of the rest 40% was neutral.



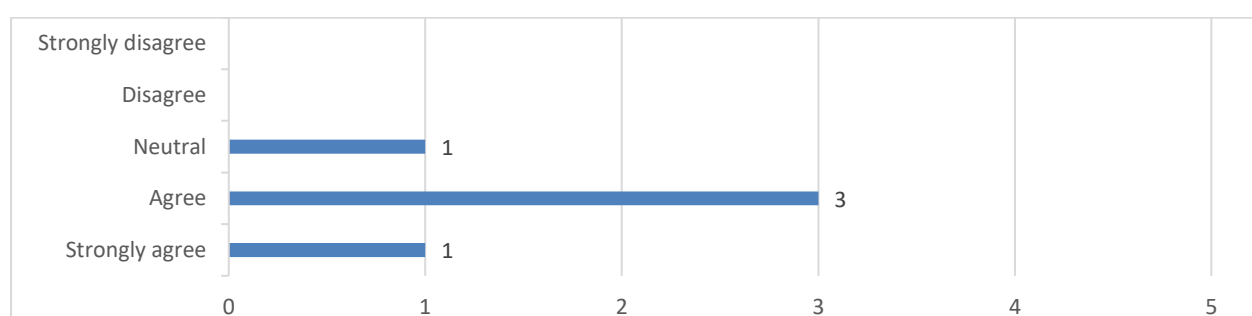
**Figure 7:** Level of agreement to the statement “Courses fully covered theory on specific topic”

Meanwhile, 60% of participants stated high level of agreement regarding course coverage of practice on specific topic and 40% claimed neutral level of agreement.



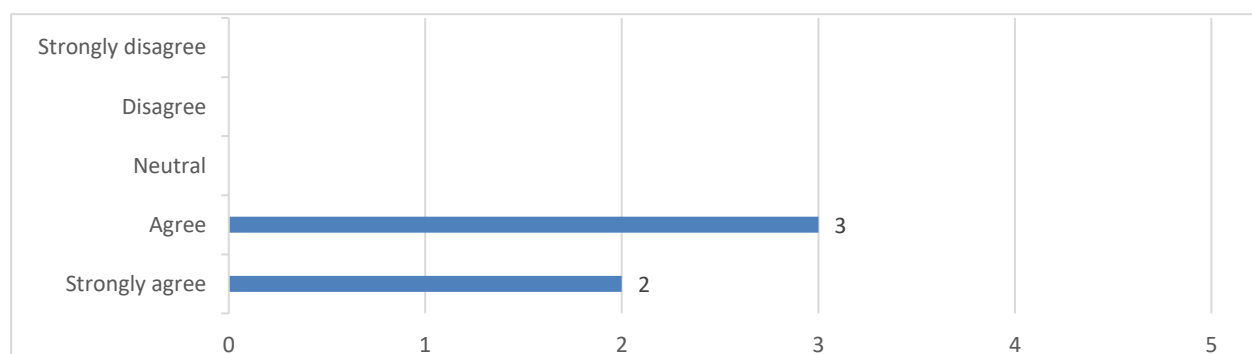
**Figure 8:** Level of agreement to the statement “Courses fully covered theory on specific topic”

Next, 80% of the participants claimed that they strongly agree or agree with the statement, that time allotted to the program was sufficient, meanwhile 20% indicated neutral level of agreement.



**Figure 9:** Level of agreement to the statement “Time allotted to the program was sufficient”

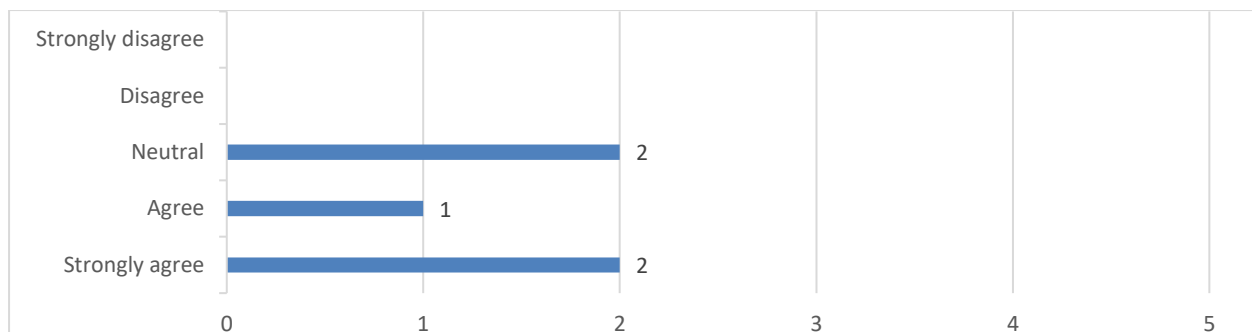
All the respondents (100%) agreed or strongly agreed with statement regarding additional literature and materials for further studies.



**Figure 10:** Level of agreement to the statement “Additional literature and materials were recommended for further studies”

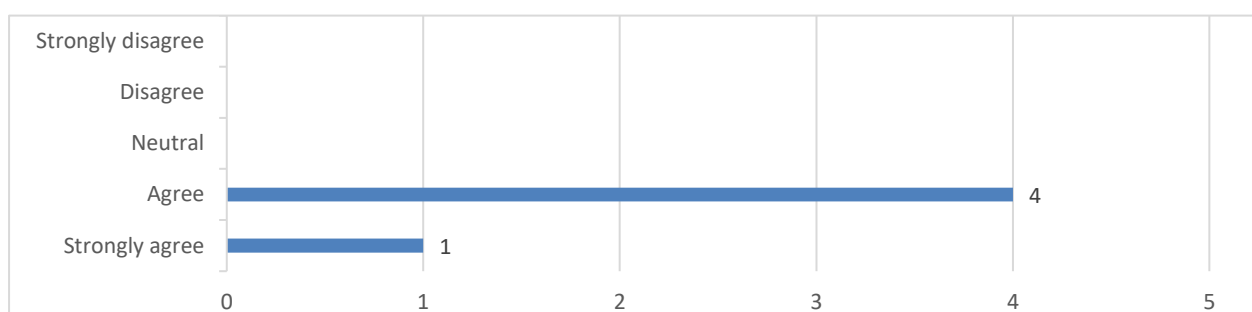
Meanwhile 60% of respondents indicated, that teaching methods were adequate and diverse, 40% answered in a neutral way.





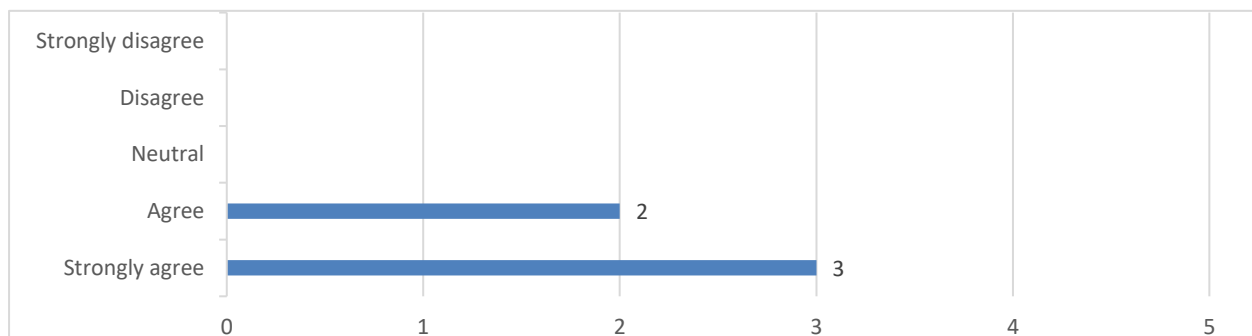
**Figure 11:** Level of agreement to the statement “Teaching methods were adequate and diverse”

In addition, 100% of respondents agreed or strongly agreed that the program encouraged participation in research activities.



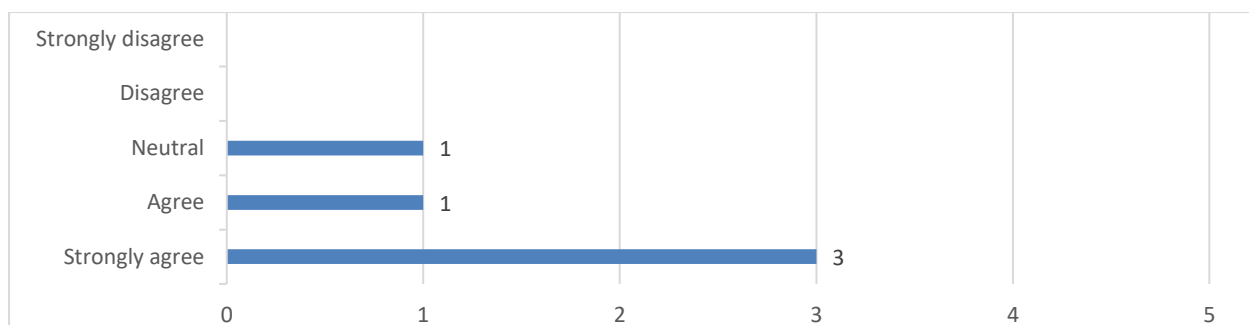
**Figure 12:** Level of agreement to the statement “The program encouraged participation in research activities”

All respondents (100%) claimed that they strongly agreed or agreed with the statement that the program provided opportunities for academic or professional networking.



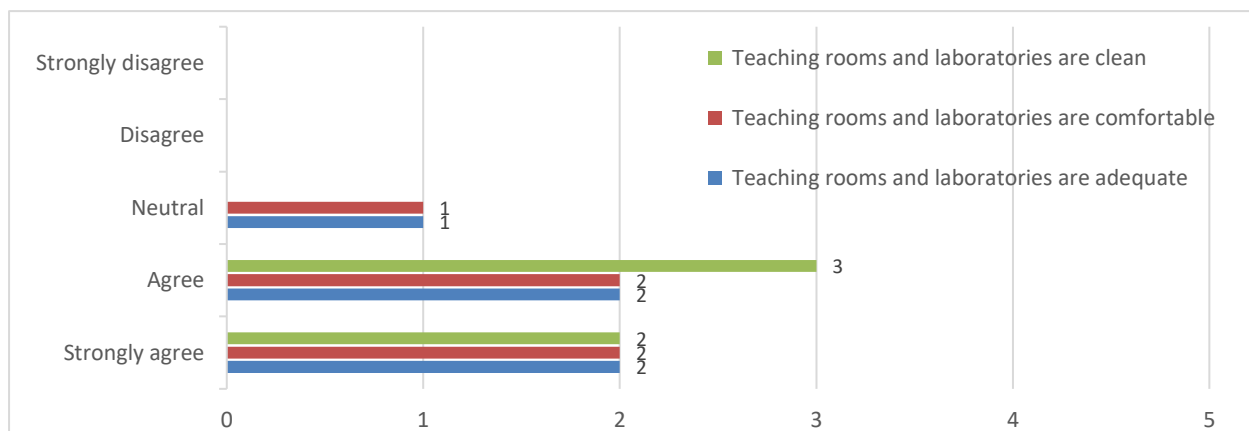
**Figure 13:** Level of agreement to the statement “The program provided opportunities for academic or professional networking”

As in the previous question, most of the respondents (80%) claimed that they strongly agreed or agreed with the statement that program provided opportunities for international collaboration, and the rest 20% gave neutral answers.



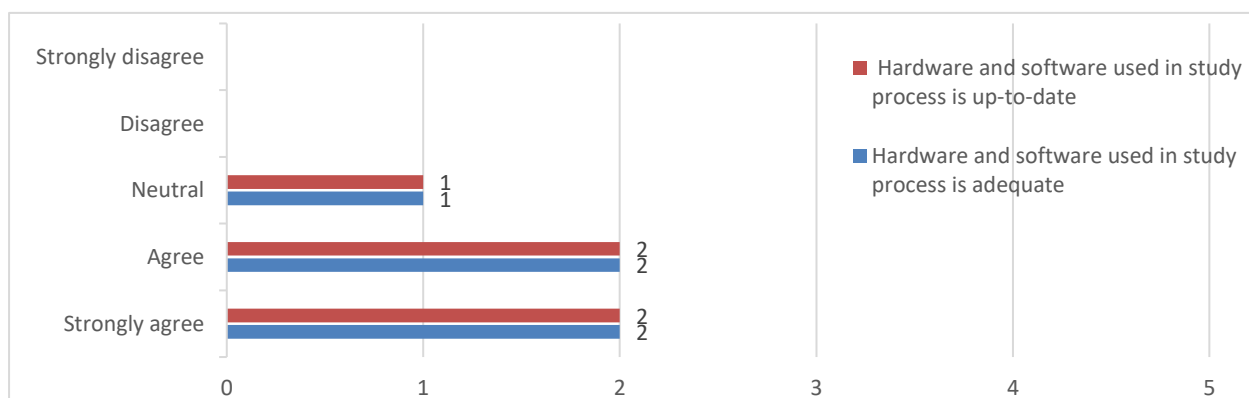
**Figure 14:** Level of agreement to the statement “The program provided opportunities for international collaboration”

Next the results of the survey regarding teaching room are presented. This pool of questions asked respondents about the cleanness of the rooms, comfortability and adequacy. As it can be seen from Figure 15 most of respondents agreed, that room was clean (100%), comfortable (80%) and adequate for the event (80%).



**Figure 15:** Level of agreement to the statement about cleanness of the rooms, comfortability and adequacy

Finally, respondents expressed their opinion about hardware and the software used in the framework of the summer school. The results of the survey can be seen below. Most of the respondents (80%) believe, that hardware and the software was adequate, meanwhile 80% of them indicated, that software and hardware was up-to-date.



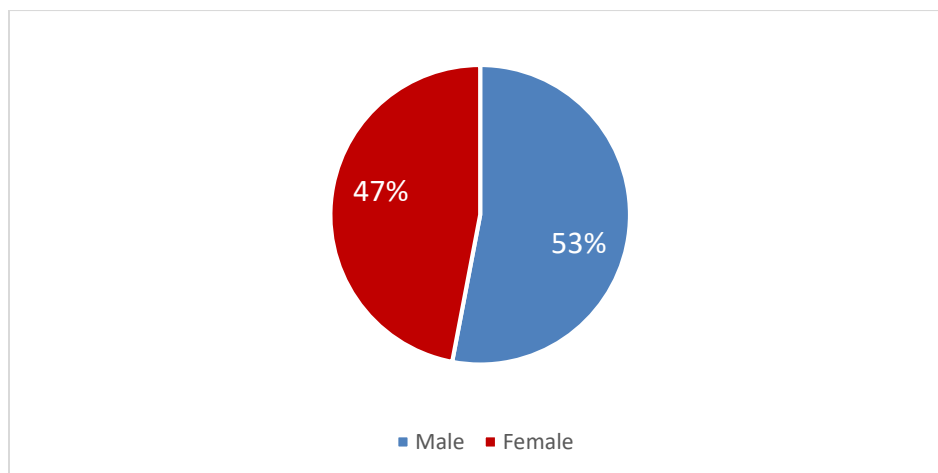
**Figure 16:** Level of agreement to the statement about hardware and software issues



**Figure 17:** Research profile of the trainers

### 3.4 Trainees feedback results

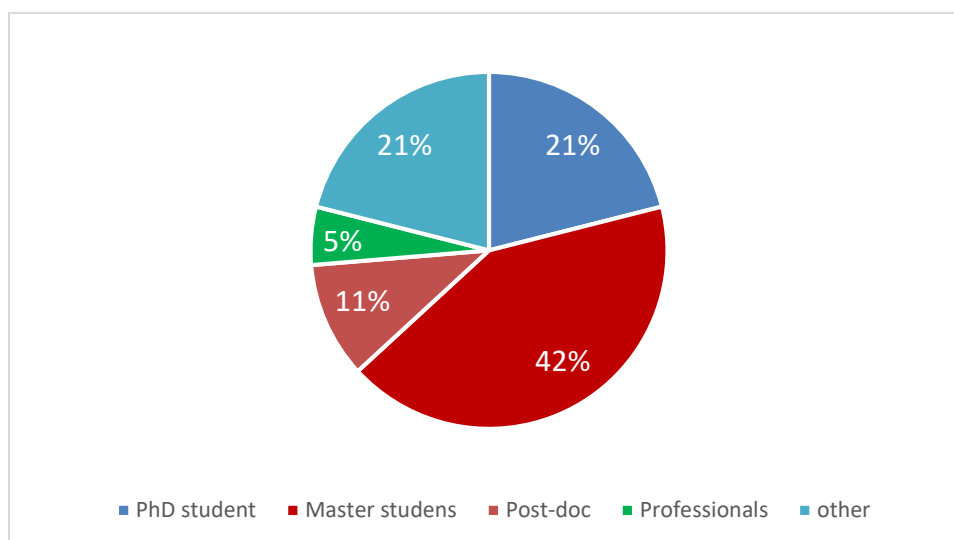
This section of the deliverable presents the feedback data from trainees regarding their participation in the 2<sup>nd</sup> Summer School. Figure 18 presents gender distribution of the respondents, who provided the answers.



**Figure 18:** Respondents distribution by gender

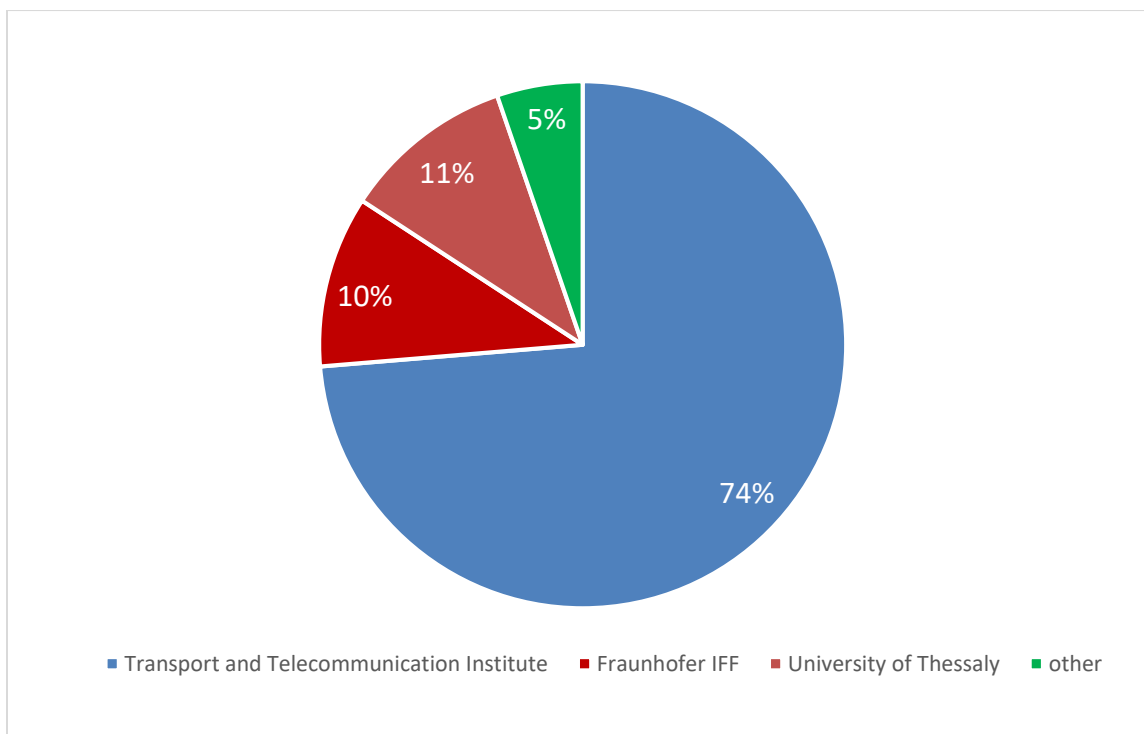
As it can be seen from Figure 18, the distribution of respondents is almost uniform, since the 53% are male, while 47% are female.

Focusing on the educational level of the participants, 21% of them are PhD students, 42% are Master level students and 11% are Post-docs and 5% are Professionals, also 21% did not provided information about their level (presented as category "other").



**Figure 19:** Respondents' education level

Lastly, the home institution for 74% of the respondents is Transport and Telecommunication Institute and for the remaining: 10% are representatives of Fraunhofer IFF and 11% are from University of Thessaly, while 5% are from other home institutions.

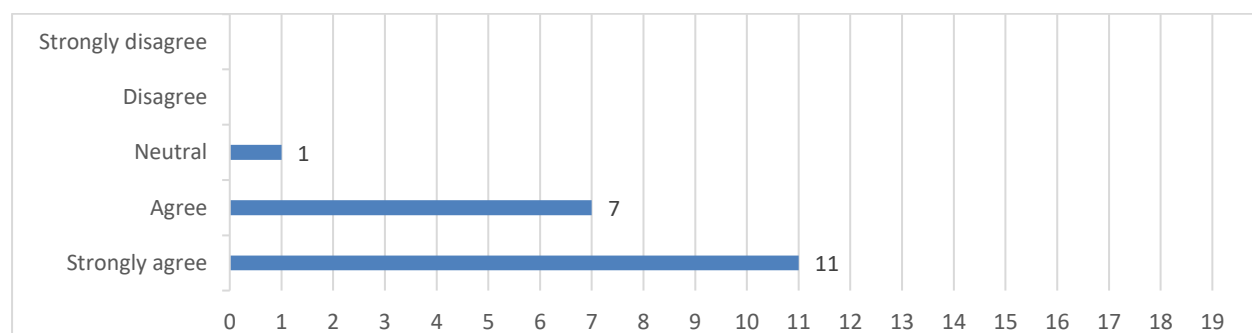


**Figure 20:** Respondents' (trainees) home institution

Lastly, the home institution for 74% of the respondents is Transport and Telecommunication Institute and for the remaining: 10% are representatives of Fraunhofer IFF and 11% are from University of Thessaly., while 5% are from other home institutions.

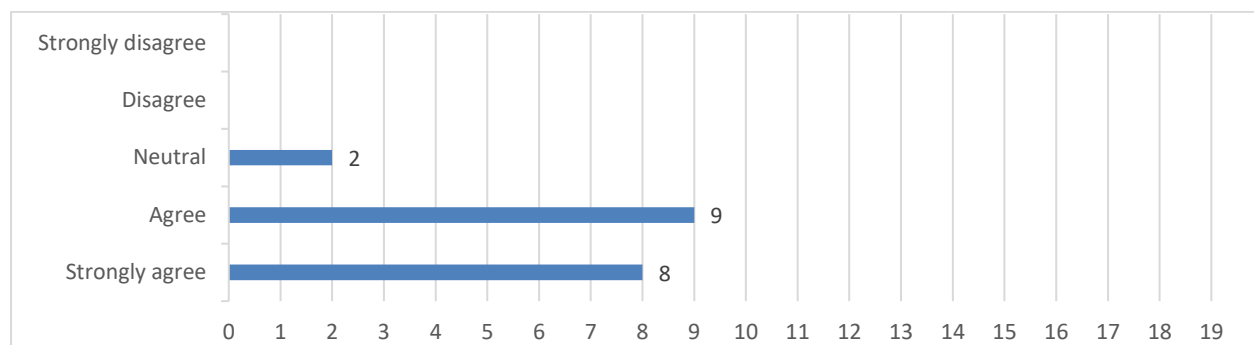
### 3.4.1 Results

In this subsection, the results of the assessment for specific attributes addressing the level of agreement of participants on several statements, are presented. The first statement regarded the contribution of the program to the increase of knowledge and understanding in the field of smart interconnecting sustainable transport networks. It was observed that 95% of the participants agreed with the statement, while 5% had neutral attitude.



**Figure 21:** Level of agreement to the statement “The program increased knowledge and understanding in the field of smart interconnecting sustainable transport networks”

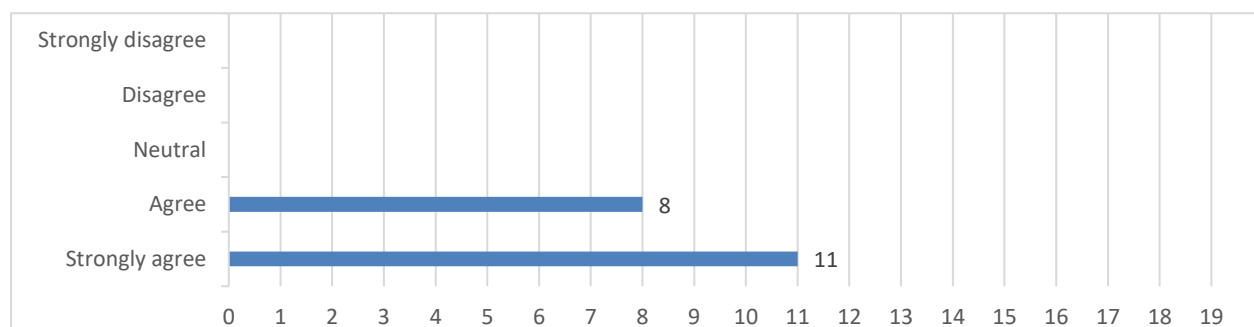
In addition, 89% of the respondents agreed or strongly agreed that the program helped to acquire professional judgement and critical thinking of everyday transport related problems (see Figure 22).



**Figure 22:** Level of agreement to the statement “The program helped to acquire professional judgement and critical thinking of everyday transport related problems”

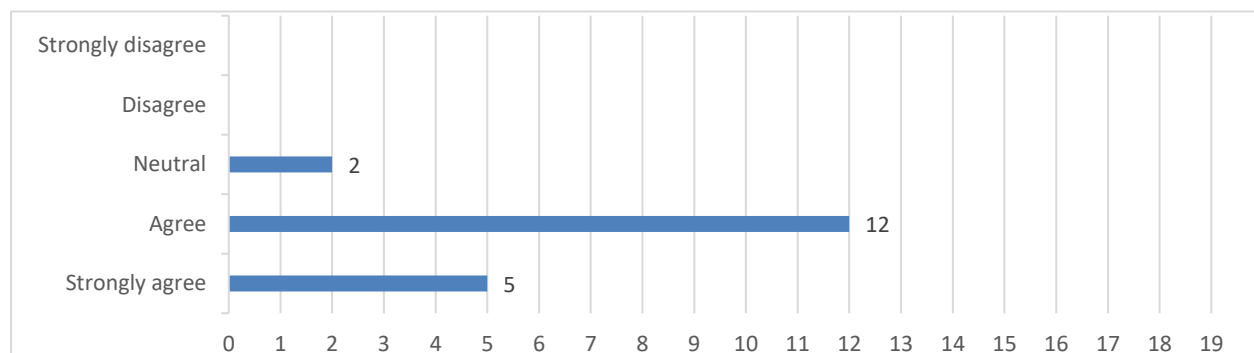
Meanwhile, 11% of participants showed neutral level of agreement with the statement indicated in Figure 22.

All of the participants (100%) strongly agreed that the course material was adequate, well-written, understandable, up-to-date, helpful and accessible.



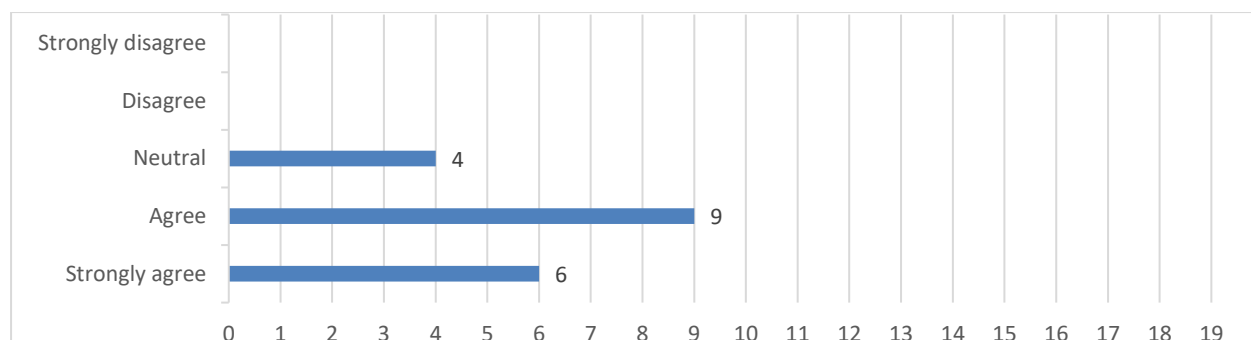
**Figure 23:** Level of agreement to the statement “Course material was adequate, well-written, understandable, up-to-date, helpful, accessible”

Also, 89% of the participants demonstrated a high level of agreement with the statement on theory coverage of the courses. Only 11% showed a neutral level of agreement here.



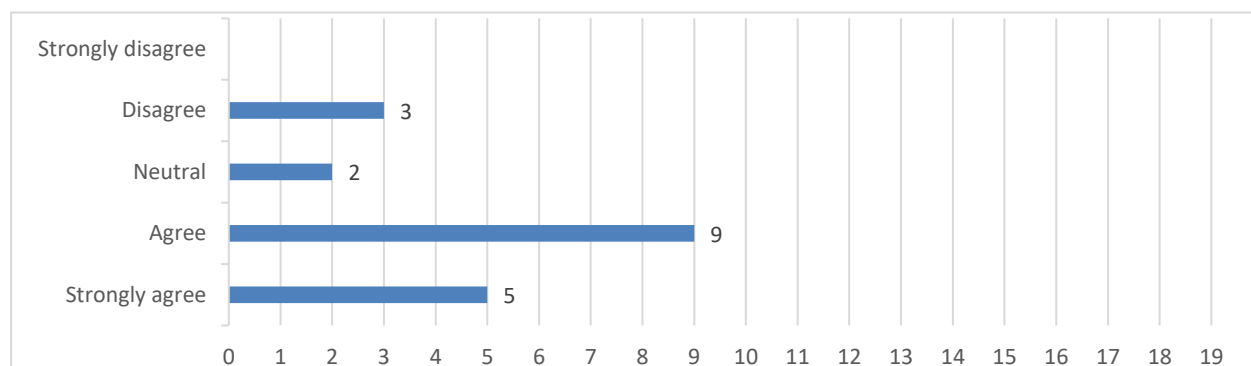
**Figure 24:** Level of agreement to the statement “Courses fully covered theory on specific topic”

Meanwhile, 79% of participants stated high level of agreement regarding course coverage of practice on specific topic, 21% claimed neutral level of agreement.



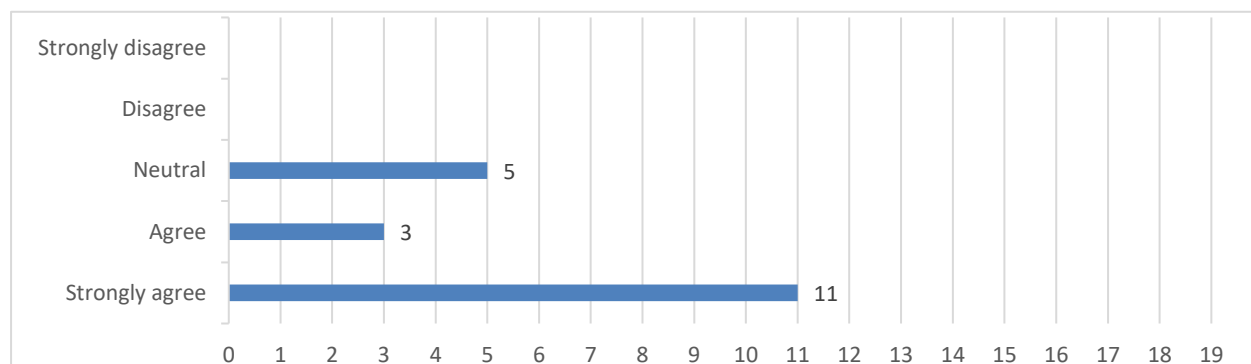
**Figure 25:** Level of agreement to the statement “Courses fully covered practice on specific topic”

Next, 74% of the participants claimed that they strongly agree or agree with the statement, that time allotted to the program was sufficient, meanwhile 11% indicated neutral level of agreement with the statement, and 16% disagreed. The analysis, of the survey results shows that the participants, who indicated that they disagree with the statement, wished to have more time for Q&A during lectures and to have more time for student’s project. So, these are the main reasons of the evaluation level.



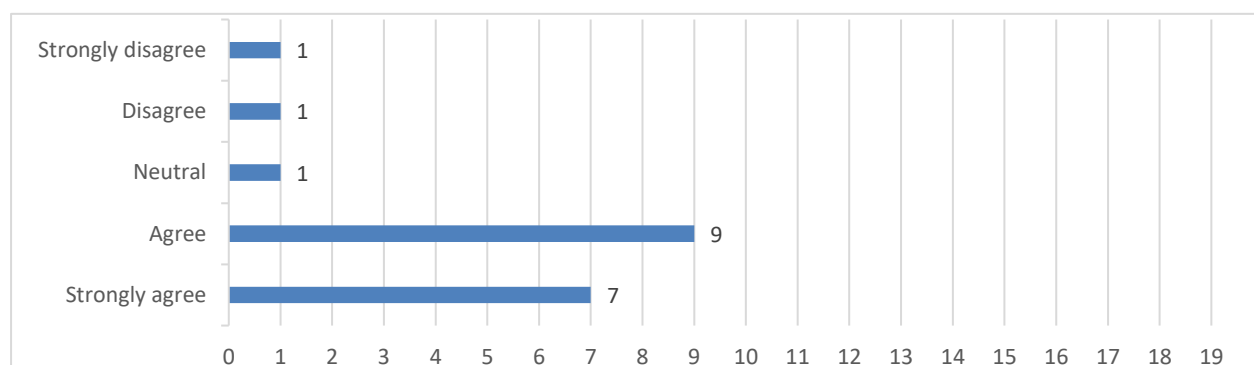
**Figure 26:** Level of agreement to the statement “Time allotted to the program was sufficient”

The majority of the respondents – 74% replied that they agree or strongly agree with the statement regarding additional literature and materials for further studies. The opinion of the rest 26% was neutral.



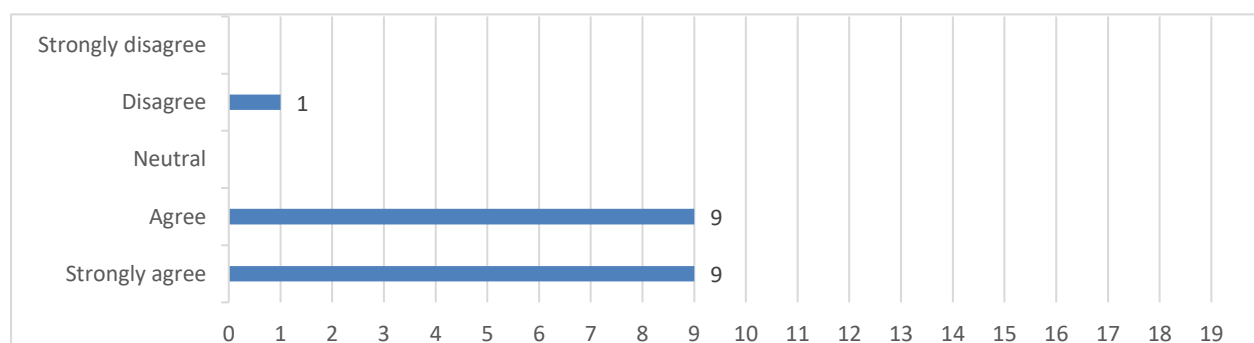
**Figure 27:** Level of agreement to the statement “Additional literature and materials were recommended for further studies”

Meanwhile, 84% of the participants responded that teaching methods were adequate and diverse, 5% answered in neutral way, while 11% indicated, that they are strongly disagree or disagree with the statement. Analysis of the survey results shows that participants, who evaluated the statement in a negative way, stated, that the font size of the handouts were too small and they had difficulties in reading. Also, the results show a too small amount of time dedicated to Q&A. Furthermore, it was noted that some of the lecturers did not demonstrated significant interaction level with the participants.



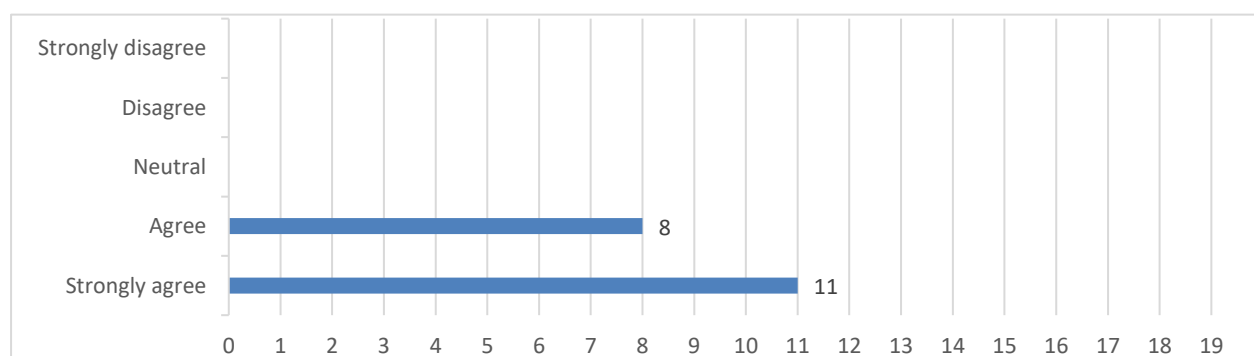
**Figure 28:** Level of agreement to the statement “Teaching methods were adequate and diverse”

In addition, 95% of respondents agreed or strongly agreed that the program encouraged participation in research activities, and 5% indicated disagree level.



**Figure 29:** Level of agreement to the statement “The program encouraged participation in research activities”

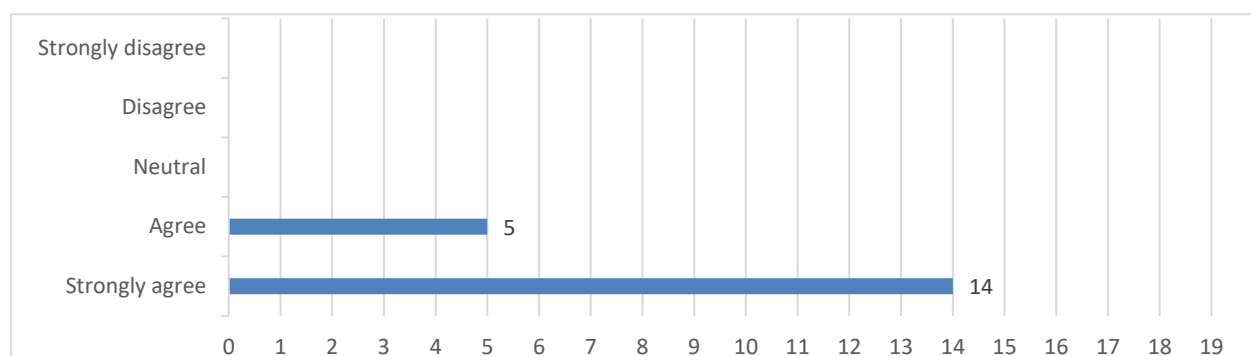
All respondents claimed that they strongly agreed or agreed with the statement that the program provided opportunities for academic or professional networking.



**Figure 30:** Level of agreement to the statement “The program provided opportunities for academic or professional networking”

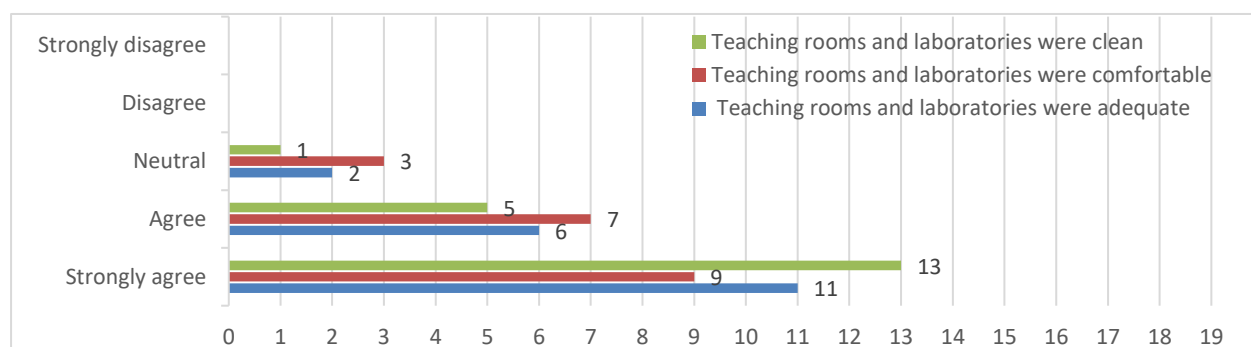


As in the previous question, all respondents claimed that they strongly agreed or agreed with the statement that program provided opportunities for international collaboration.



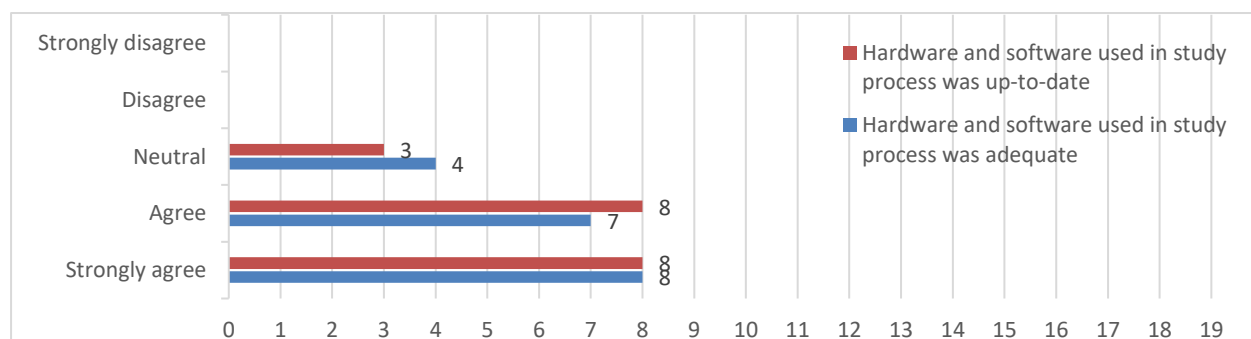
**Figure 31:** Level of agreement to the statement “The program provided opportunities for international collaboration”

Next, the results of the survey regarding teaching room are presented. This pool of questions asked respondents about cleanness of the rooms, comfortability and adequacy. As it can be seen from Figure 32 most of respondents agreed (that room was clean, comfortable and adequate for the event).



**Figure 32:** Level of agreement to the statement about cleanness of the rooms, comfortability and adequacy

Finally, respondents expressed their opinion about hardware and the software used in the framework of the program. The results of the survey can be seen below. Most of the respondents believe, that hardware and the software was adequate and stated that software and hardware was up-to-date.



**Figure 33:** Level of agreement to the statement about hardware and software issues



**Figure 34:** Research profile of the participants

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## 4 Synopsis

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Based on the closed questions in surveys for SAPs, trainers and trainees all 3-questionnaire contained the fields their respondents could express their attitude to the 2<sup>nd</sup> Summer School, as well as to provide valuable recommendations for future and of course point out to advantages and disadvantages of the conducted event.

### **SAP feedback results**

The SAP members were also welcomed to provide their opinion about the summer school and the courses in free form. As a result, SAP members pointed out that interaction with students during student's project was organised very well, but in the same time underline the point that interaction with students during lessons could be more intensive. But all the SAP members mentioned, that the summer school was well organised, including technical visit and invited lecturers.

### **Trainers feedback results**

Trainers had the opportunity to express their opinion in free form in the survey. As a result, most of the trainers provided their recommendations how to improve the summer school and the courses in general. Some of the trainers pointed attention on probably changing the format of the handouts, as 3 slides per page is too much and some of the information was unreadable, but in the same time it was underlined, that the ability to download the materials in PDF format from e-alliance solved this issue. Some of the trainers proposed to have a 2-week summer school in the future. Also, some of the trainers underlined, that some of the presented materials were not fully in line with the topic of the 2<sup>nd</sup> Summer School and probably should be updated. In general, the trainers evaluated the organisation of the 2<sup>nd</sup> Summer school very well, and pointed out that a significant progress was done in comparison to 1<sup>st</sup> Summer school.

### **Trainees feedback results**

The trainee questionnaire had several fields to provide a deeper understanding about their motivation to take part in the 2<sup>nd</sup> Summer School and to evaluate the event in free form.

Most of the participants stated that their primary motivation to take part in the 2<sup>nd</sup> Summer School was to obtain new knowledge and ideas regarding the topic of the summer school, some highlighted the opportunity to do collaboration in research, few participants pointed out that the topics of the summer school are in-line with their interests.

Following the question, what participants liked most in the summer school, the following can be mentioned: invited lectures, opportunity to have scientific exchange with international students and trainers from slightly different study fields. Most of respondents underlined the good organisation of the event in whole, some are pointed out that technical visit was very useful and well organised. Some of the respondents pointed, that summer school gave them large volume of materials and excellent contributions from the invited speakers.

Regarding the question, what could be improved, participants pointed out that some of the presentations contained too much text on slides. Also, it was mentioned by some respondents to provide more time for Q&A.

In question regarding change of the research some of respondents indicated, that program had various topics that attracted their areas of interests and they will do further research with the information and contacts that they have received through this program.

## **5 Annexes**

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## Annex A: 2<sup>nd</sup> Summer School Agenda

<p style="text-align: center;"><b>Enhancing Excellence and Innovation Capacity in Sustainable Transport Interchanges ALLIANCE</b> (Grant agreement no.: 692426) <b>2<sup>nd</sup> Summer School “Sustainable Transport Interchanges Program (STIP) - Part II: Public Transport Systems: from research to decision making”</b> <i>Venue: Transport and Telecommunication Institute, Lomonosova street 1, Aud. 130</i> Riga, LV-1019, Latvia, 1-7 July 2018</p>	
<b>1 July 2018</b>	
<b>ARRIVAL</b>	
<b>2 July 2018</b>	
<b>Time</b>	<b>Topic</b>
09:00 – 9:30	Registration and welcome coffee
9:30 – 9:40	<p>Moderator: Mihails Savrasovs <b>Opening of the 2<sup>nd</sup> Summer School</b></p> <ul style="list-style-type: none"> <li><b>SAP member welcome – Dr.Sc. Ing. Vaira Gromule</b>, JSC “Riga International Coach Terminal”, Chairman of the Board, Latvia</li> <li><b>SAP member welcome – Inta Rozenšteina</b>, Deputy Director of the Finance and Development Planning Department of the Ministry of Transport</li> <li><b>TTI vice-rector Dr.sc.ing., Prof. Irina Yatskiv (Jackiva)</b></li> </ul>
9:40 – 10:00	ALLIANCE project presentation (Prof. Irina Yatskiv (Jackiva), TTI)
10:00 – 10:30	STIP presentation (Prof. Eftihia Nathanail, UTH)
10:30 – 11:00	Participants’ presentation
11:00 – 11:10	Coffee break
11:10 – 13:00	C1: The European policy on intermodal transportation (Dr. Giannis Adamos, UTH)
13:00 – 14:00	Lunch
14:00 – 16:00	C11: Decision making methodologies (Prof. Eftihia Nathanail, UTH)
16:00 – 16:15	Coffee break
16:15 – 17:15	C0: Research methodology and teamwork setup (Prof. Irina Yatskiv (Jackiva), TTI)
17:15 – 18:30	Team organization and introduction to student’s project (Prof. Eftihia Nathanail, UTH) + Ice Breaking Event
End of Day 1	

<b>3 July 2018</b>	
<b>Time</b>	<b>Topic</b>
9:00 – 11:00	C2: Building business models for intermodal transport interchanges (Dr. Ing. Henning Strubelt, Fraunhofer IFF)
11:00 – 11:10	Coffee break
11:10 – 13:00	C4: Operation and management of intermodal transport systems (Dr. Giannis Adamos, UTH)
13:00 – 14:00	Lunch
14:00 – 16:00	C6: Intelligent services for passenger transportation (Dr. Ing. Henning Strubelt, Fraunhofer IFF)
16:00 – 16:15	Coffee break
16:15 – 18:00	Project time

	Social Event: Old Riga Tour
End of Day 2	

4 July 2018	
Time	Topic
9:00 – 10:15	<b>Invited speaker. Mr. Javier Aldecoa Martínez-Conde.</b> Integration of sustainable transport modes in urban modal hubs.
10:15– 10:30	Coffee break
10:30 – 13:00	C8 Design of passenger transport interchanges (Dr. Giannis Adamos, UTH)
13:00 – 14:00	Lunch
14:00 – 16:00	C3: Sustainable development and transportation planning (Prof. Eftihia Nathanail, UTH)
16:00 – 16:15	Coffee break
16:15 – 18:00	Project time
End of Day 3	

5 July 2018	
Time	Topic
9:00 – 10:00	<b>Invited speaker. Dr. Maria E. Lopez (TRANSyT).</b> Urban interchanges design: are we missing something?
10:00 – 10:15	Coffee break
10:15 – 13:00	C5: Optimization of intermodal transport systems (Prof. Eftihia Nathanail, UTH)
13:00 – 14:00	Lunch
14:00 – 15:30	Project time
15:30– 18:00	Technical visit: Riga International Airport
18:15	Social event and dinner
End of Day 4	

6 July 2018	
Time	Topic
9:00 – 10:00	<b>PhD Tamara Djukic.</b> Data as a service for better mobility planning, monitoring and organization.
10:00-11:00	C12a: Data collection methods: Travel surveys (Prof. Eftihia Nathanail, UTH)
11:00 – 11:10	Coffee break
11:10 – 13:00	C12b: Data collection methods: Historical and observed data: passenger transport (Konstantin Busch, Fraunhofer IFF)
13:00 – 14:00	Lunch
14:00 – 18:00	Project time
18:00	Closing ceremony
End of Day 5	

7 July 2018	
DEPARTURE	

## Annex B: Student Project

# 2<sup>nd</sup> ALLIANCE Summer School

## Sustainable Transport Interchanges Program (STIP) – Part II: Public Transport Systems: From research to decision making

### STUDENT PROJECT

<b>Project title</b>	Assessing performance of a passenger transport interchange
<b>Responsible Institute</b>	University of Thessaly
<b>Version</b>	Final

## 1 Scope

The scope of the project is to assess the performance of a passenger transport interchange, through data and opinions collected from the interchange's stakeholders. Specifically, the interchange will be analysed in terms of planning, infrastructure design, financing, management, operation, whereas its impacts on the local economy, society and environment will be considered. Students will work on a specific problem (task), which will be assigned to them by the STIP organizers and will use the appropriate techniques/tools/methods (e.g. Analytical Hierarchy Process, GAP analysis, SWOT analysis, etc.), to examine the effectiveness and efficiency of alternative solutions.

## 2 Methodology

The methodology will follow the structure of a case study: For example:

- Assignment of a Latvian interchange to each team (by STIP organizers)
- Assignment of a specific task to analyse (by STIP organizers)
- Analysis of the interchange's components
- Definition of the external environment of the interchange
- Specification of the interactions among the above components (physical, information, services, ticketing, depending on the case study)
- Specification of the criteria and indicators that will determine the achievement in resolving the problem (task)
- Listing possible solutions to the problem (task)
- Selection and application of the most appropriate technique/tool/method to analyse and assess the solutions
- Discussion of possible implications of the recommended solutions.

### 3 Team organizing and tasks planning

Each student is assigned to a team, and each team undertakes a project on a specific interchange. Each team has a moderator, whose main role will be to distribute responsibilities among the members of the team and arrange for the communications between the team and the interchange's stakeholders. Table shows the formulation of the student teams.

**Table 1:** Student teams

Team	Student	Institution	Project
1	Irina Pticina (Moderator)	TTI	#1 - Information provision at Riga International Coach Terminal (RICT)
	Jiju Jayapal	TTI	
	Iveta Blodniece	TTI	
	Cathrin Sperling	IFF	
2	Jevgēnija Mikulko (Moderator)	TTI	#2 - Physical integration at Riga Passenger Port Terminal
	Nikita Malugins	TTI	
	Raitis Apsalons	TTI	
	Konstantinos Bogkas	UTH	
3	Nadezda Spiridovska (Moderator)	TTI	#3 - Information provision at Riga International Airport
	Ilya Jackson	TTI	
	Farid Saifutdinov	TTI	
	Antonia Walther	IFF	
4	Evelina Budilovica (Moderator)	TTI	#4 - Service integration at Riga International Coach Terminal (RICT)
	Marija Demidova	TTI	
	Vladimir Petrovs	TTI	
	Kleio Milia	UTH	
5	Ineta Ielīte (Moderator)	TTI	#5 - Railway accessibility for disabled people inside the Riga Central Railway Station
	Rajeevkumar Chinthaginjala	TTI	
	Irada Geidarova	TTI	
	Theonymfi Xydianou	UTH	

#### 3.1 Work planning before the Summer School

STIP organizers will provide the contact details of the team members and the respective interchange stakeholders to the moderators.

The moderators will be responsible for:

- Making the necessary arrangements for the visit of the team to the interchange



- Coordinating the setting up of an unstructured questionnaire/checklist that will be used for collecting data when visiting the interchange and receiving feedback and opinions from the stakeholders

All team members should:

- Study the suggested literature
- Review documents/articles (internet) relevant to the interchange and task assigned to their team.

### 3.2 Work planning during the Summer School

All team members need to:

- Visit the interchange and observe the current situation (Become “Mystery Shoppers”)
- Discuss and understand the problems that the interchange faces
- Work on identifying good-practice examples (at least 2) from literature
- Work on a selected technique/tool/method for data analysis
- Formulate recommendations to the interchange’s stakeholders
- Prepare project’s presentation (last day of the school)

Some information and more specific steps to be followed are given for each project in the following Tables.

**Table 2: Project #1**

<b>Project</b>	Information provision at Riga International Coach Terminal
<b>Contact person</b>	Dr. Vaira Gromule, Chairwoman of the Board
<b>Brief description</b>	<ul style="list-style-type: none"> <li>▪ Riga International Coach Terminal (RICT) is an important interchange in Baltic Countries that supports intermodal trips, including international, national and urban connections. Intermodality should be supported by integrated transportation services through information provision.</li> <li>▪ Different RICT traveller groups usually need different type of information, based on trip purpose. However, currently there is no vision or understanding on what type of information is important for each traveller group. It is important to link information provision with traveller groups and identify the delivery channel per information and traveller group.</li> </ul>
<b>Specific tasks planning</b>	<ul style="list-style-type: none"> <li>▪ Identify traveller groups (as for example: by age, by language, by trip purpose, with disability or no, etc.)</li> <li>▪ Identify types of information (as for example: not only about journey, but also about facilities in the interchange and information about the surrounding urban area)</li> <li>▪ Link traveller groups with types of information</li> <li>▪ Determine which information resources are used during the planning of the trip</li> <li>▪ Link currently used information resources with identified traveller groups</li> <li>▪ Provide comparative analysis of the information resources</li> </ul>
<b>Sources of information</b>	<ul style="list-style-type: none"> <li>▪ Face-to-face interview with representative of the stakeholders</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Site visit</li> <li>▪ Open reports</li> <li>▪ Statistical data</li> <li>▪ Home page: <a href="http://www.autoosta.lv">www.autoosta.lv</a></li> </ul>
Indicative literature	<ul style="list-style-type: none"> <li>▪ Passenger Transport (2013): Thematic Research Summary: Passenger Transport, Ed.: Transport Research and Innovation Portal on behalf of DG MOVE, available online at: <a href="http://www.kowi.de/Portaldata/2/Resources/fp/trip-passenger-transport.pdf">http://www.kowi.de/Portaldata/2/Resources/fp/trip-passenger-transport.pdf</a>.</li> <li>▪ Monzon-de-Caceres, A. and Di Ciommo, F. (2016). CITY-HUBs. s.l: CRC Press. (Available in TTI library + specific chapters will be provided in e-platform).</li> <li>▪ Yatskiv I., Gromule V., Pticina I. (2015) Analysis of Different Aspects of Infomobility for Public Transport in Latvia". Proceedings of the Tenth International Conference on Dependability and Complex Systems DepCoS-RELCOMEX. W. Zamojski, J. Mazurkiewicz, J. Sugier, T. Walkowiak and J. Kacprzyk eds. pp. 543-552 (will be provided in e-platform).</li> </ul>

Table 3: Project #2

Project	Physical integration at Riga Passenger Port Terminal
Contact person	Jevgēnija Mikulko
Brief description	<ul style="list-style-type: none"> <li>▪ The port serves: cruise ships, ferried, super yachts, sailing yachts, navy vessels, other non-cargo ships</li> <li>▪ Three berths dedicated to cruise ships</li> <li>▪ The terminal complies with International Ship and Port Facility Security Code</li> <li>▪ The newly constructed berths of the terminal are close to the Presidential Palace and the Old Town</li> </ul> <p><b>Physical integration</b></p> <ul style="list-style-type: none"> <li>▪ Interchange zones: access and egress zone, facilities zone, arrival/departure/transfer zone</li> <li>▪ Key attributes: interchange access/egress, enhanced "green transport" usage, automated driveless services</li> <li>▪ Supply side performance: energy use, investments, socioeconomic parameters, traffic volumes, passenger flows</li> <li>▪ Crucial physical properties: design, location, accessibility, space and capacity, equipment</li> </ul>
Specific tasks planning	<ul style="list-style-type: none"> <li>▪ Collect data about: demand (users/day) (if possible), transport modes, services and facilities</li> <li>▪ Define: terminal location in the city, surrounding area features (land uses, rail and public transport networks, etc.), distances between modes and the city centre, development plan, the role of the terminal in the city</li> <li>▪ Assess local impacts: nearby shopping, new housing, new offices, job creation</li> <li>▪ Indicate involved stakeholders: terminal's stakeholders, local government, developers &amp; businesses, users</li> </ul>
Sources of information	<ul style="list-style-type: none"> <li>▪ Face-to-face interview with representative of the stakeholders</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Site visit</li> <li>▪ Open reports</li> <li>▪ Statistical data</li> <li>▪ Home page: <a href="http://www.rigapt.lv/">http://www.rigapt.lv/</a></li> </ul>
Indicative literature	<ul style="list-style-type: none"> <li>▪ Auckland Transport, 2013. Public Transport Interchange Design Guidelines, Auckland Transport, Auckland. <a href="https://at.govt.nz/media/imported/4394/Public_Transport_Interchange_Design_Guidelines.pdf">https://at.govt.nz/media/imported/4394/Public_Transport_Interchange_Design_Guidelines.pdf</a></li> <li>▪ Badino, A., Borelli, D., Gaggero, T., Rizzuto, E., Schenone, C., 2016. Airborne noise emissions from ships: experimental characterization of the source and propagation over land. Appl. Acoust., 104, pp. 158–17. <a href="https://www.sciencedirect.com/science/article/pii/S0003682X15003217">https://www.sciencedirect.com/science/article/pii/S0003682X15003217</a></li> <li>▪ Diaz, S. E., de Urena, J. M. &amp; Ribalaygua, C., 2012. Transport interchanges effects on their surroundings in Tunja (Colombia) and Cordoba (Spain): A comparative approach. The Open Geography Journal 5(1): 38–47. <a href="https://pdfs.semanticscholar.org/658e/c9824a66f90a3225635b849c1a310790be4a.pdf">https://pdfs.semanticscholar.org/658e/c9824a66f90a3225635b849c1a310790be4a.pdf</a></li> <li>▪ Geurs, K. T., Boon, W. &amp; Van Wee, B., 2009. Social impacts of transport: Literature review and the state of the practice of transport appraisal in the Netherlands and the United Kingdom. Transport Reviews 29(1): 69–90. <a href="https://www.tandfonline.com/doi/abs/10.1080/01441640802130490">https://www.tandfonline.com/doi/abs/10.1080/01441640802130490</a></li> <li>▪ FDOT, 2009. Quality/Level of Service Handbook, Florida Department of Transportation. <a href="http://www.fdot.gov/planning/systems/programs/sm/los/pdfs/2009FDOTQLOS_Handbook.pdf">http://www.fdot.gov/planning/systems/programs/sm/los/pdfs/2009FDOTQLOS_Handbook.pdf</a></li> <li>▪ Tichavska, M., Tovar, B., 2015. Port-city exhaust emission model: an application to cruise and ferry operations in las Palmas port. Transportation Research A, 78, pp. 347–360. <a href="https://www.sciencedirect.com/science/article/pii/S0965856415001573">https://www.sciencedirect.com/science/article/pii/S0965856415001573</a></li> <li>▪ Transport for London, 2009. Interchange Best Practice Guidelines, Transport for London, London. <a href="http://writieshub.org/sites/default/files/pdf_7.pdf">http://writieshub.org/sites/default/files/pdf_7.pdf</a></li> <li>▪ Viana, M., Hammingh, P., Colette, A., Querol, X., Degraeuwe, B., I. de Vlieger, J. van Aardenne, 2014. Impact of maritime transport emissions on coastal air quality in Europe. Atmospheric Environment, 90, pp. 96-105. <a href="https://www.sciencedirect.com/science/article/pii/S1352231014002313">https://www.sciencedirect.com/science/article/pii/S1352231014002313</a></li> </ul>

**Table 4: Project #3**

Project	Information provision at Riga International Airport
Contact person	Arturs Saveljevs, Member of the Board (CCO), SJSC RIGA International Airport
Brief description	<ul style="list-style-type: none"> <li>▪ Riga International airport is the key airport in the Baltic States. The current and forecasted values of passenger volumes validate that the airport will be highly used in the future. Also, in the framework of the RailBaltica project it is planned to link Riga International Airport with the railroad system. This should transform Riga International airport to a multimodal interchange. At the same time, the airport is currently linked with Riga city via the urban transport system</li> </ul>

	<p>(busses, taxi), and, in addition, there is a number of international busses that transfer passengers from international destinations to the airport.</p> <ul style="list-style-type: none"> <li>▪ Different traveller groups usually need different type of information, based on trip purpose. However, currently there is no vision or understanding on what type of information is important for each traveller group. It is important to link information with traveller groups and identify the delivery channel per information and traveller group.</li> </ul>
Specific tasks planning	<ul style="list-style-type: none"> <li>▪ Identify traveller groups (as for example: by age, by language, by trip purpose, with disability or no, etc.)</li> <li>▪ Identify types of information (as for example: not only about journey, but also about facilities in the interchange and information about the surrounding urban area)</li> <li>▪ Link traveller groups with types of information</li> </ul>
Sources of information	<ul style="list-style-type: none"> <li>▪ Face-to-face interview with representative of the stakeholders</li> <li>▪ Site visit</li> <li>▪ Open reports</li> <li>▪ Statistical data</li> <li>▪ Home page: <a href="http://www.riga-airport.com/">http://www.riga-airport.com/</a></li> </ul>
Indicative literature	<ul style="list-style-type: none"> <li>▪ Passenger Transport (2013): Thematic Research Summary: Passenger Transport, Ed.: Transport Research and Innovation Portal on behalf of DG MOVE, available online at: <a href="http://www.kowi.de/Portaldata/2/Resources/fp/trip-passenger-transport.pdf">http://www.kowi.de/Portaldata/2/Resources/fp/trip-passenger-transport.pdf</a></li> <li>▪ Monzon-de-Caceres, A. and Di Ciommo, F. (2016). CITY-HUBs. s.l: CRC Press. (Available in TTI library + specific chapters will be provided in e-platform)</li> </ul>

**Table 5: Project #4**

Project	Service integration at Riga International Coach Terminal (RICT)
Contact person	Dr. Vaira Gromule, Chairwoman of the Board
Brief description	<ul style="list-style-type: none"> <li>▪ RICT is the transfer node between regional and urban public transport</li> <li>▪ RICT cooperates with 30 passenger transportation companies that ensure: 16 - domestic transportation, 18 - international transportation, 12 - foreign companies</li> <li>▪ On average, RICT maintains 420 routes daily, 350 of which are domestic and 70 are international routes, serving approximately 2 million passengers (RD PAD, 2017)</li> <li>▪ The research focuses on the analysis of accessibility connections to main urban zone ("last mile") for travellers who arrive to Riga city from other places</li> </ul> <p>Long-distance trips</p> <ul style="list-style-type: none"> <li>▪ Differ from daily travel by distance and the most commonly used distance is around 100 kilometres (one-way straight line) (W. Brög, E. Erl, G. Sammer, B. Schulze, 2003)</li> <li>▪ Long-distance travel is one of most significant factors in the on-going spatial integration process in Europe and elsewhere (Global Europe 2050, European Commission)</li> </ul>
Specific tasks planning	<ul style="list-style-type: none"> <li>▪ Collect data about: demand (users/day) (if possible), transport modes, services for transfer</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Define: terminal location in the city, local area facilities, entrance/exit, distances between different modes, connectivity of the transport system</li> <li>▪ Assess: way-finding, legibility (layout, lighting, surfaces, finishes), permeability (easy transfer), facilities (service areas, waiting areas/platforms, amenities, comfort), information</li> <li>▪ Crucial factors: design and layout of access and egress modes, transfer time</li> </ul>
Sources of information	<ul style="list-style-type: none"> <li>▪ Face-to-face interview with representative of the stakeholders</li> <li>▪ Site visit</li> <li>▪ Open reports</li> <li>▪ Statistical data</li> <li>▪ Home page: <a href="http://www.autoosta.lv">www.autoosta.lv</a></li> </ul>
Indicative literature	<ul style="list-style-type: none"> <li>▪ Geurs, K.T., &amp; Ritsema van Eck, J.R., (2001). Accessibility Measures: Review and Applications, RIVM Report 408505 006, National Institute of Public Health and the Environment, Bilthoven, The Netherlands. <a href="https://www.rivm.nl/bibliotheek/rapporten/408505006.pdf">https://www.rivm.nl/bibliotheek/rapporten/408505006.pdf</a></li> <li>▪ Edwards, B. (2011) Transport interchanges: a challenge for urban design. Brian Edwards sets how interchanges must perform. Urban design –Autumn 2011-Issue 120.</li> <li>▪ Yatskiv (Jackiva) I., Budilovich (Budiloviča) E., Gromule V. (2017). Accessibility to Riga Public Transport Services for transit passengers. 10th International Scientific Conference Transbaltica 2017: Transportation Science and Technology. Vilnius: Procedia Engineering. Volume 187, 82-88.</li> <li>▪ Van Wee, B. (2013). Urban Form and Transport Accessibility. Journal of Environmental Policy &amp; Planning 15(2), 323-324.</li> <li>▪ Nathanail, E., Adamos, G., Tsami, M. (2016). Why Interchanges? In F. d. A.Monzon, CITY-HUBs: Sustainable and Efficient Urban Transport Interchanges. 13-36.</li> </ul>

Table 6: Project #5

Project	Railway accessibility for disabled people inside the Riga Central Station
Contact person	Eva Kalvina, VAS "Latvijas dzelzceļš", Deputy Head of Real Estate Registration Division
Brief description	<ul style="list-style-type: none"> <li>▪ The interchange connects Latvia to: Russia, Belarus, Lithuania</li> <li>▪ Possibility to purchase ticket electronically (1-trip, day, month, united tickets)</li> <li>▪ Zonal tariff system</li> <li>▪ Free ticket (100% discount) for: disabled children and their accompaniers, group I disabled persons and their accompaniers, group II disabled persons</li> <li>▪ Mobile lifts for persons with reduced mobility at 9 stations: Riga, Krustpils, Rezekne, Daugavpils, Jelgava, Saulkrasti, Sigulda, Dubulti, Vaivari</li> </ul> <p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>▪ Interchanges should be equally accessible by all kind of transit users</li> <li>▪ Barriers on: information provision, physical movement</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Crucial factors: mobility, quality and affordability of travel options, connectivity of the transport system, land use features</li> <li>▪ Key specifications: step-free routes, information on step and obstacle-free routes, proper signing, lifts and escalators close to the movement spaces, adequate staff</li> </ul>
Specific tasks planning	<ul style="list-style-type: none"> <li>▪ Collect data about: demand (users/day) (if possible), transport modes, services for disabled persons</li> <li>▪ Define: terminal location in the city, surrounding area features, distances between different modes</li> <li>▪ Assess: way-finding, legibility (layout, lighting, surfaces, finishes), permeability (easy movements), inclusivity (design of lifts and escalators, personnel assistance, information), facilities (service areas, waiting areas/platforms, amenities, comfort)</li> <li>▪ Indicate involved stakeholders: interchange's stakeholders, local government, developers and businesses, associations, users</li> </ul>
Sources of information	<ul style="list-style-type: none"> <li>▪ Face-to-face interview with representative of the stakeholders</li> <li>▪ Site visit</li> <li>▪ Open reports</li> <li>▪ Statistical data</li> <li>▪ Home page: <a href="http://www.pv.lv/en/">http://www.pv.lv/en/</a></li> </ul>
Indicative literature	<ul style="list-style-type: none"> <li>▪ Geurs, K.T., &amp; Ritsema van Eck, J.R., (2001). Accessibility Measures: Review and Applications, RIVM Report 408505 006, National Institute of Public Health and the Environment, Bilthoven, The Netherlands. <a href="https://www.rivm.nl/bibliotheek/rapporten/408505006.pdf">https://www.rivm.nl/bibliotheek/rapporten/408505006.pdf</a></li> <li>▪ Halden D., 2002. Using accessibility measures to integrate land use and transport policy in Edinburg and the Lothians. Transport Policy. <a href="https://www.sciencedirect.com/science/article/pii/S0967070X02000173">https://www.sciencedirect.com/science/article/pii/S0967070X02000173</a></li> <li>▪ Brons, M., Givoni, M., Rietveld, P.: Access to railway stations and its potential in increasing rail use. Transportation Research Part A: Policy and Practice 43 (2): 136-49 (2009). <a href="https://www.sciencedirect.com/science/article/pii/S0965856408001456">https://www.sciencedirect.com/science/article/pii/S0965856408001456</a></li> <li>▪ Department for Transport, 2015. Design standards for accessible railway stations. Transport Scotland. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425977/design-standards-accessible-stations.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425977/design-standards-accessible-stations.pdf</a></li> </ul>

## 4 Deliverables

Each team will prepare and give a presentation of the case study of their project in class (last day of summer school).

Having attended STIP, students are also eligible to gain 6 ECTS. In order to do so, students should prepare and submit a project report. The report should be written according to the format and structure presented in course C0, and submitted until one month after the completion of the summer school.

## 5 References

For the successful completion of the project, students should use the material of the summer school from the ALLIANCE platform and the references indicated in the courses' handouts.

For information on how to conduct a case study, please see the following link:

<http://libguides.usc.edu/writingguide/casestudy>

## 6 Overview of project work during the school

An overview of the project work during the school is presented in Table 8.

**Table 7:** Overview of project work

Date	Time	Tasks
<b>2 July 2018</b>	17:15 – 18:30	Team organization and introduction to student project (students' obligations, structure and content of the report, evaluation, etc.)
<b>3 July 2018</b>	16:15 – 18:00	Identification of good-practice examples and work on selected technique/tool/method for data analysis
<b>4 July 2018</b>	16:15 – 18:00	Visit at interchanges (Mystery Shopping) (if necessary)
<b>5 July 2018</b>	14:00 – 15:30	Work on selected technique/tool/method for data analysis (continuation) Drafting recommendations for stakeholders
<b>6 July 2018</b>	14:00 – 16:00	Preparation of "powerpoint" file
	16:00 – 18:00	Project presentation

## Annex C: Trainee Feedback Questionnaire

Trainee Feedback Questionnaire

\* Required

1. Name, Surname (Optional):

Your answer

2. Gender \*

☐ Female☐ Male

3. Level: \*

☐ PhD student☐ Master student☐ Master graduate☐ Post doc☐ Professionals☐ Other:

4. Home institution: \*

☐ Transport and Telecommunication Institute☐ Fraunhofer IFF☐ University of Thessaly☐ Other:

5. Please describe your motivation to take part in ALLIANCE program: \*

Your answer

6. Keywords of your research: \*

Your answer

7. Please indicate your level of agreement with the statements listed below: \*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The program increased knowledge and understanding in the field of smart, interconnecting sustainable transport networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The program helped to acquire professional judgement and critical thinking of everyday transport related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course material was adequate, well-written, understandable, up-to-date, helpful, accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Courses fully covered theory on specific topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Courses fully covered practice on specific topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Time allotted to the program was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Additional literature and materials were recommended for further studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teaching methods were adequate and diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The program encouraged participation in research activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The program provided opportunities for academic or professional networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The program provided opportunities for international collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teaching rooms and laboratories were adequate (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teaching rooms and laboratories were comfortable (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teaching rooms and laboratories were clean (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Hardware and software used in study process was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Hardware and software used in study process was up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What did you like most about this program:

Your answer

9. What aspects of the program could be improved?

Your answer

10. How do you hope to change your research as a result of this program?

Your answer

11. How do you hope to change your carrier as a result of this program?

Your answer

12. Any comments

Your answer



## Annex D: Trainer Feedback Questionnaire

### Trainer Feedback Questionnaire

\* Required

1. Name, Surname (Optional):

Your answer

2. Position: \*

Your answer

3. Home institution: \*

- ☐ Transport and Telecommunication Institute
- ☐ Fraunhofer IFF
- ☐ University of Thessaly
- ☐ Other:

4. Keywords of your research (areas of expertise): \*

Your answer

5. Please indicate your level of agreement with the statements listed below: \*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The program increases knowledge and understanding in the field of smart interconnecting sustainable transport networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The program helps to acquire professional judgement and critical thinking of everyday transport related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The program covers three thematic areas: governance and policy, smart solutions, decision-making in the field of smart interconnecting sustainable transport networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Course material is adequate, well-written, understandable, up-to-date, helpful, accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Courses fully cover theory on specific topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Courses fully cover practice on specific topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Time allotted to the program is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Additional literature and materials are recommended for further studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teaching methods are adequate and diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The program encourages participation in research activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. The program provides opportunities for academic or professional networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The program provides opportunities for international collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teaching rooms and laboratories are adequate (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teaching rooms and laboratories are comfortable (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Teaching rooms and laboratories are clean (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Hardware and software used in study process is adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Hardware and software used in study process is up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What do you like most about this program:

Your answer

7. What aspects of the program could be improved?

Your answer

8. Any comments

Your answer

## Annex E: SAP evaluation form

1. SAP Name, Surname:

2. Please indicate your level of agreement with the statements listed below:

Issue	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the event were clearly defined					
Participation and interaction were encouraged					
The content was organized and easy to follow					

The presenters were well prepared					
The materials presented are in frame of ALLIANCE project					
The training objectives were met					
The time of the event was sufficient					
The meeting room and facilities were adequate and comfortable					

3. What did you like most about this training:

4. What aspects of the training could be improved?

5. Any comments



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## Annex F: 1<sup>st</sup> SAP evaluation form

### 2<sup>nd</sup> Summer school Event Evaluation by SAP member

1. SAP Name, Surname:

\*\*\*\*\*

2. Please indicate your level of agreement with the statements listed below:

Issue	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the event were clearly defined	X				
Participation and interaction were encouraged		X			
The content was organized and easy to follow	X				
The presenters were well prepared	X				
The materials presented are in frame of ALLIANCE project	X				
The training objectives were met	X				
The time of the event was sufficient	X				
The meeting room and facilities were adequate and comfortable	X				

3. What did you like most about this training?

**Interaction with students in the practical section**

**4. What aspects of the training could be improved?**

-

**5. Any comments**

**Excellent planned learning process.**

## Annex G: 2<sup>nd</sup> SAP evaluation form

### 2<sup>nd</sup> Summer school Event Evaluation by SAP member

1. SAP Name, Surname:

\*\*\*\*\*

2. Please indicate your level of agreement with the statements listed below:

Issue	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the event were clearly defined	x				
Participation and interaction were encouraged			x		
The content was organized and easy to follow	x				
The presenters were well prepared	x				
The materials presented are in frame of ALLIANCE project	x				
The training objectives were met	x				
The time of the event was sufficient	x				
The meeting room and facilities were adequate and comfortable	x				

3. What did you like most about this training?

**The practical section in Riga´ stations**

**4. What aspects of the training could be improved?**

**May be the interaction with the students**

**5. Any comments**

**Thanks to the organization team!**

## Annex H: 3<sup>rd</sup> SAP evaluation form

### 2<sup>nd</sup> Summer school Event Evaluation by SAP member

1. SAP Name, Surname:

\*\*\*\*\*

2. Please indicate your level of agreement with the statements listed below:

Issue	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the event were clearly defined		x			
Participation and interaction were encouraged		x			
The content was organized and easy to follow	x				
The presenters were well prepared	x				
The materials presented are in frame of ALLIANCE project		x			
The training objectives were met		x			
The time of the event was sufficient		x			
The meeting room and facilities were adequate and comfortable		x			

3. What did you like most about this training?

-

**4. What aspects of the training could be improved?**

-

**5. Any comments**

Given that I attended only lectures by invited lecturers, I cannot rate the course as a whole. Presentations of guest speakers were very well prepared and valuable.