



# Mobility Mindshift

## Co-designing a Mindshift for Sustainable Mobility

### TAMPERE, FINLAND

Emissions domains addressed by the Pilot Activity



All vehicles &  
transport  
(mobile energy)

#### Key Terms

Youth engagement | Sustainable mobility | Speculative design | Co-creation | Ambassador networks | Behavioural change | Future scenarios | Peer influence

#### Levers of Change

Democracy and participation | Governance and policy | Learning and capabilities | Social innovation |

#### Description of the Pilot Activity

Mobility Mindshift motivates young people to engage with sustainable mobility now and into adulthood — working with local universities, secondary schools, and teachers through speculative design workshops, youth mobility surveys, and a peer ambassador network.

Year 1 reached 120 students across four schools, collected 753 survey responses, and established an ambassador network of 20+ members aged 16-55. The biggest insight from Year 1 reframed the project's core challenge: young people already move sustainably. The real challenge is maintaining that behaviour into adulthood and helping them connect mobility choices to broader lifestyle decisions. This shifted the focus from changing current behaviour to building lasting mindsets.

#### Year One Highlights

Four speculative design workshops in secondary and vocational schools invited students to build models of "Future Tampere" — using imagination and co-design to create emotional investment in sustainable outcomes rather than just discussing present behaviour.

A mobility survey collected 753 responses across school, university, and working-age groups. An ambassador network was established with monthly meetings and academic credit for student participants. Workshop guides for teachers and an eco-pedagogy model were developed to embed sustainable mobility education into the school curriculum beyond the project.

Various engagement formats were tested — from bicycle maintenance events to city bike agent recruitment — with the clearest lesson being that activities co-designed with young people from the outset worked better than those designed for them.

#### Innovation Highlights

Speculative design creates emotional investment in future sustainable outcomes that conventional behaviour change communication does not.

The ambassador model uses peer influence rather than top-down messaging. The eco-pedagogue model — a designated staff member using weekly lessons for sustainability — creates permanent school infrastructure that outlasts the project.

#### Twinning with Limerick (Ireland)

Tampere hosted Limerick for a two-day visit covering the carbon-neutral roadmap, climate budget, and cycling solutions. Limerick drew inspiration from early childhood education approaches and cycling infrastructure practices. Tampere visited Limerick in October 2025 to learn about citizen engagement and city-university collaboration models.

