

The aim of Jane's Walk community, is to provide a space where underrepresented people can speak out loud and talk about their everyday lives in the neighbourhoods and their community needs. The pilot project of the School Edition in Palma has involved the youngest citizens from disad-

vantaged neighbourhoods in the decision making of the future of the city. The project has been designed and adapted to the local insights by the Jane's Walk community in Palma and funded by the departments of Urban Planning and Education from the municipality.



Jane's Walk School Edition has been developed in three phases:

1. **Neighbourhood discovery.** A very stimulating methodology of experiencing and discovering their own neighbourhood and community. Students aged 8, 10 and 14 years old had the opportunity to think about their built environment, through teamwork.

2. **Walk Leading.** The participating schools ended up by leading a walk where adults, municipality workers, politicians and teachers were the ones listening and taking notes about their needs to improve the neighborhood.

3. **Children's Council.** The last phase was to address their proposals directly to the politicians who take decisions in the city, and established a dialogue with them where the students had the space to express their thoughts and have talked about their proposals. Even there was the commitment of including most of the ideas in the comprehensive master planning of the city.

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1. Cooperate for fair and sustainable development initiatives in active collaboration with disadvantaged people or communities. This process shall follow principles of human solidarity, non-discrimination and will be aimed at promoting their self-sufficiency;



Children are the future citizens of our cities. They don't usually have a place to talk about their needs in our society, and too often their fresh point of view is not taken seriously by adults. We need children's thoughts about the challenges they face and adults need to learn how to listen to them, take them seriously and help them design the city they want to live.

Their youth leads, their thoughts on practical proposals are very often for the benefit of the whole community. Some of the ideas exposed by the children, were related to safety, cleaning, playing areas, etc, but they were also asking for sustainable measures, green areas and common spaces where adults and children could come together.

They have a straight and fearless attitude and Jane's Walk School Edition offers them the perfect scenario to encourage them to share all their creativity.



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4. Identify, disseminate and work alongside public institutions, multi-lateral organisations and private sector's policies, programmes and sustainable socio-economic systems fostering social equity and urban inclusion within the built environment;



The first edition of Jane's Walk School Edition in Palma has been a collaboration with the city's municipality.

In one hand they financed the project and in the other hand they facilitated different meeting spaces where the children could expose and share their ideas, through inviting the spokeskids to be in an extraordinary council where they had the opportunity to be heard by politicians from several assorted departments, such as urbanism, education, participation, infrastructure and mobility.

Furthermore, they had even the compromise from some of the politicians to study their proposals in a deeper way and get back to them. We hope adults now can translate these ideas into reality.

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6. Share knowledge, promote discussion, reflection and awareness, and collaborate in the advancement of the 'social production of habitat';



During the process of 5 sessions workshops, the students took conscience about the importance of their thoughts. They understood, through analyzing specific situations, how important their intervention in the city was. Then, the direct interaction with adults made them realize how important it is to participate on planning their own city.

The first Jane's Walk School Edition in Palma offered several routes leaded by the students on their neighbourhood, where the kids could fall upon the aspects they considered important to have a discussion.

The routes were open to the adult public and many people went to listen to their voices. This fact motivated them considerably, and they had more strength to communicate their ideas with coherence. Some of the approaches generated questions and discussion among students and adults, and opened new perspectives on adults minds.

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