Research Project

“Local Educational Landscapes and Urban Development - Interfaces and Interlacings"
Questions

• Which **interfaces and interlacings** with regard to content and space exist between the field of education and urban development at the federal, state, municipal and local level?

• Which **meanings and significances** do stakeholders in the field of education and urban development ascribe to common and overlapping thematic areas?
level of investigation A: educational policy & urban development policy

- federal level
- state level („Länder“)
  - Hamburg
  - North Rhine-Westphalia
  - Saxony
- inter-municipal level

cross-sectoral discussions in educational and urban development policy

level of investigation B: educational landscapes & social environment

- municipal level
  - Berlin: Campus Rütli
  - Bernburg: Campus Technicus
  - Bremen: QBZ Morgenland
  - Hamburg: Tor zur Welt
  - Heidelberg: Learning Village
  - Köln: Bildungslandschaft Altstadt-Nord
  - Leipzig: Stadtteilpark Rabet
  - Osterholz-Scharmbeck: Campus
Supra-local Ascriptions

1. Disadvantaged Quarters
   • "long-term negative outcomes"
   • for single persons and the social city-life
Supra-local Ascriptions

2. „No child left behind“
   • primary target group
   • not adults or elderly people
Supra-local Ascriptions

3. Investments in Quarters und Biographies

- Quality of organisations und offers
- Aims: educational justice and sustainable development of quarters
Supra-local Ascriptions

4. In Quarters und Schools is the power
   • the quarter as territorial access to handle social problems
   • by all-day schools
Supra-local Ascriptions

5. Same Aims, little Coordination

- e.g. „Educational justice“ and „upgrading of quarters“
- with independent programmes
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Examples with a focus on social and built environment and the resulting objectives.
Campus Technicus, Bernburg

institutions
- secondary school „Campus Technicus“ (5th to 10th grade)
- manifold cooperation partners: e.g. theater, music school, library, church, regional/local industry/commerce/retail, German Red Cross

cooperation
- bilateral cooperations: partially formalised, partially informal

concept
- pedagogic aims: develop secondary school; value orientation, vocational guidance
- urban design aims: concentric shrinkage, revitalisation of city centre

reference
- department for urban development in charge of process
- re-use brownfield, modernise buildings in need of re-development
Learning Village Bergheim, Heidelberg

institutions
• primary school, secondary special school, two kindergarten with crèches, day-nursery and after-school care, urban community college with evening schools, urban music and singing school, thermal spa
• other facilities: seniors centre, cultural and leisure offers

cooperaion
• filed as a project with the International Building Exhibition (IBA) in 2014, bottom-up initiated, currently phase zero, launch event in 2015

concept
• pedagogic aims: the development of a central learning environment
• urban design aims: spatial opening of existing institutions, neighbourhood management, open doors for collaborative learning

reference
• district scale in the context of the IBA „Knowledge Makes a city“
Local Motives

• Centralisation and Concentration
• Networking und Interlacing
• Access and Transition
• Opening and Closing