

# Local Educational Landscapes and Urban Development

## Interfaces and Interlacings

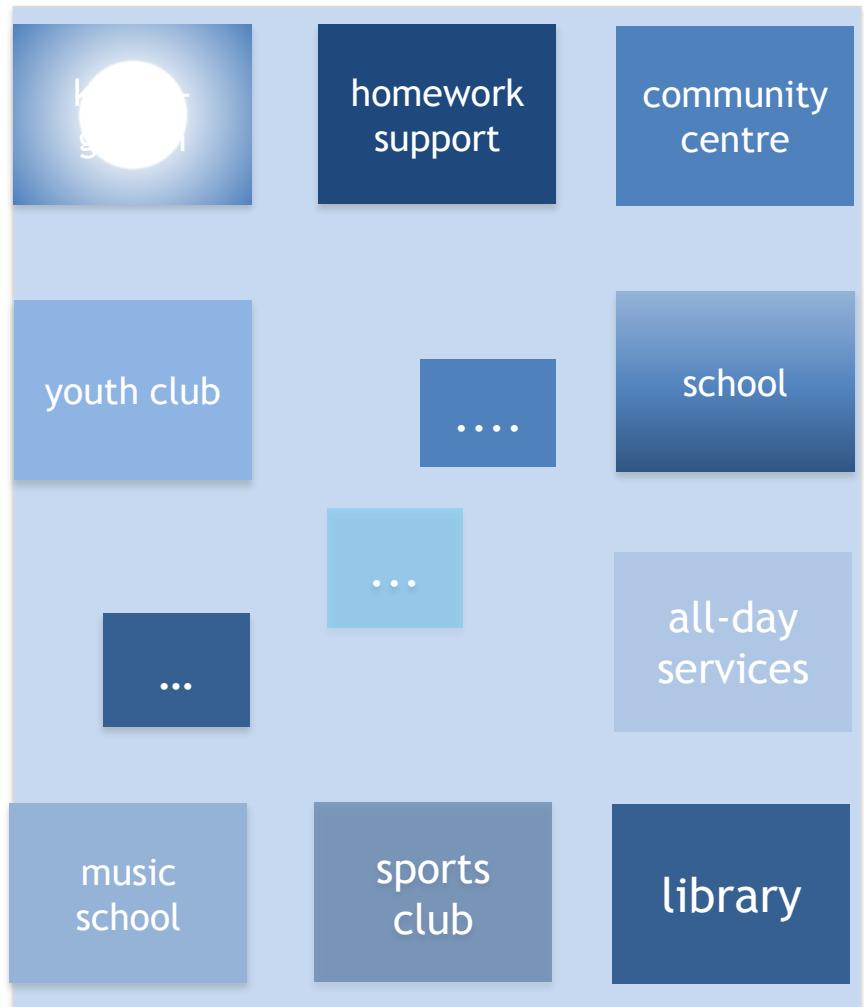
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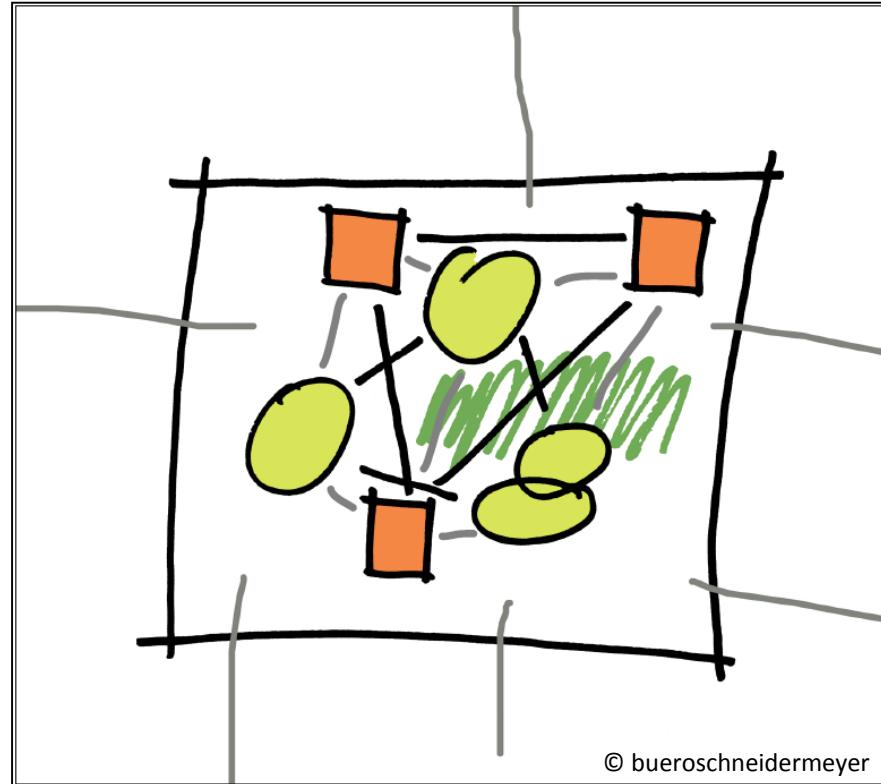
# Local Educational Networks

long-term cooperations  
formal and non-formal  
stakeholders  
fields of education,  
upbringing and child care

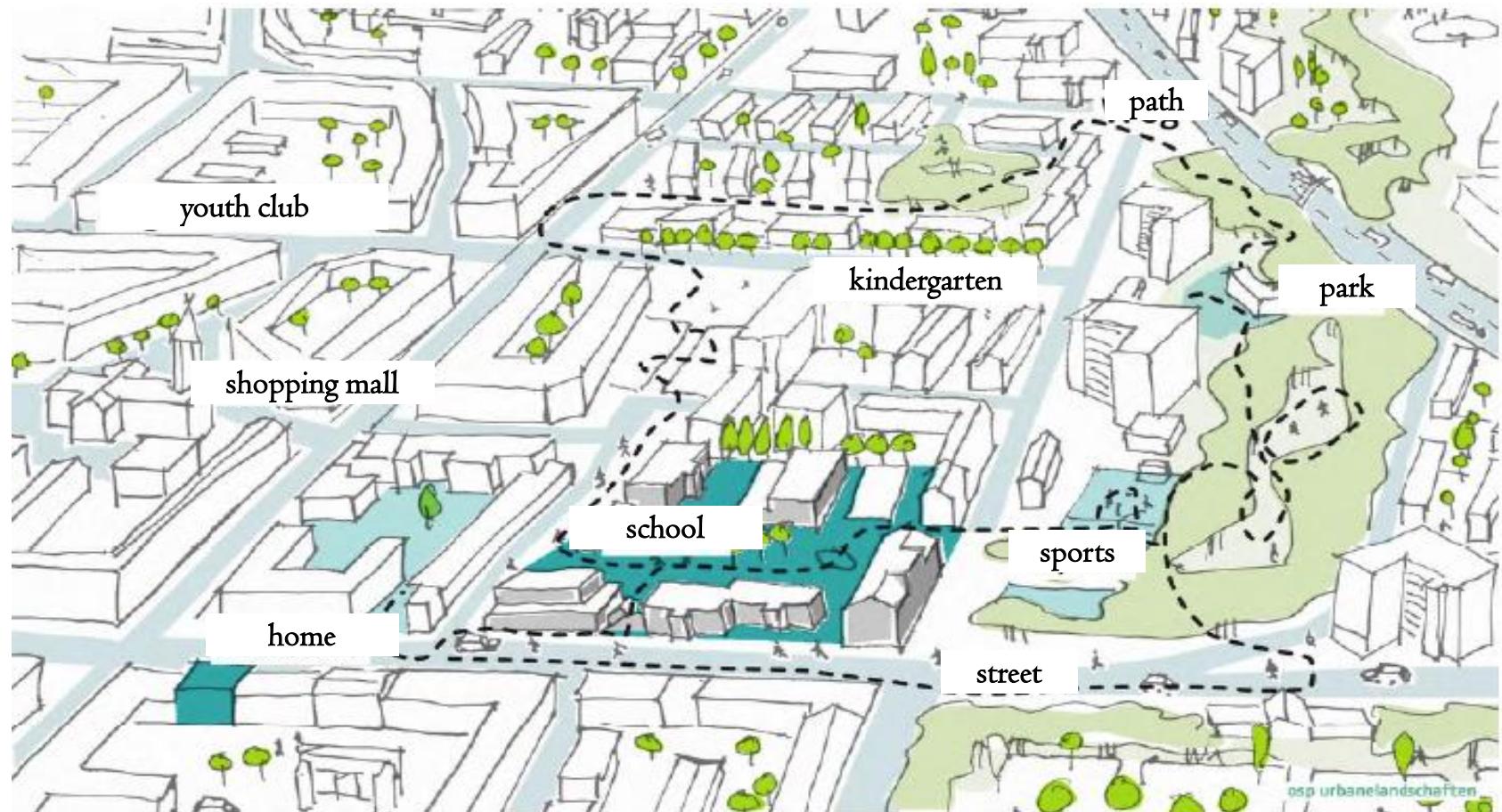


# Local Educational Networks

Intention:  
better education  
by connecting several  
educational processes  
and different settings in  
the urban space



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## „Urban development is of educational relevance“ (Tibussek 2012: 8)

- Neighbourhoods, districts and city quarters form the basic framework of educational processes
- → urban space = learning experience
- Processes of creating the urban space as learning experiences are related to questions of urban development and urban planning

Creation processes of  
urban development



Educational processes  
in the urban space

## „Education is relevant to urban development“ (Tibussek 2012: 7)

- Importance of education for a sustainable and integrative development of quarters and the whole city
- Different viewpoints:
  - Development of the educational infrastructure as a starting point for preventing:
    - a) educational inequality and b) social costs
  - Joint efforts in education → contribute to social and economic stabilization and improvement of the city quarters
- Installation of good-quality schools might counteract social segregation & promote the improvement of the sociocultural living

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# Research Project “Local Educational Landscapes and Urban Development · Interfaces and Interlacings”

# Research Project

## Direction:

- Prof. Dr.-Ing. A. Million (TU Berlin)
- Prof. Dr. T. Coelen (Uni Siegen)

## Personnel:

- Dipl.-Ing. A. J. Heinrich
- Dipl.-Ing. C. Loth

**Funding:** German Research Foundation (DFG)

**Time span:** Oct. 2014 until Sept. 2016

## Questions:

- Which contextual and spatial **interfaces and interlacings** exist between education and urban development at the federal, state, municipal and local level?
- Which **meanings and significances** do stakeholders in education and urban development ascribe to the common and the overlapping thematic areas?

**Aim**  
Exploration of  
cross-sectoral discussions of  
educational policy and  
urban development policy  
at different levels

## **Research Level A:**

### **Educational Policy & Urban Development Policy**

**federal level**

**state level**

**inter-municipal level**

## Aim

Analysis of eight examples of local educational landscapes with a particular focus on the social and built environment and the resulting objectives in view of urban design and planning

### Research level B:

**Educational landscapes & social and built environment**

**local level**

Hamburg

Cologne

Berlin

Leipzig

Bremen

case study 6

case study 7

case study 8

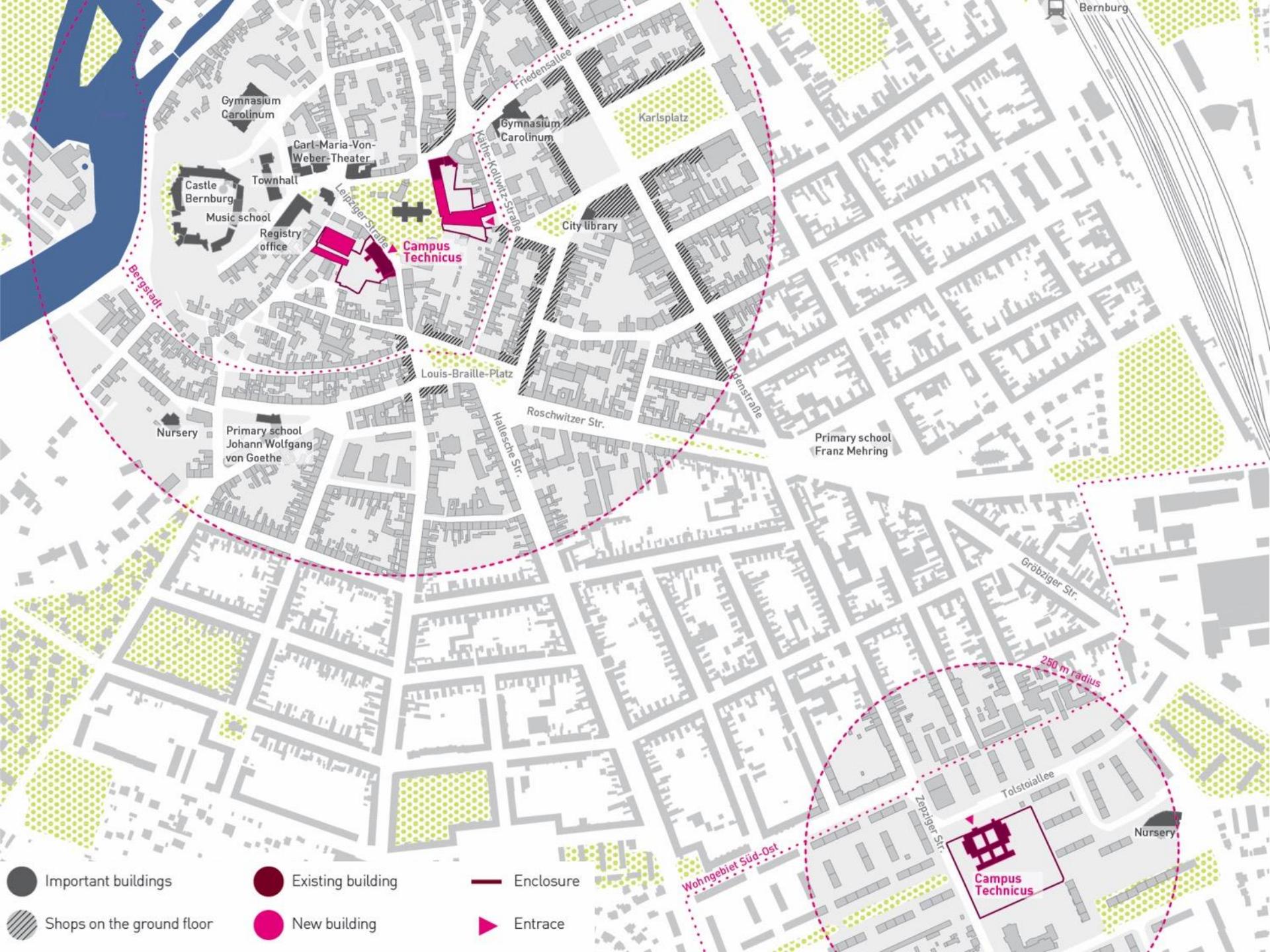
# Methodology

- Expert interviews
- Documents
  - Qualitative content analysis
  - Policy analysis

# Results

# Local Elements

- Involved Institutions
- Organisational Cooperations
- Educational and Architectural Aspects in the Concepts
- Spatial References





Area of the campus accessible for the public



Area of the campus unaccessible for the public



Existing building



New building



Enclosure



Entrance

# 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





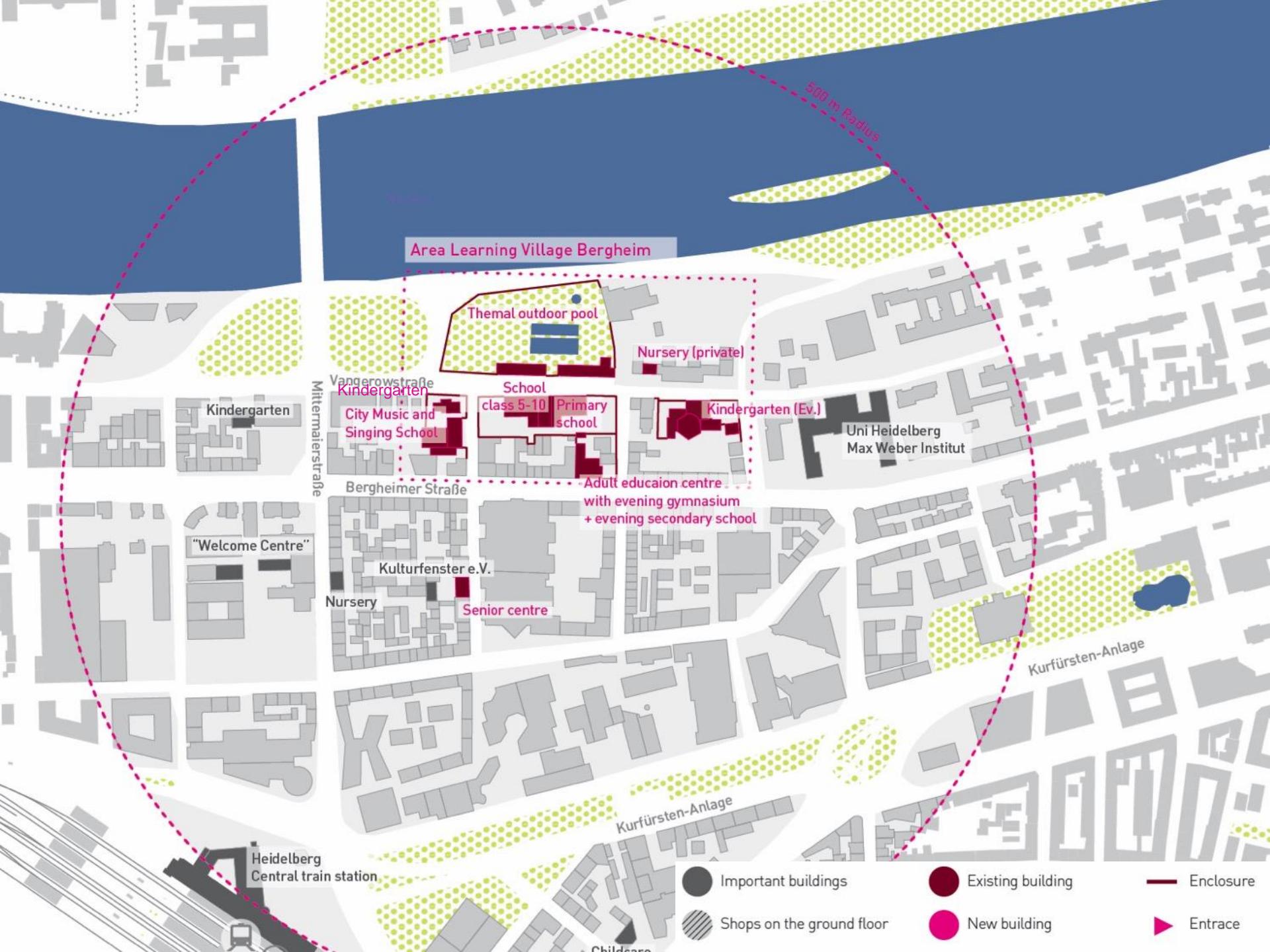




Photo: Modell von metris Architekten und Stadtplaner, Heidelberg

# Learning Village Bergheim, Heidelberg

## institutions

- primary school, secondary special school (5th to 10th grade), 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

## cooperation

- 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

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# 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
- via all-day schools

# Supra-local Ascriptions

## 5. Same Aims, little Coordination

- e.g. „Educational justice“ and „upgrading of quarters“
- with independent programmes

# Gebaute Bildungs- landschaften

Verflechtungen zwischen  
Pädagogik und Stadtplanung

