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
„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
„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
Research Project
“Local Educational Landscapes and Urban Development · Interfaces and Interlacings"
Research Project

Direction:
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• Prof. Dr. T. Coelen (Uni Siegen)

Personnel:
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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

- 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
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
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
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
4. In Quarters und Schools is the power

- the quarter as territorial access to handle social problems
- via all-day schools
5. Same Aims, little Coordination

- e.g. „Educational justice“ and „upgrading of quarters“
- with independent programs
Gebäute Bildungslandschaften

Verflechtungen zwischen Pädagogik und Stadtplanung

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