

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

Heidelberg: Learning Village

Bernburg: Campus Technicus

Köln: Bildungslandschaft Altstadt-Nord

Bremen: QBZ Morgenland

Leipzig: Stadtteilpark Rabetz

Hamburg: Tor zur Welt

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 programms

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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

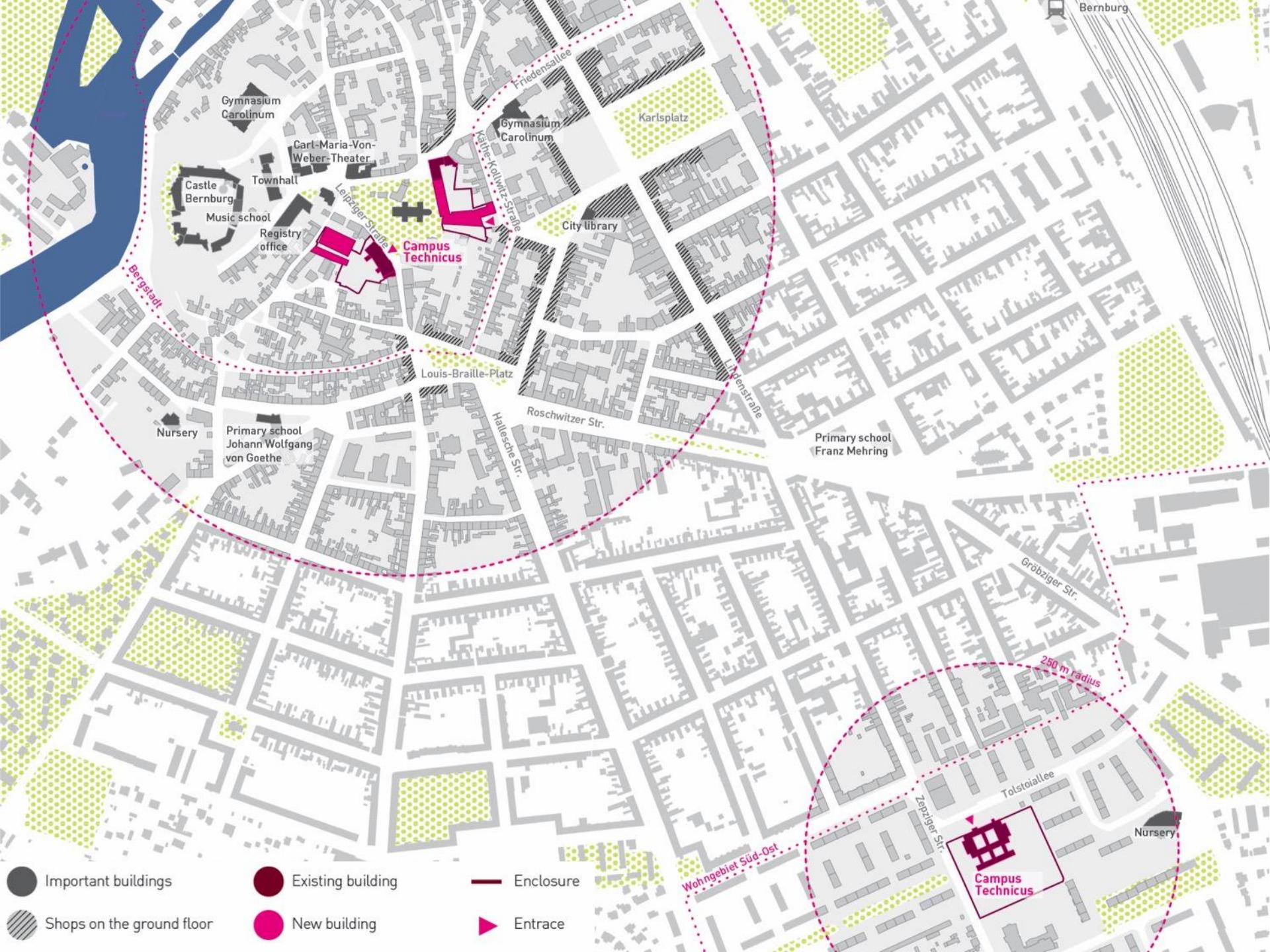
- bilateral cooperations: partially formalised, partially informal

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





Area of the campus accessible for the public



Area of the campus unaccessible for the public



Existing building



New building



Enclosure



Entrance





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

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“

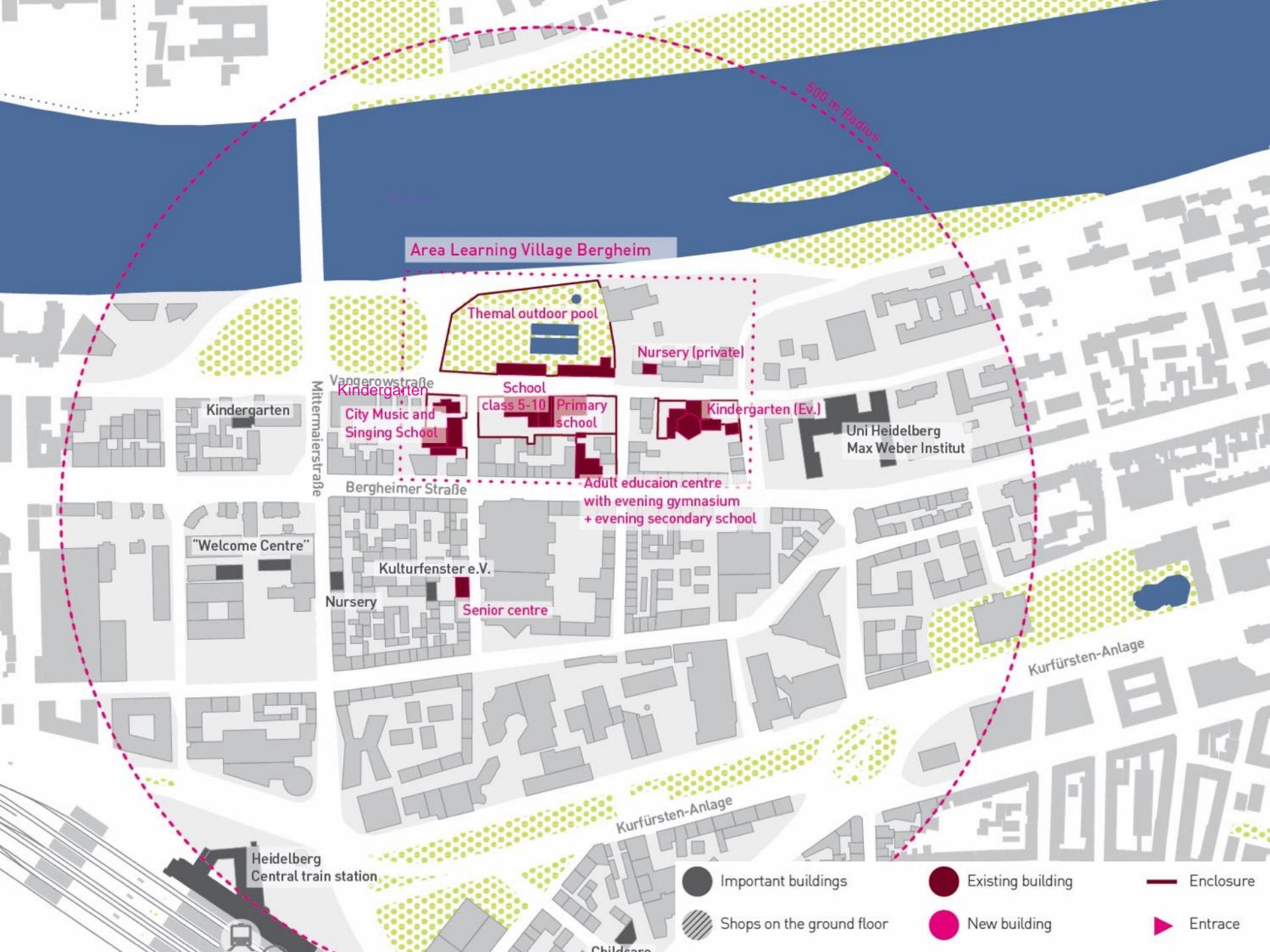




Photo: Modell von metris Architekten und Stadtplaner, Heidelberg





Local Motives

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

Gebaute Bildungs- landschaften

Verflechtungen zwischen
Pädagogik und Stadtplanung



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