

## **Schools as instruments of neighbourhoods**

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*The paper discusses the importance of bringing different professions and actors together in order to create new approaches to deal with challenges in multicultural and socially diverse neighbourhoods. It puts its focus on education in neighbourhoods and points out that urban planning cannot be reduced to the physical environment but needs to include social issues for neighbourhood development.*

*The paper concentrates on the project “Campus Rütli-CR<sup>2</sup>” in the district of Berlin-Neukölln, which is the concept of integrating primary and secondary schools to a community school imbedded in an education network of day cares and recreational facilities as well as social institutions and education projects. Campus Rütli-CR<sup>2</sup> understands itself as a living environment with the target of a positive neighbourhood development and identifies the multicultural diversity as a great opportunity (Bezirksamt Neukölln von Berlin, 2015<sup>1</sup>).*

*Based on own researches, the paper discusses the significance of schools as part of neighbourhoods. Many areas with special development needs are facing the problem that well-educated parents are moving once their child reaches school age (Häussermann, 2006). Schools are one cause of segregation tendencies within cities which spatial planning needs to consider (Frank, 2011).*

*In this paper I am arguing that education networks and schools are essential instruments for neighbourhoods which ask spatial planning to work closely together with professions of the field of pedagogues.*

### **1. The city and its neighbourhood and schools**

The city is a social space which is in Germany increasingly dealing with socially and economically unequal neighbourhoods due to a polarization of incomes and the differentiation of life styles. In the selection of different milieus through residential segregation is the desire for living in neighbourhoods with your own kind in which a similar way of living is practiced of great importance (Häussermann and Siebel, 2004). These segregation tendencies are spatially identifiable: middle-class and financially stable neighbourhoods and neighbourhoods in which manifold problems and a high percentage of inhabitants with migration background concentrate and which can be even detached from the cities general development are shaping contrasting social and spatial conditions. With an increasing segregation the homogeneity of students in the neighbourhood schools is also increasing. German urban development discussions are pointing out that the student selection at primary schools is reflecting the social situation of neighbourhoods (Fritsche et al., 2011). Focusing on the segregation of students with a migration background a German study underlines that the unequal allocation of students with migration backgrounds at primary and secondary schools is the result of an unequal distribution of people with and without migration background in German cities (SVR, 2013).

This leads to challenges at schools in multicultural and social diverse neighbourhoods which pedagogues are facing. In these areas the conditions at schools are often a reason why middle class families and families with strong educational ambitions are moving once their child reaches school age (Häussermann, 2006). And those who stay are developing strategies to enrol their children in schools in other neighbourhoods with better reputation (Noreisch, 2007, Simon-Philipp, 2011).

Challenges in social diverse and multicultural diverse neighbourhoods should not only be addressed by physical improvements of the neighbourhood's infrastructure. An approach that has been identified and is included in urban development programs which aim to improve the living conditions in neighbourhoods of manifold problems such as the German urban development program 'Soziale Stadt'.

The same program was also the frame in which the first steps for the education project 'Campus Rütli – CR<sup>2</sup>' were developed. The project is located in the capital of Germany, Berlin, in the northern part of the district 'Neukölln' in the neighbourhood 'Reuterkiez'. The 'Reuterkiez' can be characterized as multi-cultural and socially diverse. It belongs to one of Berlin's hot spot districts of manifold cultural and art life as well as a going out area reflecting multiculturalism. Facing on the one hand an increasing number of financially stable inhabitants belonging to the middle class and on the other hand a decreasing number of economically deprived inhabitants the area has been under strong socioeconomically and sociocultural changes in the last 15 years (TOPOS Stadtforschung, 2011).

The strengthening of education opportunities, especially for children in the neighbourhood, had been an important part of the work in the neighbourhood. One of the biggest projects which is in its realization process is the creation of a central space for the neighbourhood with an agglomeration of manifold education, social and neighbourhood oriented facilities including a community school. The whole project 'Campus Rütli – CR<sup>2</sup>' is following an innovative approach and is carried by manifold stakeholders which get parallel connected.

Focus with regards to content of the research of which the 'Reuterkiez' neighbourhood is one example is the combination and dependency of urban design and social issues in the connection of schools and neighbourhoods. Focus with regards to methods is that the cases studies will all reflect areas of multi-cultural and social diverse neighbourhoods to deepen the knowledge for these areas.

This paper is focusing on the underlining of the importance of social development with urban design development in neighbourhoods and reflecting the interdependency for neighbourhood development. It outlines the rank of communication and cooperation of stakeholders of manifold fields and emphasizes the significance of education for urban development.

## **2. Schools as instruments of neighbourhoods**

Why are innovative schools and education approaches important for neighbourhoods and especially for those with multi-cultural and socially diverse conditions?

From society's point of view the investment in education is indispensable naming reasons as integration and equal opportunities. From spatial planning's perspective it is argued also with the great importance of integration and with activating neighbours as positive aspects for the neighbourhood (BMUB, 2014). In a globalizing world the importance of education is rising as the quality of education systems is becoming an indicator for a society's international competitive capability (Braun and Heitele, 2010). In the United States the quality of schools in the district has a great value in real estate business and the relationship between neighbourhood choice and school quality is causally linked with each other. Real estate managers are providing potential home buyers with college attendance rates and test scores of schools. Hence, schools get directly linked to urban economics in neighbourhood choice questions (O'Sullivan, 2007). The direct economical connection of school quality and neighbourhood choice has not been the case in Germany. Objectively, there are no standardized measures in Germany which display the outcome of a primary school available for the public (Noreisch, 2007). With the publication of the first PISA studies in 2000 the discussion about equal opportunities in German education systems has been recovered in the centre of education discussions due to the fact that the study reflected the strong correlation of social injustice and education equity in Germany which was the highest among all OECD countries (Hepp, 2008). The poor results lead to wider discussions about

schools and education in German society involving municipalities and planning professions (e.g. Deutscher Städtetag 2003, Leipzig Charta 2007).

The fear of parents with strong educational ambitions that their child is not getting appropriate educational conditions is present in our society. As mentioned in neighbourhoods with a high percentage of people with migration backgrounds and of socioeconomically deprived inhabitants parents are leaving the neighbourhoods in order to enrol their children in schools of other catchment areas (Häussermann, 2006). Noreisch (2007) has analysed the selective behaviour of enrolling children in primary schools in Berlin and outlines that the appearance of choice is a recent development in Germany, “choice was not traditionally or historically anchored in the German consciousness“ (Noreisch, 2007 p. 1313). This emphasizes the upcoming importance of schools for middle class parents. Simon-Philipp (2011) outlines that especially for young well-educated families of the middle class the education supply in a neighbourhood has become a crucial location factor (Simon-Philipp, 2011).

From an international perspective there have been several studies which discuss the importance of local inner-city schools for neighbourhoods in order to attract or keep middle class families in the in these specific areas naming another reason why schools are important especially for inner-city neighbourhoods (e.g. Karsten 2003,2007, Kimelberg and Billingham, 2013)

In areas of special development needs in Germany the program ‘Soziale Stadt’ aims in its concept to improve the living conditions in the neighbourhood for the local citizens. Since 1999 the state supports the stabilization and upgrading process in disadvantaged districts and neighbourhoods in terms of urban design and economic issues as well as socially deprived. With investments in the living environment, in infrastructure and in the quality of housing more inter-generation fairness and family friendly neighbourhoods shall be generated. The aim is the increase of chances of integration and participation of the local citizens. Target of the state funded program is to promote lively neighbourhoods and the strengthening of social cohesion (BMUB, 2015<sup>1</sup>). The program in total classifies ten fields of activity including local housing and housing environment, social activities and social infrastructure, the living together of diverse social and ethnical groups, school and education, local economy, health promotion, environment and transportation, city district culture, sport and regeneration, image improvement and publicity (BMUB, 2015<sup>2</sup>).

In the field of activity “schools and education” manifold education projects have been developed such as education networks of local actors. These have become an often used practice in program areas. Education networks are having first of all a connection of manifold stakeholders in the field of education in a neighbourhood in mind to discuss challenges and opportunities together and develop cooperation strategies. The aim is the improvement of educational opportunities for the local children.

The question is how planners can develop or conserve educational institutions and schools in multicultural areas and socially diverse neighbourhoods to become a locational advantage instead of a locational disadvantage. The results of a German pilot project ‘Bildung als Motor der Quartiersentwicklung’ - translated ‘Education as the engine of neighbourhood development’ outline the importance of cooperative planning. The project emphasizes that urban regeneration needs to be closer connected with education policy. Further, it lobbies for the alliance of different policy areas for urban regeneration such as education, social issues, health, culture and employment (Simon-Philipp, 2011). The project outlines the following aspects in school development as transferable to other school and neighbourhood development projects:

- An interdisciplinary approach
- An early connection of education institutions in the urban design plannings

- An early discussion about the pedagogical profile of the school
- The location decision in the functional as well as in the urban design centre of the district
- Education and children stand in the centre of the project
- Educational institutions function as social meeting point to enliven the central space in the district/neighbourhood
- An cooperation with other stakeholders in the area

(Hochschule für Technik Stuttgart, 2009)

So the idea of putting a focus on schools in multi-cultural and social diverse areas appears to be quite obvious from a spatial planning's perspective when multicultural neighbourhoods shall be developed and to generate positive neighbourhood changes. But it is a perspective which asks planners to step out of their own field and approach another profession. It is not only the physical appearance which makes out the quality of a school but the quality of teaching pedagogical approaches to deal with the students perspectives in these areas.

Although spatial planners claim to involve the different views and interests which make out cities, it is always a step to the unknown of daily pedagogue's life experience, a different professional language which is used and sometimes varying anticipations (Uttke et al, 2013).

### **3. Manifold institutions and one shared concept - Campus Rütli-CR<sup>2</sup>**

In 2005 the local neighbourhood management began with the first preparations to strengthen education opportunities in the 'Reuterkiez' located in the northern part of Berlin in the district of 'Neukölln'. The first project introduced intercultural moderators to the neighbourhood schools in the beginning of 2006. (Bezirksamt Neukölln von Berlin, 2015<sup>2</sup>). The area became famous in a negative kind of way in whole Germany due to an emergency-letter which was sent from teachers of the secondary school 'Rütli-Hauptschule' to the federal education board describing terrible circumstances at the school including aggression and students unable to be taught. The 'Rütli-Hauptschule' became a synonym for failed integration in the media.

The pilot project Campus-Rütli has been pursued since 2007 by the district office and an education foundation of Berlin, 'Stiftung Zukunft Berlin'. "The project aims not only to grapple with pressing current problems but also to help developing transferable problem-solving strategies. [...]The project seeks primarily to put in place a new and sustainable educational concept which includes the creation of collective social space [...] (ibidem, n.p.) The project aims to create a new social space as a campus "in which the emerging generation will find a comprehensive and integrated socialization- and education offering" (Campus Rütli-CR<sup>2</sup> Administration of the County Mayor of Berlin-Neukölln, 2009, 5). For these existing boundaries among departments and social space were broken up to bundle competences on the campus.

The campus space is located in one street named 'Rütlistraße' (figure1). The street is already nowadays a private street not allowing cars to enter in order to ensure a space without the barrier of traffic. From an urban planning's perspective, the street is at the currently designed as an agglomeration of two day-care facilities for children, a social care institution, a playground, the comprehensive school, sport facilities and at the moment fellow land for future buildings for further school and neighbourhood facilities The redesign of the street space for an increase of habitation quality as well as the remodelling of the entrance situations on the campus are planned such as the construction phases, the financing is secured (Bezirksamt Neukölln von Berlin, 2015<sup>3</sup>).



1 School | 2 Day-Care Villa Kunterbunt, neighbourhood education workshop | 3 Gymnasium | 4 Youth Recreational Facility Manege, Occupation promotion for youth| 5 Day-Care Rütlistraße, Children and Youth Medical Service | 6 Neighbourhood Hall (fertigstellt 11. 2012)

1 New Construction: economy, labour and technics | 2 New Construction occupational workshop (financing submitted) | 3 New Construction: school expansion | 4 New Construction: mixed use

Figure1: The Campus Rütli Space with existing and future buildings (Schulz@Schulz Architekten in Bezirksamt Neukölln von Berlin, 2015 [own translation and annotations])

To the campus belongs a community school which is the union of a primary and two secondary schools since 2008/2009. At the 'Gemeinschaftsschule auf dem Campus Rütli' children are taught from first grade up to the 13<sup>th</sup> grade allowing all graduating certificates including the 'Abitur', the German university entrance certificate. The school understands itself as a closely connected neighbourhood school (Bezirksamt Neukölln von Berlin, CR<sup>2</sup> - Campus Rütli, 2015<sup>2</sup>).

The two child care centres as well as the youth centre located at the `Rütlistraße` have merged with the Campus Rütli. The Campus- CR<sup>2</sup> has its own structure and a project management being responsible for the overall development. The “Freudenberg Foundation’s programme “One Square Kilometre of Education”, Campus Rütli is giving rise to a unified place of learning which enables young people to pursue their entire school careers from preschool to vocational training within a single space[...] Campus Rütli means that the entire spectrum of care, guidance and educational institutions for young people are for the first time collaborating and jointly shouldering responsibility. [...] Children from the catchment area, nearly 90 per cent of whom hail from immigrant families, receive optimal support here, with their parents also included. Cultural diversity and multilingualism are treated opportunities and are nurtured“. (ibidem, n.p.).

The realization of the project has been very complex and is divided into different levels including the content pedagogic level, the construction level, the participation level, the administrative level as well as public relations (Bezirksamt Neukölln von Berlin, 2015<sup>4</sup>). Recently, the finances for the next stage of construction have been released. The next step will be the development of a construction schedule for three new buildings (figure 1) as well as for the surface broaching. The objects will include a school expansion and necessary conversion in the inventory, a school building for economy, labour and technics along with a third building for a mixed use for a parent’s centre and café, a pedagogical workshop, youth welfare service, dental services as well as for the adult education centre. The construction on the outdoor space will convert the entrance situations including a new footpath to increase the accessibility to the campus (Bezirksamt Neukölln von Berlin, 2015<sup>3</sup>).

### **Developments in the neighbourhood `Reuterkiez`**

The `Reuterkiez` neighbourhood in the district of `Neukölln` in Berlin Germany is an area with mainly Wilhelminian style architecture. With respect to statistics, the area has a population of 27.427 inhabitants<sup>1</sup> (31.12.2012) (Senatsverwaltung für Stadtentwicklung, 2013). The ethnical differentiation is divided into inhabitants with migration background 44% (in comparison Berlin 26%) and 28% inhabitants with foreign citizenship (in comparison Berlin 14%) (31.12.2010) (Senatsverwaltung für Stadtentwicklung, 2012). With that the part differs from many other areas in Berlin but is similar to other neighbourhoods in the northern part of the district of `Neukölln` in comparison to the social data.

In 1995 individual plots were declared as redevelopment zone and belonged to the `Sanierungsgebiet Kottbuser Damm-Ost`. One focus of the redevelopment was the improvement of infrastructure in the area especially for children and youth. The aim was to create social institutions as well as neighbourhood green and playing areas. Since 2007 recreational and day care facilities were created or developed and about 4500 sqm playground space had been created (Bezirksamt Neukölln von Berlin, 2012) The supply with playgrounds and green space is still not sufficient in the area reaching 45% supply with playground space and 15% supply with green space in the neighbourhood development zone (Quartiersbüro Reuterplatz, 2015<sup>1</sup>). In 2001 the southern part of the district became redevelopment zone belonging to the `Sanierungsgebiet Karl-Marx Straße/Sonnenalle` (Senatsverwaltung für Stadtentwicklung und Umwelt, 2015). That is reflecting the poor quality of infrastructure, economics and public space in the area.

The poor socio-economic conditions of the inhabitants in the neighbourhood is among other things reflected with the establishment of the area as a development zone of the `Soziale Stadt` program in 2003. Manifold projects have been initiated with neighbours and stakeholders of the area trying to improve the living conditions in the neighbourhood according to the goals of the urban development program `Soziale Stadt`.

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<sup>1</sup> The official neighbourhood management area is smaller than the statistical area `Reuterkiez`. It covers 70 hectares and has a population of 19.633 inhabitants (Quartiersbüro Reuterplatz, 2015<sup>1</sup>).

When the neighbourhood management started its work in 2003, 35% of the shops in the area were vacant and the area was printed of unemployment and poverty and families who were able to afford it moved away when children had to attend school. Today many things have changed positively (Quartiersbüro Reuterplatz, 2015<sup>1</sup>). When walking through the area vacancy is a problem which does no longer exist. Bars and restaurants as well as individual fashion and music shops are dominating the offering in the basement shops of the old Wilhelminian buildings. Expulsion processes of pioneer bars have begun. One famous example became the bar `Freies Neukölln` which belonged to one of the first bars for a Pioneer target group in the area which recently had to close because of rising rental prices. Young middle-class families are filling the streets and playgrounds and enjoying home manufactured ice-cream and buying children clothes in small boutiques. This picture is today still enriched by the inhabitants who used to print the picture in the neighbourhood in the late 1990s and in the beginning of the 2000s.

The neighbourhood has become a popular residential area which is expressed in rising rental prices and the transition from rental to freehold flats (Bezirksamt Neukölln, 2015<sup>5</sup>).

According to a study which was executed in order of the senate for urban development in Berlin in 2011, 25 % of the inhabitants in the `Reuterkiez` neighbourhood can be classified as gentrifiers and about 20% belong to the group of pioneers. 23% of these two household groups have children (TOPOS Stadtforschung, 2011). These two groups are almost making out half of the inhabitants and facing the group of long-term, permanent residents who have a significant lower financial situation. Their equivalence income lays about 30% under the average of Berlin and about 25% under the neighbourhood average. In this group about 31% of the households are with children (ibidem). The results of the study show that the area is in a changing process.

Due to these changes the area is released as a development area of the program `Soziale Stadt` in the end of 2016. At the moment it is in a two year lasting conservation phase in which the neighbourhood management is leaving the area stepwise. Their work in this phase is next to the finishing of projects the preservation of created cooperation structures, networks and committees as well projects (Quartiersbüro Reuterplatz, 2015<sup>2</sup>).

The area will no longer be funded by the program `Soziale Stadt` not because there are no problems in the area anymore but simply because other neighbourhoods in Berlin are in more need and the social and economic datas have improved and are in comparison to other areas supported by the `Soziale Stadt` among the better ones (Difu, 2013). The neighbourhood managers are pointing out though that between gentrifiers and deprived inhabitants parallel worlds are arising. Segregation within the neighbourhood with a concentration of problems in individual streets or buildings is seen as one of the biggest challenges of the neighbourhood (DifU, 2013). The social situation in the area is ambivalent today. On the one hand there is a more and more arising cultural hot-spot neighbourhood with financially stable middle-class inhabitants and on the other hand there are deprived inhabitants with problems. Recently, in March 2015 the district administration has given out the order for an independent study to proof if the housing in the area shall be protected by law (`Milieuschutz`) to not be converted to luxury housing and further freehold flats. Aim is the preservation of social diversity in the area (Bezirksamt Neukölln, 2015<sup>5</sup>).

#### **4. Examination of pilot projects to gain knowledge about the significance of schools and strategies to knot neighbourhoods and education institutions - Methodology**

The community school Campus Rütli located on Campus Rütli-CR<sup>2</sup> is one example out of manifold approaches which has been developed within the frame of urban development programs and projects. Schools and neighbourhood managements have been developing various projects which are documented differently concerning their qualities. The case study is the first case to be included in a

doctoral research. The goal is to look at the individual projects closely to increase the knowledge about how to connect schools with the neighbourhood, from an urban design as well as a social perspective. In particular focus are those schools in multicultural and social diverse neighbourhoods.

The work is following a case study approach using a mixture of qualitative research methods of interviews with experts of the neighbourhood and observations as well as literature research. The work is enriched by the outcomes of ongoing TU Dortmund Spatial Planning Projects researching about child friendliness in the district of Neukölln and the 'Reuterkiez' neighbourhood. Within these teaching and research projects manifold stakeholders and parents have been qualitatively interviewed, schools have been visited and children have been participating to allow telling their perspective on the neighbourhood. The case study is backed up with existing literature about school and neighbourhood development in Germany and from an international perspective.

The case study 'Campus-Rütli and Reuterkiez' is planned to be the prelude for a doctoral research study about the connection between schools and neighbourhoods in multicultural and social diverse areas.

## **5. Analysis with discussion of findings**

Campus Rütli CR<sup>2</sup> is an example for a new approach including a school designed for the neighbourhood demands. It is in its concept innovative for Berlin and the costs of more than 34 million € for the campus illustrate the huge scale of this pilot project. The political efforts to get stepwise finances for the implementation have been approached after the first concept was developed in 2007 (Wolter, 2015). Hence, in the focus of the concept stood the idea and strategies instead of developing a concept within a certain financial frame. The project is carried and supported by many protagonists. According to the project management it was the continuous cooperative work of stakeholders in the area next to the cooperation with district administrations, politics and civil society as well as foundations and a famous patron which led to the realization of the project (Wolter, 2015). The amount of individuals who have been involved in the project and their important professional positions reflect the awareness of importance for changes in the situation at schools in the district of 'Neukölln'. Especially the former mayor of the district has been geared for the media first the problematic challenges at the schools and then the positive changes at the community school. To be questioned is if the successful realization could have also been supported and caused by the attention through media and society in this case.

In high dense inner-city neighbourhoods space is limited and is often leading to a conflicting use. In the case of Campus Rütli the advantage was that plots were able to be bought or already state owned to be able to get converted for the campus idea. That was not without oppositions, though. The closing of the street for traffic and parking for the creation of a playing area in between the gates lead to repeated violence of the gate locks, probably through car owners (Wolter, 2015). Especially the demolition of a garden plot 'Kleingartenkolonie Hand in Hand' that had been there since 1935 for the planned extension of the campus lead to wider critiques. The plot users were fighting by court against the decision especially because the financing for the extension buildings was not secured at that time and because of the neighbourhood's lack of green space. Losing the process the green garden lots were demolished leaving fellow land. This underlines the political back up for the realization of the concept.

Education has been one of the main focuses of the work of the neighbourhood management team. To keep middle-class parents and education oriented parents in the neighbourhood it is important to generate appropriate education infrastructure. To increase chances of children from low educated families and increase integration conventional schooling was not sufficient in the neighbourhood when the area was declared as target zone of the urban development program 'Soziale Stadt'. In the multicultural and social diverse neighbourhood 'Reuterkiez' this meant a task which included

manifold areas involving various administrative fields and professions which were brought together to develop strategies and ideas which lead to the concept of Campus Rütli- CR<sup>2</sup>. At the schools there are today still more than 95% of the students from a non-German speaking family background (Quartiersbüro Reuterplatz, 2015<sup>1</sup>). And more than 50% of the children in the area are living from public aid money (Senatsverwaltung für Stadtentwicklung und Umwelt, 2013). The challenge is to deal with heterogeneity in the area in context of social, ethnical and performance-related backgrounds (Wolter, 2015). To encounter parallel worlds between these inhabitant groups high quality education and recreational facilities are important as the space where children and parents can mix. Professionals in the district state that the challenge lies in the varying living environments outside the institutions where children with different backgrounds do usually not mix due to different layouts of their spare time. So much more important is the supply with space at day-cares and schools for recreational activities in form of clubs to be able to generate integration space besides the formal instructions.

At the moment the transition of children from day-care to the school is still field of action of the community school. The problem of middle-class families moving once their child is reaching school age still exists. Analysed interviews with day-care institutions indicate that the reasons for that is still the fear of poor performance outcomes but also the habitus of the potential future classmates.

The increase of education oriented parents with school children is rising in the neighbourhood though. This is getting visible by stakeholders in the area through the attendance at parents meetings and specific questions which are asked (Rostalski, 2015). First analysed statements of local protagonists in the district indicate that other close by public schools to Campus Rütli seem to struggle with the competition for middle-class students at their schools. The differentiation among schools in the area is also pointed out by the neighbourhood managers. They state that while to one school children from education oriented parents are sent to again, in other schools the situation is as it was when they started their work in 2003 (DifU, 2013). The school choice process of middle-class parents have been recently analysed in a study for Boston. Coming to the conclusion that „despite the fact that individual middle-class parents express a preference for a diverse educational environment, the way in which they settle on a school ultimately produces a ‚clustering‘ effect in a small number of city schools, potentially amplifying intradistrict segregation by race and class“ (Kimmelberg and Billingham, 2013). The gentrification situation in day-care facilities in the ‘Reuterkiez’ neighbourhood is further advanced than the one in schools. The neighbourhood managers state that the expulsion of children from low educated households through children from high education families is the new dilemma in the neighbourhood (DifU, 2013). The further developments at Campus Rütli –CR<sup>2</sup> and the social structure in the area and district will show if intradistrict segregation will also become a bigger challenge at the school level for the neighbourhood and district. The district administration and schools will have to deal with the challenges when creating a sticking out pilot project in an area which is located in a district with social data which lays among the lowest in the whole city and in which in almost every neighbourhood of northern ‘Neukölln’ the state funded program ‘Soziale Stadt’ tries to improve the living conditions in the neighbourhoods.

Campus Rütli combines two important aspects of school development in neighbourhoods. It is embedded in an education network and bundles the important facilities for the neighbourhood in reference to education, health and social issues. The conversion has been done with wide participation possibilities for inhabitants and after the finishing of the creation of the campus at least five institutions will explicitly address neighbours of the area and district (Wolter, 2015). The recreational youth facility ‘Manege’ for instance is a meeting point not only for students from the community school but supplying the neighbourhood and district youth with offers such as free tutoring. In the institution also parents are engaged offering home-made cooked food for the visitors. This is reflecting the integration and the direct connection of the campus with its inhabitants.

## 6. Conclusions

The 'Campus Rütli-CR' is a good example for how planners worked together with other institutions. It's a unique pilot project from a German perspective. If you want to make changes as a planner more than the physical appearance is of great importance. With increasing importance of education, neighbourhood as learning environment and the connection of educational and social care institutions is rising. The conversion of the campus space with its new buildings for the school and neighbourhood as well as the conversion of the accessibility and quality of the street space will show how the campus will merge in the neighbourhood. Especially the future changes with the closing of the neighbourhood management office, the potential protection of the social mixture of inhabitants through restoration and renting policies will show how the area will socially and economically develop.

For the planning education practice I state that it is important to outline the increasing importance of education in our society for the importance of integration and for planning. When working with students, most of them coming from middle-class households, I realized how big the prejudices are against schools in the district of 'Neukölln' with its high percentage of multicultural and deprived inhabitants. Also the questioning why institutions needed to be visited from the inside and the use of talking to pedagogues lead to misunderstanding. The understanding after the excursions has been high leading to target group shaped results and a great reduction of prejudices usually admiring the schooling conditions. As for many other fields education is one for which planners need to listen carefully to the demands and cooperate closely with pedagogues and social workers in order to find individual strategies shaped for the target area.

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