

THE ROLE OF COMMUNITY SCHOOLS IN FAMILY FRIENDLY COMMUNITIES:
CASE STUDY OF THE WUTZKYALLEE EDUCATIONAL MILE IN BERLIN, GERMANY

By

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To my Mom, Aunt Cassandra, and Grandparents Helen and WL Ross

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Abstract of Thesis Presented to the Graduate School
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Many family-friendly planning theories have proposed comprehensive approaches to encourage family well-being within their neighborhoods, advocating multiple interventions to creating 'complete communities' that include affordable housing, access to childcare and family supportive services, quality schools, walkability, and security. However traditional family-friendly planning initiatives do not consider social capital plans to sustain physical capital interventions or the potential of schools to facilitate these efforts in policy and practice. As the family-friendly planning movement continues to grow, planners should be engaged to develop the role of schools to collectively confront the unique issues of children, youth, and families. Planners tend to have the ability to braid existing streams of resources, which can promote synergies between neighborhood and school initiatives to establish mutually beneficial community partnerships to support key objectives of family-friendly communities. The purpose of this research is to frame existing literature on social capital and community schools within the family-friendly planning paradigm to 1) use the redevelopment of the Wutzkyalee Educational Mile in Berlin as a case study to examine the characteristics of

family friendly planning communities that call for the development of social capital plans and contributions of community schools and 2) identify development processes of the Wutzkyalle Educational Mile and features that justify the positioning of community schools as a central element in improving the quality of life for children, youth, and families.

CHAPTER 1 INTRODUCTION

Scope of the Work

Increasingly planners and community development advocates are emphasizing the importance of contingency between school planning and neighborhood planning to address the growing challenges communities face in meeting the diverse needs of children, youth and families. This thesis examines community schools in Berlin, Germany and their role in building social capital within the context of family friendly communities. Based on an analysis of the case study, recommendations for harnessing the potential of primary and secondary schools in the United States are made to support these efforts by developing strong relationships with their surrounding neighborhood and local government. This study seeks to partially answer the research question: How can community schools strengthen family friendly community capacity I hypothesis that the social and spatial relationship between schools and their surrounding neighborhoods provide a foundational resource for developing social capital and demonstrates child-friendly urban form implications related to family-friendly planning.

The United Nation Convention on the Rights of Child (CRC) established the legal responsibilities held by governing bodies to “realize children’s economic, social, civil, political and cultural rights to the maximum extent of their available resources” (UNICEF Article 4 1989, Rees, Chai, Anthony 2012 p V). Since the declaration of this human rights treaty, the perspective on children with respect to their surrounding environment has evolved from one of vulnerability to active citizens with the capacity to inform decisions on issues that directly impact their quality of life (Bartlett 2002). Thus, advancing the rights outlined in the CRC can be based upon the ability to develop

sustainable resources in the built environment that support the capacity for children to participate in society. However, the realization of these rights is dependent upon the ability of planners and communities to align development processes and policies to support these efforts.

Warner and Rukus makes the connection between planning and the well-being of children, youth, and families in light of the ideas expressed in the CRC, and positions the paradigm of family friendly planning to provide objectives for developing communities conducive to their specific needs. Warner states, “ensuring children’s access to safe places to play, safe transportation (walking and biking) and services near their homes are key features of family-friendly communities” (Warner and Rukus 2013 p 8). These elements reflect a development approach in promotion of childhood independence in their community and suggest the importance of accessible services and amenities. Unfortunately, in the United States, services for children, such as recreation, childcare, health, and youth development, are commonly met with challenges including “barriers related to finance, development pressures, or public opposition (NIMBY-ism)” (Warner and Rukus 2013 p 2). With respect to these challenges, planners are looking to schools, public institutions common in all communities, to pursue interests in services that support broad family needs by co-locating schools with community services and promoting joint-uses between schools and recreational facilities (McDonald 2010).

Educational institutions, in a family friendly planning context, are emphasized as a critical community element for families with children, but they are commonly acknowledged as an entity that functions outside the realm of planning. Ruth Miller,

contributor to the Berkeley Planning Journal, describes schools as the planners enduring “blind spot” (Miller p 1 2013), due to the fact that they are frequently uninvolved or exempt from planning processes. The Center for Cities and Schools acknowledged the fact that there was “no formal policy apparatus at local or state levels that requires or offers incentives for school districts and local governments to work together to plan school infrastructure as part of the larger urban development plan” (McKoy, D. L., J. M. Vincent, et al. 2008 p 20). Today, while most school planning is still developed separately from urban planning, some progress has been made with the construction of “joint-use facilities through local agency partnerships” (McKoy, D. L., J. M. Vincent, et al. 2013 p 185). At this time, the potential for collaboration between urban planning and school planning to further community development plans and services for children is narrowly established as a prospect in family friendly planning.

According to the United States Department of Education, the nation’s 132,656 K-12 schools are positioned within their communities to “promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access” (USDOE 2013 p 1). Of those 132,656 schools, 5,000 community schools in 42 states are dually committed to education, as well as the integration of:

academic, health, and social services: youth and community development, community engagement by drawing in school partners with resources to improve student and adult learning, strengthen[ing] families, and promoting healthy communities (Coalition for Community Schools 2009 p 1).

While the mission of the Coalition for Community Schools works independently from urban and regional planning, it reflects the service based goals of family friendly communities and introduces a new interpretation of the role of local schools as an

interdisciplinary partner in the planning process. This prompts the question, what normative approach supports the role of community schools in larger family friendly development plans? This question will be addressed in Chapter 2, “A Review of the Literature”.

Research Problem

This thesis seeks to assist community development practitioners engaged in planning family friendly communities by supplementing the known uses of public schools with interdisciplinary partnership strategies identified in the organizational structure of the Wutzkyallee Educational Mile in Berlin Germany. These partnerships include primary and secondary community schools as facilitators of neighborhood services and amenities essential to child, youth, and family well being. Attention to services and amenities is becoming increasingly important as family friendly planners attempt to address the needs of a diversifying population with varying family compositions (Gutierrez et al. 2008). The Center for Cities and Schools identifies schools as public, educational, social, and physical infrastructure with the capacity to offer diverse amenities as a community asset and educate diverse families as an educational asset (Bierbaum, Vincent, Mckoy 2011).

In addition to the supplementing the strategies of family friendly planning, this thesis also attempts to distinguish the operational differences between public schools and community schools as they relate to the advancement of family friendly communities.

Unlike traditional public schools, community schools link school and community resources as an integral part of their design and operation. As a result, community schools have three major advantages that schools acting alone do not. Community schools can: 1) Garner additional resources and reduce the demands on school staff, 2) Provide learning opportunities that

develop both academic and nonacademic competencies, 3) Build social capital; the networks and relationships that support learning and create opportunity for young people while strengthening their communities (Coalition for Community Schools 2003 p 15).

Each of these advantages demonstrates the importance of neighborhood integration and civic interactions in the collaborative community school model.

In the literature, historically local schools serving as multifunctional centers or open meeting spaces are referenced as infrastructure, “beneficial [in] bridging social capital as well as human capital. Historical records show that these buildings facilitated the ‘lubrication’ of socio-economic networks” (Svendsen 2010 p 12). In light of the objectives defined in the CRC and family-friendly communities in providing resources to children that encourage autonomy and societal participation, community schools could not be more significant in sustaining these efforts.

In addition to significant social factors, the role of community schools in strengthening family friendly initiatives is also dictated by spatial factors, and thus obvious locational advantages adheres to neighborhoods with community schools located centrally, within close proximity to residential areas, and physically well integrated into urban landscape. Family friendly communities emphasize the provision of community resources and amenities within reach of all family members from children to seniors. Therefore it would seem logical to consolidate, normally fragmented local resources, within a public institution common to all neighborhoods and designed with the capacity to accommodate diverse population groups and diverse needs.

Within the context of the United States, the community school concept has yet to be implemented as a type of coordinated infrastructure in family friendly community plans. Components of this collaborative method such as, co-location, which provides

community amenities as an extension of public school resources, the most common being libraries, parks, and childcare, manifest in half of all family friendly comprehensive plans. The performance and creation of productive relationships between schools and the communities they serve does not typically fall within the purview of planners (Israel and Warner 2008).

However, recent approaches to enhance social cohesion in neighborhoods across Europe have employed innovative community planning methods that integrate areas of community life and education. Federal support for these strategies are authorized internationally through the European Union's Social Cohesion Plan and nationally implemented through the Socially Integrative City program, a series of integrated policies aimed at promoting "more inclusion in all important fields of life; involvement and productiveness of citizens" (Berlin Senate Department for Urban Development 2008 p 5). This program places accessibility to education, social, cultural, and public amenities as a significant priority in eliminating barriers to inclusion (Berlin Senate Department for Urban Development 2008). According to Ingeborg Junge-Reyer, Senator for Urban Development in Berlin, Germany, in pursuit of the mission outlined in the Socially Integrative City program, lessons were learned in how communities support families, and it was established that education and integration account for the most critical elements in over 1,000 community projects (Berlin Senate Department for Urban Development 2010). In these projects urban development focused heavily on "supporting schools to become 'special places' in the area, refurbishment of public roads, squares and open spaces and the promotion of the neighborhood culture to

improve the quality of neighborhood life” (Berlin Senate Department for Urban Development 2010 p 7).

In the last decade, both American and European cities have provided different degrees of school-based strategies aimed at improving urban conditions for children and families, but European cities have also implemented long-range practical examples in the urban landscape (City for Children 2010). The lack of formal examples in the United States allow this thesis to provide some supplementation to existing knowledge on community school partnerships with the use of an international case study, the Wutzkyallee Educational Mile Berlin, Germany, and an analysis of its family friendly planning implications.

Glimpse at the Theoretical Framework Relative to the Case Study

In order to accomplish the proposed research, this thesis institutes the theoretical background for social capital. The community school, the integrative and holistic counterpart to public schools, is defined and discussed as a resource for family friendly communities and referred to as a central community feature in the development of social capital (Hannifin 1920). The characteristics of community schools and its role in family friendly communities and social capital development are explored.

The Wutzkyallee Educational Mile’s history and organizational development is too recent to analyze its measurable effects on the social capital building and wellbeing in the context of family friendly planning. Therefore the available data: history, organizational structure, and planning processes, provided by the Berlin Senate for Urban Development, Gropiusstadt Neighborhood Management, and the Wutzkyallee Mile personnel, are examined as a normative application of community school principles within the scope of broad community development goals. The creation of new youth

amenities, services, programs, and urban developments is reviewed as indicators of the community schools role in building social infrastructure and contributing to social capital within the context of family friendly planning.

Finally, the potential reapplication of the Wutzkyallee Educational Mile model is explored for similar community school networks within the United States as identified by the Coalition of Community Schools. Recommendations on broadening community school partnerships in the US and integrating them into community planning strategies to strengthen family friendly planning initiatives are also be made in this thesis.

Research Objectives

This thesis addresses three research objectives that drive this research. First, it examines the characteristics of family friendly communities that necessitate the development of social capital and contributions provided by community schools. What is it about family friendly communities that warrant the need for social capital development, and how can community schools fulfill this role? Second, it frame existing literature on community schools within the paradigm of family friendly planning as a critical element in building vibrant family friendly communities. How do the characteristics of community schools, historically and presently, position this practice as key element in development of family friendly communities and social capital? Third, identify the development process and features of the Wutzkyallee Educational Mile that justify its position as a central element in improving the quality of life for children, youth, and families in the community it serves. In what manner has the Wutzkyallee Educational Mile fulfilled this role in its service of the Gropiusstadt Neighborhood Management area of Berlin, Germany?

Summary

This thesis examines these research objectives with respect to theory of social capital within the context of a community school model defined by the Coalition of Community Schools and child and family friendly planning principles established by UNICEF and the American Planning Association described in Chapter 2. Methods to study the Wutzkyallee Educational Mile's role in light of the research objectives rely on available public information provided by the Berlin Senate for Urban Development, Gropiusstadt Neighborhood Management, and the Wutzkyallee Educational Mile, as well as site observations, interviews with relevant administrative staff of the Gropiusstadt Neighborhood Management team, and archival information from the Gropiusstadt monthly newsletter *The Walter* described in Chapter 3. These methods are utilized in the case study to describe the history of the site area and formation of the Wutzkyallee Educational Mile, its organizational structure, collaborative action plan, and synergetic partnerships in Chapter 4. This thesis attempts to answer the three key questions outlined in the research objectives with the intention of clarifying the understanding of the role of community schools in family friendly communities. Each question is addressed in Chapter 5 as indicators of social capital production and enhancements to the capacity of family friendly communities are examined in relation to activities and programs produced by the Wutzkyallee Educational Mile and the potential for reapplication in similar neighborhood conditions. Finally, in Chapter 6, the case study findings and opportunities for future research are summarized in the Conclusion.

CHAPTER 2 REVIEW OF THE LITERATURE

In order to understand the context in which community schools contribute to social capital in family friendly communities, the conceptual background of family friendly planning is reviewed. The guiding principles and goals of family friendly planning are also examined in relation to the theory of social capital. Finally, the distinct nature of community schools will be reviewed in contrast to public schools, along with an identification of characteristics, both historical and contemporary, that aids in the production of social capital within the family friendly planning framework.

The concept of child and family friendly environments has been a subject of urban development since the United Nations established the first international agenda to make cities livable for children during the second conference on Human Settlements in 1996 (UNICEF 2009). Subsequent initiatives have focused upon local action that lead to the development of holistic neighborhoods, which simultaneously support the needs of children, youth, adults, and seniors (Hodgson 2011, Israel and Warner 2008, Rukus and Warner 2013).

The literature that follows provides a overview of core themes making up the conceptual framework of family friendly planning, theoretical background of social capital, and practical framework of community schools. The underpinnings of each of these elements are reviewed from a national and international perspective to inform universal family friendly planning guidelines as well as alternative approaches based on community school models.

In the traditional and alternative themes, the key focuses are the same: 1) public participation, 2) comprehensive planning, and 3) urban development/design. Alternative

approaches include urban development factors as well as synergetic partnerships between urban planning, education, and interdisciplinary agencies.

Conceptual Background: Family Friendly Planning

Convention on the Rights of the Child

Seventeen years ago, the welfare of children in relation to the urban landscape was declared as an “indicator of a healthy habitat” by the United Nations and subsequently influenced the creation of the Child Friendly Cities Initiative (CFCI) in 1996 (UNICEF 2009 p 1). “The initiative promotes the implementation of the Convention on the Rights of the Child at the level where it has the greatest direct impact on children’s lives. It is a strategy for promoting the highest quality of life for all citizens” (UNICEF 2004 p 1). Under the Convention on the Rights of the Child, the CFCI held that a child’s well being is dependent upon the capacity of local level action to fulfill children’s rights to:

- Influence decisions about their city
- Express their opinion on the city they want
- Participate in family, community and social life
- Receive basic services such as health care and education
- Drink safe water and have access to proper sanitation
- Be protected from exploitation, violence and abuse
- Walk safely in the streets on their own
- Meet friends and play
- Have green spaces for plants and animals
- Live in an unpolluted environment
- Participate in cultural and social events

- Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability

(UNICEF 2009 p 1-2)

Development of child-friendly cities occurs if the rights of children are reflected in policy, laws, and physical developments. Establishing partnerships between local agencies, including health and education sectors, municipalities, and active community agents, specifically children, leads to a greater degree of efficiency in recognizing and realizing the rights of children to guide improvements in local situations that impact well-being (UNICEF 2004, UNICEF 2009).

In order to effectively implement local action that is reflective of children's rights, partnerships and participatory planning become foundational.

This provides an immediate opportunity for those involved in promoting Child Friendly Cities to highlight how this concept can be harnessed and developed as a major contribution to the national process of implementing the CRC (Convention on the Rights of Children) and building a world fit for children (UNICEF 2004 p 3).

The CFCI's insight is that engaging youth and interaction between stakeholders in all sectors that directly impact the lives of children is foundational to the process of developing child friendly cities at the neighborhood planning level.

Livable Communities Movement

Evelyn Israel and Mildred Warner's concept of Family Friendly Communities broadens the scope of the Child Friendly Cities Initiative in the United States by promoting the importance of acknowledging the needs of children in the planning process and the benefits that communities may experience with the development and design of urban amenities fit for children. A neighborhood or community that contains features promoting children and youth well being is considered to be more vibrant,

economically stable, supportive of multigenerational needs, and experience less crime (Gutierrez et al, 2009, Hodgson 2011, and Rukus and Warner 2013). As a result, addressing the needs of children can have multiplier effects that are beneficial to the stability of families and communities.

Israel and Warner base their assessment of Family Friendly Cities within the broader notion of Livable Communities.

A livable community is one that has affordable and appropriate housing, supportive community features and services, and adequate mobility options, which together facilitate personal independence and the engagement of residents in civic and social life (Kochera and Straight 2005 p 4).

The focus placed on families, children, and youth set Israel and Warner apart from popular planning paradigms such as new urbanism whose livability standards reflects the interests of the creative class: single young professionals (Israel and Warner 2008, Florida 2002). The American Planning Association defines family friendly communities as “communities where families enjoy housing at affordable prices, childcare, parks to play in, pedestrian pathways, quality public schools, and safe neighborhoods among many other potential features that promote family well being” (Israel and Warner 2008 p1). The more inclusive position of family friendly planning attempts to build the supportive capacity of cities, communities, and neighborhoods by focusing on livability factors and community engagement that work to sustain the “whole life cycle” of families (Rukus and Warner 2013).

Traditional Tools for Child and Family Friendly Planning

Participation in the planning process

The CFC Rights of the Child and Livable Communities concepts provide the foundation for national and international approaches to planning child and family friendly

cities (Gutierrez et al. 2009). One of the key aspects of family friendly planning is child and youth engagement/participation. “A public planning process fosters local knowledge and environmental responsibility in children” and “enhances civic capacity, adults gain a better understanding of youth (and vice versa), and society as a whole advances the standing of young people” (Hodgson 2011 p 8 and Frank 2006 p 353-353). However, Frank (2001) and Olson (2009) note that child participation often functions within the context of broad community building agendas and comprehensive plans. Knowles-Yáñez’s (2005) analysis of children's participation in the planning process confirms “there is no coherent approach in the literature as to where and how children have been involved in [practical planning functions, such as the] land use planning process” (Knowles-Yáñez’s 2005 p 4).

Comprehensive planning

Child and family friendly planning approaches based upon land use, site planning, and zoning is aimed at developing essential community resources that support livability. (Rukus and Warner, 2013). Family friendly planning has primarily focused on the development of affordable, multi, and family sized housing in local level action plans to promote the interests of families with children and ultimately, lead to sustainable local growth (Israel and Warner 2008). As a condition for family friendly communities, affordable housing is the number one factor influencing neighborhood choice and a general demand for the development of new housing programs persist for families of every income level (Gutierrez et al. 2009 and Ross 2009). As with housing, factors such as transportation and mobility, parks and open space, and child care and education have also been established as key criteria to support the common interests of families. According to a national Family Friendly Planning survey conducted by Israel

and Warner in coordination with the American Planning Association (2008), considerations for housing, transportation, and parks are included in the comprehensive plans of communities branded family friendly to support appropriate land use and zoning decisions (Figure 2-1). The key themes expressed by the survey indicates that issues of suitable and affordable housing, pedestrian mobility, and accessibility to parks and open space are the prime conditions recognized by planners in the United States in the development and construction of family friendly environments.

In contrast to the United States, the European Network of Child Friendly Cities (EN CFC) model encourages broader neighborhood planning themes that include three focus points:

- Holistic approach- Child friendliness requires a holistic approach and is representative of the entire city in all its aspects. It is not a quality limited to the development of specific provisions, it is not an aspect of provisions nor an aspect that is determined by the number of provisions.
- Integral approach- Child friendly policy requires an integral approach where all areas of life within the urban area should be child friendly: education, mobility, urban planning, care services, health, environment, leisure, sports and several others.
- Intergenerational approach- Child friendliness also requires an intergenerational approach. Child friendliness does not imply that children require their own city but it does imply that children are recognized as citizens that are a part of the entire city. Children should not be socially isolated.

(EN CFC 2013 p 1)

According the European Union's National Child Friendly Neighborhood Manual (2012) and precedent projects established by Cities for Children (2012), the integration of livability elements and amenities that establish "conditions necessary for the development of a child's autonomy", described above in the integral approach, (Eisinger 2012 p 8), are essential in the planning and land development process. Eisinger (2012),

a contributor to the EU's national child friendly neighborhood manual, describes the lack of coordination between different land use requirements and community resources as a weakness and challenge to the development of child friendly neighborhoods.

Urban design

The role of urban design in family friendly planning is emphasized as a key action in the removal of environmental barriers that inhibit the flexibility, safety, mobility, and participation of citizens from childhood to adulthood (Rukus and Warner 2013, Hodgson 2011). Family-friendly neighborhoods promote urban design elements that “facilitate personal independence and the engagement of residents in civic and social life” (Olson 2009). Design elements that promote each of these factors include: walk-able pedestrian focused transportation options, mixed-used development oriented toward local community needs, street furniture to encourage “eyes on the street” and neighborhood security, and location efficient community parks, public spaces, and essential services: healthcare, childcare, schools, etc. (Hodgson 2011, Olson 2009, Rukus and Warner 2013, UNICEF 2011).

Summary

In the last few decades two international movements, UNICEF's Rights of the Child and Livable Communities, have encouraged planners to recognize the needs and capabilities of children and youth in the development of child and family friendly communities. The Convention on the Rights of the Child seek to realize their principle objectives of advancing child wellbeing and citizenship through coordinated political and practical actions making the development of child friendly urban and social landscapes obligatory to local governments committed to this human rights treaty. The standards that shape physical environments conducive to child and youth independence are

conceptualized in the community development paradigm of the family friendly planning, with respect to the land use influences of the livable communities movement. According to a survey conducted by the American Planning Association for practicing planners in the United States, in communities branded family friendly more than half of all respondents indicated the following target areas considered in comprehensive plans:

- Zoning regulations that promote a variety of housing types and prices to enable an economically and socially diverse community;
- Zoning regulations allow for open space and parks;
- Zoning regulations allow for sitting community facilities;
- Site plans reviews that consider pedestrian issues;
- Design guidelines that facilitates interactions between neighbors; and
- Co-location of schools with parks, recreational areas, libraries, and community centers (Israel and Warner 2008 p 12).

The community resources emphasized in United States family friendly planning model, such as housing, transportation, parks/recreational space, are informed by the planner's interpretation of what families are likely to find attractive and essential when determining residential location (Israel and Warner 2008). Although each of the prescribed community elements holds significance in meeting the physical capital needs of families, they function as resources that are experienced by individuals or individual families. The current framework of family-friendly planning in the United States does not sufficiently emphasis the production of community amenities for collective programs and services.

Due to global demographic trends of changing family compositions and community structures, the traditional urban development interventions of child and

family friendly planning must be supplemented with social development plans that manifest social capital objectives as outline in the CRC (Buys and Miller 2009).

Families are on their own. Family privacy, economic prosperity, and mobility patterns all separate parents and children from traditional sources of support and feedback ... Isolation is contagious, we become estranged from each other and all families lose the social support of close and caring loved ones (Garbarino and Abramowitz, 1992 p 94).

In her book, the *Death and Life of Great American Cities*, Jane Jacobs (1961) wrote about the importance of environmental features that promoted interactions between people to support cohesive communities and assimilate children into society. In order for cities to fully engage children as citizens and support their development, as detailed in the CRC, the paradigm of family friendly planning must integrate physical community resources with provisions for social capital to activate the child's role in society and opportunities to contribute their community.

Theoretical Background: Social Capital

Over 90 years ago, the concept of social capital emerged in Lyda Judson Hanifin's discourse of rural school community centers (Woolcock and Narayan 2000 European Commission 2005). Hannifin held that the notion of social capital is used to describe:

[Those] tangible substances [that] count for most in the daily lives of people; namely, good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit, the rural community, whose logical center in most a cases is the school. In community building, as in business organization, there must be an accumulation of capital before constructive work can be done...Such accumulation may be effected by means of public entertainments, picnics, and a variety of other community gatherings. When people of a given community have become acquainted with one another and have formed a habit of coming together occasionally...then by skillful leadership this social capital may easily be directed towards the general improvement of the community (Hannifin 1920 p 78-79).

In order to effectively facilitate the development of social capital, social interactions and the development of settings that promote those interactions are foundational. Hannifin writes:

Hope lies in the possibilities of the community center...people must first get the habit of meeting together in a neighborly way. By such meeting they will have acquired certain community interests and accumulated some social capital. By varying the programs of community center meetings to include entertainment, culture, social enjoyment, and discussions of ways for community improvement, the skillful [leader] by a proper use of social capital thus accumulated will lead his community...through the art of community building (Hannifin 1920 p 142).

Hannifin's insight is that access to open and flexible neighborhood resources along with organized interaction between community members and local agents are central to the process of social capital development for individuals as well as the entire community.

Role of Social Structures in Building Social Capital

James Coleman's modern interpretation of social capital takes Hannifin's concept one step further by stressing the importance of the "social structures that facilitate certain actions of actors" in approaching individual and community wellbeing (Coleman 1988 S98). Like Hannifin, Coleman refers to the importance of goodwill, trust, associations, and civic interactions, but describes the processes of developing social capital relative to the social structure of communities and family compositions. According to Coleman, "social capital constitutes a particular kind of resource available to an actor. And inheres in the structure of relations between actors and among actors" (Coleman 1988 S98).

Resources, such as interactions and associations, within a community for the production of social capital, can be beneficial to some individuals and useless to others depending upon the conditions that impose social norms. "Norms arise as attempts to

limit negative external effects or encourage positive ones” (Coleman 1988 S105). Coleman describes these conditions as social structures in facilitating some form of social capital, which include open and closed social networks. In an open social network, relationships do not extend to each entity within the network, prohibiting the transference of social norms, and allowing negative actions to be carried out by certain actors. In a closed network, where community interactions are promoted and far reaching, entities can work together to sustain or sanction the actions carried out by certain actors. As a result, in a closed network all actors or community members are exposed to social norms while working collectively in the production of social capital.

The case for both community and family is similar in regards to the linked system of social structures. Coleman places special emphasis on closed social networks between parents and children and its effect on social capital and the development of human capital. Unlike adults, whom generate social capital through horizontal relationships with peers, neighbors, and others, children are dependent upon the vertical transference of accumulated social capital from parents in what he describes as “intergenerational closure” (Coleman 1988 S107). In Coleman’s theory, households with two parents have greater potential in transferring social capital due to the ability of parents to reinforce one another, in comparison to single parent households. “The strength of the relations between parents and child [is reflective of] the measure of social capital available to the child from the parent” (Coleman 1988 S110).

Robert Putnam shares Coleman’s views in his interpretation of social capital as “connections among individuals; social networks and the norms of reciprocity and trustworthiness that arise from them” (Putnam 2000 p 19). Putnam (2000) describes two

forms of social capital: bonding and bridging. Bonding refers to the generation of social capital through relationships in community groups. While bridging, reflects the development of social capital through links beyond immediate social groups, such as cross-generational, gender, multi-ethnic linkages, and even institutional linkages.

“Bonding social capital is useful for ‘getting by’ but bridging social capital is necessary for ‘getting ahead’” (Leonard 2005 p 615). Like Coleman, Putnam views children as future citizens dependent upon bridging social capital from parents and adults to make the transformation to human capital. In his assessment of the benefits of social capital, he emphasizes its influences on child development: “trust, networks, and norms of reciprocity within a child’s family, school, peer group, and larger community have far reaching effects on their opportunities and choices, educational achievement, and hence on their behavior and development” (Putnam 2000 p 296-306). While still emphasizing the importance of the family in the transference of social capital to children, he broadens the scope with the introduction of additional community networks to bridge paths between children, family, and the community.

With the addition of supplemental networks for the transfer of social capital to children, Putnam (2000) and Leonard (2005) acknowledge social and physical features in communities that can inhibit children and youth from utilizing the resources these networks provide to their full extent (Leonard 2005). “Children’s weaker position vis-a-vis adults in society may provide additional constraints to their ability to manage exchange-ability between different types of capital” (Leonard 2005 p 606). Unlike adults, children cannot fully realize their citizenship through traditional civic privileges and activities, such as voting or choice in where they live. For these reasons Putnam relies

heavily on child and youth involvement in collective recreational activities as an indicator of civic participation and method of bridging social capital.

In 1979 James Gibson wrote about the theory of environmental affordances, describing the influence of one's environment on constraints and allowances of certain behaviors. In terms of social capital, the ability to carry out social and interactive behaviors is impacted by the environment and "children are more dependent on the local environment than other age groups with the exception of the elderly" (Leonard 2005 p 613 and Schaefer-McDaniel 2004). For this reason the development of social capital between their peers or across generations must be supported in the physical environment. With respect to Coleman and Putnam's theories on social structures and their influence on the production of social capital, the wellbeing of children and youth are dually compounded by societal structures as well as the constraints and allowances of their everyday physical environment. Thus, practical and policy contributions to bridging social capital in children must recognize spaces and institutions suitable for developing activities and programs that promote collective engagement and feelings of social connectedness (Coleman 1990, Cohen 2001, Marrow 2002, Schaefer-McDaniel 2004, and Leonard 2005).

Spaces and Institutions for Bridging Social Capital

In Coleman's earlier work, he stresses the importance of social structures in the production of social capital in children, particularly the significance of families. In his later work, like much of the contemporary literature, his focus shifts to social capital as a concept that also applies to environmental settings, specifically schools (Coleman 1990b, Schaefer-McDaniel 2004). "Coleman mentioned six crucial types of interpersonal relationships in the school setting: among students, among teachers,

among parents, between teachers and students, between teachers and parents, and between students and parents” (Schaefer-McDaniel 2004). Like Putnam, he describes the significance of collective activities in bridging social capital through parent led school-based extracurricular activities. In his theory, this setting strengthens existing relationships between students and teachers and parents and students while building new relationships between parents and teachers. It should be stated however, that school can be utilized, not as a basis for the production of social capital in children but as an institutional facilitator in the transference of social capital in addition to the foundational family structure. Schaefer-McDaniel’s contemporary analysis of Coleman’s theory supports the notion that these activities would “therefore result in increased social capital and thus play a role in not only enhancing existing relationships, but also in fostering new ones, while increasing students’ academic achievement” (Schaefer-McDaniel 2004).

A growing body of empirical research reinforces the role of school-based activities in fostering social capital (European Commission 2005, McGrath et al 2009, Buys and Miller 2009, and Ferguson 2004, Coalition for Community Schools 2003). According to a social capital study performed by the European Commission, schools and educational institutions represent “vectors of socialization” (European Commission 2005 p 52) based on their positive impact on the frequency of new peer relationships and interactions between youth and adults. In addition to the schools core function as a educational institution, some facilities also share commitments to the community by offering art and cultural activities, which:

Are increasingly viewed as a catalyst in building strong communities...[and a]...way of fostering social capital in children through participation in

community cultural/arts programs, whereby the process of community integration and connectedness occurs through the creative capacity of the people who participate (Buys and Miller 2009 p 2-3 and Kingma, 2002).

The results from Buys and Miller's exploratory study indicate that the majority of enrolled students in the study sample do not take part in any arts or cultural activities outside of school and the "findings suggest that community-based arts initiatives within schools may serve as a vehicle for the enhancement of social capital, particularly in the context of socio-economically disadvantaged communities where this research was conducted" (Buys and Miller 2009 p 15). Based on the responses from study participants, students experienced greater self-concept, reciprocity, knowledge sharing/skill learning, extensions to their peer networks, and feelings of obligation and safety while working collectively. The research findings of the European Commission and Buys and Miller provides some insight on the methods and impacts of building social capital through school-based programs and use of school facilities as a vehicle for child and youth engagement in distressed area.

Summary

The advancement of social capital theory reinforces to a certain degree the significance Hannifin's literature, which included schools as spatial facilitators of social capital production. With the concept of environmental allowances expressed by Gibson in mind, the advent of the more vital role played by schools, which is an environmental feature common in all communities, produces greater possibilities in facilitating social capital in children, youth, and families. By accommodating collective activities and programs open to the entire community, schools not only allow bonding relationships between students, they also have the capacity to facilitate bridging between citizens and local institutions within a community. Thus schools become 'vectors of socialization'

within a closed community network. It should be noted that these types of outcomes are dually dependent upon the design of the schools physical form, surrounding area, and policies that shape its program allowances (Schaefer-McDaniel 2004). Based on the processes expressed in the literature, it is understood by each contributor, that social capital can have significant positive outcomes in regards to social issues associated with children, youth, and family wellbeing (Hannifin 1920, Coleman 1988, Ferguson 2004, Coleman & Hoffer, 1987; Furstenberg & Hughes, 1995, Putnam, 2000, Leonard 2005, Teachman, Paasch and Carver 1996, Buys and Miller 2009, and Schaefer-McDaniel 2004).

Role of Planning in Bridging and Bonding Social Capital

With regards to social capital, the nature of family friendly planning as a contributor to the wellbeing of children, youth, and families in the built environment, justifies the need to develop new or enhance existing resources that promote regular community interactions and civic participation. Cases from the Netherlands and Denmark suggest that the development of social capital can be pursued in a variety of spatial contexts, and establishes that the 'State' or local government can:

Actively contribute to foster beneficial bridging of social capital and thus counteract group segregation harmful to society (Uslaner 2006, 2009) and lead to excessive bonding social capital – by Putnam termed 'superglue'. The state may also invest in high-quality meeting places, where vital public, trade and leisure time services are offered, in the following termed multifunctional centers. In short, bridging social capital presupposes inclusive meeting places (Uslander 2006 and Svednsen 2010 46).

The literature on methods of developing effective spaces to bridge social capital, from an international and national perspective, emphasizes the importance of “centrally planned, strongly inclusive multifunctional centers” (Svednsen 2010 49, Buvik and Cold 1996, Chaskin 2011, Vincent 2010). These multifunctional centers operate in

accordance with the needs of the surrounding community and generally provide services such as:

Long day care, before and after school care, occasional care, mobile kindergartens, toy libraries, play groups, support groups for parents, and youth activity services for young people of secondary school age who live in socially and economically disadvantaged areas (Wylie et al 1997 p 28).

The Dutch model for multifunctional centers is acknowledged as a full service 'community-house' that includes the "public school, library, health care services, sports and culture facilities" (Svednsen 2010 p 58). The practice of utilizing public facilities such as schools is instituted in some parts of the United States, through joint-use school partnerships, which involves "sharing the use of school facilities with non-school entities" (Vincent 2010), such as library services, performance arts facilities, community social services, and meeting spaces (Vincent 2010, Filardo et al 2010). Both cases support consolidating collective services and activities in one location to maximize points of community intersection, and with respect to social capital theory and children, schools present the greatest advantage in bridging networks between all age groups, based on their presence in all communities, pre-established relationships between children and parents, and their capacity to support diverse programs and activities (Andersen and Svednsen 2010, Vincent 2010, Coleman 1988). The potential described in the concept of multifunctional centers manifests in community schools, which coalesce a range of community services and broaden the context for family friendly planners to meet its key objective of providing services close to home to ensure accessibility for child, youth, and families.

Advent of Schools as Community Centers

The assertions regarding schools as the most 'logical center' in Hannifin's social capital theory is reflective of his community's physical composition and the value placed on western public schools in the early 20th century. During this period:

Modern theories of urban planning [recognized] the school building as a place-based institution, a day-to-day facility in close relationship with the neighborhood. From Ebenezer Howard's idea of 'social cities' proposed in *Garden Cities of Tomorrow* to principles consigned by Raymond Unwin in *Town Planning in Practice* (1909), as well as by [Clarence] Perry in 20s or in the German Dutch experiences of the late 20s and 30s, school premises became a key element of neighborhood structure (Heitor and Alegre 2012 p 4).

In the early 20th century, western schools were centrally planned within walking distance to two or more residential service areas (Heitor and Alegre 2012). Its physical placement in the center of neighborhoods reinforced the schools role as the essential vehicle for establishing mutually beneficial relationships between the areas served. The visibility and access afforded to schools during this era fostered collective engagement as a local center and also aided community socialization while acting as an "intellectual construct, an ordering system, one of the principal means by which humankind re-orders and re-produces knowledge and social rules" (Heiter and Alegre 2012 p 2). For children, youth, and parents the school represented a prominent community asset for the transference of knowledge and social norms.

With the growth of urban sprawl and increasing demand for public schools during the baby boomer period, the factors of construction for schools shifted from neighborhood contexts to uniform construction solutions determined by site area minimum requirements. This shift led to larger schools constructed on the outskirts of its supported area, physically and socially detached from existing neighborhoods and

community planning strategies (Heiter and Algre 2012). The distance and lack of environmental affordances for day-to-day interaction altered neighborhood perceptions of schools as community assets to a singular service based institution.

From the 1950s to the present civic perception of schools has been reflected in the disconnect that exists between urban planning and school planning. Until recently, the role of western primary and secondary schools was rarely acknowledged in urban planning strategies. Today, in both the United States and Europe, inner city schools are being revitalized to serve as a shared community resources, as they once did in the early 20th century, to address social and physical capital deficits in impoverished communities. As mentioned earlier, contemporary public schools that coalesce education based services and public amenities operate as community schools.

Utilizing Community Schools in Family Friendly pPanning

In the context of community schools and the principles that provide its foundation, a community school's framework produced by Smart Schools for Smart Communities (SSSC) and The Coalition for Community Schools (CCS) (Norris 2009 and CCS 2011) is offered for planners seeking to unite urban planning and educational reform in local urban and suburban neighborhood settings. In comparison to public schools, which honor a singular commitment to their students through formal educational practices, community schools share a commitment to both students and non-students with the development of integrative relationships with their communities, other local institutions, interdisciplinary agencies, and local government. However, while community schools play a multifunctional role in the neighborhoods they serve, they are still technically public schools, in terms of how they are financed and their offerings of free enrollment (Coalition for Community Schools 2013).

The SSSC framework for community schools balances the education sector factors of school facility design, school siting, and co-location of services, with non-school factors of participatory planning, land use planning, and urban design (Eisberg et al. 2005). Smart Growth advocates stress the interaction between all of these factors, while Coalition of Community School advocates promote the activation of local partnerships to make the education-based interventions sustainable (Fuller et al. 2009). All of these factors are essential in the advancing the interests of family friendly communities, while connecting individuals, families, and institutions to support closed community networks. Both approaches work to strengthen coordination between the broad community assets and reassess quality of life elements that make a community sustainable and family friendly. Finally, the framework reflects the realities of community school developments with respect to the challenges that tend to disassociate the practice from urban planning as well as the opportunities for utilizing the potential of schools as a central community element to enhance social capital and subsequently strengthen the capacity of family friendly planning initiatives.

Smart Growth

Smart growth development suggests that a community should not be shaped by traditional “growth vs. no growth decisions”, but instead by debates on “how and where new development should be accommodated” (US EPA 2001 p 1). “Smart growth invests time, attention, and resources in community and provides new life to centre cities and older deteriorated areas” (Shrivastava and Sharma p 1 2011). Research from the Brookings Institute suggests that the products of these efforts are neighborhoods that are more economically viable and equitable via more compact development patterns

along with community oriented amenities and opportunities within reach of all residents (Muro and Puentes 2004).

Smart growth development is pursued through a comprehensive series of planning actions outlined in Smart Growth America's 10 guiding principles:

- Make development decisions predictable, fair, and cost-effective.
 - Create a range of housing opportunities and choices.
 - Provide a variety of transportation options.
 - Strengthen existing communities and direct development towards them.
 - Preserve natural beauty, parks, farmland and environmentally critical areas.
 - Make efficient use of public investments in infrastructure, schools, and services.
 - Create neighborhoods where daily needs are close at hand.
 - Create safe, inviting environment for walking.
 - Foster distinctive communities with a strong sense of place.
 - Put jobs and good schools within reach of all who need them.
- (Goldberg 20 p 4)

In the last decade, smart growth development activities have been adapted to appropriately synchronize development with K-12 public schools, which currently presents one of the greatest obstacles to holistic planning in the United States due to the "strict segregation of land planning, transportation planning and school planning. Typically, a school is planned by one entity, the streets surrounding the school by another entity, and the land around the school by a third entity (Norris 2009 p 6).

Continuity between school development and planning is essential for a number of reasons. First, the disconnect that exists between schools and planning is significant to both smart growth and family friendly planning initiatives due to the limitations it presents in developing a compact and safe urban landscape between the home environment and educational institutions. According to Smart Growth of America, it should be debated whether new school facility size is analyzed on a small neighborhood scale or if older schools can be restored in contrast to allowing school boards to dictate

that a larger facility size, requiring more land and development on the outskirts, is more effective in meeting local needs and budgets. Second, in order for smart growth and family friendly communities to be successful, it is important to determine the level of mobility and local participation that the urban environment surrounding the schools allows children and other pedestrians. Poor school siting decisions hinders mobility for children, walking or biking, and accessibility to other services co-located with school facilities: parks, open space, libraries, etc. Third, the design of the schools should be reflective of the manner in which local students use it and also support community members who do not have school age children.

The holistic nature of smart growth and family friendly planning is often restricted by barriers of NIMBYISM, which can block development of public resources and services. Because educational institutions are staples in every community, schools designed to support non-students encourage increased family participation, which, according to Rukus and Warner (2013) leads to more action and less resistance in the planning process. “For example, if non-students are granted the opportunity to enjoy the use of the school’s basketball gym, those individuals are more likely to support funding for the school system than they would if they had no interaction with the school whatsoever” (Norris 2009 p 14). All of these factors make up the foundational planning concepts for community schools established by Smart Schools for Smart Communities.

Smart Schools for Smart Cities

The Smart Schools for Smart Cities approach references neighborhood configurations of the early 19th century, specifically Clarence Perry’s concept of the Neighborhood Unit (1926). This concept promoted public schools as a center for neighborhood life and facilitator of community-based supportive services. The

community schools concept influenced neighborhood development both nationally and abroad (APA, 2013). The school served as central community element because of its status “as an institution to which every family was vitally attached, it helped transform the physical neighborhood into a real community by creating a common interest” (Glazer 1959 p 191). This early 19th century planning theory first presented the central role played by public schools in shaping the local physical and social environment of neighborhoods and today those ideals provide the foundation for the principles of modern community schools.

However, during the 1950s and 1960s, after the introduction of Perry’s concept, the position of public schools as central element in neighborhood planning diminished in practice and literature (Glazer, 1959 and McDonald 2010). Until recently, community school plans have been lead solely by the education sector with comprehensive planners abdicating controls over school siting to school districts (Israel and Warner 2008 and McDonald 2010).

This disjointed method is consistent with many cities across the United States and that do not require collaborations or productive relationships between planners and school districts in school siting. Based on a Family Friendly Planning survey conducted by Evelyn Israel and Mildred Warner in coordination with the American Planning Association (2008), half of all the planners surveyed indicated that they “collaborate with school boards to reuse schools, site new schools, or co-locate schools with parks, recreation areas, libraries, and community services” (Israel and Warner 2008). According to the Center for Cities and Schools, comprehensive plans that consider

public schools are commonly unenforced in land use procedures, undermined by the education sector, and rarely adapted to neighborhood revitalization efforts.

As special planning districts, public school districts have their own governing bodies, budgets and land development powers. School districts have the power to condemn and assemble land, but they are not always required to abide by comprehensive plans or zoning laws. Current land use and governance policies, such as acreage requirements and two-thirds spending rules, bias new school siting toward new construction, as opposed to infill development, and the reuse of existing building and sites. These schools are often cut off from existing communities, and inaccessible to most students by walking, biking, or public transit (Eisber et al 2006 p 4).

While the consideration of schools in comprehensive plans is significant in establishing the overall community vision, the absence of coordination between the governing bodies of schools planning and neighborhood planning severely limits the flexibility necessary for efficient school siting, joint-use, and co-location developments that enhance the value of communities for children, youth, and families (Eisber et al 2006).

The Smart Schools Smart Cities approach, works to reorient the location and the role of schools back into the heart neighborhoods as promoted in the Neighborhood Unit concept. Smart growth proponents as well as educators “believe schools should be located in existing neighborhoods, within walking distance of residents and services, rather than in outlying areas accessible only by car or bus” (EPA 2004 p 7). With accessible schools located in the center of communities, the SSSC approach maintains 6 guiding principles to promote win-wins between local schools and its surrounding community. These principles include:

- Promote a sense of safety and security
- Build connections between members of the school and the community
- Instill a sense of pride
- Engage students in learning
- Encourage students in learning
- Encourage strong parental involvement

- Foster environmental stewardship
(US EPA 2004 p 11-12)

The SSSC approaches each of these principles by directly addressing the governing structure of school boards that undermine planning efforts and corroborates with municipalities, developers, disciplinary agencies, and local actors to inform more productive planning decisions that promote concurrency on smart growth issues that can add value to communities with children and youth. The SSSC has established a Smart Growth Schools Report Card, which offers examples of best practices and development criteria, which includes:

- Full Cost Analysis- Determination of reinvesting in existing schools vs construction of new schools
- Holistic Planning- Concurrency between land use planning and school planning
- Community Buy In- Ensures meaning input from Community
- Elimination of Design Constraints- Flexibility to site and design school efficiently
- Neighborhood Schools- Schools embedded into neighborhood context; walk-able, safe, and accessible to children, youth, and families
- Prominent Site- Visible and communicates importance in the community
- Shared Use- accommodates both school and non school amenities
- Flexibility- schools designed for potential reuse
- Connected Learning Environment- Networks with local business and organizations to promote life long learning for both students and non-students
- Community Pride in Design-Aesthetically pleasing design
- High Performance Green Building Certification- Construction follows LEED practices

(Norris 2009 p 25)

The SSSC's holistic planning development criteria promote the alignment of commonly segregated development entities that directly impact environmental affordances for children, youth, and families: transportation planning, land use planning, and school planning.

For example, a local planning department might use an existing school as a key ingredient to the revitalization of a neighborhood. Meanwhile, the school district might want to close the school because enrollment has been declining for years. At the same time, the neighborhood might have experienced a decline because the streets were not properly. Getting all three entities to act in concert when those entities have a different set of priorities and concerns is a difficult task to say the least. And the bottom line is that when all three planning disciplines are needlessly out of sync, they invariably lead to unintelligent growth patterns (Norris 2009 p 6).

The proposed solution by the SSSC includes incentivizing the cooperation of local school boards with planning efforts through exactions on tax increment financing funds (TIFF), which is the primary financial support system for development and investment of public schools, as well as a source of financial aid for transportation infrastructure improvements (Andris 2006). Through structured TIFF funding, holistic planning efforts have been successful states such as California and Alabama (Andris 2006). Overall outcomes the SSSC method is described to: "1) save the community money, 2) decrease environmental impact of schools on the community, 3) Improve the health of students, 4) Increase long-term support for the school system by those who do not have school-aged children" (Norris 2009, p 2).

Coalition for Community Schools Approach

The community schools process follows a collaborative people-based and place-based planning approach. The Coalition for Community Schools is the distinct leader in its people-based approach while Smart Schools for Smart Communities fosters a more place-based, land use, and development strategy. The former relates to organizational

action and partnerships between community members, local government and institutions to develop a shared vision, utilize community strengths, and influence local decision-making regarding the educational landscape (CCS 2011). The later provides a development strategy to unite school facility planning with smart growth principles (Norris 2009). Together both approaches provide a community-oriented framework for pursuing more livable and family friendly neighborhoods.

National and international community school developments are frequently implemented in accordance with the Coalition of Community Schools (CCS) approach (CCS 2013). The CCS strategy has produced 4,000-5,000 community schools nationally and international (CCS 2011). The CCS envisions community schools as a:

A place and a set of partnerships connecting school, family, and community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop its students into educated citizens ready and able to give back to their communities (CCS 2011 p 3).

The vision of the CCS is approached under an action agenda, which features four guiding elements:

- Motivating vision established through community outreach (involving children, youth, parents, community residents, educational institutions, partner agencies, and local government) and data to define desired results and drive decision-making.
- Connected learning experience encouraged through the integration of school systems, local governments, and higher education institutions.
- Community partnerships to create broad-based, local coalitions to advance develop and sustain community schools.
- Strategic organization and financing with the creation of a community school organizer position to braid existing funding streams and local resources.

(Coalition of Community Schools 2003 p 57-61)

Each of these elements works to evolve public school facilities into a sustainable neighborhood resource that contributes to conditions for learning, public programs, and supportive services. However, the aim of the CCS is not to position sole responsibility of community school operations on the public school, this approach calls for shared services and resources between broad partnerships to ensure educational facilities are not overburdened and to sustain the organizational capacity necessary to meet diverse community needs (Coalition for Community Schools 2002). This integrative process engages a variety of school and non-school partners (Appendix A) and as a result the CCS practice acknowledges a broad range services (Appendix B) and conditions to make school services flexible in addressing diverse needs reflective of changing demographics, health issues, and family circumstances.

In contrast to the SSSC approach, which promotes concurrency between schools and land development, the CCS focuses on achieving social goals, such as removing barriers to learning, youth development, and strengthening families, by restructuring relationships between schools, communities, public services, and local government. The success of the CCS process is predicated to “improve learning, student attendance, student behavior and youth development, parent and family participation, safety and security, and opportunities for families to contribute to their community” (CSS 2013 p 1). Essentially, the CCS method bridges conditions of family wellbeing with community improvement strategies that are traditionally deemed beyond the purview of planning (Israel and Warner 2008). For this reason, CCS processes are commonly implemented in isolation of land use procedures, often emerging as policy responses to existing

community needs rather than projected needs established in urban planning procedures (Coalition of Community Schools 2003).

Summary

In addition to the collaborative community approach of the Coalition for Community School, the Smart Schools Smart Cities method can be seen as an urban development response that affords strong relationships between communities and schools. In both cases, there is an acknowledgment that local schools and their surrounding communities share a mutually reinforcing relationship that is often undermined by disjointed planning practices. As a result, advocates for school reform recognize that the urban form of schools and their practical relationship with their surrounding community present significant family friendly and social capital implications based on factors of accessibility to collective services, mobility, community interaction, and wellbeing.

The literature on child and family friendly communities all have identified the importance of: youth and family participation, comprehensive community planning, and urban design. Spatially the family-friendly planning framework focuses on traditional dimensions of planning including housing and transportation to advance the interests of families. However, planners have increased attention to services such as childcare, health, and education, with the intent to support the “whole life cycle” of families and diverse needs. Building a supportive family friendly capacity and developing an urban landscape that benefits community members of every age has been the primary goal of these efforts. The methods for reaching this goal in a planning remains weak in regards to its contributions to the social needs of families. Incorporating community school

planning into the family friendly planning framework is a justifiable and practical vehicle for enhancing conditions supporting the Rights of Child, and the critical development of social capital. The case study that follows provides a international example of CCS strategies as well as SSSC elements to inform the practical relationships community schools can foster between children, youth, families, and local institutions along with supportive urban form implications conducive to the production of social capital in family friendly environments.

CHAPTER 3 METHODOLOGY

This thesis focuses on the degree to which community schools in Berlin, Germany play a role in strengthening social capital and family friendly community capacity. The methodological approach includes a case study and an analysis of the role the Wutzkyallee Education Mile plays in responding to social needs and the community's efforts at developing local conditions conducive to child, youth, and family well being through a qualitative analysis.

Three key questions are included to examine the broad role of community schools as a supportive local resource in family friendly planning context followed by questions specific to the Wutzkyallee Educational Mile case study example: 1) What has been the role of the Wutzkyallee Educational Mile in influencing the improvement of community conditions supportive of children, youth, and family-well being? 2) What were the major causes of this development? 3) How has this role changed or advanced since its inception? 4) Does the Wutzkyallee Educational Mile support family friendly planning principles in its method of fostering relationships between schools and the communities they serve?

Study Approach

A case study was chosen to demonstrate a normative example of a community school in a urban setting and to identify themes that indicate a degree of concurrency with family friendly planning objectives. The study of the Wutzkyallee Educational Mile, examines the occurrence of family friendly planning patterns in Berlin, Germany as local residents in collaboration with Education Association and Neighborhood Management

work to develop a coalition of community schools and align offerings of the educational environment with aspects of community life.

The Choice of the Case Study

Wutzkyallee Educational Mile in Berlin, Germany was chosen as the subject for this case study for several reasons. First, on a practical level, the researcher was a participant in the Network for European and United States Regional and Urban Studies program (NEURUS) in Berlin, Germany and had access to the educational and recreational facilities in terms its physical location. Second, the Wutzkyallee Educational mile is located in an environment that includes core livability elements defined by family friendly principles. Third, of the fourteen cities in Germany identified by the European Union's City of Children (international advocates for child friendly cities) and the thirty-five Neighborhood Management areas in Berlin, Germany for the application of joint school-community programs to improve child, youth, and family wellbeing, the Gropiusstadt Neighborhood Management area that houses the Wutzkyallee Educational Mile was the only site that included all of the following: 1) formal and informal educational programs, services and amenities open to students and non-students, 2) internal networks between schools, daycare, and recreational facilities, 3) external partnerships with non-education institutions/organizations, 4) an organizational structure established by a community action plan, and 5) the utilization of the physical educational landscape to guide broad community development goals. Fourth and finally, the neighborhood's demographics provide an interesting dynamic that will be examined with respect to the relationship between the Wutzkyallee Educational Mile and the community in its aim to improve the quality of life of children and families by harnessing existing public resources to build social capital and cohesion.

Data

In order to determine how family friendly planning initiatives are supported in the development and performance of the community schools included in the case study, data regarding demographics, child, youth, and family supportive services, accessibility to local resources and neighborhood amenities, as well as maps and images offering evidence of urban design features will be reviewed as indicators of enhancements to family friendly conditions.

The concepts of social capital, community schools, and its relation to family friendly planning examined in the literature review offer a theoretical framework in support this thesis. The literature on community schools and family friendly planning is taken from published reports and on-line journal resources. The case study will rely on qualitative data based on observations, a review of documented community activities in the monthly district newsletter and transcribed interviews from key informants, as well as informal conversations with staff of the neighborhood management team involved in community planning efforts. The demographic data included in this case study is obtained from the Statistical Office of Berlin-Brandenburg, Germany and the Quartiersmanagement (neighborhood management) of the Gropiusstadt neighborhood in Berlin Germany, as outlined in table 3-1.

Limitations

The analysis of the Wutzkyallee Educational Mile's contribution to social capital within the context of family friendly communities is established with consideration to the limitations of research methodology. The intent of this research is to examine a normative approach that involves community schools as an asset in the paradigm of family friendly planning. The Case Study and the Discussion that follows is not an

attempt to measure the performance of the Wutzkyallee Educational Mile or provide an analysis of the programs outcomes. This study is limited by the age of the program and its relatively recent implementation in 2008. Thus, the degree to which social capital and family wellbeing outcomes can be measured is inadequate.

Summary

Based on the limitations discussed above, the Case Study aims to document the neighborhood context of the Wutzkyallee Educational Mile to identify social urban features that warrant the need for utilizing community schools as a vehicle to support family wellbeing. The Discussion will provide an interpretation of significant urban form implications of school siting, supportive family services, and pedestrian access on family-friendly environments based on the Case Study Observations. This approach will work to broaden the paradigm of family friendly planning by analyzing of the interdependent relationship between communities and schools.

CHAPTER 4 CASE STUDY

The function of local schools have broadened in development practices and theory to provide a dual role in building community capacity to support child, youth, and family needs while enhancing the bridging and bonding of social capital for community wellbeing as described in Chapter 2. First, the universal priority of schools has been to provide quality educational resources to ensure professional preparedness and youth development. In the case of community schools, these institutions have coupled education based priorities with additional social responsibilities towards ‘whole life of the child’ and the communities they serve. Second, schools open to the community can provide bridging and bonding opportunities for the development of social capital that transcends all ages, race, and culture. Recently, in Berlin, Germany, more than 1,000 social urban development projects since 2005 have emerged through co-operative efforts “with educational institutions, community centers and housing societies, and involving multiple local actors” (Junge-Reyer 2010). Berlin’s primary and secondary schools have begun to operate as key social infrastructure to stabilize areas of concentrated neglect, poverty, and isolation. Because of its vital role as provider of educational opportunities and prevalence as a form of existing infrastructure in all communities, schools are being promoted to the forefront as a resource for social capital development and community cohesion (Berlin Senate Department for Urban Development 2010).

As discussed in Chapter 2, the theoretical advantages of utilizing schools for their potential as multifunctional centers and environmental affordances to children, youth, and families, are reviewed in relation to the development strategies employed in the

case study. This study includes an examination of the extensive position of community schools in designated Neighborhood Management (NM) areas of Berlin, Germany. First, Berlin's prevailing community issues motivating the need for community school interventions are described. Second, a brief introduction to the framework of the federal agencies responsible for planning and funding social urban development programs is discussed to offer context for the intervention strategies in NM areas. Third, the history, vision, and goals of the Gropiusstadt NM community, the focus area containing the Wutzkyallee Educational Mile, are reviewed. Finally, the development process, organizational structure, objectives, and features of the Wutzkyallee Educational Mile are described in detail.

Social Development in the Districts of Berlin, Germany

With the construction of the Berlin Wall in 1961, West Berlin's (Figure 4-1) economic conditions experienced a sharp decline due to labor shortages of male workers. On October 30th of the same year, Germany and Turkey formalized an agreement that would allow thousands of Turkish migrants into West Berlin to fill those roles as guest workers. However, it was the presumption of the German government that as guest works their stay would be temporary. Contrary to their assumption, Turkish migrant workers not only remained after Berlin's reunification in the early 90's, their families also migrated into the into the Western Germany from Turkey generating the largest population of Turkish people outside of Turkey (Kaya 2012).

Leading up to the fall of the Berlin Wall during the late 80s and early 90s, Germany experienced two significant economic structural changes: 1) deindustrialization and 2) a shift towards a service economy, both of which lead to a dramatic decline in low-skilled jobs, largely held by Turkish migrants/guest workers

(German Institute for Urban Affairs 2013). Following Berlin's reunification, citizenship for migrants became a contentious issue as competition for the remaining low skilled jobs and social housing increased between German citizens and the foreign population. Throughout the 1980s until the new millennium immigration policy in Germany remained ineffective in integrating Turkish migrants into German society.

Government policies focused on the 'return readiness' of guest workers, which meant that little emphasis was placed on language training, and in the 1980s guest workers and their families were offered cash to return to their country of origin. German-born children of guest workers were often ineligible for citizenship, resulting in a generation of foreigners born and raised in Germany (Angelos 2011 p 1).

Because of the German Governments assumption that these migrant workers would return to Turkey, they were neither prepared to offer paths to citizenship or support for integrating the growing minority group into the country's socio-economic fabric (Kaya 2012). As a result, "the foreign residents felt insecure and unprotected by their government, [which influenced the formation] of their own enclaves rather than participating in the society around them" (Castles, 1985 and Kaya 2012 p 1).

Today Berlin's minority population remains concentrated in enclaves throughout formally West Berlin, specifically in the districts of Wedding, Kreuzburg, and Neukölln (Figure 4-2). Long-term unemployment, dependency on social housing and transfer benefits, in addition to various forms of discrimination and xenophobia has resulted in spatial and social segregation from mainstream German society (Senate Department for Urban Development 2010).

In connection with unemployment and low (often social benefit) income levels, [minorities] have less opportunities in education and to participate in other societal spheres. In fact, immigrants and other students of low social status have worse school examination results and often leave school without any examination or qualifications at all. This severely influences

their future chances for societal participation as well as in the labour market (Beer et al 2008 p 5).

All of the above mentioned factors present challenges to the affected districts as well as regional cohesiveness throughout the State of Berlin.

Social Urban Development Interventions

In 1999, the Senate for Urban Development conducted a study titled Urban Districts with Special Development Needs for the purposes of identifying and providing future support to communities that have historically experienced discrimination and severe social and economic barriers to development (Berlin Senate Department for Urban Development 2010). Districts designated as having special development needs:

Exhibit a complex, interdependent mixture of problems - developmental, ecological, infrastructural, economic, and social. These unfavorable conditions put residents at an additional disadvantage: since many districts develop into 'gathering places' for disadvantaged population groups that are very heterogeneous and therefore often not in contact with [mainstream society] many residents react by retreating into the private sphere and resignation - such neighborhoods lose their function as social networks. In some areas, social learning has produced a 'deviant culture' among children and young people who, in an environment that offers few models and representatives of 'normal life', receive no intimation of the benefits of school, education, and work. In an environment marked by unemployment, minor crime and public welfare replace work as the material bases for consumption (Franke and Löhner 2001 p 2).

These problems identified by the Berlin Senate for Urban Development led to the establishment of the Socially Integrative City program, which is managed by the German Federal government's Federal Ministry of Transport, Building and Housing (BMVBW). This national program is supported by the European Union's Regional Development Policy (Cohesion Policy), which offers the financial framework for facilitating interventions and programs to enhance socio-economic development throughout European territories (European Commission 2010). As a recipient of the

European Union's Structural Funding (ESF) for Regional Development, the inception of the Socially Integrative City Program, heralded the one of most significant national urban renewal policy reforms to "combat social and spatial marginalization" (Becker et al 2002 p 6).

Social Integrative City: Integrative Action Plan

The Socially Integrative City program is a policy response to the findings of the Urban Districts with Special Development Needs (1999). In essence this program aims to amend the socio-spatial challenges resulting from the German Governments inability to integrate former guest workers into socio-economic fabric of German society.

The 'Socially Integrative City' program should be seen in the context of an overriding issue: the need to redefine the relationship between government and society. In Germany, as in other European countries, the call for integrative, socially-oriented urban development policy is associated with the demand for reform in political and administrative structures (Franke and Löhner 2001 p 3-4).

The key objective outlined in this program is to improve the role of the government in social policy issues through more inclusive decision making and planning processes.

Since the programs inception in 2004, community members have been involved for self-empowerment purposes as well as to provide local perspectives for planning processes.

Today the core elements of this program include:

- Socio-spatial orientation on neighborhoods suffering from social problems
- Cross-departmental bundling of resources, both urban development and non-investment measures: Concentration of resources and cooperation
- An integrated plan of action as indispensable precondition: Embedding in the overall urban context
- Civil participation: Participation by the citizenry and industry (Franke and Löhner 2011 p 5-6 and Spanier 2012 p 5).

Neighborhood Management: Program Implementation

Berlin's Neighborhood Management approaches the core elements of the Socially Integrative City program through local level implementation.

Whereas the coordination of assistance programs, technical planning, and financing has tended to be the concern of inter ministerial working groups at the Land level [(National Level)] and interdepartmental bodies at the local government level, neighborhood management handles coordination, arbitration, mediation, and is the on-site 'motive force' at the local implementation level. Furthermore, it mediates between the 'life-world' of the neighborhood and the 'technical worlds; of administrative players and others not located directly in the district (Franke and Löhner 2011 p 6).

Thus, the joint project, Districts with Special Development Needs and Socially Integrative City, provide the broad goals and parameters for local level actions, which are shaped by the Neighborhood Management in relation to the unique conditions presented by each site.

Although site conditions vary from community to community the Neighborhood Management aims and functions maintain the same key objectives:

- Social and ethnic integration: improving neighborly community life
- Employment and education for local residents: placement on the primary labour market
- Economic revitalization: support for the local economy
- Redevelopment and modernization measures: improving the residential environment; linking investment measures in urban renewal with non-investment social and employment measures
- Improving the transport: infrastructure and accessibility
- Improving the social and cultural infrastructure, integrating infrastructural facilities such as schools, youth and senior-citizen facilities etc, into district work, the promotion of children, young people, and families,
- Improving (residential) security in the neighborhood
- Public relations: image development (Franke And Löhner 2011 p 7)

Each area of action is shaped by individual neighborhood contexts. The functioning role of Neighborhood Management is an intermediary one, that works to activate existing resources and community members in the approach of each local action.

In general, a neighborhood management is intended to integrate strategies and players in neighborhood development, link up economic and social development projects, and strengthen the scope and capacity of residents to take action. Under no circumstances is neighborhood management to replace or displace local activities. The job of neighborhood management can thus be district/neighborhood coordination (networking on-site players, establishing cooperative relations between players at the citywide and district levels), resident activation, project initiation/fund raising, public relations, and cost-revenue control/reporting (Franke And Löhner 2011 p 7).

Key Target Groups and Areas

The aim of district level coordination and resident activation specifically targets the most vulnerable population or those considered by the Berlin Senate for Urban Development to be the most socially distressed. For the Neighborhood Management, the most important target group includes children, youth, and families in segregated residential enclaves throughout Berlin. Subsequently the key target areas include social and spatial dimensions that present the greatest opportunities for fostering socialization and integration for these groups: “primarily family and institutional settings such as day care centers and schools” (Spanier 2012 p 7).

It is the belief of the Berlin Federal Family Ministry, that opportunities provided by local public institutions establish the community’s capacity for improvement and structuring the lives of children, youth, and families (BMFSFJ 2005). The Neighborhood Management has acknowledged this notion and offered response through:

The opening up of schools to the community and reaching out to parents threatened by exclusion. [Promoting] day care centers and schools [to] offer venues for new social communication spaces,[allowing] social networks [to] dock onto them. [Thus] Schools become district centers and civil engagement can be introduced (Spanier 2012 p 7).

For the Neighborhood Management, the scope of local level action has focused upon enhancing the socio-spatial dimensions of public institutions where children, youth, and families have direct exposure.

History of the Wutzkyallee Educational Mile, Gropiusstadt Berlin Germany

In order to understand the development and purpose of Wutzkyallee Educational Mile, it is important to acknowledge the context of the neighborhood it serves:

Gropiusstadt Berlin, Germany (Figure 4-3). In 2005, the government of Berlin, Germany, implemented a Neighborhood Management (NM) in the borough of Gropiusstadt to address social development issues due to deficits in supportive social and physical infrastructure (Walter 2007). Since the inception of Gropiusstadt's Neighborhood Management, the area has been committed to enhancing existing local strengths to provide opportunities for residents within the community. Through an assessment of neighborhood conditions and conversations with local residents and institutions, it was determined by the Neighborhood Management team that the community's extensive educational landscape presented the greatest potential in improving the areas living environment (QM Lipschitzallee / Gropiusstadt 2011). Then, in 2009, the Wutzkyallee Education Mile was established through collaborative community efforts (Kleinhans 2010).

Gropiusstadt, Berlin Germany Overview

Gropiusstadt is a locality within the southeastern district of, Berlin (Figure 3-1). It is the largest of Berlin's neighborhood management areas (Walter 2007). The area was named after the famous Bauhaus architect Walter Gropius, designer of prominent 1970s residential complex also titled Gropiusstadt (QM Lipschitzallee / Gropiusstadt 2011). This area consists of one of the densest residential settlements in Neukölln. The

high-rise neighborhood apartments (Figure 4-4) are boarded by suburban style single-family homes to the west and south (Figure 4-5). This apartment complex was originally constructed under Berlin's social housing provision and today it still functions as one of the key support systems in the area (Senate Department for Urban Development and the Environment 2013).

Demographics

According to the Statistical Office of Berlin-Brandenburg as of 2011, the population of Gropiusstadt NM area is 23,761 with 4,797 residents living within the neighborhood core. From 2005 to 2010 there was a steady decline in the total population, while the neighborhood core experienced a very slight increase. From 2010 to 2011 the decline was halted with the total population increasing by 118 new inhabitants. The proportion of seniors (people over 55) is 36.5% currently higher than the national average and steadily rising. Children and adolescents under 18 make up 24.18% of the total population. This population group has remained significantly higher than the national average of 14.72% since 2005. It is also important to note that 71.4% of the children and youth in Gropiusstadt have an immigration background and non-German origins. The total proportion of residents with an immigrant background has increased since 2009 (45.98%) and presently stands at 47%, with 57% identified in the core area. People from Turkish backgrounds make up the majority in this population group. The racial diversity present in this neighborhood is higher in comparison to the Neukölln regional average, which holds over 20% of Berlin's 15% minority population.

In comparison to the entire district of Neukölln, Gropiusstadt's unemployment levels and proportion of families receiving transfer income is slightly lower than the regional average. Those residents who are employed regularly work low-paid, part-time

positions; this group commonly includes single parent households, households with multiple children, and elderly residents (QM Lipschitzallee / Gropiusstadt 2011).

The increasing minority population, particularly minority youth, coupled with cultural and language differences has often presented obstacles in fostering community engagement and in some cases resulted in conflicts with the growing elderly German population (Walter 2007). These problems in the social environment were also attributable to physical urban conditions given the lack of neighborhood amenities and quality public spaces to foster positive interactions between Gropiusstadt's diverse groups (QM Lipschitzallee / Gropiusstadt 2011).

Gropiusstadt Neighborhood Management

The most significant and recent government sponsored intervention in the area of Gropiusstadt has been the 2005 implementation of Neighborhood Management (QM Lipschitzallee / Gropiusstadt 2011). This is a local level intervention strategy introduced by the Berlin Senate, with the main object of supporting "social urban development" in neighborhoods that "demonstrable neglect of public areas, roads, squares and green spaces, as well as social infrastructural deficits" (Senate Department for Urban Development and the Environment 2013 p 1). The key components in this process include cooperation between local institutions and citizen empowerment through an inclusive planning and development process. "Since 2005, the program has particularly concentrated on improving the future prospects of the people living in disadvantaged areas; accordingly integration, education and employment became the main areas of focus" (Senate Department for Urban Development and the Environment 2013 p 1). In approaching these objectives, residents, local businesses, public organizations, housing associations, community centers, and schools play a major role in developing

synergetic partnerships to support innovative ideas and the efficient use of funding and place-based resources. The Berlin Senate Department for Urban Development and the Environment (2013) has consistently promoted educational institutions and local schools as focal points in NM areas that encourage community engagement and cultural exchanges as significant element to enhance quality of life.

Vision

The Wutzkyallee Educational Mile is a product of the shared interests of enhancing the role of local schools in NM projects by Berlin's Senate Department for Urban Development and the Environment and the Gropiusstadt community. The mission of Gropiusstadt's Neighborhood Management is to promote "good neighborly coexistence of cultural diversity in an education-oriented and green residential area" (QM Lipschitzallee / Gropiusstadt 2011 p 11). This overarching mission is supplemented by four strategic goals:

- Promotion of diversity and culture
- Good education for children and young people by utilizing the locational advantages of school
- Development of quality green and open space for all residents to enjoy
- Health Promotion (QM Lipschitzallee / Gropiusstadt 2011 p 11)

Each of these objectives is approached with consideration to existing local strengths and aspirations for facilitating a self-supporting community structure to make those strengths sustainable. Even though these objectives address a broad range of issues, it was determined by the Gropiusstadt community and NM team that education would serve as the guiding vision to respond holistically to each of these factors.

The Gropiusstadt neighborhood is comparable to a dense bedroom community based on the large proportion of residential land use making up the area. The focus area for this study consists of the Walter Gropius dense residential housing complex boarded to the north by an underground metro line and station, single family residences to the east and south, and a series of educational institutions to the west (Figure 4-6). This areas extensive educational landscape, that borders the street Wutzkyallee, (indicated by the map in yellow/orange) presented the greatest potential in supporting the educational needs of the surrounding area and also the capacity to accommodate activities and programs developed by the NM team. Its location and proximity to the areas densest residential settlement and metro line makes each school facility accessible to pedestrians and commuters. In addition to its locational advantage, as local institution, the school also represented a place of social exchange between children, youth, and adults, therefore it became an ideal place-based resource to build upon existing community relationships (Thoene 2012).

Forming the Wutzkyallee Educational Mile

The idea of utilizing the local schools was broadened with the inclusion of recreational facilities that neighbor the partner primary and secondary schools, but despite the locational advantage and common connection to the surrounding community, lack of cooperation between each school facility and the physical state of the neighborhood created difficult conditions for executing the NM project. In April 2008, the first ideas to address the cooperation between local schools were presented at Gropiusstadt's District Education Association training conference. Recommendations for greater networking and exchange opportunities between each neighboring facility guided the preliminary visioning process. Following the conference, a steering

committee was formed, which included heads of each educational institution, local stakeholders, community representatives, and neighborhood management team to develop an organizational structure in the development and operation of the mile, along with priorities for addressing specific social and physical circumstances that presented challenges in the Wutzkyallee Mile's formation (Kleinhans 2010).

Organizational Structure

The steering committee determined that the each educational and recreational facility would operate within a network of continuous learning from early childhood care through secondary school. Each facility would contribute to this mission by offering publicly accessible physical development amenities and collaborative training-oriented curriculums, which include art, science, and technology, to ensure successful transitions from day care through secondary school. The schools and recreational facilities associated with Wutzkyallee Educational Mile include (Figure 3-7):

- Wutzkyallee Youth and Cultural Center- Intergenerational cultural center open to students and non-students. Functions in part with neighboring elementary schools to advance life-long learning as well as counseling support children, youth, and their families.
- Wutzkyallee Adventure Playground- Interactive playground that combines recreational activities and environmental education features: green infrastructure and urban farming.
- Hermann von Helmholtz School- Junior (elementary) school that supports 500 students from 7-10 grade.
- Wutzkyallee Kita- Local child care center
- Martin Lichtenstein School- Primary School
- Oberstufenzentrum Lise Meitner School- Vocational training school. Not an official partner but works in collaboration for apprenticeship programs (Bildungsmeile 2012).

Resources such as the school and recreational premises, classroom space, personnel, and equipment are shared between each facility to ensure that the educational and recreational facilities support one another. Katrin Kleinhans of Empirica Research and Consulting offered examples where “teachers of the primary school, who did not have specialized training in natural sciences, received teaching support from the neighboring secondary school teachers, or space conflicts in the cultural center being resolved by shifting programs to spaces in the secondary school” (Kleinhans 2010 p 2).

Community Partnerships

School curriculums and public amenities/uses offered by each educational institution and recreational facility are developed in coordination with community partners who provide local expertise in specific neighborhood problems and family circumstances such as race and culture, language proficiency, and health. There is external support provided by:

- Students- Children and youth
- Parents- working independently with children and teachers or in community organizations
- Local actors- Seniors, non-students, individuals from households without children
- Social services- Administrative staff from the Ministry of Families, Seniors, Women, and Youth
- Degewo Housing Corporation- Residential development corporation associated with the Gropiusstadt residential complex
- Local business and vocational training schools- Job training
- Regional Inspectorate Neukölln- Regional education authority
- Empirica Research and Consulting- External facilitator of the Wutzkyallee development process and outcome analysis

- Neighborhood Management Gropiusstadt- Local organizing agent for development of social programs and physical construction
- District of Neukölln-Local government responsible for overseeing urban development projects and allocation of District Funding.

(Bildungsmeile 2012)

These external partnerships are facilitated by Empirica Research and Consulting, an agency specializing in neighborhood redevelopment strategies.

Goals and Objectives

Following the 2008 Education Association training conference, the first education based programs were developed through voluntary coordination between the primary and secondary schools. These programs, known as “project days” and “study days” encouraged the initial integration of recreational activities between the neighboring institutions, joint-uses of facilities, and meetings between personnel of each institution. At the conclusion of the Gropiusstadt steering committee’s planning session for the Wutzkyallee Educational Mile in 2009, an action plan was established to ensure each member and partnership associated with the mile maintained the common goal of supporting a vibrant and open educational landscape. The main objectives include:

- Providing an attractive education location
- Improving the future prospects of children and youth by coordinating educational and recreation activities
- Optimization of existing and potential resources
- Opening of the educational and recreational facilities to the district
- Enhancing educational facilities and the surrounding environment (Bildungsmeile 2012)

Urban design features

Each facility within the Wutzkyallee Educational Mile is centrally located within the largely immigrant and low-income community of Gropiusstadt. The network of schools and youth centers making up the Wutzkyallee Mile provide an environment that is safe for young children and pedestrians traveling from the surrounding residential areas and metro stations. The site extends for 1.9 km, or 1.18 miles, taking the average pedestrian 20-25 minutes to access each facility. Each building fronts Wutzkyallee, the main street, and engages the community with either direct walk up access from the pedestrian side walk or a provides egress via a small public square. The sidewalk network also includes a bike path separated from the two-lane street by guard rails and on street parking to ensure safe child and youth mobility.

The open green space separating the dense residential areas surrounding the Wutzkyallee mile is also integrated into the school network's pedestrian system through partnerships with the Neighborhood Management team, DeWego Housing Association, and each educational institution within the community school network (QM Lipschitzallee / Gropiusstadt 2011). Wutzkyallee includes a number of street calming features crosswalks at and between traffic lights, traffic calming signage, on-street parking, sidewalk extensions, and neck downs, all of which provide direct access from the east side of the street where metro line stops and dense residences are sited.

The residential area feeds into to Wutzkyallee Mile via a series of formal pedestrian paths made up of flat surfaces, steps, and ramps to serve children, seniors, as well as youth for skateboarding. (figure 9) These paths are flanked by benches for resting, open green spaces, traditional playgrounds for toddlers, and adventure playgrounds for young children (figure 10). All of these elements improve the aesthetics

of the circulation areas leading to the Wutzkyallee Mile, while also providing residents of every age with an engaging route to nearby destinations. The environment allows children to walk or ride freely and independently to school facilities and utilize community amenities the WM provides (Theone 2012).

Shared Community Use Features

The Gropiusstadt Neighborhood Management promotes the Wutzkyallee Educational Mile as an educational landscape inclusive to all community members and accommodative to a range of community uses and activities. In pursuit of the community's mission to encourage diversity, culture, education, and health promotion the facilities of the Mile operate as integrated multifunctional community spaces. The shared use of the primary and secondary schools, youth center, and adventure playground are facilitated through practices of joint use and co-location.

Joint use

Facilitating greater networking and collaboration opportunities between neighboring educational institutions and recreational facilities represents the preliminary guiding vision of the Wutzkyallee Educational Mile. Keeping with these priorities, the first coordinated action involved voluntary joint use between members of the Wutzkyallee Mile to extend and share facility uses and premises between the Martin Lichtensten primary day school, Herman von Helmholtz School secondary school, and the Gropiusstadt senior center, a public institution in the neighborhood district. For the two public schools, the interests supporting the initial joint use plans involved sharing school resources and subsequently, the responsibility for successfully transitioning children and youth from primary to secondary school. Shared school resources of the Wutzkyallee Educational Mile encourages:

- Access to learning spaces, such as secondary school laboratories, to both primary and secondary school students
- Opportunities for cooperation between students from kindergarten to secondary school on joint projects
- Chances for students to engage with future teachers and school premises
- Informal language learning and transference of social skills from older students to younger peers
- Mutual support between each educational institution to improve student transition from kindergarten through secondary school. (Kleinhans 2010)

In addition to internal joint use practices between the primary and secondary school, the Wutzkyallee Educational Mile extends the use of its educational facilities to non-school public institutions and community organizations. The first example, documented by Empirica Consulting includes basic joint use actions with the Gropiusstadt Senior Center. In this situation the Wutzkyallee Mile's interests broadened to address space issues affecting the performance of a local community service. To solve spatial challenges facing the Senior Center, the Hermann von Helmholtz School expanded the use of its premises to accommodate senior programs and activities. Since 2009 this practice has evolved to include joint use partnerships with the:

- Wutzkyallee Kita
 - Adventure Playground
 - Lise Meitner College Vocational Training Institution
 - Gropiusstadt Community Center
 - UFO Lipschitzallee Childrens Club
 - Neighborhood Management Council
- (Senate Department for Urban Development and the Environment 2010)

Co-location

In addition to sharing resources and space between public school facilities and partner organizations, the Wutzkyallee Educational Mile has also promoted a series of co-located services and permanent programs into the educational landscape. The

integrative community interests of the Wutzkyallee Mile initially manifested through efforts to meet community education based needs by extending access of school libraries, computer labs, and recreational spaces to both students and non-students. The space sharing strategy evolved to house permanent programs, formalizing the use of shared school resources to support specific educational, cultural and social interests of student, parents, and community members. Programs and activities geared to advancing each of these interests are jointly organized by members of the Wutzkyallee Mile, Neighborhood Management, and local community organizations, which include:

- Neighborhood Mothers- Local organization of professionally trained women who share immigrant background, language, and knowledge of immigrant families. Women visit families within their community who are isolated and share information on the German school system for families with children, German language learning for children and parents, health promotion, and family counseling.
- Manna Family Center- Multifunctional meeting space serving children, parents, and seniors. Offers language learning, senior activities, homework help, and daycare.
- Degewo Housing Society- Housing authority for the Gropiusstadt residential settlement
- Women's Café-Community organization focusing on outreach and support to women and mothers with immigrant backgrounds.

These local partnerships function in coordination with the Wutzkyallee Educational Mile to permanently house community services by sharing school premises personal, and resources. Community services range from language support, homework help, counseling, recreation, youth development, parenting courses, job preparation, technology training, citizen empowerment, and cultural tolerance. According to the local district newsletter the Walter, and Edward Heußen, the current coordinator for the Wutzkyallee Educational Mile, the most successful and well-received programs include:

- Children's Education Café- Offers low threshold for switching of educational skills especially for parents of young children without Kita Square. Delivery of courses and events such as to language learning, develop motor skills, education funding, and also consulting and referral services to family specialists.
- Learning Workshop- An educational supervised homework assistance in the afternoon care of family Manna Centre in coordination with neighborhood mothers. It also serves as a social focal point of many children and her parents, works with surrounding primary schools and offers holiday workshops at partnering schools. In addition to the traditional focus promoting reading and homework help are the primary objectives of the learning workshop. In the future this program seeks to provide more educational events parents and primary school children
- Service Learning- A joint project with the Womens Cafe eV Gropiusstadt Association to promote communication among Gropius community women (in cooperation with the Hermann von Helmholtz school) Works with adults in Gropiusstadt and pupils of the Hermann von Helmholtz school. The primary objectives are to promote a dialogue between young and old people, build a long-term cooperation with the school structure to support children and seniors, promote volunteering in Gropiusstadt, and provide insight into a social professional fields (eg, social assistants, geriatric nursing).
- Training Association Gropiusstadt- a professional guidance program for schools for internal development, cooperation with each other, and with surrounding facilities to open the schools to the neighborhood and partnering educational institutions. Program facilitated jointing with the Dewego Housing Society and Wutzkyallee Mile. Provides support in development of new educational campus Efeuweg, which pools primary education and High School resources at the Efeuweg campus to promote new community schools and construction of the new senior center Lise Meitner (The Walter 2013 p 2-3 and Heußen 2013).

Summary

Since 2007, efforts to improve community cohesion have been funded under the European Unions Socially Integrative City program. In Neighborhood Management Districts of Berlin, Germany, the most vulnerable populations and public institutions that are directly engaged with these groups make up the key target areas for interventions under the program. Promoting the school as a 'special place' within the community to integrate immigrant populations of Berlin via language learning and support from pre-school to profession has been a common social urban development strategy in areas

with special development needs. The Neighborhood Management area of Gropiusstadt approaches community cohesion through those same strategies with a specific focus on the integrative capacity of primary and secondary schools to advance both the educational and professional interests outlined under the socially integrative city program as well as the cultural, social, and health interests of the community.

Today, the Wutzkyallee Educational Mile is described as the flagship organization of the Gropiusstadt Neighborhood Management team that functions as the focal point in the network of existing community services and foundation for the development of new neighborhood resources (The Walter 2013). According to the Gropiusstadt Neighborhood Management project manager Heike Thoene the support for the Wutzkyallee Mile continues to shape development priorities. She describes the major focuses of NM as furthering the “education network design, concepts for schools, education, parental involvement, working with people for knowledge and experience sharing, particularly immigrants. And facilitating construction projects to create the structural conditions necessary for social projects and positive change to the district” (Theone 2012 p 1).

Initially two schools, the Hermann von Helmholtz School secondary schools and the Martin Lischtenstein School primary school, the Wutzkyallee Kita, Adventure Playground, and Youth and Cultural Center joined forces to foster opportunities for joint implementation on neighborhood projects, shared resources, and responsibilities towards their surrounding community under the title of Wutzkyallee Educational Mile. Between the organizations inception in 2009 to 2010, Gropiusstadt experienced an increase in the availability of local activities and program targeting children youth and

families. The following period between 2010-2012, exhibited stabilization in the number of activities offered at the conclusion of the Socially Integrative City's funding timeline. Due to the success of the programs produced by the Wutzkyallee Educational Mile, the Berlin Senate for Urban Development and the Environment has approved funding additional investments in the Mile and future community construction projects until the end of 2015 (The Walter 2013). With this funding the Wutzkyalle Mile anticipates an expansion to 12 participating primary and secondary schools within the Gropiusstadt District.

According to Edward Heußen, success of the Wutzkyallee Educational Mile has places partner schools in high demand by families of both German and immigrant backgrounds (Walter 2013). As of 2012, the Wutzkyallee Mile partner Herman von Helmholtz School has received the honor as Berlin's "Strongest School" due to its integrative capacity with its surrounding community.

Here in the Gropius city students learn with many different cultures. The teachers have a lot experience in language education, and the most important thing achieved so far has been that each school has a significant developmental role in the community and takes pride in their performance (Heußen, The Walter p 7).

With an increase in parents consciously choosing schools within the Gropiusstadt District, the Wutzkyalle Mile continues to advance community interests of stabilization and cohesion with its internal interests enhancing the performance of its overall educational landscape through collaboration, joint-use, and co-location strategies.

Table 4-1. List of 2008 activities organized by Gropiusstadt Neighborhood Management and Wutzkyallee Educational Mile Partners

Activity Type	Common Activities	Total
Children and Youth	Disco für Alle (Dance for all ages)	6
Cultural	Monthly Concerts	32
	Multi-Media Creative Arts	
	Family Afternoons at the Youth Center Days	
	Theater	
	Puppet Shows	
Socio-Cultural	Children's Mobile Theater	54
	Children's Musical Theater	
	Comedy Nights	
	Seasonal Music Events	
	Health and Wellness Workshops	
	Mental Health Workshops	
	Physical Health Workshops	
	Support for Outpatient Youth Medical Services	
	Children's Rights Lectures	
	Job Preparedness Training for Young People with Immigrant Background	
	Computer Training for Immigrant Women	
Wellness Days for Women and Mothers		
Church	Senior Lunches	4
	Worship	
	Youth Concerts	

Table 4-2. List of 2009 activities organized by Gropiusstadt Neighborhood Management and Wutzkyallee Educational Mile Partners

Activity Type	Common Activities	Total
Children and Youth	Open Schools Days	52
	Christmas Festival	
	Dance for All	
	Monthly Concerts	
	Hip Hop Festivals	
	Manna Family Center Days	
	Fall Festival at the Adventure Playground	
	Summer Festival	
	Cinema at the Youth Center	
	Theater	
Cultural	Puppet Shows	94
	Children's Mobile Theater	
	Children's Musical Theater	
	Comedy Nights	
	Seasonal Music Events	
	Christmas Recital	
	Little Star and Rising Star-Language Learning	
	Film Festival	
	Meeting of Cultures	
	Health and Wellness	
Socio-Cultural	Mental Health Workshops	56
	Physical Health Workshops	
	Children's Rights Lectures	
	Wellness Days for Women and Mothers	
	Dialogue Round Table-Treatment of Cultures	
	Cooking Workshops	
	Dignity and Identity Workshops	
	Craft Workshops	
	Senior Lunches	
	Worship	
Church	Youth Concerts	37
	Women's Barbecue	
	Night of Open Churches	
	Women's Breakfast and Wellness Walk	
	Youth and Senior Craft Circle	

Table 4-3. List of 2010 activities organized by Gropiusstadt Neighborhood Management and Wutzkyallee Educational Mile Partners

Activity Type	Common Activities	Total		
Children and Youth	Open Schools Days	52		
	Christmas Festival			
	Dance for All			
	Monthly Concerts			
	Hip Hop Festivals			
	Manna Family Center Days			
	Fall Festival at the Adventure Playground			
	Seasonal Festivals			
	Cinema at the JuKuz			
	Breakfast in JuKuz Y			
	Theater			
Cultural	Puppet Shows	66		
	Comedy Nights			
	Seasonal Music Events			
	Christmas Recital			
	Little Star and Rising Star-Language Learning			
	Film Festival			
	Meeting of Cultures			
	Socio-Cultural		Health and Wellness Workshops	35
			Mental Health Workshops	
			Physical Health Workshops	
			Dialogue Round Table-Treatment of Cultures	
Cooking Workshops				
Dignity and Identity Workshops				
Craft Workshops				
Church		Senior Lunches	22	
		Worship		
		Youth Concerts		
		Women's Barbecue		
	Night of Open Churches			
	Women's Breakfast and Wellness Walk			
	Youth and Senior Craft Circle			

Table 4-4. List of 2011 activities organized by Gropiusstadt Neighborhood Management and Wutzkyallee Educational Mile Partners

Activity Type	Common Activities	Total		
Children and Youth	Open Schools Days	45		
	Dance for All			
	Monthly Concerts			
	Fall Festival at the Adventure Playground			
	Autumn Festival			
	Summer Festival			
	Bake on the Adventure Playground			
	Breakfast in JuKuz			
	Open Café at JuKuz			
	Family Festival			
	Cultural		Puppet Shows	73
			Theater	
Seasonal Music Events				
Christmas Recital				
Little Star and Rising Star-Language Learning				
Meeting of Cultures				
Seniors Dance Festival				
Cinema of the World				
Summer Arts and Garden Festival				
Socio-Cultural		Health and Wellness Workshops	49	
	Wellness Days for Women and Mothers			
	Dialogue Round Table-Treatment of Cultures			
	Cooking Workshops			
	Dignity and Identity Workshops			
	Craft Workshops			
	Turkish Culture and Living Workshop			
	Church	Senior Lunches		28
		Youth Concerts		
		Night of Open Churches		
Women's Breakfast and Wellness Walk				
Youth and Senior Craft Circle				

Table 4-5. List of 2012 activities organized by Gropiusstadt Neighborhood Management and Wutzkyallee Educational Mile Partners

Activity Type	Common Activities	Total
Children and Youth	Open Schools Days	39
	Dance for All	
	Monthly Concerts	
	Fall Festival at the Adventure Playground	
	Bake on the Adventure Playground	
	Breakfast in JuKuz	
	Open Café at JuKuz	
	Family Festival	
	Theater	
	Puppet Shows	
Cultural	Comedy Nights	43
	Seasonal Music Events	
	Little Star and Rising Star-Language Learning	
	Film Festival	
	Meeting of Cultures	
	Seniors Dance Festival	
	Cinema of the World	
	Summer Arts and Garden Festival	
	Physical Health Workshops	
	Wellness Days for Women and Mothers	
Socio-Cultural	Cooking Workshops	43
	Dignity and Identity Workshops	
	Craft Workshops	
	Turkish Culture and Living Workshop	
	Senior Lunches	
	Worship	
	Youth Concerts	
	Women's Barbecue	
	Night of Open Churches	
	Women's Breakfast and Wellness Walk	
Church	Youth and Senior Craft Circle	16



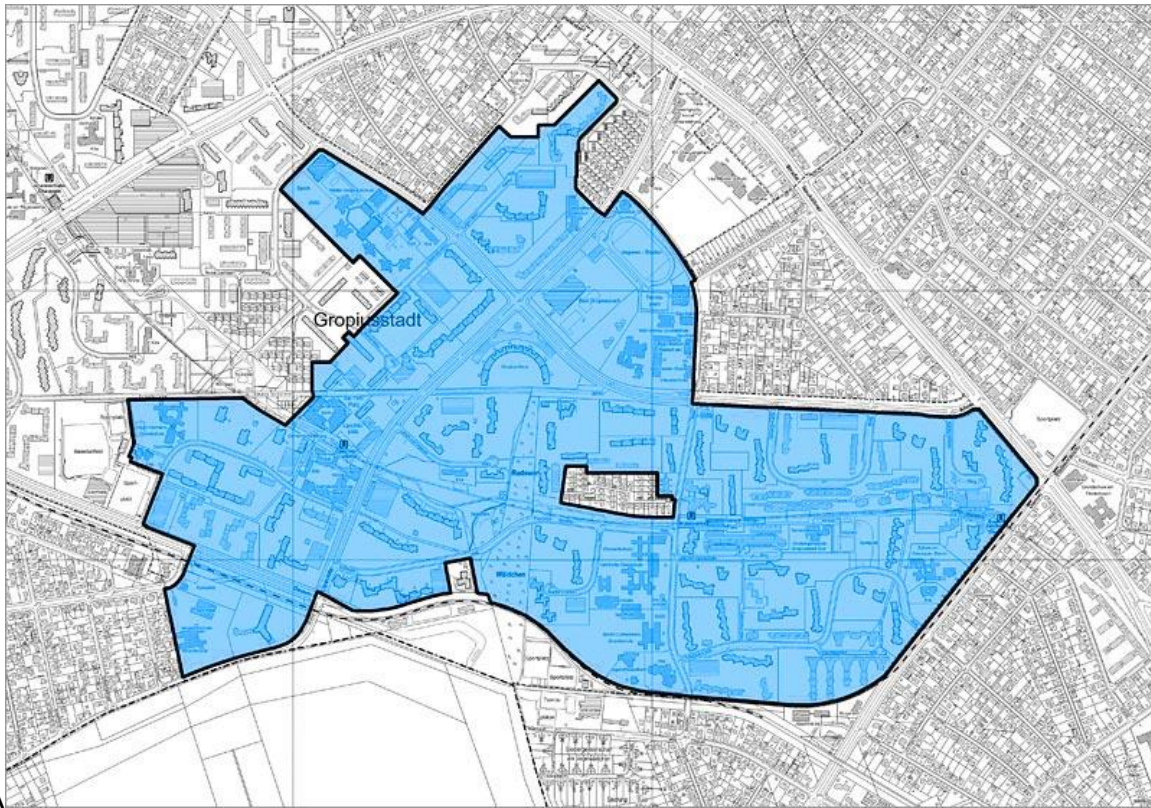
Figure 4-1. Separation of East and West Berlin



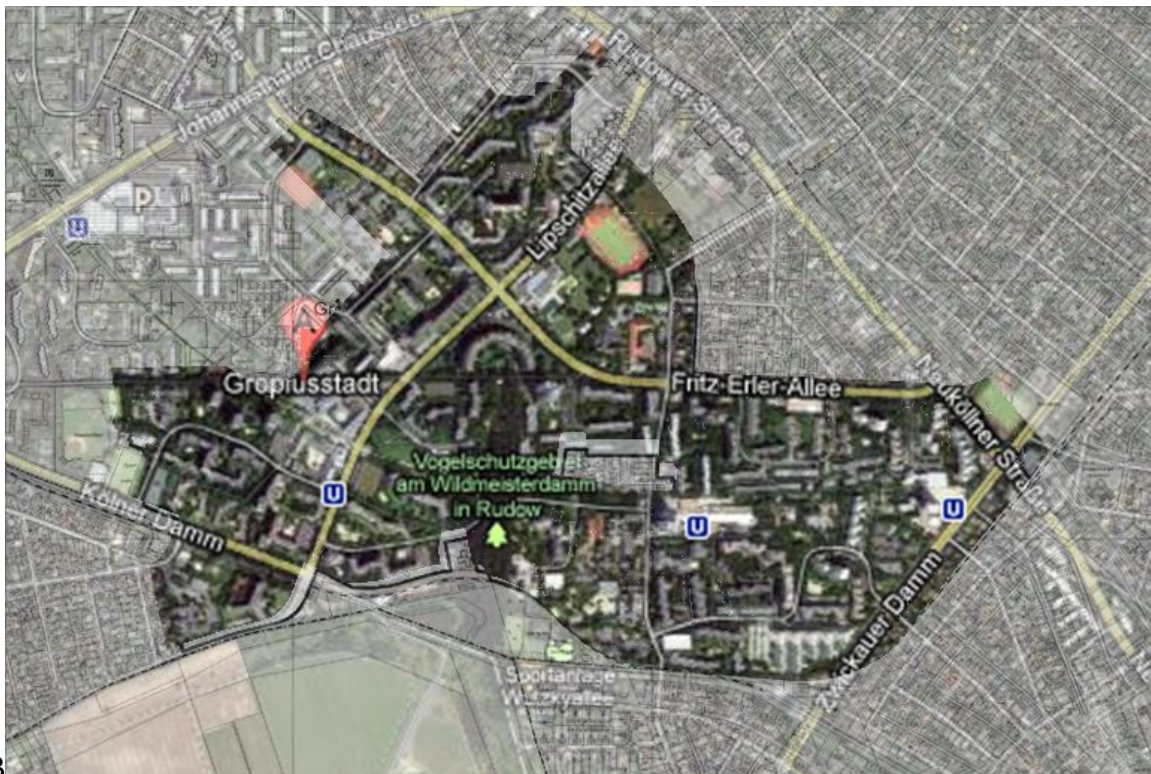
Figure 4-2. Conclaves of Immigrant Settlements



Figure 4-3. Berlin Districts: Neukölln Indicated in Orange, Gropiusstadt NM in Blue



A

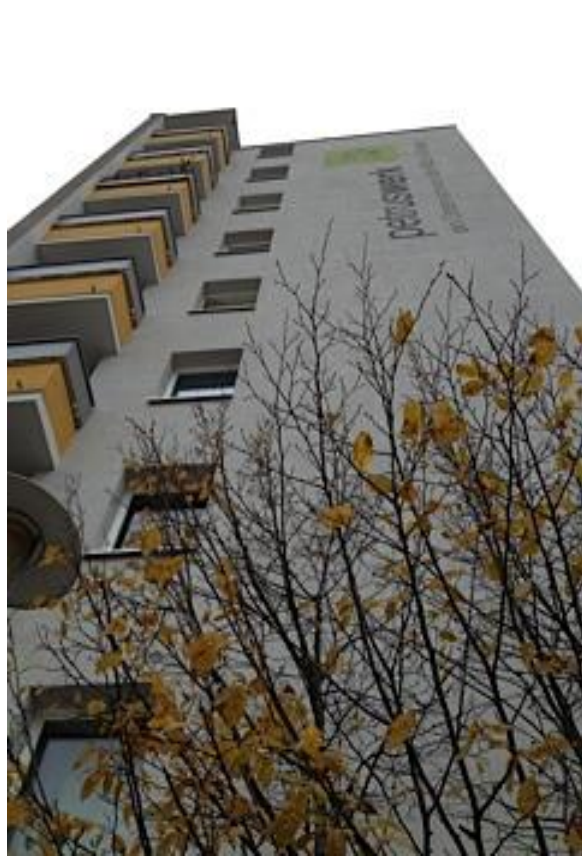


B

Figure 4-4. Gropiusstadt in Detail A) Map View B) Satellite/Map Hybrid View



A



B



C

Figure 4-5. Gropiusstadt Residential Settlement A) View from green space B) View from sidewalk C) View from parking lot

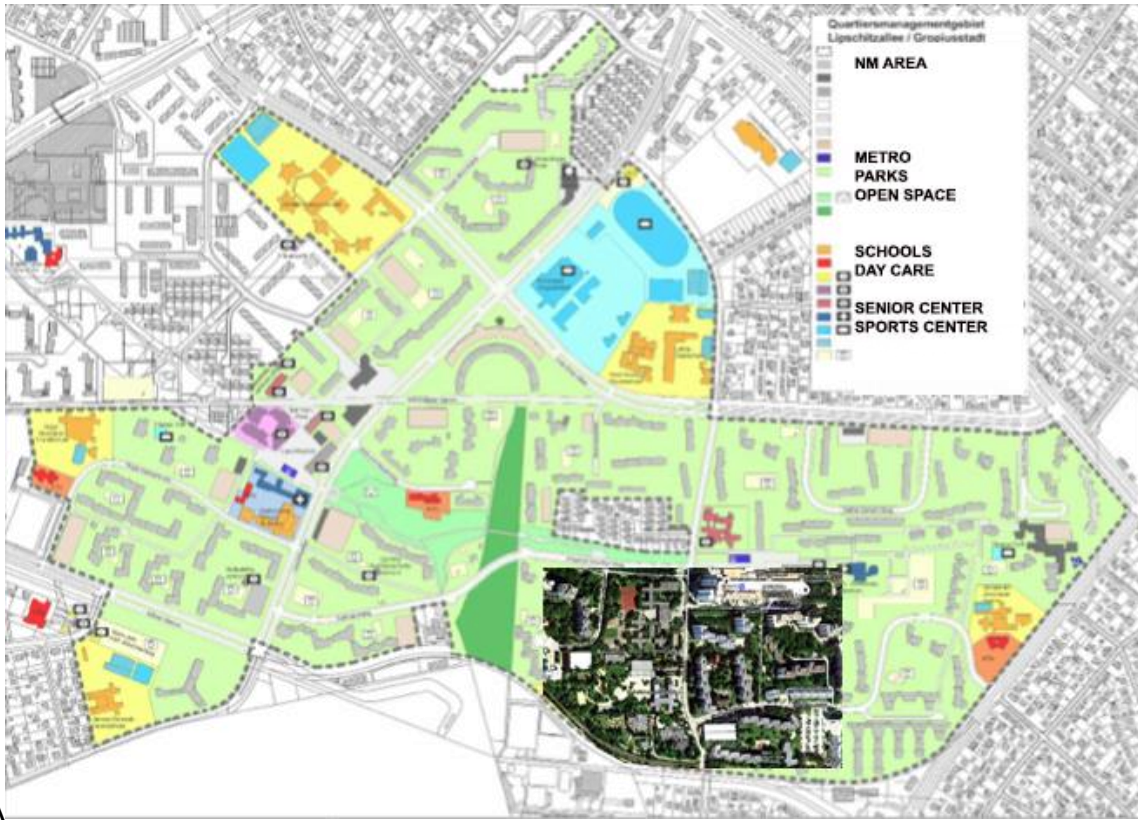


A



B

Figure 4-6. Suburban are bordering the Gropiusstadt residential settlement A) View of single family homes B) view of streetscape



A



B

Figure 4-7. Gropiusstadt Vision Map A) Focus area displayed in satellite view B) Detail of Gropiusstadt Satellite View



Figure 4-8. Wutzkyallee Educational Mile Facilities. 1) Wutzkyallee Youth and Cultural Center 2) Wutzkyallee Adventure Playground 3) Hermann von Helmholtz School 4) Wutzkyallee Kita (Day Care) 5) Martin Lichtenstein School



Figure 4-9. Pedestrian Square in Front of Hermann von Helmholtz School



Figure 4-10. Wide Pedestrian Sidewalk and Bike Path



Figure 4-11. Pedestrian Paths Connecting Residential Settlement to Wutzkyallee Mile



A



B

Figure 4-12. Street calming elements A) Signage B) Electronic children's crosswalk



Figure 4-13. Pedestrian path configurations



A



B

Figure 4-14. Pedestrian Paths A) Example of pedestrian furniture B) Example of children's playground along pedestrian pa

CHAPTER 5 DISCUSSION

Summary and Analysis of Case Study

In the providing the structure for analyzing the Wutzkyallee Educational Mile Case Study, the following key research objectives were described in the Introduction and Methodology: 1) an examination of the characteristics of family friendly communities that necessitate the development of social capital and contributions provided by community schools, 2) frame existing literature on community schools within the paradigm of family friendly planning as a critical element in building vibrant family friendly communities. 3) identify the development process and features of the Wutzkyallee Educational Mile that justify its position as a central element in improving the quality of life for children, youth, and families in the community it serves.

This research reveals the potential for community schools to foster contemporary approaches for activating existing resources and local actors to aid in the production of social capital and improvements to quality of life. With global demographic shifts, changing family compositions, and limited supply of land and capital resources in urban areas, the solid presence and the capacity of local schools to offer diverse amenities and educate diverse families has afforded a new platform for approaching family friendly planning. The observed conditions from this case study indicate that this platform can be introduced to areas with similar situations and the benefits to those areas that facilitate and fully integrate the practice into larger community development plans will be enhanced.

The spatial and social relationship between the community school and the neighborhood it serves, specifically for primary and secondary schools, is essential to

foundation of this platform. As indicated by the case study, the spatial advantages of local schools alone can not shape community dynamics, influence collaborative processes, both internal and external, or facilitate closed community networks that translate into the production of social capital and improvements to local wellbeing.

The community school, because of its integrative social and spatial nature with the community it serves, promotes inclusiveness with residents, local institutions, and organizations. These social relationships intensifies recognition to specific family circumstances that allows it to efficiently develop programs and services with regards to diverse lifestyle preferences of children, youth, and families. These factors are increasingly ushering community schools back to the forefront of public infrastructure relied upon to aid in social urban development efforts. The research supporting this thesis establishes this from a child and family friendly planning perspective, and it is the emphasis on family wellbeing that drives the developmental framework for addressing challenges in the urban environment.

In the following section, three fundamental questions posed in the introduction of this thesis will be addressed in an analysis based on the contents of the Literature Review and Case Study.

What is it About Child Family Friendly Communities that Warrants the Need for Social Capital Development and How Can Community Schools Fulfill This Role?

The paradigm of child and family friendly communities has been in existence for nearly two decades and the factors promoting its development indicate that its emergence and role has been to enhance involvement and recognition of the unique needs of children, youth, and families in the processes of urban and regional planning. The key principles in its framework, participation, comprehensive planning, and urban

design, work to provide targeted interventions and policies that advance the interests of these population groups while also creating amenities for social interaction to promote community ties and involvement in local decision making process that impact their lives. The former relates to spatial urban development features that affords families access to quality resources for habitation, mobility, youth independence, and socio-economic betterment, the later relating to opportunities for realizing citizenship, engagement with neighbors, and broad socialization to build resilient and safe communities.

The key principles show that family friendly planning objectives has consistently been grounded in building the community's capacity for social capital development. The attention to environmental affordances to support healthy physical and social behaviors of families, growing attention towards the integration of public services and amenities to satisfy child and youth development needs, and collective participation to gain family perspectives for planning decisions all manifest processes for building social capital. All of these corresponding factors converge in the institutional mission of community schools and provide the parameters and conditions the these public institutions work to satisfy.

How do the Characteristics of Community Schools Differ from Public Schools?

With respect to the integrative relationship with the communities they serve and the partnerships with other local institutions in pursuit of efficiently providing holistic family supportive services, the available information indicates that organizational structure and design of community schools contrast greatly with the singular education-based mission of modern public schools. The inception of community schools is influenced by specific community and family circumstances affecting its service area. Thus, not all community schools are the same, but they tend to share the same core

principles: 1) develop strong collaborative partnerships with local actors, institutions, and government, 2) build on existing community strengths, and 3) share resources, premises, and personnel. Also, the typical community activities and programs offered by community schools for both students and non-students far exceed that of modern public schools (Appendix B). Unlike public schools, which also participate in collaborative partnerships and occasionally provide programs, the organizational structure of a community schools is established under a community action plan, requiring on-going interaction and activity from all partners in accordance with the terms of the plan. This plan is inclusive of the Berlin Education Association's and Gropiusstadt Neighborhood Management team's recent role in forming the Wutzkyallee Educational Mile.

How do the Characteristics of Community Schools, Historically and Presently, Position this Practice as a Key Element in the Development of Family Friendly Communities and Social Capital?

As introduced earlier, the community schools operational structure consists of collaborative partnerships with school officials, community members, and other local institutions to address a full range of community issues through the efficient use of existing local resources. The integration of essential community services in the design and operation of contemporary community schools draws reference to the performance of western public schools of the 20th century, which functioned as a shared community resource contributing to social, cultural, and educational interests of the surrounding neighborhood. Historically, these factors enhanced the value of educational institutions as well as the relationships with the surrounding neighborhood. These relationships were supported by embedding the educational landscape into the community context through planning the physical development of schools in the center of neighborhoods. The combined social and physical integrative nature of western 20th century

educational institutions positioned the platform to support a range of community interests and needs in both an international and national context.

The research in this this thesis has established that contemporary community schools reflects the historic role of 20th century western public schools as a central neighborhood institution and public community asset for children, youth, and families. This is partially due to the active accommodation of comprehensive services and programs but mostly to the support these activities foster for enhanced community interactions and relationships, which aid in the development of social capital. The inclusiveness that translates from the open design and collaborative framework, which facilitates the sharing of physical and social assets, makes community schools prime sources of social capital production.

Additionally, the social and spatial positioning of community schools is driven by the core missions of family friendly planning in terms of supporting wellbeing, enhancing local opportunities, and strengthening the community to better serve child, youth, and families. Improved conditions for youth development, life-long learning, recreation, independence, socialization, and civic involvement can all attributed to the closed community social structure, established by partners, contributors, and local actors involved in the formalization of community school networks. These partnerships enable community schools to provide services in and outside of school hours, without overburdening facilities and personnel, making the resources more flexible to the diverse needs of families.

Furthermore, in communities with limited resources and concentrations of poverty the features of community schools become even more essential to families. The social

and physical capital deficits confronting many disadvantaged communities undoubtedly impact the future opportunities of children and the wellbeing of families. Through collaboration, funding constraints of individual public institutions, organizations, and governing bodies are lessened as partners are able to utilize a range of existing resources, take on joint funding endeavors, braid those funding streams, and coordinate the use of allotted money creatively and efficiently under a comprehensive action plan.

In addition to bridging institutional capital, community school networks also invest a great deal of effort into programs within the educational landscape that foster bonding between peers, neighbors, and personnel of supporting institutions. This characteristic is essential for all family friendly communities, but even more so in diverse communities and areas experiencing barriers to social cohesion, delinquency, poverty, and issues with safety. Community schools operate as a neighborhood node, in its pursuit to bridge gaps in surrounding areas social structure, making it conducive to the flow of social norms, shared knowledge, cultural tolerance, language learning, and opportunities for civic engagement in decision making processes. Unlike other public amenities favorable to community interaction such as open spaces, parks, and other recreational facilities, educational environments present clear and conventional behavioral affordances recognizable to diverse groups, making it advantageous to position community schools as a holistic neighborhood center.

In What Manner has the Wutzkyallee Educational Mile Fulfilled the Role of Community Schools in the Service Provided to the Gropiusstadt Neighborhood Management Area of Berlin, Germany?

The Wutzkyallee Educational Mile has only been in existence for three years and the brief history the network of community schools appears to demonstrate, that since its emergence, its role has been to provide residents within the Neighborhood

Management area with shared community amenities to foster social cohesion and opportunities for life-long learning using the existing public infrastructure making up its educational landscape. The former would enhance opportunities for integrating the largely immigrant community into the socio-economic and institutional fabric of Berlin, Germany, starting with the bridging and bonding of local social capital; the latter supports this goal by advancing formal and informal educational opportunities for both students and non-students to support language learning, health promotion, cultural and recreational activities, as well as youth and family supportive services.

Community news archives and program data show that the Wutzkyallee Educational Mile's role has consistently worked to improve the community's capacity to improve the bridging and bonding of social capital. Regardless of the spatial proximity between each of the neighboring facilities, now serving under the Wutzkyallee Mile, the capacity to establish productive relationship was scarce. The broadened function of local primary and secondary schools and the subsequent development of a community action plan that mandated increased collaboration with local actors, public institutions, organizations, and the Gropiusstadt Neighborhood Management over time have have shaped local conditions to better achieve this goal. The initial voluntary collaborative activities between the networks primary and secondary schools, which eventually extended to out to partnerships with the neighboring daycare, cultural and youth center, and the adventure playground, bridges relationships between key facilities to support the diverse service needs of the areas children, youth and families. Partners and participants of the Wutzkyallee Mile experienced mutual gains from the collaborative framework, with the increase in activities and programs made possible by shared

resources, premises, and personnel working strategically to ensure no facilities were overburdened. Thus, ensuring the organizational framework, associated with the community school model, operated in a sustainable manner.

In addition to collaborative partnerships under the action plan, the Wutzkyallee Educational Mile's spatial character, within walking distance from the surrounding residential areas of the Gropiusstadt neighborhood, places it in an ideal location with respect to locational advantages of 20th century western schools and its environmental affordances. The flexible social and educational services offered to children and families are enhanced by the locational qualities of the Wutzkyallee mile. Families benefit from facilities that are in reach via transport links and pedestrian corridors. The local coordination and proximity between each educational facility also promotes a continuous exchange between children, youth, and adults, which aides bonding, socialization and in a successful transition from day care and early childhood education to primary, secondary, and high school (Theone 2012). According to the Gropiusstadt Neighborhood Management team (2012), co-locating important community services with local schools has improved local awareness of the facilities and its services.

This international example demonstrates how community-school principles can be adapted and applied to neighborhoods with existing educational institutions that lack social capital to establish a mutually supportive relationship with the surrounding community. Katrin Kleinhans of Empirica states that "despite the ideal location conditions the relationship between the institutions over a long period of time were traditionally less pronounced. With increasing exchange and greater networking among the institutions they recognized that the problems can not be solved at the level of

individual institutions. Rather, developed the conviction that only a common approach can be promising of success” (Kleinhans 2010 p 1). With the development of an collaborative action plan committed to enhancing resources within the community through activities facilitated by the Wutzkyallee Mile, educational and public partners support one another through planning concurrency along with the sharing of premises an personnel.

As a public facility, the schools can accommodate multiple community functions. As an organization it improves the capacity of community outreach and collaborative capability due to its common connection with diverse populations. The lack of social improvement preceding the development of the Mile indicates the significance of acknowledging diversifying composition of families and subsequently, the need to enhance the typology and function of basic amenities (affordable housing, transportation, schools, and daycare) necessary to raise the quality of life of children, youth, and families.

CHAPTER 7 CONCLUSION

Only five years ago, the Berlin Education Association presented ideas for collaborative partnerships between the local schools of the Gropiusstadt Neighborhood Management Area of Berlin, Germany. This initial voluntary action helped to lay the foundation to position the Wutzkyallee Educational Mile as a key community asset in the Neighborhood Managements (NM) social cohesion and integration strategies. Originally the primary and secondary schools were established within the network of community schools, today with the NM and Empirica Consulting and Research acting as intermediary agents, cultural, recreational, and early childhood care centers have been inducted making the educational landscape a shared community resource to support academic, cultural, and social development needs.

Since 2009, the Wutzkyallee Educational Mile was instituted to serve the primary purpose of supporting the whole life of the child from early childhood care to professional life. With the sharing of resources, premises, and personnel between each facility in the network the creation of child and youth activities emerged as a permanent service offering in the Gropiusstadt Community Activities Agenda. Since 2008, the number of programs and services targeting youth experienced a significant increase before leveling off after 2010. Each of these activities are concentrated on site at the Wutzkyallee Mile along side parenting, senior, and life-long learning programs to encourage community interaction and civic engagement at every level of the community.

In its five years of existence, the action plan that established the Wutzkyallee Educational Mile has consistently been updated to address real time social and

environmental circumstances. It is implied that with the production of services and activities for children, youth, and families and other shared community resources, the environmental conditions for family capacity have changed and existing infrastructure and local actors have been activated sustain these changes. These circumstances are manifested in both the organizational structure established by the Education Association and the Gropiusstadt Neighborhood Management and the modified relationships between the community and its public institutions.

This thesis has attempted to explore the role that the community school plays in strengthening the capacity of family friendly neighborhoods in its ability support the diverse needs of children, youth, and families. It has specifically focused on the Wutzkyallee Educational Mile's attempts to address the needs of the most socially disadvantaged population groups, children and their families, by taking local action to develop supportive services and programs that bridge and bond social capital for individuals and the community as a whole.

The section following presents a summary of the case study observations and recommendations for future research.

Summary Case Study Observations

Based upon the case study presented in the thesis, the Wutzkyallee Educational Mile's organizational framework and educational landscape can be seen to impact the bridging and bonding of social capital between public institutions and peers. The foundation of the Gropiusstadt Neighborhood Management a mission seeks to achieve "good neighborly coexistence of cultural diversity in an education-oriented and green residential area" (QM Lipschitzallee / Gropiusstadt 2011 p 11). Implicitly, the mission

focuses the social and spatial relationship the educational landscape maintains with the surrounding community.

The mission and its key objectives are implemented by the partnering institutions of the Wutzkyallee Educational Mile, which encompasses features of physical, public, and social infrastructure. Because of these features the Wutzkyallee Educational Mile is able to accommodate and support both social and physical capital needs of the community within the structure of Gropiusstadt NM vision and in a way that is efficient and inclusive to all partners and participants in the community. The ability to enhance socio-spatial conditions by utilizing existing infrastructure and involving local actors is an important characteristic of this program due to the cost and land use constraints that often challenge child and family friendly planning strategies.

The method for implementing programs under the Wutzkyallee Educational Mile, occurs through a collaborative process involving six internal partners, primary and secondary schools, youth center, adventure playground, and day care, and ten external partners that include: students, parents, seniors, non-students, social services, local housing association, local business, vocational schools, regional education authority, planning consultants, Neighborhood Management, and the District of Neukölln. Each of these partnerships manifest the bridging of institutional capital through the establishment of productive relationships between a range of public institutions, organization, private entities, and the community. Additionally, the interactions between each of these partners works to formulate systems of outreach, funding, and accommodations for community events and program.

Each of the six facilities of the Wutzkyallee Educational Mile aid in housing neighborhood services and activities, which provides a central location for community engagement and collective participation. The one mile strip of neighboring institutions provides a visible and holistic setting that is easily accessed via public transportation, bus or metro, walking, and biking with the provision of pedestrian trails, sidewalks, bike paths, as well as alternations between stairs and ramps for walking senior and skate boarding youth. The provision of additional pedestrian easements and enhancement to existing informal paths between the surrounding residential complexes continues to be a joint endeavor between the Wutzkyallee Mile, Dewego Housing association, and Gropiusstadt Neighborhood Management.

In terms of creating bonding social capital, the Wutzkyallee Mile's comprehensive programs currently provides families with supportive counseling, legal, parenting, child, and youth development services to enhance, as Coleman would term, intergenerational closure, in addition to advancing the structure of families, language courses, cultural events, and recreational activities are accommodated along the Mile to bridge and bond individuals of every age and race, to ultimately aid in a closed community network.

These methods of providing services that overlap spatially, reinforces the Miles ability to efficiently address the diverse needs of the community and engage diverse individuals to accumulate community social capital. As reflected in the supporting literature of social networks and environmental affordances in the facilitation of social capital production, this community school intervention provides an setting conducive to the described efforts with minimal impact on existing operations of the community and within the limits of the resources currently in existence.

Recommendations for Future Research

Almost 20 years ago, the United Nations established the Convention on the Rights of the Child. This human rights treaty recognized the relationship between child welfare and the built environment and established the legal responsibility of governing bodies to advance the realization of their citizenship through participation in society and planning processes that impact their lives. This treaty in combination with the Initiative for Child Friendly Cities and Family Friendly Cities, marked the intersection between the interest of child, youth, and families and social and urban development family processes. The principles and objectives established by these planning initiatives provides benchmarks for recommendations designed to enhance planning interventions that address the unique needs of child and family friendly communities.

The following section includes recommendations for future research:

- Long term review of the broad range of services offered by the Wutzkyallee Educational Mile in relation to the resources available within the educational institutions or partnerships to determine what programs are directly supported by the school and which services are offered by neighboring facilities.
- The programs listed in Appendix A should be further analyzed to determine the degree they aided in bonding and bridging social capital between peers.
- In terms of addressing the service needs of families, the offerings of the Wutzkyallee Educational Mile can be tested to measure the supply of specific programs in relation to the demand by the community residents.
- Examining more closely the spatial relationship between the Wutzkyallee Educational Mile would be beneficial in determining the walkability/accessibility for children and youth in efforts to enhance their mobile independence.
- The economic impact of Socially Integrative City investments and additional services should be analyzed to determine the potential of negative externalities on community tax rates.

In summary, the community schools position as an essential community asset poses considerable social and physical capital advantages with respect to child and

family friendly planning. As an institution it can be relied upon to aid in the socialization and transference of knowledge to children, as an organization it can accommodate collective services and provide community outreach to build social capital and support the diverse needs of families. As a result, its contributions to family friendly communities encompass many possibilities open to further research to gain an understanding of its performance measures as they relate to its organizational structure an operation. This thesis has provided a broad basis for future attempts to develop tools of measure to analysis the progress of community schools within the paradigm of family friendly planning

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BIOGRAPHICAL SKETCH

Brittaney Ross earned her Bachelor of Fine Arts degree in Industrial Design from the University of Illinois Urbana-Champaign in 2008. She enrolled in the Master of Urban and Regional Planning program at the University of Florida in 2009 and anticipates the completion of her graduate studies in the spring of 2013.

Brittaney has participated as a NEURUS Fellow in the Network for European and United States Regional Urban Studies program in 2012 to conduct field research for the completion of her master's thesis. She is also a recipient of the Witter's scholarship for her team's contributions to the University of Florida's interdisciplinary urban design competition.

As a native of Chicago, IL, Brittaney has aspirations to pursue a career in community school planning with the Chicago Public School System's Community Schools Initiative.