

Fundamental principles of the program „One Square Kilometer of Education“

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Against the background of implementing the project „One Square Kilometer of Education“ in Berlin-Neukölln in the past two years, the successful set-up of a transfer location in Berlin-Moabit, and the planned or completed establishment of additional „Square Kilometers“, amongst others in Mannheim, Herten and Wuppertal, this is a summary of the underlying concept of „One Square Kilometer of Education“ and its development.

The intention is to encourage the different „Square Kilometers“, their supporting organizations and partners to be part of a program with clearly defined characteristics that do not contradict regional profiles but rather make evident that all local models of „One Square Kilometer of Education“ provide basic answers to five questions:

- How can processes of education in a city district be organized so that they can be integrated, interconnected and ensure the success of children and adolescents?
- How can the quality in day-care centers, youth welfare centers and schools be improved and controlled with the participation – if possible – of all groups involved?
- How can the participation of parents be ensured?
- Under what conditions can different approaches be integrated in and transferred from the program?
- How can municipalities, state administrative offices, foundations and civic society cooperate in this connection?

The further development of the „One Square Kilometer of Education“ program is reflected in discussions of the Freudenberg Foundation, Breuninger Foundation, RAA Berlin, in the „Square Kilometers“ themselves and during the 14th Transatlantic Forum of the BMW Foundation Herbert Quandt on Wasan Island/Canada.¹

What is „One Square Kilometer of Education“?

„One Square Kilometer of Education“ is a long-term joint **learning and development platform**² for persons and institutions, which assume responsibility for the successful education of all children and adolescents in a city district or a rural community.

„One Square Kilometer of Education“ is characterized by **three basic aspects**:

1. The project is an investment in a local educational alliance characterized by a culture of acknowledgement and social trust.

¹ The paper is a temporary interim status report of the program. It describes the proposals, practical experiences and development efforts of innumerable persons. I would like to thank the teams from the Breuninger Foundation working with Dr. Helga Breuninger and Martina Weber, the Freudenberg Foundation and Dr. Pia Gerber, Christian Petry and Christel Grünenwald, the BMW Foundation and Jürgen Chrobog, Markus Hipp, Nikola Heckmann and Katharina Gärtner, the Stiftung Zukunft Berlin and Christina Rau, Dr. Volker Hassemer and Annett Szabó, the „Campus‘ Rütli“ and Cordula Heckmann, Ilse Wolter and Klaus Lehnert, the Bildungsverbundes Reuterkiez and Dr. Josef Kohorst, the participants at the 14th Transatlantic Forum and Norbert Bisky, Dr. Johannes Bohnen, Angelika Eikel, Stephan La Barré, Özcan Mutlu, Irina Neander and Dr. Philipp Semmer, the group of students of Dr. Ahmad Al-Sadi, Safyah Hassan and Marco Gräber, who are helping pupils in Berlin Neukölln prepare for their Secondary School Examination, as well as Vesna Lovrić, Marike Mainz, Thomas Nickich and Charlotte von Wangenheim from the Berlin „Square Kilometer of Education“ and the von der Groeben family, Siegfried Arnz, Prof. Dr. Dennis Shirley and Prof. Dr. Wolfgang Edelstein

² **Words and word groups** in bold type describe the most important features of the program.

2. The project discloses gaps in the educational promotion of children in and transitioning between the educational institutions in the district³. These gaps need to be remedied either through compensatory measures on a short-term basis or over an extended period of time (with involvement in the educational biographies of the children concerned). The process shows professional educators, parents and external partners how education in the district has to be understood and changed as a system.
3. The understanding of quality that connects day-care centers, youth welfare centers and schools is strengthened.

„One Square Kilometer of Education“ is a **trademark** and a **supra-regional program with local projects** which implement the **joint conceptual characteristics** described herein and are supported by an **alliance of foundations** in this effort.

The program „One Square Kilometer of Education“ was initiated towards the end of 2006 by the Freudenberg Foundation, Karl-Konrad-and Ria-Groeben Foundation and RAA Berlin in cooperation with the Berlin Senate Department for Education, Science and Research. Central elements of the program can be traced back to the BLK projects in Berlin „Learning and Living Democracy“ and the program area „Local Models“⁴ of the Freudenberg Foundation.

„One Square Kilometer of Education“ was first started in the Reuter district in Berlin-Neukölln in the spring of 2007. In connection with the second „Square Kilometer“ in Berlin Moabit-West the Breuninger Foundation joined the **development partnership** and is contributing its own know-how with respect to forming the alliance of foundations and in the program proper, for example the „Round Table“ model⁵ and systematic approaches, which comprise university education, further training oriented along practical requirements and methods of individual learning therapy.

Other **significant partners of the program**, besides the municipal authorities, are the foundation Stiftung Zukunft Berlin and its project „Modell Neukölln“ as well as the BMW Herbert Quandt Foundation and its „GebenGibt!“ project.

The base of the program can be further extended through the „Square Kilometers of Education“ initiated in Wuppertal, Herten and Mannheim in 2009. The two projects in Berlin have become a **Leading Project** because the two locations are in one region and the basic features of the procedural and structural quality can be transferred to other „Square Kilometers“ in a realistic manner.

What does „Leading Project“ mean?

The two „Square Kilometers of Education“ in Berlin are located in – as far as social structure is concerned – comparable districts in Neukölln and Moabit (Mitte-Tiergarten). Both have an approximate population of 18,000 to 20,000. The majority of the population is poor⁶, have an immigrant background and depend on government subsistence payments. Both districts

³ For reasons of legibility, „district or rural community“ will be referred to as „district“ or „quarter“. This does not imply any limitations to the concept of the program.

⁴ <http://www.freudenbergstiftung.de/index.php?id=529>

⁵ <http://www.breuninger-stiftung.org/inhalte/runde-tische.html>

⁶ The term „poor“ refers to income, competence and certificates (see Edelstein 2006)

have been part of the program „Soziale Stadt“ (i.e. Social City) since 2002 or 2000 respectively. Consequently, many efforts to improve the urban development and local educational organizations have been undertaken for a long time. Here „One Square Kilometer of Education“ is faced with a situation that can be found in many other places as well: In addition to obvious problematic conditions, many different approaches to solve these difficulties have been initiated and many compete with one another, do not offer a long-term perspective, focus only on short periods of time in the educational process or do not have broad support in the educational institutions.

Both „Square Kilometers“ in Berlin respond to such conditions – with different focal points regarding contents and pedagogic approaches – by means of strategies characterized by parallel procedural and structural features. This means that corrections in the projects can be made early on since the second „Square Kilometer“ was launched after the first one. Transfer know-how gained within this framework is discussed and systematically evaluated in the project teams at both locations, either by the same staff or by persons who are familiar with the developments in both projects.

Accordingly, the network of „One Square Kilometer of Education“ has a **reference location**, whose headstart with respect to development and transfer – for example regarding the **Pedagogical Workshop** and forms of self-evaluation, understanding the program as an educational alliance and local learning platform or the relationship between long-term assistance measures and compensatory promotion approaches – can be reviewed in joint further training seminars, discussions and materials. Together with the progressive development of the „Square Kilometer“, an increased need to exchange suitable „tools“ – i.e. evaluated pedagogic modes of action for solving a problem in a wide context – and making the Pedagogical Workshops more professional will arise.

What is a „Pedagogical Workshop“?

The Pedagogical Workshop is the heart of a „Square Kilometer“ in a district and represents its learning, developing and supporting sides in a special manner. The workshop is open to professionals, volunteers and parents. It cooperates with the public institutions of further education. The programs offered by the Pedagogical Workshop are used by the persons involved in the project as well as other interested persons, i.e. also persons from day-care centers and schools located in and around the „Square Kilometer“, who would like to implement some of the methods in their own work.

The Pedagogical Workshop is a **center in the district**, which is not part of the local educational institutions and is open all day. The responsibility for the Pedagogical Workshop is assumed by a non-profit agency (such as, for example, the local RAA⁷ in Berlin and Wuppertal, or a partnership between the town, foundation and IKUBIZ⁸) or a community foundation (in Herten). It is an **operative partner**, where government and private efforts are combined. As a community structure it has a regional base and, accordingly, does not compete with private or public support organizations. The profile of the operative partner fuses school and social-pedagogic know-how with experience in organizing and supervising development processes (i.e. change management) in educational institutions and districts.

⁷ Regional Centers for Education, Integration and Democracy (see, amongst others, <http://www.bag-raa.de>)

⁸ Intercultural Education Center (<http://www.ikubiz.de>)

The **project team** of the Pedagogical Workshop has the following responsibilities: **working together with day-care centers and schools to change the conditions as well as evaluation and quality development.**

The persons employed as change managers for kindergartens and schools need to have a secure perspective, they can be paid from private, municipal or state funds – for example by means of delegating teachers to work at the Pedagogical Workshop instead of teaching classes at school. Such a mixture of funding from different budgets (matching) helps the single individual institutional partners save funds. In addition, it also makes it easier for the change managers to work together with the respective educational institutions of the district and to anchor the project in the standard system permanently.

The change managers need enough scope of action so that they can be seen in the district and its institutions as persons with external perspectives and, at the same time, as carers (from the Canadian system's term „care for“). For this reason, the district, in which a local Pedagogical Workshop is located, should not be too large. The carers have to be perceived as persons of trust in a network of social relationships created by innumerable small steps, and they have to know their way around. They have to be approachable on the street, know the janitors and district managers, be reliable partners for control groups in schools and always have time when advice and mediation are needed. To put it briefly: according to the principle **„One District – One Pedagogical Workshop“** the project team and the workshop merge into one support system for the relevant district and also watch over the concept of „One Square Kilometer of Education“.

Members of the project team have to gain qualifications for their work in the form of vocational training related to the work of the Pedagogical Workshop and through practical experience in handling development processes and further training of professionals and parents. The training and practical experience of the change managers have to match the respective type of institutions.

Besides these qualifications for the project team, there are **general responsibilities** that may be assigned to other persons: the whole team has to be managed, the project has to be represented towards the outside and in district committees, the daily work in the workshop has to be coordinated and the budget has to be controlled.

Men and women with different cultural backgrounds work together in the project team of a Pedagogical Workshop. For them, the Pedagogical Workshop is a regulated place of discussion, further training and advice among colleagues.

Nonetheless, the Pedagogical Workshop is more than a center with helpful staff members. It also assumes a special **function** within the „Square Kilometer of Education“: it is a kind of **toolbox**, a collection of tools, processes and instruments for developing the quality of the processes of education, the development of personnel and organization in day-care centers and schools. Already now, the special local challenges involved in the „Square Kilometers“ are leading to such tools.

In this connection, „leading to tools“ means developing, documenting and (in particular) adapting pedagogical strategies to local needs and situations. These strategies always – and this is documented as well – are accompanied by further training courses and consulting, which take place, as far as possible, in the district and the educational institutions, i.e. in-

house. The medium-term objective is that all pedagogical workshops exchange the tools that have been developed, making them professional instruments of the program „One Square Kilometer of Education“.

In Berlin-Neukölln, for example, such tools are models of self-evaluation and project planning. In Rosdorf near Göttingen, the workshop has become a place of learning and discovering in day-care centers and schools. A Learning Therapy module has been developed in Berlin-Moabit, and in Wuppertal and Berlin the language promotion method „Rucksack“ is being applied.

In order to make sure that the Pedagogical Workshop can fully unfold its catalytic function in processes of change, it has been allotted an annual **Development Budget** for the partners participating in the project. This budget is distributed on the basis of a solid process of negotiation and agreement (see „Audit Funding Quality“ in the section on evaluation). Basically, it strives to encourage the partners to **activate their own resources for solving problems** that arise.

How is „One Square Kilometer of Education“ started in a district?

Public projects and projects funded by foundations usually approach day-care centers and schools with more or less short-term and completely designed models intended to run for one to three years. „One Square Kilometer of Education“, in contrast, pursues a different philosophy: before the project is started, the required steps are determined and discussed in a comprehensive **analysis phase** that includes as many institutional partners as possible as well as key persons in the communities of the district. For this purpose, the „Square Kilometer of Education“ has at its disposal a reflection inventory which, for example, was used in Berlin-Moabit to identify such fields as „Observing, Diagnosing and Documenting“ or „Nutrition and Exercise“.

The **partners involved in the project** group themselves around a core school, which always is an elementary school, and the day-care centers associated with the school. As a rule, elementary schools are the educational institutions most closely connected to the district. Elementary school teachers know exactly where their pupils come from and where they go. Moreover, involvement of parents, learning methods not limited to grades or subjects, a mixture of informal and formal learning arrangements and transition management have become established primarily in elementary schools.

If we look at the educational careers of the children at elementary school, then certain day-care centers and secondary schools attract the attention of the „Square Kilometer of Education“. Why? Because these institutions „share“ numerous children, later adolescents, as they progress through their educational biographies. The „Square Kilometer of Education“ hopes to gradually integrate these institutions in the association. In the final analysis, it is determined not by institutional cooperation programs but by the proven **educational needs of children and adolescents**. The focus is on safeguarding the success of certain grades when they transition from one institution to the next by making sure that corresponding educational and promotional concepts are available there.

„One Square Kilometer of Education“ is not an approach that emphasizes „light towers“ in a district or town. This would contradict the ethics of the program and its orientation along real educational biographies (e.g. children could change to a school outside the district). Furthermore, this would also be connected to an unsuitable strategy of innovation transfer,

which hopes that positive examples of practical projects simply „rub off“ without requiring any additional investments. That is why „Square Kilometers“ work together closely with the day-care centers and schools located in the neighborhood of the project, with local associations and other projects of the town which they – for example through the program of the Pedagogical Workshops – support in an adequate, not overtaxing manner. In Berlin this currently is true with respect to a day-care center, three regional schools and two educational alliances.

In this connection, other types of transfer efforts, which contribute to the public acceptance, the expansion of local and supra-regional networks and further development of the „Square Kilometer“ approach, play a significant part: as in the Berlin project, „Square Kilometers of Education“ should be the subject of relevant professional publications, theses, further training programs and conferences.⁹ To this extent, a coordinated **communication concept** still needs to be drawn up. This concept will comprise the „joint language“, the corporate design of all „Square Kilometers of Education“, as well as a new logo and the PR design of the program.¹⁰

How can a „Square Kilometer of Education“ and other projects in a district be merged?

The idea that „Square Kilometers of Education“ start in districts where they did or do not affect any other similar independent projects is unrealistic in view of the experiences made in Berlin and Mannheim. Day-care centers, schools and districts, also and especially those exhibiting social imbalances, have gained the attention of many different internal and external efforts. For the „Square Kilometer of Education“ it is therefore important that it join a widespread **cooperation network**, in which it is perceived with its own, **non-competitive profile** and can underscore the significance of self-organization and **self-effectiveness** (i.e. empowerment) of everyone involved. In this connection, the „Square Kilometer of Education“ enhances the orientation along educational biographies and expands the action radius to the overall „chain of promotion“ in a growing **local educational alliance**. Moreover, it encourages a distribution of responsibilities so as to increase the effectiveness of all persons involved.

In Berlin-Neukölln, for example, this means that „One Square Kilometer of Education“ acts as an intermediary between the project „Campus Rütli“ initiated by the municipality, which – in imitation of the innovative Dutch „Vensterschools“ concept – brings together different educational institutions in one area and the concept of a „Gemeinschaftsschule“ (new comprehensive school), a project embraced by the reform of the education system. In this respect, it is viewed as a structure that **ensures pedagogical quality and „carries along“ the teachers**. It also means that „One Square Kilometer“ is an integrating element between the relatively limited (in geographical terms) „Campus Rütli“ and the broader educational

⁹ **Professional conventions** on the subject of educational alliances of the European Social Network, Paris 2008, the Verein für Kommunalwissenschaften, Berlin 2008, the German Children’s and Youth Foundation, Berlin 2009, the Bundesverband für Wohnen und Stadtentwicklung, Hamburg 2009, the Friedrich Ebert Foundation, Berlin 2009, the FörMig program (Förderung von Kindern und Jugendlichen mit Migrationshintergrund), Berlin 2009; **further training courses** of the Heinrich Böll Foundation 2009; thesis by C. Eigner 2009/2010, University of Vienna; **publication** by Waxmann 2009 „Schulische Vernetzung. Eine Übersicht zu aktuellen Netzwerkprojekten“, in „Handbuch Kommunale Integrationspolitik“ of the Deutsche Verein 2009 and in the journal of the Bundesverband für Wohnen und Stadtentwicklung 3/2009.

¹⁰ <http://www.ein-quadratkilometer-bildung.eu>

alliance of the entire Reuter district – districts with complex changes and considerably varying external involvement.

The cooperation of the „Square Kilometer“ in the district also influences the decision, which control elements are needed locally. In both of the projects in Berlin, existing structures were reviewed with the intention of participating in them rather than installing new ones. This was also motivated by numerous complaints that too many committees were working parallel to one another in the same areas. Change managers of the „Square Kilometer“, who participate in control groups in schools, in district committees responsible for taking decisions on assistance programs or in educational initiatives, expand their possibilities of becoming involved and, in addition, transfer information and know-how from the „Square Kilometer“ directly to other areas of urban development. Transparency and relationships based on trust also are needed to implement this principle of **„giving priority to existing structures“**.

„Square Kilometers of Education“ always enter into a binding and regulated cooperation with the public authorities. This cooperation can be based on an agreement between the Freudenberg Foundation and the municipality, as in Mannheim¹¹ and Herten¹², or, as in Berlin-Neukölln, it can be part of the district's integration concept¹³, the local action plan „Campus Rütli“¹⁴, and with an agreement between foundations, the operative partner RAA and the Senate Department of Education. In all three projects, municipal control groups were necessarily formed and the relevant committees of the municipal government will be informed regularly.

One of the central points within the cooperation framework is the mobilization of resources for the Pedagogical Workshop, for which – as described above – both private and public funds can be utilized. In its function as an important local **innovation agency**¹⁵, as a decentral reference point of the work undertaken by pedagogic „change agents“, the Pedagogical Workshop as such is a transferable approach for initiating changes in a district and its institutions. For this reason, securing the work of the Pedagogical Workshop should be the responsibility of educational and urban development authorities, the organizations supporting day-care centers and schools as well as the persons involved.

How can the promotion of children and adolescents be tied in with the principle of the „Square Kilometer of Education“ of changing the system by learning?

The most important principle of the „Square Kilometer of Education“ is: **„No child, no adolescent will be lost“**. Accordingly, in practice, this means that it has to be determined very quickly where current educational biographies are threatened by failure. In Berlin-Neukölln, for example, this is relevant with respect to adolescents before and after their examination for the „Mittlere Schulabschluss“ (MSA; approximately a Certificate of Secondary Education) and pupils who have problems completing their homework. In Berlin-Moabit the primary concern is to support elementary school pupils who need the help of

¹¹ http://www.mannheim.de/io2/browse/Webseiten/Aktuell/Archiv/maerz_2009/090401bildung_de.xdoc

¹² <http://www.ulrich-paetzle.de/meldungen/11725/69066/Quadratkilometer-Bildung-auch-in-Herten.html>

¹³ http://www.berlin.de/imperia/md/content/baneukoelln/2009pdf/integrationspolitik_in_neuk_lln.pdf (p. 9)

¹⁴ http://www.campusruetli.de/dokumente/CR_Konzept_26Mai2009.pdf (pp. 6, 9, 12, 17f.)

¹⁵

http://www.freudenbergstiftung.de/fileadmin/user_upload/Der_lange_Weg_der_sozialen_Innovation_14_02_06.pdf

learning therapists; and in Mannheim the focus is on children from Eastern European immigrant families. Naturally, each situation calls for a different response. Thus, university students teach one-year courses and MSA camps in Berlin-Neukölln and local institutions for children and youth have expanded their programs to include homework assistance (financed through the development funds of the „Square Kilometer“).

These **additive and compensating measures** are important; nonetheless, they quickly reach their limits and it must be avoided that efforts undertaken in schools are overlooked or teachers leave the responsibility to others in the long run (i.e. the principle **„Avoid Competition and Delegation“**). Yet, the measures do enable the persons involved to discuss how visible positive effects can be achieved: for example, can success be attributed to the small study groups in the MSA course, the appreciation shown the pupils, the closeness between the pupils and the students, who aren't much older and who sometimes come from Turkish or Arab families themselves and so are good models, or the intercultural moderator who works together with the families to make sure that the pupils see the course through to the end? Besides the opportunity of gradually coordinating and developing further the quality of the promotional programs, the instruction and the organization of the school and its cooperation efforts (i.e. all-day learning), the compensating measures addressing critical points also encompass other potential. They allow us a better understanding of where **integrated measures offering long-term assistance in the educational biography** of a child are needed. In Berlin-Neukölln the problems arising in connection with the MSA examinations (i.e. examinations for a Certificate of Secondary Education) in Mathematics, for which the courses are being offered, and the studies of the educational starting situations at the beginning of the first grade have a common source, which, however, was not taken into consideration sufficiently in the past: the most urgent deficits culminate in the field of mathematics, learning methods and technical language; the gap widens increasingly as the years go by.

The response of a „Square Kilometer of Education“ is to set up learning workshops in day-care centers, elementary and secondary schools as models where the **strengths of children** are promoted as well and to qualify day-care center and school teachers accordingly. The combination of additive and integrative approaches also will characterize the learning therapy module in Berlin-Moabit and be successful in both aspects: helping children quickly and changing the educational organization system in the district. In this connection, however, it is important to work towards **continual promotion** and a step-by-step **flow of information and communication with the parents**, on the basis of which they can gain an impression of the curriculum and progress being made by their children. The effects of promotion efforts will be strengthened only if children (and parents) see convincing concepts in the subsequent educational institutions, too, and if their educational needs are considered more important than the programs offered. Moreover, this will also increase the attractiveness of a day-care center or school. If not for the **ten-year perspective** of the „Square Kilometer of Education“, these objectives would be illusory.

How is „One Square Kilometer of Education“ evaluated?

The project relates to almost all dimensions of the quality of a day-care center, youth assistance center or school. Due to its ten-year duration, it calls for regular project planning and effect analysis. The development efforts made by the persons involved and the necessity of institutional changes are emphasized in the „Square Kilometer of Education“. Basically, the decisive measure of the success of the project is the visible educational success

of the children and adolescents. Against this background, an evaluation design with **criteria-based self-evaluation and self-reflection processes** and **local education monitoring** establishes itself in the „Square Kilometer of Education“. Both elements are prevalent currently, above all in Berlin-Neukölln. They were developed and applied in the project there together with external parties and professionals.

In the „Audit Quality of Support“ the professionals from the educational institutions of the district review the current state and plan further steps every year. This is done with the help of seven quality fields that are based on an open catalog of criteria. These quality fields relate to all development dimensions in an educational institution: the quality of its promotion efforts, learning culture, the overall culture of the institution, the partnership with parents, the cooperation relationships, the professionalism of its staff, and the systematic development of quality. The annual cycle is completed by regularly repeated consulting and development discussions where external experts, scientists and change managers for kindergartens and schools – the so-called Audit Teams – provide respectful but also critical opinions on the course of the project.

The process and the catalog of criteria, which also describes the **concept of the „Square Kilometer of Education“**, can be combined with the school quality concept, educational programs for day-care centers and the quality handbooks for children and youth organizations in different German states.

The locations of the project in Berlin judge the extensively documented audit process as giving positive impetus to the team and project development. In addition, it is a clear-cut and easy-to-use instrument for the obligation of self-evaluation stipulated by their supporting organizations and supervisory agencies.¹⁶

Based on the data collected at two points of time, the local education monitoring includes registering the number of children entering and leaving the local day-care centers and schools, the quality of the school-leaving certificates and recommendations as well as the „paths“ taken by the children and adolescents through the educational institutions of the district. In addition, it describes when children and adolescents – with respect to their educational biography – leave the district. An instrument for this purpose is provided by the format and it enables a more detailed study of the schooling than the information given in state or national educational reports, for example the report published in Berlin-Brandenburg.¹⁷

Furthermore, the monitoring increasingly includes the results from student assessments and comparative tests, which also can be applied independently of the „Square Kilometer of Education“. In this connection, we will be more concerned in future to develop individual competence portfolios oriented along the educational biography of children and adolescents, to provide long-term and comprehensive documentation of student assessments, to enable feedback and to show the learning progress and areas of improvement.

Naturally, other meaningful evaluation processes can be implemented in the „Square Kilometers of Education“. Accordingly, an observation inventory relating to the relationship

¹⁶ Besides other comparable processes, the „Audit Promotion Quality“ is part of the acknowledged repertoire of a „Good School“ in Berlin; see Senatsverwaltung für Bildung, Wissenschaft und Forschung (ed.): Gute Schule, Berlin 2009, Karteikarte 15 (<http://www.berlin.de/sen/bildung/schulqualitaet/gute-schule/>)

¹⁷ <http://www.bildungsbericht-berlin-brandenburg.de>

between children and adults in day-care centers and the culture of the institution as such was compiled in Berlin.

What is the objective of the alliance of foundations supporting „One Square Kilometer of Education“?

This text described the fundamental characteristics relevant for all „Square Kilometers of Education“ and how the relevance of the program’s approach can be underscored. These recommendations, which strive to attain an overall consistent program, will only gain practical significance if they have an integrative supporting structure that assumes responsibility for organizing

- the supra-regional quality assurance,
- the further training and friendly consulting of the staff of the Pedagogical Workshops and their supporting organizations,
- the exchange of proven tools,
- development platforms for heads of day-care centers and schools,
- a common communication strategy and the corporate design,
- the alliance of the foundations participating in the „Square Kilometers“, and
- the publication and dissemination of the model.

In the fall of 2009, this comprehensive structure became the **Foundation „One Square Kilometer of Education“**, a dependent foundation managed by the Stiftungs- und Fördergemeinschaft Modellprojekte GmbH (SFGM)¹⁸. In addition to the above-mentioned areas of responsibility, the scientific and public supporters will be asked to join a **Scientific Advisory Board** and the **„Friends of the Square Kilometer of Education“**, such as, for example, Christina Rau, patron of the Berlin-Neukölln partner project „Campus Rütli“, Professor Dennis Shirley, Boston/USA, and the Circle of Friends established through the Transatlantic Forum of the BMW Foundation in the summer of 2009.

Beginning with the meeting of the staff members of the Pedagogical Workshops of all „Square Kilometers of Education“ on March 16-17, 2010 in Weinheim, the foundation „One Square Kilometer of Education“ will initiate a network structure to systematically promote the communication between the „Square Kilometers“. In the second half of 2010, a supra-regional conference will be held in Berlin. At that time, the first publication, based on the reports of scientific experts, about the further development of the model, the progress of the projects at all locations and the tools of the Pedagogical Workshops will be presented.

¹⁸ <http://www.sfgm.de/index.htm>