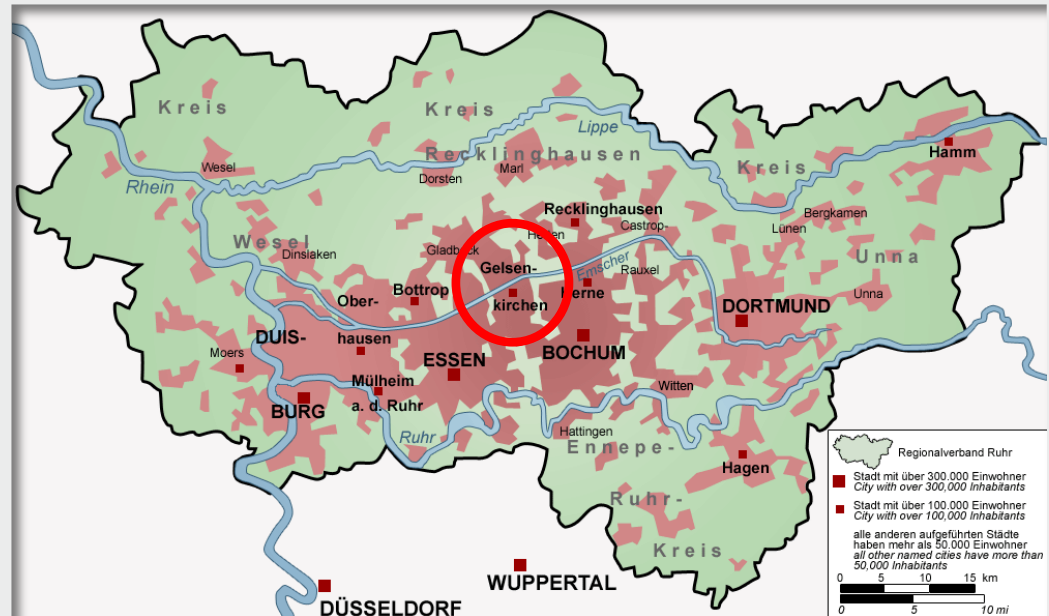




# Gelsenkirchen – Learning City

## Geographic Situation

- Germany / Federal state North Rhine-Westphalia
- in the heart of the Ruhr area



## Fame

Gelsenkirchen is abroad better known under the name of the Football club Schalke 04.



## Gelsenkirchen - yesterday

In the 18th century Gelsenkirchen was a little village.

With the industrialisation and the population growth, Gelsenkirchen received its city charter in 1875.

With the mining of hard coal, Gelsenkirchen moved up to be one of the most important coal cities in Europe – the ‘City of a thousand fires’.



## Gelsenkirchen - today

Since the closure of the coal mines the city, the city has been struggling with the necessary changes. 1958 it had 386.874 inhabitants, today less than 260.000.

Gelsenkirchen still finds itself in the process of the coping with the structural change.



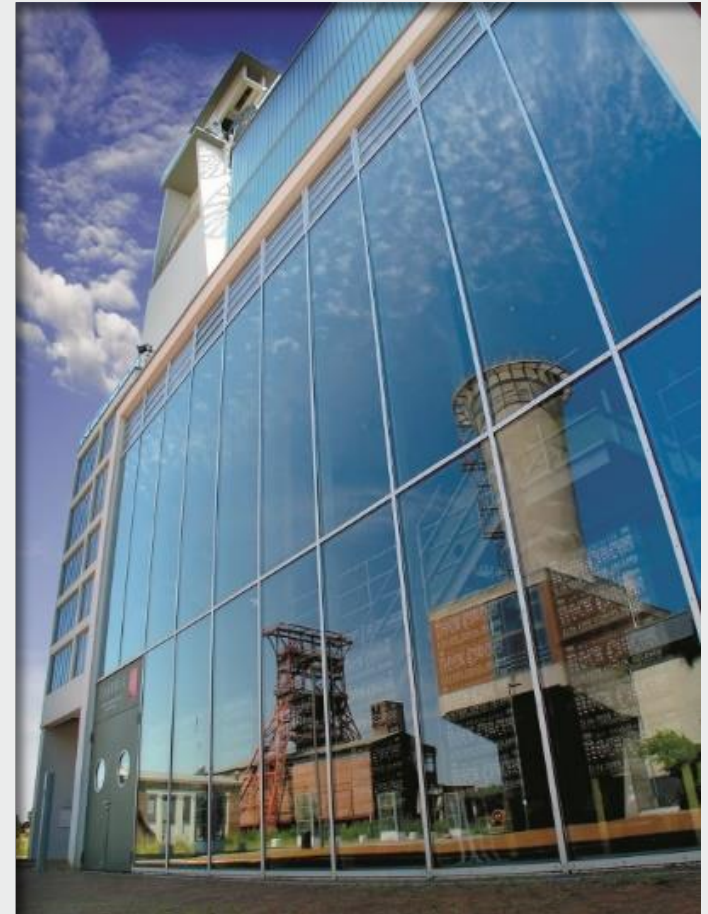
But with diverse measures the quality of life could be increased. Numerous projects for urban renewal and the reuse of industrial brownfields were carried out.

Meanwhile, Gelsenkirchen has become a green city.

## Gelsenkirchen - today

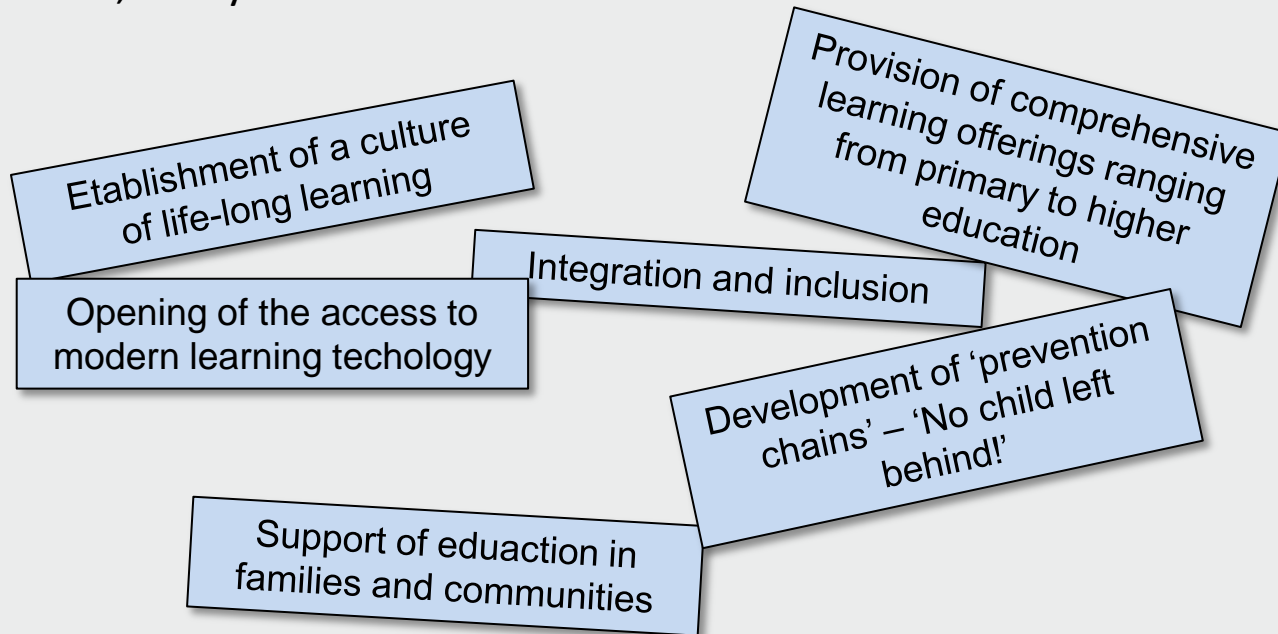
The structural change still has an impact on the development of Gelsenkirchen:

- Aprox. 250.000 inhabitants  
(German citizens with migrant background and Non-Germans: 32%)
- Unemployment: 14% (Germany 6,9 %)
- 40 % of children under the age of three are growing up in families which rely on social welfare
- Due to this disadvantages in the field of education get reinforced



## Gelsenkirchen – today and tomorrow

Therefore, many measure in the field of:



Since education and learning are the keys for the future of the city!

## Future City 2030+ / Competition entry of Gelsenkirchen



Reasons for choosing the main focus:

- The hardening of disadvantages in the field of education on the basis of poverty.
- And with the help of education we are prepared for every possible future (focus "learning competences") – with and through participation we can shape the desired future (focus "activity competences").



## Learning City: our fields of action

- Anchoring of “Future-Education“;
- Improvement of school education and extracurricular education
- Strengthening of (extracurricular) places for education and working;
- Lifelong learning
- Learning through “New Media“
- Exchange of experience and competence between generations and cultures
- Strengthening of city districts, quarters and networks
- Research and Science for the „Learning City“
- Enabling of learning with and through participation





## Learning City – a common task because...



*‘It needs a whole village  
to educate a child or to  
make it strong.’*

(African saying)



## And now an example from Gelsenkirchen...

for sustainable development, participation  
and Education for Sustainable Development

In 2000, the last coal in  
Gelsenkirchen, Zeche Hugo,  
was closed.



## Sustainable Development of the coal mine brownfield Hugo

A sustainable usage of the area was planned.

Here:

- economic,
- ecological,
- and social

dimensions of sustainability were taken into account.



## Sustainable Development of the coal mine brownfield Hugo

Hugo now includes:

- A biomass park



## Nachhaltige Entwicklung der Zechenbrache Hugo

Hugo now includes:

- A biomass park
- A 'wildness in the city' area



## Nachhaltige Entwicklung der Zechenbrache Hugo

Hugo now includes:

- A biomass park
- A 'wildness in the city' area
- An 'appropriation area' for the citizens





## A new place of learning on the coal mine brownfield Hugo

A new place of learning  
were developed:



## A new place of learning

### - through cooperation

- City of Gelsenkirchen
- Ruhrkohle AG (RAG) (coal mine company)
- Wald und Holz NRW (regional forestry office)
- Municipality of NRW
- Booster club of the local Agenda 21

### - participation and joint usage

- 6 kindergardens and 4 schools
- International girls garden
- 2 youth centres
- 5 associations and organisations
- Local residents



## Place of learning Hugo

On Hugo, among other projects, a **dyer's garden** was implemented.

Here, children and teenagers explore the production and use of colours extracted from plants and pass their knowledge on to other children.



## Place of learning Hugo

Through this, they learn about 'Sustainability'.

### **Ecology:**

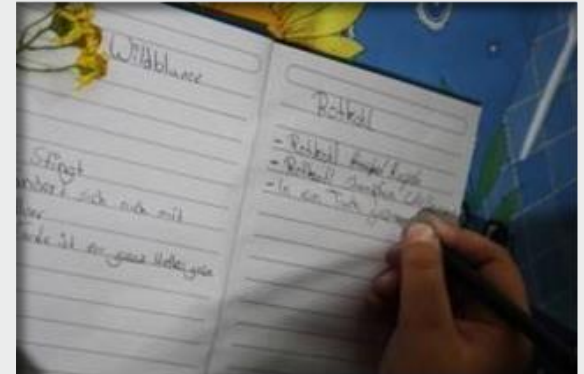
Use of renewable raw materials and awareness of resources: cultivation of plants, collection of plants in the nature, securing of the seeds for the next year

### **Social/Culture:**

Intercultural cooperation, discovery of the own competences, appreciation of competence of others

### **Economy:**

Production of dye, wax crayons, chalk for own use and for selling-on



## Place of learning Hugo

...and learn '*school knowledge*':

### **History:**

Use of plant and earth colors in the previous times

### **Arts and Politics:**

Design techniques, negotiation processes

### **Chemistry:**

Chemical changes of substances, effects of lyes and acids, measuring of the pH value, learning about indicators

**Biology:** coloring parts of the plants, cultivation of plants, creation of a herbarium



## Learning from each other!



And since Gelsenkirchen is a Learning City, it was the first German city to join the 'Global Network of Learning Cities'.



Thank you for the invitation and your attention!