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| **CASE STUDY**  **Guidelines and Evaluation Checklist** | | | | | **points** | |
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| **1** | **Title** | **Community school for underprivileged children​**  **Rutli Campus** | | **0.5** | |
| **2** | **Introduction** | This section provides an overview of the SDG being addressed, the specific goal within that SDG. |  |
| **3** | **Background Information** | Provide background information on the country, region, or community under study, including:   * socio-economic, * environmental, and * political factors.   This section sets the stage for understanding the context in which the SDG is being implemented. | **social** The Campus Rütli is located in Neukölln, one of Berlin’s social hotspots. In November 2008, the “Häussermann-Studie” warned about the rise of a parallel society in that area. Nearly 90% of the children of the Campus living there come from families with migration backgrounds.  **environmental** According to statistics, around 55% of children in Germany have strugglings in comprehending education programs. The Campus Rütli’s project aims to provide a suitable educational system and conditions for children living in difficult environments. Common reasons for their difficulties include:   * Parents are not enough represented in educational structures * Transitions between schools represent a difficult gap for children * Existing educational structures are not connected sufficiently   The objective of Campus Rütli is to break this scheme and implement a network of supporting institutions. Therefore, the Campus intends to better involve parents regarding school issues and to bring together institutions responsible for the children’s overall development and integration.  **political** From 2005 onwards, the idea of the Campus emerged among politicians and professionals. In May 2007, the distritc’s mayor, Heinz Buschkowsky, together with the foundation “Zukunft Berlin” (Future Berlin), began to develop the strategy for the future Campus Rütli and its communication. Their common goal was to develop a strategy whose principles and solutions could be transferred to other crisis-ridden schools within the district of Neukölln. |
| **4** | **Case Study Description** | Describe the specific case or example that you are analysing in relation to the chosen SDG. This includes details such as   * the location, * stakeholders involved, * timeframe. | City: Berlin  Main actors: Local Government, City Government, National Government, NGO / Philanthropy  Duration: Ongoing since 2007 | **0.5** | |
| **5** | **Outcomes and Impact** | Evaluate the outcomes and impact of the strategies and interventions on the targeted SDG. Provide evidence-based analysis of progress made, successes achieved, as well as any limitations or setbacks encountered. | In just a few years, the campus Rütli achieved positive results at the school level, and was a driver for change in the borough. The concept improved educational opportunities for children and gave more possibilities for families to socially integrate. It contributed to change the district’s image.  The main features of this changing social environment include:  – Less early school leavers than in the past  – Increasing number of registration, including children from German families  – New educational offers and emergence of high-school graduates at the school  Result’s evidence:  Rozan, 20 years old, was born in Berlin to a Lebanese family. Despite initial doubts from her teachers, she persevered. After leaving Rütli-Schule, she returned when they opened an upper school. She's about to graduate, thanks to her teachers' support. Now she plans to study German and Biology to become a teacher. | **1** | |
| **6** | **Lessons Learned** | Reflect on the lessons learned from the case study, including successful practices, barriers encountered, and best practices. | The main factors which have contributed to the success of the school’s transformation process are:   * The strong commitment of teachers and head teachers, parents, local politicians. Problems always have been considered as challenges; solutions are implemented with commitment at the Campus * A network of supporting organizations (including foundations) * Usage of New ideas for a test-period of one year. Thus, parents and children feared changing processes to a lesser extent * Public and media interest for the project; this interest helped gaining political and financial support for the Campus’s development * Constant monitoring and evaluation of the processes * Existence of management and control structures to find common and negotiated solutions; Presence of politicians, together with administration and civil society * Fostering synergies between all the stakeholders involved * Integration of the children and their parents in the processes of change and in the activities of the school | **1** | |
| **7** | **Recommendations** | **Based on the findings of the case study, propose recommendations for policymakers, practitioners, and other stakeholders to strengthen efforts towards achieving the SDG. These recommendations should be practical.** | **……………………………………….**  **Comprehensive support services:** In addition to academic education, comprehensive support services such as nutrition programs, medical services, counseling, and extracurricular activities can also be provided. These services can help to solve the multifaceted needs of children from low-income families and contribute to their overall well-being.  **Individual educational approaches**: It is also possible to introduce individual educational approaches that take into account the diverse needs and learning styles of children from low-income families. Using innovative teaching methods, technologies and increasing student engagement will give a good result during study.  **Expansion:** Building considerable amount of branches of the Campus all over the world to reach more people, especially for those who live in remote areas. | **1** | |
| **8** | **Conclusion** | **Summarize the main findings and conclusions of the case study, reiterating its significance in the context of the broader SDG agenda. Emphasize key takeaways and implications for policy and practice.** | In conclusion, the Rutli Campus has demonstrated huge potential in providing comfort environment and inclusivity in education system. By delivering comprehensive educational programme for the children who are struggling it is shown that The campus has contributed significantly to achieving Sustainable Development Goal 10. | **0.5** | |
| **9** | **Q&A Session** | **Allocate time for a question-and-answer session.** | 1. What is the primary objective of the Community school for underprivileged children​ “Rutli Campus”? 2. How does the introduction of schools as a Rutli Campus into the educational system contribute to achieving sustainable development goals? 3. What are some key benefits of Rutli Campus? 4. How does the program help in the social inclusion of underpriviledged children and adolescents? 5. What challenges were encountered during the implementation of the Rutli Campus program? | **1** | |
| **10** | **Acknowledgments** | **Express gratitude to stakeholders, project partners, and community members who contributed to the success of a project.** | We would like to express our appreciation to:   * The mayor of Neukölln, Heinz Buschkowsky (SPD), who brought a group of experts into being and a concept emerged to quickly and thoroughly improve the learning conditions. * Cristina Raw, Stiftung Zukunft Berlin and Freudenberg Foundation who were supporting this project. * Social workers. Their inclusion demonstrates a commitment to meeting the diverse needs of the community. | **0.5** | |
| **11** | **Applicability** | **Would it be applicable in Kazakhstan / Central Asia?**  **Why yes/no?** | Kazakhstan, may have regions or communities where access to education, especially quality education, is limited, particularly among underprivileged or marginalized groups. Establishing community schools like Rütli can help address this gap and ensure that all children have access to education.  Kazakhstan also faces various social and economic challenges, including poverty, inequality, and rural-urban disparities. Schools like this can serve as important institutions to provide education, support, and resources to children from disadvantaged backgrounds, helping to break the cycle of poverty and improve social mobility. | **1** | |
| **12** | **References** | **Provide a list of all sources.** | * <https://www.welt.de/politik/deutschland/article129779285/Wie-die-Ruetli-Schule-doch-noch-erfolgreich-wurde.html>​​ * [https://www.coe.int/en/web/interculturalcities/-/campus-rutli](about:blank) |  | |
| **Visuals** | | | | | **1** | |
| **Clarity, Delivery and Persuasiveness** | | | | | **1** | |
| **Time management** | | | | | **1** | |
| **Overall: 10 points** | | | | |  | |
| ***By including these components, a case study on SDG effectively analyses a specific situation or example within the broader framework of sustainable development, contributing to the understanding of challenges and opportunities in achieving the goals.*** | | | | |  | |