

Application Form

PART 1: BASIC DATA

Experience data (complete the information below in a clear and concise manner)

Title of the experience: City class		
Name of the city or region: Esfahan		
Inhabitants of the city or territory: Esfahan		
Country: Iran		
Institution presenting the candidacy (name of the municipality, department, government, institution leading the candidate experience): Isfahan Municipality, Cultural, Social, Sports Organization, Social Deputy and People's Participation, Citizenship Culture Development Office.		
Website of the experience or institution: www.esfahanfarhang.ir, www.shahrvasdi-isf.ir		
Profiles in social networks of the experience or the institution: @isfahanshahrvasdi , @isfahanfarhang		
Start date of the experience: 23 september 2019		
End date of the experience (if operational, indicate "ongoing"): ongoing		
Budget of the experience (indicate the budget of the experience or the resources mobilized for its development and implementation): 72 billion		
Type of candidacy (Mark with an X in the right column)	New experience	
	Innovation on an existing experience	
	Continuity of an experience	
Type of experience (Mark with an X in the right column) (you may choose more than one)	Participatory budgeting	
	Participatory planning	
	Standing council	

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	Workshop/meeting for diagnosis, monitoring, etc.	
	Public Hearing/Forum	
	Poll/referendum	
	Assemblies / Citizen juries / Deliberation spaces	
	E-government/Open government/Digital platforms	
	Citizen initiative	
	Other (specify):	
<p>Objective of the experience (Mark with an X in the right column) (you may choose more than one)</p>	To achieve higher levels of equality in terms of participation	
	Including diversity as a criterion for inclusion	
	Community empowerment	
	To empower non-organised citizens	
	To increase citizen's rights in terms of political participation	
	To connect different tools of participation within a participatory democracy "ecosystem"	
	To improve the effectiveness and efficiency of the mechanisms of participatory democracy	
	To improve the quality of public decision-making through the mechanisms of participatory democracy	

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	To improve the evaluation and accountability of the mechanisms of participatory democracy		
	To improve any public policy through the active participation of the public		
Territorial area (Mark with an X in the right column) <i>(you may choose more than one)</i>	All the territory	Local	
		Regional	
	District		
	Neighbourhood		
Thematic area (Mark with an X in the right column) <i>(you may choose more than one)</i>	Governance		
	Education		
	Transport		
	Urban management		
	Health		
	Security		
	Environment/Climate change and/or urban agriculture		
	Civic associations, grassroots and new social movements.		
	Culture		
	Housing		
Job creation			

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	Decentralization	
	Local development	
	Training/learning	
	Economy and/or finances	
	Legal regulations	
	Social inclusion	
	All	
	Other (write the topic)	
<p>Sustainable Development Goals (SDG) associated with the practice <i>Mark with an X in the right column (more than one option can be chosen)</i> <i>You can also add the specific target</i></p>	SDG 1 - No poverty	
	SDG 2 - Zero hunger	
	SDG 3 - Good health and well- being	
	SDG 4 - Quality education	
	SDG 5 - Gender equality	
	SDG 6 - Clean water and sanitation	
	SDG 7 - Affordable and clean energy	
	SDG 8 - Decent work and economic growth	
	SDG 9 - Industry, Innovation and Infrastructure	
	SDG 10 - Reduced inequality	

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	SDG 11 - Sustainable cities and communities	
	SDG 12 - Responsible consumption and production	
	SDG 13 - Climate action	
	SDG 14 - Life below water	
	SDG 15 - Life on land	
	SDG 16 - Peace, justice and strong institutions	
	SDG 17 - Partnership for the goals	

PART 2: DESCRIPTION OF THE EXPERIENCE

Fill in the following fields clearly and concisely. You can add links if you consider it appropriate.

Context

*In a **maximum of 300 words**, it presents the cultural, geographical, historical, institutional and socioeconomic context of the city, the territory in which the experience takes place.*

Isfahan is the city of science, art, knowledge, the capital of creativity in Iran, the capital of the child-friendly city, the cultural capital of the Islamic world and one of the most historic cities in Iran. The city of Isfahan with a longitude of 51 degrees and 39 minutes and 40 seconds east and a latitude of 32 degrees and 38 minutes and 30 seconds north and also in an area in the foothills of the Zagros Mountains and along the Zayandeh River in central Iran and has water And the weather is mild and dry. Isfahan is the third most populous city in Iran after Tehran and Mashhad, and the one hundred and sixty-fifth most populous city in the world and the ninth most populous city in Asia. Isfahan has an area of 550 square kilometers and a population of more than 2 million people and has 15 districts and 198 neighborhoods. The people of Isfahan speak Persian and the Isfahani dialect, and the majority of the people of Isfahan follow Islam and Shiism, but other religious minorities such as Armenians, Jews, Christians and Zoroastrians live in the city. The city of Isfahan was the

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capital of Safavid in 1006 and is the cradle of Iranian culture and art, land and architecture. This city has archeological centers of the world with many historical attractions and has several tourist axes. Its monument is a UNESCO World Heritage Site. Isfahan is also a sister city with important cities such as Xi'an, Kuala Lumpur, Florence, St. Petersburg, Yash, Barcelona, Yerevan, Kuwait, Freiburg, Havana, Lahore, Dakar, Baalbek, Hyderabad, Tokyo, Osan, Neishabour, Yazd, Tabriz and Tehran. Be. Isfahan has cultural, scientific, social and civic centers such as centers for the intellectual development of children and adolescents, specialized centers and offices of culture and art, science and academia, NGOs, NGOs and non-governmental organizations in the cultural and social fields. Also, the city of Isfahan is one of the main and influential centers in the field of health and health tourism (Isfahan health town) in Iran, Asia and the Middle East. Isfahan is one of the most important economic cities in Iran, which has large industries in the opinion of aircraft companies, Mobarakeh Steel Complex, Zobahan, oil refinery, optics industry, SNOWA, polyacrylic, gold industry, handicrafts, many commercial centers It is like a city center. In Isfahan, Isfahan Municipality is responsible for managing construction, traffic, transit, waste and green space, travel terminals, urban jobs, cultural, social, artistic, sports, recreational and international relations in the city. . The city of Isfahan, with its industrial, cultural and historical locations, today has serious problems such as aging, declining population and marriage, increasing divorce, marginalization, addiction, water scarcity, subsidence, air pollution, drought, unemployment and other cultural and social issues. It is facing a decline in economic, cultural and social prosperity in the city. Despite 44 years of planning experience in Isfahan Municipality, this city is struggling with more complex issues day by day, and due to its strategic and economic position, it is necessary to pay more attention to the future of this city. To take. Today, the managers of Isfahan have realized that the use of long-term perspective and especially strategic foresight is one of the essential approaches that need to be used for this city, according to which the book of strategic plan 1405 in increasing cultural and social prosperity. Economic was compiled.

Precedents

Explain the precedents and origins of the experience: if it is the innovation of an existing experience, what are its origins, if it is a new experience, what are the antecedents in participation in your city/municipality/region. You can also indicate if you have been inspired by experiences in other cities/countries. (maximum 300 words)

City Class is an innovative experience in the field of civil rights in Iran and Isfahan with the participation of Isfahan Municipality and Isfahan Province Education. A few years ago in Isfahan, the city was taken over by small police, and with the help of traffic police, students were stationed at crossroads and dressed in police uniforms, signaling traffic safety and security. This move was highly symbolic and good flips to city drivers. According to Lawrence Kelberg, he made moral judgments about traffic norms from the pre-conventional level and the observance of traffic norms for punishment and reward, or finally these judges from the conventional level and the observance of traffic norms for the sake of law and reputation to the post-customary level. It promoted post-conventional and made it a part of collective conscience and social commitment to see traffic norms by seeing children and student police. Although this movement was very beautiful and appropriate, but in social stratifications it was finally considered a social behavior, a short-term social behavior that did not last to become a social action or even a social institution. And its expansion was from the realm of traffic behaviors, and for years the culture of citizenship was confined to traffic behaviors. On the one hand, citizenship culture is defined as a set of values,

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attitudes, common ground rules that include a sense of belonging, respect for the common heritage, as well as the recognition of citizenship rights and obligations. In this way, the city class plan was launched in 2018 and with the cooperation of the General Directorate of Education of the province, especially the deputy of primary education of this general office, it was implemented as a pilot in several schools in Isfahan. this design. It was expanded in 2019 to include about one hundred elementary schools in particular and three pilot schools in particular. In the "City Class" project, students were introduced to trainings on citizenship culture in the fields of transportation and traffic, waste management, safety, etc., and three workbooks of the "City Class" project in the fields of social issues, environment and citizenship ethics. Receiving a license from the Educational Research and Planning Organization of the Ministry of Education was published for the first time and was included in the curriculum of the first grade of primary school. The written quality of educational and training resources of the Ministry of Education has already been uploaded in the system. According to the findings of citizenship education in Europe, citizenship education is part of national curricula in all European countries. It starts at the elementary level, but is usually at the intermediate level. The length of time that citizenship education is taught as a separate subject varies considerably from country to country, from 12 years in France to one year in Bulgaria and Turkey. Even in Austria, Slovakia, and the United Kingdom, there is a citizenship education teacher, and a collection of these observations shows that what exists in the city class is based on a global knowledge reserve.

Objectives of the experience

*What is the objective listed in Part 1 that you think is the most important, and indicate other outstanding objectives of the experience (**maximum 100 words**)*

The city class is based on three elements of livability, semantics and populism and six general goals including identity citizen, healthy citizen, dynamic and participatory citizen, demanding citizen, creative citizen and moral citizen and with the main goals of increasing dialogue skills, Traffic culture, environmental culture, social vitality, recycling, information and media literacy, and social responsibility and participation were designed in the city.

Methodology

*Describe the methodology of the experience: phases of the process, participation channels (**maximum 300 words**)*

Therefore, considering the stated necessities and the extraordinary importance of citizenship education to primary school students and their parents and teachers, and in line with the policies of the Supreme Leader and the strategies of the document of fundamental change in education based on multi-authoring policy in textbooks, increase the need for social participation Through the formal education system of the country in order to achieve the major goals of this document and also in order to develop the culture of citizenship (transcendent, health and environmental life customs) increase efficiency in the formal and public education system and improve the educational planning system by holding multiple think tanks With the presence of experienced experts from the Cultural, Social and Sports

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Organization of Isfahan Municipality and the General Department of Education of Isfahan Province; The big plan of "City Class" was planned and implemented step by step as follows:

Step 1: State the problem and develop an action plan

- 1- Problem-solving, explanation, planning and compilation based on upstream documents such as the document of "fundamental change" of education and upbringing and the document of "cultural citizen" of the socio-cultural organization of Isfahan Municipality.
- 2 Briefing sessions with the city administration and the General Directorate of Education.
- 3 Convergence and integration in the field of urban management, including the cultural organization and the General Directorate of Education.
- 4- Signing a memorandum of cooperation between the Social and Environment Commission of the Islamic Council of Isfahan and the Cultural Organization with the General Directorate of Education of Isfahan Province and the formation of a supervisory committee consisting of two areas of urban management.
- 5- Develop an operational plan.

Step 2: Develop a content plan and explain the need to implement the plan

- 1- Forming a content committee and compiling a content program.
- 2- Content editing including:
 - Workbook for teaching citizenship concepts based on the first grade elementary courses for "students".
 - Workbook for teaching citizenship concepts based on the first grade elementary courses for "teachers" of the first grade.
 - Workbook for teaching citizenship concepts based on the first grade of elementary school, special for "parents of students".

Obtaining the necessary licenses and approval of the textbook compilation office of the Research and Planning Organization of the Ministry of Education for all three above-mentioned books.

- 3- Explaining and introducing the city class plan for educators, managers and parents and educating them based on the chapters of the city class book lessons.

Step 3: Implement the plan and evaluate the effectiveness

Pilot implementation of the project in 43 schools including:

- Direct and formal trainings with workbooks by teachers.
- Indirect and creative trainings including workshops, showing and performing fun and varied programs based on city class book concepts.
- Performing cultural and artistic competitions.
 - Activation of the evaluation team and book compilation to evaluate the effectiveness of city class education in the pilot schools of the project (43 schools).

Step 4: Expand the plan

Request of the General Directorate of Education from the municipal socio-cultural organization to write the book "Lifestyle and Citizenship Etiquette"; Specially for sixth grade elementary students.

- Compilation of the mentioned book and obtaining the necessary licenses and approval of the textbook compilation office of the Research and Planning Organization of the Ministry of Education.
- Production of electronic content of citizenship concepts, including: animation, motion graphics, educational videos, etc.

Step 5: Formal implementation and consolidation of the plan

- 1- Obtaining a license to publish first and sixth grade books from the Islamic Council of the city and printing books by Isfahan Municipality.

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- 2- Launching a city class channel with the contents of teaching citizenship culture in Shad platform.
- 3- Delivery of city class books to the General Department of Education of Isfahan province.
- 4- The official start of the implementation of the city class plan in Isfahan schools (academic year 2021-2022) On December 2, 2021.

Innovation

*Explain what you consider most innovative in the practice. (In a **maximum of 150 words**)*

The more innovative design of this project is due to the fact that first, specialized and trained instructors in various artistic fields such as puppetry, handicrafts, drama games, storytelling, etc. enter the schools by the Citizenship Culture Development Office, and By attending classes, they teach the desired topics in each program. Then the instructors from the second bell of the school are present separately in each class and using their art field, they present the educational items interactively and in partnership with the students. In the third bell, the instructors change their classes and through this Students receive the desired educational basics in two lessons with two different methods and styles. And based on the trainings, and the results, the content of the city class plan was designed.

Inclusion

*Point out the importance of including as many groups and diverse populations as possible and how you have achieved it. (In a **maximum of 150 words**)*

In this experience, all political, cultural, social, economic, deprived areas, marginalized areas in the city class are seriously involved.

Communication

*What has been the strategy and communication channels of the experience so that the population knows about it and gets involved. (In a **maximum of 150 words**)*

Strategies and communication channels This experience is involved and informed by students at school, families in a community and teachers in the education system in person and through the communication channel, the happy platform. And the main communication strategies and channels in two forms of horizontal city class mobility, which include (writing a city class media mobility model, entering the city class into the field of student research on three spectrums of knowledge. Students, parents and educators, registering and holding a specific event in the city and city schools called the city class, assigning advertisements of citizen culture boards to the city class, announcing a research call in the country for the city class, creating a student citizen badge, holding a fundamental transformation document conference Education and the role of the city class in the realization of this document, creating a place in the city called the city class and holding student camps in this place (a place such as the health office or traffic park), concluding a contract with the Shahid

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Beheshti Silk Garden camp and converting the city class To The subject of students' scientific tourism, conversion of city class to systematic performances in the city, production of city class book for urban and rural management research institute of the country's municipalities and villages and vertical mobility of city class which includes (knowledge management and registration of city class model In the form of an article, the introduction of the city class to high school (with the topics of vandalism, etc.), the entry of the city class to the university (with the topics of entrepreneurship ecosystem in the city and urban startups.

Articulation with other actors

*It explains how the experience was articulated with different actors and simultaneous or pre-existing processes. What roles did these participants assume? Explain the degree of success of this joint. (In a **maximum of 150 words**)*

We also needed a communication network to advance the city class, and since the city class is the gateway for urban management to enter the education system, after designing, we first needed the resident to design diplomacy and a communication network with key stakeholders (education). In this regard, the following measures were taken:

- A) Briefing meetings with the city administration and the General Directorate of Education.
- B) Convergence and synergy in the field of urban management, including the cultural organization and the General Directorate of Education.
- D) Signing a memorandum of cooperation between the Social and Environment Commission of the Islamic Council of Isfahan and the Cultural Organization with the General Directorate of Education of Isfahan Province and the formation of a supervisory committee consisting of two areas Urban Management.

Evaluation:

*What evaluation mechanisms have been implemented? Develop whether citizenship has participated in the evaluation of the practice (In a **maximum of 300 words**)*

In order to obtain the results of the city class and evaluate its effectiveness, it was evaluated in 43 schools in six districts of Isfahan in terms of increasing learning of environmental functions, transportation, green space, effective communication, respect, health in students, Teachers and parents were conducted in the form of field research, distraction and response and happy network.

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Impacts and results

*Describe the impacts and results of the process. How many people have participated, and which are their profiles. What have been the impacts on public policies, on the functioning of the administration and on citizens. (In a **maximum of 300 words**)*

In general, based on the findings of this study, it was found that teaching citizenship skills to first grade students in the city of Isfahan, has a significant and positive effect on increasing skills and citizenship awareness of students, as well as their parents. And this effect can be clearly seen among students and parents in the experimental group compared to students and parents in the control group (control) who were not taught any citizenship skills. Overall, the findings of this study showed that citizenship skills training in 5 groups: municipal services, interaction with citizens, energy and environment, citizenship role-playing, interaction with the city, to students and parents raises the level of awareness and skills of students and Their parents in areas such as: use of public transportation services (taxis, subways, bus lines, etc.), waste management and waste separation and conservation of green space and urban furniture, more familiarity with fire services and dealing with accidents and Maintain the safety of yourself and your family, use effective ways to communicate effectively with others, and articulate your reasonable needs and wants in relationships with others, increase and maintain a sense of respect for teachers, classmates, parents, and children, and increase Dating skills and maintaining relationships with friends, especially classmates, increase desire and skills in energy efficiency, including turning off extra lights at home and turning off taps at home and school, as well as a greater desire to protect the environment and prevent Damage to the environment and trees and plants and environmental pollution among students and parents They become. In addition, the findings showed that teaching citizenship skills to students and their parents significantly increased their awareness and skills in participating as a citizen in urban and citizenship affairs, raising a sense of belonging to the city, and increasing responsibility. Their acceptance of the city and its community as a citizen, improving the quality of citizenship ethics and observing ethical standards in relation to the community and the city, increasing the sense of religion towards the care of public property and public capital, as well as increasing the sense of obedience. Laws and their observance, especially in the field of traffic laws. The family and the school are the safest and healthiest centers for the child's development, so it is necessary in such a center to provide basic education for children to be aware of their civil rights and the dangers of ignoring the law. In this area, providing cultural products and intellectual food for children can have a significant impact on basic education about citizenship rights and skills. If we adapt our ways and lifestyles based on educational and moral methods in Islam, many important teachings will be cultured in society. Even, citizenship rights are explained based on Islamic ethics and religious practices in society. If morality is formed in society, many anomalies will disappear, so in our teachings to children from the beginning of childhood, we must pay special attention to Islamic morality and methods, and Islamic morality in a theoretical and practical way to protect rights. Teach others and our citizens to observe the customs of citizenship. Among other things, the basic duties and functions of the education system are to train good citizens who have the insight, attitude and citizenship skills to feel dependent on their homeland and the law in all areas of life, the role of citizenship to Play well and become social, and finally be able to actively participate in various fields; Have social, political, cultural, economic and so on. Sociability of individuals requires the use of all capacities and facilities available at the community and school level, at the heart of which are the curricula.

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The results of the present research project correctly showed that teaching citizenship skills to elementary students from the very beginning of primary school, and their parents, has a significant effect on increasing the awareness and citizenship skills of students and their parents, which can last for many years. Be effective in the minds and thoughts and ultimately their behavior in society. Also, the results of this study showed that the simultaneous teaching of skills and citizenship rights to students and their parents has a double effect on raising the level of awareness and citizenship skills and these effects can be more radical, more effective and more lasting.

PART 3: EXPERIENCE SUMMARY

*A summary of the experience: origin, objectives, operation, results, monitoring and evaluation (Do not hesitate to repeat aspects that have already been written before, this summary is the one that will be shared on the digital platform for open evaluation and in the publication of the award). (In a **maximum of 500 words**)*

Today, the institutionalization of the concept of citizenship and raising the awareness of citizens in the field of citizenship rights and duties can solve the problems that governments and city managers have not been able to find a solution for them over the years and in various projects. Awareness of urban rights and duties, first of all, makes a person know his duties and responsibilities and perform them well. By raising awareness in the community, the level of participation increases and causes the individual to be at the heart of urban programs and become familiar with urban issues; As a result, a sense of belonging and compassion is created in the individual, and in such circumstances, he considers himself a part of society and does not separate his interests from the interests of society. Therefore, considering the stated necessities and the extraordinary importance of citizenship education to primary school students and their parents and teachers, and in line with the policies of the Supreme Leader and the strategies of the document of fundamental change in education based on multi-authoring policy in textbooks, increase the need for social participation Through the formal education system of the country in order to achieve the major goals of this document and also in order to develop the culture of citizenship

(transcendent, health and environmental life customs) increase efficiency in the formal and public education system and improve the educational planning system by holding multiple think tanks With the presence of experienced experts from the Cultural, Social and Sports Organization of Isfahan Municipality and the General Department of Education of Isfahan Province; The big plan of "City Class" was planned and implemented step by step as follows:

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Step 4: Expand the plan.

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In order to obtain the results of the city class and evaluate its effectiveness, it was evaluated in 43 schools in six districts of Isfahan in terms of increasing learning of environmental functions, transportation, green space, effective communication, respect, health in students, Teachers and parents were conducted in the form of field research, distraction and response and happy network.

The findings of this study showed that citizenship skills training in 5 groups: urban services, interaction with citizens, energy and environment, citizenship role-playing, interaction with the city, to students and parents raises the level of awareness and skills of students and their parents in Areas such as: use of public transportation services (taxis, subways, bus lines, etc.), waste management and waste separation and conservation of green space and urban furniture, more familiarity with fire services and dealing with accidents and maintaining their safety And family, use effective methods to communicate effectively with others and rationally articulate their needs and wants in relationships, increase and maintain a sense of respect for teachers, classmates, parents and children, and enhance dating skills And maintaining friendships with others, especially classmates; increasing desire and skills for energy efficiency, including turning off extra lights at home and turning off taps at home and school; Environment and trees and plants and environmental pollution among students and their parents . In addition, the findings showed that teaching citizenship skills to students and their parents significantly increased their awareness and skills in participating as a citizen in urban and citizenship affairs, raising a sense of belonging to the city, and increasing responsibility. Their acceptance of the city and its community as a citizen, improving the quality of citizenship ethics and observing ethical standards in relation to the community and the city, increasing the sense of religion towards the care of public property and public capital, as well as increasing the sense of obedience. Laws and their observance, especially in the field of traffic laws.

We invite you to share annexes that allow you to better illustrate your experience: videos, photographs, documents... They can be sent through a heavy document delivery system such as WeTransfer, Dropbox or Google Drive