

Application Form

PART 1: BASIC DATA

Contact details: *(this information will not be shared or published).*

CATEGORIES IN WHICH YOU WANT TO APPLY THE EXPERIENCE

1: TYPE OF EXPERIENCE: *choose the most important element (choose only one element which you consider the most outstanding of your practice).*

A) Deliberation Citizen assembly / deliberation workshop / lottery / legislative theater / participatory planning	
B) Decision Participatory budget / referendum / consultation / participatory process with vote	X
C) Citizenship Citizenship / community action / permanent council / civic education / associationism / other initiatives to reinforce local democracy	

2: TYPE OF GOVERNMENT: *choose one only.*

A) Up to 50,000 inhabitants (towns, small cities, rural areas).	
B) Cities between 50,000 and 250,000 inhabitants.	
C) Cities between 250,000 and 1,000,000 inhabitants.	
D) Large cities or urban areas of more than 1,500,000 inhabitants.	X
E) Supralocal, regional, provincial governments	

Experience data: *complete the information below in a clear and concise manner.*

Title of the experience: School Mayor
Name of the city or region: Tehran
Inhabitants of the city or territory: Between 10 to 13 million

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Country: Islamic Republic of Iran		
Institution presenting the candidacy: (name of the municipality, department, government, institution leading the candidate experience) Tehran Municipality's General Department of Citizenship Education		
Website of the experience or institution: tsm.tehran.ir		
Profiles in social networks of the experience or the institution: Instagram ID: Zaangakhar		
Start date of the experience: September 1993		
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) About 200.000 \$ (Two Hundred Thousand dollars)		
Type of candidacy (mark with an X in the right column)	New experience	X
	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	X
	Workshop / meeting for diagnosis, monitoring, etc.	X
	Public hearing / forum	X
	Poll / referendum	
	Assemblies / Citizen juries / Deliberation spaces	X
	E-government / Open government / Digital platforms	

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	Citizen initiative		
	Other (specify):		
Objective of the experience <i>(mark with an X in the right column, you may choose more than one)</i>	To achieve higher levels of equality in terms of participation		X
	Including diversity as a criterion for inclusion		
	Community empowerment		X
	To empower non-organised citizens		
	To increase citizen's rights in terms of political participation		X
	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		X
	To improve the evaluation and accountability of the mechanisms of participatory democracy		
To improve any public policy through the active participation of the public		X	
Territorial area <i>(mark with an X in the right column, you may choose more than one)</i>	All the territory	Local	
		Regional	
	District		X
	Neighbourhood		
	Governance		
	Education		X



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<p>Thematic area</p> <p><i>(mark with an X in the right column, you may choose more than one)</i></p>	Transport	
	Urban management	X
	Health	
	Security	
	Environment / Climate change and/or urban agriculture	
	Civic associations, grassroots and new social movements	X
	Culture	X
	Housing	
	Job creation	
	Decentralization	
	Local development	X
	Training / learning	
	Economy and/or finances	
	Legal regulations	
	Social inclusion	X
All		
Other (write the topic)		
<p>Sustainable Development Goals (SDG) associated with the practice</p> <p><i>(mark with an X in the right column,</i></p>	SDG 1 - No poverty	
	SDG 2 - Zero hunger	
	SDG 3 - Good health and well-being	

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<i>more than one option can be chosen, you can also add the specific target)</i>	SDG 4 - Quality education	X
	SDG 5 - Gender equality	X
	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	X
	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	X
SDG 17 - Partnership for the goals		

PART 2: DESCRIPTION OF THE EXPERIENCE

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

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Context:

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

Tehran is the capital of Iran and Tehran Province with a population of more than 10 million. The metropolis of Tehran has an area of 730 square kilometers and is divided into 22 districts which is the 25th most populous city and the 27th largest city in the world. It is the focal point of Iran's transportation network and more than 40% of the nation's economic activities take place in Tehran. The city of Tehran was a small city before the founding of the Qajar dynasty and being chosen as the capital of Iran. But since then, it has progressed and in the middle of the Qajar period became the largest city in Iran.

Geographically, Tehran has a special position. Located at the southern slopes of the Alborz mountains, it has relatively rich resources of water and mild climate. The slopes and valleys of Alborz offer a natural protection against the heat and dryness from southern deserts.

Due to its special geographical location, the historical region of Rey has been the meeting place of various religious ideas and beliefs. With the advent of Islam and the conquest of Rey in 22 AH, little by little, the people of the region converted to Islam and from the very beginning, with the emergence of different sects in Islam, Shiites and Sunnis have lived together.

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, region or territory. You can also indicate if you have been inspired by experiences in other cities/countries. (In a **maximum of 300 words**).*

This project is a creative and new topic that was designed to increase participation in adolescents, and the main reason is that Iran required the development of voluntary partnerships culture in official areas.

A research group of social sciences faculty of Allameh Tabatabaee University worked with Tehran Municipality to create the idea of "school Mayor" (children between 11-15 years old) plan. This project is a full-fledged project in terms of content and is based on scientific and research findings. Even early into the studies and during early brainstorming, school was the place selected to implement this project on, since it is a social institution where elements and foundations of it are in connection with each other on one hand, and with the society as a whole on the other; which means as much as its obvious function may be official education, its hidden role is to develop sociability in students and so the society as a whole.

Tehran city management, understanding the need for citizen participation in the administration of city affairs, has taken measures that can be mentioned as follows:

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- Commencement of activities of city councils and national councils
- Establishment of communication systems (1888 and 137) in order to start serious intervention and participation of the people in the administration of city affairs
- Implementation of projects with the participation of citizens, such as the Healthy City of Tehran project, which was introduced as one of the seven successful projects of healthy cities in the world
- Creating public spaces such as Sarai Mahallat (Community centers) with the focus on issues such as citizenship health, citizenship education, safety and urban environment.

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. (In a **maximum of 100 words**).*

We can mention the most important objectives as following:

- Community empowerment
- To improve the quality of public decision-making through the mechanisms of participatory democracy
- To improve any public policy through the active participation of the public

Among the general goals of this project are to strengthen the sense of responsibility in adolescents, to practice collective participation by taking on specific participatory tasks and to become familiar with the concept of citizenship rights, responsibilities and duties.

Methodology:

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

At the beginning of the school year, school principals explain this project and the implementation process to students, and a number of students volunteer to participate in order to be nominated for the school council with the written consent of their parents. Candidates must undertake a major propaganda effort to explain their abilities and programs to other students, and finally in the elections, which are usually held in first month of the school year, those candidates with the highest votes of the students, are selected as "School Mayors". The school mayor elects eight deputies among the members of the school council or a combination of council members and other students to assist in the implementation of their policies. The

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eight deputy mayors of the school will assist with the following titles: academic affairs, cultural and sports, safety and health, planning and support, social and welfare services, civil and traffic services, public participation, and school and environmental services. The decree of the school mayors is signed by the head of General Department of Citizenship Education of Tehran Municipality, the mayor of the district and the director of Education Department. The monthly duties and activities of school mayors are specified according to the instructions. The school mayor, accompanied by the district municipality, monitors the school up to a radius of 500 meters, identifies problems and cooperates in removing obstacles. The school mayors also participate in two annual meetings with the district mayor and a series of meetings with municipal experts in order to be trained and obtain expert opinions. After the end of the activities of school mayors, a top school mayor will be selected from each district, and they will be honored during a ceremony attended by senior municipal and education officials.

Also, previous school mayors become members of the school mayors' assembly in order to use their experiences and provide services.

Innovation:

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

We believe that the only possible solution for sustainable development and solving the increasing urban problems is the participation of the young people in urban management, so we focused on a special age range that can build the future of the city and has the most amount of effect on family and community.

Also in this project, The school mayor, accompanied by the district municipality, monitors the school up to a radius of 500 meters, identifies problems and cooperates in removing obstacles which creates an interactive participation in the urban management.

The start of this project coincided with the political, economic, social and cultural transition of Iran and in order to identify adolescents, this project was the beginning of the practice of participating in city and neighborhood affairs from an early age and preparing them for social responsibility and it was a pioneer in its own time.

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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**).*

The city of Tehran is a large metropolis in terms of size and population, and different people, including the very poor and the very rich, live in this city with different thoughts and religions.

After several periods of holding and positive experience, this project became a public demand and all students in all areas of Tehran with different economic levels and without any restrictions on ethnicity, gender, race and religion can participate in this project.

Communication:

*What has been the strategy and communication channels of the experience for engaging the population. (In a **maximum of 150 words**)*

With the launch of the website and Instagram page, it became very easy for everyone to access it through cyberspace. Also, environmental advertisements and calls at the city level have increased these contacts and participants.

Articulation with other actors:

*Explain 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 articulation. (In a **maximum of 150 words**)*

- A successful cooperation with Directorate of Education of Tehran Province took place through an agreement
- Preparing and compiling instructions and procedures related to the process of holding this project
- Training provided to students
- Allocate an office to manage and carry out this project

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Evaluation:

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

So far, in 3 steps and in order to measure the effectiveness and evaluation of the "School Mayor", indicators were prepared which were examined by researchers through field surveys, participatory observations, surveys, etc. The points resulting from the completed indicators and checklists, in a quantitative and qualitative manner, are the source of feedback and decisions of city managers from the plan.

Impacts and results

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

This project was implemented on a trial basis in 20 middle schools in Tehran from the academic year 1993-94 and a number of schools of this project were added annually until 2014 that it was run in 440 schools (20 schools in each district: 10 girl's school and 10 boy's school) with the presence of about Two hundred thousand students.

In this plan, students are placed in a responsibility that they are going to experience in the future, as a result of which students become successful city managers from an early age. Also, according to studies, this method has had a great impact on improving students' grades and identifying and eliminating high-risk urban centers around schools.

In addition, peers can provide social services to peers and the voice of adolescents is heard by city managers and is a priority in municipal affairs.

The primary goal of the project is to train students to participate in school affairs and to institutionalize this in the participation of city and neighborhood affairs, which helps the city administration to achieve the goal of "involving citizens" in the administration of city affairs.

PART 3: EXPERIENCE SUMMARY

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

The project of school mayor has been developed by the General Department of Citizenship Education of Tehran Municipality in order to raise the level of students' awareness on various urban issues. Among the general goals of this project are to strengthen the sense of responsibility in adolescents, to practice collective participation by taking on specific

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participatory tasks and to become familiar with the concept of citizenship rights, responsibilities and duties. This project is a full-fledged project in terms of content and is based on scientific and research findings.

For a better implementation, Tehran Municipality and Ministry of Education have a joint cooperation and the municipalities of each district sign an agreement with the respective schools. At the beginning of the school year, a number of students volunteer to participate in order to be nominated for the school council with the written consent of their parents. Candidates must undertake a major propaganda effort to explain their abilities and programs to other students, and finally in the elections those candidates with the highest votes of the students, are selected as “School Mayors”. The school mayor elects eight deputies among the members of the school council or a combination of council members and other students to assist in the implementation of their policies. The eight deputy mayors of the school will assist with the following titles: academic affairs, cultural and sports, safety and health, planning and support, social and welfare services, civil and traffic services, public participation, and school and environmental services. The decree of the school mayors is signed by the head of General Department of Citizenship Education of Tehran Municipality, the mayor of the district and the director of Education Department. The monthly duties and activities of school mayors are specified according to the instructions. The school mayor, accompanied by the district municipality, monitors the school up to a radius of 500 meters, identifies problems and cooperates in removing obstacles. The school mayors also participate in two annual meetings with the district mayor and a series of meetings with municipal experts in order to be trained and obtain expert opinions.

We believe that the only possible solution for sustainable development and solving the increasing urban problems is the participation of the young people in urban management and many studies have been conducted on the school mayor's program in order to weigh up the results of it. An increase in the willingness to participate, an increase in the amount of familiarity of students with their city and local bodies, a wide-scale shift in the view of students towards participation in society, a rising level of worry for city issues, familiarity with personal and citizen rights, the social development of the youth, a rise in the level of social responsibility, a rise in self-confidence, a boost in feelings of usefulness in the youth, development of skills in argumentation, a rise in level of commitment towards school and a rise in willingness to co-operate in the solving of school issues have been notable effects of this program among those who participated.

We invite you to share annexes that allow you to better illustrate your experience: videos, photographs, documents... These can be sent through a file transfer service, such as WeTransfer, Dropbox or Google Drive.

Thank you for participating!