DEVELOPING A NEW PARADIGM FOR PERFORMANCE OF EDUCATING CITY THEORY IN ADVANCED TECHNOLOGY MEGA-CITIES, CASE: TEHRAN, IRAN

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Abstract. Considering the growth of the world's population and the need for educated individuals, the development of technology among the young generation, is now felt more than ever. This issue offers countless opportunities for education. So, many urban managers and city authorities try to consider all available options to achieve this goal. Nowadays, educating cities are the framework for development on local, civil and commercial levels all over the world. Tehran as the capital of Iran is a city where people with different cultures and expectations live. This means that the city authorities must perform various programs to satisfy people's expectations, thus the role of urban management is extremely valuable, and MPOs must make intelligent decisions in this area. The goal of this paper is to examine the current state of Tehran and the projects related to its potential as an educating city in recent years, and also to evaluate the capability of Tehran to advance to the state of the educating city. The key question is: "How does Tehran fulfill the prerequisites of the principles for educating cities?" And "Which criteria need to be reconsidered for this purpose?" The results of the research show that Tehran has a lots of obstacles had yet to be overcome to meet Educating City goals and objectives.

Key words: educating cities, Tehran, citizenship.

Introduction

An urban innovation engine is a system which can generate, foster and catalyze innovation in the city (Dvir, Pasher 2004). Cities are regarded as the place where the business of modern society gets done, including that of transnationalization (Holston 1999). Cities with population exceeding an arbitrary threshold of 8 million population, thereby qualifying as mega-cities (Fuchs *et al.* 1999; Urban Statistical Yearbook of China 2005, 2006; Liu, Diamond 2005; Shao *et al.* 2006). "People's awareness of the advantages and opportunities of any town or city, for business, leisure or retail activities, must be developed, especially by the promotion of these benefits and opportunities. Such opportunities take on various forms and it is possible for urban managers to consider what is promoted and to whom it is promoted. Promotion can be directed towards investors, tourists or local people, who can include people from all walks of life" (Woolley 2000; Okhovat *et al.* 2009).

With the beginning of the educating city theory in the first decade of the 21st century in this international convention it was proposed that the existing facilities in the city can be used to educate the citizens. "The purpose of this education is to collect, exchange and

share experiences which will improve the lives of the inhabitants" (International Association of Educating Cities 2011). Although the educating city theory gives priority to children and youth, it does have a commitment to include persons of all ages in lifelong learning. Since people spend much time in the city, public spaces can be a place to promote higher awareness of culture and civil rights. Citizenship Education in Iran has political, social and cultural levels (Mahdavinejad *et al.* 2012b). The educated citizen has a main role in public participation (Mahdavinejad, Amini 2011); this participation is very important in the contemporary urbanization of Iran (Mahdavinejad, Moradchelleh 2011). Also, other studies show its importance in the socio-cultural aspects of architectural technology (Mahdavinejad *et al.* 2012a).

In this way, Tehran as a mega-city in order to have a developed city and knowledgeable and effective citizens, we need to teach them the necessary awareness. Citizenship education in Iran includes administrative, social and cultural levels. The administrative scope refers to the aspect of responsibility among the citizens. The social dimension refers to the strengthening of relations among members of the society. The cultural field includes awareness of culturally pervasive values that distinguish one ethnic group from others (Vaziri *et al.* 2006). Tehran as the capital city of Iran must be the blueprint for other provinces of the country; so, citizenship skills are a significant part of the basic skills for modern life in Tehran. One of the challenges facing the educating city theory in Tehran is to develop balance and harmony between the identity and diversity of all those living in this city. In this regard, Tehran municipality has launched in recent years cultural centers in the city's neighborhoods to advance culture in general.

Therefore, the main purpose of this paper is to describe the social and cultural dimensions and features of educating city projects worldwide in order to determine the necessary criteria for advancing Tehran

to the status of an educating city. This research was carried out on basis of the "content analysis" research method and is based on international experiences studied by descriptive- analytical techniques.

Literature review

Social and cultural learning

Education is necessary to prepare children and adolescents for new experience. In the social learning, change in behaviors is useful for the advancement of understanding and use different things and to acquire certain ideas and values that are identified as learning goals. On the other words, new theories in urban development emphasize the momentous influence of social function on the awareness of residents regarding urban space. Social interest consists of a sense of belonging among others and the community, along with a sense of contributing to their well-being, expressed as empathy "to see with the eyes of another, to hear with the ears of another, to feel with the heart of another" (Oberst 2009; Akers *et al.* 1979). "The Health Belief Model, social learning theory (recently relabeled social cognitive theory), self-efficacy, and locus of control have all been applied with varying success to problems of explaining, predicting, and influencing behavior" (Rosenstock *et al.* 1988; Hall 1993). Thus learning would be extremely difficult, if people had to rely solely on the effects of their own actions to tell them what to do.

Bandura in social learning theory asserts that: people learn through observing others' behaviors, attitudes, and the outcomes of behavior patterns. Social learning theory explains human behaviors in terms of continuous, reciprocal interaction among cognitive, behavioral and environmental influences (Bandura 1997; Mischel 1973). These environmental models play a role of guide for most humans. Social learning is the main pretext for direct and indirect influence on residents' urban behavior. Thus it must be considered a basic dimension of urban development.
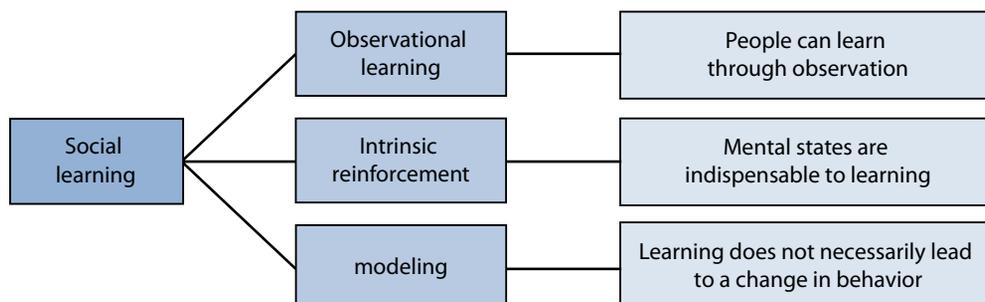

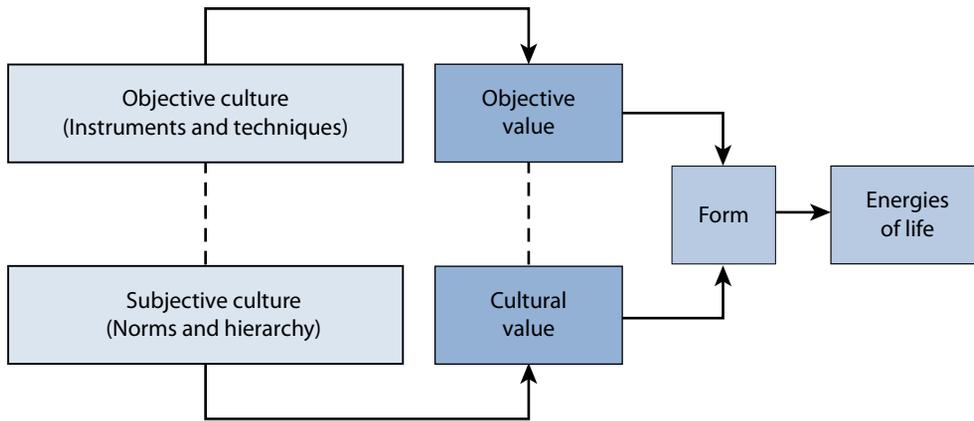Fig. 1. Modeling of social learning theory

Fig. 2. From culture to life process

In the development of culture, the contradiction between life and form is expressed in the objectification of culture and its estrangement from the culture of the individual. The reification and naturalization of culture hides the kinds of questions about power and social change that are currently at the forefront of anthropological enquiry (British Association for Applied Linguistics 1993; Simmel 1980). To put it another way, intrinsic values disappear from culture, and instrumental values – items to which no intrinsic value can be ascribed – apparently take their place.

Researchers reject the idea that cities have either a singular urban culture or many different subcultures to argue that cultures are constantly negotiated in the city's central spaces, the streets, parks, shops, museums, and restaurants which are the great public spaces of modernity (Zukin 1995).The academic purpose of constructing the theory of culture in social sciences certainly implies its reification (Kwang-Kuo 2011), the main goal is to integrate the contents of objective culture into the realm of subjective culture in a novel fashion.

Educating cities

Educating cities started as a movement in 1990 based on the 1st International Congress of Educating Cities, held in Barcelona, when a group of cities represented by their local governments set for themselves the common goal of working together on projects and activities for improving the quality of life of their inhabitants on the basis of their active involvement in the use and evolution of the city itself and according to the approved Educating Cities Charter. Some years later, in 1994, the movement was formalized as the International Association of Educating Cities at its 3rd Congress in Bologna (International Association of Educating Cities 2011).

The political philosopher Isidre Molas wrote that "the contemporary city constitutes a primary setting for social life and interrelation; and subsequently for solidarity". That this should be left to private enterprise or organized collectively by the city itself is an optional aspect, which is not to say irrelevant (City Council of Barcelona 1990). "The educating city is a city with its own personality, forming an integral part of its nation.
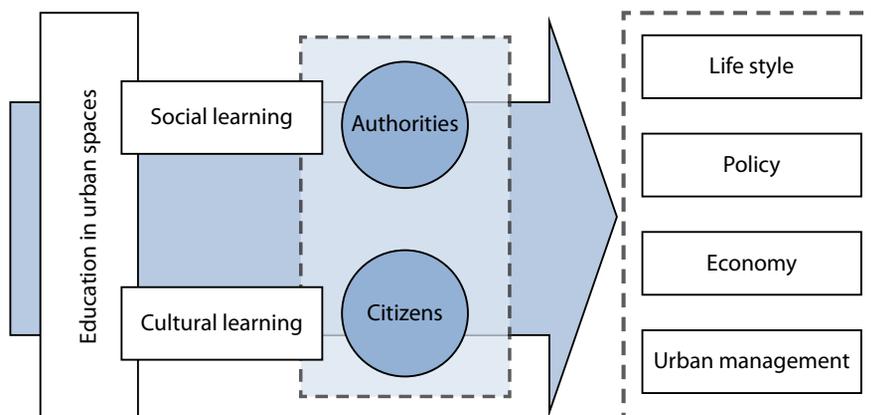

Fig. 3. Impact of learning in city

The educating city singly is not self-contained; it has an active relationship with its environment, and the other urban centers in the nation, and with cities in other countries. The goal of this relationship is to learn exchange and share experiences and thus enrich the lives of the inhabitants" (International Association of Educating Cities 2011). Pilar Figueras believed that "For the educating city, the great challenge of the 21st century is to deepen the practice of democratic values through appropriate orientation and actions".

Educating Cities' Charter

The city incorporates the principles of the educating city into its projects:

I. *The Right to an Educating City:* the first principle of the educating city includes six sections that are:

1. The right to possess, in freedom and equality, for all its inhabitants.
2. The city will promote education in diversity as well as international solidarity and world peace.
3. An educating city will foster dialogue between generations.
4. The municipal policies shall always consist of social justice and democratic community spirit.
5. The municipalities shall undertake to exercise their powers effectively in matters of education.
6. The persons responsible for urban organization must obtain accurate information on the situation and the needs of the inhabitants.

II. *The Commitment of the City:* this principle is defined in the following cases:

1. The city must know how to discover, preserve and display its own complex identity.
2. The transformation and growth of a city must be governed by a harmony between its new requirements and the preservation of buildings and symbols of its past and its existence.
3. The educating city should encourage citizen participation from a critical, co-responsible point of view.
4. The municipal administration must equip the city with spaces, facilities and public services that are suitable for the personal, social, moral and cultural development of all its inhabitants.
5. The city must guarantee quality of life for all its inhabitants
6. The educational project that is explicit and suggests the city's structure and system, the values it promotes and the quality of life it offers.

III. *Serving Its Inhabitants:* the third principle pays attention to these subcategories:

1. The municipality will assess the impact of all cultural, recreational, informative, advertising-related and other types of activities offered.

2. The city will make an effort to provide parents with knowledge.
3. The city must present its inhabitants with the perspective of their occupying place in the society.
4. The city must be aware of the mechanisms of exclusion and marginalization.
5. Intervention that minimizes differences may take various forms.
6. The city will encourage the formation of associations as a form of participation and civic co-responsibility.
7. The municipality must guarantee sufficient, comprehensible information.
8. The educating city must offer its inhabitants educations, as necessary, flourishing apparatus for community. The educating city must undertake and develop this function while also undertaking its traditional functions (economic, social, political and being a purveyor of services) with its focus directly on the education, promotion and development of all its inhabitants (International Association of Educating Cities 2011).
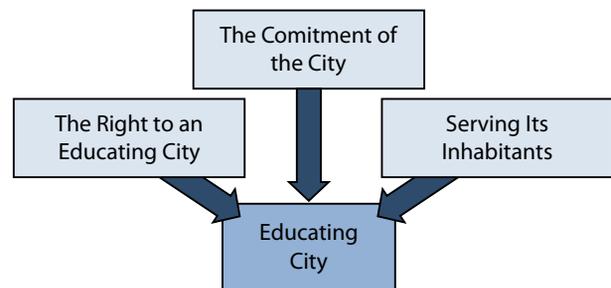

Fig. 4. Principles of the educating city

Inference mechanism and research questions

Global experiences

Representation the idea of educating cities is an evidence for, but the uncertain issue here is the determination of the method and the extent of the effect of this city on its resident (Mahdavinejad *et al.* 2012c). According to this study, identified prototypes are approximately 400 experiences in the department of urban design and educating environmental studies and 200 samples have been selected randomly. The selected samples are classified in four groups, according to their location: 1) the American continent; 2) the European continent; 3) the Asian-Pacific continent; 4) the African continent. Then samples are analyzed based on different criteria. In order to promote the educating city criteria, the eleven categories of these experiences must be enhanced.

1) *Sport and Social Inclusion:* these practical experiences consist of variety of sport activities that suit the needs of all ages and improve the quality of life of citizens through nutritional guidance and the fostering of physical activity and provide them with the information about their particular culture.

2) *Educational Leisure:* these experiences involve a process of learning how to use free time. The purpose of these educational projects is to reinforce success at school along with the integration and holistic development of all young people and to improve their quality of life in an environment which is rich in opportunities and is adapted to their needs.

3) *Participatory Management of Public Spaces:* through these projects, the city is scaled back to human size, values of socialization and mutual respect are generated, social action is fostered, covering space is provided and democratic values are fomented through the proper use of free time.

4) *Space for Young People in Educating Cities:* The goal of these experiences is that the young participate actively in the method of reducing the digital gap that affects society and also to teach young people that they can be useful and can play an efficient role in the city.

5) *Educating Cities acting against the acceleration of climate change:* the purpose of this project is to teach young people and children in rural areas to be aware of their natural environment, and to incorporate them in programs that will improve the environment and their quality of life.

6) *Digital Inclusion: ICTs for Everyone:* these programs are designed to adjust the background of age segregation in society; on the other hand, these exercises invite young people to participate in society.

7) *Immigration, Opportunities and Challenges:* these projects consist in developing strategies for the integration of recent immigrants.

8) *Coexistence, Cooperation and Peace:* the purpose of this criterion is to celebrate the spirit of democracy, to promote the peaceful unification of the city, and contribute to the progress of peace and human rights in society with the association of national and international NGOs and activist movements in favor of democracy and human rights.

9) *Lifelong Learning:* We need vocational training for the young with low income and at risk, in order to fight poverty, so that they can benefit from the opportunities of joining the labor market and being integrated into society.

10) *Actions against Racism and Xenophobia:* these programs aim at facilitating the integration of children who have recently emigrated from other countries and are in the local society.

11) *Fostering Health:* due to the distance of different community centers and neighborhoods from sport centers, which means people are not involved in sporting activities in their free time, there should be the possibility of their using their free time in a way that would impede sedentariness.

Table 1. Goals of analyzing experiences in the world

Issue	Goals and objectives	Experiences
1 – Sport	1) Improving the quality of public health. 2) Generate healthy values, respect others, Foster integration between people 3) Promoting the appropriate use of leisure time.	1) Family Bicycle Day (Mexico: 2007); 2) Sport for Seniors (Portugal: 2001); 3) Equestrian Therapy: Horses Educate (Spain: 2009);
2 – Leisure Time	1) Promoting citizen awareness based on the free time. 2) Increasing students' self-esteem, promoting life-long learning for cultural development. 3) Equal access to information.	1) Friends of Zippy at home (Brazil: 2008); 2) Paper Moon Festival (Spain: 2004); 3) Conversations amongst Seniors (Portugal: 2008); 4) Heritage Guardians (Argentina: 2003); 5) Camp Punta Espinillo (Uruguay: 2007);
3 – Participation	1) Creating a sense of belonging to the city. 2) Raising public consciousness on people's rights and responsibilities of citizens. 3) Encouraging active participation among the citizens.	1) Participating Budgeting (participatory budgeting) in the Schools (Switzerland: 2001); 2) Participation in community urban transformations (Italy: 2000); 3) ublic Spaces for an Educating City (Argentina: 2004);
4 – Space for young people	1) Fostering personal and social skills of youth. 2) Making young capable to play an active role in social.	1) Youth Cultural Centre (Brazil: 2005); 2) Youth Space (Spain: 2005); 3) Young Protagonists – Mural, Music and Peace School (Italy: 2005); 4) Children and Youth Council (Brazil: 2005);

Issue	Goals and objectives	Experiences
5 – Climate changes	1) Respecting environment, sustainable socioeconomic development. 2) The environment protection and resource recovery. 3) Management of natural resource.	1) Green and Healthy Environmental Projects (Brazil: 2007); 2) EcoPoint: Environmental information services (Italy: 2007); 3) Facing Climate Change (Poland: 2007);
6 – ICTs	1) Equal access to the information technology. 2) Generating new business opportunities. 3) Producing the electronic management system in different sectors of society.	1) The Bus-Internet (Finland: 2000); 2) Digital BH - IT for Everyone (Brazil: 2005); 3) Digital Literacy for Young People (Brazil: 2006);
7 – Immigration	1) Integration of immigrants into the local population. 2) Promoting social and cultural awareness of immigrants. 3) Cross-cultural co-existence.	1) Coexistence in Neighborhood Communities (Spain: 2009); 2) Educational Welcome Centers; (Spain: 2008) 3) International Cooking Workshop (Spain: 2008); 4) Immigration Legal Services (Spain: 2008);
8 – Peaceful coexistence	1) Making people aware of human rights. 2) Development of social and democratic skill. 3) Development of national integration and participation policies. 4) Construction of a sense of belonging.	1) Getafe Municipal Mediation Service (Spain: 2008); 2) The primary School English Teacher Training Program (Brazil: 2008); 3) Becoming Sister Cities with Montereau-Fault-Yonne (Portugal: 2001);
9 – Lifelong learning	1) Providing the technical and vocational training for workers. 2) Promoting quality of young free time. 3) Generation of employment and income and regional development.	1) Rediscovering Seniors Cognitive Functions (Brazil: 2008); 2) The permanent University (France: 2007); 3) Popular University of San Pedro del Pinatar (Spain: 2008);
10 – Taking action against Racism	1) Fostering the values of social justice, democracy and peaceful coexistence. 2) Enriching the multicultural society. 3) Integrating different groups of the population with special needs into society.	1) Neighborhoods of the World in Barcelona (Spain: 2003); 2) Black Indigenous Tracks (Brazil: 2005); 3) Integer-actions (Italy: 2004); 4) Reconciliation Committee (Australia: 2001);
11 – Health	1) Improving the level of social and mental health of society. 2) Promotion of community Safety. 3) Reinforcing the acquisition of healthy living habits.	1) The walk to school, the safe walk (Spain: 2009); 2) Healthy Living for Esquel (Australia: 2010); 3) 1.000 Women (Argentina: 2009); 4) Where You Walk (Portugal: 2008).

Based on studies in different countries around the world the results show 11 criteria that affect the lives of citizens. These criteria are: 1 – Sport as an instrument of social inclusion, 2 – Educational Leisure, 3 – Participatory management of public spaces, 4 – Space for young people in Educating Cities, 5 – Educating cities act against the acceleration of climate changes, 6 – Digital inclusion: ICTs for everyone, 7 – Immigration: Opportunities and challenges, 8 – Coexistence, Cooperation and Peace, 9 – Lifelong learning, 10 – Actions against Racism and Xenophobia, 11 – Fostering health.

The scope of research

The great challenges of the 21st century are: 1) Investing in education to strengthen the individual's ability to develop his or her own human potential and position in society. 2) Promoting the conditions for full equality so that everyone can
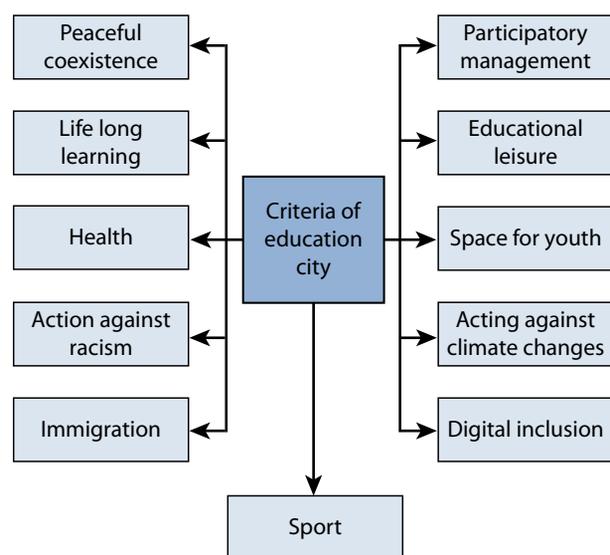

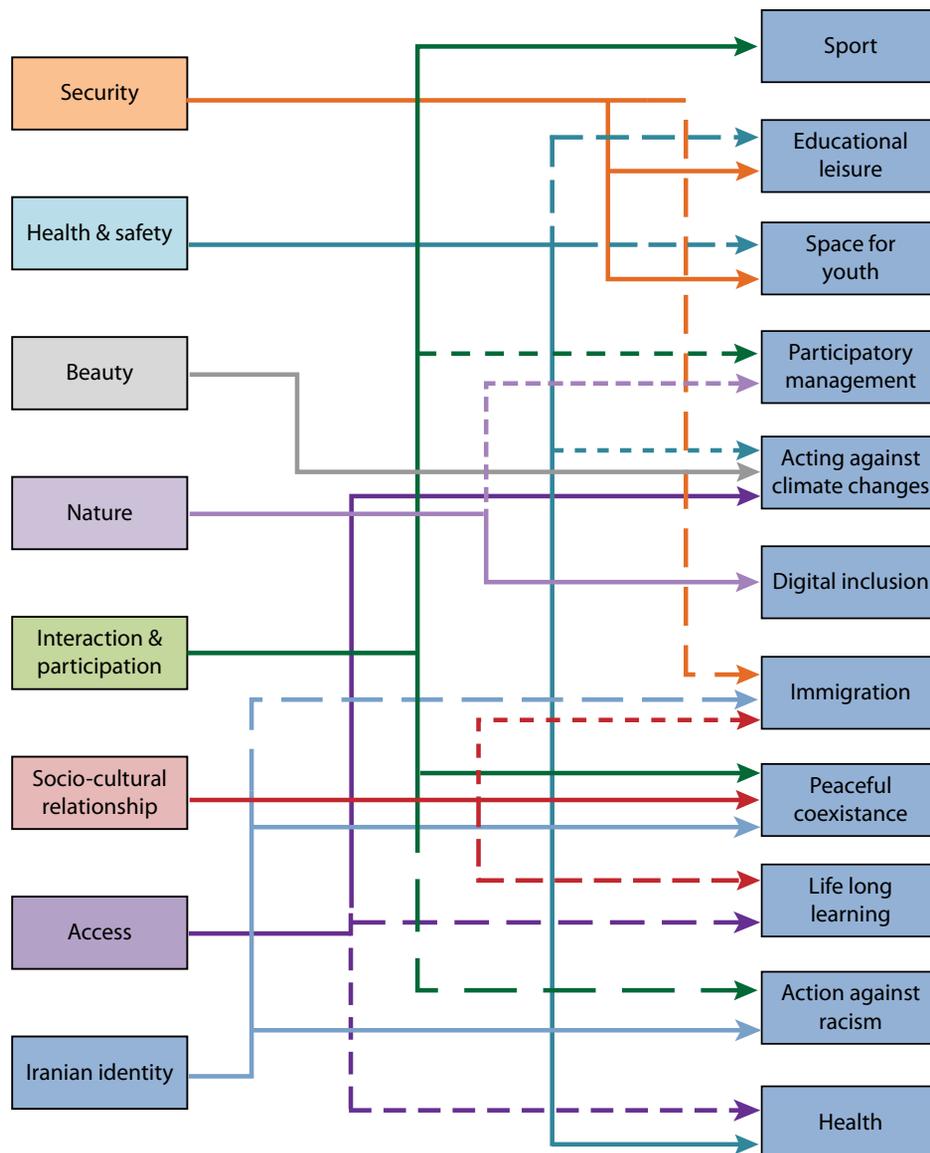Fig. 5. Global criteria of educating cities

Fig. 6. Iranian criteria in educating cities field

feel respected and can pay respectful to others. 3) Unifying all these factors so that we can create, city by city, a truly knowledgeable society that does not exclude anyone (Charter of Educating Cities: 2004). Therefore, the main goal of this study is the standard dimensions description and the features of the educating city projects around the world to offer the criteria to change Tehran into an educating city.

The theoretical framework

Considering international experiences and the needs of Iranian citizens, eight criteria are presented for Iranian cities which are necessary to change Tehran to an educating city. These criteria are derived from global experiences and then glocalized with the conditions of Tehran. These criteria are: 1) Security,

2) Health and Safety, 3) Beauty (Attractiveness and Palatability), 4) Nature (preservation and biodiversity), 5) Access (transportation and shipping), 6) Neighborhood and community relations development, 7) Cultural and social participation, 8) Islamic and Iranian identity.

Research questions

1) What criteria need be reconsidered to change Tehran to an educating city?
2) How can the principles of educating cities be internalized by the citizens?

Test and analysis

With respect to the principles of the educating city's charter, the implications of these principles in the

current status of the city of Tehran are discussed. In this regard, different residents of Tehran commented about these principles; comments are evaluated on basis of the Likert scale (with a range of five items) and the results are specified between one and five (Very much, Much, Medium, Low, Very low). Considering the variety of cultural elements in the capitol of Iran, Teheran, this city was chosen as the study case in order to evidence the fact that an educating urban area must have the capability of establishing social concord in cultural variety and answer all residential needs. The collected data relating to the research hypothesis was gathered through questionnaires. The questionnaires of over 40000 citizens show with which of the previously presented indicators Tehran is more compatible. The intended questionnaires have been distributed among Tehrani residents in public, cultural and social centers; the analysis of the responses to these questionnaires can evaluate the spatial features of Tehran's public areas. It is noteworthy to state that, the sum of the numbers that are presented in these tables are not equal to 100(%) or 5 because these items do not supplement each other.

With cooperation of social and cultural affairs department of Tehran municipality, these questionnaires have been distributed in 22 municipality districts in the summer of 2012. The statistical population includes Tehran citizens, both women and men with diploma and higher degrees. It is noteworthy to mention that these data have been at the author's disposal thanks to the social and cultural affairs department of Tehran's support of the author's dissertation. Finally, these 200 experiences were classified

in eleven special groups in the field of educating the citizens. This categorization has been done according to the intended targets of the article.

Considering to the exploratory of the study results has been accepted with lower levels. The following information is provided to assess the impact of the educating city theory on the behavior of Tehran citizens, including all cultural and age groups between the ages of 18 and 65 years in both genders. There is the preferential view for the purpose of the study and the theoretical framework has been considered to the selected instances. The distribution of the questionnaires was carried out taking into consideration the literacy level, cultural background and occupational status of the individuals.

1) *The Right to an Educating City:* this concept and its six related principles and the enjoyment level of the citizens are analyzed in this paper. Based on analysis, young people have a higher tendency to be free and to have equality in education and enjoy recreation and in addition, have a lower tendency to promote dialogue between generations.

2) *The Commitments of the City:* according to the professors, women and the youth, the authorities pay much attention to the improvement of the citizen's quality of life, whereas according to other citizens and the elderly their attentions are toward the protection and promotion of the city's cultural identity.

3) *Serving Its Inhabitants:* based on studies, it seems that urban authorities do not care much about creative activities in Tehran. Therefore, planning in order to educate parents is necessary for the increase of social innovation.

Table 2. Analyzing the right to have an educating city principles in Tehran

Legal criteria	Professors		Citizens		Women		Youth 18–35		Elderly over 65	
	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)
Liberty and equality in education and recreation	2385	24.75	2577	25	3916	49.5	3724	44	2149	25
Promoting education in contrast methods	1506	8.25	1012	5.5	1312	5.5	1574	9	1189	15
Fostering dialogue between generations	1308	8.15	1934	16	1565	10.5	0836	0	0922	0
The municipal principles on social justice and democratic people	3951	49.5	4760	66	4893	56	3166	35	5832	82
The municipal policies in the matters of education	2105	24.5	1713	11	1954	16	1837	15	1809	15
Up to date information on urban studies	3612	41.25	1154	2.75	0934	0	0541	0	0876	0
Result	14		22013		7536		9802		2318	

Table 3. Analyzing the commitments of the city principles

Legal Criteria	Professors		Citizens		Women		Youth 18–35		Elderly over 65	
	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)
Promoting the city's cultural identity	3674	41.25	4539	55	3712	44	2896	31.5	4377	56
Respecting cultural diversity in the city	2103	24.5	1978	16	2367	22	2733	28.5	1194	3
Encouraging citizens' participation	1136	2.7	2569	25	2349	21	0946	0	1780	13
Encouraging the moralization between different age groups	2099	17	2166	18	1157	2/75	1694	8.5	1309	5.5
Promoting the level of citizens' living	3874	42	4369	56	4617	59	3392	38.5	3172	35
Indirect transfer of values in the learning process	1203	12	1359	6	1486	8	1371	6	1084	1
Result	14		22013		7536		9802		2318	

Table 4. Analyzing the Serving Its Inhabitants principles

Legal criteria	Professors		Citizens		Women		Youth 18–35		Elderly over 65	
	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)	×0.001	(%)
Creative workshops	0638	0	0726	0	0944	0	0429	0	1377	5.5
Educating parents and authorities	2721	28	2291	21.5	3125	34.5	2086	17	4406	58
Offering the prospect of resident education	0364	0	0791	0	0964	0	0513	0	1187	3
Fostering social cohesion amongst immigrants	1139	2.8	1795	13.5	1623	12.5	1155	3	1376	5.5
Non-governmental organizations' activities	2513	25	2266	23	1877	14	2935	32.5	2411	24.5
Formatting the educational voluntary association	1694	9	2310	22	3156	34	1132	2.5	3741	40
Guaranteeing sufficient and understandable information for people	2019	34	2077	34	2639	25	2418	24	1163	3
Educating the democratic citizenship values	1176	3.3	1374	5.5	1490	5.5	1668	6	1315	5
Result	14		22013		7536		9802		2318	

Discussion

Research about the implementation mechanism of the educating city in the case of Tehran shows that mutual respect between generations is very poor particularly in the opinion of the young (18–35 years old) and the elderly (over 65 years old) in relation to *"The Right to have an Educating City"* and throughout the passage of time the youth have less and less contact with older generations. The elderly believe that social justice has not been implemented in the community, whereas, the young believe that social justice has been implemented very well. Meanwhile, young people are not satisfied by the quantity of up-to-date information in the city.

Based on the data in Table 3 *(The Commitments of the City)*, we can decipher that urban authorities in Tehran have carried out much activity to promote and protect the city's cultural identity. The percentage of elderly satisfaction with respect to cultural diversity in urban spaces is a remarkably low being about 3(%). The young are not encouraged to participate actively in the life of the city and do not participate in various

Table 5. The proposed programs to change Tehran into the educating city

	Priority	Strategy	Tactics
1	Offering the prospect of public education	1. Generation of employment and income and community development. 2. Providing the technical and vocational training for workers.	1. Adult education and training program in the city council. 2. Providing vocational training to the youth population with low incomes.
2	Creative workshops	1. Promoting youth employment skills in their free time. 2. Generating new jobs and new business opportunities. 3. Fostering personal and social skills, amongst the young population.	1. Creating an IT workshop for seniors. 2. Theatre and illustration class for educational programs.
3	Fostering dialogue between generations	1. Encouraging active participation among the citizens especially children and adolescents. 2. Sharing the experiences and knowledge between the past and current generation. 3. Promoting interpersonal and social relations between the various generations.	1. Teaching computer to grandparents by youth. 2. Youth and elderly cultural center.
4	Up to date information on urban studies and surveys	1. Equal access to the information technology for all citizens. 2. Creating the digital program.	1. Youth information centers. 2. Municipal online newsletter.
5	Promoting education in different methods	1. Generating the electronic management system. 2. Fostering the appropriate use of free time and healthy life. 3. Fostering the environmental educations.	1. Park, an area for education projects. 2. Held educational exhibitions, and street theaters, in the city.
6	Indirect transfer of values in the learning process	1. Building relationships and strengthen the community spirit. 2. Recognition, analysis and dissemination of the cultural heritage of the city. 3. Generating capacity appreciating the cultural heritage of all people.	1. Internet and library in bus project. 2. Defending our environmental groups.
7	Fostering social cohesion amongst its immigrants and refugees	1. Increasing relationship between aboriginal people and immigrations. 2. Fostering integration amongst people and respecting the diversity of cultures.	1. International cooking workshops. 2. Meeting of legal immigrants, in the city.
8	Educating the democratic citizenship values	1. Fostering the equality of men and women. 2. Development of social, democratic awareness.	1. National programs on human rights. 2. Peoples' house in city council.
9	The municipal principles on social justice and democratic people	1. Recognition, analysis and dissemination of the cultural heritage of the city. 2. Sustainable economic development. 3. Fostering equality of educational opportunities, communication and classroom integration.	1. Social community network in pursuit of justice. 2. Voice of community radio project.
10	Encouraging citizen participation	1. Development of national integration and participation policies. 2. Creating a sense of belonging to the city. 3. Peaceful coexistence, and respect for cultural diversity.	1. Making new city program. 2. Initiative groups for integration in the city.

community affair programs enthusiastically. Women also are not satisfied with social programs for different age groups in the community. The elderly, as well, believe that the transfer of values in the learning process is not valid and must be fulfilled by the addition of more projects.

Also, in case of the *"Serving Its Inhabitants"* principle, Tehran municipality activities are not sufficient in this field, and the levels of public education in society are very low. The highest calculated percentages in this table, are 0(%) or nearly 0(%), which show that authorities must act in this field much more. The highest percentage among participants in this survey is related to elderly opinion, about educating parents and authorities, which is about 58(%).
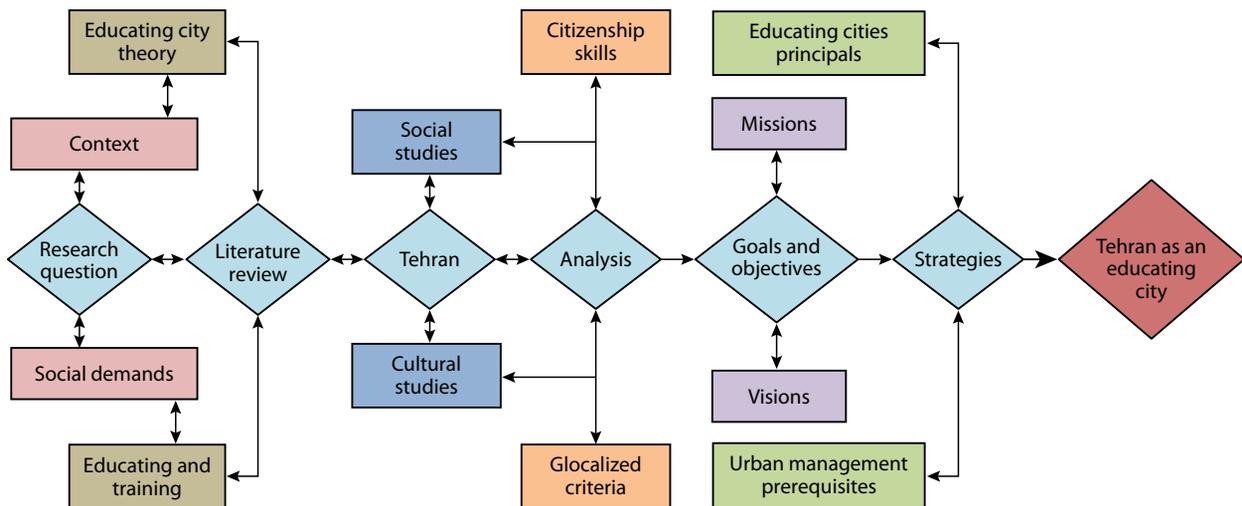
Fig. 7. Implementation mechanism of the educating city theory in contemporary Tehran

Conclusions

Based on studies of the educating cities, citizens spend much of their life in the city and can learn many positive or negative cultural and social principles of society. Tehran as the capital of Iran is a city where people with different cultures and expectations live. Nowadays, educating cities are increasingly discussed in the framework of social and economic development in the community as well as emerging economies all over the world.

The analysis of the research data shows that Tehran has a limited performance in ten cases. Based on the data in Table 3, we need to pay more attention in the case of ten items to change Tehran to an educating city; these ten items are the top ten priorities. These weaknesses include: 1) Citizens education, 2) Creativity, 3) Dialogue between generations, 4) Up to date information on urban studies and surveys, 5) Education in contrast methods, 6) Transfer of values, 7) Social cohesion amongst its immigrants and refugees, 8) Democratic citizenship values 9) Social justice and democratic people, 10) Citizen participation. Since various groups of the community with different cultures and expectations participated in the survey, varying programs must be performed that are suited to all expectations of the people in Tehran. Considering the conditions of Tehran, completed projects must be implemented in the most critical fields. The gap between the proposed programs and the ideal conditions must be filled by innovative plans and projects. Hence the role of urban management is very valuable and authoritative decisions should be made wisely in relation to future projects.

Therefore, as mentioned below, the city authorities in Tehran must perform a variety of programs such as:

- Encouraging collaboration and task-specific actions among cities.
- Participating and actively cooperating on projects and exchanging of experiences with groups and institutions with common interests.
- Enriching the discourse of educating cities and promoting its direct manifestations.
- Maintaining contact and participation with different national establishments all over the world.

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