

Main objectives

- Learning, implementing, and reinforcing rights, freedoms, and responsibilities that should define a person within the school.
- Ensuring the active participation of all school stakeholders in decision-making and implementation processes related to school management.
- Contribute to the creation of a cultural environment where all stakeholders acquire skills such as critical thinking, decision-making and problem-solving, where democratic values prevail
- Raising awareness of the need to include the school and local community in decision-making processes and the establishment of a democratic school culture.
- Ensuring the leadership development of school administrators within the framework of democratic principles by getting rid of centralized structures. Identifying and distinguishing the roles and responsibilities of members of a school and ensuring that they fulfill their duties with dedication.
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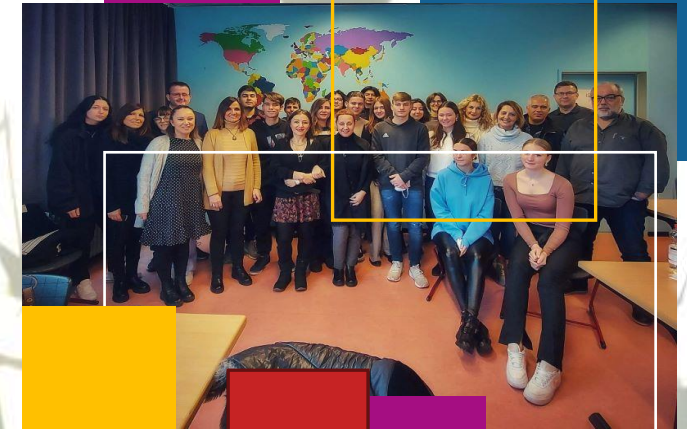
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Participating Schools

- Gymnasiale Oberstufe des Schulzentrums Carl von Ossietzky, Bremenhaven, Germany (Coordinating School)
- IIS Francesco Orioli, Viterbo, Italy
- Torbali Anadolu Lisesi, Torbali, Turkey
- Torbali Piri Reis Mesleki Ve Teknik Anadolu Lisesi, Torbali, Turkey
- Second Lyceum of Kalamaria, Thessaloniki, Greece
- Escola Básica e Secundária Dr. Ângelo Augusto da Silva, Funchal, Portugal



**Building a Democratic
School Culture
KA229**



Erasmus+



5 scheduled LTT meetings

C1 "Examples of the transition to constitutional order and creating a school constitution"- Greece.

C2 "Caricature and Democracy" - Turkey.

C3 "Teacher Competences in a Democratic School" - Portugal.

C4 "Being aware of their rights and responsibilities" - Italy.

C5 "Is Democratic Management of Schools Possible?" - Germany.

Project Info

In recent years, more and more students have communication problems due to socio-cultural differences, have strong negative prejudices against those who are not like them, resort to violence or bullying or become victims of them, have low school performance and are reluctant to continue school. The lack of personal and social responsibility, the lack of safety and empathy are part of the problem.

These problems are not only related to the school and the students and teachers, but they are part of a wider social problem, the solution of which requires the cooperation of all stakeholders, mainly between local community and parents. Thus, schools that are an important cell of life in a local community can promote democratic culture, highlighting basic principles of democratic functioning such as awareness of rights and obligations, responsibilities of all members of the school, active participation in decision-making and in assessment procedures, and solidarity through specific learning activities.



Expected Results

- ✓ Stakeholders take initiatives and assume responsibility in the planning and implementation of socio-cultural activities to be carried out in the school.
- ✓ Ensure that all stakeholders take an active role in supporting and assisting disadvantaged groups within the school.
- ✓ Ensure the active commitment of the local community and parents in creating conditions that will create a bond between the individual and the school.
- ✓ Contribute to the creation of a cultural environment where all stakeholders acquire skills such as critical thinking, decision making and problem solving, where democratic values prevail.
- ✓ The active role of teachers using learning environments and processes dominated by democratic values.
- ✓ Encouraging teamwork and sharing and disseminating good practices.
- ✓ Ensuring that differences are considered as factors that contribute to the development and enrichment of a school's culture.
- ✓ Carrying out studies to include democratic principles in teaching plans.

