THE FOURTH GOAL OF SUSTAINABLE DEVELOPMENT "QUALITATIVE EDUCATION", SUGGESTIONS FOR INDIVIDUAL ACTIONS

Polizou Eleni
Secondary Education Teacher, ΠΕ80 Economics
elenipolisou@gmail.com

Abstract
Aim of this specific essay is to discover how qualitative education (the fourth goal) of sustainable development, is achieved and which actions are made in European, national but also local level. We analyze and present its goals and problems that may occur, or their possible solutions. In the end, some intentional and focused individual actions are suggested, which don't just aim in temporary solutions, of any occurring problems, but respond to the vision of sustainable development, regarding qualitative education.
The provision and consolidation of qualitative education is the touchstone for the improvement of human life and the objective of Sustainable Development. Undeniably, the ongoing and perpetual attempt to cultivate volunteering, students' expression through art, the acceptance of otherness and the creation of schools that provide equal opportunities for all, compose samples of qualitative education. The progress that has been noticed, as far as access to education in all levels and in studentship of more and more children in schools, is relevantly important. Basic writing and reading knowledge, have significantly been improved, however, more bold attempts for the implementation of qualitative education is required.

Key Words: *Qualitative education, equal education, sustainable development, goals, actions*

Introduction

Education accounts for the basis of every organized society's development and is one of the most important factors a person's socialization. Education exists and functions in the modern socioeconomic environment of constant change and rational developments and is affected by the political, economic, social changes and circumstances. The few last decades, the role, and duties of education executives, have undergone profound alterations, that led them to acquire capital importance, due to the intense transformational processes, that contribute to society and reflect on education (Athanasoula Repa, 2005).

In the field of education, we deal with an intense concern, regarding documenting its qualitative characteristics. Much is said, especially the last years, about the "quality" and "effectiveness" in schools. Quality is easy to be detected, hardly defined and impossible to measure. The definitions of quality in education, that every now and then have been formed, vary and in some aspect contemplate different ideas about the person and society (Adinou, 2020).

The widest spread one, defines quality of education based upon the humanizing dimension and effectiveness. According to this notion, education is characterized as qualitative, when it contributes to a person's spiritual cultivation, to his/her moral uplifting and in developing a wholesome personality and upright character. Despite this, this approach, using abstract concepts, doesn't help in evaluating the educational work, as it doesn't account for the datum of action in the school field (Miari, 2018).

This essay focuses on locating and analyzing the 4th goal of Sustainable Development, that deals with qualitative education. More specifically, it is demonstrated how the European

Union frameworks of action are carried out and which actions take place for maximum goal fulfilment. Afterwards, the essay turns to the Greek world and tests in which ways the Greek state becomes active, in order to accomplish qualitative education. Another aim of this research is to detect the relationship between local authorities and education. The role and responsibilities of local government organizations are mentioned briefly, as well as the bodies of popular participation and an effort is made to connect local authorities with quality in education. One of the questions that arises is whether school is able to cover its needs through local government's contribution. A basic concern is whether the country's and especially the local government's so far operation, meets the needs of school and what problems occur in its action. There could be some contributing factors, that highlight the local government's work, make proposals towards its improvement and consequently the operation of school units.

In order to achieve the set goals, the essay will be structured as follows:

Chapter 1 presents the Sustainable Development Goals, regarding qualitative education. In chapter 2, a reference is made to the current situation and the problems that education faces today. Chapter 3 highlights the political actions and fundings of the European Union for qualitative education, as well as the effort that is made to fulfil as many objectives as possible across Europe. The 4th chapter stresses some of Greece's actions, which aim in actualizing the goals of qualitative education, while the 5th one, analyses several of the projects of local authorities. Chapter 6 sets out proposals for individual actions, in order to accomplish the target, as far as teachers are concerned and Chapter 7 suggests individual actions, which meet the vision of sustainable development regarding qualitative education. Finally, conclusions follow.

The methodology that is being used is literature review. The purpose of the methodology, in general, is the understanding of scientific research, whose goal is the promotion of science, the exploration of knowledge and the improvement of human life. The educational function and the function of research are interconnected and when research touches issues of educational policy, it is important to know that this is a complex and highly sensitive issue, which is also related to other social parameters.

The starting point for any kind of scientific study, is first of all the bibliographic research, the other-view of the relevant literature with the topic. Its purpose is to determine the feasibility and validity of the undergoing study. More specifically, the subject dimensions need to be clearly identified, the theoretical concern framework to be developed, comparisons to be made, difficulties to be presented and finally new data that arise are to be presented and some suggestions to be made. So, through literature review, the validity of this essay, which emerged after the thorough probe, is certified and appears that the subject is valid and captivating.

1.Description of the goals

The purpose of this paper is to explore the true picture of today's school, as the mode of operation of the school unit is directly and indirectly connected with the characteristics of a current socio-economic system, to which it belongs and is linked to through the formulation of the respective educational policy. It attempts to record and highlight the role and contribution of the European Union, Greece and local government. All the above play an important role in the qualitative upgrade of the education that is provided, as they compose the form of social and political organization. The work will be followed by a comprehensive report on the content of all operational issues, as well as the part that each case play. Finally, the work underlines proposals for improving the given situation but also in future extensions, so that education reaches a point of being as highly qualified it can possibly be.

The Fourth Goal Aims at:

4.1 Ensuring that by 2030, all girls and boys will complete a free, equal and qualitative primary and secondary education that leads in respective and effective learning outcomes.

4.2 Ensuring that by 2030, all girls and boys will have access to qualitative preschool development, care, and education so that they are ready for primary school.

4.3 Ensuring that by 2030, there would be equal access for all women and men to affordable and qualitative technical, vocational, and higher education, including universities.

4.4 By 2030, there would be a substantial increase in the number of young people and adults who have the appropriate skills, including technical and professional skills, for employment, decent work, and entrepreneurship.

4.5 By 2030, eliminating gender discrimination in education and ensuring equal access, at all levels of education and vocational training for the vulnerable, including people with disabilities, indigenous people and vulnerable children.

4.6 Ensuring that by 2030, young people as well as a significant percentage of adults, both men and women, will achieve literacy and numeracy.

4.7 Ensuring that by 2030, that all trainees will acquire the knowledge and cultivate the skills needed to promote sustainable development, through education on sustainable development and sustainable living, human rights, gender equality, promotion of a peaceful and non-violent culture, the global citizenship identity and also through the recognition of cultural diversity and contribution of culture to sustainable development.

4. a. Building and upgrading educational facilities that meet the needs of children and people with disabilities, considering the issue of gender, and provide a safe, peaceful, participatory and efficient learning environment for all.

4. b. By 2030, there would be a substantial global expansion of the number of scholarships available in developing countries, particularly in the less developed, small island developing countries and African countries, in order to promote enrolment in higher education, including vocational training, information and communication technologies, as well as technical, mechanical and scientific programs, in developed and other developing countries.

4. c. By 2030, there would be a substantial increase in the supply of qualified teachers, via international cooperation for the training of teaching staff of developing countries and especially at the least developed and small developing island countries.

The fourth Goal aims at ensuring an inclusive, equal, and qualitative education for all and for all levels of education (primary, secondary, technical, vocational and tertiary education and lifelong learning), signalling the shift of political priorities to quality and equality in the education provided. The aim is to eliminate gender inequalities in education and to ensure equal access for vulnerable groups and people with disabilities. Moreover, the main concern focuses on the development and upgrading of educational infrastructure and facilities, so that they are adapted and accessible to all children and people with disabilities, ensuring educationally safe, non-violent and effective learning environments for all. (https://inactionforabetterworld.com).

2.Description of the current situation-problems

During the recent years, the functionality and infrastructure of schools have been significantly improved. Despite this fact, the Greek educational system is not directly connected to the modern needs of technology and economy. In addition, those involved in the educational process, for example, teachers, parents, and students, do not have the opportunity to participate in functional issues of a school and maintain a passive attitude towards the decisions of the Ministry of Education. Educating students on the values and lifestyle, that will help them to have a conscious attitude regarding matters of their own daily life, is

considered an investment for the future. A variety of issues related to dumping garbage down the street, the use of public transport or echo-vehicles, respect for diversity, but also the defence of social rights are associated with values, attitudes, and lifestyles. That is what we call "education in sustainable development". It concerns an area, in which Greece is planning to speed-up its actions. Given that values and lifestyle are developed at a young age, education is an essential tool for raising the level of society, achieving conscious decision-making, good governance and promoting democracy. For this reason, education for sustainable development is a special category of education. Thus, in order to achieve its goal, it must give individuals the ability to change their mindset, develop critical thinking and decide on the direction of sustainable development. Nevertheless, there are many problems. What are recognized as the most important obstacles for the creation of a qualitative sustainable school, are the central orientation of the exams, the centralism, the inability to adapt the curriculum to the students' needs, the lack of training and the lack of a common vision.

The provision of qualitative education is considered the foundation for the improvement of human life and sustainable development. Significant progress has been made regarding access to education at all levels and school attendance for girls and women. Basic literacy skills have been tremendously improved. However, more effort is needed to be made in order to achieve the goal of qualitative education.

It is easier to present the current situation through data and numbers. More specifically, primary schooling in developing countries, has reached 91%, however, 57 million children are still do not go to school. In addition, more than half of the children that don't go to school live in Sub-Saharan Africa and it is estimated that 50% of those that don't follow primary education live in conflict-affected areas. Finally, an important problem is the fact that 103 million of young people worldwide have major literacy deficiencies, with 60% of young people being women.

The biggest deficit concerns the fact that a very significant percentage of children with disabilities do not attend school daily or when they do attend formal education classes they are not noticeable, as reported in an Actionaid survey. Efforts are being made to overthrow this. An example of a participatory initiative is the fact that the local government is obliged to collect an monetary amount, that is managed by the schools in collaboration with the principal, teachers and parents, which is related to the implementation of educational initiatives.Emphasis should be given when talking about the educational programs that deal with the environment, the professional orientation of the students and generally, the quality of education.

Nevertheless, research has shown that Attica's schools did not have a funding issue, but they did deal with inaction and indifference. While there were an amount to fund, the schools were neglected, in an unfavourable and bad condition (Fatourou, 2010). In addition, some school boards do not exist, but are set up only on paper, which makes the whole process more difficult or non-existent.

The neglect of school infrastructure and teacher training is extreme.The basic principle "no one is left behind" is violated when children with disabilities in order to participate in the educational process, are invited to attend classes in buildings without elevator facilities, on mezzanine floors with low ceilings and in old industrial buildings with circular iron stairs for "access" purposes.Infrastructure is the key issue for the implementation of a quality education that includes everyone, since 2015, when the United Nations implemented a 17 Sustainable Development Goals plan (SDG), aiming to be executed by 2030 worldwide.

During recent years, there is a continuous training of teachers in fields of ICT, however, is not enough, and also has the potential to include just a small percentage of educators.Although this training concerns ICT, it is often done in schools with old or

damaged computers. So it seems that, the ministry does not prioritize the training of teachers concerning inclusive practices, which should be absolutely necessary.One issue that raises, concerns the fact that teachers' views who deal with science studies, differ in terms of strengthening the role of the mediator, which raises students' intercultural awareness, facilitating in that way the open exchange of views, in a spirit of respect and appear less open in relation to the teachers of the theoretical direction. (Tzamperis, 2010).The risk of increasing the rate of marginalized people is also visible. These people are trapped by the distance that separates them from the widespread inaccessible use of new technologies, which requires a range of complex knowledge and skills. The social role of decentralized administration and local authority when dealing with several problems like these, should not only be taken for granted, but should first be upgraded, to undertake complex and multi-stakeholder human-based initiatives, actions and modern needs (Mitoula et al., 2015). The next section deals with the role of local government.

It is not just statistics that are discouraging about the quality of education, but also the quality under-execution, at the same time with the UN focusing on certain objectives, such as human dignity, regional and global stability, global health, fair and resilient societies and prosperous economies. The UN sets that every goal of sustainable development to be achieved by 2030 requires quality and lifelong learning, however according to the 2020 assessment Greece is ranked in the 43rd place among 193 countries, as the majority of goals haven't yet been achieved.

Significant lack of action and vigilance is noted, regarding the achievement of quality education goal 4.6, which relates to whether students have acquired the knowledge and skills that are necessary for their full social participation, when reaching the end of compulsory education.Stagnation or slow growth rate to less than 50% of the required percentage, is shown by the index concerning the understanding and use of scientific concepts by 15-year-old students and especially for students of lower socio-economic strata.Hence the education system in Greece does not seem to adequately supply children with the necessary scientific values and 21st century's social skills.

Greece according to the statistics of 2019, is ranked at a percentage of 53.2%, regarding the application of the "no one is left behind" principle. In terms of education, a significant percentage of 39.5% of young people aged 15 to 29 "stay behind", as they are not involved and don't participate in education or training. Ensuring the principle of "no one is left behind in education", requires the goal of sustainable development 4a, which was about building schools that are inclusive, upgraded, accessible and safe, by providing safe, peaceful, participatory and efficient learning environments for all.In addition, in accordance to objective 4b, the extension of the institution of scholarships in higher education, in vocational training and in training on technology information for all is pursued. Finally, according to objective 4c, the universal and continuous training of teachers is really important.

It gradually became understood, that access to lower qualitative education continues to reproduce educational and social inequalities, and inclusion is the key to not only the equal exercise of all people in qualitative education, but also to building more democratic societies with fewer inequalities. (Shevchuk, 2016). Inclusive education can promote both qualitative education and social development of people with disabilities, guaranteeing the universal character of education provided and preventing discrimination.

In Salamanca's statement, it was stated that inclusive schools, were the most effective means of combating any discrimination, creating more friendly communities, building an inclusive society and achieving education for all. Moreover, they provide effective education to the majority of children, improve the efficiency and ultimately the effectiveness of the entire educational system (Unesco, 1994).

To sum up, in order for education to be of high quality, must first serve its main purpose, as defined by international conventions and declarations. More specifically, education should aim in developing the human personality and the sense of dignity of individuals, in strengthening respect for human rights and fundamental freedoms, in the ability of every person to be able to participate effectively in a free society, and the promotion of understanding, tolerance and friendship.

3. Political actions - European Union funding to achieve the goal

Education and training are prerequisites for achieving the goals of Sustainable Development. Investing in knowledge, education, and training, is of the utmost importance for any country that aims in sustainable development, prosperity, the guarantee of human rights, the provision of qualitative work to its citizens and the improvement of social cohesion. The right to qualitative education is inextricably linked to the right of sustainable development. This means, that every country must place sustainable development education at the heart of its strategic priorities, providing all citizens have access to qualitative education, in systems that are affordable and don't make any social exclusions (Dimitrios, 2019).

The 4th UN Goal of Sustainable Development concerns qualitative education among all levels of education. This Goal was included in the UN's agenda after 2015, as by 2015 the "Millennium Development Goal" for the provision of universal primary education was not fully achieved (Dimitrios, 2019). Some countries have made initiatives, in order to integrate the principles of Environmental Education in their educational system and to promote the perspective of Sustainable and Qualitative School (Tzamperis, 2010).

The action of the International Organization, in the field of Education from its first years of operation until today, reflects both the needs of the world community and the intention of UNESCO to successfully fulfill its mission and the role it has been entrusted with.The action of the Organization is reflected through the International Conventions, Strategies and Programs that it designs and implements on an international level.

The main program of the Organization for Education is the international program "Education for All". This Program stands as an international commitment, to promote universal access to equal and qualitative education for children (boys and girls), young men and women, and adults (UNESCO, 2019).

Also, knowing that literacy is a prerequisite for accessing to world of knowledge, UNESCO has designed and implemented a specialized Literacy for All program called "Literacy for All". As the phenomenon of illiteracy occurs due to various factors, such as poverty, geographical isolation, early marriage or early pregnancy, the Educational Organization promotes literacy, as an integral part of Education and Lifelong Learning.Literacy allows access to knowledge, while illiteracy and consequently the lack of elementary education, is an obstacle for improving the quality of life for men and women, while leading to exclusion and violence.

As far as the goal: "By 2030 to ensure that all girls and boys have access to quality preschool development, care and pre-school education", the indicator 4.2.2 in graph 1 shows the participation rate in organized learning (a year before the formal age of entry into primary education) by sex. This is measured as the net enrollment rate in pre-school education, which is the number of children in the relevant age group enrolled in pre-school education, as a percentage of the total population of this age group. It is observed that in almost all European countries (from some we don't have any evident data), the largest percentage of students are enrolled in pre-school education.

Συνολικός αριθμός μαθητών της θεωρητικής ηλικιακής ομάδας για την προσχολική εκπαίδευση που εγγράφηκαν σε αυτό το επίπεδο, εκφρασμένος ως
ποσοστό του συνολικού πληθυσμού αυτής της ηλικιακής ομάδας.

Πηγή: Ινστιτούτο Στατιστικής της UNESCO
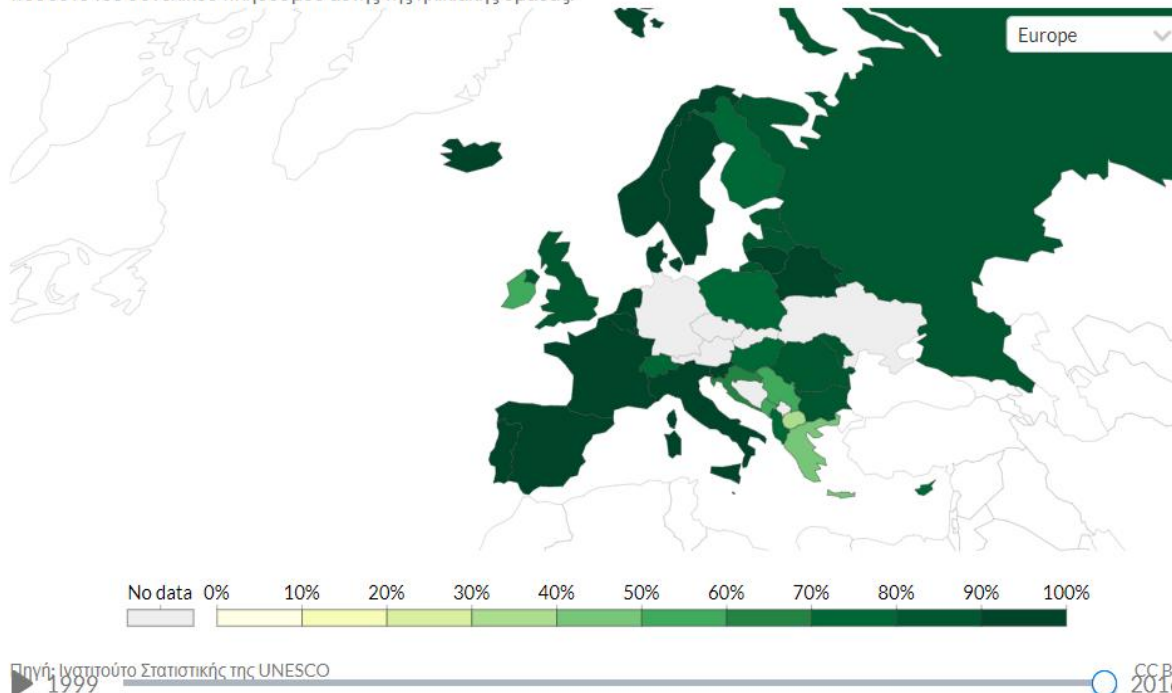
Source: www.sdg-tracker.org

UNESCO, attempting to define the modern approach of quality in education, describes it as a common component of 5 different dimensions: Respect for human rights, equity, relevance, pertinence, efficiency and effectiveness. (Blanco, Mascardi & Narvarte. 2011).

4. Policies and actions / Greek projects to achieve the goal

Every child should have a qualitative education, regardless of who they are, where they come from and what their family circumstances are. UNICEF's action framework is clear. The Fourth Goal of Sustainable Development" requires the achievement of coherent, fair and qualitative education for every child, by 2030. Inclusive education means that all children coexist in the same classrooms and the same schools. That means that groups that are traditionally excluded, not only children with disabilities, but also those who speak other languages, have real learning opportunities.

The United Nations Office for Children (UNICEF) in Greece, in collaboration with the European Union and the Ministry of Education, has launched a communication campaign focusing on supporting equal access to school for children and especially children with disabilities, regardless of mobility or other conditions. The basic message of this campaign is "For a school with open doors, for all children". Also, it raises public awareness regarding the fact that every child, regardless of their different abilities and nationalities, has an equal right to access and provision of opportunities, through the institution of inclusive schools.

The institution of inclusive schools allows students of all backgrounds to learn and grow side by side, without exclusions, for the benefit of all. Based on successful and innovative approaches, aiming to promote an inclusive education system in Europe and Central Asia, as well as existing collaborations and actions regarding refugees and migrants in Greece, UNICEF supports the Greek government, schools, civil society organizations, children and parents, in order to create a school culture that empowers every child, including children with disabilities, refugee and migrant children, minority children, children in need of alternative care and children victims of violence and abuse (Freeman & Simonsen, 2015).

A group of scouts in Karditsa have taken a different initiative, by emphasizing qualitative education and social contribution, through visiting the Animal Welfare Club, where they had the opportunity to hug the animals, play with them, see the facilities and their way of life and at the same time, were interested in providing them a good and healthy life.The Scouts of the 1st System of Karditsa, as proud ambassadors of the Sustainable Development Goals, donated 70 kilos of dry food for the feeding needs of the club. Such actions are an example of quality education and should be reported and described in the classroom, as most of the scouts are students.

The state must immediately proceed in improving the infrastructure. Accessibility and universal design are areas of high expertise in Greece. At Thessaloniki, in fact, the School for All of Include, called "Tokei Maru", operates in the context of non-formal education. It is designed to include children with disabilities or different cultural identities and "no one to be left behind".

The program "I dream wisely", is also an innovative program, implemented by Junior Achievement Greece, with the support of the Association of Insurance Companies of Greece. Its aim is to acquaint students with the concepts of foresight and responsibility and through examples of everyday life to make them understand the importance of risk prevention.

Another important action is the Social Tutoring, which is an institution that counts several years of life, supporting students from needy families, always based on the voluntary offering of teachers and professors. The financial hardship that has plagued large families over the past decade, has led more and more parents to seek solidarity in out-of-school support structures for their children.

Finally, Second Chance Schools (SCS) are public schools for adults, in the field of Lifelong Learning and are designed for citizens at the age of 18 and above, who have not completed the nine-year compulsory education. This institution provides the opportunity to obtain a degree equivalent to a high school diploma, emphasizing the acquisition of basic qualifications and the development of personal skills. The program takes into account the social reality that trainees experience daily, in combination with their particular characteristics. The learners' experiences regarding their surroundings, are an important chapter, which is utilized in the learning process. The flexible cognitive objects, "courses", of SCS aim at the acquisition of basic knowledge and skills, combining formal, non-formal and informal forms of learning, but also at the acquisition of social skills ("I learn how to learn", cooperation, communication, etc.). The training program is complemented by Career Guidance Counselling and Counselling Psychology, for the best possible support of the trainees at individual, social and professional level. The purpose of the SCS, is the overall development of the trainees, their participation in the economic, social and cultural development, as well as a more effective participation in the workplace. In particular, they seek to acquire modern knowledge, skills and attitudes, which will help them in socio-economic integration and development, as well as strengthening their self-esteem.

5. Policies and actions / projects of local authorities to achieve the goal

The modern configuration of the Greek educational system presupposes the continuous intervention of the state mechanism, which tends to increase centralism. The result is that the central government has the upper hand in matters of educational policy. Therefore, reducing the control of the state mechanism and consequently centralism, can help to identify the real needs of school (Bisila, 2017). Self-government relates to the representation of teachers in the service councils, viewing school as an autonomous unit (Giouroglou, 2011). The cooperation of strong regional structures with school principals, aims at the immediate solution of problems, without delay, or increased bureaucracy. Technological development now allows

the direct communication between central government and remote areas (Stathakopoulou, 2015).

The school, trying to meet the constantly changing needs of society, acquires another dimension in its role, which will give it organizational flexibility and increase its efficiency and quality. The financing of school units of the first two levels of education in our country, is under the responsibility of the Local Government Organizations (LGO), which is carried out through the school committee (S.C.), which is an instrument of public participation. Public participation bodies, allow society to express its views on education, connect the content of studies with the productive and developmental process and finally, achieve the connection of technological and scientific knowledge with the wider knowledge and education on the respective educational level.

Municipalities constitute the first degree of self-government in Greek territory and according to a certain legal framework, they are the main exponent of the popular will. Local Government Organizations (LGO) are bodies that express public democratic life. In educational level, an effort is being made to reorganize the structure and operation of education.

The Municipal or Communal Education Committee, is an institutionalized committee of the municipal or communal council, operating in each municipality and raises any issue concerning better organization and operation of schools, their establishment, abolition and merger, the work of school committees, construction, repair and maintenance of school buildings, etc. to the elected bodies of local authorities.

The School Council is another collective body, with a supportive role, operating at school unit's level. It consists of the Teachers' Association, the members of the Board of Directors of the Parents' Association and the representative of the Local Government in the school committee. The council's task is to support the smooth operation of the school in any appropriate way, to establish ways of mutual communication between teachers and students' families and to ensure students' and school's environment hygiene.

School committees belong to each municipality or community, in order to support the administrative and financial operation of schools (Mournianakis, 2010). The role of the school committee has to do with the fact that it can enable society to express a position and views on education and to link the content of studies, with the productive and developmental process. (Drossos, 33, 2011). Municipalities are assigned the observance of hygiene rules in public and private schools, the responsibility of executing lifelong learning programs and a committee is set up to deal with issues of school housing. Also, the municipality is given the opportunity to organize concerts or other cultural events for students, the responsibility of appointing and replacing the administration of institutions that provide scholarships and finally undertakes the granting of any license to establish and operate private music institutions.

A recent issue that has occurred, is inter-cultural education and the role of local government in it. Thus, the issue of cooperation between local government and inter-cultural education is raised. Inter-cultural schools aim to offer equal educational opportunities, to promote equality, to recognize individuality and diversity, to cultivate mutual acceptance, and a positive attitude towards learning, utilizing the cultural and linguistic richness that students bring to education.

The social role of local government, as it has been formed today, should not only be managerial, but also inter-cultural, as far as immigration policy issues are concerned. More specifically, it could take the initiative to educate the local community, on issues of diversity and acceptance, reduce prejudices and stereotypes, prevent the creation of racist phenomena, racial and social, tackling social exclusion. Indicative initiatives, in the context of its social role and the development of a solidarity movement in local communities, would be its activation on issues concerning immigrants and their children.

Another interesting proposal for the improvement of operation of the local authorities in school units, is the establishment of institutionalized participation of municipalities in important forms of educational services' provision. Such could be the development of training structures for the provision of technical training at the local level. This can be done, by municipalities having the capability of operating technical schools, with adapted specializations to the local financial and business needs. A first step in this direction, would be the transfer of the apprenticeship schools (of OAED) to the responsibility of the municipalities. Legislation, of similar importance, would be the one that enables the municipalities to provide both post-secondary and adult education.

A pioneering action has been taken by the Municipality of Agia Varvara, with the establishment of the Municipal Free Open University of Agia Varvara, where it is found that the citizens of the city need continuous and reputable scientific information and knowledge. Nowadays, education and training have acquired a new philosophy, they are turning towards new directions and the cognitive horizons are expanding day by day. The initial vision and goal is to give the opportunity to anyone who is interested, beyond age, educational level and professional occupation, to expand the horizons of their thinking and spiritual interests, with thematic cycles of workshops, lectures, and conferences with current and timeless issues. Every citizen can freely choose the courses that they are interested in, through the projection of topics, issues and problems of modern life: education, psychology, sociology, economics, culture, environment, history, folklore, public and international relations, philosophy, literature, health and in general everything related to the culture of everyday life. The Scientific Committee of reputable university professors, or doctoral researchers, will be responsible for the preparation of curricula and the selection of teachers, who will selflessly offer their knowledge to those enrolled. The aim is to highlight important issues regarding the citizens, who with the Municipal Free Open University of Agia Barbara will be able to revive their interests and get in touch with various fields of knowledge.

The Social Tutoring of the Municipality of Dafni-Ymittos, in addition to the lessons in primary and secondary education, has recruited therapists and psychologists to give voluntary speeches, thus covering a wide range of needs of students and creating an "emotional give-and-take".

Finally, CECC are emerging creative spaces for young students, in order to develop their skills. Specifically, the Creative Employment Centers for Children are pedagogical spaces that offer joy and fun. Their purpose is to provide qualitative and creative pedagogical activities, individually or in groups, to fill a child's free time, but also to help working parents. Children make friends, strengthen existing ones, and develop their talents and skills through the activities in which they participate.

6. Suggestions for individual actions, in order for teachers to achieve the goal

In this chapter, suggestions for achieving the goal of this essay are reported. Initially, an essential element for building a qualitative-sustainable school, is considered the orientation towards active learning approaches, which promote critical thinking. Every teacher must be positive about the integration of the principles of sustainability in all subjects and contribute to the creation of a school, where there will be a spirit of cooperation (even without the necessary logistical infrastructure), integration of sustainability and innovative actions in its overall culture (Gatou, 2017).

In addition, teachers should be positive regarding collaborations with local authorities and other public bodies like universities, research institutes, as well as with social economy bodies. The educational actions and initiatives, need to focus not only to the central orientation of the exams and adaptation of the curriculum to student needs. The orientation to

active learning approaches by teachers, reveals the need to redefine the learning process, in order to promote experiential learning, convergence of theory with practice and to develop students' skills and abilities for critical thinking, reflection, participation and action.

What would be ideal is a school with an organization and a spirit of cooperation, in which, however, special emphasis is given to innovative actions, opening to society and the integration of the principles of sustainability, so that the goal can be achieved more easily.

Another proposal would be the networking of schools in the context of educational programs, with the philosophy and approach of learning communities, in order to spread the purpose of qualitative education and expand even further.

It would be especially important to strengthen and support the course of Research Work, which is an innovation for the current Lyceum, in order for students to enter the process of searching and researching objects according to their interests, but also to be consistent with the school lessons, following a correct and documented methodology, so that they can be prepared and informed about the next stage of their training.

Emphasis should be placed on strengthening the role of education for diversity, knowledge of other cultures and respect for human rights, in terms of actions that can raise students' cross-cultural awareness. Promoting different cultures can help in this process, as well as encouraging students to participate equally in school activities. In particular, the subject of religion could be better utilized as students engage in new religions, discover different cultures, acquire knowledge and they get to be more receptive to anything different.

In addition, individual actions can be performed by the teacher through skill workshops. The latter aim at cultivating the individual's ability for healthy personal development, sustainability and the promotion of dignity. This means that the activities within the workshops aim, in addition to the cognitive goals, at the metacognitive reconstruction of knowledge, at the critical reflection of reality and its transformation into a capacity for progress and authentic creation, at the cultivation of attitudes and skills that promote culture and personal value to it. An important inalienable element of the concept of ability is value. In particular, the value that the teacher and the student will give to the activities of the Laboratories, the values that will emerge from the activities, the personal value within the group and the value of the creative cooperation. All of the above give a stigma of character that the content of the training program can take.

Skill workshops address the general culture of the individual and the school community and address the issues of life itself. Their basis is super scientific and holistic and that must also be their approach. The didactic approach will always be through participatory and exploratory learning and every year the children will deepen even more towards the issue in sequence of the new knowledge they acquire from the other cognitive objects, but also in sequence of their developmental steps. At this point, it should be emphasized that skill workshops aim to cultivate the skills of students, to feel and enjoy their ability to express and create, but also the responsibility to manage their lives by making decisions, which will create happy relationships and an auspicious future.

There are fifty-six Modern Environmental Problems, according to the European Environment Agency. In terms of qualitative education, actions could be taken, such as waste management, conservation of nature and sensitive ecosystems, and food safety. Students can be assigned these problems and if there is an opportunity, they can search themselves the global environmental problems.

Home Economics is the science that focuses on the comprehensive development (psychosomatic and spiritual) of the adolescent, in order to socialize smoothly, but also on the study of the wider environment of a person (physical, social, cultural, economic), aiming to improve living conditions. By combining the course material with actions related to

qualitative education, students are given the opportunity to break away from the theoretical framework and to apply the textbook theory in practice.

In summary, it is very important to emphasize that all of the above should not lack regular information and awareness of students, parents and teachers.

7. Suggestions for individual actions to achieve the goal

In this Chapter, individual actions are presented, which contribute significantly to the approach of the sustainable development vision, in relation to qualitative education. Humans perform multiple roles in society. The most important of these roles, is the one of the parent. So, the parent has the duty to pass on his knowledge and experiences to their children. This can be achieved through small and daily actions. It is very important for children from a young age to get in touch and love nature.

This is achieved by going on excursions and taking care of their information, on issues related to the environment. Initially, a valuable move from the parents' side, is to inform them about the importance of recycling, as well as the negative effects it has on the environment, the reckless consumption of goods and their disposal in the environment, in an unsanitary way. The most effective move is to set a living example for their children and keep an ecological lifestyle at home.

In addition, another action could be tree planting, especially in areas affected by fires, as happened in the region of Evia, in the summer of 2021. In this way, children will realize how difficult it is to get a damaged piece of land back to its original state. In the context of an ecological way of life, a variety of individual actions can occur, such as cleaning beaches of waste, reducing disposable plastic items and replacing them with utensils made from reusable materials.

Environmental awareness can also occur through reading books and film projection. It is obvious, then, how important the family's actions are. The contact of children with nature benefits them on so many levels. They learn to respect nature and everything it offers us so generously and become aware citizens.

Family visits to archaeological sites, museums, and art sites such as theatres and painting exhibitions, pass on to children a variety of messages, innumerable pictures and performances, even when they are young.

The triptych of success for a school unit, lies in the good cooperation of teachers, parents and students. The participation of parents, as members of the parent association and always in collaboration with the school management and the teacher club, is necessary for a productive function, keeping in mind to aid children. Their purpose is common and concerns students' progress and integrated social and emotional development.

Also, the parent, using his status and job, can offer their services to the school, and thus facilitate time-consuming procedures by offering voluntary work. This could be achieved by participating in school activities and by their involvement in supportive work that helps a school's operation. For example, a worker such as an oil painter, carpenter etc., could do various tasks in a school. In this way, they show students that participation in the educational action, can be achieved in the end with various ways, even with a simple presentation of their profession. This expands students' options around vocational guidance but also enlightens any questions children may have, regarding the working conditions, vocational rehabilitation and development, and the earnings offered by each profession.

The power and importance of volunteering for the evolution and development of society is huge. Individual actions, in the context of offering to society and in particular in the sector of education, are carried out by teachers of various specialities, through its institution Social

Tutoring. In this case, the teachers offer their scientific knowledge on a non-profit basis to children who come from low-income families.

Using someone his scientific attribute, can become a member of online groups (which flourish due to the covid pandemic 2019) and provide information and knowledge to people who need it. Also, an important contribution to the improvement of the existing situation in schools units, as well as other institutions hosting children, is financial support and donations by people, who are capable to donate.

The active political action of individuals by participating in demonstrations on educational issues and demanding actions that will approach the goal of sustainable development in terms of qualitative education is particularly important.

On the other side, students should be involved in organizing Erasmus programs, which enable the acquisition of knowledge, life experiences as well as contact with different people and cultures. In this way, they learn to coexist, to communicate and collaborate with people of different races and cultures.

Concluding the issue of individual actions, we should definitely emphasize the fact that the demand for qualitative education can be achieved when the family, the school environment and society work together constructively, taking advantage of their responsible participation, through a relationship of cooperation, mutual supply and continuity.

Conclusions

In the present work, qualitative education was analyzed through definitions and actions. Initially, the goals, the current situation, and the problems it faces in modern times, were mentioned. Then European Union policy actions followed, as well as funding related to qualitative education and efforts made to meet as many objectives as possible across Europe. Moving on, we presented the policies and actions of Greece to achieve the goals of qualitative education, as well as the projects of the Local Government bodies. Finally, proposals for individual actions were made, which meet the vision of sustainable development regarding qualitative education. Below are some important conclusions that emerged through conducting this research.

Education and training at all levels is a prerequisite for promoting the effectiveness of all Sustainable Development Goals. For each country that aims to develop its economy sustainably, to ensure high quality employment, to improve its social cohesion and prosperity and invest in knowledge, education and training is of the utmost importance (Trantas, 2019). Fundamental rights in qualitative education are inextricably linked to sustainable development. This indicates that every country, must focus on the education for sustainable development strategy, ensuring that all citizens have equal opportunities and access in qualitative, inclusive and economical educational systems.

The above principles and objectives have formed the general framework for education in Greece. Public policies and actions are designed and pursued according to Global Education Agenda till 2030, led by UNESCO worldwide and they aim to create knowledge in the context of equitable and sustainable development (Okitasary, 2019; Jossin & Peters, 2021). The Greek educational programs focus on key areas for teacher improvement results, reducing inequalities, creative assimilation of new knowledge and transition of qualified graduates to the labor market.

The areas that correspond to the goal of qualitative education are related to the implementation of policies in the field of education, based on the principles and priorities set by the Sustainable Development Goals (Kindornay, 2018; Reyes, et al., 2019). At the heart of these policies lies the strategic framework for reducing early school leaving, the higher

education plan and the National Strategic Upgrading Framework for Vocational Education, Training and Apprenticeship.

It is worth emphasizing that qualitative education is what welcomes the learner and can be adapted to meet his learning needs. Education is the key factor for human life and evolution, since without it one cannot express oneself, work, communicate, share ideas and perceptions, acquire new knowledge, virtues and skills (Riga, 2019). For this reason, the UN makes an effort in order for goal 4 (the existence of qualitative education), to be achieved, since everyone must have the right to education.

So far, primary education in developing countries is reaching 91%. Nevertheless, bolder efforts are needed, as 57 million children are still out of school, with more than half of these children living in sub-Saharan Africa. In addition, 50% of non-primary school children live in war-torn areas (Syria). In addition, 103 million young people worldwide have major literacy deficiencies, with 60% to be women.

It is intended that, by 2030, all children have the right to pre-school development, care and education, in equal, and free primary and secondary education and technical, vocational higher education. Another intention regards the increase of young people and adults who will have the right skills for employment, decent work and entrepreneurship, the elimination of discrimination in education, equal access for the vulnerable and success in literacy and numeracy.

Everyone must stand up for a sustainable lifestyle, human rights and gender equality. At the same time, efforts are being made to rebuild and upgrade teachers' facilities, increase scholarships and substantially increase in the supply of teaching materials staff.

Key elements and goals through education, concern, among other things, the understanding of poverty and the policies implemented to combat it, especially in the period of crisis in Greece. Thus, students should delve into the value of the right to have access in food and explore the difficulties in accessing adequate food. The intense effort to cultivate the concept of volunteer ism was mentioned through actions, as well as the expression of students through art.

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