

CHALLENGES OF GREEN SCHOOL QUALITY ASSESSMENT

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Abstract: The Green School Quality Standard offers criteria for integrating holistic institutional and sustainable development education, that demonstrate commitment to green education, integrate environmental principles and climate action into the delivery of school educational services. The ultimate goal of the standard is to provide a complete educational roadmap, that ensures continuity and interdependence between educational stages, from early years to higher education.

In article recommendations are made for improving the implementation of the audit for quality of green education, discussing also the road map for completing audit processing of the results from activity of the green school.

Keywords: green education, quality assurance, quality standard, sustainable development, audit of learning outcomes

JEL codes: J121, J126

Research aims: to study the specifics of green education audit implementation and based on it to present ways to improve the quality of education.

Research novelty: based on the characteristics of green education, recommendations were presented in the direction of increasing the quality of educational outcomes.

Introduction

The term "green school" is defined as an educational institution, that transforms the whole institutional approach (WIA) into education for sustainable development (ESD), with particular emphasis on climate change issues (Vukić, T., Jovanović, M. and Todorovic, D., 2021). It is necessary to assess, how schools have adapted to climate change, transform into flexible learning spaces, innovation hubs where learners and local communities can acquire the necessary knowledge, skills, values and attitudes to address the impacts of climate change (Laurie, R., Nonoyama-Tarumi, Y., Mckeown, R. and Hopkins, C., 2016). The term "school" refers to all educational institutions, including both formal and informal learning environments (Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., and Chaves, W. A., 2019).

Research results

Educational institutions play a crucial role in promoting sustainable development as well as combating climate change (Mkhitarian A., Khachatryan N., Khalafyan N., 2020). They equip the young generation with the necessary knowledge, skills, and rules of conduct to promote sustainable development and involvement in it (Kwauk, C., Casey, O., 2022). However, a survey

by UNESCO in 2022 found that 70% of 17,500 young respondents had limited ideas about climate change, despite having learned some knowledge about it (UNESCO, 2024).

UNESCO research found that almost 47% of curricula in 100 countries do not cover climate change issues. All of this requires a collaborative effort by governments, education policy makers, educators and teachers to create Green Schools prepare for learners to be climate-ready by promoting sustainability and encouraging their involvement in mitigating the impacts of climate change (Shin, H. and Akula, S., 2021).

This is where school accreditation becomes an important tool for green education management. By applying standardized quality criteria, accreditation schemes provide a measurable framework for assessing an educational institution's commitment to supporting sustainable development (Mock Cop, 2023).

The Green School Quality Standard offers criteria for integrating holistic institutional and sustainable development education that demonstrate commitment to green education, integrate environmental principles and climate action into the school's educational service delivery (UNESCO, 2024). The ultimate goal of the standard is to provide a comprehensive educational roadmap, that ensures continuity and connectivity between educational stages from early years to higher education. With that, a problem is posed.

- ✓ to identify the special criteria of the Green School, which encourage educational institutions to adopt sustainable and innovative practices, to increase the awareness and perception of the surrounding environment, a joint responsibility between

the school and the community (Iyengar, R. and Kwauk, C.T., 2021),

- ✓ to propose a universal standard for evaluation and accreditation of Green Schools for various socio-economic, regional and cultural spheres, while contributing to the promotion of equality, the accessibility of inclusive education for sustainable development,
- ✓ create mechanisms to promote continuous improvement culture with accreditation opportunities,
- ✓ to support the active contribution of Green Schools in the implementation of sustainable development, thereby supporting the prevention of climate change risks, the preservation of biodiversity and other challenges (Rousell, D. and Cutter-Mackenzie-Knowles, A., 2020).

The Green School quality standard is presented in four main areas.

Management of schools. In green schools, governing bodies promote sustainable development, establish policies that support participatory decision-making, and promote the involvement of various stakeholders, including learners, educators, and community actors.

Opportunities and actions. Green schools implement sustainable practices in areas such as alternative energy, water use, waste management, cafeteria and building and schoolyard design, thereby reducing the impact of greenhouse gas emissions on the environment (Tshughuryan, A., Khachatryan, N. 2023). also forming a culture of ensuring the health and well-being of students and staff, corporate responsibility for environmental protection in the surrounding community (Rousell, D. and Cutter-Mackenzie-Knowles, A., 2020.).

Teaching and learning. At the heart of Green Schools is the integration of traditional learning with sustainable development education curricula, enabling students to develop critical thinking, problem-solving skills and a sense of global citizenship, empowering them to effectively address complex climate and sustainability challenges (McKenzie, M., 2021).

Community involvement. Green Schools collaborate with diverse communities, thus expanding learning opportunities and resources through community engagement, turning Green Schools into centers for finding solutions to the climate crisis and sustainability challenges (Kwauk, C., Wyss, N. 2022).

Table 1. Accreditation issues in Green Schools

Accreditation Objectives	Management Functions	Educational Institutions
Reviewing the standards of the educational programs	Creating an accreditation road map	Approving the accreditation scheme in line with existing school standards.
Defining the minimum and necessary standards of green education	Harmonization of green education programs	Revision of the accreditation mechanism in the context of the green education standard
Until 2030 Inclusion in 50% of schools participating in climate change management.	Make as a global target to climate change. 50% of schools by 2030	Be consistent in achieving the integration of green education and traditional learning

Basically, the actors in the process of accreditation of Green Schools face the following problems (see Table 1).

Case Discussion. The college has set itself the goal of pioneering green education, aiming to transform curricula and be among at least 50% of educational institutions aspiring to become Green Schools by 2030. To reach the minimum threshold to meet the standard, it is necessary to integrate at least one-third of the recommended activities for each of the four main areas of the Green School, identifying at least one essential activity.

School Management. The College has a comprehensive Green School Vision and Policy which sets out to combat climate change, optimize resource management and promote sustainable practices through inclusive decision-making and active engagement with the surrounding community.

Opportunities and Actions. The College reduces risks by improving climate protection, as well as promoting alternative energy and water conservation, waste management, especially engaging students in monitoring in these areas.

Teaching and Learning. The College incorporates sustainable development and climate change education into its curriculum, demonstrating a commitment to the continuous development of students' environmental competencies.

Community Engagement. Colleges raise community awareness of climate change and responsibility, with the involvement of various stakeholders by organizing campaigns, joint environmental events and green applications.

Conclusion

The audit of green education quality is a multifaceted consideration of learning outcomes, based on the inclusiveness of educational programs, on-site research results, as well as the generation of knowledge driven by students' applied actions (see Table 2).

Table 2. Directions expected from auditig ofqualitative results

Directions	Expected qualitative results
Management of schools	The College has a comprehensive Green School vision and policy that addresses climate change, optimizes resource management and promotes sustainable practices through inclusive decision-making and active engagement with the community.
Opportunities and actions	The College reduces risks by improving climate protection, as well as promoting alternative energy and water conservation, waste management, particularly by engaging students in monitoring in these areas.
Teaching and learning	The college includes sustainable development and climate change education in its curriculum, demonstrating a commitment to the continuous development of students' environmental competencies.
Community involvement	Colleges raise community awareness of climate change and responsibility, with the involvement of various stakeholders by organizing campaigns, joint environmental events.

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Իլուտա Արբիդանե

Ռեզելկների տեխնոլոգիական ակադեմիա, Լատվիա
տ.գ.թ., պրոֆեսոր

Նոննա Խաչատրյան

Երևանի պետական համալսարան, տ.գ.թ., դոցենտ

Բանալի բառեր - կանաչ կրթություն, որակի ապահովում, որակի ստանդարտ, կայուն զարգացում, ուսումնառության վերջնարդյունքների աուդիտ

Ուսումնական հաստատությունները վճռորոշ դեր են խաղում կայուն զարգացման խթանման, ինչպես նաև կլիմայի փոփոխության կանխարգելման պայքարի գործում: Նրանք վերազինում են երիտասարդ սերնդին անհրաժեշտ գիտելիքներով, հմտություններով, վարքագծային կանոններով՝ խթանելու կայուն զարգացումը և դրանում ներգրավվածությունը: Կանաչ դպրոցի որակի ստանդարտն առաջարկում է չափանիշներ՝ ամբողջական ինստիտուցիոնալ և կայուն զարգացման կրթության ներդաշնակեցման համար, որոնք ցույց են տալիս հաստատակամություն կանաչ կրթության նկատմամբ, ինտեգրում են բնապահպանական սկզբունքները և կլիմայական գործողությունները դպրոցի ուսումնական ծառայությունների մատուցման շրջանակում: Ստանդարտի վերջնական նպատակն է ապահովել ամբողջական կրթական

ճանապարհային քարտեզ, որն ապահովում է շարունակականություն և կրթական փուլերի միջև փոխկապակցվածություն՝ վաղ տարիներից մինչև բարձրագույն կրթություն:

Հոդվածում առաջարկություններ են արվում կանաչ կրթության որակի աուդիտի իրականացման բարելավման ուղղություններով, քննարկելով նաև կանաչ դպրոցի գործունեության արդյունքների աուդիտի իրագործման ճանապարհային քարտեզը:

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Conflicts of Interest:

The authors declare no ethical issues or conflicts of interest in this research.