



CHALLENGES OF GREEN EDUCATION QUALITY ASSESSMENT IN ARMENIA

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ABSTRACT

Green education quality assurance assessment faces contemporary challenges. Currently, a process of transformation from traditional education to green studying is taking place, which requires new approaches to assessing the quality of learning. For this purpose, the International Standard for Green School Quality Assessment has been put into operation, which presents the guidelines for green education quality assurance. The article presents green education quality assurance assessment indicators, which create an opportunity to make the results of the educational process organization measurable and based on it to make effective managerial decisions, aimed to improving green education.

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1. INTRODUCTION

The term “green education” began to be actively mentioned in professional circles at the end of the 20th century. Before that, it was presented as environmental education, when solutions to environmental protection issues were already being discussed from the perspective of the educational level of the population (Chiba et al., 2021). It was noteworthy, that traditional education mainly carries a cognitive meaning and introduces environmental problems to the individual. And green education, in addition to this, already aims to form in the individual the abilities to take actions aimed at protecting the environment (Bouman et al., 2020).

The imperative for green education is shaped not only by the global environmental crisis, but also by the challenge

of integrating environmental approaches into current education systems. An analysis of 100 national curricula shows, that almost half of them (47%) do not include awareness of the challenges of climate change and the interpretation of opportunities for preventing the corresponding risks (UNESCO, 2024a). Only a third of teachers are able to explain the impact of climate change in their regions, and according to UNESCO studies, 70% of young people surveyed in 2021 were unable to describe the risks of climate change.

Green education combines the delivery of environmental knowledge with the acquisition of geography, biology, chemistry, and management skills, without which an individual's skills aimed at environmental protection will be inadequate (United Nations, 2022). Indeed, green

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education involves organizing learning with an interdisciplinary approach.

Green education does not limit itself to simply imparting environmental knowledge to students. It forms in students a benevolent behavior towards the environment, and even emotional manifestations and concrete actions in this direction (Rousell & Cutter-Mackenzie-Knowles, 2020). Unlike other forms of education, green education accompanies an individual throughout his or her life and often goes beyond the academic sphere, providing environmental protection knowledge and skills outside the school classroom or university auditorium, within the framework of tours, hikes, field research and other extracurricular environments (Rao, P. 2019).

Perhaps in this sense, green education is a lifelong learning process, targeted at the environmental education of individuals, the voluntary manifestation of environmental protection behaviors, as well as the realization of opportunities to support sustainable development through interdisciplinary learning (see Figure 1).



Figure 1. Features of the Green Education Process

The need for green education is increasing dramatically as the world's population grows. People are causing enormous damage to the planet through their industrial and domestic activities. In pursuit of private interests, businesses generally do not pay attention to the negative impacts of their activities on the environment, which ultimately creates environmental and social risks and undermines sustainable economic development (Petee & Kwauk, 2021). In this regard, the development of a green education methodology that targets individuals' learning throughout their lives is important (Evans et al., 2017).

However, on the other hand, in terms of methodology, there is still no unified approach to the organization of green education, although individuals are introduced to the behavioral norms of environmental protection and the principles of sustainable development from preschool to higher educational institutions. In parallel, an awareness of a benevolent attitude towards the environment is also being formed in non-formal and even informal educational systems. Therefore, the current issue is the

effective organization of green education in such a way, that it continuously accompanies the individual throughout his life and has flexible transformational foundations among different age groups.

2. LITERATURE REVIEW

Green education is organized in different age groups within the framework of formal, non-formal and informal forms of education. In this regard, it is important to review the problems of forming a comprehensive methodology for green education and analyze the possibilities of their solution. Green education components have always been included in various educational programs to some extent. However, theoretically, the problem of integrating and coordinating these programs from the perspective of individual eco-friendliness awareness has not been raised (Akrofi et al., 2019). The theoretical significance of the research is the goal of methodologically combining green formal, non-formal and informal forms of education. The development and implementation of a comprehensive methodological framework for green education contributes to the formation of environmental eco-friendliness and the effective implementation of green behavioral norms among the population.

Individuals, who demonstrate "green behavior", demonstrate concern for sustainable development issues and care for the environment through appropriate education (Mkhitarian et al., 2020). Moreover, people receive "green education" through formal, non-formal and informal education. If formal education organized in educational institutions pursues the creation of "green jobs" (eco-auditors, environmentalists, eco-consultants, etc.), providing graduates with environmental-related outcomes at the end of the educational program, then through informal education, individuals receive certificates and improve their knowledge, abilities and skills in the field of environmental protection (Clark, 2022).

Formal "green education" provides a certain level or set of basic professional educational programs, which is implemented by the relevant educational institution, leading to the award of a qualification degree and diploma of environmental specialists of a given level. Non-formal "green" education implies an additional educational program or set of programs, which is implemented through the services of the relevant educational institution or an organization authorized to perform this function, but does not lead to the award of a qualification degree and official recognition of learning outcomes. As for informal "green" education, it forms learning outcomes achieved as a result of a person's daily and family life, leisure, entertainment, work activities and other various activities, which, as a rule, are not intended by the person as purposeful learning, are not organized and coordinated in terms of time or resources, and do not lead to official recognition of the results.

This education began to receive much attention at a time when formal education could no longer partially provide what young people needed for their personal and professional development (Colleges and Institutes Canada, 2016). In fact, the non-formal education system was formed in response to the challenges that the new era presented to the formal education system (Busch et al., 2019). The non-formal education system was formed as a system to fill learning gaps and form citizens with a “green” mindset, which did not and cannot claim to replace the professional education provided by the formal education system.

A systematic analysis of the main features of formal education shows, that participants are nevertheless drawn to non-formal programs, since in this case, it offers a certain experience that is intended to be acquired by graduates. Moreover, non-formal education refers to planned, structured programs and processes of individual and social education of young people, which are designed to implement a number of skills and abilities outside the formal educational program. Therefore, we can consider non-formal education as a unique form of green education, which allows representatives of different social groups to acquire, as well as develop knowledge, abilities and skills that meet changing requirements.

Non-formal education includes courses, trainings, short-term programs, that are offered at any stage of education or during work activities. Basically, non-formal green education provides more flexible learning programs that meet the needs of learners, are more accessible in terms of time and place of learning in terms of. As a special form of education, non-formal education allows representatives of different social groups to acquire and continuously develop skills, abilities and knowledge corresponding to the needs of the constantly changing environment. The process of obtaining new knowledge often takes place outside the formal educational space, in informal conditions, where there are specially defined goals, tools, methods, that help make the learning process more effective and interesting.

The process of "green education" is no less effective in the context of informal education, when an individual receives information about his or her behavioral manifestations in the environmental sphere during daily activities (Bacon, 2021). Experiential education (informal) is a natural educational process from which an individual acquires various values, abilities, skills and knowledge through everyday interactions throughout life. Elements of this process can be observed, for example, communication with family members, friends, the environment, mass media, literature, the Internet and other sources of information. Therefore, green education, which takes place in life, but often spontaneously, without a regulated learning methodology, should be rewritten as informal education. Informal green education covers a wide range of learning in which all people participate in their lives every day. It can be any

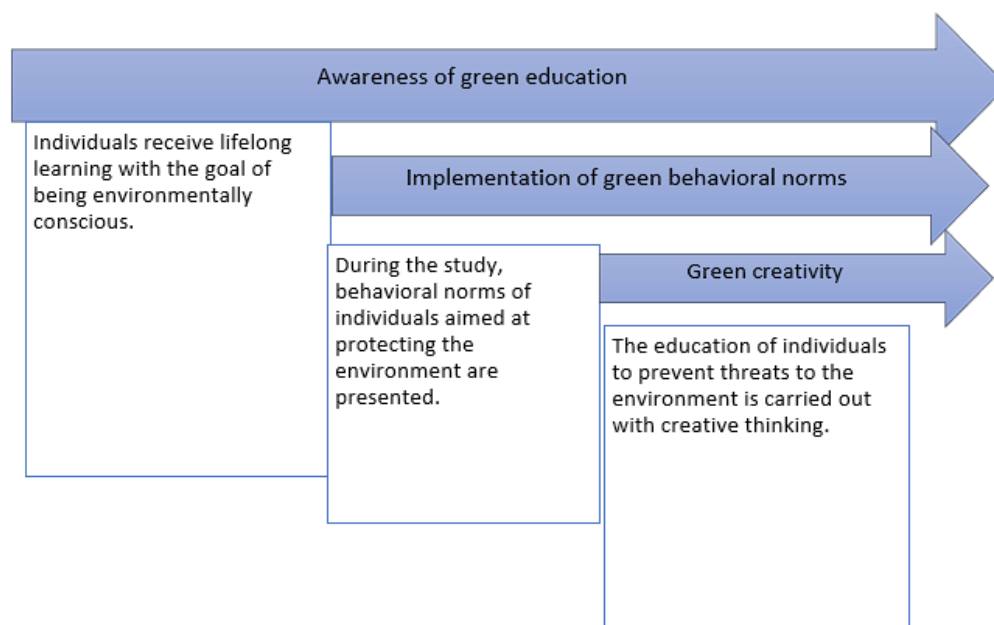
type of information, that the learner has received from television, radio, the internet network, conversations with friends and/or family. Naturally, as the higher the level of systematization and organization involved in an informal green educational activity, the closer it will be to non-formal education (Vukić et al., 2021). There is also a practical possibility to move from informal to formal, or non-formal. Thus, a visit to a nature museum can be an example of informal education, if it stems from a personal and spontaneous decision of the learner, since it does not directly depend on his educational activity. However, if such a visit is part of a defined environmental education program and requires a written report from the learners, which should also include a teacher's assessment, it will be an activity that is related to either formal or non-formal education.

However, for the most part, this form of learning does not correspond to an organized and coordinated view of education. It is clear, that informal education does not necessarily include goals and the problems arising from them. Informal education does not have the structure and standards that formal schools have. It is more natural and spontaneous, that is, the “green information” that is formed through this form of education also comes from learning from one’s own experience.

Green informal education also lacks guidelines, curricula, or standards. Since there is no curriculum or standardized tests, it is difficult to quantify or verify how well a learner understands or assimilates “green information.” If there are no specifically defined goals and objectives for informal education, this does not mean that this education is completely useless and cannot be applied in the field of “green education.”

Therefore, “green education” is multi-layered and multi-disciplinary, the implementation of which takes place throughout the life of an individual and plays an important role in the toolkit for expressing “green behavior” (Andersson & Öhman, 2016). In this regard, the methodology of green education is formed mainly in three directions (see Figure 2). The first direction accompanies the individual throughout life and green learning begins, perhaps, from preschool age. The second direction of the methodology of green education is most effective, when the individual experiences eco-educational maturity, approaches knowledge and is consistent with the behavioral norms of environmental protection (Karsgaard & Davidson, 2021). The third direction pursues the highest standards of the methodology of providing green education services, aiming to form creative behavior in the individual to encourage a positive attitude towards the environment. Thus, if a school student is taught the importance of environmental protection and the behavioral norms of the individual that contribute to it, then a university student when providing educational services in the environment, an attempt is made to form a creative mindset in the student, with a view to developing green working skills

and abilities within the scope of his/her specialty (Stapleton, 2019).



Source: Khachatryan & Karapetyan (2024)

Figure 2. Key directions for developing a green learning methodology during an individual's lifelong education

It is also noteworthy to emphasize, that the applicability of the final results of green education is subject to public assessment, which is reflected in the methodological framework of the training implemented at all levels (Schulz et al., 2016). Thus, if the lighting in the office premises of a large organization is not dimmed during breaks, printers use paper mercilessly, employees constantly drink coffee, paper cups are not disposed of in the trash cans as recyclable waste, everyone comes to work in their own car, missing the opportunity to use public transport, then all this should be a wake-up call for the management of the organization to present a thought-provoking message to the relevant educational institutions to review curricula and more clearly define the behavioral abilities of individuals for green practices. The formation of a methodology for organizing green education requires a comprehensive approach to learning, both in terms of content and time, since this form of learning accompanies an individual throughout his or her life and goes through different stages of transformation. Therefore, we believe that the methodological directions of green education, being multi-layered, should not remain static, but must continuously develop and interact with each other so that an educational environment conducive to green practices is formed around the individual throughout his or her life, in formal, non-formal and informal ways (Ojala & Lakew, 2017).

3. METHODOLOGY

For the purpose of data collection, surveys and approaches to their processing were used during the research. The surveys were conducted in focus groups,

which were beneficiaries of green education from different sectors. As quantitative measurements, aggregate indices were used, by which the qualitative components of green education became measurable. For the purpose of assessing the quality of green education, a factor analysis was conducted, using measurements with factorial indices. Emphasizing the multidimensionality of assessing the quality of green education, indicators with different measurability were transferred to the field of comparison during the research by transforming them into relative indicators, which created the opportunity to apply comparative analyses and record qualitative conclusions.

4. RESEARCH RESULTS

The assessment of the quality of green education takes into account a wider range of settings, conditioned by a number of features of this educational process (Benavot & McKenzie, 2021). First: being considered a continuous process throughout the life of an individual, ensuring the quality of green education sets itself the task of harmonizing the methodology of learning for individuals in different age groups. There is a need to regularly monitor the methodology of different levels of green education, on the one hand, eliminating repetitions, and on the other hand, gaps in the provision of key skills. Therefore, the process of organizing green education is comprehensive in nature, taking into account learning throughout the life of an individual (Cohen & Feldbaum, 2017).

Second: traditional acts of benefit are not applied to individuals included in the green education system. If a

student studying the basics of environmental protection at school or a student studying environmental economics at a university is motivated by performance evaluations, then in a non-academic environment, the motivation of students in green education is based primarily on self-awareness and personal self-discovery, the assessment of which quality assurance becomes extremely complicated.

Third: the effectiveness of green education significantly depends on the experience of the individual, which goes beyond the academic framework and is formed by observations and critical analyses. This makes it necessary to qualitatively assess not only the academic, but also the extra-academic environment of the educational process, applying the principles of transdisciplinarity.

Fourth: transdisciplinarity also plays a major role in increasing the effectiveness of green education. Transdisciplinary curricula are mainly used in master's education, the teaching of which requires not only the application of interdisciplinary knowledge, but also the use of crowdsourcing tools. Here, the tools of participatory research are used, the possibilities of generating and transferring interdisciplinary knowledge to the management field, as well as the use of public inclusiveness in the process of managerial decisions. In the process of forming a curriculum, the dominance of knowledge transfer with an interdisciplinary approach over individual sectoral knowledge is also emphasized. When creating a curriculum with a transdisciplinary approach to green education, gaps in necessary skills are identified that students had not previously mastered (Didham & Ofei-Manu, 2018).

The term "Green School" is interpreted as an educational institution that transforms the Whole Institutional Approach (WIA) towards Education for Sustainable Development (ESD), with a particular emphasis on climate change issues and documenting how schools are responding to climate change, transforming them into resilient 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. The term "school" refers to all educational institutions, including both formal and non-formal learning environments. Educational institutions play a crucial role in promoting sustainable development, as well as in the fight against climate change. They equip the younger generation with the necessary knowledge, skills and codes of conduct to promote and engage in sustainable development. However, in 2022 A UNESCO survey of 17,500 young people found that 70% of them had limited knowledge about climate change, despite having received some education on the subject (UNESCO, 2024b).

UNESCO research found that nearly 47% of curricula in 100 countries do not include climate change issues. This calls for collaborative efforts by governments, education

policymakers, educators and teachers to create Green Schools prepare all learners to be climate-ready, promoting sustainability and encouraging their involvement in mitigating the impacts of climate change (UNESCO, 2024b).

This is where school accreditation becomes an important tool for green education management. Accreditation schemes, by applying standardized quality criteria, provide a measurable framework for assessing an educational institution's commitment to supporting sustainable development (Scharenberg et al., 2021).

The Green School Quality Standard offers criteria for the integration of holistic institutional and sustainable development education, which demonstrate a commitment to green education, integrate environmental principles and climate action into the school's educational service delivery. 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. This sets the task:

- identify specific Green School criteria that encourage educational institutions to adopt sustainable and innovative practices, increase environmental awareness and understanding of shared responsibility between school and community,
- propose a common standard for the assessment and accreditation of Green Schools for different socio-economic, regional and cultural sectors, while contributing to the promotion of equity, inclusiveness and accessibility of sustainable development education,
- create mechanisms to promote a culture of continuous improvement through accreditation opportunities,
- protect the active contribution of Green Schools to the implementation of sustainable development, thereby supporting the prevention of climate change risks, the preservation of biodiversity and other challenges.

The Green School Quality Standard is presented in four main directions (see Figure 3).

Moreover, each direction of Green Education quality assurance (D) can be ensured by the following situations:

D11. The school management system has a Green Committee, which develops the Green School vision with clear goals, strategies and targets, outlines the commitment of the entire school to address climate change and ensure sustainable development. The Green Committee promotes energy and water resource management, waste management, green procurement, the establishment of green buildings that integrate climate actions, mitigating the risks of environmental damage, climate-related disasters in emergency situations.

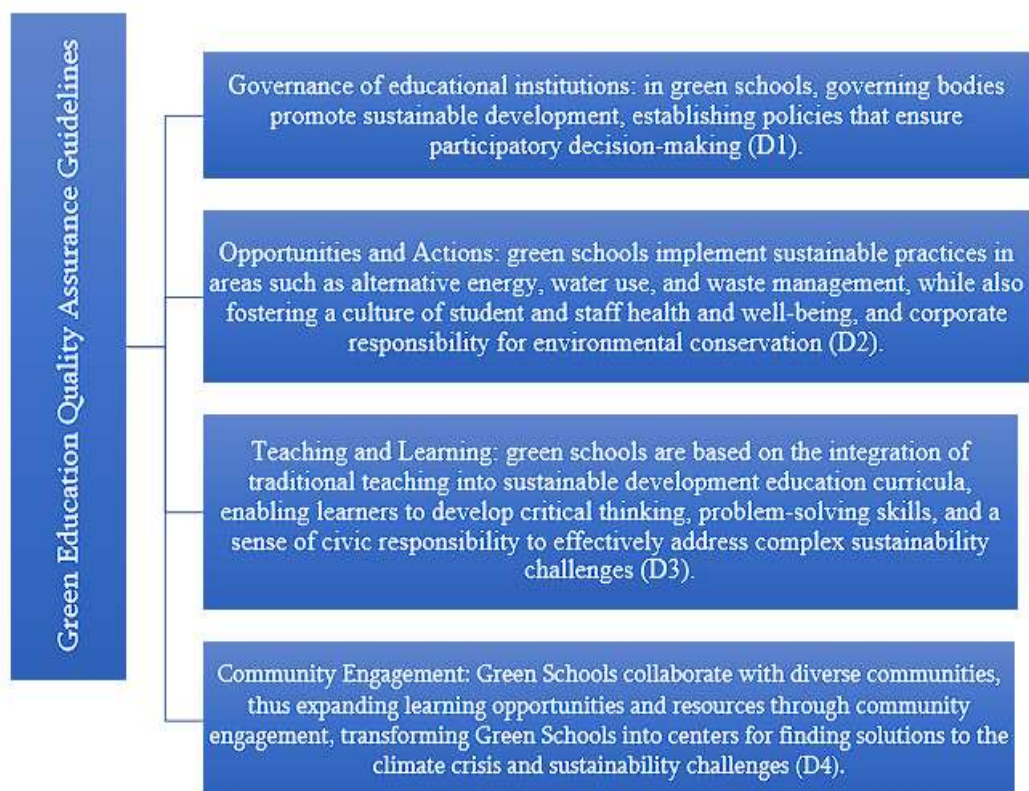


Figure 3. Green School Quality Assurance Guidelines

D12. The school management system motivates the spread of a culture of resource-saving consumption, the application of the principles of the circular economy by sharing, exchanging, reusing things, reducing the need for the use of new and additional resources.

D13. The school management system provides professional development opportunities for teachers, improving teachers' understanding of climate, research approaches, which are subsequently reflected in the curriculum. As a result, interdisciplinary projects are formed, which allow students to apply knowledge and skills gained from multiple subjects to address climate change and other aspects of sustainability.

D14. The school has formed a sustainable learning environment, which provides young people with practical work on sustainable development activities, exchange of experience on climate change. The use of up-to-date information on climate risks from scientific research centers is also important, in which the community population also becomes a participant and presents its position on climate risks.

D15. A rapid response team consisting of school students is in place to respond immediately to climate change-related disasters. The team conducts regular exercises, uses a disaster risk management plan, and has community recovery roadmaps.

D16. The school is involved in effective communication networks, where internal and external stakeholders of green education participate. Online platforms provide an opportunity to provide feedback between stakeholders through online platforms, conduct surveys on climate change, sustainable development, school achievements and shortcomings, as well as stakeholders' priorities, concerns and suggestions. The school creates opportunities to organize seminars, workshops, courses with the involvement of the local community to raise public awareness about the importance of preventing climate change risks, and showcase the school's green initiatives.

The second most important prerequisite for the formation of a green school activity standard is the use of opportunities and the organization of actions by students in this direction. Green activities need to be made prominent among students and in this regard, the latter should be involved in actions that support sustainable development (see Figure 3).

D21. The school has a waste management system, which first of all involves sorting waste into bins, and then sending the sorted waste for recycling. The use of circular economy is especially important, when students witness the return of recycled waste and reuse it for school needs (from paper waste - recycled cardboard, from plastic bottles - plastic office supplies, etc.). In addition, food leftovers from student canteens are sorted by students and sent to the animal feed recycling process.

D22. The school operates snowmelt and rainwater collection reservoirs, in which the accumulated water is used for sanitary purposes, particularly during snowmelt. Having established a garden adjacent to the school, students use the accumulated rainwater to irrigate trees. The school also operates “smart faucets” that save water in the kitchens and bathrooms of the canteens.

D23. School students monitor the operation of energy-consuming equipment and report the presence of old lighting bulbs and worn-out equipment that are energy-intensive. Students ensure that air conditioners are not operated during office breaks and that classroom lighting is turned off during breaks.

D24. The school operates a “green mobility” incentive system, according to which staff and students receive benefits when they commute to school by bicycle. In particular, the school provides discounted bicycle rental, free bicycle repairs, and free cycling clothing. The school refuses to fund employee activities if they are carried out by plane or if there is an opportunity to use rail transport. There is a charging station for electric vehicles for staff and students in the school parking lot, where charging is carried out with a 10% discount.

D25. The school has a student audit group that monitors the use of green buildings “through the eyes of a student.” In particular, they assess the extent to which alternative energy is used from solar panels, the extent to which the school’s windows support classroom lighting, and how airtight and frost-resistant they are. As a result, the school’s primary beneficiaries’ opinions are discussed in the governing bodies and decisions are made based on them to improve “green assets.”

The third most important prerequisite for the formation of a green school activity standard is teaching and organization of learning based on green education.

D31. The transformation of traditional education into the field of green education is emphasized, to the extent that the final results of the studies of specialist graduates will allow. Naturally, if professional educational institutions train physicists, chemists or art historians, they first of all focus on the formation of professional skills and abilities, but also taking into account the requirements of green education, the positive attitude of any specialist towards the environment, and his further environmental behavior.

D32. A significant part of the green school curriculum is interdisciplinary, given that teaching sustainable development goes beyond the scope of environmental protection and requires knowledge of physics, chemistry, geography, and biology, which contribute to environmental protection. Therefore, in the green school curriculum, interdisciplinarity becomes noticeable, and even interdisciplinary, when the application of green educational programs goes beyond the academic

framework and the participation of community representatives in educational processes is ensured.

D33. Regardless of the nature of the subject taught, the school uses discussions of situations related to green behavior in the educational process, linking them to green activities as much as possible. In this case, the solution of a mathematical problem is linked to the formation of green behavior, or when discussing an economic case, the environmental problem is taken into account and directions for its solution are presented.

D34. When designing its educational programs, the school aims not only to impart green knowledge to students, but also to produce students with creative abilities in environmental protection issues, as well as graduates with critical thinking. In this regard, the transition from “classroom-centered” learning to “student-centered” learning is emphasized, burdening students with independent work, group discussions and organizing debate round tables to discuss the possibilities of preventing climate change risks, using alternative energy, and saving resources. The above-mentioned areas will be considered priority in the student evaluation system.

D35. The school is transitioning from a traditional knowledge assessment system to a competency-based assessment, which primarily takes into account the graduate's abilities in environmental protection, solving environmental problems, and filling green jobs in the labor market.

D36. The school pays great attention to the activation of the research component in educational programs, when students conduct research on the recognition and possible prevention of environmental risks through field observations in nature, the development of essays and term papers, student conferences, analyses of scientific research publications related to climate change, and the organization of student conferences, which are previously included in educational programs.

The fourth and no less important prerequisite for the formation of the Green School activity standard is the inclusion of the community population in educational programs. The involvement of communities increases the degree of effectiveness of the organization of green education, especially when non-governmental organizations and other structures typical of civil society participate in the architecture of the formation of educational programs. In this case, the standard for organizing green education emphasizes the following actions.

D41. The school is included in the network communication system of external stakeholders of green activities and collects opinions from various sources on current environmental issues and their solutions. The

network system ensures the effectiveness of feedback from stakeholders of the green educational process.

D42. The school regularly organizes visits of invited lecturers from local self-government bodies, specialized public organizations, and experienced managers of green activities, who provide students with practical knowledge and skills in demonstrating green behavior.

D43. The school operates a system of external monitoring of educational programs, when invited experts periodically identify directions for reforming subject programs in line with the requirements of the time and monitor their practical implementation.

D44. The community supports the school as much as possible to organize effective green education, providing additional resources, agricultural land with the aim of establishing agricultural experimental laboratories. With the support of local self-government bodies, summer schools of green education are regularly organized, during which students, in an extra-academic environment, observe environmental problems in nature, and suggest ways to solve them to community leaders.

D45. The school operates transdisciplinary educational programs that include extra-academic research and educational methods within the community, subject to appropriate assessment by both school teachers and community representatives.

D46. The school also cooperates with the business environment, learning from business people about their corporate social responsibility, green economic activities, and the organization of a circular economy. The involvement of businesses in the green education organization system, on the one hand, creates an opportunity to reveal the harmful impact of entrepreneurship on the environment, and on the other hand, to assess the impact of green education on the process of forming a positive attitude of businesspeople towards nature.

Based on the above-mentioned areas of ensuring the quality of the green school, we conducted surveys in the focus groups of beneficiaries over a two-year period using a 10-point assessment approach. Two colleges, one university, and three secondary schools operating in the Republic of Armenia were recruited as focus groups, and a total of 114 questionnaires were distributed to them. The survey results are presented as an average across all educational institutions for 2023 and 2024 years (see Table 1.).

In order to assess the quality of green education, we propose an aggregate index (ID), the components of which are the sub-indexes of the green management system of educational institutions (ID1), opportunities and actions (ID2), teaching and learning (ID3), and stakeholder engagement (ID4).

$$ID = ID1 \times ID2 \times ID3 \times ID4 = 1.05 \times 0.91 \times 1.38 \times 0.88 = 1.16$$

By applying the proposed aggregate index, it will be possible to measure not only the quality of the organization of green education in educational institutions subject to the program, but also the nature of various factors affecting it.

Thus, by interlinking the components of green education quality assessment in one aggregate index, an opportunity is created for factor analysis, as well as for comparisons. Moreover, if the index is less than one, then the improvement of the quality of green education is given a negative assessment, and vice versa.

Table 1. Indices of green education quality assurance indicators

Indicator	Average value (10-point system)		Index
	2023	2024	
D11	3	5	
D12	7	4	
D13	9	8	
D14	5	9	
D15	7	8	
D16	2	4	
ΣD1	36	38	1,05
D21	4	7	
D22	6	2	
D23	5	7	
D24	7	4	
ΣD2	22	20	0,91
D31	2	5	
D32	6	10	
D34	8	9	
D35	7	9	
D36	6	7	
ΣD3	29	40	1,38
D41	4	6	
D42	5	2	
D43	7	4	
D44	8	4	
D45	6	5	
D46	4	9	
ΣD4	34	30	0,88
Aggregate index			1,16

The proposed index creates an opportunity for strategic assessments. If next year, the task is set within the framework of the educational institutions under study to improve the indicator of inclusiveness of beneficiaries so that it provides at least a general index value of 2.0, then under the unchanged conditions of the other components of the aggregate index, the inclusiveness indicator should

be formed within at least 1.52 [2.0 : (1.05*0.91*1.38)]. And this means that in the foreseeable future, the indicators included in the D4 group (network cooperation of green education beneficiaries, visits of guest lecturers, external monitoring, summer schools, transdisciplinary programs) should be radically improved in the educational institutions under study. applications), aiming for the following targets (see table 2).

Table 2. Planned improvements in green education quality indicators

Indicators	Reporting year	Planning year	Expected index
D41	6	7	
D42	2	5	
D43	4	9	
D44	4	6	
D45	5	9	
D46	9	10	
Sub index	30	46	1.53

5. LIMITATIONS

The assessment of green education quality assurance with the proposed aggregate indices faces certain limitations. First of all, the information collection is carried out through selected focus group surveys, which may contain some subjectivity, due to the selection of groups and structural differences in the participants. In addition, the scope of green education quality assurance indicators is somewhat conditional, since it can be expanded or, conversely, narrowed, based on the directions and nature of the surveys. Finally, the dimensionality of indicators using a point system is also not considered to be super-precise, since the construction of a point system may contain some subjectivity and be

presented with different approaches. However, even with the above limitations, the dimensionality of education quality can find its application, since the Green School International Quality Assurance Standard does not identify and propose measurability metrics for quality assessment.

6. CONCLUSIONS

Ensuring the quality of green education is practically complicated to the extent that it relates to education organized in different age groups. It is education throughout life, which acts as both formal and non-formal and informal education. Therefore, it is definitely not possible to develop criteria for assessing the quality of green education. Instead, the International Green School Quality Standard has been put into operation, according to which the pillars of green education quality assessment are the green school management system, the inclusiveness of education beneficiaries in the educational process, the identification of environmental protection opportunities and actions to implement them, and the implementation of opportunities based on actions. However, the International Green School Quality Standard does not offer metrics for assessing the quality of education. In this regard, we propose aggregate indices of green education, which, on the one hand, take into account the guidelines of the International Green School Quality Standard for quality assurance, and on the other hand, use multi-factor indicators for green education quality assessment. Consequently, ensuring the measurability of eminence assessment creates an opportunity to make strategic management decisions aimed at improving the quality assurance of green education.

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