

FEATURES OF GREEN EDUCATION MANAGEMENT

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Abstract

The implementation of the green education requirement is currently facing challenges. On the one hand, it seems that sufficient green education is being implemented in schools and universities and there are no concerns in this direction, but on the other hand, green education is not systematic in nature and is not subject to systematic management, which, by the way, is a UNESCO requirement. The article comments on the features of green education management and, based on this, makes recommendations for the implementation of effective management decisions in this direction.

Keywords: green education, transdisciplinary education, long life learning, management of green activity, green behavioral settings, green education regulation framework.

GEL code: Q5

Introduction

Issues of educational management have been repeatedly discussed in professional literature, both from the perspective of quality assurance and the effectiveness of financing educational services. However, these studies have mainly targeted individual levels of education (elementary, general education, secondary and higher vocational). When the international requirement for mandatory implementation of green education was set at all levels of education, the management of environmental education faced challenges. Currently, there is a need to implement systematic management functions so that the final results of green education are not only not repeated at different levels of

education, but also continuously complement each other (Busch, K. C., Ardoin, N., Gruehn, D., and Stevenson, K., 2019). In addition, currently, it is important to ensure the inclusiveness of green education so that internal and external stakeholders of education ensure their active participation in the implementation of environmental education programs. Therefore, taking all this into account, an international standard was defined for green education, which set its requirements for the management functions serving environmental services. Currently, the organization and management of green education throughout life, which is carried out in both formal and non-formal and informal educational environments, is considered key (Grewal, R.K., Field, E. and Berger, P., 2022). Therefore, managing green education requires new methodological approaches throughout the individual's life.

Findings

There are many definitions of management, which stem from the goals of business activity, ensuring the stability of socio-economic progress, or behavioral regulations of groups of people. But now our goal is not to search for a “golden definition” of management, but simply to understand why it is necessary to manage. Indeed, if we observe the behavior of animals, we note that especially those living in groups apply clear principles of management and demonstrate more organized behavior. This is especially evident in bees and ants, which use no less management tools than humans. implement a division of labor, apply safety systems, and organize control operations, and not a priori, but in an organized way.

Thus, if hardworking bees do not bring nectar, then the soldier bees standing at the entrance to the hive do not let them in and send them back to harvest. Inside the hive, each bee knows its job, working in the areas of nectar collection, feeding the queen bee, and protection from predators. And these functions are carried out in a coordinated manner, complementing each other, and seem to be guided by the unwritten rules of the bee colony, that is, they have an instinctive regulated nature.

An excellent example of behavioral guidance is also the anthill, the community of which also consists of worker ants, soldier ants, from the mother ant, which provides generations. Here too, everyone knows their functions and performs them with instinctive, regulated approaches, without any written laws or imposed behavioral norms.

This raises a question: Can't people imitate the natural behavior of these insects and act and create freely, not subject to laws or rules of conduct, not guided by anyone and not having any regulatory influence from the outside? Incidentally, the anarchist movement, which began three centuries ago, was based on the idea of individual or public freedom, proposing an autonomous society based on voluntary cooperation.

Here, the emphasis was on both the freedom of personal action and the independence of community groups, which should not be subject to regulatory influence from the outside. However, history has shown that people were unable to act in an anarchic environment and were always under the systematic regulatory influence of various by the rulers of the lower levels, they had not chaotic, but controlled behavior. Moreover, this behavior can be implemented not only through the influence of rulers, but also through self-government. However, the latter is also indirectly subject to external governmental influence. Even the primitive caveman understood that life becomes easier when people live in groups and are governed by the chieftain, albeit authoritarian, but with regulated approaches. Behavioral anarchy would lead to the fact that the distribution of prey among the members of the community would become uncontrollable, a disorganized distribution of labor would be carried out and, ultimately, a chaotic situation would be created and people would be subjected to hunger and helplessness. So, even the caveman realized that his goals could not be achieved by a priori actions, they had to be directed in some way so that they would ultimately provide the desired result for survival. And that direction required special skills and abilities, the entirety of which can now be formulated as the art of management (Mkhitaryan A., Khachatryan N., Khalafyan N., 2020).

Management is an integral part of society and individual activity today. Nothing is unmanageable, and if actions go beyond the influence of management, they carry the risk of failure. Thus, management ensures a natural process and stability in achieving the set goals, by exercising regulatory influence on the managed objects by the subjects (Benavot, A., and M. McKenzie., 2021).

If management is not implemented, that is, regulatory influence on activities, then it will not be clearly established what goals there are, how they can be achieved, who will regulate the process of implementing the set goals, who will monitor how they are implemented and, ultimately, who will make

decisions, which will be indispensable in implementing the goals. It is these "who" who act as managers in our lives.

Let us also add that management (French: *ménagement* "the art of leading, directing", from Latin: "to direct by hand"), in a broader sense, means a means of achieving the goals included in various types of socio-economic systems and models, which in our days has turned into an applied science.

Individuals or human groups in today's "Sardinian" of socio-economic development and information saturation will simply get entangled in their behavioral actions and will find themselves in a chaotic environment if they do not have the ability to achieve goals, especially if they are not subject to the regulatory influence of achieving these goals. Moreover, this regulatory influence can be formed in the individual as a means of self-government or self-organization, in the collective as a means of corporate governance, or in the upper class as a means of executive management. However, in all cases, management will not take place if it does not operate within the framework of a predetermined system. Green education management is not only related to the direction of the activities of individuals or human groups, but includes a wider range of regulations, conditioned by the educational system. with a number of special features of the process (Andersson, E. and Öhman, J., 2016).

First: being considered a continuous process throughout an individual's life, green education management 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 an individual's life (Tshughuryan A., Grigoryan L., Martirosyan T. 2025).

Second: traditional forms of remuneration 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 management of which from the outside becomes extremely difficult.

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 analysis. Therefore, it is necessary to make efforts to make not only the academic, but also the extra-academic environment of the educational process manageable, 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 the necessary skills are revealed that students had not previously mastered. Thus, the distinctive features of green education management in relation to traditional education are presented in a number of directions (see Figure 1.)

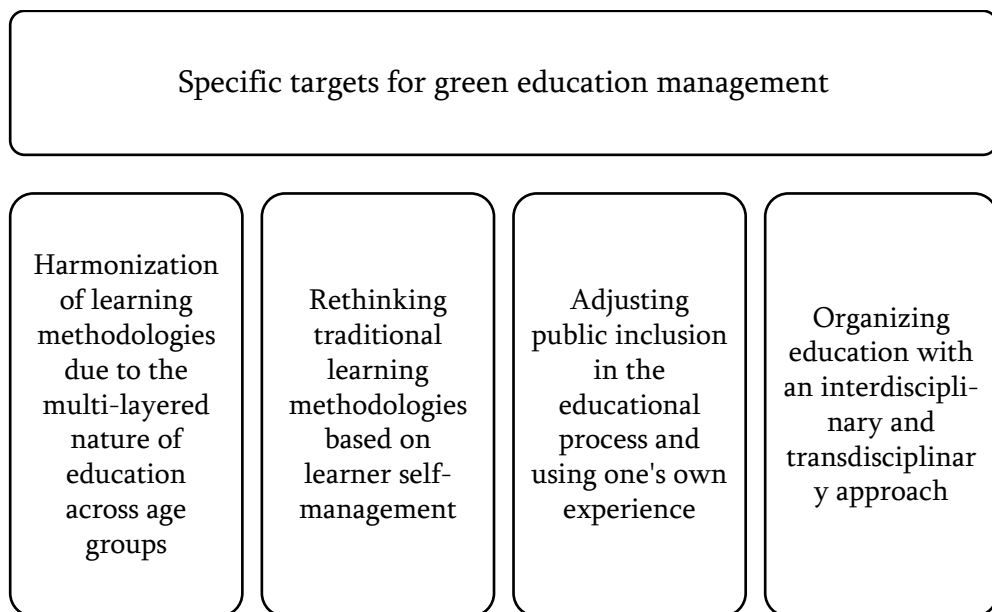


Figure 1 Distinctive features of green education management¹

Conclusion

Green education management is presented with a number of methodological features. In addition to a localized approach, it is also implemented in a comprehensive way, including all levels of education, as well as non-formal and informal education. Green education management also tries to organize interdisciplinary educational services, since the environmental process is related to a number of subjects. Nevertheless, when implementing green education, there is a need for large-scale involvement of community representatives in educational programs in order to take into account the needs of external and internal stakeholders in environmental protection.

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Արմեն Ճուղույան

Հյուսիսային համալսարան, տնտեսագիտության դոկտոր

Աստոմ Մխիթարյան

Հայաստանի գիտությունների ազգային ակադեմիա, ֆիզ. մաթ.
գիտ. թեկնածու

Ռիմանտաս Ժելվիս

Վիլնյուսի համալսարանի պրոֆեսոր,

Կանաչ կրթության կառավարումը ներկայանում է մեթոդաբանական մի շարք առանձնահատկություններով: Այն լրկալացված մոտեցումից բացի, իրականացվում է նաև համապարփակ կտրվածով, իր մեջ ներառելով կրթական բոլոր աստիճանները, ինչպես նաև ոչ ֆորմալ և ինֆորմալ կրթությունը: Կանաչ կրթության կառավարումը փորձում է նաև կազմակերպել միջգիտակարգային կրթական ծառայություններ, քանի որ բնապահպանական գործընթացը առնչվում է մի շարք առարկաների հետ: Բացի այդ, կանաչ կրթություն իրականացնելիս անհրաժեշտություն է առաջանում նաև համայնքի ներկայացուցիչների լայնամասշտաբ ընդգրկվածություն կրթական ծրագրերում, որպեսզի հաշվի առնվեն շրջակա միջավայրի պահպանման արտաքին և ներքին շահառուների պահանջմունքները:

Կանաչ կրթության պահանջի իրականացումը ներկայումս կանգնած է մարտահրավերների առաջ: Մի կողմից թվում է, թե դպրոցներում և բուհերում բավականաչափ կանաչ կրթություն է իրականացվում, և այս ուղղությամբ մտահոգություններ չկան, բայց մյուս կողմից՝ կանաչ կրթությունն իր բնույթով համակարգված չէ և ենթակա չէ համակարգված կառավարման, ինչը, ի դեպ, ՅՈՒՆԵՍԿՕ-ի պահանջն է: Հոգվածում մեկնաբանվում են կանաչ կրթության կառավարման առանձնահատկությունները և դրա հիման վրա առաջարկություններ են արվում այս ուղղությամբ արդյունավետ կառավարման որոշումների իրականացման համար:

Հիմնաբառեր - կանաչ կրթություն, միջոցառումներ կրթություն, ցկյանս ուսուցում, կանաչ գործունեության կառավարում, կանաչ վարքագծի կարգավորումներ, կանաչ կրթության կարգաբերման շրջանակ