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## Green Economy and the Education System: A Model for Shaping Eco-Literacy

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**Abstract :** This thesis explores the critical relationship between the green economy and the education system, with a specific focus on developing a model for eco-literacy. The green economy requires not only technological solutions but also ecologically responsible human behavior, which must be cultivated through education. The study highlights the role of schools and universities in shaping students' environmental awareness, knowledge, and practical competencies. By analyzing international best practices and the current state of environmental education in Uzbekistan, the paper proposes a multi-level, interdisciplinary, and practice-oriented model for eco-literacy formation. The findings emphasize that integrating environmental content into curricula, empowering educators, and encouraging student-led green projects are key strategies for building a sustainable future.

**Keywords:** green economy, education system, eco-literacy, sustainable development, environmental education, curriculum integration, interdisciplinary learning, green skills, Uzbekistan, eco-awareness

In the face of today's global challenges—climate change, loss of biodiversity, water scarcity, and energy shortages—society must adopt a comprehensive approach to economic, social, and environmental issues. Within this context, the concept of the “green economy” has become a vital framework not only in industry and infrastructure but also in education. As human capital is the cornerstone of sustainable development, the transformation toward a green economy is impossible without an informed, environmentally conscious, and proactive population, which can only be achieved through an effective education system.

Eco-literacy is more than just awareness of environmental facts—it encompasses a deep understanding of ecological principles, responsible behavior toward nature, efficient use of resources, energy conservation, recycling, and a commitment to sustainable lifestyles. Developing these competencies requires an integrated approach across all levels of the education system.

Primary and secondary schools lay the foundation through subjects such as biology, geography, and natural sciences, while higher education can integrate green economy concepts into economics, engineering, pedagogy, and business disciplines.

An effective eco-literacy model must include key components such as environmental themes integrated into curricula, interdisciplinary teaching, and hands-on activities like school recycling campaigns or university-led green startup projects. These not only build theoretical knowledge but also nurture practical skills and responsibility among students.

Several advanced international models demonstrate how eco-literacy can be effectively embedded in national education systems. Finland integrates environmental topics into every subject. South Korea offers specialized courses on "ecological lifestyles" in schools. Germany's "Grüne Schule" (Green School) initiative ensures that school buildings themselves adhere to ecological standards. These examples can inspire and be adapted to the Uzbek educational context.

In Uzbekistan, significant attention is also being paid to environmental education. The introduction of "Ecology and Environmental Protection" as a mandatory subject in general education, and the creation of university programs focused on green economy, renewable energy, and sustainable resource use are positive steps. However, for maximum effectiveness, the approach must be more systematic, interdisciplinary, and practice-oriented. This includes updating curricula, training teachers, promoting research projects, and strengthening the policy framework.

In conclusion, the education system plays a central role in advancing the green economy by shaping eco-literate, environmentally responsible individuals. A comprehensive model of eco-literacy development must be integrated into all levels of education, emphasizing practical learning and interdisciplinary connections. Strengthening educational policy, teaching quality, and student engagement will ensure the formation of human capital capable of leading the green transformation. This, in turn, will serve as a long-term strategic foundation for the sustainable development of the nation.

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