Components of Environmental Literacy in Elementary Science Education Curriculum in Bulgaria and Turkey

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Abstract
The purpose of this study was to analyze the extent to which science education objectives in elementary schools addressed to the six basic components of environmental literacy (EL), and how this attention differed from Bulgaria to Turkey. The main method in the study involved comparative content analysis of these objectives. The courses sampled for Bulgaria include "The Human Being and Nature", "Biology and Health Education", "Chemistry and Environmental Protection" and "Physics and Astronomy". The course sampled for Turkey is "Science and Technology Education". Content analysis of these objectives reveals that all components of environmental literacy did not receive the same attention. For example in both countries most attention was given to knowledge, less to skills and attitudes, and little to environmentally responsible behavior (ERB).

Keywords
Bulgaria, Turkey, environmental literacy, environmental education, science education objectives

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