**Exploring the Implementation of Low-carbon Education**

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**BACKGROUND**

In the face of many problems caused by environmental pollution and energy depletion, it has become a global consensus to save resources and implement the concept of low-carbon education. In China, low-carbon education has been encouraged, from the state to the local municipal government, corresponding policies have been issued, schools have also carried out school-based development according to the policies to help students establish the concept of low-carbon life and can be implemented in practice.

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**ABSTRACT**

Education for sustainable development has been implemented in the world for many years, but it has little effect. With the growth of population, nature has been excessively damaged, resources are being excessively used, and the environment has been seriously polluted. There is an old saying in China that "extremes of things must be reversed" and "too much is too much". The transitional consumption of human beings on the earth is retaliating for human welfare. The most direct and obvious experience is the extreme change of climate and the change of environment are seriously affecting human welfare. In traditional teaching practice, few people consider the positioning significance of carbon and energy in daily life and decision-making. The teaching of sustainable development should begin with children, in which low-carbon education is the key content. The traditional oral education or textbook education is obviously not suitable, at present, both countries and schools are promoting the implementation of low-carbon education, so the purpose of this study is to explore how to implement low-carbon education in current schools.

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**OBJECTIVE**

1. Is the community of low-carbon education formed, including the government, schools, families, and students etc?
2. What measures have schools taken in implementing low-carbon Education?
3. How do the schools evaluate students' low carbon performance?
4. What is the effect of low carbon education?

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**METHODS**

1. Literature research, through literature research and analysis of existing research status to provide the basis for the current research, and explore the theory to support this study.
2. Qualitative research, through interviews, to explore the current situation and strategies of low-carbon Education

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**RESULTS**

The results show that Bronfenbrenner model can support this study, the development of human beings in complex relational systems is influenced by multi-level environment. The students' low-carbon education behavior is affected by micro, meso and macro factors. A special discovery is that students' learning and family's low-carbon behavior can play an interactive role.

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**REFERENCE**


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**CONCLUSION**

• Students' low-carbon education forms a community
• Low carbon education has been carried out in depth
• How to deal with the relationship between academic achievement and low-carbon education is a complex problem