

Current Situation and Countermeasures of Urban Community Environmental Education Based on KAP Theory

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Abstract

Our planet is facing severe environmental problems such as increasing scarcity of resources, pollution, and loss of biodiversity. Environmental education is an effective way to promote the mainstreaming and sustainability of environmental protection. Community environmental education is an important type of environmental education, which relies on informal educational institutions at the community level and is closely integrated with the daily lives of learners. It can cultivate learners' good environmental literacy and sustainable lifestyles, and has the characteristics of full life cycle education. It has a wide audience and wide dissemination, and can make up for the lack of environmental education for adults in the basic education stage. Community environmental education in China has been carried out for more than 30 years and has achieved certain results. However, there are also problems such as a lack of teachers, a mere formality, monotonous format, poor content, lack of coherence and the linkage of various sectors of society. On the basis of analyzing the connotation, importance, and current situation of community environmental education, this article elaborates on the countermeasures to solve the current problems of community environmental education from the perspective of the Knowledge, Attitude and Practice theory (KAP), in order to provide reference opinions for improving the effectiveness of community environmental education.

Keywords: Community, Environmental Issues, Environmental Literacy, Community Environmental Education

1. Introduction

Community can be simply expressed as the living community of residents and society in a certain region, which includes the content and requirements required for residents' spiritual and material life [1]. Foreign countries usually refer to residential areas or natural settlements composed of a certain population or specific races with unique lifestyles, customs, and cultures as communities, such as black communities. It is customary in China to refer to administrative areas or their subordinate streets within cities as communities, and some new residential development areas or rural townships and villages are also referred to as communities. These administrative units are the most grassroots units under the current social system.

A community, from the perspective of regional development conditions, includes three major influencing factors: natural, socio-economic, and technological; From the perspective of measurement indicators of community development level, it includes five aspects: productivity, production relations, quality of life, population quality, and ecological order; From the perspective of population composition, it includes leadership decision-makers, organizational management, workers, students, and various social strata of the masses [2].

Urban residential communities are divided into five categories: high-end communities, ordinary communities, resettlement housing communities, low-cost housing communities, and shantytowns (urban villages). Community is the main living place for residents, rooted in the natural resources, and generates a large

amount of waste and pollutants, namely household waste [3]. The characteristics of household waste can be summarized as much, miscellaneous, and less. "Much" refers to the fact that the output of garbage far exceeds the absorption capacity of the environment. "Miscellaneous" refers to the composition of household waste, which includes everything that can be consumed in daily life. At the same time, there are significant differences in the production and types of waste among households with different economic incomes. Those with high-income levels weigh more and have a variety of types, with kitchen waste accounting for up to 50% - 80%. Packaging waste is mainly made of plastic, including fresh milk bags, plastic bags, medicine boxes, beverage boxes, etc., and there are complex components such as toxic waste batteries, fallen leaves, and cinders between them, while waste electrical appliances, tires, newspapers, beverage bottles, and clothing with recycling value are relatively low in content [4-5]. Due to the limited absorption capacity of communities and even urban ecosystems, as well as the high recycling efficiency of high economic value components such as waste paper, plastic, and glass in traditional waste recycling systems dominated by scavengers, other waste cannot be disposed of [6], resulting in the accumulation of kitchen waste around the city, leading to the dilemma of "garbage siege". These household waste presents high moisture content, high organic matter content, easy biodegradation, and low calorific value [7, 8], which not only seriously affects the efficiency of garbage collection and transportation facilities and treatment systems, but also pollutes water sources by breeding mosquitoes and flies, seriously affecting the health of urban residents and the survival and development of cities. Environmental protection is an urgent, enduring, and arduous task that requires the joint efforts of all citizens. Firstly, residents are required to possess strong environmental literacy, and the improvement of urban residents' environmental literacy must be achieved through community environmental education.

Community environmental education is an educational activity that fully utilizes various educational resources within a certain geographical range, improves the overall environmental quality and quality of life of all community residents, and promotes community economic construction, social and educational development.

Community environmental education takes the community as the basic unit targets community residents, and aims to cultivate residents' environmental literacy and improve their quality of life [9]. The main task is to cultivate residents' correct concepts of scientific evaluation of natural resources and behavior habits of rational utilization [10], including four content modules like environmental knowledge (natural and humanistic knowledge related to environmental protection), environmental objects (management, implementation, and audience of community environmental education), environmental operation (specific content of community environmental education) and environmental objectives (establishing scientific views on nature, values, ecology, morality, and consumption) [11]. The educational effectiveness is influenced by factors such as community environmental conditions, population age, population occupation, population

quality, and responsibility attribution [12, 13]. Community environmental education in foreign countries has been carried out early and has achieved relatively rich theoretical and practical results [14], mainly involving four aspects: theory, function, method, and effectiveness [15]. It has the characteristics of diverse educational subjects, wide coverage of content, emphasis on educational facility construction, life-oriented, innovative forms, and ensuring educational effectiveness [16]. Environmental education in China started relatively late. From the Stockholm Conference on Humanity to the Tbilisi Conference, environmental education issues have received increasing attention from all sectors of society, and community environmental education has also received a certain degree of attention [17-19]. Most domestic scholars believe that activities such as "green creation" [19], "discussion and dialogue" (Wang Jingxian) [20], "volunteer activities" [21], and "research projects" [21] are effective measures to improve the effectiveness of environmental education; providing facilities, creating culture, and engaging in daily activities are key to environmental education in environmentally friendly communities [22]; establishing green schools, developing ecotourism, and establishing online platforms are strategies for carrying out community environmental education in nature reserves[23]; project research, planning and organization, and mobilizing participation are the main steps in carrying out community environmental education [24].

Today, environmental protection has become a basic national policy in China, and the central government has clearly stated that the country's environmental protection goals should be transformed into effective practical actions. In this action, place is the key. That is to say, only by building communities can sustainable development strategies be effectively transformed from national development strategies to specific operations in the region, and community environmental education can enhance the environmental awareness of the whole population and the ability of civilized production and ecological construction.

2. Content of Community Environmental education

There is no consensus in the academic community regarding the content of community environmental education. Most scholars believe that community environmental education should include five parts: environmental awareness education, environmental values education, environmental moral awareness education, environmental legal awareness education, and environmental participation awareness education [25].

Environmental awareness education: Environmental awareness is people's understanding of what the environment is and the relationship between people and the environment. It is the foundation of environmental awareness and the basic understanding of establishing a harmonious relationship between people and the environment. Only by helping the public establish a correct environmental concept, forming a scientific understanding of the environment, correctly positioning the role of humans in the environment, and gradually deepening their understanding of environmental issues, can their environmental awareness be

improved, and their initiative and effectiveness in protecting the environment be enhanced.

Environmental value education: How to understand the attributes and functions of the environment, and how to handle the relationship between people and interests, and needs, must follow correct value judgments to make decisions. Environmental values are people's rational thinking and value judgment about the environment and are their fundamental attitude towards the environment. They solve the problems of how to view the environment, what to do, and what not to do in environmental consciousness. We should have a correct understanding of the inherent regularity and integrity of the environment, with the goal of harmonious development between humans and the environment, completely transform traditional values that are not conducive to the environment, and establish scientific environmental values. Educators should be fully aware of the important value of the environment for human survival and development, as well as the importance of environmental issues. They should recognize both the value of nature to humans and the value of nature itself, that is, its value in maintaining ecosystems. We must respect the value of nature and correctly handle the relationship between environment and development.

Environmental moral education: Environmental moral, also known as environmental ethics, refers to people's attitudes, behavioral norms, and principles towards the environment. The relationship between humans and the natural environment requires certain moral norms to adjust, and human behavior also needs to be constrained by morality. For a considerable period of time in the past, human development and the environment were mutually opposed. In order to survive and develop, they sacrificed the environment in exchange for economic prosperity, causing extremely adverse impacts on the environment. To coordinate the relationship between the two, it is necessary to start by adjusting human behavior, which requires the establishment of new environmental moral norms to constrain, regulate, and guide human behavior. Environmental ethics education is aimed at enabling people to master this new moral norm and practice it in their daily lives.

The ultimate goal of establishing environmental ethics is to regulate human behavior, enable people to identify and resist various behaviors that are detrimental to the environment in human life and production, form good behavioral norms, and consciously handle the relationship between development and the environment, achieving harmonious development between people and the environment. Every citizen should start from himself, start from small things, think from a global perspective, start from small things around him, support behaviors that are conducive to maintaining the environment, resolutely resist behaviors that damage the environment, and cultivate the habit of consciously protecting the environment.

Environmental legal awareness education: The contradiction between humans and the environment is caused by human errors. To solve this contradiction, it must start from regulating human behavior. Environmental protection law is an effort in this regard,

using social legal forms to force people's activities to follow natural ecological laws, regulate and solve various contradictions that occur in the process of economic development and environmental protection. Both environmental legal and environmental morality system aim to solve the problem of "what can be done and what cannot be done in environmental consciousness". The difference between the two lies in the mandatory constraint of environmental legal system on human behavior, while environmental morality plays a soft guiding role in human behavior.

We must respect everyone's environmental rights, and everyone has the right to live in a healthy, safe, and comfortable environment. At the same time, we also have the obligation and responsibility to protect the environment. Environmental protection law is the guarantee and constraint of people's environmental rights. It aims to correctly understand and consciously implement environmental protection policies, establish environmental legal awareness, learn to use the law to safeguard one's environmental rights, and consciously abide by the responsibilities and obligations stipulated by the law.

Environmental participation awareness education: Environmental participation awareness or environmental conscious participation awareness is a behavioral orientation, that is, people develop a sense of mission, responsibility, and conscious behavior habits towards environmental protection based on the value judgment, while improving environmental awareness. It solves the problems of "how to do" and "how to do well" in ecological environmental awareness and is also the implementation and embodiment of environmental awareness. It is the most dynamic component of environmental awareness, reflected in all aspects of daily life. In the specific practice of environmental education in China, due to the neglect of the important link of environmental action training, environmental action, and environmental participation education are relatively weak, which is also an important reason for the limited effectiveness of environmental education in China for more than 30 years. Environmental participation awareness should cultivate citizens' ability to cope with different types and situations of environmental problems and cultivate behavior habits of unity of knowledge and action, and conscious participation. Good environmental awareness is built on rich knowledge of environmental science, practical experience, and strict self-discipline, that is, a good sense of environmental participation.

3. The characteristics of Community Environmental Education

3.1. In Terms of Content, Community Environmental Education Has the Characteristics of Selectivity, Richness, Adaptability, Flexibility, and Practicality [9].

Selectivity, which requires a focus on multiple aspects such as interest courses, activity courses, and hidden courses in the selection of content; closely related to environmental issues such as community livelihoods, traditional culture, and biodiversity conservation; it can be formal knowledge education or skill training or a consensus can be reached through discussion; not only

does it cover events, but it also includes a complete set of fundamental methods to construct society as a whole, which can better adapt to the particularity of community environmental education content and the complexity of the object. Adaptability is manifested as the ability of educational content to proactively meet the requirements of community development and improve the quality and ability of community members. Flexibility refers to the ability of educational content to be adjusted in a timely manner with the shift of community development and construction priorities, as well as changes in lifestyle. Practicality means that the selected content should be integrated into and serve the actual needs of the community, which is closely related to the daily life of community residents.

3.2. In Terms of Objects, Community Environmental Education Has Complexity.

The definition of the concept of community environmental education determines that its target audience is all the community members, without external factors such as age, gender, occupation, and class. This means that community environmental education activities have broad participation, with an extremely wide range of participants, including rural and urban residents, illiterate and high-level intellectuals, while other types of community education, such as vocational skills training for laid-off workers, are only targeted at some community residents. This complexity poses great challenges to the selection of educational content and methods.

3.3. Flexibility in educational methods

The choice of educational methods plays a crucial role in ensuring the widest possible social participation. Adopting flexible and diverse, concrete and intuitive, easy-to-understand, and mind-touching methods will naturally have a better effect than formal preaching and motivational persuasion. For example, a luxurious lifestyle naturally makes people feel comfortable, but its cost is the increasing degradation of personal life functions, the weakening of life consciousness, and the decline and fragility of vitality. Not using air conditioning, consuming less energy, starting from the sun and setting, keeping spring warm and autumn cool, and coordinating changes in body functions with the natural environment are also a way of life. The results of these two lifestyles are completely opposite, and this comparative form of environmental education is clearly thought-provoking. For another example, using vivid examples or personal experiences in community environmental education can achieve twice the result with half the effort, Liao Xiaoyi, the founder of the China Global Village Environmental Culture Center, brought profound insights to the community public through his self-disclosure: "I am willing to sweat, not to have my life function deteriorate. I want my skin to be able to breathe, with pores opening in the summer and tightening in the winter. Sweating regulates the body's metabolism to enhance immunity. If a person's skin does not sweat heavily for a month, their body will deteriorate. [26].

3.4. The Educational Process Has Long-term Sustainability

Environmental education is a continuous and long-term process. Education in the environment aims to use the environment as a learning resource and to learn and enrich environmental education

knowledge in nature. Environmental facilities, environmental enterprises, university laboratories, specimen halls, botanical gardens, and nature reserves should all become the bases of environmental education. Using the actual experience of the educated in the environment as an intermediary for education, learners can gain a deeper understanding of environmental issues, stimulate learning emotions, and then propose and analyze problems, as well as propose possible solutions and methods. In this way, by encouraging learners to make bold assumptions, make reasonable reasoning, and carefully verify various environmental issues that exist in real society, the learners' initiative and thinking ability can be fully utilized.

Through sustained and long-term environmental education, people can gain clear environmental awareness, rich environmental knowledge, economic environmental protection methods, efficient environmental management systems, and extensive social participation, thereby minimizing damage to nature and the environment. Through sustained and long-term environmental education, people can acquire the necessary knowledge for community environmental protection, and focus on comprehensively examining, and understanding the environment from different perspectives such as physics, chemistry, geography, biology, politics, and economy, history, and culture, recognizing the value of environmental protection, enriching environmental experience, and improving environmental skills, in order to truly learn how to make reasonable use of the environment and focus on solving current and future environmental problems.

4. The Current Situation of Community Environmental Education

4.1. The Lack of Teaching Staff Is a Huge Obstacle to the Development of Community Environmental Education.

As an independent education system in China, community education has only been established in recent years. However, community education teachers, as direct implementers of community education, are still labeled as "social workers" and have not been included in the teacher system for treatment at the policy level, seriously hindering their work enthusiasm. The contradiction between the huge demand for teachers and the current low number of teachers in community environmental education is highlighted [27].

4.2. Mainly Relies on Government Promotion and Lacks Multi-Party Linkage among Various Participating Entities.

Administrative directives are the main driving force for community environmental education in China, and the "National Action Outline for Environmental Publicity and Education" is the overall programmatic document for carrying out environmental education. In order to implement the relevant work, each province has issued relevant documents, clarifying the scope of responsibilities of each participant in environmental education. However, it only mentions that "streets and communities should organize residents to carry out activities aimed at protecting the environment", without specifying the work of community environmental education, and

without introducing targeted implementation plans. Although the government-led community environmental education model has achieved certain results, this "unified leadership" model lacks the multi-party linkage of various participating entities, making it difficult to mobilize the enthusiasm of all parties, and even less able to form a joint force.

4.3. Still Focuses on Publicity, Lacking Experiential and Interactive Education and Observation

Due to limitations in human and financial resources, communities often adopt the simplest methods, such as hanging promotional banners for environmental education. The form of education is single and superficial, with low impact and low participation of residents. We should adopt a more systematic education model, especially to enable residents to understand environmental protection knowledge through experiential, interactive education and observation. This requires communities to utilize the environmental education physical resources of local meteorological stations, scenic spots, landfills, sewage treatment plants, and other units to carry out flexible and diverse community environmental education [27].

4.4. Excessive Emphasis on Basic Knowledge Education

Excessive emphasis on acquiring basic knowledge in ecology and environmental science, understanding the complex structure of the environment, but neglect to guide people to learn and understand various laws and regulations for protecting the environment, and cultivating environmental awareness of consciously complying with environmental regulations [22].

4.5. Simply Utilizing Individual Important Time Nodes, Lacking Continuous and Systematic Educational Practices.

Utilizing various environmental commemorative days and other time nodes to carry out promotional activities is one of the main characteristics of community environmental education in China, which can to some extent raise public awareness of environmental protection. However, if we only use a few important time points to carry out promotional activities, it will simplify education and lose its systematicity and continuity.

5. Knowledge-Attitude-Practice Model, KAP

KAP theory is a behavioral intervention theory [28], consisting of three parts: knowledge, attitude, and practice. This theory believes that cognition of an event affects individuals' attitude, which in turn affects their willingness and behavior. KAP theory can be used to test the effectiveness of public environmental education and help people identify the root causes of success or failure [29-31]. It believes that changes in human environmental behavior are a continuous process from the input of environmental knowledge to changes in environmental attitudes [32]. Educational intervention can transform correct ecological views and moral knowledge into personal thoughts and beliefs (i.e. environmental attitudes), and externalize them into moral behavior (i.e. environmental behavior) [33-34].

6. Countermeasures for Community Environmental Education

Based on the above analysis of the characteristics and current situation of community environmental education, combined with the connotation of KAP theory, the following suggestions are proposed for the implementation of community environmental education.

6.1. Building green communities

Environmental education is a process. In the 1970s, Australian educator Lucas proposed the famous environmental education model: environmental education is "education about the environment", "education in or through the environment", and "education for the environment". It can be seen that calling on the public to protect their living environment is the best entry point for environmental education, and the best platform for relying on the living environment is the community.

For a long time, environmental management in China has not been involved in community management, which is a major flaw in community development. In recent years, citizen environmental education and environmental protection activities that have gradually emerged are mostly disconnected from the most basic micro organization of society - the community, which is also a major challenge in the field of environmental protection [35]. A green community refers to a community that has established certain environmental protection facilities and management systems. Its construction aims to form a self-education, self-management system, and public participation mechanism for community environmental protection. It includes three sub-goals: First is to promote the construction of legalization. As a group living in a common ecological environment with common environmental rights and interests, residents of green communities are the most grassroots force in helping and supervising environmental law enforcement. They can not only report lawbreakers who do not follow the law but also supervise law enforcers who do not strictly enforce the law, thus implementing public participation in environmental law enforcement supervision. Second is to strengthen the democratization and scientificization of decision-making. Green communities have created a communication mechanism and channels between the government and the public on environmental issues, providing direct and specific channels for community residents, whether they are scientists, teachers, entrepreneurs, workers, students, or housewives, to express their opinions and suggestions on environmental issues, and providing the most grassroots carrier for the "public hearing" system already introduced by the National Environmental Protection Agency. Third is to promote green lifestyles. The self-education and self-management mechanism of green communities guides residents to choose green lifestyles, such as energy and water conservation, garbage classification, green consumption, mass transportation, and refusal to use wild animal products, turning environmental protection into a way of life and a community culture, thereby implementing sustainable consumption models in the community and driving China's social and economic development towards sustainability [36].

Although the green community is currently in the pilot stage, it has demonstrated novel features with great potential and value: First is balancing hardware and software construction, especially the construction of software systems. Second is a partnership has been established between the government, civil society organizations, and enterprises. Third is college students enter the community to promote environmental protection, which promotes the combination of campus environmental protection and community environmental protection. Fourth is starting from children's environmental protection. Children drive families and families drive communities, achieving the integration of children's education and community education; Fifth is integrate theoretical research, community pilot projects, media promotion, and policy influence into a comprehensive implementation. Sixth is low-cost operability. The construction of green communities, unlike pollution control and ecological construction, does not require a large amount of investment and technology but mainly relies on improvements in management systems, which are in line with the economic conditions of developing countries.

6.2. Creating an Environmental Culture of Green Communities

Environmental culture is a new cultural movement of humanity, a profound transformation in the field of human thoughts and concepts, a reflection and transcendence of traditional industrial civilization, and a respect and return to the laws of nature at a higher level. The environmental culture of a community should be a culture of harmonious development between humans and nature, and between humans, which is conducive to promoting the coordinated development of economy, society, and environmental protection. Its basic connotation is as follows: First, humans have only one Earth, and the Earth is the only home for humans and future generations. Second, humans are a part of the natural life system and cannot be independent of complex ecological networks. Third, the relationship between humans and nature constrains the relationship between humans. Fourth, humans survive through cultural means, and all advanced cultures are dependent on nature. Fifth, the resources of the Earth are limited, and science and technology should not make people mistakenly believe that humans' ability to transform nature is infinite. Sixth, the rights and obligations of the environment must be unified, and the development of natural resources must be balanced with the restoration of the environment. Seventh, freedom is the compliance with and constraints of natural laws; Eighth, China is the largest developing country in the world, with a population of 1/5 of the world. China's environmental protection issues have special significance for sustainable development worldwide.

The environmental attitude and behavior of residents are constrained by the environmental and cultural atmosphere of the community. The formation of good customs such as residents' environmental awareness, green lifestyle, conscious environmental protection, and harmonious coexistence with nature is a concrete manifestation of environmental culture. Environmental culture can transform advanced cultural concepts into good living habits of community residents, and good living habits will be transformed into moral consensus in the community. Moral consensus improves

the overall quality of community residents and further promotes the development of community environmental culture.

6.3. Strengthening the Teacher Construction of Community Environmental Education

Teachers of community environmental education need rich professional knowledge. Community environmental education is a new educational model that integrates environmental education content into the form of community education. It involves not only natural science knowledge such as geography, physics, chemistry, biology, meteorology, but also humanistic qualities such as environmental awareness, environmental emotions, environmental values, and environmental protection practice ability. This requires community environmental education teachers to have a multi-disciplinary knowledge reserve and strong comprehensive quality. In this regard, the government needs to explore how to build a large and highly professional community environmental education teacher team in the top-level design. On the other hand, college students can be encouraged to integrate into community environmental education practices as volunteers. The number of college students is large and they possess high cultural knowledge. If systematic training is provided and integrated into the environmental education work of the community as an important source of teachers, they can not only solve the practical problem of lacking teachers in community environmental education but also achieve their own social value and personality growth. Therefore, participating entities such as street offices, universities, and environmental education entity should work together to cultivate volunteer service providers for community environmental education among college students by stimulating their sense of value in participating in community environmental education, offering training courses, fully utilizing education resources to carry out experiential learning, and constructing a mechanism for selecting and assessing community environmental education teachers.

6.4. Construction of Community Environmental Education Platform

First, we should attach importance to the construction of community science popularization organization networks and provide strong organizational support for community science popularization. Developing the principles, working mechanisms, and responsibilities for establishing community science popularization organizations, and establish a science popularization workstation (science popularization workgroup). As an extension of the street science association, community science popularization organizations rely on the strength of community units and residents, especially young volunteers. Actively mobilize community science popularization resources, coordinate community science popularization efforts, leverage their respective characteristics, enrich activity content, and provide strong organizational support for community environmental science popularization work.

Second, we should attach importance to the construction of frontiers and create a good community atmosphere for science popularization. The community science popularization frontiers are a necessary condition for carrying out community science

popularization work and also the main content of hardware facility construction. We can promote the methods of "One Corridor (Science Popularization Gallery), One Point (Science Fitness Point), One School (Citizen Science Popularization School), and One Room (Science Popularization Cultural Activity Room)" in the community so that the science popularization work in the community can truly be implemented.

6.5. Diversified Channels and Forms of Environmental Education

6.5.1. Using Mass Media to Introduce and Promote Community Environmental Education Activities

Traditional media such as television and radio, as well as new media such as the internet, H5, and short videos, are currently the main forms of entertainment and leisure for community residents in China, in addition to work and study. They are also important ways for community residents to receive education. Community environmental educators should actively utilize the resources of mass media to enrich the content of environmental education. Based on the community, environmental knowledge promotion is carried out, community environmental education plans are formulated, environmental education websites, online schools, forums, radio, and news programs are established, fully mobilizing the enthusiasm of community residents, improving the overall level of community environmental knowledge, and making the entire community concerned and involved in environmental protection [37].

6.5.2. Carrying Out Environmental Education on Community Wall Bulletin Boards

Although the channels of information dissemination have become diversified, and although the bulletin board is a small carrier, it is still essential as the most direct and convenient way of contact with residents. It conveys rich and fresh knowledge to residents every day, allowing them to receive education unconsciously and also providing consultation to the public. Therefore, when carrying out community environmental education, it is necessary to pay attention to the role of community wall posters. Create different columns in the wall newspaper to convey environmental knowledge, promote the latest environmental events, understand the latest progress in environmental research, and analyze environmental problems currently faced. At the same time, by creating environmental knowledge display boards and posters, it not only enhances environmental awareness, but also enriches the cultural life of community residents, mobilizes their participation and cooperation, harmonizes their relationships, and reduces the cost of community environmental education, achieving a win-win effect.

6.5.3. Organizing Flexible and Diverse Environmental Education Activities

The most taboo in carrying out environmental education is "one size fits all", using fixed and rigid so-called "models" to organize all environmental education activities. With the deepening of environmental education activities, in addition to the main channel of knowledge dissemination, multimedia, and the Internet should be fully utilized to carry out learning activities such as research-based learning, expert lectures, and comprehensive activity classes.

At the same time, environmental knowledge lectures, environmental specimen exhibitions, open libraries, circulation of environmental books, environmental picture exhibitions, and various thematic discussions should be held, improving the technological content of education, enhancing its intuitiveness and vividness, stimulating people's interest, tapping their potential, striving to achieve the organic integration of environmental education and modern information technology, and providing a rich and colorful educational environment for community residents.

There are many commemorative days related to environmental protection, such as the June 5th World Environment Day. We can use these festivals to carry out environmental protection activities in the community, such as promoting the theme of "June 5th World Environment Day", giving lectures on environmental decoration, adopting green spaces, issuing proposals, environmental knowledge competitions, bird watching activities, "environmental protection day trips", etc., or organizing community residents to visit environmental education bases such as landfills, sewage treatment plants, ecological farms, and botanical gardens. At the same time, organize community residents' exchange activities in daily life to exchange environmental protection knowledge such as water-saving and energy-saving tips, promote green maintenance experience, and provide specialized environmental training for family attendants, security guards, cleaners, etc.

Environmental summer and winter camps are another form of education. The purpose of running a summer or winter camp is to create opportunities to get close to nature, enhance the environmental awareness of community residents, establish environmental concepts that meet the requirements of the new era of development, and make residents pay attention to the environment, treat the environment well, and protect the environment. As the saying goes: "Traveling thousands of miles, reading thousands of books". People have realized that hiking not only improves their physical fitness, but also broadens their minds and horizons, enriches their knowledge, and increases their experience. Therefore, we should increase ecological tourism, providing people with opportunities to have close contact with nature, allowing them to experience a completely different experience from daily life, and allowing them to experience the atmosphere of nature, the joy and romance of tourism, and the vastness of the world and the grandeur of life. While showcasing the grandeur of nature, enhance environmental awareness, broaden horizons, and enhance moral character. Respect, fairness, responsibility, participation, and harmony are the basic moral principles for hosting summer camps.

6.6. Constructing a Sharing Mechanism for Community Environmental Education Resources

The imbalance in development between regions in China has led to an imbalanced and insufficient allocation of community environmental education resources. Therefore, building a mechanism for sharing education resources has become an important task of community environmental education.

Environmental education resources mainly include teacher resources, entity resources, information resources, and other aspects. At present, there are three shortcomings in the utilization of environmental education resources in Chinese communities: First, community environmental education resources excessively rely on educational institutions like schools, and other education resources are not fully explored and utilized. Second, the teaching staff mainly comes from primary and secondary schools, and there is insufficient utilization of teachers from specialized units such as sewage treatment plants, and there is no long-term environmental education cooperation relationship established with them. Third, the physical resources have not achieved liquidity sharing, and the construction of information resources is insufficient. It can be seen that it is imperative to improve the quality of community environmental education by building a mechanism for sharing education resources. We need to adopt the principle of "city allocation, county/district leadership, and street implementation", establish a talent pool of teachers, establish supporting work and training systems, and implement overall arrangements for full-time and part-time teachers, allowing them to rotate to districts and counties to engage in community environmental education. At the same time, open days are established to achieve physical resource sharing. Each physical resource unit is regularly usually on holidays open to the public with environmental education as the theme. Under the unified arrangement of the local and county/district governments, each street office regularly organizes residents to take turns visiting physical resources. On open days, physical resource units should arrange staff to give lectures to visitors; cultural institutions such as museums and exhibition halls that mainly accept visitors should set up separate environmental education-themed exhibition booths and regularly visit communities for publicity. The municipal and prefectural governments should integrate the scattered environmental information resources of each community, establish a unified community environmental education official website, Micro-blog, and WeChat official account throughout the city, and each community is responsible for uploading its own environmental education information resources and updating them regularly to achieve resource sharing; Strengthen the construction of MOOCs and micro-courses on environmental education themes. The official websites of each county and district government should also include a column on community environmental education. Each street office and grassroots community should widely promote information platforms to encourage residents to actively pay attention to community environmental education information.

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