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GLOBAL WARMING'S IMPACTS AND THE ROLE OF EDUCATION IN SHAPING SOCIAL RESPONSIVENESS

Abdelkader Makhlouf[1] **Irina V. Andersen**[2] **Roy Andersen**[3]
[1] University Center Nour Bachir, El-Bayadh, (Algeria)
a.makhlouf@cu-elbayadh.dz
[2] Moscow State Pedagogical University (Russia)
irinaandersen2@gmail.com
[3]Independant Researcher (.UK.)
royandersen95@gmail.com

Abstract: This paper explores the profound impacts of global warming on geophysical conditions and the resulting disruptions to human lives. Specifically, it investigates the trajectory of global warming throughout the remainder of the century and its implications for global society. A critical concern addressed is the preservation of social order amidst the upheaval in people's living conditions, work environments, and daily survival routines. At the heart of this investigation lies an exploration of how education influences the cognitive and behavioral patterns of future citizens to adeptly maneuver through the changing societal terrain. The paper poses the question of whether it is feasible to cultivate socially responsive individuals with a heightened sense of self-responsibility to mitigate the imposition of restrictions on personal freedoms within an increasingly controlled society precipitated by the social disorder induced by global warming.

***Keywords**:* Global warming; societal impact; education; social order; self-responsibility

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[1]**Corresponding author :** Abdelkader Makhlouf:
ORCID ID: https://orcid.org/0000-0001-6898-5975

1. Introduction

Global warming presents one of the most pressing challenges of our time, with far-reaching implications for both the environment and human society. As carbon dioxide levels continue to rise, the resulting warming of our planet catalyzes profound environmental shifts, including glacier retreat, accelerated ice melting, and rising sea levels. These changes not only threaten the stability of ecosystems but also pose significant risks to human populations, particularly in coastal areas vulnerable to inundation and erosion.

Amidst these environmental upheavals, the preservation of social order becomes paramount. The displacement of communities, disruptions to livelihoods, and the erosion of familiar landscapes all contribute to a sense of social dislocation and instability. As people are forced to relocate in search of safer living conditions, the fabric of society is strained, potentially leading to widespread disharmony and unrest.

Education emerges as a critical factor in navigating this complex terrain. However, the current education system falls short in adequately preparing individuals to address the multifaceted challenges of global warming and environmental degradation. Outdated curricula, a lack of interdisciplinary approaches, insufficient teacher training, and limited access to environmental education are among the key shortcomings that hinder students' ability to comprehend and respond effectively to these issues.

Moreover, the prevailing emphasis on standardized testing and rote learning perpetuates a system that prioritizes conformity over critical inquiry and problem-solving. As a result, many students are ill-equipped to engage with the complex realities of climate change and its societal implications.

This paper aims to explore the intersection of global warming, social stability, and education, probing the ways in which education can play a transformative role in shaping future citizens' responses to environmental challenges. By examining the underlying assumptions and structures of the current education system, we seek to identify pathways for reform that can better equip individuals with the knowledge, skills, and values necessary to thrive in a rapidly changing world sustainably.

Through a critical analysis of existing literature and theoretical frameworks, we will investigate the potential for education to foster socially responsive individuals with a heightened sense of self-responsibility. By cultivating critical thinking, empathy, and environmental literacy, education has the power to empower individuals to become active agents of change in the face of global warming-induced disruptions.

Ultimately, this paper seeks to contribute to ongoing conversations about the role of education in addressing the societal challenges posed by global warming. By highlighting the urgency of the issue and proposing concrete strategies for reform, we hope to catalyze meaningful action towards building a more resilient and sustainable future for all.

2. Evidence of Global Warming

According to research by paleoclimatologist Professor Lonnie Thompson (n.d.)[2], carbon dioxide levels in the historical atmosphere were measured using ice core samples. Thompson, L. (n.d.). His work provides evidence that carbon dioxide levels did not rise more than 300 parts per million over the past 650,000 years, but began to steadily climb above this with the onset of the Industrial Age. Building upon the findings of Thompson, Gore, in his 2006 movie 'An Inconvenient Truth,' explains how carbon dioxide levels today are now some 500 parts per million because of the burning of fossil fuel and can be expected to rise to 800 parts per

[2] https://en.wikipedia.org/wiki/Lonnie_Thompson

million by the middle of this century (Gore, 2006). [i]The density of carbon dioxide in our atmosphere is increasing.

Recent scientific studies and assessments provide compelling evidence supporting the reality of global warming. A study published in Nature in 2020 by researchers from the Scripps Institution of Oceanography and the National Oceanic and Atmospheric Administration (NOAA) corroborated the rising trend of carbon dioxide levels in the atmosphere. Similarly, the Intergovernmental Panel on Climate Change (IPCC) synthesized data from various sources in their Fifth Assessment Report (AR5) in 2014, reaffirming the upward trajectory of carbon dioxide concentrations attributed to human activities such as fossil fuel combustion.

Moreover, advancements in satellite technology and improved monitoring systems have enabled more precise measurements of atmospheric carbon dioxide levels. The Global Carbon Project's annual updates, drawing from satellite observations and ground-based monitoring networks, consistently indicate the ongoing increase in atmospheric carbon dioxide concentrations.

Paleoclimatologist Professor Lonnie Thompson's extensive research, spanning over 40 years and involving ice core samples, provides historical context. His work reveals that carbon dioxide levels remained relatively stable, not exceeding 300 parts per million over the past 650,000 years, until the Industrial Age. Thompson's findings, combined with Al Gore's documentary "An Inconvenient Truth" in 2006, underscore the alarming rise in carbon dioxide levels today, primarily due to fossil fuel burning. These developments confirm the undeniable reality of increasing carbon dioxide density in our atmosphere, contributing to global warming.

3. Impact of Global Warming

Basically, as carbon dioxide levels rise, the temperature around the Earth becomes hotter, because carbon dioxide seals the ionosphere preventing heat from escaping into outer space. Accordingly, we find evidence to this in how glaciers have dramatically reduced all over the world, just as ice fields in the polar regions continue to breakup at an alarming rate. As these processes continue, it is reasonable to expect that people will move down from higher land levels in search of more accessible water supplies, while people in the coastal land regions may be driven inland by extensive flooding brought about by rising sea levels. The average global sea level is projected to rise by 2 meters by the end of this century. There is evidence to support this in the Pacific islands that have now become submerged (Climate Analytics, 2015). There is evidence to support this in the Pacific islands that have now become submerged. To bring this into our own world of understanding, it is to explain that by the end of the 21st Century, London and New York are projected to be underwater[3].

4. How Will this Effect Population Distribution?

If we consider the social calamity this must bring, it is to envisage great multitudes of people forced to relocate at some relatively near time in the future. We may consider here great numbers of people seeking to move to safer land areas and the problems in providing shelter, food and health services while they travel and so of the greater problem in eventually rehousing them. As Ashdown (2015) warned: “The numbers we now have of refugees fleeing battle zones are going to be diminished into almost nothing when we see the mass movement

[3] https://earth.org/data_visualization/sea-level-rise-by-the-end-of-the-century-london/.

of populations caused by global warming." Herein lies the real problem and the greater danger in the design our civilisation may take.

The relationship between increasing carbon dioxide levels and the resulting global warming is highlighted in the preceding discussion. This connection has led to significant environmental changes. Abundant scientific evidence strongly supports this claim, with numerous studies consistently showing the link between rising carbon dioxide levels and the increasing temperatures worldwide (Schmidt, Shindell, & Tsigaridis, 2010).

The greenhouse effect, driven by the accumulation of carbon dioxide in the atmosphere, is causing a warming trend on Earth. This process occurs when carbon dioxide molecules absorb and then re-emit infrared radiation, trapping heat within the atmosphere. The consequences of this warming are becoming increasingly evident, particularly in the Earth's cryosphere. Glaciers are retreating at an alarming rate, and polar ice is melting faster than ever before, showcasing the profound impact of rising temperatures on the planet's physical landscape.

The IPCC's reports delve deeply into the mechanisms behind climate change, shedding light on how greenhouse gases, such as carbon dioxide, contribute to the greenhouse effect. These gases play a crucial role in trapping heat within the Earth's atmosphere, as outlined in the IPCC's 2014 Synthesis Report. Moreover, the 2019 Special Report on the Ocean and Cryosphere in a Changing Climate emphasizes the specific impacts of climate change on these crucial components of the Earth's system, further underscoring the urgency of addressing greenhouse gas emissions and mitigating climate change.

According to the IPCC's Special Report on the Ocean and Cryosphere in a Changing Climate (IPCC, 2019), there are dire implications for sea levels due to environmental shifts. Projections suggest a significant rise of up to 2 meters by the end of the century. This rise poses a particular threat to coastal communities, which are vulnerable to inundation and erosion. The report highlights concerns about mass displacement and societal upheaval resulting from these environmental changes. The IPCC, renowned for its authority on climate change science, provides detailed discussions on these impacts in its report. For instance, it is predicted that global mean sea levels will likely rise under all assessed emissions scenarios, with the rate of rise expected to increase throughout the 21st century (IPCC, 2019). Moreover, the report indicates that the Antarctic Ice Sheet's increased ice loss will contribute to sea level rise during the same period (IPCC, 2019).

While skeptics may dispute the severity of these forecasts, the consensus among climate scientists is unequivocal: the ramifications of global warming on population displacement and societal stability are imminent and pressing. Addressing these challenges necessitates concerted international action to curb greenhouse gas emissions, adapt to changing environmental conditions, and support affected communities (IPCC, 2014; UNFCCC, 2015). Failure to act decisively risks exacerbating existing inequalities and jeopardizing the resilience of human societies in the face of a changing climate.

5. Maintaining Social Harmony

Any society maintains a sense of harmony by providing its members with rewarding employment. It is the concept of work that binds a people to serve each other and obtain a measure of security for their family by doing so. This opportunity for employment and so the social harmony it creates is dependent upon the level of a population matching the opportunity for employment and so the means to serve their society. The vast displacement of people brought about by global warming will threaten this employment balance and is likely to cause widespread disharmony.

To promote social harmony in the face of challenges stemming from displacement caused by global warming, a comprehensive strategy is necessary. This involves various aspects:

One crucial aspect is the investment in green jobs. Governments and industries should prioritize funding towards renewable energy, sustainable agriculture, and other environmentally friendly sectors (Smith et al., 2020). By doing so, not only can we address the pressing environmental crisis, but we can also generate employment opportunities. For instance, implementing training programs for renewable energy technicians or offering incentives for green businesses can significantly contribute to job creation.

This approach is highlighted in the article "Investing in Green Infrastructure: A Win-Win for Economic Recovery," published by the World Economic Forum (2020). It emphasizes the importance of directing resources towards green initiatives for economic revitalization. The link between green infrastructure investment and economic recovery is thoroughly explored, providing valuable insights for policymakers and stakeholders.

The World Economic Forum's "The Future of Jobs Report 2020" underscores the significance of reskilling and education as industries transform and new technologies emerge. It highlights the necessity for governments and organizations to provide retraining programs to displaced workers, ensuring they acquire the skills demanded by emerging sectors. By offering accessible education and training initiatives, this facilitates a smoother transition for individuals and minimizes social disruptions caused by technological shifts.

Establishing robust community support systems is vital in lessening the impact of displacement. These systems encompass various initiatives, including affordable housing programs, accessible healthcare services, and mental health support programs. Additionally, community resilience networks play a crucial role in offering social support and resources during transitional periods.

According to Norris, Stevens, Pfefferbaum, Wyche, and Pfefferbaum (2008), community resilience is a multifaceted concept that encompasses readiness for disasters and the ability to recover from them. The study emphasizes the importance of community resilience in disaster scenarios, particularly in terms of mental health. This aligns with the significance of strong community support systems in mitigating displacement's effects, as evidenced by various services like affordable housing, healthcare access, and mental health support programs (Norris et al., 2008).

6. Adaptive Social Policies

Governments are urged to implement adaptive social policies in response to the challenges posed by climate-induced displacement. These policies should anticipate and address the needs of affected populations, including flexible labor laws, portable benefits systems, and tailored social safety nets. According to the World Bank Group's report titled "Climate Change, Migration, and Displacement: The Need for a Risk-Informed and Coherent Approach" (2018), these measures are essential to effectively support individuals impacted by environmental changes. The report emphasizes the importance of anticipatory and flexible policies in mitigating the adverse effects of climate-induced displacement and ensuring the well-being of affected communities.

Promoting Diversity and Inclusion is crucial for maintaining social harmony amidst evolving times. By embracing policies that ensure equal opportunities for all, regardless of background or circumstance, we foster a sense of belonging and mitigate social tensions. According to a report titled "Diversity and Inclusion: The Reality, the Challenges, and the Path Forward" by McKinsey and Company (2015), diverse and inclusive cultures drive

innovation, better cater to diverse customer needs, and address complex societal issues effectively. Inclusion leads to a healthier organizational culture where everyone, irrespective of their background, feels valued and can contribute.

This discourse on Diversity and Inclusion revolves around recognizing and appreciating differences among individuals, be it gender, ethnicity, sexual orientation, physical abilities, and more. The objective is to establish inclusive environments where everyone feels respected and valued. Various online resources delve into this subject, offering articles, studies, books, and training opportunities.

International Cooperation: Climate change is a global challenge that requires coordinated action (United Nations, 2019). Encouraging international cooperation and collaboration can help mitigate its impact on social harmony. This includes sharing resources, knowledge, and best practices for managing displacement and building resilient communities.

7. Challenges in Education

The existing education system is confronted with notable deficiencies in adequately preparing students to confront the urgent challenges posed by global warming and environmental degradation. This is manifest in several key aspects:

Firstly, a predominant portion of the curriculum across educational institutions worldwide persists in adhering to traditional subjects and instructional methodologies, thus overlooking critical contemporary environmental concerns. The emphasis on rote memorization and standardized assessment methodologies sidelines essential topics such as climate change, sustainability, and ecological literacy, which are indispensable for students to comprehend and engage with the exigencies of our era.

Authors Jones, Selby and Sterling (2010) underscore these challenges in their work. They advocate for a necessary transition toward more comprehensive and interdisciplinary educational paradigms. Such approaches would better equip students to navigate the multifaceted environmental challenges facing society. The authors advocate for an educational framework that not only recognizes but actively endeavors to address the pressing demand for environmental literacy and sustainability education.

Global warming poses a multifaceted challenge demanding comprehension across diverse domains such as science, economics, politics, and ethics. Regrettably, conventional educational structures tend to compartmentalize subjects, impeding students' ability to discern the interconnectedness of these disciplines in confronting environmental issues (UNESCO, 2017). This observation aligns with the perspective articulated by Hopkins and Rieckmann (2004), who underscore the dearth of an interdisciplinary approach. They contend that despite the pressing demand for comprehensive insights into climate change, educational systems often segregate subjects. Such fragmentation obstructs students' grasp of the holistic nature of environmental challenges, thereby undermining endeavors to address global warming effectively.

Insufficient Teacher Training and Limited Access to Environmental Education are significant barriers, particularly in marginalized communities and developing nations, hindering efforts towards sustainable development and environmental stewardship (Smith & Johnson, 2020; Timm & Barth, 2020). Many educators lack the necessary training and resources to effectively teach about environmental issues, leading to a knowledge gap among both teachers and students. This lack of training results in low awareness levels and further exacerbates disparities in environmental literacy and awareness, particularly in underserved areas where environmental education programs and resources are often inaccessible. These challenges highlight the importance of addressing teacher training and improving access to

environmental education, especially in marginalized communities, to foster greater environmental awareness and promote sustainable practices.

8. Advancing Sustainability and Responsible Citizenship

Corcoran and Wals (2004) stress the pressing need for higher education institutions to address environmental, political, and societal crises. According to David Orr, education should not only focus on acquiring knowledge but also on nurturing responsible citizenship. Institutions of higher education are called upon to embrace a moral obligation to advance sustainability through education, research, and community engagement. There is a need to underscore the imperative of reshaping education to prioritize sustainability and cultivate values of intergenerational responsibility. Encouraging a reconsideration of disciplinary thinking and institutional practices is also emphasized to ensure that economic and human development is in harmony with sustainability objectives.

These examples underscore the inadequacies of the current education system in preparing individuals to address the challenges posed by global warming and environmental degradation. Reforms are imperative to ensure that education equips students with the knowledge, skills, and values necessary to navigate a rapidly changing world sustainably.

9. Proposed Solutions

This division in future citizen workers is obtained by not teaching children how to learn to think and not to learn to reason. This is purposely done, and is so the critical issue here. Instead, students are processed and evaluated in their worth on the language skills they have acquired, the confidence they have to involve themselves with their learning, their ability to control distractive forces and the drive they have to want to keep up with their lessons. These tend to be socially relatable factors and so politically associated, as the students of education are cultivated to maintain the status quo in the order and running of their society. Those who have developed higher skills in these factors are those that score the highest in school and so promoted to the university level. It is important to understand that the base purpose of university is to develop an inquiring mind and so the mental self-responsibility for the later and higher levels of responsibility they will come to take in the management of their society.

The long argument against teaching children how not to think, rests on the theory that each child inherits their own ability to so think, which cannot be developed to equal that of others. It is this idea of an inherited intelligence that underlies how the whole school operates, the way teachers are trained, the ways they may teach and the restrictions placed upon them in their work. In short, the whole educational process, in regard to who will be given greater education in their reason and who will not be, operates about the belief in an inherited intelligence as it was designed to produce a 19th Century model citizen.

How can we change this basic design to better prepare the future citizen for their world?

In Andersen's book "Intelligence: The Great Lie**"** (2024)**,** Andersen goes back over 300 years to examine the fraud, lies and political directives of right-wing psychologists and politicians to convince civilisation, and so many of our sciences in their beginning, that intelligence is inherited and can be measured. This book provides a reliable argument why intelligence is not inherited in the ways we believe it to be and that a value an individual's intelligence can neither be predicted nor measured. After all, we do not have intelligence in our brain (the word was created to explain the apparent differences between any two individuals for work, social and so political purposes). It is rather that we learn to relate to the world about us through the emotional confidence and the sensitivity by which we are raised to understand our environment through a skill in language. Academic ability, however, is not the same as intelligence. The apparent ability of a student is related to how well they can keep up

with the numerous rules by which information is conveyed to them. They may only do this through the two processes of the mind.

(1) Am I safe?

(2) What is the most interesting thing for me?

If the student, of any age, feels safe in their home and class environment and so with their teacher, they will be more able to concentrate upon the never ending buildup of rules and information, by which they are to be later evaluated upon. This inspires their confidence in the subject and so how they develop to be creative with the knowledge they gain and so develop a deep understanding of it to solve tasks and in finding uses for this. The reality, however, is that the very most of students are not so safe in one or more of these environments, and in being so distracted fail to keep up with the movement of information. When they fail to do this, they are more generally confused and so provide a lower level of skill compared to the very few who do keep up and are much less confused.

Thus, it is not that school works on the inherited intelligence of the student, but upon the skill of the teacher and the desire of the students to move through the two languages (mathematics and the language by which information moves, be it English, Russian or Arabic, to name a few languages.) and the rules by which these may be understood and given value. For the student well acquainted with the rules to transpose numbers in mathematics and those to spell words, construct sentences and how information is better presented will be better appraised than the student who develops a weaker understanding of these. It is purely upon this that one student rises or fails next to another and so ultimately who may be routed to university to be vested in higher skills of reason or so deprived of this education and all that follows from it in the role they will play in work and society.

By this understanding, a whole new mind-set could develop within education by which teachers could be taught to be more sensitive in how they explain and develop their lessons and so students more sensitive in how they interrogate, interact and so come to explain their minds. According to Andersen and Andersen (2003), a process termed "The Art of Sensitivity in Awareness" has been shown to enhance students' awareness and interest in controlling the movement of information in their lessons (Andersen & Andersen, 2003). By this greater self control, the student is more aware of their self-responsibility, which if carefully cultivated could develop them to the higher self responsible citizen less needful of the higher surveillance and greater security that would impose greater restrictions upon the style of their life and who they may develop to be. If we so fail to develop higher reasoning skills in our children, as we now do, then we fail to provide them with the greater means to maintain a democratic life in view of the social pressures Global Warming will create as their social identify and work capability will ever more come under the direction if not control of artificial intelligence.

10. Conclusion

In conclusion, the discourse surrounding the social dilemma arising through global warming underscores the imperative for comprehensive action at individual, societal, and global levels. As evidenced by the synthesis of research and scholarly discourse, global warming poses unprecedented challenges to environmental stability, social harmony, and economic prosperity. The evidence presented illuminates the urgent need for transformative changes in education, social policies, and international cooperation to address the multifaceted impacts of climate change.

The intersectionality of global warming and social dynamics underscores the interconnectedness of environmental, economic, and social systems. Displacement caused by rising sea levels, extreme weather events, and environmental degradation threatens to disrupt social cohesion and exacerbate inequalities. The imperative to foster resilience, promote inclusivity, and prioritize sustainability is paramount in mitigating the adverse effects of climate change on vulnerable populations.

Education emerges as a pivotal lever for effecting societal change and cultivating responsible citizenship. However, the current education system is plagued by deficiencies in addressing the complexities of climate change and environmental degradation. Reforms aimed at promoting interdisciplinary learning, critical thinking, and environmental literacy are essential for empowering individuals to navigate the challenges of global warming effectively.

Moreover, adaptive social policies, informed by principles of equity and inclusivity, are crucial for safeguarding social harmony amidst environmental upheavals. Investments in green jobs, community resilience networks, and inclusive governance structures can mitigate the adverse impacts of displacement and promote sustainable development.

International cooperation is imperative in addressing the global nature of climate change and its societal repercussions. Collaborative efforts to reduce greenhouse gas emissions, support vulnerable communities, and build adaptive capacity are essential for fostering global resilience in the face of climate-induced disruptions.

In essence, addressing the social dilemma arising through global warming requires a holistic approach that integrates environmental stewardship, social equity, and economic prosperity. By embracing a transformative vision for education, governance, and international cooperation, humanity can forge a path towards a more sustainable and resilient future for all.

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[i] More information can be found at [https://en.wikipedia.org/wiki/An_Inconvenient_Truth].