

Civic Participation As A variable In
Planning to Develop University Youth's
Awareness of The Dangers of Climate
Change

Prepared by
Dr / Sabreen Arbi Saad

Assistant professor of social planning
department
Faculty of Social Work
Assiut University

2021



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Youth's Awareness of The Dangers of Climate Change

تاريخ الاستلام: ٢٠٢١/١٠/١ تاريخ النشر: ٢٠٢١/١٠/٢٩

Abstract:

The study aimed to monitoring the reality of civic participation among university youth, and determining the level of development of university youth's awareness of the dangers of climate change, and Determining the relationship between civic participation and developing university youth's awareness of the dangers of climate change, and identifying the obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change, and identifying proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change. Coming up with proposed planning mechanisms to develop university youth's awareness of the dangers of climate change using civic participation, This study is one of the descriptive studies that relied on the social survey approach with a sample of method A sample of university youth benefiting from youth care programs and activities at the Faculty of Social Work, Assiut University, for the academic year 2020/2021Their number is (322) single, The study found that there is a statistically significant There is a direct influence relationship Statistically significant between Civic participation and developing the cognitive dimension of university youth's awareness of the dangers of climate change". There is a direct influence relationship statistically significant between Civic participation and developing the emotional dimension of university youth's awareness of the dangers of climate change". There is a direct influence relationship statistically significant between Civic participation and developing the behavioral dimension of university youth's awareness of the dangers of climate change".

Keywords: Civic participation, developing the awareness, climate change, university youth.

المشاركة المدنية كمتغير في التخطيط لتنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية

المستخلص:

هدفت الدراسة الي رصد واقع المشاركة المدنية للشباب الجامعي، وتحديد مستوى تنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية، وتحديد العلاقة بين المشاركة المدنية وتنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية، وتحديد المعوقات التي تواجه إسهامات المشاركة المدنية في تنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية، وتحديد مقترحات تفعيل إسهامات المشاركة المدنية في تنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية، التوصل إلى آليات تخطيطية مقترحة لتنمية وعي الشباب الجامعي بمخاطر التغيرات المناخية باستخدام المشاركة المدنية، وتعد هذه الدراسة من الدراسات الوصفية والتي اعتمدت على منهج المسح الاجتماعي بالعينة للشباب الجامعي المستفيدين من برامج وأنشطة رعاية الشباب بكلية الخدمة الاجتماعية لعام ٢٠٢٠/٢٠٢١م بمحافظة أسيوط وعددهم (٣٢٢) مفردة. وتوصلت الدراسة الي وجود علاقة طردية تأثيرية دالة إحصائياً بين المشاركة المدنية وتنمية البعد المعرفي لوعي الشباب الجامعي بمخاطر التغيرات المناخية، ووجود علاقة طردية تأثيرية دالة إحصائياً بين المشاركة المدنية وتنمية البعد الوجداني لوعي الشباب الجامعي بمخاطر التغيرات المناخية، ووجود علاقة طردية تأثيرية دالة إحصائياً بين المشاركة المدنية وتنمية البعد السلوكي لوعي الشباب الجامعي بمخاطر التغيرات المناخية.

الكلمات المفتاحية: المشاركة المدنية، تنمية الوعي، التغيرات المناخية، الشباب الجامعي.

The study Problem:

The phenomenon of climate change has become a global problem that threatens the stability of countries and all of humanity, due to the poverty and famines it causes, especially in arid and semi-arid regions (Sanga, 2012) and also the emergence of conflicts over water sources, energy, and agricultural lands, which led to global cries to reduce the causes of this phenomenon and its aggravation and how to adapt and respond to its effects. The countries of the world rushed to examine this phenomenon and take possible measures that reduce its danger, so many meetings were held. From global, regional and national conferences, seminars and protocols, including the Earth Summit 1990, the Climate Change Convention 1992, the Kyoto

Protocol 1997, the Summit of the Presidents of the European Union in Brussels 1998, the International Local Community Conference for the Mediterranean Coast 2009, the road to Copenhagen from Amman 2009 (Damanhour, 2014).

The phenomenon of climate change has become one of the issues that has always been discussed. At the global level, in light of the changes that could result from it It is considered a dangerous phenomenon that threatens the future of humanity on Earth. Although climate change is a global phenomenon, its effects are local, and Egypt is expected to be one of the countries most affected by it Effects resulting from climate change. (Fwaz, Sirhan, 2015)

One of the relevant studies on the international organizer of the air system is to the midst of the global temperature in the midst of the global temperatures in the midst Fully that this hurry call leads to the stability of the world from the fact that the food and water are made in many parts of the world, and, in particular, in the Africa decree (2015, www.fao.org/unfccc.int, 2015)

Hence, the issue of climate change has become one of the most pressing environmental issues at the local and international levels because of its repercussions that pose a threat to the future of future generations who have the right to remain in a clean and safe environment. The environmental changes to which developing countries are exposed have become an issue that requires concerted response. International and local efforts (Bashir, 2014, p. 25)

Hence, the Egyptian state sought to work to raise citizens' environmental awareness, and the Egyptian Ministry of Environment has intensified its efforts in raising citizens' environmental awareness and integrating them into the environmental system to protect natural resources, and has set concrete goals Including reducing pollution, preserving natural resources, and confronting planetary problems and challenges And increasing supporting programs to raise environmental awareness (Ministry of Environment, 2021).

The youth stage is one of the age stages that is characterized by the ability to grow in physical, mental, social, psychological and educational aspects, in addition to the ability to innovate and actively participate in all issues that concern their societies. Youth have become the center of attention of researchers because of their pivotal role in the development process of any society.

In order for young people to be able to fulfill their role, the society responsible for them is required to raise and qualify them in a proper manner commensurate with the role assigned to them.

Perhaps environmental problems today have become the primary concern of every member of society, but youth remain one of the most influential and affected groups in society. Youth, through their practices, can harm the environment. In fact, that is the direct cause of this degree of deterioration. However, young people can reduce the severity of this deterioration and eliminate the most important environmental problems, if they receive appropriate training and preparation for this role during their upbringing stage.

Young people represent the majority of the world's population and they can contribute through their awareness and educational participation in various ways, perhaps the most important of which is organizing in collective movements, for example. "Popular participation is an effective means of determining environmental development priorities with the aim of reaching optimal decisions regarding technical methods, integrating societal values into planning processes, and achieving environmental development through their behaviors in daily life and their participation in development programs and projects on the basis of a sense of social responsibility or their contribution of opinion or financing or otherwise" (Sirhan 2005, p. 159).

Youth are a social force characterized by a high degree of activity, vitality, and unique dynamism. They are also the group most eager for innovation and aspiration for modernity. Moreover, youth in all societies seek to establish their own cultural system that expresses their interests, needs, and desire for change and renewal (Alsatii, 2003, pp. 37-38).

Therefore, it has become necessary to encourage the processes of changing awareness, knowledge, and consumption patterns among members of society, and this can be achieved by changing education policies and various educational programs, as university education programs must include a culture of sustainable development and sustainability in shaping the integrated environmental personality, where higher education institutions play a role. It is essential for humans, which enables them to manage the interaction between them and the environment in a positive way, as higher education around the world bears the responsibility of shaping university students in terms of

environmental awareness and changing the attitude of future generations towards the importance of preserving the environment (Abdel Aleem, 2020, p. 458)

Environmental awareness is also considered an effective means that helps people preserve the components of the environment and protect it from all risks caused by humans directly or indirectly (Al-Muhanna, 2012, p. 20).

Participation is the mainstay of the progress of any society, and it is one of the most important pillars on which development in general is built. It cannot be achieved without the participation of young people. Participation is a basic principle in social service, and through participation, young people learn how to solve their problems so that they become more capable of confronting those problems (Al-Gohary, 2009, p. 985)

The importance of participation is attributed to the fact that it aims to increase the participants' experiences and contribute to increasing their maturity as individuals (Thoaderson, 1996, p342) The theoretical trends focus on the importance of the cultural dimension in participation, specifically the impact of value orientations on social relations between individuals and the environment in which they reside (Smith, 1991, p583).

One can participate in the environmental field through the areas of protecting the environment from pollution, rational use of environmental resources and not wasting any of them, maintaining various environmental resources, protecting environmental resources from pollution and proper scientific planning for them, keeping the environment clean, preserving the health of the environment, and planning and implementing Some projects that aim to preserve the beauty of the environment, cleanliness and landscaping projects, create gardens and beautify the environment, and finally contribute to treating environmental problems, the problem of garbage disposal, and the problem of lack of environmental awareness.(Awad, 1997, p. 93)

And civil participation One of the tools through which society can be advanced and improved, and work to improve the social standard of life of citizens! and economically! This is through the voluntary contribution of community members! In Development efforts, whether through opinion, action, or financing, urging others to participate, and not placing obstacles in the way of the efforts made by

community leaders, and other matters that lead to community development and achieving its goals. (Al-Samalouti. 2001, p. 391)

Social work has many contributions in Facing problems of change climatic By increasing environmental awareness, The profession of social service is to absorb this change through the awareness-raising action of individuals and groups and provide them with the knowledge, values, experience and will that enable them to confront environmental problems. Social service essentially aims to bring about desirable changes in individuals, groups and societies with the aim of creating mutual adaptation between individuals and their social environments. It also aims to Helping individuals, groups and communities invest It's my best They have the capabilities to reach appropriate social levels that enable them to preserve and protect their environment. (Qamar, Mabrouk, 3002, p. 335).

Social planning is an activity related to community practice, community organizing, and leadership in the field of human services. It is an important function in any society. A collaborative process involves processes that allow people to collectively explore assets and areas to improve and develop action plans and evaluate the effectiveness of social policies and programs (Ennis, 2006, p.144)

Previous studies:

Studies related to awareness and climate change:

Mathew study (2007): It discussed the level of environmental awareness among American society about the phenomenon of climate change in terms of knowledge, causes and effects, and that it is a global problem. I concluded that there is environmental awareness towards this phenomenon and this awareness increases from year to year and varies from one city to another.

Al-Amoush study (2009): It was interested in studying the social effects of the phenomenon of global warming and climate change in order to reveal the extent of awareness and knowledge of the problem of global warming and its subsequent climate change, and to encourage individuals to respond to government measures and voluntary initiatives that seek to mitigate the harms of this phenomenon and use environmentally friendly goods and products, and concluded that 87 % are aware of the problem and 59% attribute the problem of climate change to the phenomenon of global warming, and that this phenomenon affects development plans.

Aquah study (2011): Which focused on assessing awareness of the phenomenon of climate change in central Ghana and adopted some social and economic variables and concluded that there is a difference in the level of awareness among members of the study sample, and that the level of awareness differs between the sexes, as it is higher among males than females, as is the case with the level of education and income, and recommended the necessity of Implementing educational programs that include knowledge and information about this phenomenon to raise their level of awareness.

Idrisal study (2013): aimed to determine the level of environmental awareness about the phenomenon of climate change among some farmers in the savanna plain, and I concluded that 97.87% of farmers have environmental awareness, and that the media and non-governmental organizations have a role in this awareness.

Jürkenbeck study (2021): It referred to young people's awareness of climate change and its impact on their diet. It clarified whether young people integrate their awareness of climate change into their diet. The results showed that three different sectors of climate change awareness exist among young people and that half of the sample is fully aware of climate change.

Studies related to civic participation:

Wee H.ling study (2008): It aimed to clarify the relationship between civic participation and developing the ability of young people to practice community activities, and indicated that participation is one of the important entry points that works to strengthen the sense of responsibility towards society and increases with the increase in the educational level and societal stability.

McIntosh, Hugh, Munoz. Macro A study (2009): It aimed to enhance the civic participation of young people in urban areas, and make them aware of it, their role in civic and political activities, and their ability to solve problems. It came up with three models of civic participation for young people, which are community service, political discussions, and preserving the environment. It stressed the necessity of strengthening youth civic participation and making them aware of their role through... Participate in community activities.

Shuler, Lisa O. study (2010): Which aimed to focus on civic participation and activate it among students as the means through which civic values can be absorbed while studying at the university,

through awareness of civic participation, its nature, levels, forms, and activities. It concluded that students do not have awareness of civic participation, and they participate in specific activities in society. Not all activities, and recommended the need to focus on educating students about civic participation and their role within society, with the need to focus on including participation in the school curricula.

Robles Fernandez, et al study (2011): The study focused on clarifying the impact of school clubs and learning activities on students' beliefs toward civic participation and citizenship, and the necessity of giving students the opportunity to participate in civic activities and practice democracy by focusing on issues such as empowerment, inequality, and oppression. It found a lack of youth awareness of civic participation and its forms of practice and focused on the importance of Promoting youth participation in community activities.

Ate, William F. study (2012),: It focused on the importance of researching civic responsibility in neighborhoods, schools, and communities, the role of geography in education, human development, and health, and understanding societal problems, whether health, education, housing, transportation, etc., and progress in civic participation to better understand the urgent problems associated with youth and families, and direct citizens, officials, and community institutions to promote the good. Public towards civic participation and responsibility.

Abdul Jalil study (2013) aimed to determine the reality of social capital in slum areas, the forms of civic participation in them and the relationship between them and social capital. I concluded that although the responses to social capital were high, the responses to civic participation were moderate and need to be activated.

Carballo A, Russell C study (2021): Focused on citizen participation the Communicate, and empirically reconstruct, the citizenship it is conceived as The communicative achievement and expansion of the knowledge, experiences and embodied places that matter and are needed to address climate change necessarily involve particular worldviews and ideological positions, as well as the differential power resources of different social actors. She emphasized that the social sustainability of these changes requires open discussions, multiple access, and comprehensive participation, while respecting fairness and justice (in its multiple dimensions).

Comment on previous studies: From the previous presentation of previous studies, it is clear that:

1-Many studies have addressed environmental awareness and its assessment among members of society and linked it to the phenomenon of climate change and the problems associated with it at the world level.

2-Some other studies focused on civic participation and its importance for young people in enhancing their responsibility and developing their ability to deal with various societal problems in order to achieve the goals of development and social sustainability in society.

3-However, these studies did not address the role of civic participation and planning in developing university youth's awareness of the risks of climate change within their context

The theoretical orientation of the study:

Ecological approach: It is the approach that is concerned with studying and understanding a group of relationships between humans and the environment with its various elements and focuses on how the environment and humans influence and the mutual influence between them (Elaine, 2012, p743)

The approach is based on the following assumptions: (Robert, 2009, p208)

1-There is a mutual influence between humans and the environment that occurs through interactions between them

2-The ability to deal with the environment and deal with others is an innate ability

3-People need to be aware of and understand their behavior in relation to their natural environment

Objectives of the ecological approach :(Garel, 1995, p819)

1-Increase awareness and interest in social, economic and political aspects

2-Providing participants with the opportunity to solve environmental problems by identifying problems and planning to confront them by developing individuals' skills and increasing environmental awareness

3-Providing every individual with the opportunity to develop and acquire the knowledge, values, and skills necessary to protect the environment

In light of this approach, the study seeks to provide university youth with knowledge and information about the risks of climate

change, and the environmental skills and behaviors necessary to deal with them.

Editing the study Problem:

Environment and climate change issues are among the issues most focused on globally now. Given the broad repercussions, that climate change has had on the world in terms of resources, investment potential, health, and other issues. Among the Sustainable Development Goals* in its thirteenth goal, the United Nations places “climate action” as a goal; International data indicate that there is no country in the world that does not directly suffer from the serious effects of climate change, and greenhouse gas emissions are still rising, and today they are 50% higher than their levels in 1990.(United Nations, 2019)Civic participation provides an opportunity to develop new concepts and skills related to social interaction with others, supports trust between members of society and is a means of development. It is available to members of society for use by these young people so that they can participate in making their own decisions in a way that develops their sense of belonging to their community through their voluntary, political and social participation. He complains to developing environmental awareness at risk Changes climate Youth are a necessity for them and in their daily lives in general. Therefore, the problem of the study can be crystallized in 1- Identifying the dimensions of civic participation to develop university youth’s awareness of the dangers of climate change. 2- Determining the level of university youth’s awareness of the dangers of climate change.

- The importance of studying:

- 1- Global and regional interest in climate change issues and their devastating negative effects.
- 2- The threat posed by climate change and environmental degradation to future generations makes youth an essential and key factor in addressing environmental issues.
- 3- Healthy societies need young people who participate in political and civic practices.
- 4- Young people are exposed to various educational programs and information and through modern technologies, so they must be aware of environmental issues.
- 5- The importance of developing environmental awareness for young people to confront climate change.

- 6- Participation contributes to building the capabilities of young people, instilling social responsibility and developing their awareness.
- 7- Participation helps strengthen the relationship between the individual, society and the environment, which helps to find solutions to environmental problems.
- 8- Through participation, youth can build knowledge and skills that enable them to make informed decisions on environmental issues.

- Objectives of the study:

- 1- Monitoring the reality of civic participation among university youth.
- 2- Determining the level of development of university youth's awareness of the dangers of climate change.
- 3- Determining the relationship between civic participation and developing university youth's awareness of the dangers of climate change.
- 4- Identifying the obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change.
- 5- Identifying proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change.
- 6- Coming up with proposed planning mechanisms to develop university youth's awareness of the dangers of climate change using civic participation.

- Study hypotheses:

The main hypothesis of the study is determined in: "There is a direct influence relationship statistically significant between Civic participation and developing university youth's awareness of the dangers of climate change":

The following sub-hypotheses emerge from this main hypothesis:

- 1- There is a direct influence relationship statistically significant between Civic participation and developing the cognitive dimension of university youth's awareness of the dangers of climate change.
- 2- There is a direct influence relationship statistically significant between Civic participation and developing the emotional dimension of university youth's awareness of the dangers of climate change.

3- There is a direct influence relationship statistically significant between Civic participation and developing the behavioral dimension of university youth's awareness of the dangers of climate change.

- **Study concepts:** The concept of civic engagement:

- **Concept the Participation:**

The Participation linguistically : it refers to participation, division, and sharing. Kah (Al-Baalbaki, 2007, p. 660) He knows the dictionary Webster The Participation linguistically is the situation in which a person becomes connected to society Surrounded by it. (Webster, 2003, P.903).

And the Participation means that people have an effective role in managing the affairs of their society This means that it should be available to all people. Male and female have an opportunity adequate and equal opportunity to present their issues, express their interests, and inform the are the expected results of certain decisions. As they have a real opportunity in the decision-making process (Al-Issawi, 2000, p. 37). (It is also known as an initiative and a desire to make a change.)16. Holder, & Zaharchenko 2002, P.16).

Participation is the means by which residents of a community who are not employees of government or other institutions are able to participate the influence on Decisions Related to policies and programs affecting their lives (Abdel-Al, 1989, p. 187).

Civic participation: Civic participation at the individual level refers to participation in civic life such as community service, political activity, and volunteer work. This requires strengthening the civic culture of individuals at the community level, as it works to strengthen social cohesion and cooperation and strengthen ties between individuals (Othman, 2005, p. 4).

- **Civic participation can be defined procedurally:**

- 1- It is a voluntary process carried out by young people without pressure or coercion.
- 2- It includes mental and emotional interaction with environmental issues and the resulting changes.
- 3- Through it, we can have a positive impact on society through volunteer work, cooperation, and teamwork among them.

- Civic Participation objectives:

- 1- Civic engagement provides opportunities to develop relevant skills with social interaction, the ability to participate in social groups, and positive interactions with others, which leads to a feeling of integration into society as it provides opportunities to contribute to society by helping others. (Kapucu,2011,p23-43).
- 2- Civic engagement provides opportunities To influence multiple systems, such as civic development, political socialization processes, and the effects that can occur in various processes through interactions between systems and individuals. (Cherry, Joseph, 2012).
- 3- Creating local leaders in various aspects of social work in society by developing a sense of social responsibility, accustoming individuals in society to self-service, and destroying the values of negativity and isolation in society.
- 4- Strengthening human relations between individuals, families and groups in society, maintaining balance in the movement of society's development in an automatic and autonomous manner, strengthening trust between families and social projects and their services, and expanding the scope of services in society.
- 5- Civic participation helps make communications between the various elements of society more efficient and effective, which contributes effectively to benefiting from the civil, financial and human efforts and capabilities available in society, which leads to alleviating the financial burden on the government.
- 6- Civic participation works to develop the cognitive and behavioral components of youth within society, making them an active citizen in society, through their participation in civic activities in society, which leads to increasing their awareness of their role in society, their participation in all activities in society, and the creation of positive citizenship in society.

- Forms and areas of civic participation:-

One of the forms of participation is between material participation and opinion sharing-Participation in the effort - participation in urging others to participate - participation in attending meetings, seminars and meetings (Abdul Latif, 1996, pp. 348-350)

There are many areas of civic participation in society, including the social, political, environmental, health, educational, economic and

other fields that support the development process in society and develop a sense of social cohesion within society through networks of social relationships. (Schnittker, Behrman, 2012)

- Elements of civic participation:-

Civic participation contributes effectively and effectively to society through the following elements: (Al-Omari, 2000, pp. 155-156)

- 1- **Action:** meaning the active movement of individuals in society towards achieving the goals required in society.
- 2- **Volunteerism:** meaning that the efforts of individuals are voluntary, and by their choice due to their strong sense of social responsibility towards the general issues and goals of their society, and not under the influence of any material or moral pressure or coercion.
- 3- **Choice:** meaning giving the right to participants to provide support, to support political action and political leaders.
- 4- **Participation** should not be paid to a specific class or group to the exclusion of other segments of society.
- 5- **Civic participation efforts** should be available to all individuals in society, and their returns should be directed toward serving the community as a whole.
- 6- **The presence of a political** or popular organizational structure that encourages supports and directs the participation process.
- 7- **There must be capacity** among community members to engage with executive and legislative organizations at the local and national levels regarding their right to civic participation.
- 8- The need to strengthen and develop a sense of responsibility, and encourage leaders to bear responsibility.
- 9- It is necessary to pay attention to the general conditions of society, and to look at it from the inside in the sense of identifying the various social relationships that exist between individuals, groups, and the various cultural components of society, so that development programs and projects do not include anything that contradicts those relationships and cultural components, and this leads to ensuring that the desired success is achieved to the maximum possible degree.

- Factors affecting youth participation in environmental protection:

Protecting the environment is a moral, social and political issue that requires the contributions of all segments of society. However, the

greatest responsibility falls on the youth group, as it is the group that awaits and waits for the future in all its aspects. However, a number of influences, including in general, affects the participation of youth: (Arab League, 2006, p. 48)

- **Lack of time**, energy, or money: In the absence of time, even if it is available, it is not exploited in environmental, money, or energy issues, especially in light of widespread unemployment and lack of awareness, as young people need to satisfy their biological and physiological needs, and here we are guided by the contents of the post-hoc theory. Materialism in its interpretation of the emergence of awareness, as young people with financial crises will focus all their efforts on finding a way out of them.

- Failure of leaders and their ineffectiveness in their communication with the population of society: This is explained by the estrangement that can occur between young people and their leaders due to the absence of good governance and democracy, which is caused by individual, non-public decisions, which can lead the state to destruction and environmental destruction, while good governance and democracy lead to attention to environmental problems. By making decisions regarding them and taking them into account during the implementation of comprehensive development plans, and even if problems arise after the implementation of development plans, the efforts of popular actors, civil society, associations, the private sector and executive agencies intensify to limit the effects of these problems, mitigate their severity and treat them from their roots, which leads us to address the ineffectiveness of the agencies. Through which participation then takes place and the lack of clarity of the concept of participation and its importance, in addition to the alliance between governments and private sector owners, which prompts young people to abandon their tasks in establishing environmental protection associations, and this is in accordance with the theory of political closure, especially if this coincides with the spread of illiteracy and ignorance in society. Significantly.

- **The concept of developing awareness:**

Awareness The Arabic language dictionary indicates the main meaning of the word awareness as awareness and understanding, and its awareness is awareness, meaning it has given him the ability to understand and comprehend, and awareness of the hadith means

memorizing it, understanding it, and accepting it (Dictionary of the Arabic Language, 1980, p. 675).

Consciousness is also viewed as a reflective mental tendency that enables the individual to perceive himself and his surrounding environment with varying degrees of clarity and complexity. It includes the individual's awareness of his mental and physical functions, his awareness of things and the external world, and his awareness of himself as an individual or member of a group. (Litchman, 1972, 319)

Climate awareness is defined as students' awareness of climate problems and gathering information to reach appropriate solutions to confront these changes (Al-Asraj, 1997, p. 17).

Develop awareness It is an educational effort directed and intended towards identifying and forming perceptions to understand the complex relationships between a person and his environment in their social, cultural, biological and physical dimensions so that he is aware of their problems and able to make decisions towards preserving them and contributing to solving their problems in order to improve the quality of life for himself, his family, society and then for the world as a whole. (Salim, 2012, p. 14)

Study awareness can be defined as the process of young people acquiring a degree of knowledge, understanding and awareness of environmental issues in order to deal with them in the desired manner and achieve a degree of benefit through:

-Cognitive dimension: It means knowledge, information and facts related to climate change issues in terms of their causes and risks

- The emotional dimension this means the levels of awareness, trends, and tendencies related to climate change issues

-The behavioral dimension: It is the translation of knowledge and attitudes into actions, actions or behaviors in situations related to climate change and their willingness to actively participate in preserving the environment this is measured by:

- Providing young people with a set of concepts, knowledge and information related to climate change and how to confront them

- Young people's awareness and understanding of the facts of the impacts resulting from climate change and providing them with the necessary experience and skills to confront it

- The behavioral commitment of young people to carry out the practices required to preserve the environment and develop a sense of responsibility towards it

- The concept of climate change:

Know the United Nations Framework Convention on Climate Change (UNFCCC, 2009, p.3) Climate change is defined as “a change in climate attributable directly or indirectly to human activity that leads to a change in the composition of the global atmosphere and which is observed, “in addition to natural climate variability, over similar time periods.”

Climate change is also known as a realistic diagnosis in general. It refers to a rise in temperatures, changes in the rate of rainfall, the subsequent melting of polar ice, a rise in sea levels, periods of drought, and strong severe storms. These effects have begun to appear around the world. The most vulnerable people are the islanders. Small and developing countries, including residents of the Middle East and North Africa region (Han, Heejin. Ahn, Sang Wuk, 2020, p.21)

It can be defined in the study as:

- 1- Human activities contribute significantly to the exacerbation of the danger resulting from climate change
- 2- Natural causes that constitute part of the causes leading to climate change
3. It leads to the emergence of influential consequences and climate risks because of human activities and natural causes
- 4- It requires joint efforts to confront it by developing young people's awareness of it and providing them with knowledge, information and experience that will help them overcome these risks.

Causes of climate change phenomenon (Hassan, 2021, p. 25)

(a) Natural causes are changes that occur in the Earth's orbit around the sun and the resulting amount of solar radiation that reaches the Earth, volcanic eruptions and dust storms.

(b) Artificial causes represented by: various human activities such as:

-Deforestation, woodcutting, car exhaust, and human use of traditional energy (oil, coal, gas,) lead to an increase in carbon dioxide in the atmosphere and an increase in temperature.

Implications of climate change: (Ali, 2009, p. 2016)

-The spread of epidemic pests and diseases, high levels of carbon dioxide, and loss of drinking water reserves

- Decline in agricultural yields, shrinkage of food stocks, melting ice and rising sea levels
- Earth's temperature rises, rainfall patterns change.

The Egyptian state's efforts to combat the phenomenon of climate change :- (State Information Service, 2020.)

The areas in which Egypt has made efforts to confront the phenomenon of climate change can be limited to several areas: Mentioned among them:

- 1-Reducing emissions and activating the clean development mechanism.
- 2-Preparing national communications.
- 3-Involving stakeholders.
- 4-Developing research and analysis systems and methods for various sectors.
- 5 - A country program to support coordination centers
- 6- Legislative and legal efforts to confront climate change.
- 7- The role of civil society organizations in confronting the phenomenon of climate change

The importance of developing awareness of environmental risks:

The awareness in the environment is working on the charity of the individuals because it gives them the ability to understand them in the surrounding organizer and use this understanding to work in a way Many Effectively through interaction with the environment a (Ministry of State for Environmental Affairs, 2004, p. 152)

-as Conscious contribute to the environmental risk of providing generalized knowledge of the different Gazans of the components, the environment and the granting of all in the acquisition Eliminating and forming individual skills for them to protect the environment and keep it,

- Create smooth patterns ironing positive towards - Environmental problems and expected problems (Mohamed, 2018, p. 11)

Where standard goal Environmental and social issues on climate change and disaster risk reduction to reduce and manage potential risks that may arise from climate change and other multiple and often-simultaneous risks and the standard seeks to:

- Minimizing emissions the Greenhouse gases associated with the Organization's programs and projects, and the promotion and maintenance of carbon sinks.

- Ensure that all FAO programs and projects integrate climate change and disaster risk considerations.
- FAO climate resilient programs through promoting climate resilient measures, climate change mitigation, adaptation and disaster risk reduction, to reduce the exposure of communities and their livelihood systems to climate change impacts and disaster risks and vulnerability.
- Promoting low-carbon and resilient agree-food systems to address risks associated with climate change and disasters, and their related impacts on people, livelihoods and food security and nutrition working for climate empowerment (ace) is a term adopted by the united nations framework convention on climate change to refer to action under article 6 of the convention and article 12 of the Paris agreement.
- The overall goal of the program ACE is to empower all members of society to participate in climate action, through the six elements of ACE – climate change education and public awareness, training, public engagement, public access to information, and international cooperation on these issues.
- Implement all components the six ACEs are critical to the global response to climate change. Everyone, including young people in particular, must understand and participate in the transition to a low-emissions and climate-resilient world.
- Sustainable lifestyles, and sustainable consumption and production patterns, are key to reducing greenhouse gas emissions and enhancing resilience to the inevitable impacts of climate change. Success will require broad cooperation between all levels of government and all sectors of society.

The concept of university youth:

Young It means newness, and the beginning of the thing is “shab.” It means activity, movement, and speed. It is derived from the verb “shab,” meaning to grow (the brief dictionary, 1980, p. 333).

Either the youth was defined as a stage of the human being that is defined on time scales in light of similar characteristics represented by the distinct biological standard for that stage, or on a psychological and behavioral scale as a stage, that constitutes a set of behavioral needs of a special nature (Faraj, 2016, p. 16).

- By university youth, we mean that segment of young people belonging to university educational institutions, where the university plays an important role in the lives of young people that exceeds in its importance and seriousness the role of the family (Habib: 2007 AD, p. 30.)

Age stage in life a person's journey begins when he enters university, during which his attitudes and desires are formed. And for He and his knowledge and skills grow together until he becomes able to...Performing his professional and social functions and roles in society (Al-Feki, 2008, p. 12)

In addition, he knows: It is the age group that occupies a distinguished position in building society, and they are energetic and capable of working and being active. It is a group with a psychological structure that works to achieve the goals and aspirations of society (Muhammad, 2006, p. 30).

Wee University youth were defined procedurally as:

- 1-Assiut University students, study sample
- 2- It includes young men and women
- 3- Their age range ranges from (18-24)
- 4- Enrolled in the four teams at the College of Social Work
- 3- They participate in youth care activities at the college.

▪ **Methodological procedures Of study:**

(2) **Study methodology:**

This study from Descriptive studies which aims to monitor and analyze the relationship between Civic engagement (as independent variable) Developing university youth's awareness of the dangers of climate change (as a dependent variable), through citation In this description and analysis Based on the data of the theoretical framework and the results of the field frame work To study. The study was approved To use the social survey method A sample of university youth benefiting from youth care programs and activities at the Faculty of Social Work, Assiut University, for the academic year 2020/2021Their number is (322) single.

(3) **Fields the study:**

- (a) **The field Spatial to study:** It represents the spatial field of study at the Faculty of Social Work, Assiut University, due to its interest in strengthening the civic participation of university youth and developing their awareness risks of climate change

through its strategic plans, various programs, and various activities, in light of the sustainable development strategy: Egypt Vision 2030.

(b) the field Human To study: Represents the human field of study in Social survey A sample of university youth benefiting from youth care programs and activities at the Faculty of Social Work, Assiut University, for the academic year 2020/2021, **This is as follows:**

(1-1) **Sampling unit:** The sampling unit for the study was university youth benefiting from youth care programs and activities at the Faculty of Social Work, Assiut University, for the academic year 2020/2021 Regardless of his gender, age, academic group he is enrolled in, or place of residence.

(1-2) **Preview frame:** It has been limited University youth who benefit from youth care programs and activities at the Faculty of Social Work, Assiut University for the academic year 2020/2021 Their number reached 2000, according to statistics from the College's Youth Welfare Department.

(1-3) **Sample type and size:** The type of sample was: a sample the random Simple By applying the law of optimal sample size (Al-Dahyan, Hassan, 2002, p. 247) The sample size was (322) Single.

(c) Time domain To study:

It represents the time domain of the study the period of collecting data from the field began in 2/7/2021 AD to 3/8/2021 AD.

(4) Study variables and their sources:

Number ferries	Dependent variable "Develop awareness"	Number ferries	Independent variable "Civic engagement "
7	The cognitive dimension	10	Community communication
6	The emotional dimension	12	Volunteer work
8	Behavioral dimension	7	Decision making
		7	Trust
7	Obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change		
7	Proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change		
The most important sources of these variables were identified by referring to the theoretical literature guiding the study and related previous studies with the problem Research study.			

(5) Study tools: The data collection tools were:

• **A questionnaire for university youth about civic participation and developing university youth's awareness of the dangers of climate change:**

- Researcher a step-by-step design that for university youth using Google Drive Models on civic participation and developing university youth's awareness of the dangers of climate change, based on the theoretical literature guiding the study and previous studies related to the research problem of the study. By using the following electronic link: <https://2u.pw/DjOHNX7d>

- The university youth questionnaire included the following primary data sheet: (gender, age, academic group, and place of residence).

- The university youth questionnaire also included the following dimensions: dimensions of university youth's civic participation, dimensions of developing university youth's awareness of the dangers of climate change, obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change, and proposals for activating the contributions of civic participation in developing university youth's awareness of the dangers of climate change. Weather changes.

- The university youth questionnaire was based on a three-way progression, where the response to each statement was (yes, to some extent, no) and each of these responses was given a weight (score), as follows: Yes (three marks), somewhat (two marks), no (one mark).

- To verify the validity of the content "logical validity" of the university youth questionnaire, the researcher Viewing the literature the theory, and books Scientific, and previous studies and research that addressed the dimensions of the study. Then analyze this literature the theory This is to access the various dimensions and expressions associated with these dimensions that are related to the problem of the study, in order to determine Dimensions Civic engagement and represented in (Community communication, And Volunteer work, And Decision making, And trust), and specify dimensions Develop awareness and represented in (The cognitive dimension, And The emotional dimension, And Behavioral dimension).Then it was displayed the tool On a number (5)Arbitrators from Faculty members Specialization in social planning College of Social Work Assiut University Faculty of Social Work Helwan University To express an opinion on the validity of the tool in terms of the linguistic integrity of

the expressions On the one hand And its connection to the dimensions of the study On the other hand Some phrases have been modified, added, and deleted, and some linguistic errors have been corrected for others, and based on that, as the tool In its final form.

- The reliability of the university youth questionnaire was calculated using the reliability coefficient (Cronbach's alpha) for the estimated reliability values, by applying it to a sample consisting of (20) individual of university youth (Outside the sample frame the study), the stability coefficient reached (0.957) which is a level Appropriate for stability Statistician.

- As reward Researcher Statistical stability of the university youth questionnaire using the Spearman-Brown split-half reliability equation, where the statements of each dimension were divided into two halves, the first part includes the values obtained from the response to the statement at Individual, and the second section includes the values expressing the even expressions, and that Apply it to sample size (20) Escape this Of university youth(Outside the sample frame the study) The value of the correlation coefficient between the two halves of the tool was (0.974), which is statistically significant at a significance level (0.01).reach value Stability coefficient (0.987),It turns out that the stability coefficients for AD Yes It has a high degree of stability.

(6) to set levels Arithmetic averages for Dimensions the study: Level can be specified Dimensions the study Using the arithmetic mean, The data was encoded and entered into the computer, and the length of the cells was determined Triple scale (lower and upper limits),And Range calculated = largest value – The lowest value (3–1 = 2), is divided On the number of scale cells to get the corrected cell length (2/3 = 0.67) This value was then added to the lowest value on the scale Or the beginning of the scale, which is the correct one In order to determine the upper limit of this cell, **And that as Next:**

Table number (1) it is clear levels Arithmetic averages for Dimensions the study

Value	the level
If the mean value of the statement or dimension ranges from 1 to 1.67	low level
If the average value of the statement or dimension ranges from 1.68 to 2.34	Average level
If the mean value of the statement or dimension ranges from 2.35 to 3	High level

(7) Qualitative and quantitative analysis methods:

The study relied on the following methods to analyze data:

- **Qualitative analysis method:** In proportion to the nature of the subject of the study.

- **Quantitative analysis method:** The data were processed by computer using the Statistical Package for the Social Sciences program (SPSS.V. 24.0), and the following statistical methods were applied: frequencies and percentages, arithmetic mean, standard deviation, range, reliability coefficient (Cronbach's alpha) for estimated reliability values, Spearman-Brown equation for reliability split-half, simple regression analysis, multiple regression analysis, and Pearson's correlation coefficient. , coefficient of determination, t-test for two independent samples, and one-way analysis of variance.

▪ **Field study results:**

The first axis: a description University youth Study population:

Table number (2) it is clear a description University youth study community (n=322)

M	Quantitative variables	\bar{s}	σ	M	study group	K	%
1	Age	21	1	1	the first group	30	9.3
M	Type	K	%	2	the second band	14	4.3
1	male	88	27.3	3	Third Division	117	36.3
2	feminine	234	72.7	4	Fourth band	161	50
Total		322	100	Total		322	100
M	residence	K	%				
1	countryside	206	64				
2	civilized region	116	36				
Total		322	100				

The previous table shows that:

- Average age of college youth (21) year, with a standard deviation One year almost.
- The largest percentage of university youth Females in the rate of (72.7%), While males in the rate of (27.3%).
- The largest percentage of university youth rural residents in the rate of (64%), Followed by urban residents in the rate of (36%).
- The largest percentage of university youth enrolled in the fourth division in the rate of (50%), next the third division percentage (36.3%), then The first band percentage (9.3%) Finally the second division percentage (4.3%).

The hub the second: Dimensions of civic participation of university youth:

(4) Community Connection:

Table number (3) Demonstrates community connection (n=322)

M	ferries	Responses						SMA	stand ard devia tion	Ran king
		Yes		To some extent		No				
		K	%	K	%	K	%			
1	I don't care Contact associations working in the environmental field	103	32	102	31.7	117	36.3	1.96	0.83	6
2	I participate in a Counter Research Related to the environment and climate changes	104	32.3	94	29.2	124	38.5	1.94	0.84	7
3	I participate in scientific forums related to climate change organized by the university	110	34.2	84	26.1	128	39.8	1.94	0.86	9
4	I participate in organizing exhibitions on how to preserve the environment from pollution	126	39.1	95	29.5	101	31.4	2.08	0.84	4
5	I plane Me and my colleagues to create a platform Scientific information through social media sites about climate risks	102	31.7	72	22.4	148	46	1.86	0.87	10
6	I post News Related to causes Climate changes through social networking sites	127	39.4	98	30.4	97	30.1	2.09	0.83	3
7	I work on designing content related to the risks of climate change while carrying out various activities	106	32.9	90	28	126	39.1	1.94	0.85	8
8	I organize initiatives on environmental problems and how to overcome them	117	36.3	79	24.5	126	39.1	1.97	0.87	5
9	I am keen to participate in Activities Public service	188	58.4	94	29.2	40	12.4	2.46	0.71	1

M	ferries	Responses						SMA	stand ard devia tion	Ran king
		Yes		To some extent		No				
		K	%	K	%	K	%			
10	I participate in activities organized by the university on the environment and climate	125	38.8	102	31.7	95	29.5	2.09	0.82	2
Community communication as a whole								2.03	0.62	Level middle

The previous table shows that:

level **Community communication as one of the dimensions of civic participation of university youth** middle Where the arithmetic mean (2.03), and the indicators are according to the order of the arithmetic mean: first place I am keen to participate in Activities Public service with arithmetic average (2.46), Next Second place: I participate in activities organized by the university on the environment and climate With an arithmetic average (2.09) With a standard deviation of (0.82), Then the next one Second order I post News Related to causes Climate changes through social networking sites With an arithmetic average (2.09) With a standard deviation of (0.83), And finally Ranking ten plan My colleagues and I created a scientific platform on social media about climate risks With an arithmetic average (1.86). These results are consistent with a **Carvalho A, Russell C study (2021)** Which It emphasized the social sustainability of these changes Requires open discussions, multiple accessibility and inclusive participation while respecting fairness and justice (in its multiple dimensions) As I explained **Ate, William f. study (2012)** He's through Civic engagement may be A better understanding of the urgent problems related to youth and families, and directing citizens, officials and community institutions to promote the public good towards participation and civic responsibility. She confirmed that as well, **Wee H.ling study (2008)** Participation is an important input that strengthens the sense of responsibility towards society, and it increases with an increase in the educational level and societal stability.

(5) Volunteer work:

Table number (4) Explains volunteer work (n=322)

M	ferries	Responses						SMA	stand ard devia tion	Ran king
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I make sure to disseminate general information related to climate change	175	54.3	85	26.4	62	19.3	2.35	0.78	3
2	I volunteer with the Environmental Group team in student activities	130	40.4	81	25.2	111	34.5	2.06	0.86	10
3	I distribute awareness brochures to students at college and university about the effects of climate change	120	37.3	77	23.9	125	38.8	1.98	0.87	11
4	I raise awareness The parents In a residential area, the importance of preserving the environment	204	63.4	72	22.4	46	14.3	2.49	0.73	2
5	I participate in seminars that discuss climate change issues And its impact on the society	140	43.5	90	28	92	28.6	2.15	0.84	6
6	I am keen to spread environmental culture among my colleagues	203	63	85	26.4	34	10.6	2.52	0.68	1
7	Environmental problems are illustrated in a figure Business Manual or Photography for students	160	49.7	84	26.1	78	24.2	2.25	0.82	5
8	I participate in environmental conservation campaigns Which is organized by the college And the university	130	40.4	87	27	105	32.6	2.08	0.85	9
9	I participate in	153	47.5	65	20.2	104	32.3	2.15	0.88	7

M	ferries	Responses						SMA	stand ard devia tion	Ran king
		Yes		To some extent		no				
		K	%	K	%	K	%			
	environmental visits to some the places To learn about environmental problems									
10	I participate in organizing World Environment Day celebrations and other environmental events	113	35.1	76	23.6	133	41.3	1.94	0.87	12
11	I am keen to participate in afforestation and cleanliness projects within the university	123	38.2	102	31.7	97	30.1	2.08	0.82	8
12	I am keen to participate in any activity related to the environment	146	45.3	114	35.4	62	19.3	2.26	0.76	4
Volunteer work as a whole								2.19	0.6	Level middle

The previous table shows that:

level **Volunteer work as one of the dimensions of civic participation of university youth** middle Where the arithmetic mean (2.19), and the indicators for this are according to the order of the arithmetic mean: First place: I am keen to spread environmental culture among my colleagues With an arithmetic average (2.52), NeXT The second order is to raise awareness The parents In a residential area, the importance of preserving the environment With an arithmetic average (2.49), Then the next one Second order make sure to disseminate general information related to climate change With an arithmetic average (2.35), And finally Ranking twelfth I participate in organizing World Environment Day celebrations and other environmental events With an arithmetic average (1.94). This agrees with **Wee H.ling study (2008) And McIntosh, Hugh, Munoz. Macro study (2009)** and which indicated a necessity Awareness Youth Through it and their role in civil and political activities and their ability to solve problems. I came up with three models for young people's civic participation, which are community service, political discussions, and environmental

preservation. She stressed the need to strengthen youth's civic participation and make them aware of their role through participation in community activities. In addition, I aimed **Al-Amoush study (2009)** to Encouraging individuals to respond to government measures and voluntary initiatives that seek to mitigate the harms of this phenomenon and to use environmentally friendly goods and products.

(6) Decision making:

Table number (5) Demonstrates decision making (n=322)

M	Ferries	Responses						SMA	stand ard devia tion	Ran king
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I take the initiative to participate in critical discussions related to climate change issues	131	40.7	99	30.7	92	28.6	2.12	0.82	6
2	ShowaOrganizations take climate risks into account when making decisions	220	68.3	61	18.9	41	12.7	2.56	0.71	3
3	State institutions seektoEnsuring food and water sustainability for the future	259	80.4	40	12.4	23	7.1	2.73	0.58	2
4	Preparations are made to prevent expected disasters from occurring and quickly recover from them	270	83.9	35	10.9	17	5.3	2.79	0.52	1
5	I participate in the initiatives undertaken by the state to preserve the environment	140	43.5	105	32.6	77	23.9	2.2	0.8	5
6	I distribute flyers and posters to raise awareness about climate change	127	39.4	87	27	108	33.5	2.06	0.85	7
7	Environmental issues and climate change are constantly raised in college wall magazines	163	50.6	97	30.1	62	19.3	2.31	0.78	4
Decision making as a whole								2.39	0.5	level high

The previous table shows that:

level **Decision making as one of the dimensions of civic participation of university youth** high Where the arithmetic mean (2.39), and the indicators are according to the order of the arithmetic mean: first place Preparations are made to prevent expected disasters from occurring and to quickly recover from them with an arithmetic mean (2.79), Next The second order seeks state institutions to Ensuring food and water sustainability for the future With an arithmetic average (2.73), Then the next one Second order Lth Showa Organizations take climate risks into account when making decisions With an arithmetic average (2.56), And finally Seventh ranking I distribute flyers and posters to raise awareness about climate change With an arithmetic average (2.06). This agrees **Robles Fernandez, et al study (2011)** on The need to provide students with the opportunity to participate in civic activities and practice democracy by focusing on issues such as empowerment, inequality, oppression, and made it clear The importance of enhancing youth participation in community activities.

(7) trust:

Table number (6) Demonstrates confidence (n=322)

M	Ferries	Responses						SM A	standard deviation	Ranking
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I trust the state's efforts to mitigate Archaeology resulting from environmental pollutants	206	64	77	23.9	39	12.1	2.52	0.7	1
2	Private state institutions working with the environment play their role Complete Face	155	48.1	121	37.6	46	14.3	2.34	0.71	7
3	Civil society organizations are working to intensify efforts to mitigate Archaeology resulting from pollution	184	57.1	103	32	35	10.9	2.46	0.68	5
4	The state is working on me finding Many alternatives to preserve the environment	195	60.6	93	28.9	34	10.6	2.5	0.68	3
5	is taken procedures necessary to adhere to what was stated at the climate summit	186	57.8	105	32.6	31	9.6	2.48	0.67	4
6	Institutions working with the environment encourage citizens	202	62.7	83	25.8	37	11.5	2.51	0.69	2

M	Ferries	Responses						SM A	stan dard devi ation	Ranki ng
		Yes		To some extent		no				
		K	%	K	%	K	%			
	to take appropriate measures to deal with the environment									
7	Intensive awareness sessions are conducted The parents How to preserve their environment	164	50.9	114	35.4	44	13.7	2.37	0.71	6
Trust as a whole								2.46	0.52	level high

The previous table shows that:

level **Trust as one of the dimensions of civic participation of university youth** high Where the arithmetic mean (2.46), and the indicators for this are according to the order of the arithmetic mean: First place: I trust the state's efforts to mitigate Archaeology resulting from environmental pollutants With an arithmetic average (2.52), NeXT Second place Institutions working with the environment encourage citizens to take appropriate measures to deal with the environment with an arithmetic average (2.51), Then the next one Second order Lth The state is working on me finding Many alternatives to preserve the environment With an arithmetic average (2.5), And finally Seventh ranking Private state institutions working with the environment play their role Complete Face With an arithmetic average (2.34). This agrees with **Wee H.ling study (2008)** It aimed to clarify the relationship between civic participation and developing the ability of young people to practice community activities, and indicated that participation is one of the important entry points that works to strengthen the sense of responsibility towards society and increases with the increase in the educational level and societal stability. **And Shuler, Lisa O. study (2010)** And that It recommended the need to focus on educating students about civic participation and their role within society, with the need to focus on including participation in the school curricula.

▪ **Level Civic engagement of university youth As a whole:**
Table number(7) Demonstrates level Civic engagement of university youth As a whole (n=322)

M	Dimensions	Average Arithmetic	standard deviation	the level	Ran king
1	Community communication	2.03	0.62	Middle	4
2	Volunteer work	2.19	0.6	Middle	3
3	Decision making	2.39	0.5	high	2
4	Trust	2.46	0.52	high	1
Dimensions of civic participation As a whole		2.27	0.49	Average level	

The previous table shows that:

Level **Civic engagement of university youth as a whole** middle where the arithmetic mean (2.27), and the indicators are according to the order of the arithmetic mean:

- The first order is trust with an arithmetic average (2.46).
- Second, place Decision making with arithmetic mean (2.39).
- Second order Lth Volunteer work with an arithmetic average (2.19).
- Ranking the fourth Community communication with an arithmetic average (2.03)

The hub the third: Dimensions Developing university youth's awareness of the dangers of climate change:

(1) Cognitive dimension:

Table number (8) Explains the cognitive dimension (n=322)

M	ferries	Responses						Sm	stan dard devi ation	Rank ing
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I can differentiate between Species weather changes	196	60.9	94	29.2	32	9.9	2.51	0.67	5
2	I participate with my colleagues in environmental related activities With climate changes	154	47.8	92	28.6	76	23.6	2.24	0.81	7
3	I'm interested in social media Climate change issues	184	57.1	92	28.6	46	14.3	2.43	0.73	6
4	Scientific research on the environment helps me identify environmental problems	210	65.2	78	24.2	34	10.6	2.55	0.68	3

M	ferries	Responses						Sm	standard deviation	Ranking
		Yes		To some extent		no				
		K	%	K	%	K	%			
5	The school curriculum covers many environmental topics	201	62.4	86	26.7	35	10.9	2.52	0.68	4
6	Realize the risks resulting from sudden climate changes	213	66.1	84	26.1	25	7.8	2.58	0.63	2
7	I understand the relationship between humans and climate that is based on the interaction between them	229	71.1	70	21.7	23	7.1	2.64	0.61	1
The cognitive dimension as a whole								2.5	0.47	level high

The previous table shows that:

Level **The cognitive dimension To develop university youth's awareness of the dangers of climate change** high Where the arithmetic mean (2.5), and the indicators are according to the order of the arithmetic mean: first place I understand the relationship between humans and climate, which is based on the interaction between them with an arithmetic mean (2.64), Next Second place Realize the risks resulting from sudden climate changes with an arithmetic mean (2.58), Then the next one Second order Lth Scientific research on the environment helps me identify environmental problems With an arithmetic average (2.55), And finally Seventh ranking I participate with my colleagues in environmental related activities With climate changes With an arithmetic average (2.24). This is what she confirmed **Aquah study (2011)** on necessity Activate the Programs the Educational that It includes knowledge and information about this phenomenon to raise their level of awareness.

(2) Emotional dimension:

Table number (9) explains the emotional dimension (n=322)

M	Ferries	Responses						SM A	stand ard deviat ion	Ran kin g
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I feel responsible for protecting and preserving the environment	243	75.5	58	18	21	6.5	2.69	0.59	3
2	I would like to participate in planning Activities To preserve the environment	224	69.6	74	23	24	7.5	2.62	0.62	5
3	I tend to Continuously participate in climate change awareness campaigns	179	55.6	100	31.1	43	13.4	2.42	0.72	6
4	The lack of attention to environmental resources bothers me the basic like water And Air	261	81.1	41	12.7	20	6.2	2.75	0.56	2
5	I feel like the Satisfaction when a Some irrigation protects the environment from pollution	269	83.5	37	11.5	16	5	2.79	0.52	1
6	I feel the danger of climate change to society	237	73.6	62	19.3	23	7.1	2.66	0.61	4
The emotional dimension as a whole								2.66	0.42	lev el hig h

The previous table shows that:

Level **The emotional dimension To develop university youth's awareness of the dangers of climate change** high Where the arithmetic mean (2.66), and the indicators are according to the order of the arithmetic mean: first place I feel like the Satisfaction when a Irrigation of some preserves the environment from pollution with an arithmetic average (2.79),Next The second order bothers me is the lack of attention to environmental resources the basic like water And Air With an arithmetic average (2.75),Then the next one Second order feel responsible for protecting and preserving the environment With an arithmetic average (2.69), And finally Sixth ranking I tend to Continuously participating in climate change awareness campaigns with an arithmetic average (2.42).This agrees with **Mathew** study

(2007) There is environmental awareness about this phenomenon. This awareness increases from year to year and varies from one city to another.

(3) Behavioral dimension:

Table number (10) explains the behavioral dimension (n=322)

M	Ferries	Responses						SMA	stand ard devia tion	Rank ing
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	I take into account the rationalization of consumption of the necessary environmental resources available	242	75.2	62	19.3	18	5.6	2.7	0.57	3
2	I stay away from any practices that harm the environment and affect the climate	252	78.3	54	16.8	16	5	2.73	0.54	1
3	I participate with my colleagues in afforestation projects within the college and university	144	44.7	87	27	91	28.3	2.16	0.84	7
4	Subscribe to theaActive activities carried out by organizations working with the environment	143	44.4	95	29.5	84	26.1	2.18	0.82	6
5	I advise my colleagues and neighbors on good practices to preserve the environment	226	70.2	68	21.1	28	8.7	2.61	0.64	4
6	Follow the instructions designated to preserve the environment	242	75.2	66	20.5	14	4.3	2.71	0.54	2
7	I encourage my colleagues to actively participate in preserving the environment	214	66.5	81	25.2	27	8.4	2.58	0.64	5
8	I participate in competitions Research Scientific studies related to the environment and climate change organized by the university	134	41.6	95	29.5	93	28.9	2.13	0.83	8
The behavioral dimension as a whole								2.48	0.46	level high

The previous table shows that:

Level **Behavioral dimension** To develop university youth's awareness of the dangers of climate change high Where the arithmetic mean (2.48), and the indicators for this are according to the order of the arithmetic mean: The first rank is to stay away from any practices that harm the environment and affect the climate With an arithmetic average (2.73), Next Second place Follow the instructions designated to preserve the environment with a mathematical average (2.71), Then the next one Second order take into account the rationalization of consumption of the necessary environmental resources available With an arithmetic average (2.7), And finally Ranking eighth I participate in competitions Research Scientific studies related to the environment and climate change organized by the university With an arithmetic average (2.13). This agrees with **Level Developing university youth's awareness of the dangers of climate change As a whole:**

Table number (11) Demonstrates level Developing university youth's awareness of the dangers of climate change as a whole (n=322)

M	Dimensions	Average Arithm etic	standard deviation	the level	Rank ing
1	The cognitive dimension	2.5	0.47	high	2
2	The emotional dimension	2.66	0.42	high	1
3	Behavioral dimension	2.48	0.46	high	3
Dimensions of awareness development As a whole		2.54	0.4	High level	

The previous table shows that:

Level **developing university youth's awareness of the dangers of climate change as a whole** high where the arithmetic mean (2.54) and the indicators are according to the order of the arithmetic mean:

- The first order is the emotional dimension with an arithmetic average (2.66).

Second place The cognitive dimension with arithmetic average (2.5).

- Second order Behavioral dimension with an arithmetic average (2.48).

The hub the fourth: Obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change:

Table number (12) it is clear Obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change (n=322)

M	Ferries	Responses						SM A	stand ard deviat ion	Ran king
		Yes		To some extent		No				
		K	%	K	%	K	%			
1	Lack Organizing environmental awareness seminars at the university	166	51.6	107	33.2	49	15.2	2.36	0.73	5
2	Lack of good planning for environmental activities at the college and university	156	48.4	93	28.9	73	22.7	2.26	0.8	6
3	Students do not want to participate Activities related to the environment	175	54.3	99	30.7	48	14.9	2.39	0.73	3
4	Young people's lack of awareness of the seriousness of the problem and the resulting future risks	221	68.6	68	21.1	33	10.2	2.58	0.67	1
5	The spread of indifference and negativity among young people	211	65.5	69	21.4	42	13	2.52	0.72	2
6	Lack of information explaining the danger Archaeology Consequences of climate changes	180	55.9	85	26.4	57	17.7	2.38	0.77	4
7	Lack of containment Curriculum contains information about weather changes And its risks	104	32.3	96	29.8	122	37.9	1.94	0.84	7
Obstacles As a whole								2.35	0.51	level high

The previous table shows that:

Level Obstacles facing the contributions of civic participation in developing university youth's awareness of the dangers of climate change high Where the arithmetic mean (2.35), and the indicators for this are according to the order of the arithmetic mean: The first place is the lack of awareness among young people of the seriousness of the problem and the resulting future risks. With an arithmetic average (2.58), Next The second order is the spread of indifference and

negativity among young people With an arithmetic average (2.52), then Second order Students do not want to participate Activities related to the environment with an arithmetic average (2.39), And finally The seventh rank is lack of containment Curriculum contains information about weather changes And its risks are with an arithmetic average (1.94).

The hub Fifth: Proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change:

Table number (13) it is clear Proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change (n=322)

M	Ferries	Responses						SMA	standard deviation	Ranking
		Yes		To some extent		no				
		K	%	K	%	K	%			
1	Availability Opportunity for young people to discuss Climate change problems in the university's student parliament	232	72	62	19.3	28	8.7	2.63	0.64	2
2	Using the university's simulation model to embody the scale of the problem and discuss it properly more Realistic	225	69.9	65	20.2	32	9.9	2.6	0.66	5
3	Continuous development of student activities to include: more From a climate issue like Global Warming And pollution for water	226	70.2	67	20.8	29	9	2.61	0.65	4
4	Developing school curricula to include environmental topics to educate students	230	71.4	68	21.1	24	7.5	2.64	0.62	1
5	Participation in service organizations The field of environment to consolidate the idea of preserving the environment	208	64.6	78	24.2	36	11.2	2.53	0.69	6
6	Holding seminars that discuss climate change issues and	224	69.6	67	20.8	31	9.6	2.6	0.66	5

M	Ferries	Responses						SMA	standard deviation	Ranking
		Yes		To some extent		no				
		K	%	K	%	K	%			
	encouraging student participation									
7	Interest in surveying young people's opinions on student activities related to climate change presented to them	232	72	59	18.3	31	9.6	2.62	0.65	3
Proposals As a whole								2.61	0.5	level high

The previous table shows that:

Level **Proposals to activate the contributions of civic participation in developing university youth's awareness of the dangers of climate change** high where the arithmetic mean (2.61) and the indicators for this are according to the order of the arithmetic mean: The first rank is developing the curricula to include environmental topics to educate students, With an arithmetic average (2.64), Next Second place Availability Opportunity for young people to discuss Climate change problems in the university's student parliament With an arithmetic average (2.63), then Second order There is great interest in surveying young people's opinions on student activities related to climate change presented to them With an arithmetic average (2.62), And finally Sixth ranking Participating in service organizations in the field of the environment to consolidate the idea of preserving the environment with an arithmetic average (2.53). **This agrees with Abdul Jalil study(2013)** Which focused on the need to activate Civic engagement have civilians, especially young people, and develop their awareness of these dangers.

Sixth axis: Testing the study hypotheses:

- Testing the main hypothesis of the study and its sub-hypotheses: There is a direct influence relationship Statistically significant between Civic participation and developing university youth's awareness of the dangers of climate change:

Table No. (14) Explains the relationship between Civic participation and developing university youth's awareness of the dangers of climate change

Dependent variables Independent variables		The dimension Cognitive	The emotional dimension	Behavioral dimension	Dimensions of awareness developmen t As a whole
University youth (n=322)	Community communication	0.595**	0.350**	0.619**	0.589**
	Volunteer work	0.640**	0.405**	0.685**	0.651**
	Decision making	0.721**	0.530**	0.657**	0.715**
	Trust	0.665**	0.521**	0.619**	0.676**
	Dimensions of civic participation As a whole	0.751**	0.513**	0.744**	0.754**

****Significant at (0.01) *Significant at (0.05)**

The previous table shows that:

There is a statistically significant direct relationship at a significance level (0.01) between...Civic participation and developing university youth's awareness of the dangers of climate change, and more dimensions Civic participation in connection with developing university youth's awareness of the dangers of climate change They were as follows: decision making, followed by Trust, then Volunteer work, and finally community contact. This may be due to the existence of a direct correlation strong between these dimensions, they express what the study aims to achieve.

Table No. (15) Demonstrates simple regression analysis the impact of civic participation on developing university youth's awareness of the dangers of climate change

Independent variable	Dependent variables	Regression coefficient	T-test T-Test	a test (F) F-Test	Correlation coefficient	The coefficient of determination R ²
University youth (n=322)	The cognitive dimension	0.726	20.372**	415.028**	0.751**	0.565**
	The emotional dimension	0.439	10.689**	114.247**	0.513**	0.263**
	Behavioral dimension	0.706	19.936**	397.452**	0.744**	0.554**
	Dimensions of awareness development As a whole	0.624	20.557**	422.571**	0.754**	0.569**

****Significant at (0.01) *Significant at (0.05)**

The previous table shows that:

- The value of the correlation coefficient between the independent variable indicates "Civic engagement "and the dependent variable "Developing the cognitive dimension of university youth's awareness of the dangers of climate change "There is a direct correlation strong Between the two variables at a significance level (0.01). The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination was (0.565), that is Civic engagement Explain the ratio (56.5%) of the total variance in developing the cognitive dimension of university youth's awareness of the dangers of climate change. Which makes us accept the first sub-hypothesis of the study, which states: **There is a direct influence relationship statistically significant between Civic participation and developing the cognitive dimension of university youth's awareness of the dangers of climate change"**.

- The value of the correlation coefficient between the independent variable indicates "Civic engagement "and the dependent variable "Developing the emotional dimension of university youth's awareness of the dangers of climate change "There is a direct correlation middle Between the two variables at a significance level (0.01). The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination was (0.263), that is Civic engagement Explain the ratio (26.3%) of the total variance in developing the emotional dimension of university youth's awareness of the dangers of climate change. Which makes us accept the sub-hypothesis **the second to study, which means, "There is a direct influence relationship statistically significant between Civic participation and developing the emotional dimension of university youth's awareness of the dangers of climate change"**.

- The value of the correlation coefficient between the independent variable indicates "Civic engagement "and the dependent variable "Developing the behavioral dimension of university youth's awareness of the dangers of climate change "There is a direct correlation strong Between the two variables at a significance level (0.01). The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination was (0.554), that is civic engagement Explain the ratio (55.4%) of the total variance in

developing the behavioral dimension of university youth's awareness of the dangers of climate change. Which makes us accept the sub-hypothesis **the third to study, which means, "There is a direct influence relationship statistically significant between Civic participation and developing the behavioral dimension of university youth's awareness of the dangers of climate change"**.

- The value of the correlation coefficient between the independent variable indicates "Civic engagement "and the dependent variable "Developing university youth's awareness of the dangers of climate change As a whole "There is a direct correlation strong Between the two variables at a significance level (0.01). The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination was (0.569), that is Civic engagement Explain the ratio (56.9%) of the total variance in Developing university youth's awareness of the dangers of climate change as a whole. Which makes us accept the hypothesis **President to study, which means, "There is a direct influence relationship statistically significant between Civic participation and developing university youth's awareness of the dangers of climate change"**.

Table No. (16) It is clear multiple regression analysis of the effect of dimensions of civic engagement on variance Developing university youth's awareness of the dangers of climate change

Independent variables		Regression coefficient	Beta coefficients	T-test T-Test	test (q) F-Test	Correlation coefficient	The coefficient of determination R ²
University youth (n=322)	Community communication	0.002	0.003	0.042	129.872 **	0.788 **	0.621 **
	Volunteer work	0.118	0.176	2.203*			
	Decision making	0.297	0.367	6.583**			
	trust	0.276	0.358	8.156**			

****Significant at (0.01) *Significant at (0.05)**

The previous table shows that:

- The value of the multiple correlation coefficient between all independent variables was "community communication.", And Volunteer work, And Decision making, And trust" And the dependent variable "Developing university youth's awareness of the dangers of climate change"(0.788), which is statistically significant at a

significance level (0.01), and indicates the presence of a direct correlation strong Between the two variables.

- The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination was (0.621), that is Dimensions Civic engagement as a whole (community communication, And Volunteer work, And Decision making, And Trust) explains (62.1%) of the total variance in developing university youth's awareness of the dangers of climate change.

- The result of the t-test indicates that there is an effect three a variable at independent Just the two of them: volunteer work, And Decision making, And "Confidence" on the dependent variable "developing university youth's awareness of the dangers of climate change" is considered a significant and statistically significant effect at a significance level (0.01)and (0.05). While the effect of the independent variable was the other "Community communication "Not significant and not statistically significant.

- And through the values of beta coefficients Beta The significant independent variables can be arranged according to relative importance, as follows:

1. Decision-making (Beta=0.367).
2. Trust (Beta=0.358).
3. Volunteer work (beta=0.176).
4. Community communication (Beta=0.003).

- This indicates the varying impact of volunteer work, and Decision making, And Trust is more than influence "Community communication "To develop university youth's awareness of the dangers of climate change."

- **Which makes us accept the hypothesis President to study and its sub-hypotheses, which means, "There is a direct influence relationship statistically significant between Civic participation and developing university youth's awareness of the dangers of climate change".**

- **The seventh axis:** Proposed planning mechanisms to develop university youth's awareness of the dangers of climate change using civic participation:

Mechanisms	Implementation procedures	Means of implementation	Targeted people	Implementing bodies	Time zone
1-Spreading environmental awareness among university youth	1- Spreading the concept of awareness of the dangers of climate change through educational programs at the university	Holding scientific seminars and conferences in the field of environment and climate change risks	University youth	Faculty of Social Work	During the school year
	2- Spreading the culture of environmental conservation among students				
	3-Raising awareness of the importance of civic participation among young people to preserve their society and environment	Organizing field visits to places for environmental protection			
	4- Providing them with the necessary skills to deal with the risks of climate change	Conducting environment-related research			
	5- Developing school curricula to include parts of knowledge about climate change	Make environmental issues part of the college study plan			
	6- Linking field training with institutions related to the field of environmental protection				
	7- Encouraging students to form groups of friends of environmental protection	Participate in the college's public service programs and link them to the			

Mechanisms	Implementation procedures	Means of implementation	Targeted people	Implementing bodies	Time zone
		community			
2- Activating community communication through student activities at the university	1- Paying attention to community communication and environmental media in spreading awareness of the dangers of climate change among university youth	Employment of eco-tours Using photos and videos related to the environment	University youth	Ministry of Tourism	During study and activities
	2- Encouraging university youth to conduct scientific research related to the environment and the risks of climate change			the university	
	3- Organizing awareness campaigns to spread awareness and awareness of the dangers of climate change			Faculty of Social Work	
	4- Facilitating open communication channels between colleges and civil society organizations that serve the environment in society to participate in developing environmental awareness among students.				
3- Interest in spreading volunteer work in the field of environmental protection	1- Encouraging students to participate in volunteer work related to preserving the environment	Conducting research competitions Conducting workshops to strengthen responsibility	University youth	Experts and consultants in the field of environment	While studying and practicing activities
	2- Participation				

Mechanisms	Implementation procedures	Means of implementation	Targeted people	Implementing bodies	Time zone
	with organizations working with the environment 3- Participate in the university parliament to discuss environmental issues and climate change 4- Employing student activities to spread environmental awareness among university youth	towards the environment Organizing environmental conservation initiatives			
4- Developing the participation of university youth in making decisions related to the environment	1- Developing situation management and decision-making skills in cases of climate crises and disasters 2- Developing participation and freedom of expression in the areas of environmental work 3- Developing the values of democracy and responsibility among university youth towards the environment 4- Interest in cultural activities and research in the field of the environment	Participation in the university parliament Participation in camps	University youth	Ministry of Higher Education the university	When developing plans and programs for the environment
5-Supporting confidence between university	1-The university and college have a clear policy to protect the	Building community partnerships to implement	Civil society organizations	Ministry of Higher Education The Ministry	When developing plans and programs

Mechanisms	Implementation procedures	Means of implementation	Targeted people	Implementing bodies	Time zone
youth and society with all its institutions and agencies that work in the environmental field	environment from the dangers of climate change	initiatives to protect the environment		of Environment	for the environment
	2-Allocate an appropriate budget to confront the risks of climate change	Providing consultations to develop plans and programs related to the environment		Experts in the field of environment	
	3-Implementing development measures to serve the environment and society	Establishing controls for behavior towards the environment	the university	the university	
	4-Publishing a mini magazine periodically to be distributed to students		University youth	Faculty of Social Work	

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