

From Habits to Hashtags: AI based Tutor for Real-Time Digital Governance and Responsible Citizenship

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Abstract

Further developing HEC (Habit, Education, and Commerce) Model provided by Aggrawal (2023) into community practices of circular economy (CE), present paper will employ model to digital framework of public sphere by designing AI-enabled Climate Tutor System that are embedded in social media platforms. Since current system of climate communication remains fragmented and responsive, proposed system would have capacity to transform everyday applications of digital communication into structured learning and governing channels to support individual climate behavior. Fragments of evidence such as these do not have integrated, policy-aware civic guidance in everyday digital settings. The current AI applications integrated in digital platforms (chatbots and recommender systems) are not provided to promote responsible citizenship or government-aligned behavior. AI climate tutor uninterruptedly examines climate-relevant discourse, policy announcements, judicial interventions, activist narratives, societal issues spreading through social media platforms. The system interprets this information and broadcasts real-time, context-specific guidance using digital handles of citizens via dynamic natural language processing (NLP), sentiment analysis (SA), policy-informed knowledge graphs. Such interventions are aimed at supporting climate-positive behavior, providing micro-learning, harmonizing actions of individuals policy directives, judicial mandates, ethical norms, sustainability goals. The model implements Habit (behavioral nudges and moral cues), Education (continuous digital climate literacy), Commerce (policy-oriented and institutionally vindicated guidance that shapes consumption, compliance, civic participation) anchored in HEC framework. The system also facilitates policymakers, judicial bodies, educators, social activists to contribute authoritative and ethically grounded input to system to ensure legitimacy, transparency, accountability. The paper suggests that integration of AI-enabled digital education with governance and moral instruction would reposition social media as information threat into civic resource. HEC-driven AI climate tutor is scalable digital public good to enhance climate literacy, policy implementation, responsible citizenship in networked societies.

Keywords: Artificial Intelligence (AI), Climate Governance, Responsible Citizenship, Digital Governance, Climate Literacy, Social Media, HEC Model, Behavioral Nudges, Civic Education, Ethical AI, Digital Public Good, Natural Language Processing (NLP)

I. INTRODUCTION

Climate change presents unprecedented challenge to modern communities that can't be resolved only through mitigation of environmental effects, but through cultivation of informed and responsible citizens who have capacity to carry out digital governance in real-time. With all information about climate-related issues available online, no integrated

digital system that converts discourse of social media into continuous learning, habit-forming, policy-aligned civic action. Digital communication platforms and scope of social media have made climate discussion even more influential, although it also fragments attention and even that awareness cannot be condensed into action consistent with policies. Conventional climate education and communication approaches have been mostly episodic, reactive, not connected to daily

digital behaviors of individuals. Meanwhile, advancements of artificial intelligence (AI) and real-time analytics offer transformative possibilities to reconceptualize concept of digital spaces as channel of continuous learning, behavior reinforcement, civic engagement.

One of research gaps of existing literature relates to lack of integrative systems that simultaneously address: habitual behavior, climate literacy, understanding of policies and ethical norms, civic accountability in digital setting. HEC Model was initially suggested as framework for development of community practices in CE, providing conceptual basis for promotion of wide-ranging public engagement systems (Aggrawal, 2023). This research operates on this model by introducing AI-based Climate Tutor System proposed to be integrated with social media ecosystems to transform fragmented digital interactions into structured pathways for responsible citizenship and governance. As AI-based system, proposed prototype is conceptualized in this paper as civic tutor - a digital guide that helps citizens understand climate-related policies, ethical demands, daily behavior in digital civic space.

The civic tutor is oriented towards public value, responsible citizenship, institutional accountability, unlike conversational chatbots that react to user queries or other recommender systems, which are designed to be more engaging and consumption-oriented. Operationalizing concept of habit by digital nudges, reinforcing climate literacy with micro-learning, real-time digital commerce with institutional and policy imperatives, this research operates HEC model in digital governance realm. The suggested system is continuous generator of climate discourse, policy directives, judicial pronouncements, civil society stories based on NLP and SA that will offer situational, actionable advice through digital interfaces of individuals. By so doing, it seeks to reposition networked communication platforms out of information risk environments into scalable civic assets which could strengthen climate literacy, policy mobilization, ethical participation.

II. REVIEW OF LITERATURE

A. Climate Literacy and Digital Education

The concept of climate literacy describes capacity to understand climate science, effects of climate change, societal implications of mitigation and adaptation measures, is also largely recognized to promote informed public participation and efficient decision-making (Goritz et al., 2019). Traditional climate education has been chiefly restricted to classrooms and this makes it restricted in its scope and relevance which is becoming more interconnected. Novel digital tools and web applications offer flexible methods to expand access to climate education by offering interactive and adaptive, student-centered learning activities that have potential to facilitate learning about complex environmental schemes (Goritz et al., 2019; see also Chang et al., 2025). Indicatively, online learning environments have been shown to increase sustainability learning with incorporation of multimedia, virtual simulations, problem-based learning that builds up greater interest among learners on climate issues and development of vital skills such as systems thinking and anticipatory skills.

Social media and digital use, in particular, have dual role in climate literacy, on the one hand, it can be potent channel when it comes to distributing climate information to vast and diverse audiences, on the other, misinformation, algorithmic bias and unequal content quality will be necessary. According to study, social media platforms could be informal source of climate information, and some youths constantly receive information related to climate on them (EdWeek Research Center, as cited in Will & Prothero, 2023). However, content variability emphasizes importance of combining digital education with media literacy activities on digital learning to enable individuals to examine information regarding climate information critically. Together, these trends signify disruptive promise of digital and social media platforms to boost climate literacy- but also suggests that we must have structured, evidence-based approaches to digital education, which utilize such technologies to promote responsible and informed climate action.

B. Circular Economy, Behavior, and Governance

Circular Economy (CE) has now become transformative alternative to traditional linear economic system of “take-make-dispose” that attempts to decouple economic growth and resource depletion by extending product lifecycles and closing material loops. Reduction of resource extraction, preservation of values of products and materials as long as possible, regeneration of natural systems is some of core principles of CE (Kirchherr et al., 2017). Compared to linear systems in which environmental costs are externalized, circular models integrate sustainability in production, consumption, waste management cycles, which makes systemic shifts in economic organization and governance.

The effective implementation of CE practices is about behavior change. Reuse, repair, recycling, sustainable purchasing contribute greatly to efficacy of such circular initiatives (Hobson & Lynch, 2016). It has been claimed that circular transitions are not only reliant on technological innovation, but also on social practice, cultural norms, habitual behaviors that contribute to formation of everyday consumption patterns. Behavioral spillovers, in which individuals adopting a single, pro-environmental action tend to increase likelihood of choosing another, also indicate how habit formation can be important to maintaining circular practices (Truelove et al., 2014). These observations suggest that circularity is social rather than behavioral challenge as much as an economic challenge or technical one.

Governance frameworks are critical in aligning individual behavior and CE objectives. Effective circular governance consists of policy instruments, institutional coordination, market incentives, participatory mechanisms according to which actors should move to sustainable practices (Lahti et al., 2018). Governments, regulatory bodies, public institutions are increasingly being assigned responsibility of coming up with enabling environments, through which businesses, communities, citizens can collaborate. These

governance systems should strike balance between regulation and behavioral nudges and education to embed circular principles in social norms. This interaction between behavior and governance in turn comes out as critical determinant influencing success of CEs and confirms importance of integrated models to connect individual habits, education, institutional frameworks.

C. HEC Model: Constitutional and Institutional Foundations

HEC (Habit-Education-Commerce) Model developed by Aggrawal (2023) provides an integrative approach to embed sustainability into community practice by harmonizing individual behavior and institutional and economic frameworks. In addition to its use on CE, HEC model has considerable applicability to constitutional governance, in that it is implicit reflection of layered structure of democratic systems- wherein habits of citizens, public education, regulated economic activity exist within constitutional and legal boundaries.

In this context, Habit is equated with constitutional expectation of responsible citizenship, where daily behaviors are associated with adherence to public value, such as environmental protection, intergenerational equity, social responsibility. Education is consistent with constitutional requirement for fostering scientific temper, civic consciousness, informed involvement in public affairs, in such a way that democratic constitutions are reinforced through judicial interpretation. Commerce, in its turn, is institutional and regulatory domain, which involves laws, policies, judicial directives, economic incentives that legitimize and expand sustainable practices through state authority and market mechanisms (Aggrawal, 2023).

Importantly, HEC model recognizes that issue of transforming sustainably can't be based on either coercion or even voluntary initiative. Rather, it also emphasizes institutional legitimacy, where regulations of government, governed by constitutional norms and judicial oversight make use of habits and education to produce durable impacts on public. This tendency

makes HEC framework particularly appropriate to be adjusted to context of digital governance, where constitutional values such as transparency, accountability, proportionality, due process must be respectful despite having data-driven and algorithmically mediated governance.

D. AI in Education and Digital Governance: Ethics, Judiciary, and Democratic Accountability

Use of AI in education and digital governance has brought with it significant constitutional challenges, alongside its potential to create transformative potential. AI-enabled tutors and adaptive learning systems will be able to facilitate better understanding of more complex policy domains, such as climate governance, by offering personalised provision and continuous education (Holmes et al., 2019). Simultaneously, AI-enhanced governance applications could facilitate real-time analysis of public discourse, compliance with rules, citizen feedback, contributing to ability of state to make responsive and evidence-based policies (Wirtz et al., 2019).

Nonetheless, ethical and judicial **safeguards** should be used in increased application of AI in public and quasi-public domains. Courts of democratic jurisdiction have paid attention to idea that work of algorithmic decision-making must not exist in vacuum of law; it must also be subject to constitutional principles, including equality before law, rational decision-making, right to know (Floridi et al., 2018). The unregulated use of AI in education and civic relations can reinforce prejudice, advance negation of duty, lose community conviction, and further alarm that has led to internationally requested legalised ethical AI models (Jobin et al., 2019; UNESCO, 2021).

The judiciary is very important as far as governance is concerned in mediating household of technological innovation and constitutional order. Judicial interventions significantly impact environmental governance, climate responsibility, digital rights, which reinforces necessity of **policy-aware and constitutionally aligned**. Ethical AI is, in turn, not only technical aspiration but governance criterion, i.e., requiring that AI systems be transparent, explainable,

have human oversight, institutional accountability, particularly when these systems have effects on public behavior and civic understanding.

E. Research Gap Synthesis: Toward an AI-Based Digital Public Good for Climate Governance

Literature review demonstrates that there is significant and well-established gap in knowledge at interface between climate education, behavioural change, constitutional governance, ethical AI deployment. Even though attention to climate literacy is focused to awareness, it fails to combine judicial needs and policy development, or constitutional morality into ongoing learning process (Goritz et al., 2019). CE and sustainability frameworks address government and behavioral level, yet fail to provide mechanisms of real-time civic mediation within digital communicative space (Kirchherr et al., 2017; Lahti et al., 2018). Similarly, AI applications in education and governance are also presumably going to exist in silos, whether they are tools of instruction or systems of governance, without consideration of governance accountability and moral reasoning in their development (Holmes et al., 2019; Wirtz et al., 2019).

More crucially, existing models do not conceptualize **social media and digital platforms as regulated civic infrastructures or digital public goods**. Rather, they continue to be highly market-driven spaces, vulnerable to misinformation, polarization, ethical drift, even as increasing number of people start paying attention to these platforms and starting to shape state polity discourse. It is evidently missing scalable mechanisms that can express constitutional values, judicial direction, policy objectives in more educationally, behaviorally, ethically acceptable ways into daily digital engagement.

To fill this gap, this research proposes AI-based Climate Tutor System as **novel digital public good for climate governance**, based on HEC Model. The proposed solution addresses challenge of transforming social media into space of **civic learning and governance interface** by integrating constitutional ethics, validation of policy, judicial sensitization into AI-mediated digital education system. The formation

of habit is informed by ethics-oriented nudges; education is provided in form of continuous, rights-aware climate literacy, commerce is conducted within lawful, policy-backed, institutionally supported practices.

As such, this framework goes further than current models, by associating behavior, education, governance, ethics into single AI-mediated system, which is democratically regulated and framed by constitutional norms. This alignment is a new take on responsible management of data by AI as it is opportunity where AI comes not as a technological tool, but one that is ethically limited in its interactions among citizens, institutions, rule of law.

III. RESEARCH GAP

Though literature on climate literacy, CE governance, AI is still divided on areas of education, behavior, law, digital governance. The focus of climate education research is not only on awareness, but also on learning outcomes, and minimal attention is put on how climate knowledge is applied in long-term behaviours and policy-reflecting civic actions in daily digital settings (Goritz et al., 2019). Likewise, majority of AI tutors and adaptive learning platforms are created to maximize pedagogical performance and engagement metrics, with little regard to governance, legal responsibility, constitutional values, citizen-related responsibilities (Holmes et al., 2019).

CE literature acknowledges behavior change and governance which fail to have mechanisms to mediate civic in real-time using digital public interfaces (Kirchherr et al., 2017; Lahti et al., 2018). Although HEC (Habit–Education–Commerce) Model provides integrative framework to integrate behavior, learning, institutional systems, its expansion to digitally mediated governance is understudied (Aggrawal, 2023).

Most importantly, courts are now more involved in climate policy implementation by constitutional requirements and environmental jurisprudence, but also judicial advice to citizens seldom arrives in accessible, real-time digital forms that can change daily

habits of online action (Floridi et al., 2018). Such framework of climate literacy, habit formation, policy awareness, judicial oversight, ethical AI in a single, scalable system set place within social media ecosystems does not exist. This gap creates necessity to have AI model that is aligned with governance and where digital platforms are seen as civic infrastructures and digital public goods.

IV. CONCEPTUAL FRAMEWORK

The paper uses HEC Model (Aggrawal, 2023) to apply to realm of digital governance as mediated by AI interface within social media ecosystems. Previous studies prove that sustained pro-environmental behavior and adherence are best conveyed by incorporating guidance and learning into individual digital interactions, instead of using episodic interventions (Truelove et al., 2014; Holmes et al., 2019).

The Habit dimension is operationalised with help of AI behavioural nudges and moral cues that are provided in real time. Evidence by behavioral science indicates that context-dependent nudges can effectively modify environmentally friendly behavior without coercion, moral and normative framing can reinforce persistence of habits (Thaler & Sunstein, 2008; Bamberg & Möser, 2007). Through study of climate-related digital discourse, AI provides ethically informed signals, that support responsible everyday practice.

The Education dimension reconceptualizes climate learning as continuous micro-learning integrated into social media. Micro-learning has proven to increase retention and applicability in informal digital settings (Hug, 2017). Considering that many citizens rely on social media as one of main information sources about climate, which is prone to misinformation, AI-curated and policy-aware educational materials will help in climate literacy, as well as informed digital citizenship (Holmes et al., 2019; Will & Prothero, 2023).

The Commerce dimension is not limited to market transactions to involve policy, institutional, regulatory harmony. CE studies state that coherent signals in policy, institutional legitimacy, economic incentives

contribute to sustainable behavior (Kirchherr et al., 2017; Lahti et al., 2018). By translating policy updates and judicial guidance into actionable digital insights, AI aligns individual behavior with lawful and institutionally endorsed climate objectives (OECD, 2021).

The center of structure is mediation between digital fragmented discourse and civic action by AI. Even though AI can support responsive governance (through analyzing big-data public discourse), ethics should be considered in context of situation when AI influences public activities (Wirtz et al., 2019; Floridi et al., 2018; UNESCO, 2021). Consequently, given framework suggests that AI is limited public good, and transforms social media into governance-supporting civic infrastructure of climate action.

V. PROPOSED AI-BASED CLIMATE TUTOR SYSTEM

The author proposes a system architecture to build the AI-Based Climate Tutor System (Figure-1) with following layers:

A. Data Ingestion Layer

Data Ingestion Layer (DIL) acts as foundational intake protocol of AI-Based Climate Tutor, which structuredly integrates alternative, real-time data inputs to climate governance and civic participation. It takes in **social media discourse**, including publicly available, comments, hashtags, recent trends to extract prevailing discourse and concerns that society is

addressing. At the same time, layer incorporates **policy and regulatory updates** like government announcements, climate policies, international agreements to maintain constant adherence to changing institutional frameworks. Court judgments, tribunal orders, compliance directives all form part of judicial and quasi-judicial outputs that incorporate legal authority and constitutional guidance into system. Moreover, contributions of institutional and civil societies through universities, research institutions, certified non-governmental agencies provide verified knowledge and scholar opinions. The ingestion of all data is limited to legal and publicly accessible sources, which increase transparency and ethical integrity and include a trustworthy foundation for future AI interpretation and civic guidance.

B. Intelligence and Interpretation Layer

Intelligence and Interpretation Layer (IIL) provides interface between raw signal (digital) inputs and HEC Translation and Alignment (HEC-TA) Engine. Its major role is to transform unstructured data relating to climate into normatively, educationally, and institutionally actionable insights that can be systematically transformed into habit formation, learning, governance-aligned conduct. The layer uses integration of advanced NLP, SA, discourse analytics to detect dominant and emerging climate narratives, assess orientation of public sentiment, behavioral orientations, identify generally misinformation or normatively inconsistent information being spread over digital space.

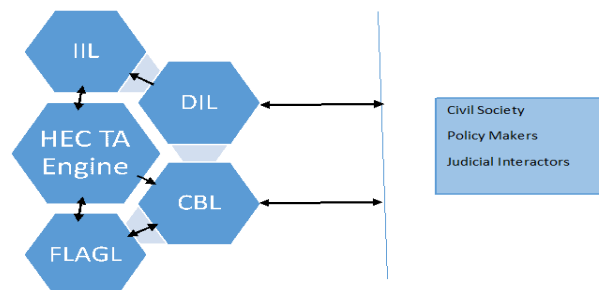


Figure 1. AI-based Climate Tutor (Author created)

Importantly, IIL uses **policy- and judiciary-aware knowledge graphs** to trace connections between public discourse, statutory provisions, policy tools, judicial statements, ethical codes. Such structured interpretation would allow system to differentiate between informational material that warrants **behavioral nudging (Habit)**, content that may need **explanatory and pedagogical intervention (Education)**, content that will need **instantiated or compliance-oriented resources (Commerce)**. IIL allows for downstream outputs of AI to be not simply informative but **governance-aligned and normatively grounded** by classifying and weighting insights in terms of constitutional legitimacy and institutional authority. This structured interpretation empowers HEC Translation Engine to accept reliable and context-

sensitive inputs, which systematically convert Digital discourse into structured civic interventions augmenting responsible habits, facilitating climate literacy, aligning individual behavior with legal, ethical, policy-endorsed climate action.

C. HEC Translation and Alignment Engine

HEC-TA Engine is core governance logic of AI-Based Climate Tutor that converts interpreted digital insights into policy-oriented civic interventions. The engine ensures intersection of behavioral science, digital education, institutional governance focused on converting ethically informed, constitutionally relevant, socially applicable guidance based on real-time output of AI.

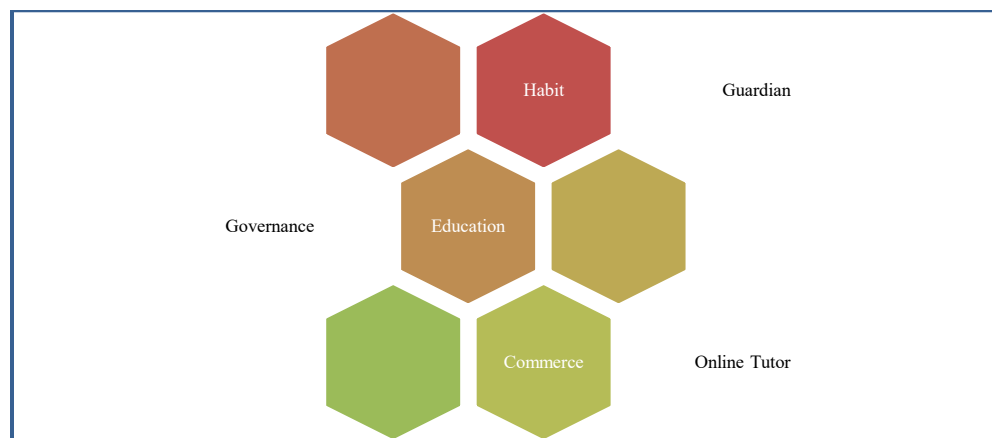


Figure 2. HEC-TA Engine (Author created)

Habit Module suggests use of context-sensitive behavioral nudges, moral cues, normative signals, which are behavioral strategies intended to support everyday climate-positive practices without coercion. Based on real-time discourse analysis, such interventions are context-specific to situation, allowing reinforcement of long-term habits with subtle but consistent reinforcement by embedding subtle guidance within routine digital interaction.

Education Module acts as constant online tutor, providing micro-learning and climate literacy descriptions in non-technical and easily understandable

language in real-time. It translates complicated climate science, evolving policy objectives, judicial arguments into brief learning units that elevates civic education and engagement. The module facilitates continuous learning about climate in digital settings, as opposed to discrete digital learning by integrating learning into social media environment.

Commerce Module does not limit itself to market behavior, but harmonizes individual actions with validated policies, regulatory standards, institutional incentives. It gives policy consistent consumption guidance, compliance signals, civic participation that

are indicative of legal, moral and institutionally approved practices. By so doing, module operationalizes goals of governance by bridging daily digital behavior, formal policy, regulatory structures.

Importantly, HEC-TA Engine is managed by **Guardian and Governance Layer**, which autonomously validates policies, judges and aligns them with constitution, ethical control. Layers can assure that every nudge, educational material, civic prompt is aligned with statutory mandates, judicial directions, democratic accountability norms, thus avoiding arbitrary, or opaque AI impact.

This integrated architecture causes fragmented disjointed digital insights to coherent civic guidance, so that learning, business might be mutually enabling aspects of responsible citizenship and real-time digital governance.

D. Civic Broadcasting and Interface Layer

Civic Broadcasting Layer (CBL) provides context-specific advice to users in their digital interfaces, integrating Climate Tutor with various interactions that

they are used to in their social media interactions. It actively distributes timely policy-validated advisory, education, ethical nudges in recognizable digital context, unlike traditional chatbots. The interface is made as relevant as possible and least disruptive to cognition, so that in process of daily online interaction learning and behavior reinforcement take place naturally. This layer makes AI system into interface of participation instead of information reactive tool.

E. Feedback, Learning, and Adaptive Governance Layer

Feedback, Learning and Adaptive Governance (FLAG) Layer functions based on 2 connected feedback loops that assure system-level learning and responsiveness in institutions. The **system learning loop** processes anonymized measures of engagement patterns, behaviour response trends, dynamic digital discourse to determine success of nudges, didactic material, civic communications. These inputs allow AI system to progressively optimise its behavioural interventions and micro-learning modules and increase relevancy, accuracy, sensitivity in context.

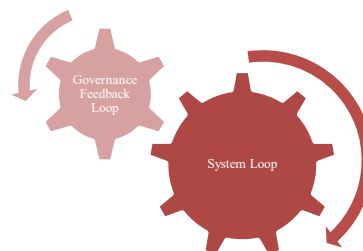


Figure 3. FLAG Layer (Author created)

Simultaneously, **governance feedback loop** summarizes aggregate of insight into evidence that is directed to public institutions. The system determines gaps between policy intent and judicial guidance on one hand and citizen understanding or compliance, by following development of discourses and behavioral results. The results of these insights are aggregated into systematic feedback to policy-makers, educators,

judiciary to help in adaptive governance and informed institutional decisions. Importantly, 2 loops are regulated under ethical standards that lead to use of data specifically in their civic learning and policy improvement, rather than in personal profiling or monitoring of individual citizens, thus maintaining trust, proportionality, democratic accountability.

VI. ROLE OF KEY STAKEHOLDERS

The successful development and validity of AI-powered Climate Tutor System lie in active and cooperative efforts of a number of stakeholders within democratically regulated digital ecosystem. Rather than self-sustaining technological takeover, proposed system is structured as civic infrastructure, in which institutional control, ethical guidance, citizen engagement all play role in climate governance processes in digital public spaces.

Polymakers and Regulators

Authoritative contributions by policymakers and regulatory bodies are at center to place AI-based Climate Tutor in lawful and policy-compatible contexts. They are engaged in provision of validated policy updates, regulatory guidelines, compliance provisions in domains of climate mitigation, adaptation, sustainable consumption. Through organised interfaces, policymakers may ensure that AI-supported direction includes up-to-date legislative purpose, regulatory agendas, and international resolutions on climate. Moreover, system-generated feedback aggregated by systems allows regulating bodies to identify what people do and do not know, as well as their behavioral responses, gaps within implementation, that can help inform evidence-based policy improvement and adaptive governance.

A. Judicial Institutions and Environmental Jurisprudence

One of components is judicial institutions that play a vital role in preservation of environmental responsibility and constitutional values. Courts, tribunals, quasi-judicial, allow interpretation of environmental laws, climate rights, obligation of public interest which can be translated into accessible civic guidance by Climate Tutor and encourages citizens understand law and act accordingly in all their everyday digital interactions. Notably, judicial control also serves as defence against AI over-reach, since interventions mediated by AI should be transparent, proportional, open to rule of law.

B. Social Activists and Civil Society Organizations

Civil society organizations and social activists serve as normative and participatory intermediaries in AI-based Climate Tutor ecosystem. Some of their contributions include highlighting grassroots concerns, providing local weather context, integrating moral urgency to online discussion. Education resource, community-level insights, narratives are validated by civil society actors in effort to ensure that system is socially responsive and inclusive. Also, this involvement enhances sense of accountability as it provides bottom-up feedback that can complement institutional views to ensure that system does not lose touch with lived environmental realities.

C. Moral and Ethical Instruction

Ethical and moral education constitutes foundational level that influences normative orientation of Climate Tutor interventions. Ethical guidance is provided by constitutional principles, environmental ethics, intergenerational justice, generally accepted sustainability norms. Behavioral nudges can be designed using these inputs, frame pedagogical content, suggest governance messages to ensure AI-mediated guidance which induce responsibility and not compliance through coercion. This ethical reasoning introduced into online interactions by system supporting ethical aspects of climate response and responsible citizenship, building long-term habit-forming consistent with public values.

D. Citizens as Active Digital Participants

Not as passive recipients of information, citizens are placed in digital governmental system as active members in ecosystem. The citizens participate in discourse by means of daily interactions with social media and digital platforms, thus informing system in terms of learning and adaptive governance cycles. Their reactions to nudges, educational cues, civic alerts determine refinement of system and indications of understanding or resistance. AI-based Climate Tutor empowers citizens to become digital citizens in way that reflects democratic accountability, environmental

responsibility, rule of law by facilitating informed participation, ethical reflection, feedback.

VII. CONCLUSION

The current paper proposes new conceptual framework of integrating AI, climate governance, responsible digital citizenship by expanding HEC Model to real-time digital public spaces. Based on previous research on practice of community within context of CE, study conceptualizes AI-based Climate Tutor System, integrated into social media ecosystems, which converts discursive content of digital fragmentation to order civic learning, behavior encouragement, policy consistent action. It is significant to position AI as morally limited civic mediator who aligns actions of individuals with constitutional principles, judicial and legal advice, institutional climatic goals, rather than technologically neutral intermediary.

One of main argument of this study is that, under condition of supporting policy-aware, judicially educated, ethically regulated AI decision-making systems, social media platforms can be redesigned as system of governance and education. The proposed Climate Tutor, with its continuous micro-learning, moral incentives, institutional feedback within digital interactions, will turn social media into responsive information space into proactive civic space. The change may support climate literacy beyond episodic awareness activities to long-term habituation with informed action in climate governance.

This framework has long-term implications that do not just limit to climate communication to overall project of responsible citizenship within networked societies. The proposed system, by integrating behavioral science, digital education, constitutional governance, ethical AI would establish scalable digital public good that would reinforce implementation of policies, increase democratic accountability, promote civic trust. AI-based Climate Tutor offers visionary example of how technological innovation can be used responsibly aligned with rule of law and environmental responsibility, as climate change becomes more actively involved in digital governance, courts, citizens of country. Future research can highlight on empirical

verification, institutional implementation channels, cross-jurisdictional adaptability that can advance AI use to develop sustainable, and democratically legitimate climate intervention.

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