



Needs Assessment of **Palestinian Youth** Digital Activity

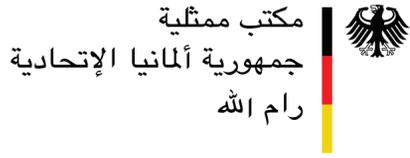
Challenges and Needs

March 2022



7amleh - The Arab Center for Social Media Advancement
Needs Assessment of Palestinian Youth Digital Activity
Research and Survey on Digital Performance: Reality, Challenges and Needs
(West Bank, including East Jerusalem, and Israel)
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This publication reflects only the opinion of the students researcher

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Foreword

This research mainly aims to understand the digital activity of Palestinian youth, by analyzing their knowledge of the following topics; digital rights, digital security, literacy, stereotypes, hate speech and representation through the media, online gender-based violence, documenting and reporting digital rights violations, and how to implement digital advocacy campaigns. On the other hand, this research aims to identify the challenges and needs Palestinian youth face to enhance the space of their free, safe and just online political participation, and to know the necessary needs to achieve that.

The research is based on understanding the reality of Palestinian youth's digital activity, specifically university students, by selecting a sample of 146 male and female students who expressed interest in joining the "Ambassadors of Digital Rights in Palestine" project, which aims to build the capacities of a group of university youth in understanding and defending the components of digital rights in the Palestinian case. 93 students participated in this research, where an in-depth online questionnaire was designed for them, in cooperation with specialized trainers in the field, and circulated to them to research their strengths and weaknesses, challenges, needs, and how to adapt digital activity with these variables.

Research methodology

The research methodology was mainly based on an online questionnaire distributed to 93 participants in the West Bank, including East Jerusalem, and Israel, in addition to individual telephone interviews with them, as well as with a group of trainers and specialists in the field who were selected by 7amleh to provide trainings later during the project.

Data processing

The data was processed by:

- Analyzing the individual interviews, and linking qualitative results to quantitative results.
- Analyzing interviews with focus groups, and linking qualitative results to quantitative results.
- Excel program for quantitative data processing.

Questionnaire Description)

Section 1:

A survey of general information about university youth (male and female students) in terms of academic degree, gender, interests and specializations.

Section 2:

Research on the capabilities of university youth with regard to digital rights ,Internet access ,digital security ,hate speech ,digital education ,and digital advocacy.

Section 3:

Focus on the digital habits ,behavior and digital orientation of the target group of male and female students of the three universities.

Section 4:

Challenges and Needs :This section examined the challenges and needs of university youth to develop them.

Sample description

The survey included 3 Palestinian universities (Birzeit University, Al-Quds University, and Arab American University), as 93 students from the West Bank regions, including East Jerusalem and Israel, participated in it, in addition to 3 focus groups, individual interviews, and interviews with trainers in the field of digital advocacy.



**3 focus groups,
individual
interviews**



93 students



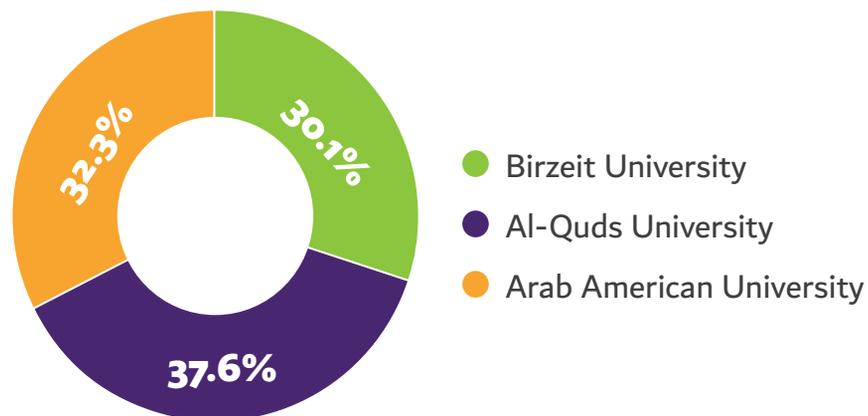
**3 Palestinian
universities**

General information about the database

This section focuses on collecting information about the details and nature of the participating sample ,in addition to their university majors and academic level ,which explains an important part of the nature of the research participants.

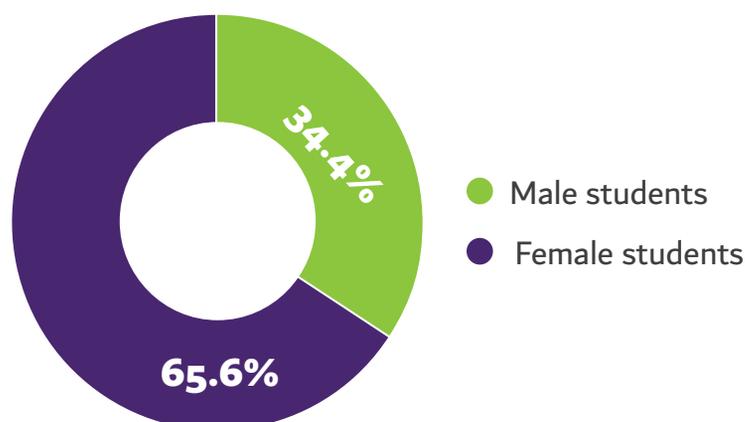
1 – 93 male and female students participated in filling out questionnaire, distributed according to the following percentages:

University	Students number	Percentage
Birzeit University	28	30.1%
Al-Quds University	35	37.6%
Arab American University	30	32.3%



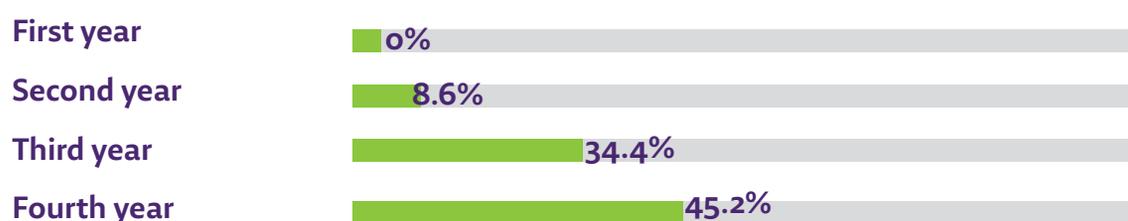
2 – In terms of gender, the participation percentages in this survey were as follows:

Gender	Number	Percentage
1 – Male students	32	34.4%
2 – Female students	61	65.6%



3 – The academic level of the participants in the survey:

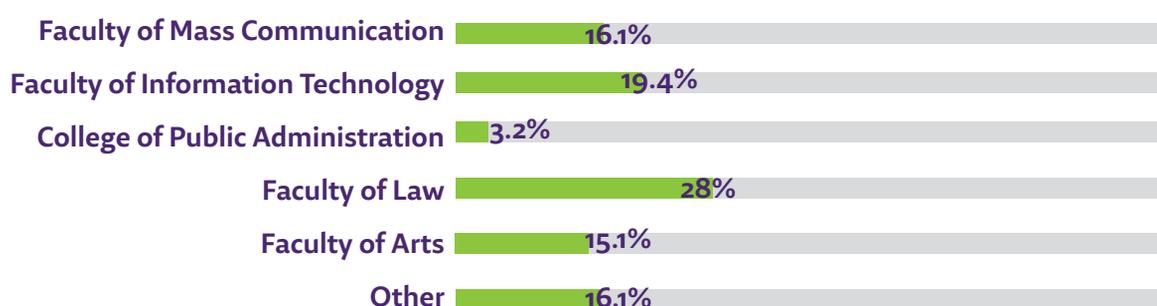
Academic year	Number	Percentage
1 – First year	0	0%
2 – Second year	8	8.6%
3 – Third year	32	34.4%
4 – Fourth year	42	45.2%



The above results indicate that the largest percentage of students are in their last years of university, which means that students are mature and have academic capabilities in their field of specialization, and are about to graduate and start their working life and engage more in society.

4 – Majors of the participants:

University Specialization	Number	Percentage
1 – Faculty of Mass Communication	17	16.1%
2 – Faculty of Information Technology	18	19.4%
3 – College of Public Administration	3	3.2%
4 – Faculty of Law	26	28%
5 – Faculty of Arts	14	15.1%
6 – Other	15	16.1%



The participation percentage from the Faculty of Law is the highest; this indicates the interest of students of this major in issues related to digital rights.

Preliminary results

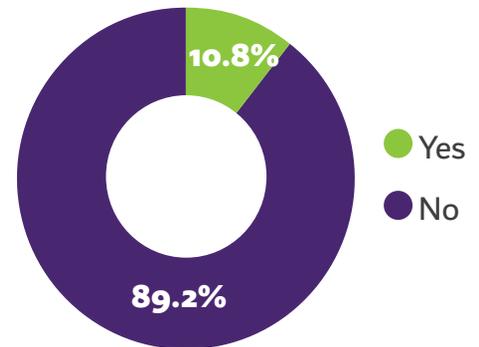
First: Digital Rights

Percentage of knowledge of digital rights among university youth participants in the survey.

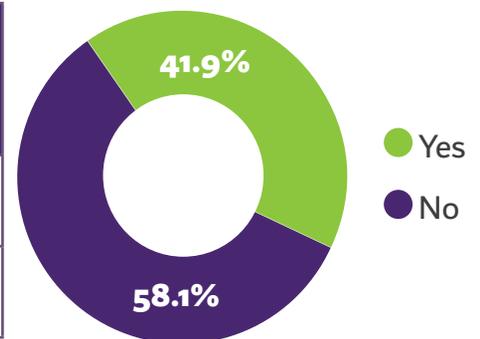
The results indicate a noticeable lack of knowledge related to digital rights, at the level of the sample included in this survey of students from the three participating universities.

In its research on how Palestinian youth, specifically university students, know digital rights, this survey relied in its questionnaire on two main questions to be answered by students in the three targeted universities, and the result was as follows:

Have you previously participated in a digital rights training?	Number	Percentage
1. Yes	10	10.8%
2. No	83	89.2%



Are you familiar with digital rights?	Number	Percentage
1. Yes	39	41.9%
2. No	54	58.1%



Second: Access to the Internet

This section examines the method of accessing the Internet by university students to measure the availability of tools. The results showed that all of those surveyed have smart phones and depend on them to access and use the Internet and participate in creating content and expressing their opinions. The majority of them prefer to use the smartphone over the computer.

Do you use a mobile device to access the internet?	Number	Percentage
1. Yes	93	100%
2. No	0	0%



With regard to online access and sharing, which one do you use the most?	Number	Percentage
1 – The mobile	86	92.5%
2 – The computer	7	7.5%

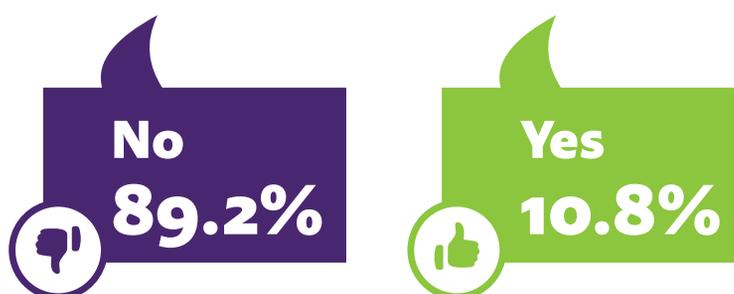


Third: Digital Security

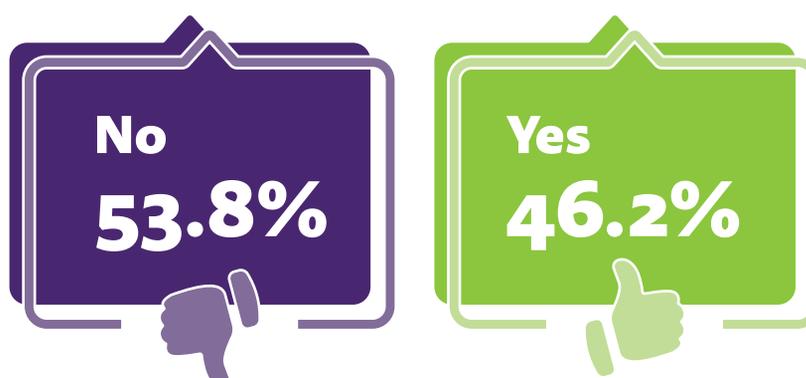
The largest percentage of the participants did not receive any training on digital security, which indicates a lack of knowledge in this subject. Therefore, in light of digital activity noticed from the previous figures of the target sample, the lack of knowledge of digital security shows a high risk that they may be exposed to the Internet.

The previous results were generated using specific questions in the questionnaire, focusing on receiving training in digital security, or knowing the topic, as well as using passwords and browsers, the answers were as follows:

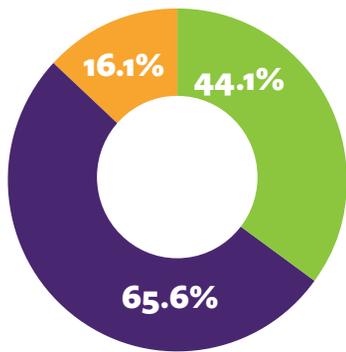
Have you ever participated in a digital security training?	Number	Percentage
1. Yes	10	10.8%
2. No	83	89.2%



Are you familiar with the topic of digital security?	Number	Percentage
1. Yes	43	46.2%
2. No	50	53.8%



Browser and passwords	Number	Percentage
1 – Do you use incognito mode?	41	44.1%
2 – Do you save passwords in the browser?	61	65.6%
3 – Do you use a VPN?	15	16.1%



- Do you use incognito mode?
- Do you save passwords in the browser?
- Do you use a VPN?

When creating your own account, do you read the privacy policy agreement before creating the account?	Number	Percentage
1. Yes	64	68.8%
2. No	29	31.2%



Have you ever had problems related to your account being stolen?	Number	Percentage
1. Yes	18	19.4%
2. No	75	80.6%



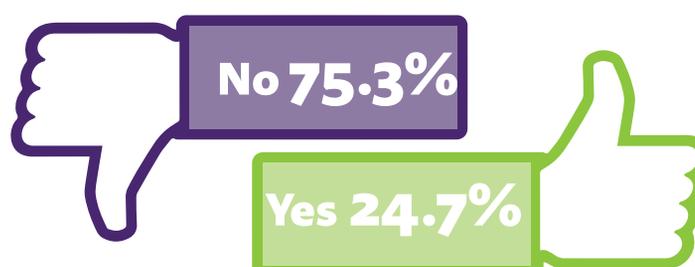
Fourth: Digital Education

This section focuses on issues related to knowledge of the policies of social media companies, and the laws governing these sites, especially with regard to content. It also focuses on issues related to false and misleading news and the mechanisms for dealing with them.

The research is based on specific questions, to observe the percentage of knowledge and need at the same time, regarding these topics among the target sample. Therefore, based on the answers, the final results and indicators are generated.

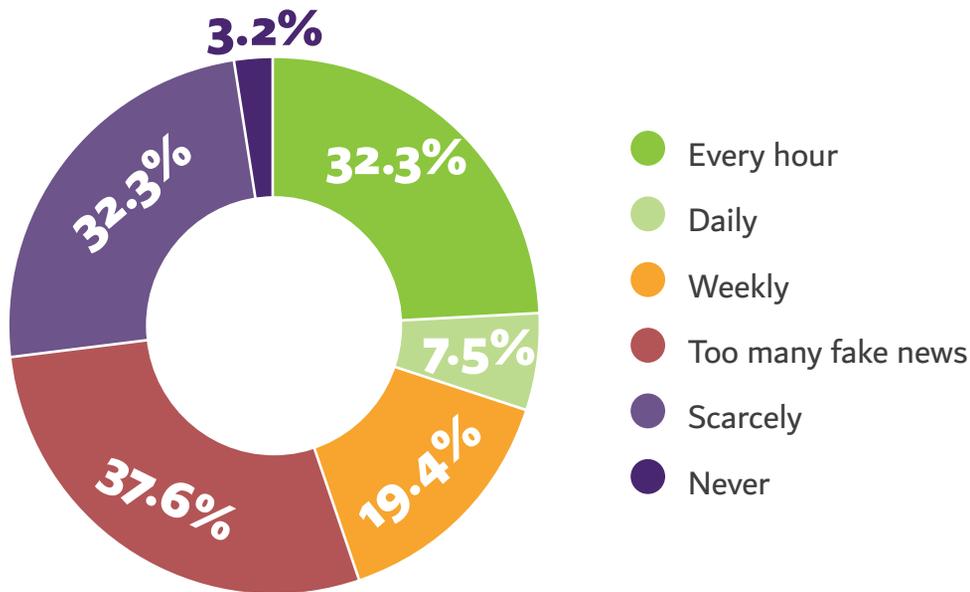
The results indicate that a high percentage of students of this survey have had their online content removed. They also have read misleading and false news. Additionally, 24% of them do not look for the information source to ensure whether they are correct or not. Below are the results of the questions of this section in the questionnaire:

Have you had problems with publishing content?	Number	Percentage
1. Yes	23	24.7%
2. No	70	75.3%

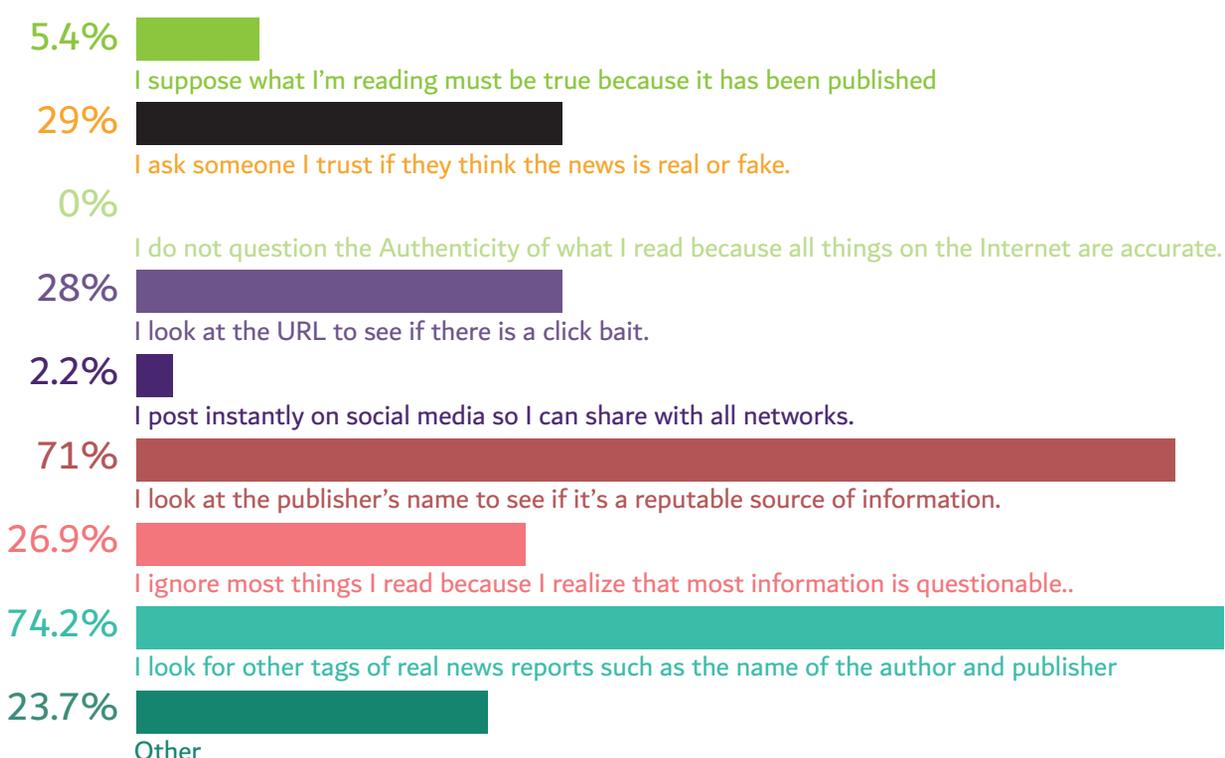


Have you ever been deceived by fake news and thought it was real news?

Answer	Number	Percentage
Every hour	30	32.3%
Daily	7	7.5%
Weekly	18	19.4%
Too many fake news	35	37.6%
Scarcely	30	32.3%
Never	3	3.2%



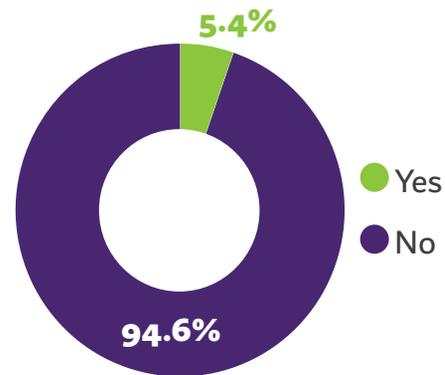
How do you know that what you are reading is accurate and reliable?		
Answer	Number	Percentage
1. I suppose what I'm reading must be true because it has been published	5	5.4%
2. I ask someone I trust if they think the news is real or fake.	27	29%
3. I do not question the Authenticity of what I read because all things on the Internet are accurate.	0	0%
4. I look at the URL to see if there is a click bait.	26	28%
5. I post instantly on social media so I can share with all networks.	2	2.2%
6. I look at the publisher's name to see if it's a reputable source of information.	66	71%
7. I ignore most things I read because I realize that most information is questionable.	25	26.9%
8. I look for other tags of real news reports such as the name of the author and publisher	69	74.2%
9. Other	22	23.7%



Fifth :Digital Advocacy

One of the most prominent and important results of this survey is to measure the participants' knowledge in supporting their causes using digital advocacy tools and through well-studied and planned campaigns. Though, according to the answers below the survey shows that the target sample lacks the important knowledge of this topic.

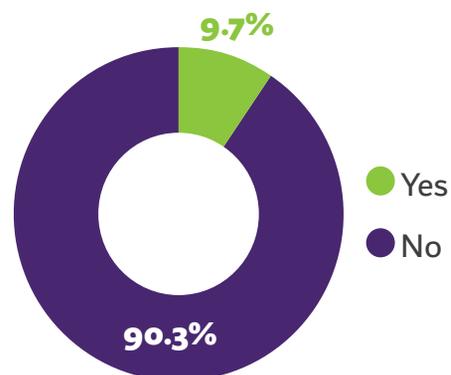
Have you ever participated in a digital advocacy campaign?	Number	Percentage
1. Yes	5	5.4%
2. No	88	94.6%



Sixth: Hate Speech

This part of the survey examined the number of people exposed to online hate speech from the sample included in the survey, and the results were as follows:

Have you ever had an experience related to hate speech?	Number	Percentage
1. Yes	9	9.7%
2. No	84	90.3%



The results above indicate that as few as 10% have previously been exposed to online hate speech.

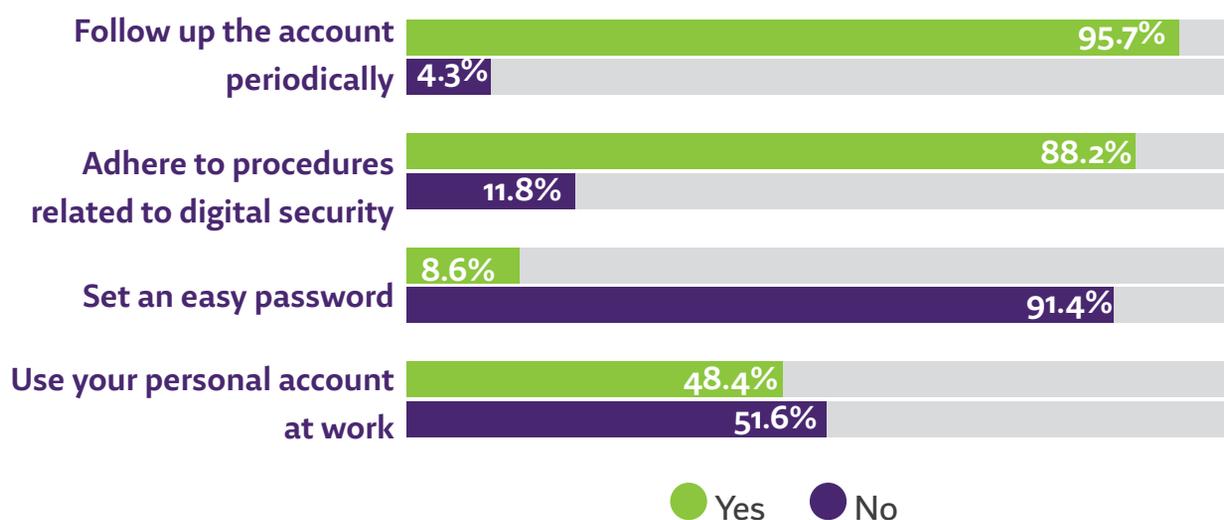
Digital activity of the sample participating in the survey

(Habits and the nature of digital activity)

This section focuses on collecting information about students from the three universities surveyed (Birzeit, American, Jerusalem) in terms of the nature of their use of mobile applications, social media, and the purposes and areas of using the Internet, which explains the habits, behavior, and nature of the research sample for this survey.

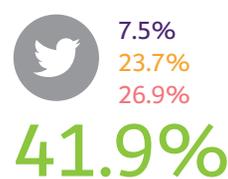
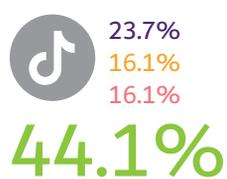
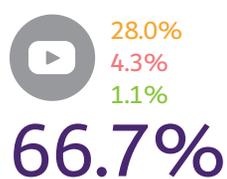
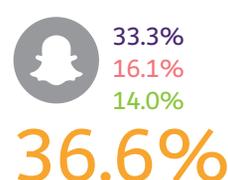
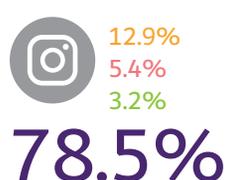
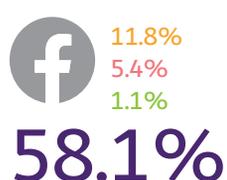
General Digital Habits

Answer	Yes	No
1. Follow up the account periodically	89 95.7%	4 4.3%
2. Adhere to procedures related to digital security	82 88.2%	11 11.8%
3. Set an easy password	8 8.6%	85 91.4%
4. Use your personal account at work	45 48.4%	48 51.6%



Using apps and social media

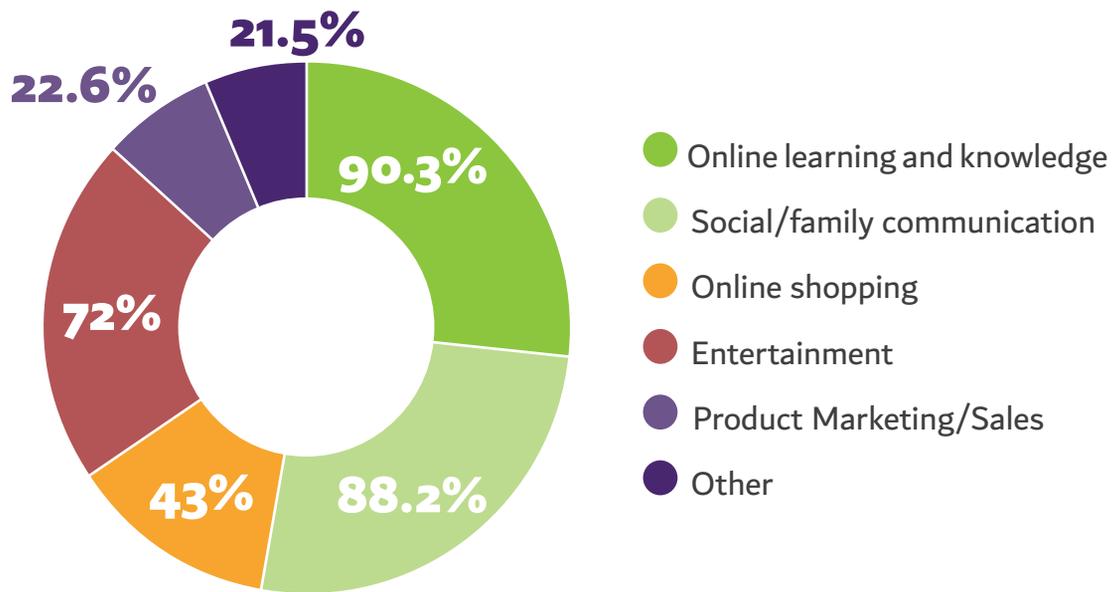
Application	1 – Always	2 – Usually	3 – Rarely	4 – Never
 Facebook	54	11	5	1
	58.1%	11.8%	5.4%	1.1%
 Twitter	7	22	25	39
	7.5%	23.7%	26.9%	41.9%
 WhatsApp	68	20	4	1
	73.1%	21.5%	4.3%	1.1%
 Instagram	73	12	5	3
	78.5%	12.9%	5.4%	3.2%
 Snapchat	31	34	15	13
	33.3%	36.6%	16.1%	14.0%
 Telegram	18	32	20	23
	19.4%	34.4%	21.5%	24.7%
 Imo	2	2	14	75
	2.2%	2.2%	15.1%	80.6%
 Zoom meeting	28	45	17	3
	30.1%	48.4%	18.3%	3.2%
 Email	44	35	13	1
	47.3%	37.6%	14.0%	1.1%
 YouTube	62	26	4	1
	66.7%	28.0%	4.3%	1.1%
 TikTok	22	15	15	41
	23.7%	16.1%	16.1%	44.1%



دائمًا غالبًا نادرًا أبدًا

Purposes and fields of using the Internet

Purpose/fields	Number	Percentage
1. Online learning and knowledge	84	90.3%
2. Social/family communication	82	88.2%
3. Online shopping	40	43%
4. Entertainment	67	72%
5. Product Marketing/Sales	21	22.6%
6. Other	20	21.5%



Challenges and needs

This survey was based on a set of research questions in the questionnaire that was used specially to the included sample ,to obtain a general view to observe the topics and knowledge in which university youth have difficulties or challenges with .This ultimately affects their digital activity. Thus ,reduces the space of political participation of Palestinian youth ,as well as reducing their digital activity in terms of understanding the Internet ,tools ,correct behaviors ,and digital security.

Through the answers received to the questions of the questionnaire in all the previous sections, this survey concluded important indicators .We also obtained a set of percentages and numbers that explain the challenges and needs of specific topics ,which were as follows:

Digital Security

Content	I don't know	Not Important	Important	Very Important
Knowledge of digital habits	12	5	49	27
	12.9%	5.4%	52.7%	29.0%
Encryption procedures related to various electronic devices	4	3	37	49
	4.3%	3.2%	39.8%	52.7%
Identify the types of cyber risks and threats and how to deal with them	3	2	28	60
	3.2%	2.2%	30.1%	64.5%
Safe storage and protection of information and data on a computer and mobile phone	2	2	29	60
	2.2%	2.2%	31.2%	64.5%
Digital protection and privacy procedures when browsing the Internet	1	2	28	62
	1.1%	2.2%	30.1%	66.7%
Privacy and security on various social media websites and applications	3	2	30	58
	3.2%	2.2%	32.3%	62.4%
Email Security	1	3	33	56
	1.1%	3.2%	35.5%	60.2%
Actions taken on my account	2	5	30	56
	2.2%	5.4%	32.3%	60.2%

60.2%

Email Security

62.4%

Privacy and security on various social media websites and applications

64.5%

Safe storage and protection of information and data on a computer and mobile phone

29.0%

Identify the types of cyber risks and threats and how to deal with them

Digital Advocacy

Content	I don't know	Not Important	Important	Very Important
1. Advantages of using digital advocacy	8	2	49	34
	8.6%	2.2%	52.7%	36.6%
2. Developing a successful digital advocacy strategy	10	2	41	40
	10.8%	2.2%	44.1%	43.0%
3. Building and developing digital advocacy goals	9	1	40	43
	9.7%	1.1%	43.0%	46.2%
4. Learn about the advantages of using different platforms for digital advocacy	8	2	36	47
	8.6%	2.2%	38.7%	50.5%
5. Drafting effective messages related to digital advocacy	7	4	39	43
	7.5%	4.3%	41.9%	46.2%
6. Using Stories for Digital Advocacy	7	4	42	40
	7.5%	4.3%	45.2%	43.0%
7. Planning a digital advocacy campaign	5	6	39	43
	5.4%	6.5%	41.9%	46.2%
8. Digital Marketing for the Cause of Advocacy	4	6	36	47
	4.3%	6.5%	38.7%	50.5%

Hate Speech

Content	I don't know	Not Important	Important	Very Important
1. The concept of hate speech	10	2	37	44
	10.8%	2.2%	39.8%	47.3%
2. Common forms of hate speech and how to deal with it	9	3	29	52
	9.7%	3.2%	31.2%	55.9%
3. Reasons for Hate Speech	8	5	40	40
	8.6%	5.4%	43.0%	43.0%
4. How to define hate speech	6	3	38	46
	6.5%	3.2%	40.9%	49.5%
5. How to monitor hate speech	7	3	42	41
	7.5%	3.2%	45.2%	44.1%
6. How to combat and prevent hate speech	8	3	29	53
	8.6%	3.2%	31.2%	57.0%
7. Dealing with the effects of hate speech	6	4	30	53
	6.5%	4.3%	32.3%	57.0%

57.0%

Dealing with the effects of hate speech

57.0%

How to combat and prevent hate speech

47.3%

The concept of hate speech

Digital Rights

Content	I don't know	Not Important	Important	Very Important
Right to Internet access Rights to freedom of expression, opinion and information	5	8	53	27
	5.4%	8.6%	57.0%	29.0%
Right to privacy and data protection	2	0	21	70
	2.2%	0.0%	22.6%	75.3%
Right to peaceful assembly and participation	2	0	18	73
	2.2%	0.0%	19.4%	78.5%
Right to freedom and Personal security	6	4	37	46
	6.5%	4.3%	39.8%	49.5%
The right to a fair trial	5	3	24	61
	5.4%	3.2%	25.8%	65.6%
Right to non-discrimination	2	2	24	65
	2.2%	2.2%	25.8%	69.9%
Right to an effective remedy	8	5	33	47
	8.6%	5.4%	35.5%	50.5%
Understand the responsibilities of actors and stakeholders in the human rights protection on the Internet	5	1	28	59
	5.4%	1.1%	30.1%	63.4%
How are your rights on the Internet violated?	5	2	25	61
	5.4%	2.2%	26.9%	65.6%
Recognize the role of relevant actors and parties in supporting human rights protection on the Internet.	9	4	27	53
	9.7%	4.3%	29.0%	57.0%
How can you protect yourself and your rights on the Internet?	5	1	27	60
	5.4%	1.1%	29.0%	64.5%
Misinformation and its impact on digital rights	7	4	27	55
	7.5%	4.3%	29.0%	59.1%

Key Indications:

- **More than 58%**

of those surveyed do not know anything about digital rights.

- **More than 85%**

of those surveyed need to know how to protect their online privacy and personal data.

- **More than 93%**

of those surveyed prefer to use their phone over a computer for online access and participation, which means they need to learn mobile phone security skills.

- **More than 65%**

of those surveyed are young women, which means we need to enhance the capabilities of young women in the field of digital safety and security, and how to deal with hate speech during digital activity.

- **More than 40%**

of those surveyed use the incognito mode.

- **More than 31%**

of those surveyed do not read the Privacy Policy Agreement.

- **More than 24%**

of those surveyed experienced problems related to publishing content, such as: removal of content or restriction on posting.

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