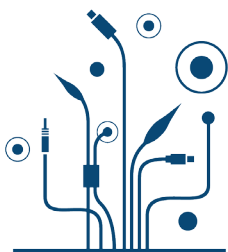# DIGITAL ACCESS & TECHNOLOGICAL INEQUALITY IN THE BEDOUIN SECTOR IN ISRAEL

An Appleseeds Academy White Paper

עמותת תפוח
APPLESEEDS
ACADEMY
جمعية تبواح

Technology and digital knowledge are catalysts for equality. However, their absence can be the cause of severe gaps between haves and have-nots. Computer usage, the ability to access online data, as well as process and produce information online have become highly demanded skills in today's world. Children are growing up in a world shaped by technology, and the ability to utilize technological tools has become a prerequisite to successful social and economic integration.

For the Bedouin sector in Israel, exposure to technology is restricted due to dramatically limited access and nominal levels of digital literacy. The potential of education as a means of strengthening the Bedouin community and paving the way for successful integration into Israel's economy is far from being realized. While access to technology (PCs, laptops, and smartphones) has been on the rise in recent years, the data highlights that we are falling all too short in promoting effective and diverse uses of technology to all age groups and all facets of life within the Bedouin sector.

Appleseeds Academy, together with its corporate, public, and non-profit partners, has devoted the past ten years to strengthening digital access in the Bedouin sector in Israel, in a number of key areas: research, educational projects, infrastructure, and leading a digital literacy agenda as part of the Bedouin communities' agenda for growth and empowerment.

Appleseeds first began working in the Bedouin sector in 2008 with its national civil service program, during which some 350 participants (volunteers) underwent 1,000 hours of technological and pedagogical training, as well as workforce and academic preparation. The success of that program led to numerous additional partnerships, and in 2014 we expanded our work to include the Sila multifaceted digital literacy program, and in 2015 we launched ″Digital Generation″ and ″Digital Hura″.

Together with our partners at the Ministry of Agriculture, Bituah Leumi, The Ministry of Social Equality, Microsoft, Economic Development Authority, The Opportunity Fund, Ahi Ezer Foundation, Ministry of Education, Cisco, and the Internet Union, over 9,300 hours of training and programming have taken place on behalf of 5,748 beneficiaries from the Bedouin sector. In addition, as part of Get On Line, our unique online digital literacy platforms in Arabic, we have reached over 8,000 children, youth, and families in the past three years alone.

In this report, you will find:
• A survey of digital access in the Bedouin sector, a first of its kind
• An overview of Appleseeds programming in the Bedouin sector
• A examination of leading digital literacy programs

We at Appleseeds Academy would be happy to partner together to deepen this important work with one of Israel's most vulnerable populations.

Sincerely,
Dafna Lifshitz
CEO, Appleseeds Academy

עמותת תפוח
APPLESEEDS
ACADEMY
جمعية تبواح

Key Findings:
Digital Access Survey in Hura

The first digital literacy index to be exclusively conducted in a Bedouin town

In 2016, Appleseeds surveyed parents and students across Hura. The results provide a representative picture of the community's digital access today.
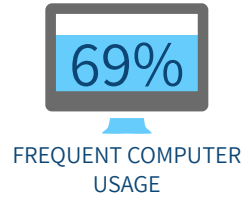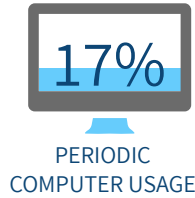
The study was conducted among:
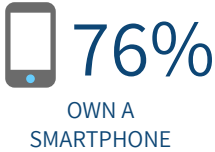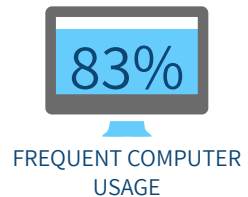

632
STUDENTS

230
MEN

252
WOMEN

ACCESS TO TECHNOLOGY

PARENTS

76%
OWN A
SMARTPHONE

67%
PC OWNERS CONNECTED
TO THE INTERNET

64%
OWN A HOME
COMPUTER

14%
LITTLE TO NO
COMPUTER USAGE

17%
PERIODIC
COMPUTER USAGE

69%
FREQUENT COMPUTER
USAGE

STUDENTS

38%
OWN A
SMARTPHONE

67%
PC OWNERS CONNECTED
TO THE INTERNET

67%
OWN A HOME
COMPUTER

11%
LITTLE TO NO
COMPUTER USAGE

6%
PERIODIC
COMPUTER USAGE

83%
FREQUENT COMPUTER
USAGE
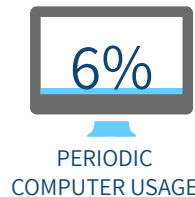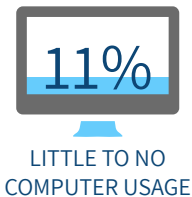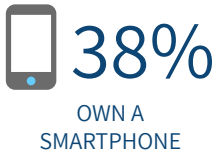
PATTERNS OF INTERNET USAGE

PARENTS

7%

46%

47%
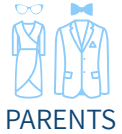
80%
USE THE
INTERNET

DO YOU USE THE
INTERNET?

82%

66%

82%

79%

ARAB SECTOR

HURA

*Arab Sector data collection conducted by the Israel
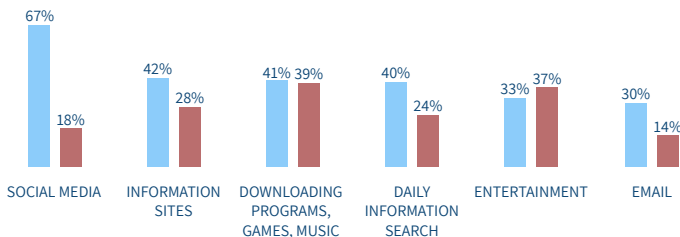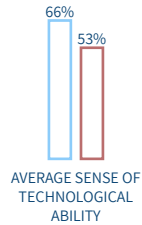Internet Association

STUDENTS

11%

34%

55%

74%
USE THE
INTERNET

DIFFERENT TYPES
OF INTERNET
USAGE

GRADES 1-8
GRADES 9-12

RESPONDENTS HIGH & VERY HIGH %

	SOCIAL MEDIA	INFORMATION SITES	DOWNLOADING PROGRAMS, GAMES, MUSIC	DAILY INFORMATION SEARCH	ENTERTAINMENT	EMAIL
GRADES 9-12	67%	42%	41%	40%	33%	30%
GRADES 1-8	18%	28%	39%	24%	37%	14%

PERSONAL ASSESSMENT OF TECHNOLOGICAL CAPABILITY

RESPONDENTS HIGH & VERY HIGH %

70% / **52%** — I KNOW HOW TO USE THE COMPUTER AND THE INTERNET

72% / **54%** — I FEEL THAT I AM CAPABLE OF LEARNING NEW THINGS ON THE COMPUTER ON MY OWN

32% / **35%** — WHEN I NEED TO USE THE INTERNET I DON'T REALLY KNOW WHERE TO START

66% / **53%** — AVERAGE SENSE OF TECHNOLOGICAL ABILITY
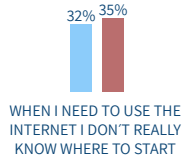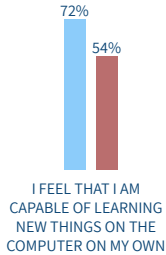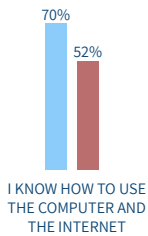
STUDENTS

■ NO COMPUTER
■ OWNS COMPUTER

RESPONDENTS HIGH & VERY HIGH %

80% / **58%** — I KNOW HOW TO USE THE COMPUTER AND THE INTERNET

72% / **63%** — I FEEL THAT I AM CAPABLE OF LEARNING NEW THINGS ON THE COMPUTER ON MY OWN

20% / **38%** — WHEN I NEED TO USE THE INTERNET I DON'T REALLY KNOW WHERE TO START

74% / **58%** — AVERAGE SENSE OF TECHNOLOGICAL ABILITY
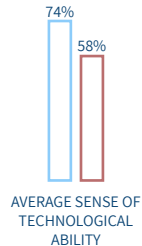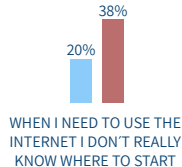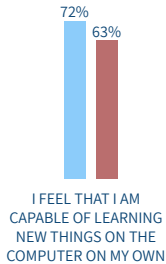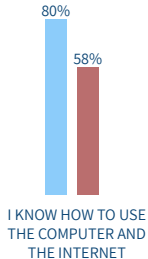
■ GRADES 1-8
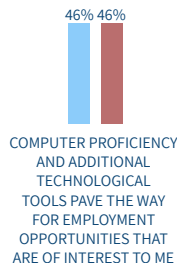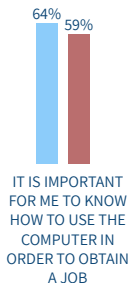■ GRADES 9-12

IMPORTANCE OF TECHNOLOGY FOR EMPLOYMENT AND HIGHER EDUCATION

RESPONDENTS HIGH & VERY HIGH %

64% / **59%** — IT IS IMPORTANT FOR ME TO KNOW HOW TO USE THE COMPUTER IN ORDER TO OBTAIN A JOB

61% / **53%** — IN GENERAL, I WOULD LIKE TO GET A COLLEGE DEGREE

52% / **46%** — I WOULD LIKE TO GET A DEGREE IN COMPUTER SCIENCE OR IN ANOTHER TECHNOLOGICAL FIELD

46% / **46%** — COMPUTER PROFICIENCY AND ADDITIONAL TECHNOLOGICAL TOOLS PAVE THE WAY FOR EMPLOYMENT OPPORTUNITIES THAT ARE OF INTEREST TO ME

74% / **58%** — AVERAGE – IMPORTANCE OF TECHONLGY FOR EMPLOYMENT AND HIGHER EDUCATION
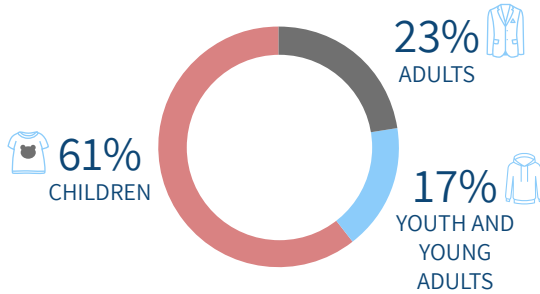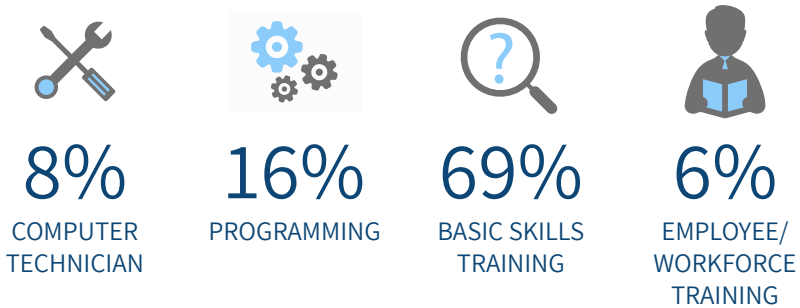
STUDENTS

■ GRADES 1-8
■ GRADES 9-12

Appleseeds Academy Initiatives & Programming in the Bedouin Sector in Israel

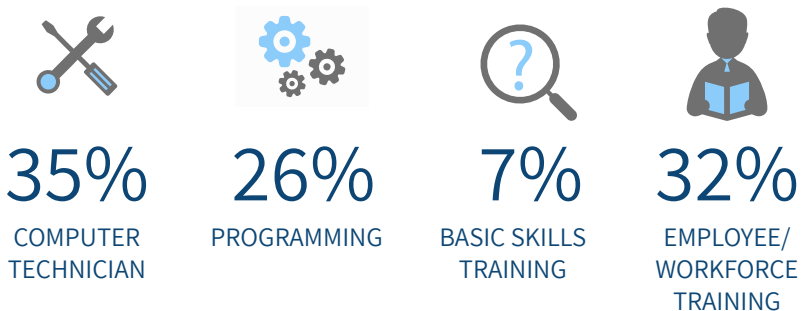# BREAKDOWN OF BENEFICIARIES ACCORDING TO AGE

23% ADULTS

61% CHILDREN

17% YOUTH AND YOUNG ADULTS

BREAKDOWN OF BENEFICIARIES ACCORDING TO CONTENT WORLDS

8%
COMPUTER TECHNICIAN

16%
PROGRAMMING

69%
BASIC SKILLS TRAINING

6%
EMPLOYEE/ WORKFORCE TRAINING

BREAKDOWN OF HOURS ACCORDING TO CONTENT WORLDS

35%
COMPUTER TECHNICIAN

26%
PROGRAMMING

7%
BASIC SKILLS TRAINING

32%
EMPLOYEE/ WORKFORCE TRAINING

TECH GENERATION

DIGITAL LITERACY FOR BEDOUIN CHILDREN

1,288
TRAINING HOURS

504
PARTICIPANTS

28
GROUPS

57%

OF THE STUDENTS WANT TO IMPROVE THEIR COMPUTER KNOW-HOW AND PROFICIENY AND ARE WILLING TO INVEST TIME TO DO SO

SILA PROGRAM

TOP YOUTH GROUPS

5,650
TRAINING HOURS

747
PARTICIPANTS

44
GROUPS

PARTICIPATION IN THE SILA PROGRAM INCREASES THEIR WILLINGNESS TO BE A PART OF ISRAELI SOCIETY

26% INCREASE IN YOUTH WILLING TO HAVE JEWISH FRIENDS

16% INCREASE IN YOUTH STATING THE IMPORTANCE OF BEING INTEGRATED INTO ISRAELI SOCIETY

13% INCREASE IN YOUTH FEELING A PART OF ISRAELI SOCIETY

SILA PROGRAM

DIGITAL LITERACY FOR WOMEN

980	480	22
TRAINING HOURS	PARTICIPANTS	GROUPS

41% INCREASE OF COMPUTER USAGE AT HOME

367% INCREASE IN KNOWLEDGE DURING FINAL EXAMS (FROM 15 AT PROGRAM COMMENCEMENT TO 55 UPON COMPLETION OF THE PROGRAM)

SILA PROGRAM

MUNICIPAL & LOCAL AUTHORITIES CAPACITY BUILDING

Interviews conducted with participating department managers and employees in local Bedouin authorities indicate increased efficieny in their work using various tech platforms, saving valuable time.

"I am able to overcome problems related to Excel, today I know how to deal with problems that I face"

"Enormously time saving. On a personal level, I have begun to use my email, Internet, and build presentations far more"

DIGITAL HURA

COMMUNITY-WIDE DIGITAL LITERACY PROGRAM
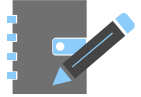
3

COMMUNITY-
WIDE EVENTS

200

TEACHERS
AND
PRINCIPALS

640

HOURS OF
TEACHING AND
ENRICHMENT FOR
NET@ JUNIOR KIDS

2,340

TRIANING
HOURS

GET ON LINE

Microsoft

INTERACTIVE ONLINE
PLATFORM FOR
COMMUNITY-BASED DIGITAL
ORIENTATION

130
"CLALIT"
HEALTH CLINICS

9,859
PARTICIPANTS

2,131
FAMILIES

400
DIGITAL
LEADERS

40
SCHOOLS

7,728
CHILDREN AND
YOUTH

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✉️

development@appleseeds.org.il

f

Appleseeds Academy | עמותת תפוח

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