Youth Internet and Mobile Phone Use
Za'atari Syrian Refugee Camp
January 2015

SURVEY DEVELOPMENT, DATA COLLECTION, ENTRY AND CLEANING PROCESSES

Carleen Maitland
Ying Xu

College of Information Sciences and Technology
Penn State University

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1. Introduction

The following report contains information explaining the processes of developing, collecting, entering and cleaning the survey data collected in Za'atari Refugee Camp on January 5-7, 2015. Appendices to the report include the final English and Arabic versions of the surveys, as well as documents reflecting our interactions with UNHCR, the Youth Task Force and the Jordanian Ministry of the Interior. The report starts with a description of the survey development, then covers data collection and entry, and concludes with a discussion of the cleaning process as well as discussion of issues related to possible analyses. This report as well as the dataset are available online at http://cmaitland.ist.psu.edu/?page_id=335.

2. Survey Development

The Za'atari Youth Internet and Mobile Phone Use Survey was a collaborative effort of the so-called 'Penn State Research Team,' together with UNHCR and the Za'atari Youth Task force. The first draft of the survey was developed jointly by the research team, which included faculty and students from Penn State, UCSB, RIT and University of Washington.

The overall approach of the project and motivation for the survey were communicated to UNHCR and the YTF through a letter as well as a survey narrative (see appendices A and B). These documents reflect our initial thoughts and hopes of engagement with the camp staff. The general explanations of our motivations and approach remained consistent, although specific survey questions and their numbers changed over the many revisions. Specific questions or concepts for questions were introduced by the research team as well as UNHCR and the YTF.

Vetting. Vetting of the survey for relevance for the context and sensitivity to refugees' past and ongoing struggles was conducted by several parties. The research team, particularly Ahmira Majid who has extensive experience in the Middle East and has moderate Arabic fluency, reviewed the survey's many drafts. At various points in the process the survey was also vetted by UNHCR staff, then the YTF and finally camp management. The survey and research processes were also vetted by Penn State's university IRB.

Translation. In addition to reviews for sensitivity and context, the survey was reviewed for appropriate language and translation. The reviews by UNHCR and the YTF paid careful attention to language. The research team managed the first round of translation with the assistance of Fahed Alhaj Mohamad, a Syrian Fulbright Graduate Student studying GIS at Indiana University (IUPUI). The initial translation was revised after a first round of UNHCR comments. The second round was reviewed by the YTF and was back translated by Sara Tedmori, a professor of computer science at Princess Sumaya University for Technology in Jordan. The feedback from the YTF and back-translation processes led to a final revision to the Arabic version.

The final versions of the English and Arabic language surveys are found in Appendices C and D.

3. Data collection

As with all data collection efforts at Za'atari camp, the project required permission from the Jordanian Ministry of the Interior. Team members were required to submit identification documents (passport copies) via email several weeks prior to the trip. The permit (Appendix E) was provided via email at the time of camp entry. Local contacts with UNHCR and our Jordanian college Nijad al-Najdawi of al Balqa University were critical in helping us obtain the permit.

The team specified on the permit and active in the data collection effort consisted of Carleen Maitland (PI) and doctoral student Ying Xu from Information Science and Technology, Penn State, Brian Tomaszewski (co-PI) from Department of Information Sciences and Technologies, Rochester Institute of Technology, doctoral students Paul Schmidt and Danny Iland from Computer Science in UCSB, and professor Karen Fisher and doctoral student Amirah Majid from iSchool, University of Washington.

Once in the camp, the survey was distributed to students in informal education programs operated by members of the Youth Task Force, such as the Norwegian Refugee Council (NRC), International Rescue Committee (IRC), International Relief & Development (IRD), Relief International (RI), and Mercy Corps. These organizations' willingness to have the survey distributed to their students was crucial to the data collection effort.

Also crucial were three refugee translators (Firas Abu Adil, Yusuf Hamad and Abdulhakeem Alrafa'e) hired by the team to help explain directions and answer questions during data collection, and then subsequently translate written responses, both intended and unintended, on the survey. The hiring of the translators was organized by UNHCR. All three hold bachelor's degrees in English literature from universities in Syria and were English teachers in Syria. In the camp they work for various organizations as English teachers in informal education programs.

To help achieve greater representation among youth, the survey was also distributed to passersby on commercial streets in the camp. The primary area for these non-classroom distributions was the camp's main shopping street, designated by the residents as the Champs Elysees. When possible, the survey distribution location was recorded by the research team to differentiate classroom versus street-based subjects.

Survey data collection was conducted on Monday and Tuesday, January 5th and 6th. Due to a snow storm and windy conditions in the camp, further data collection did not occur on Wednesday. However, the team was able to use this time with the translators to translate text on surveys and the University of Washington data collection forms. Due to poor weather conditions and physical safety concerns, which resulted in only essential staff operating in the camp, the data collection team departed at noon.

4. Data Entry

Data entry, namely entering data from the Arabic language paper surveys into Excel spreadsheets, was carried out by the entire research team. The Excel sheet was

organized with questions as columns. Care had been take in designing the survey to account for language differences (non-Arabic speakers entering data from Arabic language surveys), minimizing open-ended questions and maximizing use of numbers and circling. Strategies to ensure accurate entry for different data types were developed. For example, finite, single choice questions had constrained data ranges, while for open questions we allowed data with any value. In addition to the survey questions, we added columns for indicating the completeness and recording abnormalities.

5. Data Cleaning

Overall, the data cleaning consisted of 8 steps, including 1. a data entry redundancy check and revising survey numbers, 2. eliminating incomplete cases, 3. eliminating or combining columns of data/secondary variables, 4. standardizing place names, 5. conducting and coding for four consistency checks across variables, 6. duplicating data where 'x's were used to facilitate statistical analyses, 7. adding columns to facilitate analyses, and finally 8. analyzing cases across the consistency checks.

In the following each subject's data is referred to as a case and recommendations for data handling are represented in italics.

5.1 Data Entry Redundancy Check

Following the completion of data entry by the entire team, we checked the survey numbers to ensure no survey data had been entered twice. This check, which also confirmed via the physical surveys the accuracy of the input, identified seven surveys were entered twice (numbers 251, 253, 255, 257, 263, 264, and 137). The duplicate data were deleted.

Also, initially, we numbered the surveys starting with "01" representing the Penn State research team, anticipating that for other organizations' data collection efforts surveys numbering would begin with '02.' To facilitate data sorting we eliminated the '01' and instead rely on the variable "organization" to distinguish the data collection source.

5.2 Eliminating Incomplete Cases

Each case was examined for completeness. For those survey respondents who failed to answer 10 or more questions, their data were deleted. The cases/survey numbers eliminated were 31, 444, 132, 134, 146, 153, 331, 359, and 368.

5.3 Eliminating or Merging Columns

a. Age. When entering the data we found some participants' ages were beyond the 15 to 25 range, so we added another column for data entry due to the entry restrictions on the original age column. To improve the analyzability of the data, we merged these two 'age' columns into one – AGE.

Due to this merger and missing age data, *analyses targeting specific age ranges need to select the appropriate range.*

b. Participation in Organized Educational or Recreational Activities. For survey question number four, we intended to understand whether or not subjects

had participated in informal educational and recreational activities. However, from the results we noticed significant inconsistencies in the data. For example, there are cases in the NRC/IT center where refugees were taking IT classes while identifying themselves as not participating in organized educational or recreational activities. Therefore, this variable/column of data was deleted.

5.4 Standardizing Location Names and Adding a 'Group' Column

When conducting the survey, we made a cover sheet to identify the person, organization and location data of where the survey was conducted to keep track of the research. In the cleaning process, we developed a standardized way to identify the location data. For example, NRC organized several classes in which we could distribute the data, and we renamed those data into NRC/IT, NRC/hair, NRC/English, etc. In addition to this, we conducted surveys on the main business street in camp – the Champs Elysees. We renamed those data from various entries like CE, main street, etc. Also, to the right of the 'Location' column, *we added a new variable – Group - for future grouping of location data into categories such as informal education vs. street context.*

5.5 Performing Consistency Checks

Consistency checks providing codes of 1 to indicate inconsistent data, or a range of 1 to 3 indicating consistent to inconsistent data, can be used to select cases to improve the validity of some analyses.

   a. **On Survey Question 5, 6, and 7 - Internet, Social Media, Video Watching in Syria and Camp**

In Question No.5 we asked about Internet use in Syria as well as in the camp. When a subject chose – 'No, never' - we would expect answers to questions 6 and 7, which are concerned with social media and online video use, would reflect that lack of internet use. Where answers were inconsistent across the three questions, the subject was given a score of '1' in an additional 'consistency check' column located between questions 7 and 8. The initial check indicated 39 survey responses were inconsistent on these items.

   b. **On Survey Question 8 – Information Source and Frequency**

Question No.8 was designed to have participants write down their favorite source of information when they were in Syria, and then circle the frequency of the usage both in Syria and in the camp. However, the data showed many cases failed to provide the source but then went on to select frequencies. As a result, where we found no information source we deleted the frequency data.

   c. **Consistency Check for Survey Question 12 – Information Source and Frequency in the camp**

Similar to question No.8, we delete the frequency data for those cases that did not identify an information source. Second, as many subjects wrote in the unsolicited responses of "no", "not different", "no change", etc. in response to a question about differences in use, we standardized these answers to "no difference." Also we

standardized positive answers indicating the existence of difference to "yes, different". Third, we standardized the name of information sources with proper capitals and such.

d. Consistency Check for Survey Question 13, 14, and 15 – Mobile Phone, SIM and Carrier Choice

First, question 13 consists of three parts, one yes/no question asking whether or not they have a mobile phone, then a second part asking for the model and a third part inquiring about the number of SIM cards. For the first part, we clean the data as follows: if they did not circle yes/no, but identified the model of mobile phone, we assume yes – they own a handset, thus refill the blank yes/no with "1" indicating yes. Next, in the second part, we changed various responses referring to similar handset models such as Samsung Galaxy, Nokia, iPhone, etc. into a standardized format. Third, we added a consistency check column to identify the completeness of the story reflected in answers to questions 13, 14 and 15. We use a scale to identify this – "1" means consistent; "2" partially consistent; and "3" not consistent. For example, if someone indicated they do not have a handset while providing the model of their handset we mark this as "3". The consistency check resulted in 29 cases coded as either strongly or moderately inconsistent.

e. Consistency Check for Question 23 and 24

For the first 'yes/no' part of the question, where the subject failed to indicate yes or no but subsequently indicated areas of help provided or received we went back and filled in "1" indicating yes to make their answer consistent. Where they did fill in "0" indicating no but also subsequently identify areas of help we did not make any changes leaving the inconsistency intact. Second, we add a column right and use "1" to indicate those inconsistent cases.

For consistency check 3, we found 22 total inconsistencies while checking answers to multiple parts of question 23. The final consistency check, check four, across the items of question 24, indicated 11 inconsistent answers.

5.6 Adding Columns for Multiple Choice Counts on Question 9, 10, 11

For these three multiple choices questions, we added a column at the end to indicate where the multiple ways and locations of connecting to the Internet were reported. *This variable, which indicated the number of different ways and locations of internet use, can be used as a separate variable from individual mode counts.*

5.7 Duplicating Data for Questions 16, 18, 22, 23 and 24

Questions 16, 18, and 22-24 provided a list of internet service options and associated frequencies. In some cases, participants answered the question by circling the sub-question number without identifying the frequency. During data entry we marked those as "x". Therefore, the "x"s can be used when we count the choice of the sub-questions, however we are unable to use them when we calculate the average of frequency. To facilitate statistical analyses, we copied the data into an adjacent set of columns, and substituted "0s" for "xs."

Also, for questions 16 and 18, the scale of frequency starts with "1" (never) but conflicts with the instructions 'choose all that apply,' leaving a non-answer's meaning similar to that of '1' = 'never used.' Consequently, for those cases where they affirmed they had never used the technology, we replaced the "1"s with "0s," effectively changing the response categories to 2 – 6 (occasionally to multiple times per day).

Also, for questions 16 and 18, no respondents answered the open ended questions labeled 'h,' so it was deleted.

5.8 Cross consistency checks

As a second check for data quality, we examined each consistency check, starting with the first, and identifying those cases found to be inconsistent across multiple sets of questions. Of the 22 found inconsistent in check 3, one was also inconsistent across two other checks, and 6 were inconsistent across one other check. Of the 11 cases identified in check 4, 8 had inconsistencies with other items as well.

For the consistency check between 4, 5 and 6 and 13, 14, and 15, we found seven that were coded as either strongly or moderately inconsistent on the latter and also had been labeled inconsistent in the check on questions 4, 5, 6.

In the end, we found that even where multiple inconsistencies exist, the cases provided valuable information and were complete enough to keep.

5.9 Resolving Question 10

An inconsistency between the English and Arabic versions exists on #10, with the forming using 8 response categories and the latter 7. The option 'everywhere' was dropped from the Arabic version, so when interpreting the data, 6=other and 7=I don't know.

Appendix A

January 2015 Za'atari Youth Internet Use Survey
Penn State University Research Team:
Carleen Maitland, Karen Fisher, Brian Tomaszewski

Motivation. The primary goal of the Za'atari Youth Internet Use Survey is to provide descriptive information concerning mobile phone and internet use by the camp's youth. An understanding of past and current use will enable informed decision making and planning concerning mobile phone and internet access infrastructure deployments and the potential for technology use in camp youth programming. The survey will also assess interest in a range of future applications and services. Secondary goals of the survey include specific use patterns (e.g. types of phones, mobile operator preferences) as well as the role of teens in accessing and managing information as well as learning about technology use. The specific use patterns will help inform infrastructure recommendations and may suggest particular technology partners. Understanding the role of youth in fostering information access and technology use will also help generate a more accurate assessment of the impact of technology-focused programs on others within and beyond the camp.

Approach. Given the limited timeframe and lack of budget for data collection, the Penn State research team is expecting a relatively small and non-representative sample of the camp youth. The goal is to create a short, easy to use (for both Arabic and English speakers), and easy to analyze survey. This necessitates a trade-off, with a bias toward fixed response categories that do not require translation. The survey can serve as an end in itself, providing the input for decision making requested by UNHCR, or it might serve as an exploratory study, providing background information for follow on studies.

Themes. Within the survey there are five themes: demographics, past and current use, network and device use details, interests, and the role of teens. The demographics consist of questions assessing age (#1), gender (#2) and home governorate (#17). The latter is being collected to see if there is a difference in past and current use based on region. This question is last to reduce the chance the respondent might perceive the research as biased. General past and current use are measured by items # 2-5. These items assess whether or not and how frequently youth accessed the internet. Given the confusion over the very popular Facebook and YouTube services and the internet (e.g. saying 'no' to internet use, but 'yes' to Facebook use), we ask both.

Network and device use details first capture where (#6) and how (#7-8) youth connected to the internet in Syria and in the camp. These questions will help understand connection mode and device use. For example, if many youth are connecting via mobile phones they may need typing skills development prior to becoming involved in online education. Next, items #9-13 assess the type of mobile

phone and operating system, the number of SIM cards used and preferences for operators when making calls within and outside of Jordan. These questions will help guide infrastructure recommendations.

Future interests and their relative ranking are assessed by item #14. The choices are arranged by instrumental technology use (education, information search, employment), then connection motivations (internal/external) and mode (email/skype/IM), and finally non-instrumental uses (Facebook, YouTube, gaming).

Finally, the survey assesses the role of youth in helping others access and manage information and learn about technology, both receiving and providing assistance. These are youth-helping-youth assessments to understand the role youth play in helping one another. Item #15 assesses the types and relative importance of assistance *received*. Conversely, items #16 assesses assistance given and to whom, for respectively, accessing and using internet technology.

Appendix B

PENNSTATE

Carleen F. Maitland
Interim Associate Dean of Graduate and Undergraduate Education
Associate Professor

College of Information Sciences and Technology
332G Information Sciences and Technology Bldg.
University Park, PA 16802

(814) 863-0640
FAX (814) 865-6426
cmaitland@ist.psu.edu
faculty.ist.psu.edu/maitland

December 15, 2014

Dear Za'atari Youth Task Force,

Please find attached the narrative describing our Youth Internet Use Survey as well as the latest draft of the survey instrument. We are very much looking forward to working together and look forward to your input as well.

Our interest in youth internet use is multi-faceted. First, the general and common research interests of our team include the ways information and communication technologies (ICTs) can help improve the lives of refugees, either through direct access or through improved access and information management of service providers, such as the members of the YTF. Specifically, Prof. Brian Tomaszewski of Rochester Institute of Technology is interested in youth skills related to spatial thinking and mapping using ICTs and Prof. Karen Fisher of University of Washington is interested in youth as wayfarers in ICT and information access and management. Beyond youth, Brian, Ying Xu and I are also interested in maps and online mapping as tools for enhancing service provider coordination, and Karen is interested in the intersection of place and information sharing and how it supports community development.

However, before we are able to pursue our primary research interests, we first need a baseline understanding of youth internet use and to get to know the members of the YTF as well. To that end, we asked UNHCR if there is something we might do to help and they asked us to conduct this preliminary assessment. Unfortunately, the grant funding our travel is primarily for exploratory purposes, enabling only a small scale study. As a result, our primary contributions are limited to our time and energy. That being said, we do believe a short survey will provide an excellent start to understanding past, current and future internet use.

The attached survey is a first draft and we look forward to receiving your comments and suggestions. We assume we will collect data while in the camp, hopefully in collaboration with you and your beneficiaries. We intend to collate and analyze the data upon our return to the U.S. and fairly quickly provide a report to your group and UNHCR. If you or others wish to continue to collect data using the instrument in order to expand the sample, we are happy to receive those data and provide analyses to the extent we are able.

Also, in addition to the survey, our report will include recommendations for mobile and wireless infrastructure. Those recommendations will be developed by our team's computer

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scientists, Prof. Elizabeth Belding and her doctoral students (Paul Schmitt and Danny Iland) from UC Santa Barbara. If you are interested, we might ask YTF to review the recommendations, serving as an informal 'focus group' for that part of our study.

In closing, I just want to say thank you in advance for your time and attention to these documents and that we look forward to meeting you during our camp visit on Monday – Wednesday, January 5th-7th.

Kind regards,

Carleen Maitland, Ph.D.

Appendix C

January 2015 Za'atari Refugee Youth Internet Use Survey

1. **How old are you?** _____   **Are you male or female?**   M   F

(circle one)

2. **What is your highest level of education?**

1	2	3	4	5	6	7	8
Some primary school	Finished primary school	Some elementary school	Finished elementary school	Some secondary/ vocational school	Finished secondary/ vocational school	Some university	Finished university

3. **How would you rate your English language reading skills?**

1	2	3	4	5
Poor	Fair	Good	Excellent	Fluent

4. **In the camp, have you ever participated in an organized educational or recreational activity?**

YES   NO   (circle one)

QUESTIONS ABOUT INTERNET AND MOBILE PHONE USE

5. **In Syria, did you use the internet?**

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

    a. **Do you use it now?**

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

6. **In Syria, did you use social media (Facebook, WhatsApp, Twitter, etc.)?**

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

    a. **Do you use it now?**

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

7. **In Syria, did you watch videos online (YouTube, Arabic-media.com, etc.)?**

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

    a. Do you use it now?

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

8. **In Syria, if you went online, what was your favorite source of information on the internet and how often did you use it?** (write the name here)

_____

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

    a. Do you use it now?

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

9. **In Syria, if you did, HOW did you connect to the internet?** (choose as many as apply)
_____

1	2	3	4	5	6	7
Via my mobile phone	Via someone else's mobile phone	Via my computer connected to the mobile network	Via someone else's computer (friend, family, school, internet café) connected to the mobile network	Via my computer connected to a fixed or wireless network (wifi)	Via someone else's computer (friend, family, school, internet café) connected to a fixed or wireless network (wifi)	I don't know.

10. **In Syria, if you did, WHERE did you use the internet?** (choose as many as apply)
_____

1	2	3	4	5	6	7	8
At home	At school/training center/university	At an internet cafe	At a friend's house	At a family member's house	Everywhere	Other _____	I don't know.

11. **Since you arrived in the camp, if you do, HOW do you connect to the internet?** (choose as many as apply) _____

1	2	3	4	5	6	7
Via my mobile	Via someone	Via my computer	Via someone else's	Via my computer	Via someone else's	I don't know.

phone	else's mobile phone	connected to the mobile network	computer (friend, family, school, internet café) connected to the mobile network	connected to a fixed or wireless network (wifi)	computer (friend, family, school, internet café) connected to a fixed or wireless network (wifi)	

12. Since you arrived in the camp, if you go online, do you access information sources different from those you accessed in Syria? If so what are they?
_____

Generally, how frequently do you access them?

1	2	3	4	5	6
No, never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

13. Currently, do you own a mobile phone handset? YES / NO (circle one)
   a. **If YES, which brand and model of mobile phone (i.e. Samsung Galaxy S, Samsung Galaxy S Duos, Apple iPhone 5, etc.):**

_____

   b. **Is it 1. single SIM, or 2. dual SIM?** (enter number) _____

14. How many SIM cards do you own? _____ Roughly how many owned by others do you use?_____

15. In the camp, which mobile carriers do you use? [circle all that apply] If you use multiple SIM cards, how many per carrier?

CARRIERS	Zain	Orange	Umniah	MTN/Areeba	Syriatel	Other:
NUMBER of SIMS						

16. When communicating with friends and relatives in Syria via any device (mobile, phone shop, computer), which of the following services do you use and how frequently? (circle all that apply)

	1	2	3	4	5	6
	Never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day

a. Mobile voice	1	2	3	4	5	6
b. SMS/Text	1	2	3	4	5	6
c. WhatsApp	1	2	3	4	5	6
d. Viber	1	2	3	4	5	6
e. Skype	1	2	3	4	5	6
f. Email	1	2	3	4	5	6
g. Other:	1	2	3	4	5	6
h. Other:	1	2	3	4	5	6

17. If you communicate with friends and relatives in <u>Syria</u> via your mobile phone, in general do you prefer to use 1. a Syrian mobile service, 2. a Jordanian mobile service, or 3. no preference? [enter number] _____

18. **When communicating with friends and relatives in <u>Jordan </u>via any device (mobile, phone shop, computer), which of the following services do you use and how frequently?** (circle all that apply)

	1	2	3	4	5	6
	Never	Occasionally	Monthly	Weekly	Once per day	Multiple times per day
a. Mobile voice	1	2	3	4	5	6
b. SMS/Text	1	2	3	4	5	6
c. WhatsApp	1	2	3	4	5	6
d. Viber	1	2	3	4	5	6
e. Skype	1	2	3	4	5	6
f. email	1	2	3	4	5	6
g. Other:	1	2	3	4	5	6
h. Other:	1	2	3	4	5	6

19. **If you communicate with friends and relatives in <u>Jordan</u> via your mobile phone, in general do you prefer to use a 1. Syrian mobile service, 2. a Jordanian mobile service, or 3. no preference? [enter number] _____**

20. **In the camp, in which district do you have good connectivity for calling friends and family <u>in Syria</u>? (enter 1 -12) _____ OR I don't know the number (place an X) _____**

21. **In the camp, in which district do you have good connectivity for calling friends and family <u>in Jordan</u>? (enter 1 -12) _____ OR I don't know the number (place an X) _____**

22. If Internet access was reliable, high speed and inexpensive or free, which of the following online/internet-based activities might you be interested in? (circle all that apply)

		Not at all interested	Somewhat disinterested	Neutral	Somewhat interested	Very interested
a.	Participate in online school/education	1	2	3	4	5
b.	Participate in online college/university/vocational training	1	2	3	4	5
c.	Information search (health, legal)	1	2	3	4	5
d.	News	1	2	3	4	5
e.	Jobs/Employment	1	2	3	4	5
f.	Mapping (Google Maps, etc.)	1	2	3	4	5
g.	Connecting with others inside the camp via social media (Facebook, etc.)	1	2	3	4	5
h.	Connecting with people outside the camp via social media (Facebook, etc.)	1	2	3	4	5
i.	Email	1	2	3	4	5
j.	Skype	1	2	3	4	5
k.	Viber/Rounds	1	2	3	4	5
l.	Instant Messaging/WhatsApp	1	2	3	4	5
m.	Twitter	1	2	3	4	5
n.	Facebook	1	2	3	4	5
o.	YouTube	1	2	3	4	5
p.	Gaming	1	2	3	4	5
q.	Information search (entertainment, sports)	1	2	3	4	5

23. **Do other youth ever <u>help you</u> with learning about or using information technology?**
    (any of the technology/devices/digital media or applications mentioned above) YES /
    NO (circle one)

    a. **IF YES, what <u>do you</u> feel are the most important things they help you with?** (circle
       all that apply)

		Slightly important	Moderately important	Very important
a.	Participate in online school/education	1	2	3
b.	Participate in online college/university/vocational training	1	2	3
c.	Information search (health, legal, news)	1	2	3
d.	News	1	2	3
e.	Jobs/Employment	1	2	3
f.	Mapping (Google Maps, etc.)			
g.	Connecting with others inside the camp via social media (Facebook, etc.)	1	2	3
h.	Connecting with people outside the camp via social media (Facebook, etc.)	1	2	3
i.	Email	1	2	3
j.	Skype	1	2	3
k.	Viber/Rounds	1	2	3
l.	Instant Messaging/WhatsApp	1	2	3
m.	Twitter	1	2	3
n.	Facebook	1	2	3
o.	YouTube	1	2	3
p.	Gaming	1	2	3
q.	Information search (entertainment, sports)	1	2	3

24. **Do you ever <u>help others</u> with learning about or using information technology** (Any of the technology/devices/digital media or applications mentioned above) YES / NO (circle one)

a. **IF YES, Whom do you help with information technology?** (circle all that apply)

1	2	3	4	5	6	7
Immediate Family	Friends	Camp staff	Camp visitors	Other people inside the camp	Other people outside the camp	Others:

b. **IF YES, For those you help, which do you think <u>they feel</u> are most important?** (circle all that apply)

		Slightly important	Moderately important	Very important
a.	Participate in online school/education	1	2	3
b.	Participate in online college/university/vocational training	1	2	3
c.	Information search (health, legal, news)	1	2	3
d.	News	1	2	3
e.	Jobs/Employment	1	2	3
f.	Mapping (Google Maps, etc.)	1	2	3
g.	Connecting with others inside the camp via social media (Facebook, etc.)	1	2	3
h.	Connecting with people outside the camp via social media (Facebook, etc.)	1	2	3
i.	Email	1	2	3
j.	Skype	1	2	3
k.	Viber/Rounds	1	2	3
l.	Instant Messaging/WhatsApp	1	2	3
m.	Twitter	1	2	3
n.	Facebook	1	2	3
o.	YouTube	1	2	3
p.	Gaming	1	2	3
q.	Information search (entertainment, sports)	1	2	3

THANK YOU FOR YOUR TIME!

Appendix D

كانون الأول 2015 – استمارة استخدام الشبان والشابات للإنترنت في مخيم الزعتري

1- كم عمرك؟ _____   ما هو جنسك؟ **ذكر**   **أنثى** (حدد بدائرة)

2- ما هو اعلى مؤهل تعليمي حصلت عليه :

8	7	6	5	4	3	2	1
انهيت المرحلة الجامعية	وصلت للمرحلة الجامعية	انهيت المرحلة الثانوية / المهنية	وصلت للمرحلة الثانوية / المهنية	انهيت المرحلة الاعدادية	وصلت للمرحلة الاعدادية	انهيت المدرسة الابتدائية	المدرسة الابتدائية

3- كيف تقيم مستوى مهارتك في القراءة باللغة الإنكليزية؟

5	4	3	2	1
طليق	ممتاز	جيد	مقبول	ضعيف

4- هل سبق لك ان شاركت في النشاطات التعليمية والترفيهية في المخيم؟

نعم / لا (حدد بدائرة)

- أسئلة عن استخدام الهاتف المحمول والانترنت:

5 - هل كنت تستخدم الانترنت في سوريا؟

6	5	4	3	2	1
عدة مرات يومياً	مرة يومياً	اسبوعياً	شهرياً	قليلاً جداً	لم استخدم الانترنت أبداً

هل تستخدم الانترنت الآن؟

6	5	4	3	2	1
عدة مرات يومياً	مرة يومياً	اسبوعياً	شهرياً	قليلاً جداً	لا استخدم الانترنت أبداً

6- هل كنت تستخدم وسائل التواصل الاجتماعي في سوريا، مثل (الفيس بوك، الواتس اب، او التويتر، ... الخ)؟

6	5	4	3	2	1
عدة مرات يومياً	يومياً	اسبوعياً	شهرياً	قليلاً جداً	لا، أبداً

هل تقوم باستخدام مواقع التواصل الاجتماعي الآن؟

6	5	4	3	2	1

لا، أبداً	قليلاً جداً	شهرياً	اسبوعياً	يومياً	عدة مرات يومياً

7- في سوريا هل كنت تشاهد مقاطع الفيديو على الانترنت؟ (مثل يوتيوب/YouTube، Arabic-media.com)

1 لا أبداً	2 قليلاً جداً	3 شهرياً	4 اسبوعياً	5 يومياً	6 عدة مرات يومياً

هل تشاهد مقاطع الفيديو على الانترنت الآن؟

1 لا أبداً	2 قليلاً جداً	3 شهرياً	4 اسبوعياً	5 يومياً	6 عدة مرات يومياً

8ـ في سوريا، ماذا كان مصدرك المفضل على الانترنت للحصول على المعلومات؟ (الرجاء كتابة الاسم هنا)
_____

ماذا كان معدل استخدامك لتلك الوسائل حينها؟

1 لا أبداً	2 قليلاً جداً	3 شهرياً	4 اسبوعياً	5 يومياً	6 عدة مرات يومياً

هل مازلت تستخدمها الآن؟

1 لا أبداً	2 قليلاً جداً	3 شهرياً	4 اسبوعياً	5 يومياً	6 عدة مرات يومياً

9- في سوريا، وفي حال تمكنت من استخدام الانترنت، ماذا كانت وسيلة الاتصال التي كنت تستخدمها؟ اختر كل الاجابات المطابقة_____

7	6	5	4	3	2	1
لا أعلم	عبر الحاسوب الشخصي لأحد ما متصلاً بشبكة اتصال ثابتة او لاسلكية (واي فاي)	عبر حاسوبي الشخصي متصلا بشبكة اتصال ثابتة او لاسلكية (واي ـفاي)	عبر الحاسوب الشخصي الذي يخص أحد ما (صديق، عائلة، انترنت كافيه، المدرسة)، متصلا بشبكة الهاتف المحمول	عبر حاسوبي الشخصي متصلا بشبكة الهاتف المحمول	عبر جهاز الهاتف المحمول الذي يخص أحد ما	عبر جهاز الهاتف المحمول خاصتي

10- في سوريا وفي حال تمكنت من استخدام الانترنت، من أي مكان كنت تتصل بالأنترنت؟ اختر كل الاجابات المطابقة
_____

7	6	5	4	3	2	1

21

لا أعلم	غير ذلك _____	في بيت قريب للعائلة	في بيت صديق	في مقهى انترنت	في المدرسة	في المنزل

11- في الوقت الحالي منذ وصلت الى المخيم، وفي حال تمكنت من استخدام الانترنت. ما هي الوسيلة التي تستخدمها في اتصالك بالانترنت؟ اختر كل الإجابات المناسبة _____

7	6	5	4	3	2	1
لا أعلم	عبر الحاسوب الشخصي لأحد ما متصلاً بشبكة اتصال ثابتة او لاسلكية (واي فاي)	عبر حاسوبي الشخصي متصلا بشبكة اتصال ثابتة او لاسلكية (واي ـفاي)	عبر الحاسوب الشخصي الذي يخص أحد ما (صديق، عائلة، انترنت كافيه، المدرسة)، متصلا بشبكة الهاتف المحمول	عبر حاسوبي الشخصي متصلا بشبكة الهاتف المحمول	عبر جهاز الهاتف المحمول الذي يخص أحد ما	عبر جهاز الهاتف المحمول خاصتي

12- في الوقت الحالي منذ وصلت الى المخيم. وفي حال تمكنت من استخدام الانترنت. هل اختلفت مصادر المعلومات عن تلك التي استخدمتها في سورية؟ إذا كانت مختلفة، فما هي؟ _____

وبشكل عام ما هي تكرارية استخدامك لها؟

6	5	4	3	2	1
عدة مرات يومياً	يومياً	اسبوعياً	شهرياً	قليلاً جداً	لا استخدم الانترنت أبداً

13- في الوقت الراهن، هل تملك هاتفا محمولاً؟ **نعم / لا** (حدد بدائرة)

- في حال كنت تمتلك هاتفا محمولا فما هي الماركة التجارية له؟ (مثل نوكيا، إل جي، أي فون 5، سامسونغ غالاكسي اس، الخ) _____

- هل هاتفك: 1- ذو شريحة هاتف واحدة (سيم كارد واحدة)، ام 2- ذو شريحتين هاتف معاً (2 سيم كارد)؟ _____

14- كم عدد بطاقات السيم كارد (شرائح الهاتف) التي تملكها؟ _____ كم بطاقة تستخدم عادة؟ _____

15- ماهي شركة الاتصالات التي تستخدمها وانت موجود في المخيم ؟   إذا كنت تستخدم عدة شرائح هاتف، كم عدد هذه الشرائح لكل شركة اتصالات؟ (اختر كل الاجابات المطابقة)

اخرى	Syriatel سيريتل	MTN/Areeba ام تي ان /اريبا	Umniah امنية	Orange اورانج	Zain زين	شركة الاتصالات
						عدد بطاقات السيم كارد

					شريحة الهاتف (SIM)

16- عندما تتواصل مع اصدقائك واقربائك في <u>سوريا</u> عبر جهاز الموبايل او محل الموبايل او جهاز الكمبيوتر: أي من الخدمات والوسائل التالية عادة تستخدم؟

6	5	4	3	2	1	
عدة مرات يومياً	مرة واحدة يومياً	اسبوعياً	شهرياً	استخدمها بشكل قليل جداً	لا استخدم نهائياً	
6	5	4	3	2	1	a. الاتصال الهاتفي
6	5	4	3	2	1	b. الرسائل النصية
6	5	4	3	2	1	c. واتس اب
6	5	4	3	2	1	d. فايبر
6	5	4	3	2	1	e. سكايب
6	5	4	3	2	1	f. بريد الكتروني (ايميل)
6	5	4	3	2	1	g. وسائل اخري:
6	5	4	3	2	1	h. وسائل اخرى:

17- عند إجراء مكالمة هاتفية مع الاهل والأصدقاء داخل <u>سوريا</u>، فما هي خدمات شبكة الهاتف المحمول المفضلة لديك؟

1- خدمة شبكة الاتصالات السورية   2- خدمة شبكة الاتصالات الأردنية   3- لا تفضيلات _____

18- عندما تتواصل مع اصدقائك واقربائك في <u>الاردن</u> عبر جهاز الموبايل او محل الموبايل او جهاز الكمبيوتر: أي من الخدمات والوسائل التالية عادة تستخدم؟

6	5	4	3	2	1	
عدة مرات يومياً	مرة واحدة يومياً	اسبوعياً	شهرياً	استخدمها بشكل قليل جداً	لا استخدم نهائياً	
6	5	4	3	2	1	a. الاتصال الهاتفي
6	5	4	3	2	1	b. الرسائل النصية
6	5	4	3	2	1	c. واتس اب
6	5	4	3	2	1	d. فايبر
6	5	4	3	2	1	e. سكايب
6	5	4	3	2	1	f. بريد الكتروني (ايميل)
6	5	4	3	2	1	g. وسائل اخري:
6	5	4	3	2	1	h. وسائل اخرى:

19- عند إجراء مكالمة هاتفية مع الاهل والأصدقاء داخل <u>الاردن</u> فما هي خدمات شبكة الهاتف المحمول المفضلة لديك؟

1- خدمات شبكة الاتصالات السورية   2- خدمة شبكة الاتصالات الأردنية   3- لا تفضيلات _____

20- في أي منطقة من المخيم توجد تغطية جيدة للاتصال مع الأصدقاء والاقارب في **سورية؟** ــــــــــــــــ ــــــــــــــ (ادخل رقم المنطقة بين 1- 12، اذا كنت لا تعرف رقم المنطقة فقط ضع إشارة "×")

21- في أي منطقة من المخيم توجد تغطية جيدة للاتصال مع الأصدقاء والاقارب في **الاردن؟** ــــــــــــــــ ــــــــــــ (ادخل رقم المنطقة بين 1-12، إذا كنت لا تعرف رقم المنطقة فقط ضع إشارة "×")

22- إذا كان الوصول إلى الانترنت موثوقا وسريعا ومنخفض التكاليف أو مجاني. فأي النشاطات التالية المعتمدة على الانترنت قد تثير اهتمامك؟ (اختر كل الاجابات المطابقة)

مهتم جداً	مهتم	محايد	غير مهتم	غير مهتم اطلاقاً		
5	4	3	2	1	المشاركة في التعليم المدرسي عبر الانترنت	a
5	4	3	2	1	المشاركة في التعليم الجامعي / تدريب مهني / معهد عبر الانترنت	b
5	4	3	2	1	البحث عن معلومات (صحية، قانونية)	c
5	4	3	2	1	أخبار	d
5	4	3	2	1	العمل والتوظيف	e
5	4	3		1	الخرائط والأماكن (غوغل ماب، .. الخ)	f
5	4	3	2	1	التواصل مع الاخرين داخل المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	g
5	4	3	2	1	التواصل مع الاخرين خارج المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	h
5	4	3	2	1	البريد الالكتروني (الايميل)	i
5	4	3	2	1	/Skype/ سكايب	j
5	4	3	2	1	فايبر Viber / راوندز Rounds	k
5	4	3	2	1	واتس اب / الرسائل	l
5	4	3	2	1	/Twitter/ تويتر	m
55	4	3	2	1	/Facebook/ فيسبوك	n
5	4	3	2	1	/YouTube/ يوتيوب	o
5	4	3	2	1	الالعاب	p
5	4	3	2	1	البحث عن معلومات (التسلية، الرياضة)	q

23- هل سبق ان ساعدك أحد الشبان او الشابات الاخرين في تعلم او استخدام تقنية المعلومات ؟ (أي من وسائل التكنولوجيا / الاجهزة / وسائل الاعلام الرقمية او التطبيقات المذكورة في الاعلى)؟ **نعم / لا** (ضع دائرة حول اجابتك)

- اذا كان الجواب ب (نعم)، برأيك ما هي اهم الأشياء التي حصلت على المساعدة في تعلمها او استخدامها. (ضع دائرة حول كل الأشياء المهمة برأيك)

مهم جداً	متوسط الاهمية	غير مهم		
3	2	1	المشاركة في التعليم المدرسي عبر الانترنت	a
3	2	1	المشاركة في التعليم الجامعي / تدريب مهني / معهد عبر الانترنت	b
3	2	1	البحث عن معلومات (صحية، قانونية)	c
3	2	1	أخبار	d
3	2	1	العمل والتوظيف	e
3	2	1	الخرائط والأماكن (غوغل ماب، .. الخ)	f
3	2	1	التواصل مع الاخرين داخل المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	g
3	2	1	التواصل مع الاخرين خارج المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	h
3	2	1	البريد الالكتروني (الايميل)	i
3	2	1	سكايب /Skype/	j
3	2	1	فايبر Viber / راوندز Rounds	k
3	2	1	واتس اب / الرسائل	l
3	2	1	تويتر /Twitter/	m
3	2	1	فيسبوك /Facebook/	n
3	2	1	يوتيوب /YouTube/	o
3	2	1	الالعاب	p
3	2	1	البحث عن معلومات (التسلية، الرياضة)	q

24- هل سبق لك ان ساعدت الاخرين في تعلم واستخدام تقنية المعلومات (أي من وسائل التكنولوجيا/ الأجهزة/ وسائل الاعلام الرقمية او التطبيقات المذكورة في الاعلى)؟ **نعم / لا** (ضع دائرة حول اجابتك)

- اذا كان الجواب ب "نعم"، قمت بمساعدة من باستخدام تقنية المعلومات؟

7	6	5	4	3	2	1
أخرين	اخرين من خارج المخيم	اخرين من داخل المخيم	زوار للمخيم	طاقم العاملين في المخيم	أصدقاء	افراد عائلتك

- اذا كان الجواب بنعم، بالنسبة للأشخاص الذين قمت بمساعدتهم ما هي الأشياء الاهم لديهم من بين الأشياء التالية بالنسبة لهم: (ضع دائرة حول كل الأجوبة المناسبة)

مهم جداً	متوسط الاهمية	غير مهم		
3	2	1	المشاركة في التعليم المدرسي عبر الانترنت	a
3	2	1	المشاركة في التعليم الجامعي / تدريب مهني / معهد عبر الانترنت	b
3	2	1	البحث عن معلومات (صحية، قانونية)	c
3	2	1	أخبار	d
3	2	1	العمل والتوظيف	e
3	2	1	الخرائط والأماكن (غوغل ماب، .. الخ)	f
3	2	1	التواصل مع الاخرين داخل المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	g
3	2	1	التواصل مع الاخرين خارج المخيم عن طريق مواقع التواصل الاجتماعي (فيسبوك، ... الخ)	h
3	2	1	البريد الالكتروني (الايميل)	i
3	2	1	سكايب /Skype/	j
3	2	1	فايبر Viber / راوندز Rounds	k
3	2	1	واتس اب / الرسائل	l
3	2	1	تويتر /Twitter/	m
3	2	1	فيسبوك /Facebook/	n
3	2	1	يوتيوب /YouTube/	o
3	2	1	الالعاب	p
3	2	1	البحث عن معلومات (التسلية، الرياضة)	q

شكراً لك على وقتك!

بسم الله الرحمن الرحيم

وزارة الداخلية

الرقم ٢٨٨٠١١٥١٢٠
التاريخ .... ١٤ ربيع الأول ١٤٣٦
الموافق ٢٠١٥/٠١/٠٥

عطوفة مدير مديرية شؤون اللاجئين السوريين

يصرح للطلبة من جامعة (PENN STATE) الامريكية والمذكورة اسمائهم ادناه لزيارة مخيم للاجئين السوريين الزعتري/ محافظة المفرق،باستثناء المناطق الحدودية وذلك لمدة اسبوع اعتباراً من يوم الثلاثاء الموافق ٢٠١٥/١/٦ بواقع زيارتان فقط خلال هذه المدة ويكون موعد الزيارة بين الساعة التاسعة صباحاً وحتى الساعة الثالثة مساءً وذلك للتصوير والاطلاع على انجازات المنظمة في المخيم.

واقبلوا الإحترام،،،

حسين هزاع المجالي
وزيـــر الـداخليـة

مديـر القضـاء
د. سهيـر المعايطـة

نسخة الى :
• عطوفة مدير المخابرات العامة إشارة كتابكم رقم ٢٦٧٧/٢/١ تاريخ ٢٠١٥/١/٥
• عطوفة مدير الأمن العـام/ الأمن الوقائي/ اشارة كتابكم رقم م/ ٢٠/ ١٤٧٢٠/ ٧٥٥١٩ تاريخ ٢٠١٤/١٢/٣١
• عطوفة مدير/ قائد قوات الدرك
• عطوفة مدير منطقة المفرق
• عطوفة امين عام الهيئة الخيرية الأردنية الهاشمية
• عطوفة مدير عام هيئة الاعلام / اشارة كتابكم رقم م ن/ ٤٥/ ٢٩٢٣ تاريخ ٢٠١٤/١٢/٣١
• عطوفة مدير الأمن المركزي
• عطوفة منسق العلاقات العامة والاعلام/مركز الوزارة

ع

اسماء الفريق الصحفي

امريكية /CARLEEN MAITLAND		امريكية/ AMIRAH MAJID
امريكي //BRIAN TOMASZEWSKI		كندية// KAREN FISHER
امريكي/ DANIEL LLAND		صينية / YING XU
امريكي/ PAUL SCHMITT		

E.N

المملكة الأردنية الهاشمية
هاتف ٢٩٦ ٦ ٥٦٩١١٤١ ٩٦٢+ فاكس ٢٩٦ ٦ ٥٦٠٦٩٠٨ ٩٦٢+ ص.ب ١٠٠ عمان ـ الأردن. الموقع الإلكتروني www.moi.gov.jo: