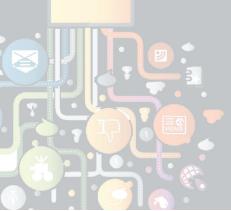# ANALYSIS

of research results

related to

digital

rights

- Assessment of knowledge, skills, and attitudes among high school students -

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Content

Introduction

In today's interconnected world, where digital technologies shape our daily interactions and information flows at unprecedented speeds, understanding the importance of personal data protection and the right to privacy is essential for young people. Through social media platforms to online shopping, individuals are constantly sharing personal information, often without fully understanding the potential consequences and dangers. From social media platforms to online shopping, individuals are constantly sharing personal information without fully understanding the potential consequences and dangers.

According to the State Statistical Office data, in the first quarter of 2023, 88.0% of households had access to the Internet from home. Of the total population aged 15 to 74, 85.3% used the Internet, and 67.7% used it several times during the day.

In the first three months of 2023, 87.4% of the 15-24 age group used the Internet to engage in social networking activities such as creating user profiles and sending messages or other attachments on platforms like Facebook and Twitter.

Educating young people about the importance of protecting their personal data helps them make informed decisions about their online activities, reducing the risks of identity theft, data privacy violations, and data misuse. Additionally, promoting respect for privacy rights instills a sense of responsibility in young individuals, fostering a digital society culture that values and protects privacy.

Education on human rights and digital rights is an integral part of preparing young people for active participation in the digital society. As the digital landscape continues to evolve, so do the ethical and legal considerations surrounding online behavior and interaction. By providing young people with information about their digital rights, such as freedom of expression, access to information, and protection from online harassment and surveillance, we empower them with the knowledge and skills to stand up for their rights and navigate the digital space confidently. Furthermore, integrating human rights education into digital literacy curricula promotes critical thinking skills and empathy, enabling young people to identify and challenge injustice and discrimination in both online and offline environments.

Media literacy is a crucial skill for young people to navigate the vast amount of information available online. In an era in which misinformation and fake news proliferate, the ability to analyze, evaluate, and interpret media content is essential for making informed decisions and meaningful participation in civic and political-social discourse. By teaching young people to discern credible sources, identify biases, and recognize manipulation tactics, we equip them

with the tools to resist manipulation, form evidence-based opinions, and engage constructively in public dialogue. Moreover, media literacy encourages young individuals to create responsible and ethical content, contributing positively to digital culture and fostering a more informed and democratic society.

It is crucial for young people to learn about cyber-violence and digital gender-based violence, as these forms of abuse are becoming more common in our digitally connected world, impacting mental health, safety, and well-being. Educating young people on these issues equips them with the knowledge to identify, prevent, and address such violence, promoting a culture of respect and empathy online.

Additionally, understanding the legal and social implications empowers them to advocate for themselves and others, ensuring a safer and more supportive digital environment. Such education is essential to building resilient, informed, and responsible digital citizens who can contribute to positive online communities.

To achieve this goal, it is essential to identify the weaknesses in young people's knowledge and information through an analytical questionnaire in order to prepare essential materials to train and enhance the understanding of high school students on these topics.

Methodology

For the purposes of this research, a questionnaire was prepared to detect the levels of knowledge, skills, and attitudes in five defined areas related to the use of the Internet.

The research targeted young people aged 14 to 19, specifically students in secondary schools in the Republic of North Macedonia. The questionnaire was distributed to youth organizations and secondary schools, and all responses were kept anonymous. The information gathered from this questionnaire will be used solely for the "Creating a Safer Digital Environment for Young People" project, which is funded by the Ministry of Foreign Affairs of the Kingdom of Norway and carried out by the Helsinki Committee for Human Rights in collaboration with the Union of Secondary School Students of the Republic of North Macedonia, the Youth Educational Forum, and the National Youth Council of the Republic of North Macedonia.

The purpose of this quantitative analysis is to provide an initial assessment of the situation among high school students related to the Internet and digital rights, as well as to provide recommendations for improvement aimed at various institutions, organizations, and associations working on formal and informal education among young people. In total, the answers of 200 high school students from different cities were analyzed. This analysis is small-scale, methodologically designed to support the principle of data collection and processing, known as proof of concept, which usually results from the method of conducting an experiment or a pilot project, demonstrating the feasibility of the concept. Given the existing research on

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these topics with the same target groups, the aim of this analysis is to supplement the existing research and verify the conclusive findings.

The analyzed data will also provide direction for the development of the summer school training program organized by the Helsinki Committee within the framework of this project.

The questions were divided into five thematic areas, and in each area, there are several questions, which are structured accordingly (knowledge, skills, and perceptions):

1. Personal data and the right to privacy (8 questions)
2. Human rights and digital rights education (8 questions)
3. Media literacy (8 questions)
4. Cyberviolence and bullying (7 questions)
5. Digital gender-based violence (8 questions)

This structured survey will help assess respondents' knowledge, skills, and attitudes in each topic area, providing a comprehensive understanding of their perspectives and competencies. It will also offer targeted recommendations to various stakeholders.

Demographic structure

A total of 200 high school students completed this anonymous questionnaire, which was sent through youth organizations at the national level. 70% of the respondents identified as female, while 30% identified as male.

The data shows that there is a difference in how the respondents understand and acknowledge marginalization. About 24.5% of the respondents identify themselves as part of a marginalized group, indicating that a significant number of people may face additional challenges and hate speech in online spaces. Conversely, 50.5% do not see themselves as part of a marginalized group, which may influence how they perceive and experience online environments. Additionally, 25% of respondents are unsure whether they belong to a marginalized group, showing potential uncertainty or lack of awareness about the dynamics of marginalization. This variation highlights the need for inclusive education and support systems that take into account the unique needs and perspectives of all individuals, especially those from marginalized communities.

The data indicates that 92% of respondents do not identify as having a disability, while 8% do, based on the definition provided in the question. Including the definition within the question aims to educate respondents and ensure their understanding so they can make an informed decision when answering. This approach highlights the significance of clear communication and education in survey design, particularly when addressing sensitive topics like disability, in order to gather accurate and meaningful data.

Findings and Interpretation

1. Right to protection of personal data and right to privacy

KNOWLEDGE:

It is crucial that young people are knowledgeable about these issues for a number of reasons. First, understanding their data privacy rights empowers them to protect themselves in an increasingly digital world. Without this knowledge, they may unwittingly expose themselves to risks such as identity theft, data misuse, and online abuse.

These findings indicate a varying level of confidence among respondents regarding their knowledge of the topic at hand. Approximately 35.5% of respondents indicated that they are not very sure about their knowledge on this topic. This suggests that a significant proportion of respondents may feel unsure or lack understanding when it comes to this topic. Conversely, 30% of respondents expressed a higher level of confidence in themselves and their knowledge. This suggests that a significant proportion of the individuals surveyed feel relatively confident in their understanding of the topic and may feel more prepared to tackle related issues or challenges.

Moreover, 23% of the respondents reported having an excellent understanding of this topic. This subset of respondents seemed to demonstrate a deep comprehension of the topic, suggesting a high level of confidence and competence in their knowledge of the topic.

Overall, these findings highlight low levels of confidence among respondents regarding their knowledge of the topic, with a significant proportion expressing uncertainty, while others exhibit varying degrees of confidence and independent expertise.

Awareness of the latest online privacy threats allows young individuals to stay vigilant and take proactive measures to protect their personal information. With the rapid development of technology, new threats are constantly emerging, which means that education on this topic is always relevant and necessary and should be tailored accordingly to the age and the applications used by young people.

These findings reveal different levels of awareness among respondents regarding the latest online threats. Around 44.5% of the respondents indicated that they are aware of these threats. This suggests that a notable proportion of the surveyed individuals are knowledgeable about the potential risks and challenges in online environments.

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Conversely, 17% of the respondents admitted that they have no knowledge about the latest threats on the Internet. This indicates a significant proportion of individuals who may be less informed or unaware of the potential dangers they could face online.

Furthermore, 38.5% of the respondents indicated that they were unaware and unsure about the latest internet threats. This suggests that a significant proportion of the individuals surveyed may feel insecure or lack confidence in their understanding of potential risks online.

Overall, these findings underscore the importance of ongoing education and awareness efforts to ensure that individuals, especially young people, are equipped with the knowledge and resources necessary to use the Internet safely and responsibly.

Understanding the terms of use of the applications they download is essential to understanding the extent to which their personal data may be collected, stored, and shared by these platforms. Without this understanding, young people may inadvertently agree to privacy practices that compromise their rights and freedom online.

These findings reveal a varying level of engagement and understanding among respondents regarding the terms and conditions of the applications they download. Approximately 35.5% of respondents stated that they understood these terms, indicating a significant proportion of individuals actively seeking to understand the legal and privacy implications associated with using mobile applications.

Conversely, 28.5% of respondents expressed uncertainty, stating that they may understand the terms and conditions to some extent. This suggests that some individuals may try to understand the content of these agreements but may not fully understand their implications or legal nuances.

Furthermore, 28% of respondents admitted that they do not read the terms and conditions at all. This discovery underscores a concerning lack of engagement or awareness among a significant proportion of respondents, suggesting a potential gap in understanding regarding the rights and responsibilities associated with using mobile applications.

These findings emphasize the need to promote digital literacy and educate individuals, especially young people, about the importance of reading and understanding the terms and conditions of the applications they download. Raising awareness and understanding of these terms of use can help individuals make informed decisions about their online activities and protect their privacy and rights in digital environments.

The question of whether personal data has ever been misused highlights the real consequences of inadequate data privacy knowledge.

These findings provide insight into respondents' experiences regarding the potential misuse of their personal data. The majority of respondents, or 57.5%, reported that their data had never been misused. This suggests that a significant proportion of individuals have not experienced any instances of their personal data being exploited or misused.

However, it is notable that 17.5 % of respondents stated that their data was misused. This suggests that a significant minority of individuals have experienced incidents where their personal data has been used in ways they did not consent to or intend.

Furthermore, 14.5% of respondents expressed uncertainty, stating that they are unsure whether their data has been misused. This suggests that there is a proportion of individuals who may lack awareness or clarity regarding the handling and security of their personal information.

Additionally, 10.5% of respondents stated that their personal data might have been misused. This discovery underscores the level of suspicion or concern held by some individuals about the possible misuse of their personal information, emphasizing the necessity for increased transparency and accountability in data handling practices.

Overall, these findings emphasize the significance of implementing robust data protection measures and ensuring transparency in data handling practices to protect individuals' privacy and security in digital environments. Furthermore, raising awareness and promoting understanding of data privacy rights and best practices can empower individuals to more effectively shield themselves from potential misuse of their personal information.

SKILLS

These findings illuminate respondents' password management practices, exposing a variety of approaches and frequencies for password changes.

Approximately 33.5% of respondents indicated that they change their password only if they suspect it has been compromised. This suggests a reactive approach to password security, where changes are made in response to perceived threats or vulnerabilities.

Another 24.5% of respondents indicated that they change their password if they receive a reminder or incentive to do so. This indicates a reliance on external cues or notifications to prompt password changes, possibly indicating a moderate level of proactive security awareness.

A smaller percentage, i.e., 10.5%, stated that they change their password once every 4 months. This suggests a more proactive approach to password security, with regular, scheduled changes aimed at reducing the risk of unauthorized access over time.

Similarly, 12% of respondents reported changing their password once a year, showing a dynamic yet less frequent password update compared to those who change their passwords every few months.

However, it is worrying that 19.5% of the respondents stated that they do not change their password at all. This finding highlights a significant proportion of individuals who may not prioritize or recognize the importance of regular password maintenance in protecting their online accounts.

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Overall, these findings underscore the need for continuous education and awareness efforts to promote good password management practices. This includes regularly updating and following password security best practices, such as using unique and complex passwords, as well as enabling multi-factor authentication.

These findings provide insight into respondents' behaviors and attitudes toward managing their privacy settings on social media and other online accounts.

Approximately 53% of respondents reported they regularly update their privacy settings on social media and other online platforms. This suggests a proactive approach to privacy management, whereby individuals actively review and adjust their settings to control the visibility of their personal information and activities online.

However, it is worrying that 28.5% of respondents indicated that they do not update their privacy settings. This suggests they may not be fully aware of or concerned about the privacy risks related to their online activities, leaving them more exposed to unauthorized access or misuse of their personal information.

Additionally, 11% of respondents said they don't know how to update their privacy settings. This discovery highlights the knowledge gap among some individuals regarding the tools and features accessible for controlling their online privacy, pointing to the need for education and assistance in this domain.

Furthermore, 7.5% of respondents said they have nothing to hide, implying a belief that privacy settings are unnecessary because they have no sensitive or private information to protect. However, it is important to note that privacy is a fundamental right, regardless of whether one has something to hide. Managing privacy settings is essential to controlling the spread of personal information, maintaining control over one's online identity, and protecting one's online identity not only at the individual level but also at the organizational level.

Overall, these findings emphasize the need to promote digital literacy and empower individuals to take proactive steps to protect their online privacy. By raising awareness of privacy risks and providing education and support to manage privacy settings, individuals can better protect their personal information and maintain control over their online presence.

These findings provide insight into respondents' use of privacy-enhancing tools, shedding light on their attitudes and behaviors regarding online privacy protection.

Approximately 23% of respondents reported using tools like VPNs (Virtual Private Networks) or ad blockers to enhance their online privacy. This indicates a proactive stance toward protecting privacy, with people actively searching for and employing technological solutions to reduce privacy threats and boost their online security.

However, it is worth noting that the majority, approximately 51% of respondents, indicated that they do not use tools to enhance privacy. This discovery implies a potential lack

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of awareness or understanding among a significant proportion of individuals regarding the availability and benefits of such tools for protecting their online privacy.

Furthermore, 22% of the respondents indicated that they only use tools to enhance privacy on occasion. This implies that there is a partial adoption of privacy-enhancing measures, as individuals tend to use these tools intermittently or in specific situations rather than consistently integrating them into their online activities.

Worryingly, 4% of respondents said they don't know what privacy-enhancing tools such as VPNs or ad blockers are. This highlights the knowledge gap among some individuals regarding available technologies and strategies for improving online privacy and security.

Overall, these findings emphasize the significance of education and awareness efforts aimed at promoting the use of privacy-enhancing tools and empowering individuals to take proactive steps to protect their online privacy. By providing information and resources on privacy-enhancing technologies and best practices, individuals can better protect their personal information and maintain control over their online privacy and security.

ATTITUDES

These findings demonstrate a strong perception and attitude among respondents regarding the importance of protecting personal data and digital identity.

A significant majority, i.e., approximately 70.5%, expressed full agreement with the statement that the protection of personal data and digital identity is important. This indicates widespread recognition of the importance of protecting personal information and maintaining control over one's online identity.

An additional 22 % of respondents indicated they agreed with the statement, further underscoring the widespread recognition of the importance of digital privacy and security.

Furthermore, 6.5% of respondents somewhat agreed with the statement, indicating a level of agreement but with certain reservations or qualifications.

Overall, these findings reflect a broad understanding and consensus among respondents regarding the importance of protecting personal data and digital identity in a world that is becoming increasingly connected and digitized. This recognition underscores the need for continued efforts to promote digital literacy, raise awareness about online privacy risks, and enable individuals to take proactive steps to protect their personal information and maintain control over their digital identities.

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2. Education on human rights and digital rights (freedom of speech and hate speech)

KNOWLEDGE

These findings provide insight into the extent to which respondents received training in formal human rights and digital rights education, including topics such as freedom of speech and hate speech.

Approximately 38% of respondents reported receiving formal education training on these topics. This suggests that a significant proportion of individuals have had the opportunity to learn about these crucial concepts in the academic setting, potentially equipping them with knowledge and understanding of their rights and responsibilities in the digital realm.

Conversely, 32.5% of respondents reported that they had not undergone formal training in human rights and digital rights education. This indicates a deficiency in formal education systems, as some individuals may not have had the opportunity to learn about these key topics during their schooling.

Additionally, 28% of respondents indicated that something similar to these topics is covered in formal education. Although not explicitly focused on human rights and digital rights, this suggests that related concepts may have been covered in some form in educational curricula.

Overall, these findings emphasize the need to incorporate human rights and digital rights education into formal education programs in order to ensure that everyone has the opportunity to learn about their rights and responsibilities in the digital age. By offering education and training on these matters, individuals can gain the knowledge and skills to safely, responsibly, and ethically navigate the digital realm while fostering a culture of respect for human rights and dignity online.

These findings offer insight into respondents' awareness and attitudes regarding local or national initiatives aimed at promoting digital rights and combating hate speech.

Approximately 25.5% of the respondents stated that they are informed about such initiatives. This suggests that a significant proportion of individuals are aware of efforts in their communities or countries to address issues related to digital rights and hate speech, indicating some level of engagement or interest in these topics.

Conversely, 31.5% of respondents stated that they did not have any information about local or national initiatives focused on these issues. This finding highlights an awareness gap, as a significant proportion of individuals may not be informed about ongoing efforts to promote digital rights or combat hate speech in their communities or countries.

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Additionally, 30.5% of respondents stated that they are unaware of the existence of such initiatives. This illustrates the level of uncertainty or lack of knowledge among some individuals regarding the availability of resources or initiatives related to these important topics.

It is concerning that 8% of the respondents showed disinterest in these topics, which suggests a lack of engagement or concern about digital rights and hate speech issues. Additionally, 4.5% reported that they do not have access to information about local or national initiatives, highlighting potential barriers to awareness and participation.

Overall, these findings emphasize the significance of raising awareness of initiatives aimed at promoting digital rights, combating hate speech, and addressing obstacles to accessing information. By increasing knowledge and engagement on these topics, we can empower individuals to help create a safer, more inclusive digital space and advocate for respect for human rights online.

These findings provide insight into the prevalence of online hate speech and harassment experienced by respondents and their attitudes towards these incidents.

Approximately 18.5% of respondents reported that they had experienced online hate speech or harassment related to their beliefs, ethnicity, sexuality/gender, or other personal characteristics. This suggests that a significant proportion of individuals have faced incidents of online abuse or incitement to discrimination, harassing speech, or hate speech based on various aspects of their identity.

Nevertheless, the majority of respondents, approximately 63%, reported that they have not been subjected to hate speech or harassment on the internet. Although this suggests that a larger proportion of individuals have not encountered such behavior, it is crucial to acknowledge that online hate speech and harassment can still have a significant adverse impact on those affected, even if they are not personally targeted.

Additionally, 9.5% of respondents stated that they might have experienced online hate speech or harassment. This suggests that there is some uncertainty or ambiguity among individuals about their encounters with online abuse, showcasing the challenges in identifying and defining instances of hate speech and harassment in the digital realm.

Furthermore, 8.5% of the respondents indicated that they were uncertain whether they had experienced hate speech or harassment on the internet. This finding emphasizes the difficulties in identifying and acknowledging instances of online abuse, particularly when it takes subtle or indirect forms.

Finally, 0.5% of the respondents reported being victims of hate speech or harassment on the internet, but they stated that it does not bother them. While this response may suggest personal resilience to such incidents, it is important to acknowledge that online hate speech and harassment can have significant negative impacts on individuals' mental health and well-being, regardless of their perceived level of resilience.

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Overall, these findings emphasize the significance of tackling hate speech and online harassment as significant issues that can have a detrimental impact on individuals' experiences in the digital space. By raising awareness, promoting digital literacy, and fostering a culture of respect and inclusiveness online, we can work to create safer and more supportive online environments for all users.

SKILLS

These findings offer insight into respondents' self-assessment of their skills in identifying threats to freedom of speech online and their level of awareness and engagement with the issue.

Approximately 61% of respondents indicated that they can identify when freedom of speech on the Internet is threatened. This suggests that the majority of individuals feel confident in their ability to recognize instances where freedom of speech is threatened or restricted in online spaces, indicating a level of awareness and understanding of the issue.

Conversely, 8% of respondents stated that they could not identify when freedom of speech on the Internet was threatened. This finding points to a potential lack of awareness or understanding among some individuals regarding the various forms of censorship, surveillance, or online repression that can impair freedom of expression online.

Additionally, 26.5% of the respondents mentioned that they are either unaware or haven't considered the issue of jeopardizing freedom of speech on the Internet. This indicates the level of uncertainty or lack of engagement with this topic among a significant portion of respondents, emphasizing the need for increased awareness and education about the importance of protecting freedom of expression in the digital space.

Furthermore, 4.5% of respondents expressed disinterest in the issue of threats to freedom of speech on the Internet. This finding indicates a lack of concern or engagement with this fundamental aspect of digital rights and online democracy.

Overall, these findings emphasize the importance of promoting digital literacy and awareness about online rights, including freedom of speech, in order to empower individuals to recognize and respond to threats to these rights in the digital space. By fostering a culture of respect for freedom of expression and promoting open dialogue about online rights and responsibilities, we can work to create more inclusive, democratic, and respectful online environments.

These findings offer insight into the prevalence of witnessing hate speech or discriminatory content online among respondents.

Approximately 57% of respondents stated that they had witnessed hate speech or discriminatory content online. This suggests that a significant majority of individuals have

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encountered such content in their online experiences, highlighting the pervasive nature of hate speech, incitement to discrimination, or harassing speech in the digital space.

Conversely, 26% of respondents stated that they had not witnessed hate speech or discriminatory content online. While this suggests that there is a proportion of individuals who have not encountered such content, it is essential to recognize that hate speech and discriminatory content can take various forms and may not always be easily noticeable to everyone.

Additionally, 12.5% of respondents indicated that they may have witnessed hate speech or discriminatory content on the Internet. This highlights the uncertainty and ambiguity some individuals have about identifying and addressing such content online, demonstrating the complexity of dealing with hate speech and harassment in the digital space.

Furthermore, 4.5% of respondents indicated that they were unsure whether they had encountered hate speech or discriminatory content on the Internet. This discovery emphasizes the difficulties in identifying and acknowledging instances of hate speech and discrimination online, particularly when they are presented in subtle or indirect ways.

Overall, these findings underscore the importance of addressing hate speech and discriminatory content as significant issues that can negatively impact individuals' experiences in the digital space. By raising awareness, promoting digital literacy, and fostering a culture of respect and inclusiveness online, we can create safer and more supportive online environments for all users. These findings also provide insight into the actions respondents take in response to witnessing hate speech or discriminatory content online and their awareness of reporting mechanisms.

Approximately 56% of respondents indicated that they did not report hate speech or discriminatory content to relevant institutions or platform administrators. This suggests that the majority of individuals have not taken proactive steps to address or mitigate the harmful impact of such content, potentially allowing it to persist unchallenged in online spaces.

Conversely, 20.5% of respondents said they had reported hate speech or discriminatory content to relevant institutions or platform administrators. This suggests that a significant proportion of individuals have taken proactive measures to address instances of hate speech and discrimination online. These actions could contribute to efforts aimed at combating such harmful content and promoting a safer online environment.

However, it is concerning that 23.5% of the respondents stated they don't know where to report hate speech and discriminatory content on the internet. This shows a significant lack of awareness or understanding about the available reporting mechanisms and resources to address hate speech and discrimination in the digital space.

Overall, these findings highlight the importance of raising awareness about reporting mechanisms and empowering individuals to take proactive steps in addressing hate speech

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and discriminatory content online. By offering information and resources about reporting procedures, and providing support to individuals throughout these processes, we can strive to create safer and more inclusive online environments for all users.

These findings offer insight into respondents' engagement with activities and initiatives promoting free speech and human rights in the digital space, as well as their motivations and barriers to involvement.

Approximately 16.5% of respondents stated that they have taken action to support or engage in initiatives that promote freedom of speech and human rights in the digital space. This indicates proactive engagement among the minority of individuals who have actively participated in efforts to support digital rights and freedoms.

Conversely, 36% of respondents stated that they did not participate in such activities or initiatives. This suggests a lack of engagement or involvement among a significant proportion of individuals, potentially reflecting differing priorities, interests, or levels of awareness regarding digital rights issues.

Additionally, 13 % of respondents expressed disinterest in participating in activities to promote freedom of speech and human rights in the digital space. This finding suggests that some individuals may lack motivation or concern regarding these issues, indicating potential barriers to engagement.

Furthermore, 14.5% of the respondents indicated that they want to get involved independently but need more information. This suggests a willingness to engage with these issues but a perceived need for additional resources or support to facilitate engagement.

Also, 10.5% of respondents said they would only get involved if their friends participated, while 9.5% would do so if they had mentor support to guide them through the initiative. These findings suggest that social connections and mentoring can play an important role in motivating and supporting individuals to engage in activities that promote digital rights and freedoms.

Overall, these findings emphasize the need to raise awareness, provide resources and support, and foster a sense of community and mentorship to encourage more participation in initiatives that promote free speech and human rights in the digital space. By addressing barriers to active engagement and encouraging individuals to take action, we can work towards creating a more inclusive and rights-respecting digital society.

ATTITUDES

These findings reflect different perspectives on the regulation of online hate speech and its potential impact on free speech.

Approximately 45% of the respondents believe that online hate speech should be more strictly regulated, even if it restricts free speech. This suggests that a significant proportion of individuals prioritize preventing and reducing harmful online content, even if it involves placing limits on freedom of expression.

Conversely, 36.5% of respondents indicated that their attitude towards regulating hate speech depends on the seriousness of the case. This finding suggests a nuanced approach, where individuals consider the context and impact of specific instances of hate speech when assessing the need for regulation.

Additionally, 9.5% of respondents indicated that they do not believe stricter regulation of hate speech is necessary. This viewpoint represents a minority that favors maintaining a more permissive approach to online speech, even in cases where it may contribute to harm or discrimination.

Furthermore, 5.5 % of respondents expressed disinterest in regulating hate speech on the Internet. This finding suggests a lack of engagement or concern about the potential consequences of online hate speech among some individuals.

Finally, 3.5% of the respondents indicated that their attitude towards regulating hate speech depends on its target. This suggests that considering the victim or target of hate speech is important when determining the appropriate response or level of regulation.

Overall, these findings highlight the complexities of finding a balance between safeguarding individuals from harmful online content and upholding freedom of expression in the digital space. By comprehending and considering various viewpoints on this matter, policymakers and stakeholders can collaborate to create balanced and efficient strategies for regulating online hate speech while maintaining fundamental rights and values.

These findings highlight respondents' strong perceptions of education's key role in fostering respect for human rights and mitigating hate speech online.

Approximately 83.5% of respondents expressed their belief in the importance of education in promoting respect for human rights and reducing hate speech on the Internet. This overwhelming majority indicates the widespread recognition of the transformative potential of education in shaping attitudes, behaviors, and norms toward greater tolerance, inclusion, and respect for basic rights in the digital space.

Conversely, 16.5% of respondents indicated that they do not believe that education plays a key role in these efforts. Although this represents a minority perspective, it suggests a

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different point of view regarding the effectiveness of educational interventions in dealing with hate speech and promoting human rights online.

Overall, these findings emphasize the significance of investing in education as a crucial strategy for addressing hate speech and promoting human rights in digital environments. Education can empower individuals with the knowledge, skills, and abilities to think critically, recognize and challenge hate speech, foster empathy and understanding for others, and contribute to creating safer, more inclusive online environments for all users.

3. Media literacy/fake news/ fact-checking resources

KNOWLEDGE

These findings provide insight into the prevalence of formal media literacy education among respondents, particularly in relation to the ability to identify fake news.

Approximately 52% of respondents reported receiving formal media literacy training or education, including instruction on identifying fake news. This suggests that slightly more than half of individuals are equipped with the skills and knowledge to critically evaluate media content, enabling them to recognize misinformation and make informed decisions about the information they consume online.

Conversely, 49% of the respondents stated that they did not receive media literacy education at school. This finding emphasizes the substantial gap in formal education systems, where almost half of the respondents lack structured media literacy training. The absence of media literacy education can make individuals more susceptible to misinformation and less adept at navigating the complexities of the digital information landscape.

Overall, these findings underscore the importance of integrating media literacy into formal education curricula. By doing so, educational institutions can better prepare students to assess media sources critically, recognize fake news, and responsibly engage with digital content. Enhancing media literacy education is crucial for empowering individuals to effectively navigate the digital age and foster a more informed and discerning public.

These findings provide insight into respondents' awareness and attitudes towards reporting mechanisms and combating fake news and disinformation on online platforms.

Approximately 50% of the respondents stated that they are aware of the mechanisms that exist for reporting and combating fake news and disinformation on certain online platforms.

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This suggests that half of individuals have some understanding of the tools and procedures available to them to deal with disinformation, which is crucial to taking proactive steps to maintain information integrity in the digital space.

Conversely, 19.5% of respondents indicated that they are not familiar with these mechanisms, and 16.5% stated that they do not know about them. This highlights the significant knowledge gap, as more than a third of respondents lack awareness or understanding of how to report and combat fake news and disinformation online. This knowledge gap can hinder collective efforts to effectively address disinformation.

Additionally, 9% of respondents showed disinterest in these mechanisms, indicating a lack of engagement or concern in combating fake news and disinformation. This disinterest may be due to various factors, such as skepticism about the effectiveness of these measures or a general lack of engagement with issues related to information integrity.

Furthermore, 5 % of respondents stated that they have no idea how to inform themselves about these mechanisms. This indicates a barrier to accessing information on reporting tools and procedures, possibly because of limited visibility or communication from platforms or educational institutions.

Overall, these findings highlight the need to raise awareness and improve access to mechanisms for reporting and addressing fake news and disinformation. Efforts should be made to educate individuals about these tools and their importance, ensuring that everyone has the knowledge and resources to contribute to the fight against disinformation. By increasing awareness and engagement, we can better protect the integrity of information in digital environments and promote a more knowledgeable public.

SKILLS

These findings provide insight into the frequency with which respondents use fact-checking resources when encountering news or information online.

Approximately 12.5% of respondents said they never use fact-checking resources. This indicates that a significant proportion of individuals do not verify the accuracy of the information they encounter online, potentially making them more susceptible to misinformation and fake news.

Conversely, 23.5% of respondents stated that they rarely use fact-checking resources. This suggests that nearly a quarter of individuals only occasionally check the information they come across, which may not be enough to avoid misinformation consistently.

Additionally, 29.5% of respondents indicated that they only occasionally use fact-checking resources. This middle-ground approach demonstrates that while some individuals

are somewhat aware of fact-checking, their inconsistent use of fact-checking tools can still sometimes expose them to misinformation.

Furthermore, 28.5% of respondents stated that they frequently use fact-checking resources. This is quite encouraging, as it shows that a significant proportion of individuals regularly verify information, thereby enabling them to make better-informed decisions and mitigate the proliferation of misinformation.

And finally, only 6% of respondents said they always use fact-checking resources. This small percentage represents those who are most valuable in ensuring the accuracy of the information they consume, presumably making them well-equipped to critically and effectively navigate the digital information landscape.

Overall, these findings emphasize the significance of encouraging people to consistently use fact-checking resources to counteract misinformation and enhance the quality of information shared and consumed online. By encouraging frequent and widespread use of these tools, individuals can better protect themselves from the influence of fake news and contribute to a more informed and discerning digital community.

These findings provide insight into respondents' ability to distinguish between reliable and unreliable sources of information on the Internet.

Approximately 45.5% of respondents stated that they can often distinguish between reliable and unreliable sources of information. This suggests that nearly half of individuals are fairly confident in their ability to judge the credibility of online information, which is critical for effectively navigating the digital landscape and making informed decisions.

Conversely, 29% of respondents stated that they can sometimes distinguish which sources are reliable. This suggests that a significant proportion of individuals have some ability to judge the credibility of information, but their skills or confidence may vary depending on the context or the particular information they encounter.

Additionally, 12.5% of respondents indicated that they always differentiate between reliable and unreliable sources. This small percentage represents those who consistently identify reliable information, making them likely to be well-informed and less susceptible to misinformation.

Furthermore, 10% of the respondents stated that they rarely differentiate between reliable and unreliable sources. This suggests that these individuals may frequently struggle to assess the credibility of information online, potentially exposing them to a higher risk of misinformation.

3% of respondents stated that they never differentiate between reliable and unreliable sources. This suggests a lack of engagement or ability to assess the credibility of information online, which may make these individuals particularly vulnerable to false or misleading content.

Overall, these findings underscore the importance of improving media literacy and critical thinking skills to enhance individuals' ability to discern credible information from unreliable sources. By fostering these skills, we can motivate more individuals to confidently and responsibly navigate the digital information landscape, thereby reducing the impact of misinformation.

ATTITUDES

These findings reflect respondents' views on the importance of media literacy education as part of the school curriculum.

Approximately 60 % of respondents agree that media literacy education should be a mandatory part of the school curriculum. This clear majority shows that there is a widespread acknowledgment of the importance of providing students with the skills to critically assess information, recognize misinformation, and "navigate" responsibly through the digital world.

Conversely, 22.5% of respondents think that maybe media literacy should be included in the school curriculum. This suggests that while these individuals see potential value in media literacy education, they might have some reservations or believe that further consideration is needed regarding its implementation.

Additionally, 5.5% of respondents are not interested and do not believe that media literacy should be a mandatory part of the school curriculum. This minority perspective suggests a lack of concern or priority given to media literacy education among some individuals, possibly due to differing views on its importance or effectiveness.

Overall, these findings strongly support the integration of media literacy education into the school curriculum. By making media literacy a mandatory component of education, schools can better prepare students to critically engage with digital content, guard against misinformation, and participate mindfully in the digital age. The widespread support emphasizes the perceived need for media literacy to foster a well-informed and literate population.

These findings provide insight into respondents' views on the role of institutions in the fight against fake news and disinformation.

Approximately 76.5% of respondents believe that institutions should be more active in fighting the spread of fake news and disinformation. This strong majority indicates widespread recognition of the importance of institutional intervention and support in addressing the challenges posed by disinformation in the digital age.

Conversely, 10.5% of the respondents suggested that institutions should play a more active role in combating fake news and disinformation. This indicates that while these individuals recognize the potential advantages of greater institutional involvement, they may have some concerns or believe that other factors need to be taken into account.

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Additionally, 5% of respondents expressed disinterest or uncertainty about the need for greater institutional involvement in this area. This minority perspective suggests a lack of concern or priority given to institutional anti-disinformation efforts among some individuals, possibly due to varying opinions on the effectiveness of such interventions or other personal reasons.

Overall, these findings underscore strong support for more proactive institutional engagement in combating fake news and disinformation. Increased efforts by institutions can help promote the integrity of information, build public trust, and safeguard democratic processes. The widespread call for increased institutional action highlights the perceived importance of addressing disinformation at a systemic level to create a more informed and resilient society.

These findings relate to the personal impact of misinformation or fake news on respondents.

Approximately 51% of the respondents reported that they had not been personally affected by the consequences of misinformation or fake news on the internet. This indicates that slightly more than half of the individuals feel that misinformation has not directly impacted their lives. This could suggest either a higher level of media literacy or a perception that they have not encountered significant misinformation.

Conversely, 21% of respondents stated that they were personally affected by the consequences of misinformation or fake news. This significant minority highlights that a large proportion of individuals have experienced negative impacts due to false information, which can range from personal distress to more serious consequences, such as financial loss or damaged relationships.

Additionally, 15% of respondents indicated that they may have been affected by misinformation or fake news. This uncertainty reflects the sometimes subtle and indirect ways in which misinformation can affect people's lives, making it difficult for them to determine the full extent of its impact.

Finally, 9.5% of the respondents stated that they were impacted by misinformation. Despite being a minority, this group affirms that misinformation significantly and directly has affected their personal experiences.

Overall, these findings highlight the varied experiences individuals have with misinformation and fake news. While the majority may not feel personally affected, a significant number of individuals experience direct consequences, highlighting the pervasive and often insidious nature of misinformation. These findings reinforce the importance of media literacy education and proactive measures by institutions to combat the spread of false information in order to protect and inform all members of society.

These findings reveal respondents' perceptions of the effectiveness of fact-checking organizations and initiatives in combating fake news and disinformation.

Approximately 39% of respondents do not believe that the country's fact-checking organizations and initiatives are effective in combating fake news and disinformation. This significant percentage indicates a level of skepticism or dissatisfaction with current efforts to tackle disinformation, suggesting that many individuals do not see these initiatives as sufficiently influential or credible.

Conversely, 13.5 % of respondents believe that fact-checking organizations and initiatives are effective. This minority view reflects confidence in existing anti-disinformation measures, indicating that some individuals find these efforts reliable and useful in mitigating the spread of false information.

Additionally, 24% of respondents stated that they do not know if these organizations and initiatives are effective, and 17.5% are not sure. Together, this suggests that many individuals lack sufficient information or clarity to form a definitive opinion on the effectiveness of fact-checking efforts, highlighting a potential gap in communication or visibility of the work and impact of these initiatives.

Finally, 6% of respondents indicated that they are not interested in the effectiveness of fact-checking organizations and initiatives. This low percentage reflects a lack of engagement or concern for efforts to combat fake news, which may be due to a variety of personal reasons or a general lack of interest in the issue.

Overall, these findings underscore the need to improve the transparency, visibility, and perceived credibility of fact-checking organizations and initiatives. By raising public awareness and demonstrating the tangible impacts of these efforts, trust and engagement in the fight against disinformation can be increased, thereby fostering a more informed public.

4. Cyberviolence and bullying

KNOWLEDGE

These findings offer insight into respondents' awareness of various forms of online harassment and abuse.

Approximately 68% of respondents stated that they are aware of different forms of online harassment and abuse. This significant majority shows a high level of awareness among individuals about the various harmful behaviors that can take place online. It suggests that many people are well-informed about the potential risks and challenges of digital interactions.

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Conversely, 8.5% of the respondents indicated that they are not aware of the different forms of online harassment and abuse, are not interested in them, and lack knowledge about them. This small percentage reflects a lack of awareness or concern among some individuals, highlighting a knowledge gap that could make them more susceptible to online harassment or abuse.

Overall, these findings emphasize the importance of raising awareness about online harassment and abuse. By ensuring that more people are informed about the different forms these behaviors can take, we can better prepare them to recognize, prevent, and address such issues. This increased awareness is crucial for creating safer and more respectful online environments for all users.

These findings offer insight into respondents' experiences with cyberbullying and online bullying.

52% of respondents reported that they had never experienced cyberbullying or online harassment, such as offensive comments or threats. This suggests that the majority of individuals did not encounter such negative behavior in their online interactions, indicating that these respondents had a relatively positive digital experience.

Conversely, 24% of respondents said they rarely experienced cyberbullying or online bullying. Although these individuals may have experienced occasional negative interactions online, this appears to be rare or sporadic in nature.

19% of respondents indicated that cyberbullying or online harassment sometimes happened to them. This suggests that a significant minority of individuals have experienced occasional instances of negative online behavior, which may have varying degrees of impact on their well-being and digital experiences.

And finally, 4.5% of the respondents stated that cyberbullying or online harassment often happens to them. This smaller percentage represents individuals who frequently experience negative online behavior, indicating a more persistent and potentially targeted harmful experience of cyberbullying or harassment.

Overall, these findings highlight the prevalence and varying experiences of cyberbullying and online harassment among respondents. While the majority may have had positive experiences, a significant number have faced negative behavior to different extents. Addressing cyberbullying and online harassment requires ongoing efforts to promote digital empathy, respect, and safety, ensuring that all individuals can enjoy positive and inclusive online environments.

These findings provide insight into respondents' awareness of legal actions that can be taken against online harassment and abuse.

Approximately 35% of respondents stated that they are not familiar with the legal actions that can be taken against online harassment and abuse. This suggests a significant proportion

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Instituti per Demokraci dhe Ndërmjetësim

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of individuals are unaware of the remedies available to address such harmful online behavior, potentially leaving them vulnerable and unsure of how to seek redress.

Conversely, 28.5% of respondents stated that they know about the legal actions that can be taken against online harassment and abuse. This suggests that a significant minority of individuals have some knowledge of the legal options and mechanisms available to deal with cases of cyberbullying and online harassment, which could empower them to take necessary action if needed.

Additionally, 12% of respondents indicated that they are unclear regarding the legal actions that can be taken against online harassment and abuse, while 9.5% are not interested. These findings suggest varying levels of awareness and engagement in the legal aspects of dealing with online harassment, with some individuals expressing disinterest or a lack of concern for legal remedies.

Furthermore, 15% of respondents stated that they might have a partial understanding of the legal actions that can be taken against online harassment and abuse. This suggests some level of uncertainty or lack of full comprehension among certain individuals regarding the available remedies, underscoring the intricacy of legal frameworks in the context of online harassment.

Overall, these findings highlight the importance of raising awareness and providing education about the legal options available to address online harassment and abuse. By informing individuals about their rights and legal recourse, we can empower them to protect themselves and seek justice in cases of cyberbullying and online harassment, ultimately promoting safer online communities.

SKILLS

These findings offer insight into respondents' use of mechanisms to report cyberbullying or harassment.

Approximately 65% of respondents stated that they did not use mechanisms to report Cyberviolence or harassment. This suggests that the majority of individuals have not taken proactive steps to report incidents of online abuse or violence, possibly indicating a lack of awareness, reluctance, or uncertainty about how to handle such incidents.

Conversely, 16% of respondents said they had reported cyberbullying or harassment. This suggests that a notable minority of individuals took action to report incidents of online abuse or violence, indicating a willingness to utilize reporting mechanisms and seek redress for harmful behavior.

Additionally, 8% of respondents mentioned that they might have used methods to report Cyberviolence or harassment. This shows that some individuals are uncertain or unclear about whether they have used reporting mechanisms in the past, illustrating the challenges of navigating the reporting process in the context of online harassment.

Furthermore, 5.5% of respondents stated that they are not interested in using mechanisms to report Cyberviolence or harassment. This minority perspective suggests a lack of engagement or concern about addressing online abuse or violence through official reporting channels, possibly due to personal reasons or the perceived ineffectiveness of such mechanisms.

Overall, these findings underscore the need for continued efforts to raise awareness of Cyberviolence and harassment reporting mechanisms.

These findings provide insight into the frequency with which respondents experience cyberbullying or signs of harassment online.

Approximately 36 % of respondents indicated that they rarely encounter Cyberviolence or signs of harassment online. This suggests that although these individuals occasionally encounter negative behavior, such instances are not a regular part of their online experiences.

Conversely, 29% of respondents stated that they sometimes encounter Cyberviolence or signs of harassment. This suggests that a significant proportion of individuals encounter such negative behaviors more frequently, though not consistently, in their online interactions.

Additionally, 14.5% of the respondents stated that they often encounter Cyberviolence or signs of harassment on the Internet. This suggests that these individuals experience negative online behavior relatively often, which can have a significant impact on their digital well-being and overall online experience.

Furthermore, 17% of respondents indicated that they had never come across Cyberviolence or signs of harassment online. This is a reflection of a positive experience for this group, which managed to avoid such negative interactions completely.

Finally, 3.5% of respondents stated that they always encounter Cyberviolence or signs of harassment online. This small percentage represents individuals who are repeatedly exposed to negative behaviors and, as a result, are likely to face significant challenges.

Overall, these findings highlight the diverse experiences individuals have with cyberbullying and harassment. Although a significant number of respondents rarely or never encounter such behavior, a significant proportion experience it with some frequency. These findings underscore the importance of continued efforts to combat cyberbullying and promote safer, more respectful online environments for all users.

ATTITUDES

These findings reveal respondents' perceptions of the adequacy of formal education in dealing with Cyberviolence and cyberbullying.

Approximately 60.5% of the respondents believe that formal education doesn't provide sufficient education about Cyberviolence and cyberbullying. This significant majority indicates a widespread sentiment that schools are not adequately preparing students to understand, prevent, and respond to online harassment and abuse.

Conversely, only 15% of respondents believe that there is sufficient education in schools on this topic. This minority view suggests that a small proportion of individuals feel that their educational institutions provide enough resources and instruction to address issues related to cyberbullying and bullying.

Additionally, 14% of respondents indicated that they are unsure if formal education provides sufficient education on Cyberviolence and cyberbullying. This uncertainty reflects a lack of clarity or awareness of the extent and effectiveness of current educational efforts in this area.

Finally, 10.5% of respondents believe that some education about Cyberviolence and cyberbullying may be provided in formal education. This perspective suggests a tentative recognition that some efforts may be in place, even though they may not be comprehensive or well publicized.

Overall, these findings highlight a perceived gap in formal education regarding cyberviolence and cyberbullying. The substantial majority calling for more comprehensive education on these topics underscores the need for schools to improve their curricula better to address the challenges of online harassment and abuse. By integrating more comprehensive and targeted cybersecurity education, schools can better equip students to navigate the digital world safely and responsibly.

These findings provide insight into respondents' opinions on implementing stricter measures in schools to prevent and deal with Cyberviolence.

Approximately 66% of respondents believe that stricter measures should be introduced in schools to prevent and deal with Cyberviolence. This substantial majority indicates significant concern about the prevalence of cyberbullying and a desire for more robust policies and actions to protect students from online harassment and abuse.

Conversely, 6.5% of respondents believe that stricter measures should not be introduced in schools. This minority perspective suggests that some individuals may have concerns about the potential drawbacks of stricter measures, such as over-regulation, infringement of personal liberties, or the effectiveness of such policies.

Additionally, 14.5% of respondents indicated that perhaps stricter measures should be considered. This indicates a tentative agreement or openness to the idea but with the acknowledgment that further discussions and consideration are needed to determine the best approach.

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Furthermore, 13% of the respondents stated that they are not sure if stricter measures should be introduced in schools. This uncertainty reflects the need for more information and dialogue about the potential benefits and challenges of implementing more robust policies to address Cyberviolence.

Overall, these findings underscore a firm appeal for increased measures to prevent and manage cyberbullying in schools. The significant majority in favor of stricter measures underscores the urgency and importance of addressing this issue through comprehensive and effective policies. By considering the perspectives of all those involved and carefully evaluating potential solutions, schools can devise strategies to create safer and more supportive environments for students both online and offline.

5. Digital gender-based violence

KNOWLEDGE

These findings offer insight into respondents' levels of knowledge and understanding regarding "digital gender-based violence."

Approximately 21.5% of respondents feel sufficiently informed about the term "digital gender violence." This suggests that a minority of individuals have a solid understanding of this concept, indicating that they likely possess a comprehensive understanding of the various forms of gender-based violence that occur in the digital space.

Conversely, 22.5% of respondents feel somewhat informed about digital gender-based violence, and an additional 22.5% feel moderately informed. Together, these groups make up a significant proportion of individuals who have some understanding of the term but may not feel completely confident in their knowledge. They likely have a basic understanding but may benefit from additional education or clarification on specific aspects of digital gender-based violence.

Additionally, 15.5% of respondents feel that they require a significant amount of information about digital gender violence. This group acknowledges their lack of knowledge and expresses a desire for more extensive education and resources to deepen their understanding of the subject. They may require comprehensive guidance to understand the complexities and nuances of digital gender-based violence fully.

And, finally, 18% of respondents feel insufficiently informed about the term. This suggests that a significant proportion of individuals lack a basic understanding of digital gender-based violence and may require significant education and awareness-building efforts to familiarize themselves with the concept and its implications.

Overall, these findings underscore the importance of ongoing education and awareness initiatives to address digital gender-based violence effectively. By providing accessible

and comprehensive information, we can educate individuals to recognize, prevent, and combat gender-based violence in the digital space, fostering safer and more inclusive online environments for all.

These findings provide insight into respondents' experiences with online gender-based violence and their awareness of such incidents.

Approximately 49.5% of respondents stated that they were not a direct target or did not know anyone who was a target of online gender-based violence. This suggests that a significant proportion of individuals have not personally experienced or been impacted by gender-based violence in online environments, either directly or through their social connections.

Conversely, 23.5% of respondents indicated that they do not know if they have been a target or do not know someone who has been a target of gender-based violence online. This uncertainty may indicate a lack of awareness or understanding among some individuals regarding the frequency and forms of online gender-based violence.

Additionally, 9.5% of respondents stated that they may have been a target of online gender-based violence or knew someone who was targeted. This suggests that a minority of individuals have experienced or observed instances of gender-based violence online, although they may not be entirely certain of the specifics.

Furthermore, 17.5% of the respondents reported being targets of gender-based violence on the Internet or knowing someone who has experienced it. This indicates that a significant proportion of individuals have directly experienced or witnessed gender-based violence in online environments, highlighting the significant impact and prevalence of such incidents.

Overall, these findings underscore the importance of addressing gender-based violence in online spaces and promoting awareness and education about its manifestations and impacts.

SKILLS

These findings provide insight into respondents' experiences with digital gender-based violence, including online stalking or non-consensual sharing of explicit images.

Approximately 83.5% of respondents reported not being victims of digital gender violence. This suggests that the majority of individuals have not encountered such harmful behavior online, indicating a relatively positive digital experience for these respondents.

Conversely, 6% of respondents indicated that they were victims of digital gender violence. This minority group represents individuals who have experienced first-hand the negative impact of online stalking or non-consensual sharing of explicit images, highlighting the prevalence and severity of digital gender-based violence.

Additionally, 6.5% of respondents stated that they were unsure whether they had been victims of digital gender violence. This uncertainty suggests a lack of awareness or

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understanding of the specific manifestations of digital gender-based violence among some individuals, indicating the need for education and awareness-raising efforts in this area.

Furthermore, 4% of respondents stated that they may have been victims of digital gender-based violence but are not aware of it. This suggests a lack of clarity or certainty about whether certain online experiences constitute digital gender-based violence, highlighting the complexity of identifying and addressing such incidents.

Overall, these findings underscore the importance of raising awareness about digital gender-based violence and its various forms. By recognizing the prevalence and impact of these harmful behaviors, we can work to prevent and address digital gender-based violence and create safer and more respectful online environments for all individuals.

These findings offer insight into respondents' experiences of encountering aggressive, violent, and inappropriate behavior online.

Approximately 30.5% of the respondents stated that they rarely encounter aggressive, violent, and inappropriate behavior on the Internet. This suggests that a significant proportion of individuals have relatively positive online experiences, with instances of negative behavior being rare.

Conversely, 12% of respondents stated that they had never encountered such behavior online. This indicates that a minority of individuals have managed to completely avoid aggressive, violent, and inappropriate behavior in their online interactions.

Additionally, 31% of respondents stated that they sometimes encounter aggressive and inappropriate behavior on the Internet. This suggests that a significant proportion of individuals occasionally experience negative online behavior, although this may not be a regular occurrence.

Furthermore, 22% of respondents indicated that they often face aggressive and inappropriate behavior on the Internet. This highlights that a significant minority of individuals often experience aggressive, violent, and inappropriate behavior online, indicating a challenging online environment for these respondents.

Finally, 4.5% of respondents stated that they always encounter aggressive and inappropriate behavior on the Internet. This small percentage represents individuals who consistently experience negative online behavior, possibly facing significant distress and challenges as a result.

Overall, these findings highlight the diverse experiences that individuals have when dealing with aggressive, violent, and misbehavior online. While some may have relatively positive experiences, others face frequent or persistent exposure to negative behavior, emphasizing the importance of ongoing efforts to encourage positive online behavior and establish safer digital environments for all users.

These findings provide insight into respondents' confidence and willingness to help someone who has experienced online bullying.

Approximately 35% of respondents indicated that they are confident in their capacity to assist someone who has encountered online harassment. This indicates a significant proportion of individuals who feel able and empowered to offer support and help to those in need, reflecting a positive attitude towards intervening in online harassment situations.

Conversely, 13% of respondents said they know how to help someone who has experienced online harassment. This suggests that a minority of individuals have a clear understanding of effective strategies and resources to support victims of online harassment, indicating the level of preparedness and knowledge to deal with such situations.

Additionally, 21.5% of respondents stated that they are unsure how to assist someone who has been a victim of online harassment. This reflects a lack of awareness or understanding of the appropriate steps to take when faced with online harassment, highlighting the need for education and guidance in this regard.

Furthermore, 8% of respondents indicated that they were not interested in helping and saw online harassment as someone else's problem. This perspective suggests a lack of empathy or concern for the well-being of others online, potentially contributing to a culture of bystander behavior in the online space.

Furthermore, 20% of respondents said they did not believe they could help someone who had been a victim of online bullying. This suggests a sense of helplessness or resignation among some individuals, who may feel ill-equipped or ineffective in dealing with online harassment situations.

And finally, 2.5% of respondents said they are afraid to help someone who has experienced online bullying. This indicates a fear of potential consequences or retaliation for intervening in online harassment situations, highlighting the perceived risks associated with intervening in such incidents.

Overall, these findings highlight the importance of education, awareness raising, and fostering a supportive online culture to empower individuals to intervene and effectively assist those experiencing online harassment. By promoting empathy, knowledge, and active intervention, we can create safer and more supportive online environments for all users.

ATTITUDES

These findings provide insight into respondents' perceptions of how social media platforms handle reports of online harassment and abuse.

Approximately 12% of respondents feel that social media platforms appropriately respond to reports of online harassment and abuse. This suggests that a small minority of individuals have confidence in the effectiveness and accountability of social media platforms in dealing with such incidents.

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Conversely, 50% of respondents do not feel that social media platforms respond appropriately to reports of online harassment and abuse. This indicates a significant lack of trust or satisfaction with the actions taken by social media platforms in dealing with online harassment, highlighting perceived shortcomings in their response mechanisms.

Additionally, 21.5% of respondents said they are unsure whether social media platforms respond appropriately to reports of online harassment and abuse. This uncertainty points to a lack of clarity or awareness of the effectiveness of response systems on social media platforms among some individuals, indicating the need for greater transparency and communication from these platforms.

Furthermore, 16.5% of respondents indicated that they lack sufficient information to assess whether social media platforms are responding appropriately to reports of online harassment and abuse. This indicates a lack of understanding or access to information about the processes and procedures used by social media platforms to deal with incidents of online harassment.

Overall, these findings underscore the importance of improving transparency, accountability, and effectiveness in social media platforms' response to online harassment and abuse. By improving reporting mechanisms, providing clear guidelines, and increasing communication with users, social media platforms can strive to create safer and more supportive online spaces for everyone.

These findings offer insight into respondents' perceptions of the awareness and support available to victims of digital gender-based violence.

Approximately 7.5% of respondents believe that there is sufficient awareness and support for victims of digital gender violence. This indicates a small minority of individuals who believe that existing efforts are sufficient to address the problem, indicating a level of confidence in the current state of awareness and support services.

Conversely, a significant majority of 58.5% of respondents answered negatively. They stated that there is not enough awareness and support for victims of digital gender violence. This highlights widespread concerns about the inadequacy of existing efforts and resources in addressing the needs of victims. It indicates a perceived lack of visibility, understanding, and support for those affected by digital gender-based violence.

Additionally, 19.5% of respondents stated that they have no knowledge or information regarding the level of awareness and support for victims of digital gender violence. This reflects a lack of clarity or understanding about the available efforts and resources to assist victims, emphasizing the necessity for enhanced education and awareness initiatives in this realm.

Furthermore, 14.5% of respondents indicated that there may be some awareness and support for victims of digital gender-based violence. This indicates the level of uncertainty or

ambiguity about the effectiveness and availability of support services, highlighting the need for greater clarity and transparency in efforts to address digital gender-based violence.

Overall, these findings emphasize the need to raise awareness, provide education, and offer support services for victims of digital gender-based violence. By enhancing visibility, improving resource accessibility, and cultivating a supportive environment, we can effectively meet the needs of victims and create safer and more inclusive online spaces for everyone.

These findings provide insight into respondents' attitudes toward the severity of punishment for revenge pornography compared to other types of violence.

Approximately 67.5% of respondents believe that revenge pornography should be penalized more severely than other types of violence. This majority perspective suggests a strong belief among these individuals that the act of revenge pornography, which involves the nonconsensual sharing of intimate images, warrants harsher punishment because of its invasive and harmful nature.

Conversely, 8% of respondents believe that revenge pornography should not be penalized more severely than other types of violence. This minority perspective suggests a different opinion, indicating that some individuals may not feel that revenge pornography warrants a harsher punishment compared to other forms of violence.

Additionally, 15.5% of respondents indicated that they are unsure whether revenge pornography should be penalized more severely. This uncertainty reflects a lack of clarity or firm position on the issue among some individuals, indicating the need for further research or discussion to form a definitive opinion.

Furthermore, 9% of respondents answered that perhaps revenge pornography should be penalized more severely than other forms of violence. This indicates a level of indecision or ambivalence in these individuals, who may see merit in both sides of an argument or feel uncertain about the appropriate course of action.

Overall, these findings highlight different perspectives on the appropriate punishment for revenge pornography compared to other forms of violence. Although the majority is in favor of stricter penalties for revenge pornography, there are opposing voices and uncertainties among the respondents, which highlights the complexity of effectively addressing this issue within legal and social frameworks.

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RECOMMENDATIONS

Recommendations for policymakers in the education sector.

Ministry of Education and Science, secondary schools, and various bodies (State Examination Center, Center for Vocational Secondary Education, Education Development Bureau, etc.):

1. Development of a national framework for improving formal education in the field of digital rights:

a) Setting standards: Improving legislation that sets national standards for digital literacy and digital rights education in secondary schools.

b) Defining key competencies: To establish a clear framework that defines the key competencies that students in secondary education should acquire in the study of digital rights, including critical thinking, ethical reasoning, cyber security, and data privacy.

c) Integration in the compulsory curriculum: Digital rights education to be a compulsory part of the curriculum, ensuring consistency in all educational institutions.

d) Developing standardized assessment tools to assess students' level of understanding and application of digital rights competencies.

e) Regular Curriculum Updates: Facilitate procedures for updating the digital rights curriculum in order to keep up with technological advances and new digital tools.

2. Training and professional development of teachers

a) Support of certified training programs: Mandatory certification for teachers is required to undergo certified training in digital rights education, ensuring that they possess the necessary knowledge and skills to teach these topics effectively.

b) Support for continuing professional development: Implement policies that support ongoing professional development for teachers, including workshops, seminars, and online courses on the latest developments in digital rights.

c) Introducing a system of rewards and recognition: Support for professional recognition and career advancement opportunities for teachers who excel in digital rights education.

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3. Infrastructure

a) Allocation of funds to support schools in order to provide comprehensive training programs and resources for teachers in the area of digital rights.

b) Ensuring secondary schools have access to the necessary technological infrastructure to support digital rights education, including high-speed internet, secure digital platforms, and modern devices.

c) Establishing mandatory cyber security measures in secondary schools to protect digital environments used for teaching and learning.

d) Establishing mechanisms for reporting and direct response to online harassment and support for victims within secondary schools.

4. Educational resources:

a) Developing a centralized digital resource hub: A centralized digital hub where educators can access up-to-date teaching materials, lesson plans, and interactive tools related to digital rights.

b) Promoting the development and use of open educational resources (OER) to provide high-quality, freely available educational materials on digital rights.

c) Creating partnerships with civil society organizations to offer extracurricular programs focused on digital rights and responsibilities, thereby enhancing the formal curriculum.

d) Creating more interactive content and multimedia resources (videos, quizzes, games, and simulations) in order to improve the teaching method.

5. Monitoring and evaluation

a) Conducting regular audits and evaluations of digital rights education programs in schools to ensure compliance with national standards and the rapid development of technology to identify areas for improvement.

b) Establishing feedback mechanisms for students, teachers, and parents to provide input on the effectiveness of digital rights education initiatives, using school boards and parent councils, high school forums, school clubs, etc.