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Exploring Adolescents Political  
Mobilization during the 2023-2024 Gaza  
Genocide

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Master in Human Rights and Democratisation:  
Arab Programme in Democracy and Human Rights



*The Institute of Political Science at Saint Joseph University does not intend to give any approval or disapproval to the opinions expressed in this thesis. These opinions belong solely to their author.*

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## **Abstract**

This study is addressing an evolving issue; the political mobilization of Adolescents during the 2023-2024 Genocide of Gaza and compares this phenomenon before and after October 7, 2023. The study targeted Adolescents aged between 14-17 years old in both Egypt and Lebanon. It also endeavors to uncover the major factors and motivations driving this mobilization. The study's key findings are derived from thematic analyses highlighting the familial, educational and social media role in shaping their political mobilization as well as their exposure to scenes of genocide. It also aims to uncover the major factors and motivations driving this mobilization; How do adolescents perceive the effectiveness of their political actions in raising awareness and expressing solidarity with the people of Gaza? Role of social media; How do children in Lebanon and Egypt affected by social media and utilize it to express their political awareness and disseminate their messages during the Genocidal War of Gaza comparing with the period before October 7, 2023? Motivations and Influences; What motivations drive adolescents' mobilization during the Genocide war of Gaza, and how do familial, societal, psychological and cultural influences shape their perspectives and actions, and how do these differ between Lebanon and Egypt?

The study's key findings derived from thematic analyses highlighting the psychological, familial, educational and social media role in shaping the adolescents' political mobilization as well as their exposure to scenes of genocide.

### **Key words:**

Mobilization, Adolescents, Nakba, Ethnic cleansing, war, Genocide, Gaza, Egypt, Lebanon

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## **Introduction**

The ongoing genocide war of Gaza has been rooted of the Zionist project of taking land of Palestine without people of the land. This project was implemented through several wars decades ago. With escalations that have profound regional and global implications. The 2023-2024 Gaza genocide represents one of the most intense and violent episodes in recent history, leading to massive destruction, war crimes and violations of humanitarian law against Palestinians in Gaza. This research aims to explore the political mobilization of adolescents in Lebanon and Egypt during the genocide war of Gaza aged between 14-17 years old because the researcher noticed they are not passively victims affected of wars other than active participants in the socio-political sphere particularly at digital age while they witness live events of the genocide; destruction, forced displacement, killing of civilians, that is occurring right now in Gaza. The study was conducted specifically in Cairo and Beirut. The research will explore the motivations that led adolescents in Lebanon and Egypt that enhance their political mobilization and the factors behind this mobilization during the genocide war of Gaza as well as to examine the methods that express their mobilization. Conversely, the research focused of the extent of awareness of this category of society about Palestinian cause pre and during October 7, 2023.

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express their mobilization. To do this, the research focused on the extent of awareness of category of society about Palestinian cause pre and post October 7, 2023. The study structure will be as follow; the first chapter : Literature review –an overview of the previous literature on political mobilization during war time. Chapter two will propose theoretical frame work of the study by focusing on a historical background of the 2023- 2024 genocide war of Gaza and how it is reported in western and Arab media (Egyptian and Lebanese) in particular as well as the international and Arab reaction on the ongoing Genocide war of Gaza. Methodology will be presented at third chapter, a detailed description on the research procedures, sampling, data collection and the case study selection. Chapter four will analyze and discuss the key finding and conclusion of the research.

### The Importance of the Study; Why I Study the Lebanese and Egyptian Communities?

This research can uncover how different socio-political contexts influence Adolescents' perceptions of major events. And moves to explain adolescents' mobilization during the war in Gaza and how they express their political views.

## Chapter 1: Literature Review

Political mobilization of youth is one of the most important issues among the contemporary political scientists. (Binder et al., 2021) There are many studies that explored the youth political mobilization. The literature generally agrees that social media has a crucial role in political mobilization, and whether this motivation occurred due to online peers or organizations.(Matthes, 2022) This study investigates what motivates citizens to engage in different forms of political participation, especially during times of high political engagement, such as elections. The research focuses on understanding the roles of intrinsic (internal) factors, such as personal attitudes toward a specific action, and their interaction with external influences or persuasion. It suggests that, in reality, people often have lower levels of freedom of choice than they might perceive. When behavior is conspicuous people internalize the attitudes of others, conforming to social norms when making behavioral decisions. The alternative dimension to the notion of behavior driven by selfish motives offered by self-determination theory suggests people seek approval and rewards from others.(Deci, 1971) The study is set against the backdrop of the 2015 UK political scene, a time marked by heightened political activity and significant events like the Scottish independence referendum and rising Euroscepticism. The researchers used data from a representative survey of UK citizens to explore both conventional (e.g., voting) and non-conventional (e.g., online activism) forms of participation. The study aims to provide insights into why people engage in civic activities and what factors drive their involvement.(Lilleker & Koc-Michalska, 2017) The main point of the study is that political participation has evolved beyond traditional, high-effort offline activities like voting and attending protests. It now includes a broader range of actions, especially those that occur online through digital technologies. These online actions, such as expressing views on social media, joining virtual communities, and supporting causes are becoming integral to how people engage in political and civic life.(Gibson & Cantijoch, 2013) Political organizations leverage these digital platforms to engage and mobilize supporters, leading to more complex interactions between individuals' attitudes, beliefs, and digital stimuli.(Gibson & Cantijoch, 2013) Also the crucial role of youth political mobilization,

particularly how it has historically played a role in the formation and development of authoritarian regimes (e.g., "Hitler Youth" in Nazi Germany and "Komsomol" in the Soviet Union) and in opposing such regimes in more recent contexts (e.g., youth movements in Eastern Europe, Ukraine, Georgia, and the Arab Spring).(C. Del Re & Keskin, 2018) It can serve as a means to reinforce authoritarian regimes by rallying young people through propaganda and mass participation, or it can act as a catalyst for democratic and civil society development when youth mobilize against authoritarianism. The study suggests that understanding the methods and outcomes of youth mobilization is critical for enhancing democratic processes and state development. It also points out that political mobilization manners vary significantly, with democratic societies favoring spontaneous and autonomous participation, while authoritarian regimes rely on propaganda-driven, conflict-oriented mobilization. is often driven by a desire for social justice, political reform, and greater community engagement. These movements are typically motivated by a sense of responsibility to challenge existing systems of inequality, corruption, and oppression. Young people, empowered by education, technology, and global awareness, seek to contribute to the decision-making processes that affect their lives and societies. Their motivation stems from a commitment to democratic values, human rights, and a belief in collective action as a means to create more inclusive and accountable governance.(Momtselidze, 2017) Another study by Erpyleva Svetlana investigated how adolescents may participate in politics when the latter is associated primarily with the realm of adulthood. The adolescents' participation in two recent protest movements in Russia are compared: the 'For Fair Elections' movement (2011– 2012) and the anti-corruption rallies (2017–2018).(Erpyleva, 2021) Unlike scholars who found that adolescents as political actors. Their political reasoning is seen as different from that of adults, for example in the way children may idealize authority in power or may not distinguish personalities from institutions in politics.(W. Andolina et al., n.d.) Children, therefore, are learning to be rather than being political actors.(Erpyleva, 2021, p. 6) Brain K. Barber told us the story of how Palestinian adolescents became deeply involved in the First Intifada, a critical moment in their struggle against Israeli occupation. These young people were not just reacting to their circumstances; they made deliberate choices to participate in the uprising, driven by a strong sense of injustice and a desire for national self-determination. Their involvement was

shaped by their collective identity, the emotional weight of their experiences, and their belief that they could make a real difference. The study delves into how this participation affected them psychologically and socially, challenging the stereotype of adolescents as reckless or easily manipulated. Instead, it paints a picture of youth who, despite their age, showed remarkable agency and determination in the face of profound challenges. Through their story, the study offers a deeper understanding of what motivates young people to engage in political struggles, and how their experiences in such conflicts can shape their lives and identities.(Barber & Olsen, 2006, pp. 204–206)

The second sphere of studies that I found is political mobilization of adolescents during the wars. Vatthana Pholsena focused in his article of explores the political mobilization of adolescents during the war in Laos through the lens of Karl Mannheim's generational theory. This theory emphasizes the role of shared historical experiences, particularly in times of war and revolution, in shaping generations' mobilization.(Pilcher, 1994, pp. 481–495) The young people in Laos during the American-Vietnam War were deeply influenced by the political and social upheaval of the time. The Pathet Lao (PL) -Lao revolutionary movement, still commonly known as the Pathet Lao (Land of the Lao), the name by which the Lao, The term Pathet Lao (PL) was first used in 1950 by those Lao forces- leveraged this, using education and indoctrination to create a generation of "new socialist men and women" who were loyal to the revolutionary cause. These adolescents were not merely passive recipients of state ideology; they actively participated in the revolutionary movement, contributing to the formation of a new socialist state. The PL's efforts to politically socialize these young people were part of a broader strategy to build a revolutionary proto-state, with the DRV (Democratic Republic of Vietnam) providing significant support. The education and training of these young revolutionaries were crucial in shaping their identities and their roles as agents of social change in post-war Laos. This generational unit, forged in the crucible of war, became a powerful force in the revolutionary transformation of the country, embodying Mannheim's concept of a generation as an "actuality" shaped by collective experience and interpretation.

The researcher concluded that there are no studies focusing on the conditions that led adolescents to be politically mobilized in Lebanon and Egypt and how they express their views during 2023-2024 Genocide war of Gaza.

### Variables of the Study

For the study purpose, the researcher found key variables: **Dependent variable**; it clarified the level of political mobilization; the degree to which adolescents are actively engaged and express their political mobilization during the genocide war of Gaza. However, the **independent variable** of the study related to factors and motivations that influence the adolescents' mobilization.

### Proposed Explanatory Framework

The proposed explanatory framework examines three key questions of adolescents' political mobilization during the Gaza genocide. To illustrate, Perceived Impact; How do adolescents perceive the effectiveness of their political actions in raising awareness and expressing solidarity with the people of Gaza? Role of social media; How were adolescents in Lebanon and Egypt been affected by social media and how do they utilize it to express their political awareness and disseminate their messages before and during the Genocidal War of Gaza. In addition, motivations and influences; What motivations drive adolescents' mobilization during the Genocide war of Gaza, and how do familial, societal, psychological and cultural influences shape their perspectives and actions, and how do these differ between Lebanon and Egypt?

### Hypothesis of the Study

Adolescents in Egypt will exhibit higher levels of political mobilization than those in Lebanon due to the restrictions regarding freedom of expression and political activities. This can lead to a remarkable sense of mobilization among them as well as I observed how the Egyptian community affected by the genocide of Gaza and they used Palestinian

symbols in every aspect of life. Additionally, supporting behaviors of the Palestinian cause such as “boycott Israel supportive companies” during the genocide of Gaza became a part of their daily life. Adolescents in Egypt might feel a stronger personal connection to the Gaza crisis due to geographic proximity or historical ties, leading to more intense mobilization efforts. In Lebanon, while there is also a significant impact from the Gaza situation, the immediate personal connection might be perceived differently, influencing the level of political engagement. Social media platforms can play a significant role in political mobilization, especially if they are used to circumvent government censorship. Adolescents in Egypt might use these platforms more intensely to organize and share information, increasing their overall level of mobilization. While social media is also influential in Lebanon, the impact might be less pronounced due to different political dynamics or less centralized coordination of mobilization efforts. As part of my theoretical framework, the thesis will use the following concepts

### Major Concepts

**Nakba:** Meaning “Catastrophe” in Arabic, The Nakba, which means “catastrophe” in Arabic, refers to the mass displacement and dispossession of Palestinians during the 1948 Arab-Israeli war.(UNISPAL, n.d.)

**Genocide:** any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.(Convention on the Prevention and Punishment of the Crime of Genocide, 1948).

**Ethnic Cleansing:** Ethnic cleansing is defined as the forced expulsion of an ethnically mixed population from a particular region or territory with the goal of homogenizing the population. This process often involves the use of all means available to the expeller, including both violent and non-violent methods. The intention is to depopulate the area, erase the region's history, and create a refugee problem. The concept has been recognized as a crime against humanity and is punishable under international law. Historically, it has been used in various contexts, including during World War II by the Nazis and their allies, and in the former Yugoslavia, where it was employed by Serbian generals and politicians. (*The Ethnic Cleansing of Palestine*, 2007, pp. 70–75)

**Adolescence:** "the process or condition of growing up; the growing age of human beings; the period which extends from childhood to manhood or womanhood; ordinarily considered as extending from fourteen to twenty-five in males, and from twelve to twenty-one in females." As a concept, adolescence has evolved in its biological, social, and psychological implications, but its most consequential evolution has occurred in adult perceptions of the norms and behavior of young people. Adolescence spans the second decade of life, a phase social scientists describe as beginning in biology and ending in society. Adolescence may be defined as the life-span period in which most of a person's biological, cognitive, psychological, and social characteristics are changing in an interrelated manner from what is considered childlike to what is considered adult like. When most of a person's characteristics are in this state of change the person is an adolescent. ("Adolescence and Youth," n.d.)

**Mobilization:** refers to the deployment of resources for purposeful action to achieve a specific political or social goal. According to K.W. Deutsch, **mobilization** is the process of changes taking place in different countries under the transition process from traditional models to modern ones. ("Mobilization," n.d.)

**Civic Education:** provides youth with the knowledge and skills to be useful and successful members of society. Youth who develop relationships with peers having similar views about social issues is key to the association between political participation and political consumerism. ("Adolescence and Youth," n.d.)

**Boycott:** is the organized refusal to purchase goods or services in protest of the policies of the firm or country that produces it. (*Boycott*, n.d.)

**BDS:** The Boycott, Divestment, Sanctions movement works to end international support for Israel's oppression of Palestinians and pressure Israel to comply with international law. (*What Is BDS?*, 2016)

## Chapter 2: Gaza War: Historical Background and Global Reaction

This chapter provides a historical overview of the decades of suffering endured by Gaza and Palestine under Israeli occupation, leading up to the current genocidal war. It explores how Gaza has been subjected to repeated violations and assaults over the years, shedding light on the harsh realities faced by Palestinians. The chapter also delves into the international and Arab reactions to the ongoing war, with a special focus on Egypt and Lebanon. It examines how these two countries have reported on the war in their media and discusses the impact that the Gaza genocide has had on both communities.

### 1. Historical Background of the Genocide of Gaza and its Impact in Lebanon and Egypt

The current Genocide is the Zionist project to settle the land of Palestine backed by the British mandate and the different stages of the execution of that project.(Essaid, 2013, p. 140) The Balfour declaration, the 1948 war, 1967 war (the occupation of the West Bank and Gaza), Hamas and Fatah conflict that followed by imposing siege on Gaza, going through four wars since 2008 and recently the 2023-2024 genocide war. So Israel's goal was always to settle Palestinian lands, to take the land without the people. It is a policy of their goals which is a systematically eliminate another group from a given territory on the basis of ethnic or national origin, similarly to the military operation. However, it is considered a crime against humanity within international treaties such international criminal court and it is subject to adjudication under international law. The roots of the current genocide in Gaza can be traced back to the British Mandate in Palestine, as explored in Jacob Norris's book *Land of Progress, Palestine in the Age of Colonial Development, 1905–1948*. During the mandate, the British pursued a policy that favored Zionist interests, not out of a commitment to Jewish nationalism, but as part of an imperial strategy to exploit economic potential in their colonies. This "constructive imperialism," as championed by

Colonial Secretary Joseph Chamberlain, sought to transform underdeveloped regions into economically productive areas by using the Jews as agents of colonial development.

As stated in the Balfour Declaration in 1914, Zionists used their influence and power aggressively within the British Mandate government to ensure their needs were met in the acquisition of land for the creation of a Jewish state in Palestine reflected through the lens of colonialism and Zionism. During this period, British policies facilitated Jewish immigration and land acquisition, disregarding the rights and well-being of the Palestinian Arab population. This inclusion is clarified by Ilan Pappé in his book *A History of Modern Palestine: One Land, Two Peoples*. And Mark LeVine in his *Overthrowing Geography: Jaffa, Tel Aviv, and the Struggle for Palestine 1880–1948* highlight that the narrative of Zionism as a modernizing force ignores the existing modernity in Palestine and the complex dynamics between Zionist Jews, Palestinians, and colonial powers. (*The Ethnic Cleansing of Palestine*, 2007, p. 27;44) Zionism is characterized as a colonial-settler movement, which, as Maxime Rodinson and Faye A. Sayegh argue, sought to establish a Jewish state incompatible with the presence of the native Palestinian population. (Salem, 2019, p. 17;250) The British Mandate's economic policies, as discussed by Barbara J. Smith and Amos Nadan, exacerbated economic divides and undermined Palestinian agricultural development. This historical context laid the groundwork for ongoing tensions and conflict, manifesting today in the tragic violence and humanitarian crisis in Gaza. During this period, British policies, as outlined in the Balfour Declaration and later incorporated into the mandate by the League of Nations, prioritized the establishment of a Jewish National Home in Palestine.

The history of Palestine has been marked by a series of conflicts particularly following the withdrawal of Great Britain's power in May 1948. Surrounding the 1948 Arab-Israeli War, (Masalha, 1992) a period marked by significant geopolitical shifts and human displacement. Nur Masalha in his book, *Expulsion of the Palestinian* stated that, during the 1948 Arab-Israeli War, the forced displacement of hundreds of thousands of Palestinians from their homes, known as the Nakba, created a significant refugee crisis, with many fleeing to Gaza in hopes of safety and eventual return. (Farah, 2004, p. 158) The memories and narratives of this displacement continue to shape the identities and aspirations of Palestinians in Gaza. Prior to 1948, some Zionist leaders had already discussed plans to

relocate Palestinian Arabs to neighboring countries to facilitate Jewish immigration and the establishment of a Jewish state. The implementation of these "transfer" plans during the war uprooted communities and fractured families, leaving a lasting scar on the Palestinian people. Zionist leaders also sought international support from powers such as the United States and Britain, which was pivotal in establishing the State of Israel but often came at the expense of Palestinian rights and aspirations. The geopolitical maneuvers and decisions made during this period have deeply impacted the lives of Palestinians in Gaza and beyond for generations. Following the 1948 war, Gaza became a refuge for displaced Palestinians, transforming it into one of the most densely populated areas in the world. The legacy of displacement continues to define life in Gaza, where families pass down stories of lost homes and the enduring hope for return. The blockade and frequent conflicts have further compounded the humanitarian challenges faced by Gazans, trapping them in a cycle of poverty and violence. Gaza became a refuge for displaced Palestinians primarily due to the events following the 1948 Arab-Israeli War. During this time, Zionist forces expelled Palestinians from their homes in what is now the Gaza perimeter. The expulsion involved systematic violence, with the aim of clearing the land for Israeli settlements. Many Palestinians were forced to flee without resistance, while others faced deadly force, leading to armed resistance over time. Now, about 1.3 million camp and non-camp refugees registered with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) reside in the West Bank and Gaza (Farah, 2004, p. 158) As a result, about 80% of Gaza's current population consists of refugees who were displaced from these areas. ("Gaza Strip in Maps," 2012) The Israeli settlements, portrayed as idyllic farming communities, were built on these lands, while Palestinians were confined to the Gaza Strip. This confinement has led to a densely populated area, where over 2.1 million people live under harsh conditions, restricted in movement and opportunities, and subjugated to daily violence and humiliation. The testimonies of Zionist fighters like Michael Cohen and Avri Ya'ari highlight the disproportionate use of force against Palestinians, the demolition of their homes, and the burning of their fields, which forced the population into Gaza. This history of displacement and the ongoing struggle for return are central to understanding the current situation in Gaza. (Issa, 2023)

Between 1918 and 1947, A large-scale Jewish migration to Palestine began, the reason behind the migration was Jewish people running away from Nazism rampant in Europe at the time. in 1948 following the creation of Israel and subsequent Arab-Israeli war.(Masalha, 1992b, p. 135) Post-1948, Gaza came under Egyptian control,(*Palestine - Ancient, Conflict, Borders | Britannica*, 2024) and later Israeli military occupation after the 1967 Six-Day War. Throughout the late 20th century, Gaza experienced waves of violence, uprisings, and political shifts, including the formation of Hamas in 1987 during the first intifada.(*What Is Hamas? A Simple Guide to the Armed Palestinian Group*, 2023) The 1993 Oslo Accords offered a glimpse of autonomy, but hopes for Israel continued to establish Settlement on Occupied Palestinian Lands. peace dwindled as conflicts persisted, culminating in the second intifada in 2000 and The 21st century saw further isolation of Gaza,(Knell, 2023) particularly after Hamas seized control in 2006 and their conflict with the opposed party Fatah, leading to economic hardship under strict Israeli blockades.(Erlanger, 2007)

The cycle of conflict in Gaza has been marked by devastating events, starting with Operation Cast Lead in 2008-2009 which is considered culminated series of Israeli military operation against Gaza Strip.(*Israel/Gaza*, n.d.) Israeli occupation forces launched a massive military offensive against Palestinians in Gaza. Several violence and hostilities directed against civilians however Israel used chemical weapons and internationally forbidden “phosphor”(Stead, 2018). followed by Operation Pillar of Defense in 2012. This continued with the 2014 Gaza war where “the scale of the devastation was unprecedented. The death toll alone speaks volumes: 2,251 Palestinians were killed, including 1,462 Palestinian civilians, of whom 299 women and 551 children;6 and 11,231 Palestinians, including 3,540 women and 3,436 children, were injured of whom 10 per cent suffered permanent disability as a result”.(2014 *Gaza Conflict*, 2014) It is no exaggeration to mention that Since March 30, 2018, Palestinians in the Gaza Strip have held weekly Friday demonstrations along the 1949 armistice line with Israel. Known as the Great March of Return, these protests were organized by Gaza-based journalist and activist Ahmed Abu Artema. The movement focuses on the right of return for Palestinian refugees and their descendants to their ancestral homes in what is now occupied and stolen by Israel.

All the mentioned wars and violation have been led to the most recent conflict in October7, 2023 which is a surprise Hamas attack on (the occupied Palestinian lands) called Israel yet

Israeli troops responded violently to Hamas by airstrikes on Gaza strip. Hamas launched a surprise multi-front attack on Israel from the Gaza Strip, marking one of the most significant escalations in the Israeli-Palestinian conflict. The assault involved infiltrations by land, sea, and air, including the use of paragliders, and targeted military sites. A few weeks later, they attack by the incursion of ground troops and armored vehicles.

Since the start of the Israeli operation, more than 35,000 Palestinians in Gaza have been killed, 56% of them are women and children, with 24,686 of these deaths having been fully identified. An additional 10,000-plus bodies are yet to be fully identified. This high death toll reflects severe Israeli violations against Palestinians in Gaza, including extensive civilian casualties, destruction of infrastructure, and widespread human suffering. The war has led to substantial loss of life, severe injuries, and widespread displacement of the Gazan population, exacerbating the humanitarian crisis in the enclave.

## 2. Violations of Human Rights Committed by Israeli Occupation Forces Against Palestinians in Gaza

During the current war of Gaza, it has recorded many violations of human rights were massively committed by Israel and were described by the International Court of Justice as genocide and by the prosecutor of the International Criminal Court as war crimes. namely, South Africa has applied at International Court of Justice an Application of the Convention on the Prevention and Punishment of the Crime of Genocide in the Gaza Strip and it requested many measures based on the committed crimes. (*Summary of the Order of 26 January 2024*, 2024) The International Court of Justice (ICJ) ordered provisional measures on January 26, 2024, in South Africa's case alleging that Israel is violating the Genocide Convention, Human Rights Watch said today. The court adopted "provisional measures," or binding orders, that include requiring Israel to prevent genocide against Palestinians in Gaza, enable the provision of basic services and humanitarian assistance, and prevent and punish incitement to commit genocide. The ICJ held hearings on January 11 and 12 to consider South Africa's request for provisional measures, which featured the first formal response by Israel before an independent and impartial court to allegations of atrocities against the Palestinian people since October 7, 2023. On December 29, 2023, South Africa

had filed a case with the court alleging that Israel is violating the 1948 Convention on the Prevention and Punishment of the Crime of Genocide.

“The Court’s landmark decision puts Israel and its allies on notice that immediate action is needed to prevent genocide and further atrocities against Palestinians in Gaza,” said Balkees Jarrah, associate international justice director at Human Rights Watch. (*Gaza: World Court Orders Israel to Prevent Genocide*, 2024a) “Lives hang in the balance, and governments need to urgently use their leverage to ensure that the order is enforced. The scale and seriousness of civilian suffering in Gaza driven by Israeli war crimes demands nothing less.” The ICJ concluded it was necessary to indicate certain measures “in order to protect the rights claimed by South Africa that the Court has found to be plausible,” including “the right of the Palestinians in Gaza to be protected from acts of genocide.” The court’s order also requires Israel to prevent the destruction and ensure the preservation of evidence related to the case, as well as to report on the implementation of the measures ordered within one month. The Court notes that on December 29, 2023, South Africa officially filed a case against Israel at the Court, accusing it of violating the Genocide Convention in the Gaza Strip. In this filing, South Africa urgently requested the Court to impose provisional measures to protect the Palestinian people, who are recognized as a group under the Genocide Convention, until a final decision on the case is reached. In light of the foregoing, the Court concludes that, *prima facie*, it has jurisdiction pursuant to Article IX of the Genocide Convention to entertain the case and that, consequently, it cannot accede to Israel’s request that the case be removed from the General List. However, A mid-May UNHR report asserts that Israel has committed genocidal acts against Palestinians in Gaza, including killing, causing serious harm, and creating conditions intended to destroy the Palestinian population. The report, produced by a coalition of human rights organizations from prestigious institutions, is grounded in the definitions of genocide set out in the 1948 Genocide Convention. It concludes that Israel's actions since October 7, 2023, violate this international treaty, based on evidence from independent monitors, journalists, and UN agencies. On the other hand, “GENEVA” Report mentioned, they have repeatedly violated the law of war and failed to distinguish between civilians and military targets. (*Implementation of Human Rights Council resolutions S-9/1 and S-12/1: Report of the United Nations High Commissioner for Human Rights*, 2015) Israeli authorities are responsible for war crimes and crimes against humanity committed during the military operations and attacks in Gaza since 7 October 2023,” the Commission's report, the UN's

first comprehensive investigation into events since October 7, 2023, relies on remote and on-site interviews with victims and witnesses in Turkey and Egypt, verified open-source data, satellite imagery, forensic medical reports, and numerous submissions. Israel obstructed the investigation by denying access to both Israel and the Occupied Palestinian Territory. “It is imperative that all those who have committed crimes be held accountable,” said Navi Pillay, she also emphasized the necessity for accountability for all perpetrators of crimes to halt the cycles of violence and ensure adherence to international law. She called for an immediate cessation of Israeli military operations and attacks in Gaza which have resulted in significant civilian casualties and displacement. The Commission's findings accuse Israeli authorities of committing war crimes, including starvation as a method of warfare, murder, targeting civilians, forcible transfer, sexual violence, torture, arbitrary detention, and violations of personal dignity. Additionally, the Commission identified crimes against humanity such as extermination, gender-based persecution, murder, forcible transfer, and torture. The report highlights that the extensive civilian casualties and destruction in Gaza are the outcome of a deliberate strategy aimed at causing maximum harm, violating principles of distinction, proportionality, and precaution. The use of heavy weapons in densely populated areas is deemed an intentional assault on civilians. (*Gaza: World Court Orders Israel to Prevent Genocide*, 2024b)

### 3. Changing positions on the war

The contrasting positions of Western countries and nations like China, Russia, and others in the Global South regarding the Gaza conflict. Western countries, especially under U.S. influence, have largely supported Israel's actions, often framing them as self-defense. This position aligns with their geopolitical interests and longstanding alliances in the region. In contrast, China, Russia, and many Global South countries have taken a different stance, emphasizing the rights of Palestinians and advocating for a two-state solution. China's approach is particularly nuanced; while it condemns violence on both sides, it avoids directly confronting Israel, likely to protect its economic interests in the region. However, China still aligns itself with Palestinian aspirations, as seen in its strategic partnership with Palestine and its diplomatic efforts in the Middle East. This divergence in positions reflects

a broader global polarization, with Western countries supporting Israel and many in the Global South, along with China and Russia, pushing back against what they see as an imbalance in the treatment of the Palestinian issue. This polarization is also mirrored in international forums like the United Nations, where China and Russia have opposed U.S.-backed resolutions that favor Israel. The growing divide signals a shift in global power dynamics, with countries like China seeking to leverage the Palestine issue to strengthen alliances and counter U.S. influence in the Middle East.(Çalışkan, 2023) the changing positions on the Gaza conflict by highlighting the United States' evolving stance. Initially supportive of Israel's military actions, the U.S. is now urging a shift toward a more targeted approach and emphasizing the importance of protecting civilians. Western countries, especially under U.S. influence, have largely supported Israel's actions, often framing them as self-defense. In contrast, countries in the Global South, along with Russia and China, have consistently condemned Israel's actions, emphasizing Palestinian rights and pushing for a ceasefire. The article illustrates the widening gap between Western countries, who are gradually modifying their positions under pressure, and nations like China and Russia, who have maintained a critical stance against Israel from the beginning. This divergence reflects broader geopolitical tensions, with China and Russia using the conflict to challenge U.S. influence in the Middle East(Dunne, 2023)

#### 4. Non-Arab Reporting on the War in Gaza

Western media justifies Israelis actions, using a particular language(Shreim, 2012a) such as referring to ethnic cleansing as "evacuations"(Mackenzie & Al-Mughrabi, 2024) and framing Israel's military actions as self-defense against "terror," despite the ongoing oppression and violence inflicted on Palestinians. This avoidance has serious consequences, as it contributes to the continuation of the genocide that is not being acknowledged or reported accurately. Although what is happening in Gaza meets the definition of genocide according to the "a textbook case of genocide"(Khouri, 2023). Furthermore, The ongoing Genocide war of Gaza is subjected in all media outlets ,yet all the above violations and crimes, you are bound to be disappointed once you read western media and how it represents the war in Gaza which in its role manipulate the truth and cover the Israeli

crimes.(Shreim, 2012b) Since the beginning of Israel's most recent offensive on the besieged Palestinian enclave—an operation that is rapidly emerging as one of the most expeditious instances of ethnic cleansing in modern history—Western media outlets have consistently propagated unverified claims, provided a one-sided narrative, and selectively downplayed violence to justify Israel's violation of international law and shield it from critical scrutiny.(Asmus, n.d.) In doing so, Western journalists have compromised fundamental standards of impartial reporting in their coverage of Israel's actions towards Palestinians. This pattern is not unprecedented, for over 75 years, the shortcomings of Western journalism have contributed to the legitimization of Israel's occupation and acts of violence against Palestinians. the changing positions on the Gaza conflict by highlighting the United States' evolving stance. Initially supportive of Israel's military actions, the U.S. is now urging a shift toward a more targeted approach and emphasizing the importance of protecting civilians. This change suggests growing impatience and recognition of the need for a more balanced approach to the conflict.

In contrast, countries in the Global South, along with Russia and China, have consistently condemned Israel's actions, emphasizing Palestinian rights and pushing for a ceasefire. The article illustrates the widening gap between Western countries, who are gradually modifying their positions under pressure, and nations like China and Russia, who have maintained a critical stance against Israel from the beginning. This divergence reflects broader geopolitical tensions, with China and Russia using the conflict to challenge U.S. influence in the Middle East.(Redlich & Rumley, 2024)

A particular egregious example of this occurred on August 6, 2022, over a year prior to Hamas's October 7 attack on Israel. In a significant departure from journalistic ethics, The New York Times relegated the critical information regarding the deaths of six Palestinian children to a secondary position in its report on an “flare” in “Israel-Gaza fighting.” (Kershner & Kingsley, 2022). The article only mentioned in the second paragraph that six children were among those killed by Israeli strikes in the Jabalia refugee camp in Gaza. Furthermore, it immediately diluted the seriousness of this fact by incorporating Israel's assertion that civilian casualties were a consequence of militants storing weapons in residential areas and by noting that, in at least one instance, a misfired Palestinian rocket resulted in the deaths of civilians, including children, in northern Gaza. Many studies also

which analyzed the BBC's reporting of the Palestinian-Israeli conflict generally find the BBC's English service lacking context and historical explanation (Llewellyn, 2004; Philo and Berry, 2004), and have a tendency to mislead audiences about the nature and actions of perpetrators in the conflict. (Alsaba, 2023) The Israeli military perspective, for example, that "Israel is fighting a 'War on Terror' was heavily featured, while the Palestinian viewpoint that they are 'resisting an illegal military occupation' was almost continuously excluded from the coverage" (*ibid*).

An analysis found that there was a striking lack of attention given to key aspects of the Israeli occupation in media coverage. Little mention was made of the military nature of the occupation, its social impact on Palestinians, the exploitation of Palestinian land and water, the strategic importance of Israeli settlements, or the historical context explaining how Palestinians became refugees. Additionally, the numerous United Nations resolutions condemning the occupation were largely ignored. The study also highlighted significant biases in the language used to describe events and individuals from both sides of the conflict. Terms like "mass murder," "atrocities," "brutal murder," "lynching," and "savage cold-blooded killing" were used exclusively to describe Israeli victims of Palestinian violence, who were labeled as "terrorists." In contrast, Israelis who attempted to bomb a Palestinian school were described more mildly as "extremists" or "vigilantes." Overall, the narrative consistently portrayed Israelis as merely "retaliating" or "responding" to violence that was always "initiated" by Palestinians, reinforcing a one-sided view of the conflict. New York Times Reports uses narrative structures differently to represent violence committed by the Israelis and the Palestinians. (Hasan, 2024) To name a few, Human Rights Watch, titled in one of its articles describing the beginning of current war, "In 2023, civilians were targeted, attacked, and killed at a unprecedented scale in the recent history of Israel and Palestine. On October 7, Hamas-led gunmen from the Gaza Strip launched an attack in southern Israel, deliberately killing civilians". And "Israel/Palestine: Unprecedented Killings, Repression" (*Israel/Palestine: Unprecedented Killings, Repression*, 2024) The manner in which western media such Human Rights Watch often portrayed news related to the Israel-Palestine conflict with a noticeable bias. In this case, the focus is on the violence committed by Hamas during the October 7 attack on Israel, emphasizing a deliberate targeting, killing of civilians, and hostage-taking. These actions are described in

clear, unequivocal terms, labeled as war crimes, which they indeed are under international law. However, what is often missing in such reporting is a balanced perspective that also addresses the broader context of the conflict, including the actions of the Israeli military against Palestinians. The media tends to focus heavily on the action perpetrated by the Palestinian resistance group, Hamas, while offering less scrutiny or detailed reporting on the suffering and casualties inflicted on Palestinians by Israeli forces. Conversely, There is no evidence yet that Hamas did targeted civilians. This selective coverage can create a skewed narrative that paints one side as the sole aggressor and the other as the victim, overlooking the complexities and the mutual suffering experienced in the conflict. Moreover, the use of strong language to describe Palestinian actions, while often using softer terms for similar actions by Israelis, further contributes to an imbalanced portrayal. This can lead to public perception being shaped in a way that reinforces stereotypes and biases, rather than enhance understanding of the conflict and the roles both sides play in perpetuating violence. The result is an unfair representation that fails to hold all parties accountable to the same standards of international law and human rights. “Displaced Gazans wonder where to go as Israel vows to keep pushing South,” This headline was posted by the New York Times on Feb. 6, 2024. The NYT employs ambiguous language to downplay the reality of the situation in Gaza, often avoiding direct mention of the ongoing bombardment. Palestinians are frequently referred to as "Gazans," which can obscure their national identity. Additionally, phrases like "keep pushing south" are used in place of more accurate descriptions of the Israeli Occupation's actions, which involve extensive and destructive bombing as they advance southward. This choice of wording serves to minimize the severity of the situation and obscure the true nature of the events on the ground. To sum up, “Israel-Hamas War.” It is plastered all over the foreign media outlets’ news, such as “AP News,” “CNBC,” “CNN, etc. so they labeled what is happening in Gaza is not a Genocide. This leads the consumer of the news to conjure up the image of an evenly matched forces fighting a conflict with each other. other that a conflict between a balanced side forces although Hamas is called “Harakat Al-Muqawamah AlIslamiyah” (Islamic Resistance Movement) that also painted as terrorists’ organization yet it is not, it is a resistance movement since they as Palestinian has no official army unlike Israeli occupation’s soldiers IDF. Conversely, The Washington post; headlined “UN says more

than 1 in 4 people in Gaza are starving because of war,” The Western media overlooked the fact that Israeli citizens camped along the borders to block aid trucks carrying food, medical supplies, and coffins from entering Palestine.

Another example headline used by NYT on December 22, 2023, “Losses in the Israel-Hamas war as Gaza deaths surpass 20,000.” (*Ibid*) As they insisted on Israel-Hamas War” instead of “Genocide.”. Another example that recently used by the Washington post on August 15, 2024 “More than 40,000 killed in Israel’s war in Gaza, Health Ministry says”. the headline emphasizes the death toll as a result of "Israel's war in Gaza," repeatedly it did not recognize it is “Genocide”. Also, a phrasing that might seem neutral but subtly shifts focus away from the context of Israel's actions by framing it as a necessary or justified military campaign. and article also mention that the Gaza Health Ministry does not distinguish between civilians and combatants, which could cast doubt on the legitimacy of the reported death toll. The mention that the Health Ministry operates under the Hamas-led government may further suggest that the figures are potentially unreliable, thereby questioning the credibility of the Palestinian side. Additionally, by not clearly differentiating the impact on civilians, especially women and children, the language used diminishes the human cost and suffering involved, potentially leading readers to view the figures with skepticism rather than as a humanitarian crisis. Foreign news outlets often exhibit bias, using passive language to downplay the actions of the Israeli Occupation. This narrative choice obscures the full extent of the atrocities committed against citizens in Gaza, leaving international audiences unaware of the brutal reality. When interviews are conducted, the focus frequently shifts to whether individuals "condemn Hamas," so they were completely ignoring who is the criminal.

## 5. Reporting on the War in Gaza in Arab Media

The Arab news outlets used to describe what is happening in Gaza is as a “Genocide” and “Ethnic Cleansing”. Genocide can be defined as the deliberate killing of a large number of people from a certain nation, with the aim of erasing the group completely, “Ethnic Cleansing” has much of the same meaning as the former, being the eradication of an ethnic group in a specific area. Genocide can be defined as the deliberate killing of a large number of people from a certain nation, with the aim of erasing the group completely, “Ethnic

Cleansing” has much of the same meaning as the former, being the eradication of an ethnic group in a specific area. For instance, Aljazeera used to describe that last headline “Gaza death toll surpasses 20,000 as UN Security Council delays vote on aid” on December,20, 2023.(*Gaza Death Toll Surpasses 20,000 as UN Security Council Delays Vote on Aid / Israel-Palestine Conflict News / Al Jazeera*, n.d.) It obviously that al Jazeera used direct expression of the death toll because of the Israeli occupation attack against Gaza. The Al Jazeera headline, "Gaza death toll surpasses 20,000 as UN Security Council delays vote on aid," reflects a critical and urgent tone, emphasizing the severe human cost of the conflict. The choice of wording highlights the staggering death toll in Gaza, which is presented as the main subject of the headline, underscoring the seriousness of the situation. Additionally, the phrase "UN Security Council delays vote on aid" implicitly critiques the international body's inaction or delayed response in the face of a humanitarian crisis. The headline effectively combines a stark depiction of the ongoing violence with a pointed commentary on the global community's failure to provide timely assistance, suggesting a sense of frustration and urgency. Another headline by the People’s Dispatch News “Israeli war on Gaza continues for 76th consecutive day, death toll over 20,000” posted on December 21, 2023 also state that the attacks are all coming from the Israeli Occupation. A story of killing the child Hind Rajab. The IDF earlier killed her family, uncle and cousin in their car while left her trapped. Hind stayed on the phone with the Red Crescent for more than three hours by the time two volunteer medics reached her location but they couldn’t get close to the car. And then suddenly, all contact was lost with Hind and with the medics. That was January 29, 2024. At that time social media started trending asking where is Hind? Twelve days later, an answer found. After Israeli forces pulled out of the Tel al-Hawa area in Gaza city. Hind an her six relatives were found, the two medics sent to her were also found killed is highlighted by Al Jazeera “The Killing of 6-year-old Hind Rajab, Israeli soldiers denied this crime but through a depth analysis by the mentioned exchange phone call, al Jazeera was capable of getting satellite imagery proves that Hind was killed alongside the two medics after she survived enough to witness the horror of her and family murder by the Israeli occupation. The New Arab media outlet used the headline “Six-year-old Hind Rajab and relatives 'deliberately killed' by Israel” stating the following: “A leading human rights organization has found on Monday that Hind Rajab, a six-year-old Palestinian girl, was

deliberately killed by Israeli forces in Gaza City's Tal al-Hawa neighborhood." the statement is direct and unequivocal, aiming to convey the seriousness of the situation.

Phrases like "deliberately killed" and "Israeli forces" clearly assign responsibility, leaving no ambiguity about the nature of the act or the parties involved. The mention of "a leading human rights organization" adds authority and credibility to the claim, while the specific details—such as the age of the victim, "six-year-old Palestinian girl," and the location, "Gaza City's Tal al-Hawa neighborhood"—are intended to evoke a strong emotional response from the reader. The language is structured to highlight the innocence of the victim and the deliberate nature of the killing, thus framing the situation as a serious violation of human rights. While Arab news outlets consistently report on the ongoing genocide in Gaza and Palestine with unembellished facts, providing extensive evidence, footage, and first-hand accounts, many foreign media sources—particularly those from the West—often downplay the severity of Israeli occupation's atrocities and war crimes. These Western outlets tend to use diluted language, which minimizes the impact of their actions and obscures the true extent of the violence. (*Ibid*)

## 6. Reporting on the War in Gaza in the Egyptian Media

"We are the youth of January 25, and we will not abandon you, Palestine!" thousands of protesters chanted at Palestine solidarity rallies in Cairo on October 20, 2023." It is plastered all over the Egyptian media.(Bivins, 2024) It's highlighting the complex interplay between government narratives and public sentiment. Initially, the Egyptian media, aligned with the ruling establishment, attempted to manage public outrage by emphasizing President Abdel Fattah El-Sisi's handling of the conflict and framing it as a demonstration of his leadership. However, this narrative was challenged by a significant portion of the Egyptian public, who redirected their focus towards solidarity with the Palestinian cause rather than supporting the president. The Egyptian media has shifted its tone in response to public pressure, moving away from previously demonizing Hamas and instead celebrating Palestinian resistance. This change is attributed to the government's need to maintain public support amid widespread anger at Israel's actions and the deteriorating domestic situation. The media's portrayal of the Gaza war now reflects a more critical stance towards Israel, with increased coverage of the humanitarian crisis and the suffering inflicted on

Palestinians. Moreover, there is a delicate balance the Egyptian government must strike between its long-standing foreign policy alliances and the overwhelming public support for Palestine. The portrayal of the war in Egyptian media, therefore, is shaped by this tension, with the state-controlled outlets attempting to align with popular sentiment while avoiding any action that might disrupt its international relationships, particularly with the United States and Israel.

## 7. Reporting on the Genocide War of Gaza on Lebanese Media

The war in Gaza has significantly influenced Lebanese media, highlighting the challenges faced by journalists and the spread of misinformation. Lebanese media, like others in the region, is grappling with the difficulties of reporting accurately amidst widespread conflict. Journalists in Lebanon face similar repression and harassment, especially when attempting to report objectively on the conflict. Yet, this sentiment was not reflected in the coverage by outlets like MTV. For example, on January 26, 2024, MTV ran a headline stating, "The World Court on Friday ordered Israel to take action to prevent acts of genocide(*Reactions to World Court Ruling on Israel's War in Gaza*, 2024) as it wages war against Hamas militants in Gaza, and do more to help civilians." This framing focuses on the legal and humanitarian aspects without fully capturing the broader context of the conflict or the implications for the Palestinian civilian population. presenting the situation in a manner that appear to be denial of the Israeli crimes and cover the truth that Israeli occupation targeted the civilians as well. Also, focusing on Israel's actions against "Hamas militants" and the order to "prevent acts of genocide," the headline emphasizes Israel's military objectives and legal responsibilities. However, it highlighted that Hamas is a” militant “other than “resistance movement” and it does not delve into the larger context of the conflict, such as the scale of civilian casualties, the humanitarian crisis in Gaza, or the historical and ongoing occupation. This choice of words can be seen as underestimate the suffering of the Palestinian in Gaza and the complexities of the situation, potentially leading to a less critical view of Israel's actions. Another headline of the MTV stated that “UN Human Rights Experts Warn of ‘Unfolding Genocide’(*UN Human Rights Experts Warn of ‘Unfolding Genocide’ as ‘Every Single Person in Gaza’ Goes Hungry*, 2024) as ‘Every Single Person in Gaza’ Goes Hungry” Apparently, The MTV headline presents the situation

in a way that emphasizes Israel's legal and humanitarian obligations while portraying its actions primarily as a war against Hamas. This choice of reporting subtly redirects attention from the humanitarian crisis emphasized by the UN, particularly the extreme conditions and warnings of an unfolding genocide in Gaza. By framing the issue around Israel's responsibilities to "help civilians," the headline diminishes the urgency and severity of the crisis, downplaying the widespread suffering and starvation by Israeli occupation in Gaza. This approach can be seen as biased towards Israel, as it lessens the perceived dangerous of the humanitarian situation and the broader implications of the conflict. The headline's focus on legalistic terms and Israel's war efforts may lead to a less critical understanding of the impact on Palestinian civilians, avoiding the more direct and alarming language used by the UN to describe the potential for genocide and the dire conditions in Gaza. On the other hand, the reporting of LBC is considered neutral had a headline "Israel claims it 'eliminated more than 17,000' militants in Gaza" following with explanation of the both Palestinian and Israeli narratives: "The Israeli military said on Thursday its forces had killed "more than 17,000" Palestinian militants in the Gaza Strip since the war broke out. "So far, we have eliminated more than 17,000 terrorists" in Gaza, military spokesman Rear Admiral Daniel Hagari told a media briefing. "Earlier, Hamas-run Gaza's health ministry, which does not provide a breakdown of civilian and militant casualties, said the overall death toll in the Palestinian territory had topped 40,000." Using the headline and the Israeli military's statement highlights the elimination of "terrorists" or "militants," framing the conflict as a targeted military operation against hostile forces. This phrasing serves to justify Israel's actions by suggesting that those killed were legitimate military targets, which may downplay the broader human toll of the conflict. In contrast, Gaza's health ministry reports over 40,000 deaths without distinguishing between militants and civilians, raising serious concerns about the wider impact on the civilian population—an aspect that the Israeli military's narrative does not address. The stark difference in these figures and their focus underscores a divergence in how the conflict is portrayed.

## 8. Impact of the Genocide of Gaza on Lebanon

The Gaza conflict has intensified Lebanon's socio-economic vulnerabilities, stressing the need for comprehensive international support and humanitarian aid to mitigate the long-term impacts (OHCHR) (UNDP).(*Expected Socioeconomic Impacts of the Gaza War on Neighbouring Countries in the Arab Region*, n.d.) Lebanon has been directly affected by the

Gaza conflicts due to its proximity and the presence of Palestinian refugees. The recurring wars in Gaza exacerbate tensions in Lebanon, where various factions have differing stances on the Palestinian issue. It is undeniable the fact that the Quds Deluge of 7 October has almost changed everything in the Arab region. Lebanon, for example, has severely impacted Lebanon, displacing over 92,600 people, causing significant damage to agricultural land and infrastructure, and exacerbating the country's ongoing economic crisis. The violence has resulted in substantial losses for farmers, increased food insecurity, and limited access to basic services. Despite humanitarian efforts, the situation remains dire with significant socio-economic vulnerability.

Politically, the latest genocide of Gaza open scars for Lebanon as standing with Hamas in Gaza. However, the Gaza genocide has promoted a reevaluation of political stances within the Arab world, including Lebanon and Egypt with concentrating the widespread public support for Gaza. The Genocide of Gaza challenged ideological divides among Arabs, demonstrating a unified Arab sentiment supporting the Palestinian liberation struggle. This unity influences both Lebanon and Egypt by reinforcing their populations' support for Gaza and opposition to normalization with Israel. On the other hand, Arab league's recent declaration to boycott companies affiliated with Israel and ban those investing in illegal settlements highlight the broader regional impact of the Gaza conflicts on Lebanon and Egypt.

## 9. Impact of the Genocide War of Gaza on Egypt

Egypt is the only country that shares a border with Gaza and has been a key player in mediating ceasefires between Israel and Hamas. The genocide of Gaza is significantly impact Egypt's journalists and activists voice. Since the January 25 Revolution in 2011, there has been a general calm on the Egyptian political, human rights, and humanitarian fronts. This calm was occasionally interrupted by activist movements for human rights and expression, but these were primarily focused on domestic Egyptian issues.(*Arab Spring Pro-Democracy Protests*, 2024.) However, after the war of October 7 on Gaza, many Egyptian streets witnessed extensive movements in solidarity with the Palestinian cause. Civil movements called for an end to the aggression on Gaza, and later these movements demanded the entry of aid into the Palestinian sector. Palestinian slogans reappeared in

Egyptian streets, with human movements manifesting through the widespread display of Palestinian flags. Large banners with "Stop the aggression on Gaza" were hung on one of Cairo's bridges. Egyptian companies, unions, and freelancers expressed their solidarity with the Palestinian cause and their rejection of the aggression on Gaza. This social reaction was unprecedented since the second Intifada, even affecting school and university students. Anti-war movements were not limited to public chants but turned into popular boycott movements of products supporting the Genocide war in Gaza. Educational videos on social media explained the implications of supporting war-sponsoring products. Boycott campaigns spread among children and young people as well. The local market, which had been stagnant for a long time, was revived, with the boycott movement serving not only to oppose the war but also to stimulate the local Egyptian economy. This led to a civilian and popular realization that the boycott affects not only the Palestinian war but also Egypt's economic, political, and security aspects. Reducing the number of weapons exported to Israel necessarily increased the security of Egyptian and neighboring lands and, at the same time, reduced losses in the Gaza Strip, especially after most of it was destroyed. The destruction did not demoralize the boycotters but encouraged them to continue, believing that even if most of the sector was destroyed, the Egyptian people, from a humanitarian standpoint, should try to stop the war to save the remaining Palestinian people. Economically, the ongoing conflict in Gaza has significant domestic implications for Egypt, exacerbating existing economic challenges and potentially creating space for public protests against the government. While Egypt has secured temporary financial relief from international partners, the sustainability of this support is uncertain, particularly if the economic and political situation continues to deteriorate. This put pressure for Egypt's foreign partners to push for an end to the Gaza conflict and to encourage the Egyptian government to implement necessary economic and political reforms to ensure long-term stability and resilience.

## 10. International and Arab Reactions

The ongoing Genocide war of Gaza continues to have significant Arab and international repercussions especially across the Pro- Palestinian ones. "Israel's conduct has been denounced globally in December 2023" (Wikipedia) since South Africa brought a case

before the international court justice that accuse Israel of causing humanitarian crisis and committing genocide against Palestinians in the Gaza strip, asserting that Israel's actions contravene the Genocide Convention.(Berg, 2024) These accusations encompass Israel's alleged 75-year apartheid, 56-year occupation, and 16-year blockade of Gaza. In response, South Africa requested the International Court of Justice (ICJ) to impose provisional protective measures, including the immediate suspension of Israel's military operations. Israel, on the other hand, has dismissed these allegations as "baseless" and accused South Africa of acting as the "legal arm" of Hamas, defending its actions as a legitimate war of self-defense following the Hamas-led attack on October 7, 2023.

Otherwise, this war has sparked protests and demonstrations and vigils around the world. These demonstrations vary between asking cease fire, boycott Israel economically, politically, military and educationally and to stop war crimes and crimes against humanity in Gaza. Also providing humanitarian aids. Despite some of the western countries that support Israel such as France, Germany, the USA and the UK. For example, Germany arrest and forbidden using any Palestinian symbols, for instance, wearing keffiyeh or holding the Palestinian flag publically. In addition, International diplomats have expressed concerns over what they view as the U.S.'s unwavering support for Israel following the Hamas attack of south of Occupied Palestinian lands known by "Israel". The Palestinian authorities reported that Israeli airstrikes have caused over 7,000 deaths in Gaza. During a UN General Assembly debate titled "Illegal Israeli actions in occupied East Jerusalem and the rest of the Occupied Palestinian Territory," many nations are expected to condemn Israel if a non-binding vote occurs. However, the 15-member UN Security Council remains deadlocked, with Russia and the US vetoing each other's resolutions regarding a humanitarian pause.

The US also vetoed a Brazilian resolution for humanitarian corridors into Gaza as it did not affirm Israel's right to self-defense. Resolutions passed by the UN Security Council hold more weight than those by the 193-member General Assembly, highlighting significant divides in international diplomacy over Israel's actions and the humanitarian crisis in Gaza. Regarding the UN response, They had a statement on November 16, 2023, reflects a strong international reaction to the ongoing war in Gaza, highlighting the severity of Israel's actions and the resulting humanitarian crisis. According to the UN experts, the violations committed by Israel, such as indiscriminate bombings, blockade, and starvation tactics,

suggest genocidal intent and have led to massive casualties and destruction. The international community, including UN member states and non-state actors, has been urged to take immediate measures to prevent further atrocities, enforce a ceasefire, and ensure the delivery of humanitarian aid. The experts also called for the release of hostages, protection of displaced persons, and collaboration with international investigative bodies to address the impunity and underlying causes of the conflict. This comprehensive response underscores the critical need for global intervention to prevent genocide and address the broader implications for regional stability and human rights. Concerning the Arab reaction to the genocide war against Palestinian of Gaza , as articulated by the foreign ministers of the United Arab Emirates, Jordan, Bahrain, Saudi Arabia, Oman, Qatar, Kuwait, Egypt, and Morocco, has been one of strong condemnation of the targeting of civilians and violations of international law by Israel. These nations collectively stated that the right to self-defense does not justify the breach of laws or the neglect of Palestinian rights. They have also denounced the forced displacement and collective punishment of Palestinians in Gaza, reflecting a unified stance against the humanitarian crisis resulting from the conflict. On the other hand, the Pro Palestinians and sit-ins are spreading at universities across different western campuses stands with Palestinians in Gaza. Colombia university one of the prestigious universities in the US has recorded the biggest since the beginning of the Genocide war of Gaza. Where also students protest at the campus and reject to leave the campus until the university responds to their demands to divest from companies linked to Israel. It ,however, was expected to include all over the world. this global wave of student protests against Israel's military actions in Gaza.(Abushamala, 2024) Students from universities in more than 20 universities at the US, Sorbonne University in France, University of Sydney at Australia, Sapienza University in Italy and University of Warwick and the University of Leicester at the UK, Yale University, Virginia Tech, University of Texas at Austin, University of California at Berkeley, American University, Arizona State University, Indiana University Bloomington, Massachusetts Institute of Technology, Michigan State University East Lansing Campus, Morehouse College, New York University, Ohio State University, Rice University, Roosevelt University, School of the Art Institute of Chicago, Stanford University, Swarthmore College, Temple University, The City College of New York, The New School, Tufts University, University of California

Berkeley, University of California Los Angeles, University of Chicago, University of Colorado, University of Connecticut, University of Maryland Baltimore County, University of Michigan Ann Arbor University of Southern California in Los Angeles, University of Texas Arlington, University of Texas Austin, University of Texas Dallas, Washington University, and George Washington University. and it spilled over 50 countries are demonstrating in solidarity with Gaza, demanding that their institutions sever ties with Israel, condemn its actions, and take a stand against what they view as complicity in the ongoing humanitarian crisis. Despite facing challenges like police crackdowns, violence and arrest, these protests continue to spread and gain momentum worldwide. By May 2, 2024, “protests over the Genocide war of Gaza have reached boiling point at US universities, leading to the arrests of hundreds of protesters on campuses across the country. Police have been involved in clashes with pro-Palestinian protesters who have set up encampments on dozens of campuses.”(*Student Protests against Israel’s War on Gaza Spread across Europe*, 2024)

Hamilton Hall, once a symbol of activism during South Africa's anti-apartheid struggle, has now been renamed "Hind's Hall" in memory of six-year-old Hind Rajab, who was tragically killed along with her family by Israeli forces in Gaza. New York City Mayor Eric Adams claimed that many of those participating in the protest were "outside agitators" with no direct connection to the university. Adams further asserted that these “young protesters are being influenced by those who are professionals at radicalizing our children.” These protests have “presented a dilemma for university administrators as they navigate between upholding free speech rights and addressing concerns of criminal behavior, anti-Semitic rhetoric, and hate speech.” This emerging global student movement is driven by powerful new global political forces, amplified by global media, social media, 24/7 news cycles, and the expansive reach of the Internet—dynamics unlike which offer a more balanced reporting on the Genocide war of Gaza unlike the conventional mass media. The US and Israeli administrations appear out of touch with the influence of this new phenomenon, relying on outdated knowledge and traditional brick-and-mortar institutions and think tanks. They are yet to grasp the significance of these changes, which may soon become clear. The world is evolving rapidly, and Palestinian peace might be closer than anticipated.(*The Impact of Student Protests*, 2024)

“Social media platforms now serve as virtual bullhorns. Protestors unite virtually through common identities and shared beliefs. Hashtags, Twitter posts, Facebook Live videos and Instagram pictures build solidarity, challenge traditional policing models, and vex school administrators. To effectively manage protests, school officials must simultaneously address dynamic events on the ground and the social media discussions that constantly amplify them”.(Sisco, 2024)

## Chapter 3: Methodology

### 1. Section 1: Qualitative Method

This chapter will discuss the methodology behind studying adolescent political mobilization in Lebanon and Egypt during the 2023-2024 Gaza genocide. This research is not only an academic endeavor but is deeply personal to me. Growing up in Gaza, I have lived the Second Intifada and through wars, and years of siege since 2006. I've witnessed firsthand the violations and devastation that have shaped the lives of countless people. On the other hand, I had no chance to interact directly with people outside to see their reactions and This time, I had to leave my family behind under the threat of genocidal war, and being away from them filled me with anger and frustration. I was eager to hear directly from adolescents, parents and researchers about their perceptions and attitudes toward the current war in Gaza. I wanted to understand how they are reacting and to what extent they are affected and mobilized. This was a chance to connect with their experiences and share in their emotions during such a challenging time.

In this chapter, I outline the qualitative approach I chose to explore how adolescents in Lebanon and Egypt particularly Cairo and Beirut are responding to the war in Gaza. These two countries were selected not only because of their historical connection to the Palestinian cause but also because I wanted to investigate the role of family, education, social media, and cultural influences on adolescents' political engagement. Through interviews, surveys, and focus groups, I aim to capture their motivations and perspectives and uncover what drives their mobilization.

This research is empirical and employs a Qualitative approach to explore Adolescents' political mobilization during the genocide war in Gaza, comparing the contexts of Lebanon and Egypt. The study aims to not only gather data on Adolescents' exploring the mobilization but also understand the motivations behind their actions, considering the contextual factors and perspectives of participants. It will also investigate the

relationships between Adolescents' political mobilization and various educational, social, and cultural variables. Data will be collected through surveys; data will be analyzed using Power BI. Interviews will be conducted with experts, Parents and teachers and "focus groups" will held with adolescents involved in political mobilization in Lebanon and Egypt. This method aims to uncover the motivations, experiences, and contextual factors influencing Adolescents' political mobilization during the Genocide war of Gaza. The data gathered from interviews and focus groups will be analyzed using content analysis to draw deeper insights into the phenomenon.

### 1.1 Research Design

This study employs qualitative approach, data collection and analysis techniques. The primary method of data collection are structured survey, interviews and focus groups designed to gather detailed information on the participants' awareness, engagement, and attitudes towards the ongoing war of Gaza.

### 1.2 Sampling

The Study focuses on adolescents aged 14-17 years. The Sample Selection of survey was a non-random sampling method which relies on participants who voluntarily agree to be part of my research and at the same time they fit the research criteria which were be mentioned later. Those group of participants were be reached out to by snowball method. Using it to ensure diverse representation from various school types and different backgrounds. The researcher used this method because it was difficult to connect with the individuals even through schools. However, the sampling is very specific group, obtaining a sample through collector's networks, friends and Relatives. Regarding the Sample seize, the survey sample will consist of approximately 175respondents, with a proportional representation from different schools and backgrounds.

### 1.3 The Geographical Scope of the Study

The study will be conducted in two countries: Lebanon and Egypt specifically Cairo and Beirut These locations are chosen due to their significant political engagement with the Palestinian issue since both countries also have historical conflicts with Israel. Those

regions were specifically chosen because the study will not cover the whole countries since the researcher does not aim to get a conclusion rather than a clarification of the mentioned phenomenon.

## 1.4 Ethical Considerations

Regarding the interviews in Egypt, I faced many secure issues. I made sure that I have the whole documents that prove my purpose and character such as letter from the university, passport and signed contest. However, I was so professional and polite by sending an emails to take the approval. Informed Consent: Ensure that all survey participants provide informed consent, understanding the purpose of the study and how their data will be used.

Sensitive Topics: Be cautious when asking about sensitive topics like political activism, especially in politically volatile regions. Ensure that questions are respectful and that participants feel safe when responding.

## 1.5 Research Tools

### 1.5.1. Interviews

In line with the qualitative method's emphasis on flexibility, I chose semi-structured interviews, which included open-ended questions. It will be 15 (2 parents, 4 teachers and 9 experts). This approach allowed adaptability to the interview situation and gave informants the space to discuss their experiences in detail. Most interviews were conducted in person, except for one with an author at Jareedet Al Ahram, which was done via Zoom video call.

#### **Interview Process:**

##### **Preparation**

Before preparing the interview guide, I narrowed the research topic and investigated various concepts and relevant empirical studies. This groundwork helped me define the main themes and categories, which I later used to formulate the interview questions. I initially phrased the questions in English and then translated them into Arabic or vice versa based on the preferred language of the experts, teachers or parents I interviewed.

The interviews in Egypt took place in February 2024. It was challenging to gain acceptance for interviews or participate in any field research related to human rights due to the

country's restrictive policies. I relied heavily on personal connections, which took considerable time as it was difficult to convince interviewees to trust me. Nevertheless, I used Google searches to find individuals working on the political mobilization of adolescents. Additionally, my supervisor's connections with professors at major universities in Cairo proved invaluable. The interviews in Lebanon were coordinated with the institution where I was completing my internship. Concerning the teachers interviews, they were bit difficult because it was time of final exams, the same for the parents since they were busy with their children. I prepared a signed agreement for the whole participants as well as the questions at earlier time of the interview.

Before the interviews took place a list of questions was prepared and ordered within topics, keeping in mind that they might need to be adapted and reordered later on and during the interviews, according to the informants' answers, while trying to use the same questions and phrasing in all interviews. It is important to use Semi- structured to make sure that the all topics and issues of interest - related to enrolment - would be covered and to strengthen the comparability across the cities.

### **Conducting the Interviews**

Each interview began with an introduction, where I explained my background, the research topic, and the purpose of the interview. I provided a consent form to ensure reliability and asked for permission to record the interview for research purposes only, along with taking notes.

### **The Participants**

The interview with researchers, Academics, Experts, Teachers and Journalist whose working in the political mobilization, and the schools that allowed me to enter.

I selected a diverse group of participants to enrich the research with a wide range of perspectives and expertise. These participants include experts who are activists and authors in the field, teachers from different types of schools in various geographical areas, and parents from diverse backgrounds. The participants are:

### **Academics and Journalists from Egypt**

Two professors from the American University of Cairo, who bring an academic perspective to the discussions. Two journalists from the journalism syndicate in Cairo, offer insights into media coverage and its impact. Besides two teachers from international school one of them teach history and the second is an Arabic teacher are to be interviewed. The first one gives deep insights regarding his role as a teacher of history that could not be learnt without fully focusing on the Palestinian cause as well as highlight the events of the current Genocide of Gaza. Arabic teacher and her role in teaching ‘resistance literature’ and Palestinian poets and their art work.

### **Parents from Egypt**

One parent from New Cairo. Another parent from Nasr City, originally from Sharqiyya village, providing a rural viewpoint.

### **Activists and Researchers in Lebanon**

The director of the Boycott Israel organization in Lebanon, who offers a perspective on activism and political movements, activist and author in “BDS” -Boycott Divestment Sanction- and Three researchers and specialist with Palestinian-Israel conflict from the Institute of Palestine Studies IPS, who contribute their scholarly expertise on the issue as well as it is the institution where I accomplished my research internship that fueled my study with practical experience and knowledge.

### **Parents from Lebanon**

One parent from Verdun in Western Beirut. Another parent from Ashrafieh in Eastern Beirut, reflecting the diverse socio-economic backgrounds in Beirut. In selecting these participants, I considered their varied backgrounds and roles within society to ensure a comprehensive understanding of the political mobilization. This diversity is crucial to the

research as it brings together a range of experiences and viewpoints that will benefit the study's purpose.

### **Data Handling and Analysis**

The researcher used “NVivo ‘ to transcript the interview records as well as highlights the major themes that align with the notes taken by me . I utilized excel sheet to organize the transcripts, themes, codes and the analysis.

#### *1.5.2. Focus groups*

Conducting focusing group with Adolescents to explore their mobilization. To understand how Adolescents in Lebanon and Egypt engage in political mobilization during the 2023-2024 Genocide war of Gaza. I choose 11 Adolescents aged between 14 and 17 years old who are active on social media and who are posting about the Palestinian-Israel conflict before or after the beginning of the current genocidal war of Gaza. Taking into consideration the diversity of Adolescents’ socio-political background, gender and geographical location within Lebanon and Egypt. Reaching out these groups was via connections with the schools administrations and teachers. However, they were conducted at schools. I also obtained written parents’ consent and got approval from school administration as well.

#### *1.5.3. Survey*

The main instrument for data collection is a structured survey, it contains from 27 questions (closed-ended questions (Yes/No, multiple choice, scale and open-ended questions) to allow respondents feel free to provide more detailed explanation and to freely express their views for collecting data directly from the Adolescents from Cairo and Beirut. The Respondents were 175 (95 from Beirut and 80 from Cairo). Using this method because I wanted to reach out the biggest number as much as I can and capture the perspectives of adolescents in Lebanon and Egypt regarding their political mobilization during the genocide Gaza. The survey designed by the researcher on google forma and distributed online via social media platforms and 30 of the surveys were distributed by email at “Adventist school” in Beirut.

The survey answered anonymously and confidentiality, this increase the responses rates and honesty of answers.

## 1.6 Challenges and Limitations

For example, I got prevented entering the American university to meet a professor there despite I have an official email and approval to meet her. But I contacted my supervisor at that time. The same situation occurred when I had to go to the syndicates or schools. Additionally, some institutions prevent me to have my phone or bag, I had to accept and use the interviewee phone to record and then he sent every required documents. In Lebanon, it was the time of final exams at schools so it was a challengeable to get approval to access to participants.

## Conclusion

This chapter outlines the steps that I took in crafting the methodology for this research. It rooted in both my personal experiences and academic goals. Through a qualitative approach, I sought to deeply explore how adolescents in Lebanon and Egypt, from diverse backgrounds and schools, are mobilized during the genocide war of Gaza. This approach allowed me to hear directly from adolescents' voices—voices filled with frustration, empathy, and a sense of responsibility. The research design, including interviews with experts, focus groups with adolescents, and surveys, was carefully designed to reflect the reality of these young people's experiences. It wasn't just about gathering data—it was about understanding the emotional and social landscapes that shape their political awareness. By listening to their stories, I hoped to bridge the gap between the horrors happening in Gaza and the responses of adolescents living in Lebanon and Egypt as neighboring countries. This chapter reflects the complexity of studying political mobilization in such a sensitive and urgent context. It highlights how psychological, social, familial, and educational environments play significant roles in shaping how adolescents perceive and engage with the genocide war of Gaza. The research captures a profound shift: a generation of young people in Lebanon and Egypt who, despite their distance from the physical conflict, are deeply connected, informed, and mobilized.

## Chapter 4: Results and Discussion

### 1. Section 1: Thematic Analysis

#### 1.1 Thematic Analysis of the Experts Interviews

The thematic analysis of the interview responses illustrated many motives and factors that shaped the mobilization of the Adolescents. Those factors and motives are interrelated.

#### **Psychological Motives**

Tania mentioned that adolescents are highly sensitive and affected by their surroundings. They have a keen sense of what is right and wrong, even when their parents try to shield them from political issues, such as the genocidal war in Gaza. Despite these attempts, Adolescents insist to express their anger and concern about the war of Gaza in order to create a radical change. This refers to the individual's positive or negative evaluation of performing a behavior. In political mobilization, if people perceive political activism positively and believe it can lead to desired changes, they are more likely to engage. This can be translated on the peace protest that organized by adolescents, putting red color on their bodies as a symbol of the killed children in Gaza. Plays creation was also a reflection of their feelings of anger, sympathy and participation. Presenting videos on Instagram.

To exemplify, the theory of Planned Behavior (TPB) by Ajzen, provides a framework for “understanding how attitudes, subjective norms, and perceived behavioral control influence intentions and behaviors, including political mobilization”.

Dr. Adel discussed the psychology of adolescents, whom he referred to as "Generation Z." He highlighted a new phenomenon associated with young generations, characterized by their extensive use of electronic games and social media. This generation exhibits traits of determination, resilience, and stubbornness, which influence their perspectives on events like those in Gaza. Dr. Adel also noted the challenges of parental supervision and the rapid pace of learning in the new generation. The gap between traditional curricula and technological advancements contributes to a sense of confidence among children, who often feel they possess more knowledge and are eager to apply it. Also, using digital technologies

which appear geared more towards expressing a view, supportive or otherwise, than influencing decision makers (De Zúñiga et al, 2012; Bimber & Copeland, 2013; Gibson & Cantijoch, 2013).

### **Social Media Influence**

Social media also facilitates accidental exposure to news and political content and permits all users to publicly show their agreement or disagreement through posting content and commenting. “ *we live in the age where social media the dominant to our characters*”. Dr Sika stated the social media made a complete influence of these ages. Also she recommended me just to watch the accounts of social media for those children then you realize how their accounts are different now and before October 7. Adolescents basically mobilized due to the crimes that they watch on social media so they run to these platform to express their mobilization and their anger as well. Most traditional activities can now be done using digital platforms. However, social media goes beyond just enabling participation in the usual sense. It also allows adolescents to create or join communities that cross state or national borders. Through social media, people can start or join discussions, show support for various causes, and promote the work of political campaigns on both national and global levels. Social media offers new ways for people to engage in activities that are focused on civic involvement.(lilleker, 2016). Sika also focused on the impact of the influencers content on social media because most of those influencers have thousands of adolescents followers. So when the influencer post bout the crimes in Gaza this encourage them to participate in this movement as a result, A high percentage of them we can call them mobilized. On the other hand, Dr Dina emphasized on the significant role of social media in shaping political mobilization by emphasizing the interactive and social dynamics fostered by digital platforms. These platforms not only serve as arenas for entertainment and information but are pivotal in enhancing social interactions and building community ties. Users engage in social media activities like joining Facebook groups or blogging with the intent to socialize and enhance their reputational standing among peers, which are primarily extrinsic motivations driven by the anticipation of rewards or recognition from others. This interaction bolsters social capital, a key element that feeds into political mobilization.

In addition Tania stated that social media kill the rest of the influences even the family is less so Adolescents is affected by the posts that encourage them to mobilized through, protest participation, boycott as it is the only ways that they own and to boycott product that made by a company supporting Israel. And they also have been strict and influence their parents to encourage them to take actions due to their belief that boycott ,for example, is the their own weapon to weaken those bad companies and let them stop their crimes. She also mentioned the reels and posts that Adolescents create by themselves on social media platform. To name a few, “ there are Khalid and Youmna who acted a play that represent the importance of the boycott”

### **The Influence of Peers**

Dr Shahata emphasized on the importance of their own discussion with their friends particularly on social media “ she based her perspective to the “Social Influence Theory, Peer Influence: This suggests that Adolescents are influenced by their peers' behaviors, opinions, and actions. On social media, when peers express political views or participate in political activities, it can create a social norm that encourages others to do the same. Those talks and openness into different perspectives platforms motivated them to hold on their awareness as well as began boycott there are many brands that Adolescents addict to use yet due to the bad situations of the last’s owners, it makes children encourage each other to boycott those companies as a form of their mobilization. Additionally, they started using mobile Apps and websites to check if the product made by a company that support Israel or not.

social pressure from peers, particularly when channeled through specific, close-knit social networks like friend groups or support communities, acts as a powerful extrinsic motivator for participation in politically mobilizing activities. This peer influence is especially potent when the actions in question are perceived to have broader societal benefits, making the social encouragement a significant predictor of participation. Additionally, the statement points out that the effects of social media on mobilization can vary widely, indicating that the specific nature of social media interactions, the characteristics of one's social network, and the types of engagement (such as issue of Palestine, specifically wars of Gaza) are

crucial determinants. Positive experiences in activism on these platforms can increase further participation, while the composition, size, and diversity of one's network also play primary roles. These insights underscore the several ways in which peer interactions on social media can encourage young individuals to engage more deeply in political actions, shaping their mobilization patterns based on varying social dynamics and the types of mobilization they experience.

## 1.2 Thematic Analysis of the Teachers' Interviews

Mr Mohammed mentioned "that the education curriculum does not cover directly the Palestinian cause nor the wars of Gaza due to the government restrictions. But the school administration attempted to completely focus on the wars of Gaza and even before Al Aqsa flood and including the activities –plays, drawings, acting and doing school radio that aware the children at high school about the current genocidal war of Gaza and generally the Palestinian cause. However, they tried to focus on liberated texts for Palestinian poets such as Mahmoud Darwish and Fadwa Toqan. And explain the content of their writings as well as anniversary of their death. Additionally, storytelling is one of the major classes that primarily focuses on the Palestinian Egyptian relation and their resistance at Al-Falouja siege in 1948 between the Egyptian Army and the Israeli occupation. History classes also tried hard to present chronological orders of the Palestinian-Israeli conflict decades ago till the current war of Gaza. Finally, he stated about the policy of the school that plays a significant role in shaping the political awareness of the students. Although the political issues that talk about Palestinian cause and war of Gaza are prohibited to insert in the curriculum.

### **Psychology of the Mobilized Adolescents**

"If the Palestinian child experiences the cause from a young age, then the Arab child should experience that childhood as well." With this quote, a teacher expressed a political awareness that must be taught from the childhood and adolescents must be involved in the political awareness because this is the form of the childhood of the Palestinians as well as creating this awareness at early age will make it last and grow up with children. "In contrast to adults,

for whom it is a temporary event that fades away, learning about the cause from childhood ensures it will not be forgotten."

The role of Art: "Art has always been a weapon to convey a message and fight an enemy." The role of art in Egyptian schools plays a significant part in shaping the political mobilization of adolescents aged 15-17. Through art, draw, poet) students are exposed to various forms of expression that encourage critical thinking and self-expression about the current genocide war of Gaza. They found it perfect way to express themselves. Furthermore, Art plays a crucial role in social movements by informing both audiences and participants about the dynamics of mobilization. Artistic activities can serve as a channel for exploring and addressing social and political issues, thereby enhancing a deeper understanding of these topics among adolescents. By engaging with art that reflects historical events, students can develop a more view of their world and their role within it. This engagement often empowers them to translate their opinions more effectively and may inspire them to participate in civic activities. In this way, art education not only enhances creativity but also nurtures informed and active citizens who are capable of contributing to political mobilization within their communities.

### 1.3 Thematic Analysis of the Parents interviews

Fadi mentioned, "It has been ten years since I began teaching my children about Palestine and the Occupation State of Israel. I started educating them about who is right and who is wrong, even though I know they might not fully grasp every concept I discuss." He stressed the importance of raising children's awareness about the Palestinian cause from an early age and emphasized the role of Arabs in supporting this cause. As a result, children who grow up with a deep understanding of the Palestinian issue become more engaged and mobilized, especially following the recent violence in Gaza. These adolescents have also influenced their peers, both in school and on social media.



**The photo is for Fadi's Adolescents while they were kids and expressed their support for Palestinian cause**

One parent shared an experience with his daughter's reaction when he first explained the Israeli violations against Palestinians. He taught her that Israel is not a legitimate state and aims to claim the land of Palestine without acknowledging the Palestinian people. He recounted an incident involving a computer game called "Gamzer," where players select a country to represent. His daughter wanted to choose Palestine, but the game forced her to choose Israel instead. The father decided to cancel the game, insisting that even in games, they should not recognize Israel as a state. Another mother highlighted her role in teaching her children about nationalism and the unity of Arabs, emphasizing that the Palestinian cause is a collective Arab issue that must be defended and protected from adversaries. The researcher found that parents expose their children to various sources of information. They acknowledged that in today's age, they can't limit access to information, but they make it clear that their children come to them for clarification on any confusing points.

### **Selection of focus groups**

I conducted two focus groups, one in Cairo and the other in Beirut, each consisting of 11 participants. These groups included a diverse mix of adolescents, aged 14-17, from different social classes and backgrounds. Both males and females were represented, and the participants attended various schools and lived in different geographical areas within Cairo and Beirut. This diversity allowed for a rich exploration of perspectives and experiences, reflecting a broad spectrum of voices and insights.

#### 1.4 Thematic Analysis of the selected focus groups

##### **Influence of the Genocide**

since the participants of the focus group knew I am from Gaza, some of them could not stop their tears and were even unable to express their views because as Marah mentioned “I feel like I am watching a victim of Israeli crimes in Gaza in person” their faces were difficult to explain. Others stated how much they traumatized because it is the first time to witness how much the world is ugly and unfair. The Genocide war of Gaza raised their political consciousness in both Egypt and Lebanon. They often become more engaged in political discussions at school, home and at social media platforms and protests. This engagement also shapes their views on international relations and justice. Adolescents in these regions frequently participate in or support movements such as “Boycott” and protests in solidarity with Palestinians.

##### **Social Media Usage Frequency**

Generally, the whole participants are active on social media yet the used social media platforms vary from one to another (Instagram, tiktok and facebook). However, their usage is different post and during the war of 7October. To illustrate, Sedra clarified that despite their parents’ support to the Palestinian cause and refusal of the crimes that Israel committed in Gaza, they do not allow her to post on social media platform any content related to the Genocide of Gaza because they are afraid about her since she lives in Egypt and such activity is restricted. However, the majority were not post about the previous wars

in Gaza but this war makes them more aware and even more anger. They feel so frustrated and depressed concerning to the crimes that they watched especially for the children. However, there were willing to share reels and post although they declared they were sometimes speechless and unable to express the massacres.

### **Exposure to Political Content Related to the Genocidal War of Gaza**

four out of eleven participants stated that they use social media to post about the Palestinian conflict particularly wars in Gaza before October 7, 2023 and they emphasized about the Palestine issue for all Arab but their activity on social media has been dramatically increased after October 7. While another two students mentioned that they only share posts and reels on social media after the beginning of the genocide war of October 7. Only a student clarified why she's never posted about the conflict of Palestine and Israel before or after 7 October due to her family prevention of such posts.

### **Perception of Boycotting**

the participants have shown Understanding of what boycotting is and its intended impact. Their Personal views on boycotting as a form of protest; they boycotting the companies that support Israel with weapons so they decided not to be part of raising profits of those companies. On the other hand, some of them mentioned about the history of their parents in boycotting Israeli products as it was old weapon to fight our enemy.

### **Support Systems**

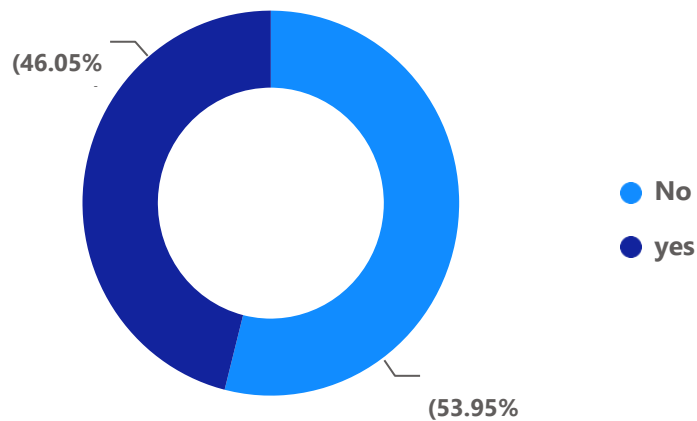
(family, friends, online communities) most of the participant are made the decision to boycott from themselves. The rest are influenced of the surrounded community, such their parents and the influencers on social media platforms.

### 1.5 Thematic analysis of the surveys: (factors and motivations)

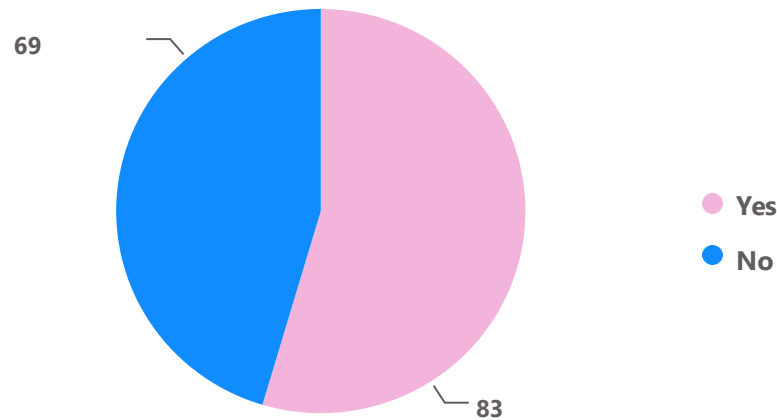
The thematic analysis of the surveys stated many factors that shaped the political mobilization of the children in Lebanon and Egypt.

**Social media** : “It changed a lot. People now are more aware of what’s happening in Gaza (throughout journalists and influencers) not just what we see on the news". Social media is considered a major platform for expressing political views. Consequently, this led to most of the children believe in their engagement in freely expressing their political views by posting on Instagram, facebook and tiktok. The study showed that almost half of the respondents never posted about Gaza wars on social media before October 7. On the other hand. Those children are determined to be involved in boycott movement.

The following pie chart illustrate the percentage of the participants who consider social media platforms is a main source of getting information about the current Genocide of Gaza and the way also to express their political views regarding the mentioned cause as well as the second one clarified that 55% of the participants were posted about the previous wars of Gaza while others started posting during the 2023-2024 Genocide of Gaza.



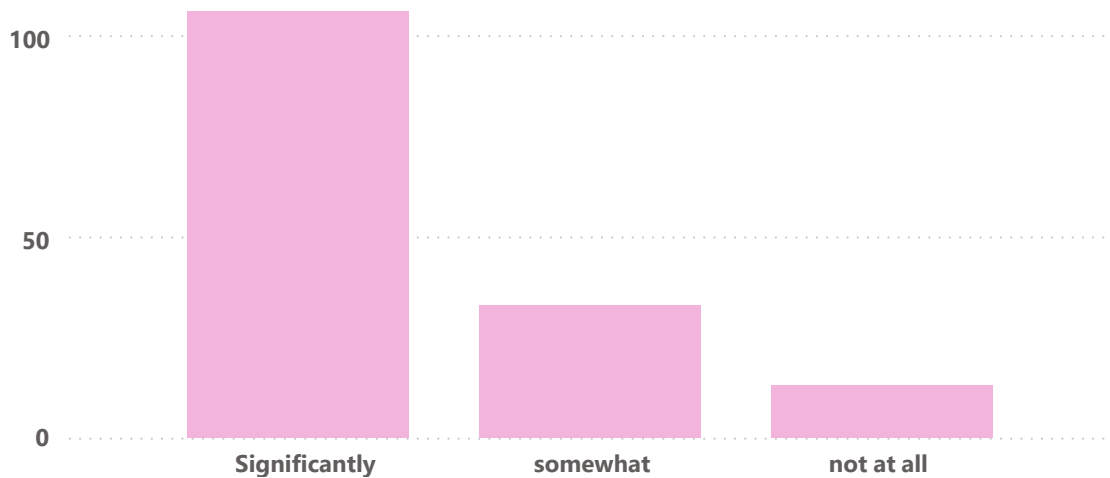
The chart below illustrated the percentage of the participants whom rarely or never posted about Palestinian cause or previous wars of Gaza and started posting after the 2023-2024 Genocide of Gaza. While 45% of respondents are posting on social media - since their begin use of social media-pre and after of October7 war.



### **Family Influence**

The family shapes the mobilization of children by participation in the mobilization through ask them to boycott everything support Israel otherwise to replace that products with local product. As clarified by many of the participants, their parents encourage them to adapt the Palestinian cause as their own issue; to post on social media, to write about martyrs' stories and to reflect the war of Gaza on their talents such as act and draw. It is notable that many children learned about the genocidal war in Gaza from their family. The role close-knit community structures in political socialization. Families is primary source of information and can profoundly impact children's awareness and perspectives on significant political events.

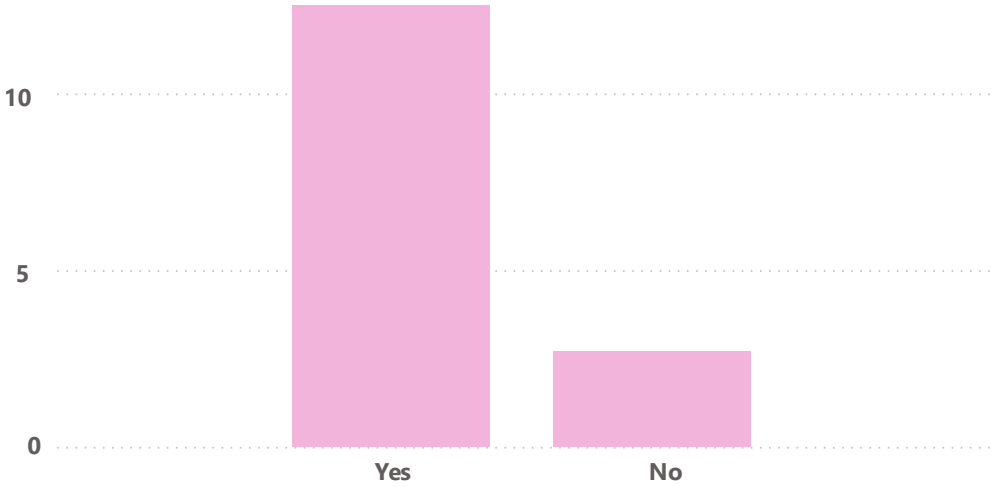
The following line graph shows to what extent the participants believe in the family role in shaping their political mobilization concerning the Genocide war of Gaza. Apparently, it can be seen that the majority of them significantly believe in their family role. the majority of respondents consider their family's views significantly influence their decision to participate in such political actions.



### Schools

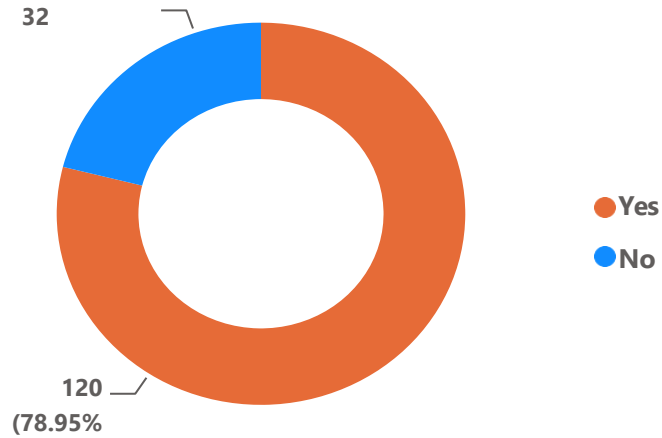
School play significant role in raising awareness of the children about the genocidal war of Gaza. This exposure is significantly influential, as demonstrated by the number of children learning about the Gaza wars and the Palestinian cause in general through their education curriculum or the school activities, “I wrote a poem about the old man whom Israel killed his grandson and daughter and known by (rouh el eouh) meaning the soul of my soul”. Malak who study at international school stated that: “ the Art teacher at our school will not encourage us to draw but the Palestinian symbols and current crimes in Gaza” highlighting the impact of educational content and the role of teachers in guiding these discussions. Moreover, the design of school curricula, which often includes specific topics on global and local political conflicts, directly affects children's awareness and understanding. The manner in which these topics are presented—the depth and perspectives offered—shapes students' perceptions and can motivate them to engage further with these subjects. Furthermore, schools that promote critical thinking and offer a broader context for understanding international conflicts empower students to form independent views. This approach nurtures a more informed and politically active youth, who are likely to participate more actively in political activism as they develop their own informed opinions. Additionally, schools serve as social spaces that enhance interaction and development beyond academic learning. Peer discussions about topics covered in class can significantly impact children's political views and activism. Such interactions often reinforce or

challenge the presented information, contributing to the development of a more engaged and politically aware generation of students. Otherwise, “I will keep wearing keffiyeh – Palestinian scarf symbol of resistance- Although the school prevent me and threaten me to fire me yet I do believe its policy of hide the truth and keep silence about the crimes committed in Gaza” Tariq mentioned that his French school plays a negative role by hiding the truth about the crimes committed against the people of Gaza. He expressed his desire to freely exercise his right to wear any Palestinian symbol, arguing that it doesn't harm anyone. Additionally, he referred to the concept of nationalism, emphasizing that schools in Arab countries have a duty to teach students about their shared heritage and to stand in solidarity with their brothers through ties of blood, ethnicity, and shared history.



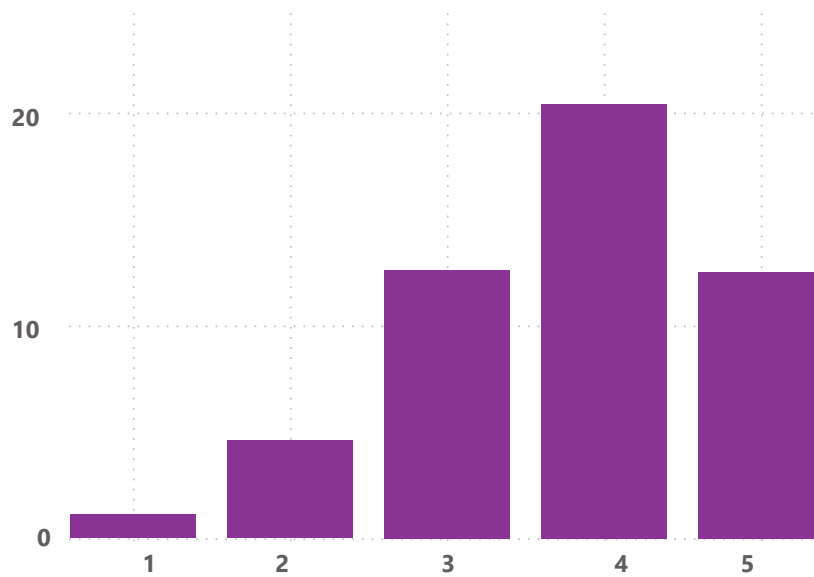
**Engagement to Express Political Opinions:**

The study suggests that while a notable portion of families encourage their children to express political opinions through social media. A majority do not. this divergence can influence how children perceive their agency in political decisions and their comfort in participating openly in such conversations.



### **Influence of the Genocide**

“I never wanting people to forget what the Palestinian country have experienced, as a form of respect for their suffering, an homage to the souls that we lost, so no factors would make me reconsider boycotting, this movement should continue and not stop. “ Tala stated. The ongoing genocide in Gaza has profoundly impacted adolescents in Egypt and Lebanon, shaping their perspectives and galvanizing their activism. Witnessing the horrible and abnormal images and stories of devastation and loss has sparked a deep sense of empathy and urgency in these Adolescents.



## 1.6 Key findings

Based on the thematic analysis, the study found how adolescents in Egypt and Lebanon become politically active regarding the genocidal war in Gaza. It has mobilized adolescents by increasing their awareness, engaging them in activism through social media and community involvement, educating them about regional politics, and strengthening their cultural identity. focusing on the factors and influences that shape their awareness, engagement, and actions. Through focus groups, surveys, and interviews, several important findings have emerged; The emotional impact and empathy felt by adolescents in Egypt and Lebanon during the 2023-2024 genocide in Gaza have been deeply transformative.

### **Emotional Impact and Empathy**

Exposure to Humanitarian Crisis and Witnessing Harrowing Reality: Adolescents in Egypt and Lebanon have been inundated with raw and harrowing images from Gaza, showing the stark realities of the genocide—destroyed homes, injured children, grieving families, evacuation, massive destruction. These images are not just passing headlines; they are powerful, emotional jolts that penetrate the daily lives of young people, making the situation intensely personal and impossible to ignore. The visceral impact of witnessing such suffering ignites a fierce empathy in adolescents. They cannot remain indifferent when confronted with the anguish of children and families like their own. This compassion becomes a catalyst for action, driving them to find ways to support and stand with those suffering. Whether through protests, online advocacy, or community discussions, these adolescents are channeling their empathy into tangible efforts to raise awareness and aid those affected. Personal Stories as Emotional Catalysts: Personal stories and firsthand accounts from Gaza have a profound effect. Hearing about a child their age who has lost a family member or a young student who can no longer attend school strikes a chord. These narratives humanize the genocide, transforming abstract statistics into real, relatable human experiences. This emotional connection compels adolescents to advocate for change and support humanitarian efforts, as they feel a personal stake in the outcomes. Additionally, Identification with the Palestinian in Gaza.

Shared Identity and Solidarity: For many adolescents in Egypt and Lebanon, the connection with their peers in Gaza is rooted in a shared Arab and, often, Muslim identity. This shared cultural and historical background creates a deep sense of kinship and responsibility. They see the struggles of Gazan youth not just as distant events but as personal challenges that affect their broader community. This solidarity is a powerful motivator, fueling their determination to support and advocate for their peers in Gaza.

### **Social Media acts as a Powerful Driver for Political Mobilization**

With constant media coverage and social media discussions, adolescents in Egypt and Lebanon have become increasingly aware of the current Genocide war of Gaza. They are regularly exposed to images and stories of the war, which has raised their emotional and political awareness. Social media platforms play a crucial role in the political mobilization, acting not just as communication tools but as significant platforms for expressing political mobilization. It increased Awareness and Engagement, Most participants reported becoming more politically active on social media after the beginning of 2023-2024 Genocide of Gaza. They use platforms like Instagram, TikTok, and Facebook to express their views, share posts, and engage with content related to the war in Gaza. These platforms' visual and interactive nature allows adolescents to connect with the realities of the war, enhancing a sense of involvement. However, the influence of Social Media Content, the role of journalists, influencers, and peers is crucial in shaping participants' understanding and motivating their actions and awareness. The continuous stream of images reels, posts and stories from Gaza raises their emotional response and commitment to the cause. Many adolescents see social media as an effective way to mobilize others and raise awareness about the war.

### **Family Influence and Support**

Families play a crucial role in shaping the political mobilization of adolescents. The study shows that parental attitudes, background and actions significantly impact children's views and behaviors regarding political issues by encouragement and Guidance. Many parents encourage their children to support the Palestinian cause, share information, and participate

in actions like boycotts. Parents who actively discuss politics at home provide a foundation for their children's understanding and involvement. In addition, historical background; Some adolescents are influenced by their family's history of political participation, such as participating in boycotts against Israel BDS. This historical context gives adolescents a framework to understand their actions as part of a broader struggle for justice.

### **The Role of Education and Schools**

Educational institutions notably influence adolescents' political awareness and activism, even with governmental restrictions on political content in curricula. Education and Activities; Schools in Egypt often find ways to integrate discussions about the Palestinian cause through extracurricular activities, art and storytelling. Teachers and school administrations creatively address the topic by encouraging critical thinking and self-expression through various forms of art. While in Lebanon, I observed that the only schools prohibiting children from engaging in political issues, particularly the current genocide in Gaza, were those following the French system. In contrast, most schools in Beirut took the opposite approach as well as the adolescents do not influenced with the school policy.

Peer Interaction and Discussion: Schools provide a social environment where students can discuss political issues with peers, reinforcing or challenging the information received at home and through media. These discussions contribute to a more comprehensive understanding of the genocide in Gaza and the Palestinian casue and inspire further engagement.

### **Peer Influence and Social Dynamics**

Peer groups significantly impact adolescents' political mobilization. Social influence theory suggests that peer behaviors and opinions can create social norms that encourage political participation. To illustrate, Peer Pressure and Conformity; Adolescents are motivated by their peers to express political views and engage in activism. Discussions among friends, especially on social media, reinforce their commitment to the cause and motivate actions like boycotts. Conversely, Community and Support Networks; Online communities and

friend groups provide support and encouragement for political actions, making adolescents feel part of a larger movement. This sense of belonging enhances their willingness to participate in political activities.

### **Emotional and Psychological Motivations**

The psychological impact of witnessing the Genocide war of Gaza profoundly affects adolescents, motivating them to take action. To illustrate, Empathy, Feeling and Acting on Compassion and Anger. Many adolescents express deep empathy for the victims of the conflict and a strong sense of moral outrage. These emotions drive their desire to speak out and participate in activities like boycotts to support the Palestinian cause. Additionally, Desire to create difference; The study found that adolescents feel a strong need to contribute positively to the situation. Participating in “boycott” for instance is the most satisfied for them and their own weapon. It provides them with a sense of empowerment, allowing them to feel that they are making a difference to defend the Palestinian in Gaza.

## 1.7 Conclusion

The researcher concluded that there are no studies focusing on the conditions that led adolescents to be politically mobilized in Lebanon and in Egypt and how those Adolescents express their views during 2023-2024 Genocide war of Gaza. Conversely, Gaza genocide reveals a profound and growing awareness among adolescents in Cairo and Beirut. This research uncovers the complex correlation of factors and motivations that shape this mobilization, demonstrating that their political mobilization is far from impulsive or superficial. Instead, it is the result of a significant interaction between digital engagement, family dynamics, educational environments, peer influence, and personal emotional responses of the severe crimes in Gaza.

Social media has emerged as a powerful tool in their mobilization efforts, providing adolescents with a platform to express solidarity, amplify their voices, and advocate for the Palestinian cause on a global stage. However, this research makes it clear that their political awakening is not solely driven by the digital world. Familial socialization plays a foundational role, offering a space where values, history, and political engagement are fostered. Educational environments that emphasize civic responsibility and political discourse further shape these young individuals, enabling them to critically engage with the issues.

The findings also highlight the centrality of empathy and solidarity, driven by the deeply personal identification with the humanitarian crisis in Gaza. Adolescents in Lebanon and Egypt see themselves reflected in the suffering of their peers, which fuels a relentless determination to take action. This emotional connection, combined with the influence of peers who share similar concerns, solidifies their commitment to the cause.

Furthermore, this study confirms that political mobilization is not uniform across all adolescents; gender, regional identity, and direct exposure to conflict-related media create differences in how adolescents engage. Both males and females are publicly active and are increasingly finding ways to engage, even if in less visible forms. Adolescents who strongly identify with Arab or Muslim unity show heightened political engagement, while those frequently exposed to media coverage of the conflict are more deeply involved.

Ultimately, the conditions that led to the political mobilization of adolescents during this period underscore the emergence of a new generation that is more informed, engaged, and motivated to address political and humanitarian crises. Their actions, although sometimes perceived as symbolic, reflect a deeper understanding of the broader political landscape and a genuine belief in their ability to effect change. This study fills a critical gap in the literature by illustrating how the convergence of digital platforms, familial influence, and social empathy drives adolescents toward activism, marking a significant shift in how young people in Lebanon and Egypt perceive and engage with genocide war of Gaza.

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## **Appendices**

### **Dimensions of the Interview of the Teachers**

#### **Basic information**

This dimension aims to collect data on the demographic characteristics of the participants, which are: name, education level, name and type of the school they teach at, and geographical location. And open-ended information that the participant is willing to introduce about him/herself

#### **Historical and Political Context**

Providing an overview of the historical and political context surrounding the Gaza conflict that is crucial for understanding children's political mobilization in the region. In addition, the historical and political dynamics influence the political mobilization

#### **Teacher's Role and Professional Development**

How teachers perceive their role in facilitating discussions about public issues arising from children's art and whether they have received any training or professional development related to incorporating public themes into arts education and how has it influenced your teaching?

#### **Awareness of mobilization**

Awareness of Arts for Mobilization: Participants should indicate whether they are aware of any instances where arts have been used for mobilization in schools and, if applicable, provide an example. Children's Awareness of Public Issues through Arts: Participants should reflect on their experiences and assess whether they believe children become aware of public issues through their exposure to the arts in schools.

#### **Role of Education Systems**

Understand the role do educational systems in conflict-affected regions like Gaza play in shaping children's political views and actions. Also, the curriculum and school activities address or ignore the ongoing war of Gaza.

## **Dimensions of the surveys**

### **Basic and Demographic information**

This dimension aims to collect data on the demographic characteristics of the participants, which are (age, governorate, school name, school type)

### **Awareness of political issues and events**

The dimension includes their awareness and acknowledge about political issues and their involvement on those actions and interaction on social media

### **Engagement with social media for political purposes**

The dimension includes how children influenced by others whom boycott on instagram. Tiktok and facebook. However, the reflection of this influence on their posts; To illustrate, they began sharing videos encouraging people to boycott and asking about specific products if they are belonging to a company that support Israel or not as well as asking about Alternative of particular products.

### **Awareness of the Genocide war of Gaza**

The dimension includes the ways that the children being learned about the Genocide of Gaza.

### **Participation in boycott movement**

This dimension focused on actual activity that express the adolescents' anger

### **Emotional and motivational aspects of boycott**

This dimension focused on the psychological factors of the children that make them politically mobilized due their exposure to the crime's scenes on media and social media

## **Dimensions of the parents' interviews**

### **General Awareness and Engagement**

This is to examine what kind of political discussions occur at home do to what extent you let your children to be part of such discussions. Understanding influence your child's understanding of the situation in Gaza?

### **Sources of Information**

To understand where families primarily obtain information about the Palestinian cause, reflecting on the diversity and reliability of these sources. And to explore how parents help their children navigate the news and differentiate between the pro-Palestinian narrative and the western.

### **Perceptions of Involvement**

This examines the importance parents place on their children being informed about war in Gaza and the perceived impact of this awareness on their political mobilization as well as to observe if there is any change in their behaviors

### **Role Modeling and Familial Discussions**

This explores how parents perceive their political beliefs and actions as influential on their children's views and understanding of the war in Al-Aqsa flood as a political issues. Additionally, reflect any parents' engagement in Political discussion of activity with their children and how they explain the complex situation in Gaza.

### **Exposure to media and social media and its impact**

To examine how much does media (television, internet, social media) impact your child's views on the genocide in Gaza and if the parents are discussing or monitoring the content.

### **Impact of Family and Community**

This is to examine how parents deal with controversial opinions and how they are monitoring their reaction of their children

## **Socio-Cultural Factors**

This is to explore the cultural background influences and political views. In addition, being part of actual activity and participation in political mobilization during the genocidal war of Gaza such as “Boycott”

## **Dimensions of the interview of the experts and Researchers:**

### **Basic information**

This dimension aims to collect data on the demographic characteristics of the participants, which are: name, education level, work, research interest and geographical location. And open-ended information that the participant is willing to introduce about him/herself

### **Historical and Political Context**

To gain overview of the historical and political context surrounding the Gaza conflict that is crucial for understanding Adolescents’ political mobilization in the region and how these historical and political dynamics influence the political mobilization

### **Child Psychology in Conflict Settings**

To understand from a psychological perspective, how do ongoing war of Gaza affect Adolescents’ emotional development and how this can be translated to a political mobilization

### **Media Influence**

To investigate how media coverage, both local and international, of War of Gaza influence Adolescents’ understanding and engagement and discussion of any significant bias in media in portrayal of war of Gaza that impact the children’s political perspectives.

### **Adolescents’ Participation**

The expression of political mobilization Adolescents in near Egypt and Lebanon, and what forms of political mobilization are most common among Adolescents as well as the factors enable or disable these activities

## **Boycott as a form of political mobilization**

To know to what extent do you believe that Adolescents boycott Israeli supporters, what do they boycott and how much they believe in boycott as an expression of their mobilization.

## **Dimensions guide of the focus groups**

### **Demographic information**

Name, age, school name and type, parents job and In which region of Egypt/ Lebanon are you located?. This is to examine the background of each participants as well as offers insights into the participant's educational environment. Assess the socioeconomic background and possible influences on their views toward the Palestinian cause in general. Finally, identifying the regional influence on their awareness and participation

### **Political Awareness**

I aim to explore how adolescents perceive and engage with political issues by delving into their unique perspectives and experiences. Also, to understand not just what they know, but also the personal stories and environments that have shaped their awareness and understanding of the Palestinian issue particularly the war of Gaza, reveal the motivations that inspire them to take action.

### **Expression through Social Media**

This dimension explores how young Adolescents use social media to express their thoughts and feelings about Al-Aqsa flood. They look into whether teenagers find social media to be an effective way to share their political opinions and connect with others to be followed. In addition, to know more about the preferable platforms that they posted on. By focusing on these aspects, the study aims to understand how adolescents in Lebanon and Egypt engage with the genocide in Gaza, and how they use creative and digital outlets to make their voices heard. However, to examine if they were posting about wars of Gaza before October 7 or not.

## School Environment

To explore whether the participants talk about these events with their peers and feel supported in sharing their views. They reveal how open and encouraging schools are toward political expression.

## Survey Questions

How old are you?/العمر

School Type / نوع المدرسة

In which region are you located? المحافظة

- **Do you feel aware of political events or issues in the world around you?** هل تشعر أنك على دراية بالأحداث أو القضايا السياسية في العالم من حولك؟
- **Do you feel you were aware of the Palestinian issue before October 7?** هل تشعر أنك كنت على إطلاع على القضية الفلسطينية قبل 7 أكتوبر؟
- **Have you ever posted about Gaza wars on social media before October 7?** هل سبق لك أن نشرت عن حروب غزة السابقة على وسائل التواصل الاجتماعي قبل 7 أكتوبر؟
- **How would you rate your understanding of political issues?** كيف تقيم فهمك للقضايا السياسية؟
- **How do you think social media platforms have influenced the way people perceive and engage with political events, particularly regarding issues like the Palestinian situation and the events of October 7th?** كيف أثرت منصات التواصل الاجتماعي في نظرك على طريقة إدراك الناس للأحداث السياسية وتفاعلهم معها، خاصة فيما يتعلق بقضايا مثل الوضع الفلسطيني وأحداث 7 أكتوبر؟
- **Have you ever heard about boycott movement?** هل سمعت من قبل عن حركة المقاطعة؟
- **Do you boycott the products that support Israel? why?** هل تقاطع المنتجات التي تدعم إسرائيل؟ لماذا؟
- **Have you ever engaged in similar forms of boycott since the 7October?** هل سبق لك أن انخرطت في أشكال مماثلة من المقاطعة منذ 7 أكتوبر؟

- **Do you use social media to express your thoughts or feelings about political events?** هل تستخدم وسائل التواصل الاجتماعي للتعبير عن أفكارك أو مشاعرك حول أحداث أكتوبر؟
- **Have you ever created social media content (posts, reels, stories etc.) related to political issues?** هل سبق لك أن أنشأت محتوى على وسائل التواصل الاجتماعي (منشورات، مقاطع فيديو، قصص، إلخ) يتعلق بالقضايا السياسية؟
- **Do you think social media is an effective way to communicate your political opinions?** هل تعتقد أن وسائل التواصل الاجتماعي هي وسيلة فعالة لإيصال آرائك السياسية؟
- **Do you believe that boycotting children's products is an effective form of protest? Why or why not?** هل تعتقد أن مقاطعة الأطفال للمنتجات الإسرائيلية هي شكل فعال من أشكال المقاومة؟ ولماذا؟
- **Do you discuss 7October events in your school with your peers?** هل تناقش أحداث 7 أكتوبر في مدرستك مع زملائك؟
- **Have you learned about the genocidal war in Gaza through your school or family?** هل تعلمت عن حرب الإبادة الجماعية في غزة من خلال مدرستك أو عائلتك؟
- **How much does your family influence your decision to engage in boycotting activities?** ما مدى تأثير عائلتك على قرارك بالمشاركة في أنشطة المقاطعة؟
- **How has participating in boycotting activities on social media made you feel?** كيف أثرت فيك المشاركة في أنشطة المقاطعة على وسائل التواصل الاجتماعي؟
- **Do you believe that social media is adequately for expressing political views?**

هل تعتقد أن وسائل التواصل الاجتماعي كافية للتعبير عن الآراء السياسية؟

- **Do you feel comfortable discussing the Palestinian issue after 7October with your friends on social media?** هل تشعر بالرضا عند مناقشة القضية الفلسطينية بعد 7 أكتوبر مع أصدقائك على وسائل التواصل الاجتماعي؟
- **Have your family encouraged you to express your political opinions through social media?** هل شجعتك عائلتك على التعبير عن آرائك السياسية عبر وسائل التواصل الاجتماعي؟
- **Would you participate in similar political movements in the future? Why or why not?** إذا سنحت لك الفرصة هل ستشارك في حراك شعبي مستقبلاً؟ ولماذا؟
- **Do you feel motivated to get involved in activities that support what is going in Gaza?** هل تشعر بالتحفيز للمشاركة في الأنشطة التي تدعم ما يجري في غزة؟

- **Have the scenes displayed on social media platforms about the genocide in Gaza affected you? How?** هل أثرت فيك المشاهد المعروضة على منصات التواصل الاجتماعي عن الإبادة الجماعية في غزة؟ كيف؟

- **Do you think you should be actively engaged in expressing your political views?**

هل تعتقد أنه يجب عليك التعبير عن آرائك السياسية؟

- **Can you describe any specific instances where you've seen social media effectively used as a tool for political mobilization or raising awareness about issues such as boycotting?**

هل يمكنك وصف أي حالات محددة لاحظت فيها استخدام وسائل التواصل الاجتماعي بشكل فعال كأداة للتعبير عن الوعي السياسي أو زيادة الوعي حول قضايا مثل المقاطعة؟

- **Is there anything else you would like to add about your experience with the boycott movement or your views on political mobilization through social media?**

هل هناك أي شيء آخر تود إضافته حول تجربتك مع حركة المقاطعة أو آرائك حول الوعي السياسي عبر وسائل التواصل الاجتماعي؟

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interview guide for experts

**Dear participant,**

**I am conducting a study entitled “Exploring Adolescents Political Mobilization during the 2023-2024 Gaza Genocide. Case studies from Adolescents of Lebanon and Egypt”, in partial fulfillment of the requirements for the Master’s degree. To achieve the research goals, I designed an interview guide to explore about the political mobilization of Adolescents; the factors driving them and the motivations.**

## Introduction

**Briefly introduce yourself, the purpose of the study. Ensure the interviewee understands the context of the research and their role in providing valuable insights. Obtain written consent to record the interview and use the information for research purposes. Explain how the data will be handled, emphasizing confidentiality and anonymity.**

## Section 1: Background Information

1. Personal and Professional Background and understanding of current Genocide in Gaza

**Could you please share your professional background and experience related to adolescent behavior, political science in Middle East studies?**

**What specific experience do you have with adolescents in conflict zones, particularly in Lebanon and Egypt?**

**How familiar are you with the 2023-2024 Gaza genocide?**

**What is your understanding of the political and social climate in Lebanon and Egypt during this period?**

## Section 2: Understanding Adolescent Political Mobilization

3. Defining Political Mobilization

**How would you define political mobilization, particularly in the context of adolescents?**

**What are the key factors that typically drive political mobilization among adolescents in conflict zones?**

4. Motivations for Mobilization

**What do you think motivated adolescents in Lebanon and Egypt to become politically active during the Gaza genocide?**

**How do you perceive the role of family, community, and social media in influencing these motivations?**

## 5. Forms of Mobilization

**In what forms did adolescents in Lebanon and Egypt express their political activism during the Gaza genocide (e.g., protests, social media campaigns, art, etc.)?**

**How did these forms of mobilization differ from previous conflicts or political movements in the region?**

Section 3: Impact and Consequences

## 6. Social and Psychological Impact

**How do you believe the Gaza genocide impacted the social and psychological well-being of adolescents in Lebanon and Egypt?**

**Can you describe any long-term effects on their political attitudes and behaviors?**

## 7. Community and Peer Influence

**What role did peer groups and community networks play in shaping the political actions of these adolescents?**

**How did the involvement in political mobilization affect their relationships with family, friends, and community members?**

## 8. State and Institutional Response

**How did the governments of Lebanon and Egypt respond to adolescent political activism during this period?**

**Were there any notable differences in the response between the two countries?**

Section 5: Recommendations and Conclusion

## 11. Policy and Support Recommendations

- **What recommendations would you make to policymakers, educators, and community leaders to support adolescents affected by political conflicts?**
- **How can international organizations better support the political and social development of adolescents in conflict zones?**

Closing

**Thank the Interviewee for the time and valuable insights and explain next step in the research process and how they will be informed of the outcomes.**

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Interview guide of Teachers:

**1. Incorporating the Palestinian Cause into the Curriculum:**

**Have there been any discussions or initiatives at your school to include the Palestinian cause or the ongoing Genocide war in Gaza within the formal curriculum? If so, how have these been implemented?**

**In which subjects do you think the Palestinian cause and the war in Gaza could be most effectively integrated? How would you approach teaching these topics in those subjects?**

Educational Resources and Materials:

**What resources or materials would you need to effectively teach about the Palestinian cause and the Gaza conflict? Are there any existing resources that you find particularly useful or lacking?**

**Have you used any multimedia tools (such as documentaries, news articles, or guest speakers) to help students better understand the Palestinian cause and the Gaza war? If so, how did the students respond?**

School Activities and Projects:

**Has your school organized any activities, such as debates, art projects, or writing assignments, focused on the Palestinian cause or the Gaza conflict? How were these activities received by the students?**

**Do you think creating student-led projects or clubs centered around the Palestinian cause could be effective? What would be the challenges and benefits of such initiatives?**

Balancing Sensitivity and Engagement:

**How do you ensure that discussions about the Palestinian cause and the Gaza conflict are handled sensitively, considering the diverse backgrounds and views of students? What strategies do you use to maintain a balanced and respectful environment?**

**Are there any concerns or challenges you've faced when including politically sensitive topics like the Gaza war in your teaching? How have you addressed these challenges?**

Impact of Curriculum Inclusion on Students:

**How do you think including the Palestinian cause and the Gaza conflict in the curriculum or school activities impacts students' understanding of global issues? Have you noticed any changes in their perspectives or engagement as a result?**

**How do students typically respond to lessons or activities related to the Palestinian cause? Do they show increased interest, empathy, or activism as a result?**

Collaboration with Community and External Organizations:

**Have there been any partnerships or collaborations with local or international organizations to bring awareness of the Palestinian cause into the school setting? How have these collaborations been beneficial?**

**Would you support the involvement of Palestinian speakers, activists, or community leaders in school activities or lectures? How do you think this would affect students' understanding and engagement?**

Teacher Training and Support:

**What kind of training or professional development do you think teachers need to effectively teach about the Palestinian cause and the Gaza conflict? Have you received any such training?**

**Do you feel supported by your school administration when it comes to including the Palestinian cause in your teaching? What additional support would you need to do this effectively?**

Long-term Goals for Inclusion:

**What are your long-term goals for including the Palestinian cause and the Gaza conflict in your teaching? How do you envision these topics being sustained in the curriculum or school activities in the future?**

**How do you measure the success of integrating the Palestinian cause and Gaza conflict into the curriculum? What outcomes do you hope to see in your students as a result of this inclusion?**

**These questions aim to explore the practical aspects of integrating the Palestinian cause and the Gaza conflict into the school environment, focusing on curriculum development, student engagement, and the challenges of addressing sensitive political topics in an educational setting.**

Interview guide of Parents:

### **General Awareness and Engagement**

- **Can you describe what kinds of political discussions occur at home?**
- **How do you think these discussions influence your child's understanding of the situation in Gaza?**
- **To what extent you let your children to be part of such discussions. Understanding influence your child's understanding of the situation in Gaza?**

**Sources of Information**

- **What are the primary sources of information about political events for your family?**
- **How do you guide your children in selecting and interpreting these sources?**

Perceptions of Involvement

- **How important do you think it is for your child to be aware of political issues like the situation in Gaza?**
- **Have you noticed any changes in your child's behavior or attitude towards political events after discussions at home?**

Role Modeling and Familial Discussions

- **Could you describe a recent political discussion related to Gaza that involved your child? What was discussed?**
- **In what ways do you think your own political beliefs and actions influence your child's views?**

Impact of Media

- **How does media (television, internet, social media) impact your child's views on the genocide in Gaza?**
- **Do you monitor or discuss the content they see regarding this issue?**

Impact of Family and Community

- **In what ways do family and community discussions about politics and conflict influence children's political awareness and activism?**
- **How significant is the role of parental guidance in forming children's responses to political and humanitarian crises?**

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**Focus groups guide:**

Introduction and Icebreaker

**"Can you share your name and something you're passionate about? It could be anything from a hobby to a cause you care about."**

General Context:

**"What are your thoughts or feelings about the recent war in Gaza or the Palestinian issue?"**

Understanding Political Awareness

Initial Awareness:

**"When did you first hear about the situation in Gaza? How did you feel when you first learned about it?"**

Sources of Information:

**"Where do you get most of your information about what's happening in Gaza and the broader region? How reliable do you think these sources are?"**

Personal Connection and Reactions

Personal Impact:

**"Do you feel personally affected by the situation in Gaza? How does it impact your daily life or thoughts?"**

Family and Community Discussions:

**"How do your family and friends talk about the situation? Do you often discuss these events with them?"**

Political Mobilization

Involvement in Activities:

**"Have you participated in any activities, like protests, social media campaigns, or discussions, related to Gaza? What motivated you to get involved?"**

Barriers to Participation:

**"Are there things that make it difficult for you to get involved in political activities or express your views? Can you share some examples?"**

## Social Media and Digital Mobilization

### Online Engagement:

**"How do you use social media in relation to the events in Gaza? Do you share content, create posts, or engage in discussions? Why or why not?"**

### Perceived Impact:

**"Do you think your actions, either online or offline, make a difference? How do you gauge the impact of your involvement?"**

### Hopes and Fears

#### Future Outlook:

**"What are your hopes for the future regarding the situation in Gaza? How do you think young people like you can contribute to change?"**

#### Concerns and Fears:

**"What worries you the most about getting involved in political activities? Are there any risks you're concerned about?"**

### Closing Thoughts

#### Advice for Peers:

**"What advice would you give to other young people who want to get involved in political issues, but don't know where to start?"**

#### Final Reflection:

**"Is there anything else you would like to share about your experiences or thoughts on this topic?"**