

# Findings from a Current Survey of Arab and Jewish Students: Towards the Fall Semester 2024-2025

نتائج استطلاع أجري في الوقت الراهن في أوساط الطالبات والطلاب العرب واليهود:  
استعدادًا للفصل الأول 2025

September 2024

Academia Department  
aChord Center

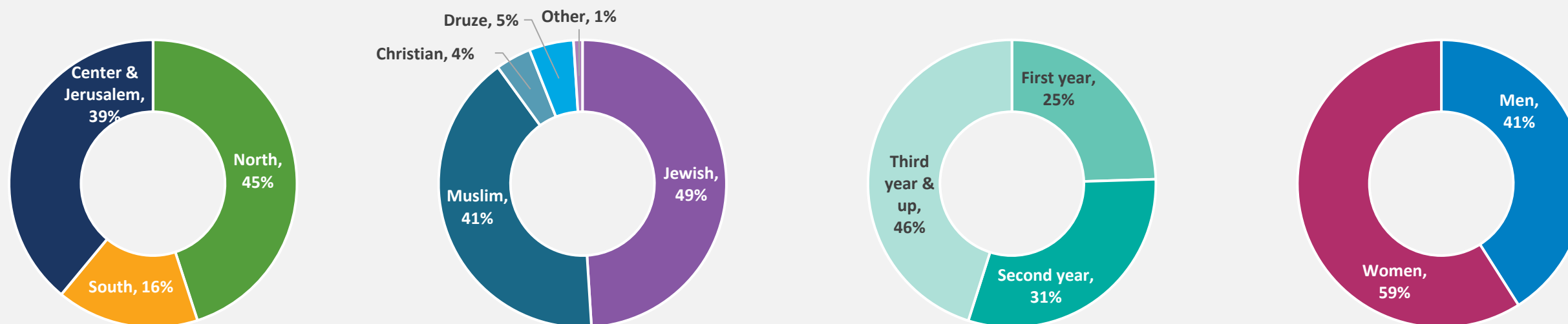
# Sample: September 2024

## تفاصيل العينة أيلول (سبتمبر) 2024

**Survey period:** September 2-12, 2024

**Sampling Method:** Online (Jews) and Field (Arabs)

**Total Sample:** 849. Arabs - 425; Jews - 424

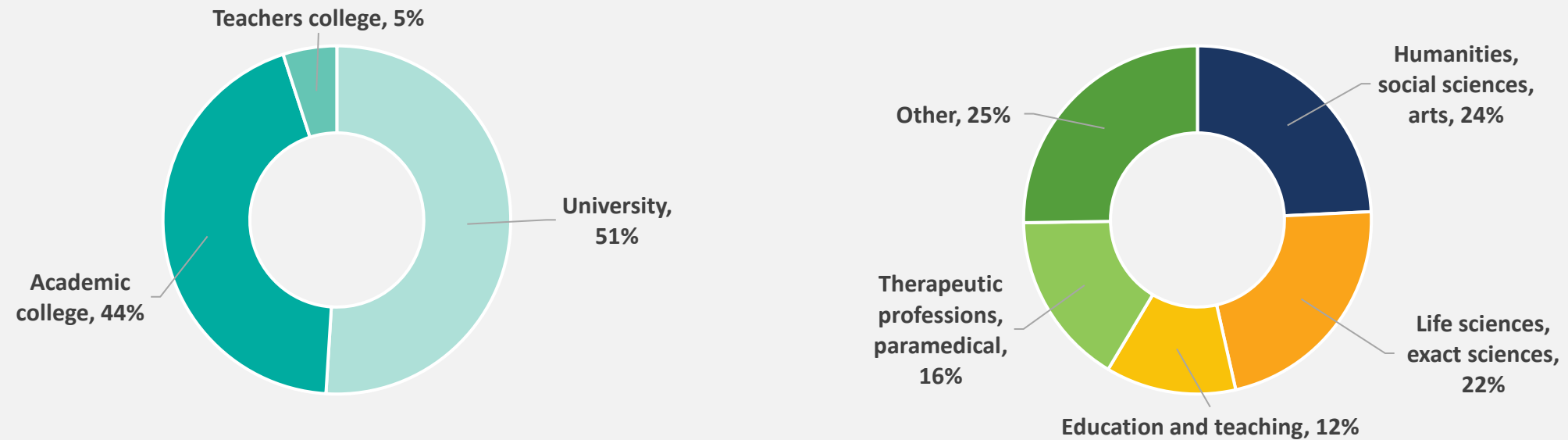


Sample segmentation, before weighting

Weighting per CBS data for 2021: nationality | gender | year

# Sample: September 2024

## تفاصيل العينة أيلول (سبتمبر) 2024



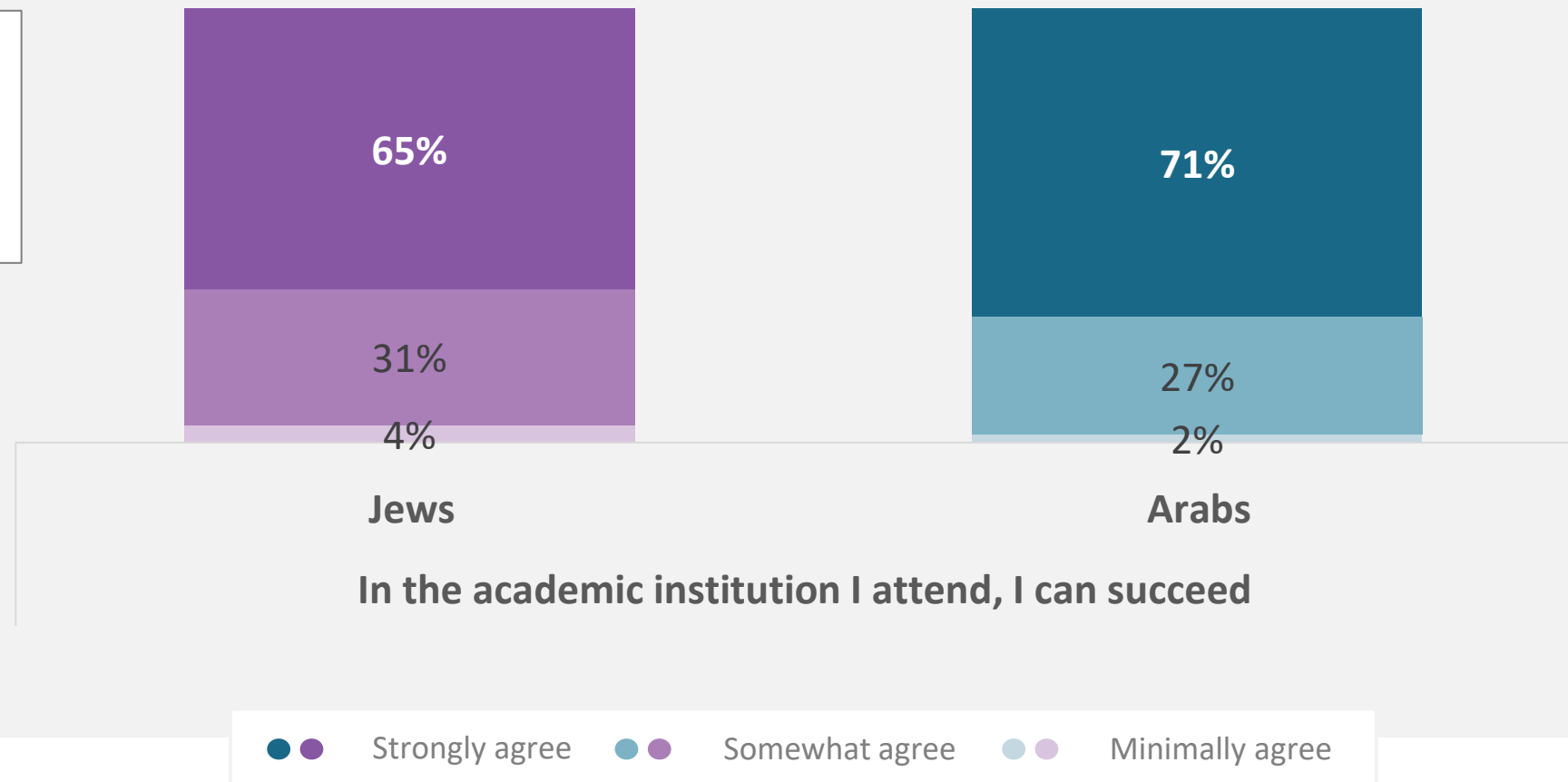
Sample segmentation, before weighting

Weighting per CBS data for 2021: nationality | gender | year

## Arab and Jewish students feel that they can succeed in the academic institution they attend, to a similar extent

الطالبات والطلاب العرب واليهود يشعرون بأنهم قادرون على النجاح في المؤسسة الأكاديمية التي يدرسون فيها بدرجة متشابهة

About **two-thirds** of the Arab and Jewish students strongly agree that they can succeed

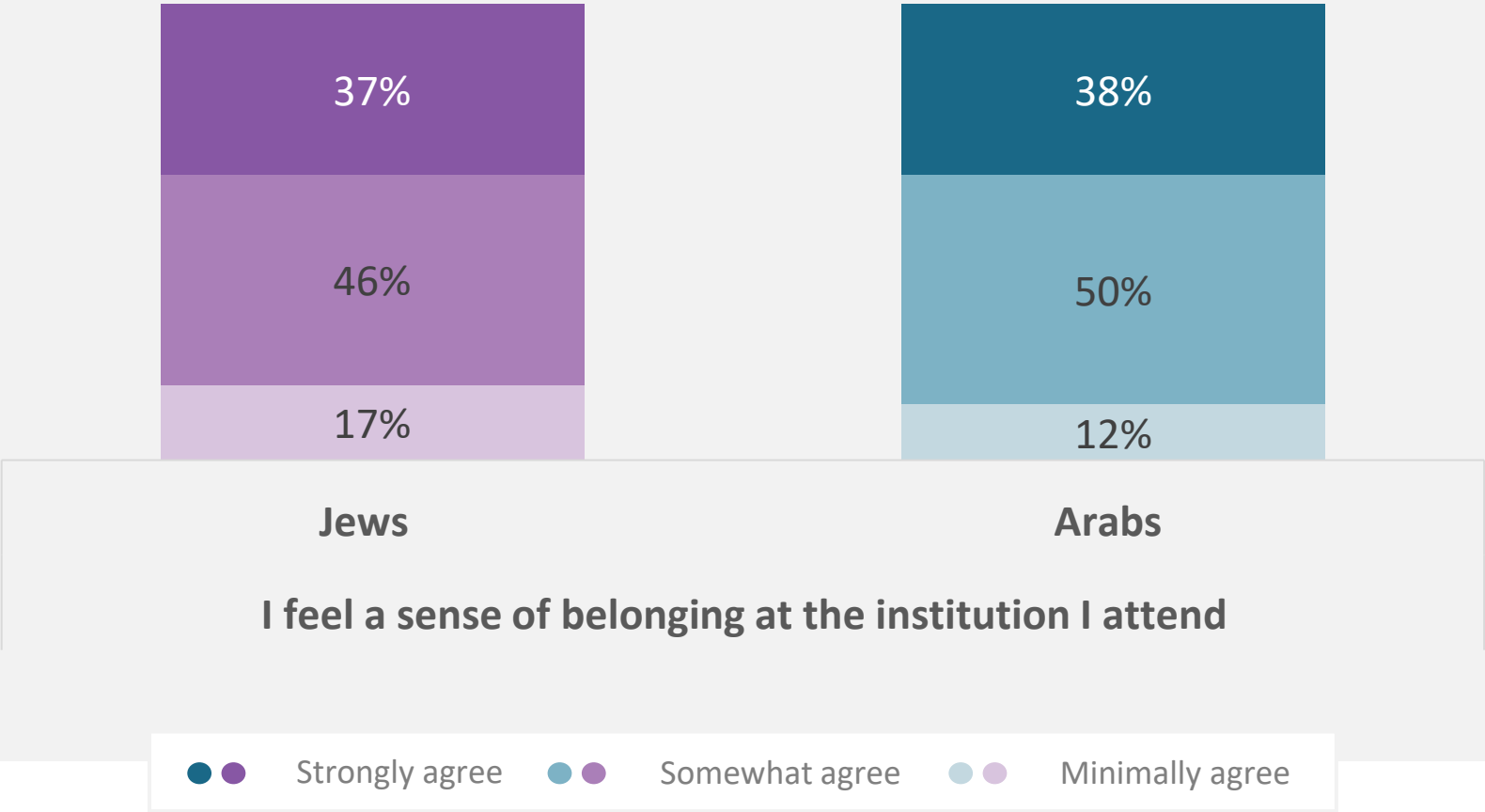


To what extent do you agree with the following statements?  
Scale: (1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.

# Sense of belonging: Arab and Jewish students feel a similar sense of belonging at the academic institution they attend

الانتماء: الطالبات والطلاب العرب واليهود يشعرون بالانتماء للمؤسسة الأكاديمية التي يدرسون فيها بدرجة مشابهة

About a **third** of the Arab and Jewish students strongly agree that they feel a sense of belonging

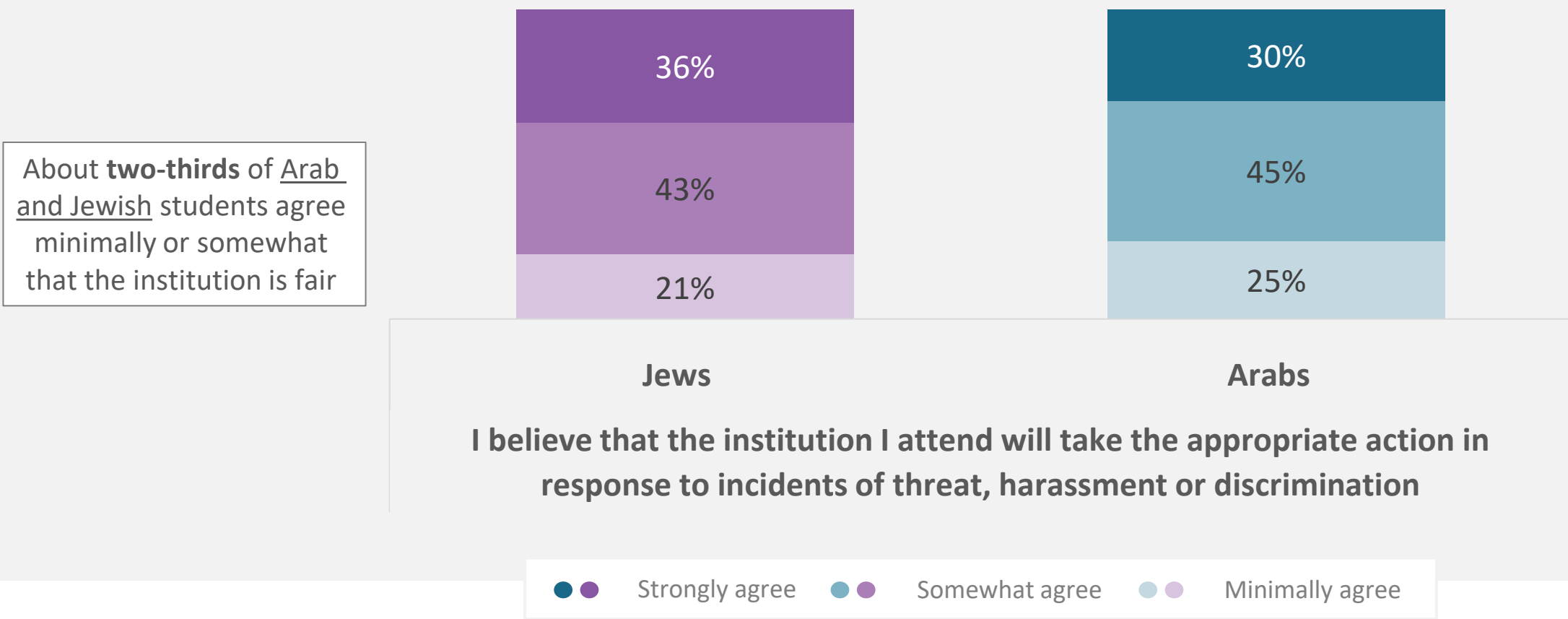


To what extent do you agree with the following statements?  
 Scale: (1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.

# Fairness: Arab and Jewish students feel similarly that the academic institution they attend will take the appropriate action in response to incidents of threat, harassment or discrimination



الإنصاف: يشعر الطالبات والطلاب العرب واليهود بدرجة مماثلة بأن المؤسسة الأكاديمية التي يدرسون فيها ستتخذ الإجراء المناسب استجابةً لحالات التهديد أو المضايقة أو التمييز.

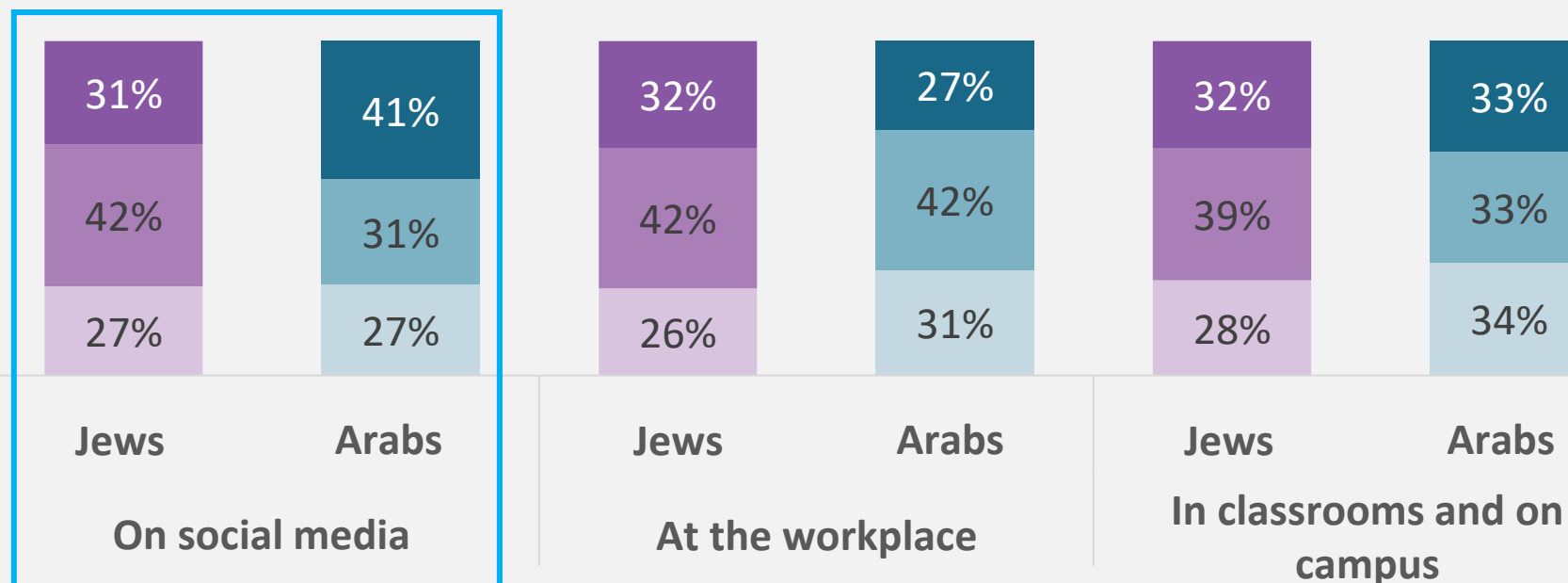


To what extent do you agree with the following statements?  
Scale: (1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.

# Voice: While in physical space the desire to speak about Jewish – Arab relations is similar among Jewish and Arab students, the Arab students express a greater desire to speak freely on social media

الصوت: بينما الرغبة في التعبير عن العلاقات بين اليهود والعرب في الفضاء الواقعي متشابهة بين الطالبات والطلاب اليهود والعرب، يرغب الطالبات والطلاب العرب في التعبير بحرية أكبر على وسائل التواصل الاجتماعي

About **half** the Arab students strongly desire to speak freely on social media, compared with only a third of the Jewish students



About a **third** of the Arab and Jewish students strongly desire to speak freely on issues relating to Jewish – Arab relations on campus and at the workplace

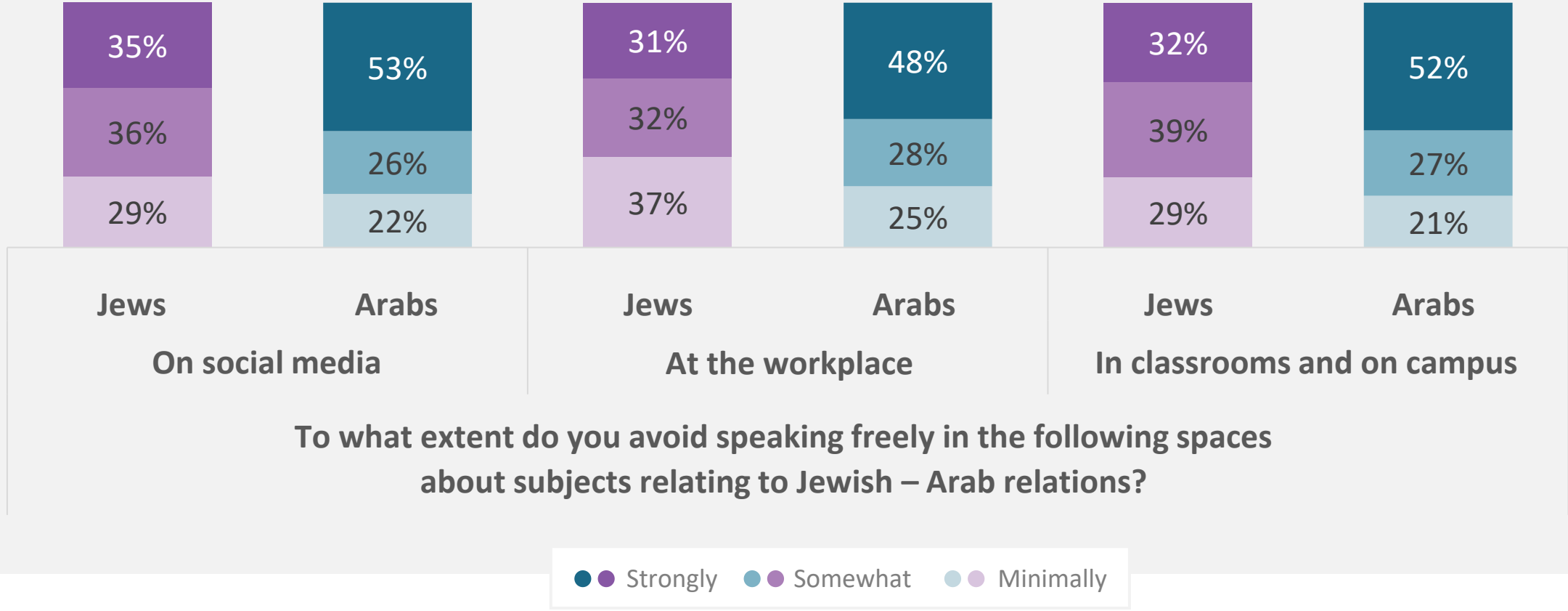
To what extent would you like to speak freely in the following spaces about issues relating to Jewish – Arab relations?

● Strongly ● Somewhat ● Minimally

(1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.

# Voice: In all the spaces, including in classrooms and on the campus, Arab students to a greater extent avoid speaking about Jewish – Arab relations

الصوت: في جميع الأماكن، أيضا في الصفوف الدراسية والحرم الجامعي، الطالبات والطلاب العرب أكثر امتناعًا عن التعبير مقارنة بالطلاب والطالبات اليهود



About **half** the Arab students strongly avoid speaking freely in all those spaces, compared with about a third of the Jewish students

(1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.



Components of an inclusive campus are linked to students' experiences of success, yet avoidance of speaking out is perceived as a precondition for academic success

تتعلق عناصر نموذج الحرم الجامعي الشامل بتجربة النجاح لدى الطالبات والطلاب، ولكن الامتناع عن التعبير يتم اعتباره كشرط للنجاح الأكاديمي



The greater the student's sense of belonging to the institution



The more a student believes that the institution will take action against discrimination



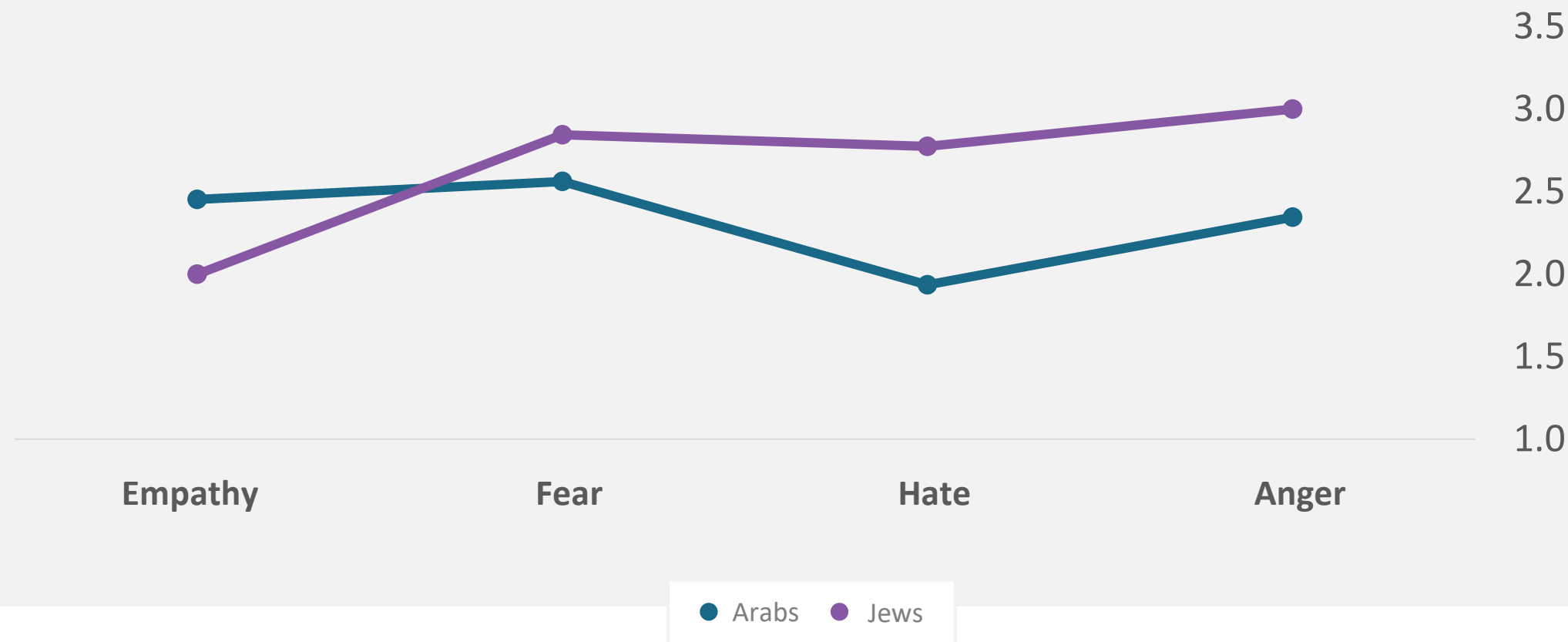
The more a student avoids speaking out about Jewish – Arab relations

Contrary to the principle of free expression, a key value and an important goal in academia, it is avoidance of speaking out that is perceived as a precondition for academic success

The stronger the feeling of success at the academic institution

# Jewish students feel more anger, hate and fear, and feel less empathy, toward Arab students compared with the way Arab students feel toward them

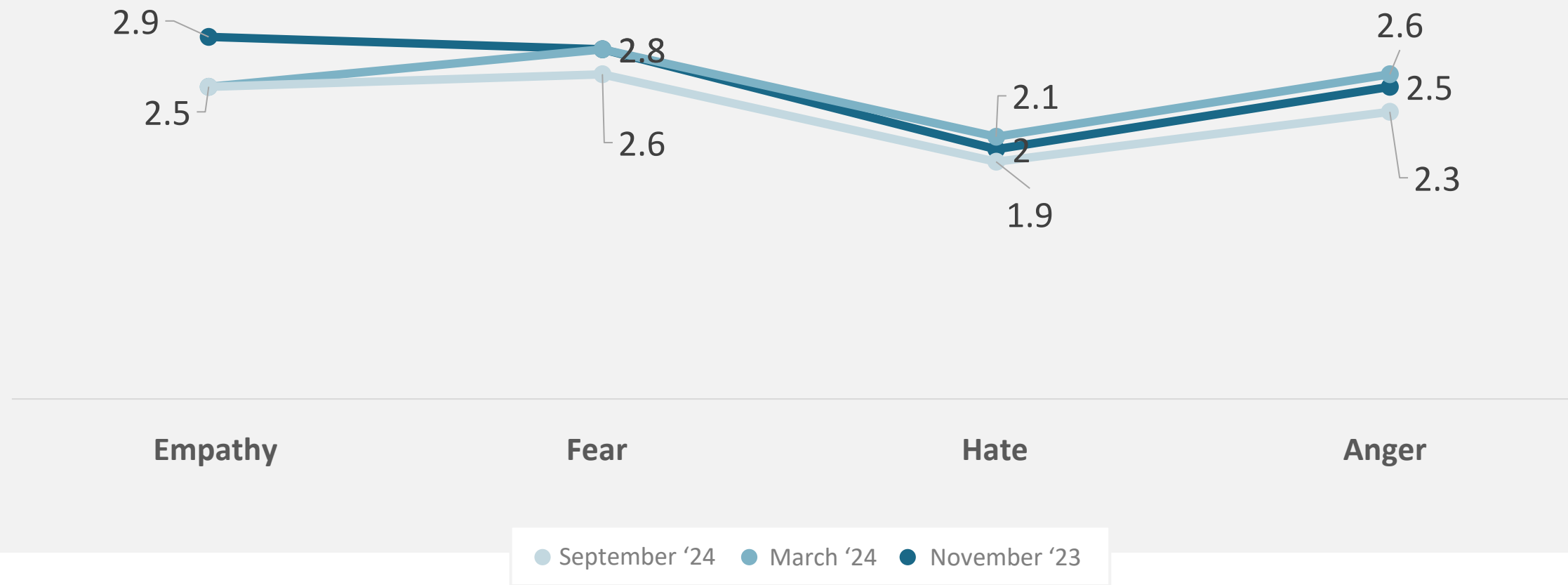
يشعر الطالبات والطلاب اليهود بمستويات أعلى من الغضب والكراهية والخوف، وبمستوى أقل من التعاطف تجاه الطالبات والطلاب العرب، مقارنة بما يشعر به الطلاب والطالبات العرب تجاههم



To what extent do you feel each of the following toward Arab/Jewish students?  
Scale: (1- not at all, 6- very much).

## Among Arab students, the intensity of feelings toward Jewish students have not changed (in March 2024 there was a drop in empathy)

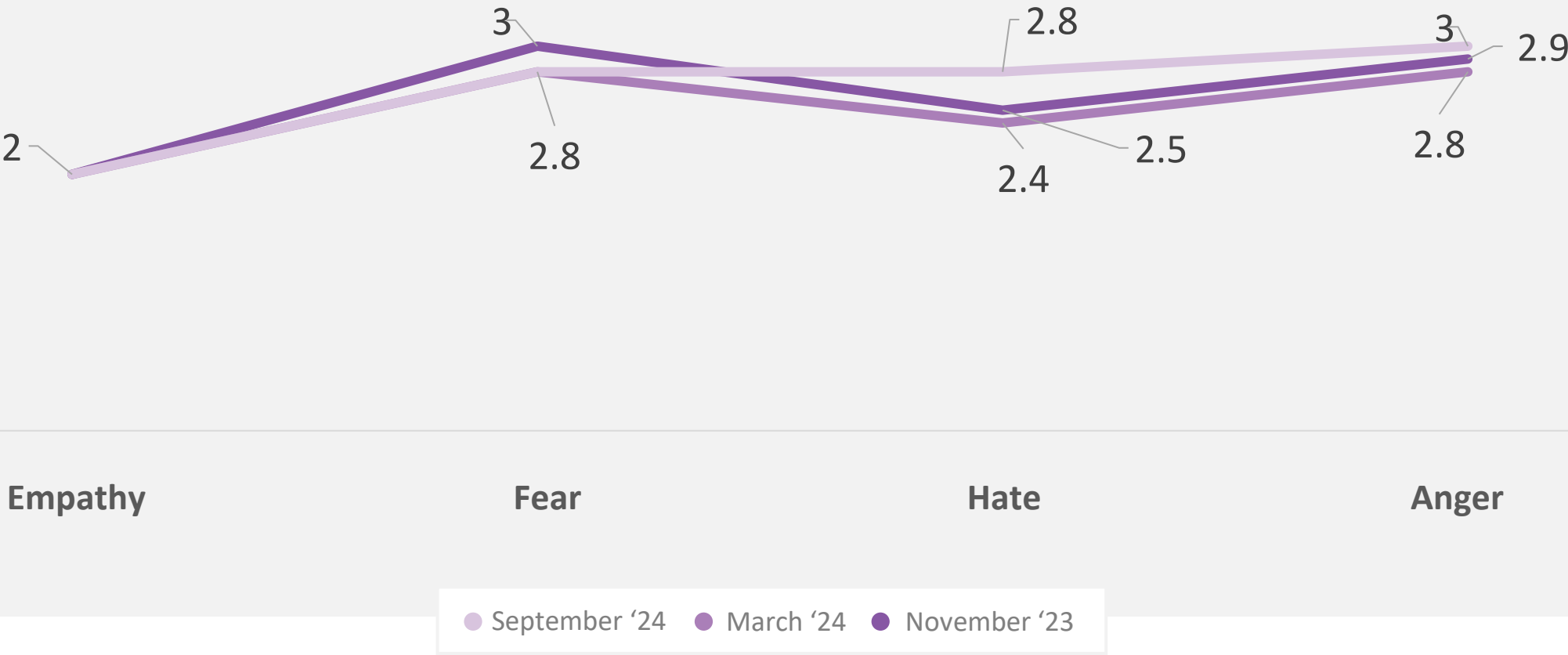
بين الطالبات والطلاب العرب، لم تتغير شدة المشاعر تجاه الطلاب والطالبات اليهود (في مارس كان هناك انخفاض في التعاطف)



To what extent do you feel each of the following toward Arab/Jewish students?  
Scale: (1- not at all, 6 very much)

# Among Jewish students, there was an increase (up again) in levels of anger and hate toward Arab students

بين الطالبات والطلاب اليهود، حدث ارتفاع (عودة) في مستويات الغضب والكراهية تجاه الطلاب والطالبات العرب



To what extent do you feel each of the following toward Arab/Jewish students?  
 Scale: (1- not at all, 6- very much)

# Among Jews, students in the exact sciences feel less hate, anger and fear

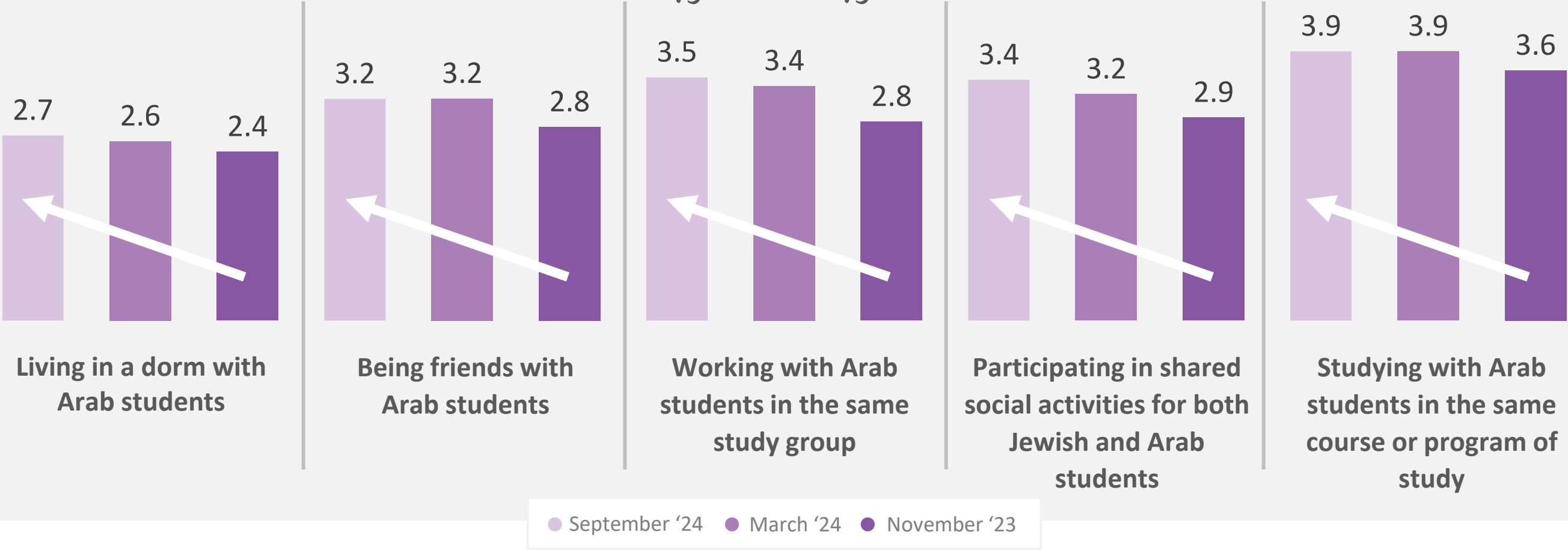
بين اليهود، الطالبات والطلاب في تخصصات العلوم الدقيقة يكرهون، يغضبون ويخافون أقل



To what extent do you feel each of the following toward Arab students?  
Scale: (1- not at all, 6- very much)

# Among Jewish students, there was a small increase in the willingness to socially interact with Arab students during the war

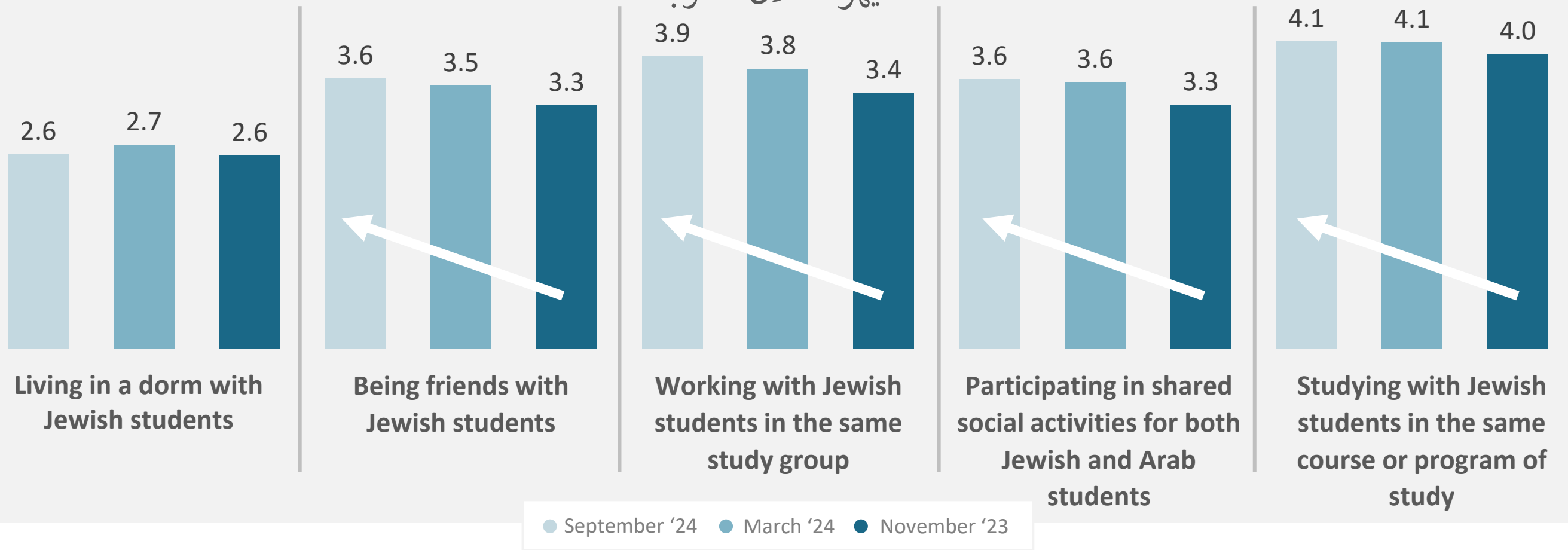
بين الطالبات والطلاب اليهود، كان هناك ارتفاع طفيف في الرغبة بالتقارب مع الطالبات والطلاب العرب خلال الحرب



To what extent are you ready for each of the following possibilities on campus?  
Scale: (1- not at all, 6- very much)

# Among Arab students, there was a small increase in the willingness to socially interact with Jewish students during the war

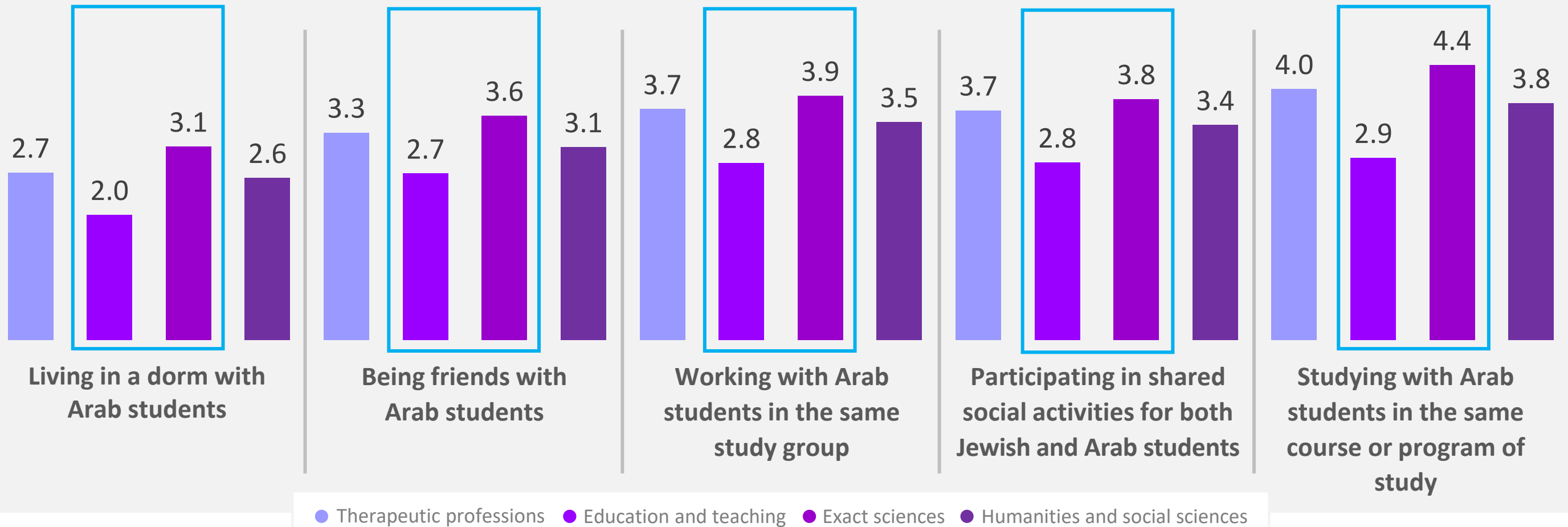
بين الطالبات والطلاب العرب، كان هناك ارتفاع طفيف في الرغبة بالتقارب مع الطالبات والطلاب اليهود خلال الحرب



To what extent are you ready for each of the following possibilities on campus?  
Scale: (1- not at all, 6- very much)

## Among Jews, students in the exact sciences were more willing to socially interact with Arab students

بين اليهود، الطالبات والطلاب في العلوم الدقيقة أكثر استعدادًا للتقارب الاجتماعي مع الطالبات والطلاب العرب

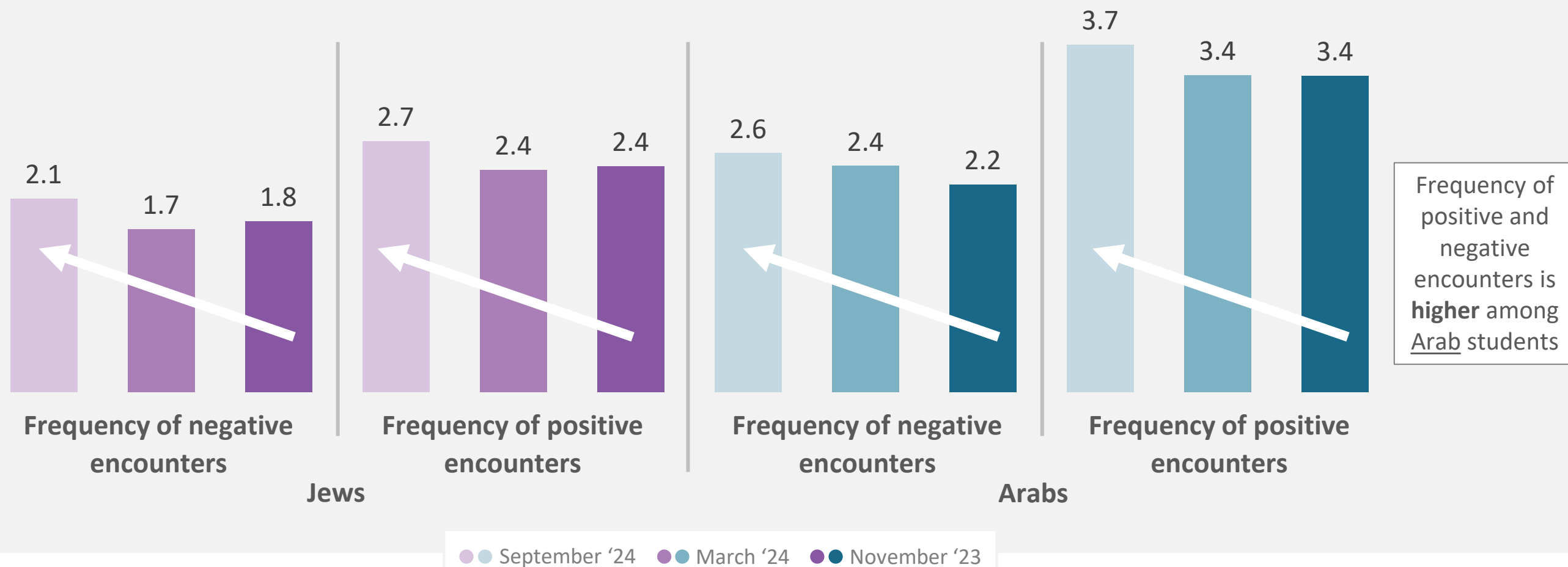


To what extent are you ready for each of the following possibilities on campus?  
Scale: (1- not at all, 6- very much)



# Among Arab and Jewish students, there was a greater frequency of positive intergroup encounters, but also a greater frequency of negative intergroup encounters

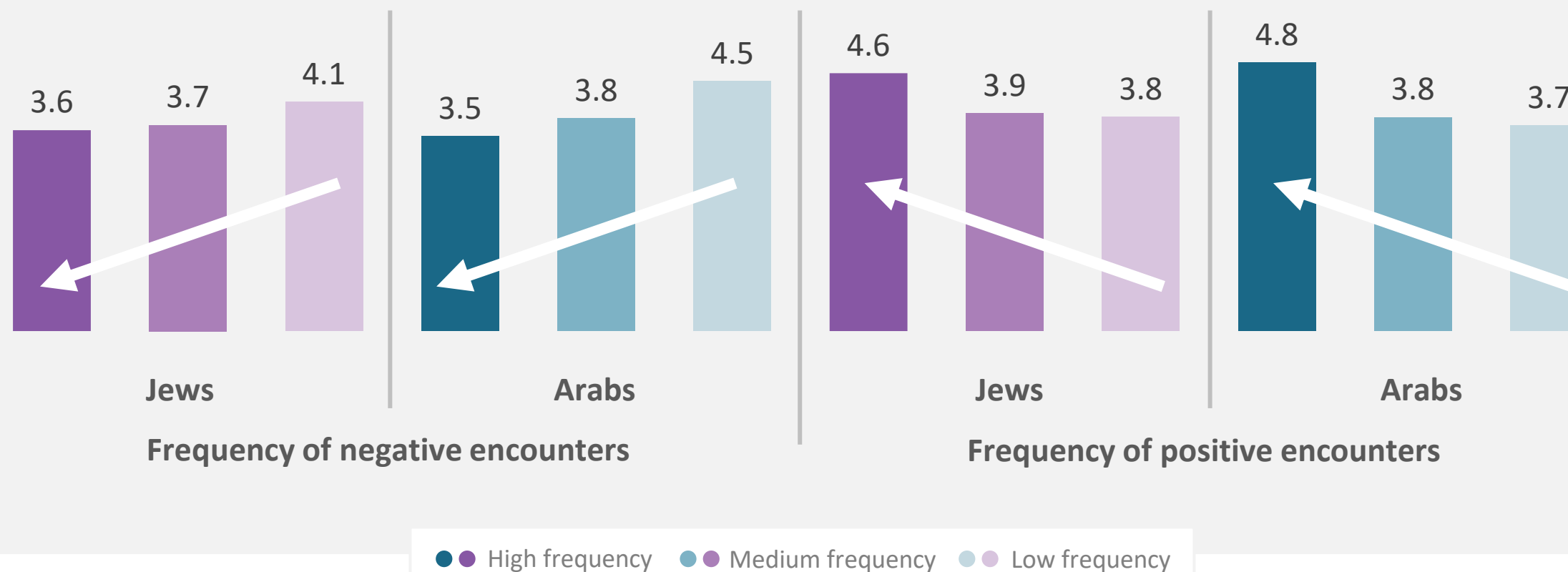
بين الطالبات والطلاب العرب واليهود، حدثت زيادة في وتيرة اللقاءات الإيجابية، ولكن أيضًا زيادة في وتيرة اللقاءات السلبية



How frequently did you have positive encounters with Arabs/Jews on campus? (For example: frequently did you have positive encounters with Arabs/Jews on campus? (For example: pleasant talk, studying/working together, helping one another, eating in a restaurant together); how frequently did you have negative encounters with Arabs on campus? (For example: unpleasant conversation, offensive speech, argument, or physical violence, and so on); Scale: (1- not at all, 6- very frequently)

**Among Jews and Arabs, the greater the frequency of positive intergroup encounters, the stronger the sense of belonging to the academic institution, and the greater the frequency of negative encounters, the weaker the sense of belonging to the academic institution**

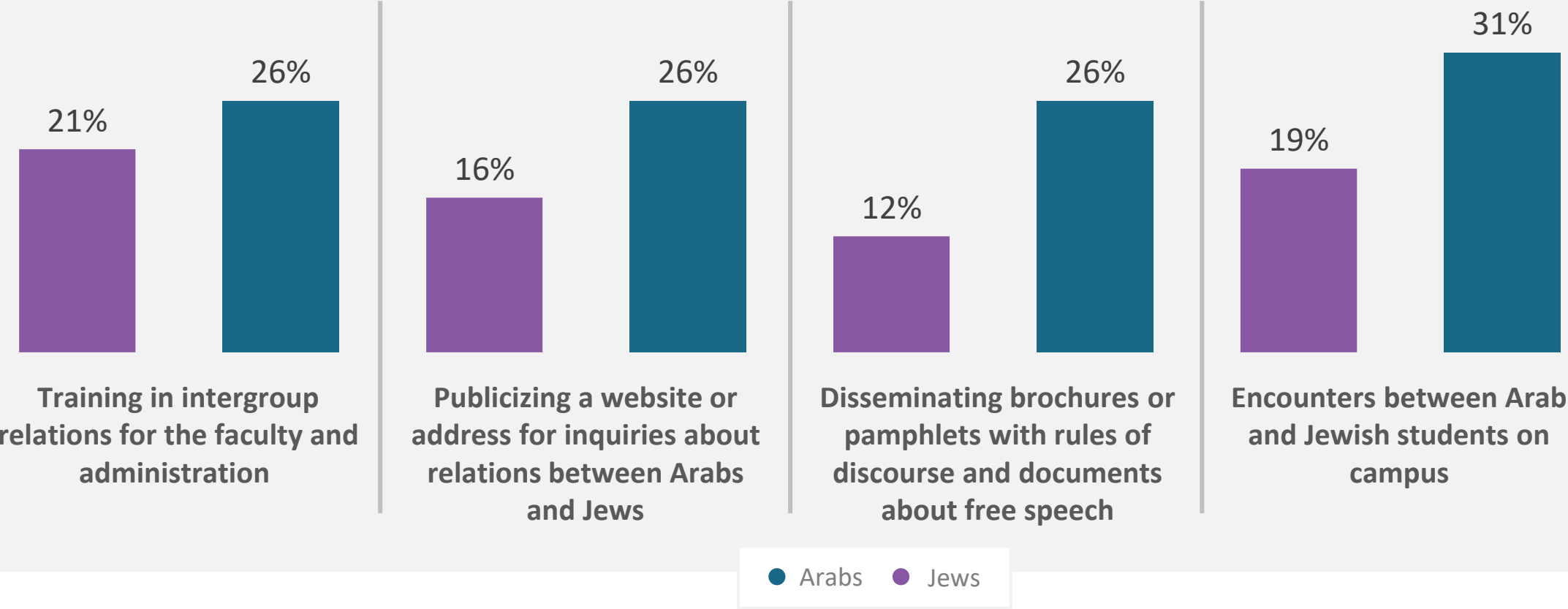
بين اليهود والعرب، كلما زادت وتيرة اللقاءات الإيجابية بين المجموعات، يزداد شعور الانتماء للمؤسسة الأكاديمية، وكلما ارتفعت وتيرة اللقاءات السلبية، يضعف شعور الانتماء للمؤسسة الأكاديمية



In the 2<sup>nd</sup> semester, how frequently did you have positive encounters with Arabs/Jews on campus? (For example: pleasant talk, studying/working together, helping one another, being someone's guest, eating in a restaurant together); how frequently did you have negative encounters with Arabs on campus? (For example: unpleasant conversation, offensive speech, argument, or physical violence, and so on); Scale: (1- not at all, 6- very frequently)

# Arab students are more likely to believe that inclusive norms and activities at the academic institution will improve relations between Jewish and Arab students on campus

الطالبات والطلاب العرب أكثر إيماناً بأن الأنشطة ووضع معايير شاملة من قبل المؤسسة الأكاديمية ستسهم في تحسين العلاقات بين الطالبات والطلاب اليهود والعرب في الحرم الجامعي

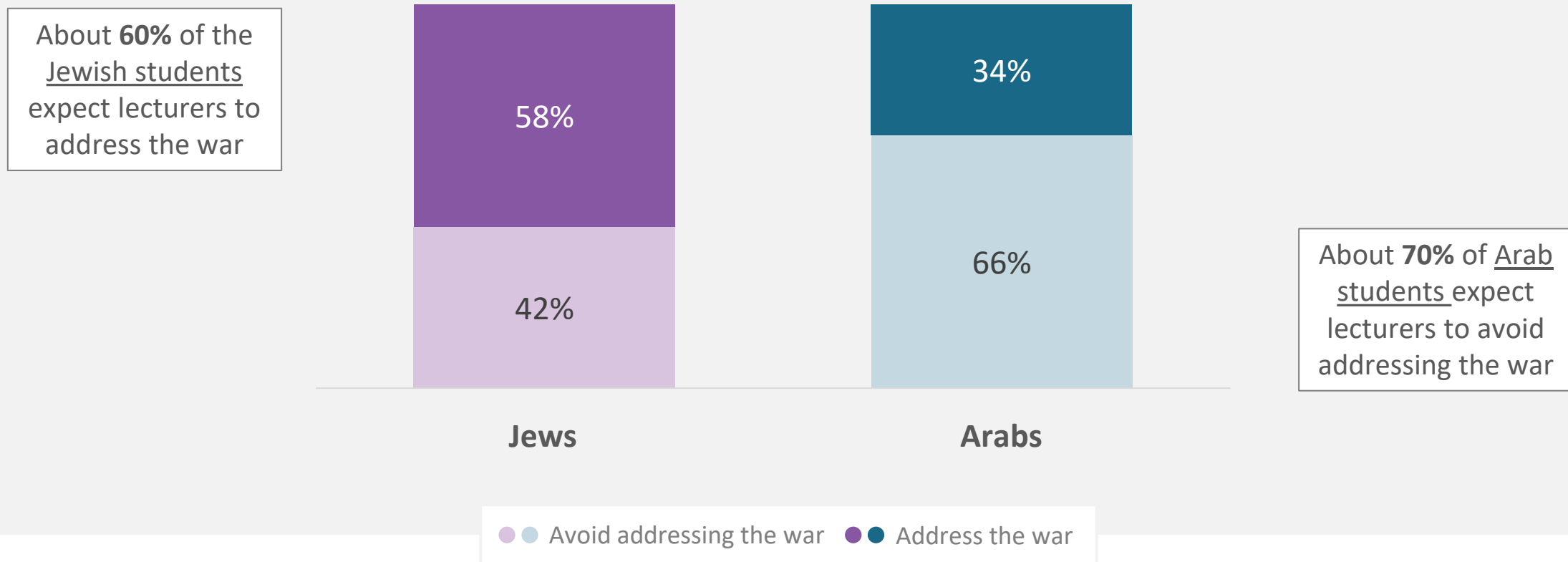


About a **third** of the Arab students strongly believe in interventions by the institution, compared with **one-tenth to one-fifth** of the Jewish students

These days, academic institutions use different tools to improve relations between Arabs and Jews on campus. Please indicate for each of the following, the extent to which this tool can improve the relations between Jewish and Arab students on campus; Scale: (1- not at all, 6- very much). Grouped by: 1-2 minimally, 3-4 somewhat, 5-6 strongly.

# Towards the next academic year, Jewish students expect lecturers to address the war in the classroom, while Arab students expect them to avoid doing so

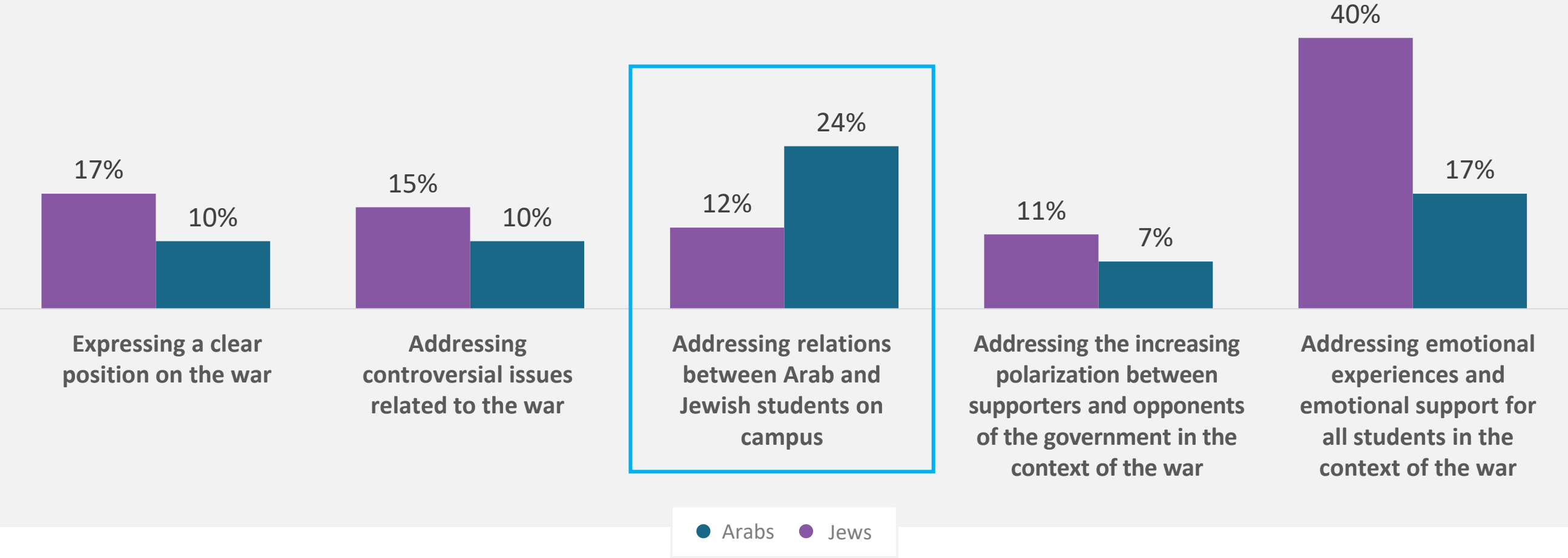
مع اقتراب العام الدراسي القادم، الطالبات والطلاب اليهود يريدون من المحاضرين والمحاضرات التحدث عن الحرب في الصف، بينما الطلاب والطالبات العرب يرغبون أن يمتنعوا عن ذلك



How in your opinion should lecturers at the institution you attend address the war in the classroom?

# Jewish students want lecturers to address the war, while Arab students want them to address intergroup relations on campus

الطالبات والطلاب اليهود يريدون من المحاضرين والمحاضرات التحدث عن الحرب، بينما الطالبات والطلاب العرب يرغبون أن يتناول المحاضرون والمحاضرات موضوع العلاقات بين المجموعات في الحرم الجامعي

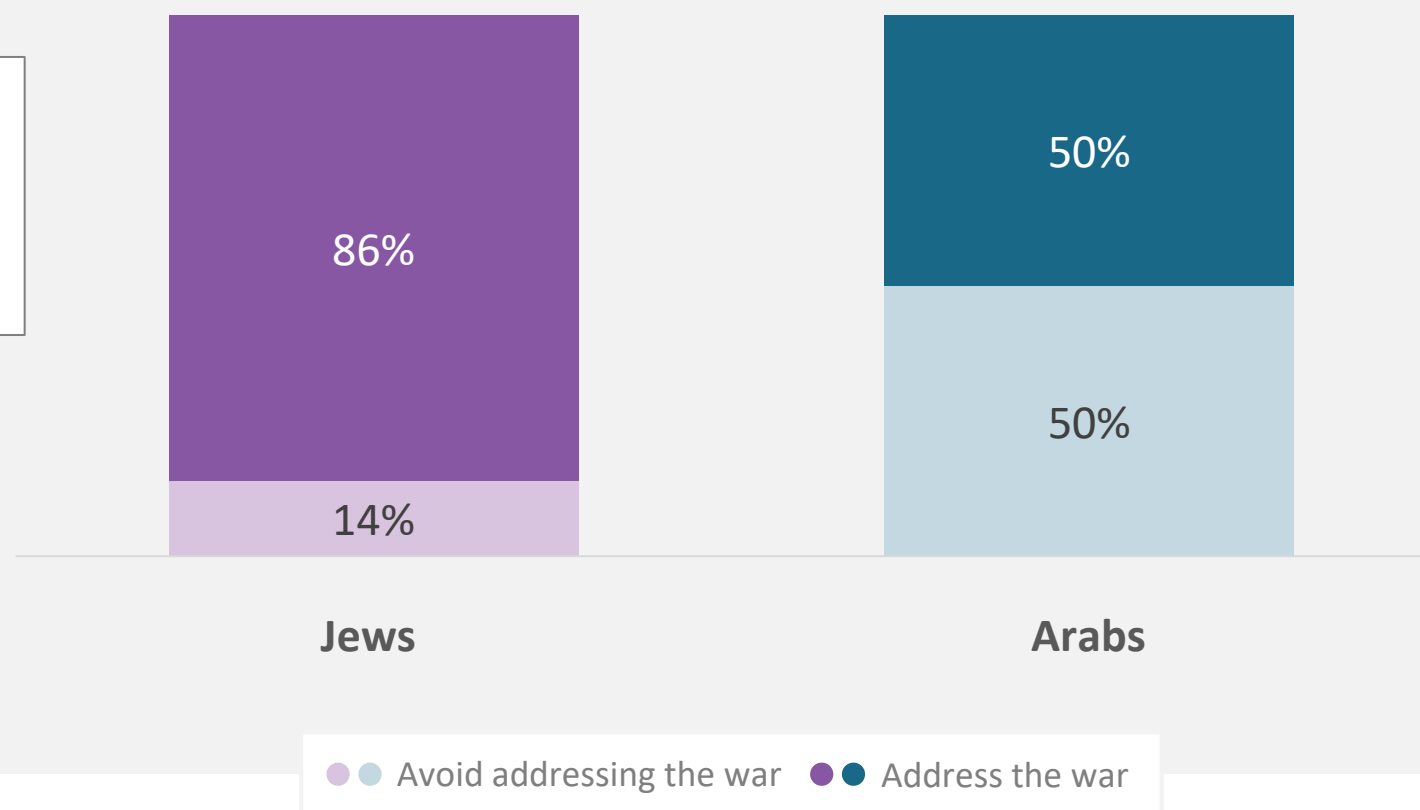


How in your opinion should lecturers at the institution you attend address the war in the classroom?

# Towards the next academic year, most Jewish students expect the academic institution's leadership to address the war, whereas Arab students are divided on the issue

مع اقتراب السنة الدراسية القادمة، أغلبية الطالبات والطلاب اليهود يتوقعون من إدارة المؤسسة الأكاديمية أن تتناول موضوع الحرب، بينما الطلاب والطالبات العرب منقسمون في رأيهم حول هذه المسألة

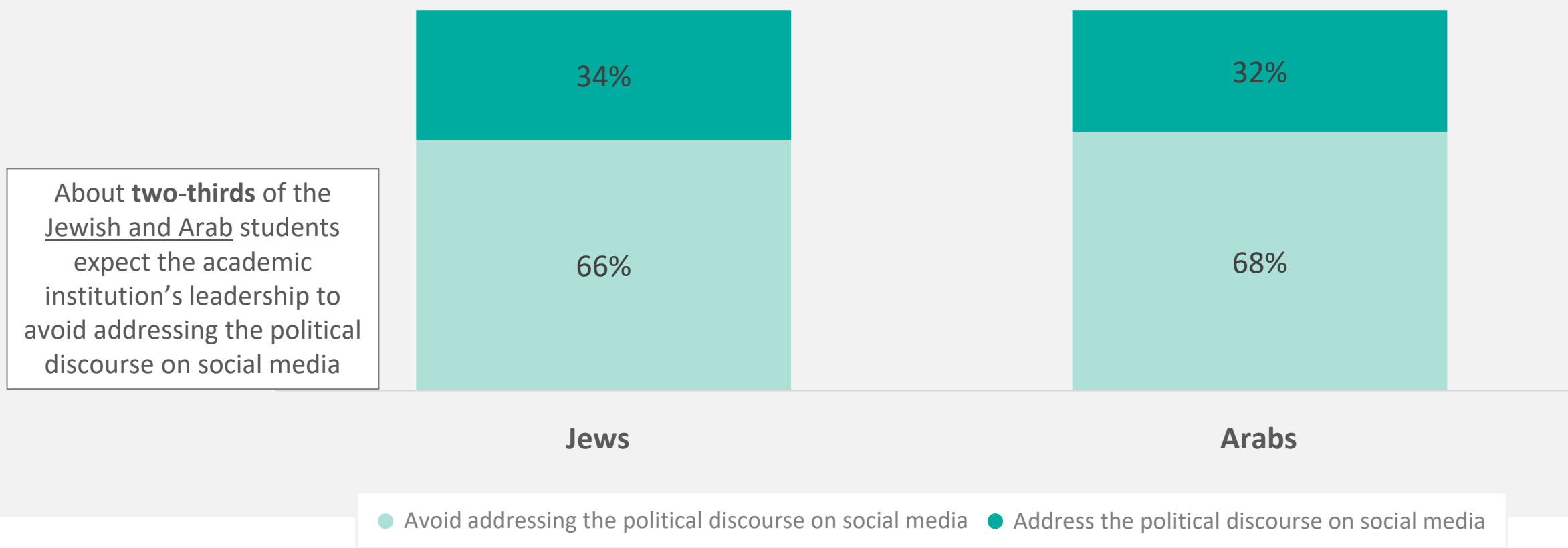
About **90%** of Jewish students expect the academic institution's leadership to address the war



How do you think the leadership of the institution you attend should address the war, in the classroom?

# Towards the next academic year, Arab and Jewish students expect the academic institution's leadership to avoid addressing the political discourse on social media

مع اقتراب العام الدراسي القادم، الطالبات والطلاب العرب واليهود يتوقعون من إدارة المؤسسة الأكاديمية عدم التطرق إلى الخطاب السياسي على وسائل التواصل الاجتماعي.



How in your opinion should the leadership of the academic institution you attend, address the matter of political discourse on social media?

## In conclusion

- Arab and Jewish students feel, to a similar extent, that they can succeed at the academic institution they attend. They also feel a similar sense of belonging and fairness at the academic institution they attend.
- In contrast, Arab students would like to express themselves more freely on social media, and they more often avoid speaking out in the classroom, on campus, and on social media.
- There is a correlation between intergroup encounters and a sense of belonging and a correlation between the components of inclusion (belonging, fairness, and voice) and a sense of success.
- The positive correlation between avoidance of speaking about Jewish – Arab relations and academic success raises concerns regarding freedom of speech in Israeli academic institutions.



## In conclusion

- There is a small increase in the willingness of Jewish and Arab students to socialize with the outgroup. There is also an increase in the frequency of positive and negative encounters on campus for Jewish and Arab students.
- Towards the coming academic year, Jewish students expect the academic institution's leadership and lecturers in the classrooms to provide emotional support and express a clear position regarding the war, whereas Arab students want the leadership and lecturers to deal with relations between the groups.