

Digital Community Partnerships and Their Role in Enhancing Intellectual Security Among Youth in the Era of Digital Transformation

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Article

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**Digital Community Partnerships and Their Role in Enhancing
Intellectual Security Among Youth in the Era of Digital
Transformation**

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Abstract

This study aimed to identify the role of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation from the perspective of the Community Organization Method. It sought to examine the current status of digital partnerships, mechanisms of coordination and cooperation, the exchange of resources and expertise, and the obstacles limiting their effectiveness, in addition to proposing recommendations for activating these partnerships.

The study adopted a descriptive design and employed the comprehensive social survey method. The study population consisted of 38 officials, social workers, digital program coordinators, and personnel responsible for implementing youth initiatives in the selected institutions. A questionnaire was used as the primary data collection instrument.

The findings revealed that the level of digital community partnerships was high, with a relative strength of 92.1%. These partnerships contributed significantly to enhancing intellectual security among youth by raising awareness of digital risks, promoting digital citizenship, developing critical-thinking skills, and encouraging the safe use of technology. The study also identified several obstacles, including limited funding, inadequate technological infrastructure, and a shortage of trained personnel. Accordingly, the study recommended improving technological infrastructure, providing specialized training programs, and establishing shared digital platforms to support digital community partnerships.

Keywords: Digital Community Partnerships, Intellectual Security, Digital Transformation.

Introduction to the Research Problem

The contemporary world is witnessing rapid digital transformation driven by advances in information and communication technologies. Although digital platforms provide young people with opportunities for learning, communication, and knowledge exchange, they also expose them to misinformation, rumors, hate speech, intellectual extremism, and online polarization. Consequently, enhancing intellectual security among youth has become a priority requiring coordinated efforts among community institutions.

Previous studies have highlighted the relationship between digital transformation and changes in youth culture, values, and intellectual orientations. Abdel Khaleq and Abu El-Fotouh (2024) examined the impact of digital transformation on youth culture in Egyptian society and emphasized the need to promote awareness of responsible technology use. Harwais (2024) identified weak community dialogue and destructive intellectual movements as threats to intellectual security, while Al-Dosari (2024) emphasized the family's role as the first line of defense against intellectual deviation. Bileh (2024) found a positive relationship between digital literacy and awareness of digital terrorism risks, while Mostafa (2024) highlighted the importance of digital media literacy in addressing deepfakes and misinformation.

International research has similarly emphasized digital literacy, online safety, and preventive interventions. Alsharif et al. (2024) examined the influence of social media and cybercrime on intellectual security among university students. Buchan et al. (2024) highlighted the contribution of digital literacy to responsible digital citizenship. Carras et al. (2024) found that digital well-being interventions can strengthen young people's self-protection skills, critical thinking, and ability to distinguish reliable information from misleading content. Their findings also emphasized the importance of collaboration among educational institutions, social workers, and families. Oguine et al. (2025) further demonstrated the importance of culturally responsive digital awareness programs in promoting safe online practices and reducing exposure to harmful content.

International organizations have also stressed the need for coordinated institutional responses. UNESCO (2023) emphasized partnerships among educational institutions, civil society organizations, and government agencies to promote digital

citizenship and critical thinking. UNICEF (2022) highlighted the importance of cooperation between government institutions and community organizations in creating safer digital environments, while the OECD (2023) identified digital skills and critical thinking as essential to responsible participation in digital society. The European Commission (2022) likewise underscored the contribution of cooperation among educational institutions, public agencies, and civil society organizations to countering misinformation and online extremism.

Other studies have examined the effectiveness of awareness and professional intervention programs. Abu Eid (2024) found that digital awareness programs can improve young people's understanding of intellectual security and their ability to distinguish positive from harmful online content. Al-Rashed (2024) reported improvements in cybersecurity awareness and self-protection skills following structured professional interventions. Al-Qousi (2024) similarly highlighted the value of guidance programs in strengthening adolescents' awareness of digital risks and encouraging preventive behavior. Fathy Makki (2024) emphasized the role of social workers and educational institutions in promoting safe technology use, while Shaimaa Ibrahim (2023) found that preventive programs can strengthen university students' knowledge of cybercrime and their ability to critically assess digital content.

Hafez and Hamza (2024) identified an association between social media use and critical thinking, underscoring the importance of developing analytical skills to support intellectual security. Livingstone et al. (2023) also highlighted the dual nature of digital environments, which offer developmental opportunities while exposing young people to intellectual and behavioral risks. Collectively, these studies suggest that intellectual security cannot be achieved through isolated interventions. Instead, it requires sustained coordination among families, educational institutions, civil society organizations, and government agencies.

Despite these contributions, the findings point to the need for further examination of digital community partnerships as an integrated mechanism for enhancing intellectual security among youth. Such partnerships can facilitate the exchange of expertise, coordinate awareness initiatives, strengthen digital literacy, and support preventive interventions tailored to young people's needs. Accordingly, the present study examines the role of digital community partnerships in enhancing intellectual

security among youth in the era of digital transformation, focusing on their current status, forms, contributions, obstacles, and proposed mechanisms for activation.

Based on the foregoing, the research problem of the current study is formulated in the following main question:

What is the role of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation from the perspective of the Community Organization Method?

Second: Theoretical Foundations of the Study

Interorganizational Networking Theory

Interorganizational Networking Theory is one of the modern theoretical perspectives that has received considerable attention in the field of community organization, particularly in light of the increasing complexity of social problems and the emergence of new issues that exceed the capacity of any single institution to address independently. This theory is based on the premise that organizations and institutions operate within an environment characterized by interaction and mutual interdependence. Consequently, they need to establish relationships and networks of cooperation, coordination, and partnership to achieve common goals, exchange resources, expertise, and information, and improve the efficiency of services provided to the community (Weil, 2005, p. 112).

The theory views interorganizational networking as a dynamic process involving the establishment of formal and informal links and relationships among different institutions. Its purpose is to mobilize available resources and direct them toward addressing community issues and achieving social development. The theory also emphasizes that establishing institutional networks enhances communication and coordination, reduces duplication of efforts, and increases institutions' capacity to respond to complex social problems (Netting & McMurtry, 2017, p. 76).

Interorganizational Networking Theory is based on several fundamental assumptions, the most important of which are (Rothman, 2008, p. 147):

1. Contemporary social problems are complex and interconnected; therefore, no single institution can address them independently.
2. Cooperation, coordination, and information exchange among organizations increase the effectiveness of community interventions.
3. Institutional partnerships contribute to the optimal utilization of available resources and capacities.
4. The success of community work depends largely on the strength of relationships and networks established among different institutions.
5. Establishing effective working networks enhances the community's capacity to confront emerging challenges and risks.

The significance of this theory in community organization lies in its emphasis on mobilizing and coordinating community efforts and activating cooperation among governmental and nongovernmental institutions. This helps achieve integration in service delivery and address social problems more effectively.

This theory is relevant to the current study because enhancing intellectual security among youth in the era of digital transformation is a complex issue that requires concerted efforts by numerous institutions, including civil society organizations, educational institutions, government agencies, media organizations, religious institutions, and technology companies. This necessitates the establishment of digital community partnerships based on cooperation, coordination, and the exchange of information and expertise, with the aim of protecting young people from intellectual risks associated with cyberspace and strengthening their capacity to use digital technology safely and positively.

Accordingly, Interorganizational Networking Theory can be used to explain the nature of relationships among institutions involved in enhancing intellectual security among youth, identify mechanisms for cooperation and coordination among them, and examine the obstacles that hinder the establishment of digital community partnerships. Ultimately, the theory can inform the development of a proposed framework for activating these partnerships from the perspective of the Community Organization Method.

Third: Significance of the Study

The significance of the current study can be identified as follows:

1. Societal Significance

- a.** The study contributes to enhancing intellectual security among youth amid digital transformation by proposing practical mechanisms to help address widespread intellectual risks.
- b.** It clarifies the role of digital community partnerships among different institutions by highlighting how civil society organizations and government agencies can cooperate to protect young people, thereby improving the effectiveness of community work.
- c.** It supports the development of a safe digital environment for young people by promoting a culture of positive technology use, developing digital awareness, and bridging the gap between young people's current practices and the requirements for safe technology use.
- d.** It contributes to preparing a more aware generation capable of critical thinking by strengthening critical-thinking skills and encouraging conscious engagement with digital content, thereby enhancing intellectual protection.

2. Significance for Social Work

- a.** The study enriches the field of community organization, both theoretically and professionally, by introducing digital community partnerships as a contemporary approach that advances professional tools for addressing emerging issues.
- b.** It contributes to developing social workers' professional practice by presenting practical frameworks for activating their roles in digital environments.
- c.** It supports the integration of technology into community work through the use of digital tools in community partnerships, thereby improving the effectiveness of interventions.

d. It opens new avenues for professional intervention in digital intellectual issues by addressing intellectual security as an emerging societal concern, thereby expanding the scope of social work practice.

3. Significance for Practitioners

a. The study helps social work practitioners understand the nature of digital intellectual risks, enabling them to design more effective programs.

b. It contributes to developing practitioners' skills in using digital tools in professional practice, thereby enhancing social workers' effectiveness in digital environments.

4. Significance for Researchers

a. The study opens avenues for future research by linking intellectual security with digital transformation, encouraging more specialized studies in this area.

b. It provides a theoretical framework that can serve as a foundation for subsequent studies, helping researchers develop new explanatory models.

c. It supports the research agenda on emerging digital issues in line with global scientific developments. Neglecting these issues may widen the gap between scientific research and the realities of contemporary digital environments.

Fourth: Objectives of the Study

The main objective of the study is to identify the role of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation.

The following subsidiary objectives derive from this main objective:

1. To identify the current status of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation.
2. To identify the contributions of digital community partnerships to enhancing intellectual security among youth and reducing intellectual risks associated with digital spaces.

3. To identify the forms of digital community partnerships through the following indicators:
 - **a.** Digital awareness partnerships implemented through online platforms and social media.
 - **b.** Training partnerships and digital capacity-building initiatives for youth.
 - **c.** Research and knowledge partnerships for exchanging studies and expertise in the field of intellectual security.
4. To identify the obstacles that hinder the activation of digital community partnerships in enhancing intellectual security among youth.
5. To develop proposals for activating digital community partnerships in ways that contribute to enhancing intellectual security among youth in the era of digital transformation.

Fifth: Research Questions

The main research question is:

What is the role of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation?

The following subsidiary questions derive from this main question:

1. What is the current status of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation?
2. What contributions do digital community partnerships make to enhancing intellectual security among youth and reducing intellectual risks associated with digital spaces?
3. What are the forms of digital community partnerships?
4. What obstacles hinder the activation of digital community partnerships in enhancing intellectual security among youth?

5. What proposals are needed to activate digital community partnerships in ways that contribute to enhancing intellectual security among youth in the era of digital transformation?

Sixth: Concepts of the Study

1. The Concept of Community Partnerships

- a. Organized cooperative relationships based on the exchange of benefits and responsibilities among different institutions, aimed at achieving common goals related to improving quality of life and promoting community development (United Nations Development Programme, 2021, p. 101).
- b. A strategic mechanism for mobilizing resources and strengthening participatory governance through the establishment of relationships based on trust and integration among various community stakeholders, thereby contributing to improving the effectiveness of development interventions (World Bank, 2020, p. 42).
- c. One of the approaches used in the Community Organization Method, based on a collaborative work model aimed at achieving effective community participation and coordinating efforts among governmental and nongovernmental institutions (Rothman, 1984, p. 88).
- d. Organized cooperative relationships among governmental and nongovernmental institutions within the community, based on the exchange of resources and expertise and the coordination of efforts to achieve common development goals and improve quality of life (Abdel Latif, 2010, p. 133).

Operational Definition of Digital Community Partnerships

For the purposes of the current study, digital community partnerships are operationally defined as follows:

- a. A set of organized cooperative relationships.
- b. These relationships take place in a digital environment among civil society organizations, government and educational institutions, and entities concerned with youth.

c. They aim to coordinate efforts, exchange information and expertise, and employ digital technologies in implementing joint programs and initiatives that contribute to enhancing intellectual security among youth in the era of digital transformation.

d. They are operationally measured through the responses of the study participants to a set of indicators, including the extent to which digital awareness, training, and research partnerships are implemented to develop young people's digital capacities, as well as the level of continuity and effectiveness in implementing joint digital partnerships.

2. Intellectual Security

a. Promoting moderate religious and social values to protect young people from intellectual or behavioral extremism through socialization institutions, such as the family, educational institutions, and media organizations, which contribute to developing sound awareness (Abdel Tawab & Halim, 2020, p. 71).

b. Protecting the intellectual structure of society from negative influences transmitted through new media and social networking platforms by developing the ability to distinguish between reliable and misleading content within digital spaces (Ibrahim, 2021, p. 53).

c. Protecting individuals' systems of values and knowledge from extremist or misleading intellectual influences and promoting critical thinking based on moderation and awareness to confront attempts at indirect intellectual influence (UNESCO, 2020, p. 21).

d. A set of preventive policies and programs designed to protect individuals against intellectual extremism and strengthen social cohesion. These policies seek to support societal stability by reducing factors contributing to intellectual division and promoting the values of citizenship (OECD, 2021, p. 74).

e. The capacity of society to develop sound awareness that protects individuals from being drawn toward violent or extremist ideas in digital environments by strengthening digital protection and media literacy to address the risks posed by extremist online content (European Union Agency for Fundamental Rights, 2019).

Operational Definition of Intellectual Security

For the purposes of the current study, intellectual security is operationally defined as follows:

- a.** The extent to which digital community partnerships can protect young people against intellectual deviations and negative influences.
- b.** Their contribution to strengthening young people's critical awareness and their ability to distinguish between accurate and misleading information.
- c.** The preventive and awareness-raising role played by these partnerships in building intellectual resilience among young people.
- d.** Their ability to equip young people to confront misleading or extremist digital content. This is measured through a set of indicators, including young people's level of awareness of intellectual risks, their ability to distinguish between reliable and misleading content, and the role of community partnerships in disseminating a culture of intellectual safety.

3. Digital Transformation

- a.** The use of digital technology to improve public service delivery and enhance the speed of response to community needs (Arab Planning Institute, 2022, p. 13).
- b.** A fundamental transformation in the way institutions are managed, aimed at increasing efficiency and facilitating the transition toward a digital society by restructuring organizational structures and developing work methods to meet the requirements of digital transformation and strengthen institutional competitiveness (El-Sherbini, 2020, p. 50).
- c.** The restructuring of institutional work methods through the use of digital technology to improve performance quality and accelerate service delivery. It also encompasses the development of administrative processes and decision-making through the use of data and modern technologies to achieve institutional effectiveness (Ismail, 2021, p. 117).

d. An ongoing process of reshaping organizational and social activities through the use of modern digital technologies and big data. It serves as an approach to redefining institutional and community relationships in a more flexible and integrated manner amid a rapidly evolving digital environment (Brennen & Kreiss, 2016, p. 192).

e. A strategic approach to developing institutional performance and improving service quality through the transition to a digital environment. It aims to support comprehensive institutional transformation in ways that enhance efficiency, transparency, and effective responsiveness to community needs (OECD, 2020, p. 113).

Operational Definition of Digital Transformation

For the purposes of the current study, digital transformation is operationally defined as follows:

a. The process of employing modern digital technologies, electronic communication tools, and digital platforms to establish and activate community partnerships.

b. This process contributes to enhancing intellectual security among youth by improving communication, coordination, and information exchange.

c. Digital transformation is regarded as a strategic approach to improving the effectiveness of digital community partnerships and enhancing institutional performance in supporting intellectual security among youth, while enabling them to interact positively and safely with the changes associated with the digital age.

d. Digital transformation is operationally measured through a set of indicators, including the extent to which partner institutions use digital platforms and applications to implement their activities and programs; the degree to which social media is utilized to disseminate awareness and enhance intellectual security among youth; and the capacity of digital community partnerships to respond rapidly to emerging intellectual risks and challenges in the digital environment.

Seventh: Methodological Procedures of the Study

1. Type of Study

This study adopts a descriptive-analytical approach to examine digital community partnerships and their role in enhancing intellectual security among youth in the era of digital transformation. It identifies partnership forms, implementation mechanisms, obstacles, and proposed activation measures. This approach supports the systematic collection and interpretation of data to understand the phenomenon and inform professional practice within the Community Organization Method.

2. Research Method

The comprehensive social survey method was used to study all 38 participants.

3. Study Instrument

Data were collected using a questionnaire administered to officials, employees, social workers, digital program coordinators, and individuals responsible for youth initiatives in the institutions under investigation.

The questionnaire was developed by reviewing relevant theoretical literature, previous Arabic and international studies, and existing measurement instruments. The researcher then identified the study objectives and questions, translated the variables into measurable statements, and formulated items appropriate to the respondents. A preliminary version was submitted to experts in social work, the Community Organization Method, digital transformation, and intellectual security. Their recommendations were incorporated through deleting, adding, and rephrasing items to produce the final questionnaire.

The questionnaire covered the following dimensions:

- a. Respondents' preliminary data.
- b. The current state of digital community partnerships.
- c. Forms of digital community partnerships.
- d. The contribution of these partnerships to enhancing intellectual security among youth.
- e. Obstacles to activating digital community partnerships.
- f. Proposed measures to strengthen their role in enhancing intellectual security among youth in the era of digital transformation.

4. Instrument Validity

Face Validity

Face validity was assessed by submitting the preliminary questionnaire to faculty members specializing in social work and the Community Organization Method, alongside specialists in digital transformation and intellectual security. They evaluated the relevance of the items to the study objectives and questions, their suitability for the intended dimensions, their linguistic and scientific clarity, and the need to add, delete, or modify statements. Their recommendations were incorporated into the final instrument before field application.

5. Reliability Assessment Using Cronbach's Alpha

Cronbach's alpha was used to assess the internal consistency of the questionnaire items. The instrument was administered to a pilot sample of 10 participants outside the main study population. Reliability coefficients were calculated for each questionnaire dimension and for the instrument as a whole. The resulting coefficients are presented in the following table, The reliability of the questionnaire was assessed using Cronbach's alpha coefficient. The results are presented in Table 1.

Table (1): Reliability of the Questionnaire Using Cronbach's Alpha (n = 10)

No.	Dimensions	Cronbach's Alpha Coefficient
1	Identifying the current state of digital community partnerships in enhancing intellectual security among youth in the era of digital transformation.	0.891
2	Identifying the contributions of digital community partnerships to enhancing intellectual security among youth and reducing intellectual risks associated with the digital space.	0.798
3	Identifying the forms of digital community partnerships.	0.891
4	Identifying the obstacles to activating digital community partnerships to enhance intellectual security among youth.	0.912

5	Proposed measures for activating digital community partnerships in ways that contribute to enhancing intellectual security among youth in the era of digital transformation.	0.901
	All questionnaire dimensions	0.879

The preceding table indicates that the reliability coefficients for the dimensions of the questionnaire on digital community partnerships and their role in enhancing intellectual security among youth in the era of digital transformation reflect a high level of reliability and internal consistency. The Cronbach's alpha coefficients for all dimensions fell within statistically acceptable ranges. The overall reliability coefficient for the questionnaire was 0.879, which is a high value confirming that the instrument can be relied upon for data collection and analysis.

Accordingly, the study instrument, in its final form, met the methodological requirements of validity and reliability, confirming its suitability for field application and its use in measuring the current state and forms of digital community partnerships, their role in enhancing intellectual security among youth, the obstacles they face, and the proposed measures for activating them from the perspective of the Community Organization Method.

6. Determining the Rating Scales

At this stage, a three-point Likert scale was used, with the following weights:

For positively worded statements:

- Yes = 3
- To some extent = 2
- No = 1

For negatively worded statements:

- Yes = 1
- To some extent = 2

- No = 3

The data were coded and entered into a computer. To determine the interval length of the three-point scale, including its lower and upper limits, the range was calculated by subtracting the minimum value from the maximum value:

$$\text{Range} = \text{Maximum value} - \text{Minimum value} = 3 - 1 = 2.$$

The range was then divided by the number of scale categories to obtain the adjusted interval length:

$$2 \div 3 = 0.67.$$

This value was subsequently added to the minimum value of the scale, which is 1, to determine the upper limit of the first interval. The interval boundaries were thus established as follows, The classification of mean scores into low, moderate, and high levels, used to interpret the study findings, is presented in Table 2.

Table (2): Rating Scale Levels

Mean score for the statement or dimension	Level
From 1 to 1.67	Low
Above 1.67 to 2.35	Moderate
Above 2.35 to 3	High

Eighth: Statistical Treatments Used in the Study

The data were analyzed using appropriate statistical software and the following methods:

1. **Frequencies and percentages:** To describe respondents' characteristics and response distributions.
2. **Arithmetic mean and standard deviation:** To determine average responses and measure their variability.

3. **Weighted frequencies and means:** To rank statements and dimensions by relative importance.
4. **Interval scale ranges:** To interpret response levels and mean scores.
5. **Sum of weights and relative weight:** To assess the importance of statements and study dimensions.

These methods supported the analysis of digital community partnerships and their role in enhancing intellectual security among youth in the era of digital transformation.

Ninth: Fields of the Study

1. Geographical Field

The study was conducted in a number of governmental and nongovernmental institutions concerned with youth, digital transformation, and the development of community awareness in Assiut Governorate. These institutions were:

- The Information Technology Institute, Assiut University Branch.
- The Egyptian Youth House for Development Foundation.
- The National Council for Women, Assiut Branch.
- The Youth Welfare Department, Faculty of Social Work, Assiut University.

These institutions were selected for the following reasons:

- a. Their direct involvement in youth issues, digital transformation, and the development of community awareness, in accordance with the subject and objectives of the study.
- b. Their implementation of various digital programs, activities, and initiatives targeting youth, which helps facilitate a more accurate examination of the current state of digital community partnerships.

- c. The diversity of the institutions under investigation, encompassing governmental, nongovernmental, and educational institutions, which makes it possible to identify the different characteristics and roles of digital community partnerships.
- d. The researcher's field experience and professional relationships with these institutions, which help facilitate the data collection procedures.

2. Human Field

The study population consisted of officials, employees, social workers, coordinators of digital programs and activities, and individuals responsible for implementing youth initiatives within the institutions under investigation. The total population comprised 38 participants, distributed as follows:

- Members of the National Council for Women: 14 members.
- Social workers at the Youth Welfare Department, Faculty of Social Work, Assiut University: 7 social workers.
- Coordinators of digital programs and activities at the Information Technology Institute, Assiut University Branch: 6 coordinators.
- Individuals responsible for implementing youth initiatives at the Egyptian Youth House for Development Foundation: 11 officials.

Given the small size of the study population, a comprehensive enumeration approach was adopted, covering all members of the population.

3. Temporal Field

Field data were collected from May 3, 2026, to June 3, 2026. The data collection process lasted one month, in accordance with the study plan and field procedures.

Tenth: Field Study Procedures

1. **Visiting the study population:** The researcher contacted the officials at the institutions under investigation and obtained their approval to administer the questionnaires by explaining the study objectives and the implementation plan.

2. **Data collection:** The questionnaire was administered in paper form to respondents at the institutions under investigation.
3. **Office-based review of the data:** The completed questionnaires were reviewed to ensure that all questions and responses had been completed.
4. **Data entry:** The questionnaire data were entered electronically.
5. **Data classification and tabulation:** The data were analyzed electronically using the Statistical Package for the Social Sciences (SPSS) and appropriate statistical methods. The results were then interpreted in light of the theoretical framework of the present study and previous studies.
6. **Deriving overall findings and recommendations:** The main findings and recommendations related to the study questions were identified.

Eleventh: Difficulties Encountered During the Study and How They Were Addressed

1. Some respondents were occupied with their job duties and multiple responsibilities within the institutions under investigation, making it difficult to administer the questionnaire at certain times. This difficulty was addressed through prior coordination and scheduling the questionnaire administration at suitable times.
2. Some respondents were hesitant to express their opinions on certain statements concerning the current state of digital community partnerships. This difficulty was addressed by clarifying that all data would remain strictly confidential.
3. Collecting data from all institutions simultaneously was difficult because of differences in working hours and the nature of activities at each institution. This difficulty was addressed by developing a flexible timetable for data collection.

Twelfth: Findings of the Field Study and Discussion

1. Presentation and discussion of tables describing the study population.

2. Presentation and discussion of tables relating to the study variables.
3. Overall findings of the study.

First: Presentation and Discussion of Tables Describing the Study Respondents

The preliminary characteristics of the study respondents, including their demographic, educational, and professional characteristics, are presented in Table 3.

Table (3): Preliminary Data of the Study Sample

Variable	Category / Statistical Measure	Frequency (n)	Percentage (%)
Gender	Male	16	42.1
	Female	22	57.9
Age	Arithmetic mean	39.7	—
	Standard deviation	8.4	—
Educational qualification	University degree	18	47.4
	Postgraduate diploma	8	21.1
	Master's degree	9	23.7
	Doctoral degree	3	7.8
Years of experience	Arithmetic mean	10.8	—
	Standard deviation	4.2	—
Workplace	National Council for Women, Assiut Branch	14	36.8
	Information Technology Institute	6	15.8
	Egyptian Youth House for Development Foundation	11	28.9
	Youth Welfare Department	7	18.5

Have you attended training courses related to digital transformation?	Yes	31	81.6
	No	7	18.4
Number of training courses in digital transformation	One course	8	25.8
	2–3 courses	15	48.4
	More than 3 courses	8	25.8
Have you participated in digital programs or initiatives targeting youth?	Yes	30	78.9
	No	8	21.1

The preceding table shows that females accounted for 57.9% of the respondents, compared with 42.1% for males. This indicates a higher proportion of female participation in the institutions under investigation, which may be attributed to the inclusion of the National Council for Women among the institutions covered by the study.

The respondents' mean age was 39.7 years, with a standard deviation of 8.4. This suggests that most respondents belonged to the middle-aged group, which generally possesses professional and administrative experience that may contribute to a deeper understanding of the study topic.

Regarding educational qualifications, the largest proportion of respondents held a university degree (47.4%), followed by those with a master's degree (23.7%), a postgraduate diploma (21.1%), and a doctoral degree (7.8%). This reflects the respondents' relatively high educational attainment.

The mean number of years of professional experience was 10.8, with a standard deviation of 4.2. This indicates that the respondents possessed an appropriate level of professional experience, enabling them to provide realistic and informed responses concerning the study topic.

With respect to workplace, the largest proportion of respondents worked at the National Council for Women, Assiut Branch (36.8%), followed by the Egyptian

Youth House for Development Foundation (28.9%), the Youth Welfare Department (18.5%), and the Information Technology Institute (15.8%).

The findings also showed that the majority of respondents had attended training courses related to digital transformation (81.6%), whereas 18.4% had not attended such courses. This reflects the attention given by the institutions under investigation to developing their employees' digital capabilities.

The largest proportion of respondents who had received training had attended two to three training courses (48.4%). Those who had attended one course accounted for 25.8%, while the same percentage (25.8%) had attended more than three courses.

Finally, the findings indicated that 78.9% of respondents had previously participated in digital programs or initiatives targeting youth, compared with 21.1% who had not. This confirms that most study participants had direct practical experience with digital programs and initiatives related to youth, thereby strengthening the credibility of their responses concerning the study topic.

Second: Presentation and Discussion of Tables Related to the Study Objectives

1. The Current State of Digital Community Partnerships in Enhancing Intellectual Security Among Youth in the Era of Digital Transformation

The findings regarding the current state of digital community partnerships in enhancing intellectual security among youth are presented in Table 4.

Table (4): Current State of Digital Community Partnerships in Enhancing Youth Intellectual Security

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Digital partnerships exist between the institution and other institutions concerned with youth.	32	6	0	108	2.84	94.7	2

2	The institution relies on digital means to communicate with partner institutions.	30	8	0	106	2.79	93.0	4
3	The institution participates in joint digital initiatives targeting youth.	33	5	0	109	2.87	95.6	1
4	Electronic databases are available to facilitate cooperation among partner institutions.	28	9	1	103	2.71	90.4	8
5	The institution is committed to exchanging information electronically with other institutions.	31	6	1	106	2.79	93.0	4 (tied)
6	Digital partnerships contribute to the rapid implementation of joint activities and programs.	29	8	1	104	2.74	91.2	6
7	The institution uses digital platforms to coordinate with partner entities.	31	7	0	107	2.82	93.9	3
8	Clear mechanisms are in place to manage digital community	27	10	1	102	2.68	89.5	9

	partnerships within the institution.							
9	The institution is committed to continuously updating its digital communication channels with partners.	29	7	2	103	2.71	90.4	8 (tied)
10	The technical resources required to support digital community partnerships are available.	30	6	2	104	2.74	91.2	6 (tied)

Arithmetic mean: 2.77

Relative weight: 92.1%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.77, corresponding to 92.1%, reflecting a high level of digital community partnerships in the institutions under investigation. This finding can be interpreted in light of UNESCO reports (2023), which indicate that establishing a safe digital environment for youth requires effective and complementary partnerships among governmental, nongovernmental, and educational institutions, thereby contributing to the promotion of digital awareness and intellectual security.

The statement *"The institution participates in joint digital initiatives targeting youth"* ranked first, with a weighted score of 109 and a weighted mean of 2.87. This finding is consistent with the European Commission (2022) study, which emphasized that digital community partnerships contribute significantly to

strengthening preventive digital interventions and reducing intellectual risks and online extremism among youth.

The statement *"Digital partnerships exist between the institution and other institutions concerned with youth"* ranked second, with a weighted score of 108 and a weighted mean of 2.84. This is consistent with Interorganizational Networking Theory, which emphasizes that addressing complex community issues requires the establishment of cooperative and coordinated networks among different institutions, along with the exchange of resources and expertise.

The statement *"The institution uses digital platforms to coordinate with partner entities"* ranked third, with a weighted score of 107 and a weighted mean of 2.82. This finding is consistent with the study by Buchan et al. (2024), which emphasized the importance of utilizing the digital environment and technological skills to enhance the effectiveness of institutional efforts and protect youth from intellectual risks.

The statement *"Clear mechanisms are in place to manage digital community partnerships within the institution"* ranked last, with a weighted score of 102 and a weighted mean of 2.68. This may indicate certain shortcomings in the organizational and administrative aspects of digital partnerships. This finding is indirectly consistent with the study by Carras et al. (2024), which emphasized that the success of digital interventions and programs depends on an organized institutional framework and clear mechanisms for coordination and cooperation among participating institutions.

2. Contributions of Digital Community Partnerships to Enhancing Intellectual Security Among Youth and Reducing Intellectual Risks Associated with the Digital Space

The findings concerning the contributions of digital community partnerships to enhancing intellectual security among youth and reducing intellectual risks associated with the digital space are presented in Table 5.

Table (5): Contributions of Digital Community Partnerships to Youth Intellectual Security and Digital Risk Reduction

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Digital community partnerships contribute to raising youth awareness of the risks of misinformation.	31	7	0	107	2.82	93.9	1
2	Digital partnerships help promote dialogue and acceptance of differing opinions among youth.	29	9	0	105	2.76	92.1	3
3	Digital partnerships support the development of critical thinking skills among youth.	28	9	1	103	2.71	90.4	6
4	Digital partnerships contribute to countering extremist ideas through online platforms.	30	7	1	105	2.76	92.1	3 (tied)
5	Digital community partnerships help	32	5	1	107	2.82	93.9	1 (tied)

	develop awareness of safe internet use.							
6	Digital partnerships support the development of digital responsibility among youth.	27	10	1	102	2.68	89.5	8
7	Digital partnerships contribute to developing young people's ability to verify information circulated online.	29	8	1	104	2.74	91.2	5
8	Digital partnerships help reduce the negative intellectual effects of social media.	28	8	2	102	2.68	89.5	8 (tied)
9	Digital partnerships contribute to promoting digital citizenship among youth.	30	6	2	104	2.74	91.2	5 (tied)
10	Digital partnerships strengthen young people's sense of belonging to society and its cultural values.	28	10	0	104	2.74	91.2	5 (tied)

Arithmetic mean: 2.73

Relative weight: 91%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.73, corresponding to 91%, reflecting a high level of contribution by digital community partnerships to enhancing intellectual security among youth. This finding can be interpreted in light of UNESCO reports (2023), which emphasize that developing digital citizenship and strengthening critical thinking among youth require activating complementary partnerships among different institutions to ensure a safe digital environment that supports intellectual security.

The statements *"Digital community partnerships contribute to raising youth awareness of the risks of misinformation"* and *"Digital community partnerships help develop awareness of safe internet use"* jointly ranked first, with a weighted score of 107 and a weighted mean of 2.82. This finding is consistent with Abu Eid (2024), who emphasized that digital programs contribute to increasing young people's awareness of intellectual risks associated with the online environment and strengthening their ability to use digital spaces safely.

The statements *"Digital partnerships help promote dialogue and acceptance of differing opinions among youth"* and *"Digital partnerships contribute to countering extremist ideas through online platforms"* jointly ranked third, with a weighted score of 105 and a weighted mean of 2.76. This finding is consistent with UNESCO reports (2023), which highlighted the importance of community partnerships in promoting dialogue, tolerance, and acceptance of others among youth in the digital environment.

The statements *"Digital partnerships contribute to developing young people's ability to verify information circulated online," "Digital partnerships contribute to promoting digital citizenship among youth,"* and *"Digital partnerships strengthen young people's sense of belonging to society and its cultural values"* jointly ranked fifth, with a weighted score of 104 and a weighted mean of 2.74. This finding is consistent with the study by Buchan et al. (2024), which emphasized that developing digital literacy and the skills needed to navigate the online environment contributes significantly to strengthening digital responsibility and protecting youth from intellectual risks.

The statements *"Digital partnerships support the development of digital responsibility among youth"* and *"Digital partnerships help reduce the negative intellectual effects of social media"* jointly ranked last, with a weighted score of 102 and a weighted mean of 2.68. Although these statements ranked last, the level of responses remained relatively high. This may be attributed to the need for institutions to implement more structured digital programs and initiatives aimed at developing digital responsibility and reducing the negative effects of social media. This finding is consistent with the study by Alsharif et al. (2024), which emphasized the direct influence of social media on shaping youth awareness and intellectual security.

3. Identifying the Forms of Digital Community Partnerships Through the Following Indicators

A. Digital Awareness Partnerships Through Online Platforms and Social Media

The findings concerning digital awareness partnerships through online platforms and social media are presented in Table 6.

Table (6): Digital Awareness Partnerships Through Online Platforms and Social Media

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Institutions cooperate in implementing digital awareness campaigns to enhance intellectual security among youth.	33	5	0	109	2.87	95.6	1
2	Institutions use social media platforms to disseminate awareness content related to intellectual security.	30	7	1	105	2.76	92.1	3

3	Institutions participate in producing digital awareness materials to counter misinformation and online extremism.	31	6	1	106	2.79	93.0	2
4	Institutions organize joint online seminars and meetings to promote a culture of safe internet use.	28	9	1	103	2.71	90.4	5
5	Digital partnerships help awareness messages reach the largest possible number of young people.	29	8	1	104	2.74	91.2	4

Arithmetic mean: 2.77

Relative weight: 92.5%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.77, corresponding to 92.5%, reflecting a high level of digital awareness partnerships through online platforms and social media in enhancing intellectual security among youth. This finding can be interpreted in light of Interorganizational Networking Theory, which emphasizes the importance of cooperation and coordination among institutions and the use of modern communication technologies to implement community programs and initiatives and achieve shared objectives.

The statement *"Institutions cooperate in implementing digital awareness campaigns to enhance intellectual security among youth"* ranked first, with a weighted score of 109 and a weighted mean of 2.87. This highlights institutions' interest in implementing joint awareness campaigns to address intellectual risks associated with the digital space. This finding is consistent with Abu Eid (2024), who emphasized that digital programs effectively contribute to enhancing youth awareness of the concept of intellectual security.

The statement *"Institutions participate in producing digital awareness materials to counter misinformation and online extremism"* ranked second, with a weighted score of 106 and a weighted mean of 2.79. This reflects institutions' recognition of the importance of digital awareness content in addressing intellectual risks. This finding is consistent with Mustafa (2024), who emphasized the importance of digital media literacy in protecting young people against misinformation.

The statement *"Institutions organize joint online seminars and meetings to promote a culture of safe internet use"* ranked last, with a weighted score of 103 and a weighted mean of 2.71. This may indicate that organizing joint online meetings and seminars still requires additional support and expansion. This finding is consistent with Carras et al. (2024), who emphasized that digital interventions become more effective when implemented within an integrated institutional framework based on ongoing cooperation and coordination among different institutions.

B. Training Partnerships and Digital Capacity Building for Youth

The findings concerning training partnerships and digital capacity building for youth are presented in Table 7.

Table (7): Youth Training and Digital Capacity-Building Partnerships

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Institutions cooperate in implementing training programs	30	7	1	105	2.76	92.1	1

	to develop young people's digital skills.							
2	Institutions provide joint programs to train youth in the safe use of technology.	28	9	1	103	2.71	90.4	2
3	Digital partnerships contribute to developing critical thinking skills and the ability to verify online information.	27	10	1	102	2.68	89.5	4
4	Institutions organize online workshops to build youth capacities in digital security.	29	7	2	103	2.71	90.4	2 (tied)
5	Institutions work to prepare youth to address intellectual risks associated with the digital space.	25	11	2	99	2.61	86.8	5

Arithmetic mean: 2.69

Relative weight: 89.8%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.69, corresponding to 89.8%, reflecting a high level of training partnerships and digital

capacity building for youth. This finding can be interpreted in light of Interorganizational Networking Theory, which emphasizes that cooperation among institutions and the exchange of expertise and resources contribute to developing individual capacities and improving the effectiveness of programs designed to address contemporary community issues.

The statement *"Institutions cooperate in implementing training programs to develop young people's digital skills"* ranked first, with a weighted score of 105 and a weighted mean of 2.76. This reflects institutions' interest in digitally preparing and empowering young people to meet the demands of the digital age. This finding is consistent with Buchan et al. (2024), who emphasized that developing digital skills and literacy contributes to strengthening digital responsibility and protecting youth from intellectual risks.

The statements *"Institutions provide joint programs to train youth in the safe use of technology"* and *"Institutions organize online workshops to build youth capacities in digital security"* jointly ranked second, with a weighted score of 103 and a weighted mean of 2.71. This highlights institutions' interest in developing young people's capacities in the safe use of technology and digital security. This finding is consistent with Al-Rashed (2024), who emphasized that structured professional programs and interventions contribute to raising youth awareness of cyber risks and strengthening self-protection skills.

The statement *"Institutions work to prepare youth to address intellectual risks associated with the digital space"* ranked last, with a weighted score of 99 and a weighted mean of 2.61. This may indicate the need for additional specialized programs aimed at developing young people's capacity to address intellectual challenges in the digital environment. This finding is consistent with Oguine et al. (2025), who emphasized that awareness and training programs targeting youth can contribute more effectively to promoting safe-use behaviors and reducing exposure to online and intellectual risks.

C. Research and Knowledge Partnerships for Exchanging Studies and Expertise in Intellectual Security

The findings concerning research and knowledge partnerships for exchanging studies and expertise in intellectual security are presented in Table 8.

Table (8): Research and Knowledge Partnerships in Intellectual Security

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Institutions exchange studies and research related to intellectual security and digital transformation.	29	8	1	104	2.74	91.2	1
2	Institutions cooperate in conducting joint research on issues of intellectual security among youth.	28	8	2	102	2.68	89.5	2
3	Institutions benefit from shared scientific expertise to develop intellectual security programs.	27	9	2	101	2.66	88.6	3
4	Institutions share research findings and digital data to support decision-making in intellectual security.	26	10	2	100	2.63	87.7	4
5	Research partnerships contribute to	25	10	3	98	2.58	86.0	5

	developing new perspectives and initiatives to protect youth from digital intellectual risks.							
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Arithmetic mean: 2.66

Relative weight: 88.6%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.66, corresponding to 88.6%, reflecting a high level of research and knowledge partnerships for exchanging studies and expertise in intellectual security. This finding can be interpreted in light of Interorganizational Networking Theory, which emphasizes that exchanging knowledge, research, and expertise among institutions contributes to improving the effectiveness of community interventions and the quality of decisions and programs directed toward target groups.

The statement *"Institutions exchange studies and research related to intellectual security and digital transformation"* ranked first, with a weighted score of 104 and a weighted mean of 2.74. This indicates a clear interest in research knowledge exchange among institutions and is consistent with UNESCO reports (2023), which emphasized the importance of exchanging knowledge and data among institutions to promote digital citizenship and intellectual security.

The statement *"Institutions cooperate in conducting joint research on issues of intellectual security among youth"* ranked second, with a weighted score of 102 and a weighted mean of 2.68. This reflects a growing orientation toward collaborative scientific research to address intellectual issues affecting youth, thereby supporting evidence-based decision-making.

The statement *"Research partnerships contribute to developing new perspectives and initiatives to protect youth from digital intellectual risks"* ranked last, with a weighted score of 98 and a weighted mean of 2.58. This may indicate the need to

strengthen the use of research findings in designing innovative practical initiatives. This is consistent with the literature emphasizing the importance of translating research knowledge into effective applied interventions.

4. Identifying the Obstacles to Activating Digital Community Partnerships to Enhance Intellectual Security Among Youth

The findings concerning the obstacles to activating digital community partnerships to enhance intellectual security among youth are presented in Table 9.

Table (9): Obstacles to Activating Digital Partnerships for Youth Intellectual Security

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Inadequate funding allocated to implementing joint digital programs and initiatives.	34	4	0	110	2.89	96.5	1
2	Inadequate technological infrastructure in some institutions limits the effectiveness of digital partnerships.	33	5	0	109	2.87	95.6	2
3	Weak electronic coordination among participating institutions.	31	7	0	107	2.82	93.9	4
4	A shortage of personnel trained in managing digital partnerships.	32	5	1	107	2.82	93.9	4 (tied)

5	The absence of clear plans for digital partnerships among institutions.	30	8	0	106	2.79	93.0	6
6	Limited exchange of digital information and data among institutions.	32	6	0	108	2.84	94.7	3
7	Limited awareness of the importance of intellectual security in the digital environment.	30	7	1	105	2.76	92.1	7
8	The lack of unified electronic platforms for coordination among institutions.	29	8	1	104	2.74	91.2	8
9	Limited youth participation in digital initiatives related to intellectual security.	31	6	1	106	2.79	93.0	6 (tied)
10	Limited technological resources required to implement joint initiatives.	33	4	1	108	2.84	94.7	3 (tied)

Arithmetic mean: 2.82

Relative weight: 94%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.82, corresponding to 94%, indicating a high level of perceived obstacles to activating digital community partnerships to enhance intellectual security among youth. This points to several organizational, technological, and human-resource challenges that may limit the effectiveness of these partnerships and their ability to achieve their objectives.

The statement *"Inadequate funding allocated to implementing joint digital programs and initiatives"* ranked first, with a weighted score of 110 and a weighted mean of 2.89. This confirms that the availability of financial resources is a fundamental requirement for successful digital community partnerships. This finding is consistent with Interorganizational Networking Theory, which emphasizes that the effectiveness of institutional partnerships depends on institutions' ability to mobilize the resources and capacities required to achieve their objectives.

The statement *"Inadequate technological infrastructure in some institutions limits the effectiveness of digital partnerships"* ranked second, with a weighted score of 109 and a weighted mean of 2.87. This reflects the importance of having appropriate technological infrastructure to activate digital partnerships. This finding is consistent with the European Commission (2022), which emphasized that effective digital partnerships require advanced technological infrastructure and efficient digital mechanisms for coordination and integration among institutions.

The statements *"Limited exchange of digital information and data among institutions"* and *"Limited technological resources required to implement joint initiatives"* jointly ranked third, with a weighted score of 108 and a weighted mean of 2.84. This indicates that weak information flows and insufficient technological resources are among the most significant challenges hindering joint institutional work. This finding is consistent with UNESCO reports (2023), which emphasized the importance of building integrated digital environments based on information exchange and institutional coordination.

The statement *"The lack of unified electronic platforms for coordination among institutions"* ranked last, with a weighted score of 104 and a weighted mean of 2.74. Although it ranked last, it remains an important obstacle limiting the effectiveness of digital partnerships. This may be attributed to disparities in technological capacities among institutions and the absence of unified electronic systems for communication and coordination.

5. Proposals for Activating Digital Community Partnerships to Enhance Intellectual Security Among Youth in the Era of Digital Transformation

The proposed measures for activating digital community partnerships to enhance intellectual security among youth in the era of digital transformation are presented in Table 10.

Table (10): Proposals for Activating Digital Partnerships to Enhance Youth Intellectual Security

No.	Statements	Yes	To Some Extent	No	Total Weighted Score	Weighted Mean	Percentage (%)	Rank
1	Developing institutions' technological infrastructure to support digital community partnerships.	35	3	0	111	2.92	97.4	1
2	Providing specialized training programs for personnel working in digital transformation and intellectual security.	34	4	0	110	2.89	96.5	2
3	Establishing shared databases and	33	5	0	109	2.87	95.6	3

	electronic platforms among institutions.							
4	Allocating financial resources to support joint digital initiatives targeting youth.	32	5	1	107	2.82	93.9	6
5	Strengthening electronic coordination and communication among institutions concerned with youth.	34	3	1	109	2.87	95.6	3 (tied)
6	Expanding youth participation in planning and implementing digital initiatives.	31	6	1	106	2.79	93.0	7
7	Developing digital awareness campaigns to promote a culture of intellectual security.	33	4	1	108	2.84	94.7	5
8	Utilizing artificial intelligence applications to monitor digital intellectual risks.	35	2	1	110	2.89	96.5	2 (tied)
9	Establishing digital cooperation protocols between governmental and nongovernmental institutions.	32	6	0	108	2.84	94.7	5 (tied)

10	Periodically evaluating digital programs and initiatives to ensure their effectiveness.	34	4	0	110	2.89	96.5	2 (tied)
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Arithmetic mean: 2.85

Relative weight: 95%

Degree of contribution: High

Discussion of the Findings

An examination of the table reveals that the arithmetic mean was 2.85, corresponding to 95%, reflecting a high level of agreement regarding the proposals needed to activate digital community partnerships and enhance intellectual security among youth. This confirms that respondents recognize the importance of developing the institutional, technological, and human-resource mechanisms that support these partnerships.

The statement *"Developing institutions' technological infrastructure to support digital community partnerships"* ranked first, with a weighted score of 111 and a weighted mean of 2.92. This highlights the importance of technological infrastructure for successful digital partnerships. This finding is consistent with the European Commission (2022), which emphasized that effective digital community partnerships require advanced technological infrastructure and efficient digital coordination mechanisms among institutions.

The statements *"Providing specialized training programs for personnel working in digital transformation and intellectual security," "Utilizing artificial intelligence applications to monitor digital intellectual risks,"* and *"Periodically evaluating digital programs and initiatives to ensure their effectiveness"* jointly ranked second, with a weighted score of 110 and a weighted mean of 2.89. This finding is consistent with Shahanda Atef (2025), who emphasized the importance of developing digital awareness and using artificial intelligence applications to address the intellectual challenges faced by youth in the digital environment.

The statements *"Establishing shared databases and electronic platforms among institutions"* and *"Strengthening electronic coordination and communication among institutions concerned with youth"* jointly ranked third, with a weighted score of 109 and a weighted mean of 2.87. This finding is consistent with UNESCO reports (2023), which emphasized that building a safe digital environment for youth requires activating complementary partnerships among institutions by strengthening communication and exchanging information and data.

The statement *"Expanding youth participation in planning and implementing digital initiatives"* ranked last, with a weighted score of 106 and a weighted mean of 2.79. Despite its last-place ranking, it remains an important proposal for increasing the effectiveness of digital initiatives and strengthening young people's engagement with programs designed for them. This finding is consistent with Oguine et al. (2025), who emphasized the importance of designing digital awareness programs that respond to the needs of target groups and increase their participation and engagement.

Analysis of the Findings

The study demonstrated a high level of digital community partnerships and their contributions to enhancing intellectual security among youth in the era of digital transformation. The findings also revealed several obstacles that limit the effectiveness of these partnerships. At the same time, the study identified a set of proposals that may contribute to developing these partnerships and activating their role.

These findings support the study's main hypothesis, which states: *"Digital community partnerships contribute to enhancing intellectual security among youth in the era of digital transformation from the perspective of the Community Organization Method."*

Thirteenth: Study Recommendations

1. Develop the technological infrastructure of governmental and nongovernmental institutions to support the establishment of more effective digital community partnerships.

2. Provide specialized training programs for employees and social workers in digital transformation, intellectual security, and digital awareness.
3. Establish shared databases and electronic platforms to facilitate the exchange of information and data among institutions concerned with youth.
4. Allocate sufficient financial and technological resources to support digital initiatives and programs aimed at enhancing intellectual security among youth.
5. Strengthen electronic coordination and communication among governmental and nongovernmental institutions, universities, and civil society organizations.
6. Expand the design and implementation of digital awareness campaigns to promote intellectual security, digital citizenship, and safe internet use.
7. Utilize artificial intelligence applications and modern technologies to monitor intellectual risks, misinformation, and online extremism.
8. Expand youth participation in planning, implementing, and evaluating digital initiatives related to intellectual security, thereby strengthening their sense of responsibility and belonging.
9. Establish cooperation protocols and digital partnerships among different institutions to unify efforts and integrate roles in addressing emerging intellectual challenges.
10. Conduct periodic evaluations of digital programs and initiatives to measure their effectiveness and improve them in line with rapidly evolving digital developments.

By adopting these recommendations, the effectiveness of digital community partnerships can be enhanced and their capacity to protect youth from intellectual risks associated with the digital space strengthened. This can contribute to building a generation that is more aware and better equipped to interact positively and safely with the digital environment, thereby supporting sustainable community development.

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