



# **BULLYING** **IN LEBANON**



**Save the Children**

[bullyingisnojoke.org](http://bullyingisnojoke.org)



# TABLE OF CONTENTS

4	<b>I. PART ONE: INTRODUCTION</b>		
4	<b>A. Background</b>		
4	<b>B. Purpose of the study</b>		
4	<b>C. Rationale for the study</b>		
5	<b>II. PART TWO: METHODOLOGY</b>		
5	<b>D. Quantitative Research</b>		
5	1. Questionnaire development		
5	2. Data collection		
5	3. Sample		
5	4. Demographic data		
6	<b>E. Qualitative Research</b>		
6	1. Guide development		
6	2. Sample		
8	<b>III. PART THREE: RESULTS</b>		
8	<b>F. School and community safety</b>		
8	1. School and community safety according to caregivers		
9	2. School and community safety according to children (9-18 years)		
10	3. Visualisation of school and community safety by children (Q)		
12	<b>G. Awareness of bullying and its manifestations</b>		
12	1. General awareness of the term bullying		
15	<b>H. Awareness of types of bullying</b>		
20	<b>I. Rate of bullying</b>		
20	1. Rate of bullying among children (9-18 years)		
21	2. Rate of types of bullying among children (9-18 years)		
24	3. Rate of bullying according to parents		
25	4. Rate of types of bullying according to parents		
26	5. Prevalence of bullying and its types (Q)		
28	<b>J. Conditions of bullying</b>		
28	1. Conditions of bullying according to children (9-18 years)		
30	2. Conditions of bullying according to caregivers		
36	<b>K. Consequences of bullying</b>		
36	1. Consequences of bullying according to children		
37	2. Consequences of bullying according to parents		
38	3. Consequences of bullying as perceived by parents and children (Q)		
39	<b>L. Causes of bullying</b>		
39	1. Causes of bullying according to children (9-18 years)		
40	2. Causes of bullying according to parents		
41	3. Perceived rationalisation for bullying (Q)		
42	<b>M. Appropriate actions for prevention</b>		
42	1. Appropriate actions for prevention according to children		
42	2. Appropriate actions for prevention according to parents		
45	<b>N. Types, targets, causes and consequences according to heads of schools and principals</b>		
47	<b>O. Causes, consequences and prevention according to experts</b>		
49	<b>IV. PART FOUR: CONCLUSION AND RECOMMENDATIONS</b>		
51	<b>REFERENCES</b>		
52	<b>APPENDIX</b>		
.....			
80	<b>BULLYING IN LEBANON: A DESK RESEARCH REPORT</b>		
82	<b>Introduction</b>		
82	Definitions		
82	Global prevalence of bullying		
83	Overview: cyber bullying		
83	Global interventions and policies		
84	Bullying in the arab world		
84	<b>Country profile</b>		
85	Legal aspect of child protection in lebanon		
86	Findings on bullying in lebanon		
88	Specialized intervention: kidproof overview		
88	<b>Conclusion and research recommendations</b>		
89	<b>Save the Children's recommendations</b>		
90	<b>References</b>		

# I. PART ONE: INTRODUCTION

## A. BACKGROUND

Bullying is a longstanding problem that has plagued society for decades (Koo, 2007). Prior to the 1980s, the bullying phenomenon was not considered as a serious issue. Instead, bullying was long tolerated as a part of growing up. In 1983, however, Norway's Ministry of Education commissioned one of the first studies on the negative consequences of bullying (Olweus, 2003). Since then, the wealth of research documenting this endemic issue has continued to grow.

Bullying is characterised as an intentional aggressive behaviour that causes discomfort or pain, involves a power imbalance between the bully and the victim and manifests repeatedly (Limber, 2002; Olweus, 1993; Nansel et al., 2001). Bullying comes in different forms. Early work on bullying focused primarily on its physical and verbal manifestations. Social forms of bullying gained wider recognition in the 1990s, whereas the increased availability of personal technology in the 2000s gave way to cyberbullying (Smith & Monks, 2008).

Physical bullying involves actions such as slapping, tripping, pushing, shoving, scratching, spitting, hair pulling or any other behaviour that inflicts physical discomfort on the victim (Sullivan, 2000). These actions are explicit and can be easily detected by both adults and children (Smith et al., 2002). An indirect form of physical bullying also includes destruction or theft of property (Lee, 2004). Verbal bullying involves behaviours such as name-calling, mocking, humiliating or threatening someone (Wang, Iannotti & Nansel, 2009). Social bullying is characterised by abusive behaviours wherein the victim is purposefully rejected by a social group (Lee, 2004). Cyberbullying is defined as an aggressive, intentional act carried out by a group or individual, using electronic forms of contact (Smith et al., 2008).

Despite the global attention that is now being placed on bullying, little is known about this phenomenon in Lebanon. There is a need for a statistical analysis of the prevalence, causes and consequences of bullying among children in Lebanon. To meet this need, Save the Children commissioned a national study to investigate bullying among Lebanese, Syrian and Palestinian children in Lebanon.

## B. PURPOSE OF THE STUDY

The purpose of this national study is to:

- Determine the prevalence of bullying in schools and communities.
- Examine awareness of bullying and its distinct forms.
- Investigate the causes and effects of bullying among children.
- Identify appropriate avenues for bullying prevention.
- Explore safety in schools and communities.

## C. RATIONALE FOR THE STUDY

The findings of the study will be used to raise awareness at a national level and serve as a guide for promoting a bully-free environment across communities and schools in Lebanon.

## II. PART TWO: METHODOLOGY

In line with the proposed objectives, a mixed-method approach was adopted combining quantitative and qualitative research in order to deliver pertinent data and provide further insights on bullying.

### D. QUANTITATIVE RESEARCH

#### 1. Questionnaire development

Three questionnaires that cover the objectives of the study were designed by Statistics Lebanon to address different targeted age groups: 9-12-year-old children, 13-18-year-old children and female caregivers. The questionnaires covered the following topics:

- Demographics
- School and community safety
- Awareness of bullying and types of bullying
- Rate of bullying
- Conditions of bullying
- Consequences of bullying
- Causes of bullying
- Appropriate avenues for prevention

#### 2. Data collection

Statistics Lebanon carried out a national face-to-face CAPI (Computer Assisted Personal Interview) survey in respondents' homes from the 10th to the 20th of August 2018.

#### 3. Sample

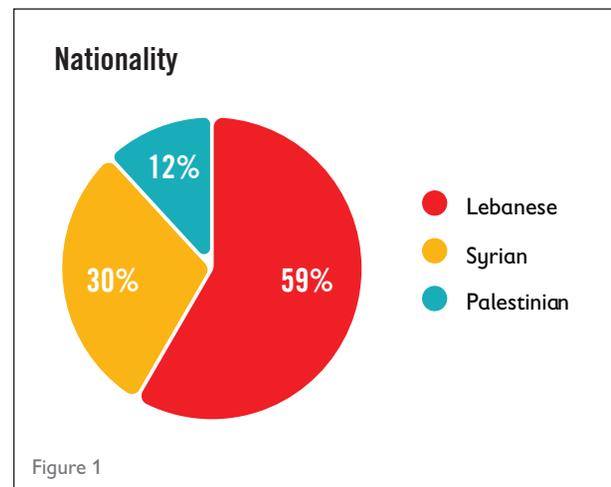
The sample size for this survey was n=2,033, covering the various Lebanese governorates and socioeconomic groups. The sample consisted of Lebanese, Palestinian and Syrian school-aged children (9-18 years), as well as female caregivers who are responsible for children aged 6-18 years. The sample was drawn using the

Probability Proportional to Size (PPS) sampling technique. The sampling error for this study was estimated to be +/- 2.17%.

#### 4. Demographic data

The representative PPS sample was distributed across nationality, age and governorates based on Central Administration of Statistics (CAS) estimates for Lebanese residents. UNHCR's, UNRWA's and Statistics Lebanon's databases were used to determine the proportionality of Syrian and Palestinian residents. The sample was representative of the populations under study.

More than half (59%) of the sample were Lebanese, 30% were Syrian and 12% were Palestinian (Figure1).



Seventy-six percent (76%) of the respondents interviewed were female caregivers, 13% were children aged between 13 and 18 years and 11% were between 9 and 12 years old (Figure 2).

Age group		
Children 9-12 years	n=214	11%
Children 13-18 years	n=269	13%
Female caregivers	n=1,550	76%

Figure 2

## Governorate

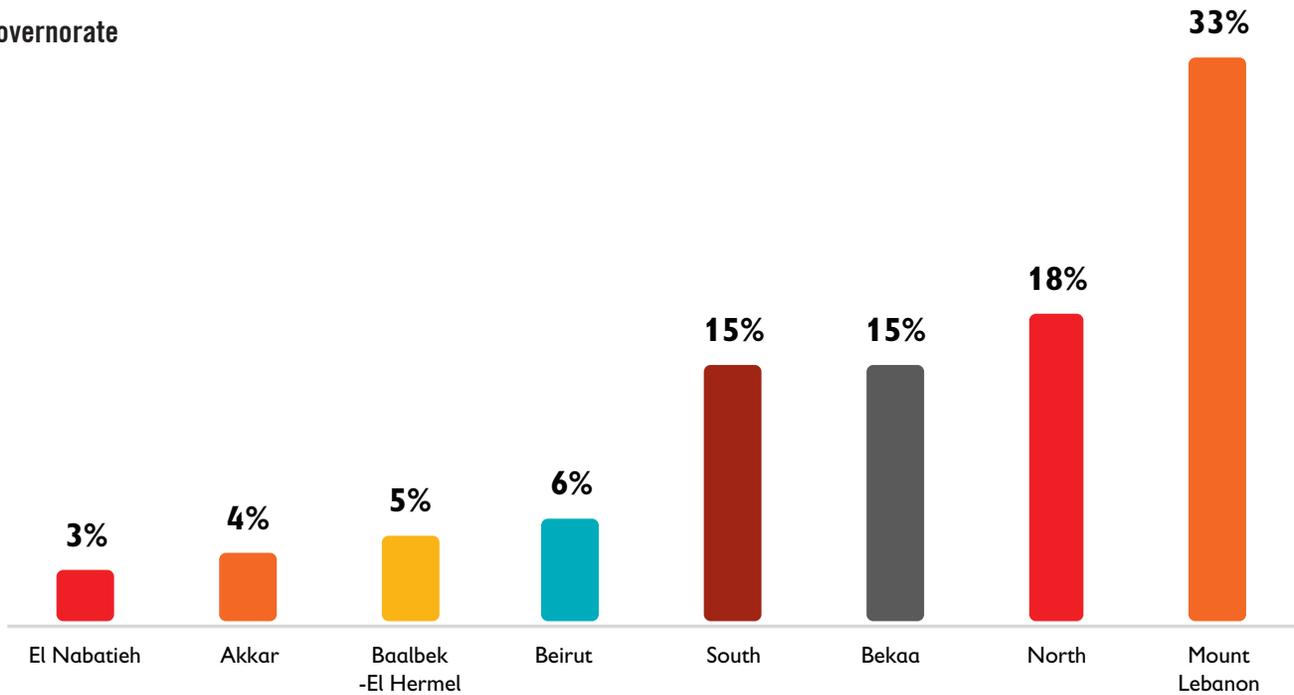


Figure 3

The majority of the sample reside in Mount Lebanon (33%), 18% in the North and 15% in Bekaa and the South. Across the remainder of the governorates, 6% were from Administrative Beirut, 5% from Baalbek-Hermel, 4% from Akkar and 3% from Nabatieh (Figure 3).

Most of the children (43%) are enrolled in private schools, reflecting the higher enrolment rates of Lebanese children in private education, while 34% are enrolled in public schools and 11% attend the second shift in public schools dedicated to Syrian students (Figure 4).

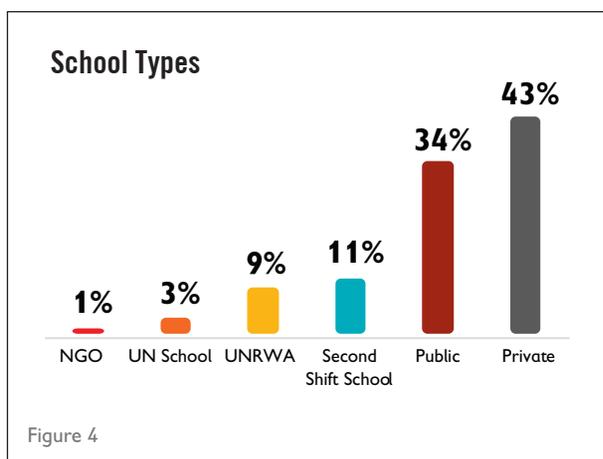


Figure 4

## E. QUALITATIVE RESEARCH

### 1. Guide development

Three guides were developed for children, parents, principals and experts. The guides followed an outline similar to the questionnaire covering the main objectives of the study, including:

- Awareness of and attitude to bullying
- School and community safety
- Bullying in school and community
- Conditions of bullying
- Consequences of bullying
- Causes of bullying
- Appropriate avenues for prevention

### 2. Sample

Key Informant Interviews (KIIs) were conducted with principals of public and private schools, psychological experts and mothers of children with disabilities to investigate the phenomenon of bullying based on narrative experiences.

Focus Group Discussions (FGDs) were undertaken with Lebanese, Syrian and Palestinian boys and girls. Other groups were conducted with parents—mainly mothers—and one father group for the adult perspective. The FGDs consisted of Full Groups (FGs) that included 6-8 people and Mini Groups (MGs) that consisted of 4 to 5 respondents.

## TABLE OF FOCUS GROUP DISCUSSIONS

In total, there were 8 FGDs: 6 FGs and 2 MGs. For full details of group profile, gender, age and location, see the table below.

	Groups	Age	Gender / Parent	Schools
#1	Lebanese children (MG)*	12-15 years	Boys	Public schools
#2	Lebanese children (MG)		Girls	Private school
#3	Syrian children (FG)**	12-15 years	Boys	2nd shift
#4	Palestinian children (FG)	12-15 years	Girls	UNWRA
#5	Lebanese mothers (FG)	30-50 years	Of children 6-18 years	Private school
#6	Syrian mothers (FG)	30-50 years	Of children 6-18 years	2nd shift
#7	Palestinian mothers (FG)	30-50 years	Of children 6-18 years	UNWRA
#8	Lebanese fathers (FG)	30-50 years	Of children 6-18 years	Public schools
<b>TOTAL 6 = 8 FGDs &amp; 2 MGs</b>				

## TABLE OF KIIS

A total number 12 KIIs were conducted with: Principals of private and public schools across Lebanon, education specialists and psychologists experienced with addressing bullying. In addition, several KIIs were conducted with mothers of children with physical and mental disabilities.

No. of KIIs	Target	Profile
5	Heads of schools (regular private, schools for children with disabilities and public with 1st & 2nd shifts)	4 Lebanese schools (Private and 2nd shift)
3	Experts	Experts in education and psychology: <ul style="list-style-type: none"> <li>• Child and Adolescent clinical psychologist</li> <li>• Special Education</li> <li>• Director of the Ministry of Social Affairs centre in the South</li> </ul>
4	Children with disabilities	Parents of children with disabilities
12	<b>TOTAL KIIs</b>	

### III. PART THREE: RESULTS

In this section, we report the main results of the study, which includes the following subsections: School and community safety, Awareness of bullying and its manifestations, Rate of bullying, Conditions of bullying, Consequences of bullying, Causes of bullying and Appropriate actions for prevention.

Throughout the report, the quantitative data findings of the children and parents are disaggregated for a better understanding of the differences between the experiences of children and the perceptions of adult caregivers.

Each segment in the report concludes with the relevant qualitative insights relating to the subject matter derived from the discussions with children and parents. These sections will be identified by a (Q) next to the heading. In the final chapter of “avenues for prevention”, the expert and principal analysis are included to enrich the discussion.

#### F. SCHOOL AND COMMUNITY SAFETY

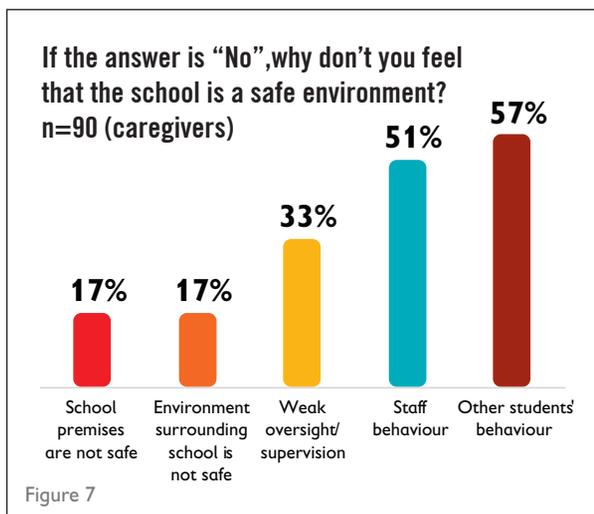
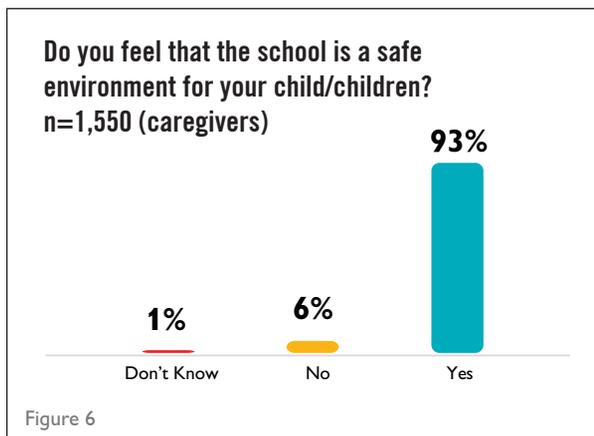
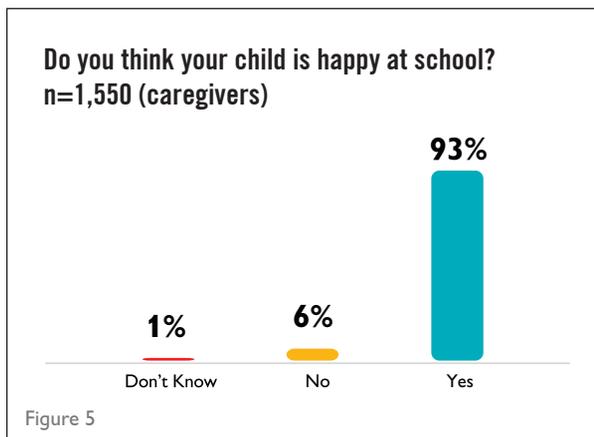
Many children spend more time at school than anywhere else other than their own home. At school, children need a positive, secure and comfortable environment to help them learn and grow. That is why at the beginning of the questionnaire is dedicated to the safety of the children in school as well as the community.

##### 1. School and community safety according to caregivers

When parents were asked whether they think that their children are happy at school and whether school is a safe environment, the vast majority of the caregivers had positive answers (93%). Only 6% believed that their children are unhappy and considered the school an unsafe environment, mainly due to other students’

behaviour (57%) and staff behaviour (51%) (Figures 5, 6 & 7).

When the parents were asked about their children’s safety in the neighbourhood this percentage dropped somewhat to 79% (Figure 8), indicating that in general some of the parents consider the school to be a safer environment for their children than the neighbourhood in which they reside.



**Do you feel that the neighbourhood or community you live in is a safe environment for your child/children?**  
n=1,550 (caregivers)

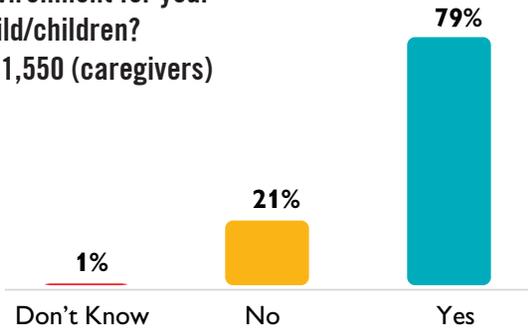


Figure 8

**If the answer is "No", why don't you feel safe in school?**  
n=39 (children 9-18 years)

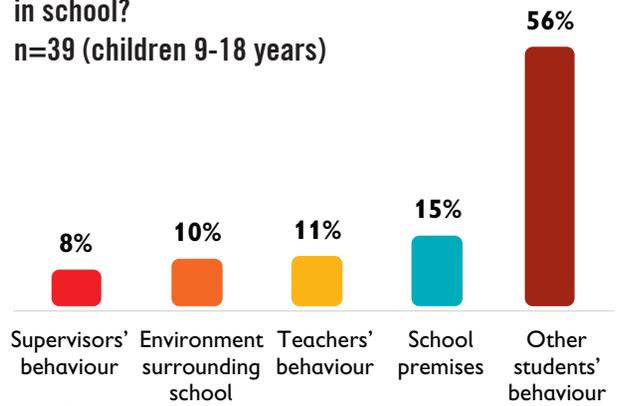


Figure 10

## 2. School and community safety according to children (9-18 years)

When students were asked about safety in school, the majority (92%) reported feeling safe. Those who felt unsafe in school (8%) mainly attributed it to other students' behaviour (56%) (Figures 9 & 10).

Eleven percent (11%) of the children felt unsafe in specific areas in the school. The majority of those (56%) felt unsafe specifically in the playground and 31% felt unsafe on the way to or from school and in the bathroom (Figures 11 & 12).

Similarly, 93% of the children feel safe in the community. Those who reported feeling unsafe (7%) mainly related it to their neighbourhood (Figures 13 & 14).

**Are there any specific areas in the school where you do not feel safe?**

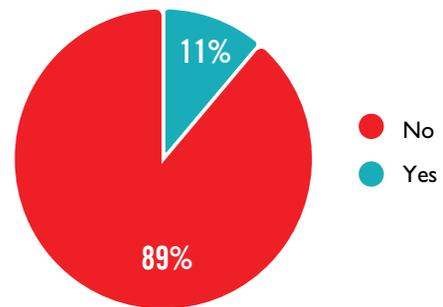


Figure 11

**Are there any specific areas in the school where you do not feel safe?** n=81

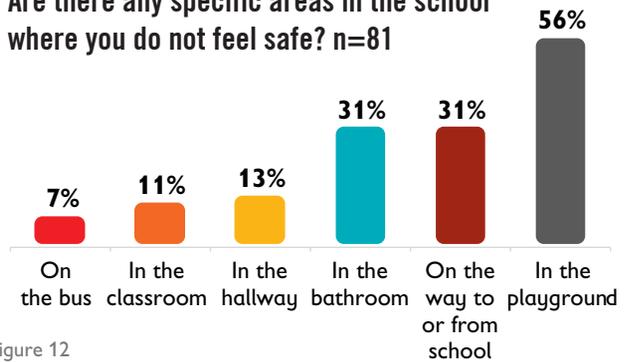


Figure 12

**Do you feel safe in school?**  
n=483 (children 9-18 years)

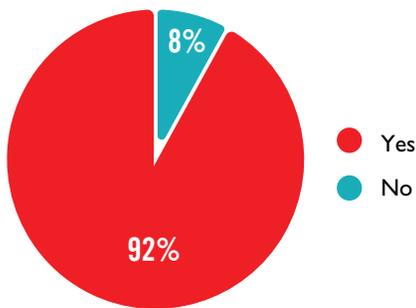


Figure 9

**Do you feel safe in your neighbourhood or community?**  
n=483 (children 9-18 years)

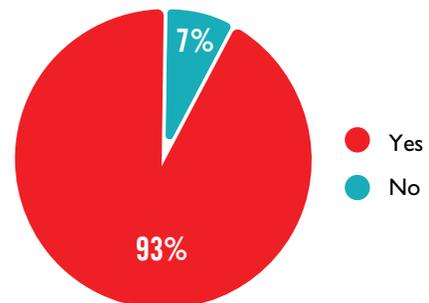


Figure 13

If the answer is “No”, where are the unsafe areas? n=46

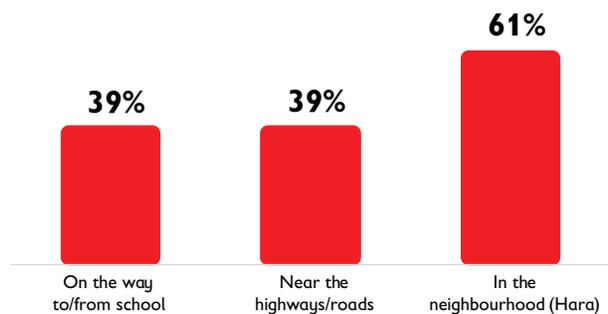


Figure 14

### 3. Visualisation of school and community safety by children (Q)

The visual aid used to elicit discussion (visual showing friends gathered) revealed that children do feel safe in school, though some express a more ambivalent attitude. Children from three nationalities tended to divide their peers into “good” children who can be trusted and “bad” children who picked on or mocked them.

*“We have good and bad friends in school”.*

*Lebanese girls, Mount Lebanon*

*“At school there are nice friends and bad friends”*

*Syrian boys, Bekaa*

*“We don’t have this spirit (visual showing friends gathered) in the school, everyone is fighting at school”.* *Syrian boys, Bekaa*

*“We always stay with the good friends”.*

*Lebanese girls, Mount Lebanon*

*“The number of bad students exceeds the number of good ones”.*

*Lebanese boys, Tripoli*

In the four groups conducted with Lebanese, Syrian and Palestinian boys and girls going to public and private schools, the children were asked to draw a visual of the school and community and pertinent areas within. They were then asked to place “smiley” and “sad” faces in the areas where they do and do not feel safe and happy. A discussion was then carried out based on the visual to understand the context. These have been combined into a single visual that summarises these drawings based on the similarities discerned. (See Visual on page 11).

While some children described school as an altogether happy (smiley face) place others were more divided in their assess-

ment and depicted it as both happy and sad at the same time. They are happy to go to school and play with friends and get out of the house. They are unhappy when they witness or experience bullying and abusive behaviour.

*“Sad face in the playground because the girls are always bothering/annoying each other”.* *Palestinian girls, Saida*

*“Sad face in the playground because while I am walking, a group of boys always comes over to push me”.* *Lebanese boys, Tripoli*

In the community, the home was depicted as a happy place with children posting happy faces. However, a number of Syrian children reported being harassed in the neighbourhood when carrying out errands, for example.

With respect to parents, the majority of the Lebanese caregivers consider the community a relatively safe environment. However, it was noted that children growing up in urban areas are not usually allowed to play in the neighbourhood streets and some of the parents complained of an “aggressive” environment. Although they seek to educate their children to respect others, these children sometimes felt compelled to learn “to defend themselves”.

*“The school and community are not helping. For example, I am raising my children not to hit or make fun of other children but sometimes you are forced to teach your child so that they can defend themselves”.* *Lebanese mothers, Mount Lebanon*

*“I don’t let my children go out and play because our neighbourhood is not very safe and the children who play in the street are not well brought up and can be very violent”.*

*Mothers of children with disabilities, Tripoli*

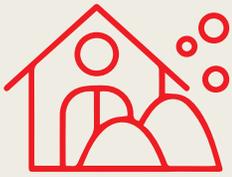
*“It (bullying) is happening everywhere, at school, at university, at work”.* *Lebanese fathers, Tripoli*

Syrian and Palestinian mothers expressed even more concern about the safety of children in the community. The potential for conflict in the Palestinian camps can turn the neighbourhoods into unsafe environments, according to mothers. Syrian mothers worried about their children being targeted in the streets and they expressed serious concern about the potential physical and mental repercussions for their children.

*“Our community is violent so you feel the children are aggressive”.* *Palestinian mothers, Saida*

*“It can lead to severe injuries when they start hitting a kid”.*

*Syrian mothers, Bekaa*



## NEIGHBORHOOD



## HOME



## MINI MARKET



Each time, I go to the mini market, a group of Lebanese boys slap me on my neck (Syrian boys)



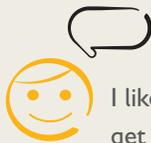
## SCHOOL



In the classroom, we are sad because there are some kids who make fun of other kids (Lebanese girls)



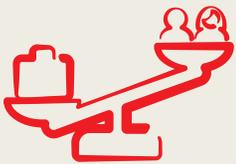
There are some kids who make fun of other kids in classroom



I like to go to school because i get bored at home (Syrian boys)



I love my school, I can see my friends there (Across)



## PLAYGROUND / GARDEN



There is a small garden beside the house. We play with our friends (Syrians & Palestinians)



## SCHOOL PLAYGROUND



When walking, a group of boys always come and puch me (Lebanese boys)



Older boys are always shouting and hitting us (Syrian boys)

They are mocking all the time in playground and classroom (Palestinian girls)



I like to play in the playground with my friends at school

## G. AWARENESS OF BULLYING AND ITS MANIFESTATIONS

In this section, the questions on awareness were addressed differently to distinct age groups. Children aged 9-12 were shown pictures which represented the scenarios related to physical and verbal bullying. While teens (13-18 years) and parents were asked questions on the 4 different types of bullying based on narrated scenarios without any pictures represented (see Appendix parts 4, 5 & 6).

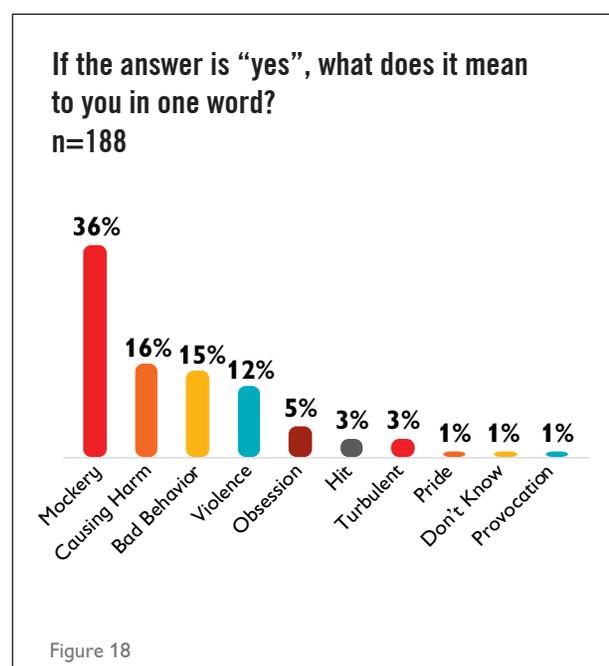
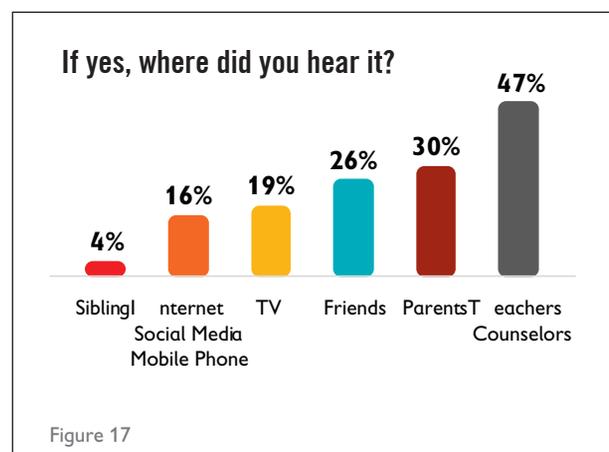
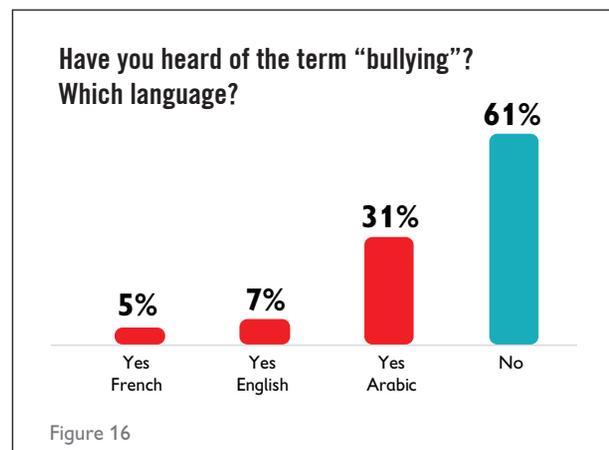
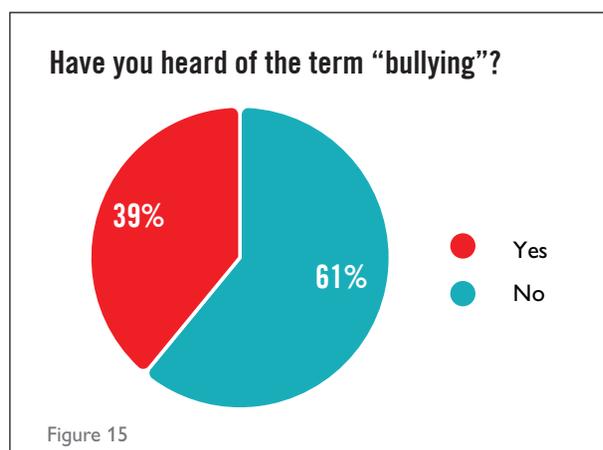
### 1. General Awareness of the term bullying

#### a. Awareness of the term bullying among children

When children were asked if they have ever heard of the term “bullying”, nearly two-thirds (61%) were not aware, while 39% were aware of the term (Figure 15). Nearly one-third (31%) of those aware of the term knew it in Arabic (تنمر) (Figure 16).

About half (47%) of those who were aware of the term had heard it from teachers at school, while 30% had been made aware of it by their parents.

This highlights the importance of academic, home and even peer groups (26%) in raising awareness (Figure 17). Those who knew the term were asked about its meaning. Over one-third (36%) defined it as mockery, 16% as causing harm, 15% as bad behaviour and 12% as a form of violence. The Top of Mind (TOM) focus on particular types, mainly verbal, indicates that even those who are aware of the term “bullying” may not possess a holistic understanding of the term.



## b. Comprehension of bullying amongst children (Q)

Qualitative research showed that children were aware of bullying behaviour, if not necessarily the term itself.

Most of the children (aged 12-15 years) were not aware of this term but spontaneously identified with the concepts represented in the visuals below that were shown in the groups to facilitate discussion about the various types of bullying.

*“This happens in our school”.*

*Lebanese girls, Mount Lebanon*

*“We face similar situations at school”.*

*Palestinian girls, Saida*

The visuals triggered spontaneous responses on various types of distressing behaviour that included:

- Mockery, heckling and taunting of others
- Mockery of physical appearance
- Mocking accents or skin tone/colour
- Focusing on clothes or make-up (girls)
- Financial put-downs (does not spend as much/dress as well)
- Scholastic performance (superior and inferior)
- Pushing, shoving and tripping
- Hitting
- False accusations and spreading rumours

*“There are two for example in our class who make all the class make fun of someone”.*

*Lebanese girls, Mount Lebanon*

*“They keep on following you and disturbing you”.*

*Palestinian girls, Saida*

*“Older boys are always shouting and hitting us”.*

*Syrian boys, Bekaa*

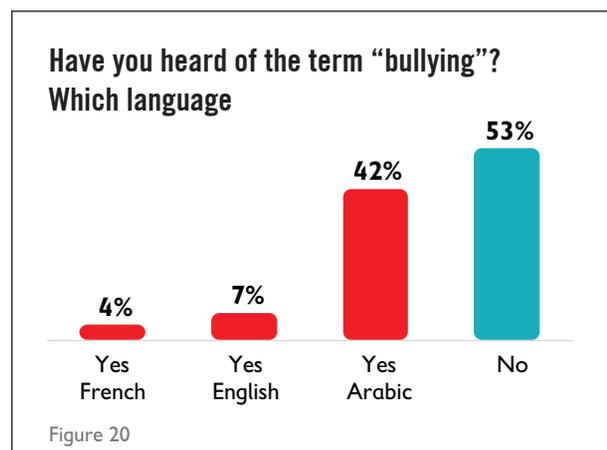
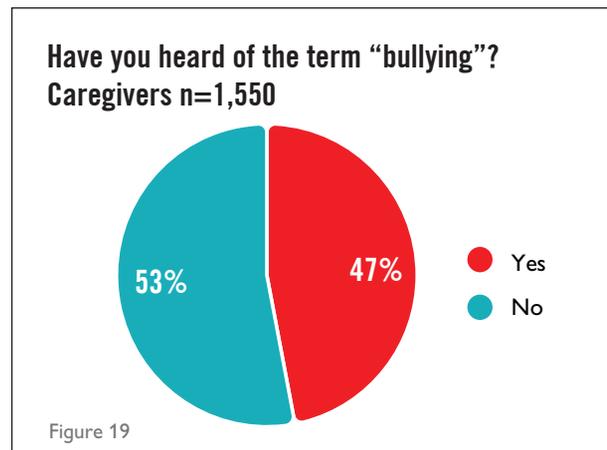
## c. Awareness of the term “bullying” among caregivers

When the caregivers were asked if they have ever heard of the term “bullying”, more than half (53%) were not aware, while 45% were aware of the term (Figure 19).

The majority (42%) of those who were aware of the term knew it in Arabic (تنمر) (Figure 20).

More than one-third (37%) of those who were aware of the term have heard it from friends and on the TV (36%). While 33% heard the term from teachers and 32% from the internet (Figure 21). Peer groups, mass media and social media were important sources of information.

Those who knew the term were asked about its meaning. Over one-third (37%) defined it as “making fun of” someone (Figure 22).



**If yes, where did you hear it?**  
n=723

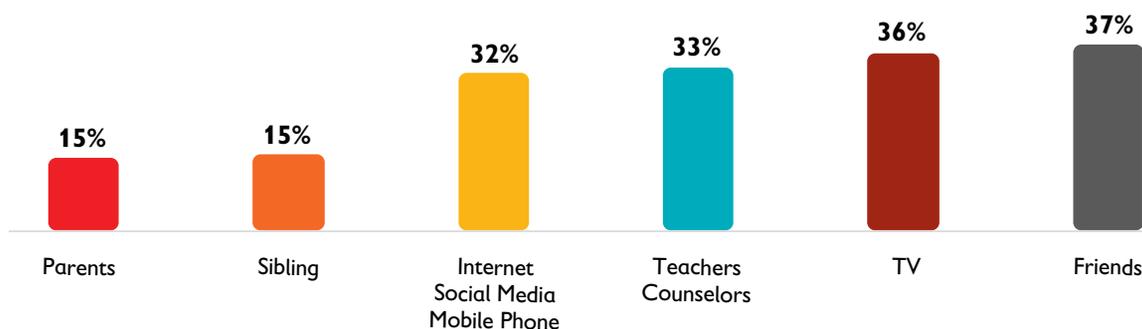


Figure 21

**If the answer is “yes”, what does it mean to you in one word? n=723**

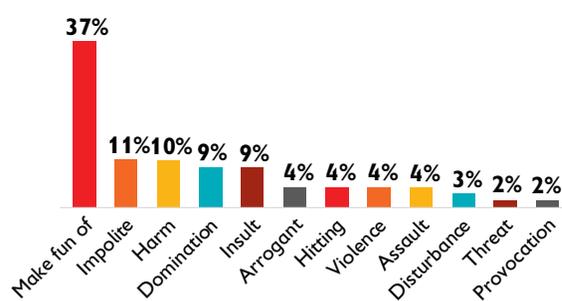


Figure 22

**d. Comprehension of bullying amongst caregivers (Q)**

Discussions held with Lebanese, Syrian and Palestinian mothers confirmed that many of the mothers and fathers had not heard of “TANAMUR” (تنمر), the Arabic term for bullying. However, despite not being familiar with the term, parents were aware that bullying is occurring and is a growing phenomenon in schools.

In general, the concept of a child bullying another was defined by parents as “YITHATAT” (يتخطط), which means to pick on or persistently harass someone. Alternatively, it could also be defined in as “YITSALAT” (يتسلط), which means to dominate/impose one’s authority on another. Further confusing matters was the fact that the term “TANAMUR” (تنمر) is similar to and could be confused with a common colloquial Lebanese slang

term “YINNAMER” (ينمر), which means to show off.

“We call it “hatat” to pick on someone, this word (“tanamur”) is not commonly used by all of us”.

*Lebanese fathers, Tripoli*

Although the mothers of children with disabilities had an acute awareness of the problems the children were facing, none had heard of the concept of bullying or “TANNAMUR” as such.

“I have heard it but do not know what it means”.

*Lebanese mothers, Mount Lebanon*

The most aware mothers were some Lebanese mothers with children in private schools who had attended a seminar. Likewise, one Palestinian mother had been to an UNWRA session convened to address this problem in their schools and one Lebanese father had been to a dedicated event. The least aware of the concept were the group of Syrian mothers in the Bekaa Valley.

“I don’t know what bullying is”.

*Lebanese mothers, Mount Lebanon*

“I know the term in English but not in Arabic”.

*Lebanese mothers, Mount Lebanon*

“We don’t know the term”.

*Syrian mothers, Bekaa*

“We know the term from the school. They had meetings all the time because a lot of children are being bullied”.

*Palestinian mothers, Saida*

## H. AWARENESS OF TYPES OF BULLYING

### a. Awareness of types of bullying among children (9-12 years)

Children (9-12 years) were shown pictures representing different scenarios related to bullying: “Bunch of kids making fun of a boy because of his weight”, “A kid taking his friend’s snack at lunch” and “A kid pushing his friend on the floor and threatening him”. The vast majority of the children considered these actions inappropriate (Figures 23, 24 & 25).

For those who were not aware of the term “bullying”, the interviewer briefly explained its meaning and then asked whether the scenarios were physical or verbal bullying.

**Scenario 1 (making fun of a boy):** was identified as verbal bullying by 66% of the children (Figure 26).

**Scenario 2 (taking a kid’s snack at lunch):** was identified as physical bullying by 53% (Figure 27).

**Scenario 3 (pushing a kid on the floor):** was identified as physical bullying by 89% (Figure 28).

Children (9-12 years) were better able to identify physical bullying as causing someone physical harm (89%) than stealing their belongings (53%).

**Scenario 1: Kids are making fun of a boy because of his weight. Do you think this is nice and appropriate?**  
Children 9-12 (n=214)

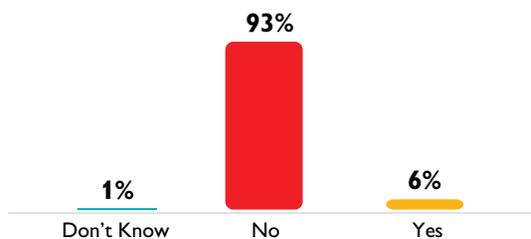


Figure 23

**Scenario 2: Every day a kid takes his friend’s snack at lunch. Do you think this is nice and appropriate?**  
Children 9-12 (n=214)

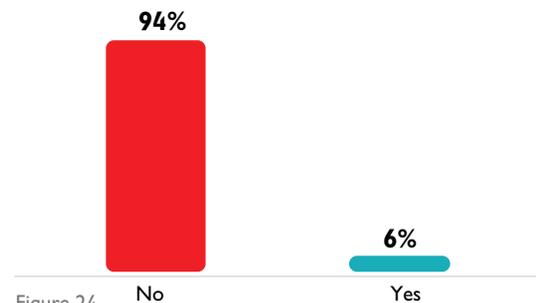


Figure 24

**Scenario 3: One kid pushed his friend on the floor and threatened him. Do you think this is nice and appropriate?**  
Children 9-12 (n=214)

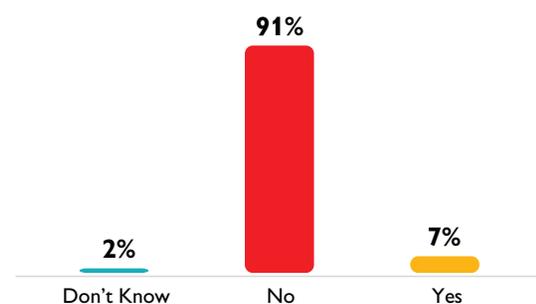


Figure 25

**Would you consider scenario 1 as:**  
Children 9-12 (n=214)

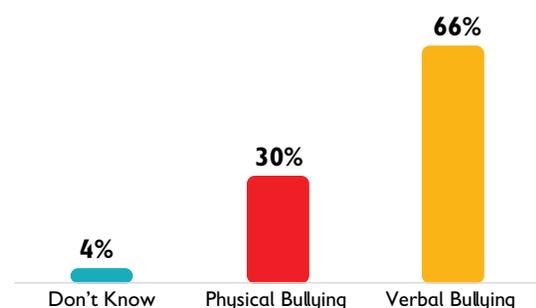
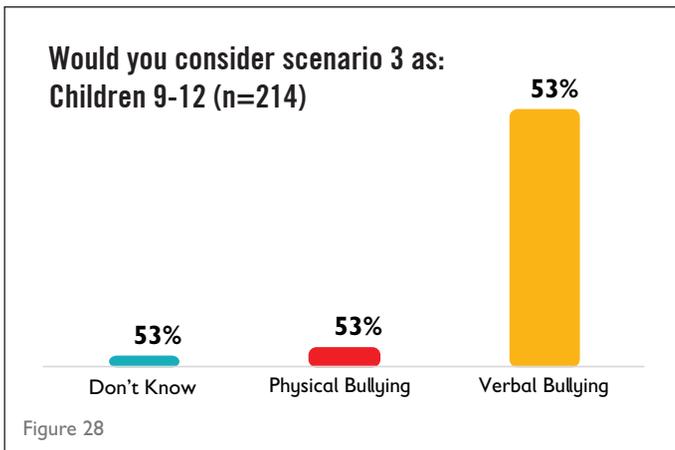
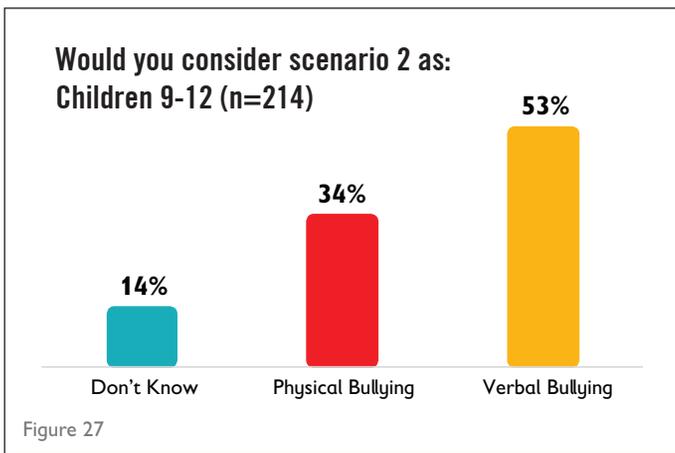


Figure 26



**b.Awareness of types of bullying among children (13-18 years)**

Children (13-18 years) were asked questions on the four different types of bullying based on narrated scenarios: “Bunch of kids making fun of a boy because of his weight”, “A kid taking his friend’s snack at lunch”, “A kid pushing his friend on the floor and threatening him”, “A kid being left out during group activities” and “Receiving hurtful texts, posts and images”.

The vast majority of the children considered these actions as inappropriate (Figures 29, 30, 31, 32 & 33).

For those who were not aware of the term bullying, the interviewer briefly explained its meaning and then asked whether the scenarios were physical, verbal, social or cyberbullying.

**Scenario 1 (making fun of a boy):** was identified as verbal bullying by 68% of the children (Figure 34).

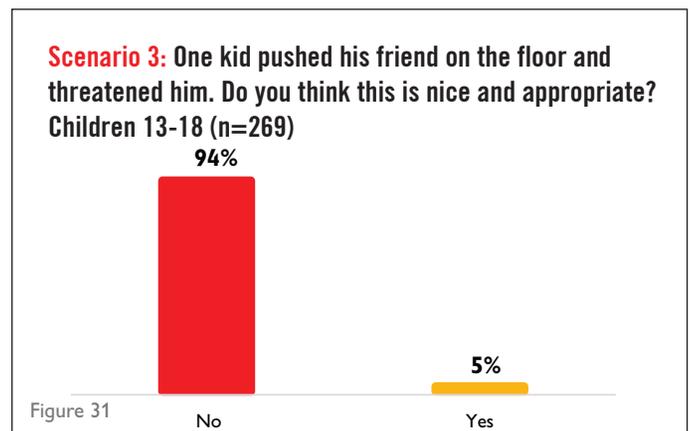
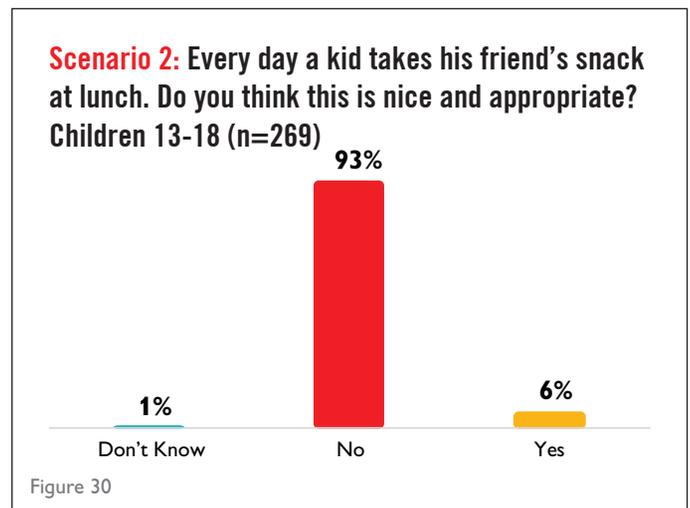
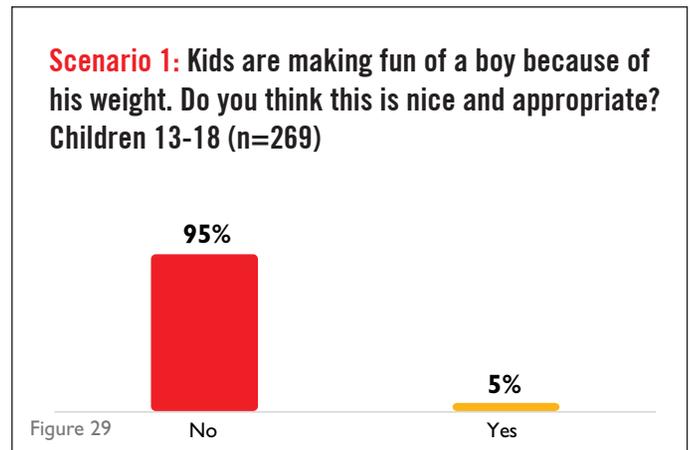
**Scenario 2 (taking a kid’s snack at lunch):** 41% of the children considered taking a kid’s snack as physical while 32% considered it as verbal bullying (Figure 35).

**Scenario 3 (pushing a kid on the floor):** was identified as physical bullying by 84% of the children (Figure 36).

**Scenario 4 (being left out during group activities):** 60% of the children were able to identify this conduct as social bullying (Figure 37).

**Scenario 5 (receiving hurtful texts, posts, images):** was identified as cyberbullying by 63% of the children (Figure 38).

The least identified type by children (13-18years) was stealing others’ belongings as physical bullying.



**Scenario 4: A kid is left out (shunned) during group activities. Do you think this is nice and appropriate?**  
Children 13-18 (n=269)

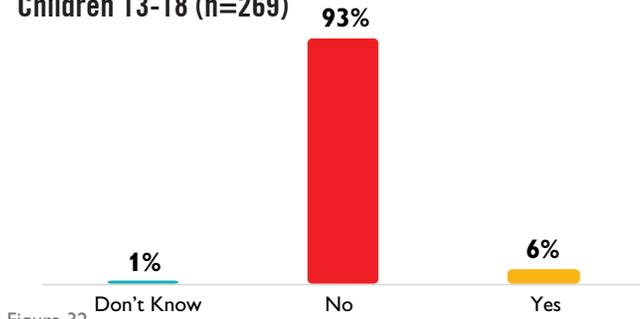


Figure 32

**Would you consider scenario 3 as:**  
Children 13-18 (n=269)

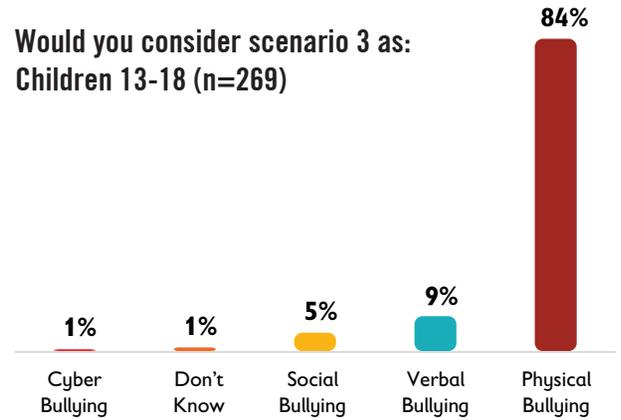


Figure 36

**Scenario 5: A kid receives hurtful texts, posts and images. Do you think this is nice and appropriate?**  
Children 13-18 (n=269)

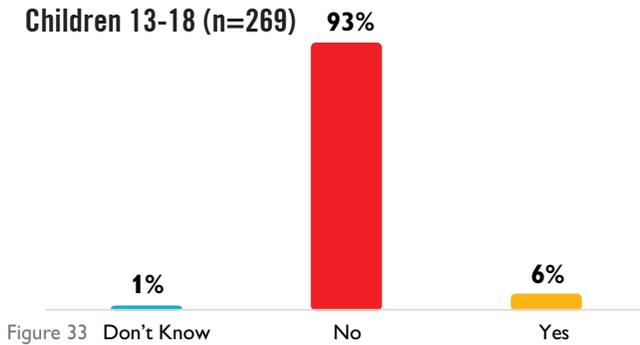


Figure 33

**Would you consider scenario 4 as:**  
Children 13-18 (n=269)

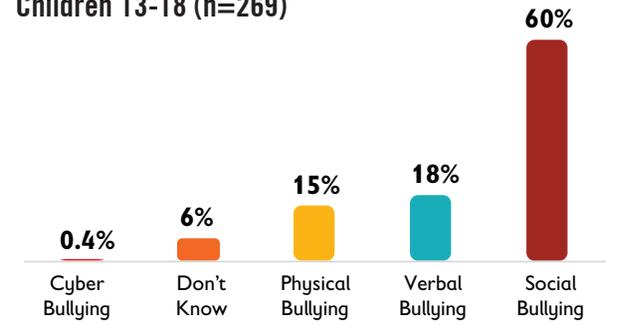


Figure 37

**Would you consider scenario 1 as:**  
Children 13-18 (n=269)

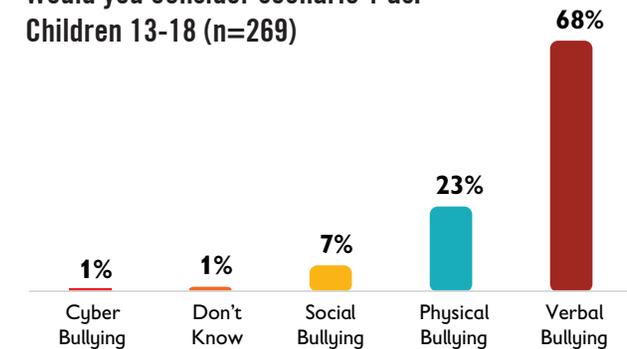


Figure 34

**Would you consider scenario 5 as:**  
Children 13-18 (n=269)

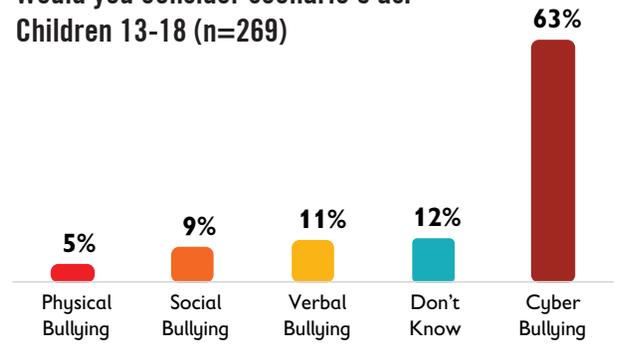


Figure 38

**Would you consider scenario 2 as:**  
Children 13-18 (n=269)

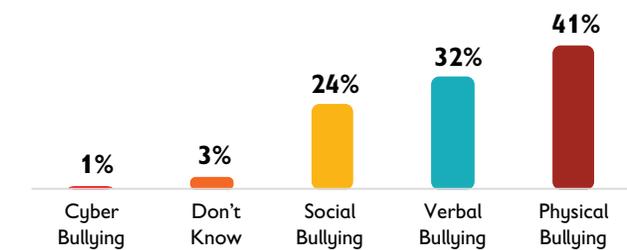


Figure 35

### c. Awareness of types of bullying among caregivers

Respondents were asked if there are different types of bullying. The level of awareness increased after the interviewers briefly explained the general meaning of the term. More than half (56%) of the caregivers are aware that there are different types of bullying (Figure 39).

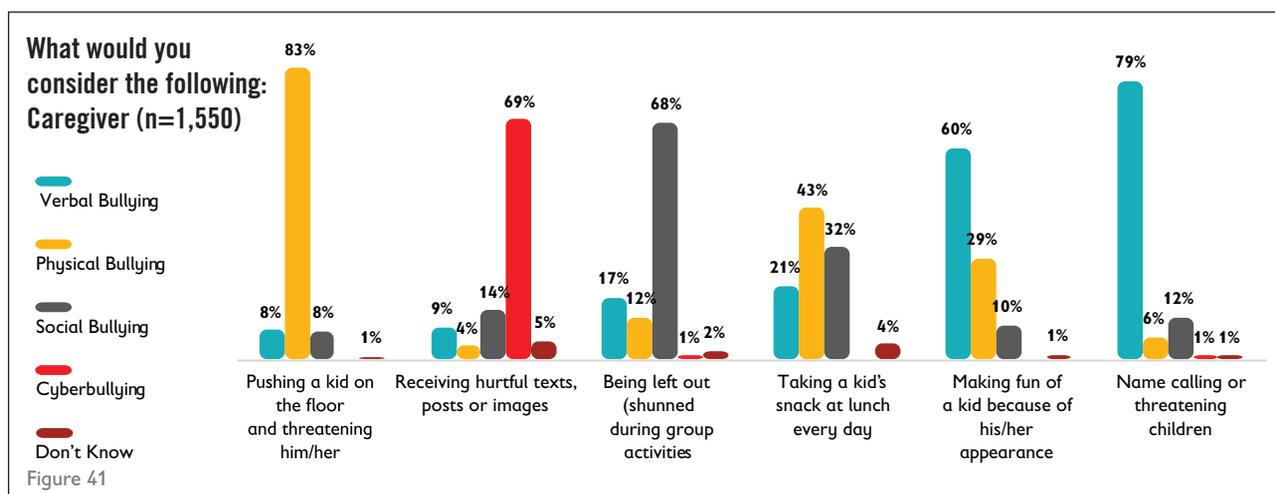
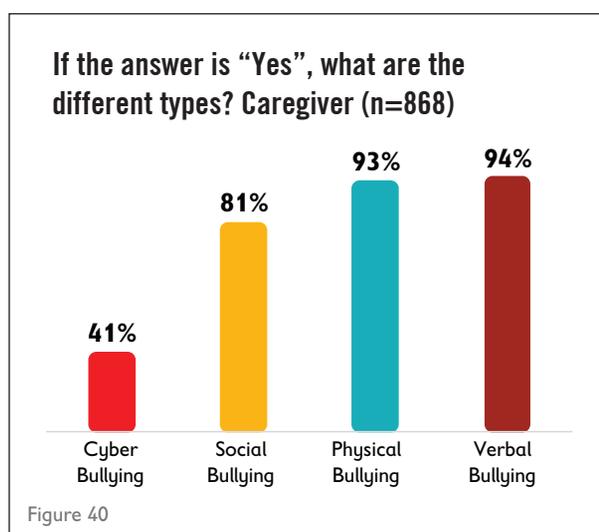
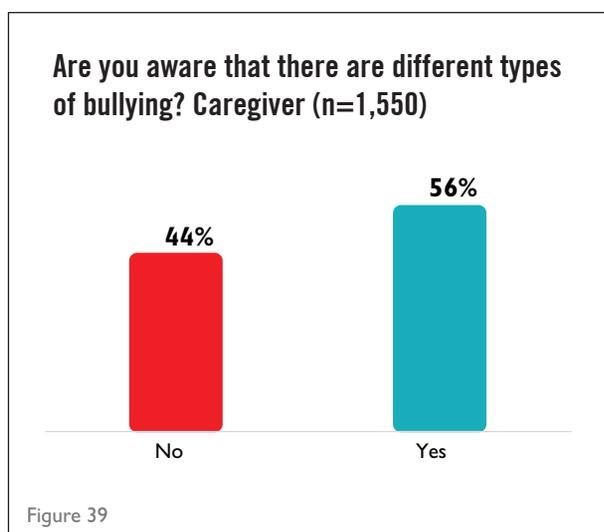
The most common types according to the respondents are verbal (94%) and physical (93%) (Figure 40).

The majority (83%) were able to identify the pushing scenario as physical bullying, while only 43% identified taking a kid's snack as such (Figure 41).

Respondents were better able to identify "name calling or threatening" (79%) as verbal bullying than "making fun of a kid because of his weight" (60%) (Figure 41).

More than two-thirds (68%) identified being left out during group activities as social bullying, and 69% recognised that receiving hurtful texts, posts or images is cyberbullying (Figure 41).

In general, there is a moderate level of awareness on the different types of bullying. The least identified (43%) was stealing others' belongings as physical bullying.



#### **d. Awareness and comprehension of types of bullying (Q)**

##### **VERBAL BULLYING**

The exploratory research with parents and children revealed that bullying is often initially associated with verbal mockery or taunting of a child. This was referred to in colloquial language as “TEMSKHOR” (تمسخور) ((ridicule/mockery). Indeed, parents and children related verbal bullying to making fun, mockery and name calling.

*“Bullying means a kid is making fun of another kid”.*  
*Lebanese mothers, Mount Lebanon*

*“I say that bullying is the same as mocking”.*  
*Lebanese fathers, Tripoli*

Parents and children have a high awareness that verbal bullying can be based on dress style, nationality, accent, skin colour and appearance.

*“They can make fun on everything, accent, clothes and nationality, how we eat, what we eat... Anything!”*  
*Palestinian girls*

##### **PHYSICAL BULLYING**

Physical bullying was swiftly recognised by parents and children. This type was easier to detect than instances of verbal abuse which can go unnoticed by adult supervisors and teachers at school. However, in a few cases, it was dismissed by the adults as “shaghab”) (مشغب) or physical unruliness that is considered common amongst children.

*“We used to say that bullying was mocking or unruliness/altercations (Mushagaba مشغب)”*  
*Palestinian mothers, Saida*

The main recognised type of physical bullying is physical violence. Parents and children associated physical bullying with power and dominance.

*“Physical bullying is to show the other that he’s stronger, he has more power and wants to humiliate”.*

The other types of physical bullying such as damaging others’ possessions were not considered physical bullying per se but were present among children in schools.

*“My daughter suffered because they were always stealing her pens and pencils but we did not consider this bullying”.*  
*Lebanese mothers, Mount Lebanon*

*“The children stole her food and water but she would not let me complain to the principal because she was afraid of the children bullying her”.*  
*Lebanese mothers, Mount Lebanon*

##### **SOCIAL BULLYING**

Spreading rumours and social exclusion were not spontaneously identified and categorised as bullying. When such behaviour occurs, it is commonly attributed to jealousy.

*“I did not know that this was a type of bullying”.*  
*Lebanese mothers, Mount Lebanon*

Parents were also aware that a child can be left out on purpose or subjected to rumours.

*“They can accuse each other falsely, for example of having lice”.*  
*Syrian mothers, Bekaa*

Social exclusion was recognised as a group activity (such as social events and sports) against an individual.

##### **CYBERBULLYING**

Awareness of Cyberbullying as a potential type of bullying was very limited amongst mothers and children.

*“We did not know there is bullying on the phone”.*  
*Lebanese mothers, Mount Lebanon*

*“We did not know this as a type of bullying. We thought they were joking with each other”.*  
*Palestinian mothers, Saida*

*“Our children don’t have mobiles”.*  
*Syrian mothers, Bekaa*

Once the cyberbullying concept was explained, parents did appreciate its potential to victimise children. They realised that this new type of bullying can threaten the safety and security of the home and make it difficult for them to feel secure from bullies.

*“They can continue the bullying on the phone. They call him or send him images that hurt the child”.*

*Lebanese mothers, Mount Lebanon*

*Children, and adolescents especially, who own a mobile and social media account, may be more aware that cyberbullying is occurring. However, only a few cases were actually experienced or directly witnessed.*

## I. RATE OF BULLYING

### 1. Rate of bullying among children (9-18 years)

When children were directly asked about ever being bullied, results showed that 51% of the children have been—at some point—a victim of bullying (Figure 42). The rate of bullying was extracted from the question in which the child was asked whether he/she has ever experienced any of the following (See Appendix part 4):

- Someone kicking, tripping, pinching or pushing you
- Someone damaging your property (bag, pencil case...)
- Someone name calling or insulting you
- Someone saying racist remarks
- Someone leaving you out on purpose from group activities
- Someone calling a boy by a girl’s name or a girl by a boy’s name
- Someone spreading rumours or negative things about you
- Receiving negative facial or physical gestures
- Someone playing nasty jokes to embarrass or humiliate you
- Receiving hurtful texts, posts, images or videos
- Someone posting unwanted pictures or messages to social media
- Someone creating fake accounts to impersonate you

The above-mentioned incidents include all types of bullying (physical, verbal, social and cyber).

Results showed that boys (55%) are more likely to be bullied than girls (47%) (Figure 44).

The pervasiveness of bullying tends to be higher among children (9-12 years) (59%) than teens (13-18 years) (45%) (Figure 43). Therefore, the reported bullying rates decline with age.

Bullying was nearly equally present among Lebanese children (50%) and Syrian children (51%). Palestinian children reported the highest levels of bullying (58%) (Figure 45).

When children were asked if they had observed someone being bullied at school during the past 12 months, 58% of the children stated that they have witnessed a situation of bullying (Figure 46). And nearly half (47%) of those who witnessed a bullying situation did nothing about it. Less than one-quarter (22%) reported it to a school member and 15% defended the bullied child (Figure 47).

Therefore, nearly two-thirds (61%) believed that there is a bullying problem in schools (Figure 48). More than half (56%) believed that there is a bullying problem in the community as well (Figure 49).

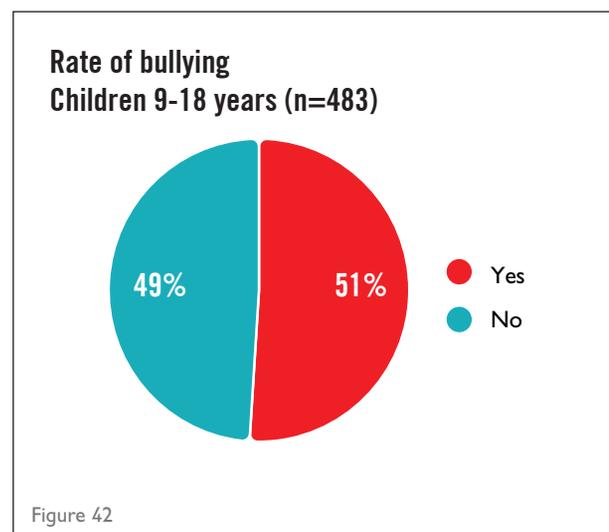


Figure 42

### Rate of bullying by age

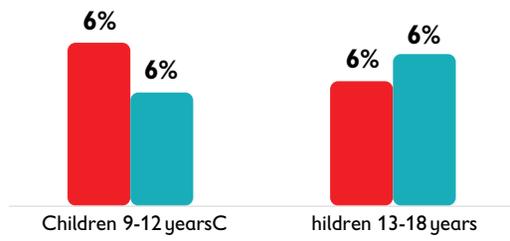


Figure 43

### Rate of bullying by gender

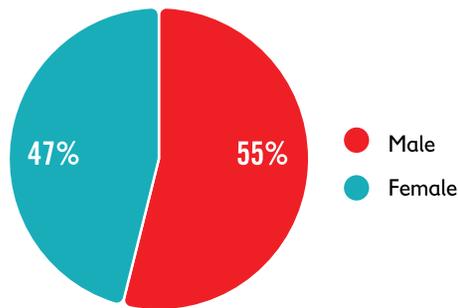


Figure 44

### Rate of bullying by nationality

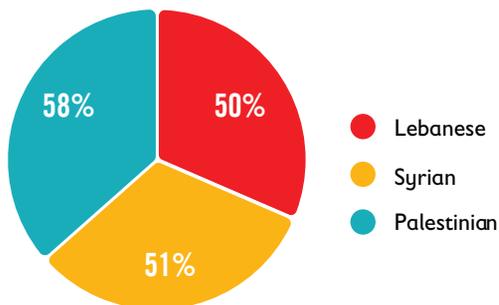


Figure 45

### Have you ever observed someone being bullied (explain that it is any of the above mentioned actions) at school during the past 12 months?

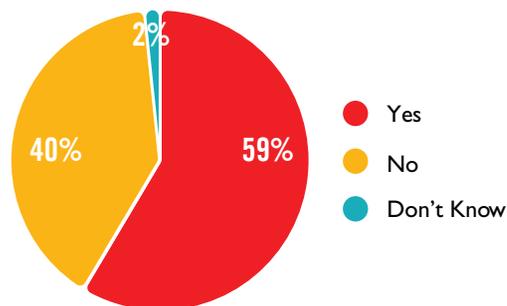


Figure 46

### If the answer is "Yes", what was your reaction? n=283



Figure 47

### Rate of bullying Children 9-18 years (n=483)

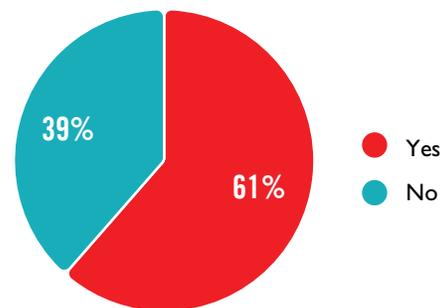


Figure 48

### Do you think there is a bullying problem in the community? According to Children

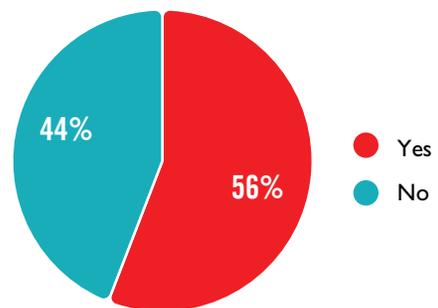


Figure 49

## 2. Rate of types of bullying among children (9-18 years)

Physical bullying (81%) was the most common form of bullying, followed by verbal (59%) and social bullying (44%). Cyberbullying is the least common type of bullying (11%) (Figure 50).

**The incidence of various actions associated with physical bullying:**

One-third (33%) of the children reported that they have been kicked, tripped, pushed or pinched, while 29% of the children said that someone has damaged their property (Figure 51).

**The incidence of various actions associated with verbal bullying:**

One in four children (25%) have been name-called or insulted by bullies. Fourteen percent (14%) have received racist remarks and 6% received gender-based remarks (Figure 52).

**The incidence of various actions associated with social bullying:**

Thirteen percent (13%) of the children received negative physical gestures. Eleven percent (11%) have been left out on purpose from group activities, 10% have been embarrassed or humiliated by bullies through nasty jokes and 8% had rumours or gossip spread about them (Figure 53).

**The incidence of various actions associated with cyberbullying:**

A minority of children who were cyberbullied have been equally exposed to the following:

- Receiving hurtful texts, posts, images or videos (3%)
- Someone posting unwanted pictures or messages to social media (3%)
- Someone creating fake accounts to impersonate the child (3%) (Figure 54)

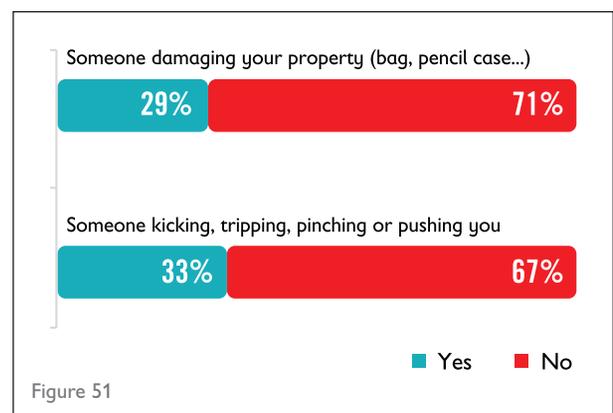
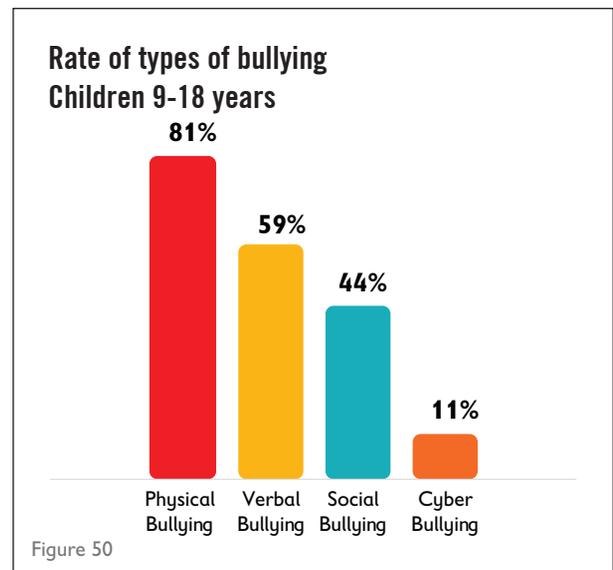
Among all actions associated with bullying, direct physical harm was the most common form.

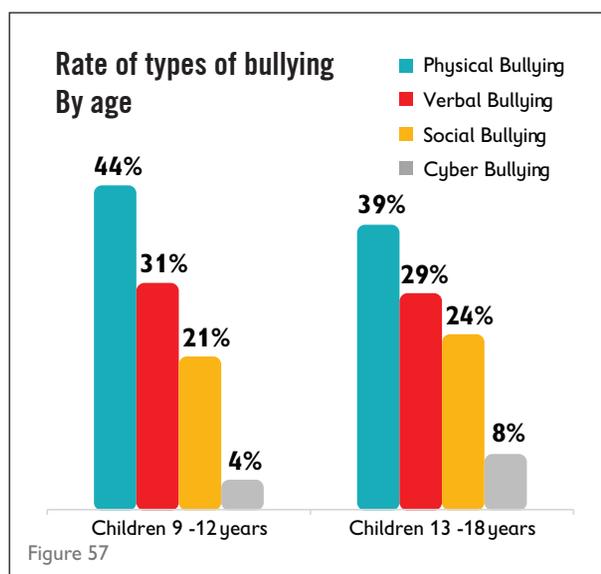
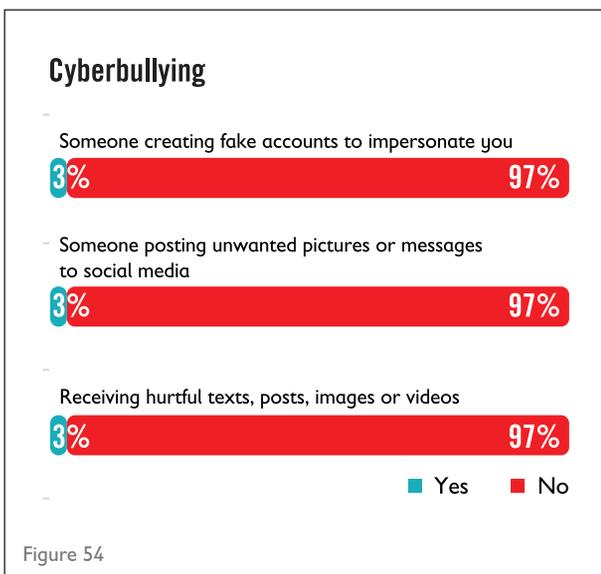
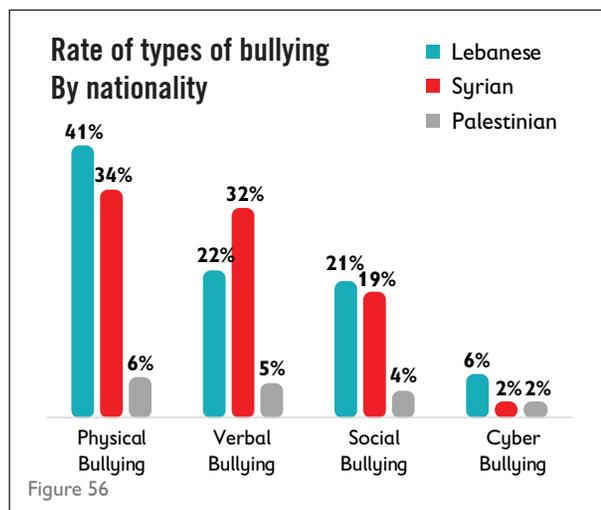
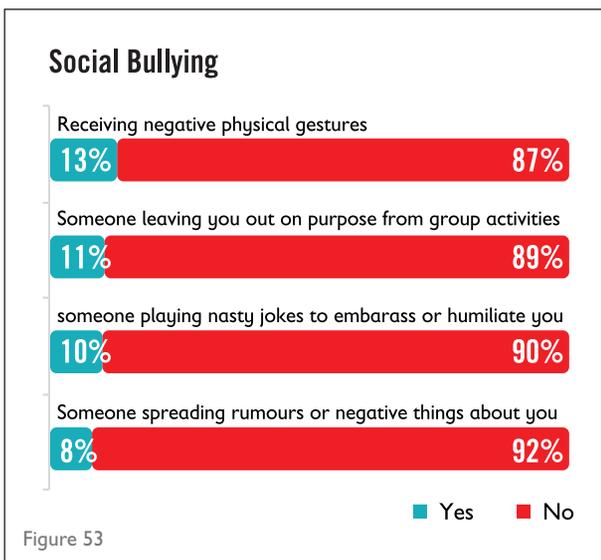
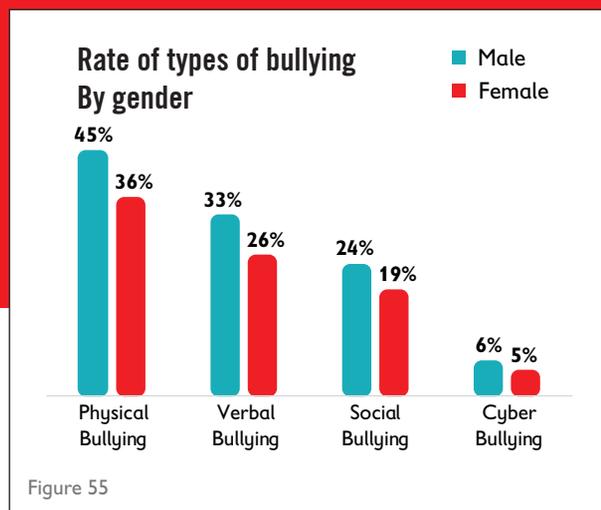
Boys are more likely to be exposed to all types of bullying: physical, verbal, social and cyber (Figure 55).

The rate of the different types of bullying differed among Lebanese, Palestinian and Syrian children. Lebanese children are more exposed to physical (41%)

and cyberbullying (6%) than Syrian and Palestinian children. On the other hand, Syrian children (32%) are more likely to be verbally bullied than Lebanese (22%) and Palestinian children (5%). When it comes to social bullying, Lebanese (21%) and Syrian children (19%) are more exposed than Palestinian children (4%) (Figure 56).

Results showed that different age groups were exposed to different types of bullying. Younger children (9-12 years) (44%) have been more exposed than teens (13-18 years) (39%) to physical bullying. Similarly, younger children (9-12 years) (31%) are slightly more exposed to verbal bullying than teens (13-18 years) (29%). Social and cyberbullying is more common among teens (13-18 years) than younger children (9-12 years) (Figure 57).





### 3. Rate of bullying according to parents

When the caregivers were asked if any of their children (6-18 years) have ever experienced bullying, 27% reported that their children have been bullied. This percentage represents the household in general, which means n=425 caregivers (27%) had at least one child in the house who has been exposed to bullying (Figure 58).

When the caregivers were further asked about each child in the household (n=3,071 child), results showed that 16% of the children have been bullied, meaning that of the 1,550 caregivers' 3,071 children, 502 were bullied (Figure 59).

The parents were asked whether each child has ever experienced the following:

- Someone kicking, tripping, pinching or pushing your child
- Someone damaging your child's property (bag, pencil case...)
- Someone name calling or insulting your child
- Someone saying racist remarks to your child
- Someone calling a boy by a girl's name or a girl by a boy's name
- Someone leaving your child out on purpose from group activities
- Someone spreading rumours or negative things about your child
- Your child receiving negative physical gestures
- Someone playing nasty jokes to embarrass or humiliate your child
- Your child receiving hurtful texts, posts, images or videos
- Someone posting unwanted pictures or messages to social media about your child
- Someone creating fake accounts to impersonate your child

These incidents include all types of bullying (physical, verbal, social and cyber).

Based on parents' reports, children between the ages of 6 and 12 years were more exposed to bullying than teens aged 13-18 years (26%) (Figure 60). And boys (60%) are more likely to be bullied than girls (40%) (Figure 61).

Even though only 27% of the caregivers reported that their children have been bullied, the vast majority of the respondents believed that there is a bullying problem in schools (70%) and in the communities (76%) (Figures 63 & 64).

#### Has your child or any of your children (6-18 years) ever experienced bullying? Caregivers n=1,550

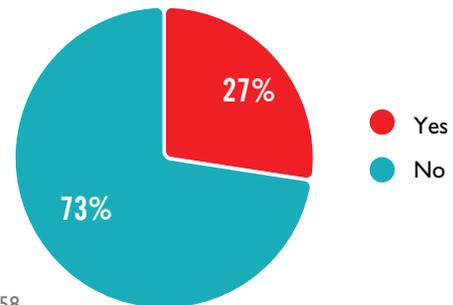


Figure 58

#### Rate of bullying when the parent was asked about each and every child in the household n=3,071 child (6-18 years) in the household

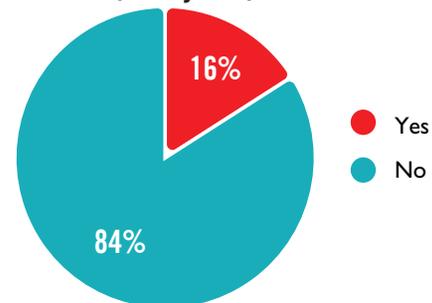


Figure 59

#### Age of the children who have experienced bullying

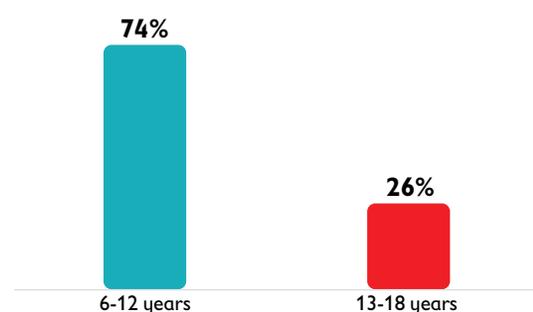
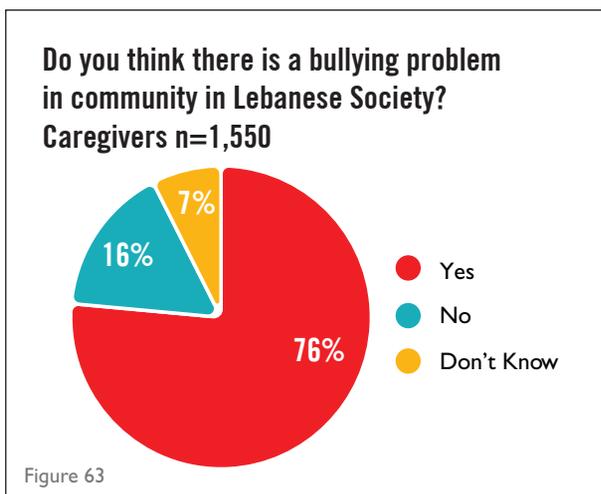
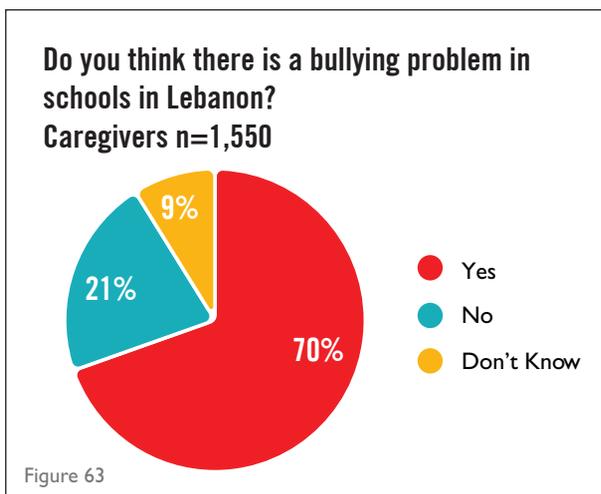
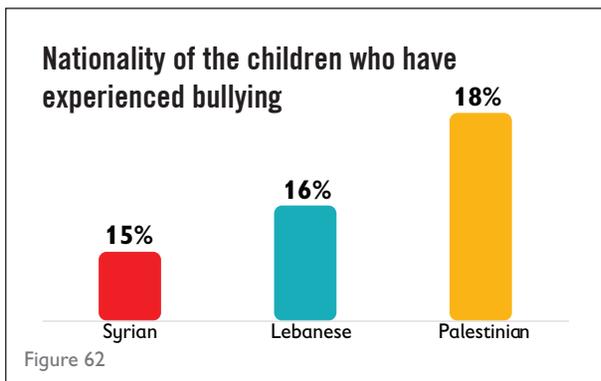
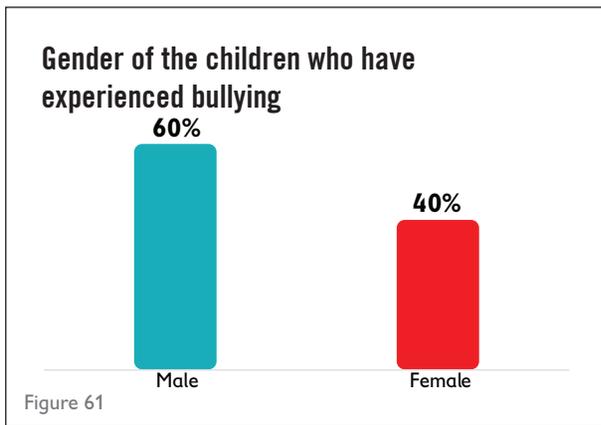


Figure 60



#### 4. Rate of types of bullying according to parents

Physical bullying (86%) was the most common form of bullying, followed by verbal (76%) and social bullying (50%). Cyberbullying is the least common type of bullying (5%) (Figure 65).

#### The incidence of various actions associated with physical bullying:

Nearly three-quarters (74%) of the children have been kicked, tripped, pushed or pinched, while 66% of the children had property damaged (Figure 66).

#### The incidence of various actions associated with verbal bullying:

Sixty-three percent (63%) have been name-called or insulted by bullies. Thirty-three percent (33%) have received racist remarks and 16% received gender-based remarks (Figure 67).

#### The incidence of various actions associated with social bullying:

Nearly one-third (31%) of the children have been left out on purpose from group activities and 29% received negative physical gestures. One-quarter (25%) have been embarrassed or humiliated by bullies through nasty jokes and 15% had rumours or gossip spread about them (Figure 68).

#### The incidence of various actions associated with cyberbullying:

A minority of children who were cyberbullied have been equally exposed to the following:

- Receiving hurtful texts, posts, images or videos (3%)
- Someone posting unwanted pictures or messages to social media (2%)
- Someone creating fake accounts to impersonate the child (3%) (Figure 69)

Among all actions associated with bullying, direct physical harm was the most common form of bullying, as reported by parents.

### Rate of types of bullying By caregivers

- Physical Bullying
- Verbal Bullying
- Social Bullying
- Cyber Bullying

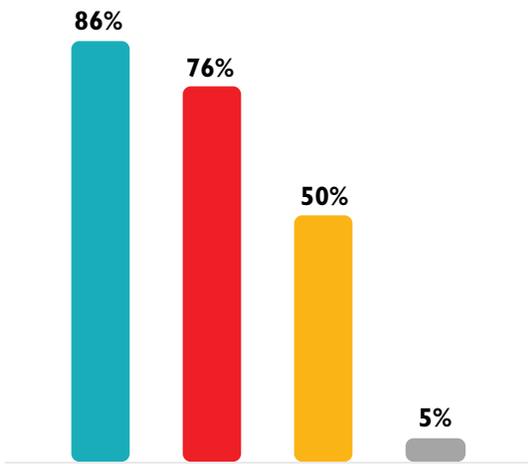


Figure 65

### Physical Bullying

- Yes
- No
- I Don't Know

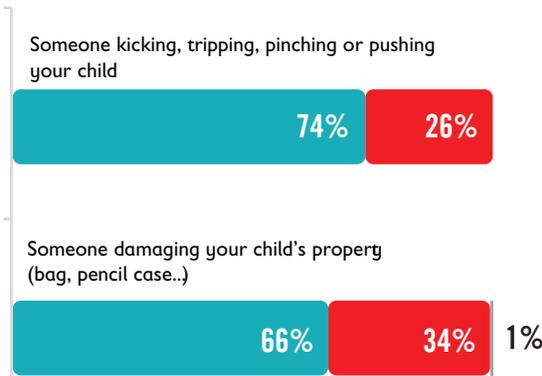


Figure 66

### Verbal Bullying

- Yes
- No
- I Don't Know

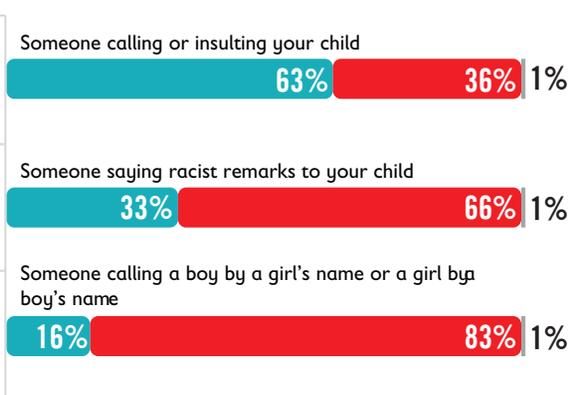


Figure 67

### Social Bullying

- Yes
- No
- I Don't Know

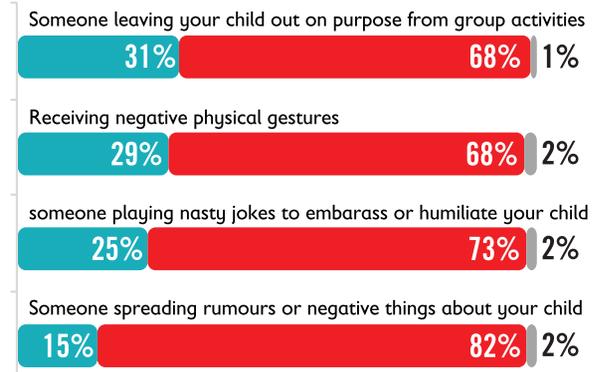


Figure 68

### Cyberbullying

- Yes
- No
- I Don't Know

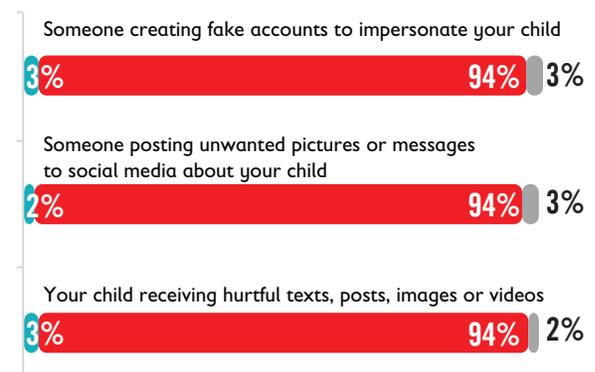


Figure 69

## 5. Prevalence of bullying and its types (Q)

Both parents and children confirmed that bullying is becoming a common habit among children. However, children were better able to describe their personal experiences with bullying as well as their observations.

According to the survey results, bullying is more prevalent among boys. However, based on their personal experiences, children and parents contradicted this and said girls are as capable of being bullies, just in a different manner. Some boys mentioned being physically bullied (hair pulling) by girls.

*“Boys can bully girls or vice versa”. Syrian mothers, Bekaa*

*“Boys always mock girls who are veiled”.*

*Palestinian girls, Saida*

*“Girls even pull our hair”.*

*Syrian boys, Bekaa*

*“Girls at our school can mock each other but they do not hit each other”.* *Lebanese boys, Tripoli*

*Bullying can begin at a very early age and continue among older children. One parent even stated it can start as young as 4 years, while others noted that it can stretch into the teenage years.*

*“There is not a particular age”.*

*Palestinian mothers, Saida*

*“It can start at any age and never stops”.*

*Mothers of children with disabilities, South*

## **VERBAL BULLYING**

Many cases of verbal “mockery” were reported by the children revealing the existence of verbal abuse that can go undetected by adults. The mockery often focused on perceived differences, whether based on physical appearance, nationality, family income, disability or scholastic achievement.

*“They can make fun on everything, accent, clothes and nationality, how we eat, what we eat... Anything!”*

*Palestinian girls, Saida*

*“A kid in our classroom made fun of another and called him Jerry because he is short, so he made the whole class call him Jerry (from the cartoon Tom & Jerry)”.*

*Lebanese girls, Mount Lebanon*

*“They are mocking others all the time in the playground and classroom”.* *Palestinian girls, Saida*

*Children with disabilities with an easily detected “difference” can be more prone to being bullied. Examples of such cases were a girl with a spinal curvature and a child with special eyeglasses. These children were subjected to persistent bullying that distressed the child.*

*“When they see a child with a disability they start mocking them”.* *Mothers of children with disabilities, South*

## **PHYSICAL BULLYING**

When it comes to physical bullying, children reported that they were either subjected to or have witnessed repeated tripping, pushing, hitting, kicking, slapping, tearing clothes, and hair-pulling.

*“Young children in the class, they can hit each other, push each other and slap them on the neck”.*

*Lebanese mothers, Mount Lebanon*

In more extreme cases, several Syrian children reported being locked in a bathroom.

Some of the Syrian and Lebanese boys attending public schools in the Bekaa and Tripoli respectively reported harassment in and out of school with one mentioning the possibility of gangs waiting at the door for children to come out. Palestinian mothers also reported instances of gangs and physical violence among the boys.

*“Boys from outside the school can come and bother some kids in our school”.* *Lebanese boys, Tripoli*

*“Outside the school, they wait to hit me with stones”.*

*Syrian boys, Bekaa*

*“They form gangs... They harm each other with the blade of the sharpener”.*

*Palestinian mothers, Saida*

This form of bullying can carry significant consequences when perpetrated against children with disabilities. A mother with a child with special glasses for his eyesight disorder has replaced several pairs deliberately broken by children in school. The bully once even followed her young son to the bathroom to break his new pair.

*“He (the bully) teaches other students and they all do the same... One would break his glasses, another followed him to the bathroom and broke them there... this boy is bothering him everywhere”.*

*Mothers of children with disabilities, Saida*

## SOCIAL BULLYING

Once the concept of social bullying was fully understood, it was reported that social exclusion and spreading rumours are the most common subtypes of social bullying.

*“Girls from groups push a girl away, outside the group”.*  
*Mothers of children with disabilities, Saida.*

Gossip and spreading rumours was more attributed to girls than boys. More girls reported hurtful examples of such behaviour such as repeating to others something told in confidence, false accusations of stealing, having hair lice and denigrating the socioeconomic background of parents

*“Girls always spread rumours or can gossip behind your back, they might say that you have lice so no one would play with you or that your father is working as a plumber”.*  
*Lebanese girls*

However, some parents rejected this assumption pointing out that boys were as capable sometimes of attacking a girl's reputation or peace of mind.

*“There is no violence with girls... they spread rumours about each other... there is jealousy amongst girls”.*  
*Lebanese fathers, Tripoli*

*“A boy can spread rumours about a girl. Say she did not accept to go out with him”.*  
*Lebanese fathers, Tripoli*

Parents from more conservative communities were very concerned with this type of bullying. According to them, the spreading of such false rumours can ruin the reputation of girls.

*“Like saying a girl has been with a boy”.*  
*Palestinian mothers*

*“A boy can spread a rumour about a girl and he keeps on hurting her until he destroys her. He keeps stalking her and watching her”.*  
*Palestinian mothers*

## CYBERBULLYING

Parents, teachers and supervisors do not seem to look out for children who are being harassed via the mobile and internet. On the other hand, few children reported experiencing or witnessing cyberbullying. Posting a harmful picture on Facebook and “tagging” the bullied child is the most common behaviour. Examples given were:

- Sending hurtful messages and pictures on WhatsApp and creating a group to bully a targeted child
- Creating a fake account on social media claiming to be a trusted friend
- Spreading rumours on Facebook

*“It happened with a friend of mine, they posted a picture of a cow and they tagged her so everyone made fun of her”.*  
*Palestinian girls, South*

## J. CONDITIONS OF BULLYING

Those who reported being bullied were asked about the conditions of bullying: where the bullying occurred and how frequently, who perpetrated the bullying, the focus of the bullying, how teachers handled bullying and to whom they reported the bullying.

### 1. Conditions of bullying according to children (9-18 years)

A majority of the children (90%) reported being bullied while at school, specifically in the playground (58%) and in the classroom (51%), while 24% of the children were bullied in the community, especially in the neighbourhood (92%).

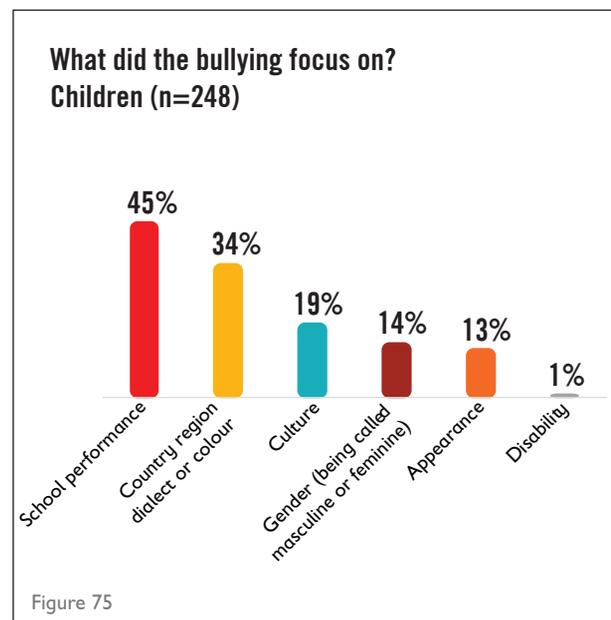
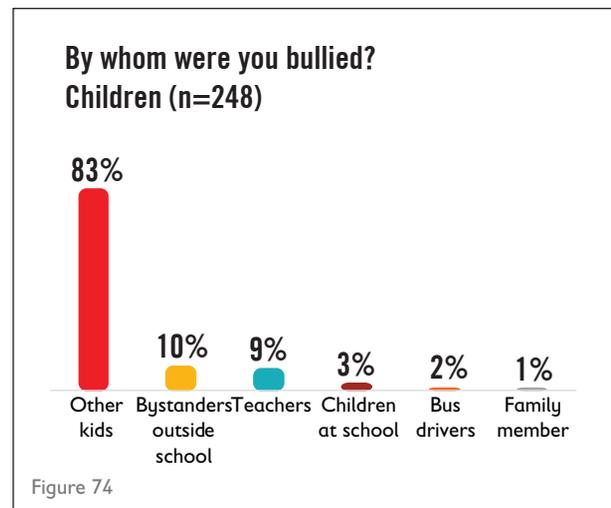
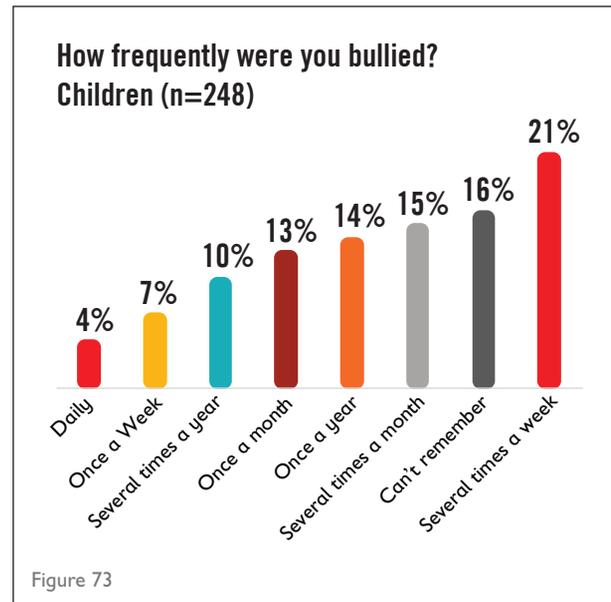
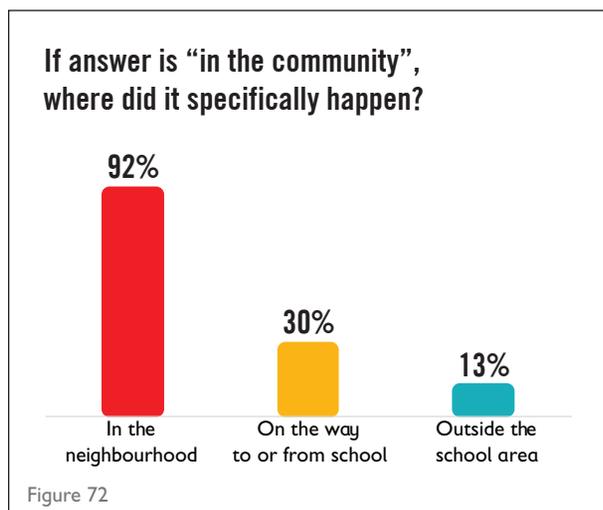
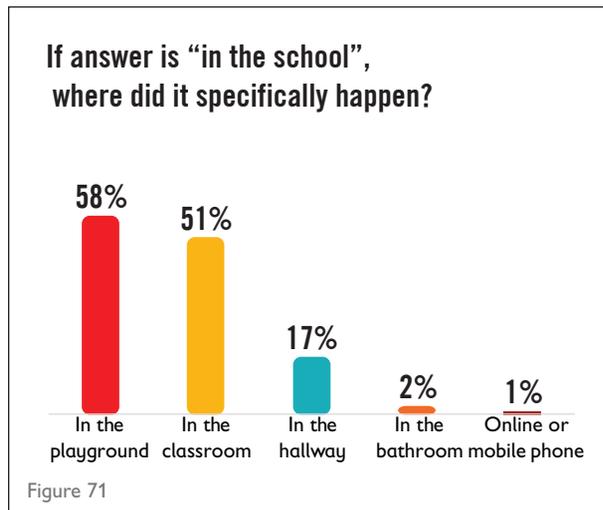
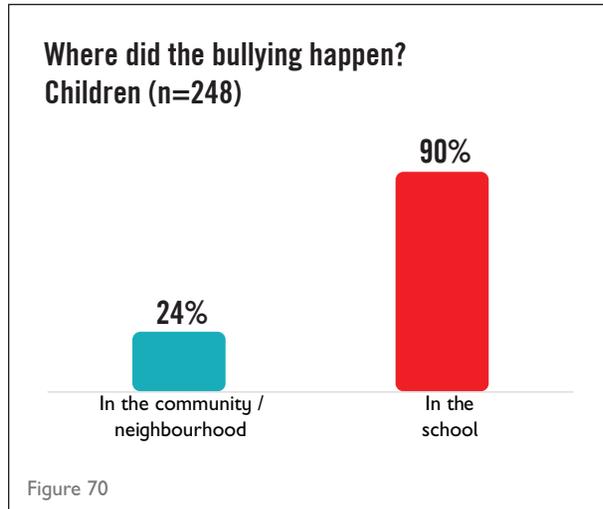
More than one in five (21%) reported being bullied several times a week and 15% were bullied several times a month. A considerable number of children (16%) cannot remember how frequently they were bullied.

Most children were bullied by other kids (83%). The bullying was mostly focused on the child's school performance (45%), as well as the child's country, region, dialect or colour (34%). Thirteen percent (13%) of the children

were bullied about their appearance, specifically their clothes (48%) and weight (42%).

A majority of the children who were bullied either reported it to a teacher (60%) or a caregiver (54%).

When the bullying took place in school, in most cases (70%) the teacher either punished, reprimanded or scolded the bully.



**When the bullying took place in school, how did the teachers handle it?**  
Children (n=248)

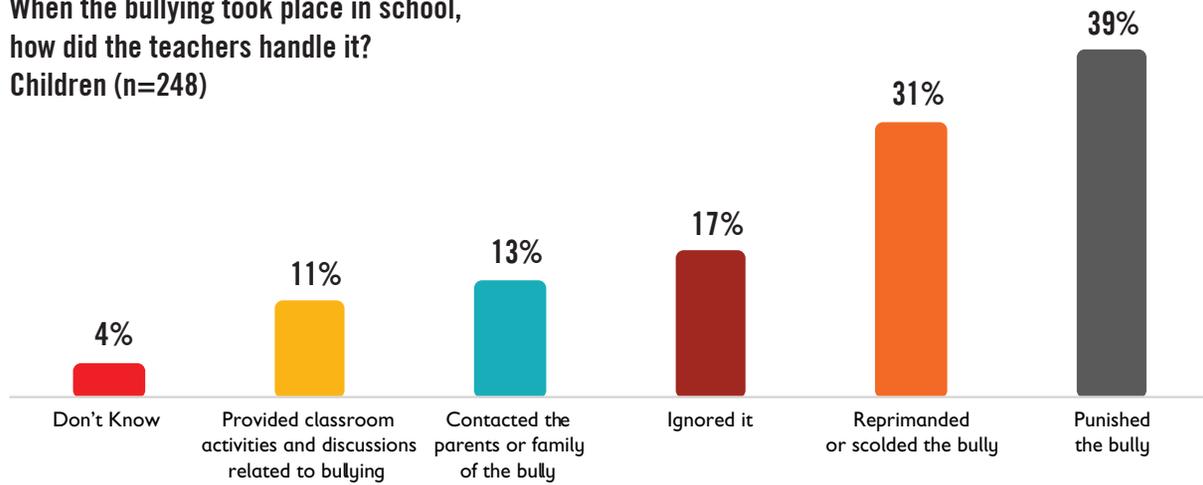


Figure 77

**To whom did you report when you were bullied?**  
Children (n=248)

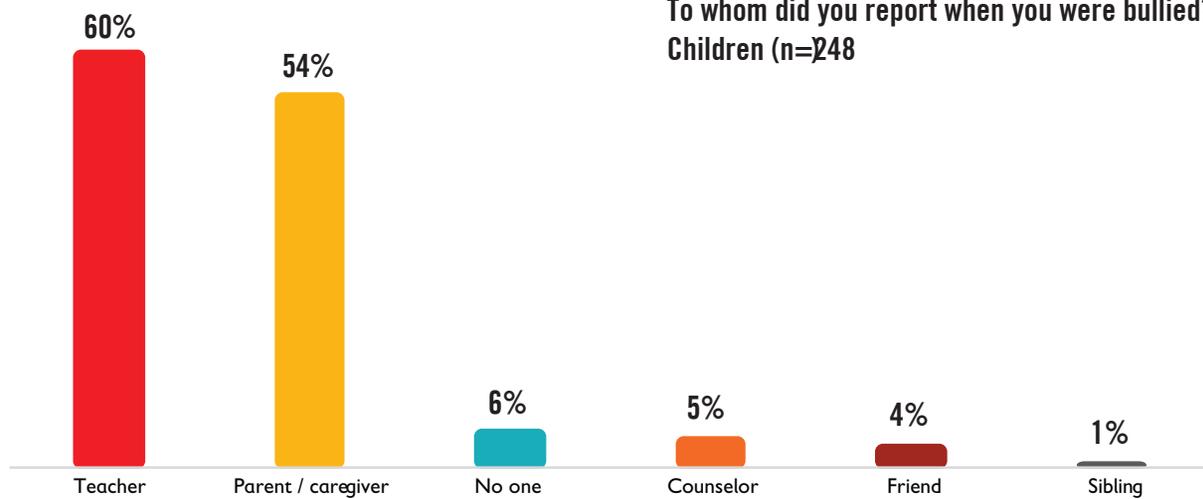


Figure 78

**If the answer is appearance, specify:**

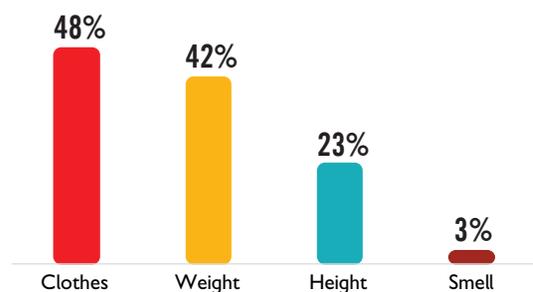


Figure 76

## 2. Conditions of bullying according to caregivers

Majority of the caregivers (79%) reported that bullying took place at school, specifically in the playground (63%) and in the classroom (61%), while 29% of the children were bullied in the community, especially in the neighbourhood (74%) and on the way to or from school (23%).

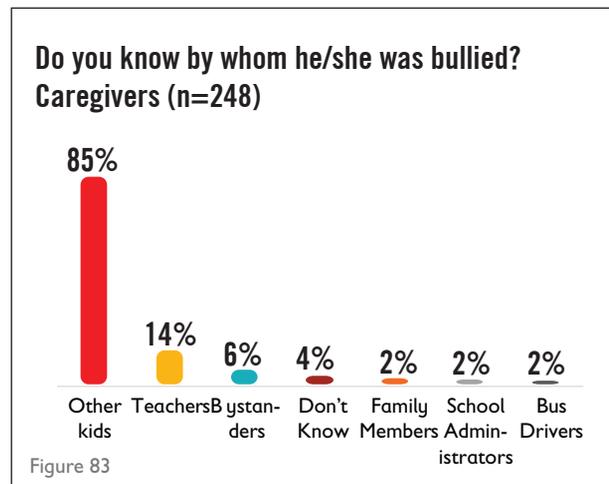
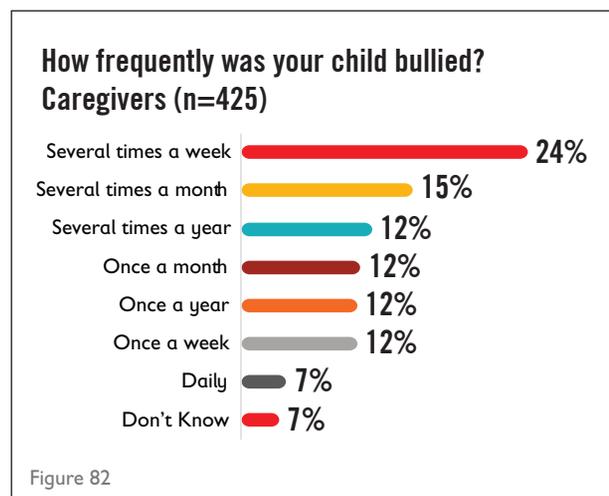
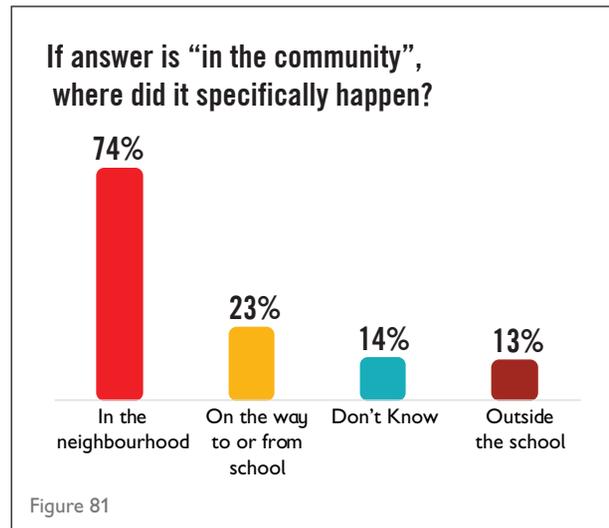
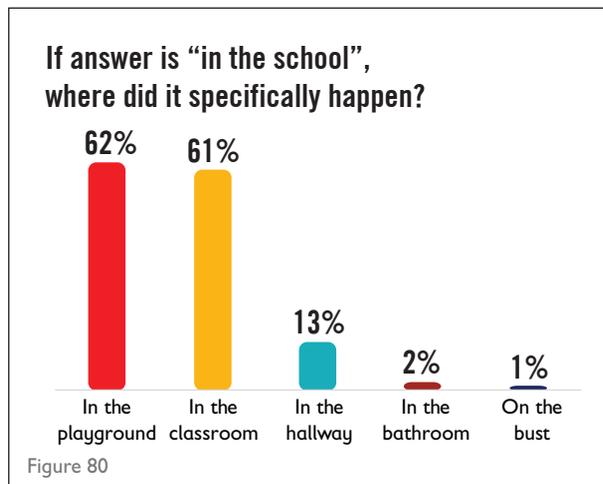
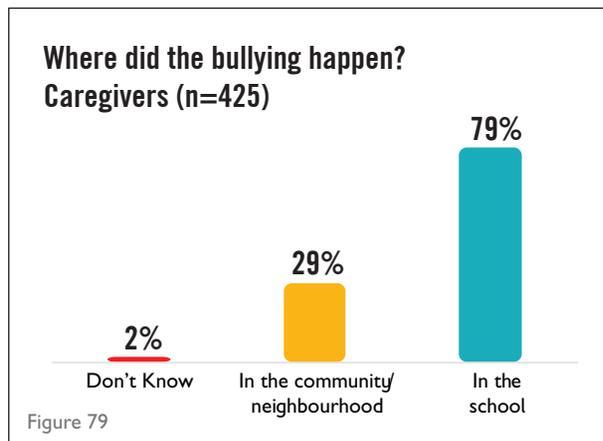
Nearly one-quarter (24%) of the bullying occurred several times a week, 15% of the children were bullied several times a month and 7% were bullied on a daily basis.

In the vast majority of the cases (85%), children were bullied by other kids and the bullying focused on their school performance (28%), nationality/region/language/colour/ethnicity (24%), culture/different habits (23%) and appearance (20%) (including dress (53%)).

Most parents (70%) took action by reporting bullying to the principal (62%). When bullying took place in the community they reported it to a relative (78%).

Children who were bullied either reported it to their parents (65%) or another caregiver (33%).

Parents were aware that when the bullying took place in school, in the majority of cases (71%) the teacher either punished, reprimanded or scolded the bully.



### What did the bullying focus on?

Caregivers (n=248)

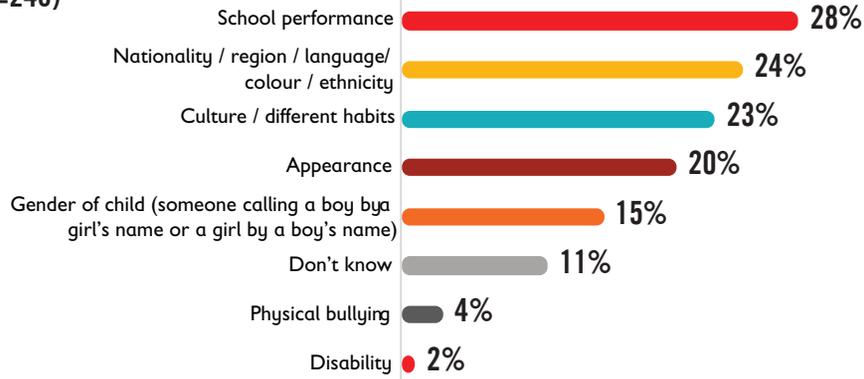


Figure 84

### If the answer is appearance, specify:

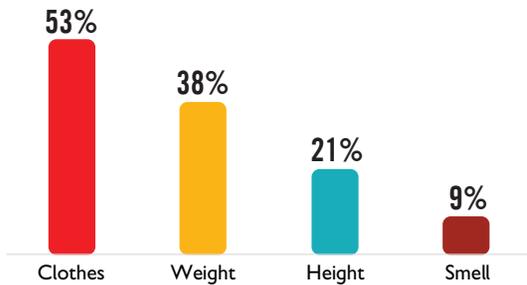


Figure 85

### Did you report it or take any preventative action? Caregivers (n=425)

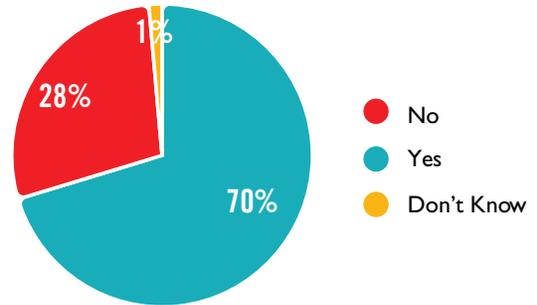


Figure 86

### If the answer is yes, to whom did you report when your child/children were bullied in the school? n=257

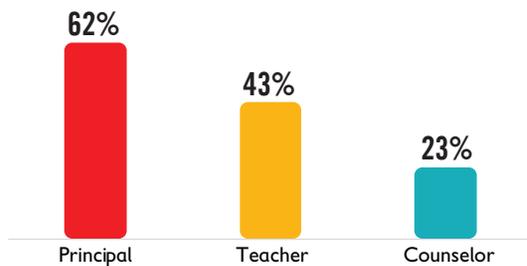


Figure 87

### If the answer is yes, to whom did you report when your child/children were bullied in the community/neighbourhood? n=67

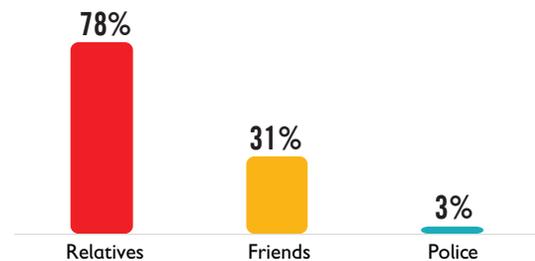


Figure 88

**To whom did your child report when he/she was bullied?  
Caregiver (n=425)**

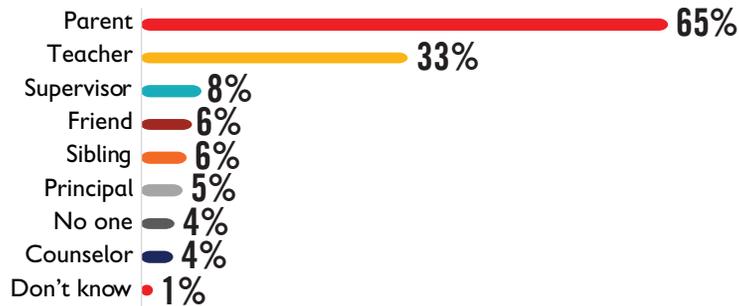


Figure 90

**When bullying took place, how did the school  
staff / administration handle it? Caregiver (n=425)**

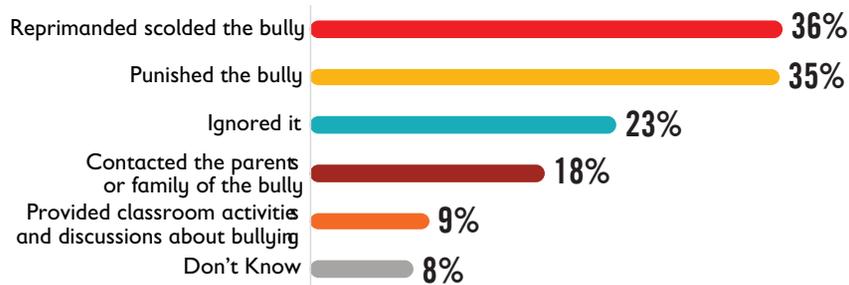


Figure 90

**3. Conditions surrounding bullying and its reporting (Q)**

Discussion with parents and children confirmed that bullying mainly takes place at schools. The open area of the playground in schools is the main location where bullying takes. Incidents in the classrooms were also reported as being quite common, especially when the teacher was out of the room. The bathroom is also a place where the most vulnerable children are targeted. There, the child can be trapped beyond adult supervision. One Syrian mother noted that her daughter now refuses to use the bathroom facilities at the school.

*“They can follow you to the toilets and they can start hitting you or making fun of you”.*

*Palestinian girls*

Both parents and children reported bullying in the community. Children are bullied by other children living in the same neighbourhood. They can be excluded from playing with the other children, be hit or have their money stolen, according to mothers.

Syrian children are more likely to suffer from bullying in their community while playing, going to school or coming back home. The children reported cases of bullying by older Lebanese boys when they go out to play or go to buy something from the grocery store.

*“They either make fun of me or they slap me on my neck calling me, ‘You! Syrian’*

*Syrian boys*

Working Syrian children reported being targeted by co-workers and clients.

*“A client of the barbershop that I work at always slaps me on my neck. He’s bored and wishes to slap someone”.*  
*Syrian boys, Bekaa*

Palestinian mothers also mentioned that children can even follow a child from their neighbourhood to school to harass and fight with them.

In general, Lebanese children have more limited access to playing outside especially in urban areas, where mothers prefer to keep them indoors.

Bullying can focus on anything, according to children and parents, be it: academic performance, ethnicity, accent, skin colour, clothes, shyness, affluence, social status, meals at schools versus home-made meals and pocket money at school, among other subjects. The children, however, noted that comments focusing on ethnicity were quite common. The girls who attended a private school in Mount Lebanon and girls going to an UNWRA school noted that children from a different nationality or accent could be picked on for that reason. A Syrian mother noted that when her children had attended the first shift they had been the subject of such targeting.

*“There was a Syrian girl in my school and she was excellent so they started to make fun by telling her she was Syrian and she is a loser so she changed schools”.*  
*Lebanese girls, Mount Lebanon*

*“We are a mix of nationalities at school so they start to make fun of the accent”.*  
*Palestinian girls, Saida*

*“My children used to go to the morning shift. Syrians could not speak up, not allowed to go to the toilet and could not express their opinions”.*  
*Syrian mothers, Bekaa*

Clothes could also be a sensitive issue with children. In the Palestinian community, the girls in UNWRA schools could be subjected to ridicule if their clothes were too short or, on the contrary, if they were wearing the hijab.

*“If someone is poor, other students will mock them, it is not nice”.* *Lebanese boys, Tripoli*

*“Boys might say don’t speak with the veiled girl... boys always mock the veiled girls, they say she is bad... she is religious”.* *Palestinian girls, Saida*

*“They always say that if a girl is wearing short clothes she is no good at all”.* *Palestinian girls, Saida*

The use of gendered language is also present. A boy may call a girl with a masculine adjective or name and vice versa.

*“Some boys in our school call a girl with a boy’s name like ‘Jaafar’”.* *Lebanese boys, Tripoli*

Children with disabilities experience rejection and isolation by their peers in school.

*“My son has a problem in his eyes, a boy kept bothering him and calling him the boy with crossed eyes”.*  
*Lebanese mother*

Parents of children with disabilities worry about their children’s safety in school. They are aware that their children can be aggressively bullied, sometimes amounting to physical bullying.

*“I always think about what’s happening to my son inside the school to the extent I wait for him one hour before school ends”.* *Mothers of children with disabilities, Beirut*

Bullying occurs among peers within a particular grade level. However, many pupils at lower class levels are also bullied by older pupils. It is also observed that bullying occurs both between and within genders.

With respect to reporting, when bullying occurs, children can be reluctant to share their problems for different reasons, including fear of repercussion, the perceived shame of being bullied and the belief that adults cannot help. Moreover, bullied children do not want a reputation for being a “snitch” in school, which can lead to further mockery from the bullies.

*“Oh, you told your mother and brought her to defend you, you are weak, you are your mama’s girl”.*  
*Lebanese girls*

*“Some children would be afraid to get more bullied after reporting”. Lebanese fathers, Tripoli*

According to mothers of children with disabilities, their children can find it particularly difficult to tell people since they are afraid of getting all the blame.

*“One time my son reported to his teacher that a child is hitting, he ended up getting all the blame”.*

*Mothers of children with disabilities*

Children can feel that adults, whether parents, teachers or principals, are unable to provide the necessary support to stop bullying.

*“The maximum the parents can do is to go to school and complain, and nothing will change”.*

*Lebanese boys, Tripoli*

Indeed, parents feel that they are unable to effectively intervene even when they report the problem to the school or when they encourage their children to fend off the bullying.

*“Stand up for yourself!”*

*“For the past four years, I’ve been complaining to the school regarding my son’s case”.*

*Mothers of children with disabilities*

Both parents and children commented that teachers and school administrators can be unaware that bullying is occurring and may dismiss such behaviour as “Kids will be kids”. However, some did point out that there are teachers, principals and schools who do address the problem and try to control it.

*“We don’t think teachers are aware of what is happening in school”. Lebanese boys, Tripoli*

Children who took the step to report bullying to their teacher/principal revealed that in many cases the school staff simply did not know how to deal with the problem.

*“They punish both the bully and the bullied”.*

*Majority of the interviewed children*

*“Teachers didn’t want to interfere as if it is none of their business and they are here to teach only”.*

*Palestinian girls, Saida*

*“Even if we reported, the school administration doesn’t always listen or take action”.*

*Palestinian girls, Saida*

Further compounding the reporting problem is that some parents do not communicate with their children, and teachers and school administrators simply do not listen. Several mothers openly stated that their children had never conveyed any such incidents to them.

*“I don’t know what they are experiencing at school because my children don’t tell me much”.*

*Syrian mothers, Bekaa*

*“It is common in schools but is not happening to my children because they are going to private schools”.*

*Lebanese mothers, Mount Lebanon*

In response to bullying, children stated they can adopt different coping mechanisms that included: dismissing or ignoring bullying, fighting back or seeking the help of friends or more powerful individuals in the school. Some children noted that some of the targeted children did not know how to cope and became highly vulnerable as a result.

*“I always reply and answer them back”.*

*Lebanese girls, Mount Lebanon*

*“I don’t answer back, I just ignore them and there are girls who don’t know how to defend them”.*

*Palestinian girls, Saida*

*“If someone hits me, I would bring a group of friends and fight him back”.*

*Syrian boys, Bekaa*

## K. CONSEQUENCES OF BULLYING

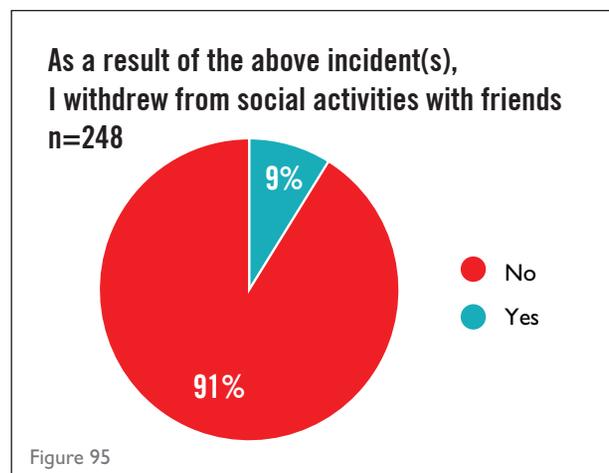
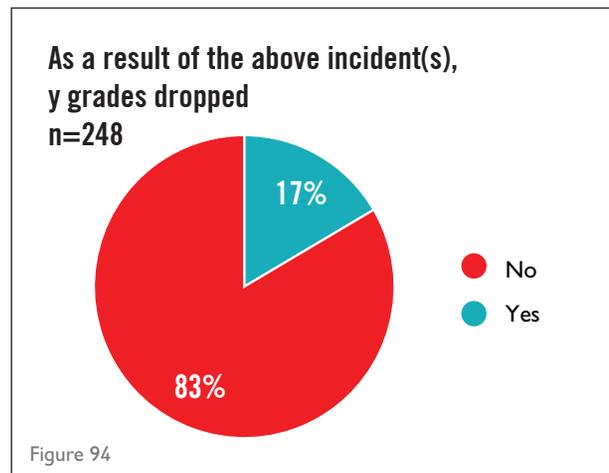
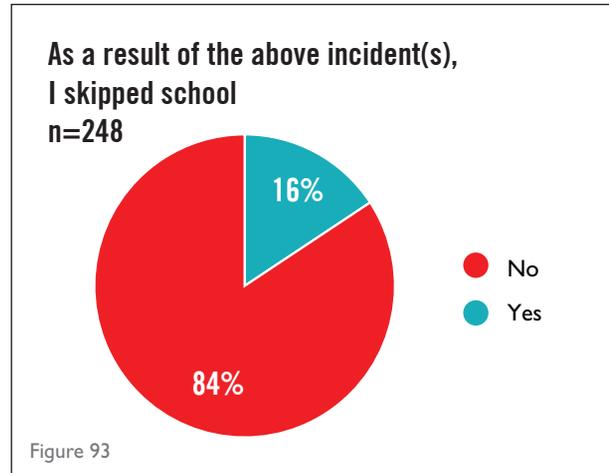
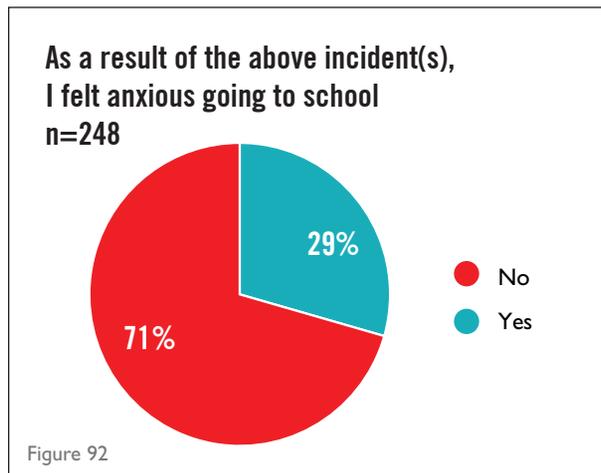
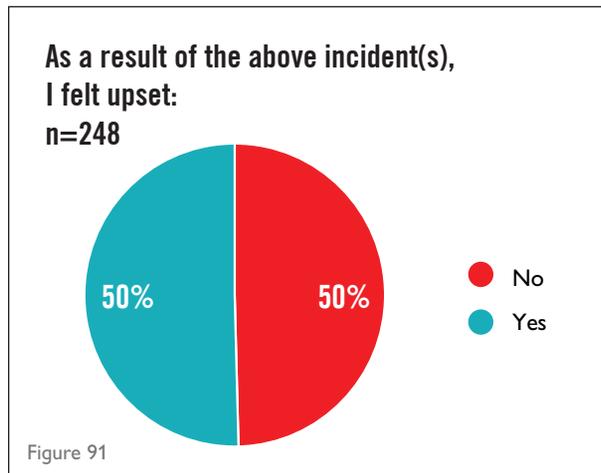
### 1. Consequences of bullying according to children

Respondents who reported bullying were asked about the consequences they experienced as a result. Results showed that bullying has serious effects on children.

Half of the children (50%) felt upset as a result of bullying (Figure 91). One-third (29%) felt anxious about going to school after being bullied (Figure 92).

Seventeen percent (17%) of those who were bullied experienced a drop in their grades, 16% skipped school and 12% dropped out of school. Bullying affected the academic performance and attendance of a considerable number of children (Figures 93, 94 & 96).

When it comes to social relationships, twelve percent (12%) were afraid to put trust in other people and 9% withdrew from social activities as a result of bullying (Figures 95 & 97).



**As a result of the above incident(s), I dropped out of school (children 13-18 years) n=121**

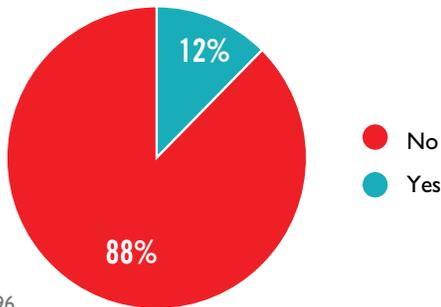


Figure 96

**As a result of the above incident(s), I'm afraid to put my trust in other people (children 13-18 years) n=121**

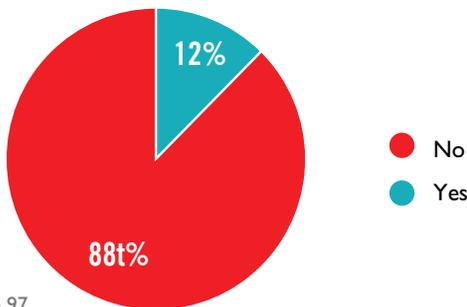


Figure 97

lied children were afraid to put trust in other people and 27% withdrew from social activities as a result of bullying (Figures 101 & 102).

**As a result of bullying your child felt upset: Caregivers n=425**

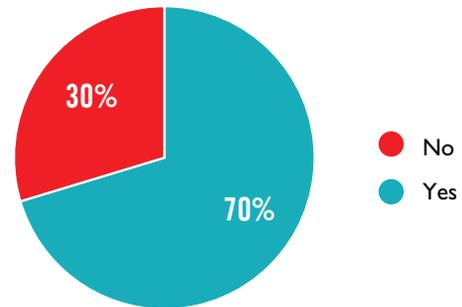


Figure 98

**As a result of bullying, your child felt anxious going to school Caregivers n=425**

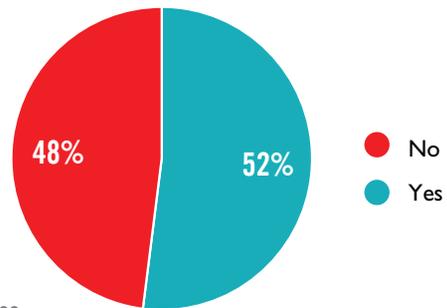


Figure 99

## 2. Consequences of bullying according to parents

According to parents' reports, bullying had the following effects on their children:

Seventy percent (70%) of caregivers reported that their children felt upset as a result of bullying (Figure 98). Half of the children (52%) felt anxious about going to school after being bullied (Figure 99).

Nearly one-third (29%) of those who were bullied experienced a drop in their grades, 31% skipped school and 13% dropped out of school. Bullying affected the academic performance and attendance of a considerable number of children and may also lead the child to drop out (Figures 100, 103 & 104).

When it comes to social relationships, 37% of the bul-

**As a result of bullying, have your child's grades dropped? Caregivers n=425**

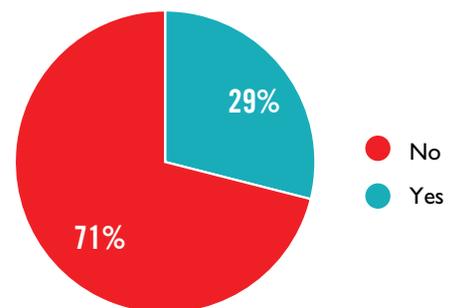


Figure 100

**As a result of bullying, your child withdrew from social activities with friends**

Caregivers n=425

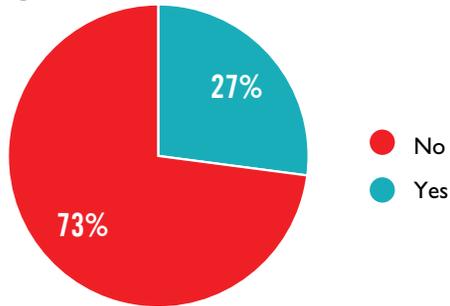


Figure 101

**As a result of bullying, your child skipped school**

Caregivers n=425

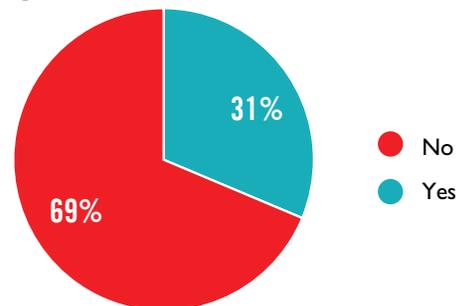


Figure 104

**As a result of bullying, your child became afraid to put their trust in other people**

Caregivers n=425

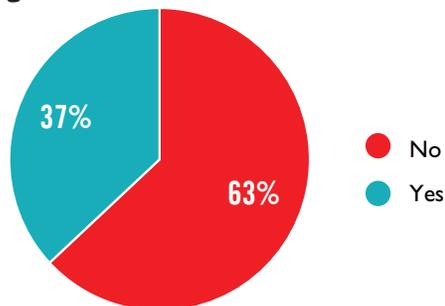


Figure 102

**As a result of bullying, your child your child dropped out of school**

Caregivers n=425

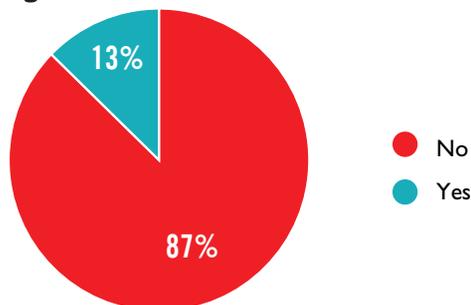


Figure 103

### 3. Consequences of bullying as perceived by parents and children (Q)

Whatever the level of awareness, comprehension and intervention, there was high awareness of the consequences of bullying among parents and children. They clearly acknowledge that being bullied can have traumatic consequences on a child on psychological and academic levels.

*“Bullying can literally destroy a child’s life”. Parents*

Bullied children can experience negative psychological consequences such as depression, low self-esteem, a sense of isolation and loneliness, according to parents and children

*“It can cause psychological stress, they can stop talking with anyone and they will be very lonely”. Palestinian girls.*

Mothers of children with disabilities are very concerned about what their children are going through. They are aware that children are being isolated, do not have many friends and sometimes refuse to even to go out in order to avoid being bullied outside their homes.

*“When I go out with my kid, he always asks to go back home”. Mothers of children with disabilities*

Children with disabilities can find it more difficult to resist bullies and are adversely affected by negative attitudes to disability and perceptions of difference.

According to mothers, the consequences and damage may be long-lasting and often further excludes the child from social life. Parents did admit that their children are losing their self-confidence and are feeling insecure when they are away from their homes.

*“My child asks me to wait for him outside the school until he finishes, he feels secure and safe and no one can hurt him”.*

*Mothers of children with disabilities*

Poor school performance was also mentioned, including failing grades, skipping school, disliking school and even dropping out of school.

*“If they continue to bully me, I want to quit school”.*

*Syrian boys*

*“A girl can skip school giving excuses to her parents”.*

*Palestinian girls*

Some children asked their parents to change schools as a result of bullying.

*“My boy asked me to change school last year and I changed it”.*

*Mothers of children with disabilities*

Parents and children agreed that bullied children can develop antisocial behaviour patterns in the long term.

*“It will weaken more their personalities and they won’t be able to face the society in the future”.*

*Lebanese girls*

The impact of bullying can continue into adulthood. They can be either socially withdrawn or they might even respond to bullying aggressively and bully back.

*“A bullied child can be aggressive when he grows up, he can bully back, he can misbehave in the future”.*

*Palestinian mothers*

## L. CAUSES OF BULLYING

Children were indirectly asked about the potential causes of bullying, while parents were directly asked about their opinions of what causes bullying.

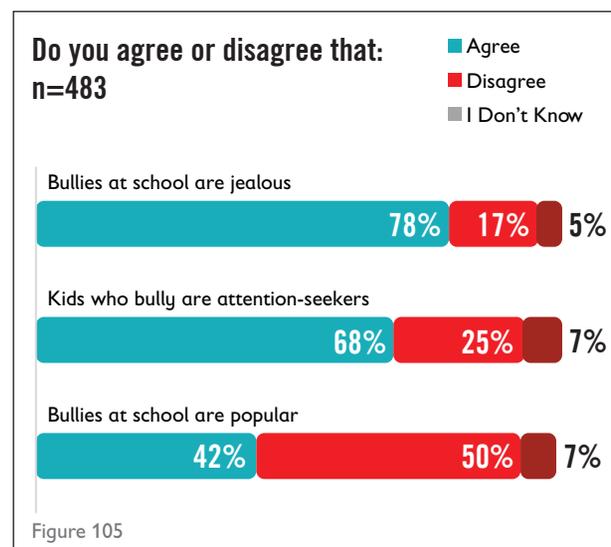
### 1. Causes of bullying according to children (9-18 years)

There was a high level of agreement that bullies are jealous (78%) and attention-seekers (68%). Forty-two percent (42%) agreed that bullies at school are popular (Figure 105).

Approximately one-quarter (27%) of the children reported that there are no rules at school that prevent bullying, while the majority (66%) said that there are rules (Figure 106).

Most students (74%) said that teachers usually take immediate action to stop bullying (Figure 107).

Even though most children reported that there are rules at school to prevent bullying and that teachers usually take immediate action to stop bullying, 93% still want their school to take immediate action to prevent bullying (Figure 108).



**Are there any rules at school that prevent bullying?**  
Children n=483

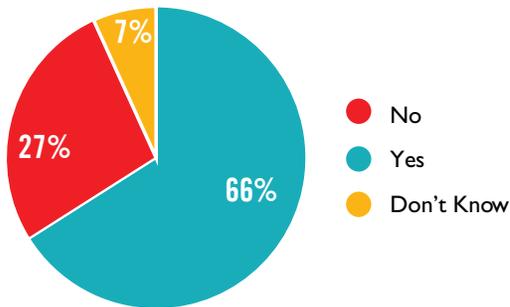


Figure 106

**Do teachers usually take immediate action to stop bullying?**  
Children n=483

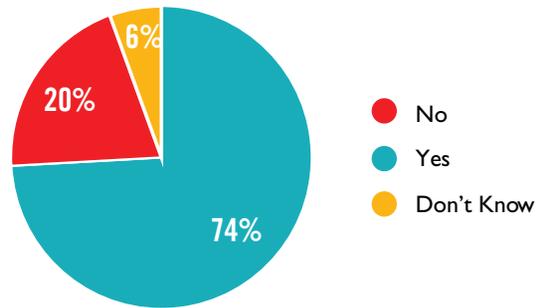


Figure 107

## 2. Causes of bullying according to parents

Most parents (78%) feel they receive valuable information from the school about their child's wellbeing, but nearly one-quarter (22%) do not receive this kind of information (Figure 108).

According to parents, the main causes of bullying are that bullies at school are jealous (47%) and attention-seekers (45%). Nearly one-third (31%) believed that the main cause of bullying is that bullies at school are popular. Some of the parents attributed bullying to the teachers' lack of professionalism in dealing with bullying (17%) (Figure 109).

**Receive valuable information from the school about my child's wellbeing:**

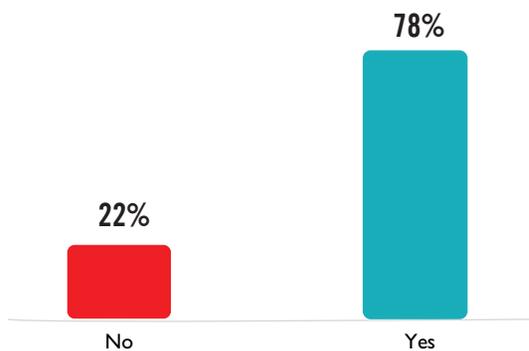


Figure 109

**Main causes of bullying:**  
n=1,550/caregivers

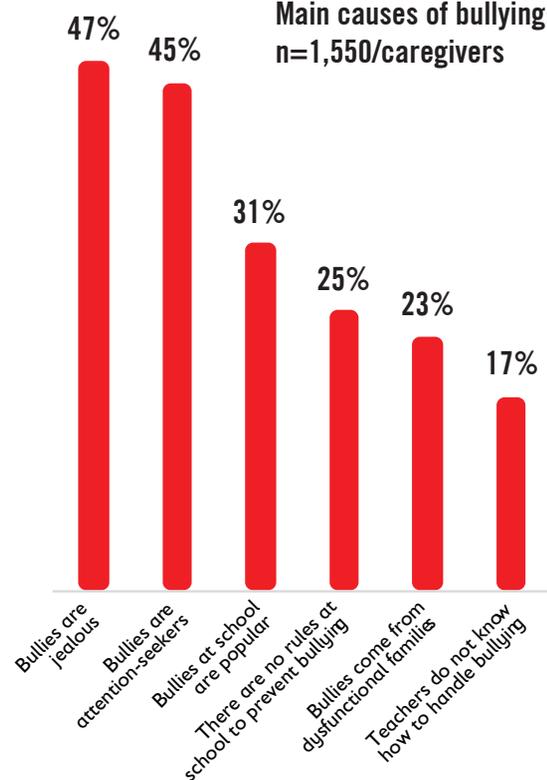


Figure 110

### 3. Perceived rationalisation for bullying (Q)

Mothers believe that bullying in schools can target anyone who is perceived as “different” from the bully’s perspective and that it can be triggered by the power imbalance in a social group (a dominant child targets a vulnerable and powerless child).

“When a kid is different from the others, the others will start making fun of him”. *Lebanese mothers*

Children believe that bullying is motivated by the bully’s desire to be popular, to show strength, or simply to relieve boredom. Sometimes, they say, bullies act on acute feelings of jealousy.

“They just feel bored and they want to have fun”.  
*Lebanese children, Tripoli*

Bullies are seen as arrogant and driven by a need to feel superior to others.

“They feel that they are the best”.  
*Palestinian girls, Saida*

Targets of bullying are seen to be the most vulnerable and sensitive children who are shy or are not overtly outgoing.

“Vulnerable kids at school are always bullied”  
*Palestinian mothers, Saida*

Examples of bullying based on inequalities between children that were reported include:

- Children who are extremely polite and calm are considered as weak and vulnerable
- Children with limited or superior scholastic performance
- Children with mental or physical disabilities
- Children perceived as physically weaker
- Children coming from a certain social status

“Sometimes a kid, who is coming from a good social class, can bully others who they consider their social inferior”.  
*Lebanese mothers, Mount Lebanon*

“If a child has a strong personality, he wants to control and bully others”. *Lebanese fathers, Tripoli*

“I knew someone who was really polite; they started making fun of him”. *Lebanese boys, Tripoli*

Parents did admit that the source of bullying can be the home. Children can imitate their parents’ behaviour.

“When the parent mocks others, the child will learn to do the same”.

Moreover, bullies are also perceived as victims of the society or environment they are living in, which lead them to lose their empathy and influences their behaviour toward others at school.

“A kid who is deprived of love and affection”.  
*Palestinian mothers*

“Social life, divorce, the absence of a father, destroyed social life can all lead the child to become a bully”.  
*Lebanese fathers*

According to parents, the reasons for bullying are many:

- Children coming from dysfunctional families (divorce of parents, problems in the family, etc.)
- Lack of attention at home from a parent / being bullied by an older sibling
- Lack of parental supervision / spoiled child
- Raised by a dominant father / the behaviour of the father with the mother
- Children who are living in a violent / aggressive environment
- Children who have been subjected to bullying before

According to parents, teachers can unintentionally empower bullying of more vulnerable students. A teacher can pick on a child the whole year without a good reason, thereby encouraging and enabling other children to follow suit. Teachers may also address certain children, especially those with lower scholastic abilities, disrespectfully or ignore them and their opinions.

“A teacher can empower bullying in class like when she picks on a certain kid and she makes fun of him, the other kids will automatically make fun of him”.  
*Mothers from different nationalities*

## M. APPROPRIATE ACTIONS FOR PREVENTION

Finally, children and parents were asked about appropriate actions which need to be taken to prevent bullying. Questions were addressed differently to children aged 9-12 years, children aged 13-18 years and parents.

### 1. Appropriate actions for prevention according to children

Despite the fact that the majority of children reported that there are rules at school to prevent bullying and that teachers usually take an immediate action to stop bullying, 93% still believed that their schools should take immediate action to prevent bullying (Figure 110).

Children aged 13-18 years were further asked about the best way to prevent bullying. Twenty-nine percent

(29%) believed that encouraging students to speak up if they are being bullied is a way to stop bullying. One-quarter believed that it is the responsibility of the school to prevent bullying by discussing bullying in classrooms or small groups (26%) and creating anti-bullying policies and rules (25%) (Figure 111).

#### Do you want your school to take immediate action to prevent bullying? Children n=483

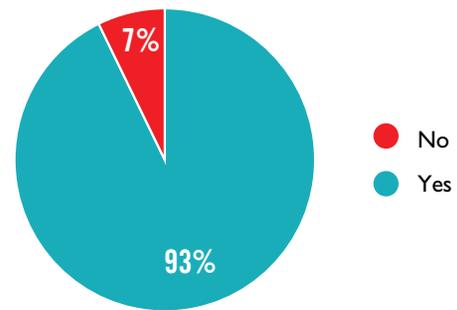


Figure 110

#### In your opinion, what is the best way to prevent bullying? Children 13-18 years (n=269)

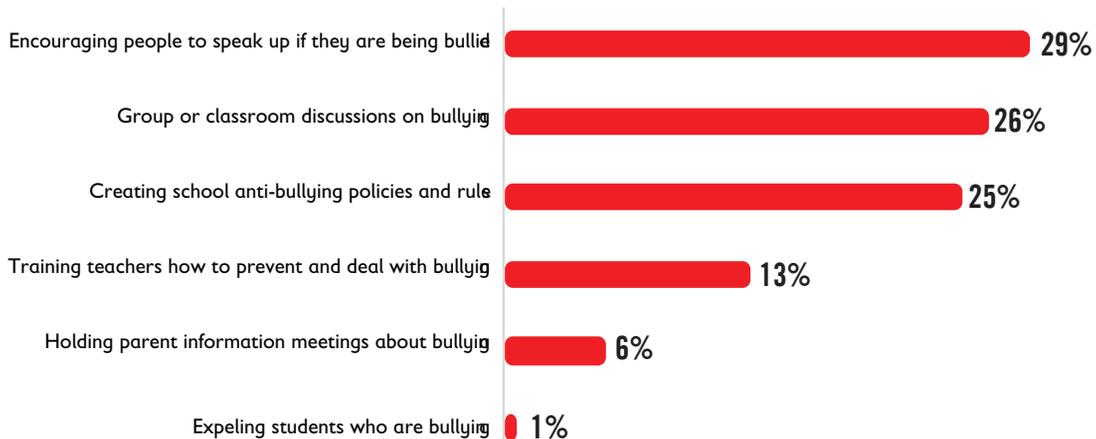


Figure 111

### 2. Appropriate actions for prevention according to parents

Despite the fact that 90% of the caregivers were satisfied with the actions taken to prevent bullying/harassment in schools (Figure 112), the vast majority of the parents feel that there is a need for bullying prevention programmes in schools (90%) and communities (1%), as well as a need to raise public awareness

(91%) (Figure 113).

When parents were asked about the best way to prevent bullying, nearly one-third believed prevention should include raising public awareness (31%) through public meetings (36%) or TV (24%). Eighteen percent (18%) of the caregivers also believed that encouraging students to speak up if they are being bullied is a way to prevent bullying (Figures 114 & 115).

**How satisfied are you with the steps your child's/children's school has taken to prevent bullying/harassment among students?**  
n=1,550

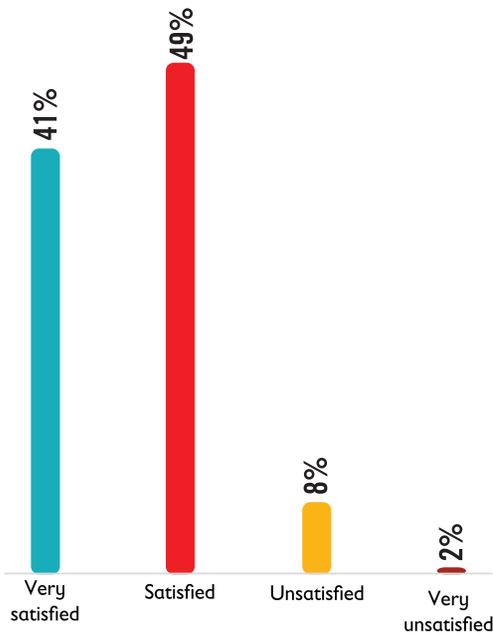


Figure 112

**The need of prevention programmes and public awareness on bullying**  
n=1,550



Figure 113

**The best way to prevent bullying:**  
n=1,550/caregivers

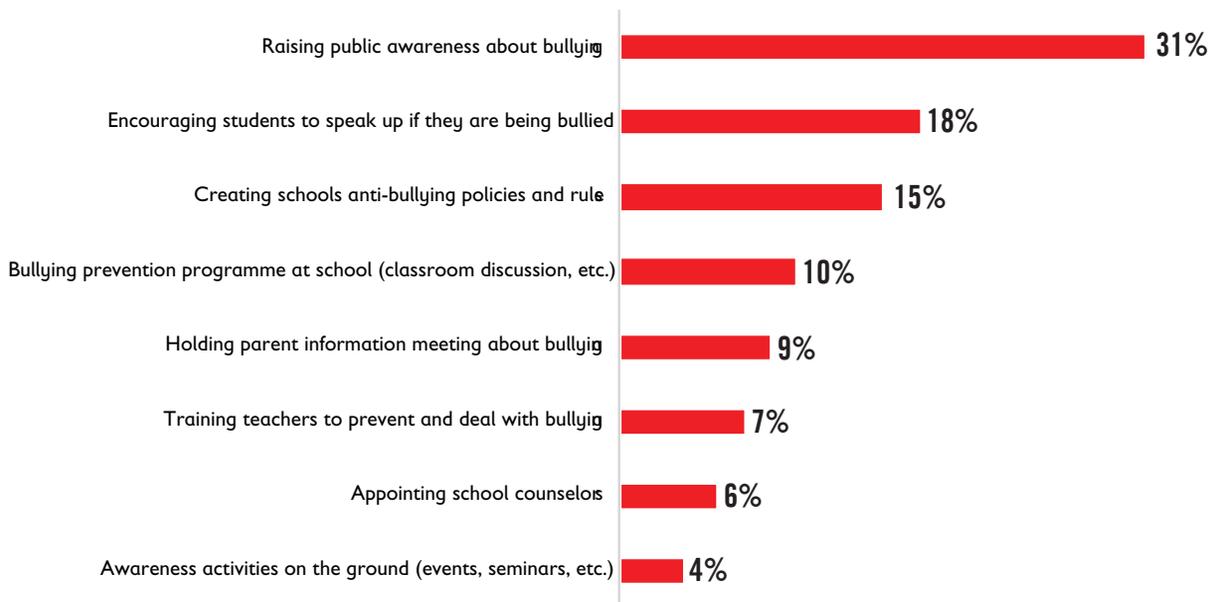


Figure 114

**Most effective way of communicating awareness:  
n=1,550/caregivers**

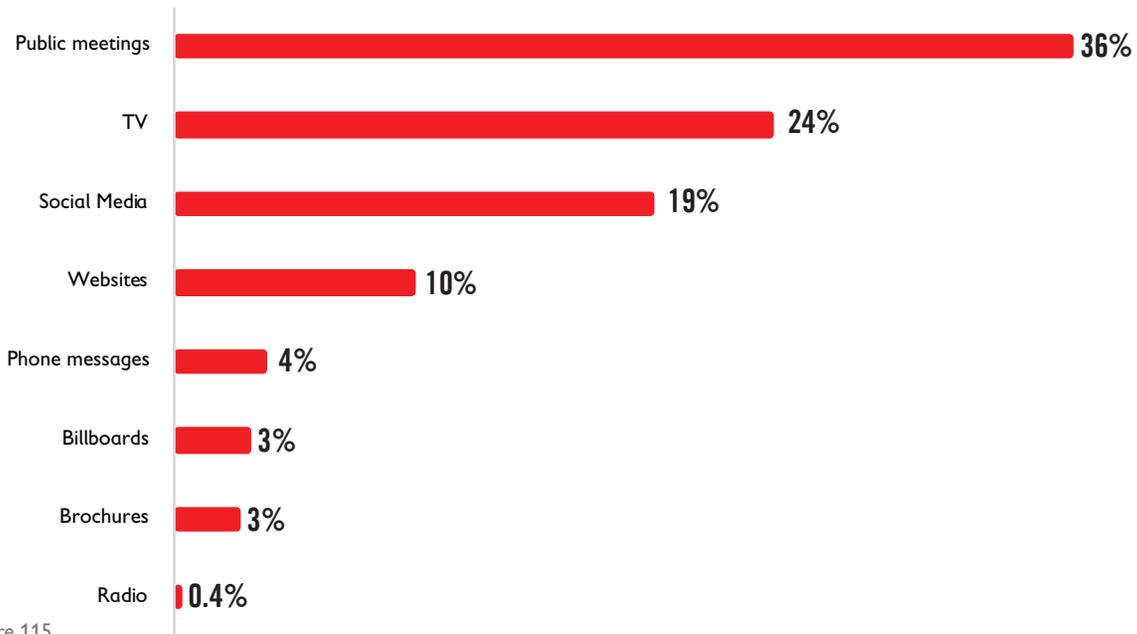


Figure 115

### 3. Preventative measures (Q)

Bullying in schools and communities is seen as a growing social problem that remains largely unaddressed. Children and parents feel that not enough is being done and more action is needed to create safe and disciplined school and community environments. So far, only minor attempts have been carried out according to the parents and children. Examples given were teachers in some schools providing children with a project on bullying or schools holding awareness sessions. But several mothers pointed out that not all parents attend.

According to the parents, it is not only about creating awareness of bullying and its consequences. Bullying needs more tangible approaches involving parents, children and schools.

*“We all consider it as a normal behaviour but it’s actually a big issue”.* **Lebanese fathers**

The Ministry of Education and Higher Education, the Ministry of Social Affairs, NGOs and associations, school, parents and children should all join forces to create a bullying-free community. The prevention strategies may begin in schools and spread to the community.

The first step requested by parents as well as children is to create strict and clear rules and protocols in schools for bullying that should be known to everyone.

*“There should be regulations in schools and strong coordination with parents and schools”.*

**Parents of different nationalities**

Creating awareness and educating teachers and other school staff through dedicated training sessions held by experts on anti-bullying was another important prevention strategy suggested by parents. These sessions should not be restricted to addressing the bullying issue but should include education on how to monitor bullying and how to deal with it when it occurs.

*“They should do continuous training sessions for teachers and school administrators”.*

**Mothers of children with disabilities**

According to the parents, it is important that teachers and principals have the appropriate educational capacity and that educators should stop blaming the bullied children. The policies should make it easy for children to report bullying while being sensitive to

singling out individuals to prevent children from being targeted or shamed.

*“When we report to the principal, he should not mention our names in order to encourage other children to speak out”.* **Palestinian girls**

Teachers can also educate students on bullying.  
*“There should be group discussions in the classroom”.*  
**Palestinian girls**

*“Teachers should do projects on the subject”.*  
**Lebanese girls**

Special consideration is needed in schools for children with disabilities. Schools should take the dedicate time to activities that build empathy toward other children and they should teach children about accepting differences.

*“When teaching children on how to treat one another with respect and love they would know that this is the right way to behave with others by including an hour per week teaching on how to treat each other”.*  
**Mothers of children with disabilities**

However, parents and children realised that they should also be involved in the awareness and education sessions on how to handle bullies or bullied children. Parents acknowledged that some parents are not helping because they are not interested or they are not sufficiently concerned with the problem and its consequences.

*“Schools should obligate parents to attend the awareness sessions”.*  
**Parents from different nationalities**

Another issue raised by both parents and children is access to a social assistant or specialised counsellor to offer help to the bullies and support the bullied children.

*“Someone should help them understand how to become better and deal better with others”.*  
**Palestinian girls.**

## N. TYPES, TARGETS, CAUSES AND CONSEQUENCES ACCORDING TO HEADS OF SCHOOLS AND PRINCIPALS

Although the school principals are not very familiar with the term “bullying”, whether in English, French or even Arabic, they all highlighted the existence of behaviour that was ascribed to a power imbalance between peers, and the majority depicted bullying as intentional “TAHATOT **تطوت**” and “TASALUT **تسلط** . Bullying seems to begin in elementary school, peaks in middle school and decreases but continues throughout secondary school.

Bullying is becoming increasingly common and a serious problem in schools according to principals.

*“Mostly because it’s a problem everywhere. It is an inherent part of how we live right now”.*

According to principals, the social environment and society are making children more aggressive and bullies are a reflection of the societal conditions these children are experiencing at home and in their community.

Parents are also playing a role in empowering bullying by failing to teach children how to positively interact with others or by indulging them. Principals also complain that parents can interfere with the school system, not allowing teachers or principals to take the necessary action when their children are misbehaving.

*“Sometimes the child is too spoiled and thinks he has the right to hurt others”.*  
**Principals, Beirut**

Principals are aware of how bullying can manifest and most reported dealing such behaviour but most were unable to identify all the different types.

*“These behaviours are not known as bullying”.*  
**Principals, Bekaa**

According to principals, types of bullying do vary with age. Verbal and physical bullying are more typical of primary school students but excluding a child or spreading rumours are more common in middle and

secondary school. Although there is general unawareness of cyberbullying per se, principals reported dealing with a few incidents of children bullying others via WhatsApp and Facebook.

Principals pointed out what types of bullying can differ between genders. Female bullies may spread rumours about their peers, using very hurtful names or getting their peers to ignore and reject other classmates, whereas male bullies might shame or humiliate the victim verbally and tend to be more physically aggressive.

Bullying among peers can focus on a variety of characteristics, including looks, body size, race or ethnicity and gender identity. However, some children are victimised regardless of size, appearance, demeanour or social status.

*“A child whose father is a lieutenant in the army would feel that he is the strongest and the leader among his peers”.*

*Principals, Bekaa*

Principals are aware that the stereotypical bullying victim is weaker, less confident, unpopular and isolated in their school. They are aware that bullies, on the other hand, are often the “popular” students and are more aggressive in nature.

*“He is the boss with his soldiers, he wants everyone to follow him”.* *Principals, Beirut and Mount Lebanon*

### **1. Role of the principals, teachers and supervisors as perceived by principals**

Reporting victimisation tends to decrease with age, peaking in elementary school and declining in later grades according to principals. And while some children naturally will not accept being bullied, they will either stand against it or they will speak out and report. Others do not feel equipped to respond.

*“You can see children with a strong personality who defend themselves and others are weak and can’t handle bullying”.*

*Principals, South*

Some principals who adopt an open-door policy speak to bullies and victims when incidents of bullying are reported to them.

*“I always leave my door open for complaints”.*

Other principals admitted that the majority of bullying goes unreported by victims and teachers. According to the principals, a majority of the teachers and supervisors often found it difficult to distinguish “normal childish behaviour” from bullying behaviours. Thus, they do not know how to respond. Principals’ explanations for their teachers’ and supervisors lack of intervention include not having witnessed the incidents, not being skilled enough to observe and detect bullying or simply underestimating or downplaying the severity of school bullying.

*“Kids are only being childish”.*

*Principals, Beirut*

Teachers may not be capable of covering the curriculum and dealing with the recurrent bullying incidents that occur daily.

*“A teacher needs to finish her class and it is not her job to monitor the children behaviours”.*

*Principals, Beirut*

### **2. Perceived consequences of bullying**

Principals are aware of the psychological effects of bullying, such as depression, anxiety and isolation.

*“You can see them sad and lonely.”*

Principals realise that bullying can have a long-term impact on the academic achievement of students. It can lead to failing classes, grades dropping, disliking school, changing schools or even dropping out.

*“There are kids that run away from school or skip school because they just can’t handle it anymore”.*

*Principals, Bekaa*

### 3. Recommended prevention measures

Principals admit that there are currently no general rules and prevention strategies in schools. Self-created initiatives were undertaken by principals on an individual basis. These mainly involved talking to the bullied children as well as the bullies, giving warnings and sometimes expelling the child.

*“I always sit with the child and explain to him that this behaviour is hurting the other”.* Principals, Bekaa

Some principals took the initiative to create awareness and to spread positive discipline among children by lecturing them on how to treat each other and how to behave.

*“I always enter the classrooms and lecture them on how to treat each other or I always explain how bad behaviour can affect others”.* Principals, South

A few principals installed cameras in their schools to control and to check on children’s behaviour in order to prevent bullying.

*“We were obligated to put cameras in school because we didn’t find another way to limit these behaviours”.* Principals, Tripoli

According to school principals, a community working together is integral to reducing bullying. Education for school leaders, teachers, staff, students and parents is essential to teach and engage students in positive behaviour towards other students.

In order to address bullying in schools, more tangible prevention strategies and practices should be implemented in schools. Principals did indicate the need for professional development for teachers and school staff. Teachers and principals must be properly trained and given the necessary resources to identify bullying and to intervene. Parents and children should also be involved in such training sessions to spread positive discipline at home as well.

Introducing social consultants or assistants within the school can be one of the most essential prevention strategies. They can utilise their education, experience

and expertise to assist the school in prevention and intervention techniques for bullying incidents.

*“The social assistant can offer great help, they can limit violence, bullying in schools”.*

Principals, Bekaa

## 0. CAUSES, CONSEQUENCES AND PREVENTION ACCORDING TO EXPERTS

Bullying is prevalent in society and its effects can be detrimental to the healthy development of a child. All areas of a victim’s life may be affected, including emotional wellbeing, social interaction, academic performance and physical health.

According to experts, bullying is no longer limited to a certain age; it is increasingly starting at a very young age, including at elementary school.

For the experts, children are not being taught to accept differences, to be tolerant and to appreciate diversity.

*“The child’s behaviour depends on being able to understand, appreciate and work with others”.*

Bullying is a behaviour based on negative perceptions of others.

*“It is a perception inherited, how much we have acceptance towards the other”.*

According to experts, bullying can focus on anyone who is perceived to be different, whether on the basis of nationality, race, skin colour, physical appearance or *“who is not very cool in high socioeconomic status schools”.* In order to manage this behaviour and contain it over the time, we must *“analyse the root of the behaviour”.*

The school’s internal culture is very important to the children’s wellbeing and not all schools in Lebanon have actively promoted a friendly, accepting and tolerant environment. School leaders play a critical role in shaping the school culture. They are responsible for promoting positive understanding and core values.

Ultimately, responsibility for bullying can fall on the school administrators who are vitally important in preventing, reducing and eliminating bullying in schools. School administrators must lead the effort and provide the means for action by teachers, parents and children. They should teach children based on positive discipline.

Some of the problems involving bullying are dealt with at the teacher level. According to experts, teachers can intentionally or unintentionally encourage bullying. They might act aggressively toward children or they can ignore and diminish a child verbally. Students who are cared for and respected by their teachers are more likely to learn how to appropriately interact with their peers.

However, it was also pointed out that interference from different parties (such as parents and administrators) without clear guidelines can undermine the authority of the teacher in the classroom, making it difficult for them to control the classroom environment. A few mothers had separately noted that this is happening at her children's school. Parents question the teacher's authority and actions.

Further, ineffective intervention leads to students not having faith in teachers' ability to address bullying. When teachers do not interfere and do not understand the depth of bullying, they are actually part of the problem and not part of the solution.

*“Teachers don't always intervene; they are not really equipped or trained to deal with bullying and especially with delicate and sensitive issues”.*

On the other hand, the source of bullying can originate in the home. Parents are not fully aware of bullying and its consequences. They are either resisting confessing that their children are being bullied or they are unaware of the problem.

*“The parents are the first members of society that needs to be aware and to teach their kids how to behave, how to deal with their peers”.*

Mental health for children is becoming an essential part of children's overall wellbeing. Providing support

for children's social and emotional development can result in positive outcomes in the long term. Bullied children need to gain a greater sense of security at the school, develop greater self-esteem and develop a sense of belonging among peers, while bullies, on the other hand, need to learn how to react less aggressively to situations and to improve their social behaviour.

There is an urgent need to have school-wide intervention programmes that are implemented nationally, in order to heighten students', parents' and teachers' awareness of bullying. The programme should develop clear rules related to bullying and it should create pedagogic classes related to behaviour at schools, relationships at schools, accepting others and the importance of listening to children and parents.

*“It is about the education system, community, the culture of difference and acceptance in schools”.*

## IV. PART FOUR: CONCLUSION AND RECOMMENDATIONS

Bullying is a serious problem that needs to be addressed in our communities and schools. The aim of this study was to explore the perceived safety of children in the school and community, examine awareness of bullying and its distinct types, determine the prevalence of bullying in schools and communities, investigate the causes and effects of bullying and highlight the need awareness of bullying prevention on a national level. In line with the proposed objectives, quantitative and qualitative studies were conducted in parallel, with children as well as parents, in order to deliver reliable insights on the subject.

The results of the study conducted with children aged 9-18 years showed that schools and communities are considered safe places, according to the majority of the children. Within schools, children who felt unsafe specified the common area of the playground most frequently. The minority who felt unsafe in the community was specifically in the neighbourhood. Qualitative findings showed that neighbourhood safety was most pertinent for Syrian and Palestinian children.

There was a low awareness of the actual term “bullying” among children. Irrespective of knowledge of the term, they were able to identify whether the actions were physical, verbal, social or cyberbullying and overwhelmingly deemed these types of behaviour as inappropriate, showing a sensitivity to the issue.

With respect to the prevalence of bullying, half of the children reported being bullied, which indicates a high rate of bullying in Lebanon. Children in focus groups reported a variety of aggressive behaviour that was distressing not just to experience but also to witness. Further investigation revealed the existence of the different kinds of bullying among children in Lebanon, with cyberbullying being least prevalent, especially

among groups like the Syrian community and younger children who may not own mobile phones.

Boys were more likely to be bullied than girls, meaning that there are gender differences in the prevalence of victimisation. The pervasiveness of bullying tends to be higher among younger children (9-12 years) than teens, indicating that the rates of bullying decline with age. Palestinian children are the most likely to be bullied, followed by Lebanese and Syrians. Physical bullying was the most common form of bullying, followed by verbal bullying.

The majority of children believed that there is a bullying problem in schools since they were either bullied or have witnessed a situation of bullying. Nine out of ten cases of bullying took place at school.

Triggers for bullying include school performance and country/ region/ dialect/ skin colour. The discussions highlighted other differences that could trigger bullying behaviours such as physical appearance, which can include clothes or weight; social and economic status and gender-based insults. Expert opinions indicate that low levels of tolerance of difference and acceptance of diversity promote victimisation of anyone perceived to be “different.”

Children with disabilities can be prone to bullying especially when it is an easily discernible difference such as a sight or hearing problem. Behavioural differences might be more overlooked according to an expert opinion.

Children who were bullied either reported it to a teacher or a caregiver. Usually, teachers punished, reprimanded or scolded the bully. Regarding the consequences of bullying, most of the children reported feeling upset as a result of bullying. Children mainly attributed bullying to the bullies being either jealous or attention-seekers. Finally, children believed that encouraging students to speak up if they are being bullied is a way to stop bullying.

Based on the discussion with children, many children do not report such incidents. They can be afraid of more victimisation or perceive the school staff to be ineffective whether intentionally or not.

The results of the study conducted with female caregivers showed that there was also low awareness of the term bullying among caregivers. The awareness that existed was derived from TV, friends, teachers, schools and the internet.

However, after defining bullying, they were able to identify the different types of bullying. With respect to the rate of bullying, when parents were asked if their children have ever been bullied, only 27% of the caregivers compared to 51% of the children reported bullying. Based on parents' reports, children between the ages of 6 and 12 years were more exposed to bullying than teens aged 13-18 years. Even though only 27% of the caregivers reported that their children have been bullied, the vast majority of the respondents believed that there is a bullying problem in schools and in the communities. Physical bullying was the most common form of bullying followed by verbal bullying.

In addition to that, a majority of the caregivers reported that bullying mainly takes place at school and that bullying occurs frequently, mostly focusing on children's school performance and nationality/ region/language/skin colour/ ethnicity. Most parents stated they took action by reporting bullying to the principal. And the teachers usually punished, reprimanded or scolded the bully. The discussions highlighted the problem that parents often feel frustrated that they cannot take more decisive action to help their children. Parents of children with disabilities can be the most frustrated by having to continually follow up with the school to obtain an appropriate response.

Parents were more aware of the consequences of bullying than children. The majority reported that their child felt upset and anxious about going to school as a result of bullying. In some cases, bullying also affected children's academic attendance and performance as well as their social relationships. Similarly, parents also believed that the main causes of bullying are that bullies at school are either jealous or seeking attention. Finally, parents believed that prevention should include raising public awareness through meetings.

The results of the study showed a discrepancy between children's and parent's reporting of bullying. Children tended to report a higher prevalence of bul-

lying than parents did. This means that parents were either unaware of their child's bullying experiences or they are less willing to report it. In addition to that, a considerable number of caregivers were unaware of the term "bullying."

The experts, principals and parents all agree that this multifaceted problem needs to include all the parties concerned who need to work together to reduce the phenomenon of bullying.

To address bullying in schools, it is urgently recommended to have a school-wide intervention programme that is rolled out nationally, in order to heighten students', parents' and teachers' awareness of bullying.

The programme should develop clear rules related to bullying and create pedagogic classes related to behaviour and social skills at schools. It should also promote the importance of listening and an environment of tolerance. Such a programme requires that teachers and principals receive the proper training and resources to be able to observe, identify and stop bullying.

The availability of specialised consultants or school-based counsellors available to all schools, both public and private, is also considered essential by experts, parents and principals. Their experience and expertise would assist the schools in prevention and intervention.

It was also considered essential to raise awareness among parents and the general public on the full extent of dangers of bullying since parental and public support is paramount in helping children and in fostering a bully-free environment. Channels of communication may include not only schools but also NGOs with access to different communities, programmes on TV and social media.

Therefore, the findings of this study can be used and serve as a guide for the improvement of the bullying situation by creating a bully-free environment across communities and schools in Lebanon.

## REFERENCES

Koo, H. (2007). A Time Line of the Evolution of School Bullying in Differing Social Contexts. *Asia Pacific Education Review*, 8(1), 107-116.

Lee, C. (2004). Preventing bullying in schools: A guide for teachers and other professionals. London: Paul Chapman Publishing.

Limber, S. P. (2002). Addressing youth bullying behaviours. Published in the Proceedings of the Educational Forum on Adolescent Health on Youth Bullying. Chicago: American Medical Association.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviour among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell.  
Olweus, D. (2003). A profile of bullying. *Educational Leadership*, 60, 12-17.

Stevens, V., De Bourdeaudhuij, I., & Van Oost, P. (2001). Anti-bullying interventions at school: Aspects of program adaptation and critical issues for further development. *Health Promotion International*, 16(2), 155-167.

Sullivan, K. (2000). *The anti-bullying handbook*. United Kingdom: Oxford University Press.

Smith, P. K., Cowie, H., Olafsson, R. F., & Liefoghe, A. P. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*, 73(4), 1119-1133.

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49, 376-385.

Smith, P. K., & Monks, C. P. (2008). Concepts of bullying: Developmental and cultural aspects. *International Journal of Adolescent Medicine and Health*, 20, 101-112.

Wang, J., Iannotti, R., & Nansel, T. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45(4), 368-375.

# APPENDIX

## QUALITATIVE TOOLS

### 1. GUIDE FOR PARENTS

#### I- Introduction

*Moderator to introduce herself and explain the purpose of the study*

- Thank you for accepting our meeting and for giving us your time.
- Our names are [insert name] from Statistics Lebanon. We are conducting a study on behalf of Save the Children and the aim of the study is to understand issues and concerns that your children face in their everyday lives so that more targeted support services can be provided.
- We will not disclose any names or personal data; the information is completely anonymous.
- Inside this group, it is important to respect confidentiality, so that everyone feels safe to speak freely.
- It is important to respect the view of others, to let everyone speak and not to interrupt. The timing of our discussion is between 60 and 90 minutes.
- If you do not feel comfortable answering a question, let us know.
- You are free to stop participating at any time.
- Do you have any questions before we start?

*Moderator to ask Respondents to introduce themselves*

- Name, Age, How many children do you have?
- Do you have any children in school? What are the ages of your children attending school? Grades?
- What type of school are your children going to? (Moderator to check: Private, Public: 1st shift, 2nd shift, UNRWA)

#### II-General Views and Perceptions on Bullying

Today we will talk about bullying/harassment

- Have you ever heard of the term “Bullying, تنمر, harcèlement”
- Moderator to read the definition and ask: what is your reaction? What does it mean to you?
- What do you think of bullying?
- What are the different ways/types of bullying that can occur?
- Who may intimidate/ bully a kid?
- Where do you think bullying can happen? (Moderator to check if they mention: School, Bus, Community / Street)
- How common is bullying in your society? Why do you say so?
- Do you think there is more bullying amongst girls or boys? Why do you say so?
- Can it differ between boys and girls? Why yes and why no?
- Are some children more likely to be bullied than others? If so, who? Why do you think so?
- Does age make a difference to bullying?
- In your opinion, at what age do children start to get bullied? Does it stop at any age?

#### III- Awareness and Attitudes towards Bullying

Let us talk more about bullying... and how common in your society

- Have your children ever seen or experienced bullying at school?
- Where do they experience or see bullying?
- What kinds of bullying do they experience or see in school / in community?
- How is he/she being bullied? What types of bullying do they experience? (Verbal, psychological, physical and cyber-bullying)
- What are the most prevalent types of bullying in your society?
- Can you describe in detail the types that you have mentioned? (Moderator to check if they are aware of the 4 main types of bullying: verbal, psychological, physical and cyber-bullying)

- What was the bullying focused on? (Racism, Gender, Appearance, Weight, Religion, School performance, down syndrome case)

#### IV- Awareness of Bullying Types

*Did you talk about different types of bullying? Let us go through type by type and discuss them (Moderator to go through by the type that was not mentioned above)*

#### CYBERBULLYING

What do you know about Cyberbullying?  
*Moderator to define*

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. Cyberbullying can occur through SMS, text and apps or online in social media. Cyberbullying includes sending, posting or sharing negative, harmful, false or mean content about someone else.

Do you know about this type of bullying?

##### If yes

How do you know about it? Have one of your children experienced Cyberbullying? What were the consequences? What was your reaction/response? Did you help your children? How? Where does this type of Bullying take place?

##### If No

Why, in your opinion, have you not heard of it/know about it?

#### PSYCHOLOGICAL BULLYING

What do you know about Psychological Bullying?  
*Moderator to define*

Psychological bullying: involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, someone spreading rumours or negative things about you or someone leaving you out on purpose from group activities

Do you know about this type of bullying?

##### If yes

How do you know about it? Have one of your children experienced Psychological Bullying? What were the consequences? What was your reaction/response? Did you help your children? How? Where does this type of Bullying take place?

##### If No

Why, in your opinion, didn't you know about?

#### VERBAL BULLYING

What do you know about Verbal Bullying?  
*Moderator to define*

When an individual uses verbal language (e.g., insults, teasing, etc.), someone name calling or insulting you, someone saying racist remarks,

Do you know about this type of bullying?

##### If yes

How do you know about it? Have one of your children experienced verbal Bullying? What were the consequences? What was your response/reaction? Did you help your children? How? Where does this type of Bullying take place?

##### If No

Why, in your opinion, didn't you know about?

## PHYSICAL BULLYING

What do you know about Physical Bullying?

*Moderator to define*

Kicking, tripping, pinching or pushing you and other physical attacks are all types of physical bullying.

Do you know about this type of bullying?

### If yes

How do you know about it? Have one of your children experienced verbal Bullying? What were the consequences? What was your response/reaction? Did you help your children? How? Where does this type of Bullying take place?

### If No

Why, in your opinion, didn't you know about?

## V- School and Community Climate

### SCHOOL BULLYING

- Do you think your child is safe at school? Why yes and why not?
- How do you feel about bullying in schools?
- How did you become aware of any bullying?
- Do your children tell you what happens with them / others in school? Can share this experience with us?
- How do your children / other children deal with bullying? Do they bully back?
- How common are your children being bullied in school? Is it a constant/ frequent bullying?
- Is bullying carried out by an individual or group? How aggressive is the bullying that your children / other children are experiencing?
- In your opinion, why do you think children are bullied?
- Do you think bullies might have problems of their own that lead them to target certain people?
- Who bullies children at school? (Teachers, Supervisors, principals, other children in the class, older children in school...)
- Where did this bullying situation take place? In the classroom, cafeteria, playground, hallways/ walkways, bathroom, on school outside of the building or where?
- Were there any Teachers/ Supervisors around at the time? What was their response?
- If there were no staff around, who do the children report to? Teacher/ supervisor / principal?
- Do you think teachers know about the bullying that goes on in their classrooms?
- What about the parent or caregivers? Did they do anything to help the children?

### COMMUNITY BULLYING

- Does bullying occur outside school? Where? Who is responsible for such bullying in the community? What types of bullying occur?  
*(Moderator to check places/locations if not mentioned: bus, community, home)*

### **If Bus / Road to school is mentioned moderator to ask**

- Who bullies your children on the bus? (Bus Driver, Bus Supervisor, other children...)
- How are children being bullied? What are the types of bullying children experience?
- How do your children deal with bullying?

### **If Community / Outside Home is mentioned moderator to ask**

- Who bullies your children inside / outside the house?
- How are children/what types of bullying occur in your community?
- How do your children deal with bullying in the community?

### **VI- Consequences and Effects of Bullying on Children**

- From your own experience, what are the consequences of bullying on children?
- How does it impact boys and girls? (Drop out of school, change school, depression, failing in school, anxiety, self-esteem...)
- How do the kids, who are bullied, behave after they have been bullied?
- How long might the bullying affect the children?
- Can the effect/consequence differ by type of bullying? If yes, how?
- Are there difference consequences for girls and boys?
- Can you share with me your child's experience (if has been bullied)?

### **In any cases where children dropped out of school as a result of bullying to probe**

What was your reaction when they asked to drop out of school? Did you agree/disagree? Why?  
Did you change the school?

### **VII- Perceived routes and solutions and Routes of communication for bullying**

- Do you know if the school has any policies against bullying?
- To the best of your knowledge, what are the school policies, rules to deal with this?
- Do Schools take any action/ steps against those perpetrating bullying?
- Are there any awareness programs? Did you attend any awareness program?
- In your opinion, what actions should be taken to deal with bullying in schools?
- Who do you trust most when it comes to preventing bullying?
- Who should be responsible to take action to create a bully-free environment?
- What about you as parents, what is the role of parents?
- How do you create awareness on bullying and its consequences?
- What are the best routes and channels to communicate regarding bullying?

*Is there anything you would like to add that I have not asked you about?*

*Would you like to ask any questions before concluding the session?*

*Thank you for your participation. Your input has been very useful and helpful.*

## 2. GUIDE FOR CHILDREN

### I- Introduction

*Moderator to introduce herself and start the rounds of introduction: Moderator to throw a small ball to each respondent and ask*

- What is your name? How old are you? What do you like to be when you grow up?
- Do you have friends? What are their names? What games do you play with them?
- What grade are you in? How long have you been at your school?

### II – Awareness and Perception of Bullying

- When I say to you that someone is bothering me, what comes to your mind? How can he be bothering me? In what ways could that happen?
- When I say to you that someone is making me sad at school or in the community, what comes to your mind? How is he or she making me sad?
- In your opinion, who can make you sad or can bother you? How can he or she bother you? What can they do to bother you?
- In what way can they bother you? What does he do to bother you and make you sad?  
*(Moderator to check the types of bullying)*

#### Location

I will give you a big paper (A3) and colouring pencils and I need you to draw all together your home, your neighbourhood, your community, the road to your school and how you go to your school and your school and the surrounding of your school. Moderator to give the children minutes to draw the map

*After they finish, moderator to ask:*

I will give each one of you 2 signs: 1 smiley Face and the other one sad face... On your drawing, each one of you will put a smiley face and the sad face on each place and tell me why you put the signs. The signs are an indicator where the kids are safe and where they are not:

- Let us start with the smiley face, in which of these places you feel safe and you like going to? Why do you like this place? What do you do in the place? Who do you meet there?

- And now the sad face, which of these places you don't feel safe and you don't like to go to? Where can someone bother you? (Moderator to check: School, home, community / street/ activities place, bus)? Why don't you like this place? Why do you feel sad when you are in this place? Who do you meet there?

### III- Bullying Conditions and Causes

*Let me show you another picture: Moderator to show a picture of friends together, and let the children speak about their friends...*

- What do you say about your friends? Do you have friends in school? Do you play with them?
- Do you play with all of them? Why yes and why not?
- How should friends deal with each other? How should they be with each other

*Now, I will show different pictures and you will tell what do you see and think about*

- What do you see in these pictures? What do you think of these different types of behaviour?
- What are they doing? How are they bothering the others  
*(Moderator to explore the type of bullying in details)*
- What comes to your mind when you see these pictures?
- If they have not mentioned the term “bullying” to ask: Have you heard the term “Bullying, تنمر, harcèlement”?
- If yes where did you hear it? From whom? What does it mean to you in your own words?
- If not, let me tell you what it means. *Moderator to read the definition and ask: What is your reaction? Have you ever seen such behaviour?*
- Did you experience or see such harassment? How? In what way?
- When did you experience or see such harassment?
- Where did you experience or see such harassment?  
*(Moderator to check: if school, home, community, outside school building, activities place)*

- Why do you think there are some children/others who behave in this way?
- Who is usually perpetrating bullying at school? Any differences between Boys / Girls?
- What does the bullying usually focus on?  
(*Racism, Gender, Appearance, Weight, Religion, School performance, down syndrome case*)

#### IV- School Climate

##### If School mentioned, let us talk about your school....

- Tell me about your school, what does it look like? What do you do in school?
- Do you like your school?
- Do you like to go to school?

**If yes:** why do you like to go to school?

**If no:** why do you dislike going to school? What are the things that bother you in school?

- Do you see kids acting like in the pictures I showed you previously at your school?
- How common is such behaviour at your school?
- Have you ever experienced or seen it in your school?
- If experienced or seen: What type(s) of bullying / harassment that you/others experienced/ seen? Let them describe it

*Moderator to probe on experiences and then different types:*

*Moderator to probe on the following if not mentioned:*

- Someone kicking, tripping, pinching or pushing you
- Someone damaging your property (bag, pencil case...)
- Someone name calling or insulting you
- Someone saying racist remarks
- Someone leaving you out on purpose from group activities
- Someone spreading rumours or negative things about you
- Receiving negative facial or physical gestures
- Someone playing nasty jokes to embarrass or humiliate you

- Receiving hurtful texts, posts, images or videos.
- Someone posting unwanted pictures or messages to social media
- Someone is making fun/mocking other children
- Someone is calling a boy by a girl's name or girl by a boy's name

*In each area in school, Moderator to explore who bullies and what type of bullying?*

#### IV- Consequences

- If you or others have experience or see such harassment, what did you/they do? Do you/they report it? To whom? Probe: teacher/ principal / parent/ others
- How do you feel when you are being bullied/annoyed? How does it affect you/ others? Describe it in your own words how you or others feel?
- What can be the consequences of such bullying? (Drop out, failing, depressing, anxiety...)

#### VI- Perceived Routes and Solutions

- Do you know who to go or who to report if you have been bullied/harassed?

*If they know who to go: Who informed and how did you know who to go to?*

- In case an incidence is reported to the teacher/principal, other staff, do usually take action?
- Do you want your school to take immediate action to prevent bullying?
- In your opinion, what is the best way to prevent future bullying?

*Moderator to probe on:*

- Group or classroom discussions on bullying
- Encourage students to speak up if they are being bullied
- Create school anti-bullying policies and rules
- Train teachers how to prevent and deal with bullying
- Hold parent information meetings about bullying
- Other? ....

# 3.GUIDE FOR PRINCIPALS / HEAD OF SCHOOLS / EXPERTS

## I- Introduction

*Moderator to introduce herself and explain the purpose of the study*

- Thank you for accepting our meeting and for giving us your time.
- Our names are [Insert name] and we are conducting a study on behalf of save the children. The aim of the study is to understand issues and concerns that your children face in your everyday lives to provide more targeted support services.
- We will not disclose any names or personal data; the information is completely anonymous.
- Inside this group, it is important to respect confidentiality, so that everyone feels safe to speak freely.
- It is important to respect the view of the other, to let everyone speak out and not to interrupt. The timing of our discussion is between 60 and 90 minutes.
- If you do not feel comfortable answering a question, let us know.
- You are free to stop participating at any time. You do not have to give a reason and you will not be pushed to continue.
- Do you have any questions before we start?

## II- General Awareness and Attitude towards Bullying

- What the word bullying mean to you? How do you define bullying?
- Where do you think bullying can happen?  
*(Moderator to check if they mention: School, Bus, Community / Street)*
- In your opinion, what do you think of the bullying that is happening in school in Lebanon?
- Do you think there is more bullying amongst girls or boys? Why do you say so?
- Do types of bullying differ from boys and girls? Why yes and why no?
- Are some children likely to be more bullied than others? Why do you think so?

- Why they bully? Who are the targets of bullying?
- In your opinion, at what age do children start to get bullied? And what age can stop?
- Is age related to bullying? At what age?

## III- Conditions of Bullying in School

- Is bullying happening in your school? How common is bullying at your school?
- How often do you notice bullying incidents in your school?
- How do you know about bullying that is happening in your school? From bullied children? From parents? From teachers
- Who do bully children at school? (Teachers, Supervisors, principals, other children in the class, older children in school...)

In your opinion, what are the types of bullying? In what ways do children get bullied in general? (To check awareness of types)

- Can you describe in details these types that you have mentioned?

*Moderator to check if they aware of the 4 main types of bullying: verbal, psychological, physical and cyber-bullying)*

- In your experience, who bully children? Who are the different types of people?
- Where does usually bullying take place? In the classroom, cafeteria, playground, hallways / walkways, bathroom, on school outside of the building or where?
- What was the bullying focus on? (Racism, Gender, Appearance, Weight, Religion, School performance)
- Do you think teachers know about the bullying that goes on in their classrooms/ in school?
- Were there any teachers/ Supervisors around at the time? Do they help? How?
- If there were no teachers / supervisors around, do children report to a teacher/ supervisor / principal of what happened?

#### IV- Perceived Causes and Consequences

- Why, from your professional opinion, children bully each other?
- What are the consequences of bullying? How does it impact life of bullying on kids?
- What happened to children who are bullied?  
(Moderator to check: Drop school, failing in school, depression...) Can you share with me an experience?
- Are there any differences between girls and boys?

#### V- School Policies and Procedures against Bullying

- How often do you follow the bullying issue in your school? Do you do anything to help the children?
- What are the school procedures for bullying? What is the educational framework to deal with bullying? Is the educational system in Lebanon updated or not regarding this issue?
- Did your school take initiative action to deal with bullying?

**If yes:** What are they? How did you deal with bullying? What did you do to decrease bullying in your school

**If no:** Why not? What prevent you to take actions? What do you need to promote a bullying-free environment in your school? (Training, Awareness session...)

- In your opinion, what is the role of School in fighting Bullying? How would school help to ensure a bullying-free environment in schools?
- What is the role of teachers and supervisors to create a free bullying environment?
- Are there any awareness programmes regarding bullying?

**If yes:** What are they? Can you tell me more about it? Was it helpful? How did it help?

## 4. QUESTIONNAIRE FOR CHILDREN (9-12 YEARS)

### Parent/caregiver Verbal Informed consent:

### TO THE PARENTS

“Hello. How are you? My name is [ENUMERATOR NAME]”, and I am working with a team from “Statistics Lebanon” and “Save the children”. The purpose of this survey is to obtain more in-depth information about your child’s experience and wellbeing at school and community.

Your child’s participation is entirely voluntary. He/she is free to choose not to participate. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

All information that is collected in this study will be treated confidentially. Your child’s name or ID will not be identified in the survey or the report of the results. There is no risk involved in the assessment. This survey will take about 15 minutes to complete.

### Do you agree on your child’s participation in the survey?

**Yes** (Continue the survey)

**No** (Thank the respondent and go to someone else)

## DEMOGRAPHICS

1. Gender: Male  Female
  2. Age of the caregiver:
  3. Number of children:
  4. Number of children attending schools:
  5. Ages of children attending school:
  6. School Type: Private  Public  Second shift school  UNRWA   
Other specify
  7. Grade levels:
  8. Nationality: Lebanese  Syrian  Palestinian
  9. Governorate:
  10. Qadaa:
  11. Area of residence:
  12. Does your child/ any of your children have any kind of disability? Yes  No
  13. If yes: Which type:  
Physical disability  Learning disability  Psychiatric disability   
Visual impairments  Hearing impairments  Neurological disability
  14. Name of the interviewer:  
Date of the interview:        /        /
- 
- 

## TO THE CHILDREN

“Hello. How are you? My name is [ENUMERATOR NAME]”, we will be discussing few things about your school. If you don't want to answer on any of the questions you can withdraw at any time.

### I. School and Community Safety

15. How happy are you at school?  
Very Happy  Happy  Neutral  Unhappy  Very Unhappy
16. My school is a friendly and welcoming place  
Agree  Neutral  Disagree
17. Do you feel safe in school?  
Yes  No

18. If the answer is “No”, why don’t you feel safe in school?

Teachers’ behaviour  Other students’ behaviour  School premises   
School surrounding environment  Principals’ behaviour  Supervisors’ behaviour   
Other specify

19. Are there any specific areas in the school where you do not feel safe?

Yes  No

20. If the answer is “Yes”, where are the unsafe areas? ( Read out, more than one response)

In the classroom  In the playground  In the hallway  In the bathroom   
On the way to or from school  Bus  Other Specify

21. Do you feel safe in your neighbourhood or community?

Yes  No

22. If the answer is “No”, where are the unsafe areas? (Read out , more than one response)

On the way to/from school  In the neighbourhood (Hara)  Near the highways/ roads   
Other Specify

## II. Awareness of Types of Bullying

**Scenario 1: Bunch of kids are making fun of a boy because of his weight**

23. Do you think this is nice and appropriate?

Yes  No  Don’t know

**Scenario 2: Every day a kid takes his friend’s snack at lunch.**

24. Do you think this is nice and appropriate?

Yes  No  Don’t know

**Scenario 3: One kid pushed his friend on the floor and threatened him.**

25. Do you think this is nice and appropriate?

Yes  No  Don’t know

26. In one word briefly explain what is happening in all these scenarios between the children (open ended)

27. Have you heard of the term “bullying”? (in Arabic, English or French)

Yes Arabic  Yes English  Yes French  I don't know  No

28. If yes, where did you hear it? (Terms in Arabic, English & French)

Teachers/counsellors at School  Parents at Home  Friends  Siblings   
TV  Internet/social media/mobile  Other Specify

29. If the answer is “yes”, what does it mean to you in one word?

If the kid is not aware of bullying briefly explain the term: ...

30. Would you consider scenario 1 as: (Show relevant picture)

Physical bullying  Verbal bullying  Don't know

31. Would you consider scenario 2 as: (Show relevant picture)

Physical bullying  Verbal bullying  Don't know

32. Would you consider scenario 3 as: (Show relevant picture)

Physical bullying  Verbal bullying  Don't know

### III. Rates of Bullying

33. Has this ever happened to someone you know at school? (whether in the past or now)

A kid kicking, tripping, pinching or pushing another kid	a. Yes	b. No
A kid damaging another kid's property (bag, pencil case...)	a. Yes	b. No
A kid name calling or insulting another kid	a. Yes	b. No
A kid saying racist/ethnic remarks	a. Yes	b. No
Someone leaving a kid out on purpose from group activities	a. Yes	b. No
Someone calling a boy by a girl's name or a girl by a boy's name	c. Yes	d. No
Someone spreading rumours or negative things about a kid	a. Yes	b. No
Receiving negative facial or physical gestures	a. Yes	b. No
Someone playing nasty jokes to embarrass or humiliate the kid	a. Yes	b. No
Receiving hurtful texts, posts, images or videos.	a. Yes	b. No
Someone posting unwanted pictures or messages to social media	a. Yes	b. No
Someone creating fake accounts to impersonate a kid	a. Yes	b. No

**34. Have you ever experienced the following? (whether in the past or now)**

Someone kicking, tripping, pinching or pushing you	c. Yes	d. No
Someone damaging your property (bag, pencil case...)	c. Yes	d. No
Someone name calling or insulting you	c. Yes	d. No
Someone saying racist remarks	c. Yes	d. No
Someone leaving you out on purpose from group activities	e. Yes	f. No
Someone calling a boy by a girl's name or a girl by a boy's name	c. Yes	d. No
Someone spreading rumours or negative things about you	e. Yes	f. No
Receiving negative facial or physical gestures	c. Yes	d. No
Someone playing nasty jokes to embarrass or humiliate you	c. Yes	d. No
Receiving hurtful texts, posts, images or videos.	c. Yes	d. No
Someone posting unwanted pictures or messages to social media	c. Yes	d. No
Someone creating fake accounts to impersonate you	c. Yes	d. No

**35. Have you ever observed someone being bullied (explain that it is any of the above mentioned actions) at school during the past 12 months?**

Yes  No  Don't know

**36. If the answer is "Yes", what was your reaction? (Read out, one response)**

Did nothing  I reported it to a school member  I reported to a family member   
 Defended the bullied kid  Joined the bullies  Comforted the bullied kid   
 Other specify

**37. Have you ever been bullied at school during the past 12 months?**

Yes  No

**38. Do you think there is a bullying problem in your school?**

Yes  No  Don't know

**39. Do you think there is a bullying problem in your neighbourhood?**

Yes  No  Don't know

#### IV. Conditions of Bullying

If the answer is “Yes” to any option in Question 35 ask the following:

40. Where did the bullying happen?

In the school  In the community/neighbourhood  Other specify

41. If answer is “in the school”

Where did it specifically happen? (Read out if not responding, more than one response)

In the hallway In the playground

Online or mobile phone  Other specify

42. If answer is “in the community”

Where did it specifically happen? (Read out if not responding, more than one response)

On the way to or from school  In the neighbourhood  Outside the school area

Online or mobile phone  Other specify

43. How frequently were you bullied? (Do not read out)

Daily  Once a week  Several times a week  Once a month

Several times a month  Once a year  Several times a year  Can't remember

44. By whom were you bullied? (Do not read out)

Other kids  Bus drivers  Teachers  School administrators

Family member

45. What was the bullying focus on?

School performance  Country / Region / Dialect / Colour / Culture...  Culture

Gender (being called girly or butch)  Disability

Appearance (specify: weight, height, clothes, smell...)  Other specify

46. When the bullying took place in school, how did the teachers handle it?

Punished the person who bullied  Reprimanded or scolded the person who bullied

Provided classroom activities and discussions related to bullying

Contacted the parents or family of the person who bullied  Ignored it  Don't know

Other specify

47. To whom did you report when you were bullied?

Teacher Parent/Caregiver Friend Sibling

Counsellor No one Other specify:

## V. Consequences of Bullying

If the answer is “Yes” to any option in Question 33 ask the following:

48. As a result of the above incident(s) I felt upset:

Yes  No

49. As a result of the above incident(s) I felt anxious going to school

Yes  No

50. As a result of the above incident(s) I skipped school

Yes  No

51. As a result of the above incident(s) my grades dropped

Yes  No

52. As a result of the above incident(s) I dropped out of school

Yes  No

## VI. Causes of Bullying

53. Bullies at school are popular

Agree  Disagree  Don't know

54. Bullies at school are jealous

Agree  Disagree  Don't know

55. Are there any rules at school that prevent bullying?

Yes  No  Don't know

56. Do teachers usually take an immediate action to stop bullying?

Yes  No  Don't know

## VII. Appropriate Awareness

57. Do you want your school to take an immediate action to prevent bullying?

Yes  No

## 5. QUESTIONNAIRE FOR CHILDREN (13-18 YEARS)

### Parent/caregiver Verbal Informed Consent

#### TO THE PARENTS

“Hello. How are you? My name is [ENUMERATOR NAME]”, and I am working with a team from “Statistics Lebanon” and “Save the children”. The purpose of this survey is to obtain more in-depth information about your child’s experience and wellbeing at school and community.

Your child’s participation is entirely voluntary. He/she is free to choose not to participate. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

All information that is collected in this study will be treated confidentially. Your child’s name or ID will not be identified in the survey or the report of the results. There is no risk involved in the assessment.

This survey will take about 15 minutes to complete.

**Do you agree on your child’s participation in the survey?**

**Yes** (Continue the survey)

**No** (Thank the respondent and go to someone else)

#### DEMOGRAPHICS

58. Gender: Male  Female

59. Age of the caregiver:

60. Number of children:

61. Number of children attending schools:

62. Ages of children attending school:

63. School Type: Private  Public  Second shift school  UNRWA

Other specify

64. Grade levels:

65. Nationality: Lebanese  Syrian  Palestinian

66. Governorate:

67. Qadaa:

68. Area of residence:

69. Does your child/ any of your children have any kind of disability? Yes  No

70. If yes: Which type:

Physical disability  Learning disability  Psychiatric disability

Visual impairments  Hearing impairments  Neurological disability

71. Name of the interviewer:

Date of the interview:        /        /

## TO THE CHILDREN

“Hello. How are you? My name is [ENUMERATOR NAME]”, we will be discussing few things about your school. If you don't want to answer on any of the questions you can withdraw at any time.

### VIII. School and Community Safety

72. How happy are you at school?

Very  Unhappy  Happy Neutral  Unhappy  Very Unhappy

73. My school is a friendly and welcoming place

Agree  Neutral  Disagree

74. Do you feel safe in school?

Yes  No

75. If the answer is “No”, why don't you feel safe in school?

Teachers' behaviour  Students' behaviour  School premises   
School surrounding environment  Principals' behaviour  Supervisors' behaviour   
Other specify

76. Are there any specific areas in the school where you do not feel safe?

Yes  No

77. If the answer is “Yes”, where are the unsafe areas?

In the classroom  In the playground  In the hallway  In the bathroom   
On the way to or from school/ Bus  Other Specify

78. Do you feel safe in your neighbourhood or community?

Yes  No

79. If the answer is “No”, where are the unsafe areas? (More than one answer)

On the way to/from school  In the neighbourhood (Hara)   
Near the highways/ roads  Other Specify

### IX. Awareness of types of bullying

**Scenario 1: Bunch of kids are making fun of a boy because of his weight**

80. Do you think this is appropriate?

Yes  No  Don't know

**Scenario 2: Every day a kid takes his friend's snack at lunch.**

**81. Do you think this is appropriate?**

Yes  No  Don't know

**Scenario 3: One kid pushed his friend on the floor and threatened him.**

**82. Do you think this is appropriate?**

Yes  No  Don't know

**Scenario 4: A kid being left out (shunned) during group activities**

**83. Do you think this is appropriate?**

Yes  No  Don't know

**Scenario 5: A kid receiving hurtful texts, posts, images**

**84. Do you think this is appropriate?**

Yes  No  Don't know

**85. In one word briefly explain what is happening in all these scenarios between the children (open ended)**

**86. Have you heard of the term "bullying"? (in Arabic, English or French)**

Yes Arabic  Yes English  Yes French  I don't know  No

**87. If yes, where did you hear it? (Terms in Arabic, English & French)**

Teachers/counsellors at School  Parents at Home  Friends  Siblings

**88. What does it mean to you in one word?**

**If the kid is not aware of bullying briefly explain the term...**

**89. Would you consider scenario 1 as:**

Physical bullying  Verbal bullying  Social bullying   
Cyberbullying (online)  Don't know

**90. Would you consider scenario 2 as:**

Physical bullying  Verbal bullying  Social bullying   
Cyberbullying (online)  Don't know

**91. Would you consider scenario 3 as:**

Physical bullying       Verbal bullying       Social bullying   
Cyberbullying (online)       Don't know

**92. Would you consider scenario 4 as:**

Physical bullying       Verbal bullying       Social bullying   
Cyberbullying (online)       Don't know

**93. Would you consider scenario 5 as:**

Physical bullying       Verbal bullying       Social bullying   
Cyberbullying (online)       Don't know

**X. Rates of Bullying**

**94. Has this ever happened to someone you know at school?  
(whether in the past or now)**

Someone kicking, tripping, pinching or pushing a kid	e. Yes	f. No
Someone damaging a kid's property (bag, pencil case...)	e. Yes	f. No
Someone name calling or insulting a kid	e. Yes	f. No
Someone saying racist remarks	e. Yes	f. No
Someone leaving a kid out on purpose from group activities	g. Yes	h. No
Someone calling a boy by a girl's name or a girl by a boy's name	g. Yes	h. No
Someone spreading rumours or negative things about a kid	i. Yes	h. No
Receiving negative facial or physical gestures	e. Yes	f. No
Someone playing nasty jokes to embarrass or humiliate the kid	e. Yes	f. No
Receiving hurtful texts, posts, images or videos.	e. Yes	f. No
Someone posting unwanted pictures or messages to social media	e. Yes	f. No
Someone creating fake accounts to impersonate a kid	e. Yes	f. No

**95. Have you ever experienced the following:  
(whether in the past or now)**

Someone kicking, tripping, pinching or pushing you	g. Yes	h. No
Someone damaging your property (bag, pencil case...)	g. Yes	h. No
Someone name calling or insulting you	g. Yes	h. No
Someone saying racist remarks	g. Yes	h. No
Someone leaving you out on purpose from group activities	i. Yes	j. No
Someone calling a boy by a girl's name or a girl by a boy's name	k. Yes	l. No
Someone spreading rumours or negative things about you	m. Yes	n. No
Receiving negative facial or physical gestures	g. Yes	h. No
Someone playing nasty jokes to embarrass or humiliate you	g. Yes	h. No
Receiving hurtful texts, posts, images or videos.	g. Yes	h. No
Someone posting unwanted pictures or messages to social media	g. Yes	h. No
Someone creating fake accounts to impersonate you	g. Yes	h. No

**96. Have you ever observed someone being bullied (any of the above mentioned actions) at school during the past 12 months?**

Yes  No  Don't know

**97. If the answer is "Yes", what was your reaction? (Read out, one response)**

Did nothing  I reported it to a school member  I reported to a family member   
 Defended the bullied kid  Joined the bullies  Comforted the bullied kid   
 Other specify

**98. Have you ever been bullied at school during the past 12 months?**

Yes  No

**99. Do you think there is a bullying problem in your school?**

Yes  No  Don't know

**100. Do you think there is a bullying problem in your community/neighbourhood?**

Yes  No  Don't know

## XI. Conditions of Bullying

If the answer is “Yes” to any option in Question 37 ask the following:

### 101. Where did the bullying happen?

In the school  In the community/neighbourhood  Other specify

### 102. If answer is “in the school”

Where did it specifically happen? Read out if not responding, more than one response)

In the classroom  In the hallway  In the playground  In the bath-  
room  Online or mobile phone  Other specify

### 103. If answer is “in the community”

Where did the bullying specifically happen? Read out if not responding, more than one response)

On the way to or from school  In the neighbourhood  Outside the  
school  Online or mobile phone  Other specify

### 104. How frequently were you bullied? (Do not read out)

Daily  Once a week  Several times a week  Once a month   
Several times a month  Once a year  Several times a year  Can't remember

### 105. By whom were you bullied? (Do not read out)

Other kids  Bus drivers  Teachers  Bystanders outside school   
School administrators  Family member  Other specify

### 106. What was the bullying focus on?

Weight  Race/ Ethnicity  Religion  Gender   
Appearance (specify: weight, height, clothes, smell...)  School performance   
Culture  Disability  Other specify

### 107. When bullying took place, how did the teachers handle it?

Punished the person who bullied  Reprimanded or scolded the person who bullied   
Provided classroom activities and discussions related to bullying   
Contacted the parents or family of the person who bullied  Ignored it   
Don't know  Other specify

### 108. To whom did you report when you were bullied?

Teacher  Parent/Caregiver  Friend  Sibling   
Counsellor  No one  Other specify

## XII. Consequences of Bullying

If the answer is “Yes” to any option in Question 37 ask the following:

109. As a result of the above incident(s) I felt upset Yes  No

110. As a result of the above incident(s) I felt anxious going to school Yes  No

111. As a result of the above incident(s) I skipped school Yes  No

112. As a result of the above incident(s) my grades dropped Yes  No

113. As a result of the above incident(s) I withdrew from social activities with friends Yes  No

114. As a result of the above incident(s) I'm afraid to put my trust in other people Yes  No

115. As a result of the above incident(s) I dropped out of school Yes  No

## XIII. Causes of Bullying

116. Bullies at school are popular Agree  Disagree  Don't know

117. Bullies at school are jealous Agree  Disagree  Don't know

118. Kids who bully are attention seekers Agree  Disagree  Don't know

119. Are there any rules at school that prevent bullying? Yes  No  Don't know

120. Do teachers usually take an immediate action to stop bullying?

Yes  No  Don't know

## XIV. Appropriate Awareness

121. Do you want your school to take an immediate action to prevent bullying? Yes  No

122. In your opinion, what is the best way to prevent bullying?

Group or classroom discussions on bullying  Encourage students to speak up if they are being bullied   
Create school anti-bullying policies and rules   
Train teachers how to prevent and deal with bullying  Hold parent information meetings about bullying   
Other specify

## 6. QUESTIONNAIRE FOR PARENTS

Hello. How are you? My name is [ENUMERATOR NAME], and I am working with a team from “Statistics Lebanon” and “Save the children”. The purpose of this survey is to obtain more in-depth information about your child’s/children’s experience and wellbeing at school and community.

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

All information that is collected in this study will be treated confidentially. Your name or ID will not be identified in the survey or the report of the results. There is no risk involved in the assessment.

This survey will take about 20-25 minutes to complete.

**Do you agree on your participation in the survey?**

**Yes** (Continue the survey)

**No** (Thank the respondent and go to someone else)

*Only female caregivers who are responsible for children of school age 6-18 years will be interviewed*

### DEMOGRAPHICS

123. Gender: Male  Female

124. Age of the caregiver:

125. Number of children:

126. Number of children attending schools:

127. Ages of children attending school:

128. School Type: Private  Public  Second shift school  UNRWA

Other specify

129. Grade levels:

130. Nationality: Lebanese  Syrian  Palestinian

131. Governorate:

132. Qadaa:

133. Area of residence:

134. Does your child/ any of your children have any kind of disability? Yes  No

135. If yes: Which type:

Physical disability  Learning disability  Psychiatric disability

Visual impairments  Hearing impairments  Neurological disability

136. Name of the interviewer:

Date of the interview:        /        /

## XV. Safety in School and Community

137. Do you think your child/children is/are happy at school?

Yes  No  Don't know

138. Does your child feel safe and welcome at school?

Yes  No  Don't know

139. Do you feel that the school is a safe environment for your child/children?

Yes  No  Don't know

140. If the answer is "No", why don't you feel that the school is a safe environment?

Staff behaviour  Other students behaviour  Weak oversight/supervision   
School premises are not safe  School surrounding environment is not safe   
Other specify

141. Do you feel that the neighbourhood or community you live in is a safe environment for your child/children?

Yes  No  Don't know

## XVI. Awareness of Types of Bullying

142. Have you heard of the term "bullying"? (in Arabic, English or French)

Yes Arabic  Yes English  Yes French  I don't know  No

143. If the answer is "Yes, where did you hear it? (Terms in Arabic, English & French)

Teachers/counsellors at School  Parents at Home  Friends   
Siblings  TV  Internet/social media/mobile  Other Specify

144. If the answer is "Yes, what does it mean to you in one word?

**If NO: To explain basic concept of bullying in school “....”**

Making fun and mocking other children	Apply	Doesn't apply	Don't know
Taking a kid's snack at lunch everyday	Apply	Doesn't apply	Don't know
Pushing a kid on the floor and threatening him/her	Apply	Doesn't apply	Don't know
Being left out (shunned) during group activities	Apply	Doesn't apply	Don't know
Name calling or threatening children	Apply	Doesn't apply	Don't know
Receiving hurtful texts, posts or images	Apply	Doesn't apply	Don't know

**146. Are you aware that there are different types of bullying?**

Yes  No

**147. If the answer is “Yes”, what are the different types? (Do Not read out loud)**

Physical Bullying  Verbal Bullying  Social bullying   
 Cyberbullying  Other specify

**148. Would you consider the following: (Read out loud)**

Making fun of a kid because of his/her appearance	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know
Taking a kid's snack at lunch everyday	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know
Pushing a kid on the floor and threatening him/her	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know
Being left out (shunned) during group activities	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know
Name calling or threatening children	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know
Receiving hurtful texts, posts or images	Physical bullying	Verbal bullying	Social bullying	Cyberbullying	Don't know

## XVII. Rates of Bullying

### 149. Has your child or any of your children ever experienced the following?

(whether in the past or now)

Someone kicking, tripping, pinching or pushing your child	i. Yes	k. No	k. Don't Know
Someone damaging your child's property (bag, pencil case...)	i. Yes	k. No	k. Don't Know
Someone name calling or insulting your child	i. Yes	k. No	k. Don't Know
Someone saying racist/ethnic related remarks to your child	i. Yes	k. No	k. Don't Know
Someone calling a boy by a girl's name or a girl by a boy's name	k. Yes	m. No	m. Don't Know
Someone leaving your child out on purpose from group activities	n. Yes	p. No	p. Don't Know
Someone spreading rumours or negative things about your child	o. Yes	q. No	q. Don't Know
Receiving negative facial or physical gestures	i. Yes	k. No	k. Don't Know
Someone playing nasty jokes to embarrass or humiliate your child	i. Yes	k. No	k. Don't Know
Your child receiving hurtful texts, posts, images or videos.	i. Yes	k. No	k. Don't Know
Someone posting unwanted pictures or messages to social media about your child	i. Yes	k. No	k. Don't Know
Someone creating fake accounts to impersonate your child	i. Yes	k. No	k. Don't Know

### 150. Do you think your child has been bullied at school during the past 12 months?

(any of the above mentioned actions)

Yes  No  Don't know

### 151. Do you think there is a bullying problem in schools in Lebanon?

Yes  No  Don't know

### 152. Do you think there is a bullying problem in community in Lebanese Society?

Yes  No  Don't know

## XVIII. Conditions of Bullying

If the answer is “Yes” to any option in question 28 ask the following

### 153. Where did the bullying happen?

In the school  In the community/neighbourhood  Don't Know   
Other specify

### 154. If answer is “in the school”, where did it specifically happen?

In the classroom  In the hallway  In the playground  In the bathroom   
Online or mobile phone  Don't know  Other specify

### 155. If answer is “in the community”, where did it specifically happen?

On the way to or from school  In the neighbourhood   
Outside the school  Online or mobile phone  Other specify   
Don't know

### 156. Did you report it or take any preventative action? (If child has been bullied)

Yes  No  Don't know

### 157. If the answer is Yes, to whom did you report to when your child/children were bullied?

**If School:** Principal  Counsellor  Teacher  Other specify   
**If Community:** Police  Friends  Relatives  Other specify

### 158. Do you know how frequently your child was bullied?

Daily  Once a week  Several times a week  Once a month   
Several times a month  Once a year  Several times a year   
Don't know

### 159. Do you know by whom he/she was bullied?

Other kids  Bus drivers  Teachers  Bystanders   
School administrators  Family member  Don't Know   
Other specify

### 160. What was the bullying focusing on?

Nationality / Region / Language / Colour / Ethnicity  Gender of child (Someone calling a boy by a girl's name or a girl by a boy's name)   
Appearance (specifies height, weight, clothes, Smell...)  Culture / different habits   
Disability  Don't know  Other specify  School performance

**162. When bullying took place, how did the school staff / administration handle it?**

(more than one response)

Punished the person who bullied  Reprimanded or scolded the person who bullied   
Provided classroom activities and discussions related to bullying   
Contacted the parents or family of the person who bullied  Ignored it   
Don't know  Other specify

**163. To what extent do you think bullying is a problem in Lebanon:**

Great  Extent  Some extent  Little extent  Very little extent   
Not at all

### **XIX. Consequences of Bullying**

**If the answer is "Yes" to any option in question 27 ask the following**

**164. As a result of the above incident(s) your child felt upset**

Yes  No

**165. As a result of the above incident(s) your child felt anxious going to school**

Yes  No

**166. As a result of the above incident(s) has your child skipped school**

Yes  No

**167. As a result of the above incident(s) have your child's grades dropped**

Yes  No

**168. As a result of the above incident(s) your child withdrew from social activities with friends**

Yes  No

**169. As a result of the above incident(s) your child became afraid to put my trust in other people**

Yes  No

**170. As a result of the above incident(s) has your child dropped out of school**

Yes  No

## XX. Causes of Bullying

171. I receive valuable information from the school about my child's wellbeing:

Yes  No

172. In your opinion, what are the main causes of bullying? (Multiple choice)

Bullies are jealous  Bullies at school are popular (rewarded)   
Bullies are attention seekers  There are no rules at school to prevent bullying   
Teacher do not know how to handle bullying  Bullies come from dysfunctional families   
Other specify

## XXI. Appropriate Awareness

173. How satisfied are you with the steps your child's/children's school has taken to prevent bullying/harassment among students?

Very Satisfied  Satisfied  Unsatisfied  Very Unsatisfied

174. I feel there is a need for a bullying prevention programme at schools

Agree  Unsure  Disagree

175. I feel there is a need for a bullying prevention programme in the communities

Agree  Unsure  Disagree

176. I feel there is a need for raising public awareness of bullying?

Agree  Unsure  Disagree

177. In your opinion, what is the best way to prevent bullying?

Raise public awareness on bullying  Encourage students to speak up if they are being bullied   
Create school anti-bullying policies and rules   
Bullying prevention programme at school (classroom discussion...)   
Hold parent information meetings about bullying  Train teachers how to prevent and deal with bullying   
Appoint school counsellors  Awareness activities on the ground (events, seminars...)   
Other specify

178. In your opinion, what is the most effective way of communicating awareness?

TV  Radio  Social media  Websites  Billboards   
Brochures  Phone messages  Public meetings  Other specify





**Save the Children**

---

# **BULLYING IN LEBANON: A DESK RESEARCH REPORT**

**SEPTEMBER 2018**

# INTRODUCTION

*Bullying, defined as “the use [of] superior strength or influence to intimidate (someone), typically to force them to do something,”* is a social phenomenon that has been spreading on a global scale, evolving in not only space but also in forms, causes, and consequences. Given the engrained sectarian systems that are present in Lebanon, the influx of refugees, and the exposure of children to an unregulated cyberspace, bullying is becoming increasingly present in Lebanese schools and universities, as well as in cyberspace.

There are several types of bullying, some of which are more visible than others.

## DEFINITIONS

### PHYSICAL BULLYING

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. It causes both short-term and long-term damage.

### VERBAL BULLYING

Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic, transphobic, sexist or racist remarks, and verbal abuse. Verbal bullying ranges in severity, but may affect the individual at any level.

### SOCIAL BULLYING

Social bullying, sometimes referred to as covert bullying, is often harder to recognize and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Social bullying includes spreading rumors, negative facial or physical gestures, menacing or contemptuous looks, mimicking, encouraging others to socially exclude someone, and damaging someone’s social reputation or social standing.

### CYBERBULLYING

Cyber bullying can be overt or covert, and is done through digital technologies, including computers and smartphones, as well as social media, SMS, websites, and other online platforms. It can be public or private, and sometimes only known to the target and the person bullying. Cyber bullying can include: sending abusive or hurtful texts, emails, posts, images, or videos, deliberately excluding others online, harmful gossip or rumors, imitating others online or using their log-in information for abusive reasons.

## GLOBAL PREVALENCE OF BULLYING

School violence and bullying occurs throughout the world and affects a significant proportion of children and adolescents. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year (UNESCO Institute for Statistics, 2011). Estimates of the proportion of children and young people affected by school bullying specifically vary between countries and studies, ranging from less than 10% to over 65% (UNESCO Institute for Statistics, 2011). A meta-analysis of 80 studies, across contexts, analyzed bullying involvement rates, for both bullying others and being bullied, for 12-18 year old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyberbullying involvement (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014). More than one out of every five (20.8%) students report being bullied in the United States (National Center for Educational Statistics, 2016). 33% of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year (National Center for Educational Statistics, 2016). Of those students who reported being bullied, 13% were made fun of, called names, or insulted; 12% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% were excluded from activities on purpose (National Center for Educational Statistics, 2016). A slightly higher portion of female than

of male students report being bullied at school (23% vs. 19%). In contrast, a higher percentage of male than of female students report being physically bullied (6% vs. 4%) and threatened with harm (5% vs. 3% (National Center for Educational Statistics, 2016). Bullied students reported that bullying occurred in the following places: the hallway or stairwell at school (42%), inside the classroom (34%), in the cafeteria (22%), outside on school grounds (19%), on the school bus (10%), and in the bathroom or locker room (9%) (National Center for Educational Statistics, 2016). 43% of bullied students report notifying an adult at school about the incident. Students who report higher rates of bullying victimization are more likely to report the bullying (National Center for Educational Statistics, 2016).

## OVERVIEW: CYBER BULLYING

Prevalence rates for cyber bullying were lower than for traditional bullying, and cyber and traditional bullying were highly correlated (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014). Among high school students in the United States, 15.5% are cyberbullied, while 20.2% are bullied on school property (Center for Disease Control, 2015). Among middle school students in the United States, 24% are cyberbullied, while 45% are bullied on school property (Center for Disease Control, 2015). The percentages of individuals who have experienced cyberbullying at some point in their lifetimes have nearly doubled (18% to 34%) from 2007-2016 (Patchin & Hinduja, 2016). Those who are cyberbullied are also likely to be bullied offline (Hamm, Newton, & Chisholm, 2015). 23% of students who reported being cyberbullied in the United States notified an adult at school about the incident (National Center for Educational Statistics, 2016). Only 40–50% of cyberbullying targets are aware of the identity of the perpetrator (Patchin & Hinduja, 2016).

## GLOBAL INTERVENTIONS AND POLICIES

More than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, & Craig, 2001). School-based bullying prevention programs decrease bullying by up to 25% (McCallion & Feder, 2013). The reasons for being bullied reported most often by students include physical

appearance, race/ethnicity, gender, disability, religion, sexual orientation (National Center for Educational Statistics, 2016).

Bullied youth were most likely to report that actions that accessed support from others made a positive difference (Davis & Nixon, 2010). Actions aimed at changing the behavior of the bullying youth (fighting, getting back at them, telling them to stop, etc.) were rated as more likely to make things worse (Davis & Nixon, 2010). Students reported that the most helpful things teachers can do are: listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice (Davis & Nixon, 2010). Students reported that the most harmful things teachers can do are: tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling (Davis & Nixon, 2010).

The UN Convention on the Rights of the Child (CRC)'s Article 19 details that signatories and ratifying states must take "appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has the care of the child." While this article does not directly list bullying as a form of abuse, it does encompass violence against the child that may affect the child physically or mentally. This convention also does not have any articles protecting children against cyber-violence, an increasingly dangerous phenomenon for children (United Nations, 1989). In order to address this gap, the United Nations General Assembly passed a resolution (AR 69/158) on December 18th, 2014 on protecting children from bullying. This resolution encourages members states to take all necessary and appropriate measures to "prevent and protect children, including in school, from any form of violence, including forms of bullying, by promptly responding to such acts, and to provide appropriate support to children affected by and involved in bullying," to invest in education and educational institutions, to raise public awareness, and to share national experiences and best practices for preventing bullying, including cyberbullying (United Nations, 2015).

Anti-bullying legislation is enacted to help reduce and eliminate bullying. This legislation may be national or sub-national, and is commonly aimed at ending bullying in schools. Few countries have legislated anti-bullying laws and/or policies, such as Philippines in 2013 (The Philippine Star, 2015), and all fifty states in the United States have passed school anti-bullying legislation, the first being Georgia in 1999 (Bully Police USA, n.d.). On September 7, 2011, Chile's Congress approved "The Law about School Violence" that amended the General Law on Education to establish clear definitions, procedures, and penalties for school violence and bullying (Graciela Rodriguez-Ferrand, 2011). In Austria, laws impose a legal duty of care on teachers to ensure the safety and well-being of their students. Thus, teachers have both a professional and moral obligation to intervene in bullying episodes (Burger, Strohmeier, Spröber, Bauman, & Rigby, 2015). Adding to the latter, the provincial government of Quebec passed an anti-bullying law in 2004— it calls upon all Quebecois, students, parents, and school staff, to engage in a concerted effort to end bullying and violence in schools (Éducation et Enseignement Supérieur du Québec, 2018). On June 12, 2012, the National Assembly passed Bill 56: An Act to prevent and stop bullying and violence in schools, which involves various amendments to the Education Act and the Act respecting Private education. This Bill sets out the duties and responsibilities of the relevant school stakeholders and their partners (Éducation et Enseignement Supérieur du Québec, 2018). In Australia, the Victorian Registration and Qualifications Authority (VRQA) requires Victorian schools to have policies which provide students with a safe learning environment where the risk of harm is minimized and students feel physically and emotionally safe (Victoria State Government, 2018). Research indicates that it is essential that Bullying Prevention Policies are reviewed regularly and revised to ensure that the school's bullying prevention practices remain effective (Hemphill, Kotevski, Tollit, Smith, Herrenkohl, Toumbourou, & Catalano, 2012).

## BULLYING IN THE ARAB WORLD

A review of bullying in the Arab World by Kazarian and Ammar published in 2013 stated that while peer victimization has been a preoccupation of Europeans and North Americans for many decades, interest in school

bullying in the Arab world is recent. Limited prevalence studies on school bullying in the Arab world suggest varying rates of bullying, with 20.9% of middle-school adolescents reporting bullying in the United Arab Emirates, 31.9% in Morocco, 33.6% in Lebanon, 39.1% in Oman, and 44.2% in Jordan. These studies suggest that boys typically endorse more engagement in peer victimization than girls (Kazarian & Ammar, 2013). In a study that aimed to explore the factors affecting Jordanian school adolescents' experience of being bullied, the results showed that verbal bullying was the most common form of bullying, while cyber bullying was the least common type, and that male adolescents experienced bullying more than females (Shaheen, Hammad, Haourani, & Nassar, 2018). Additionally, adolescents from low-income families experienced bullying more than those from moderate-income families (Shaheen, Hammad, Haourani, & Nassar, 2018). To better understand bullying in Saudi Arabia, a qualitative study concluded that the lack of safe environments, recreational facilities, and inconsistencies in addressing problematic behaviors were subthemes that were found to be conducive to bullying, whereas dislike of school, racism, aggressiveness, and social isolation were emergent subthemes that were reflective of the potential impact of bullying (AlBuhairan, Al Eissa, Alkufeidy, & Almuneef, 2016). Preventive measures need to target the factors that the participants identified as conducive to bullying (AlBuhairan, Al Eissa, Alkufeidy, & Almuneef, 2016). There is a need for more research in the Arab world concerning forms, signs, locations and consequences of school bullying in addition to national policies and school-based, anti-bullying program initiatives (Kazarian & Ammar, 2013).

The following report details the available literature on bullying in Lebanon, including their gaps and findings.

## COUNTRY PROFILE

Lebanon (The Republic of)  
**Capital:** Beirut  
**Area:** 10452 square km  
**Major Language:** Arabic



With its high literacy rate and traditional mercantile culture, Lebanon has traditionally been an important commercial hub for the Middle East. It has also often been at the center of Middle Eastern conflicts, because of its borders with Syria and Occupied Palestine and its uniquely complex sectarian make-up. Shia Muslims, Sunni Muslims, Christians, and Druze make up the majority population groups in a country that has been a refuge for the region's minorities for centuries (UN WORLD-BANK/BBC).

## LEGAL ASPECT OF CHILD PROTECTION IN LEBANON

Unfortunately, there is no comprehensive Children's Code in the Lebanese law. Rather, there is legislation relevant to children in a number of Codes, Laws and Decrees (Child Rights International Network, 2012). Personal status laws are particularly fractured, as they are placed under the jurisdictions of Lebanese confessional groups, and thus are not unified. Legislation of particular relevance to children includes, but is not limited to: The Penal Code (Decree No. 340); Code of Criminal Procedure (Law No. 328 of 7 August 2001); The Code of Obligations and Contracts (Law of 9 March 1932); The Labour Code (Law of 23 September 1946); Law No. 422 dated 6 June 2002 on the Protection of Juveniles in Conflict with the Law or at Risk; Law No. 220 of 2000 on the Rights of Persons with Disabilities; Law No. 686 of 1998 on free and compulsory education; Decree No. 700 dated 25 May 1999 on the prohibition of hiring juveniles before they complete sixteen years of age or seventeen in hazardous jobs; and Decree No. 9091 dated 15 November 2002 on setting the standards and specifications of public schools building in general pre-university education (Child Rights International Network, 2012).

Lebanese legislation took an advanced step in the matter of the protection of juveniles by issuing Legislative Decree No. 119 of 16/9/1983. There are gaps in this legislation, however, that needed to be addressed. The accelerated development in this field, with the efforts of the United Nations, its specialized centers and the treaties concluded on childhood and its rights, necessitated the adoption of some modern concepts (Center for Research and Studies in Legal Informatics, n.d.). The presi-

dent of the republic at the time, Emile Lahoud, presented the draft law that was approved by Decree No. 1727, which aims at protecting juvenile offenders who are in violation of the law or at risk. The latter law amended by the committees of administration, justice, women, children, human rights and the House of Representatives on the 6th of June, 2002 (Ministry of Justice, n.d.). The law 422, in its Section III titled "Event at Risk", states in its Article 25 that "The juvenile shall be considered threatened in the following cases: 1 - if found in an environment that is exploited or threatens the health, safety, morals or conditions of education. 2. If he/she is subjected to sexual assault or physical violence that exceeds the limits of what is permitted by the custom of harmless discipline, and 3- If he/she is a beggar or a homeless person" (Ministry of Justice, n.d.).

The report titled: "التقرير الدوري الرابع والخامس عن تنفيذ إتفاقية حقوق الطفل في لبنان 2005 - 2014" has been prepared in accordance with the general guidelines relating to the form and content of periodic reports to be submitted by States parties in accordance with article 44, paragraph 1 (b), of the Convention, adopted by the Committee at its fifty-fifth session (Ministry of Social Affairs, n.d.). As part of the efforts of the Higher Council for Childhood to develop the National Plan, it has initiated the draft preparation of sectorial plans in the following topics: protection, rehabilitation and reintegration of street children, participation of children, early childhood, persons with disabilities, and child trafficking (Ministry of Social Affairs, n.d.). However, the National Strategy for the Prevention and Protection of Children from Violence is the only one approved by the Council of Ministers in 2012 (Ministry of Social Affairs, n.d.). Subsequently, as a result of the Syrian crisis, and the displacement of millions of vulnerable groups from Syria to Lebanon, the Lebanese state realized the responsibility entitled to protect the marginalized groups after the crisis. Accordingly, since October 2014, the Ministry of Social Affairs has been implementing the National Plan for the Protection of Women and Children in partnership with UNICEF and with funding from the European Union, aimed to improve the quality of life and mitigate the risks of vulnerable women and children through strengthening the role of the Ministry of Social Affairs as the national sponsor and regulator of child protection and gender-based violence, providing a safe environment and providing direct support services to the family (Ministry of Social Affairs, n.d.).

## FINDINGS ON BULLYING IN LEBANON

The most prominent issues mentioned, among many others listed in the table below, are:

- The lack of proper and effective awareness in the face of rising bullying in schools;
- The risks Syrian refugees undergo in the educational system;
- The potential exposure to child sexual abuse and exploitation in schools;
- The multiple facets of bullying and the repercussions on both the bully and the bullied.

A study on school-related gender based violence in Lebanon details the various forms of bullying that predominantly affect students, including physical, psychological, sexual, and economic violence/harm, all of which have a gender component, and can lead to significant psychological, emotional, sexual, and physical disturbances (Mansour & Karam, 2012, p 25).

This study also details the specific forms of school-related violence that prevail in private and public schools in Lebanon. Below are two horizontal bar graphs that show the exact prevalence among the sample segregated by public versus private school. The five most common forms of bullying/school-related violence were: calling names, beating others, making fun of others, embarrassing others, and insulting others. And the least (but still prevalent) five forms of bullying were: writing anonymous SMS messages, making anonymous phone calls, excluding people on the basis of nationality or sex, and getting aggressive on social media (Mansour & Karam, 2012).

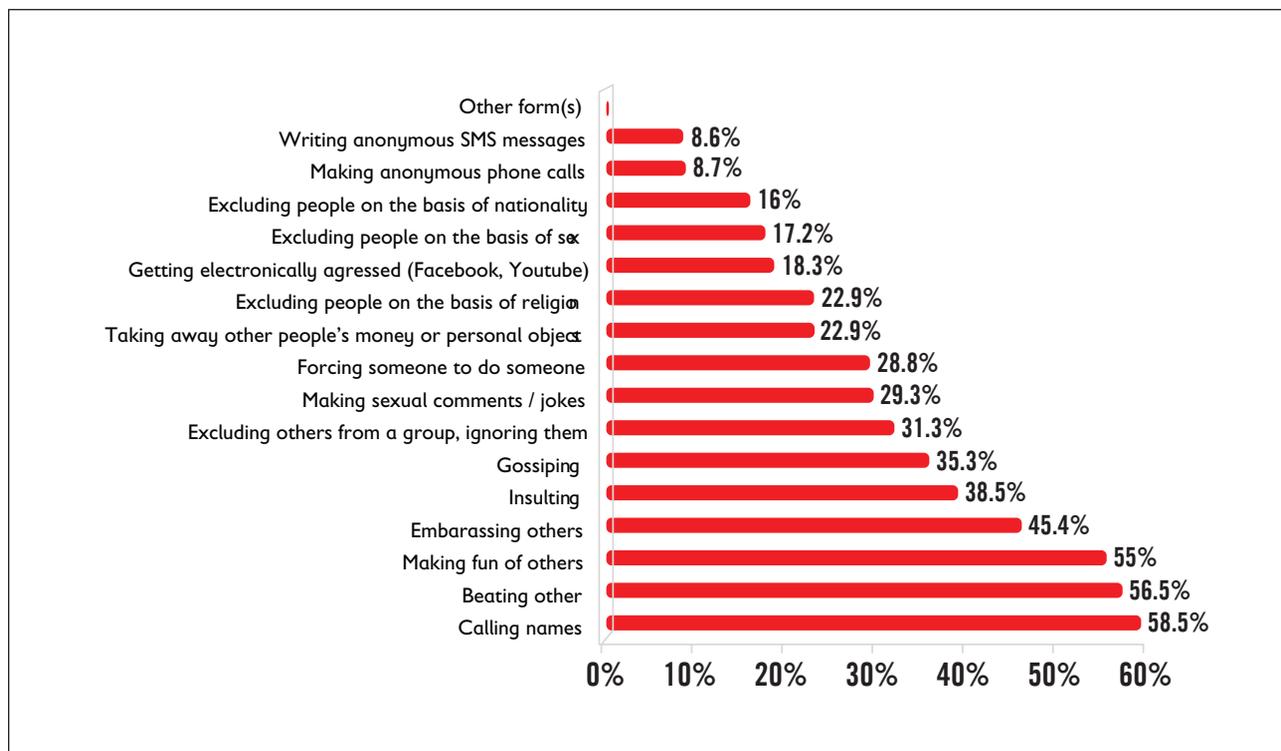


FIGURE 1: MOST FREQUENT FORMS OF SCHOOL RELATED VIOLENCE AMONG PEERS AMONG PRIVATE SCHOOL STUDENTS

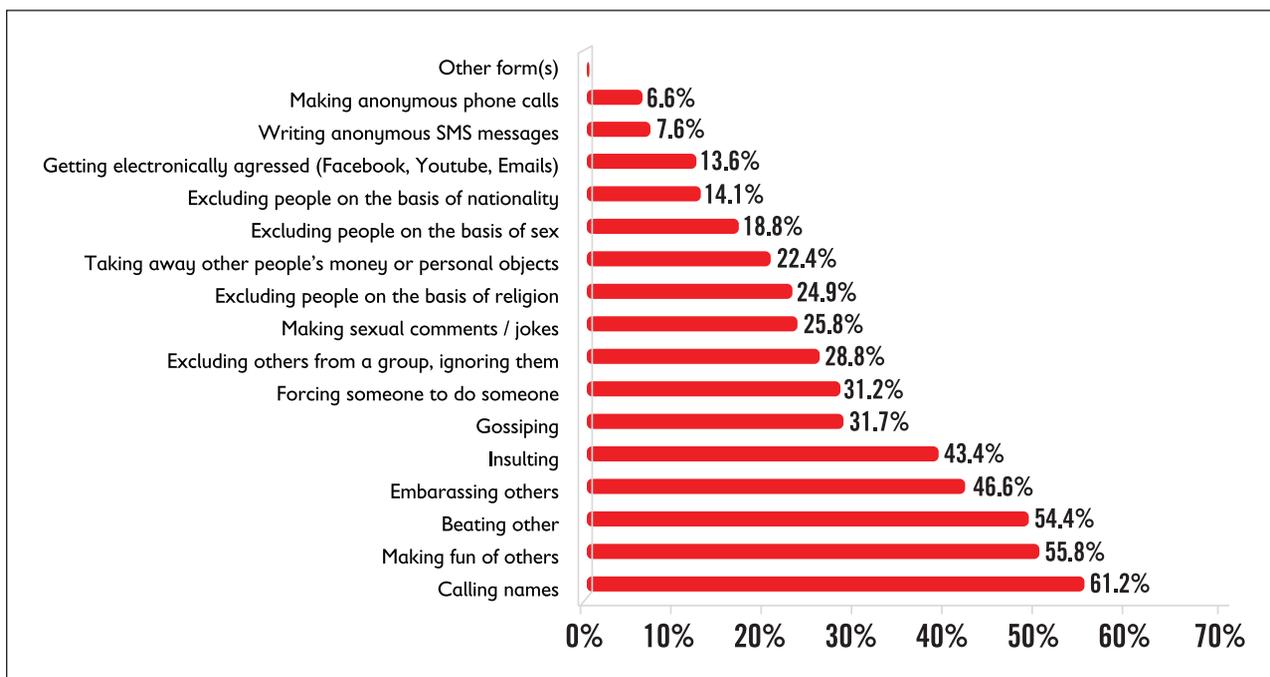


FIGURE 2: MOST FREQUENT FORMS OF SCHOOL RELATED VIOLENCE AMONG PEERS AMONG PUBLIC SCHOOL STUDENTS

The literature illustrates a dire need for focused efforts on lessening the rates of bullying and mitigating its negative impacts on child development, particularly for school-aged Syrian children or children with varying vulnerabilities (e.g. learning or physical disabilities, exposure to sexual abuse or gender-based violence). It is imperative to also shed light on the psychological, social, and physical causes and consequences of bullying, not only on the bullied (victim), but also on the bully himself. Among the symptoms to monitor are: social isolation or avoidance, emotional distress, unexplainable injuries, frequent headaches or stomach aches, feeling sick or faking illness, changes in eating habits, difficulty sleeping/nightmares, loss of interest in, or fear of, school, decreased self-esteem, self-destructive behaviors (United States Government, n.d., para. 3). For sexual violence or exploitation of children, the symptoms include delayed prevalence of headaches, “abdominal pains and gastrointestinal disorders, gynecologic and pelvic disorders, [as well as] panic-related symptoms” (Leserman 2005, as cited in Usta, J.A. et al., 2008, p. 22).

Kafa’s report on child sexual abuse shows that some children view schools as potential locations for sexual abuse (by teachers), making it imperative to develop national protective mechanisms for children in educational institutions, to protect from forms of abuse including sexual abuse and bullying (Usta et al., 2008, p. 20). This study, however, did not list bullying as a direct risk factor for child sexual abuse, nor does it include physical bullying in the realm of child sexual abuse

(specifically by teachers). Mansour & Karam’s 2012 study on school-related gender based violence details more specifically that some students felt unsafe in school parking lots, toilets, and school entrances/exits, as well as in the transportation vehicles they use to get to and from the schools, specifically during recess hours. “School-Related Gender-Based Violence” also illustrates that almost all students had witnessed at least one form of violence at school, and would defend themselves with hitting if they were physically harmed (Mansour & Karam, 2012).

In a study that investigated the prevalence of bullying at schools in the Greater Beirut Area, 665 male and female children, of mean age 13.8 years, participated (Khamis, 2015). Results indicated that a high proportion of children had been involved in bullying, on a regular basis, with victims having a higher prevalence ratio than bullies and bully/victims (Khamis, 2015). Verbal bullying including spreading rumors was the most common type of victimization, followed by being rejected from a group (Khamis, 2015). Being bullied about one’s religion or sect encompassed one of the most common bullying behaviors in schools (Khamis, 2015). Students rarely tried to stop a student from being bullied and teachers were reported to have done relatively little or nothing to counteract bullying (Khamis, 2015). Contrary to the global prevalence, bullying was more among boys than girls (Khamis, 2015). The study was able to correlate that children who were identified as bully/victim, victim, and bully suffered from PTSD compared

to those who were not identified as being involved in bullying (Khamis, 2015). Child's gender and emotion-focused coping stood out as risk factors for the development of bullying behaviors whereas age, problem-focused coping, family environment, and school environment were significant protective factors (Khamis, 2015).

The purpose of this study was to gauge the perceptions and attitudes of a sample of Lebanese school personnel towards the bullying phenomenon with a view to devising and implementing effective professional development strategies to address the problem (Rabah, & Vlaardingerbroek, 2005). The targeted sample consisted of ten Anglophone private schools working within the Greater Beirut area (Rabah, & Vlaardingerbroek, 2005). Teasing and ridicule were reported as being the most prevalent in respondents' schools, whereas direct physical bullying and intimidation were mostly reported as occurring only occasionally. Only 12% of the sample considered bullying to be a fairly serious problem in their schools (Rabah, & Vlaardingerbroek, 2005). A large majority (87%) agreed that teachers play a crucial role in bullying prevention. But, then, more than 70% conceded that teachers do not notice all kinds of bullying. All schools, except for one, reported that they had designated school personnel who were responsible for dealing with bullying and its consequences (Rabah, & Vlaardingerbroek, 2005). In all schools, the administrators claimed that students who are guilty of bullying are counselled and given the opportunity to make things right (Rabah, & Vlaardingerbroek, 2005). However, only six of the nine administrators said that they had a definite school policy on bullying (Rabah, & Vlaardingerbroek, 2005).

## **SPECIALIZED INTERVENTION: KIDPROOF OVERVIEW**

Kidproof was founded in 2000, and has grown into an internationally renowned expert body in child and family safety. Growing out of a small community in Canada, it now works with communities in the Middle East and North Africa, India, Australia, Nepal and Southeast Asia, Mexico, and South America on holistic child protection programmes that target parents, children, as well as educators. Ms. Darine El-Masri, a renowned expert in child and family safety, lawyer, and entrepreneur, was chosen to be Kidproof Safety's MENA Region President. Ms.

El-Masri now acts as a leader who encourages parents, educators, and children to learn about and recognize dangers related to "abduction, abuse, gun and internet safety, drugs, alcohol, tobacco, accidental deaths, and much more." Kidproof's single-subject courses target over 120 private schools in Lebanon. The "Bullyproofing" course, offered to children in Lebanon, was last offered in August 2018, and teaches children about self-confidence, tolerance, and issues related to cyberbullying (Kidproof, n.d.).

## **CONCLUSION AND RESEARCH RECOMMENDATIONS**

The potential of schools being grounds for abuse (both bullying and child sexual abuse, by both peers and adults), necessitates Lebanon to create and implement laws to protect children from harm, by adults (teachers, administrators, other staff members) or by peers. The previously conducted research can help legislators, decision-makers, parents, and teachers craft and implement the legislation, policies, and ground rules that can best mitigate any harm for school-aged children.

The law was most recently updated sixteen years ago, and directly targets child protection. However, nothing about bullying in schools is mentioned in legislation. Adding to that, the custom on harmless discipline is very vague and thus potentially exonerates less severe forms of abuse.

Nevertheless, neither the law nor the policy mentioned above take the school setting to be an environment causing any violence to the child, or define and protect children from bullying. Nonetheless, as mentioned above, private schools in Lebanon have endorsed several precautions and measures to deal with bullying. However, given the lack of any legislation, how do we ensure the right measures in our public and private schools?

Even with a very limited number of studies from Lebanon, bullying is now considered an alarming phenomenon in our society. Its addition to the childhood

protection plan is an important advocacy point for all concerned parties.

One can only advise the necessity of a multiple-action research effort built on existing research to study the multiple facets, causes, and spaces of bullying in Lebanon, and offer palpable solutions to all relevant and related social issues.

## SAVE THE CHILDREN'S RECOMMENDATIONS

Children, caregivers, school administrators, and experts agree that bullying is a serious problem that requires multifaceted solutions. KIs and FGDs revealed several basic recommendations for reducing bullying in Lebanese schools and communities:

- Engage children, caregivers, school administrators, and government ministries in participatory dialogue to create anti-bullying rules and prevention strategies.
- Involve students, parents, teachers, and staff in anti-bullying trainings.
- Provide teachers and staff with professional development opportunities to help them recognise bullying and adopt appropriate interventions.
- Recruit social development professionals or counsellors to aid schools and students with prevention and intervention techniques for bullying.
- Encourage school leaders to promote a friendly, accepting, and tolerant environment.
- Discourage teachers and staff from intentionally or unintentionally acting aggressively toward students, or otherwise diminishing them.
- Raise public awareness through community meetings, social media, and partnerships with NGOs and media outlets.

There is an urgent need to implement school-wide, national intervention programmes that strengthen students', parents', and teachers' awareness of bullying.

The programmes should draft clear rules regarding bullying and create pedagogic curricula on proper behaviour, healthy interpersonal relationships, and acceptance of others.

These programmes must highlight the importance of working alongside children and parents throughout the process. Developing a national effort to eliminate bullying in schools and communities in Lebanon would represent a crucial step toward ensuring children's fundamental rights to education and safety are secured.

## REFERENCES

Akar, B., Chen, A., Shuayb, M., Makari, K.M., Holland, W.C., Bokern, F., Hallisso, F., Kleit, A., Bushman, J. and Akar, B. An emerging framework for designing and providing education to Syrian refugee children in Lebanon.

AlBuhairan, F. S., Al Eissa, M., Alkufeidy, N., & Almuneef, M. (2016). Bullying in early adolescence: An exploratory study in Saudi Arabia. *International Journal of Pediatrics and Adolescent Medicine*, 3(2), 64-70.

Al-Hroub, A., & McLaughlin, C. (2016). Understanding and Supporting Vulnerable Children in Schools in Lebanon. *Education and Youth Policy Research*.

Al-Hroub, A., & McLaughlin, C. (2016). Understanding and Supporting Vulnerable Children in Schools in Lebanon. *Education and Youth Policy Research*.

Center for Research and Studies in Legal Informatics. (2002, June 06). **حماية الاحداث المخالفين للقانون او المعرضين للخطر**. Retrieved September 13, 2018, from <http://www.legallaw.ul.edu.lb/Law.aspx?lawId=244401>

Child Rights International Network. (2012, December 19). **LEBANON: NATIONAL LAWS**. Retrieved September 14, 2018, from <https://www.crin.org/en/library/publications/lebanon-national-laws>

Child Safety Education, Home Alone Course for kids. (n.d.). Retrieved September 13, 2018, from <http://www.kidproofsafety.com/>

Culbertson, S., & Constant, L. (2015). Education of Syrian refugee children: Managing the crisis in Turkey, Lebanon, and Jordan. Rand Corporation.

Davis, S., & Nixon, C. (2010). The youth voice research project: Victimization and strategies. Retrieved from: <http://njbullying.org/documents/YVPMarch2010.pdf>

Éducation et Enseignement Supérieur du Québec. (2018). *The Government Strategy Against Bullying and*

*Violence in the Schools*. Retrieved September 14, 2018, from <http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/government-strategy/>

El Bcheraoui, C., Kouriyi, H., & Adib, S. M. (2012). Physical and verbal/emotional abuse of schoolchildren, Lebanon, 2009.

Ghalayini, N., Ismail, G., & El-Ghali, H.A. (2016). *Responding to Crisis: Syrian Refugee Education in Lebanon*. Education and Youth Policy Research.

Gumma-Swiatkowski, S. (2012). *Comparing Levels of Acculturation among Arab-American Postelementary Students and Incidences of Bullying* (Doctoral dissertation, Walden University).

Hemphill, S.A., Kotevski, A., Tollit, M., Smith, R., Herrenkohl, T. I., Toumbourou, J.W., & Catalano, R. F. (2012). Longitudinal predictors of cyber and traditional bullying perpetration in Australian secondary school students. *Journal of Adolescent Health*, 51(1), 59-65.

Human Rights Watch. (2016, June 19). **Lebanon: 250,000 Syrian Children Out of School**. Retrieved September 12, 2018, from <https://www.hrw.org/news/2016/07/19/lebanon-250000-syrian-children-out-school>

Kazarian, S. S., & Ammar, J. (2013). School bullying in the Arab world: A Review. *The Arab Journal of Psychiatry*, 24(1), 37-45.

Kazarian, S. S., & Ammar, J. (2013). School bullying in the Arab world: A Review. *The Arab Journal of Psychiatry*, 24(1), 37-45.

Khamis, V. (2015). Bullying among school-age children in the greater Beirut area: Risk and protective factors. *Child abuse & neglect*, 39, 137-146.

Khamis, V. (2015). Bullying among school-age children in the greater Beirut area: Risk and protective factors. *Child abuse & neglect*, 39, 137-146.

Lynn Hawkins, D., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social development*, 10(4), 512-527.

Maalouf, F.T., Ghandour, L. A., Halabi, F., Zeinoun, P., & Tavitian, L. (2016). Psychiatric disorders among adolescents from Lebanon: prevalence, correlates, and treatment gap. *Social psychiatry and psychiatric epidemiology*, 51(8), 1105-1116.

Mansour, Z., & Karam, S. (2012). School-Related Gender Based Violence (SRGBV) in Lebanon. Beirut.

Ministry of Education and Higher Education, Lebanon. (2016, August). Reaching All Children with Education: RACE II (2017-2021). Retrieved from [http://www.mehe.gov.lb/uploads/file/2016/Oct/RACE\\_II\\_FINAL\\_Narrative\\_29AUG2016.pdf](http://www.mehe.gov.lb/uploads/file/2016/Oct/RACE_II_FINAL_Narrative_29AUG2016.pdf)

Ministry of Justice. (n.d.). **النصوص القانونية - قانون الاحداث**. Retrieved September 13, 2018, from <http://ah-dath.justice.gov.lb/law-ahdath -1.htm>

Ministry of Social Affairs. (n.d.). **التقرير الدوري الرابع والخامس عن تنفيذ إتفاقية حقوق الطفل في لبنان 2005-2014** (pp. 1-66, Rep.). doi:[https://tbinternet.ohchr.org/.../CRC\\_C\\_LBN\\_4-5\\_6680\\_A.docx](https://tbinternet.ohchr.org/.../CRC_C_LBN_4-5_6680_A.docx)

Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 55(5), 602-611.

National Center for Education Statistics. (2016). Indicators of School Crime and Safety: 2015. U.S. Department of Education. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=719>

Rabah, J.Y., & Vlaardingerbroek, B. (2005). Teachers' and administrators' perceptions of the bullying problem in Lebanon. *Mediterranean Journal of Educational Studies*, 10(2), 115-123.

Shaheen, A. M., Hammad, S., Haourani, E. M., & Nassar, O. S. (2018). Factors Affecting Jordanian School Adolescents' Experience of Being Bullied. *Journal of pediatric nursing*, 38, e66-e71.

Shuayb, M., Makkouk, N., & Tuttunji, S. (2014). Widening access to quality education for Syrian refugees: The role of private and NGO sectors in Lebanon. Centre for Lebanese Studies.

UNESCO Institute for Statistics (2011). *Global Education Digest 2011: Comparing Education Statistics across the World*.

United Nations (1989). "OHCHR | Convention on the Rights of the Child." OHCHR | Convention on the Rights of the Child, UN, [www.ohchr.org/en/professionalinterest/pages/crc.aspx](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx).

United Nations General Assembly (2015). "A/RES/69/158 - E." A/RES/61/295 - Resolution on Protecting Children from Bullying, UN, 3 Feb. 2015, [undocs.org/A/RES/69/158](http://undocs.org/A/RES/69/158).

United States Government. (n.d.). Warning Signs for Bullying. Retrieved September 13, 2018, from <https://www.stopbullying.gov/at-risk/warning-signs/index.html>

Usta, J.A., Mahfoud, Z. R., Chahine, G.A., & Anani, G.A. (2008). Child sexual abuse: the situation in Lebanon. Kafa, Beirut.

Victoria State Government. (2018, September 05). Bullying Prevention Policy. Retrieved September 14, 2018, from <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

---

# NOTES

---

# NOTES

---

# NOTES





**Save the Children**

**BEIRUT COUNTRY OFFICE**

Beirut, Ashrafieh  
Sodeco Square, Bloc B, First Floor  
T +961 (1) 614680 /1/2/4/5/6/9

**BEIRUT FIELD OFFICE**

Beirut, Ashrafieh  
Sodeco Square, Bloc A, Second Floor  
T +961 (1) 614680 /1/2/4/5/6/9

**BEKAA OFFICE**

Zahle, Houch El Omara, Stargate  
Street, CET College Bldg, Third Floor  
T +961 (8) 813117

**NORTH OFFICE**

Akkar, Kouwaykhat  
Plot No. 356, Khaled Al Hayek Bldg.  
T +961 (6) 695761

[lebanon.savethechildren.net](http://lebanon.savethechildren.net)



Save the Children Lebanon



Save the Children Lebanon



SavetheChildrenLB



SaveChildrenLEB