



**A mixed Method
National Study**

**Violent Child Discipline
In Lebanon
March 2019**

شغلتي وعملتي
حماية الطفل من العنف



It takes a world
to end violence against children

World Vision
الرؤية العالمية

Table of Content

Table of Content	1
List of Figures	2
List of Tables	2
Acronyms	3
Acknowledgment	4
Executive Summary	5
Background and Literature Review	7
Methodology	9
Research Objective	9
Research Design	9
Sampling.....	9
Research Tools	10
Data Collection.....	10
Data Analysis	12
Ethical Considerations.....	12
Limitations and Challenges	12
Findings and Discussion	13
Data from parents’ survey and children’s FGDs	13
Descriptive Analysis.....	13
Correlational Analysis	29
Predictive Analysis.....	32
Recommendations	34
Conclusion	37
References	38
Annex A: Survey tool in English	39
Annex B: FGD guide for 8-11 y.o children	47

Annex C: FGD guide for 12-16 y.o children	50
--	-----------

List of Figures

Figure 1: Distribution of parents as per gender	11
Figure 2: Distribution of parents as per governorate	11
Figure 3: Distribution of parents as per their extent of exposure to stress factors	16
Figure 4: Stress factors average score and thresholds distribution	18
Figure 5: Distribution of parents as per their perception on different means of violence	20
Figure 6: perception of violence score and thresholds distribution	20
Figure 7: Distribution of parents as per exposure to violent behavior during childhood	21
Figure 8: Parent’s perceptions of violent behavior they were exposed to during childhood	21
Figure 9: Parents’ engagement when noticing VCD in other parents	22
Figure 10: Distribution of parents as per their perception on different reasons to use VCD	23
Figure 11: Distribution of parents as per their engagement in VCD on their children	24
Figure 12: Parents feeling after resorting to violence	24
Figure 13: Parents’ perception on different Suggestions to reduce violence	28
Figure 15: Association between stress exposure and actual VCD	29
Figure 16: Association between beliefs around VCD and actual VCD	30
Figure 17: Association between perception of violence and actual VCD	31
Figure 18: Association between parents' exposure to violence in childhood and actual VCD	32

List of Tables

Table 1: Distribution of the FGDs.....	11
Table 2: Demographic and socio-economic characteristics of the respondents	13
Table 3: Distribution of parents as per their beliefs around VCD	18
Table 4: Source of information used by parents regarding childcare	27
Table 5: Extent of parents’ participation in acting against violence.....	27
Table 6: Factors predicting VCD.....	33

Acronyms

B.O.T.	Bridge, Outsource, Transform
CP	Child Protection
DOT	Digital Opportunity Trust
EE	External Engagement
ELA	Evidence, Learning and Accountability
FGD	Focus Group Discussion
HOH	Head of Household
ITAW	It Takes A World
MENA	Middle East and North Africa
PDQ	Programme Development and Quality
SDGs	Sustainable Development Goals
STDs	Sexually Transmitted Diseases
UNICEF	United Nations International Children's Emergency Fund
VAC	Violence against Children
VCD	Violent Child Discipline
WHO	World Health Organization
WVL	World Vision in Lebanon
WVR	World Vision Romania
y.o	Years Old

Acknowledgment

This report is based on a data collection and focus group discussions (FGDs) undertaken by World Vision Lebanon (WVL) - Evidence, Learning and Accountability (ELA) department and External Engagement (EE) Unit. This research was designed and the report was prepared by Ms. Juliana Breidy (WVL/ Research and Data Analyst) with contributions and technical support from Ms. Ghinwa Monzer (WVL/ ELA intern), Ms. Joelle Semaan (WVL/ ELA Manager), Ms. Sanaa Maalouf (WVL/ EE director), Mr. Samir Chalhoub (WVL/ Policy and Advocacy coordinator), Ms. Sandy Malak (WVL/ ELA senior coordinator) Ms. Nasma Yaghi (WVL/ CP specialist), Ms. Manal Haddad (WVL/ CP Technical Officer), Mr. Clynton Beukes (WVL/PDQ director) and Ms. Kristine Mikhailidi (WVL/CP programming specialist).

WVL would like to express its appreciation to Ogero Telecom s.a.l and specifically to Dr. Imad Abi Rached (Ogero Telecom/ Strategic planning and PMO director) and to Ms. Zeina Bou Harb (Ogero Telecom/ International Cooperation Manager) for supporting the data collection process by providing the list of phone numbers to contact survey's participants.

© World Vision Lebanon 2018 first published 2019

All rights reserved. No portion of this publication may be reproduced in any form, except for brief excerpts in reviews, without prior permission of the publisher.

Published by World Vision in Lebanon

For Further information about this publication or World Vision Lebanon's publications, please contact:

Lebanon@wvi.org

The full research report is published World Vision's website: www.wvi.org/Lebanon

Executive Summary

A child's first human interaction experience, typically in a caring and nurturing context, occurs at home. However, it is the same place where a child is most likely to experience violence for the first time. This study aimed to contribute to the understanding of parents' perception and children's reactions to VCD and to the exploring of VCD prevalence in the Lebanese population and its association with different demographic, socio-economic and stress-related factors as well as beliefs and perceptions around violence.

The study was based on a mixed method research design that included data collection through phone surveys from a sample of 997 Lebanese parents in all eight Lebanese governorates and Focus Group Discussion (FGDs) with 36 Lebanese children.

The findings have shown that over 50% of the parents reported being exposed to a large extent to financial stress factors and 76% of them scored moderate to high on the overall stress score. When exposed to parents' stress most of the children reported feeling sad, nervous and insecure. Parents' exposure to moderate stress level showed to be significantly correlated and predictive of VCD in Lebanese parents.

Results also have shown that 15.2% of parents reported being undecided about the belief that the only way to discipline a child is to beat them. Another 17.3% agreed that their parents used to beat them and they are currently very well. These wrong beliefs are associated with VCD, moreover the predictive model showed that parents who were exposed to violence during their childhood are 111% more likely to resort to violence with their children.

The prevalence of VCD in Lebanese parents is 27.8%. This percentage could be of an underreporting due to social desirability as well as unclear understanding of VCD as showed by parents. Forty-five percent of the participants did not consider beating their children on the buttock as violence, 23.7% did not consider screaming at their children as violence and 12.9% did not consider being pre-occupied and neglecting their children's needs as violence. On the other hand, children all agreed that violence is not only physical, and concentrated that their parents most of the time do not have that same perception.

Other predictors of violence are large families (4-5 children), provinces like Baalback-Hermel where the culture of violence is more present due to less law enforcement and parents with lower education.

Based on the findings, World Vision in Lebanon (WVL) recommends immediate actions to be adopted by the Lebanese government in line with international commitments and child rights standards as well as update the national child protection strategy of 2012. Being an organization driven by Christian values, WVL also stresses on the importance of Lebanon's faith leaders from different religions and sects to stand for the rights and protection of children in law and in practice for they constitute the largest group of the population vulnerable to violence in all its forms. The role of civil society organizations, community or faith-based, is also important in tackling the root causes of violence against children. Local and civil society organizations must intensify their outreach to working and non-working parents using innovative approaches, but also consult with these on issues that affect them directly or other stress factors. Community conversations and organized sessions with grandparents as well as couple-to-couple initiatives are likely to have a positive impact on enhancing positive discipline at home.

Background and Literature Review

A child's first human interaction experience, typically in a caring and nurturing context, occurs at home. However, it is the same place where a child is most likely to experience violence for the first time. Three out of four children are exposed to VCD by their parents or caregivers at home, making up an estimate of 300 million children worldwide (UNICEF, 2017). Violence at home is therefore the most common form of violence experienced by children, followed by violence in schools (UNICEF, 2017). Despite its high prevalence, VCD is often unseen or under-reported worldwide. A meta-analysis of global data finds that self-reported child physical abuse is 75 times higher than official reports (Stoltenborgh, Bakermans-Kranenburg, Ijzendoorn, & Alink, 2013).

In the Middle East and North Africa (MENA), 85% of children between the ages of 2 and 14 are subjected to VCD at home, making a total of around 106 million children (UNICEF, 2018). The extent of VCD in Lebanon was presented in a recent report by UNICEF in 2017, and showed that over 80% of children experience violence at home. In a survey done by UNICEF in 2017, Lebanon ranked 19th out of 75 countries in the percentage of children who have experienced violent discipline within a month prior the admission of the survey, with 15% experiencing severe physical violence (UNICEF, 2017).

The World Health Organization (WHO) defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation” (WHO, 2016). VCD involves any physical punishment and/or psychological aggression (UNICEF, 2017). Physical punishment includes shaking, slapping or hitting a child on the hand, arm, leg, bottom, face, head or ears, as well as hitting elsewhere on the body using a hard object, and hitting or beating hardly and repeatedly. Whereas, psychological aggression involves neglect, shouting, yelling or screaming at a child, as well as calling offensive names (UNICEF, 2017).

The impacts of VCD are devastating and lead to a range of direct and indirect health and social problems. Direct health effects include injuries, like fractures, burns, head and internal injuries,

in addition to mental health problems, like depression, anxiety, post-traumatic stress disorders, suicide and assault (WHO, 2016). VCD might also lead to resorting to risky behaviors like smoking, alcohol, drugs and unsafe sexual practices that might lead to acquiring sexually transmitted diseases (STDs) (WHO, 2016). Recent findings showed that younger children are more likely to be subjected to physical punishment (UNICEF, 2017). Exposure to VCD at an early age can impair brain development and damage other parts of the child's nervous system leading to lifelong consequences (WHO, 2016). Social effects to VCD include poor school performance and early dropouts that can lead to child labor, exploitation and early child marriage (WHO, 2016).

VCD has been linked to a number of social, economic and cultural factors. Research indicates that parents' over expectations of their children's cognitive abilities and behaviors, in addition to their lack of knowledge usually result in the use of violence as a mean of discipline. Parents' own exposure to violence during childhood, was also associated to using VCD with their children (UNICEF, 2017). As for caregivers, many of them rely on violent methods, both physical and psychological, to punish or encourage certain behaviors. In fact, over 1 billion caregivers worldwide, admit to believe that physical punishment is a necessary form of discipline (UNICEF, 2017). And while media focuses in general on extreme cases, the day-to-day means of abuse remain ignored and with time become normalized and socially accepted in many communities.

For all the mentioned reasons, violence is one of the main topics the Sustainable Development Goals (SDGs) focus on. SDG target 16 in specific, which focuses on peace and justice, stresses on the importance of ending abuse, exploitation, trafficking and all forms of violence and torture against children (UNICEF, 2017).

Methodology

Research Objective

This research has four objectives:

1. Determine the prevalence of VCD in Lebanese parents population
2. Understand the perceptions of Lebanese parents aged 25-54 y.o on VCD
3. Understand the reactions of Lebanese children aged 8-16 y.o to VCD
4. Identify the predictors of VCD in a Lebanese population.

Research Design

The study is a mixed method research that included a survey operated nationally through phone surveys with Lebanese parents and qualitative component operated through FGDs with Lebanese children. The quantitative data was collected at one point in time through a cross-sectional observational design to provide a snapshot of the distribution of factors and perceptions around VCD in parents. The qualitative data with children complemented the data collected with parents to provide a better understanding of their reactions.

Sampling

To ensure a national representativeness of Lebanese parents, the sample size for parents was calculated using secondary data from the demographic profile of Lebanese population in 2018 where number of adults aged 25-54 y.o was estimated, and population size data where the distribution of population in each Lebanese governorate was calculated. Ogero Telecom s.a.l supported WVL ITAW campaign by providing a random list of 20,000 clients' landlines phone numbers (aged 25-54 y.o) to use for sampling purpose.

The final sample size consisted of 997 parents (men and women) aged 25-54 y.o and distributed as per the population size across the 8 governorates of Lebanon taking into account 95% CI and 5% Margin of error.

Five FGDs were conducted with 36 children aged 8-16 y.o in different areas (Akkar, Central Bekaa, West Bekaa, Bint Jbeil and Bourj Hammoud) where WVL is implementing Child Protection (CP) programmes to complement the quantitative data from the parents.

Research Tools

The tool for the survey was originally developed by World Vision Romania for the segmentation research on VCD. It was then been modified and translated to Arabic by WVLELA and EE team to fit into the Lebanese context. It included questions about demographic and socio-economic factors, parental stress factors and beliefs and perceptions around VCD (Annex A, B). The tools for the FGDs were developed by the ELA team for two different age groups 8-11 y.o and 12-16 y.o. The FGD guide for younger children included a child-friendly approach through Jigsaw quiz puzzle and storytelling to assess children reactions to parental stress and VCD. The FGD guide for 12-16 y.o children addressed the same research questions with open-ended questions (Annex C. D).

Data Collection

Parental data was collected through phone interviews with the selected Lebanese parents by an external consultant; “Bridge, Outsource, Transform” (B.O.T.). B.O.T is a platform that provides access to jobs for Lebanese youth and gives them the opportunity to enhance their skills, while earning an income, through different learning pathways and career directions. The B.O.T youth group was trained at WVLELA prior conducting the calls to ensure their understanding of the research objective and the survey content. They were also trained on WVLELA Child Protection (CP) policy including safe identification and referral of CP incidents.

Phone calls were conducted during the months of November and December 2018 during two shifts, morning time (9:00 am to 12:00 pm) and afternoon time (12:00 pm to 8:00 pm) to ensure the representativeness of working and non-working parents in the sample. Distribution of parents as per their gender and governorates are presented respectively (Figures 1 and 2).

The FGDs were conducted in five WVLELA areas development programmes (ADP) with girls and boys from two age groups as per table 1.

Table 1: Distribution of the FGDs

Number of children	Age group	Area
4 girls and 1 boy	8-11 y.o	Bourj Hammoud-Beirut
4 girls and 4 boys	8-11 y.o	Tebnin-Bint Jbeil
5 girls and 3 boys	12-16 y.o	Kabb Elias-West Bekaa
4 girls and 4 boys	12-16 y.o	Ferzol-Central Bekaa
5 girls and 3 boys	8-11 y.o	Arida-Akkar

Figure 1: Distribution of parents as per gender

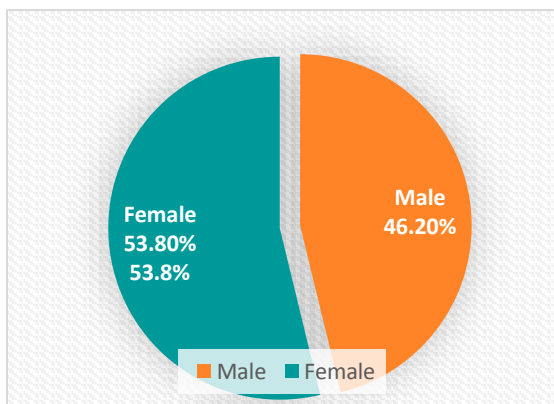
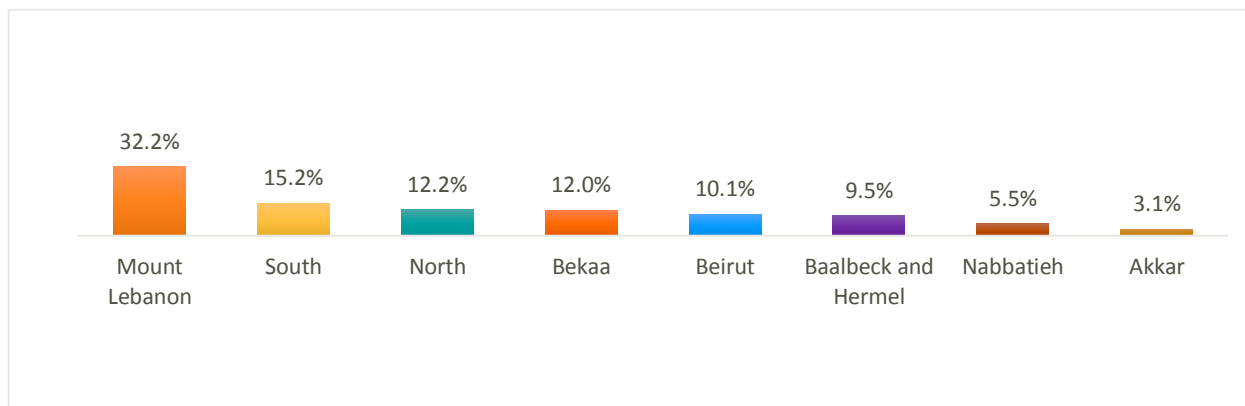


Figure 2: Distribution of parents as per governorate



Data Analysis

Data for parents was entered and analyzed using the statistical software package SPSS Statistics 24. Scores and thresholds were created for stress factors and perceptions around violence. All variables were tabulated and presented as means and standard deviations (SD) or frequencies and percentages. Bivariate analyses were performed to determine the association between various independent factors and the main outcome of interest: resorting to VCD. A multivariate logistic model was then computed including the determinants with significant associations determined at a p-value level ≤ 0.05 as obtained from appropriate statistical tests (Chi-square or Independent t-test). Multivariate associations were considered significant if the odds ratio (OR) differed from 1 and the confidence intervals (CI) did not include the value. Finally, a best-fit predictive model was suggested for the outcome of interest. Qualitative data analysis was completed using the thematic coding approach. The themes that were grouped together were tabulated in a matrix, followed by analysis of the reports of FGD participants under each theme.

Ethical Considerations

Ethical considerations related to social research have been taken into consideration in this study. The objectives of the research were explained to parents at the beginning of the phone calls and to children at the beginning of FGDs. Confidentiality was assured and parents and children were informed that they can choose freely whether to participate or not and that they can skip any question or withdraw at any time of the survey or the FGD. An oral consent was taken from all participants. Youths assigned to collect data were trained by WVL CP technical specialist on the safe identification and referral mechanisms for CP incidents.

Limitations and Challenges

When considering the findings of the study, some methodological limitations should be kept in mind. First the database provided by Ogero excluded all population with no access to landlines and thus was not representative of the population. Second, the survey was relatively long (15-20 min) which yielded high refusal rate and poor completion rate due to respondent fatigue. Information bias, mainly underreporting of the outcome (resorting to VCD) is possible due to

social desirability. The unclear definition of “violence” for a number of parents may have affected this underreporting as well.

Findings and Discussion

Data from parents’ survey and children’s FGDs

Descriptive Analysis

Demographic and Socio-economic Characteristics of parents

The section below describes the demographic and socio-economic characteristics of the 997 participants. The average age of participants was 41.7 (± 7.7) with 33.9% aged between 31-40 y.o. 98.3% of the participants were married; Among the married participants, 8.6% were early married before reaching 18 y.o and 82.3% were married at an age between 18 and 30 y.o. The majority of participants had between 2 and 3 children (62.9%). Thirty-nine percent of the participants had a university level education, and only 1% were illiterate. Thirty-eight percent were full-time employees and 35% housewives.

The father was the main income contributor for 95.7% of the families. Forty-three percent of participants had a total monthly family income between USD 1001 and USD 2000, 4.3% had an income below 500 USD and only 2% had an income above 4000 USD. Table 2 provides further details. This is aligned with World Bank data in where it was found that 70% of the Lebanese population generates an annual income of less than USD 10,000 (World Bank 2010).

Table 2: Demographic and socio-economic characteristics of the respondents

Variable	n (%)
Sample size	N=997
Age	Mean (\pm sd)
	41.7 (± 7.7)
	18-30
	111 (11.1%)
	31-40
	338 (33.9%)
	41-50
	427 (42.8%)
	51-54
	121 (12.1%)
Social status	Married
	980 (98.3%)
	Single
	0 (0.0%)
	Separated
	3 (0.3%)
	Divorced
	2 (0.2%)
	Widowed
	12 (1.2%)
Age when married	Mean (\pm sd)
	23.9 (± 5.1)
	<18
	86 (8.6%)
	18-30
	821 (82.3%)

	31-40	89 (8.9%)
	41-50	1 (0.1%)
	>50	0 (0.0%)
Number of children	Mean (\pm sd)	2.9 (\pm 1.3)
	1	93 (9.3%)
	2-3	627 (62.9%)
	4-5	244 (24.5%)
	5-6	22 (2.2%)
	>6	11 (1.1%)
Education	Illiterate	10 (1%)
	Primary	101 (10.1%)
	Intermediate	243 (24.4%)
	Secondary	205 (20.6%)
	University	389 (39%)
	Vocational	40 (4%)
	Technique	9 (0.9%)
Occupation	Full-time employee	380 (38.2%)
	Company owner	69 (6.9%)
	Freelancer	156 (15.7%)
	Housewife	349 (35%)
	Retired	21 (2.1%)
	I do not work	21 (2.1%)
	Other	0 (0.0%)
Participant is Head of Household	No	459 (46%)
	Yes	538 (54%)
Contributors to family income	Respondent (<i>out of 997</i>)	585 (58.7%)
	Spouse/partner (<i>out of 997</i>)	303 (30.4%)
	Adult children (<i>out of 997</i>)	42 (4.2%)
	Children under 18 (<i>out of 997</i>)	0 (0.0%)
	Spouse's family (<i>out of 997</i>)	5 (0.5%)
	Siblings (<i>out of 997</i>)	3 (0.3%)
	Other (<i>out of 997</i>)	0 (0.0%)
Top income contributor	Father	948 (95.7%)
	Mother	16 (1.6%)
	Adult children	20 (2%)
	Children under 18	0 (0.0%)
	Spouse's family	3 (0.3%)
	Siblings	2 (0.2%)
	Other	2 (0.2%)
Total family income	< USD 500	43 (4.3%)
	USD 500 - 1000	277 (27.8%)
	USD 1001 - 2000	433 (43.4%)
	USD 2001 - 4000	142 (14.2%)
	USD 4001 - 6000	14 (1.4%)
	>USD 6000	6 (0.6%)
	I don't know / no answer	82 (8.2%)

Parents' exposure to stressors and Children's reaction to parental stress

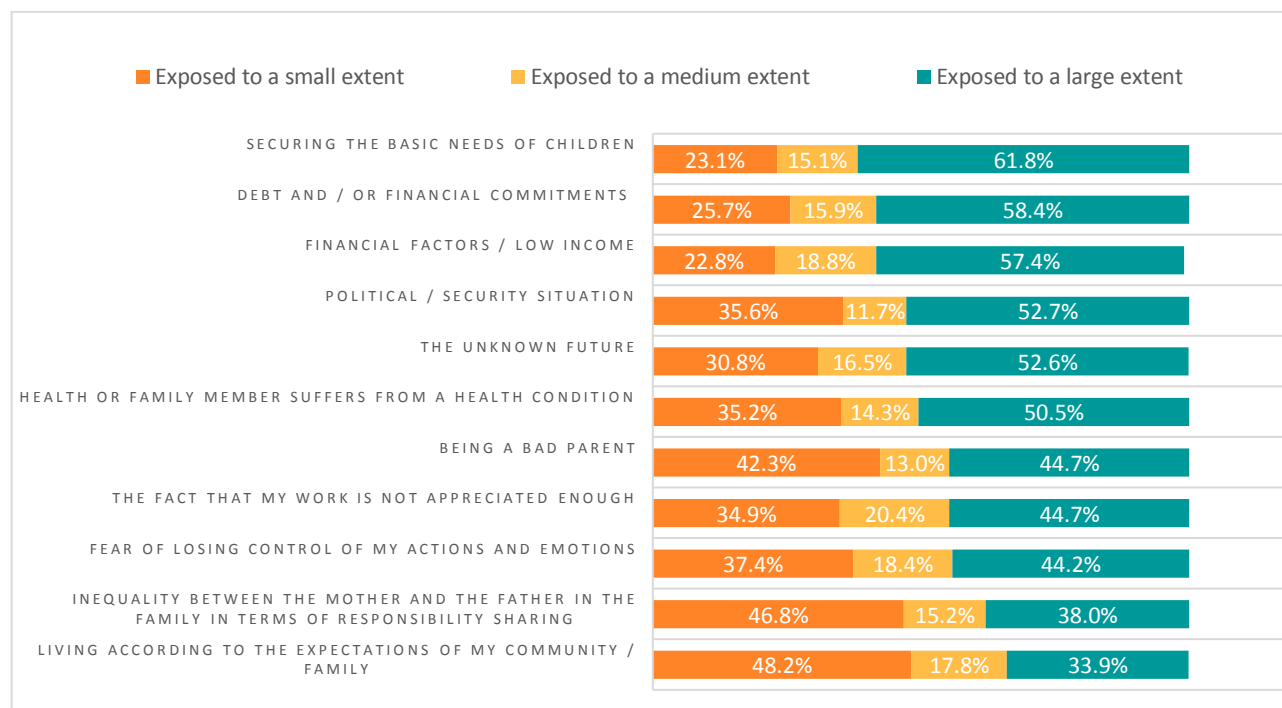
Over 50% of the surveyed parents reported that they were exposed to a large extent to stressors related to financial factors, like low income, debt and financial commitments. Sixty-two percent as well considered themselves highly stressed due to factors related to securing basic needs of children. This can be explained by the distribution of the total family income data

that was relatively low; 75.5% of the families had four members on average with less than 2000 USD as a family monthly income (Figure 3) while the cost of living in Beirut ranked as the third highest among 20 Arab cities and among 111 cities in upper middle-income countries in 2018 (Byblos Bank 2018).

The above results were reflected during the FGDs done with children, as when asked about parental stressors, financial constraints was the first answer reported by children. Children also reported that stress makes their parents easily irritated over minor things, they become more distant, and children feel un-heard. An 11 y.o boy in Ferzol said: *“They get angry easily when we ask them to buy us things”*.

A high percentage of parents reported also being exposed to a large extent to stressors related to their parenting skills and self-control; 44.7% were stressed about being bad parents and 44.2% were stressed about the fear of losing control over actions and emotions. Figure 3 presents more details on the distribution of stress factors. Children have also reported that financial stressors push parents to spend less on themselves to be able to provide the essential needs to their children. An 12 y.o girl in Kabb Elias said *“My mom never buys herself new clothes even for the Eid, she only offers new ones for me and my siblings”*. Some children added that parents use that as a strategy to make it up for their inability to provide all their children’s needs, so they stop caring for themselves. This may explain the feeling that most parents reported of “fear of being a bad parent” by not being able to provide their children’s needs.

Figure 3: Distribution of parents as per their extent of exposure to stress factors



When exposed to parents' financial stress, most of the children reported feeling sad, nervous and insecure. Some children reported considering themselves as **“victims” of this situation and feel irritation and anger**. A 9 y.o boy in Tebnin said: **“I feel angry because my parents can't buy me the toy”**. Children reported being jealous from their friends' better lifestyle and always comparing themselves to others. A 10 y.o girl in Kabb Elias said: **“I feel something bad when my friends have the school material that my parents cannot offer to me”**. Other children reported putting on their parents by constantly asking them to buy them things. A 10 y.o boy in Bourj Hammoud said: **“I will keep asking my father constantly for a mobile phone”**. A 9 y.o girl in Bint Jbeil said: **“I keep telling him I want this all the time”**.

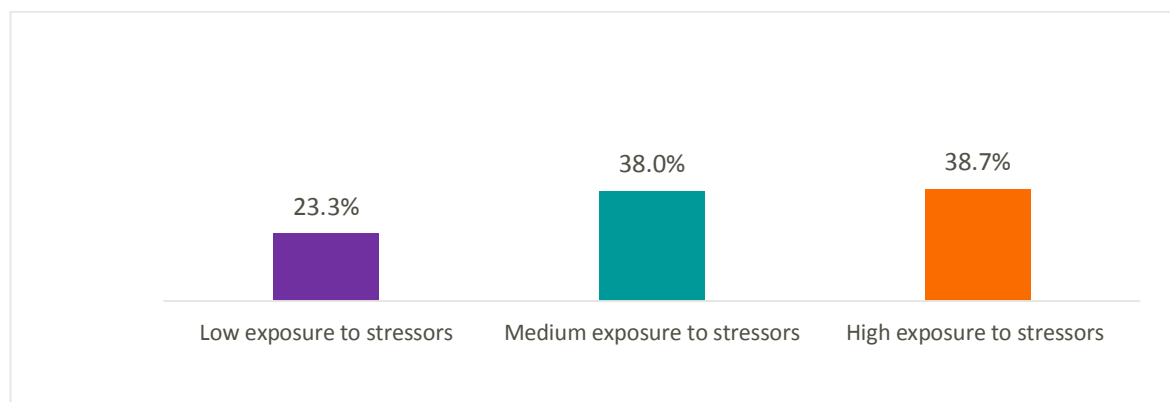
Many children reported feeling bad towards their parents' continuous struggle to make money and try to be understanding and helpful by delaying non-essential purchases. An 8 y.o boy in Bourj Hammoud said: **“I will wait till my parents secure money to buy the football ball”**. Some others prefer to participate in fewer outings with their friends. A 13 y.o girl in Kabb Elias

said: ***“I don’t mind to cancel the outing with my friends at school so my father can pay the debt instead”***. Few children reported saving from their pocket money to buy things they want, instead of asking their parents to buy it for them. An 11 y.o boy in Bourj Hammoud said: *“I want to save from my pocket money to be able to buy the Iphone later when I am older”*. Some children stated that getting good grades at school is their way to make their parents feel happy that the money spent on their education was worth it. A 15 y.o girl in Arida said: ***“I want to work a lot and succeed at school to encourage my parents”***.

Parents’ losing control on their actions, is mainly seen by children as fights and arguments at home. Therefore, when asked about that, children’s reactions were divided into two groups; some children feel upset and sad. They choose to stay out of the fight and go somewhere else in the house or outside to get away from the fighting or arguing. An 8 y.o girl in Tebnin said: ***“I lock myself in my bedroom and cry alone”***. A 12 y.o boy in Ferzol said: *“I don’t interact with anyone anymore”*. Other children play the role of an adult that they are not expected to assume and try to interfere in an attempt to fix the problem and find a solution for their parents. A 9 y.o boy in Bourj Hammoud said: ***“I ask them not to physically hurt each other”***. **A 13 y.o girl in Kabb Elias said: *“I try to talk to them to find a solution”***. A 9 y.o boy in Ferzol said: *“I stay with them to prevent anything bad when my mom becomes hysteric”*. All children reported to often worry when parents fight. They worry about their parents not loving each other anymore, or wanting to get a divorce. The main fear reported by children is the fear of any possible separation. A 10 y.o girl in Tebnin said: ***“I don’t know who to stay with if they decide to divorce”***.

An overall stress score was obtained by summing up the mentioned factors and creating cut-offs of low (11-18), moderate (19-25) and high (26-33) stress. The average stress factors score of the parents was 23.5 (± 6.8) with 76% having overall moderate to high exposure to stressors (Figure 4). This was reflected through the children’s answers, since all children were aware of their parents’ exposure to stressors. They all reported that parents live in a continuous struggle and have a lot of stressors, and that even when their parents do not verbally share these with them, they are able to notice changes in expressions and behaviors.

Figure 4: Stress factors average score and thresholds distribution



Parents' and children's beliefs around VCD

In order to understand parents' beliefs around VCD, participants were asked whether they agreed, were undecided or disagreed with four stated beliefs around violent discipline. Fifteen percent reported being undecided about the belief that the only way to discipline a child is to beat them. Another 17.3% agreed that their parents used to beat them and they are currently very well and 10.4% were undecided about that. Ninety-six percent of parents does not see VCD being religiously justified. Table 3 presents more details about parents' beliefs.

During the FGDs, many children repeated that parents still think of violence as the only mean to raise a child. They linked it to the older generation, saying that violence is an old method that parents acquired and use because they were raised that way. Children were against it however. A 13 y.o boy in Ferzol added: *"parents say that they do this for our sake, they should realize that in our days it's different, you cannot raise a child the same way you were raised"*. Few of them reported that violence is needed with some kinds of children, to protect them from bad irresponsible actions.

Table 3: Distribution of parents as per their beliefs around VCD

Beliefs around violent discipline	Agree n (%)	Neutral n (%)	Disagree n (%)
Total sample	N= 997		
The only way to discipline a child is to beat them	26 (2.6%)	151 (15.2%)	819 (82.2%)

Our parents used to beat us and we are currently very well	172 (17.3%)	104 (10.4%)	721 (72.3%)
Children imitate their parents in their behavior	638 (64.1%)	93 (9.3%)	264 (26.5%)
It is religiously justified to use violence to discipline children	18 (1.8%)	24 (2.4%)	955 (95.8%)

Parents’ and children’s perceptions on different means of violence

In order to understand their perceptions on different means of violence, parents were asked whether they agreed, were neutral or disagreed with 9 stated means of violence (Figure 5). An overall parents’ perception of violence score was computed and obtained from the mentioned means. Cut-offs of low perception (9-14), moderate perception (15-20) and high perception (21-27) were created. The average parents’ perception on violence score was 24.1 (±4.1) with 90.4% having high perception of means of violence meaning they understand what does VCD means (Figure 6).

Although the overall perception of violence score was high, however parents did not have a clear understanding of what VCD means and this was shown in the following results. Forty-five percent of the participants did not consider beating their children on the buttock as violence, 23.7% did not consider screaming at their children as violence, 12.9% did not consider being pre-occupied and neglecting their children’s need as violence and 8.9% did not consider the emotional abuse as a mean of violence.

Figure 5: Distribution of parents as per their perception on different means of violence

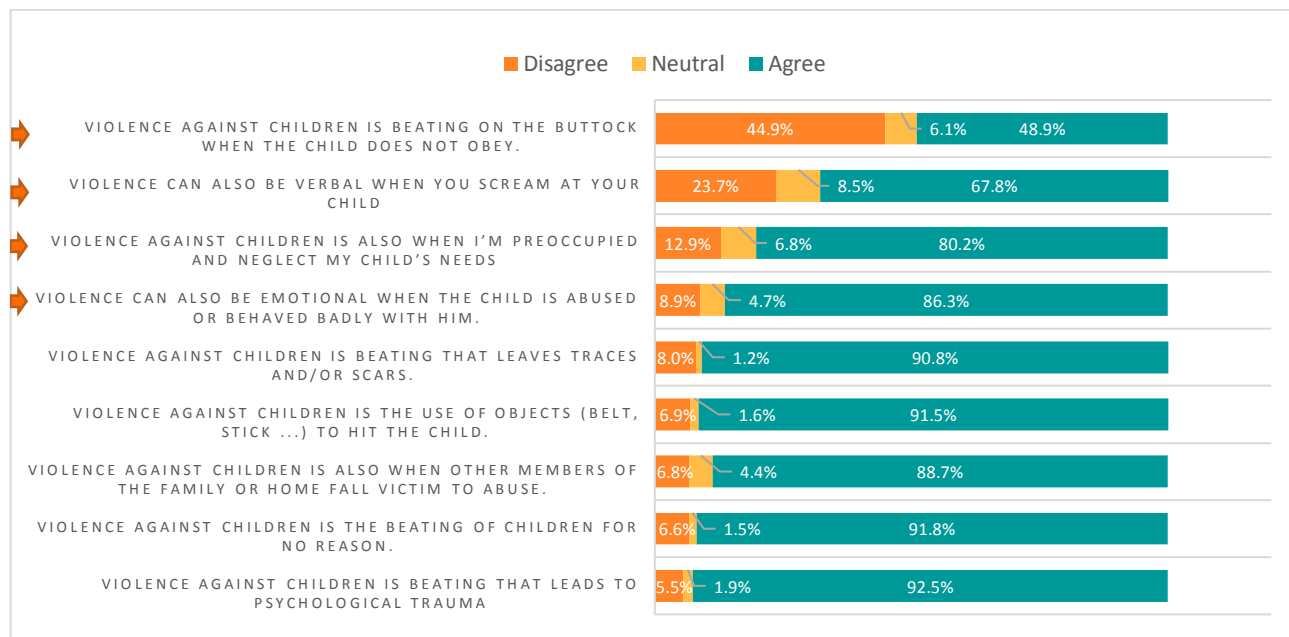
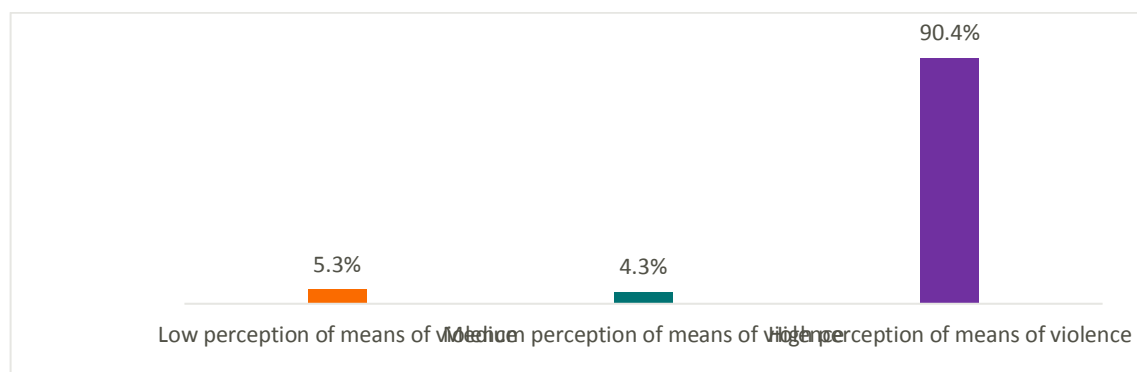


Figure 6: perception of violence score and thresholds distribution



On the other hand, children showed good understanding of violence during the FGDs. They all agreed that violence is not only physical, and stressed that their parents most of the time do not have that same perception. Children said that in their communities physical violence is less common, while emotional abuse is very frequent and happens all the time. While only 86.3% of parents agreed that emotional and verbal abuse is a form of violence, almost all of the kids

mentioned it as such. Some of the examples they gave: “I often hear insults and name calling such as dumb, animal, go to hell, etc...” said a 15 y.o boy in Kabb Elias. A 12 y.o girl in Arida said: “I feel like I don’t own my future when they keep threatening me to drop me from school”.

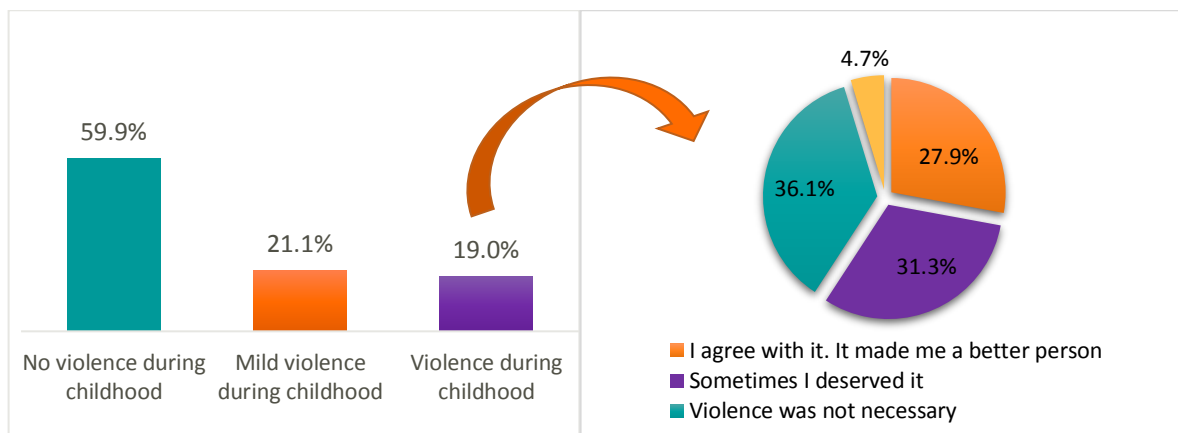
Parents’ exposure to VCD during childhood

Parents were asked about exposure to VCD during their childhood. Twenty-one percent of them reported that they were exposed to mild VCD during childhood, and 19% reported that they were exposed to VCD during childhood (Figure 7). These parents were then asked about their perception about the VCD they have experienced as children. 27.9% agreed with it and considered that it made them a better person, and 31.3% considered that they deserved it. On the other side, 36.1% thought that violence was not necessary while only 4.7% considered that it affected them negatively (Figure 8).

Parents’ acceptance to their exposure to VCD during childhood was reflected in the children’s discussion. Children mentioned generation differences, and told stories about their parents’ childhood, and that they are always told by their parents, “It was for our good”.

Figure 7: Distribution of parents as per exposure to violent behavior during childhood

Figure 8: Parent’s perceptions of violent behavior they were exposed to during childhood

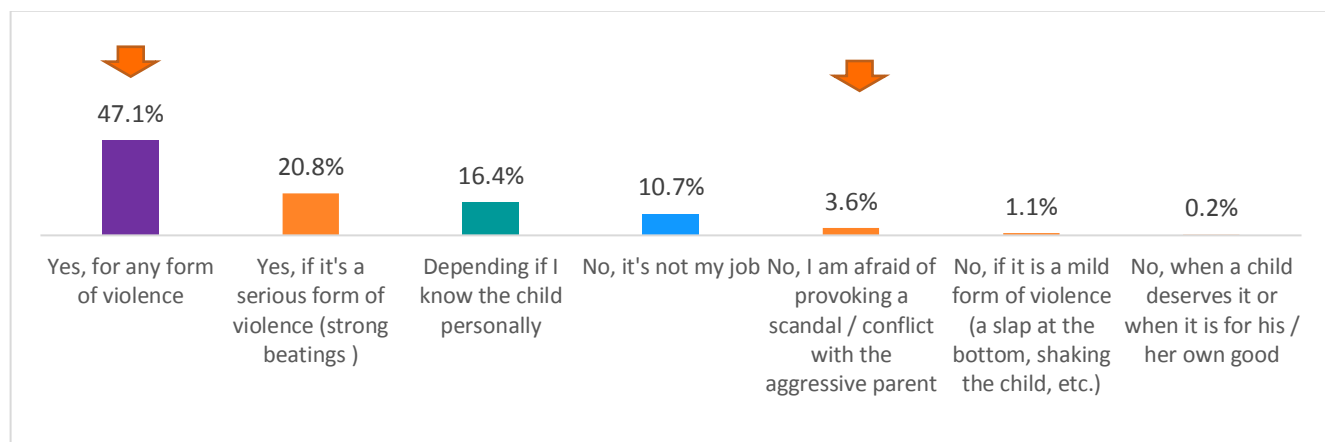


Noticing VCD among other parents

Parents were asked whether they would interfere if they noticed VCD being used on children by other parents. Forty-seven percent reported that yes they would interfere for any form of violence. This relatively high percentage might be due to social desirability or the fact that parents do not fully understand the clear definition of VCD. This finding seem not to be accurate based on knowledge of the norms of the Lebanon where VCD is often noticed with no reactions from other parents.

Four percent answered they would not interfere in order not to provoke any scandal or conflict with aggressive parents (Figure 9). This shows that parents might want to help but they do not know helpful ways to interfere without provoking a counter reaction. This was further tackled by children who said that their parents might interfere and give some advice to other parents (mainly neighbors), but they would never listen. One boy in *Kabb Elias* said that he does not like his mom to interfere with violent parents or try to advise them, so that they will not affect her negatively and she becomes violent herself.

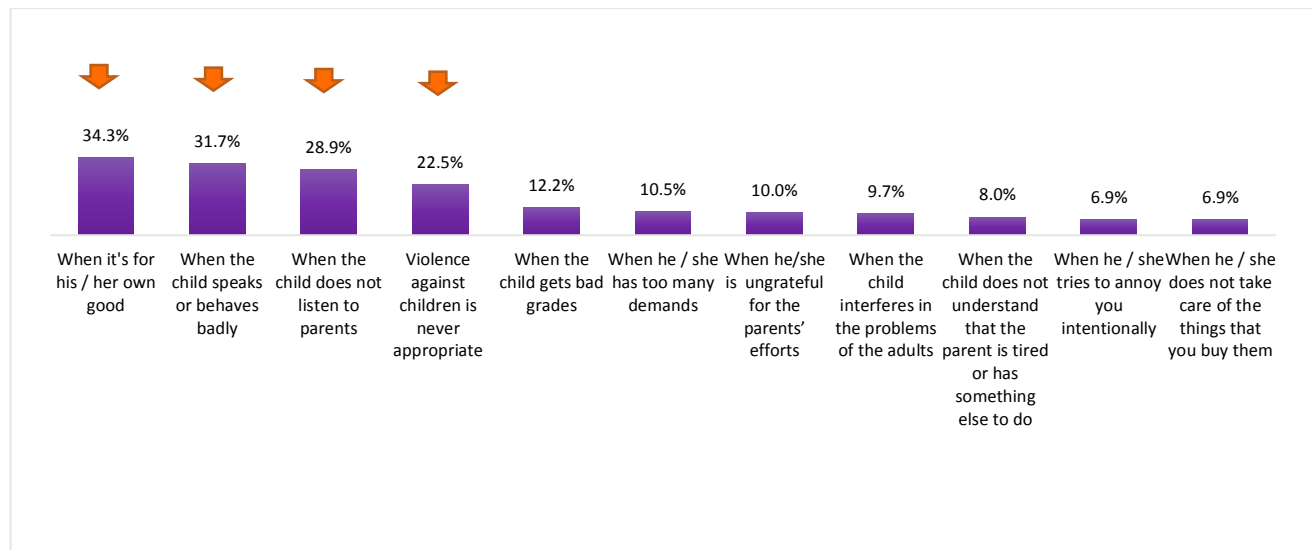
Figure 9: Parents' engagement when noticing VCD in other parents



Parents' and children's perception on valid reasons to use VCD

When asked about valid reasons that justify VCD, the top 3 answers of parents were: “when it’s for the child’s good” (34.3%), “when the child speaks or behaves badly” (31.7%), and “when the child does not listen to parents” (28.9%) (Figure 10).

Figure 10: Distribution of parents as per their perception on different reasons to use VCD



Reasons for VCD differed however from the children’s point of view. The main reason that was repeated was getting bad grades and not performing well at school. A 14 y.o boy in Kabb Elias said: “I feel emotionally exhausted when my dad keeps telling me that I am a loser not worth an education”. Another 10 y.o boy in Ferzol said: “My dad threatens that he would get me some cows to raise since I don’t deserve going to school”. The second most frequent reason was demanding a lot from parents. Some children considered their demands as additional stressors, and reported feeling guilty for being consistently disruptive for their parents.

VCD reported by parents and children

The main outcome of interest was parents resorting to VCD. 27.8% of parents replied that they do use VCD with their children (Figure 11). According to UNICEF data in 2018, the prevalence of VCD at home was much higher; 85% in MENA region and over 80% in Lebanon in specific (UNICEF, 2018). The reasons behind this underreporting might be due to the unclear definition

of VCD that parents have; they do not consider their actions as a violent discipline. It might also be due to the social desirability that triggers parents to answer by “No, I do not resort to violence with my children”.

Parents who reported that they do resort to VCD with their children were asked about their feeling after doing that. Seventy-eight said that they feel guilty about it and wish it did not happen. This might be explained by the stress factor that was highly reported by parents of their fear of losing control of emotions and actions. Therefore, parents realize that it is this violent behavior that is negatively affecting their children, however they are unable to control it and therefore feel guilty after that.

Thirteen percent however reported that they feel relieved because the child deserved it, and 7.9% reported that it’s the child’s fault and they brought it on themselves. Looking from the parents perspective, they are justifying the need to “discipline” their children by punishment and resorting to violence. Discipline by definition is “a method of teaching appropriate behavior by interacting with children in a kind but firm manner.”, (UNICEF, 2017). Punishment or violence are not forms of discipline, they focus directly on wrong behaviors in aversive means.

Figure 11: Distribution of parents as per their engagement in VCD on their children

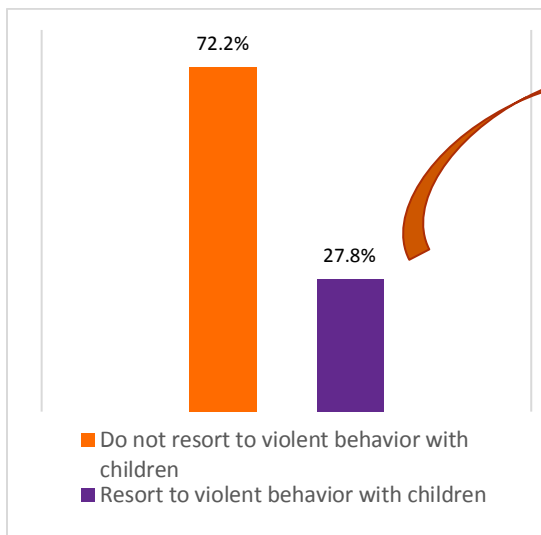
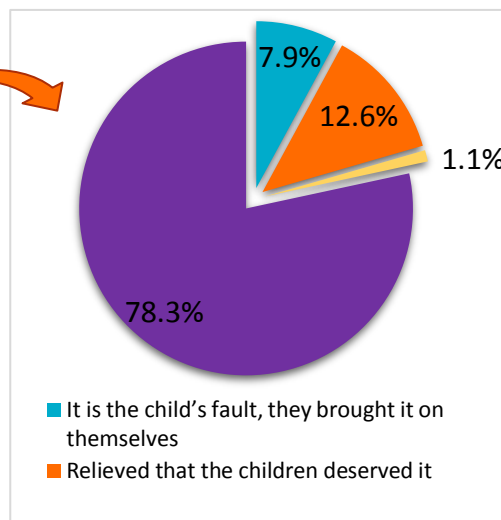


Figure 12: Parents feeling after resorting to violence



From children's perspective, when physically punished (beaten, hit...), they considered this behavior as unfair and unjust especially when they are not able to explain themselves and were not given the chance to share their thoughts. A 16 y.o girl in Kabb Elias said: ***"I feel like I don't want to exist anymore"***, another 12 y.o girl in Bourj Hammoud said: ***"It is unfair because I couldn't explain to my parents"***. Other children reported the feelings of guilt that they have deserved the punishment by their acts and feel bad about themselves and their parents. A 9 y.o boy in Arida said: ***"I feel guilty because I got bad grades and my dad slapped me, I deserve it"***. Others reported experiencing humiliation specially when physically punished in presence of their friends or siblings. A 12 y.o girl in Arida said: ***"I feel humiliated when my brother watch me being beaten"***.

Older children groups in general were aware of the long-term mental health damage that might be caused by violent physical discipline. They are noticing that resorting to physical violence is less common nowadays due to awareness raising by the media in general and by Non-Governmental Organizations (NGOs) in schools and communities. A 14 y.o girl in Kabb Elias said: ***"When being beaten at a young age one can become mentally ill and even commit suicide"***. A 14 y.o boy in Ferzol said: ***"Physical punishment has decreased a lot and WVJ has helped in targeting this problem and raising awareness in communities"***.

As for emotional and verbal abuse, unlike parents' perceptions of VCD, children were able to define it as constant rejection, hostility, yelling, criticism, threat, teasing and bullying from their parents, teachers and even friends. They also mentioned constant comparison with their siblings and friends as a serious detrimental form of emotional abuse. They stated that insults and bad words are sometimes more harmful than physical punishment and can seriously affect their well-being and make them feel humiliated and worthless or unloved by their parents and teachers. An 11 y.o boy in Kabb Elias said: ***"If I had to choose between physical discipline and emotional abuse I would definitely choose the first because emotional violence is 3 times harder on me"***. A 14 y.o boy in Kabb Elias said: ***"I feel emotionally exhausted when my dad keeps telling me I am a loser not worth an education"***. Some youth mentioned suicide and substance addiction as a possible outcome of continuous exposure to threats and insults. A 12 y.o girl in Arida said: ***"I regret to live when they yell at me and insult me"***.

Neglect was also mentioned by children, the hectic schedule of parents to provide a better and worthy life was repeated several instances. They reported struggling emotionally specifically when they spend long hours with their grandparents or house helpers instead of their parents. A 10 y.o girl in Bourj Hammoud said: ***“I want to find my mom at home instead of my grandma when I reach after school”***. Children also reported experiencing loneliness and lack of tenderness when their parents are busy doing their jobs or household chores instead of spending time with them. Children often cited the excessive use of the smartphones by parents making them not responsive to their needs. When their physical and emotional needs are neglected, they reported to end up feeling deeply alone and sad and they felt that their needs are not important, their feelings do not matter, or that they should never ask for help. A 13 y.o girl in Arida said: ***“I need my mom to help me in my homework but she keeps telling me she’s busy cleaning the house”***. A 12 y.o boy in Ferzol said: ***“I don’t tell my parents when I am happy because they are always busy and never capable to listen to me”***.

So as mentioned earlier, emotional abuse and neglect was not considered as VCD to many parents but was shown to affect children deeply, who actually reported as a form of violence. This clear discrepancy might be a main reason for underreporting the outcome: resorting to VCD.

Parents’ favorite source of information regarding childcare and willingness to act against violence

To inform WVLC advocacy and programmatic efforts, participants were asked about their favorite source of information related to child rearing, 62.8% of parents preferred relying on advice from older people (mother, mother-in-law, etc.). 13.8% said they rely on internet material, and 11.7% relied on books and magazines (Table 4).

When asked about their willingness to act against violence, 40.3% reported that they would not contribute to such activities. This percentage reflects the reality that many WVLC’s programmes face. High refusal rates and resistance to participate is often seen by the field teams and creates barriers, for that any future programme or messaging should be guided to reduce that and encourage parents to participate in the first place (Table 5).

Table 4: Source of information used by parents regarding childcare

Used source of information		n (%)
Sample size		N=997
Source of information	Online (<i>out of 997</i>)	242 (24.3%)
	Books and magazines (<i>out of 997</i>)	332 (33.3%)
	TV/Radio Shows (<i>out of 997</i>)	246 (24.7%)
	Advice from older people (mother, mother-in-law, etc.) (<i>out of 997</i>)	693 (69.5%)
	Advice from relatives and peers (<i>out of 997</i>)	264 (26.5%)
	Physician/Pediatrician/Specialists (<i>out of 997</i>)	94 (9.4%)
	People with influence in the community (<i>out of 997</i>)	51 (5.1%)
	Professor / School Teacher (<i>out of 997</i>)	115 (11.5%)
	Another source (<i>out of 997</i>)	1 (0.1%)
Favorite source of information	Online	132 (13.8%)
	Books and magazines	112 (11.7%)
	TV/Radio Shows	29 (3%)
	Advice from older people (mother, mother-in-law, etc.)	603 (62.8%)
	Advice from relatives and peers	36 (3.8%)
	Physician/Pediatrician/Specialists	25 (2.6%)
	People with influence in the community	5 (0.5%)
	Professor / School Teacher	18 (1.9%)
	Another source	0 (0.0%)

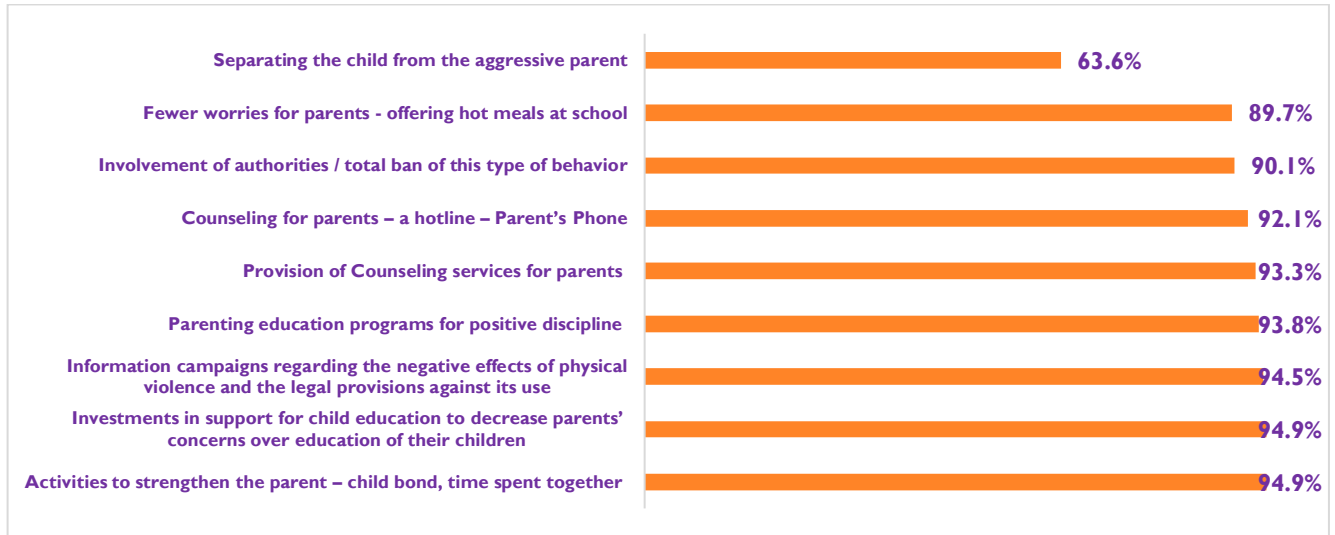
Table 5: Extent of parents' participation in acting against violence

Are you willing to join programmes that supports parents on violent discipline?	No	400 (40.3%)
	Yes	593 (59.7%)
Are you willing to support a humanitarian or social cause?	No	667 (67.2%)
	Yes	325 (32.8%)
To what extent are you willing to support fighting violence against children?	Support and participate in activities on violence against children	375 (37.8%)
	I only donate	44 (4.4%)
	I contribute to and participate in activities on violence against children	173 (17.5%)
	I never contribute	399 (40.3%)

Parents' and Children's suggestions to reduce violence

Parents were asked about different suggestions to reduce VCD, their responses were mostly positive to all of the mentioned (Figure 13).

Figure 13: Parents' perception on different Suggestions to reduce violence



When asked for their recommendation for parental stress, children said that they want their parents to keep calm when exposed to stress. They want them to stop arguing and fighting and to speak kindly about their problems with each other while trying to find a possible solution. They also want them to be cooperative and comprehensible of their needs and mistakes. A 14 y.o girl in Kabb Eias said: ***“They shouldn’t argue and fight but find some solutions together”***. A 15 y.o boy in Ferzol said: ***“Their big fights should not happen in front of children because it highly affects us”***.

And when they were asked about alternative solutions to VCD and neglect that they would give their parents, all children and youth responded that they want their parents and teachers to stop using VCD and use positive parenting skills and behaviors based on kindness, trust, listening and love. They want their parents to allow them to express themselves, to talk to them and children can suggest solutions to their problems. A 12 y.o girl in Tebnin said: ***“If I got bad grades I want my parents to tell me that it’s okay for this time, you can learn from your mistakes and we are sure you will do better next time”***. An 11 y.o girl in Akkar said: ***“I want my***

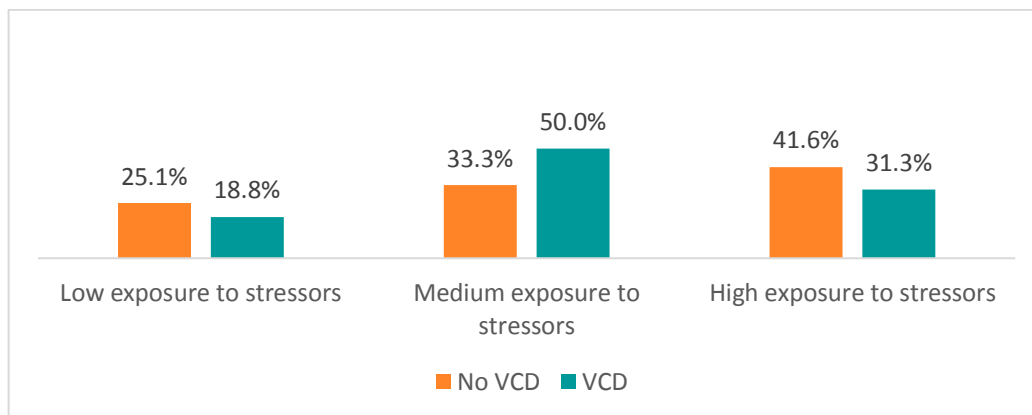
mom to listen to me, try to understand my point of view to come up with a solution together”.

Correlational Analysis

Association between stress factors and actual VCD

Stress factor score: There is a significant association between the stress factor scores and resorting to violence ($p < 0.0001$). Results show that when parents are exposed to moderate stress, they are more likely to resort to violence, but when they are exposed to high stress they are more likely not to resort to violence (Figure 15).

Figure 14: Association between stress exposure and actual VCD

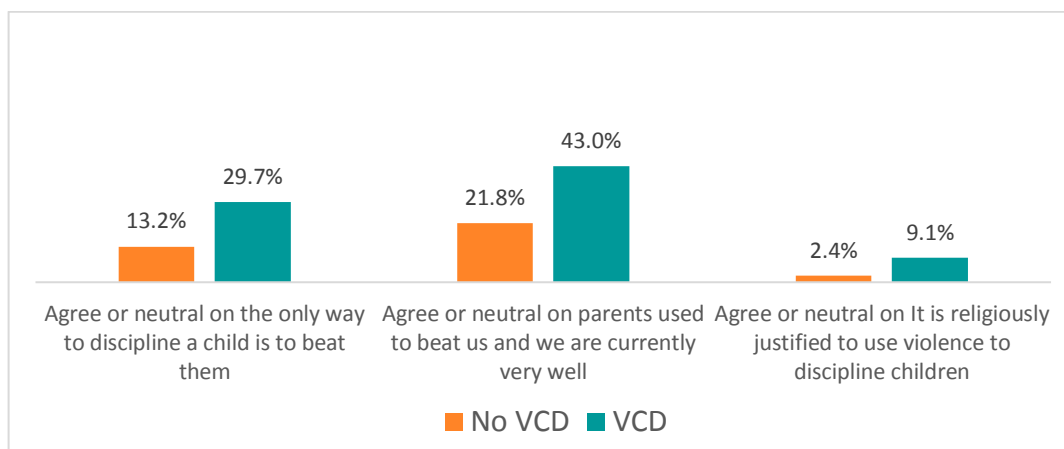


According to CP specialist, parents who are exposed to high stress may have adapted to other coping mechanisms than those who are exposed to medium amounts of stressors. On another side, highly stressed parents might tend to neglect or ignore their children’s demands as a mean of discipline rather than reacting. This behavior (neglect) was not considered as violence by the majority of responding parents, and therefore, might have caused their underreporting to resorting to violence.

Association between parents’ beliefs around VCD and actual VCD

Parents’ beliefs around VCD: There is a significant association between the parents’ beliefs around VCD and resorting to violence ($p < 0.0001$). Results show that when parents are not aware of the international definition of VCD, they are more likely to resort to VCD (Figure 16).

Figure 15: Association between beliefs around VCD and actual VCD



As discussed earlier, some people refer to parents and grandparents as their main source of knowledge regarding child rearing. They could have received the following beliefs from them: “The only way to discipline a child is to beat them” and “Our parents used to beat us and we are currently very well”.

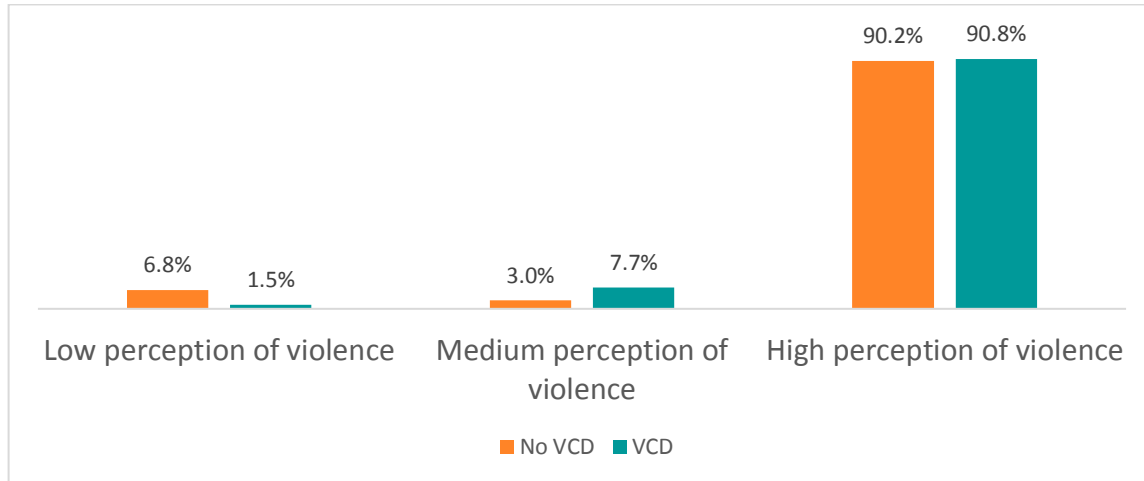
As for the belief that says “It is religiously justified to use violence to discipline children”, there are some verses in the Bible and Quran that in a way or another agree on some forms of violence. Some parents might be convinced that VCD is not the right approach but they are not against it since the Bible or Quran don’t clearly disagree with them.

Wrong beliefs around VCD are considered as social risk factors for VAC (UNICEF, 2013). The presence of social and cultural norms that promote violence, and absence of health and education policies to prohibit it play a role in strengthening the wrong beliefs instead of correcting them (UNICEF, 2013)

Association between parents’ perception of violence and resorting to VCD

Parents’ perceptions of VCD: There is a significant association between the parents’ perceptions of VCD and resorting to violence ($p < 0.0001$). Results show that parents with moderate perception of violence are more likely to resort to VCD, however those with low perception of violence are less likely to resort to VCD (Figure 17).

Figure 16: Association between perception of violence and actual VCD



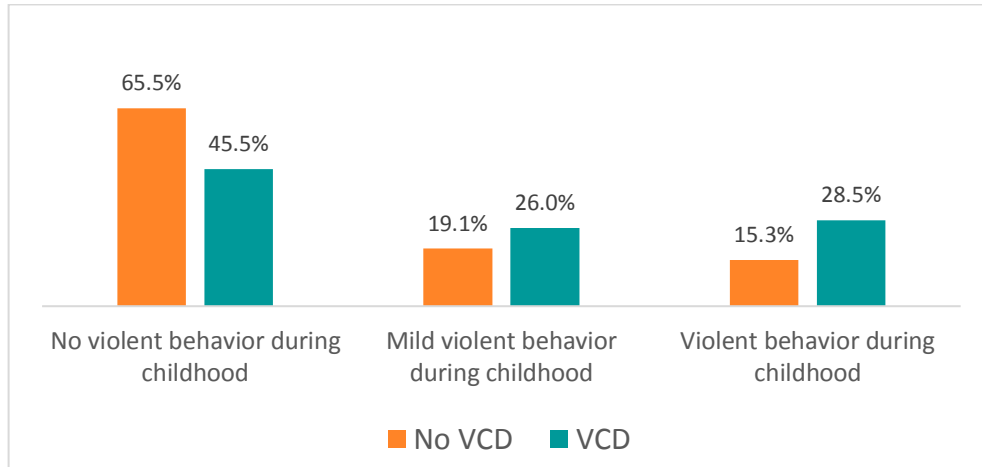
A person’s level of perception of any topic is directly related to his/her ability to define it. In this case, parents with lower perception of violence would not be able to define it, and therefore would not consider their actions with their children as violent even if they were. This can explain the possible underreporting of the outcome (resorting to violence), and the correlation that parents with lower perception of violence are less likely to resort to VCD.

Association between parents’ exposure to VCD during childhood and VCD

Violence during childhood: There is a significant association between the parents’ exposure to VCD during childhood and resorting to violence ($p < 0.0001$). Results show that parents who have been exposed to mild or severe VCD during childhood are more likely to resort to violence than those who were not exposed (Figure 18).

Parents’ own history of child violence, whether they were abused or neglected in their family of origin is an individual risk factor that was highly associated with VCD (CDC, 2018).

Figure 17: Association between parents' exposure to violence in childhood and actual VCD



Predictive Analysis

Factors contributing to VCD

Protective factors to resorting to violence:

- Older parents (51-54 years old) are 41% less likely to resort to violence compared to younger ones (31-40 years old).
- Retired parents are 89% less likely to resort to violence compared to full employee parents.
- Parents with low exposure to stressors are 59% less likely to resort to violence compared to parents with moderate exposure to stressors.

Risk factors to resorting to violence:

- Parents in Baalback-Hermel province are 72% more likely to resort to violence than parents in Mount-Lebanon province.
- Parents with 4-5 children are 58% more likely to resort to violence than parents with 2-3 children.

- Parents with secondary education only are 56% more likely to resort to violence than parents with university education.
- Parents who were exposed to violence during childhood are 111% more likely to resort to violence than parents who were not exposed to violence during childhood.

Table 6: Factors predicting VCD

	Factors	OR	95% CI	P value
Protective Factors	Age 51-54	0.59	0.36 – 0.99	0.04
	Age 31-40	Reference	Reference	Reference
	Occupation: retired	0.11	0.01 – 0.89	0.04
	Occupation: full-time employee	Reference	Reference	Reference
	Low exposure to stressors	0.59	0.39 – 0.88	0.01
	Moderate exposure to stressors	Reference	Reference	Reference
	Low perception of means of violence	0.03	0.007 – 0.12	<0.0001
Risk factors	Moderate perception of mean of violence	Reference	Reference	Reference
	Province Baalback-Hermel	1.72	1.05 – 2.81	0.03
	Province Mount-Lebanon	Reference	Reference	Reference
	Number of children (4-5)	1.58	1.10 – 2.28	0.01
	Number children (2-3)	Reference	Reference	Reference
	Secondary education	1.56	1.09 – 2.23	0.02
	University education	Reference	Reference	Reference
	Violence during childhood	2.11	1.55 – 2.87	<0.0001

Recommendations

Local and national levels

- In line with the Convention on the Rights of the Child ratified by Lebanon in 1991, SDG 16.2, and the recommended actions by the Committee on the Rights of the Child for the combined fourth and fifth periodic reports of Lebanon during the seventy-fifth session, Lebanese parliamentarians must vote to repeal Article 186 of the Lebanese penal code which permits parents and caregivers to refer to violence as a mean of disciplining children
- Inter- ministerial coordination and consultation between the Ministry of Social Affairs, the Ministry of Education and Higher Education, and the Ministry of Public Health is essential to update the national child protection strategy of 2012 with emphasis on the issue of violent child discipline and develop a national action plan with civil society organizations to align all child protection efforts and achieve progress.
- Relevant Ministries should roll out and monitor the implementation of child protection policies across all private, semiprivate and public schools, day care centers and residential institutions in Lebanon and mandating child protection policies in the registration process of any new institution.
- Ministry of Social Affairs should consider remobilizing the currently inactive national committee for child protection under the Higher Council of Childhood for proper coordination and monitoring of progress on the implementation of the national strategy (once updated) and child protection programs across different organizations.
- With Child protection being one of the least funded sectors globally, the international community and donors should provide adequate funding to relevant ministries and organizations for the strengthening of the child protection system and improved primary prevention capacity and programs
- Lebanese faith leaders and religious courts must denounce any form of abuse against children and must contribute to creating a culture of child protection in law and in practice. Faith leaders must endorse the repelling of Article 186 of the Lebanese penal code and become primary allies of the country's largest vulnerable population that is children
- local government institutions such as, social development centers, primary healthcare centers and even schools must seek innovative approaches to outreach working and non-working parents and other caregivers to organize necessary activities or offer adequate services and programs.
- Government institutions, civil society organizations and academic institutions collaborate for the development of evidence based behavior change approaches and positive discipline programs

outreaching to caregivers in different settings while adopting different modalities (couple to couple programs, peer to peer mentoring programs, parent helplines, pre-marital counseling, etc.) while expanding the outreach to grandparents, being the primary source of information and guidance for parents and for taking a large role in child rearing among working parents.

Programming level

- Local and international organizations must support the Lebanese government to look into advanced ways to contribute to the reduction of financial stress factors through increased access of vulnerable households to income-generating opportunities
- Local and international organizations should support caregivers through holistic interventions including livelihoods, education, stress management and child protection campaigning
- Municipalities, local government and civil society organizations must intensify interactive activities in existing public spaces where both male and female caregivers and children can improve their quality of life, release their stress, and interact in a child-friendly and safe environment
- Local and civil society organizations must consult with parents on their parenting struggles and identify issues they would like to tackle and tailor parenting sessions and parenting tools based on their needs
- Local and civil society organizations must coordinate closely with faith leaders on child protection activities and include topics on the effects of violence on children's development during religious rituals
- Local and civil society organizations should activate community conversations where couples discuss with other couples on best positive parenting practices, couples to parents (children's grandparents), public health and mental health professionals or faith leaders to parents and grandparents
- Civil society organizations and faith based organizations must identify and promote awareness on the various forms of violence against children and violent child discipline and their effects on child development and well-being

- Public, semiprivate, and private schools must activate or strengthen parents committees as frontliners in the mobilization of other parents in addressing and acting against violent child discipline

Children's Voices and recommendations

- Parents should not resort to violence in all its forms (physical, verbal, sexual and neglect), as it's the primary source of trauma experienced by children of all ages
- Parents must not use comparison as a mean to inspire their children, as it contributes to breaking the child's self-esteem and promoting personality disorders that hinders their engagement in a particular activity
- Parents must not threaten their children on the grounds of low grades at school as it appeared to be another source of anxiety
- Parents must avoid involving their child directly or indirectly in their problems, especially when both parents refer to violence as a mean of communication
- Parents must actively promote independence as their child grows older in age and reaching adolescence
- Parents must offer children enough time and space to express their experiences and concerns and avoid postponing this time without determining when they will have the opportunity to express themselves.
- Parents must moderately use their smartphones when children are around as it appeared to cause feelings of neglect among children

Conclusion

In summary, this research explored the perceptions of parents and reaction of children to VCD and identified the factors that are predicting it in a Lebanese national population.

The analysis lead to the conclusion that parents are highly exposed to stressors mainly related to financial constraints and securing basic needs of their families. Being exposed to moderate stress showed to be significantly correlated and predictive of actual VCD hence the importance of prevention programmes and stress management interventions that would reduce stress and increase the level of parental empathy through the means of parental training. At the other side, implementing sustainable livelihoods projects can create more income-generating opportunities among the low-income families and help in reducing stressors related to financial constraints.

Parents still believe in violence to be the only way to discipline a child as inherited from their parents and grandparents. These beliefs are significantly correlated to actual VCD. Parents' exposure to violence during childhood is also associated and predictive of actual VCD hence the importance of intervention that should target the older population and not only young parents and mobilizing faith leaders and policy makers to change these wrong beliefs around VCD.

Parents' overall perception of violence was high; however, they did not have a clear understanding of what VCD means especially when it comes to verbal punishment and neglect which explains the underreporting of VCD in parents. On the other hand, children showed good perception on violence. They all agreed that violence is not only physical, and concentrated that their parents most of the time do not have that same perception. A moderate perception of means of violence is associated significantly with actual VCD. This fact raise the importance of having tailored and focused messages during ITAW campaign to create awareness around all violence means and make it clear to all parents while adopting a blame-free approach.

References

- Byblos Bank 2018
<https://www.byblosbank.com/common/economic-research-new/lebanon-this-week/lebanon-this-week-543/cost-of-living-in-beirut-is-275th-highest-in-the-world-third-highest-among-arab-cities>
- Stoltenborgh, M., Bakermans-Kranenburg, M. J., Ijzendoorn, M. H., & Alink, L. R. (2013). Cultural–geographical differences in the occurrence of child physical abuse? A meta-analysis of global prevalence. *International Journal of Psychology*, 48(2), 81-94. doi:10.1080/00207594.2012.697165
- UNICEF. (2013).
https://www.unicef.org/protection/files/Report_on_preventing_and_responding_to_violence_in_early_childhood_2013_Cassie_Landers.pdf
- UNICEF. (2017).
https://www.unicef.org/publications/files/Violence_in_the_lives_of_children_and_adolescents.pdf
- UNICEF. (2017).
https://www.unicef.org/easterncaribbean/ECA_positive_discipline_for_young_children_brochure.pdf
- UNICEF. (2018).
<https://www.unicef.org/mena/sites/unicef.org.mena/files/2018-09/VAC%20in%20MENA%20Booklet.pdf>
- UNICEF. (2018).
<https://www.unicef-irc.org/article/984-stress-as-a-factor-in-family-violence.html>
- WHO. (2016). <https://apps.who.int/iris/bitstream/handle/10665/207717/9789241565356-eng.pdf;jsessionid=DDE13EA6B1CC122B7549DAE4F4FF2E45?sequence=1>
- World Bank (2010), *Doing Business in Lebanon*.
<http://www.doingbusiness.org/data/exploreeconomies/lebanon#paying-taxes>. Tax wedge is defined as the difference between the cost of labour and the take-home pay.

Annex A: Survey tool in English

Good morning/good afternoon. My name is and I represent the company -----, a research company and we are supporting the child focused organization World Vision in Lebanon conduct a survey about the problems faced by the Lebanese Caregivers and children in order to develop appropriate programs that support parents and provide protection for children.

The results of the study will be shared with relevant stakeholders. We do not know your name and all your answers will be handled in strict confidence. This call will not be recorded.

- Can you take some time to answer some questions?

RECRUITING QUESTIONNAIRE

RI . Do you or any family member close to you work in any of the following areas?

Social work	1	stop the interview
Non profit organizations on child protection	2	
Psychology	3	
None (do not read)	4	continue

Do you have any children?

If yes, continue

If no, are you a caregiver of children .If Yes, continue

If not, Stop the interview

General questionnaire

Demographic Information

1. What is your gender? Male female
2. What is your age ? -----
3. In which province do you currently reside? *

- Beirut Governorate
- Mount Lebanon Governorate
- North Lebanon Governorate .

- South Lebanon Governorate
- Bekaa Governorate
- Nabatieh Governorate
- Baalbeck and Hermel Governorate
- Akkar Governorate

4. What is your social status? *

- Single Married Widowed Separated Divorced If other, please specify.....

5. At what age did you get married? -----

6. How many children do you have? -----

7. What age did you have your first child? -----

8. What is the highest level of education you have completed? (respondent)

<input type="checkbox"/> None/illiterate	<input type="checkbox"/> Secondary	<input type="checkbox"/> Vocational	<input type="checkbox"/> Intermediate
<input type="checkbox"/> Primary	<input type="checkbox"/> University	<input type="checkbox"/> Technical	<input type="checkbox"/>

9. What is your occupation:

1	Full-time employee
2	Company owner
3	Freelancer
4	Housewife
5	Retired
6	I do not work
7	Other (please mention): _____

10. Are you the head of the household? Yes No

11. Who are the family members who contribute to family income: (circle all that apply)

<input type="checkbox"/> Respondent	<input type="checkbox"/> Spouse/Partner	<input type="checkbox"/> Adult Children	<input type="checkbox"/> Children under 18
<input type="checkbox"/> spouse's family	<input type="checkbox"/> Sibling	<input type="checkbox"/> Other, Please specify -----	

12. Who is the top income contributor?

<input type="checkbox"/> the father	<input type="checkbox"/> the mother	<input type="checkbox"/> Adult Children	<input type="checkbox"/> children under 18
<input type="checkbox"/> Spouse's family	<input type="checkbox"/> Sibling	<input type="checkbox"/> Other, Please specify ----- -----	

13. What is the total family income (monthly)?

1	Less than \$ 500
2	500 \$ - 1000 \$
3	\$ 1001 - \$ 2000
4	2001 \$ - 4000\$
5	\$ 4001 - \$ 6000
7	More than \$ 6,000
8	I do not know / no answer

14. To what extent are you exposed to the following stressors? On a scale of 1 to 3, where 1 means "small extent" and 3 "large extent".

READ OPTIONS. ONE ANSWER PER LINE.

	1. small extent	2 medium extent	3 – large extent
a. Financial factors / low income	1	2	3
b. Debt and / or financial commitments	1	2	3
c. The fact that my work is not appreciated enough	1	2	3
d. The unknown future	1	2	3
e. Factors related to securing the basic needs of children	1	2	3
f. Political / security situation	1	2	3
g. Health or family member suffers from a health condition	1	2	3
h. Being a bad parent	1	2	3

i.	Inequality between the mother and the father in the family in terms of responsibility sharing	1	2	3
j.	Fear of losing control of my actions and emotions	1	2	3
k.	Living according to the expectations of my community / family	1	2	3
l.	Other Please specify ? _____	1	2	3

15. PLEASE SELECT TO WHAT EXTENT DO YOU AGREE WITH EACH OF THESE STATEMENTS READ THE OPTIONS. ONE ANSWER PER LINE.

Random assertions.	1 . I disagree	2 .neutral	3 . I agree
a. The only way to discipline a child is to beat them	1	2	3
b. Our parents used to beat us and we are currently very well	1	2	3
c. Children imitate their parents in their behavior	1	2	3
d. It is religiously justified to use violence to discipline children	1	2	3

16. I WILL READ A LIST OF STATEMENTS ABOUT CLASSIFICATION OF VIOLENCE . *

Indicate how much you agree to each statement **READ THE OPTIONS. ONE ANSWER PER LINE.**

	1 . I disagree	2 .neutral	3 . I agree
a. Violence against children is beating that leaves traces and/or scars.	1	2	3
b. Violence against children is beating that leads to psychological trauma	1	2	3

c. Violence against children is beating on the buttock when the child does not obey.	1	2	3
d. Violence against children is the use of objects (belt, stick ...) to hit the child.	1	2	3
e. Violence against children is the beating of children for no reason.	1	2	3
f. Violence can also be verbal when you scream at your child	1	2	3
g. Violence can also be emotional when the child is abused or behaved badly with him.	1	2	3
h. Violence against children is also when other members of the family or home fall victim to abuse.	1	2	3
i. Violence against children is also when I'm preoccupied and neglect my child's needs	1	2	3

17. Have you had violent behaviors in your childhood? *

No, my parents did not beat me at all
Sometimes I had a slap on the buttock or an ear pull, but I was not beaten
Yes, my parents beat me when I was wrong.
Yes, my parents beat me for no good reason.
Yes, my parents were shouting at me and insulting me

18. If yes to Q 17, What are your perceptions relating to these violent behaviours ?

- I agree with it, it made me a better person
- Sometimes I deserved it
- Violence was not necessary
- It affected me negatively

19. In your contexts, did you ever notice parents Engage in the following behaviors:

Behaviors	Yes	No
a. Yelling and shouting	Yes	No
b. Making fun of the child	Yes	No
c. Light hitting: on the face, hands, etc.	Yes	No
d. Hitting the child: Slapping, beating, etc.	Yes	No
e. Neglect of the material and moral needs of the child	Yes	No

20. Do you interfere when you see a child exposed to the above behavior? *

No, it's not my job
No, if it's a mild form of violence (a slap at the bottom, shaking the child, etc.)
No, when a child deserves it or when it is for his / her own good
No, I am afraid of provoking a scandal / conflict with the aggressive parent
Yes, if it's a serious form of violence (strong beatings)
Yes, for any form of violence
Depending if I know the child personally

21. When do you think it is appropriate to hit/ threaten the child: *

		Yes the child deserves to be hit	No child deserves to be hit
a.	The child does not listen to parents	Yes	No
b.	The child speaks or behaves badly	Yes	No
c.	When it's for his / her own good	Yes	No
d.	When he / she has too many demands	Yes	No
e.	When he/she is ungrateful for the parents' efforts	Yes	No
f.	When the child interferes in the problems of the adults	Yes	No
g.	When the child gets bad grades	Yes	No
h.	When the child does not understand that the parent is tired or has something else to do	Yes	No
i.	When he / she tries to annoy you intentionally	Yes	No
j.	When he / she does not take care of the things that you buy them	Yes	No
k.	Violence against children is never appropriate	Yes	No

22. Do you resort to violent behaviors with your children or children you care for? *

Yes No

23. If yes, how frequently does this happen?

Rarely Once per week More than once per week Always

24. How do you feel if you resort to violence with your children or children who care for them? *

- It is the child's fault, they brought it on themselves
- Relieved that the children deserved it
- No problem for me, my faith and my religious beliefs allow it
- I am not the only one that does it, everyone does
- Guilty, wish you did not do so

25. ARE THE FOLLOWING SUGGESTIONS APPROPRIATE FOR REDUCING VIOLENCE AGAINST CHILDREN?

	1 . Highly inappropriate	2 - very appropriate
a. Provision of Counseling services for parents	1	2
b. Involvement of authorities / total ban of this type of behavior	1	2
c. Fewer worries for parents - offering hot meals at school	1	2
d. Information campaigns regarding the negative effects of physical violence and the legal provisions against its use	1	2
e. Parenting education programs for positive discipline	1	2
f. Activities to strengthen the parent – child bond, time spent together	1	2
g. Separating the child from the aggressive parent	1	2
h. Counseling for parents – a hotline – Parent's Phone	1	2
i. Investments in support for child education to decrease parents' concerns over education of their children	1	2

26. What are your sources of information that you use/have used regarding child care?

MULTIPLE RESPONSE

a	Online (groups on Facebook, blogs, forums, etc.)
b	Books and magazines
c	TV/Radio Shows
d	Advice from older people (mother, mother-in-law, etc.)
e	Advice from relatives and peers
f	Physician/Pediatrician/Specialists
g	People with influence in the community. Who? _____
h	Professor / School Teacher
i	Another source. Please specify : _____

27. Which of these sources is most important? (Please choose one answer)

Online (groups on Facebook, blogs, forums, etc.)
Books and magazines
TV/Radio Shows
Advice from older people (mother, mother-in-law, etc.)
Advice from relatives and peers
Physician/Pediatrician/Specialists
People with influence in the community.
Professor / School Teacher
Another source. Please specify

28. Would you join programs that support parents with information on positive discipline?

Yes NO

29. Did you ever support a humanitarian or social cause?

Yes NO

30. To what extent are you willing to support fighting violence against children?

- Support and participate in activities on violence against children
- I only donate
- I contribute to and participate in activities on violence against children
- I never contribute

Annex B: FGD guide for 8-11 y.o children

FGD venue/ Location:	Date:
Facilitator:	
Note taker:	
Number of participants:	Boys: Girls:
Participants' age range:	
Participants' Nationalities:	
Start time of FGD:	End time of FGD:

- I. **Objectives:**
 - To understand how children react to parental stress
 - To determine how children react to different VCD (Physical, emotional, neglect)
- II. **Icebreaker:** Introduce ourselves and ask Children to introduce themselves, share with the group their favorite outside activity.
- III. **Questions:**
 - A. **Reaction to parental stress:**

The **JIGSAW QUIZ** will be used to make the children work together and answer questions around their reaction to parental stress. The “JIGSAW Quiz” is a puzzle with questions and the children’s written responses on the back.

To prepare a “JIGSAW Quiz”. Photos related to parental stress will be found and photocopied onto stiff, A4 paper. Questions for the quiz will be written on the back of each picture then the A4 stiff paper will be cut up into puzzle pieces.

Mix the puzzle pieces up and spread them on a flat surface. Explain that the group need to find the puzzle pieces for their puzzle, put the pieces together and tape them. Once the puzzle is together they need to turn it over and respond to the questions on the back. Some time will be taken after the game to go over the questions together and to answer any questions they might have.



Puzzle pieces and questions: Puzzle piece:

Representation of a child dreaming in his sleep about a toy that his parents could not offer. The question to be asked on the back of this puzzle piece is: How do you feel when your friends have a toy that you don't have?

1. *Puzzle piece: Representation of a severe discussion between mother and father while child listening in the background. The question on the back is: How do you feel when your parents scream on each other at home?*
2. *Puzzle piece: very busy parents doing many tasks and child sitting on the background watching them. The question on the back is: What do you do when your parents are very busy doing many tasks and not responding to you?*

B. Reactions to VCD:

The facilitators will tell the story of Tarek who is a 9-year old boy. Tarek is a smart student but Tarek is sometimes shy and does not ask questions in class so he ends up having bad grades on the exam. One day Tarek got a bad grade on his Math exam. On his way back home he was very stressed about his parents' reaction to this bad grade. When he arrived, he showed the bad grade on the exam paper to his mother. His mom was very angry and yelling at him. Tarek tried to explain but she did not hear him and slapped him on his face and his buttock. When Tarek's dad arrived late in the evening, his mother told him about the bad grade and he also screamed loudly at Tarek and told him he's null. He also threatened to drop him from school since he did not deserve the education they are offering to him.

1. How do you think Tarek felt after his mother slapped him and why?
2. How do you think Tarek felt after his father screamed and threatened him and why?
3. Does this or something similar happens to you or your friends? How would you/they like their parents to act? Why?

The facilitators will tell the story of Noor who is an 8 years old girl. When Noor arrives home after school she always stay with her older sister because her parents work very late and never arrive home before 7:00 pm. At 7:00 pm Noor is very excited to finally see

her mom and wants to tell her about her day at school and the activities she's been doing but her mom is very busy preparing the dinner and cleaning the house so she barely listen to her. Sometimes also she yells at her for being very disruptive.

4. How do you think Nour felt when her mom does not give her time to listen to her? Why does Nour become disruptive sometimes when she sees her mom? Does something similar happen to you or your friends? How would you/they like their parents to act? Why?

Annex C: FGD guide for 12-16 y.o children

FGD venue/ Location:	Date:
Facilitator:	
Note taker:	
Number of participants:	Boys: Girls:
Participants' age range:	
Participants' Nationalities:	
Start time of FGD:	End time of FGD:

I. **Objectives:**

- To understand how adolescents react to parental stress
- To determine how adolescents react to different VCD (Physical, emotional, neglect)
- To understand reasons of VCD from an adolescent's perspective

II. **Icebreaker:** Introduce ourselves and ask adolescent to introduce themselves. Let everyone think of a city or country that they want to visit. They then choose three clues to describe the place. The group is to guess the city or country.

III. **Questions:**

A. **Reaction to parental stress:**

- 1- What kind of stressors do you feel your parents are under? (Give examples of what stressors could be in case they don't understand).
- 2- How do you know that they your parents are under these stressors? (What kind of behavior is done by the parents?)
- 3- How do you feel these stressors affect the environment in the house?
- 4- How do stressors and/or your parents' behavior affect you personally? (what do you feel? How do you react?).
- 5- Have the reactions to these stressors changed over time? As you grew older?
- 6- How would you have liked your parents to deal with stressors? How would you have liked them to deal with you? Would you be able to tell them so? Why or why not?

B. Perceptions on VCD

1. How common is it in your neighborhood to have parents yelling and or beating their children? Why do you think this happens?
2. In your opinion, how do these children feel? Do you have examples of some the reactions?
3. What advice would you have for parents who act this way with their children?
4. How common is it in your neighborhood to have parents busy all the time and not having quality time with their children? Why do you think this happens?
5. In your opinion, how do these children feel? Do you have examples of some the reactions?

