Sanaa Chabbani

DOSSIER

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FOR YOUNG PEOPLE
الهيئة اللبنانية لكتب الأولاد

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Name: Sanaa Chabbani

Phone: +961 3 029 415

E-mail address: sanashab@hotmail.com - sana_chabbani@outlook.com

Author Candidate for the Hans Christian Andersen Awards 2026

from the story 'Melodies of the Night'

BIOGRAPHY

Sanaa Chabbani was born in 1966, in Beirut, Lebanon. During childhood, Sanaa, as well as all the Lebanese from 1975 till 1990, endured continuous armed conflicts that drastically impacted all aspects of life in the country. Sanaa turned to reading at a very young age, as she found a big collection of books at home, ten percent of which were children's books and fairy tales in Arabic and French (nonfiction), while the rest were Arabic literature stories and translated international classical books into Arabic. She read everything, driven by self-motivation, often by candlelight at night because electricity was not available 24 hours a day. By the age of 12, she began wearing glasses. The stories deepened her reflections and understanding of different perspectives.

She started at a young age to build a relationship with a copybook, which she named "Memoire of a Copybook in Pain"—as if it was in pain and not her. She wrote poems, funny news, and announcements in this copybook. During her teenage years and up to her undergraduate studies, writing in her memoire daily became a habit. Over time, the copybooks increased in number, and she gave them a new title: "The War Luggage" (حقائب الحرب). This habit even influenced her younger sister, who started her own nightly copybook for writing.

In 1982, Sanaa lost her two older brothers while they were bidding farewell to close relatives a few days before her cousins' departure abroad. The residential building they were in was bombed.

Sanaa attended the Lebanese American University (formerly Beirut University College, BUC) and graduated in 1990 with a Bachelor's Degree in Elementary Education and a Teaching Diploma in Human Development. Before graduating, she authored a story for a children's literature course. Her aunt illustrated it, and this experience encouraged her to write more. Later, she wrote a comic script, illustrated by her aunt's husband, and submitted it to Ahmad Magazine in 1991. This first publication opened the door for her to consider story writing as a hobby.

During her writing career, Sanaa never complained about writer's block or felt distracted. On the contrary, she always experienced a steady flow of ideas and felt flexible enough to revisit her work when hesitant. She worked hard to improve her writing skills through self-learning and maintained an enthusiasm for reading literature from around the world. Reading became her permanent hobby, even after she stopped writing her memoire.

Through her roles as a teacher, scout leader, and an employee at the Faculty of Health Sciences, Department of Community Engagement Programs, University of Balamand, as well as through her visits to schools in collaboration with publishing houses, Sanaa gained a deep understanding of children's perspectives, needs, challenges, and dreams. Four issues guided her writing for children and teenagers:

1. Many children are reluctant to read in Arabic. She rarely met a child who saw reading as a hobby or treated a book as a companion. Instead, most children associated reading with school assignments they were obligated to complete.
2. Arabic language teaching in schools is often conventional and monotonous. Grammar lessons, in particular, are challenging for students to apply effectively in their writing.
3. While Lebanon's history and the heritage of Arab countries fascinated adults, Sanaa found inspiration in the childhood dreams of historical figures who left a mark on history.
4. Children lack essential social and emotional skills, such as accepting challenges, communicating effectively, and interacting with different groups, including peers, parents, and older generations. Many children Sanaa met shared personal struggles that reflected these gaps.

While pursuing her BA, Sanaa also studied at the Lebanese National Higher Conservatory of Music and earned a Bachelor's Degree in Oriental Flute (Nai) performance in 1998.

From 1990 to 2005, she worked as an elementary school teacher. In November 2006, Sanaa joined the Faculty of Health Sciences at the University of Balamand as a project officer and educational expert. In 2021, the department was renamed the Department of Community Engagement (DOCE), where she remains employed.

At the University of Balamand, Sanaa worked as a capacity-building trainer, conducting workshops across Lebanon in partnership with UNICEF and other local stakeholders. She also developed educational materials, including health promotion pamphlets, safety posters, and career guidance tools. One notable project was the Career Guide for teachers and parents, created in collaboration with World Vision International (2011—2012).

In 2012, Sanaa prepared the syllabus for the course Public Health Communication in the Arab World at the University of Balamand and lectured on it until 2019. She was also a guest lecturer for five years on Stress Management and Health, delivering sessions on journal writing and music therapy as tools for stress relief.
In 2013, she earned a Master's degree in School Counseling and Guidance from the Lebanese University, and in 2022, she completed a PhD in Educational Sciences from Saint Joseph University in Beirut.

Sanaa viewed both music and storytelling as integral parts of her identity, each bringing a unique dimension to her personality. She played the oriental flute professionally and participated in several musical activities, the most significant being her performance with the Iraqi-Lebanese singer and composer Sahar Taha in France in October 2013. Along with a percussionist, she accompanied four concerts in venues such as Espace Comedia and Saint Denis Cathedral.

Sanaa and her cat. The cat, acting like her tiny assistant, loves to perch beside her during meetings, as if offering silent advice. When Sanaa writes, the cat insists on being nearby, as if determined to be part of her creative process.

Sanaa Chabbani - Dossier

MILESTONES

2007

Participated as a trainer for the German-Lebanese Literature Workshops for children (November 12—17) at Assabil Public Library in Bashura, Beirut. She joined a small team of international writers and illustrators, funded by the German Cultural Center in Beirut.

2008

Invited by the Omani Ministry of Education to the Symposium on The Culture of Omani Children in Muscat (October 13—15). Presented a paper titled The Role of the School Community in the Development of Children's Culture.

2009

Participated in The International Conference by The Association of Lebanese Women Researchers: What a Story: Children's Literature Today (June 12—14, Beirut). Presented the paper The Role of the Family in the Lebanese Children's Books, later published by Bahithat (ISBN: 978-9953-0-1617-7).

2010
2007-2010

- Collaborated with the Ministry of Culture on their National Week for the Promotion of Reading program, reading her stories in various public libraries across Lebanon.

- Participated with Maison du Livre in the Children's Book Festival Roaming, reading her stories in public libraries nationwide during the summer.

2017

- Invited by the Sharjah Book Authority to participate in the Children's Reading Festival (April 19—29). She read her stories to students in various cities.

- Assigned by UNESCO for the project Shared World Heritage Values for Common Grounds: An Artistic Approach. Conducted a training session for teachers and art facilitators, guiding them on story writing methods for students aged 15—17. Edited 22 student texts from 11 public schools, culminating in a final production.

2018

Invited by the organizers of the Abu Dhabi International Book Fair (April 25—May 1) for reading activities.

2019
2018-2019

Developed nine reading texts for Pearson in Arabic, an Arabic reading program for non-Arabic speakers. Collaborated with Ms. May Khodor (Beirut) and Dr. Hanada Taha (Dubai). Designed reading and writing activities adhering to program criteria.

2021

- Invited by the Emirates Airline Festival of Literature and Emirates Literature Foundation. Due to COVID-19 precautions, recorded a virtual reading of her story The King of the Forest Wants a Consultant and answered student questions from UAE elementary schools.

- The International Youth Library in Germany selected her story Noor (published by Kalimat Group, UAE) for inclusion in their 2021 booklet of recommended outstanding Arabic-language children's books. Link to the publication.

2022

- Invited by the Emirates Airline Festival of Literature and Emirates Literature Foundation.

- Served as a jury member for the Oxford University Press Story Writing Competition for students aged 15—17.

- Wrote and presented a play featuring the Arab cultural icons Antarah Ibn Shaddad and Abla, performed by volunteers. She played the role of a reporter, exploring themes of heritage and modernity. Link to the session recording.

2023

Wrote five stories for 'Kalam Hibr', Qatari electronic publisher.

ARABIC PUBLISHED ARTICLES

Books and Chapters

- Chabbani, S. (2009). The role of parents and relatives in children's stories. In N. S. Yared, F. Huteit, R. Zaghir, & L. Merhej (Eds.), What a Story: Children's Literature Today (pp. 146–169). The Association of Lebanese Women Researchers. [Conference proceedings book]. Bahithat.

- Benyaich, A., Aoun, H., Sexton, S., Sheehan, B., Arab, J., Sultan, H., Chabbani, S., Daoud, R., Weatherhead, A., & Rawi, H. (2020). Benchmark statement: Prosthetics and orthotics services in Lebanon. Beirut: International Committee of the Red Cross, Ministry of Public Health Republic of Lebanon, Rehabskills Limited, and University of Balamand.

Journal Articles

- Chabbani, S. (2021). The challenges of remote learning: Approach of twelve Arabic research studies about the risks of internet addiction, descriptive-analysis study. Al Hadatha Journal, 27(213–214), 157–175.

- Hatab, Z., & Chabbani, S. (2021). Home confinement and Internet Gaming Disorder of teenagers during Coronavirus-19. Al-Manafeth Journal, 35, 230–243.

- Chabbani, S., & Rammal, M. (2023). The relationship between excessive involvement in video games and family factors among second cycle students in Lebanese schools. Journal Index of Exploratory Studies, 3(7), 74–94.

Conference Proceedings

- Hussein, F., & Chabbani, S. (2024). Knowledge, attitude, and practices concerning ethics of artificial intelligence. In R. Tamar (Ed.), Democratic Arabic Center Conference Proceedings (pp. 11–34). Democratic Arabic Center. [Conference proceedings book]. Access here.

- Chabbani, S., & Rammal, M. (2023). Exploring internet gaming disorder among students of the cycle 2, in the Lebanese school. The Book of the 8th International Conference on Scientific Contemporary Studies, Part 1, 475–487. (Turkey, January 2023).

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2001

- Kookie to Solve Problems [كوكي لحل المشاكل], Beirut, Lebanon, Asala Publishers.
- Woodpecker, the New Neighbor [نقّار الجار الجديد], Asala Publishers.
- The Horrible Wish [الأمنية المرعبة], Asala Publishers.

2002

- The Violinist Competes with the Pied Piper [عازفة الكمان تتحدّى عازف الناي], Asala Publishers.

2003

- Play. Think. Guess with Mourjan and Mourjana [العب فكر واحزر مع مرجان ومرجانة], Dar Al Hadaek.

2004

- The Biography of the Last Donkey [سيرة الحمار الأخير], Dar Al Hadaek.

2005

- A Cat and a Fish [قطّة وسمكة], Asala Publishers.
- Huda and the Lipstick [هدى وأحمر الشفاه], Asala Publishers. ISBN: 9953-458-73-1
- A Butterfly and a Worm [فراشة ودودة], Asala Publishers.

2007

- The Weird Dance [الرقصة العجيبة], Dar Almoualef. ISBN: 9789953762517
- Things Disappear in our House [في منزلنا تختفي الأشياء], Dar Almoualef. ISBN: 9789953762494

2008

- From A Tree to Another [من شجرة إلى شجرة], Dar Almoualef. ISBN: 9789953762500
- A Story of a Fisherman [قصّة صيّاد سمك], Kalimat. ISBN: 9789948037507
- Help me, I Help you [ساعدني أساعدك], Kalimat. ISBN: 9789948037408

2009

- Mr. Watermelon [أستاذ بطّيخ], Asala Publishers. ISBN: 978-9953-537-23-8
- Why Did Not the Rabbit Say Back Good Morning? [لماذا لم يردّ الأرنب تحيّة الصباح], Dar El Fikr El Loubnani. ISBN: 9786144000175
- Family... Love and Safety [العائلة..حنان وأمان], Evanta- Educate and Entertain. ISBN: 9789953014616

2010

- So Sweet, Moufattaka [يا حلوة مفتّقة], Asala Publishers. ISBN: 978-614-402-352-5
- Mr. Onion [أبو بصلة], Asala Publishers. ISBN: 978-614-402-180-4
- I Have the Flu [أنا مُصاب بالرشح], Asala Publishers. ISBN: 9786144020807
- To Take You into My World [حتّى أنقلك إلى عالمي], UNESCO, Beirut Office. ISBN: 9789953016214
- On Phoenician Heroes:
  - The Voyage of a Phoenician Merchant [رحلة تاجر فنيقي], Dar Almoualef. ISBN: 9789953763170
  - The Company of Alissa [في صحبة أليسا], Dar Almoualef. ISBN: 9789953763200
  - Purple Colors in Tyr City [ألوان أرجوانية في مدينة صور], Dar Almoualef. ISBN: 9789953763187
  - Isis in Byblos [إيزيس في جبيل], Dar Almoualef. ISBN: 9789953763194
  - Hannibal and the Battle in Carthage [هنيبعل ومعركة قرطاجة], Dar Almoualef. ISBN: 9789953763217
  - Cadmus and the Alphabet [قدموس وحروف الأبجدية], Dar Almoualef. ISBN: 9789953763224

2012

- Where Do I Come From? [كيف جئتُ], Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953693958
- Sara's Moneybox [حصّالة سارة], Kalimat. ISBN: 9789948857723
- The Hiccups of Rawan [حازوقة روان], Kalimat. ISBN: 9789948857778
- A Message from Space [رسالة من الفضاء], Dar El Fikr El Loubnani. ISBN: 9786144002353
- The Guard of the River [حارس النهر], Asala Publishers. ISBN: 978-614-402-526-0

2013

- Sousou My New Sister: The Secret of Mama's Milk [سوسو أختي الجديدة: سر حليب ماما], International Orthodox Christian Charities.
- Hala the Inventor [حلا المخترعة], Kalimat. ISBN: 9789948202226
- The Crazy Man from Shanai [أخوت شناي], Academia International. ISBN: 9789953379234
- The Perplexed Star [سر النجمة الحائرة], Academia International. ISBN: 9789953379333
- Ghalia at School [غالية في المدرسة], Academia International. ISBN: 9789953379326
- Buhlool [بُهلول], Academia International. ISBN: 9789953379258
- I Was Naughty [أنا كنت شقيّة], Asala Publishers. ISBN: 9786144026410
- I Was Very Shy [أنا كنت خجولة], Asala Publishers. ISBN: 9786144026946
- I Participate [أنا أُشارك], Asala Publishers. ISBN: 978614402694
- The Alphabet Stories [قصص الحروف], Dar El Fikr El Loubnani. ISBN: 9786144500637

2014

- The Secret of Guava Smell [سر رائحة الجوافة], Academia International. ISBN: 9789953379340
- Salma's Letters [رسائل سلمى], Kalimat. ISBN: 9789948203629

2014

- Karakoosh [قرافوش], Academia International. ISBN: 9789959379241
- Tamer and the Guests [تامر والضيوف], Asala Publishers. ISBN: 9786144027714
- Lamiss in the Supermarket [لميس في السوبرماركت], Asala Publishers. ISBN: 9786144027707
- I Used to Get Angry Fast [كنت أغضب بسرعة], Asala Publishers. ISBN: 9786144027264
- I Was Chaotic [أنا كنت فوضويّا], Asala Publishers. ISBN: 9786144027271
- Different Summer Vacation [عطلة صيف مختلفة], Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695273

2015

- Ouch My Tummy [آخ يا بطني], Dar El Nadim. ISBN: 9789953548517
- An Adventure in the Street [مغامرة في الشارع], Dar El Nadim. ISBN: 9789953548975
- Left the Book [خرج من الكتاب], Academia International. ISBN: 97899532990
- The Battle of Antarat Bin Shaddad [معركة عنترة بن شدّاد], Academia International. ISBN: 9789953373461
- Ghalia on Vacation [غالية في العطلة], Academia International. ISBN: 9789953379319
- One Minute [دقيقة واحدة], Asala Publishers. ISBN: 978-614-442-128-4
- On Arabic Grammar:
  - Adventures in the Rules' Forest: (Ta Marbouta) Part 1 [مغامرات في غابة القواعد: التاء المربوطة]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695297
  - Adventures in the Rules' Forest: (The Long T) Part 2 [مغامرات في غابة القواعد: التاء الطويلة]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695303

2015

- On Arabic Grammar:
  - Adventures in the Rules' Forest: (Present and Past Tense) Part 3 [مغامرات في غابة القواعد: الفعل الماضي والمضارع]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695310
  - Geem, the Hesitant (Letter C) [ج الحائر]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695327
  - The Resembling Arabic Letters: B, T, and TH [الحروف المتشابهة: ب، ت، ث]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695280
  - Dr. Shadda [دكتور شدّة]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695334
  - Arabic Rules Day [يوم القواعد العربية]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953695341

2016

- How lovely is the Agreement [ما أحلى الاتّفاق]. Dar Al Maaref Bookshop Co. Publishers. ISBN: 9789953696102
- The Courageous Zeina [زينة الشجاعة]. Asala Publishers. ISBN: 978-614-442-225-0
- Who Destroyed the Orchard [من خرّب البستان]. Asala Publishers. ISBN: 978-614-442-086-7
- The Secret Adventurers Team [فرقة المغامرين السرية]. Dar El Nadim. ISBN: 9786144500125
- A Series of 6 Stories with the Title When Chahrazad Spoke:
  - The Bull with the Donkey, and Other Stories [حكاية الثور مع الحمار وقصص أخرى]. Dar Al Majani. ISBN: 9789953168579
  - Abou Keer the Dyer and Abou Seer the Barber [حكاية أبي قير الصبّاغ وأبي صير مزيّن الشعر]. Dar Al Majani. ISBN: 9789953168562

2016

- The Story of the King's Son with the Third Sage Man [حكاية ابن الملك مع الحكيم الثالث]. Dar Al Majani. ISBN: 9789953168531
- The Story of King Anousharwan with the Young Woman and Other Stories [حكاية الملك أنوشروان مع الصبية، وقصص أخرى]. Dar Al Majani. ISBN: 9789953168548
- The Fox and the Wolf, and Other Stories [حكاية الثعلب والذئب وقصص أخرى]. Dar Al Majani. ISBN: 9789953168586
- Voyages of Sindibad the Sailor [رحلات السندباد البحري]. Dar Al Majani. ISBN: 9789953168555

2017

- A Wish... Hope and Challenge [أُمنية...أمل وتحدٍ]. Dar El Nadim. ISBN: 9786144500163
- What is Happening Under My Pillow [ماذا يحصل تحت وسادتي؟]. Dar El Nadim. ISBN: 978144500309
- Melodies of the Night [ألحان الليل]. Kalimat. ISBN: 9789948025320
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- Better than Squabbling [أحلى من الزعل]. Kalimat. ISBN: 9789948100638
- A Visit to the Farm [زيارة إلى المزرعة]. Academia International. ISBN: [missing]
- The Messy Alien [الكائن العجيب]. Asala Publishers. ISBN: 9789953951041

2018

- I will not Lend you My Bike [لن أُعيرك درّاجتي]. Dar El Nadim. ISBN: 9786144500316
- The Fox and the Smart Chicken [الثعلب والدجاجة الذكية]. Dar El Nadim. ISBN: 9786144500620
- The King of the Forest Looks for a Consultant [ملك الغابة يريد مستشارًا]. Dar Al Majani. ISBN: 9789953169477
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- Dahl [دال]. Dar Almoualef. ISBN: 9786144560280
- Antar and Abla in the Selfie Era [عنتر وعبلة في عصر السيلفي]. Dar Almoualef. ISBN: 9786144560723

2019

- Are Monsters Real? [هل الوحوش حقيقية؟]. Dar Al Banan. ISBN: 9786144550519
- The Rabbit Wins the Turtle, but… [الأرنب يربح السلحفاة، ولكن..]. Academia International. ISBN: 9789953377025
- A Series about Life Skills:
  - An Idea that Brings Fun [فكرة جلبت المرح]. Academia International. ISBN: 9789953371061
  - Get Out of my Way [ابتعدي عن طريقي]. Academia International. ISBN: 9789953374185
  - I Understand your Feelings [أنا أفهم مشاعرك]. Academia International. ISBN: 9789953374598
  - Sorry, I Made a Mistake [عفوًا لقد أخطأت]. Academia International. ISBN: 9789953371078
  - Share with me [شاركني أغراضك]. Academia International. ISBN: 9789953371047
  - This is How Help Can Be [هكذا تكون المساعدة]. Academia International. ISBN: 9789953371054

2019

- Narcissus [نارسيس]. Dar Al Majani. ISBN: 9789953169491
- Dahl [دال]. In Colored Stories: It is my right to… [قصص ملوّنة: من حقّي...]. Dar Almoualef.
- What A Weird Dream [يا له من حلم عجيب]. Dar Al Majani. ISBN: 9789953169507

2020

- Explode out of my Way [افرنقعوا عني]. Dar Al Banan. ISBN: 9786144550687
- The Unexpected Visit [زيارة غير متوقّعة]. Academia International. ISBN: 9789953371108
- Noor [نور]. Kalimat. ISBN: 9789948362296

2021

- Germ is Looking for Fame [جرثوم يبحث عن الشهرة]. Academia International. ISBN: 9789953371856
- The Mystery of Garbage in the Garden [لغز النفايات في الحديقة]. Asala Publishers. ISBN: 9789953953533
- The Smart Phone of Adam [هاتف آدم الذكي]. Dar Al Majani. ISBN: 9789953169989

2022

- Dinosaurs in our Garden [في حديقة منزلي ديناصورات]. Asala Publishers. ISBN: 9789953954059
- Sing, Hani [غنّي يا هاني]. Asala Publishers. ISBN: 9789953954158
- My Great Grandmother's Story [جدّة أمّي]. Dar Al Majani. ISBN: 9789953169835
- My Great Grandfather's Story [حكاية جدّ جدي]. Dar Al Majani. ISBN: 9789953169828

2023

- A Series about Children with Special Needs:
  - Nothing Hinders Me from Fun [لا شيء يمنعني عن المرح]. Asala Publishers. ISBN: 9789953954769
  - I Have a Prosthetic Leg [عندي قدم صناعية]. Asala Publishers. ISBN: 9789953954776
  - Friends are Different [الأصدقاء يختلفون]. Asala Publishers. ISBN: 9789953954752
  - The Team of Hunters [مجموعة الصيادين]. Asala Publishers. ISBN: 9789953954912
  - The Hard Test [الامتحان الصعب]. Asala Publishers. ISBN: 9789953954745
- The Weird Question [السؤال العجيب]. Asala Publishers. ISBN: 9789953954981
- Sweet and Hot [حلوة وحارّة]. Dar Al Majani. ISBN: 9789953169989

2024

- Z Knows, N is Upset [ي يعرف ن منزعج]. Academia International. ISBN: 9789953372082
- Wishes for Your Safety, Sugar [سلامتك يا سكّر]. SHIELD Mine Action Unit, Lebanon.

A Series of Picture Books Published by UNICEF, Lebanon (Ages 4—9)

2019

- Playing is so Much Fun [ما أحلى اللعب]. UNICEF, Lebanon, 2019. ISBN: 9789953048987

2020

- A Meeting in the Public Park [لقاء في الحديقة العامّة]. UNICEF, Lebanon, 2020. ISBN: 9789953051963

2021

- The Vaccine Protects Us [اللقاح يحمينا]. UNICEF, Lebanon, 2021. ISBN: 9789953056036
- The Heroes of Hands Hygiene [أبطال نظافة اليدين]. UNICEF, Lebanon, 2021. ISBN: 9789953056579

2023

- In My School, There's Ghina [في مدرستي غنى]. UNICEF, Lebanon, 2023. ISBN: 9789953058597

2024

- Life is Better with School [الحياة أفضل مع المدرسة]. UNICEF, Lebanon, 2024. ISBN: 9789953061771

Cowritten Books

2019

- The Green Socks [الجورب الأخضر]. Co-written with Souzan Ramadan. Asala Publishers, 2019.

2020

- The Trip of the Century: 100 Years of Life of Astronomer Saleh Al Oujairy [رحلة القرن 100 عام في حياة عالم الفلك صالح العجيري]. Co-written with Sana Chabbani and Rima El Kurdi. Dar Biyoot and Hikayat, 2020. ISBN: 9789921013023

WHAT DID YOU DECIDE, MALEK, ILLUSTRATION: NADINE SIDANI, DAR AL MAAREF BOOKSHOP CO. PUBLISHERS, LEBANON, 2011

MY GRANDFATHER AND THE NEWSPAPER, ILLUSTRATION: SONDOS EL SHAYEB, DAR AL MAJANI, LEBANON, 2018

MY GREAT GRANDFATHER'S STORY, ILLUSTRATION: AHMAD EL KHATIB, DAR AL MAJANI, LEBANON, 2022

SOUSOU MY NEW SISTER: THE SECRET OF MY MOTHER'S MILK, ILLUSTRATION: DANIA EL KHATIB, INTERNATIONAL ORTHODOX CHRISTIAN CHARITIES, LEBANON, 2013.
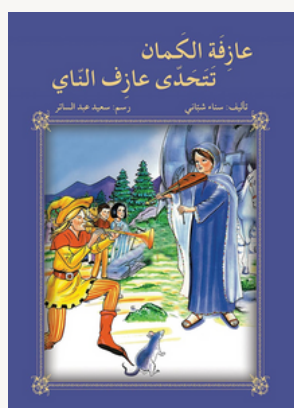
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HANNIBAL AND THE BATTLE IN CARTHAGE, ILLUSTRATION: AHAMD EL KHATIB, DAR AL MOUALEF, LEBANON, 2010

THE VIOLINIST COMPETES WITH THE PIED PIPER, ILLUSTRATION: SAID ABDEL SATER, ASALA PUBLISHER, LEBANON, 2002, 2015

NOUR AND NOURA MAGAZINE, ISSUE 6, MAY 2007, THE COVER WITH THE THEME OF THE ISSUE: I BELONG

NARCISSUS, ILLUSTRATION: AHMAD EL KHATIB, DAR AL MAJANI, LEBANON, 2019,

SWEET AND HOT, ILLUSTRATION: HASAN EDLBI, DAR AL MAJANI, LEBANON, 2023

Sanaa Chabbani - Dossier

PUBLICATIONS IN ARAB CHILDREN'S MAGAZINES

NOUR AND NOURA MAGAZINE

Issue 2 (2004)

- Chabbani, Sanaa & Mouchantaf, Lina. (2004). The first day… at school. [اليوم الأوّل... في المدرسة] pp. 4-5.
- Chabbani, Sanaa. (2004). One smile is enough. [ابتسامة واحدة تكفي] pp. 11-13.
- Chabbani, Sanaa. (2004). Reduce the litter, please. [خفّف من النفايات أرجوك] p. 6.
- Chabbani, Sanaa. (2004). Plan… Organize…Go. [خطّط... نظّم... انطلق] p. 16.
- Chabbani, Sanaa. (2004). Outside the school… Inside the school. [خارج المدرسة...داخل المدرسة] pp. 21-23.
- Chabbani, Sanaa. (2004). The ceiling of my school is leaking. [سقف مدرستي ينشّ] pp. 27-29.

Issue 3 (2005)

- Chabbani, Sanaa. (2005). Four different days. [أربعة أيّام مختلفة] pp. 6-9.
- Chabbani, Sanaa. (2005). Kindly stay away from smoking. [رجاءً اِبعد عن السيجارة] p. 13.
- Dakroub, Karim & Chabbani, Sanaa. (2005). Happy New Radish. [كل فجلة وأنت بخير] pp. 14-15, 19.

Issue 4 (2006)

- Chabbani, Sanaa & Nehme, Nehme. (2006). What a Sweet Jam. [آه يا مربّى] pp. 3-7.
- Chabbani, Sanaa & Nehme, Nehme. (2006). Hamburger and Scientific Research. [الهامبرغر والبحث العلمي] pp. 18-21.

Issue 5 (January 2007)

- Chabbani, Sanaa. (2007). Birthday of Ziad. [عيد زياد] pp. 2-5.
- Chabbani, Sanaa. (2007). Summer in Miniara. [صيف في منيارة] pp. 18-21.
- Chabbani, Sanaa. (2007). The most delicious food. [أطيب أكلة] pp. 24-26.
- Chabbani, Sanaa. (2007). A break. [استراحة] p. 32.

Issue 6 (May 2007)

- Chabbani, Sanaa. (2007). A Canary of Languages. [بلبل لغّات] pp. 2-5.
- Chabbani, Sanaa. (2007). I belong. [أنا أنتمي] pp. 26-29.
- Chabbani, Sanaa. (2007). Bon Appetit and your health is good. [ألف صحّة والصحّة تمام] p. 32.
- Chabbani, Sanaa. (2007). Oh…The chairs! [آه يا كراسي] (inside back cover).

Issue 7 (May 2007)

- Chabbani, Sanaa. (2007). The adventure of Kidnapping Nimra. [مغامرة خطف نمرة] pp. 4-7.
- Chabbani, Sanaa. (2007). Taxi driver. [سائق تاكسي] pp. 14-17.
- Chabbani, Sanaa. (2007). The hen incubates a bomb. [الدجاجة تحضن قنبلة] pp. 22-24.
- Chabbani, Sanaa. (2007). He was with us moments ago. [كان معنا منذ لحظات] pp. 37-39.
- Chabbani, Sanaa. (2007). Marginal thoughts. [خواطر هامشية] (back cover).

Issue 8 (October 2007)

- Chabbani, Sanaa. (2007). Falsely resembling a verb and was wronged. [مُشبّه بالفعل ومظلوم] pp. 4-6.
- Chabbani, Sanaa. (2007). Socrates, the builder who never practiced his profession. [سقراط البنّاء الذي لم يُمارس مهنته] pp. 8-11.
- Chabbani, Sanaa. (2007). A ruler suffering: Addressing parents and educators. [مُعاناة مسطرة: تتوجّه للأهل والمربّين] pp. 22-23.
- Nehme, Bassam & Chabbani, Sanaa. (2007). What nature told me. [ماذا قالت لي الطبيعة] pp. 24-25.

Issue 9 (March 2008)

- Chabbani, Sanaa. (2008). The Stone Age, oh stone. [العصر الحجري يا حجر] pp. 2-3.
- Chabbani, Sanaa. (2008). Baalbek, the city of the sun. [بعلبك مدينة الشمس] pp. 8-9.
- Chabbani, Sanaa. (2008). The flute revealed the secret. [باح الناي بالسرّ] pp. 24-25.
- Chabbani, Sanaa. (2008). The evolution of the oriental flute. [تطوّر آلة الناي] p. 26.

Issue 10 (October 2008)

- Chabbani, Sanaa. (2008). Lama's Diary. [دفتر يوميّات لمى] pp. 4-7.
- Chabbani, Sanaa. (2008). Kalila and Dimna: Do Not Advise Others and Forget Yourself. [لا تنصح الناس وتنسَ نفسك] pp. 10-13.
- Chabbani, Sanaa. (2008). An Unfinished Joy. [يا فرحة لم تتم] pp. 24-26.
- Chabbani, Sanaa. (2008). Why did Shahrazad become silent? [لماذا سكتت شهرزاد] pp. 28-29.

Issue 11 (December 2008)

- Aoun, Habbouba & Chabbani, Sanaa. (2008). Who Ate the Cheese? [من أكل الجبنة] pp. 4-6.
- Chabbani, Sanaa. (2008). The Lady with the Beautiful Hairstyle. [ذات التسريحة الجميلة] pp. 11-13.

Issue 12 (April 2010):

- Chabbani, Sanaa. (2010). The Wonder School Principal. [المديرة الخارقة] pp. 4-7.
- Chabbani, Sanaa. (2010). A Bad Day. [يوم نحس] pp. 10-25.

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NOUR AND NOURA MAGAZINE

The Community Engagement Department, DOCE, formerly Co-Academic Programs, at the Faculty of Health Sciences, University of Balamand issued 'Nour and Noura' Magazine, in Arabic Language, in 2001 as part of the project 'Nutrition and Education in Public Schools'. The magazine was distributed in all public schools in Lebanon for the students in the second and third cycles of basic education, for free. The production stopped in 2010 with total release of twelve issues, for DOCE lacked funding for this project.

  Each issue of the magazine was developed around one theme such as Mine Risk Education, Environment, Student's life skills at school, hygiene, belonging to the country and its culture, and safety of disasters around us. The theme would be chosen after contacting the school health advisors at the Public Schools around the country through the students' clubs.

Interview with Sanaa, from the issue 9, March 2008.
Note: It is a reed made flute that to play there would be a difficult blowing technique.
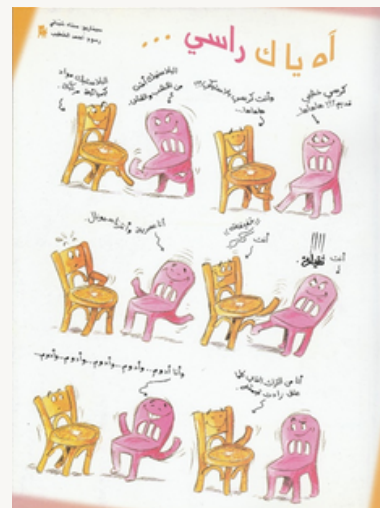
Back cover of an issue the author wrote, illustrated by Ahmad AL Khatib.Two chairs one is cultural, made of wood, and the other was made of plastic have a dialogue.The two compete as each would describe her uniqueness and importance. And in the end, we see the plastic one wins the dialogue by saying: But I last and last and last

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TOUTA TOUTA MAGAZINE

2001

- Chabbani, Sanaa. (May 2001). My Tooth Was Here. [سنّي كانت هنا] Touta Touta, 7, 14-15.
- Chabbani, Sanaa. (June 2001). High in the Sky. [عاليًا في السماء] Touta Touta, 8, 3.
- Chabbani, Sanaa. (August 2001). Four Differences. [أربعة فوارق] Touta Touta, 10, 14.
- Chabbani, Sanaa. (August 2001). Magic Pen. [قلم سحري] Touta Touta, 10, 15.
- Chabbani, Sanaa. (September 2001). What Happens Here? Let's Help Every Little One to Go to Their Mother. [ماذا يحدث هنا؟ هيّا نساعد كل صغير ليذهب إلى أمّه] Touta Touta, 11, 6-7.
- Chabbani, Sanaa. (October 2001). Search for Coins. [فتّش عن النقود المعدنية] Touta Touta, 12, 6.

2002

- Chabbani, Sanaa. (January 2002). Saiid on the Holiday. [سعيد يوم العيد] Touta Touta, 15, 15.
- Chabbani, Sanaa. (February 2002). Uncle Salim's Car. [سيّارة العم سليم] Touta Touta, 16, 16-17.
- Chabbani, Sanaa. (March 2002). Go Forward. [إلى الأمام سر] Touta Touta, 17, 16-17.

2003

- Chabbani, Sanaa. (March 2003). It Depends On... [إنّها تعتمد على...] Touta Touta, 29, 8-9.
- Chabbani, Sanaa. (May 2003). Are You Ready? [هل أنتم مستعدّون] Touta Touta, 31, 4-5.
- Chabbani, Sanaa. (June 2003). Animals for Sale. [حيوانات للبيع] Touta Touta, 32, 3.
- Chabbani, Sanaa. (July 2003). Letter to My Father. [رسالة إلى أبي] Touta Touta, 33, 10-11.
- Chabbani, Sanaa. (August 2003). My Hobby. [هوايتي] Touta Touta, 34, 3.

2004

- Chabbani, Sanaa. (August 2004). The Day I Got a Star. [يوم حصلت على نجمة كشفية] Touta Touta, 46, 12-13.
- Chabbani, Sanaa. (October 2004). What Do You Like About School? [ماذا تحبّ في المدرسة] Touta Touta, 48, 14-15.

2005

- Raed, Mariam and Chabbani, Sanaa. (April 2005). Desert's Arts. [فنون الصحراء] Touta Touta, 54, 16-17.
- Dabbous, Juhaina and Chabbani, Sanaa. (May 2005). My Sister's Hobbies. [هوايات أختي] Touta Touta, 55, 3.

2007

- Chabbani, Sanaa. (February 2007). Tadpoles. [الشراغيف] Touta Touta, 74, 6-7.
- Chabbani, Sanaa. (April 2007). The Place Has Room for Everyone. [المكان يتّسع للجميع] Touta Touta, 76, 3.
- Chabbani, Sanaa. (May 2007). Lovely Rabbit. [أرنوب اللطيف] Touta Touta, 77, 14-15.
- Chabbani, Sanaa. (June 2007). A Hobby for Small Fingers. [هواية للأصابع الصغيرة] Touta Touta, 78, 3.
- Chabbani, Sanaa. (August 2007). What Do I Know About the Forest. [ماذا أعرف عن الغابة] Touta Touta, 80, 16-17.
- Chabbani, Sanaa. (October 2007). Autumn Game. [لعبة فصل الخريف] Touta Touta, 82, 10-11.
- Chabbani, Sanaa. (October 2007). Make It Yourself. [اصنع بنفسك] Touta Touta, 82, 3.
- Badawi, Salma and Chabbani, Sanaa. (November 2007). In the Studio. [في الأستديو] Touta Touta, 83, 4-5.

Touta Touta Magazine was issued by Dar Al Hadaek in Lebanon. The Magazine was the first one in Lebanon and the Arab World dedicated for children ages 4 to 7. First issue started in 2000.

Each issue has one theme that all contributes would focus around the theme.

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AHMED MAGAZINE

1991

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- Chabbani, Sanaa. (June 1991). Real Help. [مساعدة حقيقية] Ahmed, 85, 6-7.

1992

- Chabbani, Sanaa. (August 1992). Salma: Time is Precious. [سلمى: الوقت ثمين] Ahmed, 99, 6-7.

2001

- Chabbani, Sanaa. (May 2001). Fun: Bilal and His Dog Marmar, and a Strange Match. [تسالي: بلال وكلبه مرمر، ومباراة غريبة] Ahmed, 322, 12-13.
- Chabbani, Sanaa. (June 2001). Fun: The Twins, Strange Things. [تسالي: التوأم، أشياء غريبة] Ahmed, 323, 14-15.
- Chabbani, Sanaa. (July 2001). Fashkool. [فشكول] Ahmed, 324, outside back cover.
- Chabbani, Sanaa. (July 2001). Fun: Strange Crops, and the Right Rope. [تسالي: المزروعات الغريبة، والحبل المناسب] Ahmed, 324, 34-35.
- Chabbani, Sanaa. (August 2001). Fashkool. [فشكول] Ahmed, 325, back cover.
- Chabbani, Sanaa. (August 2001). Azhar's Ideas. [أزهار صاحبة الأفكار] Ahmed, 325, 42-44.
- Chabbani, Sanaa. (August 2001). Fun: The Strange Carpet and Intertwined Objects. [تسالي: السجّادة الغريبة، والأغراض المتداخلة] Ahmed, 325, 34-35.
- Chabbani, Sanaa. (September 2001). Fun: What Did the Monkeys Do? The First Visit. [تسالي: ماذا فعلت القرود؟ والزيارة الأولى] Ahmed, 326, 36-37.
- Chabbani, Sanaa. (October 2001). Fashkool. [فشكول] Ahmed, 327, back cover.
- Chabbani, Sanaa. (October 2001). Azhar's Ideas. [أزهار صاحبة الأفكار] Ahmed, 327, 42-44.
- Chabbani, Sanaa. (November 2001). Fun: The Clowns' Reunion, Maha's Balloon. [تسالي: حفل لقاء المهرّجين، وبالون مهى] Ahmed, 328, 34-35.
- Chabbani, Sanaa. (November 2001). Azhar's Ideas: Family Gathering. [أزهار صاحبة الأفكار: اجتماع عائلي] Ahmed, 328, 42-45.

2002

- Chabbani, Sanaa. (January 2002). Fashkool. [فشكول] Ahmed, 330, back cover.
- Chabbani, Sanaa. (January 2002). Azhar's Ideas: The Ball in the Hole. [أزهار صاحبة الأفكار: الطابة في الحفرة] Ahmed, 330, 8-9.
- Chabbani, Sanaa. (February 2002). Azhar's Ideas: The Weight of the Fish. [أزهار صاحبة الأفكار: وزن السمك] Ahmed, 331, 8-11.
- Chabbani, Sanaa. (March 2002). Fashkool. [فشكول] Ahmed, 332, back cover.
- Chabbani, Sanaa. (March 2002). Azhar's Ideas: Ghosts in the Playground. [أزهار صاحبة الأفكار: أشباح في الملعب] Ahmed, 332, 8-11.
- Chabbani, Sanaa. (April 2002). Fashkool. [فشكول] Ahmed, 333, back cover.
- Chabbani, Sanaa. (May 2002). Fadi and the Escaping Report Card. [فادي وورقة العلامات الهاربة] Ahmed, 334, 8-11.
- Chabbani, Sanaa. (June 2002). Fashkool. [فشكول] Ahmed, 335, back cover.
- Chabbani, Sanaa. (June 2002). Azhar's Ideas. [أزهار صاحبة الأفكار] Ahmed, 335, 8-11.
- Chabbani, Sanaa. (July 2002). Azhar's Ideas: The Village Hut. [أزهار صاحبة الأفكار: كوخ القرية] Ahmed, 336, 8-11.
- Chabbani, Sanaa. (August 2002). Faten's Test. [امتحان فاتن] Ahmed, 337, 8-11.
- Chabbani, Sanaa. (September 2002). Fashkool. [فشكول] Ahmed, 338, back cover.
- Chabbani, Sanaa. (September 2002). Azhar's Ideas: Visiting the Exhibition. [أزهار صاحبة الأفكار: زيارة المعرض] Ahmed, 338, 20-23.
- Chabbani, Sanaa. (October 2002). Fashkool. [فشكول] Ahmed, 339, back cover.
- Chabbani, Sanaa. (October 2002). Azhar's Ideas: Colors Return back to Normal. [أزهار صاحبة الأفكار: الألوان تعود إلى مجاريها] Ahmed, 339, 8-11.
- Chabbani, Sanaa. (November 2002). Azhar's Ideas: The Secret Hideout. [أزهار صاحبة الأفكار: المخبأ السرّي] Ahmed, 340, 8-11.
- Chabbani, Sanaa. (November 2002). Fashkool. [فشكول] Ahmed, 340, back cover.
- Chabbani, Sanaa. (December 2002). Fashkool. [فشكول] Ahmed, 341, back cover.
- Chabbani, Sanaa. (December 2002). Azhar's Ideas: Neglecting to Finish Tasks. [أزهار صاحبة الأفكار: إهمال في إتمام الأعمال] Ahmed, 341, 8-11.

2003

- Chabbani, Sanaa. (January 2003). Fashkool. [فشكول] Ahmed, 342, back cover.
- Chabbani, Sanaa. (January 2003). Azhar's Ideas: The Neighbor's Parrot. [أزهار صاحبة الأفكار: ببّغاء الجارة] Ahmed, 342, 8-11.
- Chabbani, Sanaa. (February 2003). Fashkool. [فشكول] Ahmed, 343, back cover.
- Chabbani, Sanaa. (February 2003). Azhar's Ideas: A Scout Trip. [أزهار صاحبة الأفكار: رحلة كشفية] Ahmed, 343, 8-11.
- Chabbani, Sanaa. (March 2003). Fashkool. [فشكول] Ahmed, 344, back cover.
- Chabbani, Sanaa. (March 2003). Azhar's Ideas: Pen Holder, and Pad for the Hot Pot. [أزهار صاحبة الأفكار: حاملة الأقلام، ملاقط للوعاء الساخن] Ahmed, 344, 8-9.
- Chabbani, Sanaa. (April 2003). Azhar's Ideas. [أزهار صاحبة الأفكار] Ahmed, 345, 8-9.
- Chabbani, Sanaa. (May 2003). Fashkool. [فشكول] Ahmed, 346, back cover.
- Chabbani, Sanaa. (May 2003). Azhar's Ideas: The Test Paper. [أزهار صاحبة الأفكار: ورقة الامتحان] Ahmed, 346, 20-23.
- Chabbani, Sanaa. (June 2003). Azhar's Ideas: The Pocket Doll. [أزهار صاحبة الأفكار: دمية الجيوب] Ahmed, 347, 18.
- Chabbani, Sanaa. (June 2003). Fashkool. [فشكول] Ahmed, 347, back cover.
- Chabbani, Sanaa. (July 2003). Fashkool. [فشكول] Ahmed, 348, back cover.
- Chabbani, Sanaa. (August 2003). Fashkool. [فشكول] Ahmed, 349, back cover.
- Chabbani, Sanaa. (September 2003). Fashkool. [فشكول] Ahmed, 350, back cover.
- Chabbani, Sanaa. (October 2003). Fashkool. [فشكول] Ahmed, 351, back cover.
- Chabbani, Sanaa. (October 2003). Azhar's Ideas. [أزهار صاحبة الأفكار] Ahmed, 351, 30-31.
- Chabbani, Sanaa. (November 2003). Do It Yourself with Azhar. [اصنع بنفسك مع أزهار] Ahmed, 352, 14.
- Chabbani, Sanaa. (November 2003). Azhar Solves the Mystery. [أزهار تحل اللغز] Ahmed, 352, 15.
- Chabbani, Sanaa. (November 2003). Fashkool. [فشكول] Ahmed, 352, back cover.
- Chabbani, Sanaa. (December 2003). Fashkool. [فشكول] Ahmed, 353, back cover.
- Chabbani, Sanaa. (December 2003). Azhar's Ideas: Do It Yourself with Azhar. [اصنع بنفسك مع أفكار] Ahmed, 353, 28.
- Chabbani, Sanaa. (December 2003). Azhar Solves the Mystery. [أزهار تحل اللغز] Ahmed, 353, 29.

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- Chabbani, Sanaa. (January 2004). Fashkool. [فشكول] Ahmed, 354, back cover.
- Chabbani, Sanaa. (January 2004). Azhar's Ideas: What a Beautiful Attitude. [أزهار صاحبة الأفكار: ما أجمل هذا الموقف] Ahmed, 354, 28.
- Chabbani, Sanaa. (January 2004). Azhar Solves the Mystery. [أزهار تحل اللغز] Ahmed, 354, 29.
- Chabbani, Sanaa. (February 2004). Fashkool. [فشكول] Ahmed, 355, back cover.
- Chabbani, Sanaa. (February 2004). Shakwa: Blaming. [شكوى: عاتبة] Ahmed, 355, 26-27.
- Chabbani, Sanaa. (March 2004). Fashkool. [فشكول] Ahmed, 356, back cover.
- Chabbani, Sanaa. (April 2004). Fashkool. [فشكول] Ahmed, 357, back cover.
- Chabbani, Sanaa. (May 2004). Fashkool. [فشكول] Ahmed, 358, back cover.
- Chabbani, Sanaa. (June 2004). Azhar's Ideas. [اصنع بنفسك] Ahmed, 359, 13.
- Chabbani, Sanaa. (June 2004). Do It Yourself with Azhar. [اصنع بنفسك مع أزهار] Ahmed, 359, 31.
- Chabbani, Sanaa. (July 2004). Do It Yourself with Azhar. [اصنع بنفسك مع أزهار] Ahmed, 360, 21.
- Chabbani, Sanaa. (July 2004). The Fun Club. [نادي المرح] Ahmed, 361, 24-26.
- Chabbani, Sanaa. (August 2004). Wait, you are in the hospital. [مهلًا، أنت في المستشفى] Ahmed, 361, 20.
- Chabbani, Sanaa. (August 2004). Do It Yourself with Azhar. [اصنع بنفسك مع أزهار ساعة الظل] Ahmed, 361, 21.
- Chabbani, Sanaa. (September 2004). Fashkool. [فشكول] Ahmed, 362, back cover.
- Chabbani, Sanaa. (December 2004). Fashkool. [فشكول] Ahmed, 365, back cover.
- Chabbani, Sanaa. (December 2004). Do a Flowers' Pot with Azhar. [اصنع بنفسك أصيصًا من الأزهار] Ahmad, 365, 21.
- Chabbani, Sanaa. (December 2004). How Ahmad's Friends Study. [كيف يذاكر أصدقاء أحمد] Ahmad, 365, 28-29

2005

- Chabbani, Sanaa. (January 2005). Azhar's Ideas: Thank you for your gifts and your love. [أزهار صاحبة الأفكار: أشكر هداياكم ومحبّتكم] Ahmed, 366, 33.
- Chabbani, Sanaa. (January 2005). The Fun Club. [نادي المرح] Ahmed, 366, 24-25.
- Chabbani, Sanaa. (February 2005). Fashkool. [فشكول] Ahmed, 367, back cover.
- Chabbani, Sanaa. (February 2005). Azhar's Ideas. [اصنع بنفسك مع أزهار] Ahmed, 367, 23.
- Chabbani, Sanaa. (February 2005). Azhar's Ideas: The box of happy memories. [اصنع بنفسك مع أزهار: علبة المناسبات السعيدة] Ahmed, 368, 8.
- Chabbani, Sanaa. (April 2005). Fashkool. [فشكول] Ahmed, 369, back cover.
- Chabbani, Sanaa. (April 2005). The Fun Club. [نادي المرح] Ahmed, 369, 24-25.
- Chabbani, Sanaa. (May 2005). Fashkool. [فشكول] Ahmed, 370, back cover.
- Chabbani, Sanaa. (July 2005). Fashkool. [فشكول] Ahmed, 372, back cover.
- Chabbani, Sanaa. (July 2005). The Fun Club. [نادي المرح] Ahmed, 372, 24-25.
- Chabbani, Sanaa. (July 2005). Azhar's Ideas. [اصنع بنفسك مع أزهار] Ahmed, 372, 18-19.
- Chabbani, Sanaa. (August 2005). The Smart Mizmar: A story from Ethiopia. [الشاطر مزمار: قصّة من أثيوبيا] Ahmed, 373, 30-33.
- Chabbani, Sanaa. (September 2005). Azhar's Ideas: Made a sailing ship, and a Japanese puppet [اصنع بنفسك مع أزهار: سفينة شراعية، ودمية من اليابان] Ahmed, 374, 18-19.

2006

- Chabbani, Sanaa. (May 2006). Fashkool. [فشكول] Ahmed, 382, back cover.
- Chabbani, Sanaa. (December 2006). Fashkool. [فشكول] Ahmed, 387, back cover.

Fashkool, Ahamd Magazine, issue 350, Sept. 2003

Ahmad Magazine was issued by Dar Al Hadaek in Lebanon for children aged 9 and 15 years old. It was founded in 1987.

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ALARABI ALSAGHEER MAGAZINE

2004

- Chabbani, Sanaa. (June 2004). Precious Friendship. [الصداقة الثمينة] AlArabi AlSagheer, 141, 63-65.
- Chabbani, Sanaa. (November 2004).

2005

- Goodbye to Fear [وداعًا للرعب] AlArabi Alsaghir, 146, 30-31.
- Chabbani, Sanaa. (August 2005). A Blessing in Disguise. [ربّ ضارة نافعة] AlArabi Alsaghir, 155, 18-21.
- Chabbani, Sanaa. (November 2005). My pen pal Friend. [صديقي بالمراسلة] AlArabi Alsaghir, 158, 56-57.

2006

- Chabbani, Sanaa. (January 2006). The sleeping cobbler. [الإسكافي النائم] AlArabi Alsaghir, 160, 52-54.
- Chabbani, Sanaa. (December 2006). A piece of advice from Dania. [نصيحة من دانية] AlArabi Alsaghir, 171, 67-69.

2007

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2009

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- Chabbani, Sanaa. (June 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 201, 74.
- Chabbani, Sanaa. (July 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 202, 74.
- Chabbani, Sanaa. (August 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 203, 74.
- Chabbani, Sanaa. (September 2009). two pictures and riddles. [صورة وحزّورة] AlArabi Alsaghir, 204, 74.
- Chabbani, Sanaa. (October 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 205, 74.
- Chabbani, Sanaa. (November 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 206, 74.
- Chabbani, Sanaa. (December 2009). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 207, 74.

2010

- Chabbani, Sanaa. (March 2010). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 210, 74.
- Chabbani, Sanaa. (April 2010). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 211, 74.
- Chabbani, Sanaa. (May 2010). picture and riddle. [صورة وحزّورة] AlArabi Alsaghir, 212, 74.
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2011

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- Chabbani, Sanaa. (September 2011). What is happening under my bed? [ماذا يحدث تحت سريري] AlArabi Alsaghir, 228, 60-61.

2012

- Chabbani, Sanaa. (November 2012). Think with me! why is the night longer than the day in winter...? [فكّر معي! لماذا الليل أطول من النهار في فصل الشتاء؟] AlArabi Alsaghir, 242, 10-11.
- Chabbani, Sanaa. (2012, December). Think with me! Do ostriches really bury their heads in the sand when they are scared? [فكّر معي! هل حقًا أن النعامة تدفن رأسها في الرمل عندما تكون خائفة؟] AlArabi Alsaghir, 243, 12-13.

2013

- Chabbani, Sanaa. (2013, January). The kernel by Leo Tolstoy. (Translation to Arabic) [النواة ل ليون تولستوي، ترجمة] AlArabi Alsaghir, 244, 30-31.
- Chabbani, Sanaa. (2013, August). The wise man and the thief. [الرجل الحكيم واللص] AlArabi Alsaghir, 251, 26-27.

2014

- Chabbani, Sanaa. (2014, February). When I am angry. [عندما أغضب] AlArabi Alsaghir, 257, 26-27.
- Chabbani, Sanaa. (2014, June). The spider that lived. [العنكبوت التي عاشت] AlArabi Alsaghir, 261, 30-31.

A picture and a riddle, from AlArabi Asaghir, issue 205, Oct. 2009.

The cover of the magazine AlArabi Alsaghir , issue 220, January, 2011, The cover features the title of the text "A solid plan to save the city" by Chabbani, and the illustration of the text by Nadine El Khatib.

Sanaa Chabbani - Dossier

TRANSLATIONS

2008

- Little Humpty [حدّوب الجمل الصغير]. Original by Margaret Wild, Little Hare Books, Australia, 2003. Arabic translation published by Dar Al Maaref Bookshop Co. Publishers, 2008. ISBN: 9789953691398.
- Kisses for Daddy [قبلات لأبي]. Original by Frances Watts, Little Hare Books, Australia, 2005. Arabic translation published by Dar Al Maaref Bookshop Co., 2008. ISBN: 9789953691398.

2016

- Grandpa, Tell Me About… (Series of 12 books on the environment for early childhood). Translated from English to Arabic. Original publisher: Priority Publications, India. Arabic translation published for Home Applied Training, 2016.

2020

- Bana Oyle Bakma! [لا تحدّق إليّ]. Original by Gokce Gokceer, Kirmizi Kedi Cocuk. Arabic translation published by Dar Al Maaref Bookshop Co., 2020. ISBN: 9789953699066.

Reading the Story "Meeting in the Public Park" in 14/7/ 2021 at the public park in Ein Al Roumaneh, Suburb of Beirut, invited by Assabil Public Library, and distributing free copies of the story, produced by UNICEF, to the children who joined the reading session

AWARDS

2009

Honored by the Ministry of Culture and the Municipality of Al Nabi Outhman Village in West Beka', during the National Week of Reading, and it was on May 2, by a celebration and giving certificate.

2010

To Take you in my World (حتّى أنقلك إلى عالمي) honored by UNESCO, Beirut office. Published by UNESCO, Beirut Office.

2011

Jamila and the Water Spring (جميلة والنبع) won 'Learn to Care book award' for age group 9-12 by the Association for Volunteer Services Arab Initiative to Foster a Culture of Volunteering Services. Published By Asala Publishing House.

2013

What did you Decide, Malek? (ماذا قرّرت يا مالك): Honored by IBBY in 2013, and it was chosen for children's Book Award at Sharjah Book Fair for the age group 6-8. Published by Dar Al Maaref Beirut.

2015

The Letters that Look Similar (الحروف المتشابهة: ب، ت، ث) chosen during the Arabic International Beirut Book Fair in November 2014 as the second-best production book for children. Published by Dar Al Maaref Beirut.

2022

IBBY Certificate of Honor for writing 'ziyara gairu mutwaqqa'a' (Gubran Hakil Gubran) [زيارة غير متوقّعة], Putrajaya, Malaysia

2024

IBBY Certificate of Honor for the illustrator 'Nadine Sidani' for illustrating the story book Hatef Adam Al Zaki (The Smart Phone of Adam) [هاتف آدم الذكي] written by the author Chabbani

Reading "The Crazy Man of Shanai"

Inauguration of the book "To take you to my World" [حتّى أنقلك إلى عالمي] coordinated by Mr. Joe Kreidi, the Senior Programme Officer for Culture, inviting ambassadors, in the presence of the Minister of Culture. UNESCO, Beirut Office.

Sanaa Chabbani - Dossier

FIVE BOOKS SENT TO THE JURY

01

Mystery of the 9th Floor - لغز الطابق التاسع
Illustrator: Michele Standjofski, Publisher: Kalimat Group, 2014, Age group: 9-13

Summary:
Hossam has learning disability and after failing more than once in fifth grade, he drops school and works in the neighborhood store, delivering customers' orders. On his first day, he faces a dilemma related to the need to read the address and got support from a girl to show him the building, and she gives him fake news about the customer being scary. When she leaves, he reads the floor number on the paper, 6 instead of 9, and feels frustrated, as there is no nine floor in the building. He weaves in his imagination a story about the customer lady. Then, she gets down, Mrs. Nazek, to guide him to her apartment. After he delivers her order, to his surprise, she engages him with a dialogue that reveals her understanding about his feelings of frustration at school, and she invites him to listen to stories she read for him. The second day he starts visiting her after work and listening to stories he likes so much. Later, he decides to return to school, where he finds the class teacher is Mrs. Nazik. He witnesses changes with his classmates who helped him in different ways. At home, the teacher Nazik herself supervises his studies. At the end of the school year, Hossam tastes the flavor of achievement for the first time.

02

The Messy Alien - الكائن العجيب
Illustrator: Zarifa Haidar, Asala Publishers, 2018, age group: 5-8

Summary:
A spaceship lands in a school playground. Soon, a strange creature with long body hair appears. All students gather around while the school principal and the teachers make their way to the front. One teacher faints from his disgusting smell though he was very nice and luckily could speak the same language. The school principal reproached him and wondered why in his planet do not care about personal hygiene. He told that his mission is to stay at this school for one year. The school children wanted him so the school accepted him. The creature was taught by his classmates how to clean himself thoroughly and daily, and was provided with all tools he needs for that. At the end of the school year, the creature leaves on his spaceship back to his planet with happy memory and gifts from his friends in which they were the tools that keep him very clean.
This is a rhyming story.

03

# The Mystery of the Garbage in the Garden - لغز النفايات في الحديقة
IIIllustrator: Amer Moughrabi, Publisher: Asala Publishers, Age group: 9-12

Summary:
Many mysteries occupied Sinan's mind since he decided to discover who was throwing the smelling garbage in the garden surrounding the building he lives in. The problem was that his relationship with his younger sister and his neighbor's son Wissam, was strained. His accusation against Wissam, having seen him on the balcony, for throwing an apple into the garden opened the door to realize that not only he was wrong, but Wissam could become an ally with whom they could think and embark on adventures together.
These adventures led him to: reconcile with his sister, learn how Wissam finishes his homework quickly and skilfully to enjoy his free time, discover that the delivery boy, Fatfout was behind the garbage and face a bigger mystery on the top floor of the building, where and old man living alone, initiate communication between the very young and the elderly, empathize with the delivery boy, Fatfout, after observing him, and finally contribute to changing his negative attitude towards learning.

04
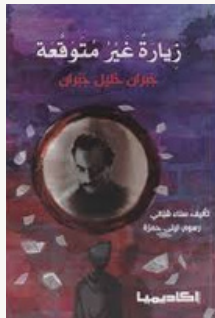
An Unexpected Visit - زيارة غير متوقعة
Illustrator: Laila Hamzeh, Publisher: Academia International, 2020, Age group: 11-14

Summary:
It all started as a Show and Tell school project where Mustafa and his three friends, with parental assistance, created a Time Machine look alike box. The assignment consisted to fashion exhibition of the past culture with synopsis. However, he plot was changed upon the arrival of Mustafa's family friend, the physicist, Dr. Rashed, who saw the time machine box entering the house and was told by Mustafa that the old fashioned clothes he was wearing went back to a TV series about the famous writer and painter Gibran. Dr. Rashed, a huge fan of the Arab Pen League, and whose dream is to create a time machine, shared his dreams about being present during the inauguration of the Pen League at the house of Gibran in New York, 1920, in his apartment. The doctor made changes to the box by adding his scientific experiments and programs, ended up creating a functional Time Machine leading Mustafa unexpectedly to time travel, and to face encounter with Gibran after being able to enter his house, hide, and watch the inauguration of the Pen League. Accidently, Gibran found Mustafa, thought he was a thief, and could have a glimpse on one of his masterpieces that was with Mustafa "The Processions", with a special edition. Mustafa spilled some of his true story but could ran away and return back to his world, very sick from the painful trip. Mustafa's mother feared the time machine and destroyed it. His adventure was shared with doctor Rashed, only. Mustafa became passionate to read Gibran's stories. He started reading "The Prophet" and was surprised to know that its main character carried his name.

05

In my School, There's Ghina - في مدرستي غنى
IStory number 5 of the Series: The adventures of Jad and Tala
Illustrator: not mentioned, Publisher: UNICEF, 2023, Age group: 4-9

Summary:
Ghina joins Jad and Tala's school. She attracts everyone's attention with the white cane she uses to navigate the road ahead, and the machine she uses to learn, a different typing machine, typing "Braille". Ghina answers her classmates' questions about the visual impairment she was born with and Braille Language. She gives them feedback on how to communicate with her, as she hears and there is no need to raise the voice while talking to her like Tala did. She asks her classmates to avoid leaving their belongings on the floor of the classroom, as they are obstacles that may cause her to stumble. She also loves independence, but she will need some time to adapt. The teacher asks everyone before offering help or support to Ghina to ask her if she needs it and not to offer it to her without her consent. Tala helps Ghina go down to the playground during recess, after Ghina welcomes the idea. Her classmates join her to play games, and they find many challenges in integrating her with them, and then they think about modifying some games and choosing games that Ghina can participate in, and everyone gets involved in playing together.
Note: 'Ghina' is a proper name for females and carries the meaning of richness.
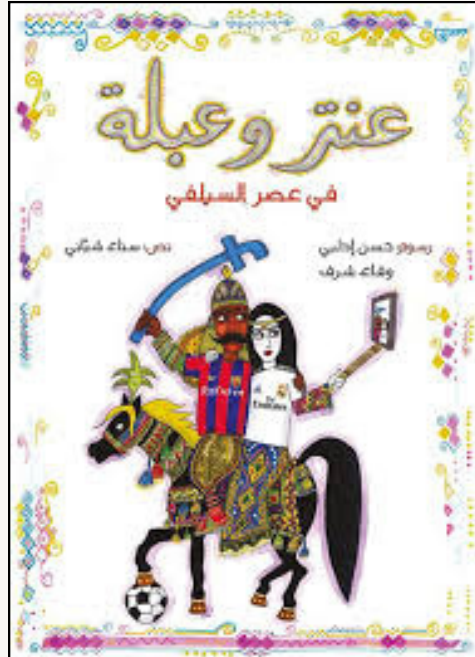
10 OF THE MOST IMPORTANT TITLES BY THE AUTHOR

The Perplexity of a Star

Illustrations by Nadine Sidani,
Publisher: Academia International, 2013,
Age group: 10-13

A curious star dreams of connecting with Earth, eventually transforming into a starfish, experiencing a profound change that fulfills its longing to explore the planet.

Antar and Abla in The Selfie Era

Illustrations by: Hassan Edlbi and Wafa Sharaf,
Publisher: Dar El Moualef, Beirut, 2018

Antara and Abla travel through time to a modern Arab city, experience cultural contrasts, and return to their own era, reaffirming their preference for their familiar world.

Why Didn't the Rabbit say Good Morning?

Illustrations by: Dania El Khatib,
Publisher: Dar Al Fikr El Loubnani, 2009,
Age group: 5-7

A misunderstanding escalates into chaos among animals but is resolved with the rabbit's apology and explanation of his broken tooth.

To Take you into My World

Illustrated by: Ahmad El Khatib,
UNESCO, Beirut Office, 2010

Amid the 2006 Lebanon War, Zeinab and Tony's interfaith love story unfolds in a context of cultural diversity and community boundaries, leaving readers to decide its conclusion.

The Night's Melodies

Illustrated by: Olga Skmorkhofa,
Publisher: Kalimat Group, 2017,
Age group: 9-12

A young owl ventures out of its barn for the first time, marveling at the night's wonders and finding its place in the natural world.

The Secret Adventurer Squad

Illustrated by: Dania El Khatib,
Publisher: Dar Al Nadime, 2016, 2019, Age group: 9-12

A group of schoolchildren solves riddles to uncover the mystery of missing books, strengthening their friendship and appreciation for Arabic language and literature.

The Biography of the Last Donkey

Illustrated by: Hassan Zahr el Dine, Publisher: Dar Al Hadaek, Beirut, 2004, Age group: 11-14

Abu Mawzi, the last donkey in his village, confronts societal changes, finds solace in new companionship, and learns to embrace life's transformations.

The King of the Forest Wants a Consultant

Illustrated by: José Luis Ocaña, Publisher: Academia International, Beirut, 2018, Age group: 10-13

A giraffe earns the lion's trust as a wise consultant by uniting rival animals and solving disputes, showcasing the power of guidance and collaboration.

Nour

Illustrated: Hector Borlasky, Publisher: Kalimat Group, 2020, Age group: 6-9

A touching story about a blind girl whose family's love and thoughtful gestures make her feel supported and celebrated, emphasizing that true obstacles lie in neglect and lack of love.

Adam's Smartphone

Illustrated by: Nadine Sidani, Publisher: Dar Al Majani, 2021, Age group: 5-7

A rhyming tale of a boy who becomes overly attached to his smartphone, learns the downsides of excessive gaming through a vivid dream, and ultimately reclaims joy in real-life experiences and healthy habits.

The King of the Forest Wants a Consultant

The lion king wants a wise and fair advisor. Several animals try but fail due to selfishness or poor skills. A giraffe arrives and succeeds by helping each animal fix their mistakes. The lion rewards everyone and appoints the giraffe as his consultant. This story highlights the importance of teamwork and learning from failure.

Why Didn't the Rabbit Say Back Good Morning?

Sahsooh the rabbit ignores Bahbouha the hen's greeting, making her cry. Rumors spread, escalating to the brink of war between animals. It turns out the rabbit was too embarrassed to speak because of a broken tooth. Everyone laughs at the misunderstanding, learning not to jump to conclusions.

Antar and Abla in the Selfie Era

Antar and Abla, characters from ancient Arab history, travel to a modern city. They explore new ideas like "unemployment" and "female university president," which confuse them. Antar remembers his past as a brave poet who fought for freedom and love. They buy a phone, take selfies, and visit a café. Antar even draws Abla, but it turns out to be his horse! After experiencing the city, they return to their own time, deciding they prefer their world.

To Take You into My World

During the 2006 Lebanon war, Zeinab, a Muslim girl, and her family flee their village to a Christian town. The refugees and hosts live side by side, but cultural boundaries remain strong. Zeinab falls in love with Tony, a local Christian boy. The story ends with the ceasefire, leaving readers to decide if their love will last. Written in Lebanese Arabic, this story explores cultural diversity and connection during conflict.

The Perplexity of a Star

A curious star loves learning but can't find answers to its many questions. Fascinated by Earth, it dreams of visiting but can't figure out how because it's too big. One day, the star loses energy and lands in the ocean as a starfish. It explores its new life, still amazed by the Earth's beauty. The poetic story reflects the star's search for knowledge and purpose.

The Secret Adventurer Squad

When books go missing and a teacher vanishes, Hayaf and his friends form a squad to solve the mystery. They uncover riddles that strengthen their friendships and teach them to value Arabic. In the end, the books are found, and the teacher reveals she created the riddles to inspire love for the language.

Nour

Nour's family is excited to celebrate her success at school. Her mother bakes a chocolate cake, her father clears the way to the balcony, and her brother and sister eagerly prepare gifts. Nour is thankful and full of love for her family. As the celebration begins, the gifts surprise Nour with joy. Only at the end does the reader discover that Nour is blind. She tells her family they are her "four senses," showing how their love and care make her life easier. The rhyming story teaches that neglect and lack of kindness are the real barriers in life, not disabilities.

The Biography of the Last Donkey

Abu Mawzi, an old donkey, leaves his barn after his owner dies. He discovers his village has changed, with no need for donkeys anymore. He reminisces about his youth, lost love, and the bond with his late owner. Abu Mawzi eventually accepts change after being rescued by a kind worker, finding hope for his remaining days.

The Night Melodies

A young owl leaves its barn for the first time and marvels at the night forest. It observes nature's beauty, the sounds, and the movement of creatures. The owl reflects on life's wonders, appreciating the harmony of the world outside. This poetic story encourages curiosity and a love for nature.

Adam's Smartphone

Adam is a young boy who loves learning and playing with his friends. One day, he asks for a smartphone, but his parents explain he's too young. Despite their concerns, his aunt buys him one. Adam becomes so focused on the phone that he forgets about playing outside and starts neglecting healthy habits. One night, Adam dreams he is trapped inside his phone. At first, it's fun, but soon he feels tired, scared, and lonely. When he wakes up, he decides to spend less time on the phone and more time playing and enjoying the real world. The rhyming story reminds children to balance technology use with other activities.

TRANSLATED EDITIONS OF STORY BOOKS

أحلى من الزعل
Better than Squabbling

Translated from Arabic to Turkish, under the title:
Kusmekten Daha Iyi Bir Fikrim Var
Illustrator: Sara Taibah

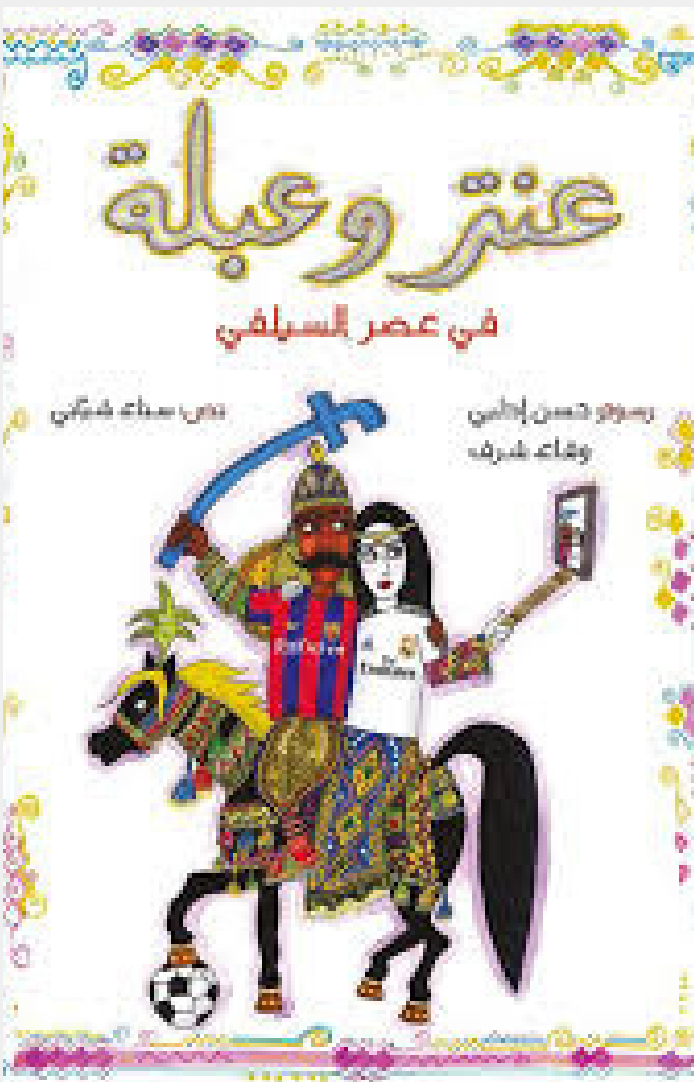**في حديقة منزلي ديناصورات**
Dinosaurs in our Garden

Illustrated by Souhair Khorbotly and published by Asala Publishers, 2022, was translated from Arabic into Turkish, having the title:
Evimin Bahçesinde dinozorlar var

PUBLISHED REVIEWS OF SOME BOOKS

ANTAR AND ABLA IN THE SELFIE ERA

On the Preface of the Picture Book:

... Hasan Edelbi, who has been crafting exceptionally charming stories with his clever brush since I first met him in the late 1990s, has a long and beautiful history with written texts, both poetry and prose. Today, fate has presented him with a different opportunity to read his illustrated stories and transform them into narrative texts, an endeavor in which the writer Sanaa Chabbani has excelled in weaving its threads. This marks a precedent that will inspire the ink of creative pens. In this innovative plan, Edelbi aims to revive a bright image of our Arab heritage, which was beautifully expressed by Chabbani in her language—close, light-spirited, and perfectly in harmony with the selected illustrations. I believe that the book, in this form, will attract readers from various age groups. I wager that +its success will be remarkable, as it is a work full of surprise, rarity, allure, and enough enjoyment to be classified as a piece with high qualities—a complete work that we present confidently to our readers.

Novelist Fadhila EL Farouk

TO TAKE YOU INTO MY WORLD

Website Takam Tikou: La revue des livres pour enfants international wrote about the story:

01 mars 2010

Summer 2006. The Israeli Air Force bombs southern Lebanon. Zeinab and her family are forced to flee their village of Bint Jbeil and find refuge in the north of the country, in Zghorta. Life reorganizes itself, built on mutual aid and the discovery of the other: the refugees from the south are Muslim, their hosts in the north, Christian. But the communal boundaries remain clearly defined: the relationships that are established must not exceed a certain threshold. In this context, what can become of the love story between Zeinab, a Muslim from the south, and Tony, a Christian from the north? We will never know: the novel ends with the announcement of the ceasefire and the return of the refugees to their homes.

This open ending, a kind of escape route for the author, allows her not to take sides. It is up to the reader to decide whether they want this intercommunal love story to find a resolution or to end with the separation of the lovers... The dialogues, in Lebanese Arabic dialect, reproduce the typical accents of each region and add vitality to the literary Arabic text, making it easy and pleasant to read. This novel, the result of a UNESCO initiative aimed at promoting creation on the theme of cultural diversity, as part of Beirut as World Book Capital 2009, has the merit of offering adolescents a text that places this theme in the Lebanese communal context, something rare enough to be underlined.

By HC
https://takamtikou.bnf.fr/bibliographies/notices/monde-arabe/pour-que-je-t-emmene-dans-mon-monde

Sanaa Chabbani - Dossier

HOW 'NOOR', A CHILDREN'S BOOK WITH A VISUALLY-IMPAIRED PROTAGONIST, SENDS A MESSAGE OF LOVE

AN INTERVIEW WITH SANAA CHABBANI

Razmig Bedirian
April 21, 2020

Sanaa Chabbani works at the University of Balamand's Faculty of Health Sciences, producing educational materials and implementing community development projects. She is also the author of more than half a dozen children's books. Kalimat Group Readers follow Noor as she uses her other heightened senses to learn and enjoy everything going on around her.

Noor begins with a party. The titular character of the children's book has done well in school and her family is celebrating her success. The smell of a freshly baked cake wafts from the kitchen. There are sounds of balloons inflating in the living room and of cutlery being laid out on the table.

Readers of the illustrated Arabic book will not immediately realise that young Noor is visually impaired. They will follow her as she uses her other heightened senses to learn and enjoy everything going on around her. Her condition will become gradually apparent to readers as she receives a number of presents from her family: a cat she's always wanted, a flower she can identify by its fragrance and a book in braille.

"I have always wondered what it would be like to lack one of the five senses; how differently I would then perceive the world," Noor's author Sanaa Chabbani tells The National.

The Lebanese writer — who also works at the University of Balamand's Faculty of Health Sciences, producing educational materials and implementing community development projects — says that children with disabilities often adapt differently from those who are gifted with all five senses.

"Studies have proved that four functioning senses of blind and visually impaired [people] are heightened to navigate their environment," she says. "For instance, they develop their own visualizations and markers for what is around them by applying their heightened sense of smell, touch and hearing."

In Chabbani's book, Noor's parents, her brother and sister come together to support the young protagonist. Each one has a unique impact in helping her learn and adapt to her surroundings.

It is clear that Noor derives her strength and positivity from her loving family. The story hints that her parents might be under financial duress and the little girl understands the challenges they face to meet the needs of the family.

"There are a number of social barriers that impact a family who has a child with a developmental disability, hearing problem, or visual impairment," Chabbani says.

[My stories] relay how important it is to empower young girls. How necessary it is for them to have access to education and to develop a scientific mind to help them face life's challenges.

"The first barrier usually is encountered within the family — a lot depends on how families respond to the question of acceptance and how well they embrace their child's disability. The second barrier is financial — whether or not families can afford the high costs of medical care and related care amenities. More broadly, the way national policies are structured and how strong the culture of inclusion in society are, will determine the child's future."

Sanaa Chabbani - Dossier

Chabbani wrote this story to convey the difference love can make, both for the child with a disability and the family. She says that parents who are strong and loving give their child a healthy upbringing and create a safer and happier life for them.

"This was my overarching premise for Noor's character development. Once I had fully developed her, the rest of the story evolved organically," Chabbani says.

But writing Noor did not come without challenges. As the story was aimed towards a young audience, the author had to be mindful of how to present a number of complex ideas as simply as possible, using short sentences and expressions that are easy to read and understand.

"Some of the challenges were how to express all the emotions of a girl with visual impairment. How could I describe the main character the way she deserved to be? I wanted to portray Noor as someone filled with enthusiasm, love, emotions, gratitude, excitement and satisfaction. It took me two months to find the right words that despite their simplicity, would trigger the right emotions in the reader."

Noor's publisher, Kalimat — an imprint of the Sharjah-based Kalimat Group — wanted Chabbani's writing to be accompanied by illustrations that would add a layer of meaning and reveal the hidden emotions in the story.

Argentinian illustrator Hector Borlasca — who has worked on more than a dozen children's books in English, Spanish and Arabic — was selected for the job. Chabbani says he "was just right for the book", even though the two had never met.

"When I saw the samples, I felt so happy," she says. "[Borlasca] was able to convey the meaning of each sentence through his illustration. I felt this harmony existed in our thoughts even without knowing each other."

Published in September 2019, Noor is different from Chabbani's other works, mainly because it is the first time she has set out to write a book with a visually impaired protagonist. However, Noor and her other stories, all of which have been published by Kalimat, do have one message in common.

"The works all relay how important it is to empower young girls," the author says. "How necessary it is for them to have access to education and to develop a scientific mind to help them face life's challenges. To have the self-confidence to dream high and enjoy the company of family, friends, and care for nature."

https://www.thenationalnews.com/arts-culture/books/how-noor-a-children-s-book-with-a-visually-impaired-protagonist-sends-a-message-of-love-1.1007944

Sanaa Chabbani - Dossier

THE CHALLENGES OF REMOTE LEARNING: APPROACH OF TWELVE ARABIC RESEARCH STUDIES ABOUT THE RISKS OF INTERNET ADDICTION

ARTICLE BY SANAA CHABBANI

The Challenges of Remote Learning: Approach of Twelve Arabic Research Studies About The Risks of Internet Addiction

Introduction

Young people in most countries around the world strive to access the Internet, as it is the modern means of communication and expression, as well as reaching entertainment sites, games, music, movies, shopping, and social media applications for chatting, connecting, and exchanging photos The use of the Internet by children and young people increases their exposure to content that is inappropriate for their age, as well as the risks of exploitation, harassment, and exposure to pornography available on the Internet. Prolonged engagement with the Internet has led to behavioral problems among users, especially teenagers. Academic studies from around the world have discussed these issues, highlighting the negative impact on mental health, physical health, academic performance, social relationships, and mental well-being (Saliceti, 2015; Vondráčková & Gabrhelík, 2016; Bener, Griffiths, Guler, Catan, & Yurtseven, 2019). This phenomenon is present in the Arab world, and a meta-analysis in 2017 indicated that the prevalence of Internet addiction in the Middle East is 10.9% compared to a global prevalence of 6%. There is a need for measures to prevent its consequences (Elkashef, Al Marzouqui, Simmons, Gawadm & Al Ghaferi, 2017).and videos. In 2013, the percentage of young people aged 24 years and younger reached 42.4% of the world's population, and they constituted 45% of the world's Internet users (United Nations, n.d).

At the beginning of 2020, to confront the spread of the new Corona virus in many countries of the world, some governments resorted to general mobilization, obligated citizens to quarantine at home, and directed education to become remote via the Internet. This is what prompted many parents to provide continuous internet service, a computer or a smartphone and put it in the hands of their children in order to continue distance learning. The temptation of the Internet to be used for daily learning, perhaps for long hours, raises many questions. Does the circumstance of using the Internet in distance learning for long hours lead to Internet addiction? Are all children and teenagers, who learn at home via the Internet, at risk of developing Internet addiction? Is there any fear that the availability of the Internet and technological means of communication in the hands of the student will contribute to his/her occupation outside the times of e-learning, using the Internet to access various activities such as playing, social communication with comrades and exaggerating to the point of addiction to the Internet?

Research on internet addiction has been conducted in the Arab world. Is it true that children and adolescents in the Arab world are addicted to the internet, given that every community or social environment has its unique characteristics? Have all the circumstances and causes leading to internet addiction been studied? Do these studies indicate a relationship between distance education and internet addiction? What measurement tools and techniques were used despite global studies indicating the problem of multiple internet addiction scales for several reasons, the most important being the difference in defining the problem? These studies are still in the stage of searching for reliable and credible measurement scales (Laconi, Rodgers, & Chabrol, 2014; Bener et. al, 2019).

The current study aims to determine whether there is a relationship between distance learning, as a measure that prevents the possibility of infection from the COVID-19 pandemic, and Internet addiction in school students. The study starts from the analysis of Arab studies that dealt with the problem of Internet addiction, to identify the approach and diagnostic criteria, mechanisms, premises, and scientific specialized systems. This is followed by comparing the results and linking them in the analysis in an attempt to search for the relationship of Internet addiction in the target group and the distance learning process. Diagnosing the problem contributes to directing the school community and stakeholders to prepare preventive programs that contribute to protecting the distance learning generation, which is called the "technological generation" from Internet addiction to use the Internet consciously, responsibly and a balance that achieves benefit and entertainment away from its excess use.

The selection of the topic is based on an unpublished study, "Home confinement and internet gaming disorder of the teenagers during Corona-19" (Hatab, Chabbani, 2020). This latter was developed according to a questionnaire aimed to know the frequency of the children and teenagers' occupation in gaming during home confinement and before it. The data was collected during May, 2020. The questionnaire was administered to a sample reached 356 of females and males between 9 and 17 years old. There was 71% of them playing before confinement but the players' rate reached 90%. The data was analyzed on the highlight of the proposed criteria set by the American Psychiatric Association, APA, category of internet gaming disorder, to find that 15% of the players were engaged in playing 6 hours of gaming per day and more.

The researcher suggested that the children and the teenagers had built new habits with their access to the internet, a tempting world to browse, and that they might have developed an addiction behavior. It is the opportunity to access internet for studying remotely for hours, they would continue after studying the occupation but in the entertaining digital world. We fear that we will spot children prone to internet addiction. To what extent is there a correlation between distance learning and Internet addiction?

The current study aims to answer the following questions:
1. Is there a correlation between distance learning and Internet addiction among students? If so, which categories of students are affected, and what are their characteristics and traits?
2. What are the circumstances and factors identified in previous studies in the Arab world that have been considered influential and lead to Internet addiction?
3. Do the results of Arab studies on Internet addiction intersect with the main global trends when addressing the issue of Internet addiction?

This study aims to stimulate more critical analytical studies and direct others towards understanding the methodology of distance education and directing them towards choosing the best appropriate methodology for distance education based on the needs of the students themselves on the one hand, and ensuring their development and satisfying their needs for entertainment and fun, self-affirmation and the search for appreciation and communication, instead of becoming hostages to the Internet or facing risks that have concerns on mental health, social, behavioral and health risks accompanying excessive use of the Internet to the point of addiction.

The Method and Processes

The possibility of conducting field research was excluded due to the reservations of school administrations, as the conditions during the preparation of this study did not allow it. This was because the follow-up education was remote and coincided with the decision of hybrid learning in a pressure-filled environment to protect students and the teaching staff from the transmission of SARS-CoV-19. The focus was on starting from the studies conducted in Arab communities and investigating the factors, conditions, and concepts that lead to Internet addiction, in an attempt to find common factors that demonstrate whether distance learning causes Internet addiction among students (Walker, Hernandez, & Kattan, 2008).

The current study uses the descriptive approach in analyzing the available studies. This technique facilitates an in-depth understanding of the results of several experimental and field research, so that their results can be invested in a new approach to knowledge.

Sample

The research seeks to access university studies published on the Arab Educational Information Network, Shamaa, which documents no less than 100 peer-reviewed, paper and electronic scientific journals specializing in educational, humanities and social sciences in the Arab world. We have monitored a list of journals from 18 Arab countries and three from outside them. Many studies are available in full, and direct links are provided to them.

The Factors of Content Analysis

The studies were collected in an excel program to fit in the cells of these titles: The researchers' names, year of publication, country of the study, the objectives of the study, the methodology, sampling size, tools, results, the addiction criteria, the presence of addiction, prevalence, and rate, cause and factors leading to internet addiction.

Terminologies

Internet: It is a network within a global system that integrates computer networks connected to it around the world. Computers connect to computer networks for information through wired and wireless communication networks using a unified IP/TCP protocol. This network can be accessed anywhere in the world from any computer or smartphone connected to the network using systems, so the Internet becomes a medium for global knowledge communication (Kahn,n.d).

Internet Addiction

We refer to Griffiths Model in defining the internet addiction. According to this model, internet addiction is a behavioral addiction related to the excess use which cause psychological, social and health disorders, in condition that the addiction is consisted of the following components: **Salience**, which refers that the activity is the most important and dominant in the mind of the person. Mood **Modification**, and this refers to a subjective experience the addicted reports supposedly desired. **Tolerance**, which means practicing the activity until reaching the former effect, to get the type of the desired feeling. **Withdrawal Symptoms**, which is a negative emotional state occurs when the activity is stopped or reduced. **Conflict**, where the person continues the activity in despite that adverse consequences on social life, learning, and personal relationships. **Relapse**, and this refers to going back to do the same activity after stopping it (Griffiths, 2005).

Children and Teenagers

By child we mean a student in primary education and by adolescent we mean a student in middle and secondary education. We define adolescents procedurally as being between the ages of 10 and 18 years (American Psychology Association, 2002).

Distant Teaching:

The term distance education refers to the process of transferring knowledge of educational materials and skills by the teacher to the student outside the school or educational institution, through a technological medium, relying entirely on the Internet by both parties. The educational content is reviewed and managed by the teacher, so via the Internet, educational interaction takes place despite the separation of the teacher and the learner from each other spatially (UNESCO، 2020، p.14).

Literature Review

Academic studies approaching Internet addiction

Internet addiction is a complex disorder in terms of its conceptual interpretation, clinical manifestations, and measurement. Definitions abound. Since the term "Internet addiction" was introduced in 1995, the definition has not been well received by other researchers and has been considered an exaggeration. In subsequent studies, the terms "Internet abuse" and "pathological Internet use" have been used. A year later, the work of Kimberly Young emerged, who demonstrated through her research that Internet addiction exists. Young derived the criteria for addiction from the field of gambling addiction ((Throuvala, Griffiths, Rennoldson,& Kuss, 2019). Van Rooij and Prause in 2014 indicated that Young set a standardized scale for detecting Internet addiction in her 1998 book 'Caught in the Net', and defined Internet Addiction as a new clinical disorder that has the ability to affect the efficiency of control and control of motivation when using the Internet, causing professional, social, personal, and psychological problems.

The disorder was defined as excessive use of the internet for entertainment purposes, where the individual meets five or more of the following criteria:
• Preoccupation with the internet to the point that it becomes the primary focus of the individual's life.
• The need to increase the amount of time spent using the internet.
• Unsuccessful attempts to cut down or stop internet use.
• A change in mood when attempting to cut down or stop internet use.
• Using the internet for longer periods than originally intended.
• Jeopardizing or losing important relationships or opportunities due to excessive internet use.
• Lying about internet use to conceal the amount of time spent online.
• Using the internet as a way to escape from problems or to improve mood, such as through gaming."
In essence, this definition outlines the characteristics of internet addiction, focusing on the compulsive and excessive use of the internet that negatively impacts various aspects of an individual's life. (Van Rooij & Prause, 2014).

Researchers have consistently employed a variety of terms to describe this phenomenon, including 'internet addiction,' 'internet addiction disorder,' 'excessive internet use,' 'pathological internet use,' and 'problematic internet use' (Fernandes, Maia, & Pontes, 2019; Laconi et al., 2014; Fineberg et al., 2018). Griffiths defined internet addiction in his model as a maladaptive, persistent behavioral pattern characterized by six criteria: salience, meaning preoccupation with internet activities; tolerance, referring to the need for increased use to achieve the desired effect; withdrawal symptoms when unable to use the internet; mood modification through internet use; conflict, which refers to the interference with other important life areas such as work, study, relationships, or eating due to internet use; and relapse, defined as failed attempts to control this behavior (Griffiths, 2005, 2018).

Griffiths stated that behavioral addiction is a general addiction, as the Internet is a medium and general Internet addiction is the activity in which an individual spends most of his time when he is awake doing one or more activities on the Internet and neglects other important life activities, while specific Internet addiction is when an individual spends most of his time when he is awake on only one activity using the Internet, such as gambling or playing Internet games, and neglects important life activities in his life. We find individuals using the Internet medium to do specific activities that they are addicted to, such as addiction to playing by accessing games on the Internet, addiction to shopping using the Internet, addiction to gambling using the Internet, and others. The activity of communicating using the virtual social network is an Internet addiction because this activity requires the presence of an application on the Internet and this application does not exist outside the Internet, but it is called social network addiction (Griffiths, 2005, 2018).

Griffiths and others suggested that it would not be suitable to consider someone addicted to internet without specification of the type of addiction as internet is a medium to reach the specific online activity. There is a difference between Internet Addiction and the addiction on the medium of internet (Griffiths, Kuss, Billieux, & Pontes, 2016).

In a study presented to the European Parliament on harmful Internet use, general Internet addiction was defined as recurrent behavior that lasts for at least twelve months and leads to functional impairment, except in the following cases (Lopez-Fernandez & Kuss, 2019):
1. A previous medical diagnosis that explains the Internet addictive behavior, such as a depressive disorder or an impulse control disorder.
2. . Functional impairment is the result of another activity that the individual has voluntarily chosen, such as high-level sport.
3. Long-term preoccupation with the Internet that consumes time and concentration, but there is no functional impairment or distress.
4. The behavior is the result of a temporary coping strategy in response to losses or stressors.

Prominent Perspectives that Explain Internet Addiction

The American Psychiatric Association's 2013 revised Diagnostic and Statistical Manual of Mental Disorders (DSM-5) does not include a definition of Internet addiction disorder, and many researchers have argued that the reason lies in the difficulty of agreeing on a clear and unified definition of the problem of pathological Internet overuse (Laconi et al., 2014) .

The Cognitive-Behavioral Theory in Davis' Model (2001) is one of the prominent theories explaining Internet Addiction. Davis' model falls under the definition of Pathological Internet Use (PIU). He was the first to distinguish between specific pathological internet use and general pathological internet use. Davis proposed pre-existing pathological causes or psychological predispositions as contributing factors, combined with a conditioned response, such as feelings of comfort and success derived from engaging in online activities.

The model divides the causes of internet addiction into two categories:
1. Distal Cause (Indirect Influence): These are variables such as depression and social anxiety.
2. Proximal Cause (Direct Influence): These involve pathological cognitions, such as incorrect thoughts an individual holds about themselves and the external world, including low self-esteem and low self-efficacy.

Internet addiction, in turn, leads to behavioral symptoms, such as social withdrawal.

Results

The studies upon which this research is based were conducted in seven Arab countries and were distributed as follows: four studies from Saudi Arabia, three from Algeria, and one study each from Jordan, Syria, Palestine, Egypt, and Kuwait. All of these studies targeted secondary school students. Three of them also targeted middle school students, and two targeted elementary school students. The Syrian study is the only one that did not target secondary school students but rather elementary and middle school students.

The Table of the 12 targeted studies

Study Title	Researchers	Country and Year of Publication	Internet Addiction Scale Used
Internet Addiction and Its Relation to Certain Psychological Disorders Among Secondary School Students	Dr. Mustafa Mansouri and Dr. Mokhtar Boufra	Algeria – 2018	Internet Addiction Scale (Al-Asatl 2011), 21 items (Always, Often, Sometimes, Rarely). Scores range from 0 to 84 max. Based on Young's scale.
Internet Addiction and Its Relation to Pathological Personality Traits in Children and Adolescents (Field Study in Aleppo)	Dr. Mohammed Qasim Abdullah	Syria - 2015	Researcher-prepared scale based on behavioral addiction criteria.
Internet Addiction and Its Relation to Anxiety and Depression Among Palestinian Adolescents	Jaber Yahya Abdulqader Al-Azaizeh	Palestine – 2016	Young's 1998 Test, 20 multiple-choice questions: Rarely, Sometimes, Often, Usually, Always, Not Applicable. Options scored 0, 1, 2, 3, 4, 5. Classification: Moderate addiction (50-79), Severe addiction (80-100).
Internet Addiction and Its Relation to Life Satisfaction and Self-Esteem Among High School Girls	Al-Jawhara bint Fahd Al-Jabeela	Saudi Arabia - 2016	Young's Internet Addiction Scale 1998, consisting of 20 statements with options (Always, Often, Sometimes, Rarely, Not Applicable). Moderate addiction (50-79), Severe addiction (80-100).
Social Media Addiction and Its Relation to Academic Procrastination Among High School Students	Ali Dawood Suleiman and Dr. Salem Humaid Obaid	Saudi Arabia - 2019	Internet Addiction Scale (Young, 1996) Arabic adaptation by Moujil and Barism 2016. Options (Completely applies, Often, Somewhat, Rarely, Does not apply much, Does not apply at all). Scores range 6 to 1. Classification: Moderate addiction (41-60), Excessive usage (61-120).

Internet Addiction and Its Relation to Life Satisfaction and Self-Esteem Among a Sample of High School Girls	Nouf Saleh Al-Hudhaif	Saudi Arabia - 2018	Internet Addiction Scale by Al-Osaimi 2010, consisting of 78 multiple-choice items (Very high, High, Medium, Low, Never). Measures criteria: prominence, mood alteration, tolerance, withdrawal symptoms, conflict, relapse, dependency, and misuse.
Internet Addiction and Its Relation to Psychological Alienation and Aggressive Behavior Among Secondary School Students	Sabrina Hamdi	Algeria – 2015	Modified Young Internet Addiction Scale, scores 80-100 indicate excessive use. Consists of 20 items with options (Never, Rarely, Sometimes, Repeatedly, Often).
The Impact of Certain Cognitive Patterns on Internet Addiction Phenomenon Among Adolescents	Dr. Ahmad Mohammad Al-Zaubi	Jordan - 2009	Young's Internet Addiction Scale adapted to the Jordanian environment by Awad 2006. Consists of 20 items with five options (Always, Often, Sometimes, Rarely, Never).
Causes and Consequences of Internet Addiction: A Structural Equation Modeling Approach	Dr. Abdel Nasser Sayed Amer	Egypt - 2013	Young's Internet Addiction Scale 1998.
Psychological Determinants of Social Media Application Addiction Among High School Students in Kuwait in Light of Certain Demographic Variables	Dr. Ahmed Saidan Mahdi Al-Azmi and Dr. Yousef Rashid Al-Mutairi	Kuwait - 2017	Social Media Addiction Scale by Jamal Al-Manees 2015 based on Young's scale.
Internet Addiction and Its Relation to Certain Variables Among Secondary School Students	Zein Al-Abidin Al-Maqroudh and Mokhtar Boufra	Algeria - 2019	Internet Addiction Scale (Al-Asatl 2011).
The Big Five Personality Traits and Their Relationship to Internet Addiction Among High School Students	Yousef Jaber Ibrahim Sheiba	Saudi Arabia - 2020	Internet Addiction Scale by Al-Osaimi 2010.

In terms of measurement tools, all studies used Young's behavioral addiction criteria to detect Internet Addiction. Some researchers have directly translated the Young's scale or resorted to an Arabized version of it that is appropriate to the social environment related to the research community, or prepared a scale after reviewing the available scales. Four researches translated the Kimberly-Young scale with its six scales, including control or prominence, mood changes, tolerance, withdrawal symptoms, conflict, and relapse. Two studies used the 2011 'Astal' Scale, which is derived from the aforementioned behavioral addiction criteria. Two studies used the Osaimi preparation scale 2010 and were added to the six criteria / reliability and misuse test. One study used the 2016 Young-Arabization scale by Mouayjil and Barsim, and one translated in 2006 Young Scale by Awad.

In another study, the researcher reviewed the scales in previous studies and built an addiction scale from them. In the study of social media addiction, the researcher used a scale from a previous study based on behavioral addiction criteria. All scales were statistically stable and reliable in relying on them in studies after verifying their ease of understanding and clarity with the target communities. The number of empirical studies that formed the material of our study was 12 studies, which in turn were based on 3500 participants, all of which showed the presence of Internet addiction at varying rates, which is of course due to the differences in the environments of communities and circumstances and the difference in the addiction scale.

The Circumstances and factors that showed their effects in the Arab communities and indicated the presence of addiction

The contents of the 12 Arabic studies varied in searching for the relationship between Internet addiction and positive and negative variables related to personal factors such as openness to experience, friendliness, dedication, extroverted personality and neuroticism, or self-efficacy, self-esteem, social competence, pathological personality traits, social anxiety, psychological loneliness,

depression, flexible cognitive style, rigid cognitive style, psychological alienation, aggressive behavior, life satisfaction, and academic procrastination. The results revealed characteristics related to the developmental stage that age groups go through in adolescence, which are related to psychological needs for attention, self-affirmation, the search for appreciation among friends and acquaintances, the need to fill an emotional void, and social shyness. In addition, there is a lack of many skills, including problem solving, and thus creating a virtual world in which the adolescent can hide many things from himself and disguise himself, feeling comfortable away from what real does not provide him.

Students are exposed to the risks of internet addiction for several reasons. A global study lists the reasons based on previous studies, including: students' inclination towards technology and its availability since their childhood, their desire to possess it, understand it, and use it, as it is present at home and school, with parents encouraging its use for learning. When students use technology, there is no preventive monitoring. Moreover, developmental and psychological factors accompanying adolescence play a role in attraction, as the internet acts as a medium for a large number of activities that enable entertainment and communication. They build an identity through internet use, enjoy building relationships at this age, and it distances them from their parents. The more they become preoccupied with internet activities, the greater the possibility of a rift in the relationship with the family, making the internet their psychological remedy, which leads to internet addiction (Kuss, Griffiths, Binder, 2013).

These findings align with the results of the Arabic studies available to us, though notable differences emerged across Arab societies. The first study revealed that female secondary school students were more prone to internet addiction than males. The researcher attributed this to social conditions in Algeria, where females face more societal restrictions compared to males. As a result, females may compensate by engaging with the internet to seek attention, assert their identity, and replace real-life social interactions with virtual ones.

This aligns with the third study conducted in Saudi Arabia, which found that higher levels of self-esteem and life satisfaction were associated with lower levels of internet addiction. The study also reported a decrease in internet addiction among female secondary school students. The researcher explained this by noting that Saudi society emphasizes fostering social relationships, and females tend to be more successful than males in social domains. This may result in males experiencing emotional needs and a greater tendency to spend extended periods online.

In this context, a strong correlation was observed between psychological disorders and internet addiction in Palestinian society, with the highest addiction rates recorded among individuals aged 18. The researcher analyzes the result that the life condition in Palestine is challenging, for the teenager is holding responsibility to plan for the life career and social life within challenging conditions and other affecting circumstances.

The most prominent conclusions drawn from the results are that addiction is linked to several factors, which can be classified as follows:

1. Characteristics of the developmental stage of adolescence and the search for self-esteem, social acceptance
2. Family factors
3. Availability or absence of appropriate life activities for the adolescent
4. Psychological factors such as the adolescent's pathological predispositions and his/her struggle with depression and anxiety disorder, if present
5. Pathological factors such as the presence of hyperactivity disorder, attention deficit disorder, narcissism, psychotic illnesses, ...
6. Factors related to brain function in terms of dysfunction.
7. Internet addiction is both a cause and a result, as social isolation combined with preoccupation with the Internet leads to more isolation.

When reviewing the global literature to uncover the causes of addiction, we find that in these twelve studies, there was no mention of how the study samples constructed the maladaptive use of the internet that led a large proportion of them to addiction, and how the fun and joy of using the internet turned into a disorder. This concept, according to global studies, emphasizes the importance of discovering it (Spekman, Konijn, Roelofsma & Griffiths,2013).

For example, some of these twelve studies relied on international literature to diagnose the problem of Internet addiction and used the Internet Addiction Scale, which measures the presence or absence of the problem. Based on this, the international studies concluded that although the study tools used to detect Internet Addiction indicate stability and reliability, they should not be relied upon for diagnosis. There is a need for clinical validation for confirmation (Lopez-Fernandez, Honrubia-Serrano, Gibson, & Griffiths, 2014).

In this context, King, Delfabbro, & Griffiths in 2006 (King, Delfabbro, & Griffiths, 2012), indicated that the scales used to detect Internet Addiction do not measure the problem correctly, as they are prone to overestimating the size of the problem, do not study the context of its occurrence, do not have a temporal dimension, and studies do not include additional screening scales that reveal psychological disorders. Griffiths highlighted this issue in more than one study (Griffiths, 2000, 2020). This indicates that the more the study uses scales to reveal the context, dimensions, and causes of the problem, the closer the results are to reality. Returning to the studies included in this study, we note from Table Two that studies that rely on more than one additional scale to the Internet addiction scale provided a clearer picture.

A questionnaire should be used with the Internet Addiction Scale to collect demographic and social data, as well as information about learning, the type of relationship with parents, siblings, and friends, the educational learning context, the social context in which the individuals live, their personal characteristics, and the specific interest in the internet. This includes specification of whether the interest is in shopping pages, social media, gambling, online gaming, etc. There is also online shopping addiction, etc., because the internet serves as a medium (Griffiths, 2005).

This analysis did not occur in the twelve studies, all of which relied on the Internet addiction scale to assess the self-assessment of the child and adolescent in the answer, and this applies to all other measures that were implicitly used. Answers need to be ratified by a second party, who are the parents closest to the study community, and in this context, Lorti and Guyton indicated in a synthesis study to try to reach a single concept and definition of Internet Addiction, to the need to accompany the questionnaire directed to the individual with a questionnaire for parents or a family member to verify the credibility of the respondent's point of view of the questions, and thus this supports the credibility of the questionnaire tool or scale of measurement about the time during which the individual is busy with Internet activities, and to identify the extent to which this activity disrupts the life of this individual or other life activities (Lortie & Guitton, 2013). In addition, checking the length of time during which the symptoms match the criteria or symptoms that evaluate addictive behavior, if present. The assessment tool should answer if there is an individual's attempt to stop or control the addictive behavior.

Based on the studies at hand, most did not comprehensively explore high-risk psychological characteristics, including social shyness, self-esteem, mood, anxiety, impulsivity, and others, and did not detect existing psychological disorders or predispositions to them, such as anxiety disorders and attention deficit hyperactivity disorder. Detecting most of these factors is an indicator that confirms the presence of internet addiction, and Beard emphasizes the importance of this (Beard, 2011). Griffiths (2010; 2018) concluded that the amount of time spent alone is not a sufficient indicator of addiction, as the context is more important than the time. In a study of online gamers who spent long hours playing every day, he found that when they were assessed against a measure of internet addiction, they did not meet four of the criteria for this disorder, and therefore were not classified as internet addicts.

The ninth study (Amer, 2013) was distinguished by its use of nine measures to cover various aspects of adolescents' psychological characteristics. It concluded that the causes of addiction and related symptoms are both the result and the cause at the same time, and this is consistent with discussions in global studies. In fact, the long-standing discussion in global studies has acknowledged the importance of diagnosing internet addiction to determine whether it is a disorder in itself or a result of underlying disorders that create a predisposition to addiction, such as depression or attention deficit hyperactivity disorder, for example (Pontes, Kuss, & Griffiths, 2015).

In general, the measurement tools used in these studies varied and included: the Psychological Disorders Questionnaire, the Clinical Analysis Scale for measuring abnormal personality traits, the Depression Symptoms Checklist, the Anxiety Test, the Self-Esteem Scale, the Life Satisfaction Scale, the Beck Depression Inventory, the Aggressive Behavior Scale, the Psychological Alienation Scale, and the Academic Procrastination Scale. The first study relied solely on the Internet Addiction Scale. What many of these studies lack is an analysis of the proportion of each apparent criterion indicating internet addiction and a comparison of these criteria in terms of their prominence. For instance, does the criterion involve conflict of interest, withdrawal symptoms, or others? Therefore, we believe it is essential to calculate the proportion of each criterion. Additionally, it was unclear from the studies whether internet addiction was general or specific to a single online activity.

Do the results of the Arabic mentioned studies about internet addiction intersect with the prominent trends approached with the International studies?

The term 'Internet Gaming Disorder' was introduced in the DSM-5 Diagnostic and Statistical Manual of Mental Disorders in 2013, however, internet addiction was not specifically mentioned in the manual. The World Health Organization referred to the term 'gaming disorder' in 2018 in its 11th revision of the International Classification of Diseases. The disorder resulting from gaming, in the eleventh revision draft of the International Classification of Diseases is defined as a pattern of gaming behavior ('playing video games' or 'playing digital games') characterized by impaired control over gaming, and an increasing priority given to gaming at the expense of other activities to the extent that it takes precedence over all other interests and daily activities, and the continuation or escalation of gaming despite the negative consequences (منظمة الصحةالعالمية،2018).

Meta-analytical studies indicated that school students and universities' had experienced different issues using the internet and those issues were not limited to the excess of time, as the reasons were in consent with the Bio-Socio-Psychological Model developed by Brown in 1993. Griffiths, in 2005 updated this model (Griffiths, 2005). This model indicated the presence of conflict between the addicted person on the internet and the environment, and specifically the difficulty with the relationships with others, negligence of parents, challenges in reducing the engagement time on internet. Those factors lead to reduced time of sleep, fatigue, stress and challenges in leading the daily routine as it supposed, lower grades and poor school performance, in which they are related to the distortion of knowledge (Lopez-Fernandez & Kuss, 2019, p. 51) .

Brand et al. argue that cognitive distortion in an online addict is due to poor coping, poor adaptation to problem-solving, or failure to try to stop attachment to or misuse of the material. Using excessive internet, psychological comfort is achieved that is the opposite of negative emotions that exist in real life and are difficult to confront. The fear of starting real-life social relationships increases the risk of increased virtual communication over the Internet (Lopez-Fernandez & Kuss, 2019, p. 51). Grant and colleagues (2010) found that addictive behavior is characterized by the repetition of another behavioral pattern. For example, Internet Addiction and repeated engagement in addictive activities interfere with functioning in other areas of life. Lopez-Fernandez and Kuss (2019) identified that comorbidity is the norm for those suffering from internet addiction problems. Other studies have found a correlation between internet addiction and severe depression, anxiety disorders, attention deficit hyperactivity disorder (ADHD), depression, social phobia, hostility, narcissism, and personality disorders (Lopez-Fernandez & Kuss, 2019, p. 52) .

The Arabic studies tackled the international literature specialized with psychology and the theories that explain Internet Addiction, and these Arabic studies intersect with the international in approaching the causes and the factors and they built the results of the studies from analyzing the data and relying on the social circumstances and other factors.

Now, reaching the overarching question in this study which is: Is there a correlation between distance learning and Internet addiction among students? If so, which categories of students are affected, and what are their characteristics and traits?
To the best of the researcher's knowledge, at the time of conducting this study, no research was available on the relationship between distance learning using information and communication technology and internet addiction among students engaged in remote education. Based on this, it can be concluded that there is no direct correlation between distance learning and the occurrence of internet addiction among students. Internet addiction is not directly linked to spending long hours studying via technological means using the internet. However, there is a strong indirect correlation between distance learning and the use of internet-connected technology, which may lead to general or specific internet addiction when several factors, highlighted in the twelve studies, are present.

There are personal predispositions that are represented by the presence of mental disorders in the adolescent, whether developmental such as anxiety and depression, and low self-esteem or underestimation. In addition, family factors are the type of relationship, the availability of oversight and whether it is accompanied by cruelty or understanding, open or closed dialogue between parents and children, the economic situation of the family, the culture of the parents, the existence of family conflicts or the spread of peace and understanding in it. In addition to these reasons, the spread of the Corona epidemic has added an economic, social and psychological burden on the family, especially since many communities are affected by the huge numbers of infected people, and complain about the inability of the health system to absorb and provide services. Lebanon, like many countries in the world, has resorted to home quarantine, which in turn may contribute to learners' preoccupation with the Internet, as it is the window and outlet available for communication or entertainment activities in addition to learning. It is feared that these factors will compound the impact of mental disorders in children and adolescents and push them into the clutches of Internet addiction in the communities in which they live.

In addition to recreational or communication activities using the internet, new types of specific internet addiction have emerged among adolescents. Numerous studies have highlighted the disorder of fear of losing a smartphone, nomophobia, and consequently, the deprivation of social interaction with friends through the smartphone that the adolescent possesses. Additionally, the phenomenon of FOMO (fear of missing out) has emerged, which is the fear of missing out on what happened while the adolescent was not using the social application. This leads to constant logging into the application to stay connected with others, follow their news, and constantly check electronic messages (Kircaburan, Harris, Calado, & Griffiths, 2020).

Conclusion
Information and communication technology in our Arab world have gained academic attention to delve into its educational dimensions, invest in education, and study its risks. This analytical study sheds light on one of the most important problems resulting from the misuse of this technology through the analysis of twelve studies. The results indicated the existence of Internet addiction, its causes, and its consequences. This problem is not limited to Arab societies, but rather has a global dimension, to the extent that developed countries have not yet been able to control the risks of Internet addiction, although some countries in the world have advanced in enacting laws and developing preventive programs. Studies on addiction cases still stop at unifying the name of the problem or the terms related to it, and unifying the mechanism of fixed and medical measurement and diagnosis. Serious recommendations emerge for conducting qualitative research focusing on case studies or conducting interviews for greater accuracy in diagnosing Internet addiction. There is an

urgent need in Arab societies to adopt a systematic approach to the scourge of Internet addiction, whether in terms of monitoring or legislation protecting children, and at the level of awareness programs, and where the role of the school is confirmed in its continuity by relying on the use of technology and its amazing developments and noting the risks of students falling into the clutches of Internet addiction and working on prevention, monitoring, referral and follow-up, and in order to support the family and other community institutions to form the future generation healthy.

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