AN UNSPOKEN ISSUE

Identifying Behavioural Drivers of Bullying in Jordan

MAGENTA

CONTENTS

EXECUTIVE SUMMARY

This research aimed to identify key behavioural drivers of bullying and charaterise the manifestations of this behaviour in the Jordanian context specifically. During this research MAGENTA conducted key informant interviews (KIIs) with teachers, parents and Makani Centre staff and focus group discussions with children between the ages of 13-16 in Jordan.

KEY FINDINGS

The results showed that while most children and adults were familiar with bullying, rarely could they not clearly define bullying or distinguish it from other types of physical and verbal abuse. MAGENTA identified the following as the most consequental drivers of bullying:

- POWER DYNAMICS: Overwhelmingly those interviewed agreed that in Jordan bullying happens when an individual appears weak, and that bullies prey on weakness in an effort to demonstrate their own strength.

- NORMATIVE EXPECTATIONS: In general children feel that they are encouraged by the support figures in their lives to solve their own problems and defend themselves and their honour, which is a primary reason for why bullying is not reported.

- COMMUNITY DYNAMICS: Normative expectations coupled with community dynamics, in which adults generally turn a blind eye to bullying, discourages children from reporting the bullying they experience, whether through formal or informal means.

- STRESS: Additionally, stress from broken home lives, was noted by many teachers and children as being a common reason someone would become a bully.

- CONFIDENCE: Confidence, or lack thereof, was also described as being the key indicator for who would be a bully or a victim, as bullying is a way of expressing a strong, confident personality and resisting the attacks of bullies.

- Overall MAGENTA found the drivers of bullying to be similar among males and females and that bullying most often takes place in or around the school, as this is a primary gathering place for youth in Jordan. The following report describes in detail the research finding and outlines the psychological, social and environmental drivers of bullying in Jordan in greater depth.

INTRODUCTION

WHY THIS RESEARCH?

MAGENTA is a social behavioural change communications company based in Jordan that works across the Middle East and North Africa, West Africa and South Asia. Made up of social behavioural change experts, MAGENTA employs a 360º approach, which includes research, strategy design, implementation and monitoring and evaluation. Working with a variety of regional and international partners, MAGENTA often conducts formative research, which informs everything from strategic design processes and policymaking to creative design and implementation.

This research was conducted in the Fall of 2019 to inform the development of an anti-bullying edutainment drama series and accompanying supporting materials for teacher workshops, which MAGENTA is developing with UNICEF Jordan.

This research effort was dedicated to uncovering and understanding the primary target audience's

(TA)—adolescents in Jordan between the ages 13-16—various attitudes, perceptions, beliefs and personal experiences of bullying. The formative research design and analysis focused on unpacking the psychological, sociological and environmental drivers of behaviour, in line with the UNICEF MENARO Behavioural Drivers Framework (Figure 1). Adults play a critical role in creating safe spaces, both in and outside of schools, as well as enabling environments for positive behaviours. As such, the formative research also examined the understanding of and attitudes toward bullying of key individuals in children's lives, including parents, teachers and Makani Centre staff.

While the insight generated from this research formed the basis of the scripting and creative development process, it generally sheds light on the pervasive nature of bullying in Jordan and the need for more nuanced and targeted interventions.

WHAT DRIVES HUMAN BEHAVIOR?

PSYCHOLOGY   **SOCIOLOGY**   **ENVIRONMENT**

Figure 1: Behavioural Driver Framework

SCOPE AND LIMITATIONS

The scope of this formative research was limited; MAGENTA conducted research in half of the governorates in Jordan with less than 50 participants. Therefore, the results are anecdotal in nature and do

not serve as a representative or statistically significant analysis of the drivers of bullying across Jordan. Similarly, this research did not aim to understand the effectiveness of specific reporting mechanisms

in Jordan. Rather than providing a national level statistical analysis, this research serves to directly inform the creative development process and identify general trends and attitudes to address in both the drama series and the supporting teacher workshops.

TARGET AUDIENCE

MAGENTA has identified two target audience (TA) groups for the series and supporting workshop materials, who also form the primary subjects of this research.

- **Children aged 13-16 in Jordan** are the primary TA, including both those who bully and those who are bullied. MAGENTA has built a psychographic profile of these two subgroups during the formative research and will use this insight as the foundation for series content development.

- **Adults in children's lives** are a secondary target audience, as they have a central role in creating nurturing, safe spaces and support networks for children. While ultimately it is the child who must adopt a new positive behaviour (e.g. not bullying), it is up to the adults around them to be supportive of those who speak up against bullying or who take positive action against those who bully.

RESEARCH OBJECTIVES

The specific objectives of the formative research included but were not limited to:

- Expose the creative team directly to the target audience;

- Assist the creative team's concept ideation by providing them with real-life stories, contexts and descriptions of bullying, as well as exposure to how members of the TA dress, behave and express themselves;

- Further develop the series' key messages;

- Identify the psychological, sociological and environmental drivers of bullying among children ages 13-16;

- Understand how bullying manifests in schools;

- Identify key influencers and reference networks that impact behaviours in the school environment.

- Secondarily the formative research sought to understand the following:

- Media consumption habits and preferences of the TA;

- General lifestyles, aspirations and frustrations faced by the TA;

- Resources or support systems available, if any;

- Teachers' responses to bullying in school;

- Challenges faced by teachers when trying to address bullying.

SUMMARY OF HYPOTHESES AND RESEARCH FINDINGS

MAGENTA first hypothesised behavioural drivers of bullying based on a comprehensive desk review, stakeholder consultations and the input of a school psychologist. MAGENTA then used the formative research to finalise a matrix of behavioural drivers. Both the hypotheses and end conclusions are mapped in Table 1.

Behavioural Driver	Hypothesis	Conclusion
Psychological: Stress	Students are socially maturing and exploring and trying to find a sense of personal and social identity, which can cause them to feel stressed. Bullying can be an outlet for the stress they experience.	Stress from a restrictive, unstable or broken home, particularly with girls, can lead children to act out among their peers and bully as a means of control and asserting themselves. Alternatively, the same stressors can lead children to feel unsupported if they do experience bullying.
Psychological: Confidence	Children feel a need to be validated by their achievements and peers, while also developing a sense of power and independence.	Bullying is seen by children as a means of projecting confidence and strength of character.
Psychological: Self-Image	Children are developing a sense of identity both as an individual and as part of a group, community and society. Self-image has a powerful role in both motivating bullying behaviour and impacting victims of bullying.	Children see portraying a strong self-image as critical to avoiding bullying, however many use bullying as a means of demonstrating their strong sense of self.
Psychological: Beliefs	There are personal, social, religious, cultural, etc. attitudes and values that influence children of this age range and contribute to their sense of self-worth, appropriate behaviour and norms.	While not always overt, the belief that a weak character is the reason some children are bullied is dominant among children. Children believe that showing weakness is a mistake and an individual who does so is opening him/herself up to bullying.
Psychological: Past Experiences	Previous experiences of violence or bullying, both in and outside the home, can predispose children to violence and affect their sense of self-image, confidence, mental health and a variety of other factors.	Victims of bullying often turn into aggressors and bullies themselves as a means of asserting strength and solving their own problems with bullying.
Psychological: Potential Gains	Children have perceived potential gains from bullying others, as well as the perceived potential gains from standing up for themselves and others against bullying and report bullying.	Bullying is often used as a means of gaining control and status as a strong individual. In some cases, students also see bullying as a means of fitting in with their friends or family.

Psychological: Perceived Risks	There are minimal risks associated with bullying and high perceived risks associated with reporting bullying.	Given the strong ties between perceived weakness of character and being a victim of bullying, students are hesitant to report bullying. Additionally, there are minimal repercussions for bullies.
Sociological: Home Life	*This was not a hypothesised driver of bullying.	An overly lenient, restrictive or unstable home is perceived as driving students to bully, particularly as a means of obtaining control or self-worth if they are not given this kind of character support at home.
Sociological: Normative Expectations	The expectations of children of this age to defend themselves, use physical violence to assert power, as well as the pressures to conform to social norms for things like dress, preferences, activities, interests, etc. plays a significant role in bullying. These expectations can come from peers, adults, community leaders, teachers, media and other influential sources.	Both peers and adults in children's lives expect them to defend their honour and resolve problems with peers on their own. Weakness is perceived as being devastating to one's social status and thus bullies are supported by the social norms of their communities, while victims are discouraged from expressing their need for support.
Sociological: Social Pressure	Children face pressure to conform from their peers and adults in their lives. Given that social norms accept bullying in certain circumstances as an appropriate way to discipline or shame, this is a critical factor in sufficiently addressing bullying.	Children experience pressures from both their peers and their families to assert and defend themselves so as not to appear weak.
Sociological: Power Dynamics	Often bullying results from differing levels of physical and social power. Power dynamics around authority, social influence, decision-making and opportunities influence who becomes a bully and who is bullied.	Power dynamics are the central driver of bullying in Jordan, as bullies are perceived as being strong—a character quality prized in Jordan—and victims are perceived as being weak.
Sociological: Gender Issues	Bullying often functions as a socially acceptable means to shame "effeminate" boys and to encourage them to "man-up." Bullying in this way acts as a mechanism for perpetuating toxic masculinity both for the bully and the victim of bullying.	Gender issues are at play mostly for boys, who are encouraged to assert masculinity through physical aggression and dominance, which feeds into bullying.

Sociological: Community Dynamics	This refers to the huge role of communities in addressing the persistence of bullying and its acceptance in certain contexts. Community influence can mean the respected leaders and voices in a community that shape both children and adults, and the norms and structures that prevent or deter positive change.	The community encourages children to resolve their own problems and offers minimal support to victims of bullying. At the same time community members tend not to intervene in bullying that they witness, if they are not connected to the children in some way.
Environmental: Media	Media can influence children of this age group on what is appropriate and acceptable behaviour. Media also has in perpetuating normative behaviours. For this project it is also important to note media's role in failing to highlight of bullying as a serious and pervasive issue in Jordan.	Media is seen as promoting social normative behaviours and praising strong characters, even if they exhibit negative behaviours. This indirectly condones behaviours like bullying.
Environmental: Social Media	Social media can serve as a platform for cyberbullying. It also is important to note social media's role in perpetuating normative behaviours and providing impressionable teens with "role models," good and bad, which they often strive to emulate.	Social media is used as a platform for cyberbullying, particularly among girls, who tend to engage more in bullying that involves shame or social isolation. In Jordan children use fake profiles to trap and then blackmail their peers in uncomfortable situations.
Environment: School Environment	*This was not a hypothesised driver of bullying.	The school environment is seen by children as not being supportive of victims of bullying and at times teachers perpetuate bullying by singling out shaming or even bullying students in the classroom. Children expressed limited knowledge of and access to support systems within the school.

Table 1: Drivers of Bullying

METHODOLOGY: A CREATIVE APPROACH TO QUALITATIVE BEHAVIOURAL RESEARCH

RESEARCH COMPONENTS

The methodology for this formative research was designed to inform the creative development process and, therefore, placed central importance on exposing the creative team to the target audience. The methodology and all tools for this research were developed with the expert input of a US registered school psychologist, and approved by UNICEF's ethics review board, to ensure that the research provided the necessary understanding of bullying while protecting children's rights, especially those to privacy and safety. All data collection was conducted in Jordanian Arabic.

MAGENTA's qualitative research methodology included:

- **Six Focus group discussions (FGDs)** – with the primary target audience (children in Jordan between the ages of 13-16)

- **12 Key Informant Interviews (KIIs)** – with the secondary target audience (teachers, counsellors and Makani Centre staff, and parents)

FGDs

FGDs were conducted to garner a nuanced understanding of how bullying manifests in Jordan, the reasons for such behaviours, the effects on victims, the perceived status of aggressors and various solutions, or lack thereof, and when bullying takes place. MAGENTA conducted roundtable FGDs with a subsegment of youth: 13-16-year-old males and females from middle social status and economic class[1] from central governorates in Jordan. The discussions provided key insight into the drivers of bullying in Jordan, and served to further inform the design of creative content by exposing MAGENTA's creative team directly to the target audience. Focus groups lasted approximately 1.5-2 hours each, consisted of 5-6 respondents per group and were audio recorded when consent was provided.[2]

KIIs

In order to better understand bullying in Jordan from the perspective of influential adults and mediators in children's lives, MAGENTA conducted key informant interviews with teachers, parents and Makani Centre staff. Key informant interviews provided valuable insight into the lives of children experiencing bullying and the drivers of this behaviour, as well as information about support systems and networks available to children who experience bullying. Interviews lasted between 30-40 minutes and took place via phone to ensure privacy given the sensitivity of the topic.

SAMPLING

FGDs

MAGENTA utilised six focus group discussions (FGDs) to explore the issue of bullying in Jordan. In order to respect socio-cultural gender norms, particularly those found in more traditional and conservative communities across Jordan, MAGENTA segmented groups based on gender, allowing participants of both genders to feel comfortable sharing their thoughts on the topic.

The sample for the formative research included six focus group discussions (consisting of 4 – 5 participants each) with adolescents (13–16 years old) from rural and urban settings and from the central governorates in Jordan (Amman, Zarqa, Madaba, and Balqa). Four FGDs were conducted with children ages 15-16, as they are older and are more likely to have had experiences with bullying, and two FGDs were conducted with children ages 13-14. The sample included an equal representation of males and females. Additionally, during the selection

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1 This group was selected because of the nature of the project. It will be disseminated across Jordan and the middle socioeconomic class is largest, MAGENTA chose to focus on this segment of society.

2 Only with the consent of the parent or guardian.

process, MAGENTA worked to ensure diversity and representativeness of the sample.

The breakdown of the six FGDs is as follows:

	Characteristics of participants	Male	Female	Total
Students 13-14 years old	Adolescents aged 13-16 in public schools in central governorates (Amman, Zarqa, Madaba and Balqa). Need to be aware of and understand bullying. Children who are either susceptible to or have previously experienced bullying at school (direct or indirect).	1 FGD	1 FGD	2 FGDs
Students 15-16 years old		2 FGDs	2 FGDs	4 FGDs
Total		3 FGDs	3 FGDs	**6 FGDs**

Table 3: FGDs Sampling Plan

KIIs

MAGENTA conducted a total of 12 key informant interviews (KIIs): six with teachers and counsellors working in Jordanian public schools (three with male teachers and counsellors and three with female teachers and counsellors); four with parents (two with mothers, two with fathers); and two interviews with

Makani Centre staff (one male and one female). The teachers, counsellors, parents and Makani Centre staff were identified by UNICEF and MAGENTA through their networks. These interviews were conducted with individuals from high-population governorates of Amman, Zarqa, Madaba, Irbid and Karak.

	Characteristics of participants	Male	Female	Total
Teachers and counsellors	Teachers in public schools who have experience teaching students ages 13-16	3 KIIs	3 KIIs	6 KIIs
Parents	Parents of children ages 13-16	2 KIIs	2 KIIs	4 KIIs
Makani Centre Staff	Staff who work with children ages 13-16	1 KIIs	1 KIIs	2 KIIs
Total		6 KIIs	6 KIIs	**12 KIIs**

Table 4: KIIs Sampling Plan

TOOLS

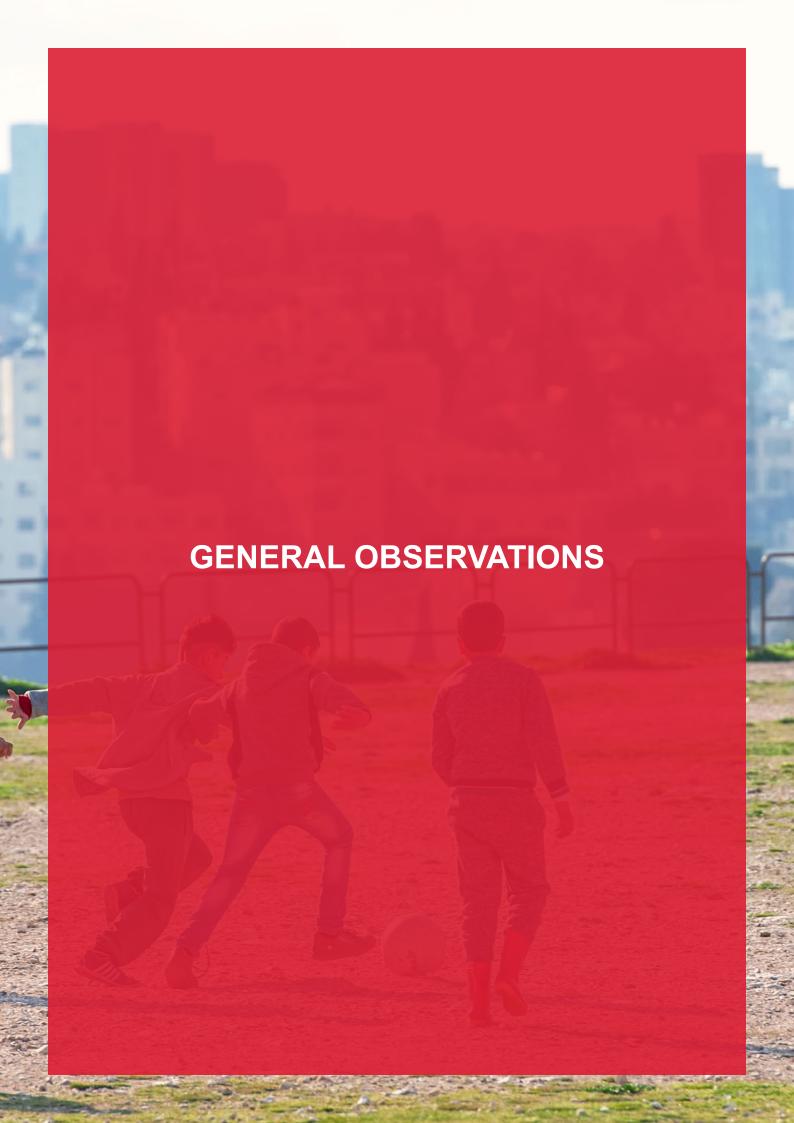The research tools consisted of the following:

- One FGD discussion guide:

  - FGD Discussion Guide – 13-16-year-olds

- Three KII guides:

  - KII Guide for teachers and counsellors

  - KII Guide for parents

  - KII Guide for Makani Centre staff

The focus group discussion and KII guides were designed to elicit responses that helped MAGENTA garner a better understanding of the drivers of bullying in Jordan, and that gave the creative team direct exposure to the experiences of the target audience.

Questions met the following criteria:

- Phrased in a neutral way, ensuring no leading questions are asked;

- Ensured that no cultural- or gender-sensitivities are addressed directly;

- Open-ended;

- Included both rational (direct questions) and projective techniques (imaginative, visual or role-playing techniques). With children in specific, a 50/50 mix of these questioning techniques is beneficial, as it allows them to speak about difficult situations in a more abstract and less personal way.

Tools were developed in English and then translated into Arabic and back translated for quality assurance purposes. All tools were reviewed and approved by the UNICEF Ethics Committee.

GENERAL OBSERVATIONS

INCONSISTENCIES IN DEFINING BULLYING

Many of the adolescents and adults interviewed had difficulty defining how bullying differed from other forms of violence, in particular that it is a persistent and recurrent form of violence. Participants tended to define bullying as physical or verbal violence and recognised that power dynamics are at play, but could not articulate that it was the recurring nature of the violence that distinguishes bullying. However, those that did understand bullying usually had experience with it: "In my school when I was a student one boy was bullied everyday by another boy and it didn't stop until the bullied boy's family moved to another town" (Father, Amman). For the most part children did not seem willing to intervene in instances of bullying for various reasons: "Yes, because he is my friend and I do not want to report him. But if he does not listen to me, then I will tell the teachers" (Male, 13-14 years old).

LIMITED RESPONSE TO BULLYING

While most adults noted that they encourage the children in their lives to treat others with respect and not resort to violence: "I make sure they're safe from bullying and that they don't bully others too" (Father, Amman), many admitted that adults rarely intervene were they to witness bullying or hear about it: "Some people ignore it, thinking it's children playing together" (Father, Amman). When asked about reporting mechanisms in their schools few knew of any official reporting mechanisms: "Only if there's severe physical harm, parents can go to the police" (Male Teacher, Irbid).

HOW BULLYING MANIFESTS

Bullying in Jordan takes countless forms that are common between males and females alike. However, verbal and physical bullying are most common.

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> *"In school there is the verbal aggression and there is the physical kind. You know there is a lot of pushing around, so you would be walking peacefully, and a guy just pushes you hard towards a wall, or pushes you into someone, so that you end up fighting with him" (Male, 15-16 years old).*

Some adolescents brought up their own stories of behaving like a bully, before realising it was the central subject of the FGD. When the conversation turned to a structured discussion of bullying many reacted physically, turning their heads down, etc., feeling ashamed of their enthusiastic descriptions of themselves as bullies only moments before. The ubiquitous nature of bullying among children in Jordan was clear from the FGDs and students repeatedly noted that anyone can be either a bully or bullied.

WHO IS THE TYPICAL/STEREOTYPICAL BULLY?

In order to produce creative content that accurately reflects the lives of children in Jordan, MAGENTA asked participants to imagine a stereotypical bully and describe them in detail. Many students were very descriptive, and it was often clear they had a specific individual from their lives in mind.

Character
Bullies were uniformly characterized as having a strong character: "Bullying is when a strong personality student controls a weaker student" (Female Teacher, Zarqa). This could reflect a high social status that can be typical for bullies, but also tended to be a reference of an individual's pride, self-respect and

confidence: "If a girl is strong, and she is sociable, and talkative, she will have power" (Female, 15-16 years old). This projection of actual or perceived strength was often characterised as being desirable, even if participants did not agree with how bullies behave and treat others. Participants, both children and adults, noted that bullies relish the feeling of empowerment and enjoy controlling others, even if they were once victims of bullying themselves: "A bully often was bullied one time and once he has power, he will bully others who are weaker than him" (Male Teacher, Zarqa).

Appearance

Bullies are not perceived to have distinct physical characteristics (i.e. be tall or large for their age), however, they are described as unafraid and bold in behaviour: "Brave and he knows not to talk or how to embarrass you" (Male 15-16 years old). The way they dress indicates that they are different and daring. Ripped trousers, funky and coloured heels (females), unconventional colours at school, etc. This may be indicative of a need for attention or of defiance against prevailing norms: "She wears whatever she wants. The girl [bully] who was in my school used to wear a very short pinafore, and she wore leather vests. She looked like a boy. But we never spoke to her, because we know she would hit us if we did" (Female, 13-14 years old).

WHO IS THE TYPICAL/STEREOTYPICAL VICTIM?

MAGENTA also asked participants to imagine and describe who tends to be a victim of bullying in Jordan. Similarly to their descriptions of bullies, most of their comments centred around the idea that weakness of character is key.

Character

Perhaps the most unanimously expressed opinion by both children and adults interviewed is that victims of bullying are weak or perceived as being so, especially by the bully. Most noted that it is a weak and shy character that is most sought after by bullies: "They're weak physically and many of them are neglected at home or don't have the opportunity to express themselves and are taught to say "yes" to anything" (Female Teacher, Amman). Others feel that some victims invite bullying because they are unlikeable and behave in certain ways that provokes and frustrates others. This could be a maladaptive attempt at socializing. Although they are not seen in a positive light by peers, they are still gaining peers' attention, which satisfies a need for socialization: "We have a girl in our class who is so provocative, no one likes her, and she doesn't help herself, she invites bullying" (Female, 13-14 years old). Both children and adults interviewed described victims of bullying as shy, calm and introverted:

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> "Sometimes the victims don't have enough support at home so they're afraid to complain to their families. They try to act differently and not show their weaknesses to their families. Sometimes they're bullied at home too from their siblings" (Father, Amman).

Appearance

Participants did mention that students who are different and have certain physical features that attract attention, can become easy targets for bullying. The unlikeliness of reporting their victimization invites more victimization. The longer a victim goes without reporting, the more this affects their confidence and positive self-esteem, which makes them even more vulnerable.

WHERE DOES BULLYING OCCUR?

Bullying can happen anywhere with both females and males, as adults and children both noted, but it is especially prominent in schools:

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> *"There's a school on my street so I see [bullying] almost everyday when the children leave the school" (Father, Amman).*

Bullying was said to occur anywhere, in the common areas, in hallways and even inside the classroom, although many of the more serious cases of physical bullying take place outside of school hours when fewer adults are around. For males in particular when bullying escalates and the victim responds to defend himself, physical aggression is most likely to happen outside school.

In contrast, females feel that most of the bullying happens inside school walls. This indicates, to some degree, that changing the school environment may reduce the amount of bullying students are subjected to. The school culture should make everyone feel a sense of belonging and feel valued. Schools and school leadership should make clear that aggression is not an acceptable form of conflict resolution.

THE ROLE OF ADULTS

Teachers and parents play an important role in addressing bullying. They must model non-aggressive ways of interacting with their children, even though they may personally understand a student's violent reaction. Adults in the lives of children should model appropriate and non-violent conflict resolution.

Particularly in schools, educators should seek to remain unbiased and create a nurturing and accepting environment for all; this includes being mindful of showing preferential treatments. Critically, teachers should support students who report bullying and encourage reporting when possible. In interviews with teachers, however, most noted that addressing bullying was complicated, as often there are no formal mechanisms in place for recording and dealing with instances of bullying. Moreover, if teachers are not direct witnesses to this behaviour, they often do not feel comfortable intervening as this could have negative personal repercussions for them in and outside of the school environment.

PSCYHOLOGICAL
DRIVERS OF BULLYING

IMPACT OF STRESS ON BULLYING

Children between the ages of 13-16 in Jordan experience many forms of stress. Based on the focus group discussions, however, the most prominent source of stress linked to bullying was familial stress. Absence of a parent is a traumatic event for the entire family, whether by death, divorce or due to distant employment. The lack of adequate social support can lead to negative outcomes, which can include bullying behaviours. In the case of death, if the surviving parent through their grief becomes unavailable, then the child also experiences this as a loss, further increasing the risk for negative coping mechanisms like bullying. Although not as traumatic, the loss of parent through separation can also negatively impact behaviour in similar ways.

Predominantly among females in cases where the parents are separated or the child has lost her father, the mother and brothers (if any), tend to impose an oppressive and strict family structure, whereby females feel obliged to dress a certain way and act a certain way: "My mother is not someone I can easily talk to about the normal stuff that girls talk to their mothers about. She's somewhat rigid, and she's really strict ever since my dad passed away, and particularly when I became an adolescent" (Female, 15-16 years old). Another student noted: "I cannot tell [my mom] that a boy is good-looking, because she might assume that I am the same on Facebook or on other social media channels. So, I just talk to my best friend and she accepts me the way I am. If I tell my mother there will be a whole lot of problems and lectures" (Female, 15-16 years old).

Some participants with authoritarian parents or family members described the negative impact this environment has on them. This lack of control in the home and over their self-expression can cause them to seek control in other ways, one of which is bullying:

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> *"I'm just very cool and relaxed. I bully and I get bullied. Like if I bully someone and they cry, I just laugh, come on don't take life too seriously"* (Female, 15-16 years old).

This statement is indicative of low empathy, a side effect of the stress caused by authoritarian households. Children raised by authoritarian parents are likely to have underdeveloped perspective taking skills and empathy, which fits the characteristic of bully-victim. This also indicates a lack of insight into how their behaviour affects others, and a lack of awareness of their own victimization and its impacts.

HOW CONFIDENCE AFFECTS BULLYING

High self-confidence and the way children were raised plays a huge role when it comes to confidence. The home environment has significant influence on how children behave outside of the home. When children are raised with understanding, they are given a model for how to treat others. When they become adolescents, this buffers against negative influence of peers. Children who were raised to be confident and taught how to be empathetic are less likely to conform to the expectations of others; this tended to be more common across the female participants. Additionally, girls who expressed having strong relationships with their mothers, in particular, were more confident, less conforming and less likely to go against her parents' expectations.

Generally, among both the female and male segment, it is clear that they do not feel the need to conform to bullies just to fit in, as bullies are not always seen as aspirational. At the same time this behaviour can make them feel good about themselves:

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> *"It makes me feel good about myself. I don't know how to explain it, but I feel more confident when I'm joining in [bullying] with my friends"* (Female, 15-16 years old).

Interestingly, some seemed to imply that families who do not encourage their children to defend

themselves are doing them a disservice in terms of their confidence: "The family also plays a role in making children less confident in themselves and they become threatened from other students with aggressive behaviours. They are used to being told not to make troubles with other children so they end up not being able to defend themselves" (Female Teacher, Irbid). This links into social pressures and community influence, both of which are discussed in this report.

STRONG SELF-IMAGE AS A DEFENCE

Overall, the participants did not tend to believe that self-image is reflected in the way a person looks; rather, they feel that it is related to a character quality that a person might have. A strong positive self-image was discussed as having a positive impact on an individual's ability to deal with bullying: "I am the shortest among my friends, and they make fun of my height. I don't care, I tell them that we short girls are more beautiful" (Female, 15-16 years old). Another noted:

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> *"When I was bullied, it used to annoy me, when I first started wearing glasses – but now I like wearing them. Like Albert Einstein. They say only smart people wear glasses. Now I have no problem with wearing glasses and I am more self-confident" (Female, 13-14 years old).*

Many noted that their strong character makes them less susceptible to bullying. That said some bullies are compensating for a lack of control or poor sense of self-worth: "Sometimes they're not allowed in their house to speak their opinions and are neglected that's why they bully other students who are weaker" (Female Teacher, Zarqa).

Those most likely to be bullied were described as having a weak personality and a poor self-image: "When you have no self-confidence, it shows. It's easy to tell who has a weak personality and who has a strong one" (Female, 15-16 years old). Once this weakness is detected by others, this person becomes a target. Normally, calm and shy children are easy targets. Though they might not all necessarily suffer internalizing or externalizing problems, they are reluctant to fight back and so become an easy target for repeated bullying. Shy adolescents tend to be sensitive and fearful, which makes it difficult for them to fight back or report bullying: "Any student who is sensitive and appears like he or she can't defend themselves are victims to bullying" (Male Teacher, Zarqa). Their responses to being bullied likely reinforces their victimisation by making the bully feel empowered, increasing the likelihood of further bullying.

BLAMING BELIEFS

For the most part, students were able to easily define bullying by simply stating that the strong pick on the weak. While most, particularly females, are aware that this action lacks empathy and is indicative of being emotionally immature, others, both boys and girls, feel that it is generally necessary to respond to aggression with aggression, or respond to verbal bullying in kind: "Look if someone swears on my mother, even if it is my brother, I would literally hit him with anything that it is in front of me. No mercy. It is completely justified" (Male, 15-16 years old). This could be because they believe the only way to be safe from bullying is to also use violence, even if this goes against their own personal value system. The bully is not only physically safe, but they also appear to have high social status, and are respected for their perceived characteristics.

The victim on the other hand is perceived in a highly negative light, not because they are subjected to violence, but because of their inherent personality is not desirable. This ensures that even if students believe that bullying is wrong, they will respond with aggression simply because they do not want to be

perceived as having the characteristics of a victim: "A girl with a strong personality is not subjected to bullying, no one dares to bully her. They usually bully weaker people. It won't work with a strong person, they will attack them right back" (Female, 15-16 years old).

With males specifically, both younger and older, their value and belief system clearly compels them to retaliate, as acting otherwise might imply weakness. Some even noted that fathers often discipline their young boys for not standing up for themselves and retaliating in kind:

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> "One time one of the boys hit me on my face, I didn't hit him back. I went to my father and he slapped me so hard for not retaliating. So, I went back to this kid's house and I slashed his face" (Male, 15-16 years old).

For example, males believe that if they report someone who bullied them to an adult or teacher, they might be considered unworthy of respect among peers and gain the perception of a weak person. The victim's inhibited characteristic makes it difficult for them to stand up to a bully or to seek help. Shy individuals are anxious during social interactions. The natural fear

associated with being subject to aggression adds to the individual's withdrawn response. This often leads to a cycle of victimisation.

Children noted that they would rather gather up a group of friends or family and fight these bullies, or in some instances fight back themselves, than go to an adult, teacher or headmaster for help, likely because they know the response would be to 'stand up for themselves: "We would rather go out and fight than be called a chicken or unmanly, they bring their family, that's fine, you can bring your family too" (Male, 15-16 years old). To some degree teachers acknowledge that reporting has little effect:

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> "One time one of the boys hit me on my face, I didn't hit him back. I went to my father and he slapped me so hard for not retaliating. So, I went back to this kid's house and I slashed his face" (Male, 15-16 years old).

, but in general most claimed that reports of bullying are taken seriously: "They try to solve the issue through the counsellor and monitor the student, if the student didn't change they talk their parents" (Male Teacher, Irbid).

THE IMPACT OF PAST-EXPERIENCES

Predominantly among males, many feel that bullying is a vicious cycle and that it's so deeply entrenched and embedded in any school; it goes without saying bullying exists in every school. Bulling is understood to be a normal part of school. The expectation that there will never be any consequences for the bully sends the message that the risk of reporting is not worth the risk of losing social capital. Many feel that they've grown up being bullied and now it is their

time to bully. Male participants tended to be less empathetic and choose to be less emotional when it comes to this issue. They choose a seemingly logical rationale – I got bullied, now it is my time to bully; it is a vicious cycle. "You know it is a like a jungle, the strong feed on the weak and the weak feed on the weaker, it goes like this in schools" (Male, 15-16 years old).

LIMITED PERCEIVED RISKS

Predominantly among males, those who are subject to bullying, will avoid reporting a bullying incident to a teacher or adult particularly because they worry about an increase in victimization. They might be seen as

weak or unable to stand up for themselves. There is expectation for adolescents to handle bullying on their own:

> *"…When you have a problem, you do not go to the teachers, because they will just tell you to go and solve your own problems" (Male, 13-14 years old).*

This expectation is embedded into school culture. Bullying is normalized, making it difficult for adolescents to understand that there are other less aggressive ways of handling conflict with peers. The larger societal cultural expectation for males to never appear weak makes it less likely that adolescent will ever seek help. Thus, the risks associated with

seeking help or not retaliating are both social and physical.

A few participants also admitted to perhaps being bystanders, as they generally like to stay away from trouble and intervening in a situation may result in retaliation and exclusion, something which they want to avoid: "The boys in my neighborhood all go home together – young and old. If one of the older boys gets into a fight with a boy his age, we do not interfere" (Male, 15-16 years old). However, this is more common among males in general, and younger females.

POTENTIAL GAINS IN SOCIAL CAPITAL

Pride and arrogance coming from high grades or being particularly appealing or popular can sometimes cause 'false pride' which can be maladaptive. Some respondents feel that there is a certain type of bullies who feel more superior than others by virtue of being taller, more appealing than others or getting higher grades, and so relish the feeling of empowerment:

> *"Some girls like to put you down in front of others. She likes to play the smart one in front of the others" (Female 15-16).*

Additionally the social capital gained by bullying and being seen as someone who is not to be messed with is a significant driver of this behaviour. "A teacher should also take into consideration that boys in their teens like to act like adults and that's why they bully others sometimes believing this way they show others they're gown ups and powerful" (Male

Teacher, Zarqa).

Most don't consider themselves bullies, but do admit that they occasionally pick on others, especially when their peers are doing it: "And a girl passed by us and we start to throw Chips on her… she cried. My friend also grabbed the girl's hair. And we also threatened her" (Female, 15-16 years old). While they admit that they know it's wrong, many don't feel that it is a big deal. They like the feeling of power and/or pleasure they get out of it, along with the potential sudden respect it gives them among their peers: "I call them with the same names, and I threaten them. Because if I keep quiet, they will continue to do these things. And they will think I am a coward. So I will threaten them and then they will be afraid of me" (Male, 13-14 years old). There is the significant pull of being accepted and respected by peers. The sense of belonging can even make individuals go against their own personal values.

SOCIOLOGICAL
DRIVERS OF BULLYING

IMPACTS OF A STRICT OR TROUBLED HOME LIFE

From the perspective of children, a lot of bullies they have encountered are children of parents who are permissive and indulgent. They feel that these children are spoiled and act impulsively as they have been raised with a lot of leniency.

On the other hand, others feel that bullies could be a product of a hostile or dysfunctional family environment, thus limiting the opportunities for family members to interact with each other and develop the social skills necessary for establishing and maintaining good relations with their peers.

> "
>
> *"Family is the first factor in driving a bullying behavior. One girl in her class her parents got divorced and re-marry and she became very violent and started bullying other girls in the school. So broken families disturb the child's behaviors"* (Female Teacher, Irbid).

Home life, including parental attitude, expectations, and parental style influence children's social interaction outside of the home. Children with strong attachment to their parents have more positive self-image, which works as protective factor against victimisation. It also gives them the confidence to stand up against bullying. Conversely, those who fear their parents or whose parents are not available emotionally are more likely to have negative interactions with peers, including bullying. This was noted by a female teacher: "Sometimes they're not allowed in their house to speak their opinions and are neglected that's why they bully other students who are weaker. The family's low economic status encourages bullies to target children who have items they want to take" (Female Teacher, Zarqa).

Family structure is one of the important factors playing a role in how children behave when it comes to bullying. For example, it is obvious that children who were raised confidently and taught how to be ethical and empathetic, deem themselves bully-proof. "I tell my children not to let others control them or abuse them and encourage them to tell me what they do every day, if they went out of the house to school or visiting family" (Mother, Karak). This is especially true for females, as many feel that the only way they were able to deal with getting bullied, is by talking to their mothers and receiving direct guidance.

> "
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> *"The only thing I used to do whenever someone used to bully me, is talk to my mother. She instilled confidence in me and now I don't care if someone calls me short, I am confident, and bully-proof"* (Female, 15-16).

In this case, the more confident and empathetic the child is, the more he/she are less likely to take the bystander role. Observed during focus groups, seemingly confident females claim to stand up to bullies who pick on their weaker peers citing inability to stand idle while another person was suffering.

That said, with males specifically, it is somewhat different. Parents, predominantly fathers, might encourage regressive and retaliatory manner. As one teacher notes: "In such cases, children learn that in kind violence is acceptable and even necessary as a form of defending one's honour and self" (Male Teacher, Irbid). A male student confirmed this reality: "One time one of the boys hit me on my face, I didn't hit him back. I went to my father and he slapped me so hard for not retaliating. So, I went back to this kid's house and I slashed his face" (Male, 15-16 years old).

SOCIAL PRESSURES TO BE STRONG

The males are seemingly unimpressed with bullies as they believe that they are problematic and cause unnecessary problems: "I never joined these groups. They are too careless, they smoke, they run away" (Male, 15-16 years old). They also don't like to be

associated with bullies, because they know it will affect their grades as well as their behaviour very negatively. This was in contrast to the opinions expressed by teachers, including one who notes:

> "
> *"A bully can appear a very social and friendly person and gathers other around him. Others follow bullies so they not become their victim. In some cases, if the bully have cousins or siblings in the same school they group together to bully others" (Male Teacher, Irbid).*

, Irbid). This is indicative too of the notion that family sticks together, so even if one child may not want to participate in such activities, there is a social expectation from the family that the child will go along with his family members.

Females are also seemingly unimpressed with female bullies, particularly because they are perceived as daring and bold with the way they act and dress. In their opinion, this depicts indecency, something which they would not want to be associated with, as it affects their reputation and goes against what they were raised to be: "They are not polite. The girls who behave badly in school, are also the same outside. All the boys comment on their behaviour" (Female, 13-14 years old).

Sexual orientation and displayed gender can result in males bullying their peers. For example, if they feel that a male is not manly enough, they start verbally abusing him and could lead to physical violence. However, with females, the case is different, as females who act like males are not easy targets for bullying, since they are described as strong and defensive: "If anyone tells her she dresses like a boy she hits them. Once she hit a girl and there was a big problem because a girl told her she is wearing her hat like a boy. She hit her, and the next day the girl came with her parents. And it was a big issue" (Female,13-14 years old).

In general the pressure to defend one's self is strong and for many bullies their behaviour is a way of displaying and maintaining their reputation as having a strong personality. For males toxic masculine ideals of strength and defending one's honour are critical for

understanding why boys do not report bullying. They will be seen by their parents, friends and community members as being weak and incapable of defending themselves. This notion also came out in interviews with fathers and male teachers, in which they noted that many would punish their child for not responding to a bullying in kind.

While some children claim that bullies take a stand on their own, with them specifically, they believe that the reason they bully or are bullied at some point in their life is as a result of peer pressure:

> "
> *"The boys would come and bother me. I would either carry rocks or I would ask my friends to help me defend myself" (Male, 13-14 years old).*

They feel that sometimes they are encouraged, by their friends, to bully others, just for the sake of fun. The research subjects believe that friends could strongly fuel or quell bullying.

As adolescents start to form their own identity and distance themselves from their parents, peers become very important and have a greater influence on them. Adolescents want to be accepted by their peers and friend groups offer a sense of security. This makes children vulnerable to negative influences within their friend group. In the cases when there is family stress (separation, death, authoritarian parents) adolescents rely on their peers for emotional support, so they are more likely to go along with something they may not necessarily agree with. Peers can also influence each other more positively and provide a critical support network. Within the school environment, adults can affect which type of influence adolescents have on each other. If those who bully appear to have the respect and attention of teachers, then they are more likely to be more influential with their peers because they appear to be accepted and valued by their teachers.

THE CENTRAL ISSUE OF POWER DYNAMICS

By far the most important and common theme

observed in the formative research was the centrality

of power dynamics in bullying in Jordan. Though bullies might not particularly be aspirational, they tend to be respected for the strength they demonstrate. They are not necessarily people other children would like to be associated with, especially since they have certain qualities that most feel do not match their own personality or characteristics (i.e. females dressing like males, wearing ripped trousers, talking with boys etc). Yet, they all feel that those who bully share one common quality, and that is strength in character, which they are commended for

> "
>
> *"A girl with a strong personality is not subjected to bullying, no one dares to bully her" (Female, 15-16 years old).*

Though it might not make students stand out, bullying does give children a sense of power, and makes them untouchable by others. Bullies are antithetical

to weakness, a quality that most dislike intensely. This is also reinforced by parents and teachers who show lack of respect and care for children who display qualities they deem as weak. "Many children are afraid of telling their families what happens to them. They are afraid the bully will know and seek revenge" (Father, Amman). Overall, the notion of being perceived as weak or powerful was observed to be the central dynamic at play in most bullying in Jordan.

While the issue of social isolation did not come up often, it is a very concerning and critical perspective to consider: "[Bullying is when] a strong person controls a weaker person and abuse them verbally, physically, and isolate him from the rest of the group or the community" (Female Supervisor, Amman). This can be indicative of malicious intent on the part of the bullying and also hints at the seriousness of the social and psychological repercussions victims of bullying face.

LIMITED GENDER DIFFERENCES IN BULLYING

The levels and prevalence rates of bullying and victimization among females and males is similar and males and females do not differ significantly in terms of their experiences of bullying or victimization. That said, perceptions on bullying slightly differs, where among males, adolescents view aggressive behaviour and bullying as one way to indicate that they are powerful and socially accepted:

> "
>
> *"You feel bad about [bullying], but at the same time you feel nothing can stop me" (Male, 15-16 years old).*

Females on the other hand, perceive bullying in a different light. They are more aware that it is an immature action and those who are empathetic feel that they would never purposely hurt others as they would not wish that upon themselves. That said, other females like to tease others just for the fun they get out of it. In some ways this is indicative a lack of

acceptance that they bully to feel powerful: "At the begin of the semester – the first week is boring – the new girls are normally show-offs, so I bully them" (Female, 15-16 years old).

As for the forms of bullying, research subjects revealed that the most common form of bullying among males was physical violence, which is more often than not initiated with verbal abuse:

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> *"If they see someone sitting on their own minding their own business, they begin to tease him and try to hit him, because he is weaker than them" (Male, 13-14 years old).*

On the other hand, while females do admit that there is some physical aggression amongst them, bullying was most often occurs as verbal abuse: "But I feel that hitting is not a very classy manner. I prefer to berate someone instead of hitting them" (Female 15-16 years old). Teachers noticed this as well: "For

girls verbal and social isolation is more common" (Female Teacher, Amman).

EXPECTATIONS TO DEFEND ONESELF AND THE ROLE OF COMMUNITY INFLUENCE

In general both children and adults interviewed acknowledged the role that community plays in the persistence of bullying. Some adults interviewed were very clear in their belief that community influence is strong in perpetuating bullying: "It's a behavior that was nurtured in the student from the family or the surrounding close community" (Male Teacher, Irbid). This highlights the need for collective action to address the issue.

The male and female adolescents MAGENTA spoke to differed significantly when it came to community influence. For male adolescents there are high expectations, especially from older brothers and fathers, for adolescents to handle bullying on their own. They are highly criticized and sometimes treated with harshness if they do not stand up for themselves.

> "Yes my father used to tell me in the past if a boy hits you with a rock, hit him with a brick. He used to scold me, and he was harsh about it." (Male, 15-16 years old).

Moreover, as mentioned previously, males completely avoid reporting bullying to adults or teachers, as it is an indication of weakness and a soft side which is not expected from a male Jordanian. This was evident from interviews with teacher, most of whom indicated that reporting bullying seldom occurs: Most bullying cases are not reported, and bullies hide their actions from teachers and adults. Only in cases of severe physical harm parents complain to the school" (Female Teacher, Amman). If need be, and if children are unable to defend themselves, they resort to their older brothers or cousins.

With females, it is a little different, as they don't feel they are expected to do the same. On the contrary, females are expected to act decently. When they are bullied, females, more often than not, talk to their mothers. They are encouraged to ignore their bullies rather than retaliate: "At the beginning I used to get very upset, but when I told my mother, she told me to ignore them. and that is what I have been doing since then. I do not care what they say" (Female, 13-14 years old).

However, retaliation among females is also very prevalent as they do believe that they need to defend themselves and staying quiet about it will not do them any good: "If a girl swears big, I'll swear big. She cursed me she didn't curse the principal, so why would I tell the principal? What will the principal do? Give her a warning? It will be ripped and as if nothing happened. No I'll take my own right" (Female, 15-16 years old). This is true for both physical and verbal abuse. Additionally sometimes bullying persists because of the family's status is seen as a form of entitlement by the child:

> "Children of community influencers/leaders are usually supported or allowed to do whatever in the school because of their parents' status" (Mother, Karak).

This sets a dangerous president and can underly the perpetuation of bullying in many communities.

ENVIRONMENTAL
DRIVERS OF BULLYING

ELEVATING THE WRONG ROLEMODELS IN MEDIA

Media is blamed by many of the teachers and parents interviewed as being an negative influence on their children and perpetuating the issue of bullying:

> "
> *"One of the series had a character, a man he was a thug or a member in some gang, and I saw many youth act like him. They copy his walk, the way he's dressed. It affects their behaviors and most of the times in a negative way"* (Father, Amman).

Media is embedded in children's and especially adolescents' lives, but in different ways. Most tend to watch a lot of YouTube videos, while others prefer television dramas and series. That said, most of the participants interviews were thrill seekers and enjoy action and horror movies. They simply crave excitement. Though they are thrill seekers, their preferences mainly revolve around shows and characters that represent reality.

THE CENTRALITY OF YOUTUBE AND OTHER FORMS OF SOCIAL MEDIA

The adolescents who participated in the FGDs are active on social media, however it is significantly less pronounced among younger females, where most would resort to using their mother's Facebook or social media platform. All spend a good amount of time watching videos on YouTube. "[Children] spend most of their time on YouTube watching movies or series. It affects their behavior positively or negatively" (Father, Amman).

For the most part, children like to skim through the content on platforms like Facebook and Instagram. Some also like to post their pictures, but with females specifically, they are aware that they need to maintain conservativeness, and thus they are cautious when posting pictures or interacting with others online:

> "
> *"They have Facebook accounts that their parents and brothers do not know about, to talk to boys. I regretted being with them, and I moved to another classroom to keep away from them, because to be associated with such girls will ruin my reputation."* (Female, 15-16 years old).

In terms of cyber bullying, participants did not feel that they have been exposed to a lot of cyber bullying, but do feel that this problem exists to some extent. Several noted the use of fake accounts used to gain peers' trust and then the information they share will be used as a kind of blackmail by the account creator: "I heard in my daughters' school girls often accuse other girls of talking with boys on social media and they threaten to tell their families" (Mother, Karak).

Based on the research the most common forms of cyber bullying are (1) Boys posing as girls on social media platforms, "and there are girls who pretend they are boys" (Female 15-16 years old, and aggressive comments, "I heard about a person who came and shot at him at home [after fighting on social media]" (Male, 13-14 years old). That said, research subjects feel that actual bullying is much more harmful and more common in their daily lives: "If something like this happens online, I wouldn't be too affected, I can just delete the comment or block or something, it's not big issue" (Female, 15-16 years old).

UNSUPPORTIVE SCHOOL ENVIRONMENT

Because students spend a huge time at school, this environment plays a dominant role in nurturing their

character, as well as shaping their behaviours and attitudes. In many cases teachers ignore or deflect

the responsibility when they see instances of bullying: "If a teacher witnessed something, he would say take it outside the school and this make the bully stronger" (Male, 15-16 years old). Additionally, the lack of a nurturing school environment where all are made comfortable and accepted can cause academic performance to suffer. The targeted students are likely going through their day fearing acts of aggression from peers and adults: It is impossible to learn when with that level of fear and anxiety. These students are at risk for a number of negative outcomes including dropping out, and depression.

Students noted that teachers and school staff and the environment they create strongly affect students' behaviours. That said, for most, teachers are seen in a negative light, specifically among males, who noted many instances of teachers hitting students: "The overwhelming majority observe daily, ungracious and aggressive behaviour towards the students.

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> *"Of course, teachers hit. We have a teacher who has names for his sticks for beating us up. Khalaf, Lahloob, and many other names"* (Male, 15-16 years old).

This was acknowledged even by some teachers: "Some teachers lack proper communication skills with children, so they tend to bully weaker students. Or the teachers come from different and better backgrounds, so they think they're superior to students. They have an arrogant behaviour that leads them to bully others, students or teachers" (Female Teacher, Zarqa).

Given that aggression is seen as part of a normal school day, it becomes difficult to report any bullying students experience. Teachers are not perceived as being available to help (similar to the authoritarian

parent).

In some cases, teachers also play a role in encouraging or promoting bullying. For example, they would pick on the quiet children in the class, bringing his/her classmates' attention to him:

> "
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> *"We have a teacher she explains the lessons to the smart girls who sit in the front row, and if I tell her I did not understand, she is nasty to me. She tells me to go back to my place, and that I do not understand anything"* (Female, 15-16 years old).

They might even copy their teachers' manners towards the students and apply similar trends to their weaker peers. In this way teachers are currently negative role models for how to treat the quieter and more vulnerable students. The message the inhibited students are receiving is that they are not worthy of respect and care. This affects their self-concept and confidence in a negative way: "Sometimes the teacher would pick on the quietest one. He knows that this guy is quiet and uneasy to talk, so why bring attention to him? The students start bothering him afterward" (Male, 15-16 years old).

With females, teachers are also seen in a negative light, but not in terms of violence, rather, they are seen to affect the confidence of some students, by being biased and favouring certain students for no apparent reason. This non-nurturing environment can also make it difficult to learn, as students do not feel at ease in the classroom: We have a teacher she explains the lessons to the smart girls who sit in the front row, and if I tell her I did not understand, she is nasty to me. She tells me to go back to my place, and that I do not understand anything (Female, 15-16 years old).

RECOMMENDATIONS

Based on the findings of the research MAGENTA recommends the following:

- While physical and verbal bullying are most common in Jordan, there are indications that cyberbullying is growing and programming and legal frameworks to target this issue should be developed;

- Bullying is something that happens to both boys and girls at relatively similar rates, and as such is an issue that warrants dynamic and widespread interventions;

- What leads an individual to bully is often complex and as such interventions should recognise and target specific drivers, be they psychological, social or environmental;

- Reducing bullying can be achieved by encouraging victims to demonstrate resilience and confidence in dealing with bullies through non-violent means;

- Adults play a central role in reducing bullying and should encourage children to handle bullies in a constructive manner and not retaliate;

- Interventions to address bullying in Jordan should provide positive conflict resolution methods and discourage retaliation.

ANNEX 1: FGD PARTICIPANTS

Age	Gender	Location
14	Male	Balqa
14	Male	Amman
13	Male	Madaba
14	Male	Zarqa
13	Male	Amman

Age	Gender	Location
15	Male	Balqa
16	Male	Madaba
15	Male	Amman
15	Male	Zarqa
16	Male	Amman

Age	Gender	Location
14	Female	Zarqa
13	Female	Amman
14	Female	Amman
13	Female	Madaba
13	Female	Balqa

Age	Gender	Location
15	Female	Balqa
16	Female	Zarqa
16	Female	Madaba
15	Female	Amman
15	Female	Amman

Age	Gender	Location
16	Female	Madaba
15	Female	Balqa
15	Female	Amman
16	Female	Amman
15	Female	Zarqa

Age	Gender	Location
16	Male	Zarqa
16	Male	Madaba
15	Male	Balqa
15	Male	Amman
16	Male	Amman

ANNEX 2: KEY INFORMANTS

Gender	Location	Role
Male	Irbid	Teacher
Male	Irbid	Teacher
Male	Zarqa	Teacher
Female	Amman	School Supervisor
Female	Irbid	Teacher
Female	Zarqa	Teacher
Male	Amman	Father
Male	Amman	Father
Female	Karak	Mother
Female	Karak	Mother
Male	Irbid	Makani Centre, Child Protection Facilitator
Female	Karak	Makani Centre, Child Protection Facilitator

ANNEX 3: FGD GUIDE

A	INTRODUCTION AND SETTING RESPONDENTS AT EASE (5')
	Objective: To explain the rules of discussion, introduce the general topics to be addressed, and to create a warm and friendly atmosphere that encourages children to open up and participate

Presentations. Thank you for joining me! We are here in a very special room, the mirror room where all your thoughts come to life and where you become brave enough to tell us everything without any shame! I will ask you to speak in turns as I am only one but there is no need to raise your hands as we are not in school. Remember, this is a free space where you can literally speak your thoughts out loud. There are no right and wrong answers, and it is important that we all have the chance to share what is on our minds freely.

If at any point in this discussion you feel uncomfortable with any of the questions asked, or if you chose not to speak, please let me know and that is perfectly fine.

Subject. We have invited you here to learn a little bit more about what life is like for you, and in specific, what going to school is like for you and other kids like you. Our discussion today will remain very general and we have lots of imagination and group activities that we will do together. Hopefully, everyone will have a good time. I ask you please for your full attention, creativity and engagement as I am really interested in knowing more about you, and what your life looks like.

Do not be afraid to state your point of view even if it is different from the others, we really like to hear all your ideas. Be prepared to play!

Let's get to know each other better by starting off with a simple little game. I have a small ball here; this is our introduction ball. Since I am holding the ball first, I will start by sharing my name, my age, and three words that describe what makes me super special. They can be any words…either how you see yourself, or how your closest friends and family would describe you if they were here.

Then, I will pass the ball to someone at random. Whoever catches the ball will be asked to introduce themselves by sharing the same information, and then continue to pass the ball across the room until we have all met one another.

B	ENVIRONMENTAL INFLUENCES (15')
	Objective: To understand the various environmental factors and influencers in the lives of youth as well as the perceived impact (stresses, frustrations, grievances or support systems) of these individuals on their lives

Now I'd like to get a sense of what it's like to be you and they kinds of things you do day-to-day. Let's start by looking at your home environment:

1. What do you enjoy the most about spending time at home?

2. What is your favorite thing about being at home?

3. What are the things you dislike about being at home?

Note to moderator: explore a range of positive and negative emotions as they are relevant, in specific looking at anger, stress, frustration, happiness, nostalgia, sadness, fear, excitements, empowerment, comfort.

Repeat for:

- Neighborhood

- Afterschool activities

- School

C	**TIME AT SCHOOL (15')**

Objective: To gain an in-depth understanding on how respondents feel about their school, how they fit in the school environment and their general attitude in that space. Furthermore, this section aims to uncover the various frustrations, grievances, support systems and moments of empowerment that participants have personally experiences in their last year at school.

Now, I would like all of you to focus a bit more on your time spent at school.

4. Tell me a little about your school? Describe it to me.

5. How do you feel when you are at school? Does it make you feel good? Do you feel comfortable about yourself there? Why? Why not? *(probe for: friends, academic achievement, teacher encouragement etc.)*

6. Who are the cool kids at school? Describe to me?

7. What makes them cool? What do they usually do?

8. On the other hand, who are the kids that are perceived to be 'uncool'? Why is this the case?

9. Are there any other social groups within your school environment that are noticeable for who they are and how they behave? Please explain. *(probe for: reasons, defensive, positive/negative atmosphere, teachers etc.)*

10. Do people in your school feel the need to fit in or conform? Under what circumstance?

11. Who are your favorite teachers at school? Why are they your favorite?

12. On the other hand, are there any teachers at your school who you do not like? Why don't you like them?

13. Where do you usually hang out during your free time at school/ during breaks.

D	**PROJECTION: CASE STUDY – Bullying scenes handouts (20')**

Objective: Deep dive into bullying, the general level of acceptability, the effect that such behavior has on kids, their perceived definition as well as their attitudes and behaviors related to such incidences**.**

Now we will all engage in an interesting exercise. I will provide you with handouts that include different scenarios, to which you will need to respond. For each situation there are three possible responses given. A fourth response is always open if you think of a different response.

Moderator leaves respondents 10 minutes for each exercise to answer for each scene and then goes in-depth on each one separately.

After the exercise, ask each group – depending on their responses on why they chose a certain response. Allow those children who chose the open corner to explain how they would respond.

Before we get into this activity in more detail, I want to ask you few questions:

14. How do you feel about this activity?

15. Can you relate to any of the scenes? How so? Please explain.

16. Generally, do you feel that these kinds of problems or scenes are common?

17. Where the most? Is at home? At school? In the neighborhood? Is there a naming for this kind of behavior? Seeking to harm, intimidate, or coerce someone? What is it?

Note to moderator: If they don't mention bullying, ask them about it.

18. What is bullying? How would you define it?

19. From what you know and think, what are the different ways people bully?

20. Why do you think people do it? Is there any reason?

21. Can you give me a real-life example on this? Have you ever seen a situation where someone mistreated someone else for no reason?

22. Can you specify where such incidences happen or at what time of day?

Note to moderator: Again, lets stress that we are here to talk freely, no judgements, and everyone can share their opinions and experiences freely. I personally have a lot of stories to share, but I want to hear from you.

E	BULLYING (15')

Objective: Deep dive into bullying, the general level of acceptability, the effect that such behavior has on kids, their perceived definition as well as their attitudes and behaviors related to such incidences.

Now that we have a sense of what you think bullying is, I'd like us to talk a bit more about this issue.

Moderator then reads out the following definition of bullying and asks participants the following:

The formal definition of Bullying is:

> **"**
>
> "*intentional and aggressive behaviour occurring repeatedly against a victim where there is a real or perceived power imbalance, and where the victim feels vulnerable and powerless to defend himself or herself. The unwanted behaviour is hurtful: it can be physical, including hitting, kicking and the destruction of property; verbal, such as teasing, insulting and threatening; or relational, through the spreading of rumours and exclusion from a group.*"

23. Do you understand this definitions? Do you have any questions about it?

24. How close or far do you feel this definition to what you understand is bullying?

25. Is there anything surprising about what you have heard?

26. Do you feel that anyone has the right to bully anyone else? Why or why not? Note to moderator: Provide respondent with a list of adjectives to describe the activity.

27. What are some of the reasons that people bully others? Are they fair? (*Probe for: power, only way to fit in etc.*)

28. Do you feel that it is justified? How so? Please explain.

29. Who can help with this? Who is the person that people generally turn to for help? Can you please describe him/her to me?

30. Does the school have resources available to help students who get bullied?

31. Is there some kind of system set in place, that teaches kids how harmful bullying can be or what to do when they see or experience bullying?

32. Why do you think people do not report bullying? (lack of social capital, they may be perceived as being weak)

33. Do you know of anyone who has successfully dealt with bullying? Please explain or share the example in detail.

F	PROJECTION: CASE STUDY – Bullying scenes handouts (20')

Objective: Deep dive into bullying, the general level of acceptability, the effect that such behavior has on kids, their perceived definition as well as their attitudes and behaviors related to such incidences**.**

Finally, let's start another small game. I want you all to close your minds for a minute. I am going to mention specific characters, and I want you to describe typical image of each of these characters. For example, what they look like, how they speak, where they are from, how they are dressed, how they behave…etc. Let's start with the image of the typical Bully:

What kind of person do we see? **Note to moderator:** Let the children give their answers spontaneously and then probe for the following, if not mentioned organically.

34. Male/Female?

35. Age?

36. Nationality?

37. Hobbies?

38. What does he/she look like?

39. What are their defining physical traits?

40. What kind of clothes does he/she wear? Style?

41. Character? Personality?

42. How do they speak? What language do they use?

43. How do we feel around him/her?

44. What do we like/dislike about him/her?

45. Would you be friends with him/her? Why/why not?

Great, now let's do the same thing for the typical Victim (the person who is getting bullied):

What kind of person do we see? **Note to moderator:** Let the children give their answers spontaneously and then probe for the following, if not mentioned organically.

46. Male/Female?

47. Age?

48. Nationality?

49. Hobbies?

50. What does he/she look like?

51. What are their defining physical traits?

52. What kind of clothes does he/she wear? Style?

53. Character? Personality?

54. How do they speak? What language do they use?

55. How do we feel around him/her?

56. What do we like/dislike about him/her?

57. Would you be friends with him/her? Why/why not?

58. Is he/she different? Nationality, style, income level etc.

Finally let's imagine a typical bystander – someone who sees another person mistreating or bullying another.

What kind of person do we see? **Note to moderator:** Let the children give their answers spontaneously and then probe for the following, if not mentioned organically.

59. Male/Female?

60. Age?

61. Nationality?

62. Hobbies?

63. What does he/she look like?

64. What are their defining physical traits?

65. What kind of clothes does he/she wear? Style?

66. Character? Personality?

67. How do they speak? What language do they use?

68. How do we feel around him/her?

69. What do we like/dislike about him/her?

70. Would you be friends with him/her? Why/why

not?

Finally let's imagine someone who intervenes and aims to prevent bullying –

What kind of person do we see? **Note to moderator:** Let the children give their answers spontaneously and then probe for the following, if not mentioned organically.

71.   Male/Female?

72.   Age?

73.   Nationality?

74.   Hobbies?

75.   What does he/she look like?

76.   What are their defining physical traits?

77.   What kind of clothes does he/she wear?

Style?

78.   Character? Personality?

79.   How do they speak? What language do they use?

80.   How do we feel around him/her?

81.   What do we like/dislike about him/her?

82.   Would you be friends with him/her? Why/why not?

Note to moderator: See if children with disabilities comes up.

Note to moderator: At the end of this section ask for each character… "why does this character act this way… what is driving their behaviour? Is it social status, empowerment, stress release, religious beliefs, morals…etc."

G	**PERSONIFICATION TECHNIQUE (20')**
	Objective: To understand the perceived image, character and behavioral traits of bullies, victims and peers in a typical public-school environment in order to further understand how personality and behavior link to specific drivers or bullying. Furthermore, this activity will provide a 3D image of each character type in order to assist the creative development, scripting and casting process.

Let's change subjects slightly. I want us to talk about the type of media that you usually watch and enjoy the most.

83.   What are your favorite shows to watch and why? *(This could be TV or online, but please specify)*

84.   What is it about these shows in particular? What makes them appealing in terms of:

85.   Characters?

86.   Storyline?

87.   Genre?

88.   Country of production

If you had the chance to create a TV series that is aimed at boy/girls of your age, how would you design this show?

89.   What would the main characters be like?

90.   What language would the show be in?

91.   Would it be a comedy, drama, action…. etc.?

92.   What would the main story line be?

93.   Would there be mostly good guys or bad guys? Why is this important?

94.   Which famous actors/ actresses should play the main characters? Why?

Let's talk about social media…

95. How about your social media use? Tell us about how you us it?

96. Do you use social media? Which apps?

97. How often do you check it?

98. How do you access social media?

99. What type of content do you like to access?

100. Do you post or share content on social media?

101. What type of content do you like to post/ share?   Why?

102. How do you decide what to share? How do you feel after using social media? Posting or seeing other posts?

103. Generally, is social media a good or bad thing? Why do you say so?

104. Does it usually make boys/ girls from your grade generally feel good or bad about themselves? Please explain.

105. Has anything in specific happened to you or someone you know that influenced your response? Please explain?

106. Have you or anyone you know ever been attacked online through e-mail, social media or chat rooms? Can you please share your story? What is the best way for someone to react in such situation?

107. What might happen online to get someone to feel this way? Please explain by providing examples.

108. Similarly, some people say that they can be whoever they want to be or do or say whatever they want to on social media because there is no supervision or punishment. Is this true? Can you provide examples of this?

109. How big or small of a problem do you believe this is? Why?

ANNEX 4: KII GUIDES

Verbal consent

Hello,

I am a researcher from Magenta Consulting. I am conducting a research study on bullying in Jordanian schools. The research will help me understand how bullying occurs in Jordan.

Today you will be participating in a phone interview, which should take approximately 30 minutes of your time. You participation is voluntary. If you do not wish to participate, you may stop at any time. Responses will be kept on a password protected computer and you will never be directly quoted, nor will your name or any identifying information be included in the final report. There are minimal risks associated with this interview. Taking part in this interview is your agreement to participate.

If you have any questions regarding this research, you may contact me at this number.

Introduction

Now as I mentioned, we are studying bullying in Jordan, specifically among children ages 13-16. Before we begin I would like to ask a few questions about your experience with children in this age group [ask about school/position/ages of children] I would like to begin by asking you some general questions about bullying and then will follow up with some questions about bullying that you may have heard about or witnessed in Jordan.

KII Questions for Teachers

Name:	
Male/Female:	
School:	
Position:	
Number of years teaching:	

1. What is bullying? Can you give examples?

2. How would you define bullying? (Then give the formal definition and ask for their thoughts)

3. How often do you see bullying in your school?

4. What forms of bullying are most common? *Where* and *when* are the most common places and times? E.g. before school, in playground, during breaks etc.

5. Can you describe characteristics of a child who is a bully? *Prompt here about self concept.* What might be driving them to bully? *Prompt here about home life*

6. Can you describe what are the characteristics of a child who is a victim to bullying?

7. Who tends to bully whom in schools? What are the reasons children tend to be bullied?

8. Are you aware of any means of reporting bullying within your school or in general?

9. How do teachers in your school typically respond to bullying that they see?

10. How does your school's management handle bullying?

11. Can you think of a role model teacher or school management that has handled a

situation of bullying effectively? What did they do and why?Have you ever brought the issue of bullying to a parent's attention? If so, what was their response? If not, how do you think they would typically respond?

12. Have you ever witnessed your colleagues (fellow teachers, counselors or other school staff) bullying children? Can you explain what

they did?

13. What do your students watch on TV or social media and how do you think it affects their behaviour/attitudes?

14. How does social media usage play a role in how students are communicating with each other? Does this involve bullying?

KII Guidelines for Makani Staff

Name:	
Male/Female:	
Center Location:	
Position:	
Number of years working with children:	

15. What is bullying? Can you give examples?

16. How would you define bullying? (Then give the formal definition and ask for their thoughts)?

17. How often do you see bullying in Makani center?

18. What forms of bullying are most common? *Where* and *when* are the most common places and times?

19. Can you describe characteristics of a child who is a bully? *Prompt here about self concept.* What might be driving them to bully? *Prompt here about home life*

20. Can you describe what are the characteristics of a child who is a victim to bullying?

21. Who tends to bully whom? What are the reasons children tend to be bullied?

22. Are you aware of any means of reporting bullying?

23. How do you think adults should react while intervening in peer-to-peer bullying?

24. How do colleagues typically respond to bullying in Makani centers?

25. Have you ever brought the issue of bullying to a parent's attention? If so, what was their response? If not, how do you think they would typically respond?

26. Have you noticed any trends in terms of who is likely to be a bully? Do they have previous experience with bullying or violence either at home or in school?

27. How could you be better equipped to reduce bullying in your school?

28. What do children you've worked with watch on TV or social media and how do you think it affects their behaviour/attitudes?

29. How does social media usage play a role in how children are communicating with each other? Does this involve bullying?

KII Guidelines for Parents

Name:	
Male/Female:	
Number of Children:	
Ages of children:	

30. What is bullying? Can you give examples?

31. How would you define bullying? (Then give the formal definition and ask for their thoughts)?

32. How often do you see bullying in places you go to such as the market, streets, neighborhood or at your house?

33. What type of bullying do you see is most common in your area?

34. Can you describe characteristics of a child who is a bully? *Prompt here about self concept*. What might be driving them to bully? *Prompt here about home life*

35. Can you describe the characteristics of a child who is a victim to bullying?

36. Who tends to bully whom? What are the reasons children tend to be bullied?

37. How do people in your community typically respond to bullying that they see?

38. How do you think adults should react while intervening in peer-to-peer bullying?

39. Do you know of anyone who has been bullied recently? Can you describe the situation? How was it handled? Did the child speak to their parents about it? How did the parents respond?

40. Are you aware of any means of official reporting bullying?

41. What do you think is important to tell/teach your children about bullying?

42. How do you think parents help reduce bullying?

43. What do your children like to watch on TV or social media and how do you think it affects their behaviour/attitudes?

44. How does social media usage play a role in how children are communicating with each other? Does this involve bullying?