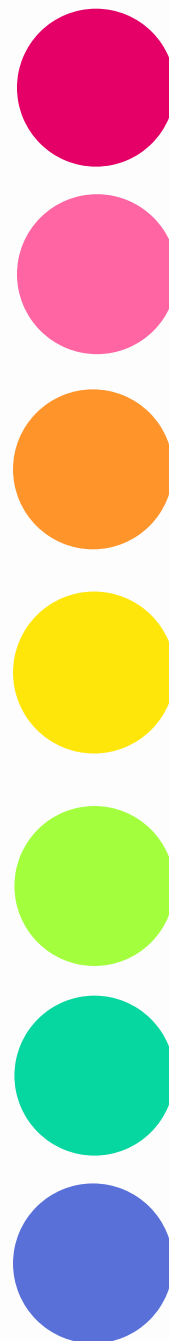


**How  
do you  
see it?**

**Children's report  
to the UN Committee  
on the Rights of the Child**

HUNGARY, 2019



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# PREFACE

Let's imagine a Hungarian teenager in front of us. How does he live his day-to-day life? How is his life in school, what can he do in the afternoons, how is he getting treated, how does he see his future? Can he express what is important, what matters to him? Many people are familiar with the perspective of the state and the civilians on the situation of children, but in order to truly know what they are feeling, it is time to pay attention to their points of view.

Following the initiative of the Hintalovon Child Rights Foundation and its student volunteers, the Child Rights Ambassadors, **Hungary's first children's report** on the situation of children's rights has been prepared to the UN Committee on the Rights of the Child.

From the November of 2018 to the March of 2019, nearly **5,300 children** commented on their situation in Hungary. Their goal was to make the Committee look at their side while examining the situation of children in the country. They shared their experiences through 7 topics in an online questionnaire and focus group discussions. The report focused on children's views and feelings, which, while not equal to their rights, are equally important when judging them.

## What is the most important issue for children?

The most important issue for children is **education**. According to them Hungary can, first and foremost, improve the situation of children by providing high-quality education and job opportunities.

What worries them the most is the usefulness of what they learn while their main concern for the future is finding a job. They want to live a decent and responsible life whilst wanting to study and work. They are aware of the importance of learning and would like to have an appropriate environment to be able to realize their goals in.

This is not only about the education system itself; whether the school is a safe, fun place to be in and the teachers treat you with respect, the curriculum is seen as more useful than that. In good schools, there is a greater willingness to learn, yet only 1 in 10 children enjoy learning, and one fifth of children say that there is too much abuse in schools.

The second most important topic for children is to **more opportunities to influence decisions** about the country's future.

While inside the family, paying attention to their views is almost universal, on a national or local level only a quarter feel that their opinion matters. As a result of the status of the education system, thousands of students decided to participate in demonstrations in the past few years, nevertheless, there are a significant number who do not see such demonstrations as an effective way to reach their goal (17%) or simply fear the consequences (9%). At the same time, the involvement of children in various issues which affect them has had positive effects in a variety of different fields.

The survey has shown that taking their views into account is closely linked with their sense of security and how they feel about being accepted.

EDUCATION

PARTICIPATION

SAFETY

EQUAL  
OPPORTUNITIES

FAMILY

HEALTH

FUTURE

The third key issue for children is **acceptance and equal treatment**. Half of them said they felt that they had to fight for their dreams more than their companions. This is related to all areas of the questionnaire, which basically shows how the lack of respect for children's rights destroys their chances, self-confidence and possibility of self-improvement. It is striking that emotional security is much more important to them than physical security. Their sense of security and satisfaction are more dependent on human factors than on environmental factors. For example, they say that school would be safer, especially if no one was treated worse than others, and there were more adults who could be trusted, instead of more security measures or the development of the physical environment. Acceptance and attention are also considered more important than equal access to services and support in order to have equal opportunities; but in medical care, they also consider the behavior of professionals and the treatments they provide to be more important than the condition of hospitals. Children also attach great importance to **environmental measures**. The importance of tackling climate change is emphasized in almost the same proportion as their most important requests to improve their situation such as acceptance. It is also the second major concern of the children. However, this was less prominent in the rest of the questionnaire.

The most important 3 + 1 question for children faithfully reflects the 3 + 1 pillar of their rights: provision, participation, protection and prevention. All of them are needed so children can fulfill their dreams and rely on the state to provide and facilitate their conditions.



### Different backgrounds, different possibilities

Children from different backgrounds often experience the realization of their rights in a different manner.

There are **significant gender differences** in some issues. For example, boys tend to feel that their opinions are more likely taken into account (especially regarding public affairs), they perceive fewer barriers, and feel more secure in their homes and on the Internet. It is also reflected in the thinking of adult societies that they talk more with girls about sexuality, drugs and alcohol.

A child's future is greatly determined depending on **which school they go to**. Compared to other school types, vocational and secondary school students are less likely to engage in leisure activities for financial and accessibility reasons and are more likely to be bullied at school, have less access to information, and have less information about sexuality, drugs, and alcohol.

**Age plays a decisive role** in the consideration of their views and information gathering, also settlement types play a decisive role in matters related to political narratives.

**Children in the capital city** are more positive towards student demonstrations and refugees than villagers, while in villages their sense of security and their involvement in public affairs is higher. With adults, most of the difference is in the environment, while the opposite is true for children.

### What do we teach our children?

Children learn to think based on how we show them the world. Most of them need to be informed about the world, they want to stay up to date, but almost half of them do not understand much of what they are reading. A significant proportion of them do not have access to information on abuse, while drugs and sexuality are seen as taboo. Their **free responses are dominated by political narratives, media-themed speech topics and expressions**. We have a responsibility to give them words and a framework to understand the world.

Being aware of their rights helps children find ways to understand how they should be treated as well as teaches them reciprocity and respect for each other. In spite of being one of the most powerful tools to protect and support children, **only half as many children know their rights as their responsibilities - only 2 out of 5 children**.

We would not have been successful in promoting the campaign if we had addressed them with their rights. Mandatory reporting to the UN on the situation of children is a remote, unknown means of enforcing a state promise (the implementation of the Convention on the Rights of the Child in Hungary) that children do not even know exists. At the same time, it is an important opportunity for all adults, decision-makers and the UN Committee on the Rights of the Child to show children how they can influence their lives and make sure that their opinions matter.

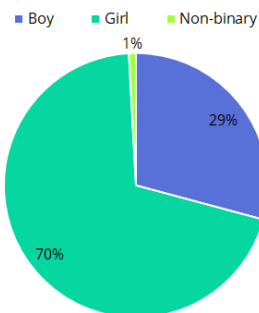
Therefore, those who value the well-being of children should read carefully – without their opinions, we cannot be successful or credible in enforcing their rights.

# METHODOLOGY

Between 20th November 2018 and 31st March 2019, **5,230 children** expressed their views in an online questionnaire (Figures) and focus group interviews were held in 7 locations, with **50 disabled and disadvantaged children**. The present report presents their views.

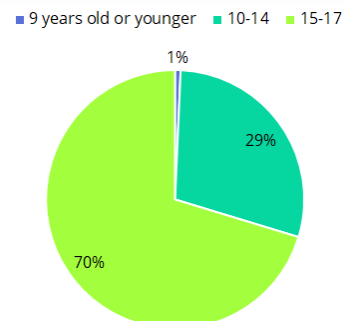
Further details on the methodology and ethical aspects of child participation and data collection can be found in the Research Background paper.

## GENDER



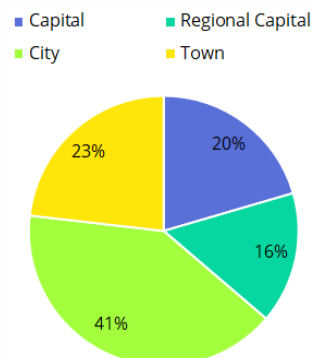
**\*Non-binary:** Fillers who did not classify themselves as either boys or girls. Most often, the terms "non-binary", "genderfluid" or "transgender" were used to describe themselves. Hereinafter referred to as non-binary sex. We dealt with the relevant questions with the genuine, filtered answers (44 persons), but due to the low number of items it was not possible to draw conclusions about the group.

## AGE

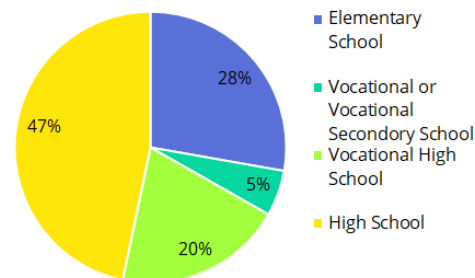


**\*\* 9 year olds and under:** Expression was not past age limits and was limited only by the methodology used. At the same time, no conclusions can be drawn on the number of persons under 10 years of age due to the low number of participants (36 persons).

## RESIDENCE



## EDUCATION



### \*\*\* School system since 2016

- Elementary schools: 1-8. grades providing primary education.
- Secondary vocational schools from grade 9:
  - Vocational schools: Students with special educational needs are prepared for a vocational examination.
  - Vocational secondary schools: institutions providing vocational qualifications after 3 years and, if required, a secondary school leaving examination after 2 years.
  - Vocational high schools: institutions providing professional baccalaureate after 4 years, further technical qualification after 1 year.
- High schools: Baccalaureate after 12th grade, which can begin after either the 4th, 6th, or 8th grade of primary school. Can be supplemented with 1 year language preparation, usually before the 9th grade. It is the most popular type of secondary institution

## About the online questionnaire:

The **anonymous** online questionnaire concerned itself with **7 topics** consistent with the main topics of the report. These questions were formulated on the basis of Eurochild's 'Europe Kids Want' questionnaire and previous UN Committee on the Rights of the Child documents and questions (COs, LOIPR). The **open call** made it possible for all **children under the age of 18**, to submit their views to the UN without age or geographical constraints.

The **limitations** of the research are that it was sent to the respondents without sampling, by general and targeted promotion of the questionnaire (e.g. by addressing schools, student organizations) and by advertising it in social media.

The questionnaire was **only available online and in Hungarian**, and a special version was also made available for children suffering from hearing loss.

## Extensive collaboration:

The campaign was initiated and professionally led by the **Hintalovon Child Rights Foundation** and its high school volunteers, the Child Rights Ambassadors. It is the result of a wide-ranging collaboration, with representatives from 6 organizations attending quarterly preparatory meetings since 2018. **Nearly 20 professional organizations, as well as a number of teachers and volunteers have joined the campaign**, whose work was assisted by a special booklet.

## Children in the campaign:

**6 high school children** have been actively involved in the campaign right from the start. They worked on developing the questionnaire, promoting it, launching a social media campaign, contributing to the interpretation of the data and to the preparation of the report. The campaign materials were made accessible to any child or adult so they could help it reach as many children as possible.

# EDUCATION

"I like being at school just for the friends, for nothing else."

"There are brutally high number of lessons in high schools, and you can't do anything but get exhausted. The expectation remains, but our performance deteriorates. This does not come as a surprise. There is not enough time to pay attention to our physical and mental health, and so both our brain and physical performance deteriorates. There has to be a solution to not see tired people every morning when I go to school and in the evenings when I'm on my way home."

"The Hungarian education system is terrible. 50% of the curriculum is completely redundant, it doesn't let us delve into what we really want to do."

## CHARACTERISTICS OF THE SCHOOLS

### What characterizes your school?

According to 93% of children, the **usefulness of the curriculum** characterizes and defines a school the most. This is followed by **how much fun or stress** the learning process itself is (73%), as well as the **school environment** (67%) and the teachers (62%). (Figure)

The children could select up to 4 statements from a list that they thought best represented their school. There were mixed positive and negative statements about the usefulness of the curriculum, the learning, the school environment and the behaviour of the teachers.

### Is the curriculum useful?

One in three children said they learned a lot of useful things at school (30%), but **twice as many thought that much of what they learned was useless (63%)**. Elementary school students find the curriculum the most useful (37%), while high school students view their own curriculum as the one that contains the highest number of unnecessary learnable things (70%).

### Learning is rarely enjoyable:

**A tenth of children said they almost always enjoy learning.** More than average of elementary school students, and less than the average of high school students declared to enjoy the learning process itself. Compared to the average (63%), slightly more secondary school students thought that the path to learning was "exhausting and bitter" (66%).

### School environment:

Less than half of the children said their school was a fun place to make many friends (46%). This was independent of the type of school they went to. **One-fifth of the children described their school as having high levels of bullying, abuse and exclusion** (see Safety section).

### Behaviour of the teachers:

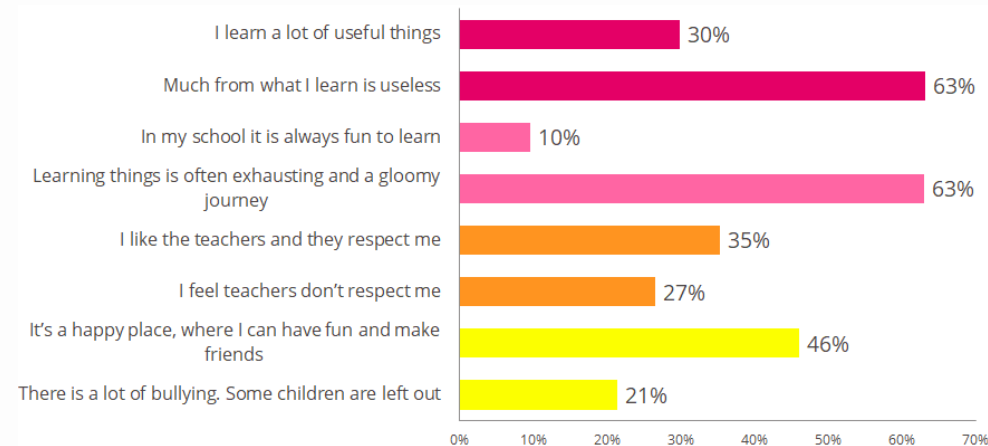
On the one hand, **35% expressed that they liked their teachers and they were treated with respect**, on the other hand, 27% stated that they are not respected.

There was no difference in what type of school the children went to, but **it was related to how much they felt their opinions were taken into consideration**. Three quarters of the children who spoke positively about their teachers felt that their opinions were taken into consideration. Of those who spoke of a lack of respect, 81% felt that their opinion did not matter.

### The school environment determines the willingness to learn:

Children's relationship to the curriculum and learning largely depends on what they think of the school environment. Those who love their teachers or consider their school a good place have been more positive than average about the usefulness of the curriculum and had more pleasure in learning. At the same time, those who felt that the teachers did not respect them or felt bullied, abused and excluded painted a much worse picture of learning and the usefulness of the curriculum.

### WHAT DO YOU THINK ABOUT YOUR SCHOOL?





## SCHOOL DISCIPLINE

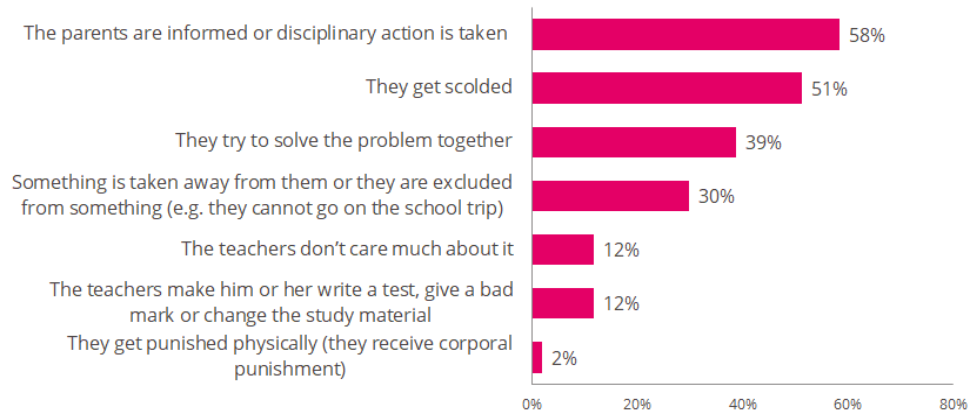
*"They follow the steps required by the school's policy. If not a serious violation, they will try to resolve the situation verbally with the person concerned. Warning, disciplinary hearing, exclusion, expulsion etc ..."*

*One of your classmates is often mocked. Someone gets involved during the break and the debate turns into a fight when the teacher enters. If so, what are the consequences in general? (Choose up to 3!)*

In a school fight which results from bullying, schools give a **wide variety of answers** according to the children. In the case described above, the most common response is to notify parents or initiate disciplinary proceedings: 58% of children noted this as one of the three most common consequences. Typically, they scold the children (51%) or seek a joint solution to what happened (39%),

perhaps they take something away from the children (30%), and they may not deal with the case (12%) or make them write a test, give them a bad grade, or modify the curriculum (12%). Thus, **practices which conflict with legal requirements are not uncommon**. (disenfranchisement or influencing school performance). However, the use of corporal punishment is uncommon in schools (94 children, 2% marked it as the most typical response). There is an interesting difference between the discipline of primary and secondary students. While in the former cases scolding (65%), in the latter cases the involvement of parents and initiation of disciplinary proceedings is more typical (60-67%). (Figure)

### WHAT HAPPENS IF YOU BREAK THE RULES OF THE SCHOOL?



## LEISURE TIME

2 out of 3 children have the opportunity to participate in extracurricular activities. However, **every third child misses out, mainly due to the lack of time**. 8% of children do not take sports, music, cultural classes or artistic programs because they would spend too much money or lack the opportunity at their place of residence. 6% of children are not interested in anything. (Figure)

### DO YOU DO ACTIVITIES LIKE SPORTS, MUSIC OR THEATRE OUTSIDE SCHOOL HOURS/IN YOUR FREE TIME?



### Unequal access:

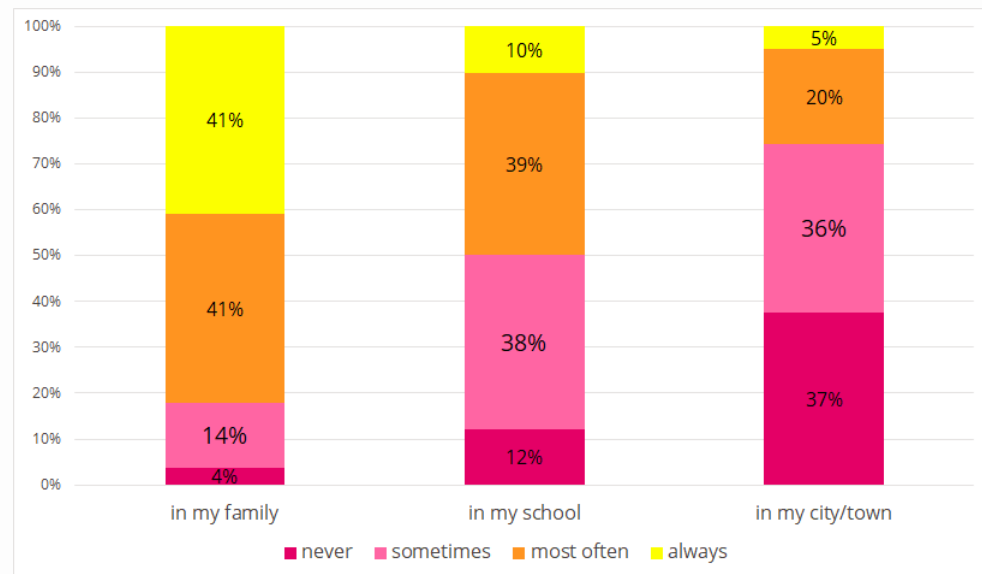
**Children's school background is very decisive in their participation in leisure activities.** Lack of money, opportunities and interests are mainly the barrier for those who go to vocational or secondary schools, and the place of residence is worse for children in villages. Lack of time, financial and accessibility problems affect them the most, while among those in the capital city, the proportion of those who do not participate because of lack of interest is greatest. While 7 out of 10 elementary and high school students go somewhere outside of school, this number is 5 when it comes to vocational secondary schools and only 4 at vocational and secondary schools. Lack of time is mostly a barrier for those attending vocational secondary schools (28%), but it is also higher than the average (22%) for those attending vocational or vocational secondary schools.

# PARTICIPATION

## OPINION

8 out of 10 children feel that their views are taken into account in family decisions. Only half of the children experience the same in school, and a quarter of the children as regards local or national issues (such as education, crime prevention, etc.). (Figure)

### DO YOU FEEL ADULTS LISTEN TO YOU AND YOUR OPINION WHEN MAKING DECISIONS?



*"At one time I tried as well, but today I have given up. I feel like nobody listens to us, nobody listens to what we say."*

Boys at all levels are more satisfied with how their views are considered than girls - this difference is really striking in public affairs: 23% of girls and 32% of boys feel that their opinion matters.

15-17 year-olds are less likely to feel that their opinions are taken into account: 10-14 year-olds are 4-6% more satisfied with their opinion in family and local decisions than older people. Participation in public affairs is the highest for children living in villages (30%), while for school decisions it is the children of the capital who feel that their opinion matters the most (56%). In both cases, children living in county-towns were 10% less likely to feel that their opinion was taken into account.

### Taking the views of children into consideration is closely linked to their sense of security.

**Those who feel more secure also feel that their opinions are better taken into account.** The reverse is also true: children who feel that their opinion does not matter feel less secure. At the numerical level, this means that among children who do not feel safe in the family, 65% feels that their opinion is not taken into account, three times the average (20%). This ratio is also more than 1.5 times higher at school.

The consideration of the views of children is also **associated with acceptance**. Among children who had already felt that they were not accepted by their family, almost three times more than the average (50%) felt that their opinions were not taken into account at home. At school, the same rate is 1.5 times higher.

### Unexploited student councils:

School student councils (DÖK) play an important role in representing students' views and interests before the school's leadership. 87% of the children reported of working in DÖKs. While there is a clear correlation between children's perceptions and their sense of security when it comes to making school safer,

all of the tools listed are more important to children than an effective, responsible student body (see Safety section). At the same time, the role of DÖK is seen as more important by 15-17 year olds, boys and those who have expressed a negative opinion about the school (about listening to their views, curriculum, studying, teachers).

**Children want more opportunities to influence decisions about the country's future.** It was chosen by 43% as the second most important step in creating better living conditions and opportunities for the future (see next chapter), which is especially important for 15-17 year olds.

### Demonstrations:

In recent years, thousands of students have been protesting for the quality and status of their education, on which two-thirds of children (3,389) commented. Half of those who responded spoke of them in a supportive voice, which was more than average for children living in county-towns, in the capital, or in a vocational or high school. A quarter of them had negative opinions about the demonstrations, partly because they did not believe in its effects (16.8%) and partly because they feared its consequences (8.6%).



*"Sharing opinions is not secure in Hungary today. Anyone who goes out to demonstrate must be aware that they may experience atrocities because of this. That is something I undertake, I am going to protest and stand up for my rights."*

*"One of my acquaintances was put in an embarrassing situation by his head of the class in front of his class, asking him why he supports these demonstrations when their school is not covered as it is a private school. He was trying to make him feel guilty, that it might be because of him, that the school will lose founding and close next year."*

Children who, at any stage, experience disregard for their opinion feel that the demonstrations are more useless. A quarter of those who responded indicated that they had no opinion or were not affected (23%).

A higher proportion was found for 10-14 year olds (38%), vocational or high school students (31%), and children in villages (31%) and those who are not properly informed.

## INFORMATION

*"Children's rights are unknown to teachers! They are humiliating, cynical and abusive, respect for the very few exceptions!"*

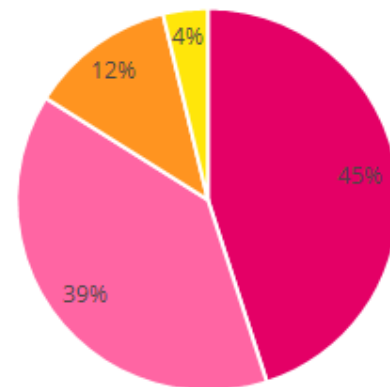
*"Mrs. Kati is our German teacher and we talk to her a lot about everything. For example, about love, about our lives, about who we talk to about our problems, about our troubles, but also about when there is something going on at home."*

### Limitations of information gaining:

**84% of children consider it important to be up to date with the latest information and news, however, 45% of them state that they do not understand much of it or do not know where to look.** While half of the boys, only one-third of the girls are regularly informed, and girls also have more difficulties understanding. 12% of the kids are not interested in the news, but only 4% said they didn't know because they had a hard time understanding. (Figure)

There is a noticeable difference in the field of information gaining between children attending high school and vocational and secondary schools. The latter are less interested and more affected by the failure of effective information gaining (10% less than regular high school students, 5% are less interested in news.) There is no significant difference in information gaining based on age (1-5%).

## IS IT IMPORTANT FOR YOU TO BE UP-TO-DATE ON THE LATEST NEWS AND INFORMATION?



- Yes, but there are a lot of things I don't understand
- Yes, I always keep up with the news, I am up-to-date
- No, I don't really care
- No, because when I tried to search for information I didn't understand much of it

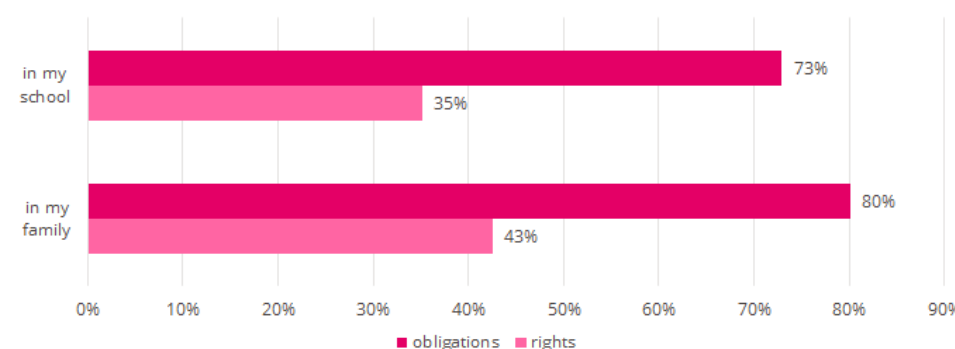
### Duties first, then rights?

Half as many children talk about their rights as about their duties. 4 out of 5 children have heard about their responsibilities, but only 2 have been talked to about their rights. In the capital, the ratio is slightly better - around half of the kids stated that they have heard about their rights, and more boys (47%) receive information about it than girls (41%). Both topics are usually discussed within the family.

### Black Spots and Taboos in Information access:

A significant proportion of children do not receive information about abuse (see Safety section), and many children and adults have a taboo on drugs and sexuality (see Well-being section). (Figure)

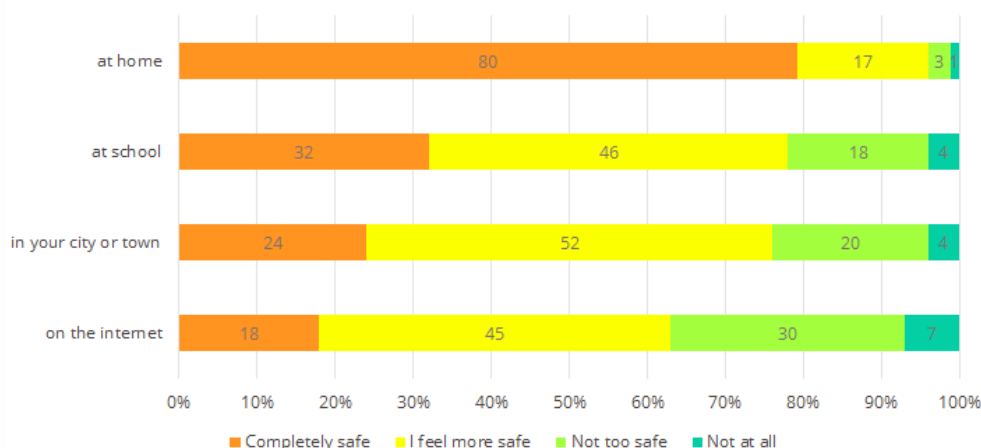
## DO YOU TALK ABOUT YOUR RIGHTS AND OBLIGATIONS WITH ADULTS IN YOUR FAMILY AND IN YOUR SCHOOL?



# SAFETY

**Most children feel safe in their community.** 97% of respondents feel safe at home, 78% at school, only 76% in their neighbourhood and 63% on the Internet. (Figure)

## DO YOU FEEL SAFE?



## SAFETY AT HOME

Responding children feel most safe at home. **4 out of 5 children feel completely safe (80%)** and another 17% feel more likely secure. About 3% of children said that they rather not, or completely not feel safe at all at home. Their sense of security relates to the time spent with their family.

Out of those who think they need to spend too much time with the family, fewer than average children (97%) feel that home is a safe place (87%). While those who are satisfied with the time spent with the family, the proportion is even higher (99%).

## SAFETY IN SCHOOL

The majority of children feel safe at school, even though **one in five child feels unsafe at school (22%)**. There is a more representative problem among vocational secondary schools (34,5%) while in high schools fewer than average students feel unsafe (18%). Children's sense of security, apart from taking their views into account (see the Participation section), is related to the presence of abuse and information about it, as well as the number of available adults or safety devices around school.

### Role of abuse in feeling safe:

Those who do not feel safe at school reported more abuse (49%) than those who feel safe (14%). One fifth of children said that one of the most important characteristics of their school is the high level of bullying, abuse and exclusion (21%, see Education section). 30% of primary school students reported this, 27% of vocational and secondary school students, 22% of secondary school students and only 15% of high school students reported abusive behavior.

The level of support the children receive matters greatly. **Those who are provided with the possibility in school to talk about what to do if they are hurt are more likely than average to feel safe (86%)**, unlike with children without such possibilities, this number is lower (73%).

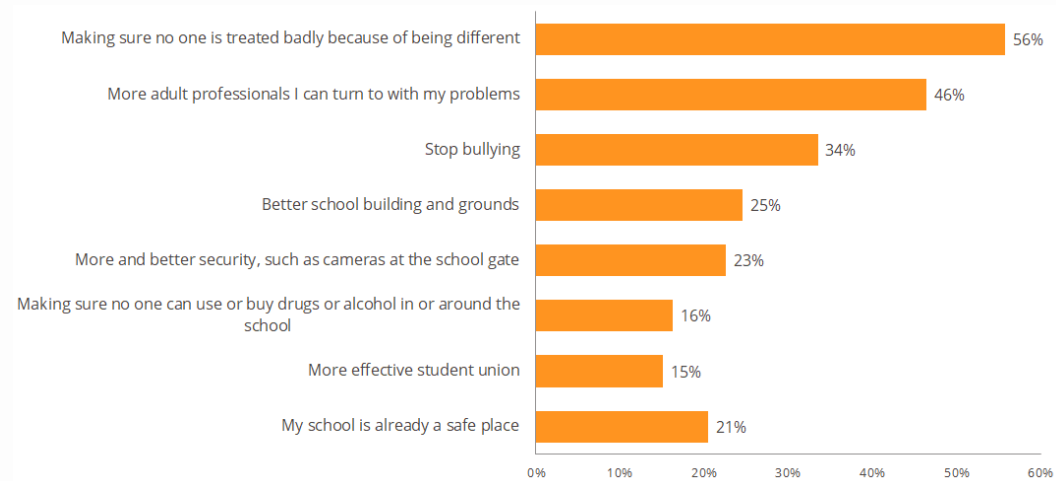
### Role of available adults and devices:

It also matters what types and how many safety devices or assistants surround the children. Children could choose from a list of security equipment or security personnel (entrance gate, security camera, security guard or school police officer), support staff (school crime prevention counselor, child protection officer, school psychologist, other support personnel or organization), health staff (special education teacher, school doctor, nurse) at their school, or if there is a student council. **Of those who reported only one type of service, only 60% felt safe at school, while 82% of those who saw all four options available in some form felt safe.** Almost half of the children have marked at least one of all four types of service.

### Acceptance and attention first:

Children primarily say that the **schools would be safer if no one was treated badly because of being different** (56%) and if there were more adult professionals whom they could turn to (46%). Only after equal treatment and trusted adults comes stopping bullying (34%), more and better security technology (23%), or making sure no one can use or buy drugs or alcohol in or around the school (16%). (Figure)

### WHAT DO YOU THINK WOULD MAKE YOUR SCHOOL SAFER?



### SAFETY IN THE NEIGHBOURHOOD

Every 4th child says that their place of residence is unsafe for them. Fewer children in the capital feel safe (7 out of 10) than villagers (8 out of 10). Boys have a greater sense of security (81%) than girls (74%).

### SAFETY ON THE INTERNET

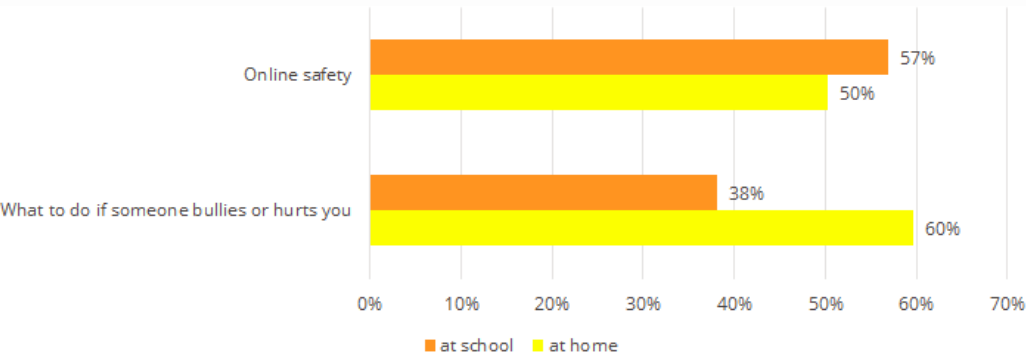
Children are **the least likely to feel safe on the Internet**. 3 out of 5 do not feel safe. There is no difference in age or type of school, but there is a big distinction between boys and girls. While 77% of responding boys said they felt safe online, only 57% of girls said the same. Fillers in the metropolitan area feel slightly more secure online (68%) than those living in other types of settlements (63%).

### INFORMATION ON ABUSE

With the majority of children, nobody discusses what to do if they are abused. 40% of children in the family and 62% in school do not hear about this.

Online safety is discussed more extensively in school than at home, where only half of the families discuss this with their children. (Figure)

### DO YOU TALK ABOUT THE FOLLOWING THINGS WITH ADULTS IN YOUR SCHOOL?



# EQUAL OPPORTUNITIES

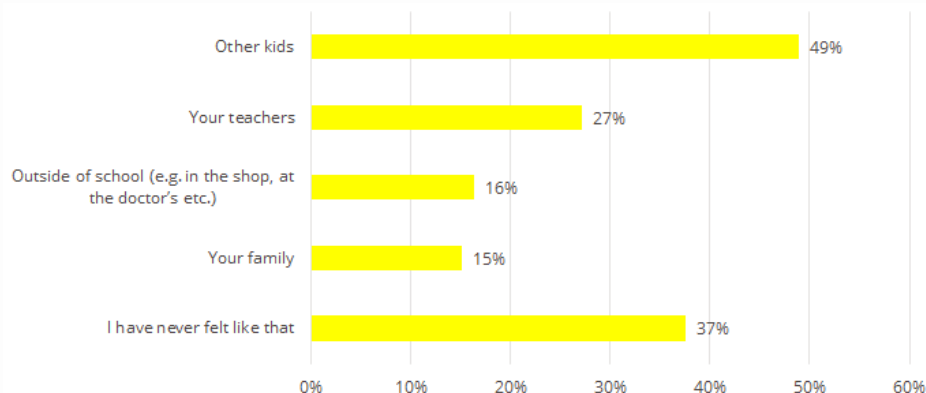
*"People need to be more accepting, you should not ruin everyone because they are not like you."*

**Half of the children have felt that they were not accepted by the other children**, while 27% of the children had familiar experiences with teachers. 16% of children outside of school and 15% of children in the family have encountered such treatment. In all cases, girls were more likely to feel that they were not accepted, which is particularly noticeable in the family, where the difference is twice that.

44 respondents identified themselves as non-binary, with twice or three times the proportion of those who felt they were not accepted.

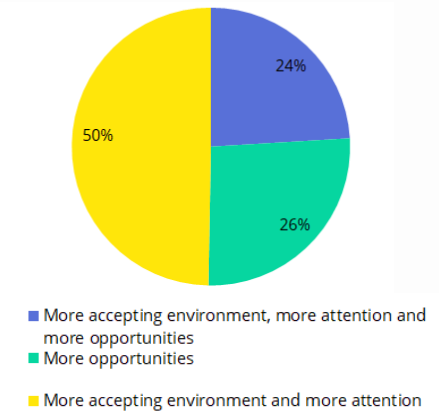
**Half of the children say that they have to fight for their dream better than their other companions.** This question is related to all the topics in the questionnaire and any positive or negative experience in any area of life will influence this feeling. (Figure)

## HAVE YOU EVER FELT THAT SOMEONE DOESN'T ACCEPT YOU OR TREAT YOU UNFAIRLY BECAUSE OF A SPECIFIC QUALITY YOU HAVE?



First and foremost, children want more acceptance and attention in order to have better chances. Half of the respondents said that the two most important things would be to have a more accepting environment and / or have someone who was more attentive to them. A quarter of children preferred steps that would give their family more opportunities and / or easy access to all services. The rest of them want more acceptance and more opportunities at the same time. (Figure)

## WHAT WOULD HELP YOU TO HAVE THE SAME CHANCES?



## REFUGEES

3094 children wrote an opinion on what they think about refugees. Half of them responded positively and slightly more than a quarter negatively, and slightly less than one quarter responded evasively.

**The attitude of those who submitted a text answer was most closely related to their place of residence.**

Those living in the capital were much more positive and less negative about refugees than the villagers. The views of those living in county-towns and in the smaller towns were closer to those living in the villages.

*"I have no problem with them. They are the same people as us. I went to an elementary school which helped foreign children integrate. This meant that children with refugee status or from abroad were also accepted. To be honest, it was a much better environment than my current school. They treated everyone much more acceptably which made the atmosphere more family-friendly. There I didn't have to be afraid of the teachers or my classmates treating me differently because of one of my features."*

*"I don't fear them, I don't consider them enemies just because they have a different religion, way of life, appearance, but I don't consider uncontrolled immigration a positive thing."*

*"I don't care about the topic, I can't comment on it. My parents are glad we don't have them around here and that is all I know about it."*

*"I think they should go elsewhere. I understand that there is a war there and I would also leave in that situation. I just don't understand why this George Soros wants them to come here."*

# FAMILY

"I want to play with Mom more because I can rarely play with her, then we play hotel games."

"I used to walk the dog. But at home, everyone is busy with their own problems. I'm on my computer, my parents are watching TV. Everyone is in their own universe, but we usually talk about what happened at school."

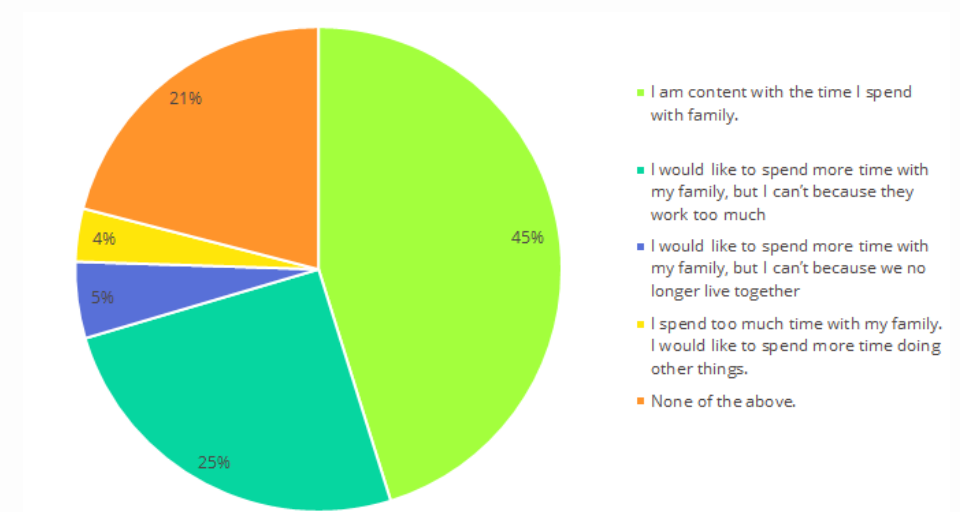
## TIME SPENT TOGETHER

**Almost half of the children are satisfied with the amount of time spent with their family.** The girls are less satisfied, and the boys are more likely to feel that the time they spend with their family is too much – although, all in all, the children hardly think so. A quarter would like to spend more time with them, but they can't because their family members work too much. Fragmentation is a barrier for only a small fraction of respondents, but every fifth child disagreed with all of the statements. Although it would only take a new query to get closer to the exact cause, according to the children involved in the research, it may be that they are the ones who are overwhelmed and in fact, they are not able to spend enough time with the family.(Figure)

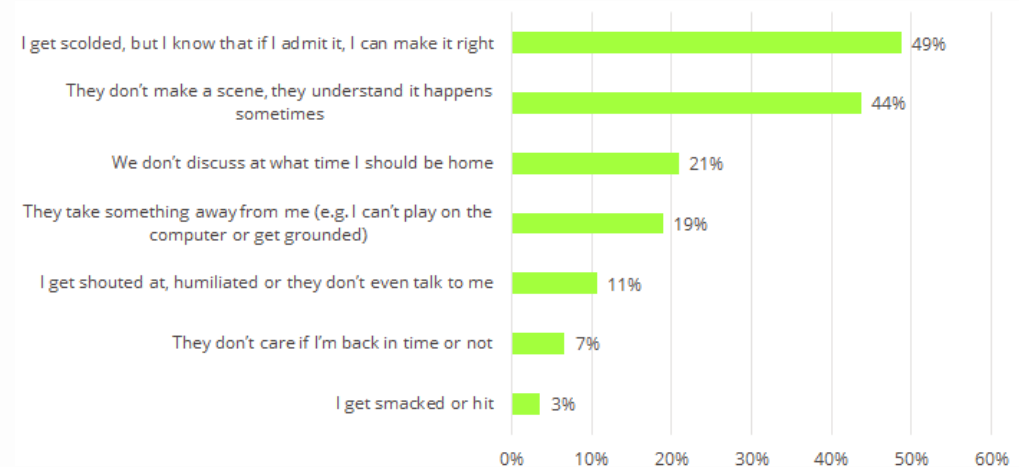
## DISCIPLINE

The disciplinary practices of families was examined based on the 3 most common consequences of an everyday conflict situation. According to the case, when the children did not arrive home at the agreed time, the parents' reaction in most cases is not violent but restorative (49%) and understanding (44%). One fifth of children report punishment (typically 19% withholding something), while emotional abuse (11%) or neglect (7%) and physical violence (3%) appear less, but still at a warning level. (Figure)

## HOW MUCH TIME DO YOU SPEND WITH YOUR FAMILY?



## YOU ARE LATE FROM HOME. WHAT HAPPENS?



# HEALTH

## MEDICAL CARE

*"It's just that, we are teenagers,, and they are touching us without asking our permission."*

*"Everyone's genitals were examined, while there was no curtain on the window ..."*

*"2 out of 3 doctors didn't realize I had appendicitis. At the same time, I had to wait hours for the ultrasound at the hospital, even though the doctor said it was urgent."*

*"Under the age of 18, I need parental permission to get help. I couldn't go to a psychologist even though I should've done and that was because of my parents. I couldn't go to a gynecologist even though I thought I was pregnant. I couldn't turn to anyone."*

*"Medicine is expensive and the hospitals (the ones which are not refurbished with money from the EU) look atrocious. "*

*"Yes. My doctor told me I didn't have symptoms like the ones I said and said I was lying."*

98% of those who completed the survey had access to health services, but **almost every third child was dissatisfied with the care.** There was no significant difference in the sample in terms of settlement types or counties. A quarter of the respondents (1293) shared their experiences with doctors and health services, where they reported mainly their negative experiences.

Every third answer highlighted the doctor's behavior, every fourth response stressed a doctor's omission -

such as the use of rubber gloves, some misdiagnosis, etc. - and less than a quarter criticized the external conditions of the health service. 66 of them, **5% of those who responded to a written text, reported cases where they had experienced some type of sexual border crossing during their medical examination.** This mainly affected 15-17 year olds (71%) and girls (85%). Of these, 53 responders reported the study as a negative experience because of the behavior of the doctor. Only 20% of all responses received were positive.

## MENTAL HEALTH

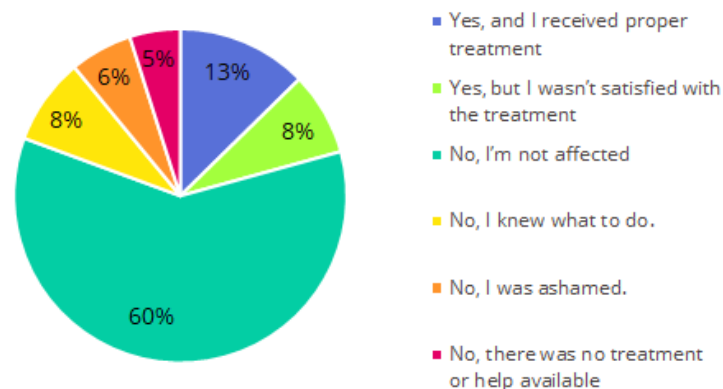
*"It would be better if schools put more emphasis on students' mental health. Because depression and anxiety are now almost a common disease, so many children are anxious, many with low self-esteem and confidence. The school psychologist could talk to children more often because, as a stakeholder, I know it's hard to go up to a stranger and ask for help. I don't even know the name or contact of the school psychologist in my school (although there is a stress management group, which I think is a good idea). "*

**4 out of 10 respondents felt they needed help with their spiritual or mental health or alcohol and drug addiction issues,** but only 2 asked for help and 1 was satisfied with the care. Almost a fifth of the children did not ask for help because they did not know what to do (8%), were ashamed (6%) or because there was no access to care (5%). **Girls are even more alone with their questions and problems.** A bigger percentage of them (7%) are ashamed of their problems than boys (5%) and twice as many of them are clueless as to what to do (10%) compared to the boys (5%). The older age group is a bit more puzzled: 7% of 10-14 year olds and 9% of 15-17 year olds did not know what to do.

Although the number of people who describe themselves as non-binary is very low, it is worth noting that their involvement is roughly twice the average. Among them, 7 out of 10 would have wanted to ask for help with their mental and spiritual issues, 5 of them asked for help and 3 were not satisfied (four times the average). Both shame (9%) and insecurity (14%) had higher than average rates among them. The importance of paying attention is key in how children handle their mental problems. A higher proportion of those who seek more attention for equal opportunities ( around 40% compared to the average of 28%) did not ask for help (or were not satisfied with it). (Figure)



## HAVE YOU EVER SOUGHT HELP FOR PERSONAL, MENTAL PROBLEMS OR QUESTIONS REGARDING DRUGS, ALCOHOL OR ADDICTION?



## SEXUALITY

*"We had sex ed. It was about sexual illnesses and condoms. All they were doing is pointing with devices."*

*"I dare not go to the gynecologist because I have not been properly informed about these things."*

**Approximately half of the kids have spoken about sexuality at home in the family (47%).** (Figure) 4 out of 10 children, within the 10-14 age group, boys, people living in the villages and those attending primary or vocational schools, have spoken about sex at home. While those who are between the ages of 15-17 or are girls, people from the capital

or high school students the topic is less of a taboo. 5 out of 10 of them have talked about it at home. In the case of sex education at school, there is no noticeable difference between the two age groups or genders, but in vocational schools and secondary schools the topic is heard less (32-33%) than in average (40%).

## DRUG, ALCOHOL

*"(...) there was a guy last year who came in and told us that drugs are bad and harmful. That was it."*

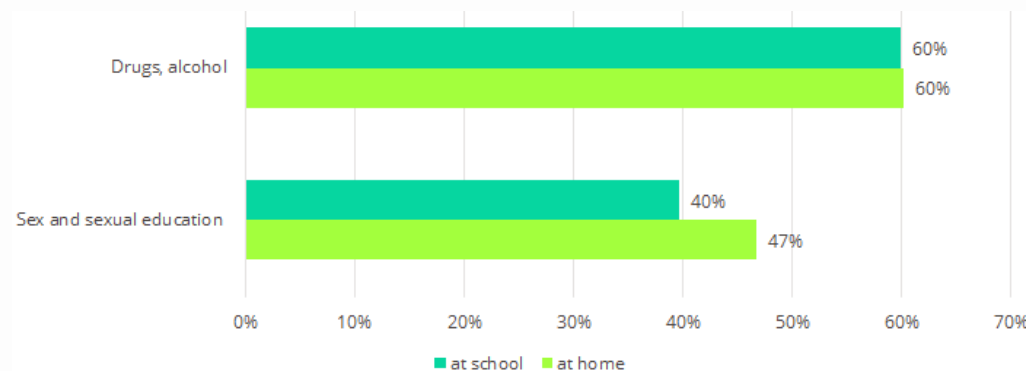
*"About drugs and alcohol yes, we've spoken about it, with the head of the class and we discussed that we should not do it"*

### 6 out of 10 children said they had talked to adults about drugs, alcohol.

(Figure) This rather shifts to the 15-17 age group: half of the 10-14 year olds and two thirds of the 15-17 year olds have talked about this. Girls talk more about this in school (62%) than boys (55%) but there is a noticeable difference between the type of schools as well. In primary, vocational and secondary schools, there was less heard about drugs and alcohol (52-56%) than in high schools (61-65%). By comparison, it was the former who considered it essential to deal with drug

and alcohol abuse when assessing school safety. As among the children in elementary or vocational schools 21% named steps to avoid taking and consuming drugs and alcohol in the area around the school as the most important, compared to only 14% of high school students. In addition, twice as many of them considered the number of alcohol and drug users in their close vicinity as one of the main problems (11%) compared to high school students (6%).

## DO YOU TALK ABOUT THE FOLLOWING THINGS WITH ADULTS IN YOUR FAMILY OR IN YOUR SCHOOL?



# FUTURE

*"I'll live in Germany, I'll be a car mechanic. I want to go to Germany because I can make more money there. I still have a lot to learn. I'll try. My bro is going to work in a factory, maybe I'll learn the profession. I will have children, but this will be discussed with my mom. I look forward to the future."*

*"I don't know what's going to happen, I don't plan, because it won't be the way I want it, it depends on what the fate throws."*

*"I would like people's mentality in this country to change, if sometimes people stood up for what they believe in instead of sinking into passivity."*

*"Climate change is a serious problem that we do not deal with locally. Much more energy should be invested in environmentally friendly projects."*

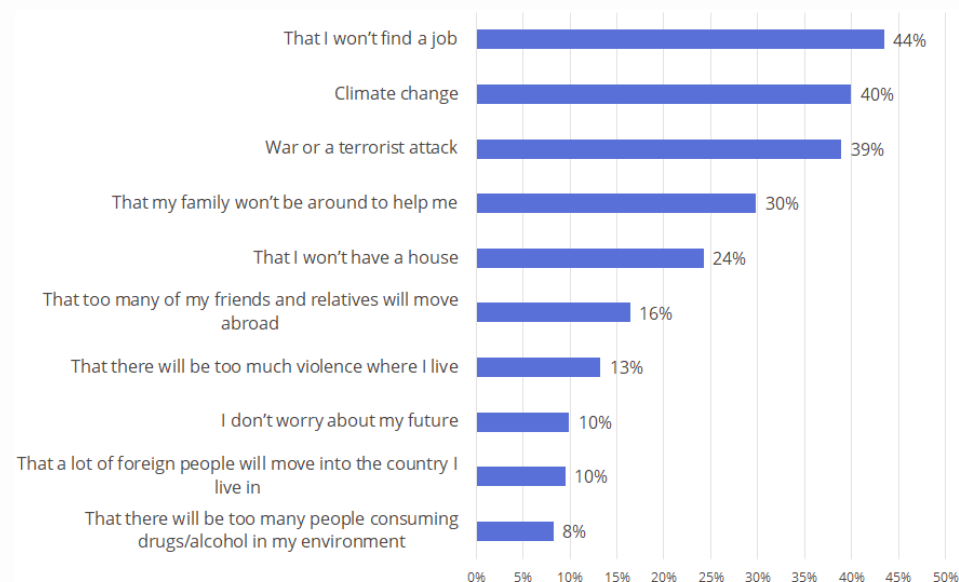
According to the children involved in the research, the topic of the future is the most important one in the questionnaire. The children were given the opportunity to choose their three key concerns regarding the future.

Fillers are **most afraid of not finding a job (44%), followed closely by fears of climate change (40%) and fear of war or terrorist attacks (39%)**. The older the child is, the more they are afraid of not getting a job. One third of 10-14 year olds and almost half of 15-17 year olds are afraid of this. While 47% of high school students are afraid of climate change, only 30% of children attending other school types reported their fear.

Girls are more afraid of the possibility of war or terrorist attacks (42%) than boys (30%). 30% of children are afraid that they will not have supporting family members, friends etc. surrounding them but housing also has a major emphasis, according to the answers (24%). **Emigration and immigration are both sources of concern for children, but the former twice as much as the latter.** Respondent children are the least likely to fear excessive drug or alcohol use in their environment (8%).

**It is striking that only every 10th child said that they were not worried about the future.** Among elementary and vocational school children optimism regarding the future is above average. There was no difference regarding this in terms of gender, age or place of residence. (Figure)

## WHAT IS YOUR BIGGEST CONCERN OR FEAR REGARDING YOUR FUTURE?

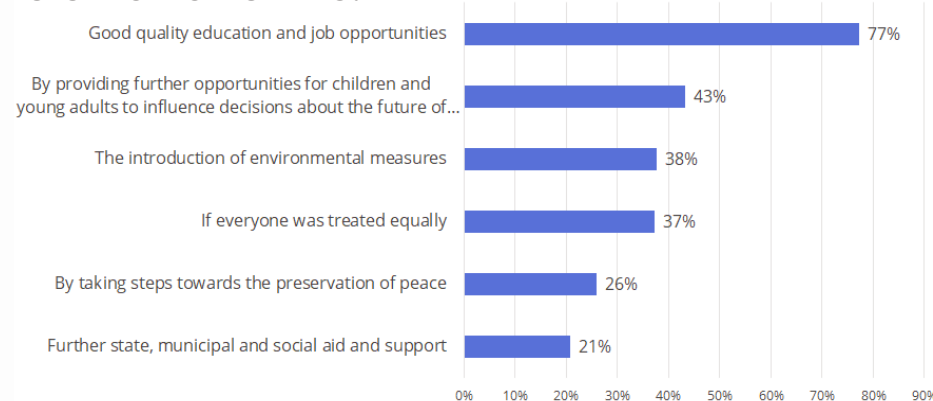


### Education, work, voice!

According to the children, their situation in Hungary could be better improved now and in the future by improving the quality of education and further job opportunities. This was emphasized by 4 out of 5 children. The second most important issue highlighted by the children was to have more

opportunities to influence decisions about the future of the country (2 out of 5). Environmental measures and equal treatment (38% and 37% respectively) are also important, but a quarter of them emphasise peace as one of the two most important things. For children, state, municipal and social benefits are the most underrated. (Figure)

## HOW COULD HUNGARY HELP YOU TO IMPROVE YOUR LIFE AND FUTURE OPPORTUNITIES?



# FEEDBACK

*"Thank you very much for doing this research, and further on I would like to know how this ends up, because it is a good initiative for change. Unfortunately, the youth cannot protect their own rights, so it is important for adults who have already put something on the table and realize that youth is the future, and today's youth does not choose the Hungarian future under these conditions. (...) Thank you for listening, even if no one reads this, I still feel more after writing this."*

*"I really like this campaign, finally the kids can speak up and say what they want."*

*"I hope this really reaches the leaders of the countries and they listen to our voices."*

*"I think this program is a useful initiative and I hope it reaches its goal."*

*"I'm glad there are such initiatives! There is hope for a better education system for us."*

*"I hope that the summary of these questionnaires really reaches the UN and the Hungarian government. Young people's views should matter more."*

*"No, but thanks for the opportunity! ☺ I hope these questionnaires bear fruit!!"*

*"All I hope is that this initiative will be successful."*

*"My opinions and my suggestions have already been written down. I trust that this will get into "higher" circles while effectively maintaining my anonymity."*

*"I am very pleased that somebody (especially the UN) is finally dealing with Hungarian education and the fate of young people. I hope this will bring change in the education system and the political situation."*

*"I hope all opinions reach the UN. Because everyone and every mindset counts! This is often forgotten by adults!"*

*"I like the initiative, I hope it gets as far as it can! Go for it!"*

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**Authors:**

Barbara Németh (ed.)  
Karolina Balogh

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