

How do you see it?

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

Hungary, 2019



HINTALOVON
Child Rights Foundation

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I. Introduction

a. Preparation

The promotion of child participation in domestic reporting was initiated by the Hintalovon Child Rights Foundation in early 2018. The primary goal of the Foundation is to prompt parents, professionals, as well as decision-makers to pay more attention to issues concerning children. The Convention on the Rights of the Child (CRC) provides a simple and effective way for children to voice their opinion and take part in national decisions affecting them, so we deem it important that the Foundation help them by preparing a pioneering report for the UN outlining children's opinions.

We discussed the possible ways of child participation with the Child Rights NGO Coalition, who have already reported on the international monitoring of several human rights documents (CRC, CRDP, UPR). The Child Rights NGO Coalition was launched by UNICEF Hungary in 2015 in order to provide a forum for organizations and professionals who deal with children. We met with the interested members of the informal organization in March, June and October 2018 as well as January 2019. Over 15 NGOs joined the campaign in November 2018 (see Appendix).

The methodological description of the UN High Commissioner for Human Rights and the relevant recommendations of Child Rights Connect, as well as the direct support of the latter organization, helped us develop the methodology. In addition, we reviewed the best international practices, child participation reports and methodologies in other countries. The work of the Child Rights Ambassadors in the preparation process was great help for the Hintalovon Foundation since the beginning. Child Rights Ambassadors are secondary school volunteers whose goal was to make their peers familiar with their rights and to get adults to understand children's perspective better. The team of ten students aged 14-18 had already participated in the international reporting on the Lanzarote Convention of the Council of Europe and gained experience in representing children and exploring attitudes in more than 35 meetings and 17 media or children's rights events in 2018. In choosing potential goals and methodological frameworks, we built a great deal on their personal experiences, on our experience working together, as well as on their commitment throughout the year.

b. Goals/Aims

On 20th November 2018, we launched a nationwide survey titled "How do you see it?" (*"Te hogy látod?"*) aiming to learn about school, home, local and online experiences. The primary aim of the online questionnaire campaign was to compile and digest the views of as many children as possible for the UN Committee on the Rights of the Child. Secondly, the educational goal of the campaign was to foster awareness in children of their rights, the various ways of asserting their rights to make them more confident. The national campaign was also aimed at promoting cooperation among professionals and students themselves.

c. Schedule

The reporting was scheduled as follows.

- *Preparation*

January 2018: kick-off

June-September 2018: processing the professional background, finding collaborators, developing a methodology

October-November 2018: compilation of the questionnaire, preparation of the campaign materials

- *Data collection, raising awareness*

November 2018 – March 2019: Promotion of the questionnaire, focus groups, production and promotion of information and support materials

- *Data processing, writing*

April-July 2019: data analysis and report preparation

May-August 2019: preparing the presentation of the report

- *Presentation of the report*

1st September, 2019: submitting the child report to the UN Committee on the Rights of the Child

September 2019: Awareness campaign about the report in Hungary, meeting with the relevant Ministry

October 2019: Participation in the Pre-Session of the UN Committee on the Rights of the Child, presenting the report

- *Follow-up*

January-February 2020: presentation of the Final Recommendations of the UN Committee on the Rights of the Child to the children, follow-up, project evaluation

d. Ethical considerations

During the development and implementation of the “How do you see it?” campaign our guiding principles were the Committee’s above cited ethical credo. We adhered to these principles in the following ways:

| Principle | How do we ensure it? |
|------------------|---|
| Transparency | <ul style="list-style-type: none"> • Creation of information materials which take into account the characteristics of the target groups, e.g. age. • Introducing the process, purpose, and significance of the report and the rights of the participants. • Presentation of the ways and circumstances of participation, definition of responsibilities. • Providing extensive access, online campaign for the circulation of knowledge. • Creating a separate campaign page, democratizing campaign materials. • Specific addressing and information for groups dealing with children. • Voluntary agreement with children supported by an organization with parental consent. • Outlining guidelines for supporting adults. • Professional guidance for supporting adults. |
| Voluntary | <ul style="list-style-type: none"> • Participation and the way it is done is based on the free decision of the child. • Provide adequate amount of child-friendly information and time to decide whether to participate in the questionnaire or the campaign. • Questionnaire completion can be interrupted and there are no mandatory questions. • The participation of children joining the campaign may be suspended and their activities are voluntary. • Professional guidance for supporting adults. |
| Respectful | <ul style="list-style-type: none"> • Children's opinion are fully accepted at every stage of their participation and of the reporting. • A special report on the experiences of children is being prepared for the Commission. • The campaign encourages and supports children's own initiatives. • The materials for children and the tone of the questionnaire are acceptable, respectful, encouraging. • In cooperation with children, the atmosphere is acceptable, democratic. • The campaign respects the special needs of children. • Professional guidance for supporting adults. |
| Relevant | <ul style="list-style-type: none"> • The role of children in the campaign is based on their abilities, experiences and knowledge. |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> • The questions fit into the experiences of the children, the topics are trying to cover the whole spectrum of their daily lives. • The report is not self-serving, materials prepared during the campaign and the report support the enforcement of children's rights and the work of students, adults and professional organizations. |
| Child-friendly | <ul style="list-style-type: none"> • Providing adequate amount of time for the children to express their opinions and participate in the campaign. • The campaign is available on interfaces that are comfortable and accessible to children. • Communicating in an understandable but not infantile way to get the attention of the children. • The language, length, and form of the information material is child-friendly. • The report that is being prepared is comprehensible, relevant and useful for children. • The physical environment is child-friendly. • Support materials facilitating child participation and campaign materials can be freely used. • Professional guidance for supporting adults. • The questionnaire was developed in collaboration with the children. |
| Inclusive | <ul style="list-style-type: none"> • Participation in the campaign is open to any child or group of children. • Full democratization of campaign materials is guaranteed. • Special measures to involve marginalized children (parallel methodologies, targeted inquiries). • Targeted involvement and support of adults (parents, professional organizations, institutions) in the case of children who are more difficult to reach because of their age and background. • Elaborate specific aspects of the campaign and report representation together with the children. • Efforts to reach children directly. • Lack of prejudice when considering the views of children. • Based on professional cooperation and involving organizations from the beginning. • Wide range of activities to encourage collaborations. • Professional guidance for supporting adults. |
| Supported by trainings | <ul style="list-style-type: none"> • Supporting the participation of children with child-friendly and targeted materials. • Providing adequate time and space for the personal preparation of children in the campaign. • Strengthening children's skills. • Supporting adult helpers with support materials and regular information. • Supporting relevant organizations, providing regular meetings. Providing support to affiliated organizations to develop child participation policies. • Professional guidance for supporting adults. |
| Safe and sensitive to risk | <ul style="list-style-type: none"> • Providing children and adults with information on child participation policies. • Building a complaint mechanism. • Preliminary risk analysis taking into account the characteristics of the socio-political environment. • Including children's experiences into a separate report from NGOs. • Voluntary agreement with children supported by an organization with parental consent. • Participation in the survey is anonymous, respondents cannot be traced back based on their opinion. • Focus group discussions are conducted by trained professionals from the professional organizations involved in the campaign. • Focus group professionals have a duty of confidentiality; no one can identify the focus group's experience based on their opinion. |

| | |
|-------------|---|
| | <ul style="list-style-type: none"> • Professional guidance for supporting adults. |
| Accountable | <ul style="list-style-type: none"> • Regular meetings and communication with the professional organizations involved in the campaign. • Regular monitoring and evaluation of results and with children. • Professional foundation, making background description accessible. • Make the report based on the survey available to everyone. • Continuous communication on campaign materials and achievements on the official site of the campaign. • Encourage feedback from children, adult helpers, and affiliated organizations. • Informing children about the results of the opinion poll, the Geneva hearing and the outcome of the reporting. • Supporting children in the follow-up procedure of the Final Comments. |

II. Research design

a. The online questionnaire

In the 2019 reporting cycle, children could send their opinion through an online questionnaire (see Appendix). The questionnaire was accessible for completion between 20 November 2018 and 31 March 2019. The data collection and report preparation was coordinated by the Hıntalovon Child Rights Foundation.

The NGOs that joined the campaign unanimously supported the use of online questionnaires to become familiar with the opinion of children. This method ensured that the questionnaire could reach as many children as possible and children could easily relate to the interface of the survey. In addition, online data collection was justified by financial constraints.

In line with the CRC definition, children under the age of 18 are considered to be the target group of the questionnaire, so the form did not allow the questionnaire to be completed by people over 18 years of age. The minimum age limit was not defined as our goal was to be as inclusive as possible. For many children, filling out the questionnaire was only possible with parental or other support, in which case it was very important for the parents to know and guarantee the principles of child participation and their recommendations for completion.

The topics of the questionnaire were based on the questions raised in the LOIPR document and some relevant issues raised in public speech.

The primary aim of the online questionnaire was to reflect on the questions in the LOIPR, so we tried to create similar groups of questions, making sure that the questions are relevant to the children. The other source was Eurochild's "Europe Kids Want" questionnaire, first, because of its content similarity, and second, to gain comparable data. The resulting questionnaire was thus divided into 7 + 1 sections: school and security, information and opinion, leisure, family, health + chances, disadvantages, future, and demographics.

The Office of the Commissioner for Fundamental Rights, the Hungarian LGBT Association, the Children's Section of the Hungarian Pedagogical Society-Korczak Working Committee, the Pressley Ridge Hungary Foundation, the National Association of Deaf and Hard of Hearing, the Hungarian Civil Liberties Union participated actively in the design and revision of the questionnaire. With the help of our Child Rights Ambassadors, a pilot version of the online questionnaire was tested with a few children. Based on the feedback from these children, we finalized the number, type, and wording of the questions.

The bottomline in formulating the questions was to make them as easy for children to understand as possible, and to make the abstract issues of children's rights tangible through everyday situations that occur in the lives of children. (For example, "If you don't get home by the agreed time, what happens at home?")

During the compilation of the questionnaire, we tried to render the filling procedure quick and easy, but at the same time we wanted to obtain qualitative data, therefore, we used different types of questions: singlechoice, multiple choice and open-ended questions. The variety of question types also made the completion of the questionnaire feel less monotonous for the children, thus reducing the filling time.

The questionnaire was anonymous and voluntary and data security was provided in accordance with the Privacy Statement of the project. There was no need to obtain parental consent, as every child has the right to express his or her opinion on the highlighted issues. Our ethical responsibility is guaranteed by the principles of child participation and the measures taken to enforce it (see above). In order to make sure that children agree to fill out the questionnaire after proper information was provided, child-friendly materials and descriptions were prepared for the campaign, as well as supporting materials for supporting adults.

Due to the methodology, some limitations have to be taken into account. Although the goal was to reach out to the broadest possible age group, the lack of certain competency may hinder participation of children who are not yet able to read. In addition, the completion of the questionnaire also necessitated access to certain technical equipment, which might have been an issue in disadvantaged areas. Therefore, focus group discussions also took place in order to get the opinion of special groups (see point b). In addition, the questionnaire was tailored to the deaf and hard of hearing. Involvement of younger age groups required a completely different methodology, which exceeded the possibilities of the campaign.

b. Focus groups

The Committee supports the widest possible ways of child participation in order to involve the widest possible range of children. Because the process of accessing the online questionnaire was difficult to control directly, focus group data was collected based on the decision of the organizations involved in the campaign. Focus group discussions were needed to involve as many children as possible in the survey, children who we assumed could not access or had considerable difficulty accessing the online questionnaire.

The core issues of the focus group discussions (see Appendix) were developed along the lines of the questionnaire: meetings were held to discuss experiences with school, access to information, health, family and the future. Due to the nature of the method, there was only one thought-provoking question about a topic that children could reflect on freely.

The organisation and coordination of the focus groups was organized by the specially trained staff members of the Hungarian Civil Liberties Union at schools which deal with disadvantaged children and children living with disabilities. The participation of the children in the focus group discussions was subject to parental consent. Ethical responsibility was guaranteed in keeping with the principles of child participation and our privacy policy.

c. Preparation of the CRC report

The data compiled from the "How do you see it?" questionnaires and the focus group discussions act as the core of the report. The online data gathering ended on 31st March 2019 on schedule. After the appropriate data selection, the original and tailored versions of the questionnaire were compiled and the necessary data for the report was analyzed. The online questionnaire produced a total of 5230 valid answers. As a result of the chosen method of data gathering the analysis is non-representative view of the Hungarian child population, in spite of this, it was a reliable source of results due to the high number of valid answers. The method of data gathering used was nonetheless the most suitable in light of reaching the goals of the project. The results of the questionnaires are also enriched by the focus group discussions held for approx. 50 children.

The Child Rights Ambassadors also played an active role in analysing the data and the drafting of the report.

Whilst compiling the report it was an important aspect to only share as much background information as necessary to understand the results. The finished reports's primary focus was on presenting the major results. Nonetheless, the received answers offer room for further extensive analysis, specifically the open-ended questions, where deeper analysis offers untapped opportunities.

In compliance with the principles of transparency, susceptibility and the educational purposes of the campaign, the written report is available to everyone.

III. Awareness raising campaign

The "How do you see it?" campaign was more than just a survey of children's opinion and its presentation to the UN Committee on the Rights of the Child. A child rights awareness-raising, advocacy campaign where children could learn more about their rights, control their implementation, and gain experience in representing their opinion. During the campaign, a number of awareness-raising and informative materials were prepared for children and adults who could play an active role in promoting children's participation.

The campaign also aimed at providing information and promoting the understanding of the purpose, process, actors, children's rights, as well as the possible ways and principles of participation. These were child-friendly materials presented relevant information to children in a comprehensible way, in diverse, interesting forms, via popular channels preferred by this age group. The second part of the campaign was aimed at encouraging participation, primarily to fill out the survey, eg. online advertisements or posters or direct contact with schools, organizations, and institutions dealing with children. The remainder of the activity provided targeted support to specific groups to promote participation. A toolkit for educators, a complete set of campaigns (including templates, creative materials, methodological recommendations) was developed, and we encouraged students groups to join with a variety of tools. We created an independent Facebook page for the campaign, managed by the campaign manager Hintalovon Foundation.

The primary target group of the campaign were children under 18 years of age who could read and write. Most of the materials were tailored to them, but at the same time, we considered it important to reach out to student groups, advocacy forums, educators and child professionals as well, to raise awareness in parents. We paid special attention to those who helped to ensure broad inclusion during the reporting process because they had access to children who were more invisible, based on the preliminary results of the questionnaire and general experience. We considered the government, public and private sectors as potential partners in promoting children's participation in the reporting. The campaign encouraged cooperation between children and those working for the well-being of children.

IV. Child Participation

a. Forms of participation

Children played a truly important role during the whole process of the "How do you see it?" campaign. The participation of children was possible from the beginning of the campaign through promotion of the participation, the awareness raising, the data processing to the follow-up of the Concluding Observation. Children could engage according to their interest and commitment at any point of the process. All levels and forms of child participation were made possible by taking into account the ethical and participatory principles described above.

The basis for child participation was the completion of the online questionnaire. This was the simplest form of participation in reporting that allowed a broad target group to be involved. By completing the questionnaire, we were basically addressing all Hungarian children, as the goal and interest of the campaign was to reflect the opinion of as many children as possible. At this consultative level of engagement children

could freely express their opinion. Focus group surveys also served this purpose, intended for children who had trouble accessing the online questionnaire.

In addition to completing the questionnaire, their participation ensured the formulation of attitudes. The aim was to promote the campaign among peers. In this case, it represented a higher level of participation, where any child or group of children could get engaged on their own.

- By liking and sharing our posts on social networking sites, they helped achieve a wider reach.
- By using the campaign's hashtags (#tehogylatod) they could tell others why they joined the report.
- They could freely use the campaign's public materials, set their own cover art, share their creations on their own sites, or in their Instagram story.
- Campaign materials could be sent to friends, schoolmates, or even to their student organizations.
- They could take part in an online challenge to share with their peers what steps they had taken to support the campaign.

Therefore, the campaign also involved children at a collaborative level. In collaboration with participating organizations and adults, children could draw up campaign materials, prepare a short lecture or a school session. In addition, they had the opportunity to implement independent projects. We encouraged and gave them support with background materials and training to implement their own ideas to promote wider participation. According to our experiences, children were happy to prepare the text and video contents presenting the campaign, they used social media sites and organized events, meetings where they presented the questionnaire to their peers.

Our colleagues writing the report were assisted by the Child Rights Ambassadors through 5 meetings to find the focus of the report and the correct interpretation of the data gathered through the statistical analysis. They contributed to the structural form of the report, but their most important role is the representation of the results in the media, at professional forums and to the children. The Ambassadors prepared for this through a 2-day long camp, where they produced a variety of contents on social media for the children. The delegate of the Child Rights Ambassadors participates in the pre-Session at Geneva before the Committee on the Rights of the Child, and in 2020, the team presents the Concluding Observations to the children.

In addition to supporting the participation of children, we also placed great emphasis on informing and preparing parents, teachers, and others working with children to support them to campaign independently. We prepared a practical guide for teachers and adult helpers, which, together with the principles of child participation, supported the safe and genuine participation of children.

In the case of an independent campaign activity, children and adults could also visit the Hintalovon Foundation's employees or volunteers, the Child Rights Ambassadors, at any time in case of complaints or if any questions arose.

b. Work of the Child Rights Ambassadors

Since the beginning of the campaign, the Hintalovon Foundation has been working with 10 secondary school volunteers, the Children's Rights Ambassadors. Students help the Foundation's work on children's rights, and they also actively participate in the campaign of the CRC reporting. The selection of the Ambassadors began in June 2018 with a three-round application process. The completion of a creative online application form being the first filter, followed by a personal interview, and in August, a three-day day camp, which helped us as well as the children to understand the project and better outline the tasks. At the end of the selection process, a joint decision was made about who was going to be accepted to the campaign. The program was voluntary, children could leave or reduce their time and energy spent at any time.

Since September 2018, we have had weekly meetings with our Child Rights Ambassadors. Initially, the purpose of the meetings was to prepare, plan and implement the processes. In 90-minute sessions, the working process was mediated by two adult group leaders. During the inter-meeting period, we kept in touch with children online as well as by phone, which also facilitated the flow of our processes, allowing us to work with Ambassadors on an individual schedule if they were unable to show up in person.

In the autumn, the sessions were about the preparation of the CRC reporting project. During these sessions, besides brainstorming and project planning, we were able to make the children understand the goal and process of the campaign through interactive, playful tasks. We provided them with all the information and materials they needed to prepare and work.

The first task of the collaborative work was the compilation of the questionnaire, the Ambassadors participated in revising and commenting on the questions and in the formation of the name and image of the campaign and the warning texts. At the beginning of September, the team's Instagram site (@gyermekjogi_kovetek) was launched, where they continuously represented the campaign through image and video content since the beginning of the survey. The children following the page had the opportunity to contact the Ambassadors, who answered their questions about the orientation and understanding of the reporting process. Through the high-reach Instagram page, they also helped shape their attitudes, making one-minute videos about children's rights, the UN and the questionnaire.

Every child had the opportunity to choose a task of their own interest. Some of them wrote articles about why it was important to participate in the reporting process, while others made videos, memes, posters, and other campaign materials to promote the questionnaire, or produce information materials for children. Followers took the campaign to their school, student organizations, and other communities and promoted the campaign among their friends. The tasks were diverse dependent on the status of the campaign, on the project they were working on so that everyone could find their own role and task.

The participation of the Child Rights Ambassadors was also an example for other young people. Their work illustrated the diversity of child participation in the campaign and their experience helped other children get involved. In February 2019, two other students from the Kék Vonal Youth Counseling Board and from the Foundation for Limbless Children also joined the campaign. At a joint meeting with Hintalovon's Child Rights Ambassadors, the young volunteers of the three organizations worked together to promote the wider participation of children in the report.

V. Appendix

a. Supporters of the campaign

Association of European Parents in Hungary (ESZME),
Chances for Children Association (GYERE)
Children's Rights Subcommittee - Korczak Committee (Hungarian Pedagogical Association),
Children's Rights Society of ELTE
Family, Child, Youth Association
Foundation for Limbless Children
Hintalovon Child Rights Foundation (*project manager*)
Hungarian Civil Liberties Union
Hungarian LGBT Association
Igazgyöngy Foundation
Kék Vonal Child Crisis Foundation
National Association of Deaf and Hard of Hearing
Pressley Ridge Hungary Foundation
Reményt a Gyermekeknek Közhasznú Egyesület
Rosa Parks Foundation
Parenting program (Szülőnek lenni)
The Office of the Commissioner for Fundamental Rights
Agnes Lux
Dalma Bíró

and more volunteers.

b. Online questionnaire

Hello!

The United Nations' aim is to get to know the experiences and opinions of children regarding education, schools and local, domestic and online issues. By filling in this survey you contribute to stakeholders paying close attention to matters important to children.

1. I fill in the survey
2. The surveys are collected.
3. The results are delivered to the UN.
4. The UN asks Hungary.
5. They propose recommendations for improvement.

While completing the survey, it is important to acknowledge:

- The survey takes about 10-15 minutes
- You are completely anonymous. We have no chance of finding out who you are or trace your answers back to you.
- There are no right or wrong answers! The important thing is that you give your opinion.
- You can skip any question you would rather not answer.

For safety reasons please declare: (tick the box)

- I understand the aim of the survey.
- I consent to my answer being gathered together with others' in a public report and delivered to the UN.
- I have read the privacy policy.

Thanks!

.....

How old are you?

- 9 years old or younger
- 10-14 years old
- 15-17 years old
- 18 years old or older

School and safety

- What do you think about your school? (Choose a maximum of 4!)
 - I learn a lot of useful things
 - In my school it is always fun to learn
 - I like the teachers and they respect me
 - It's a happy place, where I can have fun and make friends
 - Much from what I learn is useless
 - Learning things is often exhausting and a gloomy journey
 - I feel teachers don't respect me
 - There is a lot of bullying. Some children are left out.
 - I don't go to school.

- How safe do you feel?

| | Not at all | Not too safe | I feel more safe | Compl etely safe |
|----------------------|------------|--------------|------------------|------------------|
| At home | | | | |
| At school | | | | |
| In your city or town | | | | |
| On the internet | | | | |

- My school has: (Check all of the ones you know are there!)
 - check-in gate
 - security camera
 - security guard
 - school police officer
 - crime prevention advisor
 - child protection representative
 - school psychologist
 - special education teacher
 - school doctor
 - school nurse
 - student union
 - other support personnel or organisation
 - I don't go to school.
- What do you think would make your school safer? (Choose a maximum of 3!)
 - More and better security, such as cameras at the school gate
 - More adult professionals I can turn to with my problems
 - Making sure no one is treated badly because of being different
 - Making sure no one can use or buy drugs or alcohol in or around the school
 - Stop bullying
 - More effective student union
 - Better school building and grounds
 - My school is already a safe place

- I don't know
- One of your classmates is often bullied. Somebody picks on him or her during a break and their argument turns into a fight when the teacher steps in. If something like this happens what are the usual consequences? (Choose a maximum of 3!)
 - They try to solve the problem together
 - The parents are informed or disciplinary action is taken
 - The teachers make him or her write a test, give a bad mark or change the study material
 - Something is taken away from them or they are excluded from something (e.g. they cannot go on the school trip)
 - They get scolded
 - They get punished physically (they receive corporal punishment)
 - The teachers don't care much about it
 - I don't know
- What happens if you break the rules of the school? Write an example of what would happen at your school:

Information

- Do you talk about the following things with adults in your family? (Check all of the ones you talk about!)
 - What to do if someone bullies or hurts you
 - Online safety
 - Sex and sexual education
 - Drugs, alcohol
 - Your rights
 - Your obligations
 - We don't talk about these.
- Do you talk about the following things with adults in your school? (Check all of the ones you talk about!)
 - What to do if someone bullies or hurts you
 - Online safety
 - Sex and sexual education
 - Drugs, alcohol
 - Your rights
 - Your obligations
 - We don't talk about these.

Do you feel adults listen to you and your opinion when making decisions?

| | Always | Most often | Sometimes | Never |
|-----------------|--------|------------|-----------|-------|
| In my family | | | | |
| In my school | | | | |
| In my city/town | | | | |

- Is it important for you to be up-to-date on the latest news and information?
 - Yes, I always keep up with the news, I am up-to-date
 - Yes, but there are a lot of things I don't understand
 - Yes, but I'm not completely sure where to search for information

- No, because when I tried to search for information I didn't understand much of it
- No, I don't really care

In recent years, lots of students stood up for education reform online or by participating in protests. What is your opinion about this? What good or bad experiences do you have about expressing your opinion?

Freetime

Do you do activities like sports, music or theatre outside school hours/in your free time?

- Yes
- No, it is too expensive
- No, I don't have time for it
- No, because there's nothing around where I live
- No, because there's everything in my school
- No, I don't really care.
- No, because of other reasons.

Family

- How much time do you spend with your family?
 - I am content with the time I spend with family.
 - I would like to spend more time with my family, but I can't because they work too much
 - I would like to spend more time with my family, but I can't because we no longer live together
 - I spend too much time with my family. I would like to spend more time doing other things.
 - None of the above.
- You are late from home. What happens? (Choose a maximum of 3!)
 - I get scolded, but I know that if I admit it, I can make it right.
 - I get shouted at, humiliated or they don't even talk to me.
 - They take something away from me (e.g. I can't play on the computer or get grounded)
 - I get smacked or hit.
 - They don't make a scene, they understand it happens sometimes.
 - They don't care if I'm back in time or not.
 - We don't discuss at what time I should be home

Health

- What are your experiences from your last visit to the doctor? (For example, think about your last visit to the general practitioner, school dentist, nurse, gynaecology or emergency department)
 - I received proper treatment
 - I wasn't satisfied with the treatment
 - There was no treatment available.
- Have you ever sought help for personal, mental problems or questions regarding drugs, alcohol or addiction?
 - Yes, and I received proper treatment
 - Yes, but I wasn't satisfied with the treatment
 - No, I'm not affected.
 - No, I was ashamed.
 - No, I knew what to do.
 - No, there was no treatment or help available.
- Do you have a specific good or bad experience from a visit to the doctor's?

Opportunities

- Tick in the box if your class has:
 - a disabled kid
 - a gypsy/ Roma kid
 - a kid from a different country
 - a Hungarian kid from a different country
 - a refugee kid
- Have you ever felt that someone doesn't accept you or treat you unfairly because of a specific quality you have? (Check all the appropriate ones)
 - Your family
 - Your teachers
 - Other kids
 - Outside of school (e.g. in the shop, at the doctor's etc.)
 - I have never felt like that
- Do you feel you have to work harder than other kids to achieve your dreams?
 - Yes
 - No
- What would help you to have the same chances? (Choose a maximum of 2!)
 - If I had a more accepting environment
 - If I had someone who paid more attention to me
 - If my family had better opportunities
 - If I had easier access to services
 - I would need something else
- In recent years, refugees have been a hot topic. What do you think about them?

Future

- What is your biggest concern or fear regarding your future? (Choose a maximum of 3!)
 - Climate change
 - That I won't find a job
 - That I won't have a house
 - That a lot of foreign people will move into the country I live in
 - That too many of my friends and relatives will move abroad
 - That there will be too much violence where I live
 - War or a terrorist attack
 - That my family won't be around to help me
 - That there will be too many people consuming drugs/alcohol in my environment
 - I don't worry about my future
- How could Hungary help you to improve your life and future opportunities?
 - By taking steps towards the preservation of peace
 - The introduction of environmental measures
 - Good quality education and job opportunities
 - Further state, municipal and social aid and support.
 - By providing further opportunities for children and young adults to influence decisions about the future of the country.
 - If everyone was treated equally.

Other experiences

Has anything else come to your mind? You can tell us here!

Who am I?

- Boy or girl?
 - boy
 - girl
 - if none of the above apply to you or you use a different word, please write the word you use to describe your sex:
- Where do you live?
 - Capital
 - Regional capital city
 - City
 - Town
- Which region do you live in? (choose from the list)
- What kind of school do you go to?
 - primary school
 - apprentice training school
 - vocational school
 - secondary grammar school
 - I don't go to school
- Which applies to you? If multiple ones are applicable, please check all of them! (Don't forget: your answers are anonymous, you cannot be identified, but if you wish you may skip any question.)
 - I am a private student
 - I live with foster parents
 - I live in a children's home
 - I am raised by a family member other than my parents.
 - I have been adopted
 - I have a disability
 - I am an LMBTQI
 - I am an ethnicity. (e.g. gypsy, German, Romanian, Slovakian, Slovenian etc.)
 - I am a dual citizen
 - I came as a refugee
 - None of these are applicable to me

Thanks for sharing your answers! If you are interested in what others think, follow the "Te hogy látod?" Facebook page at www.facebook.com/tehogylatod. Should you have any questions, write to us on Facebook or at tehogylatod@hintalovon.hu.

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