Children's Worlds National Report

HUNGARY

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1. INTRODUCTION

Hungary joined to Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) in 2017 and fielded the third wave of the comparative survey in the spring of 2019. This initial report provides a descriptive overview of the key findings on Hungarian pupils studying in primary school, in grade 3, 5 and 7 all over the country. The first section of report informs about the context of children's lives in Hungary. It is followed by a section on the sampling and the data collection. The subsequent sections go through the questionnaire and provide simple statistics based on the responses of about 3000 pupils.

1.1. The context of children's lives in Hungary

External influences

Hungary is a landlocked country and is situated in the Carpathian Basin, in Central Eastern Europe. Its total area is 93 thousand km^2. In 2019, Hungary's population was 9.7 million. As several societies in Europe, Hungary is ageing; the median age was 42 years in 2019. The age group of 0-14 year old children makes 14 per cent of the population, while the age group of 65+ is 20 per cent. More precisely, the pupils attending primary school education numbered 732.5 thousand in the school year 2017/18. This is an age group of roughly 6-14 year old children and this is about 7-8 per cent of the Hungarian population. The target group of the Children's Worlds survey in Hungary consists of roughly 91 thousand pupils in grade 3; 94 thousand pupils in grade 5 and 87 thousand pupils in grade 7.

There are seven regional units in Hungary, as Figure 1 displays. Regions may serve as contextual units for further research on child well-being as economic developments in Hungary vary by region. Central Hungary, including the capital, Budapest, as well as Central and Western Transdanubia are more developed, while Northern Hungary and Northern Great Plain are more deprived economically. In Hungary, GDP per capita was USD 16 503 in 2018 and as a whole, GDP per capita by PPS stands at 68 per cent of the EU average. It is above that average only in Central Hungary; Western Transdanubia is the second developed region where GDP per capita by PPS is 72 per cent of the EU average. The regionally unbalanced economic conditions are related to the unequal foreign direct investments. The main recipients of foreign investment are the Western and Central regions as well as the Budapest area, while the left-behind Northern and Eastern regions are characterized by poor integration into regional and national supply chain.
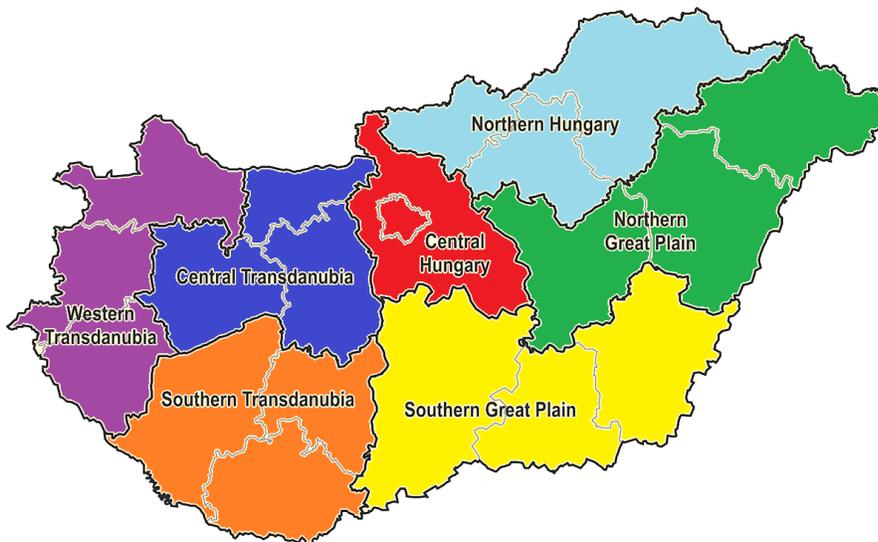
Figure 1: Hungary's regions

Migration does not play a strong role in the Hungarian society. The majority of the migrants arrive from the neighboring countries, in particular from Romania, and they belong to the local Hungarian minorities there. Consequently, they speak Hungarian and there is no real ethnic or cultural deviation compared to the majority population in the country. As ethnic minority, Roma people can be mentioned in Hungary. The Roma minority numbers in Hungary above 800 thousand individuals, about 8.8 per cent of the population. Census tends to underestimate the number of Roma, while proportions for other nationalities (German, Romanian, Slovakian, Croatian) are more realistic: about 5-6 per cent. Since fertility is higher among Roma, their proportion is rising. They still tend to leave in smaller settlements, in villages but their number is growing in more urbanized settlements, like in Budapest, too. Moreover, they are overrepresented in the economically deprived Northern and Eastern parts of the country, where high number of social transfer recipients live.

Out-migration from Hungary is a more important issue. Due to the low wages, more and more Hungarians try to find job abroad, in Austria, Germany or the UK. Even if the amount of these Hungarians lower than that of similar migrants from the Baltic countries, Albania, Romania or Poland (these latter two countries have much bigger population), the process leads to rising shortages in labor force in the economy.

In consequence of the situation mentioned above, unemployment is low in Hungary in an EU comparison, the rate is 3.7 per cent (2018, aged 16-64). Nevertheless, a regional variation is present in this respect, too; unemployment rate is higher again in the Northern and Eastern parts of the country.

Religion in Hungary is dominated by Christianity. According to the 2011 census, 54 per cent of Hungarians declared to be Christian; out of them 39 per cent was Catholic, 14 per cent was Protestant. At the same time, 27 per cent of the Hungarians did not declare any religious affiliation and 18 per cent declared explicitly to be not religious or even atheist.

Family and child policies

Since the population in Hungary is decreasing, fertility rate is about 1.4, lower than the European average, the government introduced various pro-family and pro-child measures. The most recent one is the so-called seven-point family support package. It includes interest-free loan and giving birth to one/two/three children is a condition; home ownership subsidy program; mortgage deductions, exemption from personal income text, connected again to the number of children; car purchase program for large family vehicles; increase of nursery places; childcare allowance for grandparents. A further good indicator of family support is the amount of money, the government spends for this purpose, as expressed in the percentage of GDP. In Hungary, this percentage is claimed higher than the average of the OECD countries. Official statistics report about 1.9 per cent of the GDP to spend on family benefits but government sources tend to speak about 4-5 per cent. In any case, the amount as such is not so high given that the GDP is not so high. Still, there is an obvious intention by the conservative government, particularly in rhetoric, to support families and rise of childbirth. Indeed, a large variety of fiscal measures exits, in addition to those mentioned already, like maternity and paternity leave, mothers can have a salaried job and be on maternity leave at the same time, childcare allowance, etc. However, despite of these old and new forms of supporting families and raising more children, low wages are hardly compensated by aids and unfavorable work-life balance is a serious burden on families, too. Families raising children are the major recipients of social transfers but family support is connected to the condition that children attend kindergarten or school depending on their age.

Education system

In Hungary, kindergarten and schools are established and maintained by the state, local governments, minority local governments, legal entities (foundations, churches, etc.) as well as natural persons. There is a tendency that local governments play a declining role but churches play a growing role as school providers. Overall responsibility lies with the Ministry of Human Capacities, which is in charge of education, culture, social affairs, health care, youth and sport. Compulsory education starts at the age 3 with 3 years in kindergarten and it ends at 16.

Nursery is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development; participation is not mandatory. Many children start infants' nursery when they are between 2 and 3 years old at the earliest, when mothers return from maternity leave to the labour market. However, there are no enough places in nurseries,

especially in smaller settlements. Thus, the majority of children are looked after at home until they can start kindergarten at the age of 3 years.Kindergarten education and care is offered for children aged 3-6 and it is compulsory from age 3.

The Hungarian education system has strong similarities to the German school system ("Preussische Schule"). Primary and lower secondary education (ISCED 1, 2) is organized as a single-structure system in 8-grade basic schools, typically for pupils aged 6-14, covering grades 1-8. Upper secondary education (ISCED 3AB)is for pupils aged 14-18, usually covering grades 9-12 and is provided by various types of schools like general secondary schools, vocational secondary schools or vocational schools or vocational school for special education. General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Moreover, these general secondary schools are also allowed to offer longer programs starting earlier (from grade 5 or 7). It means that completing 12 grades between age 6 and 18 can occur in an 8+4, a 6+6 or a 4+8 system, depending on whether a pupil moves primary to secondary education at age 10, 12 or 14.

As far as the further forms of schools, secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programs (ISCED 4C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational program. Apparently, the key is whether a secondary school program prepares for school progression to tertiary education or not. This makes the system of primary and secondary education highly flexible and tracked. Selection process and school routes are strongly related parental background and contribute to reproduction of (educational) inequalities.

Another important indicator for the quality of the educational system these days is the country results on the competency tests. Hungary tends to perform below the OECD average in PISA, though there are some ups and downs if waves are compared. Moreover, the impact of socio-economic background on performance of 15-year-olds is also among the largest in the OECD countries with high variance between schools. Obviously, school selection matters and schools do not compensate the advantages various students may bring from home, the family environment. Hungary functions better in TIMSS which is more curriculum based test of pupils' educational performance.

A final feature of the Hungarian educational system is the occurrence of segregation in schools or in classes within one school. This affects the integration of Roma children in the society negatively, above all.

Family environment

As mentioned earlier, family is in the focus of the ideology in Hungary. The conservative Hungarian government finds dangerous the up-to-date trends in demography like decline of marriages, rise of cohabitation or childbirth out of wedlock. There is a strong propaganda for the traditional marriages, family life with children.

Indeed, the marriage rate in Hungary is above the EU average, with 5.2 marriages for 1000 inhabitants. According to Hungarian law, only civil marriages are legally valid but the religious ceremony is optional. At the same time, cohabitation makes 21 per cent of the partnerships. Married and cohabitating partners are not handled equally by law, e.g. in case of inheriting after the death of one partner.

The most typical form is the nuclear family, when children live with both of their mothers and fathers. However, almost one-fifth of children live with a single parent, mostly with the mother and every tenth child lives in a step family (with a biological parent and a stepparent). Three-generation families are not common and they are more characteristic in one-parent families than in two-parent families. Childbirth out of wedlock increased in Hungary, their proportion is 44 per cent (2018). Stability of marriages is important in the governmental propaganda but the divorce rate is still high; in fact more marriages end up with a divorce than the number of new weddings.

Everyday life

The typical Hungarian families are dual earner ones, both parents are working. Depending on their age, children stay in childcare institute or in schools. Many Hungarian work long hours; either working overtime or working in a second job is typical. Since salaries are low in Hungary, this lifestyle is unavoidable for many families if they would like to make ends meet or they want to get ahead financially. It is an important ambition to ensure everything possible to the children and sometimes children even not aware of how much work it costs to their parents. Pupils also spend long hours in school sometimes. Curriculum is demanding, they have many classes, it happens that they start at 7 AM in school, while normally education begins at 8 AM. Many students attend extra programs (language, computer science, music, sport) in the afternoon, making the day even longer.

As mentioned before, work-life balance is a problem in many families. Employers hardly offer opportunities for part-time jobs, home office arrangements. Child friendly, family friendly companies are exceptional – though there are special programs to establish such work conditions at workplaces. Parents may not have enough time to spend with, to talk to their children. Weekends allow more time for families to arrange excursions, cultural or sport activities or to meet friends and relatives. In their leisure time, children spend long hours with social media and use of smart phone, tables, music devices. There is a variation by place of

residence, between children in urban and rural settlements where the whole regional environment differs. Economic situation of the families also has a large impact on children's leisure time activities, e.g. opportunities to travel, to go for holidays.

Unequal childhood

As mentioned already, social inequality is present is the life and in the opportunity structure of children. An important field is educational inequalities. Given that Hungarian schools differ in attributes (facilities, pupil/teacher ratio), there is a huge competition for better quality of schooling in Hungary. Middle class children have better chances, while Roma pupils are definitely disadvantaged in this competition. There are regional differences in this regard, access to education with better quality is more problematic in smaller settlements. Middle class children can be taken by car to a close city for a better school by the parents but poor children could use only public transportation for this aim (there is no school bus system) and this can work only in older age, e.g. in secondary school. Poor young pupils in their early years in education remain segregated in their local schools with lower quality. Then they have higher chance for becoming early school dropouts.

Another aspect is child poverty. According to UNICEF statistics, child poverty is particularly high in Hungary on the one hand, and it had a high growth in recent years, on the other hand. Poverty in Hungary can take extreme forms, even lack of food with proper nutritional value at home. Child poverty is not independent from ethnicity; Roma children are much more affected. Child poverty also varies by region; it is more frequent in the economically deprived Northern and Eastern parts of the country, specifically in smaller towns and villages, where there are less job opportunities, parents are less educated and are often unemployed. Family structure is another factor; children in lone-parent families have higher chance for living under worse financial conditions, even if not necessarily in poverty. The risk of child poverty is higher when the various factors listed above are combined and present at the same time in the family.

Children's right

Hungary ratified the UN Charter of the Rights of the Child in 1990 and there is a Deputy Commissioner in the office of the Parliamentary Human Rights Commissioner who handles cases concerning children. Children's right gets more publicity in relation to family affairs (e.g. violence in the family) and not so much related to cases or events in schools. Following the German style, Hungarian schools are quite hierarchical and disciplined.

1.2 Sampling strategy and outcomes

The Hungarian sample aimed at achieving a nationwide representative sample of children in the three age cohorts with 1000 pupils in each group. The sampling unit was primary schools. A

stratified sampling strategy was applied; in the first step, schools were stratified according to the type of settlement. Four strata were distinguished: Budapest, county seats, towns, and villages. At the same time, there was an intention to cover the country geographically, by 7 seven big regions, as well. In the second step, schools were randomly selected in the settlements chosen before. Size of the school was also taken into account; in fact type of settlement is an indicator for that as schools are larger in Budapest and in the county seats, while schools are smaller in the villages. Nevertheless, another goal was to approach schools where all three age groups are available.

Fieldwork

The survey was carried out by the Fieldwork Department of TARKI. Fieldwork began in December 2018 and was completed in June 2019. During this period, 119 selected schools were approached by the fieldwork staff. First, the principal was asked whether or not the survey can be carried out in the school. Principals in 44 schools were reluctant to let interviewers to enter the school. The survey was allowed to get fielded in 75 schools – this means a response rate of 63 percent at school level. It is important to investigate whether or nor refusal in certain schools has an impact on the sample. E.g. refusals occurred more frequently in the case of church-run schools.

In schools which agreed to participate, the next step was to select classes according to the three age groups and parents of pupils were asked for permission to take the questionnaire. Beyond institutional difficulties, mentioned above, lack of parental permission was a problem at individual level; its percentage varies between 20 and 30 percent on average for the three age groups.

Check of distributions (sample vs. population)

There is an opportunity compare the sample to all schools as well as to all pupils in these schools in primary education. The comparison here focuses on checking the achieved sample by type of settlement and size of school. Settlement has four categories by size and size of school is also categorized into four groups. Schools in county seats seem to be overrepresented, while schools in towns seem to be slightly underrepresented. Probably in consequence, larger schools are overrepresented and smaller schools are underrepresented. Deviations are similar at student level. In addition, when looking at the pupils in schools, it seems that they are underrepresented in Central Hungary. (Tables are available upon request.) Datasets have been weighted by type of settlement and size of school in order to correct fielding difficulties described above. (Details are provided upon request.)

Table 1.1. Achieved sample by type of settlement (Observations)

	All	Budapest	County seat	Town	Village
Grade 3	1016	204	298	244	270
Grade 5	1035	163	254	327	291
Grade 7	994	134	312	230	318
Total	3045	501	864	801	879

Table 1.2. Achieved sample by size of school (Observations)

	All	Less than 75 students	75–149 students	150–299 students	More than 300 students
Grade 3	1016	56	190	225	545
Grade 5	1035	44	212	227	552
Grade 7	994	35	193	276	490
Total	3045	135	595	728	1587

1.3. Note on statistical analysis

All differences presented in this report were subject to statistical testing. Where differences are noted as significant, they relate to a p-value at least 0.049. Although the analysis is based on weighted data, as mentioned above, the design effect of clustering in the sample, due to the survey situation, namely that children were surveyed in schools in class groups, is not taken into account. Descriptive statistics presented here are not affected but level of significance for statistical tests may be affected. It is important to keep in mind that the mean values for responses from 8 year old pupils come from 5-point emoticon scales with codes from 0 to 4, while the mean values for responses from 10 and 12 year old pupils come from 11-point Likert scales with codes from 0 to 10.

2. RESULTS

2.1. The participants

The children's ages ranged from 8 to 14 years old. Participants in class 3 were mainly 9 years old (71.4%), 15.8% were 8 years old, and 12.7% were 10 years old. Children in class 5 were mainly 11 years old (69.4%), 14.1% were 10 years old or younger (4 participants with age 8, 9

participants with age 9), and 15.2% were 12 years old. 71.8% of the participants in class 7 were 13 years old, 11.1% were younger (1 child were 11 years old), and 17.0% were 14 years old.

48.0% of the sample were boys and 52.0% were girls.

Table 1 shows the distribution of sample by age and gender.

Table 1. Age by gender (Numbers (%))

	8 year-old	10 year-old	12 year-old	Total
Boy	492 (48.5)	504 (49.0)	460 (46.5)	1456 (48.0)
Girl	522 (51.5)	526 (51.0)	529 (53.5)	1577 (52.0)
Total	1014 (100.0)	1030 (100.0)	990 (100.0)	3033 (100.0)

Missing data: $N_{8\text{ year-olds}} = 2$, $N_{10\text{ year-olds}} = 5$, $N_{12\text{ year-olds}} = 4$

2.2. The home and people children live with

Questions regarding home type were only asked from 10 and 12 year old children. In Hungary, the majority of the respondents lived with their family (98.4%v/ 98.7%), the rest of the pupils lived in foster home or in another type of home (Table 2).

Table 2. Home type in first home (10 and 12 years-old) (%)

	10 year-old (N=1028)	12 year-old (N=992)	Total
I live with my family	98.4	98.7	98.5
I live in a foster home	1.3	1.3	1.3
I live in a children's home	0.0	0.0	0.0
I live in another type of home	0.3	0.1	0.2
Total	100.0	100.0	100.0

90.8% of the 10 years old and 91.6% of the 12 year-old children always or usually sleep in the same homes, while around 10% of the participants regularly sleep in two homes with different adults.

The next question covered overall satisfaction with family members. In the 8 year old group children were asked to answer in 5-point emoticon scale, older children were asked to answer using 11-point Likert-scale. In all cases zero represents the unhappiest or unsatisfied response and the highest value (4 /10) means being most happy or satisfied. The 8 year old group evaluated their satisfaction as 3.8 (SD=0.5), and over 80% of them were very happy with her/

his family members (Table 3). Older children reported about similarly high average satisfaction: both 10 and 12 year-olds evaluated their satisfaction as 9.4 (SD= 1.2), and around 70% of them were totally satisfied with people they live with (Table 4). These results indicate very high level of overall satisfaction with family.

Table 3. Satisfaction with the people you live with (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	😖	🙁	😐	🙂	😋	Mean	SD
The people you live with	1002	0.0	0.6	2.2	16.4	80.8	3.8	0.5

Table 4. Satisfaction with the people you live with (10 and 12 year-old) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The people you live with	2014	0.1	0.0	0.1	0.2	0.5	1.7	1.1	3.0	8.9	14.4	69.9	9.4	1.2

There were six questions about children's views on the home and people they live with. The results are summarized in Table 5. Children were most in agreement with statement 'I feel safe at home' and least in agreement with 'My parents and I make decisions about my life together'. It should be noted that this item was asked only from 10 and 12-year olds.

Table 5. Views about home and family (All age groups) (%, mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree some-what	Agree a lot	Totally agree	Mean	SD
There are people in my family who care about me.	3013	0.4	0.6	3.5	12.3	83.3	3.8	0.6
If I have a problem, people in my family will help me.	3008	0.5	1.5	4.8	17.3	75.9	3.7	0.7
We have a good time together in my family.	3012	0.4	1.2	5.2	16.7	76.5	3.7	0.7
I feel safe at home.	3015	0.2	0.7	1.8	10.6	86.7	3.8	0.5
My parents/carers listen to me and take what I say into account.	2994	1.0	2.1	7.8	21.3	67.7	3.5	0.8
My parents and I make decisions about my life together.*	1973	2.7	3.8	15.2	24.7	53.6	3.2	1.0

*This question was asked only from 10 year-olds and 12 year-olds

2.3. The home where children live

Satisfaction regarding home was also asked from children, from 8 year-olds by using a 5-point emoticon scale, from older age groups by using an 11-point Likert-scale. 8 year-olds evaluated their satisfaction as 3.8 (SD=0.5), and over 80% of them was very happy with the house or flat where she/he lives. 10 and 12 year-olds evaluated their satisfaction very high, as well: 9.5 (SD= 1.3) by 10 year old children and 9.3 (SD= 1.3) by 12-year olds. 74.3% of 10 year old, and 66.9% of 12 year old participants were totally satisfied with his/ her home. All of these results suggest very high level of satisfaction (Table 6, 7).

Table 6. Satisfaction with the house or flat where you live (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	😞	🙁	😐	🙂	😄	Mean	SD
The house or flat where you live	1024	0.0	0.4	2.3	14.4	82.9	3.8	0.5

Table 7. Satisfaction with the house or flat where you live (10 and 12 year-old) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The house or flat where you live	2027	0.0	0.0	0.1	0.5	0.8	1.6	1.5	3.2	6.8	15.0	70.4	9.4	1.3

10 and 12 year old children were asked a set of questions about things they have, like own room, own bed, and a quiet place to study. The majority of them had each of the items, but 41.6% shared a room with somebody (Table 8).

Table 8. Things you have (10 and 12 year-old) (%)

Whether you have …	10 &12 year-old
Own room	58.4
Own bed	94.8
Place to study	93.1

2.4. Friends

Children were asked about overall satisfaction towards their friends. 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.7) in a 5-point emoticon scale which indicates a high level of

satisfaction. Over 90% were happy or very happy with their friends. Older children were asked to use an 11-point Likert-scale when answering. Both age groups can be described with high levels of satisfaction: 10 year-old participants reported 8.9 average point (SD= 1.8), just like the 12 year old participants (M=8.9, SD= 1.5). 53.5% of the 10 year-olds were totally satisfied with friends, while in the 12 year old group 47.4% were totally satisfied. All of these results indicate high level of satisfaction with friends and relationships with them (Table 9, 10).

Table 9. Satisfaction with your friends (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	😫	🙁	😕	🙂	😄	Mean	SD
Your friends	1007	0.4	0.9	5.9	24.9	68.0	3.6	0.7

Table 10. Satisfaction with your friends (10 and 12 year-old) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Your friends	2003	0.4	0.3	0.4	0.5	0.6	2.4	3.1	7.0	13.1	21.0	51.0	8.9	1.6

As Table 11 shows, views about friends were very positive. About two-thirds of participants totally agreed that they have enough friends (66.6%) and they get along well together (63.3%). The majority of children agreed a lot or totally agreed that if they have a problem, a friend will support them (90.8%). Children were least in agreement with the item 'My friends are usually nice to me.' Percentage for total agreement is relatively low (just a bit more than half of the children) in the case of this item, compared to the other three items regarding their friends or friendships.

Table 11. Views about home and family (All age groups) (%, mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree some-what	Agree a lot	Totally agree	Mean	SD
I have enough friends.	2967	2.3	3.1	8.6	19.4	66.6	3.5	0.9
My friends are usually nice to me.	2985	1.3	3.5	13.4	28.9	52.8	3.3	0.9
Me and my friends get along well together.	2990	1.1	2.1	9.2	24.3	63.3	3.5	0.8
If I have a problem, I have a friend who will support me.	2965	1.6	2.4	5.4	14.8	75.9	3.6	0.8

2.5. School

Satisfaction regarding school life was summarized in Table 12 (8 year-olds) and Table 13 (10 and 12 year-olds). In Hungary, the highest satisfaction was reported by all age groups regarding things that have been learned at school, while participants were at least satisfied with the life as a student. Concerning the results, it seems that children were overall moderately satisfied with their school life.

Table 12. Satisfaction with school life (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	😞	🙁	😐	🙂	😄	Mean	SD
Life as a student	992	3.9	2.8	14.8	35.8	42.7	3.1	1.0
Things have learned at school	1002	0.9	1.8	8.7	29.3	59.3	3.4	0.8
Other children in the class	994	1.9	3.1	16.7	32.1	46.2	3.2	0.9

Table 13. Satisfaction with school life (10 and 12 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Life as a student	2011	1.5	1.1	1.5	2.4	3.5	10.9	8.3	15.0	21.5	15.1	19.1	7.3	2.3
Things have learned at school	2007	0.6	0.4	0.7	1.8	2.8	6.9	6.7	11.3	18.9	20.5	29.2	8.0	2.0
Other children in the class	2006	1.0	1.0	1.5	2.7	2.8	8.0	7.2	11.1	17.1	20.7	26.7	7.8	2.3

There were six (seven for 10 and 12 year-olds) questions about children's views on school life, specifically teachers, schoolmates, decisions and sense of security at school. The results are summarized in Table 14. Children were most in agreement with statement 'I feel safe at school' and least in agreement with 'There are a lot of arguments between children in my class' (even if this reversed item was recoded) and 'I have opportunities to make decisions about things that are important to me'. This latter item was asked only from 10 and 12 year old pupils.

Table 14. Views about school life (All age groups) (%, mean and standard deviation)

	N	Do not agree	Agree a little bit	Agree some-what	Agree a lot	Totally agree	Mean	SD
My teachers care about me.	2961	1.6	4.7	18.7	27.4	47.7	3.2	1.0
If I have a problem at school my teachers will help me.	2982	1.8	4.9	14.8	26.2	52.4	3.2	1.0
If I have a problem at school other children will help me.	2965	2.7	6.1	18.7	29.1	43.4	3.0	1.1
There are a lot of arguments between children in my class.	2939	12.3	21.9	24.1	16.6	25.1	2.2	1.4
My teachers listen to me and take what I say into account.	2948	2.2	5.1	16.5	26.5	49.8	3.2	1.0
I have opportunities to make decisions about things that are important to me.*	1933	3.8	7.9	22.3	29.3	36.7	2.9	1.1
I feel safe at school.	2961	1.9	3.6	10.8	25.4	58.3	3.6	0.9

*This question was asked only from 10 year-olds and 12 year-olds

Children were asked about frequency regarding aggressive or offending behavior against them at school (Table 15). The majority of children have been never hit by a schoolmate (61.9%), never called unkind names by other children (45.0%), and never left out by classmates (56.7%). It should be noticed that there are around 18% of participants who have been hit two or more times by others, 33.1% have been called two or more times unkind names, and 22.4% experienced two or more times being left out at school.

Table 15. Bullying (All age groups) (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	61.9	20.2	10.5	7.3
Called unkind names by other children in your school	45.0	21.9	14.7	18.4
Left out by other children in your class	56.7	20.8	11.1	11.3

2.6. The area where children live

Children generally had a high degree of satisfaction with their local area (Table 16, 17). 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.8) in a 5-point emoticon scale, over 90% were happy or very happy with their friends. Older children reported also high levels of satisfaction: 10 year old children reported 8.9 average point (SD= 1.7), 12 year old participants 8.7 average

point (SD= 1.7) by using an 11-point Likert-scale. While 51.9% of the 10 year old children were totally satisfied with the neighborhood where they live, only 45.2% of 12 year-olds were totally satisfied with the local area.

Table 16. Satisfaction with local area (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	😫	🙁	🙂	😊	😆	Mean	SD
The area where you live	1010	1.2	2.1	6.0	22.7	68.0	3.6	0.8

Table 17. Satisfaction with local area (10 and 12 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The area where you live	2000	0.4	0.3	0.5	1.0	1.2	3.0	4.2	5.4	15.2	20.9	48.1	8.8	1.7

Over 80% agreed a lot or totally with statements 'I feel safe when I walk around the area I live in' and 'In my area there are enough places to play or to have a good time'. Children were least in agreement with statement 'In my local area, I have opportunities to participate in decisions about things that are important to children'. This item was asked only from 10 and 12 year-olds (Table 18).

Table 18. Views about local area (All age groups) (%, mean and standard deviation)

In my area, I live in…	N	Do not agree	Agree a little bit	Agree some-what	Agree a lot	Totally agree	Mean	SD
I feel safe when I walk around in the area I live in.	2974	1.8	2.9	11.2	25.6	58.6	3.7	0.9
In my area there are enough places to play and have a good time.	2974	4.2	3.7	10.4	18.1	63.5	3.3	1.1
If I have a problem there are people in my local area who will help me.	2817	7.9	8.3	16.5	21.3	45.9	2.9	1.3
Adults in my local area are kind to children.	2819	2.4	5.5	15.5	24.8	51.9	3.2	1.0
In my local area, I have opportunities to participate in decisions about things that are important to children.*	1696	17.5	10.2	22.0	21.2	29.1	2.3	1.4
Adults in my area listen to children and take them seriously.	2781	4.1	6.8	18.5	24.7	45.8	3.0	1.1

*This question was asked only from 10 year-olds and 12 year-olds

2.7. Money and things children have

Children were asked a set of questions about things they have – a shorter list was used for 8 year-olds. Question about worry regarding money of family was asked from all age groups. Our results show that while over a half of children never worry about how much money their family has, 28% is sometimes worried about it, and there are about 15% who often or always worries about the financial situation of the family. The youngest age group seems to be the most concerned, more than 25% of the 8 year-olds worries often or always about money (Table 19).

Table 19. How often do you worry about how much money your family has? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	48.3	58.5	62.1	56.4
Sometimes	26.3	29.2	28.9	28.0
Often	12.6	8.5	7.0	9.6
Always	12.8	3.8	2.0	6.0
Total	100.0	100.0	100.0	100.0

The majority of children were very happy with the things they had (Table 20, 21). Satisfaction with own belongings has been evaluated by 8 year-olds as 3.8 (SD= 0.4), by 10 year old children as 9.5 (SD= 1.1), and by 12 year old participants as 9.4 (SD= 1.0). 85.9% of 8 year-old age group scored the maximum and 70.2% of 10 and 12 year-olds scored the maximum, as well.

Table 20. Satisfaction with all the things you have (8 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	😫	🙁	😐	🙂	😄	Mean	SD
Things you have	1009	0.1	0.0	1.3	12.7	85.9	3.8	0.4

Table 21. Satisfaction with all the things you have (10 and 12 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Things you have	2018	0.0	0.0	0.0	0.3	0.3	1.1	0.9	2.6	7.8	16.7	70.2	9.5	1.1

Table 22 shows the frequency of occurrence when children do not have enough food to eat each day. According to the Hungarian data, the proportion of children who do not have sufficient food each day is very low, around 1% in our sample.

Table 22. Do you have enough food to eat each day? (%)

	8 year-old	10 year-old	12 year-old	Total
Never	0.3	0.0	0.0	0.1
Sometimes	1.7	0.6	0.6	0.9
Often	3.3	4.2	2.9	3.6
Always	94.7	95.2	96.5	95.4
Total	100.0	100.0	100.0	100.0

The majority of respondents own most of the things which were listed and asked, like clothes and shoes in good condition, access to Internet at home, and equipment for school, sports, and hobbies etc. A large majority of Hungarian children, close to 90% or even above 90% possess these items. However, 30% of the 8 year-olds did not have any mobile phone (Table 23).

Table 23. The things children have (%)

Which of the following do you have	8 year-old		10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes	No	Yes
Clothes in good condition	1.0	99.0	0.2	99.8	0.4	99.6	0.6	99.4
Enough money for school trips and activities	3.0	97.0	2.0	98.0	0.4	99.6	2.0	98.0
Access to the Internet at home	5.2	94.8	2.3	97.7	1.5	98.5	3.2	96.8
The equipment/things you need for sports and hobbies	9.4	90.6	5.5	94.5	4.6	95.4	6.8	93.2
Pocket money/ money to spend on yourself	11.9	88.1	7.0	93.0	8.0	92.0	9.1	90.9
Two pairs of shoes	1.8	98.2	1.4	98.6	0.6	99.4	1.4	98.6
A mobile phone	30.0	70.0	6.8	93.2	3.2	96.8	13.6	86.4
The equipment/things you need for school	1.6	98.4	1.0	99.0	0.3	99.7	1.0	99.0

A further set of questions was asked from 10 and 12 year old participants regarding material and economic circumstances. These questions partly relate to facilities at home like electricity, running water or toilet; or relate to electric equipment supply in the household or vehicles. Details on distribution of having these items are shown in Table 24 and 25. Almost all of the

Hungarian children in this survey live in homes with the required facilities and the large majority (over 90%) has the listed electronic devices. Possessing car in the household is bit less frequent but it is also above 80%.

Table 24. Does your home have (%)

Electricity

All of the time	99.0
Some of the time	0.6
Not at all	0.4

Running water

Yes	97.8
No	1.6
Not sure	0.6

A toilet that flushes

Yes	95.2
No	3.2
Not sure	1.6

Table 25. Descriptive statistics on family's material possessions (%)

Which of the following does your family have

	No	Yes
A computer (including laptops and tablets)	4.1	95.9
A television	1.1	98.9
A fridge/freezer	0.2	99.8
A radio	25.0	75.0
A telephone (landline or mobile)	0.2	99.8
A family car / van / motorbike / etc.	16.2	83.8

2.8. Time use

According to our results, children were happy with their time use (Table 26, 27). 8 year-olds evaluated their satisfaction as 3.6 (SD= 0.7) in a 5-point emoticon scale, and around 70% were very happy with time use. Older participants reported also high levels of satisfaction regarding time use: while children aged 10 years old reported 8.8 average point (SD= 1.5), 12 year old participants 8.4 average point (SD=1.7) by using an 11-point Likert-scale. 46.5% of the 10 year

old children were totally satisfied with how they use their time but altogether 34.0% of 12 year-olds reported totally satisfaction regarding time use.

10 and 12 year-olds were also asked about how satisfied they are with the amount of their free time. Our results show that while over a half of 10 years old children were totally satisfied with amount of free time, only 38.7% were from the 12 years old group (Table 27).

Table 26. Satisfaction with time use (8 year-old) (%, mean and standard deviation)

Satisfaction with …	N	�©	🙁	😐	🙂	😋	Mean	SD
How you use your time	1011	0.4	0.5	6.5	23.0	69.6	3.6	0.7

Table 27. Satisfaction with time use (10 and 12 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
How you use your time	2015	0.2	0.3	0.2	0.7	0.8	3.5	5.0	8.6	17.6	22.7	40.3	8.6	1.7
How much free time you have to do what you want	2009	1.1	0.7	1.0	1.6	1.9	4.3	5.6	7.3	12.6	16.9	47.0	8.4	2.2

2.9. Subjective well-being: how children feel about their lives

OLS (Overall Subjective Well-Being)

One question about satisfaction with life as a whole was asked from all age group. According to the Hungarian results, children were happy with their life as a whole (Table 28, 29). 8 year-olds evaluated their satisfaction as 3.7 (SD= 0.6) in a 5-point emoticon scale, and around three-quarter of them were very happy with his or her life. Most of the 10 and 12 years old children were very satisfied with their life, as well: while 10 year old children reported 9.3 average point (SD= 1.5), 12 year old participants 8.9 average point (SD=1.8) by using an 11-point Likert-scale. 68.9% of the 10 year old children were totally satisfied with his or her life as a whole but only 56.8% of 12 year-olds reported similar totally satisfaction.

Table 28. Satisfaction with life as a whole (8 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	😢	🙁	😐	🙂	😋	Mean	SD
Your life as a whole	1002	0.5	0.6	4.4	18.5	76.0	3.7	0.6

Table 29. Satisfaction with life as a whole (10 and 12 year-olds) (%, mean and standard deviation)

Satisfaction with …	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Your life as a whole	2003	0.3	0.5	0.6	0.7	0.7	2.5	2.4	3.6	8.1	18.2	62.3	9.1	1.7

CW-SWBS (Children's Worlds Subjective Well-Being Scale)

Cognitive subjective well-being of children was measured with 6 items (based on the Student Life Satisfaction Scale by Huebner, 1991). Our results indicated that participants both from the 8 year-old group, and from the older age groups were most in agreement with statements 'I am happy with my life', 'I have a good life', and 'I like my life', and least in agreement with 'The things that happen in my life are excellent'. Nevertheless, children's answers showed high level of satisfaction and gladness with their life (Table 30, 31).

Table 30. CW-SWBS items (8 year-olds) (mean and standard deviation, %)

	N	😣	🙁	😐	🙂	😄	Mean	SD
I enjoy my life	991	0.7	1.4	6.2	16.4	75.3	3.6	0.7
My life is going well	989	1.3	1.4	8.2	18.0	71.2	3.6	0.8
I have a good life	1004	1.1	1.3	3.6	16.3	77.6	3.7	0.7
The things that happen in my life are excellent	990	1.5	2.4	9.7	19.1	67.3	3.5	0.9
I like my life	995	0.8	1.0	5.1	15.1	78.1	3.7	0.7
I am happy with my life	995	0.8	0.6	3.3	12.0	83.4	3.8	0.6

Table 31. CW-SWBS items (10 and 12 year-olds) (mean and standard deviation, %)

	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
I enjoy my life	2009	0.5	0.4	0.5	0.9	1.0	4.0	3.0	6.8	10.1	18.0	54.8	8.8	1.8
My life is going well	2004	0.4	0.4	0.4	0.8	1.5	3.4	3.2	5.8	11.7	19.9	52.4	8.8	1.8
I have a good life	1990	0.2	0.2	0.3	0.6	1.5	3.1	2.5	4.3	7.7	15.9	63.9	9.1	1.6
The things that happen in my life are excellent	1994	0.8	0.1	1.0	1.4	1.9	4.0	4.0	7.8	12.4	21.5	45.2	8.6	2.0
I like my life	2002	0.6	0.4	0.6	1.3	1.4	2.8	2.6	3.7	8.0	13.6	64.7	9.0	1.9
I am happy with my life	2008	0.6	0.3	0.8	1.0	0.9	2.4	2.9	2.7	5.3	12.3	70.6	9.2	1.8

CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)

Domain based cognitive subjective well-being was assessed with 5 items among all participants (based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois, 2003). Items were covered the satisfaction regarding the following domains: family and school life, friends, neighborhood and appearance.

Some similarities could be observed among the 8 year-olds like the older children. Namely, children overall were the most satisfied with their family, and at least with their life as a student. Satisfaction with friends, appearance and local area show moderate differences between the 8 year old and older children. While almost 70% of the 8 year old participants were totally satisfied with their friends, only half of the 10 and 12 year-olds reported, that they were totally satisfied. 60% of the younger children were completely happy with the way that she or he looks, the proportion of full satisfaction among older children is lower (41.7%) (Table 32, 33).

Table 32. CW- DBSWBS items (8 year-olds) (mean and standard deviation, %)

Satisfaction with	N	😢	😟	😊	😄	😁	Mean	SD
The people you live with	1002	0.0	0.6	2.2	16.4	80.8	3.8	0.5
Your friends	1007	0.4	0.9	5.9	24.9	68.0	3.6	0.7
Your life as a student	992	3.9	2.8	14.8	35.8	42.7	3.1	1.0
The area where you live	1010	1.2	2.1	6.0	22.7	68.0	3.5	0.8
The way that you look	1002	2.0	1.7	10.0	26.5	59.8	3.4	0.9

Table 33. CW- DBSWBS items (12 year-olds) (mean and standard deviation, %)

Satisfaction with	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
The people you live with	2014	0.1	0.0	0.1	0.2	0.5	1.7	1.1	3.0	8.9	14.4	69.9	9.4	1.2
Your friends	2003	0.4	0.3	0.4	0.5	0.6	2.4	3.1	7.0	13.1	21.0	51.0	8.9	1.6
Your life as a student	2011	1.5	1.1	1.5	2.4	3.5	10.9	8.3	15.0	21.5	15.1	19.1	7.3	2.3
The area where you live	2000	0.4	0.3	0.5	1.0	1.2	3.0	4.2	5.4	15.2	20.9	48.1	8.8	1.7
The way that you look	1984	2.2	1.1	1.1	2.0	2.8	5.3	4.9	7.9	13.0	18.0	41.7	8.2	2.4

CW-PNAS (Children's Worlds Positive and Negative Affects Scale)

Affective subjective well-being was also measured (based on Barrett & Russell, 1998). We asked students that how often they felt happiness, calm, energy, sadness, stress, and boredom in the last two weeks. A shorter list was used for 8 year-olds, only frequency of happiness and sadness were asked. According to the answers of the 8 year-olds, more than a half of them were always happy in the last two weeks, and further around 40% were often happy. 58.1% were sometimes sad, 14.8% felt often sadness while there are 2.7% who were always sad in that two weeks.

Data of the 10 and 12 year old participants show that positive effects, like happiness and energy were felt extremely often by around half of the respondents. Calm was also common affect among 10 and 12 year-olds, around 40% of children felt it moderately or extremely often.

Regarding the negative affects it can be observed that there are almost 15% who felt sadness and/or stress considerably or extremely often. One-fifth of the children reported that he or she bored in the last two weeks moderately or extremely often (Table 34, 35).

Table 34. CW-PNAS items (8 year-olds) (%)

Last two weeks: How often feeling	N	Never	Sometimes	Often	Always
Happy	973	0.2	5.9	37.6	56.2
Sad	932	24.5	58.1	14.8	2.7

Table 35. CW-PNAS items (10 and 12 year-olds) (%)

Last two weeks: How often feeling	N	0 Not at all	1	2	3	4	5	6	7	8	9	10 Extremely
Happy	1998	0.3	0.3	0.8	1.0	1.4	3.8	3.3	6.3	13.2	21.5	48.3
Calm	1973	1.7	1.0	1.4	2.7	2.4	8.0	5.9	8.5	16.0	16.3	36.1
Full of energy	1956	1.6	0.6	1.6	1.6	2.3	4.7	3.7	6.8	10.8	15.7	50.6
Sad	1976	24.7	16.0	13.7	11.0	5.2	8.5	3.7	5.7	5.2	3.0	3.1
Stressed	1943	33.0	13.7	10.2	6.8	4.8	8.2	4.1	5.1	5.6	4.1	4.1
Bored	1993	20.9	11.5	10.1	8.4	5.4	9.5	6.2	6.6	6.4	5.5	9.3

CW-PSWBS (Children's Worlds Psychological Subjective Well-Being Scale)

With 6 items psychological subjective well-being was also measured among 12 year-olds (based on Ryff, 1989). Table 36 shows that 12 years old children were most in agreement with 'People

are generally pretty friendly towards me' and 'I have enough choice about how I spend my time'. Most of them also thought that they are good at managing responsibilities and felt positive about future. 12 year-olds were least in agreement with statement 'I feel that I am learning a lot at the moment'.

Table 36. CW-PSWBS items (12 year-olds) (mean and standard deviation, %)

How much you agree with	N	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
I like being the way I am	985	2.5	1.4	0.7	2.3	3.0	5.6	4.4	8.6	13.5	17.9	40.0	8.1	2.5
I am good at managing my daily responsibilities	984	0.2	0.5	0.3	1.4	2.6	3.9	3.7	5.9	15.0	24.3	42.1	8.6	1.8
People are generally pretty friendly towards me	977	0.4	0.2	0.4	0.4	1.1	3.3	2.7	8.6	14.0	24.2	44.6	8.8	1.7
I have enough choice about how I spend my time	985	0.4	0.3	0.8	1.2	1.7	3.8	3.4	6.5	11.9	18.2	51.8	8.8	1.9
I feel that I am learning a lot at the moment	981	3.3	1.2	2.4	3.3	5.5	9.0	7.1	14.7	17.6	14.7	21.2	7.1	2.6
I feel positive about my future	983	0.5	0.4	1.0	1.6	1.5	4.5	4.5	9.3	14.3	24.0	38.3	8.4	2.0

2.10. Children perceptions about their country

All age group were asked whether they knew children's rights and knew about the UN Convention on the Rights of the Child or not. More than a third (37.8%) of children gave a positive answer to the question 'I know what rights children have'. However, just around 10% of the participants said that they knew about the children's rights convention. According to the answers, rights of children were completely unknown for the third (30.3%) of the 8 year-olds, a quarter (27.8%) of the 10 year-olds, and 15% of the 12 year-olds. Even higher are the proportions of 'no-answers' regarding the UN Convention: 75.0% of the 8 year-olds, 61.8% of the 10 year-olds, and 43.4% of the 12 year-olds responded, that they did not know about the convention (Table 37).

Table 37. Children's rights (All age group) (%)

		8 year-olds	10 year-olds	12 year-olds	Total
I know what rights children have	**No**	30.3	27.8	15.1	24.8
	Not sure	34.0	35.5	44.1	37.4
	Yes	35.7	36.7	40.8	37.8
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child	**No**	75.0	61.8	43.4	59.4
	Not sure	16.5	28.5	40.6	28.8
	Yes	8.5	9.7	16.0	11.8
	Total	100.0	100.0	100.0	100.0

3. CONCLUSIONS

3.1. Key points

Children in Hungary live most often in a nuclear family with their biological parents and they are highly satisfied with family members. There are people in their family who care about them, they feel safe at home, they have a good time together but they are not so much involved into common decision-making.

Home and its surroundings count as a safe place for children and they are satisfied with the area where they live; there is enough place to play and to have a good time. Over a half of children has own room and the majority of children has own bed and a quiet place to study.

Children are satisfied with their friends. Most of them have enough friends and in case of a problem they can rely on friends and their support.

Children in Hungary are mostly satisfied with things they learn at school but they evaluated life as a student more critical. Although they feel safe at school, they did not have opportunities to make decisions in questions that concern them and they evaluated satisfaction regarding teachers' caring and support only moderately high. The majority of children have been never hit by a schoolmate, never called unkind names by other children, and never left out by classmates.

The youngest age group seems to be the most concerned about family money, more than a quarter of the 8 year-olds worries often or always about money. On the other hand, children overall are satisfied with their own belongings. The majority of respondents own enough clothes and shoes in good condition, access to Internet at home, and equipment for school, sports, and hobbies. They also satisfied with the way how they use their own time.

While children in Hungary reported roughly equally that they know what rights children have, the UN Convention on the Rights of the Child was fairly unknown for the majority of them.

Testing children's well-being with different subjective well-being scales confirmed our results about high levels of satisfaction regarding relationships, home, local area, own belongings and time use. However, we would like to highlight the result that there are more than 10% of children who felt sadness and/or stress considerably or extremely often (at least in the last two weeks before the assessment).

So far few gender differences appeared for well-being among Hungarian children. We found more age differences; older pupils tend to be more critical compared to the younger ones. In sum, children expressed more critical views about their circumstances and situation in the school (teachers, schoolmates) compared to their opinion on family, home, neighborhood, friends or material conditions.

3.2 Possible limitations

Taking into account the fieldwork procedure described earlier, there is at least two kinds of selection effect in the data, Firstly, school principals decided about giving permission to interviewers to carry out the survey and we have no idea about the reasons their decision was based on. Second, parents decided about giving permission to include their child in the survey and we have no idea about the reasons their decision was based on. We assume that both schools and parents vary in terms of their "habitus" and the consequence of their decision brings an unmeasured heterogeneity in the data. Based on few (demographic) criteria data were weighted but this handles the problems to a limited extent only. In fact, we have no idea whether subjective well-being for Hungarian children is overestimated or underestimated in the data. It can even happen that various effects moving in opposite directions neutralize selectivity and the measurement error is not enormous.

In the first contextual part of this report, a section was devoted to child poverty in Hungary. Given the concern, regarding this problem in a relatively low-income society (in European terms), it is somewhat surprising that pupils sampled in this survey report about good material conditions and turn out to be satisfied with their financial situation.

Concluding comments

This report has been intentionally descriptive. The data we have gathered has many potential for further use, for deeper (multivariate) analysis on within country variation e.g. by region, in addition to gender and age differences. We also plan methodological exercises to investigate the quality of the data. There is opportunity to add school-level macro information on the actual schools which participated in the survey. Finally, we definitely plan to place Hungary on the children's well-being map and to compare our data to those from other countries, to prepare cross-country analyses.

Appendix: Statistical Tables

2.2. The home and people children live with

Table A1 and A2 summarize variations in responses in these six questions regarding home and family. There were no significant differences by gender. Children's level of agreement showed significant differences by age group regarding family help ($p<.005$) and having good time together ($p<.001$). By family type there were significant differences regarding family help ($p<.005$), having a good time together ($p<.001$) and making decisions together ($p<.001$).

Table A1. Variations in home (All age groups) (Mean (standard deviation))

	Family care	Family help	Good time together	Feel safe at home	Parents listen	Making decisions together*
Gender						
Boy	3.8 (0.6)	3.7 (0.7)	3.7 (0.7)	3.8 (0.5)	3.6 (0.8)	3.3 (1.0)
Girl	3.8 (0.6)	3.6 (0.7)	3.7 (0.7)	3.8 (0.4)	3.5 (0.8)	3.2 (1.0)
Age Group						
8 year-olds	3.8 (0.6)	3.7 (0.69)	3.7 (0.6)	3.8 (0.6)	3.6 (0.8)	-
10 year-olds	3.8 (0.5)	3.7 (0.65)	3.7 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)
12 year-olds	3.8 (0.5)	3.6 (0.71)	3.6 (0.7)	3.9 (0.4)	3.5 (0.8)	3.2 (1.0)
Total	3.8 (0.6)	3.7 (0.7)	3.7 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)

*This question was asked only from 10 year-olds and 12 year-olds

Table A2. Variations in home (10 and 12 year-olds) (Mean (standard deviation))

	Family care	Family help	Good time together	Feel safe at home	Parents listen	Making decisions together
Family type						
Mother and father	3.8 (0.5)	3.7 (0.6)	3.7 (0.6)	3.9 (0.4)	3.5 (0.8)	3.3 (1.0)
Parent and stepparent	3.8 (0.5)	3.6 (0.8)	3.5 (0.8)	3.8 (0.5)	3.4 (0.9)	3.1 (1.1)
Lone parent	3.8 (0.5)	3.6 (0.7)	3.6 (0.8)	3.8 (0.5)	3.5 (0.9)	3.2 (1.1)
Other	3.7 (0.7)	3.5 (0.9)	3.5 (0.8)	3.8 (0.6)	3.4 (0.9)	2.9 (1.3)
Total	3.8 (0.5)	3.7 (0.7)	3.6 (0.7)	3.8 (0.5)	3.5 (0.8)	3.2 (1.0)

2.4. Friends

Table A3 summarizes variations in responses about friends. There were significant differences by gender in the following statements (p<0.001): 'I have enough friends', 'My friends are usually nice to me', and 'If I have a problem, I have a friend who will support me'. Children's level of agreement showed significant differences by age group (p<0.001) regarding the enough amount and the kindness of friends.

Table A3. Variations in friends (All age groups) (Mean (standard deviation))

	Friends Enough	Friends Nice	Friends Get On	Friends Support
Gender				
Boy	3.5 (0.9)	3.2 (1.0)	3.5 (0.8)	3.5 (0.9)
Girl	3.4 (1.0)	3.4 (0.9)	3.5 (0.8)	3.7 (0.7)
Age Group				
8 year-olds	3.5 (0.9)	3.4 (0.9)	3.5 (0.9)	3.6 (0.9)
10 year-olds	3.4 (1.0)	3.2 (1.0)	3.5 (0.9)	3.6 (0.8)
12 year-olds	3.5 (0.9)	3.3 (0.8)	3.5 (0.7)	3.6 (0.7)
Total	3.5 (0.9)	3.3 (0.9)	3.5 (0.8)	3.6 (0.8)

2.5. School

Table A4 summarizes variations in responses in these seven questions about school life. There were no significant differences by gender. Children's level of agreement showed significant differences by age group (p<0.001) regarding all of the 7 items. There is a clear pattern that older pupils are less satisfied with school life. There is at least 0.5 point or even bigger difference in the means for the items on "teachers care", "teachers help", "schoolmate support" "school arguments" or "teachers listen". Safety is school displays smaller age variation.

Table A5 summarizes variations in responses about bullying. Children's level of agreement showed significant differences both by gender (p<0.001) and age group (p<0.001) regarding all of the 3 items.

Table A4. Variations in school life (All age groups) (Mean and standard deviation)

	Teachers care	Teachers help	Schoolmates support	School arguments	Teachers listen	School decisions*	Feel safe at school
Gender							
Boy	3.2 (1.0)	3.3 (1.0)	3.1 (1.0)	2.2 (1.4)	3.2 (1.0)	2.9 (1.1)	3.3 (1.0)
Girl	3.2 (1.0)	3.2 (1.0)	3.0 (1.1)	2.2 (1.3)	3.2 (1.0)	2.9 (1.1)	3.4 (0.9)
Age Group							
8 year-olds	3.5 (0.8)	3.6 (0.7)	3.3 (1.0)	2.4 (1.4)	3.5 (0.8)	-	3.5 (0.9)
10 year-olds	3.1 (1.0)	3.2 (1.0)	3.0 (1.1)	2.4 (1.3)	3.2 (1.0)	2.9 (1.2)	3.3 (1.0)
12 year-olds	2.8 (1.0)	2.9 (1.1)	2.9 (1.0)	1.9 (1.3)	2.8 (1.0)	2.8 (1.1)	3.3 (0.9)
Total	3.2 (1.0)	3.2 (1.0)	3.0 (1.1)	2.2 (1.4)	3.2 (1.0)	2.9 (1.1)	3.6 (0.9)

*This question was asked only from 10 year-olds and 12 year-olds

Table A5. Variations in bullying (All age groups) (Mean and standard deviation)

	Hit by other children in school	Mocked by other children in school	Left out by other children in class
Gender			
Boy	0.8 (1.0)	1.2 (1.2)	0.7 (1.0)
Girl	0.5 (0.8)	1.0 (1.1)	0.8 (1.1)
Age Group			
8 year-olds	0.8 (1.1)	1.1 (1.2)	1.0 (1.1)
10 year-olds	0.7 (0.9)	1.2 (1.2)	0.8 (1.1)
12 year-olds	0.4 (0.7)	0.9 (1.1)	0.5 (0.9)
Total	0.6 (0.9)	1.1 (1.2)	0.8 (1.0)

2.6. The area where children live

Table A6 summarizes variations by gender and age group in responses about local area. Children's level of agreement showed significant differences both by gender and age group regarding almost every items (except Area Safe Walk) ($p < 0.005$).

Table A6. Variations in local area (All age groups) (Mean and standard deviation)

	Area Safe Walk	Area Places To Play	Local People Support	Local Adults Kind	Local Are Decisions*	Local Adults Listen
Gender						
Boy	3.4 (0.9)	3.4 (1.0)	2.9 (1.3)	3.2 (1.0)	2.4 (1.4)	3.0 (1.2)
Girl	3.3 (0.9)	3.3 (1.1)	2.9 (1.3)	3.2 (1.0)	1.4 (1.4)	3.0 (1.1)
Age Group						
8 year-olds	3.4 (1.0)	3.5 (1.0)	3.0 (1.3)	3.3 (1.0)	-	3.3 (1.1)
10 year-olds	3.3 (0.9)	3.4 (1.1)	2.9 (1.3)	3.2 (1.0)	2.5 (1.5)	3.0 (1.1)
12 year-olds	3.4 (0.8)	3.1 (1.1)	2.8 (1.2)	3.1 (1.0)	2.2 (1.4)	2.8 (1.1)
Total	3.7 (0.9)	3.3 (1.1)	2.9 (1.3)	3.2 (1.0)	2.3 (1.4)	3.0 (1.1)

*This question was asked only from 10 year-olds and 12 year-olds

2.9. Subjective well-Being

In line with the Data Science Guidance for Wave 3, scores by each well-being scale were rescaled so that they range from zero to 100. The distribution of scores is shown in Table A7.

Table A7. Distribution of scores on the well-being scales (SWBS, DBSWBS, PNAS, PWBS)

Scores	% of 10- and 12 year-olds			
	SWBS	DBSWBS	PNAS	PWBS*
0 to 4	0.1	0.0	0.0	0.0
5 to 9	0.0	0.0	0.1	0.0
10 to 14	0.3	0.0	0.0	0.0
15 to 19	0.4	0.0	0.1	0.2
20 to 24	0.3	0.1	0.0	0.1
25 to 29	0.4	0.1	0.2	0.3
30 to 34	0.8	0.2	1.0	0.6
35 to 39	0.3	0.2	1.9	0.6
40 to 44	0.7	0.6	4.1	1.4
45 to 49	1.1	0.3	9.9	0.7
50 to 54	1.6	1.2	25.9	1.7
55 to 59	1.5	1.3	16.8	2.4
60 to 64	1.6	2.7	12.1	3.1

65 to 69	2.0	3.7	10.1	4.2
70 to 74	2.9	7.6	7.6	5.6
75 to 79	3.0	7.1	3.9	9.5
80 to 84	5.8	16.7	2.9	13.1
85 to 89	7.2	12.7	1.3	12.8
90 to 94	14.1	24.0	1.4	21.5
95 to 99	22.9	13.4	0.6	15.5
100	33.7	8.2	0.5	6.8

*Items of this scale were asked only from 12 year-olds