IMPLEMENTATION OF CHILDREN'S RIGHTS IN A PRESCHOOL EDUCATIONAL INSTITUTION: PEDAGOGUES' POINT OF VIEW

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Abstract
Children's rights and responsibilities are equally important; each right of the child is related to a responsibility and the state is responsible for the determination and implementation thereof. Today children's rights are protected by laws, regulated in various documents; public educational programmes are being created, institutions are being established not only in Lithuania but also abroad. The objective of this article is to disclose possibilities of implementation of children's rights in a preschool educational institution. Theoretic aspects of implementation of children's rights in a preschool educational institution are discussed, peculiarities of children's rights implementation possibilities in preschool educational institutions are analysed in the article. A research is presented in the article wherein 240 preschool education pedagogues participated. The research results show that possibilities of implementation of the rights of the child in a preschool education institution are maximum: application of proper measures; cooperation of parents whose children attend preschool educational institutions and pedagogues; solution of problems emerged by using the help of children's rights experts. It was discovered that implementation of children's rights in preschool educational institutions is taking place smoothly, no major problems and violations are noticed and the problems emerged are being solved.

KEYWORDS: child, rights of the child, a preschool educational institution, implementation, possibilities.

Introduction

The rights of the child are integral parts of a human rights system. The level of rights assurance and protection of this age group is one of specific indicators of human rights' position in the state since it is most susceptible to social and economic changes and the most vulnerable part of the society (Roose, Bouverne de Bie, 2008; Kabašinskaitė, 2002). Children are that part of a society which cannot fully represent their rights, defend them independently, and complain when they are violated or when they are ignored, and take political measures for implementation of their interests. Children's rights depend on understanding of adults and their conscious and decided efforts to ensure their successful future (Kietytė, 2005).

Children's rights are protected by laws, regulated in various documents; public educational programmes are being created, institutions are being established both in Lithuania and foreign countries.


The most important relationship, rights and freedoms of the child and their protection guarantees in the areas of child's life, education and activity are regulated by the Law on Fundamentals of Protection of the Rights of the Child (1996). Main children's civil and social rights and freedoms guaranteed by the state are regulated in the law (Jonynienė, 2005; Sakalauskas, 2000).

The main duties of the child are defined by Article 48 of the Law on Fundamentals of Protection of the Rights of the Child (1996) wherein it is stated that a child is a member of the society and by using its rights it shall adhere with standards of behaviour established, Constitution of the Republic of Lithuania (2013), provisions of this and other laws as well as legal acts, respect rights of other people. Responsibilities of the child are specified in the Constitution of the Republic of Lithuania (see Pic. 1).
According to G. Sagaitis (2006), children may have rights which are not characteristic to adults, for example, a right to be protected against violence and neglect, a right to develop healthily and similar. This emphasizes a position of a child as a privileged subject in a social space.

The main groups of the rights of the child are established in the Law on Fundamentals of Protection of the Rights of the Child (1996) of the Republic of Lithuania.

Group I - personal non-property rights of the child (right to life, right to honour, right to dignity, immunity of a private life, right to expression of an opinion and right of the child's participation, right to identity preservation, right to be protected about various types of physical or psychical violence, sexual abuse, neglect);

Group II - the child's rights in a family and the child's rights related with a family (the right to know its parents and be taken care of, educated, the right to live with parents and not to be separated from them, the right to communicate with both parents while they live separately as well as with other relatives, the right to request from both parents to stipulate proper conditions to develop, materially support, provide with a housing, right to have a separate property from family members);

Group III - social economic rights of the child (a right to healthy development, right to protection and support to a child after having lost the custody of parents, the right to a complete life to children with disability, the right to participate in a public life, peaceful meetings and organisations, freedom of thought, honesty, religion, word, right to social programmes, social provision, special treatment after the child experiences abuse);

Group IV - political rights of a child (right to citizenship, right to refugee status) (Šalaševičiūtė, 2012, P. 11).

As regards the rights, it cannot be forgotten that at the same time children have to be familiarized with their responsibilities. The unity of rights and responsibilities is an expression of a public agreement. The right understood in this way is a public agreement. The balance between rights and responsibilities creates the society itself as the reality of life of individuals with confronting interests and at the same time this balance has sense only in the society (Liwski, 2006). People can live together only when they conform to a contract stipulated by them - a rule of behaviour that acquired a shape of balance between rights and duties. On its basis a person guarantees its rights without causing threat to rights of another person (Vaišvila, 2001, P. 15). It is equally important to develop the sense of duty and responsibility as to
know the rights. When defending the rights of the child it is necessary to encourage the child itself to be responsible for its behaviour. A child has to develop a sense of responsibility for itself, other children, adults and the whole society.

A child must have legal protection before the birth and after it. Considering that a child is the most sensitive part of the society and it is not able to defend its rights independently, certain institutions ensuring children's rights implementation shall operate in the society (Monkevičius, 2002).

It is ensured in Article 60 of the Law on Fundamentals of Protection of the Rights of the Child that protection of the rights of the child shall be guaranteed by the appropriate municipal board, municipal executive institutions, protection of the rights of the child institutions (services), police inspectors in charge of minors' (youth) affairs, and also schools and other institutions, which prepare and implement measures for protection of the rights of the child, and prevention of violations of children's rights.

Preschool education is the initial link of the educational system the purpose whereof is to satisfy natural, cultural, social and cognitive needs of the child. It is an important link when implementing legal education, ensuring and fostering the rights of the child. Preschool education is taking place in a family and in accordance with a preschool education programme upon request of parents (custodians) or recommendation of institutions responsible for protection of the rights of the child. A kindergarten is a universal contemporary educational and family social aid institution, a link of the new educational policy (Glebuvienė, Keruliene, 2001).

Preschool education reflects the main needs of a child - a child needs safety, possibility to grow and develop healthily. A child is young by its age and short by his height therefore it has fewer possibilities to be listened to or heard. Children are dependent on an adult responsible for satisfaction of their needs. Satisfaction of the most important needs of a child is based on its main rights - a right to survive, develop, and be safe, listened to and respected. Rights are something that a man needs in order to be a man (Glebuvienė, Tarasonienė, 2003).

In a preschool institution children are being educated according to certain programmes, however, programmes are not strict. Each institution may choose a specific area of education. However, notwithstanding the main area of a preschool education institution, children are familiarized with various topics without abandoning the education on human rights as well. Topics related with children's rights are integrated in various preschool education programmes: Programme Manual of Early Education ("Ankstyvojo ugdymo vadovo") (2001), humanistic children education programme I am growing the tree of life ("Auginu gnyvbės medį") (1998), kindergarten programme Little Strand ("Vėrinėlis") (1993). It is important that the rights of the child would be not only supported in preschool children educational institutions but also they would be violated neither by pedagogues, nor by parents and other children.

Four groups of rights are distinguished in all these programmes and programmes created on their basis:

Existence rights include a right of a child to live and have everything that is necessary for its existence. That includes proper living conditions, housing, complete nourishment and a right to medical service.

Development rights include what a child needs in order to fully develop. That includes a right to past time and games, cultural events, right to freedom of thought, conscience and religion, possibility to use information.

Protection rights require that children would be protected against all forms of violence, abuse and rude behaviour. Refugee children are defended by them, they are used for speaking out against torture and abuse in the law and order system, participation of children in military actions, children's labour, use of drugs and sexual abuse.

Participation rights allow children participating in community or state activities. It is a freedom to express their opinion, talk about what is important in their life, participate in peaceful meetings. Children have a possibility to participate in social activities, prepare for responsible life of an adult man.

It is important that all these rights would be not only supported in preschool children educational institutions, they would be violated neither by pedagogues, nor by parents and other children. The relevance of children's rights implementation is shown by attention to them in various state laws (Constitution of the Republic of Lithuania, 1992; Civil Code of the Republic of Lithuania, 2000; Law Amending the Law on Education of the Republic of Lithuania, 2011; Law on Fundamentals of the Rights of the Child of the Republic of Lithuania, 2007; other government laws, strategies, programmes, etc.) and scientific (Prokopčik, 2000; Kabašinskaitė, 2002; Glebuvienė, Tarasonienė, 2003; Kietytė, 2005; Sagatys, 2006; Liwski, 2006; Roose, Bouverne de Bie, 2008, etc.) researches. However, this area continues...
requiring more extensive researches and analysis since it is often discussed about rights and responsibilities of children, their implementation in preschool education institutions and problems, participation of pedagogues in implementation of these rights.

Research object: implementation of the rights of the child in a preschool educational institution.

Research objective - to disclose possibilities of implementation of the rights of the child in a preschool educational institution.

Research methods – scientific literature analysis, survey (written), data analysis.

Scope of the research - 240 preschool education pedagogues which work in Klaipėda, Kretinga, Skuodas, Mažeikiai, Priekulė, Drevnera, Šilutė preschool educational institutions. Distribution of respondents according to work experience of pedagogues: 51% consisted of people with pedagogical work experience of 11 to 22 years; 23% respondents had pedagogical work experience of 1 to 10 years, 21% of respondents had pedagogical work experience of 11 to 20 years and 5% had 31 and more years of pedagogical work experience.

The survey for preschool education pedagogues was prepared in advance in accordance with the objective of this research. The questions that could fully disclose the objective of the research were selected. The questions were formulated in such a way that results could be added and summarized after having received the answers. The questions were used for clarification how respondents understand what a child is and what the rights of the child are. It was attempted to clarify the opinion of preschool education pedagogues about the importance of rights and duties of the child, what knowledge and skills a preschool education pedagogue must have in the area of children's rights implementation, to know from what sources pedagogues learn about children's rights and are documents defending the child, what measures are applied, what possibilities are distinguished and with whom respondents are cooperating in order to implement the rights of the child in preschool educational institutions. It was also attempted to clarify who, in the opinion of respondents, is responsible for implementation of the rights of the child in a preschool educational institution, what possibilities are available to pedagogues in case of violation of the child's rights in a family and in preschool educational institutions, etc.

The following ethical principles were adhered to during the research: benevolence, respect to personal dignity, justice and the right to receive accurate information. The factors of benefit, reliability or compromise were not referred to when selecting respondents. The person could choose and decide himself whether he freely agrees to participate in the research. Anonymity of respondents was ensured during performance of the research. The data collected were analysed by using software MS Excel and then their discussion, generalization was performed.

The Results of the Research on the Point of View of Pedagogues Regarding Implementation of the Rights of the Child

The researchers were interested how respondents understood what a child was. The answers were divided into two groups since even 46% of preschool education pedagogues participating in the survey mentioned that a child is as "personality", "a developing personality before adulthood", "maturating personality", "individual personality", "personality with an opinion, character", etc. 54% of respondents stated in their answers that a child is "a man", "a little man", "a man with his own rights and duties", "a man able to love everyone and forgive everyone", "a man, just still a little one", "a growing man with his own needs", "a little man of an age up to 10 years, with his own character, rights and duties", "a man that is growing and improving", etc.

In the same way as every man, a child has all rights and freedoms. We were interested during the research how pedagogues of preschool education institutions understand what rights of the child are. The answers of preschool educational institutions showed that pedagogues name the child's rights as follows: "The rights of the child is an attitude of adults to children as a personality, tolerance of their opinion", "The rights of the child is a safe, calm childhood, safe and warm environment, loving and caring adults which cherish a mature personality", "The rights of the child is something that is mandatory to provide the child with and what it has to be protected from", "Satisfaction of the child's needs and socialisation", "Provision with proper conditions for a healthy life style, socialisation of the child and development of its little personality", "A possibility for a child to satisfy its needs", "The rights of the child is something what a child can or has to do, what it is allowed", "The rights of the child are possibilities given to a child", etc. 40% of respondents defined the rights of the child in the following way: "The rights of the child to
grow, develop, educate", "The rights of the child to live healthily and safely", "Safe environment of the child", "To grow healthy and safe", "The rights of the child are respect to the child", "The child's rights is the right to live, grow, play, have social rights, right to development, education", "The right of the child to live", etc.

The data on opinion of pedagogues regarding the issue of importance of the rights of the child received during the research are presented in Picture 2.

![Pie chart showing opinion of pedagogues about the importance of the rights of the child]

**Pic. 2.** Opinion of pedagogues about the importance of the rights of the child

It became clear after having analysed the answers those respondents answered 100% unanimously that the right of the child to live and grow as well as the right of the child to be healthy are very important. By expressing their opinion about the right of the child to individuality and its preservation, even 70% of preschool education pedagogues answered that this right is very important and 30% answered and this right is important. The answers of respondents about the right of the child to personal life, personal immunity and freedom were classified in the following way: 65% answered that this right is very important, 25% answered that it is important and 10% mentioned that this right is moderately important. 84% of respondents notified that a social right is very important, and in the opinion of 16% of pedagogues this right is important. Besides, even 67% of preschool education pedagogues answered that this right of the child to recreation and past time is very important, and 33% mentioned that this right is important. By expressing their opinion about the right to cherish the language, culture and customs of the child belonging to national communities of the Republic of Lithuania, even 70% of pedagogues notified that this right is very important, and 30% of respondents mentioned that this right is important.
Even 81% of preschool education pedagogues evaluated the right of the child to play as very important, and 19% of respondents evaluated this right as important.

As regards the rights, it cannot be forgotten that at the same time duties of a man exist and are very important. One of the aims of the research was to know the opinion of pedagogues about the importance of duties of the child. The data of the research are presented in Picture 3.

![Pic. 3. Opinion of pedagogues about the importance of the duties of the child](image)

By expressing their opinion about the importance of duties of the child, answers of pedagogues of preschool education were classified in the following way: the duty of the child to respect its parents, other family members, take care of them when they get old, in cases of disease or other disabilities, help parents and other family members that need support and the duty to respect pedagogues, other adults and children, not to violate their rights and legal interests, 82% of pedagogues evaluated them as very important, and 18% evaluated them as important duties; 75% of respondents evaluated the right of the child to adhere with accepted standards of behaviour in educational, mentoring institution, public places, work, household as very important and 25% evaluated them as an important duty. Besides, 61% of respondents assume the duty of the child to respect and preserve cultural and historical values, nature, public and private property a very important and 39% of pedagogues assume it to be important.

As the pedagogues that participated in the research declared, the researched showed that preschool education pedagogues must have the following knowledge and skills in the area of implementation of the rights of the child: "A pedagogue must be familiarized with laws regulating the rights of the child", "A pedagogue must have attended a seminar or courses about rights and obligations of a child", "He must be well educated, have enough knowledge about education of the child", "He must have psychological and pedagogical skills", "Muh flexibility is required when cooperating with parents, tolerance, ability to lower down to the level and a child and respect to a child are needed", "One must respect a child as a man, a personality", "Pedagogical knowledge is enough and everyone has individual skills", etc.
One of the aims of the research was to know what knowledge and skill a preschool education pedagogue must have in the area of implementation of the rights of a child. The answers of respondents were as follows: "A pedagogue must be familiarized with laws regulating the rights of the child", "A pedagogue must have attended a seminal or courses about rights and obligations of a child", "He must be well educated, have enough knowledge about education of the child", "He must have psychological and pedagogical skills", "Much flexibility is required when cooperating with parents, tolerance, ability to lower down to the level and a child and respect to a child are needed", "One must respect a child as a man, a personality", "Pedagogical knowledge is enough and everyone has individual skills", etc.

We asked preschool education pedagogues that participated in the research the following question - what documents defending a child seem the most important to them? The data are presented in Picture 4.

![Picture 4. The most important documents defending a child in the opinion of pedagogues](image)

When answering, 95% of respondents distinguished the Convention of the Rights of Children of the United Nations and the Law on Protection of the Rights of the Child of the Republic of Lithuania as the most important. 25% of preschool education pedagogues distinguished the Family Code as the most important. The Law on Education of the Republic of Lithuania also seems important to 14% of respondents and only 7% of respondents assume the UNICEF programme to be one of the most important. None of respondents specified documents defending a child.

We clarified and determined during the research what measures pedagogues apply during implementation of the rights of the child in preschool educational institutions. Answers are presented in Picture 5.
Pic. 5. Measures applied by pedagogues when implementing the rights of the child in preschool educational institutions.

The answers showed that 77% of preschool education pedagogues answered that they were cooperating with parents and the same number of pedagogues (77%) mentioned in their answers that they were cooperating with experts. 51% of respondents answered that they were also preparing various educational measures when implementing the rights of children in a preschool education institution.

During the research we clarified the opinion of pedagogues who is responsible for the defence of the rights of the child in a preschool education institution. Results are presented in Picture 6.

Pic. 6. Persons responsible for implementation of the rights of the child in a preschool educational institution in the opinion of pedagogues.

The results of the research showed that 91% of pedagogues thought that all people surrounding the child were responsible for implementation of the rights of the child in a preschool educational institution. Moreover, 68% of respondents distinguished that pedagogues themselves are responsible. 33% of respondents mentioned that the heads are also responsible for the implementation of the rights of the child and only 30% of the surveyed think that parents are responsible for implementation of the rights of the child in a preschool education institution.

The research helped identifying what are the problems of implementation of the rights of the child in their opinion. The answers of pedagogues were different: "Failure to take care of children, shortages of hygiene, dirty clothes", "The number of parents who are not taking care of children, who cannot afford (due to material problems to let the child go to an educational institution" is increasing", "The sneer of peers is a big issue", "I notice various violations in a family on TV: I did not notice such violations in a preschool education institution", "A child is unsecure from both physical and psychological point of view", "Lots of freedom is allowed and there are very few rules and standards of behaviour", "In senior groups children already start poking fun at each other, eg., not nicely dressed, does not have some more expensive toy", "Parents pay very little attention to children, communicate too little with them." Neglect of children (dirty
clothes, diseased children) is a very big problem, "Parents educate children with physical punishments or do not educate them at all", "The right to individuality is sometimes violated", etc.

We clarified by the research what possibilities pedagogues of preschool education have if problems of the rights of the child are present both in the family and a preschool educational institution. The following possibilities became clear after having analysed the answers: "Appropriate institutions, experts of the rights of the child may be contacted", "There is a possibility to communicate with parents and resolve violations", "Pedagogues may contact social pedagogues", "A pedagogue tries to resolve problems together with parents of contact experts", "If possibilities are limited in a family, a pedagogue resolves problems individually in a preschool education institution", "After having familiarized with a situation a pedagogue has a right to inform the head of the institution, social pedagogue", "First of all, it is necessary to discuss the situation, consult administration of the institution, commission of the child's welfare, consult with experts working in appropriate institutions", "Since parents are very lost, a dialogue should primarily take place with them, there must be an attempt to resolve problems and then contact the experts", "To inform the department of the Defence of the Rights of the Child", etc.

The research showed that 93% of preschool educational pedagogues have not faced with violations of the right of the child in a preschool education institution. Only 7% of pedagogues indicated that they have experienced violations of the rights of the child in a preschool educational institution (one of the cases mentioned was: "The mother did not take care of children (dirty clothes, parasites in the head)").

One of the aims of the research was to clarify what possibilities were available to pedagogues in order to resolve violations of the rights of the child. The results showed that 7% of pedaguges distinguished the following possibilities which helped to resolve violations of the rights of the child: "We talked to parents and resolved the violation", "A conversation with the mother during the meeting of the Child's Welfare Committee", "Help of experts of the protection of the rights of children".

By generalizing the data of the research we can state that pedagogues have enough possibilities to implement the rights of children in a preschool educational institution. The major part of pedagogues assumes the rights and duties of the child to be very important without any exception. Most often pedagogues learn about the rights of the child from laws regulating the rights of the child, the Internet and informational publications and seminars. Because of this, it can be stated that pedagogues attempt received more and more knowledge, acquire skills and competencies in the area of implementation of the rights of the child. Pedagogues apply proper methods of education when implementing the rights of the child and most often they cooperate with parents and experts. Pedagogues do not distinguish a person who would be responsible for the rights of the child and they state that all people surrounding the child are responsible. Pedagogues notice various problems of the rights of the child: mutual sneer of children, violence against children, neglect. When resolving the problems of the rights of the child pedagogues are primarily attempting to discuss and clarify situations with parents and then they contact appropriate institutions and cooperate with experts. Moreover, the majority of pedagogues cooperate with heads of preschool educational institutions and colleagues in case of violations of the rights of the child. The major part of pedagogues has not experienced violations of the rights of the child in preschool educational institutions.

Conclusions

1. The scientific literature and legal documents indicate that a child is every person not yet being 18 years old if its full age is not acknowledged earlier according to the law applied. The rights of the child are understood as a constituent part of the system of human rights and the state is responsible for their identification and implementation. All rights and responsibilities of the child are equally important and each right of a child is related to a responsibility. Many institutions and services not only in Lithuania and also abroad are established in order to ensure the rights and duties of the child and also to help implementing them. It became clear that there are sufficient possibilities for implementation of the rights of the child in preschool education institutions according to the programmes prepared. The child depends on the pedagogue's competence, proper environment and proper relationship between a child and a pedagogue.

2. It was established by the research that pedagogues have sufficient possibilities when implementing the rights of the child in a preschool educational institution. The major part of pedagogues assumes the rights and duties of the child distinguished to be very important. The Convention of the Rights of Children of the United Nations and the Law on Protection of the Rights of the Child of the Republic of Lithuania are assumed to be the most important documents. Pedagogues apply proper methods of education when
implementing the rights of the child and most often they cooperate with parents and experts. Pedagogues do not distinguish a person who would be responsible for the rights of the child and they state that all people surrounding the child are responsible. Pedagogues notice various problems of the rights of the child: mutual sneer of children, violence against children, neglect. When resolving the problems of the child pedagogues are primarily attempting to discuss and clarify situations with parents and then they contact appropriate institutions and cooperate with experts. Moreover, the majority of pedagogues cooperate with heads of preschool educational institutions and colleagues in case of violations of the rights of the child.

References

VAIKO TEISIŲ ĮGYVENDINIMAS IKIMOKLYKLINIO UGDYMO ĮSTAIGOJE: PEDAGOGŲ POŽIŪRIS

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Santrauka

apsaugotam nuo prievartos ir nepriežiūros, teisę veikiai vystytis ir panašiai. Tai įvairija vaiko, kaip privilegijuoto subjekto padėtį socialinėje erdvėje.


Vaiko teisių įgyvendinimo aktualumą nurodo dėmesys joms įvairiuose valstybės įstatymuose (LR Konstitucija, 1992; LR Civilinis kodeksas, 2000; LR švietimo įstatymo pakeitimo įstatymas, 2011; LR vaiko teisių apsaugos kontrolieriaus įstatymas, 2007; kiti vyriausybės įsakymai, strategijos, programos ir kt.) bei mokslininkų (Prokopčik, 2000; Kabašinskaite, 2002; Glebuvienė, Tarasienė, 2003; Kietytė, 2005; Sagatys, 2006; Liwski, 2006; Roose, Bouverne de Bie, 2008 ir kt.) tyrimai. Tačiau ši sritis ir toliau reikalauja išamesnių tyrimų, bei analizės, nes dažnai diskutuojama apie vaikų teises ir pareigas, jų įgyvendinimą išmokymo lininėse ugdymo įstaigose bei problemas, pedagogų dalyvavimą šių teisių įgyvendinime.

Tyrimo objektas: vaiko teisių įgyvendinimas išmokymo lininėje ugdymo įstaigoje.

Tyrimo tikslas – atskleisti vaiko teisių įgyvendinimo ugdymo laikotarpiu, suaugusio asmens, kurie pasiklydo įgyvendinti vaiko teises ir pareigas, jų įgyvendinimą išmokymo lininėse ugdymo įstaigose bei problemas, pedagogų dalyvavimą šių teisių įgyvendinime.

Tyrimo metodas – mokslinės literatūros analizė, anketinė apklausa (raštu, duomenų analizė).

Tyrimo imties – 240 išmokymo linino ugdymo pedagogų, kurie dirba Kloštos, Kretingos, Skuodo, Mažeikių, Priekulės, Drevernos, Šilutės išmokymo lininėse ugdymo įstaigose.

Tyrimo duomenų analizė atskleidžia, kad pedagogai turi pakankamai galimybių įgyvendinti vaiko teises išmokymo lininėje ugdymo įstaigoje. Vaiko teises ir pareigas didžioji dalis pedagogų laiko be išmitys labai svarbiomis. Pedagogai dažniausiai apie vaiko teises sužino iš įstatymų, reglementuojančių vaiko teises, internete bei informacinių leidinių ir seminarų. Iš to galima suprasti, kad pedagogai siekia gauti vis daugiau žinių, gauti gebėjimų ir kompetencijų vaiko teisių įgyvendinimo srityje. Pedagogai taip tinkamai ugdymo metodus, įgyvendinant vaiko teises, daugiausiai bendradarbiauja su tevais ir su specialistais. Pedagogai neišskiria vieno asmens, kuris būtų atsakingas už vaiko teises, o teigia, kad atsakingi visi vaikų supantys žmonės. Pedagogai stebi įvairias vaiko teisių problemas: vaikų tarpusavio patyčios, smurtas prieš vaikus, nepriežiūra. Sprendo vaiko teisių problemas pedagogai strengiai pirmausiai aptarti ir išsiaiškinti situacijas su tevais, po to kreipiasi į atitinkamas institucijas ir bendradarbiauja su specialistais, taip pat dauguma pedagogų, esant vaiko teisių pažeidimams, bendradarbiauja su išmokymo lininio ugdymo įstaigų vadovais ir kolegomis. Didžiogai dalis pedagogų nėra susidūrę su vaiko teisių pažeidimais išmokymo lininio ugdymo įstaigose.