

Dr Zofia Frączek

Uniwersytet Rzeszowski

CHILD'S RIGHTS AND THEIR RESPECTING IN PERCEPTION OF TEACHERS

PRAWA DZIECKA I ICH RESPEKTOWANIE W PERCEPCJI NAUCZYCIELI

Abstract

The human of XXI century gained a lot in many scientific fields. He modernized many areas of social life, but it needs to be pointed that he was not able to eliminate some of social problems like for example violation of child's rights. Studies conducted in different countries by people interested in this case show many, at times even dramatic examples of child's rights violation. This phenomenon concerns countries in phase of development as well as those, with high level of industrialization. The only difference is the form of violation. Extraordinarily high expectations concerning respect for the child's rights are directed to teachers and educators, who as professionals, should present an example of respecting child's rights and share their knowledge with people whose experience is short. Presented article shows historical aspect of shaping child's rights, as well as results of author's research. It is a source of knowledge for teachers, concerning not only documents and organizations guarding child's rights but also essence of those rights – their respecting and abuses.

Key words: child's rights, respecting child's rights, teacher.

Streszczenie

Człowiek XXI wieku osiągnął bardzo dużo w dziedzinie wielu dyscyplin naukowych. Zmodernizował liczne obszary życia społecznego, ale trzeba zauważyć, że niektórych problemów społecznych nie udało mu się wyeliminować. Należy do nich kwestia łamania praw dziecka. Badania prowadzone w wielu krajach przez gremia zainteresowane tą problematyką odsłaniają liczne, niekiedy wręcz dramatyczne przykłady naruszania praw przysługujących dzieciom. Problem ten dotyczy zarówno krajów rozwijających się, jak i wysoko uprzemysłowionych, różne są jedynie formy łamania tych praw. Szczególnie wysokie oczekiwania w zakresie respektowania praw dziecka kieruje się wobec profesjonalistów – nauczycieli, wychowawców, którzy jako zawodowcy powinni być przykładem przestrzegania praw dzieci oraz dzielić się swoją wiedzą w tym zakresie z osobami mniej doświadczonymi. Prezentowany materiał ukazuje rys historyczny kształtowania się praw dziecka, a także wyniki badań własnych przybliżających wiedzę nauczycieli na temat dokumentów oraz organizacji chroniących prawa dziecka, a także samych tych praw – ich przestrzegania i łamania.

Słowa kluczowe: prawa dziecka, respektowanie praw dzieci, nauczyciel

Introduction

The XXI century brought a rapid development in science and technology. It gave opportunity to ease everyday life. Among facilities, there are many of them addressed to children and youth. The media entice young recipients with great diversity of products. It is believed that all of this is made to satisfy their needs. So it is hard to imagine that at the same time those young people experience violation of their rights, physical violence and mental abuse.

Ellen Key called the last XX century as “the century of child”. However it turned out that this time was not as fortunate for children as it was implied. It is worth recalling some painful war experiences of very young people like famine, homelessness, diseases, orphanhood or life in concentration camps, which sometimes ended in death¹. The time after war also brought many examples of child’s rights violation in different countries- phenomena of physical or sexual violence, mental abuse, trafficking of children, forcing them to hard work. Since many years UNICEF conducts researches and compares statistical data, which present situation of children around the world. The results show that even in western countries like Canada, Germany, Ireland, Great Britain or USA, many children live on level below national standards².

Even if Convention of Child’s Rights was signed by all countries in the world, the rights are still being violated, including the basic right- right to live in dignity. Difficult material circumstances are one of its reasons as well as armed conflicts, epidemics (for example Ebola, Malaria, Tuberculosis, AIDS). The cause of inequality is also traditional patriarchy system, which makes impossible for many girls and boys to gain an equal access to education.

Examples of violating child’s rights seem to be in conflict with the idea of civilized XXI century. It is still an unresolved problem of modern societies. In spite of existence of special rights system concerning children and activity of many world organizations fighting with injustice, the rights of children are still being violated and adults are responsible for this situation.

Formation of child’s rights – historical aspect

Child’s rights are considered as a list of rights that have sources in current civil rights. Those rights describe the child’s status in country, society and family³.

¹ Smolińska-Theiss B., *Dzieciństwo obszary znane i nieznanne*, (w:) *Prawa dziecka. Deklaracje i rzeczywistość*, red. J. Bińczycka, Kraków 1999, s. 109–111.

² Kantowicz E., *Ochrona praw dziecka w kontekście działalności UNICEF*, Warszawa 1996, s. 164.

³ Balcerek M., *Prawa dziecka*, Warszawa 1986, s. 25.

Children, because of their social status cannot take legal action, so their parents are responsible for their lot.

Through the centuries aspect of child and his civil rights was completely omitted. The essential cause of this situation was the fact, that position of children in social hierarchy was very low. Instead of needs of the youngest society members, the government was concentrated on their drawbacks. At the end of XIX century there was ventured an attempt of introduction an international system, which was to establish protection of human and child's rights⁴.

Referring to the past times we may say that a real turning point in evolution of child's protection was the emperor's Valentinian I abolition of the father's law about deciding if the child can live or not (365 AD)⁵. Needless to say that prohibition of killing and discarding children helped in development of child's rights, however treatment of children was through centuries extremely unjust.

At ancient times, children were their parents' possession. The ancient time of Hellens, Greece and Rome considered infanticide not only as compatible with the theoretical and philosophical system but also a good way to dispose of unwanted children. In ancient Rome children was given under absolute authority of their father. He was able to abandon, kill or sell his children to captivity⁶.

During middle ages time and some later ages, people thought that child is only a "material" for human and it needs a strict treating and ruthless discipline, because this is the only way to become a valuable human being. There was born many children but only some of them had opportunity to survive few years. Not only because of sanitary conditions but also because of lack of proper care. Children were treated as a cheap labour force and relations between children and parents were based on common law. A huge influence on human's life in the middle ages had Christian Church and Orthodox Church. This religious organisations were establishing the norms, according to which families of that time were living. Legally vested power of father and husband was still current and illegitimate children and legitimate ones were not treated equally. Punishing and incarcerating children and youth is an interesting aspect. Throughout the middle ages, the youngest members of society were incarcerated with adults in dungeons where hygienic terms were terrible. This situation changed in XVIII century thanks to activity of Parisian Parliament. In XIX appeared a principle assuming that children should be treated by law differently from adults.

At the turn of XVIII and XIX century in the Enlightenment philosophy appeared a conviction that a child needs special care and security. Significant meaning at the beginning of XIX century had Napoleonic Code, including law regulations

⁴ Balcerek M., *Międzynarodowa ochrona dziecka*, Warszawa 1988, s. 56.

⁵ Szymańczak M., *Od prawa do życia do prawa do samostanowienia (o ewolucji praw przyznawanych dziecku)*, [w:] *Dziecko i jego prawa*, red. E. Czyż, Warszawa 1992, s. 7.

⁶ Balcerek M., *Międzynarodowa ochrona dziecka...*, dz. cyt., s. 43.

according to which children has the same rights as adults and parents are obliged to respect those rights, take care of children and provide them upbringing. This set of principles had some influence on line of thinking about child's rights during later ages⁷.

In Chicago, 1900 the first juvenile court was established. In Belgium, 1913 took place the 1st International Congress of Childcare. In 1920 the *Union Internationale de Secours aux Enfants – UISE* began its functioning. In the middle of XX century in well-developed and developing countries spread an idea of protecting child's rights, and this is why the legislation concerning children appeared⁸.

On 11 December 1946, United Nations General Assembly instituted a UNICEF-United Nations International Children's Emergency Fund. A month before establishing a UNICEF, another important organization started activity – a UNESCO (United Nations Educational, Scientific and Cultural Organization). Its aim is combating phenomenon of discrimination at school, development of education, children's upbringing in responsibility for peace⁹.

An essential file established on 10 December 1948 by the United Nations General Assembly in Paris was a Universal Declaration of Human Rights. It is one of enlargements to the Geneva Convention. One of its main resolutions is that children are entitled to use the same social protection, no matter what is their origin¹⁰.

A Convention on the Rights of the Child established by the United Nations General Assembly on 20 November 1959 has significant meaning concerning child's rights protection. Its basic aim was realisation of assumption that adults should give children all the best they possess, provide happy childhood and using available declarations and rights¹¹.

On 7 July 1978, Poland as a Convention on the Rights of the Child's initiator, proposed its project. The discussion about its introduction lasted 11 years. It was legislated without doubts on 20 November 1989 during United Nations General Assembly. The catalogue of child's rights consists of civil, social, cultural and also political rights (for elder children). Children were not given economical rights so they were left in the custody of adults. Summing up, it is worth noticing that the XX century did not present as the century of children (according to wishes of great humanists) but it certainly was a century of significant activity for child's rights protection.

Among presented international organizations protecting child's rights, also the WHO (World Health Organization) should be noticed. Its domicile is situated in Geneva and currently it has 194 countries in membership. It functions within

⁷ Tamże, s. 50.

⁸ Szymańczak M., *Od prawa do życia do prawa do samostanowienia...*, dz. cyt., s. 8.

⁹ Łopatka A., *Konwencja Praw Dziecka w Polsce*, [w:] *Prawa dziecka. Deklaracje i rzeczywistość*, red. J. Bińczycka Kraków 1999, s. 18.

¹⁰ Szymańczak M., *Od prawa do życia do prawa do samostanowienia...*, dz. cyt., s. 11–13.

¹¹ Kłafkowski A., *Prawo międzynarodowe publiczne*, Warszawa 1979, s. 283.

the ONZ and its aim is developing a cooperation between countries in health protection issue. Activity of ILO (International Labour Organization) also has great meaning. It was established on 28 June 1919 during Peace Conference in Paris and presented as automatic organization connected with League of Nations. Currently, its domicile is situated in Geneva, it deals with social issues and employees problems including limitation of children's work. Nowadays 181 countries are its members.

In XXI century child's rights are protected not only by internal legislation of particular countries but also by many institutions and people working in them, who take care of treating children with respect and respecting their rights. In Poland such people are for example employees of Psychological and Pedagogical Centres, Centres of Children and Youth Sanity, Centres of Family Help, Centres of Crisis Intervention, Homes of Single Mother and Child, Centres of Social Help.

In Poland there are also many organizations, centres and foundations which protect children and their rights. Chosen ones are presented below:

1. Foundation "No one's children"- formed in 1991 and helps mainly those children who experienced violence, were abused physically and mentally, were used sexually and who were neglected;
2. Children's Friends Association- started national activity in 1949, takes care mainly of disabled children, those who suffer from chronic diseases, children from poor families, those who are neglected in education and upbringing, those who are in danger of addictions;
3. All- Poland Help for Victims of Violence in Family "Blue Line"- started its activity in 1995 and constantly brings help for victims and witnesses of violence in family;
4. Committee of Protecting Child's Rights- was the first non- governmental organization, which was protecting child's rights in Poland as well as in whole Eastern Europe. Formed in 1981 thanks to originator- Maria Łopatkowa;
5. Proponent of Child's Rights- on 6 December 2000 was brought to life a law concerning a detail rules and duties which a Proponent of Child's Rights should fulfil. To the Constitution of Poland was added a legislation 72, that gave law basis for creating such a position. Before it happened, protection of child's rights was one of duties of a Proponent of Citizen's Rights. Proponent of Child's Rights provides a law protection to underage people who did not gain 18 years old yet and are students of Middle Schools and Secondary Schools. It should be noticed that the Proponent's role is not to substitute Service, Institutions or Organizations, but to intervene while standard procedures failed or were stopped.
6. Proponent of Pupils' Rights- takes care of school kids, their freedom and rights presented in international and national legislation. He is chosen for tenure of 3 years in restricted election. In order to call off a person who is currently serving as a Proponent, self- government of pupils or the Proponent himself can present a motion to principal;

7. Parliament of Children and Youth- contains 460 deputies under 18 years old, who are students of Middle and Secondary Schools. Poland is the first country that decided to create a Parliament of Children and Youth. The first deliberations took place on 1 June 1994. Since then such a meeting takes place once a year. Administrative office of Polish parliament takes care of the organization in cooperation with the Centre of Citizens' Education, Department of Education and Science and Centre of Educations' Development. The most important idea of the Parliament of Children and Youth is making young citizens more aware of their rights as well as showing them that they can have influence on their rights and duties¹².

In Poland there are legislations which guard child's rights: Constitution of Poland, Family Code, Criminal Code, Civil Code, Labour Code, Education Law and others.

Methodological assumptions of author's research

Rights of child who realizes education process in Poland are protected by many legal provisions like for example Constitution of Poland, Education Law and Ordinance of Education Minister. School as well as kindergarten is an institution which should be associated with safety. Parents taking their children to those education institutions expect that children will receive the best possible conditions. A decisive stage of every children life is starting kindergarten education. Most few- years- old children experience being away from parents for the first time in their life. This is why that situation is connected with great emotions and is stressful for both children and parents. What is more, this primary stage is very important because motivation gained by child in kindergarten will bring results in next years of education. This is why knowledge and respecting basic child's rights by teachers is significant. Its respecting have influence on shaping proper relations between teacher and child, what improves the atmosphere in kindergarten. It also causes that this institution becomes more friendly, benevolent and safe for child. Respecting child's rights is an aspect, which should be constantly diagnosed and all dysfunctions eliminated. This is why the author conducted research.

The author presented following aims:

Theoretical and cognitive aim – noticing how shapes teachers knowledge about child's rights and its respecting

¹² Meissner-Łozińska J., Smoczeńska A., *Kształtowanie się praw dziecka na przestrzeni wieków a aktualna sytuacja prawna dziecka w Polsce*, [w:] *Prawa Dziecka. Teoria i praktyka*, red. E. Mar-kowska-Gos, H. Sommer, W. Walc, Rzeszów 2003, s. 24.

Practical and introductory aim – formulating conclusion which present ways of eliminating dysfunctions in teachers knowledge. In consequence presenting conclusion to education authorities, teachers and parents to improve educational practise. In consequence directing gained results to education authorities and teachers to improve educational practice.

In conducted research the author formulated following research problems:

1. Do teachers of kindergarten education know documents and organizations protecting child's rights?
2. What are the sources of knowledge teachers use to gain information about child's rights?
3. Do kindergarten institutions present activity concerning development of teachers about child's rights?
4. Which of child's rights are the most important for teachers?
5. To which of child's rights teachers in kindergarten pay attention most of all?
6. In what kind of social background child's rights are being violated mostly, in teachers opinion?
7. How do teachers evaluate general level of knowledge concerning child's rights?

In this research a diagnostic survey was used as a research method. Questionnaire was a technique and a questionnaire was used as a research tool. It was directed to chosen teachers in kindergartens. It consisted of 15 questions (close-ended and open-ended ones). The research was conducted from September to December 2016 in Sub-Carpathian region. 100 teachers from kindergartens took part in it and 100% of questioned people were female. Working in kindergarten experience of 52% of them was longer than 11 and no longer than 15 years; 26% 16–20 years; 14% 6–10 years and 8% have shorter experience than 5 years.

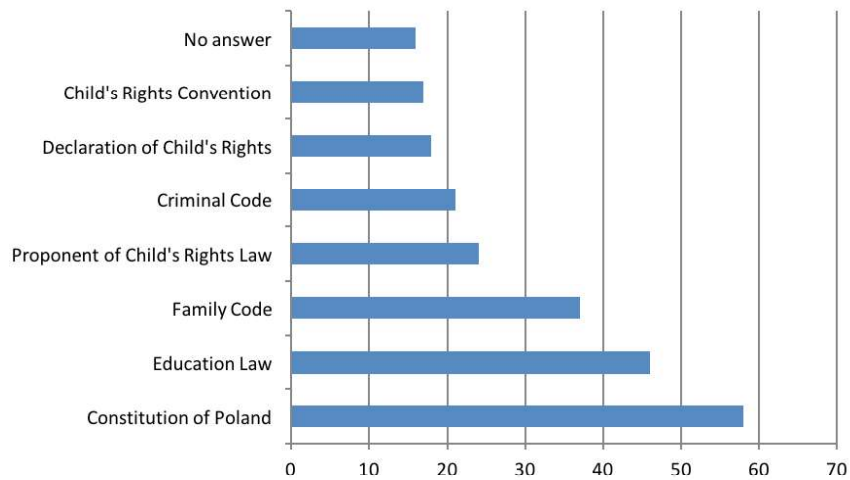
Results of author's research

Teachers knowledge about documents and organizations protecting child's rights

At the beginning respondents were asked to list documents protecting child's rights which they know. They could show more than one answer.

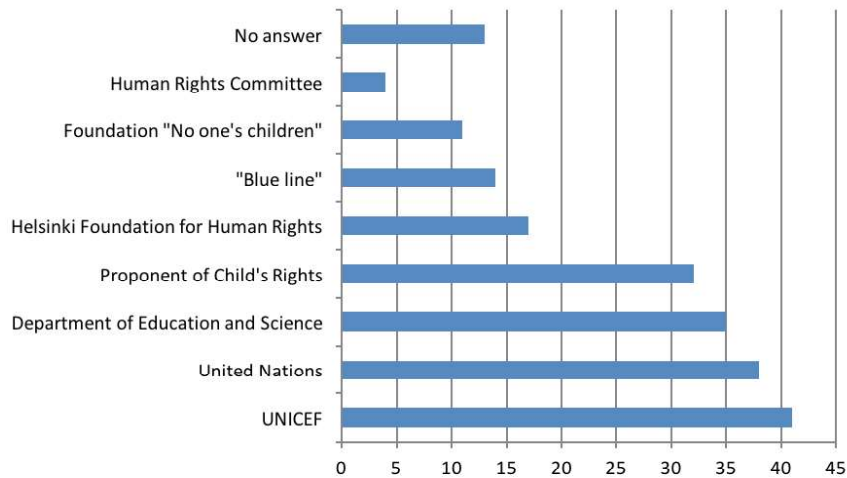
The Constitution of Poland turned out to be the most frequently given answer- 58,0%, while the Education law was chosen by 46,0%. 37,0% listed Family code, 24,0% chose Proponent of Children Rights Law. Among listed documents, respondents chose also Criminal Code- 21,0%, Declaration of Child's Rights- 18,0% and Child's Rights Convention- 17,0%. It is worth noticing that 16,0% of researched did not give any answer to this question. It may show lack of knowledge in documents protecting child's rights.

Gained figures are presented in graph 1.



Graph 1. Documents protecting child's rights

Source: results of author's research



Graph 2. Organizations protecting child's rights

Source: results of author's research

Respondents were also ask to list organizations which take care of child's rights. In this case they also could give more than one answer.

The most common answer was UNICEF – 41,0%, next one was United Nations- 38,0% and Department of Education and Science – 35,0%. 32,0% of researched

people chose a Proponent of Child's Rights, 17,0% – Helsinki Foundation for Human Rights, 14,0% – All-polish Help for Victims of Violence in Family "Blue Line" and 11,0% – Foundation "No one's children". The least group of respondents chose Human Rights Committee – 4,0%. It should be noticed that 13,0% of respondents did not give answer to this question. It shows that there is a real need of developing teachers' knowledge in this area.

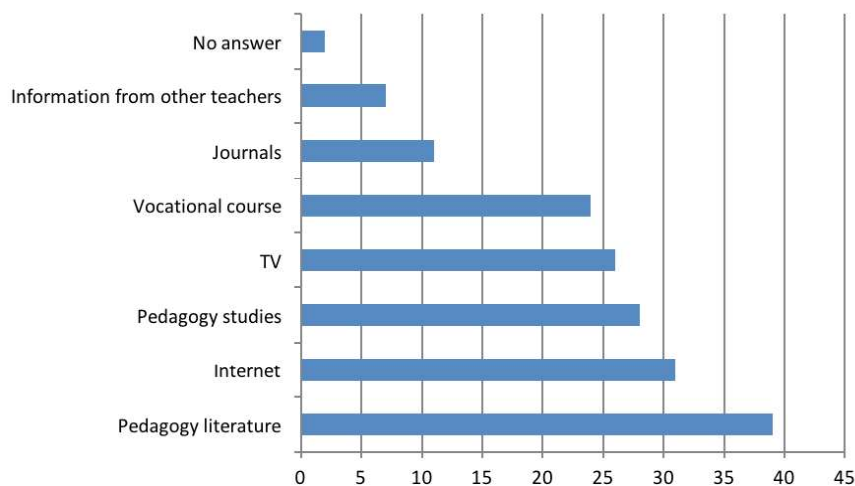
Gained figures are presented in graph 2.

The next part of research was concerning sources of teachers knowledge about child's rights. Respondents could give more than one answer.

Sources of teachers' knowledge about child's rights

One of the most common answers was pedagogy literature – 39,0% and Internet – 31,0%. Then, Pedagogy Studies – 28,0%, TV – 26,0%. 24,0% of respondents chose vocational course, 11,0% – journals and 7,0% – information from other teachers. Only 2,0% of researched group did not give answer to this question. This brings to conclusion that even those, who could not give answer to previous questions concerning documents and organizations protecting child's rights, did this this time. What incite optimism is the fact that many of teachers reach for professional pedagogy literature (39,0%), admit that they gained knowledge during studies (28,0%) or participated in vocational course (11,0%). They use modern technical sources (31,0%). Those results prove that teachers know possibilities of gaining knowledge and developing professionalism.

Gained figures are presented in graph 3.



Graph 3. Sources of respondents' knowledge about child's rights

Source: results of author's research

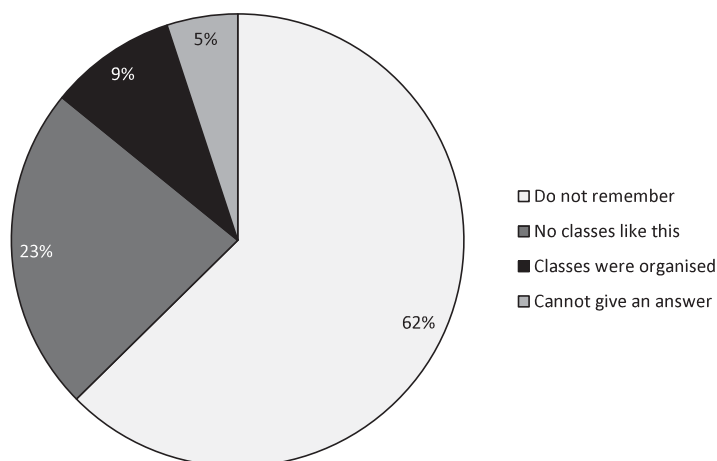
In conducted research another important aspect was whether kindergartens try to develop teachers' knowledge about child's rights.

Activity of kindergartens in shaping teachers' knowledge about child's rights

Respondents were asked if in kindergartens they work, were organised classes concerning child's rights for teachers.

Majority of researched people (62,0%) answered that they do not remember if any classes like this was organised in institution they work in, while 23,0% admitted that there was no classes like this. Only 9,0% of respondents said that such classes was organised in place they work in. Among researched people there was also those (5,0%) who gave longer answer and said that their working experience is short and they cannot give a just answer. The results show then that many of kindergarten institutions did not present activity in order to develop teachers' knowledge in discussed matter. In this circumstances the cause of shown in previous questions lack of teachers' knowledge may be found. It appears that an institution like kindergarten should in special way take care of deepening teachers' knowledge in taken subject, because it causes growth of teachers' consciousness and determines behaviour towards youngsters.

Gained empirical data is presented in graph 4.



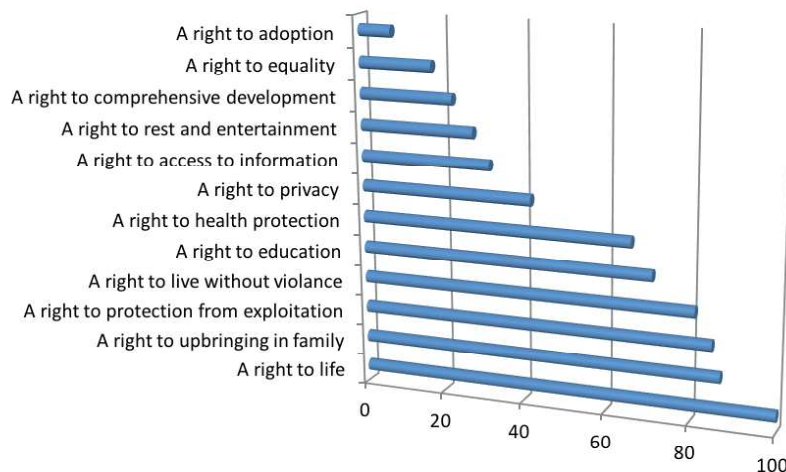
Graph 4. Activity of kindergartens in developing teachers' knowledge about child's rights

Source: results of author's research

The research was also to find out which of child's rights respondents consider as the most important. They could choose many answers among given in questionnaire.

The most important child's rights in teachers' opinion

The catalogue given to teachers was taken from Child's Rights Declaration and Convention about Child's Rights. Choices of teachers are presented in graph 5.



Graph 5. The most important child's rights

Source: results of author's research

All respondents give an answer to this question. Gained results show that in teachers' opinion the most important child's right is a right to live – 100,0% chose this answer. Also a right to upbringing in family was very important – 87,0%. The next was a right to protection from exploitation – 85,0%, a right to live without violence – 81,0%, a right to education – 71,0%, a right to health protection – 66,0%, a right to privacy – 42,0%, a right to access to information – 32,0%, a right to rest and entertainment – 28,0%, a right to comprehensive development – 23,0%, a right to equality – 18,0% and a right to adoption – 8,0%. Every answer proposed in questionnaire was chosen at least once. We can assume that all of proposed rights seem important to respondents. However it is worth noticing that respondents did some kind of gradation of those rights by choosing a right to live, upbringing in family and protection from exploitation and violence as the most important ones. Those choices are connected with hierarchy of child's needs. At first place teachers situated those child's rights that are connected with basic needs – live, safety, health, and further connected with needs of superior level – development.

Because of this, it was essential to find out to which of those rights a kindergarten pay attention at most.

Child's rights to which kindergarten pay attention at most

Teachers were also asked to choose those of child's rights to which in kindergartens attention is paid at most. They could choose many among proposed answers. Results are presented in table 1.

Table 1. Child's rights to which kindergarten pay attention at most

A right to:	%
a) Upbringing in family	-
b) Life	100,0
c) Education	100,0
d) Rest and entertainment	12,0
e) Health protection	-
f) Comprehensive development	85,0
g) Access to information	32,0
h) Protection from exploitation	71,0
i) Privacy	-
j) Equality	8,0
k) Live without violence	64,0
l) Adoption	-

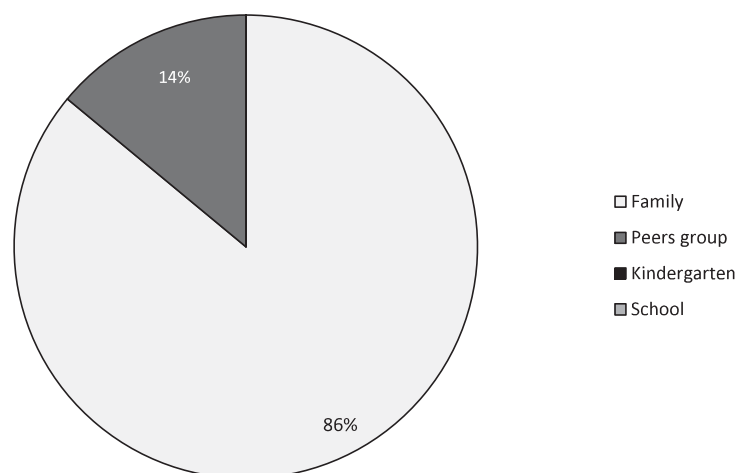
Source: results of author's research

Gained research material show that in opinion of teachers in kindergartens at most attention is paid to a right to live (100,0%), a right to education (100,0%), a right to comprehensive development (85,0%), a right to protection from exploitation (71,0%) and from violence (64,0%). What is interesting, and alarming at the same time, none of researched teachers chose a right to health protection, while one of basic functions of this institution is protection. A right to upbringing in family which was chosen as important before was in this part omitted. The cause of this situation may be a fact that teachers do not notice great abilities of kindergarten activity as an institution. Causes of lack of choosing right to privacy and right to adoption may also be similar.

In research realisation was ventured an attempt to find out whether in kindergarten child's rights are being violated. That is why respondents were asked to point in what kind of social background this situation happens. They could give only one answer.

Social background in which child's rights are being violated at most in teachers' opinion.

Teachers were to choose between four basic upbringing environments – family and group of peers (as a background of natural upbringing) and kindergarten and school (as institutions of intentional upbringing). Gained results are presented in graph 6.



Graph 6. Social backgrounds in which child's rights are being violated at most

Source: results of author's research

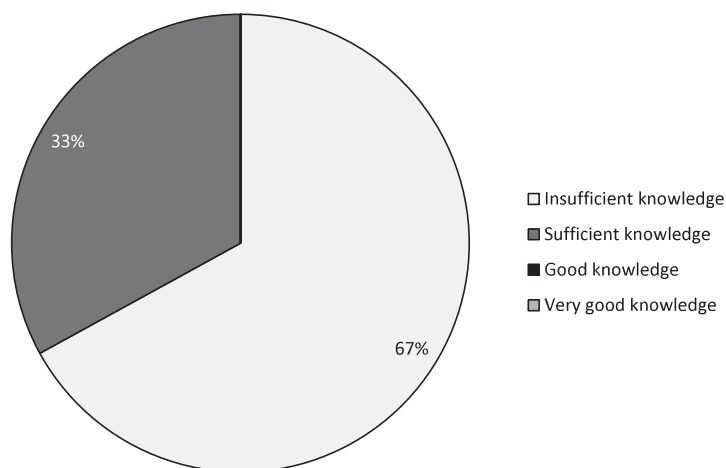
A social background in which child's rights are being violated at most in teachers' opinion is family (86, 0%). Only according to 14,0% of respondents it is a peers group. Interesting is the fact that no one from researched group chose environment of intentional upbringing- kindergarten and school, while according to research conducted among children and youth, also in those places violation of child's rights is quite common¹³.

The cause of such a situation may be construction of question- respondents could choose only one answer from given. We should think that teachers as representatives of those backgrounds was trying to show themselves in a good light.

To deepen this problematics, teachers were asked to point examples of child's rights violation in listed social backgrounds. While considering family background, respondents were choosing a psychological violence (intimidation, calling names, deriding, threatening); physical one (beating, tearing, jostling); neglecting children (not fulfilling basic needs of child- care, nutrition), breaching their privacy. Similar examples of child's rights violation were put down to peers background. The difference was a fact that at the first place was situated a physical violence (beating, tearing, jostling, kicking), and then psychological one (intimidation, blackmailing, threatening), unequal treating or privacy breaching.

At the end teachers were asked to evaluate their knowledge about child's rights. Their answers are presented below.

¹³ What is presented in research conducted among children and youth before: Szudek S., *Prze-strzeżenie praw dziecka w oczach ucznia w szkołach podstawowych i gimnazjach Małopolski – raport*, Kraków 2012; Kozak M., *Edukacja o prawach człowieka – problemy realizacyjne „Nowa Szkoła”* 2007, nr 8, s. 10–18.



Graph 7. Self-evaluation of knowledge about child's rights

Source: results of author's research

Majority of teachers in kindergarten (67,0%) evaluated their knowledge as “sufficient”. 33,0% admitted that their knowledge about child’s rights is on “good” level. What is interesting, no one among researched people chose nor “very good” neither “insufficient” answer. It may prove that teachers are conscious that their knowledge needs developing and deepening.

Conclusion

Throughout centuries meaning of a child in society was evaluating. At the beginning it was considered as a being void of any privileges and as a candidate for human. This situation was changing. Today a child is not any more an object-it is a person with equal rights. Unfortunately in area of child’s rights protection there is still a lot to improve. This is what show also results of conducted research, which can be just a basis and inspiration for more extensive researches. M. Cwynar gained common results of her research, pointing lack of knowledge about child’s rights by researching kindergarten educators, school teachers as well as parents¹⁴.

Theoretical and cognitive conclusion:

- Majority of teachers (84,0%) was able to point documents protecting child’s rights. They gave examples of such documents. However, in most of cases there was presented basic legislations, which regulate social life in Poland- Constitution

¹⁴ Cwynar M., *Prawa dziecka w świadomości wychowawców przedszkoli*, [w:] *Prawa dziecka. Wybrane aspekty*, Rzeszów 2006, s. 105–114.

of Poland, Education Law, Family and Protection Codex. There was a small group of respondents who pointed Child's Rights Declaration (18,0%), Convention of Child's Rights (17,0%). What is more 16,0% of teachers did not give an answer to this question;

- Majority of researched people (87,0%) was able to point organizations which protect child's rights, but it needs to be noticed that even though respondents could give many examples, in majority they pointed only one example. What is also important, 13,0% of teachers did not give any answer to this question what may be another prove that their knowledge about child's rights is not wide;
- Majority of respondents (98,0%) pointed sources of their knowledge about child's rights. We can assume then that teachers are well- informed about sources of knowledge in child's rights issue. They chose pedagogic literature, vocational courses and electronic sources – Internet;
- A big group of people (23,0%) said that in kindergartens they work, were never organized classes for teachers about child's rights. Alarming is also a fact that 62,0% of respondents do not remember if such classes were organized or not. Only 9,0% admitted that there were organized classes in kindergarten they work.
- To the group of the most important child's rights, teachers classified those, which are connected with basic needs of child – a rights to live, upbringing in family, protection from exploitation and violence. Rights connected with needs of superior level were chose less often- a right to education, information, rest and entertainment;
- Researched teachers chose a right to live and a right to education as the most important for kindergarten as an institution (100.0%). 85,0% chose a right to comprehensive development, 71,0% – a right to protection from exploitation and 64,0% – a right to protection from violence. Others child's rights were chosen by a little group of respondents, or were not chosen at all for example – a right to rest and entertainment, privacy, health protection, equality, while those rights are connected with fulfilling function of kindergarten. It is about a protecting, upbringing, equalling and social functions of this institution;
- Respondents pointed family and peers group as a social backgrounds in which child's rights are being violated at most. None of researched people chose here a kindergarten or school. Respondents may have thought that even if in their environment child's rights are being violated, it happens less often than in family or peers group;
- While giving examples of child's rights violation in family, teachers at most were pointing a mental violence, than physical one and neglecting. At the same time they were to describe child' rights violation in peers group- they chose here a physical violence at first place, than a mental one, unequal treatment and trespassing;

- Majority of respondents (67,0%) evaluated their knowledge about child's rights as "sufficient" and 33,0% as "good". None of researched people chose answer "very good" or "insufficient".

Practical and introductory conclusion

Presented research results may cause anxiety. They show that there is much to improve in area of developing teachers' knowledge about child's rights. They unveiled teachers' insufficient knowledge about documents and organizations protecting child's rights as well as knowledge about child's rights itself, to which kindergarten as institution should pay attention. Researches show also that there exist some negligence in question of organizing classes about child's rights for teachers. Faced with unveiled lack of knowledge it shows a need of taking up recovery activities. Results present that there is a real need of organizing classes which would develop knowledge about child's rights, particularly because researched teachers connected their careers with institutions which take care of children at the beginning of their education process. In the report of "International Education Committee" this period in life of child is called as a "passport to life" (wrought by Jacques Delors: "Education. A treasure hidden inside"). In this way authors paid attention to this special period of life which determines further educational, professional and social development.

A proposition of organizing graduate classes, courses, training courses about protecting child's rights by centres of teachers' education could be attractive for teachers. Attractive would be also scientific conferences dedicated to child's rights problematics and organized by universities, associations and foundations. Among participants there are people who conduct professional researches in this area and representatives of organizations and institutions which protect child's rights as well as teachers who every day in practice fulfil duties in work with children and youth. Meetings in large groups always deepen and update knowledge, give opportunity to share experience and plan activity for protecting child's rights together. It is worth emphasizing that a university plays a main role in shaping consciousness about child's rights, because at university students are being prepared to work with children in many different levels of education. Pedagogical content realized during studies should widely elaborate problematics of child's rights and invoke to it in many contexts (historical and modern one).

Suggestions for further researches

Conducted researches were concerning mostly the teachers' knowledge of child's rights, institutions and organizations securing child's rights and places

where those rights are being violated. It would be worth improving researches by conducting them on wider population. Using statistic tests with relation between work experience of teachers, their age, type of institution they work in (public or private) and their knowledge about child's rights would be interesting research perspective. It would be valuable to continue taken problematic aspect and find out if teachers themselves respect child's rights. An observation should be added as a research technique. Still very interesting are also opinions of children about violation of their rights. Researches like this were realized in 2011 among children from 27 countries of European Union to the order of General Director of European Justice Commission. It is also worth conducting researches concerning child's rights among Parents of children who are in kindergarten institutions. Those and others research conceptions will be undertaken by me in the next researches dedicated to issue of child's rights.

Bibliography

- Balcerek M., *Międzynarodowa ochrona dziecka*, Warszawa 1988.
- Balcerek M., *Prawa dziecka*, Warszawa 1986.
- Cwynar M., *Prawa dziecka w świadomości wychowawców przedszkoli*, [w:] *Prawa dziecka. Wybrane aspekty*, Rzeszów 2006.
- Jarosz E., *Ochrona dzieci przed krzywdzeniem: perspektywa globalna i lokalna*, wyd. 2, Katowice 2009.
- Kantowicz E., *Ochrona praw dziecka w kontekście działalności UNICEF*, Warszawa 1996.
- Kłafkowski A., *Prawo międzynarodowe publiczne*, Warszawa 1979.
- Kozak M., *Edukacja o prawach człowieka - problemy realizacyjne „Nowa Szkoła”* 2007, nr 8.
- Lopatka A., *Konwencja Praw Dziecka w Polsce*, [w:] *Prawa dziecka. Deklaracje i rzeczywistość*, red. J. Bińczycka Kraków 1999.
- Meissner-Łozińska J., Smoczeńska A., *Kształtowanie się praw dziecka na przestrzeni wieków a aktualna sytuacja prawna dziecka w Polsce*, [w:] *Prawa Dziecka. Teoria i praktyka*, red. E. Markowska-Gos, H. Sommer, W. Walc, Rzeszów 2003.
- Smolińska-Theiss B., *Dzieciństwo obszary znane i nieznanne*, [w:] *Prawa dziecka. Deklaracje i rzeczywistość*, red. J. Bińczycka, Kraków 1999.
- Szudek S., *Przestrzeganie praw dziecka w oczach ucznia w szkołach podstawowych i gimnazjach Małopolski – raport*, Kraków 2012.
- Szymańczak M., *Od prawa do życia do prawa do samostanowienia (o ewolucji praw przyznawanych dziecku)*, [w:] *Dziecko i jego prawa*, red. E. Czyż, Warszawa 1992.