



SKILL UP SCALING AND TRAINING AS LIFE LONG LEARNING (L3) IN CHILD PROTECTION ORGANISATIONS: AN EMPIRICAL STUDY

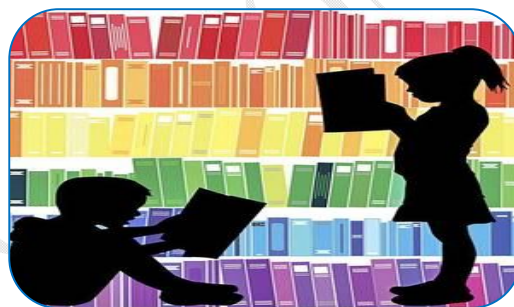
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ABSTRACT :

Our world is changing around us in such a fast manner and it demands for a Life Long Learning (L3) in order to ensure for better services by professional care givers. Indian children are deprived of their rights to survival and need to be taken care institutionally by Child Protection Organizations (CPOs). The staffs of selected CPOs are contacted to collect primary data through sampling method using a questionnaire. The major focus for this article is to statistically measure lifelong learning strategies of staff members in promoting the services of Children in child protection organizations (CPOs) and to compare the lifelong learning strategies of skill and training along with the levels of child rights intervention. More over it aimed to match the L3 strategy with the programme effectiveness and level of protection mechanisms and to measure statistically the mean difference between the skill and training scores with level of networking with stakeholders. It was observed that due to L3 the quality of services are enhanced, able to do better child rights interventions, improved programme effectiveness, quality in child protection mechanisms and healthy coordination with various stakeholders.



KEYWORDS : *child protection organizations (CPOs) , skill and training scores , child rights interventions.*

INTRODUCTION

The major objective of this study is to analyze the lifelong learning (L3) strategies adopted by staff of the child protection organizations (CPOs). The strength of the protective systems is not only through the programmes, issues and rights to survival as perceived by the staff working in such CPOs but also how they equip themselves to the changing needs and situations in order to ensure quality in service delivery to these needy children. Though there are various strategies augmented by these agencies the major component of skill up scaling and training strategies are being implemented by the CPOs in order to ensure L3 among the staff members so that they could update themselves for better services.

REVIEWING THE EARLIER STUDIES

Sooryamoorthy & Gangrade (2001) affirmed that the nongovernmental organizations (NGOs) in India meaningfully contributed to the development-oriented initiatives, including empowerment of women and economically weaker sections of workers. The Global Nutrition Report 2017 also confirms that still malnutrition is a serious issue in India as reported in PTI (Nov 6, 2018).

Indian children are deprived of their rights to survival, health, nutrition, education and safe drinking water. About 63% of them go without food and 53% suffer from chronic malnutrition. About 85 million do not get immunized, 27 million are severely underweight and 33 million have never been to school (UNICEF, 2005). Hence efforts are required from various stakeholders especially the CPOs to augment their skills and training to the changing needs in order to ensure quality of services to the needy children as a lifelong learning strategy for the survival and full development of the child.

Our reality is changing around us in such a quick pace, that on the off chance that we don't keep on moving along and create; we will before long be deserted (Laal M and P.Salamati, 2012). In order to cope up with the changing pace in organizations capacity development among individuals groups, organizations, institutions and societies increase their abilities: to perform functions solve problems and achieve objectives; to understand and deal with their development need in a broader context and in a sustainable manner (UNDP, 1997).

In the 21st century, we as a whole should be long lasting students. We need to constantly and continuously make our skills pointed and update the knowledge so that we have an edge in all we do (Laal M & P.Salamati, 2012). The modern management techniques such as skill development and training programmes in organisational structures would not only increase the quality of services but also reduce overheads. Progressively over taking in could likewise be coming about because of day by day life exercises identified with family, work or relaxation. It is regularly alluded to as experiential learning and can, to a certain extent, be comprehended as inadvertent learning.

L3 is something to be taken an interest without anyone else to keep learning all through the entire of our lives (Eggelmeyer, S., 2010). L3 encourages individuals to achieve number of different objectives, for example, taking a functioning part in urban life, driving a progressively supportable way of life, and enhancing their wellbeing and prosperity. It likewise benefits society, by dropping wrongdoing and empowering network cognizance (Dunn, E., 2003).

These days, there is an inexorably essential fundamental expertise in consistently changing innovative universe: capacity to learn and adjust to the required new abilities and preparing (OECD, 2007). Globalization along with open economy makes the people to upgrading their skills throughout their adult lives to cope with modern life, both in their occupation and in their day to day lives (Laal M & P.Salamati, 2012).

The Organizational Social Context (OSC) provides a useful platform to promote lifelong learning strategies for child welfare service improvement and implementation efforts which include a focus on child welfare system culture and climate (Glisson, Philip, & Nathaniel, 2012).

The information based economy, new innovations, the developing velocity of mechanical changes and globalization all weight the requirements to enhance the populace's abilities and limits (Colardyn, D. and Bjornavold, J., 2004). Building the limit of new and current staff is a basic piece of program usage. Essential preparing for all staff should cover core values, objectives and exercises (UN Women, 2018).

A system of care training and development program necessarily will have to engage families, community agencies and other community partners. It will have to look at the range of needs and necessities of all stakeholders involved (Children's Bureau, 2018). Notwithstanding fundamental trainings for all staff, specific staff ought to get focused on preparing to meet their key duties UN Women, 2018). In today's social media driven world the method in which training can be delivered is much more diverse than in the past. Computer-based trainings are the order of the day to ensure greatest participation in a cost effective way (Children's Bureau, 2018). These days, there is a fascination like never before to L3 to remain youthful, remain sharp attitude. It is imperative to take note of that L3 can take diverse structures and does not need to be what we consider when we think about the customary learning classroom condition (Laal M and P.Salamati, 2012).

When arranging trainings, associations should concentrate on building the abilities expected to complete the activity details, through primer preparing, yet additionally through on-going boost preparing.

Affecting change in staff frames of mind and conduct by bringing issues to light and comprehension of VAWG and founding frameworks for staff responsibility. UN Women, 2018). An additional feature of a modern training and development programme within a systems of care is that of ensuring that all events furnish participants the ability to evaluate and propose feedback (Children's Bureau, 2018). The researcher recommends the development of a role transition model for newly appointed managers, with a component that addresses ongoing manager development and evaluation of the model (Jeffrey, Jacqueline R., 2016).

OBJECTIVES

- ❖ To understand the lifelong learning strategies of staff members in promoting the services of Children in child protection organizations (CPOs)
- ❖ To compare the lifelong learning strategies of skill and training along with the levels of child rights intervention in CPOs in order to safeguard and protect the Children from exploitation and abuse
- ❖ To match the L3 strategy with the programme effectiveness and level of protection mechanisms of staff in CPOs
- ❖ To measure statistically the mean difference between the skill and training scores with level of networking with stakeholders by the staff of CPOs

METHODOLOGY EMPLOYED

This is an empirical data based descriptive effort done among CPOs belong to eight southern districts of Tamilnadu. The CPOs are classified into three types as follows: from each district; one CPO that covers solely for children was selected (SCP) and thus Eight CPOs, working with leading focus to child protection were selected. Five CPOs, which have child protection as one of the major programmes (MCP), were chosen from each district; totally under this group there are 40 CPOs. Three CPOs with child protection as one of the activities along with various other activities (ACP) were selected from each district, thus totally under this category 24 CPOs selected. Overall, 72 CPOs were selected. Taking into account the availability of the number of child protection programmes and staff members; during data collection, the CPO staffs were selected and conducted interviews for gathering primary data. Hence the total numbers of staff were 172. This paper covers only a portion of the large data collected for a major study.

MAJOR INFERENCES

With the objectives framed for this article in mind the analysis is done with the following variables in order to ascertain the lifelong learning (L3) strategies adopted by the CPOs for their staff members so that they intend to provide a quality service delivery. The following table shows the analysis of L3 strategies with level of child rights intervention.

Table -1. Mean Difference between the Scores of skill and training as L3 with Level of Child Rights Intervention

L3 variable	Level	N	Mean	Std. Dev	Df	Significance
Extent of skill applied	To less extent	2	3.00	.000	3	*
	To some extent	6	1.33	.516		
	To better extent	105	2.06	.516		
	To great extent	59	2.05	.570		
Frequency of training participated	Often	39	2.13	.732	3	*
	Periodic	129	2.03	.483		
	Rare	2	2.00	.000		
	Not at all	2	1.00	.000		

There was statistically significant mean difference between the level of child rights intervention perceived by the CPO staff and the extent of skill applied in child protection. The CPO staff who had applied their skill to a better extent (mean = 2.06) scaled the child rights interventions are effectively rendered.

There was statistically significant mean difference between the level of child rights intervention and the frequency of training participated by the CPO staff. The CPO staff who had frequently participated in the training programmes (mean = 2.13) believed the CPOs had rendered better child rights interventions.

Skill and training as L3 with Programme Effectiveness

Table 2 shows significance of mean difference between the scores of level of programme effectiveness perceived by the CPO staff with Background variables.

Table -2. Mean Difference between the Scores of skill and training as L3 with Programme Effectiveness perceived by the CPO staff

Variable	Level	N	Mean	Std. Dev	Df	Significance
Extent of skill applied	To less extent	2	3.00	.000	3	*
	To some extent	6	1.33	.516		
	To better extent	105	2.04	.499		
	To great extent	59	2.36	.550		
Frequency of training participated	Often	39	2.18	.601	3	*
	Periodic	129	2.14	.541		
	Rare	2	2.00	.000		
	Not at all	2	1.00	.000		

There was statistically significant mean difference between the level of programme effectiveness and the extent of skill applied in child protection. The CPO staff who had applied their skill to a greater extent (mean = 2.36) scaled the programs of the CPOs are effectively rendered to a enhanced level.

There was statistically significant mean difference between the level of programme effectiveness and the frequency of training participated by the CPO staff. The CPO staff who had frequently participated in the training programmes (mean = 2.18) conferred that the CPOs had improved the programme effectiveness.

Table -3. Mean Difference between the Scores of skill and training as L3 with Level of Protection Mechanism

Variable	Level	N	Mean	Std. Dev	Df	Significance
Extent of skill applied	To less extent	2	3.00	.000	3	*
	To some extent	6	1.33	.516		
	To better extent	105	2.11	.487		
	To great extent	59	2.25	.439		
Frequency of training participated	Often	39	2.44	.502	3	*
	Periodic	129	2.09	.441		
	Rare	2	1.00	.000		
	Not at all	2	1.00	.000		

There was statistically significant mean difference between the level of protection mechanism perceived by the CPO staff and the extent of skill applied in child protection. The CPO staff who had applied their skill to a great extent (mean = 2.25) viewed to a healthier extent the child protection mechanism of the CPOs.

There was statistically significant mean difference between the level of protection mechanism perceived by the CPO staff and the frequency of training participated by the CPO staff. The CPO staff who had frequently participated in the training programmes (mean = 2.44) observed that the CPOs child protection mechanisms attained quality service.

Mean Difference between the Skill and training Scores with Level of Networking with Stakeholders

Table 4 shows the significance of mean difference between the scores of level of networking with stakeholders perceived by the CPO staff with Background variables.

ANOVA test was administered for age group of the CPO heads, educational status of the CPO heads, years of experience in child protection, monthly salary of the CPO staff, extent of skill applied by the CPO staff and frequency of training participated with dependent variable, level of networking with stakeholders perceived by the CPO staff.

Table -4 Mean Difference between the Skill and training Scores with Level of Networking with Stakeholders

Variable	Level	N	Mean	Std. Dev	Df	Significance
Extent of skill applied	To less extent	2	2.00	.000	3	*
	To some extent	6	1.67	.516		
	To better extent	105	2.02	.519		
	To great extent	59	2.22	.618		
Frequency of training participated	Often	39	1.92	.664	3	*
	Periodic	129	2.14	.511		
	Rare	2	2.00	.000		
	Not at all	2	1.00	.000		

There was statistically significant mean difference between the level of networking with the stakeholders perceived by the CPO staff and the extent of skill applied in child protection. The CPO staff who had applied their skill to a greater extent (mean = 2.22) viewed the CPOs had proficient coordination with various stakeholders.

There was statistically significant mean difference between the level of networking with the stakeholders perceived by the CPO staff and the frequency of training participated by the CPO staff. The CPO staff who had participated in the training programmes periodically (mean = 2.14) opined that the CPOs had efficient coordination with various stakeholders.

CONCLUSION

Though there are various strategies augmented by CPOs the major component of skill up scaling and training strategies as L3 among the staff members could update themselves for better services as Indian children are deprived of their rights to survival. An important postulate we need to keep in mind that our world is changing around us in such a fast pace that if we do not continue to move along and develop. The learning based economy, new innovations, the developing velocity of mechanical changes and globalization all weight the requirements to enhance the populace's abilities and limits. Today's Computer-based trainings is the order of the day to ensure greatest participation in a cost effective way is to be taken seriously. As the analysis indicated that the CPO staff who had frequently participated in the training believed the CPOs had rendered better child rights interventions and up scaling of skill applied by the CPO staff could improve the level of networking with stakeholders by the CPO staff.

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