



SASSETA Implementation of General Security Officer
Unemployed Learnership programme from 2013 to
2015

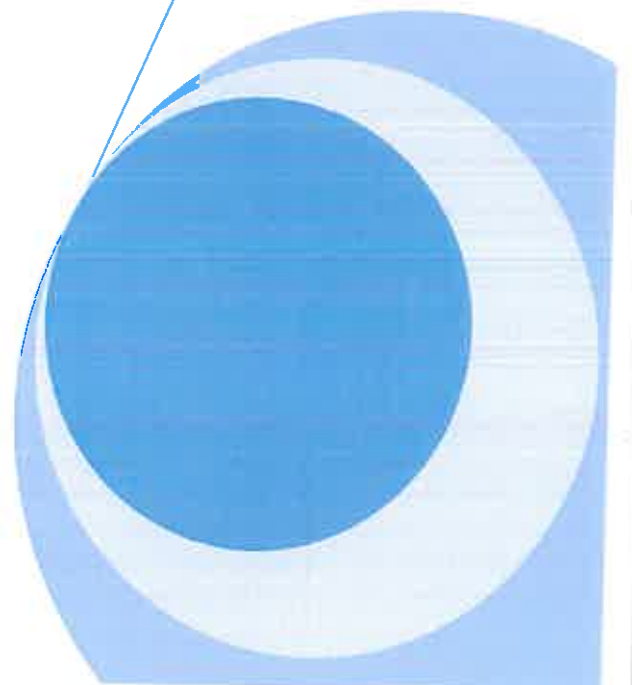


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1.1 List of Acronyms

ASGISA	Accelerated and Shared Growth Initiative for South Africa
DHET	Department of Higher Education and Training
DoL	Department of Labour
FET	Further Education and Training
GSO	General Security Officer
HEIs	Higher Education Institutions
JIPSA	Joint Initiative on Priority Skills Acquisition
NAMB	National Artisan Moderating Body
NQF	National Qualifications Framework
NSDS III	National Skills Development Strategy
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programme
QCTO.	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SASSETA	Safety and Security Sector Education and Training Authority
SETAs	Sector Education and Training Authority
SIPs	Strategic Infrastructure Projects
TVET	Technical, Vocational and Education Training

1.2 Introduction and context

Purpose of the General Security Practice

This qualification is an entry-level qualification and recognises the key competencies required of security personnel who are able to work in a variety of security contexts. This qualification will be for individuals who want to enter the security industry and develop competencies in standard security practices such as access and egress control, security response and patrols, asset protection and visible security operations.

Learners will operate mainly in the security sector, within a range of contexts, including rural, urban, corporate, mass, gatherings, homes and businesses. It will provide the learner with the competencies needed to undertake a range of security related processes and practices at an entry level. This qualification will entail that persons involved in the security environment will be able to practice the necessary knowledge, skills and attitudes to operate in a professional manner. The qualification will also enhance their career opportunities within the security environment.

The learner will be able to:

- Safeguard premises, assets, information and personnel.
- Interact with customers and people.
- Operate security equipment.
- Conduct security duties within the ambit of the law.

1.3 Context

This qualification falls within the field of safety in society. To have an entry level qualification in the area of security is vital to deter and detect a criminal activity that in turn supports government initiatives in this regard. The competencies in this qualification will contribute to a safer environment that is needed for economic development, financial investment and the development of business opportunities such as in the tourism industry.

Learners entering the field of security will be empowered by this qualification as it provides the elementary competencies needed in the security sector such as access and egress control, conducting patrols and observation techniques. This qualification is the first in a learning pathway for the security sector. After completion of this qualification, learners will be

able to enter various security disciplines such as electronic security or close protection security.

Once learners have completed this qualification, they will be able to access higher qualifications within the learning pathway, and will be able to choose from specialised fields such as dog handling, assets in transit operations, firearm specialisations

1.4 GSO Learnership

GSO Learnership is a work-based learning programme that leads to an NQF registered qualification. Learnerships are directly related to an occupation or field of work, for example, General Security Practice.

1.5 Learnership Objectives

GSO Learnership is quality assured by Safety and Security Sector Education and Training Authorities (SASSETAs). Learnerships introduced by DHET to help skill learners and to prepare them for the workplace. Learnership programmes can help learners to gain the necessary skills and workplace experience that will open up better employment or self-employment opportunities. Learnerships promote access to education and training, as they allow learners to work and get started on career while also studying for an educational qualification.

SASSETA oversee GSO learnerships and ensure that they offer qualifications related to a specific occupation or sector of the economy. SASSETA have developed NQF-aligned programmes that will help learners to gain recognised qualifications while getting on-the-job experience. It also manages the registration of learnerships in order to meet the skills development needs across the safety and security sector.

The purpose of Learnership is that DHET and DoL were looking for ways to transform skills development in South Africa. In the past, education and training and workplace experience did not always provide a direct link between theory and practice. To address this, the Skills Development Act and the Skills Levies Act were passed by Parliament, and structures and processes to transform skills development in South Africa were put in place.

The primary aim of learnerships is to address the gap between the current education and training provided and the needs of the labour market. In fact, learnerships are seen as central to skills upliftment in South Africa. Learnership aim to address the following challenges:

- Decreasing employment;
- Unequal access to education and training, and employment opportunities;
- The effects of race, gender and geographical location on educational advancement; and
- The skills shortages in South Africa (NSDSIII).

Processes of learnerships

According to Skills Development Act 97 of 1998, Learnerships require learners to complete a theoretical course as well as practical training, which are done at a workplace, in order to graduate. The workplace component of the qualification involves hands-on, practical learning under the guidance of a mentor, while the theoretical component is provided by an education and training provider. Together they form an integrated and comprehensive learning programme.

There are three parties involved in a Learnership: The **learner**, the **employer** (offering the practical training component in their business) and the **education and training provider** (offering the theoretical component of the Learnership).

Figure: 1



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All SETAs have to align their learnerships with the above model of parties.

Unemployed South Africans can only participate in a Learnership if there is an employer prepared to provide the required work experience.

In fact, a Learnership is dependent on a contract which legally binds the learner, the employer and the education and training provider. This contract requires the learner to be employed by the employer only for the duration of the Learnership. Once the Learnership has been completed, the employer can decide on whether to continue to employ the learner or not.

2. Methodology

2.1. Purpose of the Evaluation

This chapter outlines the overarching framework and plan for the evaluation, including the evaluation purpose, the theory of change that identified the key evaluation focus areas, and the high-level questions addressed in the evaluation.

3. Evaluation purpose

Discussions with internal and external stakeholders in early 2016 established that the evaluation of the provision of GSO Learnership was expected to serve an improvement/learning programme in keeping with the long-term, established and non-contestable nature of the Learnership contracts. Consequently, the evaluation was designed to provide ongoing feedback to the organisation so as to strengthen the implementing environment and enable providers to deliver more effectively. An improvement focus would also yield rich insights about the way in which providers and SASSETA operated, which in turn would contribute to lifting the outcomes of in-service professional learning and development.

To respond to these requirements and needs from the evaluation, evaluators began by developing a conceptual framework to anchor and guide the data-collection activities over the three-month period. The framework and the rationale underpinning the framework are outlined in the following section.

Developing a theory of change

The primary aim of the evaluation, as stated in this document, was to explore “how effective is the implementation of general security learnership in safety and security industry”. The issue of effectiveness of professional development delivered through the GSO Learnership is highly complex and multi-faceted and a number of aspects are difficult to measure (such as lack of data and/or lack of robust measurement tools); there is a delayed effect on the response especially from learners due to change of contact details

Evaluators considered these challenges and designed an approach using principles underpinning the Theory of Change.

This approach was perceived to be appropriate in the context of the GSO Learnership evaluation as it allowed the evaluation to examine how the GSO Learnership system

works to achieve the intended outcomes. It highlighted the need to capture not only the process elements but also the need to collect information on the hypothesized linkages. The 'theory' in this instance was developed in conversations with key stakeholders to explore their conceptualisations about how SASSETA offered GSO Learnership could be expected to bring about the desired changes. The conversations pointed to the need for the evaluation to take into account the context and the need to understand the enablers and barriers that impact on providers' ability to be effective.

The *theory of change* that underpinned the GSO Learnership implementations and formed the cornerstone of the evaluation approach was particularly relevant for a systematic review of an intervention where cause and effect can be both directly and indirectly related and can be attributed to a number of contextual factors beyond the scope of the GSO learnership implementation. Any examination of effectiveness of the model by this learnership therefore needed to show not only whether, but also how, the professional development provided by GSO Learnership led to changes or shifts in employability, level of participation by all stakeholders, and knowledge and skills of trainers and mentors in order to achieve improved outcomes for learners (Jame, P et al).

3.1. Evaluation Design

M&E unit has used Effective evaluation design.

Effectiveness evaluations are used to determine the extent to which plan outcomes have been achieved and are primarily concerned with comparing actual outcomes with the desired outcomes or objectives. These evaluations rely on understanding and interpreting relationships between inputs and outcomes and are normally undertaken at the end of a program or sometimes mid-term in longer programs.

An understanding of other evaluations that may have been undertaken previously provides insights into the findings of an effectiveness evaluation. The relationship of each evaluation to the whole financial year cycle is therefore very important.

An effectiveness evaluation for programme implementation is complex. These evaluations are often performed at the end of a program when stakeholders who may be able to provide significant information are no longer available. In addition, actual outcomes may be much more influenced by issues such as policy change, political interference etc.

3.2. Evaluation Questions (detailed set of questions is detailed in Annexure 1)

The first set of questions relate to SASSETA internal processes

- ✚ What is the strategic role that the General Security learning programme played in the industry?
- ✚ What is the criterion for allocation of stipends, who determines the amount?
- ✚ Which model of funding is more effective to implement the GSO Learnership between Co-Funding and DG funded model?
- ✚ Do SASSETA administration processes support implementation of the GSO Learnership programme, if not how can we improve?
- ✚ Do SASSETA processes support the providers to succeed?
- ✚ Has the GSO programme been identified as part of the scarce and critical skills during WSP/ATR submission?

The second set of questions relate to implementation of GSO programme

What is the strategic role that the General Security learning programme played in the industry?

- ✚ Is the GSO aligned with other similar nationally recognised occupations?
- ✚ Does the GSO programme still meet the demand and supply of the labour market?
- ✚ Is the GSO Learnership still necessary and important to the industry?
- ✚ What impact does the Learnership contribute to the Learner's attitudes?
- ✚ Is the presence of trained security guards in all sectors of society leading to the reduction of crime incidents in the estates?
- ✚ Did the absorbed learners add any significant value to your organisation? if so how?
- ✚ Do information sessions conducted by SASSETA before the project offer much assistance to get started with the project

The third set of questions relate Learners as beneficiaries of the programme

What is the over-all perception of SASSETA stakeholders towards the implementation of the GSO?

- ✚ Has the learner found suitable employment post the Learnership programme?
- ✚ Did the employer have capacity (resources, Psira requirements) to host learners for workplace exposure?
- ✚ Is there relationship between provider and host-employers / how effective is the relationship?
- ✚ What is the public perception about the quality of security training funded by SASSETA?
- ✚ What does the public think of the service providers offering security training?
- ✚ How does the implementation and funding model of GSO affect the safety and security sub-sector?
- ✚ What percentage of learners were absorbed post completion and certification of learners?

3.3. Sampling

For the purpose of this evaluation, a non-probability sample was applied with a focus on the purposive sampling. The main respondents in the study were the employers, SASSETA staff managing the programme, and the training providers delivering the programme on behalf of the SASSETA, and therefore a purposive sampling will be chosen as it assisted in eliminating people who did not fit within this requirement. The SASSETA staffs, the service provider and a sample of training providers were targeted as they had particular knowledge and experience which enabled a detailed exploration of the evaluation objectives. the sample ratio of this evaluation is 10% of the population.

Implementers (employers and training providers)	Beneficiaries	SASSETA Officials
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<ul style="list-style-type: none"> • Large, Medium and Small firms 	<ul style="list-style-type: none"> • Unemployed learners 	<ul style="list-style-type: none"> • Senior Manager: Learning Programme • HOD: Learning programme
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Table: 1

3.4. Data Collection Methods

Both primary and secondary data was collected during this evaluation.

Secondary Data - The secondary data was extracted from the GSO Learnership and various reports including reports submitted by service providers, onsite monitoring reports and reports compiled by the SASSETA staff.

Primary Data - The primary data was collected through interviews. Both face-to-face and telephonic interviews were used to gather information from service providers who benefited in discretionary grant. Semi structured interviews were used for the SASSETA staff to gain access to information that cannot be directly observed, such as thoughts, emotions and intentions. In order to ensure that information is consistently collected a structured interview schedule will be used for both service providers and the participants on GSO Learnership

3.5. Data Analysis

Since 2013/14 to 2015/16 SASSETA has implemented unemployed GSO learnership as follows;

Project Code	Project Name	Provider	Employer	Milestone Completed	Baseline Start	Baseline Finish	Actual Cost	Target Number	Actual Number	Financial Year	Start	Finish
FLG0113	GSO Learnership FLG0113	ITO FOCUS Phole	ITO FOCUS Phole	100	2013/07/25	2014/11/05	R 1,572,750.00	50	50	2013/2014	2013/07/25	2014/11/05
FLG0313	Flagship-Monkotswai Security-FLG0313	Monkotswai Security	Gauteng Department of Education Makgophe	60	2013/08/06	2014/10/03	R 1,488,775.00	50	50	2013/2014	2013/08/06	2016/04/13
FLG0413	Flagship - GSO NOF 3 LS FLG0413	AKAF	AKAF	0	2013/07/28	2014/10/03	R 1,500,000.00	50	50	2013/2014	2013/07/28	2014/10/31
FLG0513	GSO Learnership FLG0513	Lesedi Training & Training Services	Lesedi Training & Training Services	40	2013/05/17	2014/06/05	R 1,640,600.00	30	30	2013/2014	2013/05/17	2014/12/05
FLG0713	GSO Learnership FLG0713	Northern Province Training Academy	Northern Province Training Academy	100	2013/12/02	2016/04/08	R 1,841,000.00	50	50	2013/2014	2013/12/02	2016/04/08
FLG1013	GSO Learnership FLG1013	Sebenzani Simunye	Gauteng Dept of Education	80	2013/08/07	2014/06/30	R 1,803,000.00	200	200	2013/2014	2013/08/07	2014/06/30
FLG1113	GSO learnership FLG1113	Bjoko Training	Gauteng Dept of Education	0	2013/08/07	2013/09/09	R 1,488,250.00	200	200	2013/2014	2013/08/07	2015/03/13
FLG1213	GSO Learnership FLG1213	Choye Investments Holdings	Gauteng Dept of Education	0	2013/08/07	2014/06/28	R 1,700,000.00	200	200	2013/2014	2013/08/07	2014/06/28
FLG1313	GSO Learnership FLG1313	White Training Academy	GDE	0	2013/09/07	2015/04/02	R 1,364,500.00	200	200	2013/2014	2013/09/07	2015/04/02
FLG1413	GSO Learnership FLG1413	Mutenda Security	Mutenda Security	0	2013/08/07	2014/06/19	R 1,300,000.00	200	200	2013/2014	2013/08/07	2014/12/10
SC0214	GSO Learnership SC0214	Siyafunda Security Academy	Special Impact Security Services	100	2014/03/21	2015/10/30	R 2,186,700.00	50	50	2014/2015	2014/03/21	2015/11/26
SC0814	GSO Learnership SC0814	Benjamin Security Services	Leishale Distributors	100	2014/05/21	2015/12/30	R 3,021,007.06	75	75	2014/2015	2014/05/21	2015/12/30
SC0914	GSO Learnership SC0914	The Business Zone 607	The Business Zone 607	100	2014/05/21	2015/01/06	R 3,177,550.58	75	75	2014/2015	2014/05/21	2015/12/30
SC1014	GSO Learnership SC1014	Bidvest Magnum Group	Bidvest Magnum Group	100	2013/08/07	2015/12/31	R 4,178,171.86	100	100	2014/2015	2013/08/07	2016/03/18
SC1414	GSO Learnership SC1414	Tzaneen Training Centre	Kelshy Security	100	2013/08/07	2015/12/31	R 300,000.00	20	20	2014/2015	2013/08/07	2015/12/31
SC1614	GSO Learnership SC1614	Tshikalange Security Services	Tshikalange Security Services	100	2013/08/07	2015/12/31	R 825,000.00	55	55	2014/2015	2013/08/07	2015/12/31
SC1714	GSO Learnership SC1714	Nyandeni Security Services	Nyandeni Security Services	100	2013/08/07	2015/12/31	R 860,000.00	20	20	2014/2015	2013/08/07	2016/03/24
SC1814	GSO Learnership SC1814	Tzaneen training Centre	Langutela Security cc	100	2013/08/07	2015/12/31	R 225,000.00	15	15	2014/2015	2013/08/07	2015/12/31
SC2114	GSO Learnership SC2114	EEI, Professional Services	EEI Professional Services	100	2013/08/07	2015/12/31	R 300,000.00	20	20	2014/2015	2013/08/07	2015/12/31
SC2214	GSO Learnership SC2214	Mbudzana Dzanga Traders, Construction and Security	Mbudzana Dzanga Traders, Construction and Security	100	2013/08/07	2015/12/31	R 300,000.00	20	20	2014/2015	2013/08/07	2015/12/31
SC2614	GSO Learnership SC2614	Big Screen Secure Solutions	Big Screen Secure Solutions	100	2013/08/07	2015/12/31	R 860,000.00	20	20	2014/2015	2013/08/07	2015/12/31

SASSETA Implementation of General Security Office unemployed Learnership Programme from 2013 to 2015

Project Code	Project Name	Project Start	Project End	Project Duration	Project Budget (R)	Number of Learners	Project End Date
SC2814	GSO Learnership SC2814	2013/08/07	2015/12/31	100	R 3,600,000.00	100	2013/08/07
SC3014	GSO Learnership SC3014	2013/08/07	2015/12/31	100	R 1,500,000.00	100	2013/08/07
SC3114	GSO Learnership SC3114	2013/08/07	2015/12/31	80	R 2,160,000.00	20	2014/07/10
SC3614	GSO Learnership SC3614	2013/08/07	2015/12/31	100	R 800,000.00	20	2014/02/15
SC3814	GSO Learnership SC3814	2013/08/07	2015/12/31	100	R 4,172,793.32	160	2013/08/07
SC3914	GSO Learnership SC3914	2013/08/07	2015/12/31	100	R 2,194,761.90	50	2014/07/09
SC4214	GSO Learnership SC4214	2013/08/07	2015/12/31	100	R 4,403,734.50	100	2013/08/07
SC4714	GSO Learnership SC4714	2013/08/07	2015/12/31	80	R 8,470,875.00	200	2013/08/07
SC5014	GSO Learnership SC5014	2014/07/09	2015/12/31	100	R 2,194,761.90	50	2014/07/09

SASSETA Project matrix(2015).

Table:2

The above table is a highlight of what has been implemented since 2013; Project code, Name of the training provider/ employer, Number of beneficiaries Timeframes of the programme, Actual amount.

During evaluation M&E team had sampled 10% of what has been implemented as highlighted. In terms of financial plans, SASSETA is not consistence on the learnership amount per learners. Some of the projects are having same number of beneficiaries, however the budget / amount set for the project is not the same.



3.6. Limitations of the Evaluation

The following limitations were noted in this evaluation:

- The availability of directors of companies that were rejected during the nomination.
- Timeframe of this evaluation was too short
- Unreachable participants due to telephone numbers provided were no longer valid / incorrect.

Subjects that implemented some of GSO learnership were no longer with the organisation to answer questions concerning that policy

4. EVALUATION FINDINGS

4.1. Policy Imperatives

Discretionary Grant Policy has been consulted in drafting this evaluation. DG policy is clarifying roles and responsibilities that every party should play in the implementation of the programme . it also highlight the issue of 30% of learners participated in the programme which have to be absorbed by employers.

4.2. Role of SASSETA

- Is to align scarce and critical skills with APP and SLA (Need analysis)
- Revise DG Policy annually with inputs of other units
- Implement what is in the approved policy
- Involve and support stakeholders on the issues concerning DG Policy
- Nominate projects against SSP
- Monitor and verify project to ensure compliance before closing out
- Conduct inductions before the project starts
- Manage funds and pay in tranches as highlighted in the contract.

4.3. Role of Employers

The Employer shall not assign or transfer the benefits of obligation of this agreement to any third party without the prior written approval of SASSETA. The Employer will provide learners with Work Experience by placing the Learners in its workplace, subject to the

service delivery requirements of the Employer.

The Employer will comply with the provisions of the Act, PFMA and all other applicable laws.

The Employer shall take the necessary steps to ensure satisfactory and consistent regular attendance by the Learners at the workplace(s) and the venue(s). The Training Provider will inform the Employer of any failure by the Learners to satisfactorily attend training and the Employer shall upon receipt of this information address the Learner's conduct accordingly.

4.4. Role of training providers

The Training Provider shall schedule and attend a compulsory induction session held by SASSETA at the place of training. The Employer will take the necessary steps to ensure that the Learners attend the induction sessions. Such induction will be conducted over a maximum of (3) three hours with the primary object of ensuring that the Learners and the Training Provider in the training process understand their respective roles and responsibilities under the Agreement.

- The Training Provider shall provide the Learners with appropriate and adequate supervision in the training venue so as to ensure that training provided is adequately reinforced.

The Training Provider shall provide to SASSETA quarterly reports on the Programme subject to this Agreement no later than the third business day of the month immediately following the month to which the monthly report relates. Each quarterly report shall include the following areas:-

The Learners' progress, highlighting areas of Work Experience and Training generally requiring further attention. Highlighting incidents of poor attendance by Learners, Learners absconding and unacceptable Learner behaviour;

- the Employer, highlighting areas of success attained, adequacy of training and areas of disjointedness between the Training and Work Experience;

Challenges experienced by the Employer in fulfilling its obligations under the Agreement and any assistance it requires from SASSETA in this regard, if applicable.

The Training Provider shall keep up-to-date the records of the Learners' Training and Work Experience and periodically discuss progress attained by the Learners with the Learners.

The Training Provider shall assist the Learners to prepare and submit their respective

assessments. They shall further undertake the pre-assessment of the Learners from time to time.

The Training Provider shall promptly notify SASSETA in writing of any Learners that have dropped out of the Training Programme and of Learners, in the employ of the Employer, who have resigned from or been dismissed or suspended by the Employer. SASSETA shall be entitled to make deductions from the payments payable in terms of this Agreement, from time to time, commensurate to the number of Learners that are no longer in the Training Programme, whether pursuant to such Learners voluntarily dropping out of the Training Programme or pursuant to such Learners resigning, being dismissed or suspended from the employ of the Employer.

The training provider shall ensure that all Learners complete and sign the exit interview questionnaire upon the Learners completing the Learning Programme or no longer continuing with the Learning Programme, whether as a result of resignation or expulsion by the Training Provider or otherwise.

The Training Provider must ensure that they submit an original valid tax clearance certificate to SASSETA at the inception of the project. Should the tax clearance expire during the course of the project, a new valid tax clearance certificate should be submitted.

The training provider commits itself to service excellence, Exercise all reasonable skill, care and diligence in the discharge of the duties to be performed.

Conform to applicable and relevant Skills Development Act, Learnerships Regulations as well as relevant ETQA Requirements without exception. It will take immediate action to control any non-conformance related to any of the above that may arise at any stage during the administration, training process and training output of the delivery of learning programme we have been contracted to deliver.

Deliver a learning programme that is appropriate, relevant and effective for the particular workplace in respect of the Skills, Knowledge, Attributes and Value requirements of the learning programme.

That, to the best of the accredited Training Provider's ability, it will provide / ensure a *training environment* that is conducive to effective teaching and learning for each learner that is appropriate in respect of:

- Health and safety requirements
- Seating that is reasonably comfortable

- Provision of effective audio-visual aids

Provide training aligned to the relevant qualification / unit standard(s) according to an approved training plan including arrangement made with the relevant SETA for the verification of learner achievements.

Provide Portfolio Building Support Workshops for all learners training for the abovementioned learning programme.

Timorously arrange with the relevant SETA for a verification visit to obviate learners having to wait unduly long for authentic SETA issued Statement of Results (SORs). Issue a provider Competency Declaration within 5 working days of the assessment of each learner's Portfolio of Evidence in alignment with the relevant unit standard, issue a clear and detailed Development Plan reflecting each of the areas of remediation needed for each learner found to be not-yet-competent (SASSETA: DG Contract; 2016).

5. Summary of findings

5.1. Internal findings

Internal views are that SASSETA is responsive to the skills needs in the country. The major contributing factor to implementing the Learnership is lack of commitment to Learnership from employers or training providers who are submitting information very late, this process makes it difficult to process learner stipends in time. SASSETA administration process supports the implementation of Learnership by capacitating employer/training provider and learners before implementation of the GSO.

SASSETA is of the opinion that given the drivers of change, the Learnership is particularly relevant. It provides the critical component of integrated on-the-job training, which would expose learners to the realities of what is expected from an employee. Thus, the structure of a Learnership makes it ideally placed to facilitate transition to employment through ensuring a balance of theory and practical application.

5.2. Training providers` findings

A total of 7 employers and/or training providers were contacted for this section of the report. The most common items rose. They appreciate funding they get from the SETA. However there are some complications on the issue around DG processes;

- Application for DG grant is too complicated. Employers/training provider requested a simplified process of applying for DG funding. An application form that caters for an employer who is also a training provider should be developed.
- The delay between the closure of the DG funding window and the actual awarding is very huge. This hampers the training provider/employers implementation plans.
- Reporting requirements are not adequately explained in the contract signing meetings.

Learners do appreciate the opportunity they are presented with and some, not always all, do get permanent employment after the successful completion of the Learnership. There is particular greater need for Learnership rollout in the rural areas. This can also be a platform for learners to further their education and/or form of employment.

In terms of communication SASSETA lacks proper communication channels. Training provider struggle to get hold of Project managers assigned to their respective projects. In SASSETA there also complain on record keeping; Documentation – invoices, reports, learner list, registration forms – constantly get lost at the SETA.

In private security there is an overdue discussion that affects operation of training provider that are accredited with SASSETA and those one that are registered with PSIRA(implementing grades) PSIRA registration is a huge problem particularly for the unemployed learners. The SETA should clarify to the public in general and specifically to the private security sector the roles, responsibilities, mandate and scope of SASSETA as compared to that of PSIRA.

5.3. Learner findings

Some service providers that are awarded projects on security training do not have sites to place learners to complete the practical component. The majority of the learners are not being absorbed into organisations after completing the training. Most learners did not find suitable employment related to the Learnership participated in after completing the programme. Learners have limited experience as they do not have all the tools to do their jobs.

It has been found that learners are not PSIRA registered because of either lack of funds or support by the provider/employer. Some learners are rejected by PSIRA due to the fact that

their Unit standards entailed in their qualifications do not meet the requirements of the equivalency of Grade C certificate as regulated by the act. There is still confusion regarding PSIRA and SASSETA which let most employers preferring to employ people with the Grades instead of SASSETA learning programmes.

In general, the perception among the public has not improved towards general security profession. It is still viewed as a profession for uneducated people. Therefore, there is huge need for public aware on the importance of security especially in the country like South Africa with high rate of crime

6. Recommendations

- a) SASSETA can make measures to increase the awareness and understanding of the industry by conducting:
 - SASSETA DG contracts should be reviewed and include penalties for non-compliance particularly to late submission of required documents Learnership exhibition/information stands by the SASSETA
 - Information events on Learnerships organised in cooperation with the industry-organisations. The events could be announced via SMS and email.
 - Announcements for the funding of Learnerships by the SASSETA should not only be published in newspapers, but also via SMS, website and email.
 - Incentives for participation:
- b) For all these measures the SASSETA databases on employer contact details have to be generally updated and then continuously checked for correctness on a regular basis. Just as important as ensuring that the Learnership supports a skills supply and demand match (appropriate skills), is ensuring that the appropriate capacity / structures are in place to facilitate implementation.
- c) It has been recommended that Safety and Security SETA should
 - Ensure that employers commit to absorbing a certain percentage of their unemployed learners after the successful completion of a Learnership.
 - Special focus should be given to DG applications from rural areas.
 - Assist training provider who are implementing GSO to fast track learners' PSIRA registration.
 - Conduct proper DG contract signing meeting with the employers/training providers to ensure that grant recipients comply with their contractual obligations.

- Conduct information sharing workshops to the industry to explain the different roles that the SETA and PSIRA play in the safety and security industry
- d) SASSETA and PSIRA should finalise their MoU so that a new directive should be communicated to all relevant stakeholders

7. Conclusions

SASSETA has been implementing GSO Learnership since beginning of NSDSIII. Lot of learners has benefited by gaining skills out of this learnership, employers gained financial and human capital on this programme. However, there are some challenges in the implementation of GSC learnership and how it is implemented. One of the objectives of any learnership to make learners employable, which is not happening in this programme. On the sampled population; none of them were absorbed or employed in the security industry.

Secondly, there is an issue of memorandum of understanding between SASSETA and PSIRA that affects learner negatively in a security industry. PSIRA is offering grades with no recognised educational progression (alignment with SAQA). SASSETA is offering part qualification programmes which are lengthy and ignored by employers. These two dynamics are confusing learners in a sector; therefore it should be resolved immediately. There should be a good partnership between SASSETA and PSIRA especially when come to regularising practical component of learnership. it should be compulsory for employers to absorb 30% of the pool that were entered.

8. Reference

- I. Connell, James P., Anne C. Kubisch, Lisbeth B. Schorr, and Carol H. Weiss, eds. 1995. *New Approaches to Evaluating Community Initiatives: Concepts, Methods, and Contexts*. Washington, DC: Aspen Institute.
- II. National Skills Development Strategy III;
- !!!. Skills Development Act No. 97; 1998

SIGN OFF

The draft inception report was delivered to the Administrator at the SASSETA
Delivered by: Lubabalo Ngxola (a SM: Skill Planning, ME&R) and M&E Unit

Signature: 

This inception report was approved by the **Administrator on 28 March 2017.**

Approved by: **Jenni Irish-Qhobosheane**

Designation: Administrator

Signature: 

9. ANNEXUREs



SAFETY AND SECURITY SECTOR EDUCATION AND TRAINING AUTHORITY

Department: Learning Programme

Representative:

Date of the interview:

IMPLEMENTATION AND IMPACT OF GSO WITHIN SAFETY AND SECURITY SECTOR

1. Internal Questionnaires

What is the strategic role that the General Security learning programme played in the industry?

- 1.1. What is the criterion for allocation of stipends, who determines the amount?
- 1.2 Which model of funding is more effective to implement the GSO Learnership between Co-Funding and DG funded model?
- 1.3 Do SASSETA administration processes support implementation of the GSO Learnership programme, if not how can we improve?
- 1.4 Do SASSETA processes support the providers to succeed?
- 1.5 Has the GSO programme been identified as part of the scarce and critical skills during WSP/ATR submission?

Compiled by: _____

Signature: _____

Date: _____

**SAFETY AND SECURITY
SECTOR EDUCATION AND TRAINING AUTHORITY**

Provider Name: _____**Learner Name:** _____**Learner ID:** _____**Contact:** _____**Date of the interview:** _____**Learner Questions****2. What is the over-all perception of SASSETA stakeholders towards the implementation of the GSO?****2.1. Has the learner found suitable employment post the Learnership programme?****2.2. Did the employer have capacity (resources, Psira requirements) to host learners for workplace exposure?****2.3 Is there relationship between provider and host-employers / how effective is the relationship?****2.4. What is the public perception about the quality of security training funded by SASSETA?****2.5. What does the public think of the service providers offering security training?****2.6. How does the implementation and funding model of GSO affect the safety and security sub-sector?****2.7. What percentage of learners were absorbed post completion and certification of learners?****Compiled by:** _____

Signature: _____

Date: _____

**SAFET AND SECURITY
SECTOR EDUCATION AND TRAINING AUTHORITY**

Provider Name: _____

Learner Name: _____

Learner ID: _____

Contact: _____

Date of the interview: _____

Training provider / employer Questions**3. What is the strategic role that the General Security learning programme played in the industry?**

- 3.1. Is the GSO aligned with other similar nationally recognised occupations?
- 3.2. Does the GSO programme still meet the demand and supply of the labour market?
- 3.3. Is the GSO Learnership still necessary and important to the industry?
- 3.4. What impact does the Learnership contribute to the Learner's attitudes?
- 3.5. Is the presence of trained security guards in all sectors of society leading to the reduction of crime incidents in the estates?
- 3.6. Did the absorbed learners add any significant value to your organisation? if so how?
- 3.7. Do information sessions conducted by SASSETA before the project offer much assistance to get started with the project

Compiled by: _____

Signature: _____

Date: _____

