



The impact of the GSO learnerships

Abstract

General Security Officer (GSO) has been identified on the Workplace Skills Plan (WSP) as one of the critical skills needed in the private security sector. The Safety and Security Sector Education and Training Authority (SASSETA) has been funding the GSO through its discretionary grant, the learnership includes both employed and unemployed.

The aim of the study is to investigate the impact of the General Security Officer (GSO) learnership in the safety and sector. In particular, the study sought to explore, through an inquiry, the significance of the GSO learnerships, to establish the reasons for the need of these learnerships and most importantly to find out how the learnerships benefits the sector.

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INTRODUCTION AND BACKGROUND

1.1 Introduction

SASSETA is a training authority established in terms of Section 9 of Skills Development Act, 1998 (Act No. 97 of 1998 as amended). SASSETA facilitates skills development in the safety and security sector. SASSETA is one of the 21 SETAs that have been established by the Minister of Higher Education and Training to address the shortage and imbalance of skills in the safety and security sector. Thus, the principal goal of the SASSETA is to facilitate and overseeing skills development in the safety and security sector.

The demand for private security services leads to the growth of private security sector in the past decade. The growth of private security sector has been noticed by the increasing number of private security companies, foreign and domestic companies. The increasing number of private security companies increases employment opportunities. The growth of the industry requires specific skills on top of the traditional security qualifications (Grade E to A)¹.

1.2 Background

When reviewing the Workplace Skills plan or Annual Training Report show the skills needs of an individual organisation and the skills development interventions to meet the organisation needs. To identify the sector's skills needs, it is important that the organisation or the sector submit an updated WSP/ATR to SASSETA so that the information included into the Sector Skills Plan (SSP). It is, based on the WSP/ATR information submitted by private security sector for the past three financial years the GSO has been identified as a critical skill required in the sector.

SASSETA as a training authority offers employed and unemployed learnerships; employed learnerships are issued to security officers who are already working in the security industry to upskill learners with relevant skills required by the industry. SASSETA also offers unemployed learnerships to individuals that seek employment in the security industry as security officers. The GSO program is divided into three categories; Skill program 1 for Grade E, skills program 2 for Grade D and Skills program 2 for grade C securities. Grade B and A are for management

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positions with the specialisations. These qualifications are important for enabling the officers to perform their duties diligently and effectively.

1.3 Aim and objectives of the study

Aim

The aim of the study is to investigate the impact of the General Security Officer (GSO) learnership in the safety and security sector. In addition, explore the significance of the GSO learnerships to determine the need of the learnership and how it benefits the security subsector.

Objectives

The study sought to investigate the impact of the GSO learnerships in the safety and security sector. Hence, the study was rest upon the following objectives:

To investigate the significance of GSO learnerships for the safety and security sector

- To explore the reasons for the need of the GSO learnerships
- To investigate how the GSO learnerships benefit the safety and security sector

1.3.3 Evaluation/research questions

- What is the significance of GSO learnerships in the safety and security sector?
- How does the GSO learnerships benefit the safety and security sector?

Significance of the study

Understanding the demand and supply for skills within the safety and security sector is essential for industry stakeholders including SASSETA. SASSETA as the organisation in collaboration with the industry has disbursed substantial amount of the discretionary grant towards addressing the shortage of GSO qualification through the learnership. Hence, the proposed study will help SASSETA to understand the impact of GSO learnerships in the safety and security sector. In addition, the study will highlight the general overview of the intervention, and also recommend the necessary improvement on the qualification.

Potential risks

Possible risks that might be encountered:

- Stakeholders might not participate in the study.
- Time constraints might have an impact on when the study will be completed.

Evaluation type

Summative evaluation

The study used a summative approach to evaluate the impact of GSO learnerships in the sector. Summative evaluations are carried out to determine the impact or the effectiveness of the programme. Brian and Cusack (2019) regard summative evaluation as an ex-post evaluation (after the event), typically occurs after implementation, and focuses on the impact of a given programme. According to (Brian & Cusack, 2019) summative evaluation is used to measure whether a programme has achieved its intended aims or goals. The proposed study sought to understand the impact of GSO learnerships in the sector and explore, through enquiry, the significance of the GSO learnership, to establish the reasons for the need of the learnership and to find how the learnership benefits the sector. Hence, summative evaluation was used in the study.

2. BACKGROUND (Programme description)

2.1 Introduction

This section outlines the overview of the GSO qualification. The purpose of the qualification with the safety and security sector is also discussed. The brief discussion in line with the role of the qualification in enhancing productivity amongst the security personnel in the industry is also discussed in this section.

2.2 What is a Learnership?

A learnership is a structured training program that combines a theoretical learning provided by an accredited training institution with practical work experience gained with an employer. Learnership is designed to enable learners to achieve a national qualification and the qualification is both theoretically and practically based².

A learnership is not necessarily a formal qualification, but a learning route towards achieving a nationally recognized qualification. The idea is that people really understands every aspects of an occupation by doing both the theoretical and practical work under the guidance of an experienced and qualified person. Learnerships are based on legally binding agreements between the employer, learner and the training provider, and the agreement explains in details the tasks and duties of all parties involved³.

The GSO learnership program work as an augmentation or supplement to the abovementioned skills to enable private security services effective and meet the needs of their clients. Given the essential role that General Security Officers play in promoting safety in the sector, the proposed study therefore seeks to investigate the impact of the GSO learnerships in the safety and security sector⁴.

According to the South African Qualification Authority (SAQA) GSO is registered as a National Certificate in General Security Practices. GSO is an entry level qualification and recognises the key competencies required from security personnel who are able to work in a variety of security environment. This qualification is for individuals who want to enter the security

² SASSETA, 2018. *Improve Your Learning Improve Your Life*; Be what you want to be. Pg. 3. Learning programmes guide.

³ Ibid

⁴ Ibid

industry and have standard security skills such as, access and egress control, security response and patrol, asset protection and visible security operations⁵.

2.3 The purpose and the rationale of the qualification

Purpose of the qualification:

The general Security Officer (GSO) qualification is an entry-level qualification that recognises the key competencies required from security personnel who are able to work in a variety of security contexts. This qualification is 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 operations⁶.

Security Officers with GSO will operate mainly in the security sector within a range of contexts, including; rural, urban, corporate, mass, gatherings, homes and businesses. The GSO qualification provides learners with the competencies needed to undertake a range of security related processes and practices at an entry level. This qualification enables security officers to practice the necessary knowledge, skills and attitudes to operate in a professional manner. The qualification also enhances their career opportunities within the security environment. Upon completion students will be able to:

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

The GSO qualification falls within the field of safety and security of the society. To have an entry-level qualification in the area of security is vital to deter and detect criminal activities to support government initiatives that fight against crime. The competencies in this qualification contribute to a safer environment that is needed for economic development, financial investment and the development of business opportunities; tourism industry is one of the sectors that its success mostly depends on the safety of the community. 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 conducting patrols and observation techniques. This qualification is the first in a learning pathway for the security sector. After

⁵ South African Qualification Authority (SAQA). General Security Practice NQF Level 3. [accessed Online] <http://allqs.saqa.org.za/search.php>

⁶ South African Qualification Authority (SAQA). General Security Practice NQF Level 3. [accessed Online] <http://allqs.saqa.org.za/search.php>

completion of this qualification, learners will be able to enter various security disciplines such as electronic security or close protection security⁷.

In completion of this qualification, learners will be able to access higher security qualifications within the learning pathways and will be able to choose from specialised fields such as dog handling, assets in transit operations, firearm specialisations and many other specialisations in the security industry.

2.4 Learning Assumed to be in place and recognition of prior learning

- Communication, NQF Level 2.
- Mathematical Literacy, NQF Level 2.

2.4.1 Recognition of Prior Learning

The structure of this qualification makes the recognition of prior learning possible through the assessment of individual unit standards. The GSO qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The mechanism used provides the learner with an opportunity to demonstrate competence and it does not prevent learners from choosing the RPL option towards gaining a qualification. If the learner can demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of prior learning will be done by means of integrated assessment as mentioned above.

2.4.2 Qualification Rules

The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 124 minimum credits.

- Fundamental: 36 Credits.
- Core: 63 Credits.
- Elective: 25 Credits.

Total: 124 Credits

Fundamental component:

- All unit standards to the value of 36 credits are compulsory

Core component:

- All unit standards to the value of 63 credits are compulsory

⁷ Ibid

Elective component:

- A learner must achieve a minimum of 25 credits of their choice from any of the available elective unit standards, which would advance their chosen career path. Learners choosing an area of specialisation must complete all unit standards listed within that area of specialisation⁸.

2.5 PSIRA security grades

According to Mattis security (2018) the roles and responsibilities of guards differ and are dependent on the grade that have been obtained. The lowest PSIRA grade for security officers is grade E & D, with the highest being grade A. The following are the security grades and their core functions according to PSIRA:

- Grade E & D security officer's main function is access control or patrol.
- A grade C security officer's main function is access control at a higher risk area and supervision of lower grade security officers.
- A grade B security officer's main function is access control in high-risk areas where documentation and basic computer skills might be required, a site commander, managing of lower grade security officers and doing sites visits for inspection.
- A grade security officer's function is normally a site manager or commander, controlling and managing the security workforce, conducting risk assessments and evaluations on site daily. The skills offered are; basic investigative skills, problem-solving and designing security solutions⁹.

2.6 Summary

This section has given a general overview of a learnership, the purpose and rationale of the GSO qualification, leaning assumed to be in place and recognition of prior learning (RPL), qualification rules, and the description of PSIRA grades.

⁸ South African Qualification Authority (SAQA). General Security Practice NQF Level 3. [accessed Online] <http://allqs.saqa.org.za/search.php>

⁹ MANTIS Security, 2018. Private Security Industry Regulatory Authority (PSIRA) Guarding grading- what your Symbol Symbolises. [Accessed Online] <https://mantissecurity.co.za/psira-guard-grading-what-your-symbol-symbolises>

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section outlines the research design that was utilized for the t study. The section also discusses the units of analysis, sampling, data collection and analysis as well as the limitations of the study.

3.2 Research Process

Paradigm	Ontology	Epistemology	Methodology
Interpretivist	Perceptions and experiences of participants	Subjective	Mono method (Qualitative)

3.3 Qualitative research method

The proposed study used a qualitative research method to evaluate the impact of GSO learnerships in sector. Qualitative research is concerned with developing explanations of social phenomena¹⁰. In addition, qualitative research is a form of social action that emphasises the way in which people interpret and make sense of their experiences to understand the social reality of individuals¹¹. The qualitative research as an exploratory method which seeks to explain 'how' and 'why' a particular social phenomenon or program, operates as it does in a context¹². In the proposed study, qualitative research will be used to unravel the GSO programme and explore its impact in the sector.

3.4 Sample and sampling methodology

The participants were selected from an existing database of learners and employers registered with SASSETA. The employers were. Hence, purposive sampling method was used for the study. The sample for the proposed study comprised of leaners and employers in the sector. In addition, the study was sampled from the learners and employers that undertook training and employment services in the previous three financial years (15/16-17/18).

3.5 Data collection

¹⁰ Hancock, B., Ocleford, E., & Windridge, K. (2007). *An introduction to qualitative research*. Birmingham: University of Birmingham.

¹¹ Haradhan, K. M. (2018). Qualitative Research Methodology in Social Sciences and. *Journal of Economic Development, Environment and People*, 7(1), 23-48.

¹² Ibid.

Data was collected through telephonic interviews semi- structured interviews with the participants. Semi-structured interviews afforded the researcher the opportunity to explore and probe further on themes that emerged during the interview.

Telephonic conversations: Telephonic conversations were used to gather general information from those who were involved with the training process during the stipulated period of training (2015/6 to 2017/18). Landlines and cell phones are effective in data gathering because it enables researchers to obtain data in a much cheaper manner than driving around and try to see people who were involved. Telephone calls also allow the researchers to gather any form of information that they think may be necessary to assist in the completion of an impact report.

Telephone interviews provided balanced distribution of power between interview participants, it encouraged them to speak freely and they could direct the conversation towards the areas they perceive as important¹³. This type of data collection prevents the researcher and participants from developing biases and stereotypes that comes with the physical appearances and behaviours of individuals. Therefore, by removing these visual distractions the use of the telephone reduced a number of biases. The risk of face-to-face interviews is that the researcher and participant might get attracted to each other and the attraction could lead to the discussion drifting and losing its focus. The researchers are encouraged to maintain a certain degree of distance and formality with research participants¹⁴. Hence, the telephonic interviews were preferred as a data collection method.

3.6 Data analysis

The collected data will be analysed using a qualitative content analysis. Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action¹⁵. In the study, this method will be used summarise information and provide insight on the impact of GSO learnership in the sector.

¹³ Vogl, S. 2013, "Telephone Versus Face-to-Face Interviews: Mode Effect on Semi-Structured Interviews with Children", *Sociological Methodology*, Vol. 43 No. 1, pp. 133-177.

¹⁴ Tucker, B.P. and Parker, L. D. 2014. "Comparing interview interaction modes in management accounting research: A case to answer?", paper presented at AAA 2015 Management Accounting Section (MAS) Meeting, available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2480247, (accessed 20 February 2020).

¹⁵ Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Newbury Park: Sage Publications.

3.7 Ethical Consideration

3.7.1 Informed Consent

Before data collection, the participants were made aware of what the study entail and the process of participating in the study will involve. Participants were made aware that this study is voluntary and that they may refuse or withdraw their consent to participate at any time during the interviews should they wish to do so. Moreover, the participants were informed that there will be no penalty for withdrawing their consent.

3.7.2 Protection of identity

In order to the identity of the participants and the organisations that took part in this study, the SASSETA research department took the onus not to disclose the participants nor the organisations that took part in the study. Additionally, all the information gathered, and material used to collect the data are kept in strict confidence at the SETA in the research department. Each member of the research team has signed a confidentiality clause which bind them from not disclosing confidential material and to protect the research participants.

3.8 Limitations and challenges of the study

As with most research or impact studies, this study also has limitations. The study primarily focused only on telephonic interviews due to accessibility of participants and time constraints. The telephonic interview was limiting as compared to face to face interviews, the researcher could not probe or get more answers on the researched subject. Facial expressions and body language are an integral part of the communication process, and these visual signals are lost during telephonic interviews. This create several challenges for researchers; Firstly, the lack of visual signals creates a risk of misunderstandings that could lead to a total loss of communication process (*a participant could introduce irrelevant information because of miscommunication*). Second, the researcher loses key non-verbal data and those additional details gives richness to the data collected which is missing in the telephone interviews. Third, the researcher is unable to use body language as a natural tool for probing and seeking clarifications or elaborations to answers given. Lastly, an interviewer cannot rely on visual signs to assess the participants' level of interest¹⁶.

Irvine further state that visual signs inform the researcher when there is a need to motivate and stimulate the interest of the participant. As a result, telephone interviews require greater

¹⁶ Farooq, M.B. & De Villiers, C. 2017. Telephonic Qualitative Research Interviews, when to consider them and how to do them: *Meditari Accountancy Research*, 25(2), 291-316.

concentration and energy to ensure that the participant is fully engaged in an interview and there is a natural flow in a conversation¹⁷. Lastly, the respondents were reluctant to participate in the study.

3.9 Summary

This section outlined the research design and methodology used for the study. This section descriptively outlined the research steps which includes; research process and method, sample and sampling methodology, data collection method, data analysis and limitations of the study.

¹⁷ Irvine, A., Drew, P. and Sainsbury, R. 2012. "Am I not answering your questions properly?" Clarification, adequacy and responsiveness in semi structured telephone and face to face interviews, *Qualitative Research*, Vol. 13 No. 1, pp. 87-106.

4. PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The current study was not meant to yield conclusive evidence regarding the impact of the GSO learnerships. However, to investigate the impact of the GSO learnership in the security subsector by means of gathering the participant's perceptions about the learnership. This chapter presents and discusses the findings the current study.

The first section of this chapter is the presentation of employers' responses and the second section presents the responses from the learners (security officers).

4.2 Presentation of the findings of the study

The primary purpose of this section was to present the findings of the study divided into two parts namely; employers and learner's responses. The first part of this section presents the employers' responses about the GSO learnership. The following are responses from different employers who participated in the study.

4.2.1 What is your highest grade/qualification?

Below is the graph depicting different security grades and the total number of each grade as given by learners in percentage. The graph below shows that grade C with about 40% is the highest grade that learners possess, followed by grade D which is about 21% and grade E about 19% learners.

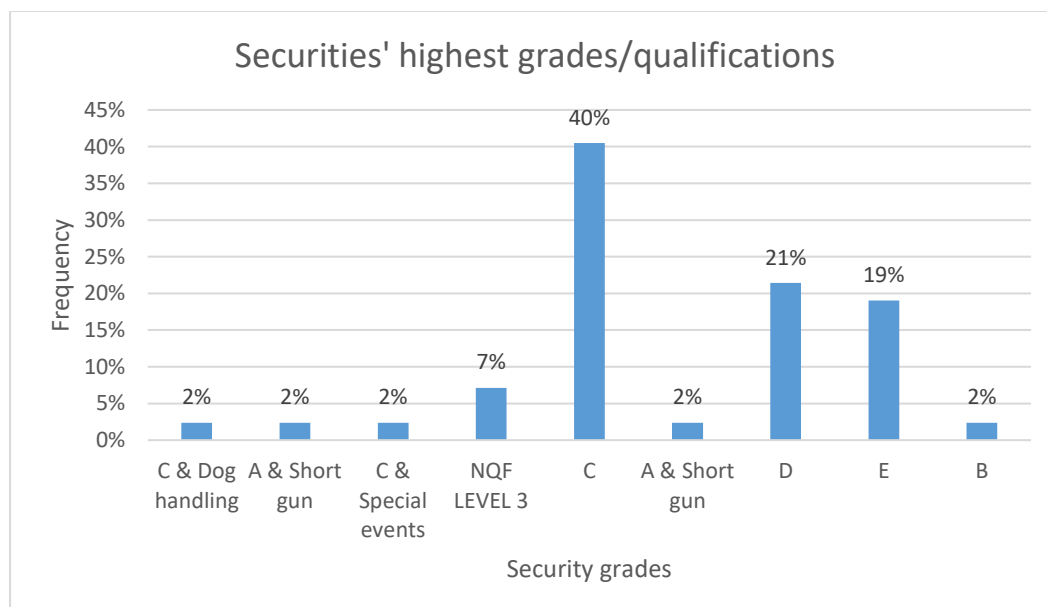


Figure 1: Security grades versus the total number of each grade/qualification in percentage

How many security officers have attended the GSO learnership in your company?

The following are some of the responses from the employers who participated in the study:

“in 2017/18 we trained 28 learners”

“in 2015/16 financial year we trained 12 learners, 20 learners in 2016/17 & 15 learners in 2017/18. The 2015/16 and 2016/17 groups all of them finished the learnership but the in 2017/18, only 3 out 15 learners dropped out of the learnership while doing practicals and did not provide any reason for quitting the learnership”.

“we trained 450 learners from 2015/16 to 2017/18 financial year, they all completed and half of them got employment elsewhere while the other half is still working with us”.

“we trained 20 learners in 2017/18 financial year and all them completed”.

“we had 90 learners at the beginning of the learnership and 8 of them dropped out, they did not give us any reason for quitting the learnership, we tried to do a follow up but we did not succeed”.

“we trained 70 learners in 2017/18 financial year, 95% of them completed and 5% dropped out. Most of those who dropped out they told us that they got employment somewhere else”

“we started with 30 learners, one student passed away and 29 completed”.

Most responses from the participated employers shows that most learners who enrolled into the GSO learnership did complete the learnership. However, there are few learners who dropped out, the reason being that they got employment elsewhere before they could finish the they learnership.

4.2.2 What is the significance of the GSO learnership?

The employers made the following comments under the comment section:

“it improves workplace in terms of performance, the security officers who completed the GSO learnership show a high level of knowledge about security practices”

“the learnership is very important on security officers, they always get employment after completing it, and most industries prefer hiring security officers who have GSO certificate”

“we are in rural areas most people are not skilled and that makes them not employable, but the GSO learnership contributes significantly in skilling rural people”

“The GSO learnership plays a huge role alleviating poverty and unemployment because learners get stipend during the learnership and they get employed soon after the finish the learnership”.

The participants highlighted that GSO learnership plays a huge role in professionalization of the security industry and instilling discipline on their security officers. That positive changes that comes with the GSO programme makes them efficient in their operations and when their

clients are happy about their service, they extend the operation contracts. In addition, it also helps in the alleviation of the unemployment rate in the country.

4.2.3 How effective are the security officers who went through the GSO learnership?

The following comments were made by the participants under this section:

“very effective, they know the job unlike psira grades security officers, the GSO certificate cannot be bought, you have to do theory and practicals”. He further mentioned that the GSO prevent the short cuts of receiving the security certificates through PSIRA.

“they know every aspect of the security industry, they perform well”. The other respondent also highlighted the role that is played by the GSO learning in teaching security officers about the security industry and the way it opens the door for further learning.

Most responses from the participants highlighted that all security officers who completed the GSO learnership demonstrate good knowledge of their work and a better understanding of the security industry as compared to security officers who have four weeks PSIRA certificate. The reason being most respondents have confidence about the GSO learnership and that it runs more than a period of 12 months. Furthermore, the leadership is divided into two parts (theory and practical), the learners have lot of time on learning and getting a better understanding of the industry.

4.2.4 What is the impact of the GSO learnership in your company and security industry as a whole?

The employers made the following comments under this section;

“It promote the company, the fact that we are running the training and all people are aware of that, it shows that we are not fake, we are a legitimate company and that makes us get more customers who want to work with us”. The security industry is full unregistered security companies operating without PSIRA registration and customers are being careful not to work with unregistered security companies.

“in the security industry the work is based on the contracts, when the client is satisfied with the work you get an extension and the security officers who went through GSO are performing well, so the impact is huge”. Having a well-trained security officers working on sites gives a security company owner confidence that their clients will be happy and clients happiness increases chances of contracts extension.

“it reduces the tax, the learnership makes it easy for learners to get employment, it also easy for us to get people to employ”. He further stated that they is a database that

registers qualified security officers where the employers login to search for security officers with the relevant skills.

Most of the responses from the employers show that the GSO learnership has a huge impact in professionalising and promoting the industry and it also encourages security officers to study further and grow in the security industry. It gives them a better understanding of their work as security officers and increases their chances of getting employment in the security industry.

The second part of this section presents the learners' responses about the GSO learnership. The following are questions and responses from learners who participated in the study.

4.2.5 What skills have you acquired through the GSO learnership?

The participants indicated the following skills under this section:

Report writing, vigilant, people skills, leadership skills, communication skills , firefighter, occupational health & safety, conducting evacuations, handling complains of site, computer skills, observation, access control, filling, inspection, drilling ,scanning, searching, discipline, respect, honesty, cleanness, giving a smile to clients and behave professional

4.2.6 What is the significance of the learnership?

The learners made the following comments under this section:

It helped get employment, most of the security officers who finished the learnership got employment in the magistrate court

It upgrades the knowledge of the security officers

Acquire workplace skills

It is very generic; I cannot say there was something new I have learned through the learnership

It is not significant because I am still unemployed

I received the security certificate and I am employed

It upskills you in every aspect of security

The significance of the learnership prove to mean different things to different learners. To some it has been significant that they acquired workplace skills and upskilled around the operation of the security industry. However, to other leaners they have not seen the significance of the learnership because they remain unemployed even after receiving the certificates for learnership completion.

4.2.7 How has the GSO learnership benefited your career as a security officer?

The participants made the following comments under this section;

After completion of the GSO learnership I got employment

The learnership opened doors for me to advance my career; I am enrolling into an arm response programme.

I got more skills and knowledge about the security industry

Opened my mind in pursuing my career as a security officer and allows me to study further

The learnership gives me an opportunity to apply for or any position in the company and they are more chances of upgrading your qualification while employed

It has not benefited me because I got employment through connection

It has not benefited me because I am unemployed

I do not know because I am not employed

Basics of national key points

The responses from the learners reveals that to some the GSO learnership has been beneficial. However, to other learners the learnership has not benefited them in any way because they remain unemployed and it has been years after completion of the GSO learnership.

4.2.8 Any additional comment?

The researchers added this last part of the questionnaire in an attempt to open a platform for any other comments that participants might have had. The learners addressed few issues that were not covered by the research questionnaires. Even though almost every learner who participated on the study were happy about the GSO learnership facilitation, but they have few issues on the following aspects:

Stipend payments

Getting certificates after completing the learnership

Doing practicals away from home

Stipend payments: Learners complained that in some months, (mostly towards the end of the learnership) they did not receive their stipend and that made it difficult for them to attend classes. Most of them did not have other source of income and not getting stipends made it difficult to go to classes or attend practicals.

Getting Certificates after completing the learnership: most of the learners who completed the learnership but not employed they said the main reason is that they have not yet received their GSO certificates. They claim that they were told to wait for their certificates by the training providers and they never came back to them. Most of these learners “fall” under unemployed GSO learnership. They said it is easy to get employment or promotion if you trained under employed learnership because your employer is the one who make sure that learners get their certificates after completing the learnership, unlike unemployed learners.

Doing practicals away from home: most learners were complaining about being sent to do practicals away from where they after finishing theoretical part of the learnership. They complained that the stipend was not enough to cover for relocation costs. They said not being able to afford rent, buy food or travel long distance was the main reason for those learners who dropped out of the learnership.

This part of the questionnaire played a huge role on giving an insight of the overall rollout of the learnership. Most learners were very concerned about what was happening during the learnership. One participant said that he suspects that there is a corruption going on, “the way things were happening with the company that was responsible for our stipends it was obvious that there are corrupt, they eat our money”. These are some of the issues that should be investigated and ensure that they don’t continue to happen in the future, because it defeats the purpose of the GSO learnership.

Did you get employed after completing the GSO learnership?

Below is the graph showing employment status of learners who completed the GSO learnership. The total of employed and unemployed individuals who completed the GSO learnership is represented in percentage. The graph below shows that about 83% learners who completed the GSO learnership were able to find employment. However, the graph also reveals that about 17% of the learners who completed the learnership are unemployed.

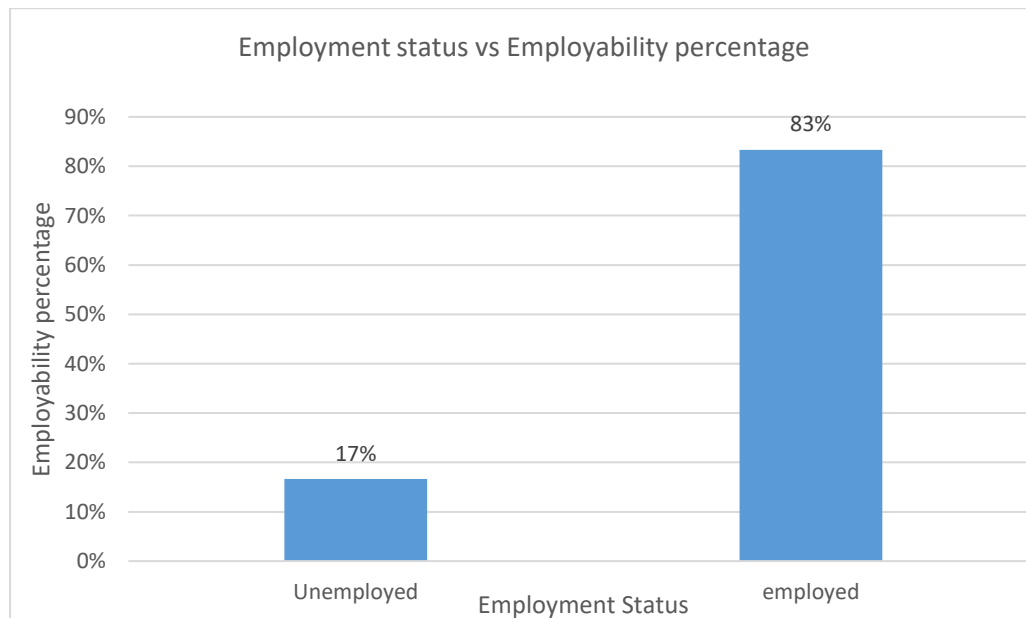


Figure 2: *Employment status versus Employability percentage*

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The purpose of the current study was to investigate the impact of the GSO learnership in the safety and security sector. The study sought to explore, through an inquiry the significance of the GSO learnership to establish the reasons for the continuous need of the learnership by security companies and find out how the learnership benefit the sector.

5.2 Summary and review of the findings

The sample population involved employers (security company owners) and learners/security officers. Based on the responses from the sampled population, the GSO learnership has a huge positive impact. The learnership provide security officers with necessary skills for every aspect of the security work, it increases their chances of getting employment in the security industry and it professionalise the sector. In most rural areas the unemployment rate is high, the GSO learnership provides income in the form of stipend and guarantee employment after completion.

5.3 Recommendations

The security industry should consider upgrading the old curriculum of PSIRA training or replace it with the GSO learnership.

The responses that the researcher receives from both security company owners who facilitated the GSO learnership and the security officers who completed the learnership suggest that the GSO learnership is more efficient and effective in training security officers. Most of the respondents argued that the GSO learnership is more significant in the security industry as compared to the PSIRA grades because:

- It provides security officers with necessary skills needed in the industry (security officers who have GSO certificates demonstrate a high knowledge of their work)

- It increases employment opportunities for security owners and for security officers

- It has a potential of reducing illegal operation of unlicensed security companies

These recommendations were formulated based on the analysis of the responses from the sampled research participants.

Based on responses from the participants the researchers recommend that SASSETA should:

- Continue offering the GSO learnership to employed and unemployed learners

- SASSETA should ensure that every GSO learner gets his or her certificate after completing the learnership

- SASSETA should ensure that there is not corruption on learners' stipends

From the sampled population the study shows that 83% of students who completed the GSO learnership get employment and only 17% are still unemployed. This shows that SASSETA can achieve its mission to be the leader in skills development through the GSO learnership. The GSO learnership has proven to be a useful tool in eradicating poverty in rural communities through the GSO learnership therefore, increasing the number of security companies who facilitate the learnership is recommended.

6. References

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