

The Safety and Security Sector Education and Training Authority

(SASSETA)

Report on

The contribution of the GSP through skills programme training on unemployed and employed learners.

EXECUTIVE SUMMARY

In South Africa, there are Sector Education and Training Authorities (SETAs) that have been tasked to champion Sectorial Skills Development and Training interventions through the Skills Development Act No. 97 of 1998. It can be noted that the Safety and Security Sector Education and Training Authority (SASSETA) is not only responsible for training security officers or guards but also for dealing with security associations. This study aimed to understand the contribution of the General Security Practice (GSP) and its demand to the labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21.

In terms of design, this is an evaluative study positioned on the principles of summative research. The target population includes service providers, SASSETA officials, and learners who participated in the GSP skills programme. The population to participate in this study was sampled through the use of both purposive sampling (which was used for service providers and SASSETA officials) and random sampling method (which was used for learners). The total sample size of the study was one hundred thirty-four (134) participants.

The results confirm that the GSP training has been a success, with the learners managing to complete it in record time. The majority of learners have strongly agreed that the GSP skills have helped to bridge the skills gaps in the safety and security sector. The learners have benefited extensively from the GSP programme through strong skills development in security response and patrol, access and egress control, assets protection, and visible security operation, to name a few. This is evidence that the implementation of the GSP skills programme is beneficial and helps to bridge skills in this sector. This shows that learners with the GSP training programme are employable even though they have to wait a little longer because of the employment scarcity in the market.

Most participants have recorded the issue of unemployment as the primary problem that indirectly affects the implementation of the GSP skills programme. This is because most learners are using their stipends for survival rather than for what the stipend is bestowed to cover. Other problems that have been identified include poor administration, communication breakdown, and delays in the payment of stipends. This study brings forward that the processes of payments should be channelled to specific security organisations that render training services to pay for learners who are enrolled with them.

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LIST OF ABBREVIATIONS

DHET	Department of Higher Education and Training
GSP	General Security Practice
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
PSiRA	Private Security Industry Regulatory Authority
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SETAs	Sector Education and Training Authorities

CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE REPORT

1.0. INTRODUCTION

Scholars and governments have brought much attention to the notion of security as a concept and field of study in the body of literature (see Strom *et al.*, 2010; Ogoh *et al.*, 2013). Notably, it is the significant for the security industry (including all clusters of securities) to provide essential services such as guiding against all threats to the security and peace of society, particularly in South Africa since this is a country that is characterised by various crime activities and other crises.

In South Africa, there are Sector Education and Training Authorities (SETAs) that have been tasked to champion Sectorial Skills Development and Training interventions through the Skills Development Act No. 97 of 1998. Skills development in the Safety and Security Sector is the mandate of SASSETA (Safety and Security Sector Education and Training Authority). Other than skills development and training in its general sense, SASSETA also seeks to improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation, and social development while seeking to address systemic considerations. This should be done through the provision of need-based job-oriented programmes to assist individuals in obtaining jobs and employment opportunities.

The demand for security personnel has increased drastically in contemporary South Africa following the upsurge of looting, conflict, violence, crime, xenophobia attacks, and other general insecurity within the country. Under such circumstances, the security agents from both public and private sectors were expected to play an integral role in ensuring the safety of property and persons. This involves the protection of critical infrastructure systems (transportation, utilities, manufacturing industries, and educational and health facilities) and the nation's institutions.

The Organisation for Economic Co-operation and Development (OECD, 2004) brings forward that the security industry is not only about security and safety, but it has become a large and growing area of economic activity. This is because governments across the world, corporation, and consumers have allocated huge budgets for security goods and services in this contemporary era. It is from such background that the security industry is expected to have an

extensive impact on socio-economic development in the near future. This brings a huge responsibility to policy-makers on how they can meet the fast-growing need for security without disproportionately obstructing economic efficiency and the rights of people in society. In the discussion of the “economics of security” as an emerging phenomenon in the security industry, Sennewald and Baillie (2020) are of the view:

“...when there is effective security in place in an organisation, the profit is increased because there are fewer criminal activities leading to financial losses”.

The global trend is that the safety and security sector employs the majority of citizens with little or no background in post-school education and training qualifications (Prenzler, Earle, and Sarre, 2009). There is no evidence to suggest that South Africa is an exception to this trend. According to Kole (2015), the participation of people in the safety and security sector, such as security officers or guards, is mainly economic and contribute to livelihood standards. This is because the safety and security sector is creating employment opportunities, and to many people, it is regarded as a sustainable livelihood strategy and source of income. This sector contributes in various ways to the South African economy. Such contributions involve the ability of the industry to create employment opportunities for thousands of people, become an entrepreneurship landscape for those with a passion for becoming entrepreneurs, attract investors, and further offer protection services to resources and assets in the country (Kole, 2015).

However, this industry should not be considered to be the area whereby anyone who has not succeeded in their career should opt to chase security or be thrown into the security industry by any organisation. Joining the conversation, Altiok, Berents, Grizelj, and McEvoy-Levy (2020) propound that the security industry has shown a commitment in terms of producing young and educated personnel from various backgrounds to join the security markets. This means that there is significance in undergoing training if people are committed to entering the security market, and they must be able to adapt to the changing technology as far as security is concerned.

This evaluative study recognises the stigma that has been associated with the security industry in the past. Anwar and Supriyanto (2012) mention that security officers have been categorised as unskilled labour who work in poor conditions where there is no prospect for permanent positions. In bridging this gap, the South African government has relied extensively on SASSETA to provide a curriculum or qualification aspect to be followed by security personnel, which allows them to register as security service providers and security guards. It can be noted,

therefore, that the SASSETA has a role to play in terms of providing GSP skills programme training.

Minnaar (2007) provides an insight that SASSETA is not only responsible for training security officers or guards but also for dealing with security associations. Understanding the growing demand for security officers in South Africa, this study aimed to understand the contribution of the GSP through skills programme training on unemployed and employed learners.

1.1. PROBLEM ANALYSIS

The intervention of SASSETA in the security industry was to produce qualified and trained security officers to help address key issues faced by the public sector departments and entities in the sector, such as the deteriorating level of public confidence in institutions in the cluster. The country is also confronted by an upsurge in other crime categories including Gender Based Violence, murder, amongst other. There is a need for other sectors to make an economic investment in the security industry and General Security Practice as a giant stride to expand the skills training for security officers. Hence, SASSETA is intensifying skills development interventions in order to respond to safety and security issues that confront society. However, the extent to which SASSETA has contributed in terms of learners' output to the South African security industries has been under-researched. This includes the efficacy of the quality assurance part as well as service training provided by SASSETA. In the face of variegated socioeconomic status existing in the security industry and South Africa at large, this current study aimed to understand the contribution of the GSP through skills programme training on unemployed and employed learners.

1.2. PURPOSE OF THE STUDY

The incredible growth of the security industry is being determined by a broad and varied range of socio-economic and institutional factors worldwide. Regardless of the challenges faced by this industry, the indications show that the security industry stands as an emerging and big role player in most country' economies. In South Africa, the security industry consists of a large and diverse scope of employment. This is the area that SASSATE aimed to evaluate as they play a significant role in terms of producing learners or qualified and trained security officers who seek employment after completing their training programmes. The primary purpose of this study, therefore, is to evaluate the effectiveness of SASSETA on the implementation of skills development initiatives, especially the General Security Practice and its demand to labour

market (regarding the employability of learners) between the periods of 2018/19 to 2020/21. With this being assessed:

- 1.2.1. The study is expected to contribute to understanding the extent to which the SASSETA intervention is contributing to current and future employability opportunities for learners who have undertaken the GSP skills programme.
- 1.2.2. Considering the economic investment of SETA in the GSP skills programme, the study is expected to help understand how far SETA has gone in addressing the skills shortages in the sub-sector and their quest to address socio-economic challenges.

1.3. RESEARCH QUESTIONS

The study consists of the following secondary research questions. They are expected to help to guide the researcher in making decisions about the study design and population and also the nature of the data to be collected and analysed:

- 1.3.1. Ascertain the output (or outcomes) of the project, such as dropout versus completion rate.
- 1.3.2. Were the programme goals and objectives achieved within the given time and budget constraints?
- 1.3.3. Were there any unnecessary or redundant activities or processes that could have been eliminated to make the project more efficient?
- 1.3.4. Were the resources (e.g., staff time, technical, financial) allocated to the programme used effectively?
- 1.3.5. How does the programme align with the overall objectives of the NSDP and priority occupations?
- 1.3.6. What are the key success factors that have contributed to the sustainability of the programme thus far, and how can these be replicated or expanded upon?
- 1.3.7. Has the GSP initiative contributed to addressing the skills shortage in the safety and security sector?
- 1.3.8. To what extent has the GSP skills programme contributed to employability?
- 1.3.9. To what extent has the GSP skills programme contributed to career progression?
- 1.3.10. To what extent is the GSP skills programme contributed to the professionalization of the private security industry?
- 1.3.11. The positive and negative changes produced by a development skills programme intervention, directly or indirectly intended or unintended.

1.4. RESEARCH OBJECTIVES

The objectives of this study include to:

- 1.4.1. Ascertain the extent to which SASSETA learners enrolled for the GSP skills programme are able to complete their training. This objective gives great interest in understanding the outputs (or outcomes) of the project in terms of dropout versus completion.
- 1.4.2. Gain insight into the efficiency and effectiveness of SASSETA in ensuring the GSP skills programme delivery. This objective seeks to understand if the goals and objectives of the GSP skills programme were achieved within the given time and budget constraints. It further intends to understand if there were any unnecessary and redundant activities or processes that could have been eliminated to make the project more efficient.
- 1.4.3. Assess the extent to which the GSP skills programme has contributed to bridging the skills gaps in the safety and security sector.
- 1.4.4. Identify and analyse challenges faced by SASSETA in the implementation of the GSP skills programme. This aimed at understanding if whether the resources (such as human resources, time, and financial resources) allocated to the GSP skills programme were used effectively.
- 1.4.5. Assess the extent to which the programme offered by SASSETA is sustainable in addressing the priorities of the NSDP and priority occupation. This objective aimed to understand the stand to which the GSP skills programme is aligned with the overall objectives of the NSDP and priority occupations. It further intends to understand the key success factors (if there are any) that have contributed to the sustainability of the programme thus far and how these can be expanded upon.
- 1.4.6. Evaluate the contribution of the GSP skills programme on the employability of SASSETA learners. This is aimed at understanding the relevance of the GSP skills programme towards labour market in terms of employment and how this programme is contributing to the career progression of learners.
- 1.4.7. Explore the effectiveness of the GSP skills programme in professionalising the security industry. This is aimed at understanding the extent to which the GSP skills programme contributed to the professionalization of the security industry. This includes understanding the positive and negative changes that might be produced by a

development skills programme intervention, directly or indirectly, on the basis of intention or unintended and their impact on the professionalization process.

1.5. RESEARCH METHODOLOGY AND DESIGN

This study is evaluative in the nation. Therefore, the research methodology was positioned on the principles of the evaluative framework. This helped to provide a researcher with guidance on data sources and management processes. This evaluative framework was helpful in guiding the planning, management, and conduct of evaluations. The evaluative framework was adopted on the basis that it is a practical, non-prescriptive tool designed to summarise and organise essential elements of program evaluation. The evaluative research design was adopted, and it was positioned on the principles of summative research toward understanding the contribution of the GSP through skills programme training on unemployed and employed learners.

The research approach has been positioned on summative research on the basis that it allows the integration of both quantitative and qualitative research approaches. Hence, both quantitative and qualitative research approaches were most fitting in this evaluative study as SASSETA is interested in gathering both non-numerical and numerical data to understand the contribution of the GSP through skills programme training on unemployed and employed learners.

1.5.1. Target population and sampling methods

The population target in this study, therefore, included training providers, learners (employed and unemployed), and SASSETA officials (GSP skills programme). The participants were sampled through the use of both non-probability and probability sampling methods. The non-probability sampling method was used to sample the training providers and SASSETA officials (GSP skills programme). These stakeholders were sampled using purposive because the researcher had prior knowledge about the purpose of this study and the responsibility of these participants, which makes them a suitable population to participate. At the same time, the random sampling method was used to sample learners (employed and unemployed) who participated in the GSP skills programme.

For the purpose of sampling, the study adopted both non-probability and probability sampling methods. The non-probability sampling method was used because it helps to select units from the population using a subjective method, which is a purposive sampling method in the context of this study. This sampling method was used to sample the training providers, SASSETA

project managers (GSP skills programme), chambers, private, and investigative stakeholders. Hence, this subset of participants is selected on the basis that they fit a particular profile and play a huge role in the implementation of the GSP skills programme on behalf of SASSETA. These stakeholders were sampled using purposive because the researcher had prior knowledge about the purpose of this study and the responsibility of these participants, which makes them suitable population to participate. Hence, this method of sampling allows for unbiased data collection and allows the study to arrive at unbiased conclusions.

1.5.2. Methods of data collection

For methods of data collection, the study adopted the pilot study, questionnaires, semi-structured, and desktop reviews. The pilot study was useful in this evaluative research to do a small-scale test on the questionnaire data collection procedure which was used to gather information from SASSETA learners. The aim of adopting the pilot testing was to assess the acceptability or feasibility of this data collection procedure (questionnaires) which was to be used in a larger-scale study. The questionnaire was used to collect data from learners. The nature of surveying questions was in the form of open-ended and closed-ended questions. The closed-ended questions covered information on the demographic information of learners. It was further used to answer questions that were in the format of “yes or no” and choose the correct answers in a Likert Scale format. The semi-structured interviews were adopted in this evaluative study. The nature of the questions was open-ended. The semi-structured interviews granted participants the freedom to express and voice out their perception of the contribution of the GSP through skills programme training on unemployed and employed learners.

1.5.3. Method of data analysis

The study used qualitative and quantitative research approaches. Therefore, the qualitative analysis was done using content analysis, while the quantitative analysis was carried using the use of Excel Software. Content analysis was used to analyse data that is in the form of interview records, texts, and websites, to name a few. The analysis and categorisation of the quantitative variable were done using Microsoft Excel. Microsoft Excel helped to present statistical data, demographic information, and a set of responses from survey questions, which were collected using the questionnaires.

The importance of ethics was considered in this study. Informed consent was observed using a gatekeeping letter issued by SASSETA, which informed participants about the aim and purpose of the study.

1.6. STRUCTURE OF REPORT

This section outlines the preliminary structure that was followed in this study:

Executive summary

This section summarises the key points of the report. It is used to restate the purpose of the report, highlight its major points, and describe its results, conclusions, and recommendations.

Chapter one: Orientation of the study

In this chapter, the researcher introduces the research study by providing a brief research background (introduction), problem analysis, purpose, research questions, and objectives.

Chapter Two: Literature Review

The conceptualisation of the GSP skills programme and security industry was undertaken in this section. This is incorporated with a detailed literature review on the topic of research and the research objectives. This chapter, therefore, cites works by other authors and links them to this study.

Chapter Three: Research Design and Methodology

This section is used to justify the choice of research design, approach and method that was followed in the study. It further provides information on the instruments of data collection that were used to draw both primary and secondary data. The chapter also outlines other important information, including the targeted population, sampling methods, methods of analysis and ethical considerations.

Chapter Four: Data Presentation, Interpretation and Analysis

This section is used to present, interpret, and analyse the main findings of the study. The researcher was able to apply critical thinking skills together with the use of a literature review to analyse and interpret the findings of the study.

Chapter Five: Conclusion and Recommendations

In this section, the researcher is able to conclude the research report by providing a summary of the findings and making recommendations.

1.7.CONCLUSION

This chapter provided information on the introduction and background of the research problem under investigation, the purpose of the study, research questions and objectives, the summary of the research design and methodology used in this study and the structure of the report. The following chapter, therefore, is used to present a literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

The chapter aimed to provide a relevant literature review on the contribution of the GSP through skills programme training on unemployed and employed learners. The basis of this literature review is the safety and security sector, which regulates the security industry, especially in South Africa. According to Mbana, Mofokeng, Khosa, and Maluleke (2021), the issues associated with the safety and security sector include poor training, which started as the primary obstacle to the professionalisation of the security industry in most developing countries. This is because the security industry consists of security guards/officers who lack the competency and skills needed to render security services to society (Topco Media, 2021). This, therefore, has become a concern to the South African government as the society is deteriorating due to various criminal activities. The commitment of the government to engulf this issue relied on the ongoing giant stride to professionalise the security industry. These giant strides include increasing training and skills development, enforcement of law, and accrediting new training centres to play an important role in terms of creating an equal opportunity for all businesses interested in providing security services to apply for accreditation at the provincial level by the year 2030 (PSiRA, 2021).

Ensuring and enhancing learning is one of the objectives that are in place to professionalise the safety and security sector in South Africa. In this regard, PSiRA, in collaboration with other stakeholders (including the South African Qualifications Authority, Quality Council for Trades and Occupations, Department of Education, and Safety and Security Sector Education and Training Authority, to name a few) has developed skills programmes based on unit standards or qualifications which are registered on the National Qualifications Framework with an intention to support competencies for the different categories of security service providers. One of the skills programmes is the GSP, regulated by SASSETA. The GSP skills programme, for example, is aimed at facilitating continuous learning or training of security guards and security service providers so they can attain national qualifications. The aim is not only for security guards to obtain national qualifications but also for them to grow within their occupation or go embark on a new occupation within the security industry.

The current study recognises the role of SASSETA in terms of intensifying skills development interventions to respond to issues of safety and security that confront society. However, the extent to which SASSETA has contributed in terms of learners' output to the South African security industries has been under-researched. It becomes very important, therefore, to review the existing little literature about professionalising the safety and security sector and its compatibility with the labour market (regarding the employability of SASSETA learners). Such literature review is expected to play a pivotal role in supporting major findings on the contribution of the GSP through skills programme training on unemployed and employed learners, especially in the face of variegated socioeconomic status that exists in the security industry.

2.1. GENERAL OVERVIEW OF THE SECURITY INDUSTRY AND GENERAL PRACTICE

The security industry has become an essential, unique discipline or general practice that is expected to protect people or assets worldwide and under the umbrella of the safety and security sector in South Africa. In their work, Mbhele *et al.*, (2020) state that the general security practice would be able to contribute to protecting government institutions or would it contribute to producing personnel that can be effective partners with law enforcement agencies towards ensuring the reduction of crime in society.

2.1.1. The Security industry and general practice: An international overview

An overview from the United Kingdom (UK) shows that the idea for the security industry and general practice practically started in 1926 through the idea of Arnold Kunzler, who established an organisation called Machinery and Technical Transport (Kole and Masiloane, 2017). This organisation was performing security functions; even the establishers used the word "technical" instead of "security", as expected in the security industry. The exclusion of the concept of "security" was on the basis that they wanted to protect the security dealing of their organisation from adversaries because they could have easily worked against their security setup. The services that were rendered by this security organisation in the UK include safeguarding goods such as courier services, property, and cash. Their focus was to give protection of goods in various forms of transport, which include but are not limited to air, rail, and roads (Grote *et al.*, 2021).

The reason for the demand for private security services has been determined by the growth and access to the mass private properties as lawful owners of those properties believed that security services should be strengthened and tightened. Nalla and Wakefield (2022) bring forward that the use of such security services gives owners an assurance that their properties are safe. Some of the property owners in 1926 appointed their employers to act as in-house security guards in the face of a general strike. This is because there was lack of establishment recruitment of security personnel at that time. Therefore, it was imperative for companies such as The Times newspaper to appoint some of their employees to protect the vehicles that were responsible for delivering newspapers (Kole and Masiloane, 2017). This shows that the owners were primarily responsible for general security practices towards protecting the property in their companies or organisations.

The idea of general security practice also surfaced in 1935 as Henry Tiarks and Marquis of Willingdon came up with a security initiative that aimed to render patrolling services, especially at night. These services were meant to protect the properties from people who had intentions to vandalise them or from criminal activities. According to the early study of Thomas (2008), the security company at that time only had the capacity to employ at least fifteen security personnel. Due to the lack of resources, these security personnel were provided with bicycles to be used during patrolling hours which made it easy for them to move quickly from one point to another (Hultin, 2022). In addition, the use of whistles was adopted as the security personnel were expected to blow them for backup when seeing a crime being committed and to deter those who were committing it. This is a situation that is still applicable in the security industry, but they have been a further introduction of pepper fog sprays, panic buttons, two-way radios, and baton sticks (Lui and Turksen, 2020). Hence, these measures are not mentioned in the security equipment used by security personnel in the UK during the early times of security personnel who were using bicycles for patrol purposes.

Emerging from the United State of America (USA), as reflected by Lum *et al.* (2020) is that the model of policing that was firstly used in United Kingdom was also adopted in the USA. However, the model in the USA was slightly different as some problems were experienced. This includes the fact that security personnel were refusing to wear their uniform, and the processing of firearms to be used by security personnel was too quickly compared to how it happened in the UK (Smith, 2019). Hence, this has resulted in the introduction of private security in the USA that aimed at promoting the safety and security of people and property. In their work Lum *et al.* (2020), provide that before 1939 the polices in the USA were struggling

to handle some violent activities including strikes in at the community level. Therefore, it was imperative to opt for the utilisation of private security services to strengthen law enforcement. This played an important role during the Second World War and went further afterward as the concept of in-house security turned out to be more effective in government, and this still applies today across the world (Shearing and Stenning, 2020).

According to Piza *et al.* (2019), the security industry in the USA also came up with the introduction of alarm services as another form of private security services for helping in crime prevention. Alarm services bring to the fore another critical point that makes the security industry more effective since it uses technology to improve its capability to help the police fight against crime (Lum, Koper, and Wu, 2022). It is for this reason that even today, police in the USA and worldwide depend on security technology and physical security as a strategy to overcome some of the crime pressures that might be identified either in crime deterrents or detection.

2.1.2. The security industry and general practice: an overview from South Africa

The safety and security of citizens in South Africa is recognised as the responsibility of the government (see Act 108 of 1996, section 198(a) of the constitution of the Republic of South Africa). Other than the police service and the South Africa Defence Force, it is stipulated in section 199(1) that all intelligence services established on the merits of the constitution of the Republic of South Africa are expected to play a crucial role in ensuring safety and security within the country. This comes after the struggle of the South African Police Services and South Africa Defence Force to combat crime in the local sphere of government, especially in a drastic growth of population and significant increase in crime statistics (Sithole, 2023).

In overcoming the increasing level of crime, the National Crime Prevention Strategy of 1996 has been advocating for the involvement of partners (private security services) in fighting crime within the country. It can be noted, however, that the role of these partners is not clearly articulated in how they are going to help in terms of crime prevention. In his work, Kole (2015) contends that private security has an effective responsibility in crime prevention in South Africa, and their exact role is not regulated by the government, but it comes from the private sector since they are operating for profit under the Private Security Industry. The prior research of Adam (2009) provides insight into general security practices by revealing that the powers of private security are limited compared to those of the South African Defence Force or Police. According to Dupont (2014) and Islam, Babar, and Nepal (2019), the general security practice

has to do with acquiring relevant knowledge and skills on how to protect assets, properties, people (customers and personnel), and information of hired companies or clients. In most cases, the protection services offered by security companies are on a contractual basis. They are also diverging in nature, as some security companies offer services on guarding, retail detectives or close protection (Islam, Babar, and Nepal, 2019). However, Geldenhuys (2018) stipulates that the problem with private security is the lack of investigative skills; instead, it gives more concern over deterrence, safety of persons individually, securing of premises, and crime prevention.

In the pursuit of safety and security in South Africa, it is evident that the government has been admitted saying, there is a struggle to deliver certain security services utterly on its own. This is one of the reasons that has resulted in high demand for extra security service providers or partnerships between the government and the private security industry to ensure safety and security in society (Ngoveni, Maluleke, and Mabasa, 2022). Nonetheless, Cameron (2020) argues that the manner in which the 1998 White Paper of the Department for Safety and Security proposed partnerships was never detailed in terms of policing power, resources, the profit motive and competition, forms of policing, community interest, and how the partnerships should be regulated or held accountable.

2.2. SECURITY SERVICES AND STATE OF SECURITY INDUSTRY

The role of security personnel has been mainly associated with protecting the property of their clients (Keshta and Odeh, 2021). The use of the concept “clients” is too broad since it represents different groups, but the client in the security industry includes but is not limited to private citizens, business or private institutions, parastatals, and government. There are different types of services being rendered by the security industries in Africa. Most security companies in South Africa and other countries worldwide including the USA, Britain, Australia, Israel, DRC, Tanzania, Uganda, and Kenya are all offering these services: armed response; security systems; in-house security; electronic installers such as CCTV systems; cash management services; electronic manufacturers and distributors; guarding services; electronic fence and component manufacturers; consumer goods protection; locksmith; event security and close protection (Mutonyi, Masiga and Kilongosi, 2020).

In their work, Calnitsky and Gonalons-Pons (2021) note that the increase in the level of unemployment and economic insecurity faced by the county is contributing drastically to the crime increase and the need for security personnel and companies in Africa. There have been

some responses to this need as the number of security companies and personnel keeps growing. However, Bhebhe (2021) shares a concern that jobs in the security industry has been characterised by poor working environments, low wages and rampant casualisation. These jobs remain important to people who value them as the primary sources of income. In his early study, Gumedze (2007) is of the view that the industry competition for contracts, which are largely based on costs, makes some companies take the view that their workers can be hired and fired at will.

The South African government has shown to be taking with serious concern the working conditions within the industry. Hence, the South African Security Officers' Board has played an important role to address the issue by fining companies that do not follow the working condition standards (Diphoorn, 2016). The Board, however, only has the power to fine offending companies and cannot seek restitution for affected employees. The study conducted in Kenya by Zacharia (2022) concurs with that of Mnisi (2012) from South Africa, which provides a view that the security industry is faced with some irregularities, including the fact that some companies are not working according to rules as they are failing to conduct background check or vetting of security employees. An example of this is the vetting that was conducted by the SAPS together with security companies in 2008, whereby more than 100 000 security officers were involved in the process of vetting. The outcome of this exercise showed that almost 14 000 security officers were found to relate to criminal activities (Mnisi, 2012). The criteria for being a Security Officer, like any other industry requiring a high level of honesty and reliability, is that a candidate should not have any criminal record. In 2011, the minister of police revealed that it was not a wish of the government to control the security industry (SAPA, 2011) but, when necessary, as it is the case around Africa (see Berg and Howell, 2017), the South African government would conduct vetting for the security industry for all the security service providers so that their records are clean when joining the industry.

Other problems that has been found related to the security industry is the unaccounted-for firearms, which had become a problem exacerbated by mushrooming security companies (Geldenhuys, 2022), which has become a case in South Africa. The main concern with this is that criminals could easily enter the security industry markets and end up colluding with other external criminals to commit serious crimes such as cash heists. In South Africa, unlike in other countries, the rules are not stringent for one to operate an unregistered security company. It can be noted that in most cases, especially where crime or robbery is committed in South Africa, a firearm is used (Tonkin, Lemeire, Santtila, and Winter, 2019). Hence, some cases show that

criminals obtain these firearms from a security officer. It is for such reasons that the PSiRA is also exercising great care in handling firearm issues in the security industry sector.

2.3. SECURITY INDUSTRY AS A PANACEA FOR SOCIOECONOMIC DEVELOPMENT

The security industry has become significant in the socioeconomic space in most developing countries. In the discussion of Thumala, Goold, and Loader (2011):

“...security industry typically refers to its significant growth and potential for expansion, arising for the most part out of the gradual commodification of mechanisms for social control” (p.1).

The significance of private security to socioeconomic development is determined by many factors, but most importantly, its high turnover since it employs a huge number of personnel if compared to the public police (Thumala, Goold, and Loader, 2011). According to Mantis Security (2020) the private security industry plays an important role in the employability of people in South Africa. Maluku, Kastrati, Gabela, and Maluku (2022) are of view that security companies can be categorised into three, including large, medium, and small security companies. The early study of Penxa (2009) provides that large security companies are said to be made up of 2% of industry employers and employ about 20% of the total workforce, while medium sized security companies make up 28% of employers and employ 40% total workforce while small sized security companies consist of 70% employers and employing about 70% of the total workforce. This is because this industry, as per the recent report by PSiRA (2021), accounts for almost 2.6 million individual security personnel and more than 11 000 registered security companies which are available on the Authority’s register of security service providers as of 31 March 2021.

Table 2.3.1: Total number of security service providers (as of 31 March 2021)

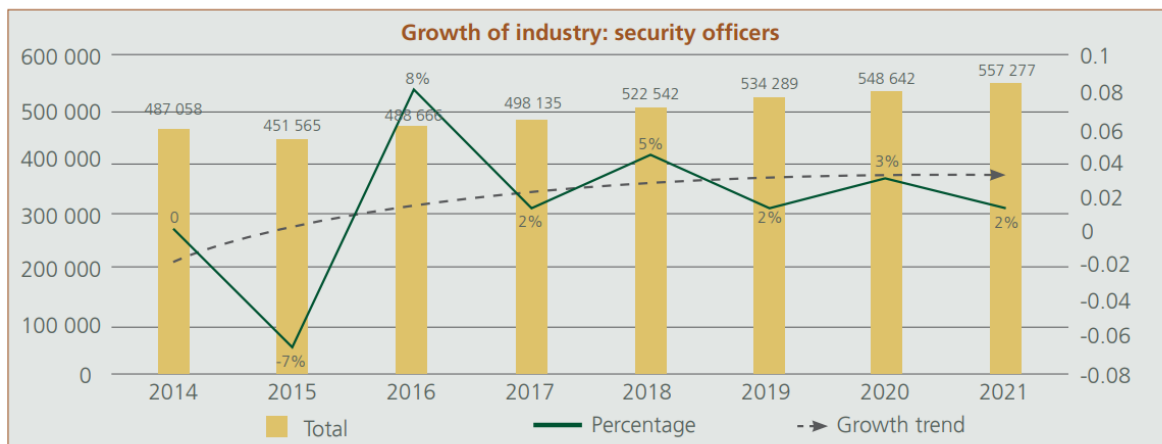
Classification of security service providers	Total Number
Registered security business	11 195
Inactive security business	365
Registered security officers	2 577 138
Inactive security officers	2 019 861

Source: PSiRA (2021)

In terms of employability, it can be noted that about 560 000 of these individual security guards are actively deployed by just under the 11 000 registered and active security companies. There are more than two million total number of inactive security officers. This as results show that there is high output of security officers while there is no significant growth in the security companies that can employ these personnel. It can be noted that there are about 365 total number of inactive security companies. There might be a huge amount of inactive security guards within the database of PSiRA However, Keshta and Odeh (2021) maintains that private security industry plays an important role to increased employment levels and poverty alleviation in South Africa.

According to Kole (2015), the security industry in South Africa consists of some few foreign security companies that play an important role as a source of employment to most black security officers. Karim (2019) maintains that the security industry have been dominated by male security employees compared to female security employees in most security organisations. Issues of key skills shortage has been identified by Tshishonga (2022) as the main problem in the security sector in South Africa, coupled with a high level of unemployment and unemployability amongst youth. Hence, the shortage of skills is one of the reasons that contributes to the increase in inactive or unemployed security officers across the country, and without these key skills, they cannot survive in the security industry. The work of Oluwatayo and Ojo (2018) stipulates that growth in the South African economy has not been inclusive, poverty and unemployment have remained high in recent centuries. Such situations have been a problem for socioeconomic development, and young people have been compelled to venture into the security industry, and some have opted to enrol for skills training in this sector.

Figure 2.3.2: Growth of the private security industry since 2014 – security officers



Source: PSiRA (2021)

Figure 2.3.2 above shows an increase of security officers who are pursuing the security industry since the year 2014. According to PSiRA (2021), the security industry has experienced a growth of 14% in security officers between the years 2014-2021. These results show that there is a huge number of people who now depend on the security sector as their source of income and means of livelihood. The transformation (of 16%) in terms of women employed within the security industry has been recorded by PSiRA over the last five years. The report further reveals a marginal increase of 0.1% in the number of female security officers registered with PSiRA during the financial year compared with 2019/2020. Hence, it shuts away a perception that the security industry is mostly dominated by males, but females participating in this industry are also growing at an accelerating pace.

2.4. GEOGRAPHICAL SPREAD OF REGISTERED SECURITY COMPANIES AND SECURITY OFFICERS

The report by PSiRA (2022) provides information on the geographical spread of total registered security companies (SPs) and security officers (SOs) as of March 2022. In the total of more than 2 million security officers registered in South Africa, Table 2.4.1 shows that more than 9 00 000 of these security officers were registered in Gauteng province, and KwaZulu Natal is a second province with more than 500 000 registered security officers. The lowest number of registered security officers was recorded in Northern Cape (28 503) and Free State (97 147).

Table 2.4.1: Geographical Spread of total Registered Security companies and Security Officers
- 31 March 2022

Province	Security officers	Security Companies
Limpopo	240 998	1 063
Mpumalanga	221 769	857
Gauteng	987 473	4 816
North-West	142 649	543
Free State	97 147	335
KwaZulu-Natal	505 603	2 205
Eastern Cape	222 310	880
Northern Cape	28 503	189
Western Cape	245 755	1 171
TOTAL	2 692 207	12 059

Source: PSiRA (2022)

It can be noted that even in terms of a registered security officer, Gauteng province has registered more than 4 800 security companies, followed by KZN with more 2 200 security companies. The results further show that Northern Cape and Free State have recorded the lowest number of registered security companies, which is 189 and 335, respectively. The interpretation of these statistics shows that the security industry is growing drastically in South Africa, with Gauteng province and KZN showing to be the contributors to the growth of this sector. The reason for the drastic growth and demand for security companies and services in these two provinces can be linked to the fact that the majority of people live there. This is confirmed by Mitchley (2020), who reports that about 15.5 million people live in Gauteng, making it the most populated province, followed by KZN with 11.53 million people. There is also a high level of crime reported in these provinces (Dentlinger and Masinda, 2022), which demands an enhancement of law enforcement through expanding partnership between the police and private security industry.

2.5. TOWARDS THE DETERMINATION OF WAGES AND SALARIES IN THE SECURITY INDUSTRY

Murunga (2014) has raised a concern over the determination of wages among security officers in the security industry. There is a view of the unregulated nature of the private security industry, which allows for low wages amongst security guards. This was a similar case in South Africa before the financial year 2019, where wages for security guards were amongst the lowest, and in the case of the early study of (Penxa, 2009), the wages for security guards ranged from R1000 – R1500 per month. Hence, the security guards were also said to be working more

than 45 hours a week, but these conditions have meant nothing since people were in need of jobs in the face of scarcity of work opportunities. The recent findings by the Security Guard Training HQ (2020) show that the National Minimum Wage Act, which came into effect on 1 January 2019, sets a recent minimum wage for all workers in South Africa, including that of security personnel. The determination of wages for security personnel in South Africa starts from the minimum wage of R21.23 per hour, which works out to R6217.00 per month for a Grade C officer working in Area 2. The lower minimum wage is experienced in Area 3, where security personnel receive a minimum wage of R5 239 per month (Security Guard Training HQ, 2020).

It is furthered that the National Minimum Wage Act also sets out several allowances that companies and employers should pay to employees, including security guards. These allowances are said to be covering housing allowances, meal allowances, and transport allowances (Nguyen, Lin, and Ngwenya, 2021). However, this can vary depending on the employee's circumstances and the nature of the contract with the company and employer. In South Africa, it is also identified that security personnel may earn additional income through bonuses, overtime, and commission in addition to the minimum wage (Madhani, 2019). Hence, bonuses and commissions are paid at the discretion of the employer, while overtime is paid at a rate of 1.5 times the normal hourly rate. Lastly, the Security Guard Training HQ (2020) reveals that in the South Africa Security industry, the average salary for security guards is R162 000 per annum. It can be noted, however, that salaries can vary significantly but are mostly determined by the employer, the experience of the guard, the location of the company, and the level of responsibility.

2.6. A NEED FOR SKILLS AND TRAINING DEVELOPMENT IN SECURITY INDUSTRY

Noronha, Chakraborty, and D'Cruz (2020) are of the view that security officers have been categorised as unskilled labour who work in poor conditions where there is no prospect for permanent positions. Hence, this increases the demand for training and skills development as a tool to achieve socioeconomic and environmental sustainability, especially within the security industry. A need for skills and training development is of paramount importance since the security industry is growing at an accelerated pace, and it presents an interesting opportunity for the economy and citizens of South Africa. In his piece of work, Bradlow and Sidiropoulos (2020) reveal positives in the South African security industry since some of the

citizens have started to export their security-related skills outside the South African borders and be able to benefit effectively from the sourcing of foreign investment.

It can be noted that most of the security industry is more labour-intensive, with at least one security officer per service user, rising to two or more in the case of businesses. Hence, this is one of the reasons that exposes the extent to which the security industry is dominated by low skilled jobs. According to Penxa (2009), Private Security officers and Electronic Security Technicians are occupations that are in short supply due to the scarcity of skills development. Factors contributing to the scarcity of these skills include the requirement to implement the Employment Equity Act 55 of 1998, which impact on the availability of the skill. Some of the skills that are regarded as being scarce may only be so in relation to black people, women, and people with disabilities. This, therefore, is not a labour dysfunction per se but simply an imbalance that can be corrected by targeting interventions to reach those specific groups.

As part of attending to issues of skills shortage in the working environment and security industry as per the context of this study, the Skills Development Act 97 of 1998 has been in place. This Act plays an important role in terms of encouraging security officers to invest in training to develop and grow their skills in the workplace. Bag, Pretorius, Gupta, and Dwivedi, (2021) add that this act further helps to bring about a culture of continuous learning, providing both new entrants to the labour markets and individuals who have previously had trouble in finding employment with new job opportunities. The Skills Development Act, therefore, is not only limited to the security industry, but it is here to improve the skills of the people of South Africa. This is due to the point that the work environment in South Africa needs a better-educated and well-trained workforce that will allow the country to be more efficient and competitive in terms of trading with the rest of the world. Bradlow and Sidiropoulos (2020) note that the Skill Development Act 97 of 1998 has led to the establishment of Sector Education and Training Authorities (SETAs), which are agencies responsible for implementing skills development and identifying priorities for skills development.

2.7. UNDERSTANDING SKILLS DEVELOPMENT POLICY IN SOUTH AFRICA

The skills development policy or legislation is in place to push for the improvement of people's ability to find employment by the means of improving their skills (Khayatzadeh-Mahani *et al.*, 2020). The skills development policies are concerned with the personal development, training, and education of the individuals (being security officers in the context of this study) and the overall economy of the country.

2.7.1. National Skills Development Strategy and National Skills Development Plan

The shortage of skills has not been limited only to the security sector, but the overall economy of South Africa has needed some improvement, and skill development is a priority in the government agenda. It is for this reason that in March 2001, the National Skills Development Strategy (NSDS) was established with a provision of eight goals that the government was hoping to use in addressing issues of poverty and creating employment opportunities. The goals of the NSDS, as provided in the work of (Badroodien, 2004; Gaqazele, 2013; and Arias, Evans, and Santos, 2019), are as follows:

- ✓ To establish a credible institutional mechanism for skills development.
- ✓ To increase access to occupationally directed programmes.
- ✓ Promoting the growth of a public FET college system that is responsive to sector, local, regional, and national skills needs and priorities.
- ✓ Addressing the low level of youth and adult language and numeracy skills to enable additional training.
- ✓ To encourage better use of workplace-based skills development.
- ✓ To encourage and support cooperatives, small enterprises, and worker-initiated, BGO and community training initiatives.
- ✓ To increase public capacity for improved service delivery and supporting the building of a developmental state; and
- ✓ To build a career and vocational guidance.

The current study, therefore, believes that having the GSP skills programme is crucial for skills development in the security industry. This is because this skills programme serves as the necessary skills development being supported by the SASSETA and stakeholders to address the skills gap in the security industry and equip security offers to be in better chances of getting employment. This is confirmed by Arias, Evans, and Santos (2019), who maintain that the National Skills Development Act was established with the aim to improve skills in South Africa so that people and the overall economy can produce more and better goods. Hence, this is expected to further make a country an equal place and create a competitive and well-trained workforce. The NSDS goes on to promote the priorities of the South African government and policies for the training and development of public officials.

It can be noted, however, that as the country was undergoing political changes and economic, and policy uncertainties, which somehow resulted in the struggle to implement the National

Skills Development Strategies, the need to address skills development continued to be a priority of the government (DHET, 2019). These are some of the reasons that led to the preparation of the sector skills plan with the intention to implement the National Skills Development Plan in 2020. The NSDP has been crafted in a policy context of the National Development Plan and the White Paper on Post School Education and Training (DHET, 2019). Therefore, the NSDP aimed at ensuring that South Africa has adequate and high-quality skills, and also allowing the government and social partners to make a significant contribution toward employment creation, economic growth, and social development. This is because the government and range of private sectors stakeholders, including the security industry, were still struggling to tackle skills imbalances, which resulted in the establishment of the NSDP (CATHSSETA, 2022).

The NSDP further suggests a need to improve the education system, especially in terms of developing both basic skills and technical skills, with a specific focus on historically disadvantaged individuals (DHET, 2018). In addition, it also provides training options that are needed for the employed, and unemployed, and these training programmes should be relevant for the improved employability and career progress of the participant. The NSDP is informed by this purpose and makes a proposal that an understanding and determination of the demands of the labour market and of national priorities must be interpreted into appropriate interventions from education and training institutions. It endorses that SETAs must remain an authoritative voice of the labour market and experts in their respective sectors (DHET, 2018). The Strategic Plan for the CATHSSETA (2022) emphasise that social partners and government have to work collaboratively in investing in skills development that will make it possible to achieve the vision set in the NSDP of an educated, skilled, and capable workforce for South Africa.

In his keynote address at the 2019 Haggai Education and Training Skills Development Summit at the CSIR International Convention Centre in Tshwane, the Deputy Minister of Higher Education and Training Buti Maname said that Skills Development can be achieved through the following total of eight outcomes as set in the NSDP (see a report by Biz Community, 2019):

- ✓ Identify and increase production of occupations in demand;
- ✓ Linking education and workplace;
- ✓ Improving the level of skills in the South African workforce;
- ✓ Increase access to occupationally directed programmes;
- ✓ Support the growth of the public college system;

- ✓ Skills development support for entrepreneurship and cooperative development;
- ✓ Encourage and support worker-initiated training; and
- ✓ Support career development services.

2.7.2. The Skills Development Act 97 of 1998

Skills development has shown to be a most requirement in the security industry. According to Maisiri, Darwish, and Van Dyk (2019), skill development is a major concern and challenge facing South Africa. It is on these grounds that the government introduced the Skills Development Act 97 of 1998 with the intention to improve the standard of living for most of the population, increase the level of productivity, and encourage greater competitiveness in the world market. In the work of Mohlala (2011), it is stipulated that this Act was promulgated in 1998 and placed the foundation to redress the past by introducing new training systems. The aim of new systems was necessarily to empower the previously disadvantaged group to participate actively in the economic activities of the country. According to Schoon, and VandenBerg (2021), the government has been facing by several challenges to build a robust and strong economy during the 1990s. It was, therefore, suggested that this can be addressed only if companies can be able to raise performance and productivity standards through skill development. It was necessary, as a result, for stakeholders to work collaboratively to rebuild training and development for the benefit of the country's economy.

This Act consists of eight (8) chapters and is primarily aimed at providing an institutional framework to develop and implement workplace, sectoral, and national strategies that seek to improve the skills of the workforce in South Africa. Parker and Brown (2019) bring forward that a well-trained and educated workforce is required, especially in the security industry, to make this sector more efficient and be competitive like other industries. Having as many skilled security personnel as possible will contribute significantly to professionalising the security industry, and skilled security officers will have better chances of finding work.

The aims of the Skills Development Act can be achieved by adhering to the following areas:

- ✓ A new institutional framework such as guidelines, rules, and structures are introduced to determine and implement national, sector, and workplace skills strategies. This is expected to play a crucial role in developing skills amongst workers and enhancing labour mobility.

- ✓ Training and development of programmes that are aimed at providing workers with nationally recognised qualifications that are recognised on the National Qualifications Framework (NQF).
- ✓ Provision of skill programmes that lead to recognised qualifications. This can be achieved through a combination of practical and theoretical learning.
- ✓ Organisations must contribute the required levies.
- ✓ The establishment of the National Skills Authority (NSA) and Sector Education and Training Authorities (SETAs).

This Act maintains that partnership is crucial between the government, employers, workers, education and training providers, and communities. The success of this Act, according to Gaqazele (2013), can be realised through the following institutions and programmes: Sector of Education and Training Authorities; The National Skills Authority; Skills Programmes; Learnerships; The National Skills Fund; The Skills Development Planning Unit and Labour Centres; The levy/grant system; and Encouraging partnerships between workers, employers, and the South African Qualifications Authority (SAQA).

2.8. KNOWLEDGE OF SECURITY INDUSTRY TRAINING UNIT

The South African government has shown a commitment to advancing professionalism in the Security Industry through effective training. According to Button (2020), the security industry, in all aspects, strongly depend upon the competencies of their guards, investigators, response officer, and manager, to name a few. This means that:

“...in each case, the people responsible for performing tasks must be competent to do so – competent in terms of their ability to do the job properly, which is often described in terms of knowledge, skills, and behaviour” (Dodge, 2016).

The concept of competence is most significant since the role of security officers has to do with the safety and security of people in society. According to the report of PSiRA (2022), competence can be achieved when all people who provide security services have registered or undergone relevant training on security as mandated by the Private Security Industry Regulatory Authority. Concerning the Security Industry Training Unit, the primary object of the Authority is to ensure high standards in the training of security service providers and potential service providers in the security industry. To achieve this mandate, a strategic objective was determined by the Authority to ensure fulfilment and the support of the mandate

as contemplated in Section 4(K) (i) – (vi) of the Private Security Industry Regulations Act, No. 56 of 2001. This includes the accreditation of people and institutions providing Security Training.

2.8.1 Accreditation of Instructors

Regarding the accreditation of people, PSiRA (2022) maintains that instructors must be accredited, and the Table 2.8.1 shows the number of instructors that were accredited between 2019 and 2022, and this has happened into different categories, including Category 1- Instructor First Application; Category 2- First Upgrade Applications; and Category 3- First Instructor/Facilitator Applications.

Table 2.8.1: Accreditation of Instructors for the financial year (2019-2022)

2019-20	2020-21	2021-22
Category 1: Instructor First Application		
81	69	105
Category 2: First Upgrade Application		
90	105	159
Category 3: First Instructor/ Facilitator Application		
121	62	62

Source: PSiRA (2022)

Table 2.8.1 shows that a total number of 326 instructors were accredited in the period of 2021-2022, and their accreditation varies in categories as 105 instructors were accredited in Category 1- Instructor First Application, 159 instructors were accredited in Category 2- First Upgrade Applications, while 62 instructors were accredited in Category 3- First Instructor/Facilitator Applications. The results show an improvement in the accreditation of instructors (in categories 1 and 2) in the financial year 2021/2022 if compared to the other years, especially between 2019-2021. The stagnation is only recorded in category 3 as the accreditation of instructors stands at 62 from 2020-2022 and this is a low number compared to 121 instructors that were accredited between 2019-2020.

2.8.2. Accreditation of Security Service Providers

There is also an importance of promoting the accreditation in security service providers. The report by PSiRA (2022) says, “the transition from manual to online applications may have had

a negative impact in the initiation and navigation of security business venturing into security training based on challenges experienced by prospective security training providers attempting to apply on the digital platform in the last quarter of the financial year”.

Table 2.8.2: Accreditation of Security Service Providers

Province	Number of Security Training Centres		
	2019-20	2020-21	2021-22
Eastern Cape	23	18	14
Free State	12	10	6
North-West	9	10	7
Limpopo	24	28	33
Mpumalanga	35	21	15
KwaZulu Natal	24	26	21
Western Cape	25	12	9
Northern Cape	4	8	2
Gauteng	84	59	67
TOTAL	241	192	174

Source: PSiRA (2022)

Hence, it is for this reason that in the financial year 2021-2022, the lowest number (174) of accredited security service providers was recorded if compared to 241 and 192 accredited security service providers that were recorded between the financial year 2019-2020 and 2020-2021. Table 2.8.2 further shows that the majority of accredited security services providers were registered in Gauteng province.

2.9. REGULATORY LAW ENFORCEMENT AND STANDARD SETTING FOR SECURITY INDUSTRY

In South Africa, the government relied on two bodies as the custodians of regulatory law enforcement and standard setting for the security industry. These bodies include both the Private Security Industry Regulatory Authority (PSIRA) and the Safety and Security Sector Education and Training Authority (SASSETA). The role of these bodies is to promote training in the security sector, and such implementation is done in terms of training regulations made under the PSIRA Act 56 of 2001. Based on these regulations, it is notable that the PSIRA performs its functions in terms of this regulation after such consultation with the South African Qualifications Authority, the Safety and Security Sector Education and Training Authority (SASSETA), or any other statutory body, as the Authority may deem necessary (Kempen, 2020). According to Motlalekgoosi, Melloand, and Obioha (2013), the SASSETA, as the main

custodian responsible for qualifications and Unit Standards has been credited by the South African Qualifications Authority towards ensuring the quality of training of the security industry sector in these qualifications and Unit Standards.

2.9.1. The Private Security Industry Regulatory Authority

According to Schneider (2013), the PSIRA was established through the declaration of the Private Security Industry Regulation Act 56 of 2001, which was introduced in 2002. This Act came into existence as the means of replacing the Security Officers' Act 92 of 1987 as it aimed to make a provision for the establishment of the new Private Security Industry Regulatory Authority (PSIRA) in terms of section 2(1) of the Act. Hence, the objective of Act includes the regulation of the private security industry and exercising effective control over the practice of the occupation of security service providers in the public and national interest and in the interest of the private security industry itself. Included in the PSIRA objectives is also the promotion of the empowerment and advancement of persons who were historically disadvantaged through unfair discrimination in the private security industry (PSIRA, 2021). Therefore, the primary objectives of the PSIRA are as follows:

- ✓ Promote a legitimate private security industry, which Acts in terms of the legislation.
- ✓ Ensure that all security service providers act in the public and national interest in the rendering of security services.
- ✓ Promote a private security industry, which is characterised by professionalism, transparency, accountability, equity, and accessibility.
- ✓ Promote stability in the private security industry.
- ✓ Promote and encourage the trustworthiness of security service providers.
- ✓ Determine and enforce minimum standards of occupational conduct with respect to security service providers.
- ✓ Encourage and promote efficiency and responsibility regarding the rendering of security services.
- ✓ Promote, maintain, and protect the status and interests of the occupation of security service providers.
- ✓ Ensure that the process of registration of security service providers is transparent, fair, objective and concluded timeously.
- ✓ Promote high standards in the training of security service providers and prospective security service providers.

- ✓ Encourage ownership and control of security businesses by persons historically disadvantaged through unfair discrimination.
- ✓ Encourage equal opportunity employment practices in the private security industry.
- ✓ Promote the protection and enforcement of the rights of security officers and other employees in the private security industry.
- ✓ Ensure that compliance with existing legislation by security service providers is being promoted and controlled through a process of active monitoring and investigation of the affairs of security service providers.
- ✓ Protect the interests of the users of security services.
- ✓ Promote the development of security services that are responsive to the needs of users of such services and of the community.

2.9.2. Safety and Security Sector Education and Training Authority

Defining the SASSETA, Kempen (2020) says it is the body responsible for the management of skills programme and learning programme interventions for the security industry. The South African government has relied extensively on SASSETA to provide a curriculum or qualification aspect to be followed by security personnel, which allows them to register as security service providers and security guards. It can be noted, therefore, that the SASSETA has a role to play in terms of providing GSP skills programme training. In other words, Mofokeng and Aphane (2022) provide that the main priority of SASSETA, as entrenched in its mandate has been to ensure a successful implementation of the National Skills Development Strategy in the security sector. The priority and primary objective of the National Skills Development Strategy is to

“...develop a culture of high-quality life-long learning for skills development for productivity and employment growth, for employability and assisting new entrants into the employment market” (Kraak, 2008).

In this regard, SASSETA is, therefore, expected to ensure a quality provision of skills development and qualifications, especially in the safety and security sector, through efficient and effective partnerships (Mofokeng and Aphane, 2022). This can be achieved through the GSP skills development system, which is said to be enabling training and development of security personnel. The skills development legislation mandates SASSETA to identify the need for skills in the security industry. While on the other hand, SASSETA is also expected to identify scarce and critical skills for implementation through workplace-based training. SAQA

determines the standards for these skills, and the Skills Development Levies legislation provides the funds for the development of these skills (Terblanche, 2019). It is imperative that the meaning of this new kind of training be explained before elaborating on the new forms of professional and vocational education and training (Moodie, 2002). Other studies (Pillay, 2007; Motlalekgosi, Melloand, and Obioha, 2013; Kole, 2017) show that SASSETA is the body responsible for the quality assurance part of security training. The following security grades are used to differentiate their levels of training:

Table 2.9.2: security grades for the SASSETA Skills Programme

Grade E (SASSETA Skills Programme 1)	<p>This is the lowest level which has 39 credits that the security officer should fulfil in order to acquire this qualification. This level is made up of</p> <p>Unit Standards, which run for a specific period before they are reviewed (PSIRA, 2008:1).</p> <p>The duration of training for this Grade, like each Security Grade, is five days under the old PSIRA training standards which are still running as such in 2014 in many security training providers. This grade will be phased out when the Skills Programmes by SASSETA are fully functional because it is seen to be of a very low standard for the PSI. This Grade, and others, should only be taught by a qualified security assessor who is registered in the database of SASSETA. The moderation of this qualification, and other qualifications, should also be done by the qualified moderator who is registered in the database of SASSETA</p>
Grade D (SASSETA Skills Programme 2)	<p>is also the lower level that should only be done after having completed Grade E. This Grade has 35 credits that the security officer should fulfil in order to acquire this qualification (PSIRA, 2008:1)</p>

Grade C (SASSETA Skills Programme 3)	has 39 credits and it should only be done after first completing Grades E – D.
Grade B (SASSETA Skills Programme 4)	has 42 credits and it could only be done after successfully completing Grades E – C.
Grade A (SASSETA SKILLS Programme 5)	has 45 credits. It could only be done after successfully completing Grades E – B. It is normally done by security managers.

Source: BTC Training (<http://www.btcafrica.co.za/index.php/courses/security-management/skills-programme-grade-e-d-c-b-a>)

It is not mandatory for security officers to train for all these grades or SASSETA skills programmes. Most security officers have been training for the first three grades, as presented in the table above. Hence, these grades (E-C) play an important role to security officers as they stand a good chance of getting jobs in the security industry. However, Kole (2015) is of the view that some security employers have shown to be overlooking grades E and Grade D on the basis that they are no longer high-security personnel who possess only these grades. This is because employers consider their level of training to be of low standard. Grade C is generally recognised as the most grade required by security officers to be more marketable in the security industry. Some of the security personnel are opting to do additional security courses while they are already employed by the security company. This is said to be playing a crucial role and giving them a good chance for promotions within the organisation. According to Minnaar (2007), some of these additional courses include Grades B and grade A, cash-in-transit, firearm training, retail course, closed circuit television monitoring course, national key point course, and dog handler course.

2.10. CONCLUSION

This chapter provided an overview of the security industry and the context of safety and security sector in South Africa. The need for skills development and improvement amongst security personnel and within the security industry at large has been highlighted and shows that skills training and development are key priorities for socioeconomic policy. The security industry has shown to be growing at a faster rate, but the lack of skills has been cited as the major problem in this sector and in the employability of security personnel. Through relevant skills development legislative measures, the chapter cited that people's skills can be improved, and their chances to find better jobs can be achieved. Through the Skills Development Strategy,

the security industry can be more efficient and effective in terms of enforcing skills development amongst security personnel. This strategy requires security companies to understand the importance of skills training and development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0. INTRODUCTION

The purpose of this chapter is to provide a detailed methodological approach used in conducting this study. This is an evaluative study aiming at evaluating the effectiveness of SASSETA on the implementation of skills development initiatives, especially the General Security Practice and its demand to labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21. This study is positioned within the evaluative framework, which played a crucial role in determining the choice of the research design and methodological approach. This chapter starts by providing knowledge on positioning the study within the evaluative framework. The second part provides knowledge on the research design and methodology.

3.1. POSITIONING THE STUDY WITHIN THE EVALUATIVE FRAMEWORK

The principles of the evaluative framework have been adopted to position the methodological approach of this study. The evaluative framework has provided a researcher with guidance on data sources and management processes. It further helped to guide the planning, management, and conduct of evaluations.

The principles of the evaluative framework have been adopted on the basis that they are practical, non-prescriptive tools designed to summarise and organise essential elements of program evaluation. In this study, they have helped to contextualise the following:

- Helped to determine the choice of research design and methodology,
- Guided the formulation of semi-structured interviews and questionnaires,
- Summarised the essential elements of GSP skills programme evaluation,
- Provided a framework for conducting effective GSP skills programme evaluations,
- Clarified steps in GSP skills programme evaluation,
- Reviewed the standards for effective GSP skills programme evaluation, and
- Addressed the misconceptions regarding the purposes and methods of GSP skills programme evaluation.

The elements (inputs, activities, outputs, outcomes, and impact) of the evaluative framework play a huge role in contextualising the evaluation process. These elements have been used as a driving force for planning effective strategies to improve the GSP skills programme and demonstrating the results of resource investments. This has been achieved by adhering to the following outlined design and methodological approaches.

3.2. RESEARCH DESIGN

This study relies extensively on the evaluative research design, which is positioned on the principles of summative research on understanding the contribution of the GSP through skills programme training on unemployed and employed learners. The evaluative research design was employed on the basis that the interest of the study is to understand if the GSP skills programme works as intended in providing skills programme training and uncovering areas for improvement as per the SASSETA objectives. The aim of using the evaluative research design is to get a clear understanding of the effectiveness of SASSETA in implementing the GSP skills programme training and to ensure that the value of the programme is there so that effort and resources are not wasted.

According to Levine and Levine (1977), evaluative research is crucial if one has to test a solution and collect valuable feedback that can help to refine and improve the user experience. The findings from this evaluative research are expected to help SASSETA to assess what works and what does not and to identify areas of improvement for the GSP skills programme training.

3.3. RESEARCH METHODOLOGY

This section provides the research approach, target population, and sampling methods, determining the sample size, used procedures, methods of data collection, method of data analysis, and ethical consideration.

3.3.1. Research Approach

This study is positioned on the summative research on the basis that it allows the integration of both quantitative and qualitative research approaches. As a result, both quantitative and qualitative research approaches have proven to be crucial in this evaluative study. These research approaches helped to gather both non-numerical and numerical data on understanding the contribution of the GSP through skills programme training on unemployed and employed learners. The qualitative aspect of this evaluative research was used to collect in-depth insight

into the problem under investigation and come up with ways for improvement. This approach allowed key informants to express their opinions and experiences on understanding the contribution of the GSP through skills programme training on unemployed and employed learners.

The quantitative aspect of this evaluative research, on the other hand, helped to collect and analyse descriptive data from a wider population (and learners in the context of this study) and helped the researcher to make predictions, test causal relationships, and generalise results on understanding the contribution of the GSP through skills programme training on unemployed and employed learners. The principles of summative research have helped to bring forward recommendations to help SASSETA understand how the overall GSP skills programme performs and detect the overlooked issues.

3.3.2. Target population and Sampling methods

The target population of this evaluative study includes service providers and learners who participate or participated in the GSP skills programme.

The study used both non-probability and probability sampling methods. Non-probability sampling method has been crucial in selecting units from the population using purposive sampling as a subjective method. The purposive sampling method has been used to sample the service providers and SASSETA officials as they are responsible for the implementation of the GSP skills programme. These subsets of participants were selected on the basis that they fit a particular profile and play a huge role in the implementation of the GSP skills programme. These key subject matter experts were sampled using purposive because the researcher had prior knowledge about the purpose of this study and the responsibility entitled to these participants, which makes them a suitable population to be sampled.

The probability sampling method has been used to choose samples from a larger population using a method based on probability theory. The participants were considered as a probability sample by being selected through the use of random selection. The random sampling method has been used to sample learners (employed and unemployed) who participated in the GSP skills programme. In this sampling method, each learner has an exactly equal chance of being selected for participation in the study. Hence, this method of sampling allows for unbiased data collection and allows the study to arrive at unbiased conclusions. The systematic procedure for random sampling was followed. This involves selecting learners by following a predetermined


interval. On the availability of datasets to be considered for sampling, the researcher has, therefore, used a sample size calculator to estimate the total number of learners to be selected for participation in this study.

3.3.3. Determining the sample size

The size of the qualitative instrument was sampled by following the idea of Mason (2010), which says that for a qualitative approach, it is not a must to have a large number of participants. This is because sampling in qualitative research intends to obtain information that is valuable to understand the depth, complexity, context, or variation around the particular phenomenon instead of representing the population as it usually occurs in quantitative research (Mason, 2010). As a result, a total number of at least nine (9) service providers and one (1) official from SASSETA were sampled to partake in this study. These participants fulfilled the qualitative aspect of this study through semi-structured questions.

The rules of the Raosoft Calculator were employed to determine the size of the learners. The dataset of learners provided consisted of a total number of 2287 learners, including the currently enrolled learners and those who completed their training. The following equation was used to calculate a required minimum number of participants required for this study.

Figure 3.3.3: Sampled Size Calculations



What margin of error can you accept? <small>5% is a common choice</small>	<input type="text" value="5.4"/> %
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	<input type="text" value="75"/> %
What is the population size? <small>If you don't know, use 20000</small>	<input type="text" value="2287"/>
What is the response distribution? <small>Leave this as 50%</small>	<input type="text" value="50"/> %
Your recommended sample size is	109

The margin of error (5.4%) is the amount of error that can be tolerated. We opted for this margin of error on the basis that there have been so many duplicates of information on the dataset as some learner's information was duplicated. Therefore, it became critical to go against the common choice (5%) as we have already determined the fault in our datasets. The confidence level has been influenced by the fact that the dataset consisted of a correct population. The confidence level of 75% has been used as a measure of certainty regarding how accurately a sample reflects the population being studied within the 5.5% confidence interval. The population distribution remained 50% on the basis that we did not know how the results were going to look but 50% helped us to determine a population that was large enough to draw conclusions and recommendations.

The minimum recommended size to cover the quantitative aspect of this study was 109 learners. This means that if the researcher managed to reach and get responses from a total of 109 learners or more, the researcher is more likely to get a correct answer than a researcher would from a large sample where only a small percentage (and below 109 learners in the context of this study) of the sample responds to the survey.

3.3.4. Sampled Size and Used Procedures

The many factors that could have resulted in the delay in the process of data collection were considered. These factors included the possibility that some of the participants' contact details might be outdated before the commencement of this study, especially that of learners.

Table 3.3.4: Sampled size and Used Procedures

<i>Target Population</i>	<i>Distributed Questionnaires and Interview Schedule</i>	<i>Responses Received</i>
<i>Learners</i>	320	124
<i>Service providers</i>	30	9
<i>SASSETA Officials</i>	2	1
<i>Sample Size (Total)</i>	352	134

The questionnaire was developed using Google Forms and was sent to the email addresses of at least 320 learners. In contrast, semi-structured schedule was sent to 32 email addresses of service providers and SASSETA officials. The phone calls and text messages were made as a

follow-up strategy to ensure that the participants attended and responded to the questionnaires and semi-structured schedules. The phase of saturation was considered to allow a researcher to add more participants if there was new data emerging or consider it when there is no new data emerging in relation to the research topic, objectives, questionnaires, or semi-structured interviews.

The data from service providers reached the saturation point at nine (9) participants. On the other hand, the minimum expected number of participants from learners was one hundred nine (109). At least a total of one hundred twenty-four (124) participants managed to respond to the questionnaire, and there was no need to add more participants since the saturation point was already reached. An official from SASSETA was further interviewed for the purpose of triangulation and getting perceptions on the challenges faced by the unit in implementing the GSP skills programme. Therefore, the overall population that participated in this evaluative study was one hundred thirty-four (134).

3.3.5. Methods of data collection

This section provides methods of data collection used to conduct this study.

i) Pilot testing for questionnaires

The pilot study was conducted in this evaluative research to do a small-scale test on the questionnaire data collection procedure that was used in gathering information from learners. The aim of adopting the pilot testing was to assess the acceptability or feasibility of the data collection procedure (questionnaire), which was later used in larger-scale study. The pilot study helped to identify problems before implementing the full survey, and the validity of each question was examined. The idea of Cleave (2021) was followed which included:

- Analysing the question flow. Essentially, assess the arrangement of questions and whether they support the flow of the piece.
- Assessing how well it meets expectations in terms of the response rate at first contact.
- The average time it takes respondents to complete each question.
- The length of the questionnaire and how quickly respondents are completing it against the time you originally estimated for it.

- Checking for any instances of confusion. Respondent trouble with understanding questions could result in many incorrect answers, respondents taking too long replies, or skipping questions altogether.
- Checking the question types used and whether you need to tweak them in order to improve clarity and response time.

The pilot study, therefore, helped to determine that the dataset consisted of few limitations and faults. This included the fact that some of the contact details were outdated or no longer working. There was also duplication of learners populated in the dataset, and that has to be considered when sampling the size. Some learners experienced challenges in understanding some of the questions, and amendments were required to ensure that all questions were clear and easy to understand.

ii) Questionnaires

The quantitative data of this study was collected using the questionnaire, which was distributed through Google Form. The questions used for the survey were in the form of open-ended and closed-ended questions. The closed-ended questions have been used to cover information on the demographic information of learners. It was also used to answer questions that are in the format of “yes or no” and choose the correct answers in a Likert Scale format. Open-ended questions, on the other hand, were used to allow learners to write an opinion on some of the responses that were not provided on the survey questions. According to Zohrabi (2013), the significance of open-ended questions is their precision in reflecting what the participants need to voice out. Following the culmination of the pilot testing, the questionnaires were distributed in a self-administered format, which allowed learners to complete them without the involvement of the researcher. The follow-up phone calls and emails were initiated to remind the learners to respond and send back the questionnaires.

iii) Semi-structured interviews

The semi-structured interviews were adopted in this evaluative study. The nature of the questions was open-ended and allowed participants to respond to them even via Google Forms. Some of the participants were not available for either face-to-face or telephonic interviews. So, they decided to answer the interview questions in writing at their own convenience. The flexibility of the semi-structured interview and schedule allows for such, and their responses were all received and captured. The semi-structured interview granted participants the freedom

to express and voice out their perception of the contribution of the GSP through the skills programme training on unemployed and employed learners. Hence, open-ended questions allowed the participants to provide more information without being limited. This data collection method was used for key subject matter experts, including service training providers and SASSETA officials responsible for the implementation of the GSP Skills Programme.

iv) Desktop review

The study further adopted the desktop review for specific tasks and analysis. This is a data collection instrument that helps when a researcher seeks to collect secondary data for the study under investigation. The type of data collected through desktop research gives an idea about the effectiveness of the primary research. In the context of this study, the desktop review was conducted to cover the literature review aspect and, most importantly, to present data on demographic information using the available dataset from SASSETA.

3.3.6. Method of data analysis

The study relied on both qualitative and quantitative research approaches. Therefore, the qualitative analysis was done using content analysis, while quantitative analysis was carried out using the use of Excel Software.

Content analysis is usually used to analyse data that is in the form of interview records, texts, and websites, to name a few. The aim, according to Krippendorff (1980), is to regulate the frequency of particular notions or phenomena. The study used this method to analyse and categorise qualitative data on the bases of themes derived from the study objectives conducted using semi-structured interviews. The researcher carefully the interviews and identified several topics. Furthermore, the researcher was able to identify specific notions and trends of ideas that occurred within a particular group. The researcher was able to undertake an objective analysis of transcriptions further and also identify meaning from text data.

The analysis and categorisation of the quantitative variable were done using Microsoft Excel. Microsoft Excel helped to present statistical data, demographic information, and a set of responses from survey questions, which were collected using the questionnaires. From Microsoft Excel, the study adopted the descriptive statistical method, which allowed the researcher to use bar graphs, tables, and pie charts for the purpose of analysis.

3.3.7. Ethical Consideration

The importance of ethics was considered in this study. Informed consent was ensured through a gatekeeping letter issued by SASSETA, which informed participants about the aim and purpose of the study. Informed consent was used to protect the rights of respondents by letting them know the aim of the study. The voluntary participation of respondents was considered as the respondents were granted a right to terminate their participation at any time if they wished to do so. For confidentiality, the researcher ensured that proper safeguards were in place to limit access to the confidential information shared by participants during the data collection process.

3.4. CONCLUSION

This section provided knowledge on the process of research design and methodology that have been used to successfully conduct an evaluative study on the effectiveness of SASSETA's support on the implementation of skills development initiatives, especially the General Security Practice and its demand to labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21. The next chapter provides the main findings and analysis of the study.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0. INTRODUCTION

This chapter presents the findings of this study that were collected using both the questionnaire and semi-structured interviews. The triangulation rule of presentation, interpretation, and analysis has been applied to develop a comprehensive understanding of phenomena and ensure the credibility of the information collected from learners, service providers, and SASSETA officials. The chapter commences by providing the demographic and socioeconomic status of learners. The rest of the sections provide the outcome of the evaluation process and knowledge on the contribution of the GSP through skills programme training on unemployed and employed learners. The formulation of this mixed method evaluative study was done by following the rules of content analysis, while Microsoft Excel was used for measurable variables as the findings from the qualitative and quantitative instruments were presented simultaneously. All data from Microsoft Excel are presented and analysed using percentages, graphs, and charts with the intention of having a lucid interpretation and deliberations.

4.1. DEMOGRAPHIC INFORMATION OF LEARNERS

The information on demographic information of participants allows for a better understanding of certain background characteristics of learners, including their gender, age, ethnic category, employment status, and occupation status. The demographic information plays an important role in this evaluative study to understand the socioeconomic status of learners who participated in the GSP skills programme.

Figure 4.1.1: Gender Distribution in the GSP Training Programme

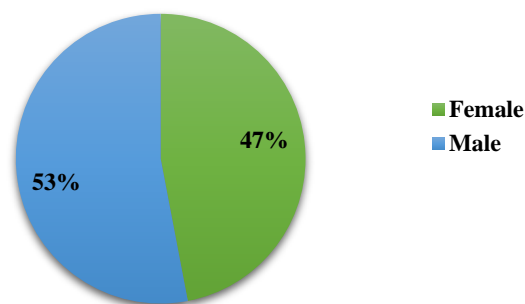


Figure 4.1.1 shows that the distribution of gender in the GSP training programme is dominated by males with about 53% compared to 47% of females. These results show that the safety and security sector remained a male-dominated industry, but there is a huge increase of women as well in this industry as there is only about a 6% margin that separates them in terms of participation in the GSP training programme. These results confirm the promising increase of women’s participation in the security industry, which has been mainly perceived as a male-dominated industry. These results indicate that there have been many changes in the role of women in the security profession and their contribution to this specific industry, which, over the years, has been predominantly dominated by men. There is a new movement on the horizon, and it includes women committing themselves in fighting crime and promoting a safe and secure society. The professionalization of security industry has seen women participating in skills and leadership development programme and mentoring.

Figure 4.1.2: Age Group

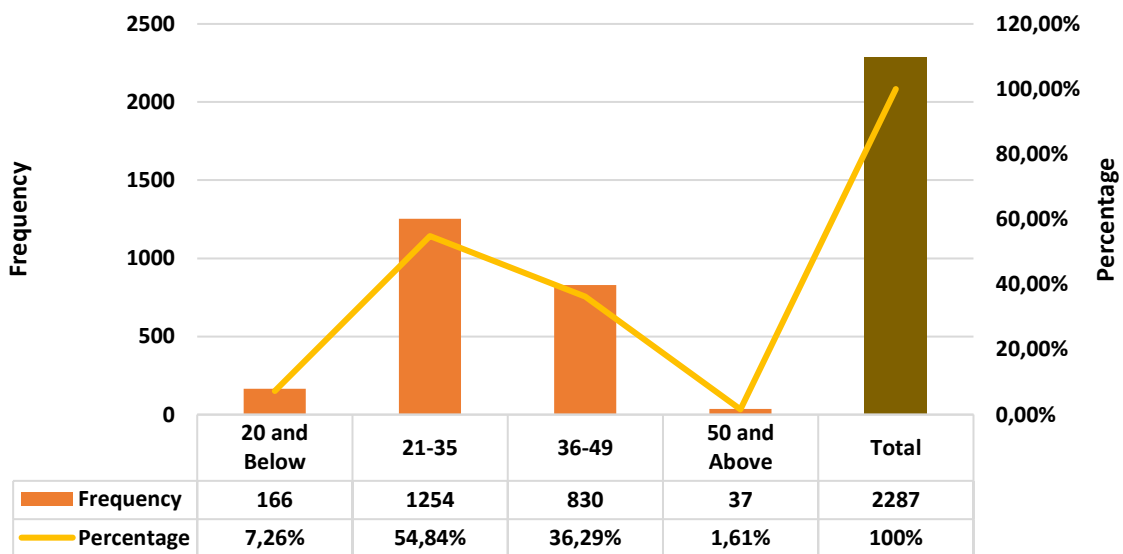


Figure 4.1.2 depicts that about 55% of learners who participated in the GSP training programme belong to the age category of 21-35. In the face of youth unemployment faced by South Africa, these results show that youth have shown a commitment to enhance their skills and knowledge in the safety and security sectors. This further shows that SASSETA plays an important role in providing skills development opportunities for young people to be capacitated about the security industry through programmes such as the GSP training programme. The results further show that about 36% of learners belong to the age category of 36-49. While 7% and 2% were learners from the age categories of 20 and below and 50+, respectively.

Figure 4.1.3: Equity Distribution

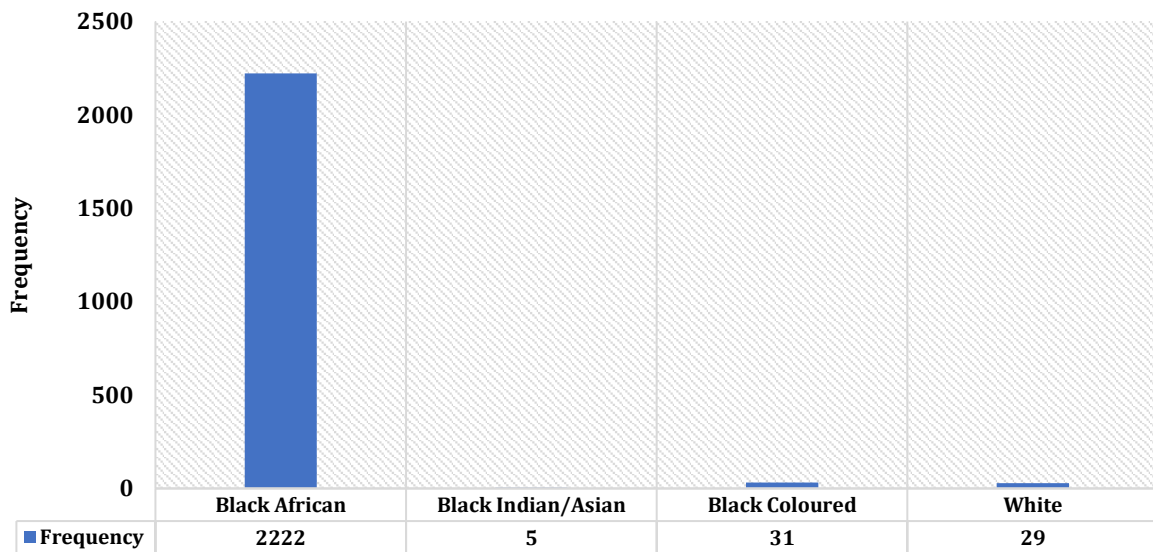
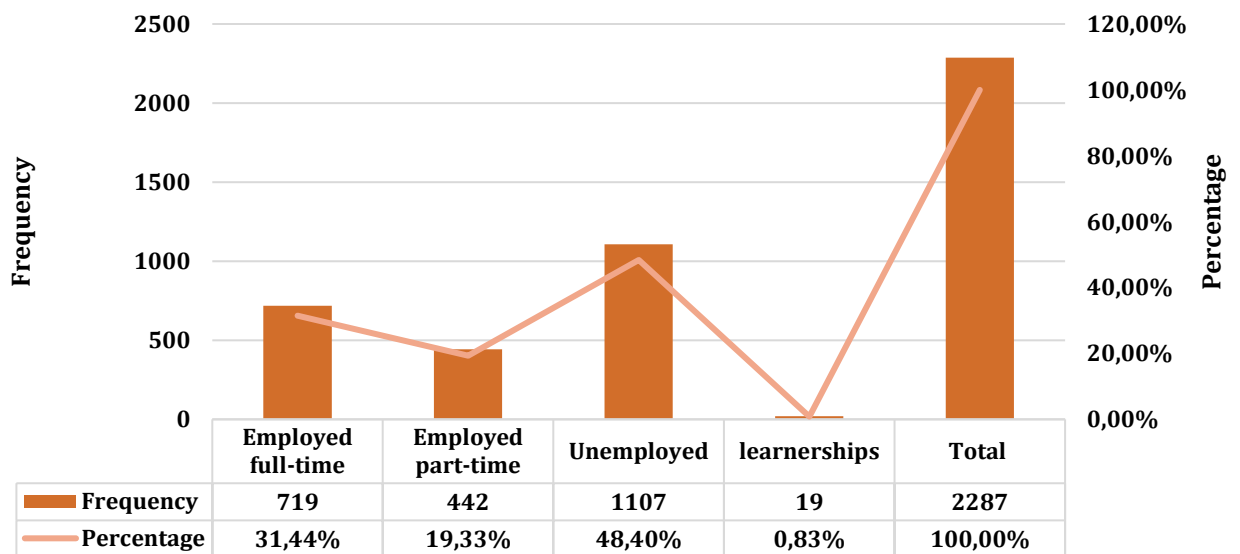


Figure 4.1.3 reveals that about 97.20%, which is equivalent to 2222 frequency of learners participating in the GSP training programme are Black Africans while the Black coloured accounts for 1.40% (31 of frequency). There are also about 0.20% and 1.30% of the learners from the Black Indian/Asian and White communities, respectively. These results show that there is ethnic diversity in the enrolment of learners for the GSP training programme.

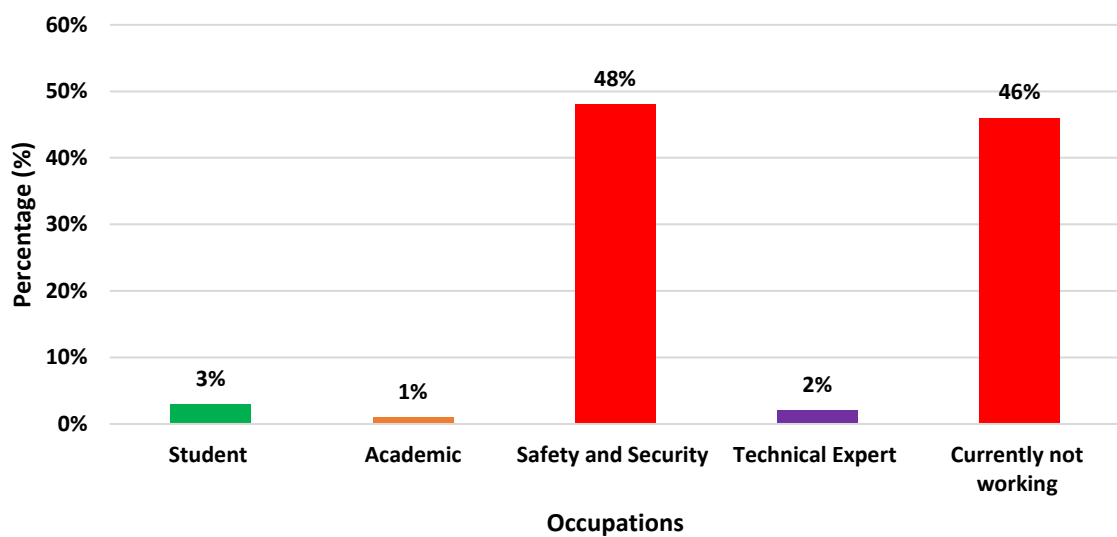
Figure 4.1.4: Employment Status



The learners were asked to provide their employment status when answering the questionnaire. Figure 4.1.4 shows that about 48.40% of those who enrolled in the GSP training program were

not employed by the time this study was conducted. On the other hand, the results show that about 31.44% of learners were employed on a full-time basis, while 19.33% were employed on a part-time basis. There is also about 0.83% of learners who are participating in skills programmes and rely on stipends as their sources of income. These results confirm the high levels of unemployment that exist in South Africa, but the percentage of the full-time employed, part-time employed and those who are interns shows that the majority of learners were economically active.

Figure 4.1.5: Occupational Status



The findings in Figure 4.1.5 show that about 48% of learners are employed in the safety and security sector. These results show the commitment of the security companies in realising the goal of NSDP by allowing their workers to consider training and development towards creating a competitive, educated, and well-trained workforce. During the semi-structured interviews, it appeared that some of the security companies had motivated their security officers to do any sort of training that will help them improve their skills and knowledge of the security industry. On of the participants mentioned:

“There has been a high level of enrolment for this training programme (GSP), especially in 2018 whereby some security companies have sent most of their staff to get training and experience” (SSI- No.5).

These are some of the reasons that the GSP has been dominated by learners who have the safety and security sector as their occupation. There is also a huge percentage of about 46% who enrolled in the GSP training programme, but they are yet to find employment. This includes

learners who have already completed the GSP training programme and those who are still registered, while a few have dropped out without finishing.

During the semi-structured interviews, almost all service providers confirmed that there was a low level of learners dropping out from the GSP training programme experienced in the period of 2018/19 to 2020/21. Some of the service providers reveal that the reason learners drop out has been associated with finding jobs outside of the safety and security sector. This is evident in Figure 4.1.5 since about 1% of these learners have been employed in the academic sector, while 2% of them have become technical experts in other sectors. About 3% of these learners who dropped out as a reason of becoming students in either TVET colleges or Universities.

4.2. INFORMATION ON THE ENROLMENT OF LEARNERS FOR THE GSP SKILLS PROGRAMME

The learners were also asked to provide information on their enrolment and knowledge about the GSP skills programme. Service providers were also asked to share their views on this topic through semi-structured interviews.

Figure 4.2.1: Information on the Referrals to Enrol for the GSP Training Programme

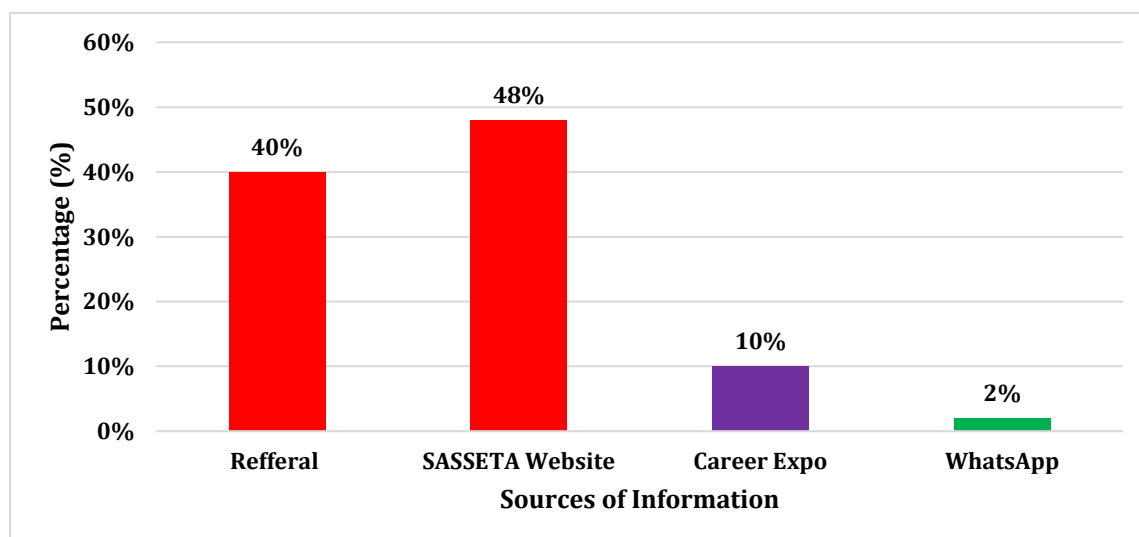
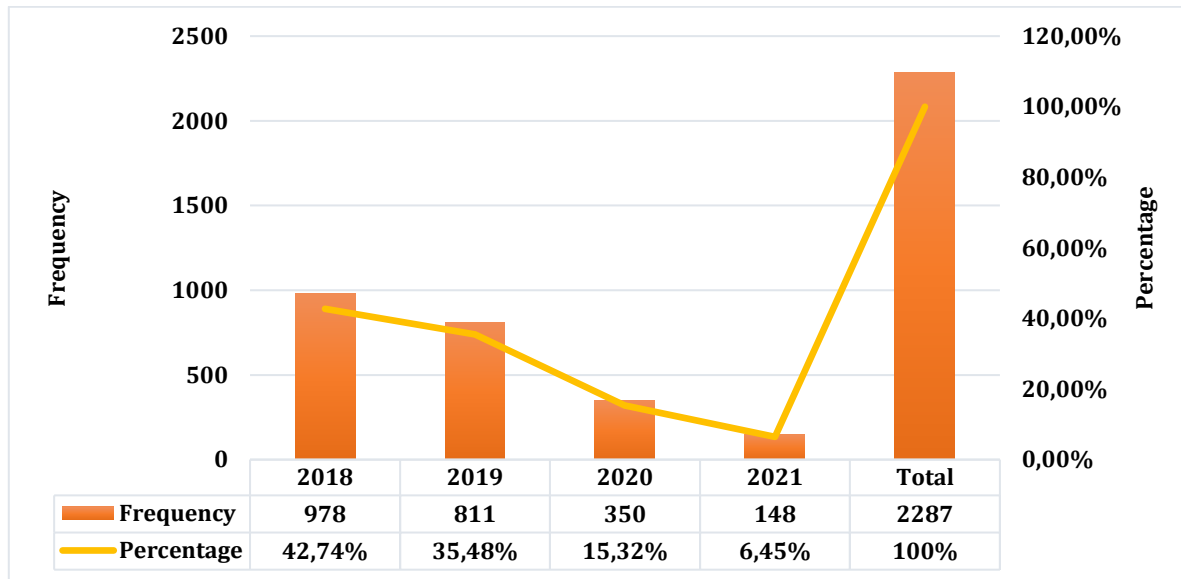


Figure 4.2.1 shows that the majority (48%) of learners heard about the GSP training programme via the SASSETA website. While about 40% revealed that they were referred either by their colleagues or friends to consider enrolling in this programme. It is only 10% of learners who heard about this programme at career expos, while 2% were referred to through WhatsApp.

The significance of these results is that knowledge sharing has become a power amongst people, especially in the safety and security sector. This also shows that there is trustworthiness in the word of mouth and online platforms, including the SASSETA Website, as the majority of learners only heard about this training programme from these two sources.

Figure 4.2.2: Year of enrolment for the GSP training programme



The results show that the GSP training programme experienced an enrolment of 42.74% in 2018, which is equivalent to the value of 978 learners. These findings have been confirmed by service providers during the semi-structured interviews that the GSP training programme have witness a high level of learner’s enrolment, especially in 2018. The second huge percentage, which is 35,48% (811) of learner’s enrolment has been recorded in 2019. One of the service providers said:

“This is the paid learnership, and the demand for enrolment has been too high. I think this is one of the reasons that have been motivating learners to enrol for this training programme” (SSI- No.7).

Enrolment continued to decrease to 350 and 148 learners in 2020 and 2021 respectively. During the semi-structured interviews, some of the service providers concurred that the level of learners has been low since 2020. One of the service providers said:

“I think we started to experience a low level of learner enrolment after the spread of coronavirus as the country was forced to shut down. So many industries and economic

sectors were disrupted in the face of coronavirus, not only us (the safety and security sector)” (SSI- No. 09).

The flow of interviews further suggests that there is a desire amongst security officers and young people to enrol for the training course such as the GSP training programme. However, the lack of funding opportunities remains a limiting factor as the majority of people are struggling financially and are unable to fund themselves.

4.2.3. Status of enrolment

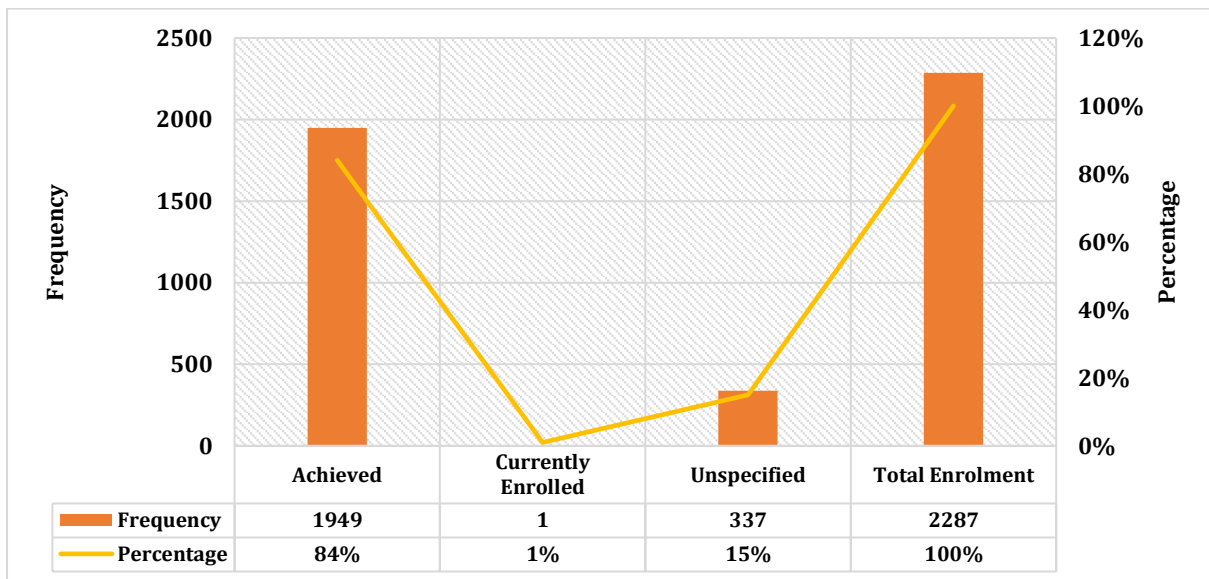


Figure 4.2.3 shows the status of learner’s enrolment for the GSP training programme at the time this study was conducted. The results show that about a frequency of 2287 learners enrolled for the GSP training programme between 2018 and 2021. The critical aspect of the findings reveals that about 84% (which is equivalent to a frequency of 1949) of the learners have completed or achieved the GSP training programme by meeting all requirements. While about 15% (337) of the learners have been recorded as unspecified. Hence, the unspecified category represents the learners whose status is uncertain since they have not achieved the programme, and some are yet to confirm whether they have dropped out or what. Some of the responses from the semi-structured interviews have a similar sentiment that the GSP training has been a success with the majority of learners managing to complete it in record time. The concern amongst all service providers has been the dropout of a small percentage of learners before completing their training. This is a percentage that accounts for 15% in Figure 4.2.3 above.

4.3. BENEFITS OF PARTICIPATING IN GSP TRAINING PROGRAMME: LEARNERS' OUTLOOK

Learners were asked to indicate the extent to which they agree or disagree with statements that aimed at providing knowledge on how participating in the GSP skills programme has benefited them.

Table 4.3.1: Knowledge of safety and security acquired through the GSP Skills programme

<i>Statement</i>	SD	D	N	A	SA
<i>The GSP Skills programme has helped me with knowledge on how to safeguard premises, assets, information, and personnel.</i>	4%	2%	7%	41%	46%
<i>The GSP Skills programme has helped me on how to interact with customers and people in the security environment.</i>	3%	1%	3%	35%	58%
<i>The GSP Skills programme has helped me on how to operate security equipment.</i>	1%	2%	6%	33%	58%
<i>The GSP Skills programme has helped me on how to conduct security duties within the ambit of the law.</i>	3%	0%	7%	33%	57%

The learners have rated their responses on the extent to which the GSP skills programme has helped them with knowledge on how to safeguard premises, assets, information, and personnel. Table 4.3.1 shows that about 46% of learners strongly agreed with the statement, while 41% agreed. At least 7% of learners rated themselves as neutral in their responses to this specific statement. There are about 2% and 4% of learners who presented a different view (disagree and strongly disagree) with the statement.

Learners also strongly agreed (58%) and agreed (33%) that the GSP Skills programme has helped them how to interact with customers and people in the security environment. Only the minority (6%) who were neutral with the statement, while 2% and 1% respectively showed to disagree and strongly disagree.

With respect to the statement that intended to hear the view of students about how the GSP Skills programme has helped them to operate security equipment, the majority (58%) of learners strongly agreed that the GSP training programme has helped them understand how to use security equipment while 33% shown to agree with this statement. Only 7% of learners rated their response as neutral to the statement, while only 3% strongly opposed the statement.

Learners also strongly agreed (58%) and agreed (35%) that the GSP Skills programme has helped them interact with customers and people in the security environment. It is only the minority (3%) were neutral with the statement while 1% and 3% respectively shown to disagree and strongly disagree.

The overall results in Table 4.3.1 show that across the four (4) statements, learners are shown to either strongly agree or agree that participating in the GSP training programme has been beneficial to them. This is because participating in the GSP training programme has helped them to improve their knowledge on how to safeguard premises, assets, information, and personnel; interact with customers and people in the security environment; operate security equipment; and conduct security duties within the ambit of the law. These results have been confirmed by service providers as the majority of them clearly praised the introduction and implementation of the GSP training programme, which has contributed significantly to expanding the knowledge and improving skills amongst learners, especially across the pillars of the security sector. One of the service providers maintained:

“I must confess that the GSP training programme has helped learners with broader knowledge on the combination of patrol, assets and reaction officer, vital security management skill, for one to become a security supervisor and so forth” (SSI- No. 09).

The broader contribution of this programme has been explained by service providers as amazing and successful since learners have gained extensive knowledge on presenting evidence in court, writing statements and reports, which is a requirement to become a security provider; handling complaints and problems; identifying, handling, and defuse security related conflict; and describe how to manage reactions arising from a traumatic event.

4.4. TOWARDS BRIDGING THE SKILLS GAPS IN THE SAFETY AND SECURITY SECTOR

Learners were asked to indicate further the extent to which they agree or disagree with statements that aimed to understand the extent to which achieving the GSP skills has helped to bridge the skills gaps in the safety and security sector.

Table 4.4.1: Knowledge on bridging the skills gaps in the safety and security sector

<i>Statement</i>	SD	D	N	A	SA
<i>The GSP programme has helped me to develop strong skill in security response and patrol.</i>	1%	1%	6%	46%	46%
<i>The GSP programme has helped me to develop strong skill in access and egress control.</i>	2%	0%	5%	37%	56%
<i>The GSP Skills programme has helped me develop strong skills in asset protection and visible security operation.</i>	1%	1%	4%	57%	49%
<i>The GSP programme has helped me to develop strong skills in communication and reporting.</i>	2%	0%	4%	38%	58%
<i>The GSP programme has helped me to develop strong skills in security and emergency systems.</i>	2%	1%	6%	35%	56%
<i>The GSP programme has helped me to develop strong skills in health and safety.</i>	3%	1%	6%	33%	57%
<i>The GSP programme has helped me to develop strong skill in customer care and social skills.</i>	2%	2%	5%	36%	55%

Learners strongly agreed (46%) and agreed (46%) that the GSP programme has helped them to develop strong skills in security response and patrol. Only the minority (6%) were neutral with the statement, while 2% stated that they disagree and strongly disagree.

In the second statement about 56% strongly agreed that the GSP programme has helped them to develop strong skill in access and egress control, while about 37% agreed with the statement. Only 5% of learners were neutral, while 2% tended to disagree with the statement.

In respect of the statement intended to hear the view of learners on “how the GSP programme has helped me to develop a strong skill on communication and reporting”. The majority (58%) of learners strongly agreed with the statement, while 38% agreed with it. About 4% of learners rated their response as neutral to the statement, while about 3% strongly disagreed or disagreed with the statement.

Table 4.4.1 also shows that learners scored themselves on the statement that says the GSP programme has helped them to develop a strong skill in security and emergency systems. In this statement about 56% of learners have strongly agreed with the statement, while 35% have agreed. At least 6% of learners rated themselves as neutral in their responses to this specific statement. There are about 1% and 2% of learners who presented a different view (disagree and strongly disagree, respectively) with the statement.

The results in Table 4.4.1 show that there is about 49% and 57% of learners who strongly agreed and agreed, respectively, with the statements that the GSP Skills programme has helped

them to develop strong skill in assets protection and visible security operation. Only 4% of learners were neutral, while 2% were made up of learners who were against (disagree and strongly disagree) with the statement.

In the statements that say that the GSP programme has helped learners to develop strong skills in health and safety, the majority of learners 57% and 33% strongly agreed and agreed respectively. There is only 6% of learners were neutral, while 4% has been made up by learners who disagreed and strongly disagreed with the statement.

The last statement aimed at understanding how the GSP programme has helped learners to develop strong skills in customer care and social skills. The results show that about 55% and 36% of learners strongly agreed and agreed, respectively, with the statement. It is about 5% of learners who were neutral, while 4% were those who strongly disagreed and disagreed with the statement.

The overall interpretation of Table 4.4.1 is that the majority of learners have agreed and strongly agreed that the GSP skills have helped to bridge the skills gaps in the safety and security sector. Hence, all statements (seven (7) of them) received high ratings in the section of strongly agreed and agreed. This is evidence that the implementation of the GSP skills programme is beneficial and is helping to bridge skills in this sector. The learners have benefited extensively from the GSP programme through strong skills development on security response and patrol, access and egress control, assets protection and visible security operation, communication and reporting, security and emergency systems, health and safety, customer care, and social skills.

These sets of skills have also been provided by service providers as what learners are learning from the GSP skills programme. One of the service providers stated:

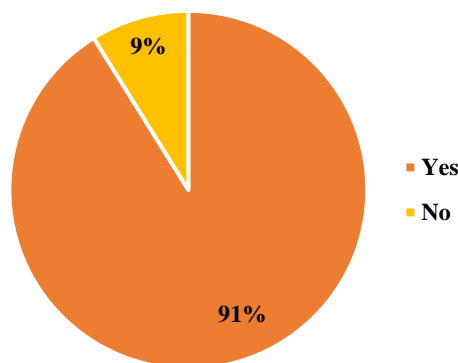
“I think this programme has been crucial in developing skills amongst learners. This is because these learners have acquired skills such as being able to stand in the court to give evidence” (SSI- No. 03).

This has been regarded by the majority of service providers as communication, operation, and management skills. Other service providers specified that learners have developed skills in using firearms, while others have noted the potential of learners in problem-solving skills. It has been further revealed that some of the learners have strong supervision skills and risk assessment skills.

4.5. THE CONTRIBUTION OF THE GSP SKILLS PROGRAMME TO THE EMPLOYABILITY AND CAREER PROGRESSION OF LEARNERS

The learners have been asked to respond to the question that seeks to determine if the GSP skills programme is effectively contributing to employability. The majority (91%) of learners have agreed that the GSP skills programme is putting them with better opportunities to get employment. The semi-structured interviews with service providers confirmed that the GSP training programme prepares learners to be able to be employed by both the public and private sectors and sometimes internationally.

Figure 4.5.1: The employability and career progression of learners



This is due to the fact that:

“...learners are receiving theoretical knowledge and practical training which directly put them in a better position to obtain jobs as private, and government institutions are committed to preventing crime and protect persons and properties” (SSI- No. 01).

Some of the service providers stated that some of the companies’ learners had been promoted to the supervisory position because of the value of certificates and training that they have received from the GSP programme. This evidence proves that the GSP training programme has the potential to contribute positively to the employability and progression of learners. One of the service providers has been critical of this question:

“I think there is a big debate on the employability of learners as a contribution of the GSP programme is concerned. This includes the fact that there is a high level of unemployment in the country, especially youth unemployment. In this case, the security

industry is also accounted for having a huge number of security officers with relevant certificates, but they are unemployed, so does the GSP programme?” (SSI- No. 09).

These results confirm the reality that the problem might not be the fact that these learners hold specific certificates from the GSP training programme. However, the issue of limited employment opportunities is what affects the contribution of the GSP training programme to the employability and career progression of learners. The reality is that when job opportunities are available, learners with certificates from the GSP training programme have good chances to be employed.

As far as the scout for employment is concerned, learners have shared their views on the period that they have to wait and look for jobs after completing the training.

Figure 4.5.2: How long does it learners to find job after completing the GSP programme?

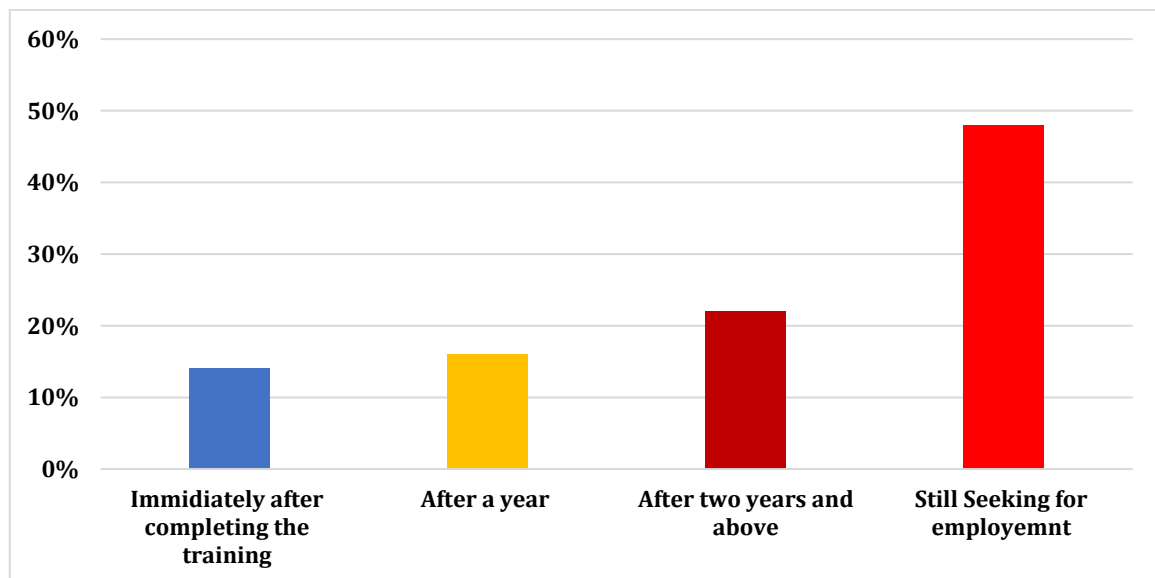


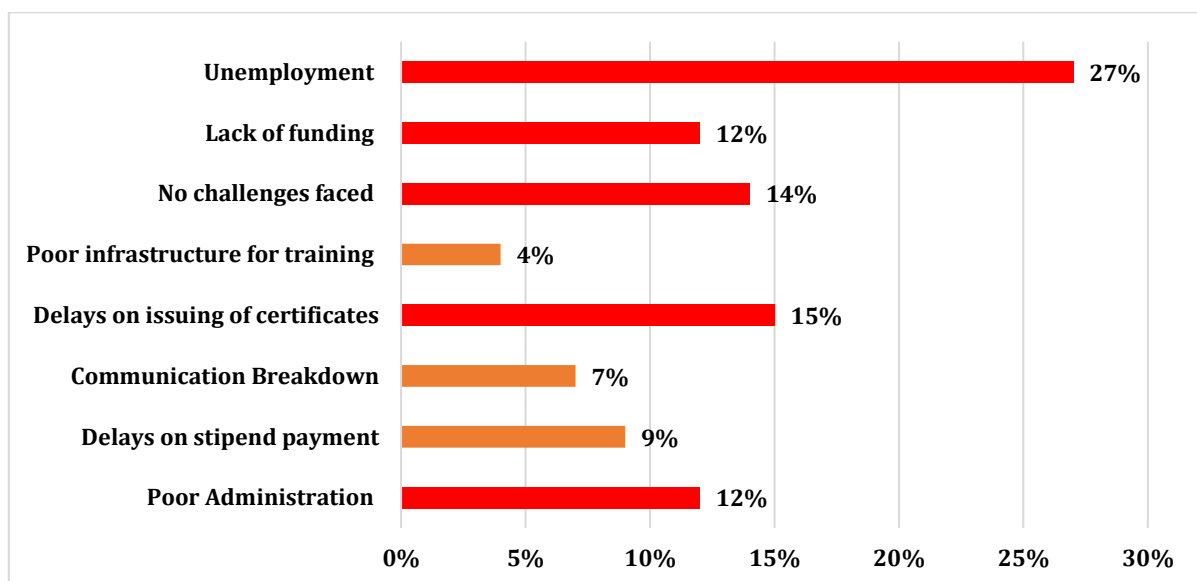
Figure 4.5.2 depicts that about 48% of learners are still seeking employment. This is the majority of learners if compared to those (14%) who got jobs immediately after completing the training, 16% of those who got jobs after a year of completing their training, and 22% of those who got jobs after two years of completing their training. These findings suggest that learners with the GSP training programme are employable even though they have to wait a little longer because of the employment scarcity in the market. According to one of the service providers (SSI-06), most of the learners who are struggling to get employment are those who have never worked in the security industry before. This is because those who were recruited by the security companies to enrol for the GSP training programme were already employed and have remained in their respective employment status after completion.

4.6. CHALLENGES FACED IN THE IMPLEMENTATION OF THE GSP SKILLS PROGRAMME

The learners and service providers have all shared experiences on the problems encountered in effectively implementing the GSP training programme. This question has been kept open-ended in the questionnaire for learners to list their challenges, while the semi-structured interviews allowed service providers to expand on these challenges. The most mentioned problems by learners include but are not limited to poor administration, and poor communication by the programme organisers, delays in stipend payment. The semi-structured interviews provided similar challenges and added the inadequacy of funding and unemployment.

Figure 4.6.1 depicts that it is only 14% of learners who mentioned that they did not face any challenge. At the same time, about 4% of them raised concerns over the quality of infrastructure used by service providers for the training of learners. Some of the learners provided that facilities and infrastructural resources have been a problem.

Figure 4.6.1: Challenges faced in the implementation of the GSP skills programme



4.6.1. Unemployment and lack of funding

The majority (27%) of learners revealed that being unemployed has been a challenge in their participation in the GSP skills programme. This is because some of the learners are from poorly disadvantaged communities, and they are struggling to cover some of the costs related to their

training. In the same vein, service providers concurred that the issue of unemployment is contributing negatively to the implementation of the GSP training programme. This is because:

“...most of the learners are concerned about finding jobs instead of focusing on their training. This is one of the reasons that lead to the dropout of learners from the programme” (SSI- No. 06).

It has been mentioned by some of the learners that they have been struggling to cover the transport cost, and this has resulted in them dropping out from the GSP skills programme for the purpose of seeking employment.

Figure 4.6.1 also depicts that about 12% of learners have mentioned that the lack of funding has been a challenge in their pursuit of the GSP training programme. This has been a common problem as the service providers emphasised that sponsors and financial supports are limited for individuals who wish to undertake training programmes of the same nature as the GSP programme. Some of the service providers maintained that the only financial support that is available comes from SASSETA. Hence, there is a need to mobilise extra financial support for skills development in the field of safety and security in South Africa.

4.6.2. Poor administration, communication breakdown and delays in issuing certificates

Another area of concern has been the issue of poor administration of the GSP skills development. This has been mentioned by 12% of learners. The poor administration has been mostly associated with the manner in which the programme has been conducted. Some of the participants noted that some service providers were delaying in terms of making study material available to learners and some have labelled this as a lack of professionalism. Another concern has been that the service providers were not providing any exercises and drills that were supposed to be provided prior to the writing of exams. Therefore, it is such problems that affect the performance of learners because some end up struggling when writing.

Another problem mentioned by 7% of learners has been the issue of communication breakdown between the learners and programme organisers. Some of the learners have mentioned that they have missed much crucial information because the programme organisers were not communicating with them. One of the learners transcribed:

“...your office does care about people (learners) who are enrolled for the GSP programme. We do not receive any assistance or help when we need it. We only get

help when we visit the offices and mind you; we are not working; we do not have money to cover transport costs for prompt consultations” (learner response).

Some further provided that the issue of communication started when learners applied for enrolment; there were no communications to confirm if they were accepted or rejected for the course. One of the learners stated that it was for the first time (when answering the questionnaire of this study) receiving any form of correspondence or communication from SASSETA.

Figure 4.6.1 also shows that about 15% of learners complained about the delays from the SASSETA side in terms of issuing certificates. The main concern of these learners is that they cannot prove that they have completed this training when applying for employment. Some of the learners revealed that they had done a course four (4) years back, but they are yet to receive their certificates. It seems like SASSETA is not even delaying in terms of issuing certificates to learners, and they regarded participating in the GSP programme as not helping them to find employment since they are not getting any help with certificates.

4.6.3. Delays on the payment of stipends

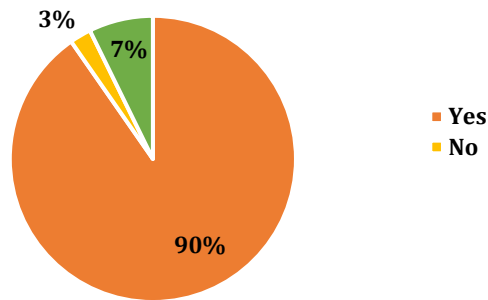
The results show that about 7% of the learners complained about the delays in terms of stipend payments. This has been the issue that contributed significantly to learners missing out on training sessions since they depend on the stipend for travelling costs. Some of the learners provided that they rely on the stipend sometimes even to buy food and other necessities, so if the payments are delayed, it becomes very stressful. Some of the service providers concurred that they have been experiencing absenteeism of learners who benefit from the learning intervention, and these learners complain that they sometimes go months without getting paid. This is affecting the implementation and progress of the GSP training programme. This is due to the fact that some of the learners are simply considering dropping out of the programme. Therefore, this is a part that needs to be addressed to make sure that our learners are not suffering while they are financially supported.

4.7. THE ROLE OF GSP SKILLS PROGRAMME IN PROFESSIONALISING THE SECURITY INDUSTRY

The participants and respondents were all asked to share their views on the role of the GSP skills programme in professionalising the security industry. The majority (90%) of learners

were of the view that the GSP skills programme plays a huge role in professionalising the security industry. It is only 7% of learners who opposed the statement, while 7% were learners who were not sure about the role of the GSP skills programme in professionalising the security industry.

Figure 4.7.1: Learners’ view on professionalising the security industry



The majority of service providers also agreed that the GSP skills programme is playing a major role in professionalising the security industry. One service provider stated:

“Learners are benefiting and learning theoretically and practically with profitable knowledge on what is required by the market and workplace as security officers or supervisors. Hence, this training programme is producing learned securities who possess sharp skills and are able to act professionally” (SSI- No. 02).

It has been further provided that the security industry is taking good shape towards being recognised and regarded as professional. Service providers stated that being a security officer has been about security officers being able to do patrols, handle the occurrence books and some registers, and access control, but today, security officers are able to present evidence in court. Other service providers commanded the accreditation of the security courses as the key factor in professionalising the security industry. While others maintained that acquiring some key knowledge and skills gives learners and security officers confidence and the ability to conduct themselves in a professional manner.

Table 4.7.1: Learners rating the role of GSP in professionalising the security industry

<i>Statement</i>	SD	D	N	A	SA
<i>The GSP Skills programme has played an important role in familiarising us with standard roles related to the skills, abilities, and knowledge that are required by security personnel to be professional in the security industry and to be aligned with the supply and demand in the labour market.</i>	2%	1%	5%	40%	52%
<i>The GSP Skills programme has provided us with the required knowledge and ability to regulate services and work that has to do with safety, health, and providing security measures in private and public properties within the society.</i>	1%	1%	5%	39%	54%
<i>The GSP Skills programme has helped us acquire knowledge on how to handle different behaviours in the field of work in relation to ethically and morally ambiguous activities.</i>	1%	2%	3%	38%	56%
<i>The GSP Skills programme has helped us to acquire knowledge and ability on how to enhance confidence and trust in the work environment and society at large.</i>	2%	0%	3%	35%	60%
<i>The GSP Skills programme has helped us acquire knowledge on how to learn and master the values, cultures, and ethos of security companies (the employer) in the industry and the mind-set for a profession.</i>	2%	1%	2%	46%	49%

Learners have further rated responses on the role of the GSP training programme in professionalising the security industry. Learners strongly agreed (52%) and agreed (40%) that the GSP Skills programme has played an important role in familiarising them with standard roles related to the skills, abilities, and knowledge which are required by security personnel to be professional in the security industry and to be aligned with the supply and demand in the labour market. Only 5% of learners responded neutral to the statement while those who strongly disagreed and disagreed made up the 3%.

Table 4.7.1 also shows that learners scored themselves on the statement that says the skills programme has provided them with the required knowledge and ability to regulate services and work that has to do with safety, health, and providing security measures in private and public properties within the society. In this statement, about 54% of learners strongly agreed with the statement, while 39% agreed. At least 5% of learners rated themselves as neutral in their responses to this specific statement. About 2% of learners presented a different view (disagree and strongly disagree) with the statement.

In the other statement, about 56% strongly agreed that the GSP Skills programme has helped them acquire knowledge on how to handle different behaviours in the field of work in relation

to ethically and morally ambiguous activities, while about 38% agreed with the statement. About 3% of learners were neutral, while 3% strongly disagreed and disagreed with the statement.

In respect of the statement that intended to hear the view of learners on how the GSP Skills programme has helped them to acquire knowledge and the ability to enhance confidence and trust in the work environment and society at large, the majority (60%) of learners strongly agreed with the statement while 35% shown to agree with this statement. About 3% of learners rated their response as neutral to the statement, while about 2% strongly disagreed with the statement.

The results in Table 4.7.1 shows about 49% and 46% of learners strongly agreed and agreed respectively with the statements that the GSP Skills programme have helped them to develop strong skill in assets protection and visible security operation. About 2% of learners were neutral, while 3% were made up of learners who were against (disagree and strongly disagree) the statement.

4.8. MAPPING THE GSP INTO THE SECTOR SKILLS PLANS: A CRITICAL REFLECTION FROM FINDINGS

The study recognises the significance of the National Skills Development Plan, including its call upon SASSETA, which plays a significant role in the demand and supply side of the labour market, especially in the safety and security sector. In relation to skills development in the safety and security sector, the SSP of SASSETA is duly aligned with the outcomes of NSDP, government imperatives, and industry initiatives.

The SSP of SASSETA reveals that the importance of skills across the whole occupational spectrum is increasing, and occupations that require higher skill levels. It can be noted that the safety and security sector draws its workforce straight from the secondary school level, particularly in relation to entry-level positions such as Police Officers, Correctional Security Officers, and Private Security Officers, to name a few. For the purpose of ensuring skills development in this sector, SASSATE has established the GSP programme as an initiative for workers' training. The GSP is expected to improve the safety and security sector to be more productive and contribute significantly to an inclusive economy.

In the context of this study, the findings show the alignment of SASSETA with the NSDP as the GSP has managed to record a registration of about 2287 (see figure 4.2.3) learners between

2018 and 2021. Hence, about 84% of these learners have managed to culminate the training in a record time, and they stand a good chance of getting employment. The mapping process also shows that the GSP skills programme is making a huge difference in the safety and security sector, as about 48% (see Figure 4.1.5) of learners mentioned the safety and security sector as their primary occupation.

About 48% (see Figure 4.1.4) were not economically active during the time to which this study was conducted. As a result, more than 50% of learners were economically active where they were employed on a part-time and full-time basis, and few learners declared that they only benefit from learnerships or internships for monthly stipends. These results portray the significance of the GSP in terms of aligning with the SSP of SASSETA.

The alignment of the GSP with the SSP of SASSETA has been confirmed also during the semi-structured interviews as some of the service providers provided that learners have benefited from the programme in terms of skills and knowledge. This is because some of the learners who participated in the programme as security officers have been promoted to supervisor levels, and some are able to present evidence in courts. This shows that the GSP training programme is a relevant, responsive, and demand-driven approach to human capital development informed by the SSP of SASSETA and NSDP to address the skills shortages in the safety and security sector and improve the flow of competent skills in the sector.

4.8. CONCLUSION

This chapter has provided the findings on the effectiveness of SASSETA on the implementation of the General Security Practice and its demand to the labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21.

The critical aspects of the findings show that the GSP training programme has experienced a huge enrolment of learners, especially in 2018 and 2019. Hence, the implementation of the programme has shown to be heading in the right direction, with the majority of learners having managed to complete the programme. The results show a new movement on the horizon, and it includes women committing themselves to fighting crime and promoting a safe and secure society. The professionalisation of the security industry has seen women participating in skills and leadership development programme (including the GSP) and mentoring programme.

The results further show that learners' participation in the GSP training programme has helped them to acquire knowledge on how to Safeguard premises, assets, information, and personnel,

and interact with customers and people in the security environment, to name a few. It further revealed that the GSP training programme is helping to bridge the skills gaps in the safety and security sector. This is achieved by acquiring strong skills in security response and patrol, access and egress control, assets protection, and visible security operation, to name a few.

Most importantly, the GSP skills programme has been confirmed as affording learners a better chance to get employment even though learners find jobs after a long time of completing the training. However, the GSP training programme remains helpful to learners as they are receiving theoretical knowledge and practical training, which directly places them in a better position to obtain jobs at private and government institutions are committed to preventing crime and protecting society and properties.

There are challenges, nevertheless, that hinder the effectiveness of implementing the GSP training programme. These challenges include but are not limited to the impact of unemployment and lack of funding, Poor administration, communication breakdown and delays in issuing certificates, and delays in the payment of stipends.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0. INTRODUCTION

The study evaluated the effectiveness of SASSETA on the implementation of the General Security Practice, and its demand to labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21. This current chapter, therefore, provides a conclusion and recommendations on the key findings of the study.

Other than this introduction, the first part of the chapter provides a summary of the research findings and implications of the study. This is done through the use of the objectives of the study as subheadings for contextualisation purposes and directly giving evaluative responses to the secondary questions of the study. The second part provides recommendations on addressing challenges that are impeding the implementation of the General Security Practice training programme. The aim of the recommendations is to make suggestions for further research and training programme evaluative studies.

5.1. SUMMARY OF THE RESEARCH FINDING AND IMPLICATION OF THE STUDY

This section provides a summary of the research findings and implications of the study. It shows how the objectives and secondary questions of the study were addressed and answered.

5.1.1. Student enrollment for the GSP skills programme (completion vs. dropout)

The first objective is to ascertain the extent to which SASSETA learners enrolled in the GSP skills programme can complete their training. This objective gives great interest in understanding the outputs (or outcomes) of the project in terms of dropout versus completion. The critical aspect of the finding shows that the enrollment of learners has been high in the year 2018 (43%) to 2019 (36%) compared to the year 2020 (15%) to 2021 (6%). However, these results show a decrease in terms of learner enrolment on a yearly basis as far as the period of 2018/19 to 2020/21. The critical aspects of the findings further show that there has been a high level of student completion (82%) compared to learner dropout (11%). The results confirm that the GSP training has been a success with the learners managing to complete it in record

time. However, there is a need to overcome challenges that have resulted in the small percentage of dropouts that exists.

5.1.2. Toward bridging the skills gap in the safety and security sector

The second objective of the study was to assess the extent to which the GSP skills programme has contributed to bridging the skills gaps in the safety and security sector. The critical aspect of the findings shows that learners have strongly agreed that the GSP skills have helped to bridge the skills gaps in the safety and security sector. The learners have benefited extensively from the GSP programme through strong skills development on security response and patrol, access and egress control, assets protection and visible security operation, communication and reporting, security and emergency systems, health and safety, customer care, and social skills. This is evidence that the implementation of the GSP skills programme is beneficial and helps to bridge skills in this sector.

5.1.3. The contribution of the GSP skills programme to the employability and career progression of learners

The third objective of the study evaluated the contribution of the GSP skills programme on the employability of SASSETA learners. This was intended to understand the relevance of the GSP skills programme towards labour market in terms of employment and how this programme is contributing to the career progression of learners.

The overall findings show that 91% of participants have agreed that the GSP skills programme is giving them better opportunities to get employment. A big debate has been detected on the employability of learners, as a contribution of the GSP training programme is concerned. This includes a high level of unemployment in the country, especially youth unemployment. In this case, the security industry also accounts for having a huge number of security officers with relevant certificates, but they are unemployed, and so is the GSP programme.

The GSP training programme accounts for 48% of learners who are still seeking employment after completion. This is the majority of learners if compared to those (14%) who got jobs immediately after completing the training, 16% of those who got jobs after a year of completing their training, and 22% of those who got jobs after two years of completing their training. These findings suggest that learners with the GSP training programme are employable even though they have to wait a little longer because of the employment scarcity in the market.

5.1.4. Challenges faced in the implementation of the GSP skills programme

The fourth objective of the study identified and analysed challenges faced by SASSETA in the implementation of the GSP skills programme. This aimed to understand whether the resources (such as human resources, time, and financial resources) allocated to the GSP skills programme were used effectively.

The issue of unemployment has been recorded by most participants as the primary problem that indirectly affects the implementation of the GSP skills programme. This is because most of the learners were not working and struggling to cover the costs related to the GSP, especially in the face of limited financial support or funding opportunities. The skills programme provided by SETA has been reported as the only source of funding, and it does not accommodate all learners. Other problems that have been identified include poor administration, communication breakdown, delays in issuing certificates, and delays on the payment of stipends.

5.1.5. The role of the GSP Skills programme in professionalising the security industry

The fifth objective of the study explored the effectiveness of the GSP skills programme in professionalising the security industry. This is aimed at understanding the extent to which the GSP skills programme contributed to the professionalisation of the security industry.

The results show that the GSP skills programme plays a huge role in professionalising the security industry. This is because learners are benefiting and learning theoretically and practically with profitable knowledge of what is required by the market and workplace as security officers or supervisors. Hence, this training programme is producing capable security officers who possess sharp skills and are able to act professionally. The GSP Skills programme has played an important role in familiarising security officers with standard roles related to the skills, abilities, and knowledge that are required by security personnel to be professional in the security industry and to be aligned with the supply and demand in the labour market. It helped security officers acquire knowledge and ability to regulate services and work that has to do with safety and health and provide security measures in private and public properties within society.

It further helped security officers to acquire knowledge on how to handle different behaviours in the field of work in relation to ethically and morally ambiguous activities; how to enhance confidence and trust in the work environment and society at large; and how to learn and master the values, cultures, ethos of security companies (the employer) in the industry and mind-set

for a profession. Hence, these are indications that the security industry is taking good shape towards being recognised and regarded as professional.

5.2. RECOMMENDATIONS

This section provides recommendations on the sustainable ways that can be used to overcome challenges faced in the implementation of the GSP training programme, especially by SASSETA. The main challenges that have been identified include a shortage of funding opportunities in the security sector, poor administration, communication breakdown, delays in issuing certificates, and delays in the payment of stipends.

5.2.1. Towards fostering a culture of open communication and transparency

The poor communication within the organisation (SASSETA) with its stakeholders (service providers and learners) can affect trust and transparency. As a result, the learners in the case of the study should start identifying or blaming SASSETA as a problem in terms of ensuring good governance and effective administration. This study, therefore, recommends that SASSETA enforce a culture of open communication and transparency. This is a strategy that will allow SASSETA to build trust and an open environment that allows learners and other involved stakeholders to access the unit, ask questions, make suggestions, raise concerns, and comfortably express their ideas.

Such a communication strategy can be developing an online blog which can be used as a journal or informational website that provides regularly updated content about the GSP training programme. The learners particularly will be able to make their submission using it, and the organisation should be able to respond to it.

5.2.2. Service providers to run stipend payment processes

It can be recognised that stipends play a significant role in making sure that learners are able to cover some of the expenses while pursuing the training. These certain expenses include but are not limited to transport costs, stationery, and sometimes meals, to name a few. The delays in the payment of stipends, as a result, have resulted in some learners dropping out of the training as they are struggling to get to their respective centres. This study assumes that the learning intervention consists of a huge number of learners, which makes it more complex and difficult for SASSETA to make payments. The study recommends that the processes of payment should be channelled to specific security organisations that render training services to

pay for learners who are enrolled with them. Hence, the payroll model should be accessible to SASSETA for monitoring purposes, and reports of transactions should be submitted to SASSETA monthly. An improved payment model and strategy will help to overcome the dropout of learners from the training and allow effectiveness in skill transfer.

5.2.3. Mobilising extra funding opportunities

The result depicts the dearth of funding opportunities for learners pursuing training in the security industry. This has been supported by the dropout of learners from the training, which directly results in failed learning interventions and allows a breakdown in skills transfer. These results suggest that at least more funds should be mobilised to expand the capacity of SASSETA and the security industry in providing security training services. This is the only strategy that will help to increase the dropout levels of learners that are enrolled in the GSP training programme.

5.3. CONCLUSION OF THE STUDY

Having evaluated the effectiveness of SASSETA on the implementation of the General Security Practice and its demand to labour market (regarding the employability of learners) between the periods of 2018/19 to 2020/21. The conclusion that can be drawn from the findings is the relevance of the GSP training programme in ensuring the transfer of skills in the safety and security industry towards addressing the issues of unemployment and skills shortage in South Africa. This has been confirmed by learners and training service providers, who highly agreed that the GSP training programme is beneficial in terms of enhancing skills and knowledge in the security industry. This training programme has the potential to produce learners who are competitive and demanded by the labour market. There has been slow progress in terms of employment for learners who have completed training. This slow progress, however, can be associated with the fact that there are no employment opportunities in the market due to the high levels of employment in South Africa. This does not compromise the relevance and effectiveness of SASSETA in implementing the GSP training programme.

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